

**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 the individuals 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.

Legal Reference: Connecticut General Statutes

[10-14t](#) Reading assessments for students in kindergarten to grade 3 (as amended by P.A. 15-97)

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

[10-2211](#) State-wide Early Reading Success Institute

[10-265f](#) Early reading success grant program. (as amended by PA 06-135)

[10-265g](#) Summer reading programs required for priority school Agencies Evaluation of student reading level. Personal reading plans (as amended by June Special Session PA 01-1 and by PA 06-135)

[10-2651](#) Requirements for additional instruction for poor performing students in priority school Agencies; exemptions. Summer school required exemptions.

[10-266p](#) Priority school Agency grant program.

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

P.A. 06-135 An Act Requiring A Study Of State Educational Institutions and Departments With Respect to the Expenditures of Such Institutions and Departments and the Programs Administered or Services Provided by Such Institutions and Department.

P.A. 15-97 An Act Concerning Students with Dyslexia

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