



**Oxnard School District
Literacy/Biliteracy Pedagogy**

The Oxnard School District believes students have the undeniable right to develop high levels of literacy. We believe in the importance of literacy as a catalyst for academic achievement and future success. As part of the commitment to literacy for all, we value biliteracy, bilingualism and sociocultural competence.

The goal of literacy instruction at the Oxnard School District is for students to learn **effective reading and writing strategies** and to have daily time to apply such strategies through **student-centered practice**. We believe in the importance of **first instruction** and in the idea that students learn to read and write through a comprehensive and integrated literacy model. Therefore, providing high quality literacy **instruction** that is **overt, engaging and rigorous**, but carefully **scaffolded** and **differentiated** to meet the various needs of all students is the ultimate goal. We believe in a comprehensive and integrated literacy model that **includes mastery of foundational literacy skills**, as they will be the building blocks for future literacy work. While foundational skills are critical, they must be taught during reading, writing, listening, and speaking **within a meaningful context**.

We believe that an inclusive and equitable **literacy model** includes a **variety of lesson designs** to **meet the different needs** of students such as independent reading and writing, small group instruction, mini-lessons, and interactive opportunities **enhanced by technology** and based on a **foundation of strong oracy and background knowledge**. In addition, students will have access to an abundance of rich, diverse and culturally relevant **literary and informational** texts at both independent and instructional levels in order to enrich their academic experience. Instruction is **standards-based** and focused on **content literacy** organized into **interdisciplinary units**. These units promote **critical thinking, inquiry and social action**.

In the case of the district's dual language immersion program, we believe that biliteracy is developed through an inclusive and equitable **literacy model** that **occurs daily in both Spanish and English**. In this context, we recognize the need to **heighten the Spanish** language as a means to value students' culture and background.

In order to fulfill the above pedagogy, it is the district's expectation that all teaching professionals **work collaboratively** within and across grade levels as they support the essential components of the district's literacy and biliteracy program while implementing **data driven decision-making** and **evidence-based practices**.