

READING INSTRUCTION

Reading is the most important skill that students acquire while in school because it serves as the foundation upon which all other academic achievement is built. Because reading is so crucial to later academic success, the Board of Education believes that all students should learn to read at a level that approaches the limits of their individual capabilities.

A sequential reading program, which will be part of a balanced literacy philosophy, shall be established in grades K-12. The program shall be developed and coordinated by a certified reading specialist. To ensure students reach their potential, the District shall pursue the following goals:

1. To provide reading placement which allows the teacher to begin at the student's level and work toward reaching their potential;
2. To encourage flexibility in teaching methods which will accommodate individual differences;
3. To provide corrective and remedial instruction when students do not progress satisfactorily in the developmental program, accelerated instruction for those demonstrating superior performance, and adapted instruction for slow learners;
4. To emphasize that the importance of comprehension at all levels in the development of reading skills;
5. To involve all teachers in the teaching of the specific reading skills necessary for mastery of their own particular content area;
6. To inform teachers of trends and techniques in the teaching of reading through in-service, visitation to other reading programs, conference/workshop participation, and other options;
7. To provide current textbooks and supplementary materials appropriate to instructional and interest levels of all students;
8. To encourage recreational reading as an integral part of a well-balanced reading program.
9. To attempt to motivate parents and community members to become cooperatively involved with the school in an effort to make reading its first priority.
10. To instill an appreciation of reading in children that will endure for a lifetime.

Legal Ref: 118.015, 121.02(1)(c) WSS; PI 9.01 (2)(c) WAC; No Child Left Behind Act of 2001

Cross Ref:

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Revised: