

Reading/Language Arts Instruction

The Solano County Office of Education (SCOE) recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. 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.

SCOE desires to offer a comprehensive, balanced reading/language arts program that ensures 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 effective communication skills.

For each grade level, SCOE shall adopt academic standards in reading, speaking, and writing, including spelling and grammar, that meet or exceed state standards. SCOE's program also shall be aligned with the state framework for reading/language arts instruction.

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 County Superintendent or designee shall provide professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' developing literacy, and the ability to draw from a variety of instructional strategies and materials.

The Superintendent or designee shall ensure that SCOE's reading/language arts program offers sufficient access to textbooks and other 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.

Grades K-3

The goal of the 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 students' skills
4. An early intervention program that provides assistance to students at risk of reading failure

Grades 4-12

SCOE 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, 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.

Policy 6142.91 (Continued)

When students in these grades do not have fully developed reading/language arts skills, the Superintendent or designee shall make resources 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.

Reading First Program

Any funds received through a subgrant of the federal Reading First program shall be used in eligible schools to enhance reading instruction for students in grades K-3 and/or special education students in grades K-12. Funding may be used for the following purposes:

1. Purchasing and implementing instructional and supplemental materials that are based on scientifically based reading research as defined in 20 USC 6368 and that are aligned with the state's reading/language arts content standards adopted pursuant to Education Code 60605
2. Providing professional development opportunities in reading/language arts
3. Hiring reading coaches and/or reading content experts
4. Purchasing reading/language arts assessments
5. Other purposes specified in 20 USC 6362(c)(7), including:
 - a. Collecting, summarizing, and reporting program data
 - b. Promoting reading and library programs that provide access to engaging reading material
 - c. Implementing family literacy programs
 - d. Providing training in the essential components of reading instruction for parents/guardians or other volunteers who serve as reading tutors
 - e. Assisting parents/guardians to encourage reading and support their child's reading development

Legal Reference:

EDUCATION CODE

- 41505-41508 Pupil Retention Block Grant
- 41530-41532 Professional Development Block Grant
- 44277 Professional growth activities
- 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
- 51700-51702 Reading First
- 53000-53006 Comprehensive Reading Leadership Program
- 60119 Sufficiency of textbooks and instructional materials
- 60200.4 Fundamental skills
- 60350-60352 Core reading program instructional materials
- 60605 State-adopted content and performance standards in core curricular areas
- 99220-99221 California Reading Professional Development Institutes
- 99230-99242 Mathematics and Reading Professional Development Program (AB 466 trainings)

Policy 6142.91 (Continued)

Legal Reference: (Continued)

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

53025-53032 Intensive reading program for grades K-4

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

6361-6368 Reading First Program

6371-6376 Early Reading First Program

6381-6381k Even Start Family Literacy Program

6383 Improving literacy through school libraries

Policy Cross-Reference:

0200 Goals

0500 Accountability

1240 Volunteer Assistance

4131 Staff Development

4222 Teacher Aides/Paraprofessionals

5020 Parent Rights and Responsibilities

6000 Concepts and Roles

6011 Academic Standards

6020 Parent Involvement

6141 Curriculum Development and Evaluation

6143 Courses of Study

6161.1 Selection and Evaluation of Instructional Materials

6161.11 Supplementary Instructional Materials

6162.5 Student Assessment

6162.51 Standardized Testing and Reporting Program

6162.52 High School Exit Examination

6163.1 Library Media Centers

6190 Evaluation of the Instructional Program