

READING/LANGUAGE ARTS INSTRUCTION

The Governing Board recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. The Board desires to offer a comprehensive, balanced reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning and develop students' appreciation of literature. The program shall integrate reading activities in order to build effective communication skills.

For each grade level, the Board shall adopt academic standards that meet or exceed Common Core State Standards in the following strands:

1. Reading: Foundational skills, text complexity and analysis, and the growth of comprehension
2. Writing: Text types, responding to reading, production and distribution of writings, and research
3. Speaking and listening: Oral language development, comprehension, flexible communication, and collaboration
4. Language: Conventions, effective use, knowledge of language, and vocabulary

The Superintendent or designee shall ensure that the district's reading/language arts program offers sufficient access to standards-aligned textbooks and other instructional materials. The program shall provide instructional 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.

Teachers are expected to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers. The program shall provide ongoing diagnosis of students' skills and, as needed, may provide supplementary instruction during the school day and/or outside the regular school session to assist students who are experiencing difficulty learning to read.

The Superintendent or designee shall make available professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' literacy levels, and mastery of a variety of instructional strategies and materials.

The Superintendent or designee shall provide the Board with data from state and district reading assessments and program evaluations to enable the Board to monitor program effectiveness.

READING/LANGUAGE ARTS INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE

41505-41508 *Pupil Retention Block Grant*

41530-41532 *Professional Development Block Grant*

44735 *Teaching as a Priority Block Grant*

44755-44757.5 *Teacher Reading Instruction Development Program, K-3*

51210 *Areas of study, grades 1-6*

51220 *Areas of study, grades 7-12*

60119 *Sufficiency of textbooks and instructional materials*

60200.4 *Fundamental skills*

60207 *Curriculum frameworks*

60350-60352 *Core reading program instructional materials*

60605 *State-adopted content and performance standards in core curricular areas*

60605.8 *Common Core standards*

99220-99221 *California Reading Professional Development Institutes*

99230-99242 *Mathematics and Reading Professional Development Program (AB 466 trainings)*

CODE OF REGULATIONS, TITLE 5

9535 *Purchase of nonadopted core reading program instructional materials*

11980-11985 *Mathematics and Reading Professional Development Program (AB 466 trainings)*

11991-11991.2 *Reading First achievement index*

UNITED STATES CODE, TITLE 20

6381-6381k *Even Start Family Literacy Program*

6383 *Improving literacy through school libraries*

Management Resources:

CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Common Core State Standards: English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects, March 2013

Common Core State Standards for English Language Arts, August 2010

Every Child a Reader, 1995

English-Language Arts Framework for California Public Schools

English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Recommended Literature: Kindergarten Through Grade Twelve

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Guidance for the Reading First Program, April 2002

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Reading/Language Arts: <http://www.cde.ca.gov/ca/rl>