

Research Digest Series on Evidence-Based Reading Instruction

To help learners improve their reading skills, adult educators can draw on a research base in reading instruction that has evolved over the past two decades. This series of research digests, published by the California Department of Education and produced by CALPRO, presents emerging principles from that research base, which encompasses research in adult literacy as well as applicable research in the kindergarten through 12th grade (K-12) arena. By integrating reading research with practitioner wisdom, practitioners can make informed instructional decisions. This is known as Evidence-Based Reading Instruction (EBRI).

The California Department of Education Office of Adult Education encourages practitioners to practice EBRI; this includes using assessments to create profiles of learners' reading skills and using explicit, systematic instruction in each of four reading components—alphabeticity, fluency, vocabulary, and comprehension—to address learners' needs. No single component of reading, by itself, can produce a proficient reader; all four components are crucial for reading proficiency.

The following four digests provide an overview of the research on each component area as well as suggested teaching strategies. Taken together, they provide current information on what the research reveals about reading instruction.

- **Research Digest No. 5—Alphabeticity: Research and Teaching Strategies**
- **Research Digest No. 6—Fluency: Research and Teaching Strategies**
- **Research Digest No. 7—Vocabulary: Research and Teaching Strategies**
- **Research Digest No. 8—Reading Comprehension: Research and Teaching Strategies**

Produced by the California Adult Literacy Professional Development Project (CALPRO)

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