

Curriculum Vitae

Louisa C. Moats

EDUCATION/TRAINING

Harvard University Graduate School of Education, Ed.D. (1982) Reading and Human Development

Peabody College of Vanderbilt, M.A. (1969) Learning Disabilities/Special Education

Wellesley College, B.A. (1966) Music

A. Positions Held

- 2024- **President, Moats Language Essentials, LLC**
Continues to consult with states, universities, professional organizations, school districts, publishers, and individual families affected by reading and language learning difficulties.
- 2002 --2024 **President, Moats Associates Consulting, Inc.**
Lead author of and spokesperson for LETRS Professional Development. Consults with state departments of education, school districts, publishers, attorneys, and non-profit entities on issues of reading and language instruction, teacher education, and treatment of reading disabilities, including dyslexia.
- 2001 – 2011 **Consulting Advisor for Literacy Research and Professional Development** Sopris West Educational Services, Longmont, Colorado (.6 FTE)
Obtained two SBIR grants from the National Institutes of Health, National Institute of Child Health and Human Development and served as Principle Investigator. Served as lead consultant on professional development to the US Department of Education's Reading First initiative.
- 1997- 2001 **Clinical Associate Professor of Pediatrics**, University of Texas at Houston – Health Science Center; **Project Director**, NIH, National Institute of Child Health and Human Development, Early Interventions Project, Washington, DC (Section of R01 grant to the University of Texas).
In this role, provided invited testimony three times to the House Committee on Education and the Workforce.
- 1996-1997 **Distinguished Visiting Scholar**, Sacramento County Office of Education and Center for the Improvement of Reading Instruction
Obtained \$1,000,000 grant from the state to SCOE to design, write, and implement professional development for all California teachers of reading (The Reading Lions Project).
- 1993-2004 **Professional Development Director**, The Greenwood Institute, Putney, Vermont

- An intensive summer program to train teachers in language, reading, and spelling instruction.
- 1983 -1996 **Licensed Psychologist** (Private Practice), Upper Valley Associates in Psychology, East Thetford, Vermont.
Specialized in evaluation of language, reading, spelling, writing, and related learning problems in individuals of all ages.
- 1992-1996 **Adjunct Assistant Professor of Clinical Psychiatry, Department of Child Psychiatry**, Dartmouth Medical School
Responsible for conducting and participating in bimonthly seminars for psychologists and medical students in training at Dartmouth Medical School.
- 1992-1997 **Senior Lecturer**, St. Michael's College, Department of Graduate Education.
Developed and taught courses on language essentials for teachers of reading.
- Spring, 1994 **Visiting Faculty**, Dartmouth College Education Department
Taught undergraduate course on Adolescent Psychology.
- 1982-1984 **Associate in Education**, Harvard Graduate School of Education
Taught modular courses in language and learning disabilities for graduate students at HGSE.
- 1975-1985 **Instructor in Special Education**, Goddard College and St. Michael's College (summer program)
- 1976-1978 **Educational Specialist in Neuropsychology**, Tufts-New England Medical Center (Entered doctoral program at Harvard in 1977).
- 1975-76 **Consulting Teacher**, Sumner Academy, Nashville, TN
Contracted songwriter, Screen-Gems Columbia Music, Nashville, TN
- 1972-75 **Coordinator of Day Treatment**, Serendipity Diagnostic and Treatment Center, Sacramento, CA
- 1971-1972 **Day Curriculum Supervisor**, Project Re-Ed, Nashville, TN
- 1970-1971 **Resource Room Teacher**, Nashville Public Schools
- 1966-1968 **Neuropsychology Laboratory Technician**, Tufts-New England Medical Center, Boston

B. Journal Articles

- Moats, L.C. (Spring, 2023). Creating confident readers: How LETRS Supports Teachers – And Their Students. *American Educator*, 47(1), 4-11. (Includes interview by Dr. Carol Tolman: Lightbulb moments: Vado elementary school shines with LETRS professional development, pp. 12-15)
- Moats, L.C. (Winter, 2020). Evidence challenges teaching words “by sight.” *Perspectives on Language and Literacy*, 46(1), 27-30.
- Moats, L.C. (Summer, 2019). Teaching spelling: An opportunity to unveil the logic of language. *Perspectives on Language and Literacy*, 45(3), 17-20.

