

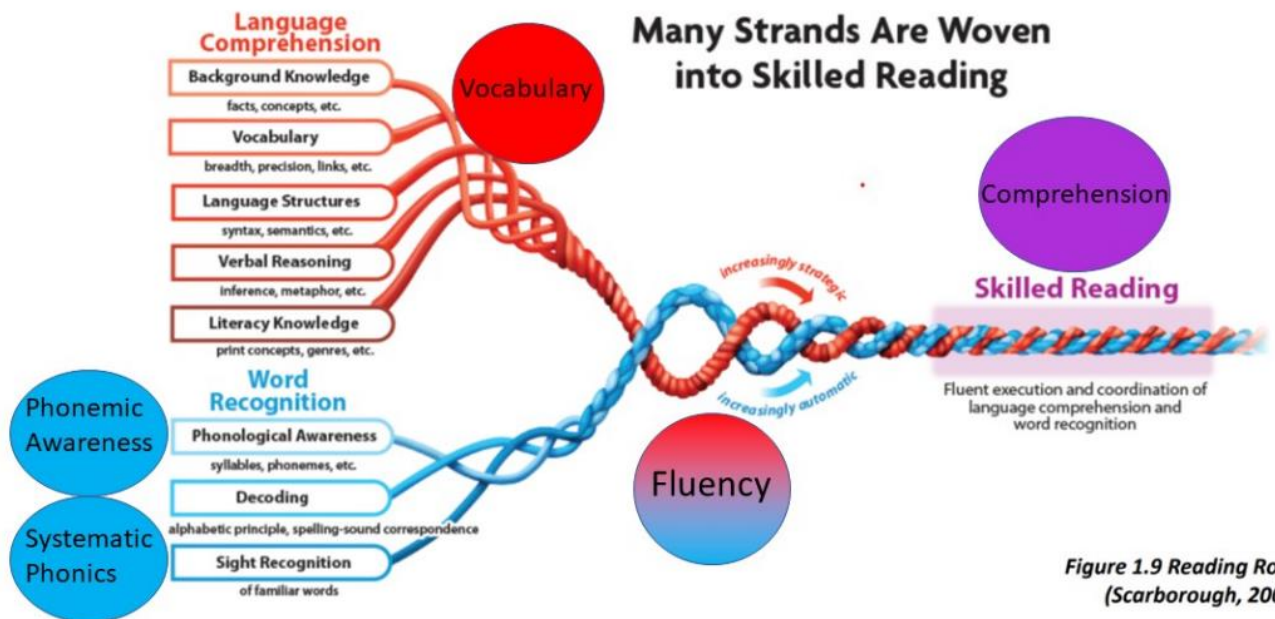
Though the National Reading Panel established the essential components of effective reading instruction more than 20 years ago, the Science of Reading has recently been revived in popular media and professional development circles by journalists, academics, and educators. Reading Corps is proud to have 20 years of experience delivering evidence-based interventions that are directly aligned with the Science of Reading.

According to Lisa Moats, reading scientist and author of the LETRS program, the Science of Reading is:

*The emerging consensus from many related disciplines (developmental psychology, educational psychology, cognitive science, neuroscience, and reading education), based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read...and what kind of instruction is most likely to work the best for the most students.*  
[Of 'Hard Words' and Straw Men: Let's Understand What Reading Science is Really About \(voyagersopris.com\)](http://voyagersopris.com)

Science-based literacy instruction provides adequate time, structure, sequencing and explicit learning opportunities for students to develop proficiency in word recognition skills, especially with increasingly complex sound awareness and phonics skills in K-3<sup>rd</sup> grade.

These skills are essential for reading, as shown in the popular “Scarborough’s Rope” illustration below:



Reading Corps interventions provide students scoring below grade level targets in reading with opportunities for structured practice of essential foundational reading skills in phonological awareness, phonics, and fluency. These supplemental practice opportunities support the reading instruction classroom teachers deliver and are accompanied by regular progress monitoring to ensure the selected interventions are working for each student.

Educational stakeholders of all kinds are invested differently in students' reading skills. Here are some potential perspectives from a variety of stakeholders:

**Reading Corps Tutors:** You can be confident that the structured, evidence-based interventions and progress monitoring assessments you provide students are directly aligned with more than three decades of research on the Science of Reading. Sharing your students' success with their classroom teachers is an essential component of connecting what Reading Corps does with the instruction teachers provide in the classroom. Collaborate with your Internal Coach on ways to share your students' progress with their teachers and families.

**Internal Coaches:** You are essential to maximizing the effectiveness of Reading Corps interventions. You know your school's system of MTSS and the tapestry of intervention services available to students in your building best. You also know the core curriculum being used in your building and the ways that Reading Corps interventions support that instruction. By identifying students who could benefit from Reading Corps intervention and sharing their success with classroom teachers, you maximize the impact of Reading Corps programming that has always been rooted in the Science of Reading.

**Administrators:** You are essential to maximizing the effectiveness of Reading Corps interventions. You know your school staff, your student achievement goals, and your instructional curriculum best. Reading Corps interventions are designed to support your school's existing MTSS so that all students have access to high-quality, evidence-based reading intervention that is and has always been aligned with the Science of Reading.

**Folks wary of the Science of Reading:** We acknowledge that Reading Corps' impact is focused in scope and does not touch all the skills a student needs to become a proficient reader. In fact, Reading Corps is most effective when students are receiving high quality core instruction from their classroom teachers. Reading Corps offers an extra boost through targeted skills practice for those students scoring below grade level targets. We target essential foundational reading skills so that students are better able to access the content provided by the classroom teacher. We are happy to share Reading Corps students' results with you regularly, so you know exactly how students are progressing in our program.

**Folks wary of 1:1 pull-out, who prefer "push-in":** Reading Corps tutors can provide services wherever it makes the most sense for your building in the context of other MTSS services provided. Reading Corps tutors can provide intervention to students any time except during teacher-led core instruction. This means, for example, that a tutor could work with a pair of students while some students are independently reading and the classroom teacher is working with another small group of students. When tutors are working with students, they will provide Reading Corps interventions using program-approved materials.