

KEYNOTES and WORKSHOPS PRESENTED BY
JAN HASBROUCK, Ph.D.

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CONTACT INFORMATION

JH Educational Services EIN 45-0492915

Home/Office Address: 611 NW 75th Street, Seattle, WA 98117

janhasbrouck@gmail.com (206) 498-0123 text/voice

@janhasbrouck www.readwa.org www.janhasbrouck.com

SESSION TITLES <i>(details provided on following pages)</i>
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1. Understanding, Assessing, and Teaching Students with Dyslexia
2. The Science of Reading: WHAT We Know & HOW to Implement It
3. Making Sense of Fluency Data: What Does ORF Really Measure?
4. Reading FAST or Reading WELL? Let's Take Another Look at Fluency (*Alternative Title: Reading Fluency: Essential for Reading Comprehension—And Motivation!*)
5. Educators as Physicians: Using Data from Reading Assessments for Professional Decision-Making (*Alternative Title: Using the RIGHT Data for MTSS Reading Decisions*)
6. Meeting the Needs of ALL Readers K-12
7. Which Fluency Benchmarks Should We Use and What Do They Really Mean?
8. SAILS: How Standards, Assessments, Instruction & Intervention, Leadership and Sustained Commitment Can Help All Students Achieve Academic Success!
9. Student-Focused Coaching: Helping EVERY Teacher Succeed
10. "Is She on Grade Level?" Taking Another Look at How We Talk about Reading Levels
11. Climbing the Ladder of Reading & Writing

NOTE: ALL SESSIONS WILL BE TAILORED TO THE NEEDS AND CONCERNS OF A SPECIFIC GROUP OF EDUCATORS OR OTHER PARTICIPANTS

SESSION DETAILS

1. UNDERSTANDING, ASSESSING, AND TEACHING STUDENTS WITH DYSLEXIA

Presented as a 60 to 120-minute overview/keynote/webinar or half-day workshop.

Dyslexia is a disorder with well-documented emotional, behavioral, and social impacts on students with dyslexia themselves as well as their families, in addition to the well-known academic challenges. The actual impact of these concerns varies in part because dyslexia itself varies—in both the severity of the impairment (mild, moderate, severe) and the way in which individuals and their families are able to respond to these learning challenges.

Our understanding of dyslexia has deepened over the past two decades, due in part to new technologies being used by researchers to study the complex brain functions involved in reading and writing. Research has focused on both the neurobiological factors involved, including brain structures and the contribution of genetics, as well as the instructional processes that have proven to be effective in building a reading brain. While the International Dyslexia Association has developed a definition of dyslexia based on a convergence of reading science, there still is no universal agreement on how to define it. A number of myths and misunderstandings continue to persist regarding this neurobiological disorder, which must be addressed and dispelled.

(Short description) Dyslexia is a challenging disorder, affecting students' emotional well-being along with literacy skill development. Research has provided many answers about what dyslexia is, how to identify it, and importantly, how to effectively address it through appropriate, targeted instruction and intervention. This practical session will provide answers and resources to support our students with dyslexia and their families.

Participants in the full workshop will:

1. Know about the current research on dyslexia.
2. Know the various ways that dyslexia has been defined and described.
3. Know common myths and misunderstandings about dyslexia.
4. Hear about issues around identifying students with dyslexia.
5. Understand why we can now conclude that with appropriate instruction and intervention students with dyslexia can be taught to read at a level at or close to grade-level expectations.

Content is based on the book: **Conquering Dyslexia** (2019) by Jan Hasbrouck, Ph.D., available from Benchmark Education [here](#)

Intended Audience: All Professional Educators/Administrators K-5, Interventionists K-12, Reading/Literacy and Dyslexia Specialists, Literacy Coaches, School Psychologists, & Parents/Caregivers

2. THE SCIENCE OF READING: WHAT WE KNOW & HOW TO IMPLEMENT IT

Presented as a 60 to 120-minute overview/keynote/webinar or half day workshop.

Researchers in medicine and education have been researching how the brain acquires the ability to read since the 1800s. During those decades, many theories were developed. Recently, technology that allows noninvasive tracking of neurological processes has dramatically changed our thinking about how we learn to read and what are the most effective ways to provide instruction and intervention. We now understand that approximately 95% of students can be taught to read at the early stages of reading development. We also know that the most effective instruction is provided by teachers who are both well-informed and well-supported. The newest research supports using “structured literacy”: Systematically designed, explicit instruction that involves multi-modality learning and active engagement from students. The goal is to balance instruction between explicit teaching to allow implicit learning.

This session reviews the current research from medicine, psychology, and education. Because of the range of students’ capacity of ease in becoming literate, this instruction must be appropriately differentiated. The implications for how to use this newest, research-based science to design and provide the most effective instruction for all students will be discussed.

(Short description) A growing and evolving body of evidence about how students learn to read and why some have difficulty is often referred to as “the Science of Reading” or SOR. It is vital for all educators who address literacy to understand the many key findings from the SOR literature and how to effectively implement those findings in their real-world classrooms. This session will address the WHAT and HOW of the Science of Reading.

Participants in the full workshop will:

1. Know about the current research on learning to read.
2. Understand why we can now conclude that approximately 95% of students can be taught to read, write, and spell successfully in the early grades.
3. Learn the definition of “structured literacy” and its essential components: Comprehensive, systematic, explicit, and intensive instruction that provides multi-modal engagement for students, that is informed by data.
4. Learn ways to effectively implement “structured literacy” in real-world classrooms for ALL students to support both explicit instruction and implicit learning.

Content is addressed in the book ***Climbing the Ladder of Reading & Writing*** (2024), edited by Nancy Young, Ed.D. and Jan Hasbrouck, Ph.D. available from Benchmark Education [here](#)

Intended Audience: All Professional Educators/Administrators K-5, Interventionists K-12, Reading and Dyslexia Specialists, Literacy Coaches, School Psychologists, & Parents

3. MAKING SENSE OF FLUENCY DATA: WHAT DOES ORF REALLY MEASURE?

Presented as a 60 to 120-minute overview/keynote/webinar or half-day workshop.

These days the curriculum-based measure (CBM) of oral reading fluency (ORF) is widely used in schools across the world. Most schools are using one of the several commercial versions of ORF measures available today, including DIBELS 8th Edition from Amplify, or Acadience (DIBELS Next), or easyCBM, or AIMSweb, or FAST Bridge, or iStation, etc. But what do these ORF assessments actually measure? Why are we relying so much on a 60-second measure of oral fluency on unpracticed text? Is this fair? And shouldn't we really be assessing our students' comprehension? This session, presented by an expert in reading fluency and curriculum-based measurement, will answer all these questions so educators will be empowered to collect the right amount data, using the right assessment tools, and at the end of the day, be able to accurately and efficiently use the data to make the best decisions about our students' instruction.

Content is based on the book: ***Reading Fluency: Understand, Assess, Teach: PROFESSIONAL LEARNING GUIDE*** (2019) by Jan Hasbrouck, Ph.D. and Deborah Glaser, Ed.D., available from Benchmark Education [here](#)

Participants in the full workshop will:

1. Learn about the origins of the oral reading fluency (ORF) and related assessments as a curriculum-based measure (CBM).
2. Understand how the ORF assessment should be used to support professional decision-making.
3. Understanding the common “myths” or “confusions” regarding ORF assessments.

Intended audience: K-12 Administrators, K-5 Teachers, Reading Specialists, Instructional Coaches, School Psychologists, Intervention Specialists K-12

4. READING FAST OR READING WELL? LET’S TAKE ANOTHER LOOK AT FLUENCY (ALTERNATIVE TITLE: READING FLUENCY: ESSENTIAL FOR READING COMPREHENSION—AND MOTIVATION!)

Presented as a 60 to 120-minute overview/keynote or half-day workshop.

