You Might Need a Supplemental Reading Program if...

4 SIGNS YOU MAY NEED A READING SUPPLEMENT



NOT ALL LITERACY PROGRAMS ARE CREATED EQUAL.

Although many core reading programs cover foundational literacy—decoding, phonological awareness, and sight recognition—they often lack the depth and breadth to be effective for students. And students who don't receive effective foundational instruction may have challenges with advanced skills such as vocabulary, verbal reasoning, and comprehension.

Could your schools, educators, and students benefit from a supplemental program?

- 1. Too little time spent on foundational skill instruction.
- 2. Students can't transfer skills.
- 3. Teachers buy their own materials.
- 4. Student scores stagnate.



Too little time spent on foundational skill instruction.

Contrary to popular belief, less isn't always more. If K–2 teachers spend less than 50% of ELA instructional time on foundational skills, you may need a supplement.

Students can't transfer skills.

If older students (2nd and 3rd grade) grasp reading comprehension skills during whole-group instruction but struggle to apply them during independent work, you may need a supplement.





Teachers buy their own materials. Teachers are resourceful. When they don't have the necessary tools, they'll seek them out themselves. However, if your educators purchase additional online and print resources to meet small group needs, you may need a supplement.



Student scores stagnate.

This one may seem obvious, but if student scores don't progress on benchmark testing—especially in decoding and phonemic awareness you may need a supplement.



Here's the truth: the science of learning to read is complex.

That makes it difficult for any single program to incorporate every part effectively. And that's okay—that's why supplements exist!

If your district or school is experiencing any of the outcomes above, your students may benefit from a foundational reading supplement.

