EPISODE 200!

Triple R Teaching Podcast

Hello and welcome to the 200th episode of Triple R Teaching! This is Anna Geiger, host of the podcast, author of *Reach All Readers*, and creator of the Reach All Readers website where I've been sharing education resources since 2013.

In today's episode, I'm sharing my science of reading journey so far, what I'm learning about now, as well as sharing some awards for different podcast guests. For example, the most genuine guests, the most fun guests, the most passionate guests, and so on. I can't wait to share those with you.

First, let's talk about my science of reading journey. If you're a regular listener, you probably know my story. I'm not going to get into a great amount of detail here; I've shared it over the years.

A quick overview is that I was very much a balanced literacy teacher when I was a teacher in the classroom, and this was the approach I taught to teachers through my website, Reach All Readers, during the first six years or so of its existence.

In fact, I had many printable resources that were appropriate for a balanced literacy approach, including over 140 free sight word books. Yes, they were predictable, patterned books that required kids to use three-queuing. I gave these away for free. They were very popular. Those were just some of the balanced literacy based materials that I proudly shared and created until I was confronted with Emily Hanford's article, "At a Loss for Words."

Reading that article caused me to pause and think a little bit, more than I ever had thought before, about three-queuing and why there might be some reason to reconsider it as an instructional approach.

However, that's not where I was going at first. In fact, I spent quite a bit of time trying to figure out how to refute Emily Hanford's article. I actually I was going to do a podcast episode about all of her points and why they were wrong.

Long story short, she wasn't wrong after all, and since that day I've been learning as much as I can and sharing as much as I can about the science of reading.

In fact, I actually re-recorded the first 30 episodes of this podcast so that they would be coming from a structured literacy/science of reading lens so I wouldn't confuse anybody who wanted to go back to the beginning and listen to all my episodes.

I see my main role as being a translator of research so I can communicate the science of reading in a clear and actionable way for teachers.

Those sight word books are long gone. I now share over 50 free decodable books featuring all the major phonics patterns. They tell real stories and have custom illustrations. Teachers can purchase the lesson plans or they can just download the books for free. I'm going to leave a link to those books in the show notes right below this episode.

Over the years, I've furthered my education in a variety of ways. I was Orton-Gillingham certified and earned a Reading Science Grad Certificate from Mount St. Joseph back in 2022. My dream is to get into a doctoral program, but finding one, first of all, that's focused on the science of reading, and then one that does not require me to move, fits with my family's busy schedule (you may know we have six kids and this year three are in high school and three are in grade school), and of course, accepts me into the

program has been a combination that's been hard for me to find so far. But I am working at it; I'm hopeful.

I'm learning in other ways. I've taken countless online trainings, interviewed, of course, dozens and dozens of experts on this podcast, and continue to do my own personal study.

I want you to benefit from my study as well, which is why I've created a Science of Reading Podcast Index where you can find over 500 episodes related to the science of reading organized by topic. You can find those by going to reachallreaders.com, click on SOR resources in the menu, and then down below that is where you'll find those.

I also have an article index. These are not research articles, but blog posts and thoughtful articles from Tim Shanahan and many others, organized by topic.

In the future, I'm planning to share a video index as well as an actual research article index, so stay tuned for those! You can find all these things by clicking on SOR resources on the website.

Of course, I continue to share printable resources for teachers on my website, Reach All Readers, and in our membership site, Reach All Readers Plus, where we serve thousands of teachers with printable resources. These include hundreds of decodable resources, fluency building resources, passages, phonics games, handwriting, spelling, and so much more. You'll find a link to that below as well.

I wrote my book, *Reach All Readers*, and it was published in 2024 with Jossey-Bass. It was really important for me to have a single place that was very comprehensive and yet concise, so that if someone comes to me, which people do all the time, looking for a greater understanding of the science of reading, or even a beginning understanding, that I have something I can share with them. That's how that book is being used.

It's also being used in several classrooms as a college textbook, and it is the course textbook for my online course, also called "Reach All Readers."

If you are a professor and you would like to consider *Reach All Readers*, my textbook, for your course, I have a place where you can sign up for a free copy so you can receive that and then review it and decide if it's right for you. If you do choose to use it as a course textbook, you just have to send us your syllabus and we'll get you private access to over 30 classroom demonstrations. Those videos are me teaching in real classrooms using the structured literacy approach.

I also very much enjoy giving live presentations about the science of reading, whether those are virtual or in person. Just in the next couple of months, I have several opportunities to present to teachers in Wisconsin.

If you're listening and you're in southeast Wisconsin, you can certainly send me an email at hello@reachallreaders.com. Especially if it's during the school day, it's really easy for me to hop over and give some workshops. I've given many different workshops on many different topics from morphology, to writing, to spelling, to what is the science of reading. I'm very open to doing that, and, like I said, I do many virtual workshops because at this season of my life, it's very difficult for me to travel to give workshops.

My husband and I have agreed that currently, at this phase of life, it works for me to go to two in-person conferences a year. Those have been The Reading League and Plain Talk, but for me to travel outside of that is just really hard.

As you can imagine, keeping up with six children after school with only one teenage driver is a little tricky and does require two parents. So at this phase of life currently, I'm available for virtual presentations and mostly southeastern Wisconsin workshops.

