

QACPS: Implementation of the Ready to Read Act

2022-2023

The Why: In Queen Anne's County, we understand that our systematic, explicit instruction in reading may need to be supplemented in order to meet the needs of all of our learners. Reading is a developmental process and all students do not learn at the same rate. QACPS is currently using Foundations for all students to establish foundational literacy skills and Wonders 2014 in order to encompass and find success with the other strands of reading in grades K-5. Through the use of these programs and the teacher's expertise, we are able to address the five core components of effective reading instruction: phonemic awareness, phonics, comprehension, vocabulary and fluency.

What is the Ready to Read Act?

All QACPS students in grades K-5 must be screened, by law, for reading difficulties and then to create an individualized pathway for students that are exhibiting difficulties. The Ready to Read Act can be found HERE: [COMAR Regulation: Ready to Read Act](#)

What is QACPS using to screen students?

QACPS is using the iReady platform to screen students. This screener will be taken 3 times during the school year. The windows for these screenings are as follows: 9/5-10/10, 1/16-2/10, and 5/15-6/9. Screening results will be studied and used as an indicator of strengths and areas of growth for our readers. School staff will then determine which students need extra support and in which areas. Individual student

reports will be made available to those families that request this information.

What does the iReady screener look at?

The iReady screener looks at each area of reading; phonics, phonological awareness, vocabulary, comprehension, and fluency. It gives detailed information about strengths and areas for growth, along with next steps to move our students along the continuum in each area. The diagnostic gives grade level feedback for each of the five areas.

What are the early warning signs of reading difficulty by age?

The attached chart displays early warning signs of reading difficulty. This can be found HERE: [Checklist for Reading Difficulties](#)

Why are we doing a universal screening?

In order to make sure we are meeting the needs of all of our students, we are giving a screener to all students in grades K-3. For example, while a student may be able to read fluently, they may have gaps in their phonological awareness or another area. We need to make sure that we are meeting every student at their readiness level and teaching them so that they can each grow to their fullest potential.

How often will students be screened?

Students will be screened 3 times during the year. After each screening, the data will be reviewed and analyzed so that we can

remain flexible with our groupings and teaching. The windows for these screenings are as follows: 9/5-10/10, 1/16-2/10, and 5/15-6/9.

My child has been screened. What are the next steps?

After the screening takes place, the data is analyzed by the reading specialist and the classroom teacher. Screening in kindergarten and early elementary grades examines early reading skills that are most predictive of later reading competency. Any at-risk student should be identified to determine the extent of the risk and specific areas of need. Evidence-based supplemental instruction (Tier II) should be provided. Educators will use a progress monitoring system to determine if the supplemental instruction is working. If a student is making less than expected progress, a more intensive (Tier III) intervention should be considered. It is important to include families as a partner to assist at-risk students. Parents must be notified within 30 calendar days with a description of the screening results and the supplemental instruction the student will receive.

What does supplemental instruction look like?

We define supplemental instruction as something beyond what the traditional Tier I program is offering. Therefore, a student displaying difficulty will be given something more to address their exact area of weakness, which we call Tier II instruction. This model will look different depending on the need. Your child may be pulled into a small group with a reading tutor or specialist. Your child may be working at the back table with their teacher on a specialized skill that was identified as an area of growth on their iReady placement. Your child may be placed on an intervention such as System 44, which are

computer programs to enhance reading abilities. Your reading specialist should be able to articulate the plan for your individual child.

How will I know how my child is progressing?

Teachers and reading specialists will keep progress monitoring data on all students receiving supplemental instruction. The data will be reviewed frequently by educators to decide how your child is progressing in the intervention they are receiving. Adjustments will be made as needed in order to truly align our teaching and learning to your child's needs. The diagnostic will be given again in order to determine if the intervention had the desired results. Any changes will be made after the diagnostic and parents will be informed of the next steps for their child.

What are the definitions that would guide my understanding?

Please see the Summary of Senate Bill 734 to gain a better understanding of the definitions included in the Ready to Read Act. This can be found HERE: [Summary of Ready to Read MD](#)

Do you have a flowmap that could guide the process?

Yes! The Ready to Read Flow Chart can be found HERE: [Ready to Read Flow Chart](#)

Who should I contact if I have more questions about the Ready to Read Act?

If you have questions about your child's progress or grouping under the Ready to Read Act, please contact your child's school and ask to speak to the Reading Specialist. You may also call Cheryl Cox, the Supervisor of Early Learning/PK-2 ELA at (410)758-2403 Ext. 197. We would be happy to help you!