

## SFUSD

# A Comprehensive Approach to Literacy

*“If we want our students to be excited about literacy, they need teachers who love coming to work, who are literacy learners themselves, who find ways to make curriculum relevant to children’s lives, and who can put high-stakes testing in perspective.”*  
-Regie Routman

The Humanities Department has as its responsibility both the "what" and the "how" of instruction in the English language arts classrooms in SFUSD. When we talk about the "what" we are referring to the SFUSD ELA PK-12 Core Curriculum with its corresponding Scope and Sequence with embedded Common Core State Standards. We also have as our charge attention to the "how," this refers to the pedagogical methodology that we embrace as a district. The pedagogical framework or methodology that we have identified in SFUSD is what we call SFUSD’s [Comprehensive Approach to Literacy](#). We do not employ the term "Balanced Literacy" because it is closely linked to specific organizations/projects/schools of thought (i.e., Ohio Literacy Collaborative, Teachers College). In SFUSD we have an approach that, like these projects and organizations, supports the implementation of the workshop model as an approach for teaching reading and writing.

We do not refer to ourselves as a "balanced literacy" district, but as a district that:

- Asks our teachers to be the architects of the instruction in their classrooms and;
- Has high expectations of teachers as professionals and believes that good teaching, effective teaching, is all about finding out what works best for the individual child and the group of children in front of you.

Our position is that our teachers will use the [SFUSD PK-12 Core Curriculum's Scope & Sequence](#) as a guide and identify any of the instructional materials the district has adopted as well as any units of study prepared by outside organizations as resources and tools for instructional planning (i.e., curriculum maps, unit and lesson plans) based on what they observe their students need, when they need it. Our intent is to continue to develop teacher expertise



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regarding how to teach reading and writing and to have them provide equal attention to word study and language development.

In concert with this goal we have made professional development for teachers an essential element of the ELA PK-12 Core Curriculum and embedded CCSS implementation. Our professional development sessions will provide an overview of the reading and writing workshop model and how to make the connections between the methodology and SFUSD's Scope & Sequence with Student Learning Outcomes and embedded CCSS. We will examine how reading and writing support each other within the Comprehensive Approach to Literacy methodology. We will provide guidance on how to use the workshop model to connect reading and writing instruction within the English Language Arts PK-12 Core Curriculum and to other subjects throughout the day. Additional areas of emphasis within the sessions include: text complexity, conferring, Interactive Read Aloud, writing from sources, academic conversations, close reading, and book clubs.

It is vital that we work to promote cohesion and coherence throughout SFUSD regarding the SFUSD ELA PK-12 Core Curriculum & embedded CCSS and its implementation for the benefit of our students.

*"In SFUSD all ELA core classrooms provide high quality instruction for all our students in alignment with our SFUSD ELA PK-12 Core Curriculum. We believe that our students must receive rich literacy experiences every year in every setting with every teacher, not merely in some years in some settings with some teachers."*

*-Humanities Department, 2013*

# EVERY

# student matters.