

READING/LANGUAGE ARTS INSTRUCTION

The Governing Board recognizes that reading and other language arts constitute the basic foundation for learning in other disciplines. Students should develop an appreciation for literature and for reading as a means to acquire knowledge and enjoyment. They also should develop oral and written language skills that enable them to effectively communicate with others.

(cf. 6143 - Courses of Study)

The Board offers a comprehensive and complete reading/language arts program that ensures that all students have the skills necessary to read fluently and for meaning. The District Reading and Language Arts program will provide particular emphasis on spelling and the development of punctuation and grammar skills. The program shall integrate reading, writing, speaking, and listening activities in order to build strong communication skills.

Teachers are encouraged to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers. The Superintendent or designee shall provide staff development opportunities to ensure that teachers are knowledgeable about how students develop language skills, are able to analyze students' developing literacy, and are able to draw from a variety of instructional strategies and materials.

(cf. 4131 - Staff Development)

The Superintendent or designee shall ensure that the reading/language arts program offers a variety of reading materials with varying levels of difficulty, including works of fiction and nonfiction, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.7 - Use of Technology in Instruction)

(cf. 6163.1 - Library Media Centers)

For each grade level, the Board shall adopt standards of competency in reading, speaking, and writing, including spelling and grammar. In addition, the Board shall evaluate District standards and analyze the extent to which these standards are aligned with the voluntary statewide standards.

(cf. 6011 - Academic Standards)

READING/LANGUAGE ARTS INSTRUCTION (continued)

Grades K-3

The goal of the District's early literacy program shall be to ensure that students are able to read fluently and at grade level by the end of third grade. To reach this goal, the Superintendent or designee shall design a balanced, complete and comprehensive reading/language arts program with the following components:

1. Explicit skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills.
2. A strong literature, language and comprehension program that includes both oral and written language.
3. Ongoing diagnosis of individual student's skills.
4. An early intervention program that provides assistance to children at risk of reading failure.
5. Strategies for teaching reading to English Language Learners (ELL).

Teachers will be encouraged to participate in training activities designed to assist them in implementing a comprehensive K-3 reading program.

Grades 4-12

The Board recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in Grades 4-12.

The program in these grades shall promote reading for subject matter comprehension, and shall include developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary, and developing other communications skills.

When students in these grades do not have fully developed reading/language arts skills, resources shall be made available to assist them in reaching a reading level sufficient to meet the demands of grade-level material. Staff at all grade levels and in every subject shall take responsibility for supporting and expanding students' literacy skills.