On The Web

http://www.readingrockets.org/helping/target/otherissues/#processing

http://www.nea.org/home/19027.htm


http://www.fortheloveofteaching.net/2010/08/children-of-code-must-see.html


Reading

http://www.nea.org/omaar/19027.htm

NEA Believes Teaching Is the Key To Successful Reading

NEA's Official Reading Policy

There is no one way to teach reading that is effective for all students. The teacher is the key to successful reading. Teachers should receive a sound preservice education as well as ongoing, relevant professional development in order to implement complete reading programs that address the full spectrum of reading skills and diverse student needs. Teachers should be supported by parents, skilled education support professionals, communities that value and promote reading, and policies that provide adequate resources and allow them to use their expertise.

Read More from NEA

- Reading Yesterday and Today: The NRPG Report and Other Factors
- NEA Resources on Reading
- NEA Task Force on Reading Report

Related Links

- Put Reading First
- Adolescent Literacy in the Content Areas
- International Reading Association
- Reading Is Fundamental
- Children of the Code

Other Sources of Reading Difficulty

Phonological processing

Phonological processing refers specifically to the processing of speech sounds (phonemes). Many poor readers have a specific weakness in phonological processing even through their other processing skills (auditory and language processing) are strong. This is often the case for students with reading disabilities. Readers with phonological processing difficulties usually have problems decoding words.

More information:

- Knowledge and Skills for Teaching Reading
- Identifying Risk Factors to Prevent Disabilities
- Outstanding Questions about Phonological Processing in Dyslexia (Coprints)
- Neuroscience, Phonology, and Reading: The Oral to Written Language Continuum (Children of the Code)

On the Brain

Michael Merzenich, Ph.D.

I just discovered this new (to me, at least) blog On the Brain by Dr. Merzenich, a leader in neuroplasticity from UCSF.

I'm excited about this little discovery because brain plasticity -- the ability my, your brain has to reorganize itself -- supports my belief that I can find ways to help people learn, that learning can happen as long as it is consistent, appropriate, and timely. I'm looking forward to staying up to date with the latest research here.

Among the many resources here I was led to children-of-the-code, a site based on learning to read and understand the world -- the technology of written language.

For the Love of Teaching

Blogging about BrainSMART teaching and technology integration.

Children of the Code - A Must See!

http://www.flightseveryteaching.net/2010/08/children-of-code-must-see.html

Both of my sons have Dyslexia. Therefore this topic is near and dear to my heart. Following are excerpts from the Children of the Code website. Please visit their website for the full article and a wealth of resources.

Excerpts from the Children of the Code Website:

According to the U.S. Department of Education more than 60% of K-12 school children are reading below the level needed to proficiently process the written materials used in their grade levels - reading below the level necessary for the brain-work of reading to be transparent to the mind-work of learning from what they are reading. Obviously, reading is the skill that matters most to success in school and children who fall behind in reading are in great academic danger. However, it is not just the lack of reading skills that most endangers these children. It's the mind-shame.
On The Web


http://www.readingmatterstomaine.org/cost-of-failure


Macro Learning

Children of the Code

September 28, 2010

Reading is such an incredibly complex task that it’s not notable that some students struggle with reading, but rather miraculous that any of us can read at all. The Children of the Code project tries to bring attention to the problems that we face when our children do not learn to read.

We don’t look at reading difficulties through the lens of how to improve the ‘teaching’ of reading, instead through the lens of understanding the challenges involved in learning to read – from the learner’s perspective.

The Children of the Code web site teams with information about reading challenges from experts in the field, including Sally Shaywitz, who has used neuromaging to understand the basic nature of reading and reading difficulties, and Santo Toma, whose foundational research into the link between oral and written language led to the development of Fast ForWord.

At Be Amazing Learning, we are committed to offering individualized, validated solutions for students who struggle with reading. We are intrigued with depth and breadth of information on the Children of the Code web site from the basics of neuroscience, cognitive psychology, linguistics, instructional design, literacy, and teaching. If you have an interest in reading difficulties you should take a look at this great site.


