Overview of Third Grade Reading Legislation
For Teachers
Definitions:

• “Kindergarten” includes a classroom for young 5 year olds, commonly referred to as Young 5’s or Development Kindergarten

• “Evidence-based” means based in research and with proven efficacy

• “Reading deficiency” means scoring below grade level or being determined at risk of reading failure based on a screening assessment, diagnostic assessment, standardized summative assessment, or progress monitoring
MDE Shall:

• Approve three or more valid/reliable screening, formative and diagnostic reading assessment system for selection and use by district and PSA’s

• Recommend or develop an Early Literacy Coach model
Early Literacy Coach Shall:

• Provide initial/ongoing PD to teachers on:
  - the five major reading components
  - administering and analyzing instructional assessments
  - analyzing data and using data to differentiate instruction
  - providing differentiated instruction and intensive intervention
  - using progress monitoring
  - identifying and addressing reading deficiencies

• Model effective instructional strategies for teachers

• Coach and mentor colleagues
Early Literacy Coach Shall:

• Ensure implementation of evidence-based core reading programs, supplemental reading programs and comprehensive intervention reading programs with fidelity

• Work with teachers to apply evidence-based reading strategies in other content areas

• Model and coach teachers in small and whole group instruction

• Not have a regular classroom teaching assignment or be asked to function in an administrative capacity
We Shall:

• Selection one valid/reliable screening, formative, and diagnostic reading assessment system from those approved by MDE

• Use the assessments to diagnose difficulties, inform instruction and intervention needs

• Administer the assessment at least three times/year. The first of which must be administered within the first 30 days of school

• Provide an Individual Reading Plan within 30 days after identification of any student in grades K-3 who exhibits a reading deficiency. This plan shall be created by the teacher, principal, parent/guardian and other pertinent school personnel. Document dissenting opinions re: this plan by those involved in creating the plan.
We Shall:

• Provide written notice to the students parent/guardian of the delay or reading deficiency and tools to assist them to engage in interventions to correct these reading deficiencies at home

• Provide intensive development in the 5 major reading components:
  - phonemic awareness
  - phonics
  - fluency
  - vocabulary
  - comprehension
We Shall:

• Provide interventions during regular school hours in addition to regular, core classroom reading instruction

• Provide parents/guardians or other care providers with a “Read At Home” plan for students who are not proficient in reading

• Provide training workshops for parents/guardians or care providers re: the “Read At Home” plan

• Document efforts by the school to engage the student’s parent/guardian and whether or not those efforts were successful
We Shall:

• Provide a reading intervention program intended to correct deficiencies that:
  - is evidence based and has provided results within the same school year
  - Provides daily targeted small group or 1:1 reading intervention based on student needs
  - Provides administration of ongoing progress monitoring
Building Principals/Leaders Shall:

• Target specific areas of PD
• Differentiate and intensify PD for teachers based on data gathered by monitoring teacher progress in improving student proficiency rates
• Establish a collaborative system within the school to improve reading rates (Reading Leadership Team)
• Ensure that time is provided for teachers to meet for PD
• Utilize, at a minimum the Early Literacy Coach provided by the ISD/RESA
Beginning in 2019-2020

• A student may not enroll in grade 4 until one of the following occurs:
  - The student achieves a reading score that is less than one grade level behind as determined by the MDE based on the grade three state ELA assessment, or
  - The student demonstrates proficiency on an alternate standardized reading assessment approved by the Superintendent of Public Instruction, or
  - The student demonstrates proficiency as evidenced by a student portfolio demonstrating competency in all grade three state ELA standards through multiple work samples