



# Ready to Read Act 2019

## HB690 / SB734 Description

### Ready to Read Act Components, 2019

This legislation creates a reading prevention model by first determining which students may struggle with reading, then providing targeted interventions before reading difficulties emerge. Screening occurs as early as pre-kindergarten and measures pre-reading and early literacy skills. This prevention model benefits students from low literacy households, English language learners, students with dialectical differences, students at risk for reading disabilities, and students who require explicit instruction to learn to read.

#### Requirements for Screening & Instruction and Intervention

- **Screening.** All students in pre-kindergarten, kindergarten and first grade are screened each year to determine if there are skill gaps:
  - A reading screener is a brief assessment of essential skills that are highly predictive of later reading ability.
  - Screeners need to be developmentally appropriate, able to accurately and reliably identify which students are likely to struggle, and are economical to administer in time and cost.
  - Each county board will select a screening instrument(s). The screening schedule is determined by the screening measure(s) selected by the district.
  - Screening conducted by trained personnel including classroom teachers, reading specialists, special education teachers, paraeducators, speech-language pathologist and psychologists.

Essential Skills that Predict Future Reading Ability included in the Ready to Read Act	Pre-K Age 4+	Kindergarten	1st Grade
Phonological awareness and phonemic processing skills	✓	✓	✓
Knowledge of letter names and sound association for uppercase and lowercase letters		✓	✓
Normed Rapid Automated Naming		✓	✓
Automatic and fluent single word recognition with closed syllable nonsense and real words			✓
Normed oral reading fluency			✓

- **Instruction and Intervention.** If screening results show that a student is at risk for reading difficulties schools will:
  - Conduct an **informal diagnostic assessment** to further specify areas of need and determine where to begin instruction.
  - Provide **supplemental reading instruction** to address students' identified areas of need.
  - **Progress monitor** students receiving supplemental reading instruction at least every 10 weeks.



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## Funding Sources & Savings

Federal Funding	State & Local Funding	Potential Savings & Benefits
Title I Funding for low income students	Foundation per-pupil funding includes screening and intervention as part of a comprehensive English Language Arts curriculum	Reduction in out of pocket expenses to students for remedial coursework required for college entry; access to Promise Grant funds for students
Title II - Striving Readers Comprehensive Literacy Grants (SRCL)	Bridge to Kirwan: 2018 Early Literacy Grant Program, Title I funds	Reduction in need for remedial reading courses in middle and high schools
IDEA - Coordinated Early Intervening Services (CEIS)	Bridge to Kirwan 2019 Allocation for transitional supplemental reading tutoring	Reduction in behavior interventions and support services
Other grant funding for assessment and instruction		Reduction in special education referrals

### Coalition to Support the Ready to Read Act, Contact Information

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