

Model Policy

Literacy

- The method of instruction for teaching elementary-grade students how to read shall exclusively adhere to the practices of explicit and systematic phonics.
- For purposes of definition, explicit means having students sound out words and systematic means having students know the different letters, letter combinations, and their sounds in a given order.
- Unless otherwise directed by the literacy curriculum, students shall read text from the subject areas of literature, social studies, and science in order to build content knowledge and fluency.
- Teachers shall adhere to the proscribed literacy curriculum in full and shall not introduce materials or instructional practices into literacy instruction in addition to the board-approved curriculum.
- The use of “three-cueing,” “whole-word,” “whole-language,” “blended literacy,” “balanced literacy,” leveled readers, and Basal readers is prohibited.
- Every teacher who is in his or her first year of teaching literacy according to this policy shall receive 60 hours of training prior to the first day of school and 45 minutes of training per full week of school in these literacy practices during the school year.
- Students shall receive x minutes of instruction in literacy in a regular school week. Use of literacy time shall be used exclusively for literacy instruction and active reading. Teachers shall document in their lesson plans how they plan to use the instructional minutes allotted to literacy instruction. Administrators shall ensure these allotments are followed.
- The district shall conduct progress monitoring for literacy using two reading assessment tools: one external to the curriculum and one provided by the curriculum. All such tools must be aligned to the practices outlined by this policy.
- Parents shall have immediate access to all progress monitoring data, including the ability to compare results between in-curriculum and external progress monitoring tools.