Research has long identified fluency as “a critical component of skilled reading” (NRP, 2000). Fluency has also been included in an essential foundation skill in most state reading standards as well as the International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading. Reading fluency is now a BIG part of teaching and assessing, but it remains misunderstood. Fluent reading is NOT fast reading! This session—presented by one of the nation’s experts on fluency—provides an updated and *functional* definition of reading fluency. The workshop clarifies the role of curriculum-based measures (CBM) of oral reading fluency (ORF), often used to screen students and monitor their overall progress in reading: What do these measures really tell us, and how should they be used appropriately? The updated compiled ORF norms (Hasbrouck & Tindal, 1992; 2006; 2017)

will be discussed. Research-supported fluency instruction strategies will also be addressed across the stages of reading development. This session provides an opportunity to reflect on how fluency supports reading comprehension and how it should fit into a comprehensive and effective reading program for all students.

(Short description) Fluency is essential for skillful and motivated reading but is often misunderstood. Fluent reading is NOT fast reading! This session defines reading fluency and clarifies the link between fluency and comprehension. The role of fluency assessments and effective fluency instruction will also be discussed.

(Alternative title/description)

Reading Fluency: It's All About Comprehension—and Motivation!

Helping students read fluently is a focus of the efforts of many teachers and specialists. And that's a good thing, because research has clearly identified that fluency is “a critical component of skilled reading” (NRP, 2000) and fluency standards have also been included as an essential foundation skill in most state reading standards as well as the International Dyslexia Association's Knowledge and Practice Standards. But...do we really understand what fluency is? Do we understand how to determine which students are sufficiently fluent and which need more help? And what kind of support do our students need to become fluent? Let's revisit this topic with an emphasis on the purpose of fluent reading: Comprehension and motivation!

Content is based on the book: ***Reading Fluency: Understand, Assess, Teach: PROFESSIONAL LEARNING GUIDE*** (2019) by Jan Hasbrouck, Ph.D. and Deborah Glaser, Ed.D., available from Benchmark Education [here](#).

And the article: Hasbrouck, J. (2020). An update to the National Reading Panel Report: What we know about fluency in 2020. *The Reading League Journal*, 1(3), 29-31.

Participants in the full workshop will:

1. Understand and be able to define reading fluency (both the fluency *components* of accuracy, rate, and expression/prosody and fluency *mechanics*).
2. Understand how fluency develops in progressions-- from the earliest stages of reading acquisition.
3. Understand the role that fluency plays in literacy achievement.
4. Understand how to correctly interpret the role of oral reading fluency (ORF) assessments for benchmark/screening and progress monitoring.
5. Know how to determine a student's reading fluency level.
6. Know research-supported components for effective instruction and intervention for reading fluency for all students.

Intended audience: K-12 Administrators, Teachers K-5, Reading Specialists, Instructional Coaches, School Psychologists, Intervention Specialists K-12.

5. EDUCATORS AS PHYSICIANS: USING DATA FROM READING ASSESSMENTS FOR PROFESSIONAL DECISION-MAKING (*ALTERNATIVE TITLE: Using the RIGHT Data for MTSS Reading Decisions*)

Presented as a 60 to 120-minute overview/keynote/webinar or half-day workshop.

In this age of mounting educational accountability-- and the widespread implementation of the state standards and RTI/MTSS frameworks and systems—K-12 educators everywhere are being asked to administer ever-increasing numbers of assessments to their students. Teachers *screen* students to determine who may need additional assistance in learning to read, administer *diagnostic assessments* to students to determine their skill strengths and weaknesses for planning instruction, and *monitor* students' progress to determine if their skills are showing improvement. All this testing can take a lot of time and requires a lot of paperwork. It certainly has an impact on the amount of time teachers have available for planning and instruction. Many educators—and parents-- are becoming frustrated with this situation and wonder if all this testing is really helping our students.

This seminar takes a close look at WHY these assessments are being used, HOW to select and administer the most time-efficient and valuable assessments, and—most important of all--how to USE the data to make key instructional decisions that can truly help us provide the best possible reading instruction to all students. In the same way that we expect our physicians to make their decisions about our health and wellness by using the best information available, educators must use assessment tools to inform and guide our professional decisions regarding students' academic "health and wellness". But because it is instruction—*not testing*—that is the most important task of schools, we must select and use reading assessments as efficiently and effectively as possible.

