Third Grade Reading Legislation - Common Definitions

**Reading Deficiency:** considerations for defining:
- below benchmark on composite during the Fall, Winter or Spring benchmark period
- below 50th percentile (based on national norms) on ORF (oral reading fluency)
- predicted to be partially or not proficient on state assessment
- below benchmark status on screeners
- below average performance on other district assessments

**Reading Proficiency:** considerations for defining:
- at or above the 50th percentile (based on national norms) on ORF
- predicted to be proficient on state assessment
- benchmark status on screeners
- average or above performance other district assessments

**Reading Intervention Program:** instructional and assessment materials used to provide strategic or intensive intervention in the essential components of reading
- **Standard Protocol Intervention:** stand alone intervention, placement test, scope and sequence, focuses on specific critical area
- **Embedded Intervention:** supplemental strategic/intensive materials aligned with core program, core program assessments for placement, focuses on specific critical area

**Reading Intervention Plan:** template to be developed/provided by assigned group

**Diagnostic Assessments:** Assessments that dig deeper into specific skills to identify where students are relative to the progression of reading skills, pinpoints where to target instruction and what to progress monitor

**Tiers of Intervention:** instruction is matched to student level of need (core, strategic, intensive)

Tier 1: Universal, for ALL: refer to Tier 1 workgroup

Tier 2: Strategic, for some students, classroom managed or pull out, embedded or standard protocol interventions, addresses critical skills, typically small group provided in addition to core instruction

Tier 3: Intensive, for a few students, individualized, typically small group or can be one-on-one, provided in addition to core instruction for general education students, can be replacement curriculum for special education students

**Multisensory Intervention:** Includes use of direct instruction routines (choral responding, white boards, individual response, clapping, tapping)

**District provided supports:**
1. Materials- evidence-based core curriculum and reading intervention programs
2. Time- dedicated instructional, coaching, and PD hours
3. PD examples include data analysis, grade level problem solving, content, TLT