

## **INSTRUCTION**

### **Reading/Language Arts Instruction**

The Inyo County Board of Education 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.

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. The program shall integrate reading, writing, speaking, and listening activities in order to build effective communication skills.

For each grade level, the Board shall adopt academic standards in reading, speaking, and writing, including spelling and grammar, that meet or exceed state standards. The county office of education'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 Superintendent or designee shall provide professional development opportunities to ensure that instructional staff is knowledgeable about how students develop language skills, is able to analyze students' developing literacy, and is able to draw from a variety of instructional strategies and materials.

The Superintendent or designee shall ensure that the county office of education'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. *(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

### **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 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.

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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.

**Legal Reference:**

**EDUCATION CODE**

- 41505-41508 Pupil Retention Block Grant
- 41530-41532 Professional Development Block Grant
- 44277 Professional growth requirements; professional development in reading
- 44755-44757.5 Teacher reading instruction development program, K-3 (AB 466 trainings)
- 44830 Employment of certificated persons
- 44831 Certification qualifications
- 51210 Areas of study, grades 1 through 6
- 51220 Areas of study, grades 7 through 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)

**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
- 11980-11986 Mathematics and Reading Professional Development Program (AB 466 trainings)

**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

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**Management Resources:**

**CSBA PUBLICATIONS**

Maximizing School Board Governance: Student Learning and Achievement

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

**CDE PUBLICATIONS**

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/pd/ca/rl>

U.S. Department of Education: <http://www.ed.gov>

**BOARD POLICY:**

**First/Second Reading/Adoption: November 15, 2005**