

Reading and Language Arts Instruction

The Board of Directors recognizes that reading and other language arts constitute the basic foundation for learning in other disciplines. To that end, the board directs that by 2004 all third grade students will read with comprehension at grade level in English or Spanish as measured by a consistent district assessment; these students will remain at grade level or above until graduation. Students should develop an appreciation for literature and for reading as a means to acquire knowledge. They also will develop oral and written language skills that enable them to effectively communicate with others.

The board desires to offer a comprehensive, balanced reading and language arts program which ensures that all students have the skills necessary to read fluently and for comprehension. The program shall integrate reading, writing, speaking and listening activities in order to build strong communication skills.

The board shall adopt academic standards in reading, speaking and writing, including spelling and grammar for each grade level.

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 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 district's reading and 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.

1. Grades K-3

The goals 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 and language arts program with the following components:

- 1.1 explicit skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills;
- 1.2 a strong literature, language and comprehension program that includes a balance of oral and written language and incorporates systematic vocabulary development;
- 1.3 ongoing diagnosis of individual students' skills;
- 1.4 an early intervention program that provides assistance to children at risk of reading failure; and
- 1.5 intentional identification of and support for those students who are reading beyond their grade levels and need additional instructional challenge.

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

2. Literacy Skills Emphasis

To assist those students who are experiencing difficulty learning to read and to increase the reading skills and reading enjoyment of all students, the district shall offer elementary students in grades K-4 increased instructional opportunities outside the regular school session.

3. Grades 4-12

The board recognizes that reading and 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 and language arts instruction in grades 4-12.

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 communication skills.

When students in these grades do not have fully developed reading and 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 teaching reading by supporting and expanding students' literacy skills.

The board directs the superintendent to prepare appropriate regulations to implement this policy.

Cross References:

- (cf.: 2000 – Goals: Mission Statement; School Improvement Programs)
- (cf.: 2001 – Academic Standards)
- (cf.: 2002 – Assessment of Academic Standards)
- (cf.: 2003 – Reading and Language Arts Instruction)
- (cf.: 2004 – Fourth Grade Reading Goals)
- (cf.: 2113 – Student Learning Outcomes)
- (cf.: 2115 – School to Career)
- (cf.: 2120 – Curriculum Development Review and Implementation)
- (cf.: 2121 – Curriculum Adoption)
- (cf.: 2130 – Student Assessment Program)
- (cf.: 2159 – Special Instructional Programs)
- (cf.: 2310 – District-wide Instructional Materials Adoption)
- (cf.: 2311 – Selection and Adoption of Instructional Materials)
- (cf.: 2410 – High School Graduation Requirements)
- (cf.: 2420 – Grading and Program Reports)
- (cf.: 2421 – Promotion)
- (cf.: 6010 – Goals and Objectives)

Legal References:

- RCW 28A.230.010-060 Compulsory Coursework and Activities
- RCW 28A.320.010-510 Provisions Applicable to all Districts: District Powers
- RCW 28A.320.20 Student Learning Objectives-Program Identifying and Establishing
Scope-State & Local Review and Reports
- RCW 28A.320.200 Program Evaluation
- RCW 28A.320.210 Student Learning Objectives
- RCW 28A.330.100(5) Additional Powers of Board
- RCW 28A.330.100(5),(6),(9) Additional Powers of the Board
- RCW 28A.405.060 Course of Study and Regulations

- WAC 180-44-010 Responsibilities Related to Instruction
- WAC 392-190-030 Course Offerings – Generally – Separate Sessions or Groups Permissible

Adoption Date:

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