



Myth:

“Balanced Literacy” curricula like Lucy Calkins’ “Units of Study” and Fountas & Pinnell are appropriate curricula to teach a child how to read.

Fact:

The empirical evidence is clear that “Balanced Literacy” curricula are inadequate and only teach children the habits of poor readers. Children who arrive at school already reading or primed to read may appear to do well under these curricula, but they comprise only 36% of the student population. The remaining 64% will need additional practice in various and specific areas of reading and language development. The failure of these curricula is most severe for children who do not come to school with what they need to know to make sense of written and academic English. These students are not likely to get what they need to read, write, speak, and listen at grade level.