

EdReports' Application of the Components of the Reading Process

Language Comprehension

Background Knowledge	◆◆	2a 2b 2c 2d
Vocabulary	◆◆	1m
Language Structures	◆◆	1l 2b
Verbal Reasoning	◆◆	1f 1g 1h
Literacy Knowledge	◆◆	1b 1f 1i 1j 1k 1o

Word Recognition

Phonological Awareness	◆◆	1ni 1nii
Decoding	◆◆	1ni 1niii 1niv 1p
Sight Recognition	◆◆	1p 1q

Reading is the foundation of all other learning. The instructional materials districts choose can make a difference. At EdReports, we hope our reviews of English language arts programs will empower educators with high-quality content to support the kind of reading instruction that helps all students succeed in school and beyond.

EdReports' review process for K–5 English language arts (ELA) instructional materials is built on a foundation of college and career-readiness standards and well-established research about how students learn how to read. Our reports reflect not only alignment to the standards but also whether or not materials include the innovations necessary to prepare kids to learn the content in the standards.

This graphic shows where EdReports' K–2 ELA review criteria overlaps with the components of the reading process. We hope to better illustrate how EdReports infuses the science of reading into our reviews and what we look for in quality materials.

For a full crosswalk of how our K–5 ELA review tools (including our Foundational Skills and 3–5 review criteria) address both college and career-ready standards and the science of reading, explore our [Quick Guide on Where to Locate Reading Science](#). We also recommend diving into [EdReports evidence guides](#).