The Karl Frank Jr. Communicator


Psychology Research: Differences in Family Language Learning – Dr. Todd Risley

In bold below...


On Ed Bulson... Last night I talked with George Forbes and he made it really clear Amer is a logical research point of view they're known for many, many years now, although they haven't been able to get it very widely, that it's eighty percent of the variation in public school performance return from family effects not school effects.

Teach Effectively!

Engelmann interview on instructional design

Comments

Top achievement, arithmetic, direct instruction, effectiveness, evidence, evidence-based-education, logic, professional-development, reason, teaching.

Over on Classroom for My Daughter: David Bolouen published a transcript of an interview with Siegfried Engelmann, the primary force behind the development of the Direct Instruction methods. In Thinking a Design 101: Learn from the Learners*, which provides only part of the material that DC will publish, Mr. Bolouen makes a wide range of questions and records his answers.

Engelmann recounts how he entered education, how he came to develop scripts, and lists more. Also, there is rightangled architecture. For example, in one segment Mr. Engelmann recounts a story about the development of the Corrective Reading Program.

Siegfried Engelmann: For instance, we had to do a corrective reading program that dealt basically with failed readers in grades four through twelfth. There’s a story about that’s for decoding, and there’s another strand about the symbols.

And when we were testing this one program, teachers working with this small group of kids that was quite, you know, word goers— you know, they just didn’t have the game at all.

David Bolouen: They had developed habits and strategies that were working against them.

Siegfried Engelmann: Right. And they were often very complicated.

David Bolouen: You...

Siegfried Engelmann: And this one kid showed just how complex his strategies were. He made a mistake in reading a word, and the teacher...


Challenging to Read: A Collection about Dealing with Reading Problems

From childrenscode.org, produced by Children of the Code.

An excellent series this details some of the problems students have in reading. This is not one a video and four series. It is especially important for teaching students with reading concerns of all types. Here is the main site: http://www.childrenscode.org... (more)

Found by freeagent in Reading

December 20, 2010 at 12:21 PM

Ages: 4 - 18 License: Undetermined

Rating: ★★★★ Views: 575

READING MATTERS TO MAINE

A Website for Parents, Teachers & Advocates

Teaching ALL Children to Read

Consequences of Reading Failure

http://www.readingmattemaine.org/cost-of-failure

1. See Children of the Code: We Have a Problem. A Public Television website that explains the alphabetic code and the consequences of not learning it for the child, the adult, and society.

2. 36% of American schoolchildren (20 million children) are unable to read grade-level material (NCES National Center for Educational Statistics).

3. 25% of the young adult population lacks the basic literacy skills required in a literate society.

4. Children raised in poverty, those with limited proficiency in English, those from homes where the parents’ reading levels and practices are low, and those with speech, language, and hearing handicaps are at increased risk for reading failure. (National Institute of Child Health and Human Development)

5. It’s important to note that a substantial number of children from high literate households who have been read to by their parents since early in life also have difficulties learning to read. (G. Reid Lyon, Ph.D. Why Are So Many Children Reading Deficit?//www.readingdeficit.org/pdf/1057.pdf)

Below Basic: 26% of 12th Graders 26% of 8th Graders

National’s Report Card

Below Proficient: 64% of 12th Graders 69% of 8th Graders

The Nation’s Report Card

The nation’s report card

Reading: The Nation’s Report Card 2010

Below Basic: 26% of 12th Graders 26% of 8th Graders

National’s Report Card

Below Proficient: 64% of 12th Graders 69% of 8th Graders

The Nation’s Report Card

Percentage of students who read below basic is 26% of 12th Graders.

The nation’s report card

The nation’s report card

Reading: The Nation’s Report Card 2010

Note the poor percentage of those considered to be proficient in language.

“...Learning how to learn to read...”