- Moats, L. C. (Summer, 2017) Can prevailing approaches to reading instruction accomplish the goals of RTI? *Perspectives on Language and Literacy, A Publication of the International Dyslexia Association*. 43(3),15-22.
- Moats, L.C. (2014). What teachers don't know and why they aren't learning it: Addressing the need for content and pedagogy in teacher education. *Australian Journal of Learning Difficulties*. DOI: [10.1080/19404158.2014.941093](https://doi.org/10.1080/19404158.2014.941093)
- Moats, L.C. (2012) Reconciling the Common Core Standards with reading research. *Perspectives on Language and Literacy*, Fall 2012, pp. 15-18.
- Moats, L.C. (2009) Still wanted: Teachers with knowledge of language. *Journal of Learning Disabilities*, 42 (5), 387-391.
- Moats, L.C. (2009) Knowledge foundations for teaching reading and spelling. *Reading and Writing: An Interdisciplinary Journal*, 22, 379–399.
- Joshi, M., Treiman, R., Carreker, S., & Moats, L.C. (2008/2009) How words cast their spell: Spelling is an integral part of learning the language, not a matter of memorization. *American Educator*, 32(4), 6-16, 42-43.
- Roehrig, A.D., Duggar, S.W., Moats, L.C., Glover, M., & Mincey, B. (2008) When teachers work to use progress monitoring data to inform literacy instruction: Identifying potential supports and challenges. *Remedial and Special Education*, 29 (6), 364-382.
- Moats, L.C., Foorman, B.R., & Taylor, W.P. (2006). How quality of writing instruction impacts high-risk fourth graders' writing. *Reading and Writing: An Interdisciplinary Journal*, 19, 363-391.
- Moats, L. C. (Winter 2005/06). How spelling supports reading: And why it is more regular and predictable than you think. *American Educator*, 12-22, 42-43.
- Foorman, B.R., Schatschneider, C., Eakin, M.N., Fletcher, J.M., & Moats, L.C., & Francis, D.J. (2006). The impact of instructional practices in grades 1 and 2 on reading and spelling achievement in high poverty schools. *Contemporary Educational Psychology*, 31, 1-29.
- Cassar, M., Treiman, R., Moats, L., Pollo, T.C., & Kessler, B. (2005). How do the spellings of children with dyslexia compare with those of nondyslexic children? *Reading and Writing*, 18, 27-49.
- Foorman, B.R., Chen, D. T., Carlson, C., Moats, L., Francis, D.J., & Fletcher, J.M. (2003). Necessity of the alphabetic principle to phonemic awareness instruction. *Reading and Writing*, 16, 289-324.
- Moats, L.C. (2004) The relevance of neuroscience to effective education for students with reading and other learning disabilities. *Journal of Child Neurology*, 19 (10), 840-5.
- Moats, L. (2004). Efficacy of a structured, systematic language curriculum for adolescent poor readers. *Reading and Writing Quarterly*. 20, 145-159.
- Foorman, B.R., & Moats, L.C. (2004). Conditions for sustaining research-based practices in early reading instruction. *Remedial and Special Education*, 25(1), 51-60.
- Moats L.C. & Foorman, B.R. (2003). Measuring teachers' content knowledge of language and reading. *Annals of Dyslexia*, 53, 23-45.
- Eden, G. & Moats, L. (2002). The role of neuroscience in the remediation of students with dyslexia. *Nature Neuroscience*, 5, 1080-1084.

