

**Definition for  
Scientifically-Based Reading Research**

**Scientifically-Based Reading Research (SBRR)**

Research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. This includes research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

**SBRR has defined five essential components** of effective reading instruction.

- **Phonemic Awareness** – The ability to hear, identify and manipulate the individual sounds–phonemes–in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
- **Phonics** – The understanding that there is a predictable relationship between phonemes- the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language.
- **Vocabulary Development** – Development of stored information about the meaning and pronunciation of words necessary for communication.
- **Reading fluency, including oral reading skills** – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
- **Reading comprehension strategies** – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.