

Five Missing Pillars of Scientific Reading Instruction

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In the U.S., the National Reading Panel report (2001) set forth five pillars of scientific reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. While there is little disagreement these are critical aspects of reading acquisition, the NRP report has been criticized for its narrowly focused research review. Below I list five additional pillars of scientific reading instruction based on the available evidence concerning what really matters for learning to read.

1. *Access to interesting texts and choice.*

Guthrie, J. T. and N. M. Humenick (2004). Motivating students to read: Evidence for classroom practices that increase motivation and achievement. The Voice of Evidence in Reading Research. P. McCardle and V. Chhabra. Baltimore, Paul Brookes Publishing: 329-354.

2. *Matching kids with appropriate texts.*

Making it different makes the difference. International Reading Association.
O' Connor, R. E., K. M. Bell, et al. (2002). Teaching reading to poor readers in the intermediate grades: A comparison of text difficulty. Journal of Educational Psychology **94**(3): 474-485.

3. *Writing and reading have reciprocal positive effects.*

Tierney, R. J. and T. Shanahan (1991). Research on reading-writing relationships: Interactions, transactions and outcomes. Handbook of Reading Research. R. Barr, M. Kamil, P. Mosenthal and P. D. Pearson. New York, Longman. **2**: 246-280.

4. *Classroom organization: Limit whole class teaching.* Taylor, B. M., P. D. Pearson, et al. (2000). "Effective Schools and accomplished teachers: Lessons about primary grade reading instruction in low income schools." Elementary School Journal **101**: 121-165.

5. *Availability of expert tutoring.*

D'Agostino, J. V. and J. A. Murphy (2004). "A meta-analysis of Reading Recovery in United States schools." Educational Evaluation and Policy Analysis **26**(1): 23-38.

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