(*Short description*) MTSS systems require professional educators to make numerous decisions about their students' academic needs. To make the best decisions, data must be used. And, because it is instruction and intervention, *not* the collection of data that must be the focus of our efforts, we need to collect and interpret information *efficiently* and *effectively*. Using an analogy of educators as physicians, participants will learn research-based strategies for helping teams of educators collect and use the right assessment data to support optimal instructional decisions to support student success.

Content for this training has been developed by Dr. Jan Hasbrouck and used in multiple university courses and trainings. It draws from multiple sources including research studies and textbooks that will be cited and referenced in the presentation materials.

Participants in the full workshop will:

1. Understand the purpose for collecting data effectively and efficiently within an MTSS framework and system.
2. Understand the purpose and basic strategies involved in benchmark/ screening, diagnostic, and progress monitoring reading assessments.
3. Know how to accurately collect, interpret, and use data using oral reading fluency assessments and informal reading inventories.
4. Know how to create progress monitoring graphs using curriculum-based measurement (CBM) procedures.

5. Interpret data and use it to make decisions about students' instructional needs and to evaluate students' progress.

Intended Audience: K-12 Administrators, K-5 Teachers, Reading Specialists, Instructional Coaches, School Psychologists, Intervention Specialists K-12

6. MEETING THE NEEDS OF ALL READERS K-12

Presented as a 60 to 120-minute overview/keynote/webinar or half-day workshop.

Research has shown that approximately 95% of all students can be taught to read at grade level in the early grades, including those with learning disabilities and dyslexia. With the adoption of challenging and ambitious state standards, educators are increasingly wondering: How can we meet the needs of every student in today's classrooms? This workshop presents research-supported and classroom-proven approaches to successfully address the needs of every student. The essential foundation skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension will be presented within a framework to help teachers and specialists provide effective reading instruction for ALL students across the grades.

(Short description) The bar for student success in literacy has been significantly raised. This session will discuss how educators can use knowledge from research to design and deliver effective reading instruction in real-world classrooms that meets the needs of ALL students, including those who struggle with literacy.

Content for this training has been developed by Dr. Jan Hasbrouck and used in multiple university courses and trainings. It draws from multiple sources, including research studies and textbooks that will be cited and referenced in the presentation materials.

Participants in the full workshop will:

1. Know the current research on the potential reading achievement of students.
2. Identify the research-based components of effective instruction and their effect on the brain.
4. Know the five key components of reading (phoneme and phonological awareness; phonics and decoding; fluency; vocabulary; comprehension), along with language comprehension.
5. Identify specific strategies for effective and age-appropriate instruction for each of the five key components, plus passage reading and study skills.

Intended audience: K-12 Administrators, K-5 Teachers, Reading Specialists, Instructional Coaches, School Psychologists, Intervention Specialists K-12

7. WHICH FLUENCY BENCHMARKS SHOULD WE USE AND WHAT DO THEY REALLY MEAN?

Presented as a 60 to 120-minute overview/webinar

DIBELS-8th Edition (Amplify) has established norms and benchmarks for oral reading fluency (ORF). Acadience and AIMSweb have norms and benchmarks; easyCBM and FAST Bridge have norms and benchmarks. They all differ from one another. Why is this? Which set of benchmarks is correct? And how should professional educators use ORF benchmarks to make decisions about the instruction we provide our students? This session will tackle this important and often confusing issue and provide practical suggestions for real-world practice.

