

# WSRA Position Statement

## *High School Reading*

A high school reading program is an integral component of an effective and comprehensive K-12 curriculum. The high school reading program represents the necessary continuation of developmental reading instruction for all students. Districts and teachers should reflect and support evidenced-based reading standards and/or best practices. Major goals of the high school reading program focus on developing students who:

- are able to use reading as a primary method of learning.
- are able to learn from increasingly complex content area reading materials.
- are prepared for reading demands beyond high school and in the workplace.
- acquire the habit of reading for enjoyment as a life-long pursuit.

To achieve these goals, the Wisconsin State Reading Association therefore believes:

- The reading program should include quantitative and qualitative assessment measures that relate to the State of Wisconsin Standards.
  - Reading is essential to learning in high school subjects. High school teachers need to provide instruction in and modeling of effective strategies that will help students become active, purposeful, and increasingly independent learners.
1. The high school reading program should focus on curricular integration of reading instruction into content area courses in order to meet the reading needs of all high school students.
  2. The high school reading program should be based on the recognition among teachers, administrators, and parents that high school students continue to have needs in reading, especially in the pursuit of reading as a lifelong skill.
  3. The high school reading program should regard reading as a developmental process. Reading instruction across the curriculum should recognize the individual abilities, needs and learning styles of all students, including gifted and struggling readers.
  4. The high school reading program should be designed to prepare students for a variety of literacy demands, including the reading of expository and narrative texts, the reading of technical materials, the reading of information presented in visual displays such as charts and graphs, and reading and learning through interactions with technology.
  5. The high school reading program should be implemented with involvement of high school teachers, administrators, reading personnel, and parents; the high school program should be coordinated with the elementary and middle school developmental programs.
  6. The high school reading program should support the school district's literacy framework through assisting teachers in the advancement of literacy in the content areas.
  7. The high school reading program should have adequate access to reading specialist services, which should include the modeling of effective strategies to teachers and students, the sharing of current research on reading and learning, and the provision of ongoing staff development, and resource support for high school teachers.
  8. The high school reading program should foster collaborative relationships among content teachers, reading specialists, support staff, administrators, students, and parents. Joint planning time between teachers and reading specialists should be encouraged to achieve this goal.
  9. The high school reading program may feature discrete courses in reading development, taught by licensed reading personnel. Such courses should be consistent with the goals of the high school reading program and should complement the high school content curriculum.
  10. Teachers and administrators seeking licenses to work with secondary students need comprehensive training, both preservice and inservice, to meet the reading and learning needs of high school students.

