

REMEDIAL READING

The Granton Area School District believes the early years of a child's life are the foundation upon which reading skills will be built. If there are weaknesses in this foundation, early detection and corrections are essential to future growth and learning.

Children come to school with varied backgrounds in reading. Some have experienced a background rich with books and environmental print. Others have little or no experience with print material.

Reading naturally involves messages expressed in language. The language children bring to school is the greatest resource teachers can use in helping to develop reading and writing. By drawing on the oral language, background, and experience the child brings to the reading process, we can help prevent reading failures.

Young children sometimes experience failure because of inappropriate expectations and experiences for their developmental states. The remedial reading standard is an opportunity to prevent reading failures by building upon what the child already knows about oral language, reading, writing and by attending to deficiencies in the regular reading program

The Granton Areas school District intends to address both the child and the program;

Identify students with weaknesses in language and background experiences that may result in reading failure.

Prevent and remedy reading failures by providing instruction appropriate to the developmental stage of the child.

Provide instruction in grades K-8 that builds upon the child's oral language, reading and writing.

Adopted: January 14, 1992
Revised: February 10, 2014, November 9, 2020

Legal
References: Wis.Stats., Ch. 121.02