Decades ago, researchers determined that short, standardized assessments that measured the *accuracy* and *rate* of students' performance on academic tasks could serve as reliable and valid indicators of their ability to perform those tasks in real-world situations. These assessments were labeled "curriculum-based measures" or CBM. The most widely used CBM measure is oral reading fluency (ORF), a one-minute assessment used to determine which students might need assistance with their reading (as part of a benchmark/screening process), and, once instruction has started, whether or not a student is making progress toward an individual goal. Some researchers created commercial ORF assessments including (Amplify, Acadience, AIMSweb, easyCBM, iStation, FAST Bridge and others). Each of the commercial CBM-R ORF assessments also has established a set of benchmark guidelines, specific to their product. But, confusing to many, these benchmarks vary widely. And most importantly, how should educators *respond* if their students do not reach the benchmark? If a student's ORF score is lower than desired, is the appropriate response to teach them to read faster? While this may seem logical, it is *not* the correct choice. This session will discuss the difference between ORF assessments and the skill of reading fluency and offer the correct response to a below-benchmark performance on a CBM-R ORF assessment—which is to collect diagnostic data to determine an appropriately targeted intervention. The updated compiled ORF norms (Hasbrouck & Tindal, 1992; 2006; 2017) will be discussed.

(*Short description*) DIBELS-8th Edition (Amplify) has established norms and benchmarks for oral reading fluency, as has Acadience, AIMSweb, easyCBM, and FAST Bridge. They all differ from one another. Why is this? Which set of benchmarks is correct? And how should professional educators use ORF benchmarks to make decisions about the instruction we provide our students? This session will tackle this important and often confusing issue and provide practical suggestions for real-world practice.

Content is based on the book: ***Reading Fluency: Understand, Assess, Teach: PROFESSIONAL LEARNING GUIDE*** (2019) by Jan Hasbrouck, Ph.D. and Deborah Glaser, Ed.D., available from Benchmark Education [here](#).

Participants in the full workshop will:

1. Learn about the origins of the oral reading fluency (ORF) assessment as a curriculum-based measure.
2. Understand how the ORF assessment should be used for professional decision-making.
3. Understand how benchmarks are created and why they vary so much across from assessment to assessment.

4. Understand the rationale for following benchmark assessments with skills diagnostic assessments (and suggestions for how to do that quickly).

Intended audience: K-12 Administrators, K-5 Teachers, Reading Specialists, Instructional Coaches, School Psychologists, Intervention Specialists K-12

8. SAILS: How *Standards, Assessments, Instruction & Intervention, Leadership and Sustained Commitment* Can Help All Students Achieve Academic Success!

Presented as a 60 to 90-minute overview/keynote/webinar or half-day workshop.

The challenge of improving students' academic achievement on a school-wide and district-wide basis is daunting at best. The adoption of ambitious state learning standards has raised the stakes even higher. While challenging, these goals can be achieved! Students' academic skills and outcomes improve significantly when schools focus on five critical and interrelated areas: *Standards, Assessments, Instruction & Intervention, Leadership and Sustained Commitment* (SAILS). A large body of research on effective schools supports adopting standards, using assessment data to guide instructional decisions, and implementing high-quality instruction and interventions using proven methods and materials. Leadership weaves these components together, resulting in improved practice and higher achievement. A sustained commitment ensures the system-wide success of these efforts. These components must also be supported by the creation of a safe and positive environment where every student feels a sense of belonging, autonomy and competence.

The rationale and support for a multifaceted systems approach comes from policy evaluations, theory, and logical conclusions from field implementations. This session reviews the research-base for SAILS and describes how effective schools use each component to create a systemic, multi-component plan that improves the proficiency of both challenged as well as highly skilled students, so all students can achieve the most ambitious standards.

(Short description) Effective K-12 schools achieve success by paying close attention to five essential components: Standards, Assessments, Instruction, and Intervention, supported by Leadership and a Sustained Commitment (SAILS). This session presents strategies for using this research-based framework for success so every school can increase student academic achievement.

Participants in the full workshop will:

1. Know about the research base on effective schools used to create the SAILS model.
2. Learn the five components of the SAILS model: Standards, Assessments, Instruction & Intervention, Leadership and Sustained Commitment.
3. Understand the critical importance of creating a climate that addresses the social/emotional needs of learners.
4. Understand the role of each component for academic success.
5. Learn resources to support the effective implementation of each component.

6. Receive a SAILS Needs Assessment to help analyze the current status of each participant's school or district.

Intended audience: K-12 Administrators, Teachers, Specialists, School Psychologists, Instructional Coaches, Interventionists

9. STUDENT-FOCUSED COACHING: HELPING *EVERY* TEACHER SUCCEED

Presented as a 60 to 120-minute overview/webinar or half-day workshop. Additional training support for coaches based on the SFC model can be provided.