David Bulouen advises “Millions of dollars and thousands of research papers later, the most important thing we have learned is that the process of learning to read affects the cognitive and emotional development of children much more fundamentally than ever before imagined. Beyond the obvious academic and economic implications, how well children learn to read is more, even more life-shapping, consequences. Most children begin learning to read during a profoundly formative phase in their development.”

The most important thing is that the world is to open up new worlds for our children to explore.” — Toru KUMON

KUMON


“...the world is to open up new worlds for our children to explore.” — Toru KUMON

KUMON


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KUMON


“...the world is to open up new worlds for our children to explore.” — Toru KUMON
On The Web

http://americanbirthrightmedia.org/resource/children-code-project


EdTech Solutions:
Teaching Every Student

"What's Wrong with Me?" The Emotional Cost of Reading Disabilities

The "code", the technology of written language, is the most influential invention in the history of history. It is the "OS" (operating system) of civilization. Becoming code users literally changed how our minds think, self-reflect, remember, abstract, categorize, and codify.

Today's social institutions; our science, law, politics, organizations and technologies are all outgrowths of what the code made and makes possible in our minds. We are all, in a very real sense, children of the code. For some of us the code is an invisible, taken-for-granted, mind-enabling platform, for others it is an ever-present mind-shaming barrier that all but determines what is possible in life.

Children of the Code Project

Children of the Code, an online social education project and public television documentary series, addresses the complexities of fluently making sense of "the code" the basis of understanding the written word. The comprehensive website includes videos, over 100 interviews with leading experts in the field, articles, and resources for parents, students, educators and other professionals. The video section of the site included this video which explores the emotional toll on students who struggle to make sense of text. School constantly and repeatedly reinforces what is difficult for some children. The cost to their "sense of self" is enormous and requires us as educators to offset the damage.

"I always tell people that from the moment a kid gets up in the morning until he goes to sleep at night, the central mission of the day is to avoid humiliation at all costs." - Dr. Mel Levine

By increasing our awareness of the struggles, we can lessen the damaging impact on our students and, instead, build upon their strengths. Try these simulation activities to better understand the challenges they face. And then use new tools and strategies to help make your curriculum accessible and help your students more easily demonstrate what they know. (The proliferation of read/write web tools allows us to do that in ways never before possible! If you need ideas, check out this post - Free Technology Toolkit for UDL in Every Classroom)

Children who blame themselves for the struggle of learning to read are in serious psychological and intellectual danger. They are at risk of becoming ashamed of how they think, how they learn, and who they are. (childrenofthecode.org)

You will spend hours at the website, but it is time well spent. Thank you to Lynn, at the Interactive Multimedia Technology blog, for pointing out this invaluable resource.

American Birthright

LINKING EARLY CHILD DEVELOPMENT TO A MORE PROSPEROUS AND EQUITABLE SOCIETY

Resources

Children of the Code Project

Children of the Code aims to promote and improve literacy. Their video modules contain highlights from hundreds of hours of interviews with leaders in the literacy field and struggling readers. Topics include "Reading Crisis", "Collective Cost", "Emotional Danger" and "Social Danger". The video modules are available free on the website and they are meant to be shared and integrated into other websites and presentations.

Sooner SUCCESS of Garfield County

We provide information and resources to the parents and professionals who care for children and youth with special needs in Garfield County. Let us make your road a little easier.

Wednesday, March 4, 2009

SHAME: The Dark Heart of Reading Difficulties - 8 Video Segments

Statistically, more American children suffer long-term life-harm from the process of learning to read than from parental abuse, accidents, and all other childhood diseases and disorders combined. In purely economic terms, reading related difficulties cost our nation more than the war on terrorism, crime, and drugs combined.

Children who blame themselves for the struggle of learning to read are in serious psychological and intellectual danger. They are at risk of becoming ashamed of how they think, how they learn, and who they are.

