

Marysville Public Schools

Elementary Language Arts Core Curriculum

Research calls for explicit, systematic instruction in phonemic awareness and phonics along with early and continued exposure to rich literature and writing opportunities.

The comprehension instruction and the decoding instruction should be separate from each other while children are learning to decode, but both types of instructional activities should occur. In other words, comprehension and decoding instruction should be balanced.

Beginning reading programs are made up of many components that are interrelated. Teachers work with several components at one time, and children are helped to see the importance of these relationships.

Effective reading instruction helps children learn to use phonics along with their prior knowledge and context, rather than in isolation.

A proper balance between phonics and meaning in instruction; attention to basic skills within context of rich literature. There is validity to methods derived from many different philosophical bases.

As these components are translated into classroom experiences, children will have opportunities to talk, read, and write in the many ways they use language both inside and out of the classroom. Because the language arts are so interrelated, children must be given the opportunity to practice the strands of language arts in connected and purposeful ways.

Systematic instruction in reading begins in kindergarten and continues throughout the primary grades. Instruction is based on thoughtful evaluation of data obtained from classroom observations, formal and informal assessments, and samples of student work.