NOTE: *This workshop is typically presented as GENERIC, with no specific content focus (appropriate for educators who provide coaching support in any content area including math, reading/literacy, science, social/emotional concerns, behavior, special education, etc.). Sessions can also be targeted specifically to reading/literacy coaches. Follow-up training is recommended.*

Instructional coaching has become a popular model in schools to provide professional development and support to improve the instructional skills of teachers, and the academic skills and behavioral outcomes of students. Unfortunately, few teachers who are being given the role of “coach” are receiving sufficient training or support to adequately perform this challenging role. This situation is often complicated by the fact that few administrators clearly understand this new role or how to provide the essential support that coaches will need to be successful. This workshop for coaches AND administrators begins with the basics: The research-based rationale for coaching (WHY provide coaching?), WHO makes a good coach, and WHAT are the key tasks that help make coaching successful. The essential difference between coaching and supervision is discussed. Various models of coaching are presented along with an overview of Student-Focused Coaching (SFC; Hasbrouck & Michel, 2022; Hasbrouck & Denton, 2005 & Hasbrouck & Denton, 2009). One day or multiple day seminars can then focus on various topics including: The coach/principal partnership, working successfully with ALL teachers, the professional development role of coaches, using collaborative problem-solving strategies, and more.

(Short description) Instructional coaching can be effective but only when all participants have a clear understanding of the purpose for coaching and coaches have a set of tools and strategies for working with all their colleagues. This session explores the research to support coaching and presents a responsive and comprehensive model called Student-Focused Coaching (SFC). Participants will leave with a clear understanding of the coaching process within the SFC model and have a tool-kit full of effective strategies.

Content is based on book: ***Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration*** (2022) by Jan Hasbrouck, Ph.D. and Daryl Michel, Ph.D., available from Brookes [here](#).

Participants in the full workshop will:

1. Learn the definition of Student-Focused Coaching (SFC) and the evidence-base for the development of that model.
2. Understand the value of instructional coaching.
3. Learn key conditions that allow effective coaching to be implemented.

4. Learn about how to partner effectively with supervisors.
5. Learn specific strategies for working successfully with colleagues.

Intended audience: Instructional coaches and K-12 Administrators who support instructional coaches.

10. “IS SHE ON GRADE LEVEL?” TAKING ANOTHER LOOK AT HOW WE DISCUSS READING LEVELS K-3

Presented as a 60 to 120-minute overview/keynote/webinar or half-day workshop.

Parents, caregivers, and educators all want to know about students' reading levels. Parents typically want reassurance that their child is making adequate progress or, if not, what appropriate, purposeful interventions are being provided. Educators frequently use this kind of information to discuss students' placement in instructional programs and to determine their progress over time. Students, too, should understand how their own level of achievement/progress compares to expected standards or benchmarks.

Historically, the term "grade level" has been the most common terminology for these discussions. "Your child is on grade level in reading." "This student is reading 2 grades above her level", etc. Since the mid-1990s students' reading level is often discussed in terms used by the widely implemented "guided reading" programs where levels are reported as A-Z+ with bands of these "gradient text levels" are assigned to grade level equivalents (e.g., Levels E-J are for grade 3). This session reviews the problems of using "grade level" or "gradient level" to communicate a student's level of progress or proficiency in reading. Using terminology aligned with the concept of reading development over time (Chall's reading "stages", Ehri's "phases" and Kilpatrick's "levels") will be suggested as a more valuable and justifiable way to have these important conversations, at least at the early stages of reading development.

(Short description) Parents, educators—and even students themselves—have an interest in knowing where their literacy development is compared to expected standards or benchmarks. The traditional way to discuss this has been to use terminology such as a student's "grade level" or "reading level". While commonly used, those terms are problematic for many reasons. And the discussions should really focus on what instruction a student is and should be receiving. This session will provide an alternative way to consider these important discussions.