- Moats, L. (2001) Overcoming the language gap. *American Educator*, 25 (2), 5, 8-9.
- Moats, L. (2001) When older kids can't read. *Educational Leadership*, 58(6), 36-40.
- Hall, S. & Moats, L.C. (2000, Spring). Why reading to children is important. *American Educator*, 24 (1), 26-33.
- Moats, L.C. (1998). Teaching decoding. *American Educator*, 22 (1 & 2), 42-49, 95-96.
- Lyon, G.R. & Moats, L.C. (1997). Critical conceptual and methodological considerations in reading intervention research. *Journal of Learning Disabilities*, 30 (6), 578-588.
- Moats, L.C. & Lyon, G.R. (1996). Wanted: Teachers with knowledge of language. *Topics in Learning Disorders*, 16 (2), 73-86.
- Moats, L.C. (1996). Phonological errors in the spelling of dyslexic adolescents. *Reading and Writing: An Interdisciplinary Journal*, 8 (1), 105-119.
- Moats, L.C. (1995). The missing foundation in teacher education. *American Educator* (Special Issue: Learning to Read: Schooling's First Mission), 19(2), 9, 43-51.
- Moats, L.C. (1994). The missing foundation in teacher education: Knowledge of the structure of spoken and written language. *Annals of Dyslexia*, 44, 81-101.
- Moats, L.C. (1993). Spelling error analysis in dyslexia: Beyond the phonetic/dysphonetic dichotomy. *Annals of Dyslexia*, 43, 174-185.
- Moats, L.C. & Lyon, G.R. (1993). Learning disabilities in the United States: Advocacy, science, and the future of the field. *Journal of Learning Disabilities*, 26 (5), 282-294.
- Moats, L.C. & Smith, C. (1992). Derivational morphology: Why it should be included in assessment and instruction. *Language, Speech, and Hearing in the Schools*, 23, 312-319.
- Lyon, G.R. & Moats, L.C. (1988) Critical issues in the instruction of the learning disabled. *Journal of Consulting and Clinical Psychology*, 56 (6), 830-835.
- Moats, L.C. (1983). A comparison of the spelling errors of older dyslexic and normal second grade children. *Annals of Dyslexia*, 33, 121-140.
- Cook, L.C. (1981). Misspelling analysis in dyslexia: Observation of developmental strategy shifts. *Bulletin of the Orton Society*, 31, 123-134.
- Cook, L. (1979). The adolescent with a learning disability: A developmental perspective. *Adolescence*, 14 (56), 697-707.
- French, A. & Cook, L.C. (1976). The pecking order in the classroom. *Teaching Exceptional Children*. (Summer issue).

C. Books, Book Chapters, and Symposia Proceedings

- Moats, L.C. (2022). Structured language interventions for spelling. In L. Spear-Swerling (Ed.), *Structured literacy interventions: Teaching students with reading difficulties, grades K-6* (pp. 67-94). New York, NY: Guilford.
- Moats, L.C. (2020). *Speech to print: Language essentials for teachers, 3rd Edition*. Baltimore: Paul Brookes.
- Moats, L.C., & Rosow, B. (2020) *The Speech to Print Workbook, 3rd Edition*. Baltimore: Paul Brookes.
- Moats, L. (2019). Phonics and spelling: Learning the structure of language at the word level. In D. A. Kilpatrick, Joshi, R. M. Joshi, & R. K. Wagner (Eds.), *Reading*

- development and difficulties: Bridging the gap between research and practice* (pp. 39–62). New York, NY: Springer.
- Moats, L.C., Dakin, K., & Joshi, M. (Eds.) (2012) *Expert perspectives on interventions for reading: A collection of best-practices articles from the International Dyslexia Association*. Baltimore: International Dyslexia Association.
- Moats, L.C. (2008) Teaching spelling to students with language and learning disabilities. In G.A.Troia (Ed.), *Instruction and assessment for struggling writers: Evidence-based practices* (pp. 269-289). New York: Guilford.
- Moats, L.C., & Dakin, K. E. (2008) *Basic facts about dyslexia and other reading problems*. Baltimore: International Dyslexia Association.
- Moats, L. C. & Foorman, B. R. (2008). Literacy achievement in the primary grades in high-poverty schools. In S. Neuman (Ed.), *Educating the other America: Top experts tackle poverty, literacy, and achievement in our schools*. (pp.91-111) Baltimore: Paul H. Brookes Publishing.
- Moats, L.C. (2008). Can you teach an older student to spell? In L. Denti and G. Guerin (eds.), *Effective practice for adolescents with reading and literacy challenges* (pp. 65-81). New York: Routledge.
- Moats, L.C., Horsfall, S., Willis, C., & Mitchell, S. (2005). Research-based and evidence-based: Publishing, ethics, and the profit motive. *International Dyslexia Association's Symposium Proceedings, Research-based Interventions* (November, 2004). Baltimore, MD: International Dyslexia Association.
- Moats, L.C. & Farrell, M. (2005). Definition, history, and research on multisensory instruction. In J. Birsh (ed.), *Multisensory structured language teaching*, 2nd Edition. Baltimore: Paul Brookes.
- Moats, L.C. (2004). Language, science, and imagination in the professional development of teachers of reading. In P. McCardle and V. Chhabra (eds.), *The Voice of Evidence in Reading Research*. (pp.269-287) Baltimore, MD: Brookes Publishing.
- Hall, S. & Moats, L.C. (2002). *Parenting a struggling reader*. New York: Broadway Books.
- Moats, L.C. (2001). Spelling: A window on linguistic development. In S. Brody (ed.), *Reading instruction: Language, letters, and thought*, 2nd Edition. Milford, NH: LARC Publishing.
- Moats, L.C. (2001). Spelling disability in adolescents and adults. In A. Bain, L. Bailet, & L. Moats (eds.) (pp. 43-75). *Written language disorders: Theory into practice*, 2nd Edition. Austin, TX: Pro-Ed.
- Moats, L.C. (2000). *Speech to print: Language essentials for teachers*. Baltimore: Paul Brookes.
- Hall, S. & Moats, L.C. (1999). *Straight talk about reading: How parents can make a difference in the early years*. Chicago: Contemporary Books.
- Moats, L.C. (1998). Teachers: A key to helping America read. *The keys to literacy* (pp. 16-28). Washington, DC: Council for Basic Education.
- Moats, L.C. (1998). Spelling and language structure: An essential foundation for literacy. In W. Evers (Ed.), *What's gone Wrong in America's classrooms?* (pp. 117-136). Stanford, CA: Hoover Institution Press.