The first segment provides a good starting point for appreciating the "SHAME" that struggling readers experience. Next, "The Power of Shame" describes shame's painful life-long and often life-distorting effects. The next three segments explore the "Public Shame" of the classroom; the "Fear of Shame" felt by children as they anticipate being asked to read out loud in classrooms, and how both drive the "Secret Shame" that causes children to hide their reading difficulties from parents, teachers and peers. "Emotionally Learning Disabling" and "Avoidance" build on the previous segments and show how powerfully behavior-determining and learning-disabling shame avoidance can be. Finally, "Cognitively Learning Disabling" begins our discussion of the "downward spiral of shame" and describes how shame disrupts, distracts, and chokes the cognitive processing that is necessary for learning to read in the first place.

For more information on the Children of the Code projects as well as videos related to:
*** The history of the code and its effects on the world around and within us
*** The cognitive, emotional, academic, and social challenges involved in learning to read
*** How the structure of the code affects learning to read it
*** What the brain sciences are teaching us about learning and reading
*** And how teachers and parents can help their children learn to read better.

Visit the Children of the Code website
On The Web

Saturday, November 03, 2007

New Video from Children of the Code

Children of the Code is a massive project, consisting of interviews, articles, and videos on the subject of reading and literacy -- and how reading acquisition can break down, and be repaired.

The mission of Children of the Code Project is to help bring about a societywide transformation in our understanding of "The Code and the Challenge of Learning to Read It".

The main website is here. http://www.childrenofthecode.org/

Index of the video segments:
http://www.childrenofthecode.org/Tow/index.htm

The new segments: READINESS, Early Learning Trajectories - Below the fold: what's included in these new segments

In this chapter we explore some key factors and issues related to how children's early learning trajectories determine their level of readiness for taking on the challenges involved in learning to read:

- the role of the family in shaping children's readiness for reading
- the interplay of nature and nurture in early learning trajectories
- the sensitive slope of early childhood brain development
- the inseparability of emotion and cognition in all learning
- the fundamental role language plays in human life - from the beginning
- how children's language foundations develop and adapt to their environments
- how children's trajectories through all the above result in meaningful differences that profoundly affect the difficulty they have learning to read

I'd urge any parent of a child with language delays and/or learning disabilities to explore this website.

Children of the Code

Statistically, more American children suffer long-term life-harm from the process of learning to read than from parental abuse, accidents, and all other childhood diseases and disorders combined. In purely economic terms, reading related difficulties cost our nation more than the war on terrorism, crime, and drugs combined.

Provocative Conceptions About Learning

TED brings the world's leaders in various fields: Sugata Mitra invented the "hole in the wall" project with astonishing learning results, then continued the experiment around the world with the same impact. It can't help but cause us to question conventional ideas about the ability of children to learn. His 17 minute talk at TED captured in the video Child-Driven Education will entertain, enlighten and cause one to puzzle about unfettered human learning. Children of the Code tackles issues of learning to read (breaking the code) with a wealth of the world's expertise and resources. The difficulties are described in an amazing video 7 minute What's So Difficult? and the attendant results for many children of "mind shame," a crippling long term affliction for school achievement.

A third brief video is from the fresh mind of Ken Robinson who draws engagingly as he talks about the need for change.

Reading & Learning PATHWAYS

Children of the Code

"Warning: Protracted difficulty with learning to read can lead to cognitive habits and emotional aversions that endanger the general health of learning. Above all else, do no harm."

This non-profit organization has attracted a large number of international scholars who recognize that the current education system is failing a huge segment of school-age children. Despite the obvious outcomes of children who struggle with the written word, they believe the mind-shame that results from struggling with reading to be a far greater danger for these children. When young children realize they are not performing to the standard of their peers, a devastating downward spiral is set in motion which more often than not results in social, emotional and academic failure.

http://learningalternatives.net/weblog/post/1255/
http://www.rlpathways.com/#!links
http://ingienous.com/?page_id=1993
Recommended Links

- www.montessoriconnections.com
  Excellent site offering lots of information about where to get Montessori materials, information on conferences to attend, training courses and Montessori schools.

