

Faculti Summary

<https://faculti.net/brain-words-how-the-science-of-reading-informs-teaching/>

This video video discusses the book *Brain Words*, co-authored by reading researcher Jean Willette and a professor, which aims to bridge the gap between recent scientific discoveries about how the brain functions in reading and practical application in classrooms. Over the past 30 years, advancements in understanding reading have not been sufficiently integrated into teacher training programs. The authors emphasize the importance of understanding children's cognitive development in reading and writing to cultivate successful learning outcomes.

The book outlines five phases of children's invented spelling, highlighting that each phase reflects their cognitive processes in learning to read and write. The authors argue that spelling is crucial for phonics instruction and that teachers should employ structured literacy and explicit phonics instruction, while avoiding outdated methodologies like whole language and three-queuing strategies.

Additionally, the text addresses dyslexia, illustrating that it should not merely be viewed as a deficit but also as a challenge that can reveal strengths in students. The authors stress the need for teachers to understand dyslexia and implement effective interventions, such as spelling instruction, to support all students in developing literacy skills. Overall, *Brain Words* advocates for educational reform based on current neuroscience to enhance reading instruction in classrooms.