- Moats, L.C. (1998). Reading, spelling, and writing in the middle grades. In B. Wong (Ed.), *Learning about learning disabilities*, 2nd Edition (pp. 367-389). San Diego: Academic Press.
- Moats, L.C. (1996). Implementing effective instruction for students with learning disabilities: A challenge for the future. In S. Cramer & W. Ellis (eds.), *Learning disabilities: Lifelong issues*. (Proceedings of the Summit Conference, National Center for Learning Disabilities, Washington, DC). Baltimore: Paul Brookes.
- Moats, L.C. (1995) *Spelling: Development, disability, and instruction*. Baltimore: York Press.
- Moats, L.C. (1993). Assessment of spelling in learning disabilities research. (pp. 333-349) Honing the concepts of listening and speaking (pp. 229-241). Perspectives on strategy assessment (pp. 607-614). In G.R. Lyon (ed.), *Frames of reference for assessment of learning disabilities*. Baltimore: Paul Brookes.
- Lyon, G.R. & Moats, L.C. (1993). An examination of research in learning disabilities: Past practices and future directions. In G.R. Lyon, D.B. Gray, J. Kavanagh, & N. Krasnegor (Eds.), *Better understanding learning disabilities: New views from research and their implications for education and public policy*. Baltimore: Paul Brookes.
- Lyon, G.R., Moats, L.C., & Flynn, J.M. (1988). From assessment to treatment: Linkage to interventions with children. In M. Tramontana & S. Hooper (eds.), *Issues in child neuropsychology: From assessment to treatment*. New York: Plenum Press.

D. Policy Papers and Commissioned Work

- Moats, L.C. (2022). *The Idaho Dyslexia Handbook*. Idaho Department of Education. Published online at <https://www.sde.idaho.gov/academic/ela-literacy/files/lrc/dyslexia/general/Idaho-Dyslexia-Handbook.pdf>
- Moats, L.C. (2022). *How Children Learn to Read: Toward Evidence-Aligned Lesson Planning*. Washington, DC: International Bank for Reconstruction and Development / The World Bank.
- Moats, L.C. (2020). *Teaching Reading IS Rocket Science, 2020*. Washington, DC: American Federation of Teachers.
- Moats, L.C. (2007). *Whole Language High Jinks*. Washington, DC: Thomas Fordham Foundation.
- Moats, L.C. (2002) *A blueprint for professional development*. The Reading First Leadership Academy, United States Department of Education.
- Moats, L.C. (2000). *Whole language lives on: The illusion of “balanced” reading instruction*. Washington, DC: Thomas Fordham Foundation.
- Moats, L.C. (2000). *Every child reading: A professional development guide*. Washington, DC: The Learning First Alliance.
- Moats, L.C. (2000). *Improving the quality of teacher preparation in early literacy*. Washington, DC: National Governors Association.

- Moats, L.C. (1999) *Teaching reading is rocket science*. Washington, DC: American Federation of Teachers.
- Moats, L.C. (1997). *A blueprint for professional development of teachers of early reading instruction*. California State Board of Education, Comprehensive Reading Leadership Program.
- Brady, S. & Moats, L.C. (1997). *Informed instruction for reading success: Foundations for teacher preparation*. Baltimore, MD: International Dyslexia Association.

