

# RESOLUTION

## On Buyer Beware

Literacy should be one of a collection of significant global priorities. Learning to read and write are complex activities that require knowledgeable teachers who are responsive to learners' needs. Currently, however, a wide variety of services, methods, and materials, which claim to produce the improvement of literacy from early childhood through adulthood, are being offered for purchase to the general public, teachers, and parents.

In many instances, advertisements of these materials engage in sensationalism, exaggeration, and misrepresentation. Based on current scientific evidence, the International Reading Association maintains that there is no single instructional program, professional service, or other supplementary materials that have been evaluated to be successful in teaching all students to read.

To aid teachers, parents, and policymakers in the selection of materials for the instruction of reading, the International Reading Association offers the following recommendations and cautions:

- It is unethical for individual reading professionals, publishers or manufacturers of reading instructional materials or technologies to claim or guarantee success for all learners. Individuals who seek to purchase reading programs and materials should examine the available evidence of instructional success in guiding their purchase decision or product selection.
- The adoption, purchase, or recommendation to purchase instructional services, methods, and materials should be based on publicly available studies of effectiveness. Purchasers of reading improvement programs should ask for results of unbiased and independent evaluations. What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>) is a website designed to provide such information about reading products.
- The research and evaluation information provided by the publisher or distributor should describe the students for whom the materials have been successful and the conditions under which they were implemented; some materials might be successful with some learners, but not for others.

Literacy learners around the world need and deserve reading instruction that is guided by sound policy, excellent teaching, and appropriate materials—not false promises.

(Adopted 1965; Reaffirmed 1992; Revised 2002, May 2011)