

**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. They also should develop oral and written language skills that enable them to effectively communicate with others.

The Board desires to offer a comprehensive, balanced reading/language arts program that ensures that all students have the skills necessary to read fluently and for meaning. 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 professional development opportunities as needed 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.

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

For each grade level, the Board shall adopt standards of competency in reading, speaking and writing, including spelling and grammar.

**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 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 a balance of oral and written language
3. Ongoing diagnosis of individual students' skills

**READING/LANGUAGE ARTS INSTRUCTION (Continued)**

4. An early intervention program that provides assistance to children at risk of reading failure

**Grades 4-12**

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

The program in these grades shall promote reading for subject matter comprehension, 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.

**Legal Reference:**

EDUCATION CODE

51210

Areas of study, grades 1 through 6

51220

Areas of study, grades 7 through 12

**Management Resources:**

CSBA PUBLICATIONS

Every Student Can Read, Every Student Will Read, Report of the CSBA Reading Task Force, May 1995

CDE PROGRAM ADVISORIES

1028.93

Continuing Implementation of the English-Language Arts Framework, CIL: 93/94-02

**READING/LANGUAGE ARTS INSTRUCTION (Continued)**

CDE PUBLICATIONS

Every Child a Reader, 1995

Early Reading Inspection: A Balanced Approach, Language Arts  
Framework Implementation Series: Approaches to Literacy, 1993

English-Language Arts Framework for California Public Schools, 1987