

## Third Grade Reading Law – District Requirements Checklist

**READING ASSESSMENT SYSTEM** – Includes screening, formative, and diagnostic assessments

- Master schedule for screening assessments (3 times per year)
- First screening assessment must take place within first 30 days of school

**INDIVIDUALIZED READING PLAN** – Must be created within 30 days of students being identified as having reading deficiencies

*Depending on the needs of individual student, the intervention plan would include the following features:*

- Identify reading deficiencies
- Screen and monitor progress three times per year
- Provide reading intervention during regular school hours (*in addition to core reading instruction*) – focus on the development of these areas:
  - Phonemic awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension
- Provide parents with a read-at-home plan
- Intervention program must be evidence-based with proven results
- Provide daily targeted small group/one-to-one reading intervention, including explicit and systematic instruction
- Provide frequent and on-going progress monitoring assessments
- Parent notification plus tools to help their student
  - Document efforts by school to engage parents/guardians (and whether the efforts were successful)
  - Include space on documentation for parents to agree or disagree about reading plan, as well as space for their comments
- For English Language Learners, also include the following:
  - Provide instruction on academic vocabulary
  - Utilize evidence-based English development strategies
  - Encouraged to provide the following when possible: instruction in student’s native language, opportunities for speech production and feedback

## PROFESSIONAL DEVELOPMENT FOR STAFF

- Staff providing reading instruction have been trained in evidence-based intervention program
- In-district PD plan for K-3 reading instruction
- Professional training provided by Ingham ISD
- Job-embedded instructional coaching
- Utilize Ingham ISD early literacy coaches
  - Participate in ELA Steering Committee
  - Training for district-level reading coaches

**ALSO, districts are encouraged to include some or all of the following:**

- Provide summer reading camps with highly-effective reading teachers for all students exhibiting reading deficiencies.