D. Instructional Materials for Teachers and Students

- Moats, L.C. & Rosow, B. (2023-24) *Spellography: A Fun Guide to Better Spelling*. 95 Percent Group, Lincolnshire, IL. A structured language word study program for intermediate grades.
- Moats, L.C. (2014) *LANGUAGE! Live* A hybrid instructional system for poor readers at the middle school and high school levels, combining computer-driven and teacher-led components. Developed and published by Voyager Sopris in Dallas, TX.
- Moats, L.C. & Tolman, C. A. (2018) *Language Essentials for Teachers of Reading and Spelling (LETRS, 3rd Edition)*. Lexia Learning.
- Javernick, E. & Moats, L.C. (2007) *Spelling by Pattern, Level 1*.
- Hooper, B. & Moats, L.C. (2012) *Spelling by Pattern, Level 3*.
- Hooper, B. & Moats, L.C. (2010) *Spelling by Pattern, Level 2*.
- Moats, LC & Rosow, B. (2002) *Spellography: A Student Roadmap to Better Spelling*. Sopris West.
- Moats, L.C. & Foorman, B.F. (1997). *Scholastic Spelling* (Grades 1-6). New York: Scholastic.

F. Research Grants Obtained/Directed

7/1997-6/2001

NICHD Grant #30995 – “Early Interventions for Children with Reading Problems” Funded as an extension and replication of the Houston Intervention Studies in Early Reading (Barbara Foorman, Ph.D., Principal Investigator), this five-year research effort investigated classroom reading instruction in schools with culturally and linguistically diverse children. Role: Project Director, Co-Principal Investigator

2002-2005

HD #39601, Phase 2: Language Essentials for Teachers of Reading (SBIR/NICHD), Awarded to Sopris West Educational Services to develop technology-based delivery of selected LETRS modules for teachers. Role: Principal Investigator

HD # 042376, Phases 1 and 2: Colleague in the Classroom (CiC), (SBIR/NICHD), Awarded to Sopris West Educational Services to develop

demonstration CDs with modeled reading instruction lessons. Role:
Principal Investigator

G. Advisory Boards, Profession Organizations, and Charitable Organizations

Current:

Board Secretary, The Space Idaho
Board Secretary, Wood River Women's Foundation (Idaho)
Advisory Board, Upper Valley Educator Institute (Vermont)
Advisory Board, Far & Wise, Hailey, Idaho

Previous:

Board of Directors (12 years) and Vice President (5 years), International Dyslexia Association. Chair, Standards and Practices Committee; Developed IDA's *Knowledge and Practice Standards for Teachers of Reading*. Served as *de facto* Editor of *Perspectives on Language and Literacy*.
Professional Advisory Board, Association of Academic Language Therapists
Professional Advisory Board, National Center for Learning Disabilities (8 years)
Advisory Committee on Exceptional Youth, United States Department of State, Office of Overseas Schools (6 years)
President, Learning Disabilities Fund of Vermont (10 years)
Board of Advisors, Washington Literacy Council (4 years)

H. Previous Editorial

Editor, *The Reading League Journal*
Editor, *Perspectives on Language and Literacy* (IDA)
Editor-at-large, *Scientific Studies of Reading*
Editor-at-large, *Annals of Dyslexia*
Guest Reviewer, *Reading and Writing: An Interdisciplinary Journal*
Guest Reviewer, *Journal of Learning Disabilities*

I. Awards and Honors

Distinguished Service Award, Vermont International Dyslexia Association, 1994
Margot Marek Book Award, New York Branch of IDA (with Susan Hall), 1999
Jeanne Chall Memorial Lecturer, the Network, Cambridge, Massachusetts, 2002
Orton Memorial Lecturer, National IDA Meeting, 2003
Innovator Award, International Multisensory Structured Language Education Council (2005)
Lifetime Achievement Award, Institute for Language and Literacy (2007)
Lifetime Achievement Award, Prentice School (2008)
Hall of Honor, International Dyslexia Association (2010)
Samuel T. Orton and June Lyday Orton Award, International Dyslexia Association (2013)
Eminent Researcher Award, Learning Difficulties Australia (LDA) (2015)
Benita Blachman Award for Advancing Evidence into Practice from the Reading League (2018)