

### Summary

High occurrence rates of reading difficulty and serious consequences for children who fail to acquire literacy (in addition to recent legislation) has made the implementation of research-proven reading practices increasingly important. Not only must special education students have access to the best possible reading instruction, but gaining reading proficiency will help students gain access to other content in the general curriculum.

Research continues to be conducted relevant to techniques, interventions, and curricula that are best for students who struggle with reading. In the meantime, syntheses of research tell us about the importance of high quality instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading proficiency is supported by a repertoire in oral language skills, metalinguistic knowledge, general background knowledge, and practice engaging with complex ideas. Older readers may still struggle with basic decoding skills which makes getting content information from text difficult for them.

State and local districts may want to consider: How is literacy research being interpreted and implemented? How are reading teachers gaining rigorous knowledge regarding literacy practices? How are content teachers facilitating reading skills? Is reading instruction time long and intense enough? Is assessment of reading skills being conducted for younger and older students? Is content matter accessible to students whose reading skills are still developing?

### Easy-to-access resources

- [www.k8accesscenter.org](http://www.k8accesscenter.org) (Access Center; has reading brief and links/resources to other literacy-related topics)
- [www.w-w-c.org](http://www.w-w-c.org) (What Works Clearinghouse; will issue reports about evidence-base on important topics, including beginning literacy for general and “at-risk” populations)
- [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org) (National Reading Panel; download meta-analysis, released in 2000, and publications related to report)
- [www.nap.edu/readingroom/books/prdyc](http://www.nap.edu/readingroom/books/prdyc) (National Academies Press; links to page for Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffith, 1998), another review of literature)
- [www.nifl.gov](http://www.nifl.gov) (National Institute for Literacy; the “policy information pipeline between literacy experts and lawmakers”; provides updates and parent/practitioner-oriented publications that interpret research findings)
- [www.ncset.org](http://www.ncset.org) (National Center for Secondary Education and Transition; provides evidence-based and promising literacy practices for adolescents)

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