

This report on a proposed research agenda for reading comprehension, like the public draft of the report issued in 2000 that preceded it, is intended to serve as a foundation for a dialog between the U.S. Department of Education and other agencies that fund education R&D and researchers and practitioners in the field of the study of reading. By consulting with researchers and practitioners, these agencies can generate the broad base of information and political support that is essential to any federally funded education R&D effort.

The first draft of this report was commented on extensively during 2000 and 2001 through solicited reviews, feedback that was posted to the Achievement for All website ([www.rand.org/multi/achievementforall](http://www.rand.org/multi/achievementforall)), and questions and comments received during various conference presentations. Those many comments served to stimulate the RRSg's deep rethinking of key issues, which is reflected in this report.

Like any other document dealing with a topic as timely as research in education, this report is likely to become somewhat obsolete in the coming years. If the lines of research the RRSg proposes are pursued, new knowledge concerning reading comprehension may surface, the RRSg's proposed hypotheses on reading comprehension may be either strengthened or disproved, and the conclusions contained in this report may need to be revisited. Indeed, the conception of reading comprehension that has guided the RRSg's deliberations may need significant revision.

New knowledge and conceptions related to ways to improve all students' reading comprehension will inevitably emerge from a research program such as the one we propose. We recommend that funding agencies commission future study groups to assess and synthesize that knowledge and thereby point to new directions and priorities for research. The RRSg hopes that this report, in addition to providing guidance to current R&D programs, sets forth a useful base upon which those future study groups can build.