

Instruction

Reading/Language Arts

Reading and language skills are integral parts of all phases of the learning process. Each individual, therefore must learn to speak, read, write, and listen to words in order to function effectively in school and society. Since it is primarily with words that ideas and thoughts are communicated, it is imperative that students develop competency in the reading and language arts areas for self-fulfillment, effective communication, creative expression, and to assume a productive role in society. Each individual must be provided with an educational program at his or her level of ability and achievement. Such a program will emphasize the differentiation of instruction, flexible grouping, and a multi-modality approach.

Beginning with the school year commencing July 1, 2016 and each school year thereafter, the Board of Education, utilizing State Department of Education (SDE) developed or approved reading assessments, will identify students in kindergarten to grade three, inclusive, who are below proficiency in reading, provided any reading assessments developed or approved by the SDE include frequent screening and progress monitoring of students. Such reading assessments shall (1) measure phonics, phonemic awareness, fluency, vocabulary, and comprehension, (2) provide opportunities for periodic formative assessment during the school year, (3) produce data that is useful for informing individual and classroom instruction, including the grouping of students based on such data and the selection of instructional activities based on data of individual student response patterns during such progress monitoring, (4) be compatible with best practices in reading instruction and research, and (5) assist in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

Legal Reference: Connecticut General Statutes

10-14t Reading assessments for students in kindergarten to grade 3 (as amended by PA 15-97)

10-220a In-service training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations, (as amended by PA 15-97)

10-265g summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans.

10-266p Priority school district grant program.

P.A. 99-288 An Act Concerning Education Accountability

PA 15-97 An Act Concerning Students with Dyslexia

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MARLBOROUGH PUBLIC SCHOOLS
Marlborough, Connecticut