



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