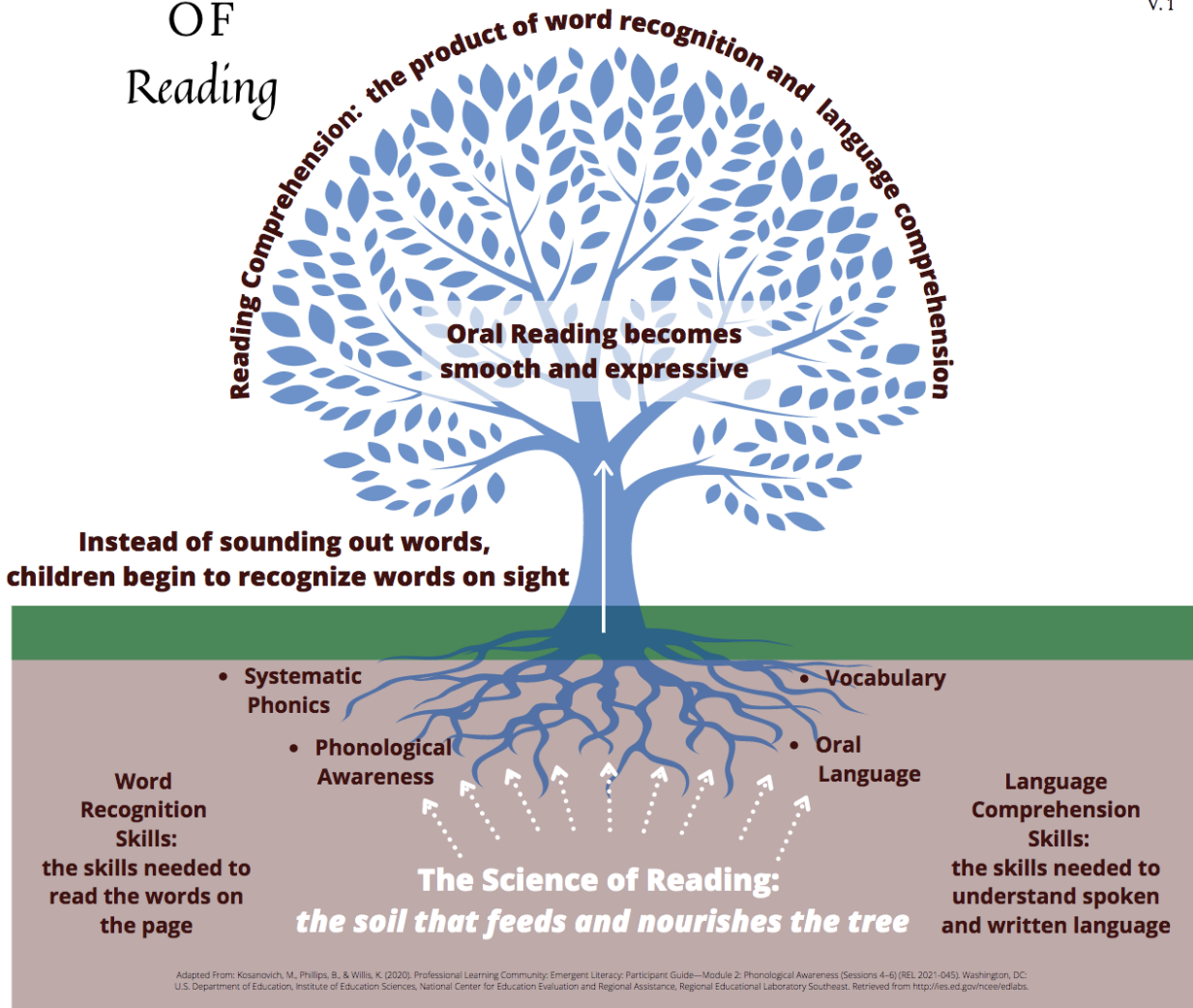


THE SCIENCE
OF
Reading



V.1



The Science of Reading IS...

- Thousands of studies from across the world that reveal how we learn to read and the most effective ways to teach reading
- Evidence to inform how reading and writing develop
- Research that guides teachers to most EFFECTIVELY and EFFICIENTLY teach ALL students to read

Source: The Science of Reading: A Defining Movement

The Science of Reading IS NOT...

