

Reading Instruction

Code #341.01

It is the policy of the Tri-County Area School District to provide for a developmental reading program for pupils at all grade levels. It is the responsibility of the Reading Specialist, employed by the District, to develop and coordinate a comprehensive reading curriculum in grades Pre-Kindergarten through 12.

English/Language Arts teachers with the assistance of the Reading Specialist, shall make an assessment of existing reading needs in grades Pre-Kindergarten through 12 and develop a program of reading goals for the District.

The District's English/Language Arts program will:

1. Provide a systematic program for reading skill development (continuum of skills, PreK-12)
2. Utilize and build teaching of reading skills of school staff members (staff development programs)
3. Make provision for utilizing services and skills of specialized personnel (reading teachers, librarians and others)
4. Utilize services and skills of available support personnel (aides, tutors and volunteers)
5. Make appropriate reading materials and equipment available to staff members
6. Provide remedial reading services for students in grades Pre-Kindergarten through twelve (12) who meet either of the following criteria: (a) the student fails to meet the reading objectives specified in the District's established reading curriculum plan, or (b) the student fails to score above the state minimum performance standard on the annual state assessment, or (c) a teacher in the District and the student's parent or guardian agree that the student's test performance accurately reflects the student's reading ability OR a teacher in the District determines, based on other objective evidence of the student's reading comprehension, that the student's test performance accurately reflects the student's reading ability.

7. Make provisions for students with other special needs (corrective, recreational, adapted, remedial, and accelerated)
8. Utilize appropriate tools and procedures for continuing assessment (Student and Program Evaluations)
9. Encourage community and parental involvement in the development of the reading program.

READING GOALS:

1. Effective reading instruction develops strategic readers who are knowledgeable about the reading process and who: construct meaning from print; apply strategies to learn from text; and develop an interest in reading as a life-long necessity.
2. Students will demonstrate knowledge about reading by: knowing that background and skills influence comprehension; knowing how different types of text and text features aid comprehension; knowing the demands of various reading tasks; and knowing that comprehension requires an interaction among reader, text, and task.
3. Students will construct meaning from print by: comprehending various types of printed material and comprehending materials read for a specific purpose.
4. Students will apply strategies to learn from text by: selecting strategies appropriate for given text, task and purpose and using appropriate strategies under varying situations (text, task, purpose) to learn from text.
5. Students will develop an interest in reading as a means of life-long enjoyment by: demonstrating a positive attitude toward reading and toward self as a reader; choosing to read both at home and in school; and reading a variety of materials for different purposes.
6. Students will meet academic standards for reading established by the Board.

GENERAL GOALS OF PHONICS:

1. Students will recognize and utilize vowel sounds and patterns in every-day reading.
2. Students will recognize and utilize consonant sounds and patterns in every-day reading.
3. Students will apply phonetic strategies in encoding and decoding both familiar and unfamiliar words.
4. Students will use a combination of sound blending, word pronunciation, context clues, and phonetic rules to attack a word.

LEGAL REFERENCE: Section 118.015, Wisconsin Statutes

Prior Approval: December 20, 2005

Attorney Review: December 2015

Approved: January 26, 2016