

A MEMORIAL

REQUESTING THE LEGISLATIVE EDUCATION STUDY COMMITTEE TO STUDY THE 2008 INSTRUCTIONAL MATERIAL READING ADOPTION AND ENCOURAGING THE PUBLIC EDUCATION DEPARTMENT TO NARROW THE ADOPTION LIST TO ONLY SCIENTIFICALLY BASED INSTRUCTIONAL MATERIALS.

WHEREAS, reading is the very foundation of formal education in the modern world, for without the ability to read, a child is not able to progress successfully through the remainder of a school curriculum; and

WHEREAS, reading is a learned skill that includes oral language, phonological awareness, print awareness and alphabetic awareness; and

WHEREAS, a child's failure to learn to read often results in a devastating downward spiral that leads to low self-esteem and underachievement, both in school and in life; and

WHEREAS, an extensive knowledge base now exists to show teachers and parents the skills students must learn to read well, and these skills provide the basis for sound curriculum decisions and instructional approaches that can help prevent the predictable consequences of early reading failure; and

WHEREAS, the state has invested in the reading initiative, the literacy for children at risk program,

kindergarten plus, pre-kindergarten and now K-3 plus to help low-income children, in particular, learn to read; and

WHEREAS, those programs, as well as other elementary school reading programs, are required to teach reading using scientifically based methods; and

WHEREAS, given the statutory requirements for scientifically based reading programs, it is extremely important that the instructional materials adopted by the public education department be aligned with those requirements; and

WHEREAS, the department must adopt reading instructional materials in 2008, and it is imperative that it adopt only those reading materials and programs that are scientifically proven to teach children how to read;

NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES that the legislative education study committee be requested to study the public education department's reading instructional materials adoption process and assist the department and legislature, as needed, to ensure that only scientifically proven instructional materials are adopted; and

BE IT FURTHER RESOLVED that the public education department be strongly encouraged to limit the reading adoption, not only in quantity of materials adopted but in quality as well, adopting only those instructional materials that have been proven through scientific research to enhance

early language, cognitive and reading development skills and that are based on the latest scientifically based research on phonemic awareness, phonics, fluency, vocabulary and text comprehension; and

BE IT FURTHER RESOLVED that copies of this memorial be transmitted to the legislative education study committee and the public education department.