

Teaching Children To Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction (2000). The National Reading Panel.

Influence Index: 38

Citations

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: U.S. Government Printing Office.

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Description

The National Reading Panel (NRP) was convened in 1997 at the request of Congress by the Director of the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health and the Secretary of Education at the request of Congress. Charged with reviewing research-based findings on reading instruction, the NRP released their findings in an April 2000 report entitled *Teaching Children to Read*. The report was launched at a U.S. Senate Labor, Health, and Human Services, and Education Appropriations subcommittee hearing at which National Reading Panel officials provided testimony. The NRP continues to present the report's findings at conferences and other meetings, and has formed a partnership with the National Institute for Literacy (NIFL) and the U.S. Department of Education to further disseminate the panel's findings.

The Panel's report focused on several key issues, including: alphabets, fluency, comprehension, teacher education, and computer technology. Topic selection was largely based on the work of the National Research Council (NRC) Committee on Preventing Reading Difficulties in Young Children. The Panel limited its review to studies that met three criteria. The study had to appear in an English-language refereed journal, focus on children's reading development from preschool through grade 12, employ an experimental or quasi-experimental design.

The Panel's review led to a variety of conclusions regarding the subject areas highlighted in the report. Analysis of experimental studies demonstrated that training in phonemic awareness improved students' phonemic awareness, reading, and spelling. The Panel also concluded that systematic phonics instruction led to benefits such as improved reading, spelling, and decoding and understanding text. The Panel pointed to guided repeated oral reading as a positive influence on word recognition, reading fluency, and comprehension for all students. The NRP also found that using a variety of teaching methods effectively promotes reading and text comprehension and that professional development is a key factor in this equation.

In general, the report noted a positive relationship between in-service professional development and student achievement. Analysis also identified computer technology as a promising tool for improving reading instruction. Overall, the Panel's findings suggest that although reading instruction is a complex phenomenon and no single strategy for improving reading skills can be applied to all children, a combination of direct instructional techniques and an emphasis on phonic skills are promising strategies for achieving positive reading development for many students.

For More Information

Information and reports from the NRP are available online at www.nationalreadingpanel.org.