

SANTA ANA UNIFIED SCHOOL DISTRICT

BP 6142.1(a)

Instruction

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. (cf. 6143 - Courses of Study)

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.

For each grade level, the Board shall adopt academic standards in reading, speaking and writing, including spelling and grammar. (cf. 6011 - Academic Standards)

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. (cf. 4131 - Staff Development)

The Superintendent or designee shall ensure that the district's 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. (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)

Grades K-3

The goal of the district's early literacy program shall be to ensure that students are able to demonstrate standards-based reading fluency and comprehension 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.

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

Teachers may 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 standards-based 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, 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 References Next Page)

Legal Reference:

EDUCATION CODE

42239.1	Funding for intensive reading programs in grades K-4
44277	Professional growth requirements; professional development in reading
44755-44759.7	Teacher reading instruction development program
44830	Employment of certificated persons
44831	Certification qualifications
51210	Areas of study, grades 1 through 6
51220	Areas of study, grades 7 through 12
53000-53006	Comprehensive reading leadership program
53025-53031	Intensive reading program for grades K-4
53050-53057	Governor's reading award program
53075	Public involvement reading campaign
60200.4	Fundamental skills
60350-60352	Core reading program instructional materials
99220-99221	California Reading Professional Development Institutes

CODE OF REGULATIONS, TITLE 5

9535	Purchase of nonadopted core reading program instructional materials
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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

Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three, 1996

CDE PUBLICATIONS

Every Child a Reader, 1995

English-Language Arts Framework for California Public Schools, 1999

WEB SITES

CDE : <http://www.cde.ca.gov>

Adopted: 12-01 Santa Ana, CA