

"It's a wonderful thesis and it's so refreshing to hear you articulate it because I guess I am in total agreement with it and I have not really heard people articulate it as clearly you have... I love what you are doing." - **Dr. Louisa Moats, Sopris West Educational Services**

"It's a wonderful thing that you're doing. I appreciate the scope of what you're doing. You're talking about a big thing. People see pieces of it and you're putting together a whole lot of things that no individual one of us has a grasp on." **Dr. Todd Risley, Co Author - "Meaningful Differences"**

## **The Children of the Code Project**

presents



## **"The Code and the Challenge of Learning to Read It"**

"We need to re-conceptualize what it means to learn to read and who's responsible for its success if we're going to deal with the problem." - **Dr. Grover**

**Whitehurst, Assistant Secretary, U.S. Department of Education; Director, Institute of Education Sciences**

"If I had my druthers, instructional methods wouldn't be the big deal. What would be the big deal is if teachers could ask themselves: what does it take to learn to read?" - **G. Reid Lyon - Ex-Branch Chief, N.I.C.H.D.**

[www.childrenofthecode.org](http://www.childrenofthecode.org)

## **Children of the Code Interviewees:**

### **National Overview**

**Russ Whitehurst, Ph.D.**, Ex-Assistant Secretary, U.S. Department of Education; Dir., Institute of Education Sciences  
**Jack Shonkoff, Ph.D.**, Chair, National Scientific Council on the Developing Child  
**Mark Ginsberg, Ph.D.**, Executive Director, National Association for the Education of Young Children  
**Kimberly Thompson Ph.D.**, Director, Kids Risk Project, Harvard School of Public Health  
**James Heckman, Ph.D.**, Nobel Laureate-Economics; Author: Productivity Argument for Investing in Young Children  
**Anna Weckardt**, Executive Director, National Center for Learning Disabilities  
**Erik Hanushek Ph.D.**, Senior Fellow, Hoover Institution, Stanford University  
**E. D. Hirsch, Jr.** Co-Founder, Core Knowledge Foundation  
**Reid Lyon, Ph.D.**, Ex-Branch Chief, National Institute of Child Health and Human Development at the NIH  
**Edward Kameenui, Ph.D.**, Commissioner for Special Education Research, U.S. Department of Education  
**Peter Leone, Ph.D.**, Director, National Center on Education, Disability, and Juvenile Justice  
**Tim Shanahan, Ph.D.**, Chair, National Literacy Panel; Director, Center for Literacy at the University of Illinois  
**Chris Doherty**, Ex-Director, Reading First, U.S. Department of Education

### **Neuroscience, Linguistics, Psychology and Reading Research**

**Keith Stanovich, Ph.D.**, Chair, Applied Cognitive Science, University of Toronto  
**Maryanne Wolf, Ph.D.**, Director, Center for Reading and Language Research, Tufts University  
**Sally Shaywitz, Ph.D.**, Professor of Neurology, Yale University; Author: *Overcoming Dyslexia*  
**Louisa Moats, Ph.D.**, Reading Scientist, Sopris West Educational Services  
**Marilyn Jager Adams, Ph.D.**, Chief Scientist, Soliloquy Learning; Author: *Beginning to Read*  
**Todd Risley, Ph.D.**, Co-Author: *Meaningful Differences in the Everyday Experience of Young American Children*  
**Paula Tallal Ph.D.**, Neuroscientist, Co-Director of the Center for Molecular and Behavioral Neuroscience, Rutgers  
**Donald Nathanson, M.D.**, Clinical Professor of Psychiatry and Human Behavior at Jefferson Medical College  
**Terrence Deacon, Ph.D.**, Cognitive-Anthropologist, University of California-Berkeley  
**Michael Merzenich, Ph.D.**, Neuroscientist, Chair of Otolaryngology, UCSF - Member National Academy of Sciences  
**Steve Reder Ph.D.**, Chair, Department of Applied Linguistics, Portland State University  
**Charles Perfetti, Ph.D.**, Professor of Psychology and Linguistics, University of Pittsburgh  
**Stiegfried Engelmann, Ph.D.**, - Professor of Instructional Research, Univ. of Oregon; Creator of Direct Instruction  
**Pat Lindamood and Nanci Bell**, Co-Founders of Lindamood-Bell Learning Processes  
**Richard Allington Ph.D.**, President, International Reading Association  
**Alex Granzin, Ph.D.**, School District Psychologist; President of the Oregon School Psychologists Association  
**Rick Lavoie**, Learning Disabilities Specialist

### **Teaching and Literacy Organizations**

**Mel Levine, Ph.D.**, Co-Founder & Co-Chair, All Kinds of Minds; Professor of Pediatrics, University of North Carolina  
**Martin Haberman Ph.D.**, Distinguished Professor, UWM - Creator, National Teacher Corps  
**Barbara Kapius, Ph.D.**, Senior Reading Policy Analyst, National Education Association  
**Sharon Darling**, President, National Center for Family Literacy  
**Nancy Hennessy**, Past-President, International Dyslexia Association  
**Sandra Feldman**, Past-President, American Federation of Teachers  
**Robert Wedgeworth**, Past-President, ProLiteracy  
**Sarah Greene**, President, National Head Start Association

### **Code Science and History**

**Richard Venezky, Ph.D.**, University of Delaware; Author: *The Structure of English Orthography*  
**David Abram, Ph.D.**, Author: *The Spell of the Sensuous - Perception and Language in a More-than-Human World*  
**Robert Logan, Ph.D.**, Co-Author with Marshall McLuhan, *The Alphabet Effect*  
**Johanna Drucker, Ph.D.**, Chair of Media Studies, University of Virginia; Author: *The Alphabetic Labyrinth*  
**Leonard Shlain, Ph.D.**, Author: *The Alphabet vs. the Goddess*  
**John H. Fisher**, Medieval Language Historian; Author: *The Emergence of Standard English*  
**Thomas Cable**, Professor of English, University of Texas; Co-Author: *A History of the English Language*

and many others...

