



Make it matter

Dear colleagues

As debates around the teaching of reading in schools continue, you are invited to an afternoon with distinguished **Professor Catherine Compton-Lilly**, University of South Carolina, on

## Decades of Reading Research: What Do We Truly Know?

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SPEAKER

**Professor Catherine Compton-Lilly**

**Catherine Compton-Lilly** is the John C. Hungerpiller Professor at the University of South Carolina. As a professor in the College of Education, Compton-Lilly teaches courses in literacy studies, elementary education and works with local educators. Among the books she has edited or authored are: *Whitewashed Critical Perspectives: Restoring the Edge to Edgy Ideas in Literacy Education* (co-edited with Lewis Ellison, Perry, & Smagorinsky) and *Making Sense*

of *Literacy Scholarship: Approaches to Synthesizing Literacy Research* (co-authored with Rogers & Lewis Ellison). She has a forthcoming book entitled *Children in Immigrant Families Becoming Literate*, which she co-authored with a team of doctoral students. She is also the author of a series of texts dedicated to a ten-year longitudinal research project: *Reading Families: The Literate Lives of Urban Children* (2003), *Rereading Families* (2007), *Reading Time: The literate lives of urban secondary students and their families* (2012), and *Reading students' lives: Literacy learning across time* (2016). In these books, she describes her experiences in following eight of her former first grade students through high school.

You can access her recent article here:

Compton-Lilly et al. (2023). Stories grounded in decades of research: What we truly know about the teaching of reading.

*The Reading Teacher*, 77, 3, 392-400. <https://ila.onlinelibrary.wiley.com/doi/10.1002/trtr.2258>

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## ABSTRACT

### Decades of Reading Research: What Do We Truly Know?

In recent years, we have witnessed the dissemination of selective research findings related to reading, public deception privileging a narrow body of reading scholarship, and a singular, unproven solution – teaching phonics. Catherine offers a research-based correction that centers children and argues that HOW you teach reading MUST be determined by WHO you teach. In this presentation, Catherine presents a confluence of evidence that establishes reading as complex, involving multiple sources of information and distributed across multiple neurological systems.

Catherine opens by defining the science of reading and discussing the current political context. She then presents two compelling bodies of research to argue that reading involves phonics and much, much more. She describes a confluence of complexity that does not deny the importance of phonics but highlights the significant contribution of multiple sources of information based on: 1.) emerging findings related to the brain and reading, and 2.) research based on systematic observation of young readers. Finally, she argues that reductive and singular models of reading fail to honour the cultures, experiences, and humanity of children. This confluence reveals an unequivocal need for caution as states, universities, schools, and teachers adopt assumedly universal and narrow approaches to teaching reading that do not reflect these bodies of reading scholarship.

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## EVENT DETAILS

### Date

Thursday, 7 March 2024

### Time

4:00pm - 5:30pm

### Venue

Griffith University  
Mount Gravatt Campus  
Level 5 Building M10  
Room M10\_5.02/03

*Please see map for room and parking locations*

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## REGISTRATION

Registration is essential.  
Please register by COB **Tuesday, 5 March 2024**.

[Register here](#)

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## FOR MORE INFORMATION

If you have any questions, please contact:

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