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Welcome

Reading Results partners with schools to support students from systemically excluded communities in becoming successful readers. We believe that literacy is a basic human right, and we work to increase access and break down barriers through supporting students with an effective, individualized, culturally-responsive reading intervention program.

Reading Results uses a structured literacy approach informed by:

The Teaching Reading Sourcebook from Core Learning (CORE)
This is a research-based guide to effective reading instruction that supports educators in bridging the gap between evidence-based reading research and actionable instructional strategies. The Sourcebook explicitly covers the scientific basis and instructional elements of effective reading instruction.

UFLI Foundations from the University of Florida Literacy Institute
This is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.

Instructional routines are designed using an Orton-Gillingham approach; characterized by being explicit, structured, sequential, multisensory and responsive.

What does this look like at Reading Results?

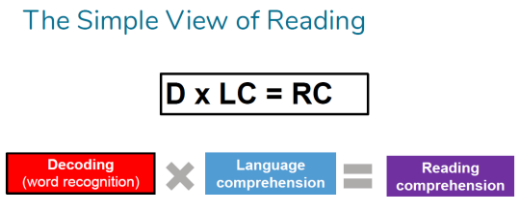
explicit	The tutor teaches the student exactly what they need to know.
structured	Every lesson is organized around a consistent set of instructional routines. The student knows what to expect during each lesson.
sequential	Skills are taught in a logical order or sequence. The student starts out learning simple word patterns and then progresses gradually to more difficult and complex ideas. The sequence also provides cumulative practice to consolidate new skills while simultaneously reviewing previously taught concepts.
multisensory	Tutors use multiple pathways (seeing, hearing, feeling and motion) to introduce and practice concepts and skills. The combination of listening, looking and moving around creates a lasting impression for the student.
responsive	Tutors plan the next lesson based on how the student performed on the current lesson. Regular progress monitoring tracks student growth and informs adjustments to instruction.

Our History: Reading Results was founded in 2001 by a group of educators who saw an opportunity to close the achievement gap with an intentional and strategic focus on ensuring all students have the support they need to be successful readers.

The Science of Reading

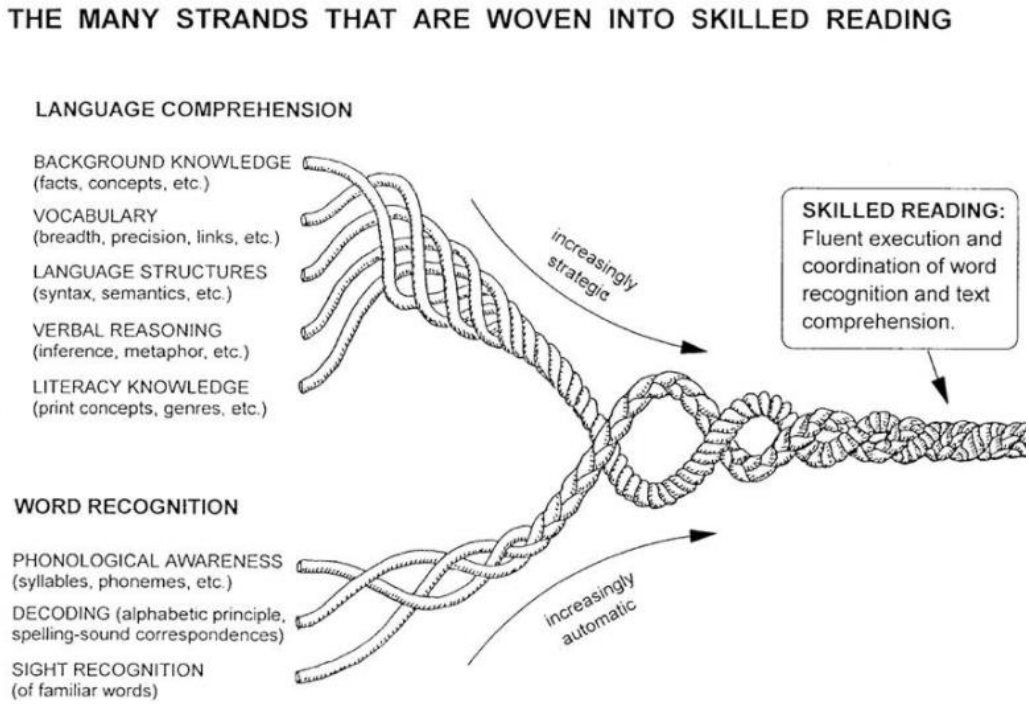
More than five decades of research has provided us with a deeper understanding of what skills are involved in learning to read and how different parts of the brain work together to process written language. There are known pathways or circuits developed in the brains of skilled readers. These pathways are built with explicit instruction and deliberate practice. Reading Results Tutors provide structured literacy instruction for students who need extra time and support building these pathways.

Theoretical frameworks that guide reading instruction based on the Science of Reading:



The **Simple View of Reading** represents reading comprehension as the product of two separate but equally important skills. If either of these skills is limited or missing altogether, the whole system—reading comprehension—breaks down (Gough & Turner, 1986).

The Reading Rope is a metaphor that elaborates on The Simple View's two categories of essential reading skills: word recognition and language comprehension. The rope is further broken down, offering substrands of word recognition and language comprehension that make the rope strong (Scarborough, 2001).



Our ABAR (Anti-bias/Anti-racist) Pledge

Reading Results is committed to upholding ABAR principles in all we do and know that this work is central to the vision that ALL children have the right to read and succeed. This requires explicit and intentional effort to counteract the systemic and systematic exclusion of BIPOC students.

