FUNCTIONS OF BEGINNING READING MATERIALS

by:

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Beginning reading materials should play two vital functions, both developmental and intervention-oriented functions in reading. The intervention-oriented functions of reading materials adhere to the goal of addressing reading problems while the developmental functions are in conjunction with the goal of honing the foundational basic reading skills and competencies. These functions of instructional materials in reading are also highly interrelated and interdependent with each other. Working to develop early competence through the use of these reading innovations would’n’t be attainable when these materials fail to address the reading problems of learners through developmentally-appropriate and strategic interventions integrated in its instructional contents.

Moreover, the development and implementation of these instructional materials in reading imply the need to provide and expose children to developmentally-appropriate reading instruction. These materials should be developmentally-appropriate, not only in the sense that these are developed based on the age of the learners or being age-appropriate, but in the sense that these respond well to the needs of the learners in the area of reading. Learner’s needs in reading considered in the use of these instructional materials are defined in terms of two contexts. The first is the context of the learners’ actual level of reading skills, competencies and competence. The material, therefore, should integrate contents that are anchored on the targeted competencies in reading based on the grade level of the learners as specified, defined and set in the curriculum guidelines and provisions. Secondly, is the context of the varied reading difficulties of the learners. Multiple forms of reading disabilities and problems are concrete indicators of the extent of the needs of learners in reading that need to be addressed and considered when implementing reading interventions like the use of beginning reading materials.
References:

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