



Sacramento County READS

The Science of Reading: The Basics



Learning to read is not a natural process like learning to speak. The human brain is not hard-wired to read. Reading and writing are human inventions, and they must be explicitly taught.

The science of reading is well-established, providing clear insights into how our brains learn to read. Here are a few highlights about what *The Science of Reading* IS and is NOT.



The Science of Reading IS . . .

RESEARCH

Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.

This body of research continues to grow.

MULTILINGUAL AND ENGLISH LEARNERS

The Science of Reading is based on thousands of studies from around the world, including research on students who speak languages other than English. This research shows that all students, including those who are learning English or speak other dialects, benefit from the same reading instruction.

Good reading instruction includes teaching sounds, phonics, fluency, vocabulary, and understanding texts. For students who speak other languages, it's also important to include their home language and give extra support to help with speaking and understanding.

5 BIG IDEAS ABOUT READING

Reading Instruction that benefits all students includes these **essential components**:

- **Phonemic Awareness** - The ability to identify and play with individual sounds in spoken words.
- **Phonics** - Understanding how letters and groups of letters link to sounds to form letter- sound relationships and spelling patterns.
- **Fluency** - The ability to read words, phrases, sentences, and stories correctly, with enough speed and expression.
- **Vocabulary** - Knowing what words mean and how to say and use them correctly.
- **Comprehension** - The ability to understand what you are reading.



The Science of Reading is NOT . . .

A PROGRAM OR A PRODUCT THAT YOU CAN BUY

The Science of Reading is NOT a specific product or program you can buy. It is a body of research and evidence that informs our approach to teaching reading.

ONLY ABOUT PHONICS

Phonics is a necessary part of teaching reading, but it is just one of the five big ideas that should be taught so all children can learn to read. The goal is for students to have the skills to choose what they want to read and enjoy independently.

A ONE-SIZE-FITS-ALL APPROACH

Teaching reading isn't a one-size-fits-all approach. While all students need to learn the same set of skills, some students will need extra help in addition to grade-level instruction. Using data to find students' strengths and weaknesses is key to supporting each learner to become a strong reader.