- www.amshq.org
  This is the site for the American Montessori Society. It gives you information on their annual conferences (the largest annual Montessori conventions in the US) plus much more useful information, including research.

- www.childrenofthecode.org
  A dynamic, up-to-date site with video clip interviews with world-renowned brain researchers and reading researchers. The title refers to the difficulties inherent in the brain learning to read the “code” of letters that represent sounds.

literacyspace: literacy & library sightings

If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales. Albert Einstein

A Social Education Project and Public Television Documentary ~ David Boulton, co-producer and creator of the Children of the Code, is a learning ecologist, activist and technologist.

The 'code', the technology of written language, is the most influential invention in the history of history. It is the 'OS' (operating system) of civilization. Becoming code users literally changed our minds think, self-reflect, remember, abstract, categorize, and codify.

Today's social institutions; our science, law, politics, organizations and technologies are all outgrowths of what the code made and makes possible in our minds. We are all, in a very real sense, children of the code. For some of us the code is an invisible,

On The Web

http://www.ageofmontessori.org/resources/recommended-links/

Links:

Reading

<table>
<thead>
<tr>
<th>Website</th>
<th>Link</th>
<th>Description</th>
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<tbody>
<tr>
<td>National Reading Panel</td>
<td><a href="http://nationalreadingpanel.org/">http://nationalreadingpanel.org/</a></td>
<td>A website focused on the findings of the National Reading Panel.</td>
</tr>
<tr>
<td>Children of the Code</td>
<td><a href="http://www.childrenofthecode.org/">http://www.childrenofthecode.org/</a></td>
<td>Children of the Code is a wonderful, general resource for learning about the miracle of reading. It includes interviews and work from Sally Shaywitz, Louisa Moats, Reid Lyon, Marilyn J. Adams, Ed Kame'enui, Paula Tallal and many more.</td>
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The Matthew Effect
http://www.readingfirst.virginia.edu/index.php/elibrary/C48/

Dr. Anne Cunningham - The Effects of Learning to Read On Children’s Minds
http://www.childrenofthecode.org/interviews/cunningham.htm

Dr. Anne Cunningham, is the Director of the Joint Doctoral Program in Special Education with the Graduate School of Education at Berkeley and the Historian of the Society for the Scientific Study of Reading. She is the co-author of “What Reading Does For The Mind” and numerous other articles and research papers related to reading.

Recommended Pages at childrenofthecode.org

Video Index: Chapter 3c: SHAME - THE DARK HEART OF READING DIFFICULTIES
childrenofthecode.org — Index to videos related to the role of emotion, particularly shame, in disabling learning, particularly learning to read. View full resource at childrenofthecode.org

Tracy Ochester, PsyD
Active Health Library, Doctor, Psychologist, and PsyD

Videos addressing the shame associated with reading difficulties
http://www.childrenofthecode.org/Tour/3c/index.htm
On The Web

The Forum

27/06/2010

Presented by Marcus du Sautoy, Provost of Columbia University Claude Steele reveals how our brains can be hindered by the power of stereotype threats and shows us what we can do to avoid them. Linguist Guy Deutscher explores how different quirks of our mother tongues can cause very different habits of mind. Hungarian poet Agnes Lebozy explores the effect of poetry on the mind and suggests that it’s time to rehabilitate the notion of eavesdropping.

Overcoming stereotype threats by speaking new geographies of the mind. Illustration by Emily Kasnel.

RELATED LINKS

* Agnes Lebozy (www.eggboxpublishing.com)
* Claude Steele (provost.columbia.edu)
* Guy Deutscher (www.childrenofthecode.org)
* The Forum Facebook page (www.facebook.com)

Useful Links

http://www.drdebglaser.com/usefullinks.html

- Florida Center for Reading Research [www.fcr.org]
  This site provides many supports for reading teachers. Some of what you will find include: activities, for small and whole groups, to support student practice of the five components. Presentations used by many of the nation’s prominent researchers. This is a nice way to keep up with current thinking.

