Five Missing Pillars of Scientific Reading Instruction
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In the U.S., the National Reading Panel report (2001) set forth five pillars of scientific reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. While there is little disagreement these are critical aspects of reading acquisition, the NRP report has been criticized for its narrowly focused research review. Below I list five additional pillars of scientific reading instruction based on the available evidence concerning what really matters for learning to read. Each of these five pillars seems absolutely essential elements of “scientific” reading instruction. I provide citations for the most recent and powerful papers pointing to the scientific evidence supporting these additional pillars.

1. **Access to interesting texts and choice.**

2. **Matching kids with appropriate texts.**


3. **Writing and reading have reciprocal positive effects.**

4. **Classroom organization: Balance whole class teaching with small group and side-by-side instruction.**


5. **Availability of expert tutoring.**