We believe that literacy is a basic human right, and access to it is a social justice issue. Centuries of institutional and systemic racism have created disproportionate access and opportunity for BIPOC students compared to their white peers – particularly in the field of education. We support school districts and school efforts to achieve educational equity, by providing differentiated resources to support the success of all students.

The Reading Results Equity Lens is used to guide this process internally and help us hold ourselves accountable in this work. Our Equity Lens outlines sets of questions to help focus our work and center our ABAR ideals in all we do. Each tutor should be familiar with the Reading Results Equity Lens – particularly, the "top two" guiding questions:

- Is this [policy, decision, material, interaction] racist, nonracist, or anti-racist?

- How might this [policy, decision, material, interaction] increase, decrease, or ignore equity?

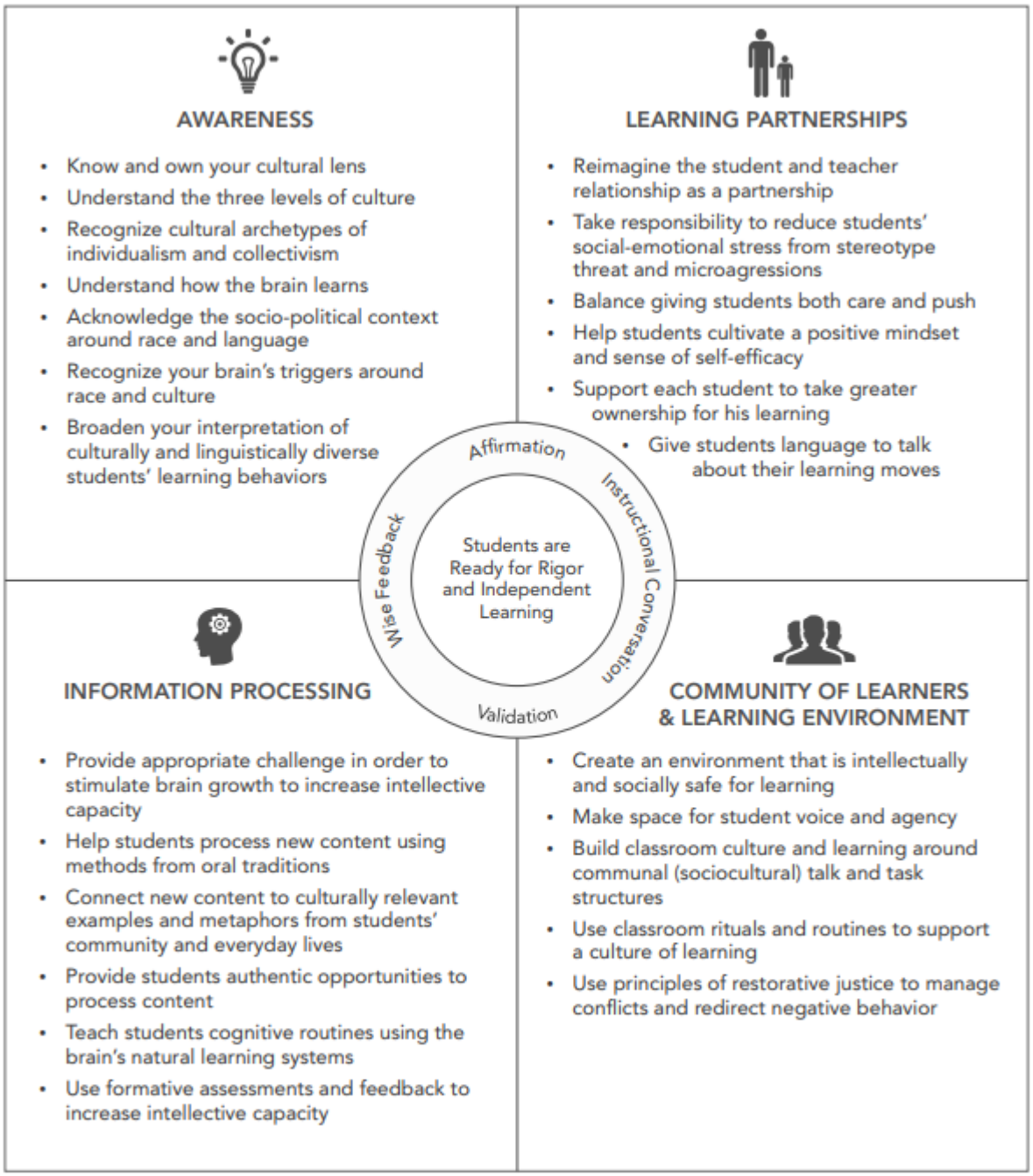
The full version of our Equity Lens can be found in the staff area of the Reading Results website.

Ready For Rigor Framework

In Culturally Responsive Teaching & The Brain, Zaretta Hammond writes:

> Learning to put culturally responsive teaching into operation is like learning to rub your head and pat your stomach at the same time. This move feels a bit awkward at first because you have to get your hands to perform two different movements in unison. The trick is to get each movement going independently then synchronizing them into one rhythmic motion. The practices are only effective when done together. In unison they create a synergetic effect. The Ready for Rigor Framework lays out four separate practice areas that are inter-dependent. When the tools and strategies of each area are blended together, they create the social, emotional and cognitive conditions that allow students to more actively engage and take ownership of their learning process.

Ready For Rigor Framework for Culturally Responsive Teaching



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