Participants in the full workshop will:

1. Review how teachers understand and discuss reading levels.
2. Review how school psychologists, special educators, and others understand and discuss reading levels.
3. Understand the knowledge and information that would be required to change how students' reading levels are discussed in educational settings (assessment, instruction, curriculum).
4. Understand how reading development has been conceptualized in various models.

5. Learn a new way of presenting this information to parents, colleagues, and students themselves.

Intended audience: K-3 Administrators, Teachers, Specialists, School Psychologists, Instructional Coaches, Interventionists K-12

11. CLIMBING THE LADDER OF READING & WRITING

Presented as a 60 to 120-minute overview/keynote/webinar or half-day workshop.

The journey of learning to read and write can be understood as similar to the process of climbing the rungs of a ladder. Although not a strictly linear process, the journey to becoming literate is often thought of as reaching a series of milestones, from the initial excitement of reading or writing a single word independently to the satisfaction of reading or writing a lengthy and complex text. As we think of repurposing the brain's "wiring" to do something none of us were born to do, we can imagine climbing rungs of this ladder. With mastery of each rung, there is celebration that the learner is closer to reading and writing independently, although the learning never ends.

We also know that the journey to becoming a skillful, fluent reader and writer varies in difficulty. Some students will leap up each rung, while others will take much longer and require intensive and extensive support to progress. This "range of ease" is sometimes described by researchers as a continuous distribution of reading ability (Fletcher & Miciak, 2019; Shaywitz et al., 1992). Mastery of writing also ranges in ease (Gentry & Graham, 2010; Graham et al., 2018). And, alongside the innate abilities of learners, there are additional considerations needing to be addressed including environmental factors (such as the teacher and school, literacy in the home, language/dialects spoken, economic circumstances) and within-student factors (attentional and psychological disorders as well as physical, intellectual and learning disabilities). Because of the range of ease in learning present in all classrooms, teachers need to understand how to differentiate the most powerful, effective instruction for each student, and provide additional intervention as necessary.

This understanding of literacy development and acquisition has been synthesized in an infographic created by Dr. Nancy Young (available [here](#)) called "*The Ladder of Reading & Writing*". This infographic has been translated into multiple languages and is widely used around the world to help educators understand this complex process and to communicate with parents, caregivers, policy makers, and other interested in literacy.

This session presents information on differentiated instruction for literacy success using "*The Ladder of Reading & Writing*" infographic to describe an evidence-based instructional framework. Understanding the positive and informative message of this infographic provides educators with a helpful guide to design instruction so all students become successful readers and writers.

(Short description) The process of learning to read and write has been compared to climbing a ladder, and research has established that learners have a “range of ease” in acquiring essential literacy skills. There are always additional factors that affect how students learn. Dr. Nancy Young created an infographic (available [here](#)) to represent an instructional framework to help educators and others accurately and effectively understand and address this complex process so all students will be successful with reading and writing. This session reviews “*The Ladder of Reading & Writing*” infographic and instructional framework and discusses the evidence-based instructional implications for real-world classrooms.

Content is addressed in the book ***Climbing the Ladder of Reading & Writing*** (2024), edited by Nancy Young, Ed.D. and Jan Hasbrouck, Ph.D. available from Benchmark Education [here](#).

Participants in the full workshop will:

1. Learn about the complex process of learning to read and how reading develops across various phases and stages of learning.
2. Understand that students all have a “range of ease” in acquiring the essential, foundational skills involve in learning to read and write— and why some students learn easily and other struggle.
3. Learn about the factors that impact learning such as environmental and within-student factors (including the teacher and school, literacy in the home, language/dialects spoken, economic circumstances, attentional and psychological disorders as well as physical, intellectual and learning disabilities).
4. Learn about why types of instruction have been found appropriate for the range of students, including discussions of structured literacy, implicit learning, and explicit instruction.

Intended audience: K-12 Administrators, K-5 Teachers, Reading Specialists, Instructional Coaches, School Psychologists, Intervention Specialists K-12, Parents & Caregivers, Policy Advocates, School Board members, Community members with an interest in literacy.