- A new idea
- A political agenda
- Just a Phonics Program
- A book for students
- A manual for teachers
- The standards or content on the end of grade test
- A quick fix
- A program that can be bought

Source: The Science of Reading: A Defining Movement

Overview

The Science of Reading:
the soil that feeds and nourishes the tree

The Science of Reading IS...

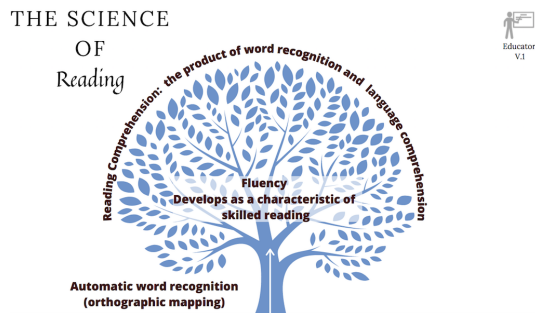
- A body of scientifically based research
- Derived from multiple fields of study including cognitive psychology, developmental psychology, neuroscience, implementation science, linguistics, and education
- Evidence to inform how reading and writing develop
- Research that informs instructional practices that most EFFECTIVELY and EFFICIENTLY teach ALL students to read

Source: The Science of Reading: A Defining Movement

The science of reading is a body of research that investigates how people learn to read. As a result of decades of research on literacy instruction (by cognitive scientists, educational researchers, psychologists, and others), we now know how the brain learns to read and instructional methods that support this process ([Petscher et al., in press .](#)) Learning to read is not natural to the human brain, but is taught through systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension ([National Reading Panel, 2000.](#))

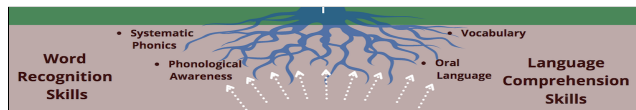
Benefits

THE SCIENCE OF Reading



When students are strong readers, they're prepared for success in school and in life. Strong reading skills serve as the foundation for future learning. They enable students to become strong leaders with bright futures. Reading on grade level by the end of third grade is an important milestone. When students enter fourth grade with strong reading skills, they are better positioned for success in the classroom, high school graduation, and readiness for college or a good job. In addition, instruction aligned to the science of reading promotes equity by providing **all** students with the tools and opportunities to decipher language through reading.

Pedagogy



Instruction aligned to the Science of Reading is explicit, systematic, scaffolded, and differentiated. There are five essential and interdependent components of effective, evidence-based reading

instruction: the five 'keys' to reading.

- Phonemic awareness: Knowledge of, and capacity to manipulate, the smallest distinctive sounds (phonemes) in spoken words.
- Phonics: Learning and using the relationships between sounds and letter-symbols to sound out (decode) written words.
- Fluency: The ability to read accurately, quickly, and expressively. Fluent readers can focus on reading for meaning.
- Vocabulary: The words children need to know to comprehend and communicate. Oral vocabulary is the words children recognize or use in listening and speaking. Reading vocabulary is the words children recognize or use in reading and writing.
- Comprehension: Extracting and constructing meaning from written text using knowledge of words, concepts, facts, and ideas.

Moving Forward

North Carolina continues to acknowledge that reading is the foundation for student success and maintains that a student's ability to read proficiently by third grade is a critical milestone. As reading is the gateway to lifelong achievement; North Carolina students deserve a strong start on their path to success.

During the April 2021 legislative session, North Carolina legislators passed an act to modify the implementation of the Read to Achieve legislation in order to attain statewide reading proficiency by the third grade. [SESSION LAW 2021-8 SENATE BILL 387](#) identifies educators as pivotal in the role of reading instruction and requires every PreK-fifth grade teacher to be highly equipped with the knowledge and skills to apply the science of reading. This legislation prioritizes the need for systemic and explicit reading instruction in the early grades and reinforcement of these practices in the higher grades. It also reiterates the need to provide additional support and offer intervention techniques for struggling students.

This student-centered legislation will ensure children develop the skills and techniques needed to become successful readers, through proven, evidence-based practices. North Carolina will write a new chapter, with a renewed focus on instruction, to create a new future for our state and improve outcomes for all students.

Additional Resources

[EdNC article with primer](#)

[EdNC article Science of Reading](#)

[REL-Emergent Literacy](#)

[What Research Tell us about Reading](#)

[The Science of Reading](#)

[How our Brains Learn to Read](#)

[A Third-Grade Teacher's Guide to SUPPORTING FAMILY INVOLVEMENT IN FOUNDATIONAL READING SKILLS](#)