



## The Reading League's Position Statement on the Science of Reading

Educators have the critically important job of teaching the world's children to read. They deserve access to the most scientifically sound set of knowledge and skills to ensure students achieve their literacy potential.

Yet, after decades of education policy changes and increased testing, much of reading education is failing millions of children in acquiring life's most important education endeavor towards knowledge and fulfillment. Only one third of students in the U.S. achieve reading proficiency. Low literacy levels contribute to poor physical health, mental health, employment opportunities, and quality of life. Students who struggle to read often feel alone, as do the educators and parents who experience frustration when they cannot find adequate information and guidance.

The Science of Reading is a body of research that has emerged from multiple disciplines, such as cognitive psychology, neuroscience, and linguistics. The findings from thousands of research studies over the last 40+ years have converged to teach us how the brain learns to read and write, and why some students experience difficulty. These findings also provide us with guidance on how to teach reading so that more students can learn to read proficiently. Unfortunately, the Science of Reading often does not make it into the hands of those who need it most.

The Reading League's mission is to demystify the Science of Reading so that more educators become aware of it, understand it, and use it to cultivate strong readers. We advance our mission by collaborating with schools to plan and enact long-term professional development initiatives, hosting live and virtual knowledge-building opportunities, publishing a peer-reviewed practitioner journal, and holding an Annual Conference. The Reading League works to translate key findings from the Science of Reading into useful knowledge and skills that educators can apply in their classrooms.

Developing educator knowledge of the Science of Reading must become a non-negotiable priority. Too often, knowledge-building is overlooked in favor of buying new programs and adopting new procedures. Although programs and procedures are important, knowledge is the key to transformational change that will finally result in raising literacy levels around the world.

Join us in this movement to advance knowledge of reading instruction that is based on the findings of science. With knowledge, preparation, and support, educators will be empowered so that millions more students learn to read.

By signing this position statement, our partners stand in solidarity to support The Reading League's mission of advancing the Science of Reading into practice.

**Our vision to align practice with the Science of Reading is as follows:**

1. **Invest** in knowledge-building for all educators, first and foremost.
2. **Anchor** reading instruction in the scientific evidence base.
3. **Abandon** practices that lack evidence of effectiveness for all learners.

**The Reading League's Calls to Action**

While our priority is supporting educators, The Reading League knows that to reach our goal they can't do it alone. The Science of Reading aims to build a community of diverse stakeholders to empower educators to better support learners.

We call on **educators** to embrace opportunities to learn about the Science of Reading, reflect upon their practice, and challenge approaches to reading instruction that are not aligned with the research evidence.

We call on **school administrators** and **school boards** to prioritize professional development on the Science of Reading, for themselves and for educators, and to adopt evidence-aligned assessment and instructional practices.

We call on **schools of education** to align coursework with the Science of Reading and to foster interdisciplinary collaboration between professors of education and cognitive psychology, neuroscience, speech and language studies, and linguistics.

We call on **curriculum publishers** and **professional learning providers** to cease promoting products that are not aligned with the Science of Reading.

We call on **policymakers** to develop policy solutions that prioritize the acquisition and application of the Science of Reading in schools, and ensure that they are supported by realistic timelines and resources.

We call on **parents** to advocate for the value of evidence-aligned reading instruction for their children.

**All children deserve to learn to read and all teachers can learn how to teach them. Join us in the campaign to bring the Science of Reading to light.**

To learn more or become a member, [visit thereadingleague.org](http://thereadingleague.org).

**Our Mission Partners**

