

Submitter: Jaimie Coppola

On Behalf Of:

Committee: House Committee On Education

Measure, Appointment or Topic: HB3040

I am a parent of at least one Dyslexic student who has been failed by the State of Oregon Department of Education's approach to teaching reading in its public schools. I urge the State to STOP WASTING MONEY on studies that tell us what we already know - that our approach to reading IS NOT WORKING.

There are volumes of interdisciplinary research and evidence-based studies spanning more than 50 years, all pertaining to the science of reading - which includes data about how children learn to read and identifies the most effective methods for teaching reading skills. This research clearly spells out the necessary steps to reading success - phonemic awareness, phonics, vocabulary, comprehension, and fluency. This is not rocket science! We need to stop listening to "experts" who are trying to sell the State/school districts curriculum in whole word/"balanced literacy" approaches to teaching children reading. Those approaches are simply ineffective and do not support the way that the majority of students learn to read.

Below are links to some articles and research related to how utilizing the science of reading have dramatically improved reading in K-12 schools:

NPR article (<https://www.npr.org/2025/03/13/nx-s1-5304415/louisiana-reading>), Louisiana - by offering their teachers specific evidence-based training in the science of reading - they are now outperforming their pre-COVID assessments in reading.

White paper demonstrating why the understanding of, and approach to, science of reading is critical for improving the reading skills of our children (https://oklahoma.gov/content/dam/ok/en/osde/documents/services/literacy-policy-and-programs/literacy-research/Whitepaper_TheScienceofReading.pdf).

Here is another resource (<https://www.nwea.org/blog/2024/the-science-of-reading-explained/>).

And another (<https://journal.imse.com/developing-the-right-science-of-reading-curriculum-2024/>)

From the National Council on Teacher Quality, Five Policy Actions to Strengthen Implementation of the Science of Reading (<https://www.nctq.org/publications/State-of-the-States-2024-Five-Policy-Actions-to-Strengthen-Implementation-of-the-Science-of-Reading>)

Maryland Reads (<https://marylandreads.org/>)

The State of Oregon is harming our children everyday by not acknowledging and promoting the science of reading as the evidence-based strategy to teaching our children to read.

Please stop wasting our taxpayer money on studying this problem! We know what it is. Instead, I urge you to use the money allocated to this bill to train Oregon teachers in the science of reading and adopt curricula that support that approach. Only then, will we finally see Oregon reading scores start to improve.

Anything less than this immediate shift to evidence-based science of reading approaches to teaching reading is lip service and is continuing harm our children.

Thank you for the opportunity to provide my testimony.

Jaimie Coppola