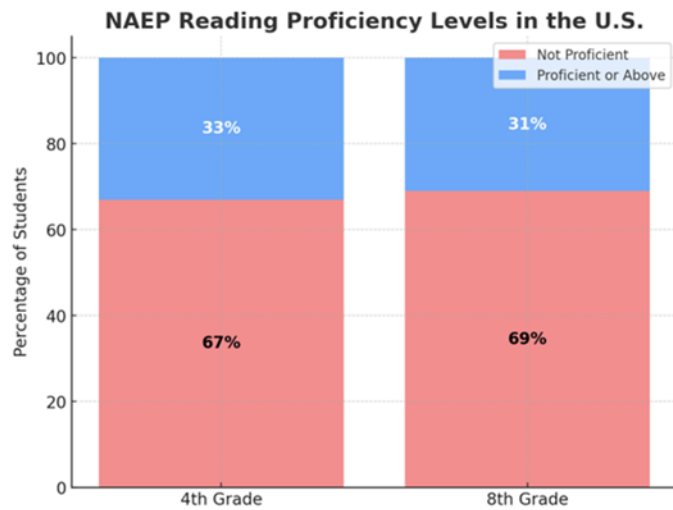


The Science of Reading Addresses the National Reading Crisis

Across the United States, too many students are falling behind in one of the most fundamental skills for success: reading. National Assessment of Educational Progress (NAEP) data shows that only 33% of 4th graders and 31% of 8th graders are reading at or above proficiency. That means nearly two-thirds of students are not meeting grade-level expectations—a gap that widens as they advance through school and ultimately affects graduation, college readiness, and career opportunities.



This “reading crisis” is not a matter of student potential but of instructional practice. For decades, many classrooms have relied on outdated methods that leave struggling readers further behind, particularly students of color, multilingual learners, and those with learning differences such as dyslexia.

The Science of Reading provides a solution. Grounded in decades of interdisciplinary research in cognitive psychology, linguistics, neuroscience, and education, it identifies what truly works in teaching reading. By focusing on the critical building blocks—phonemic awareness, phonics, fluency, vocabulary, and comprehension—educators can bridge the gap between research and practice and deliver instruction that is systematic, equitable, and effective.

When schools adopt Science of Reading-aligned approaches, the results are transformative:

- Districts implementing structured literacy programs see double-digit gains in proficiency within just a few years.
- Schools across the country have reported moving from less than 20% of students reading on grade level to more than 70% after targeted implementation of Science of Reading-based practices.
- Teachers trained in these methods report higher confidence in addressing diverse learning needs and improved outcomes across all student groups.

Simply put, the Science of Reading reverses the cycle of failure by equipping educators with research-based practices that ensure every child has the chance to become a confident, capable reader.