

What does scientific research say?

“Current knowledge about reading acquisition provides strong support for the central role of alphabetic reading skills, and the phonological processing abilities that support them, in the general development of reading. . . . If children’s alphabetic reading skills do not develop, their orthographic representations are likely to remain incompletely specified, and they will be inaccurate readers and poor spellers.” (Torgesen and Hecht)

Principles of Reading Based on Research

1. Teach phonemic awareness directly at an early age, in kindergarten
2. Teach each sound-spelling correspondence explicitly
3. Teach frequent, highly regular sound-spelling relationships systematically
4. Show children exactly how to sound out words
5. Practice sound-spelling relationships using connected, decodable text
6. Teach reading comprehension using interesting stories read by the teacher
7. Teach decoding and comprehension skills separately until reading is fluent; balance but don’t mix

—National Institute of Child Health and Human Development. *A Synthesis of Research on Reading*. Center for the Future of Teaching and Learning. 1996.