- Response to Intervention Network [rtinetwork.org]
  The RTI Action Network is dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide. Successful schools are highlighted; articles, videos, and more are included on this site.

- Learning First Alliance [www.learningfirst.org]
  This is a powerful site, highly supportive of schools and solid research. Keep current on what is happening in education through regular visits to this site.

- The Free Library [www.thefreelibrary.com]
  Become a member (free) and access multiple articles. Very helpful way to keep up with research and practice. You can even publish your own articles through this site.

- Children of the Code [www.childrenofthecode.org]
  Amazing rich site filled with interviews, videos, updates on reading and the science behind language and reading.

AAFP

American Family Physician

A peer-reviewed journal of the American Academy of Family Physicians

Am Fam Physician. 2004 Sep 15;70(6):1032

TO THE EDITOR: I enjoyed the article “School Refusal in Children and Adolescents,” by Dr. Fremont in the October 15, 2004 issue of American Family Physician. School refusal is an important issue, and I would like to add a few observations and recommendations.

Certainly, concomitant psychologic and home issues are significant contributing factors, but I would urge the author and other clinicians who see children with school phobia to consider reading or learning issues first. The psychologic issues that physicians identify and diagnose may be secondary. Unless reading and learning issues are addressed, any other concern is doomed to failure.

HUGENE M. HRYMAN, M.D.
Family Practice Associates
20 Eim St.
Pittsfield, MA 01201

REFERENCES

Rochester 5th Ward Information

In an attempt to close the gap between city government and its citizens, especially those I represent in Rochester’s 5th Ward, I will try to provide timely updates on issues and concerns that are under consideration for council action as well as any specific concerns you bring to my attention.

http://5thwardinfo.blogspot.com/2006_06_01_archive.html

About Me

NAME: BOB NOWICKI
LOCATION: ROCHESTER, MINNESOTA, UNITED STATES


View my complete profile

Recent posts

Carbon Monoxide Alarm
Mandate Signed Today
Not About Listening but Better Information
Cost Savings Proposal Coming Soon

Fantastic Opportunity To Help Our Community

Statistically, more American children suffer long-term life-harm from the process of learning to read than from parental abuse, accidents, and all other childhood diseases and disorders combined. So says a recent Public Television, DVD & Web Documentary Series, Children of the Code.
The code breakers

An activist is trying to explain to his fellow Americans why English spelling is so hard to learn.

Readings: the horrible task

"Some people there are who, being grown, forget the horrible task of learning to read. It is perhaps the greatest single effort if the human undertaking, and must do it as a child."

John Steinbeck

"Education happens from the outside in. Learning happens from the inside out... In the name of teaching children about 'things', we are unintentionally but nevertheless pervasively and insidiously teaching children that their presence and inside-out participation is not important to their learning."

Implicit website

"We have a genuine national crisis. More and more, we are divided into two nations. One that reads, and one that doesn't. One that dreams, and one that doesn't."

George W Bush

Quotes from Children of the Code

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Dr. John Searle Part 1 - Language, Literacy and the Modern Mind

8.92 min. | 4.8333335 user rating | 5937 views

In this the first part of our interview with Dr. John Searle we discuss the difference between human language and animal communication and how literacy acted as the 'enabling technology' that gave rise to the modern human mind and the institutions of civilization. To view a higher quality version of this video or to embed it in your site go to: www.childrenofthecode.org.

Dr. Michael Merzenich: Neuromodulation and Neuroplasticity in Reading Related Brain Processes 2

This is part 2 of our interview with Dr. Michael Merzenich. In this segment we discuss “Signal-to-Noise and Language” and “Neuroplasticity and Sound”. For more information, including a transcript of this interview, see: http://www.childrenofthecode.org/interviews/merzenich.htm To view the other parts of this interview, to see this one in higher quality, or for versions you can embed in your own website see: http://www.childrenofthecode.org/pid/merzenich/part2.htm