On Beginning Reading Materials

Background

Children enter school with a wide range of understanding about concepts of print, listening comprehension, phonemic awareness, knowledge of the alphabetic principle, and experiences with text. Teaching emergent and beginning readers involves selecting foundational materials that support them in learning to become independent readers, including picture books, predictable books, and decodable text.

Teachers and educational leaders can create a culturally responsive learning environment that informs the decision-making process for the selection of texts and print materials that will foster instruction.

WHEREAS children need to be introduced to a variety of texts and other materials that support learning print conventions, build on their interests and abilities, and allow them to be successful in learning to read connected text,

BE IT THEREFORE RESOLVED that leaders involved in developing reading curriculum for beginning readers draw on a wide variety of multimodal materials for beginning reading instruction.

BE IT FURTHER RESOLVED

• that beginning readers be encouraged to read and experience a wide variety of such texts by themselves, with their peers, and with their teachers;

• that knowledgeable professionals use informed decisions to provide instruction that advances skilled reading; and

• that evidence-based longitudinal reading research on the effects of the use of various types of texts for beginning reading instruction be conducted.

(Adopted May 1997; Revised May 2008; Revised May 2014)