

Dyslexia and the Learning Brain



Maria Luisa Gorno Tempini, M.D., Ph.D.
University of California, San Francisco, Dyslexia Center

Use this webinar companion document to further explore the webinar topic with colleagues. Below is a list of discussion prompts and resources to guide conversation and deepen your understanding of the topic.



- What language networks are at play in the development of speech, reading, and writing?
- What classroom implications are there for instruction and assessment?
- What instructional strategy, assessment, or tool mentioned in the webinar will you try to implement in your classroom moving forward?

More to Explore



Read the **ARTICLE** titled *What Is the Language Literacy Connection for Skilled Reading?*

- In this article, the author explores the five language processing requirements of proficiency in reading and writing. Which of these are you familiar with? Which would you like to know more about?
- How can the definition of dyslexia help us to better understand how to deliver high-quality reading instruction to typical and struggling readers?
- Why is it important for educators to understand the underlying research behind the language bases for reading acquisition?



Listen to the **PODCAST** interview with Dr. Willingham titled *The Basic Science in Reading Instruction*.

- Why does Dr. Willingham suggest that it's important for teachers to understand the cognitive processes that underlie reading?
- Why is it important to understand basic science and how it relates to reading instruction?
- Discuss the issue Dr. Willingham points out concerning the lack of access to current research in education for practitioners and consider ways in which the education field may mitigate this.



Watch the **VIDEO** as Dr. Gorno Tempini discusses *Poetry and Science: Language Systems in the Brain*.

- How does understanding the language systems in the brain help to contribute to your understanding of the complexity of the reading acquisition process?
- How can research on aphasia, brain lesions, or brain damage contribute to our understanding of the language processes vital for fluent speaking, reading, and writing?
- What is the reading and writing network, and what implications does it have for reading instruction?

