

Official Statement on the Science of Reading

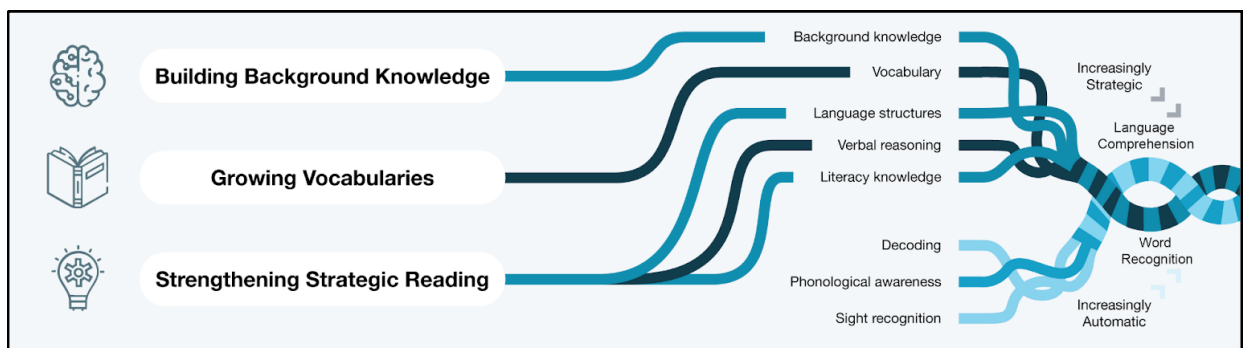
The science of reading shows how reading is an incredibly complex process that depends on an array of skills and knowledge. ReadWorks' pillars of Building Background Knowledge, Growing Vocabularies, and Strengthening Strategic Reading are three major components in this process of building reading comprehension:

Our Pillars of Reading Comprehension

ReadWorks, as a supplemental resource, supports the development of successful, joyful reading comprehension in three key ways:

Scarborough's Reading Rope

Demonstrates how language-comprehension and word-recognition weave together to foster proficient reading skills



ReadWorks Pillars of Reading Comprehension with Scarborough's Reading Rope

ReadWorks, a research-based edtech nonprofit that [meets ESSA Tier 3](#), designs free resources for teachers to supplement core reading programs to increase students' knowledge-building and vocabulary growth through strategic reading practice. Our resources support, and never replace, the teacher as the driver of instruction in the classroom.

What is ReadWorks designed to do?

We have carefully designed our supplemental resources to help students consolidate the skills they are learning on both strands of the reading rope:

- Language Comprehension: First and foremost, we are committed to developing the knowledge students need for comprehension, especially background knowledge and vocabulary. The science shows us that these threads become the biggest contributors to students' comprehension as they become more automatic with their word-reading skills and encounter more challenging texts. Our high-quality passages both complement and build on this growth to support these leading predictors of reading comprehension for older students.
- Word Recognition: The science shows that all students benefit from direct, explicit, and systematic phonic instruction. ReadWorks has built decodable resources for teachers to use as supplements to a strong phonics curriculum. The science also shows that students need to build background knowledge and vocabulary while practicing applying their decoding skills. In other words, it's never too early (and never too late) to build knowledge and vocabulary. If we omit this knowledge-building at early ages, students are behind when they become increasingly automatic with their word recognition skills and move to new stages of comprehension. We provide support for decoding practice and early knowledge-building through our content-rich nonfiction decodable texts paired with listening-level texts on the same topic.

ReadWorks has a consistent, systematic approach to how our suite of powerful resources fit with the scientific study of reading. Teachers can use our high-quality texts to build out their whole-class

instruction, to provide independent reading practice to free up teachers' time, and as the focus texts in their work with small groups. The result is teachers can more readily include in their instruction all aspects of reading comprehension towards the goal of helping every student become a successful, joyful reader.

www.readworks.org