## Children of the Code

*The most powerful invention in the history of history is the code you are reading right now.* Invented only a few thousand years ago, it is the 'operating system' that enabled the scientific, political, educational and economic advances of western civilization. Today, more than electricity, fossil fuel, telephones and computers combined, our civilization depends on the *code* we read and write with.

For those who struggle with reading, the struggle is confusing, frustrating, and shaming. Chronic confusion and frustration dulls the intellect. Chronic shame eats away at self-esteem. **In the U.S. alone over 100 million children and adults are suffering the consequences of protracted learning to read difficulties and their inability to read proficiently seriously diminishes their opportunities in school, work, and life.**

"Children of the Code" is a unique achievement, and a special gift for all of us! Thanks for this OUTSTANDING contribution to this VERY important subject. - **Dr. Michael Merzenich, Keck Center for Integrative Neurosciences, UCSF**

"The most powerful professional development experience I have ever had. If you are involved in anyway in teaching children to read you **MUST** attend one of the seminars. This was truly an awakening for me! I will never look at the reading process in the same way." - **Julie Lowery, Alabama State Department of Education**

### BELOW BASIC

African American	12th grade 5.4%
Hispanic	4th grade 5.0%
Indian/Native	4th grade 5.1%
Asian/Pacific Islander	4th grade 2.3%
White	12th grade 2.7%
	4th grade 2.2%
	12th grade 2.1%

### Below Basic:

26% of 12th Graders  
26% of 8th Graders  
33% of 4th Graders



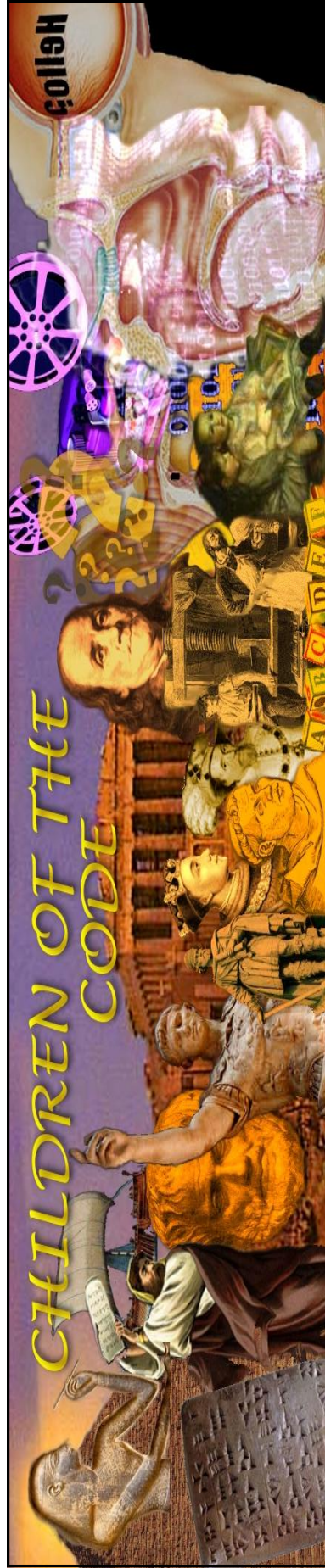
**Below Proficient:**  
64% of 12th Graders  
69% of 8th Graders  
67% of 4th Graders

NAEP 2007 & 2002 report

### BELOW PROFICIENT

African American	4th grade 8.6%
Hispanic	12th grade 8.4%
Indian/Native	4th grade 8.3%
Asian/Pacific Islander	12th grade 7.8%
White	4th grade 8.2%
	12th grade 8.0%
	4th grade 5.7%
	12th grade 5.8%

*More American children suffer long-term life-harm from the consequences of not learning to read well than from all other childhood diseases and disorders combined. In purely economic terms, reading related difficulties cost our economy hundreds of billions of dollars each year.*



**The Children of the Code Documentary Series : The Code and the Challenge of Learning to Read It** Including over 150 interviews with world-leading scientists, educators, scholars, government leaders, parents, and children, the documentary series explores the *code* we *write* with and the cognitive and emotional challenges our brains face when learning to *read* it. The series weaves together archeology, history, linguistics, neuroscience, psychology, reading research, learning theory, and the social and personal dimensions of illiteracy. Currently, over 60 video segments (3 hours+) of the documentary can be viewed online.

**The Children of the Code Project:** The purpose of the **Children of the Code (COTC) Project** is to facilitate a social-educational transformation in how we think about reading. Regardless of the particular method of instruction, the better teachers and parents understand reading and the challenges involved in learning to read, the better they can differentiate their methods to more effectively help children learn to read. Thus, the mission of the Children of the Code Project is to help teachers, parents, and all who care for children, develop a deeper first-person understanding of what is at stake and what is involved in learning to read.

**Live Events:** The COTC Project offers audience-customized conference keynotes, seminars, and workshops. Our live events are perspective-shifting learning journeys that weave the best of COTC's video clips into guided tours that explore the many dimensions of what is at stake and what is involved in learning to read.

**Children of the Code Project  
Learning Stewards**  
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