



Jones, Stephanie

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Sent: Saturday, January 16, 2021 4:49 PM
To: ED, State Board of Ed
Subject: [External] Act 49 Comment

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Dear Department of Education,

I am a mother of a now 12year old boy who has struggled to learn to read since preschool. I of course did not know the path when he was 4 would lead us down a path of a dyslexia diagnoses, nor did I know how much he would struggle how to sound out words until he was diagnosed when he was in 3rd grade. As a mother of a struggling reader, I relied on teachers, reading specialists, and speech language pathologists with over 20+ years of experience to guide me when I would inquire why he was struggling so. Although, these teachers were well-intentioned, they have been severely misguided and misinformed about how a child learns how to read. When a child struggles to learn how to read like mine, the delay in identifying these kiddos to provide targeted remediation and instruction is often years after preschool and shameful. Often missing the largest window for help where they could make the most gains to catch up to their same aged peers. My child has become yet another statistic of so many children before him where he will never catch up to his same aged peers because his teachers were not taught the science behind how a child learns to read. Teachings that not only benefit children like mine but **ALL** children. I urge you and your team to enact change for the children behind my son, so they are taught in a world where teachers know how to teach reading, so they can thrive and achieve their greatest human potential allowable. I believe structured literacy and the science of reading should be well ingrained to **all educators, not just** reading specialists and special educators. Reading occurs at all levels, classes, and ages, and our country is at a crossroads where we can choose to improve literacy for our next generation.

1. Structured Literacy should be included in the list of programs evaluated by the Department of Education
2. Tests that measure the Science of Reading and Structured Literacy should be given to upcoming teachers that are entering the workforce.
3. Teaching reading does not stop at Grade 3 and structured literacy should be inclusive of all grades
4. Reading specialists, Special Educators should be required to receive training in structured literacy and prove their knowledge at the preservice, induction and continuing education levels.

Please make the right choice for our next generation of readers, so they can achieve their greatest human potential.

Thank you for your consideration,
Teresa

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