

IRVING INDEPENDENT SCHOOL DISTRICT READING/LANGUAGE ARTS PROGRAM

Good first teaching is essential to the success of a quality literacy program. A strong literacy program begins in a print-rich kindergarten and continues throughout the grades. Every day children read and have read to them several books; they explore the writing process, and build a foundation of strong oral language. There is a focus on literacy development in all subjects and in all grades throughout the school day. The Language Arts program emphasizes the ongoing integration of the six language arts strands (reading, writing, listening, speaking, presenting and viewing). Teachers and administrators work together to implement a balanced reading program that is characterized by the following components

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| 1. Reading Aloud | 6. Modeled Writing |
| 2. Shared Reading | 7. Interactive Writing |
| 3. Guided Reading | 8. Shared Writing |
| 4. Independent Reading | 9. Guided Writing |
| 5. Word Study | 10. Independent Writing |

A successful literacy program also continually monitors and documents student progress. Teachers employ effective and efficient strategies to assess students' reading through the State's Reading Initiative Primary Reading Assessment, and continually adjust their instruction based on their findings. In addition to looking at student performance data, the school also examines other data (attendance, special education referrals, referrals to health agencies) to identify students who may be experiencing difficulty in reading and writing and the problems that may be creating these difficulties. Important student data is available to all teachers and moves with students from grade-to-grade.

The District provides extra programs for students who are experiencing difficulty learning to read. These strategies may include Reading Recovery, the state mandated Accelerated Reading Instruction Program, early literacy groups, after-school programs, summer school, and highly structured one-to-one intervention programs. Some of these programs include explicit skill instruction (phonemic awareness, phonics, decoding and comprehension skills) that is sequential and multi-sensory.