

How WriteReader Aligns with the Science of Reading

WriteReader empowers K-5 teachers with a tool for implementing evidence-based reading and writing instruction. With minimal planning and quick steps, WriteReader can supplement any curriculum across all content areas while motivating students to become confident, independent writers.

Science of Reading

Decades of research have shown that the way the human brain learns to read is a complex and unnatural process. The science of reading is a compilation of years of research on how students learn to read with implications for developing effective instruction. More and more states are using federal funding to train teachers in science based practices and writing legislation to mandate science based curriculums. In 2020 11 states mandated evidence-based instruction in their schools and that number continues to rise each year. WriteReader provides teachers with a simple tool that aligns with science-based practices. Students can transfer newly acquired decoding skills with the ready-to-go templates and book creation options to develop strong reading and writing skills.



A Simple View of Reading

Gough and Tunmer developed a model to illustrate how two broad skill sets are essential for reading comprehension: word recognition and language comprehension (1986). The model shows that the product of language comprehension and word recognition equals reading comprehension.

word recognition x language comprehension = reading comprehension

The use of multiplication rather than addition shows how the two skill sets are dependent upon each other. When one of the components is “zero” the equation equals zero. Each of the skill sets is dependent on the other for developing reading comprehension. The WriteReader app helps students develop both of these literacy skill sets through the creation of multimedia books with embedded support features.

Writing Develops the Reader

Learning to read and learning to write are reciprocal processes. Developing one fosters the development of the other. Research shows that systematic, explicit phonics instruction is an effective approach to learning to read. Phonics skills from explicit reading instruction are transferred when students encode to write. Encoding is when individual sounds (phonemes) of a word are segmented and then matched with the graphemes to produce the written word.

The process of encoding enhances the development of the orthographic lexicon. The orthographic lexicon is the bank of words a student can read automatically without needing to apply decoding skills. This process is essential in developing strong fluent readers. WriteReader supports all levels of encoding with editable templates and endless opportunities for students to write creatively.



Encoding and Literacy Development

The research of Weiser and Mathes shows how including encoding instruction in systematic reading instruction increases literacy performance (2011). The WriteReader phonics series templates pairs the explicit decoding skill instruction with encoding practice. Teachers can also create additional templates to support students with encoding practice or students can create their own stories by applying phonics skills taught in decoding lessons.

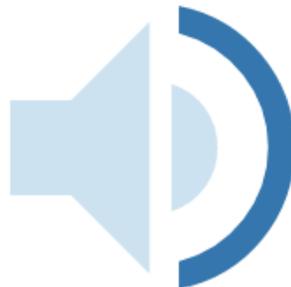
Developing Skills with Context

Phonics skills should be taught directly, systematically and within a sequence. Effective phonics instruction includes teaching the skill explicitly and then within a context. Students can connect meaning when practicing the skill within a context to further their understanding. When students successfully apply encoding and decoding skills they are working to build their orthographic lexicon needed for automaticity, fluency and comprehension. The WriteReader phonics templates and endless book creation options equip teachers with the tools for explicit phonics instruction and opportunities for student practice within a context. Early writers strengthen foundational skills while 3rd-5th grade students increase language comprehension, vocabulary and content knowledge.

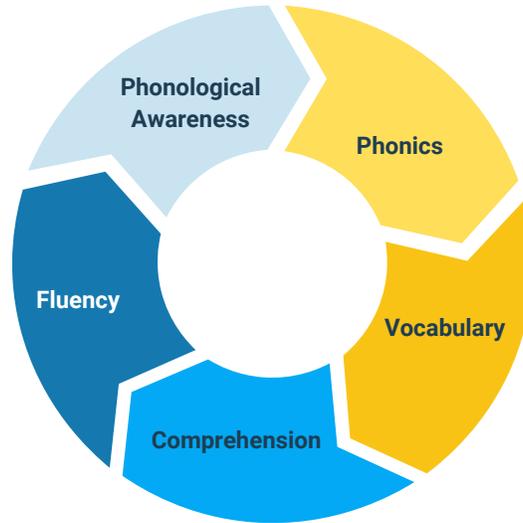
WriteReader can quickly and easily align with any curriculum and all content areas. The audio options can be tailored to meet individual student needs and to provide differentiated support for successful encoding.

Speech to Print and Print to Speech

Audio support can be embedded in templates to guide students in their efforts to encode. Teachers can add differentiated recordings that the students can access to support them while working independently. The WriteReader phonics templates have audio features that guide students in practicing encoding words and sentences using the focused skill. There is also a print to speech option at the letter and word level to assist writers. The audio support can be edited or eliminated to meet the needs of each student and enable teachers to couple reading instruction with the speech to print practice to improve reading and writing outcomes.



The Five Components of Reading



Comprehensive reading instruction includes five components of reading: phonological awareness, phonics, vocabulary, fluency and comprehension. WriteReader provides tools to support instruction in these components and opportunities for students to practice skills independently with embedded support. The platform allows teachers to monitor students as they are writing and teachers can provide real-time feedback. The WriteReader template library includes templates for explicit phonics skill instruction and student practice that also develops vocabulary, fluency and comprehension.

WriteReader equips teachers with a digital tool that supports science based reading and writing instruction with an engaging platform students love. WriteReader helps teachers improve reading and writing instruction while motivating students to become stronger readers and writers.

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7(1), 6–10. <https://doi.org/10.1177/074193258600700104>

Weiser, B., & Mathes, P. (2011). Using encoding instruction to improve the reading and spelling performances of elementary students at risk for literacy difficulties. *Review of Educational Research*, 81(2), 170–200. <https://doi.org/10.3102/0034654310396719>