

MISREADING READING AGAIN, AND AGAIN: THE MEDIA, READING POLICY, AND TEACHING READING

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THE BIG LIE ABOUT THE "SCIENCE OF READING"

- Dear Media, Stop Misrepresenting Reading Instruction, Please



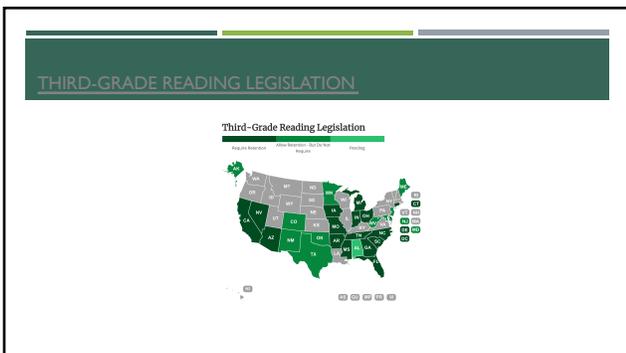
THE BIG LIE ABOUT THE "SCIENCE OF READING"

- In 2017 NAEP data, MS is slightly ahead of SC in 4th-grade reading (both states remain near the bottom and below the national average), but SC is slightly ahead of MS in 8th-grade reading (again, both near the bottom and below the national average)
- See the same "bump" in 4th grade reading but low 8th grade reading for MS in 2019 NAEP scores: [MS 4th reading 2019](#), [MS 8th reading 2019](#)
- [The Big Lie about the "Science of Reading"; NAEP 2019 Edition](#)

State	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
01	Alabama	100%	100%	100%	100%	100%	100%	100%	100%	100%
02	Alaska	100%	100%	100%	100%	100%	100%	100%	100%	100%
03	Arizona	100%	100%	100%	100%	100%	100%	100%	100%	100%
04	Arkansas	100%	100%	100%	100%	100%	100%	100%	100%	100%
05	California	100%	100%	100%	100%	100%	100%	100%	100%	100%
06	Colorado	100%	100%	100%	100%	100%	100%	100%	100%	100%
07	Connecticut	100%	100%	100%	100%	100%	100%	100%	100%	100%
08	Delaware	100%	100%	100%	100%	100%	100%	100%	100%	100%

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03	Arizona	100%	100%	100%	100%	100%	100%	100%	100%	100%
04	Arkansas	100%	100%	100%	100%	100%	100%	100%	100%	100%
05	California	100%	100%	100%	100%	100%	100%	100%	100%	100%
06	Colorado	100%	100%	100%	100%	100%	100%	100%	100%	100%
07	Connecticut	100%	100%	100%	100%	100%	100%	100%	100%	100%
08	Delaware	100%	100%	100%	100%	100%	100%	100%	100%	100%



CHECKLIST: MEDIA COVERAGE OF THE "SCIENCE OF READING"

- *Misrepresenting balanced literacy (BL), whole language (WL) to discredit them.*
- *Misrepresenting the complex role of phonics in reading in order to advocate for phonics programs.*
- *Lacking historical context about the recurring "reading wars" and the false narratives of failing to teach children to read.*
- *Overemphasizing/ misrepresenting National Reading Panel (NRP) value, ignoring it as a narrow and politically skewed report.*
- *Citing bogus reports from discredited think tanks such as NCTQ.*
- *Scapegoating teacher education while ignoring two greatest influences on reading: poverty and reading programs adapted to comply with standards and high-stakes testing.*

CHECKLIST: MEDIA COVERAGE OF THE "SCIENCE OF READING"

- *Conflating needs of students with special needs and needs of general population of students.*
- *Emphasizing voices of cognitive scientists over literacy professionals.*
- *Trusting silver-bullet, one-size-fits-all claims about teaching and learning.*
- *Feeding a false narrative blaming teachers and teacher educators both of whom are deprofessionalized /powerless in accountability structures.*

SEE ALSO

- [Evidence v. Advocacy in Teaching Reading: "We Should Not Mistake Zeal for Warrant"](#)
- [The Big Lie about the "Science of Reading" \(Updated\)](#)
- [Two Threads on Reading](#)
- [What Shall We Do About Reading Today? Looking Back to See Now More Clearly](#)
- ["A case for why both sides in the 'reading wars' debate are wrong — and a proposed solution" is 50% Wrong](#)
- [Parent Advocacy and the New \(But Still Misguided\) Phonics Assault on Reading](#)
- [The Enduring Influence of the National Reading Panel \(and the "D" Word\)](#)
- [URGENT: Media Misreading the Reading Crisis Yet Again](#)
- [The Big Lie about the "Science of Reading": NAEP 2019 Edition](#)

SEE ALSO

- [Resisting the Silver Bullet in Literacy Instruction \(and Dyslexia\): "there is no certifiably best method for teaching children who experience reading difficulty"](#)
- [On Normal ADHD and Dyslexia: Neither Pathologizing Nor Rendering Invisible](#)
- [What is the Relationship among NAEP Scores, Educational Policy, and Classroom Practice?](#)
- [The Wrong "Scientific" for Education](#)
- [Research, the Media, and the Market: A Cautionary Tale](#)
