

Evaluating Literacy Curriculum: Making Sure Elementary Students Learn to Read

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Abstract

The cost of illiteracy and reading problems in the United States is accepted and undeniable. Living as an illiterate adult in America is costly. According to the 2019 National Assessment of Educational Progress (NAEP) or better known as America's Report Card, 35% of American 4th graders read at a competent level and 34% of American 8th graders read at a competent level. Students in 4th, 8th, and 12th grades are not exhibiting reading growth. Illiteracy has a monetary influence on people as well. American employers spend over \$125 billion dollars to edify potential employees in the areas of remedial reading, writing, and mathematic skills (ProLiteracy, 2020). Obviously, learning to read is vital. Educators must act on scientific research to select appropriate literacy curriculum. Since reading is not a natural process, reading must be taught through the lens of the science of reading. Literacy teaching must encompass all the elements and modalities in one comprehensive, research-based curriculum. Knowing how to purposefully evaluate literacy curriculum is necessary for teaching all students to read. A dynamic, reading curriculum evaluation tool is necessary to determine alignment to the science of reading with an accredited literacy curriculum.

Keywords: curriculum, elementary, evaluation, literacy, reading