This year in 2025, I'm working to learn as much as I can about what research really says about how to teach writing and how we can apply that. In fact, a week after this episode airs, I'm kicking off what I think will be an eight-week series about teaching writing with a variety of teachers and other experts, so please stay tuned for that.

I'm also very interested in learning as much as I can about morphology and so many other topics related to the science of reading. That's what I love so much about being passionate about the science of reading - there's never an end to what you can learn!

If you're not already part of my email list, you're invited to join over 250,000 educators to get updates on what I'm sharing, access to my free webinars, special offers, and free resources that can support you in your science of reading journey. We'll leave a link to that as well.

That is a quick summary of my science of reading journey so far!

I'd like to take a moment to reflect on the podcast guests that I've shared over the past few years.

The podcast is about five years old. There was a time that I took off creating new episodes, that was when I was having my existential crisis about the science of reading and I had to relearn so much of what I thought was true about teaching reading. We've accumulated 200 episodes during those five years.

I would like to start by sharing my favorite podcast series. I have two of them.

The first one is the first series I ever did. In fact, it was my first time that I had guests on the podcast, and that was my Balanced to Structured Literacy series. The people that joined me there were educators who generously gave their time to be open and honest about their previous misunderstandings about reading, and what they've learned as they've embraced the science of reading.

All of them are huge voices in the area of the science of reading today, so I want to thank Wendy Farone, Jan Burkins and Kari Yates, Sarah Paul, Margaret Goldberg, Gina from Get Literacy, Jessica Farmer, Lindsay Kemeny, Heidi Jane, Christina Winter, and Savannah Campbell.

My other favorite series is a recent one, my Morphology series. Thank you to Michelle Sullivan for helping me lay out the basics for teachers. Then also to Pete Bowers, Fiona Hamilton, and Sue Hegland who have committed themselves to understanding morphology and communicating it to teachers and creating resources and books for teachers. I've learned so much from them and they were all extremely generous in sharing their resources both before and after their episode went live.

When I think about other people who stick out to me, I think about people who are genuine, people who are open and honest, willing to share, and conversational whether their recording is on or off. I would call many, many of my guests extremely genuine, but the ones that stick out to me the most and weren't chosen for another category are Jocelyn Seamer, Nathaniel Swain, Pam Snow, Lorraine Hammond, Martha Kovack, Harriet Janetos, Stephanie Stollar, Sonia Cabell, Deedee Wills, and Shelley Blackwell.

I would also like to recognize people that are not only brilliant, but also just fun. I've met all of them in person, and they are just as fun in person as they are in an interview. Not to in any way take away from the brilliance that they bring to the science of reading community, but I want to recognize these people as being fun. Those are Melissa Loftus and Lori Sappington, Heidi Beverine-Curry, Gin Quinn-Mooney, and of course, Lyn Stone.

I'd also like to recognize all-star teachers who, in addition to making time to talk to me on the podcast, are doing the hard work every day. In addition to many of those I've already mentioned, I'd like to add Rachel Beiswanger, Kate Winn, Stephanie Darling, Nate Hansford, Sean Morrisey, Casey Jergens, Heather O'Donnell, Reena Mathew, and Melanie Brethour.

Everyone I talk to is passionate about their work, but these people stood out to me as being especially passionate about their area of expertise: Nancy Young, Carrie Pfeifer, Harriet Janetos, Irene Daria, Pam Kastner, Leslie Laud, Elise Lovejoy, and Donna Hejtmanek.

Then when I look at star researchers, people who know their areas so well that you can ask them any question, and they can answer it with hardly a pause. Those would be Shawn Datchuk, Devin Kearns, Susan Neuman, Sharon Vaughn, Amy Elleman, Wiley Blevins, Susan Brady, Katie Pace Miles, and Shayne Piasta.

I'm sometimes asked if I have a favorite interview. I do not, and if I did, I probably wouldn't say it publicly, but I do pinch myself every time I schedule an interview with someone who's actually willing to sit down and talk with me about what they know.

When I started the podcast, it was because it sounded like fun. I was never planning to have guests. I thought I would just get on for ten minutes every week and talk about something and hope some people listened. Now I get to reach out to incredible people in this space, and more often than not they will actually say yes to talking to me for an hour, and then I get to share it with you! I'm so excited that I get to do that.

In addition to all the guests I've shared so far, I especially enjoyed my conversations with Emily Hanford, Louisa Moats, Jan Hasbrouck, Linda Diamond, Nancy Hennessy, Faith Borkowsky, and so many others.

I want to say a big thank you to everyone who has been a guest on my podcast. In the front of my book, *Reach All Readers*, I included all of you in my acknowledgments. I thanked you because I consider *you* my teachers.

Thank you so much for learning along with me and celebrating this 200th episode!

Now I'm going to do something I don't think I've ever done in the podcast, and that is to ask if you would consider leaving a review. Just adding stars is great, but if you have a few minutes to say what you enjoy about this podcast, that would mean a lot.

Thank you so much for listening! You can find the show notes for this episode at reachallreaders.com/episode 200, and I'll talk to you next time!

That's all for this episode of Triple R Teaching. For more educational resources, visit Anna at her home base, reachallreaders.com, and join our teaching community. We look forward to helping you reflect, refine, and recharge on the next episode of Triple R Teaching.