



# Ready to Read Act 2019

## Ready to Read Act 2019 Components

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 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 Automatized 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 evidenced-based **supplemental reading instruction** to address students' identified areas of need.
  - **Progress monitor** students receiving supplemental reading instruction at least every 10 weeks.