Students at Risk for Reading Difficulties: Implementation Guide

Office of Reading/English Language Arts

Division of Curriculum, Instructional Improvement, and Professional Learning

MARYLAND STATE DEPARTMENT OF EDUCATION

EQUITY AND EXCELLENCE

READY TO READ ACT STAKEHOLDER GROUP

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INTRODUCTION

"Once you learn to read, you will be forever free." Frederick Douglass

Being able to read, write, speak and listen with understanding are essential skills that impact personal and professional opportunities. Reading is the most fundamental skill children will develop in school because it is the critical tool for learning all other content. In Maryland many students do not reach a proficient level of literacy. The opportunity gaps in Maryland schools often demonstrate that students of color, students from low-income backgrounds, and students at risk for disabilities are at a disadvantage when learning to read.

The Ready to Read Act can help districts prevent and address opportunity gaps through the implementation of a strong Multi-tiered System of Supports (MTSS) within an equity framework.

PURPOSE

The purpose of this guide is to provide guidance and resources to local education agencies (LEAs) as they work to implement a universal reading screening and evidence based supplemental reading instruction process to prevent poor student reading and literacy outcomes. With this goal in mind, the intent of this document is:

- To provide an overview of how students learn to read based on evidence.
- To provide an overview of the requirements of the **Ready to Read Act** and the **Code of Maryland Regulations 13A.03.08 (COMAR)** for Students at Risk for Reading Difficulties.
- To share best practices as well as tools for reading screening, diagnostic assessments, progress monitoring, and supplemental instruction for students who are learning to read.

MARYLAND'S EQUITY POLICY FOR READING -- ACCESS TO LITERACY FOR ALL[1]

Learning to read is a civil right. The opportunity gaps in Maryland schools shine a light on the fact that students of color are failing to read proficiently at an alarming rate. On the 2019 NAEP exam, only 18 percent of Black 4th graders scored proficient or above in reading skills, and for 8th graders, only 15% of Black 8th graders achieved this level of proficiency. While more than 50% of White students fail to score proficient on the NAEP exam, Black students are still trending far below their peers. When students fail to attain basic proficiency in literacy, it often translates into more significant struggles in high school, lower college attendance and graduation rates, and a higher likelihood of incarceration (Wexler, 2020). It is imperative that local education agencies review the research that shows all students learn best through an approach that utilizes systematic, explicit phonics instruction along with a comprehension program that will serve them throughout their years in school. What does not work is a "hit or miss" phonics program and having students use strategies to guess at words while they read. Brain research that demonstrates how all students learn to read should be utilized as LEAs create and implement a Core and/ or supplemental reading program.

Each local education agency developed an equity policy to comply with Maryland's Equity Policy and the COMAR regulations. Local education agencies are required to increase access to early learning opportunities

[1] Excerpted from the Maryland Equity Guidebook

and to provide access and opportunities for all students to read successfully on grade level by the end of grade 2. Effective implementation of Ready to Read requirements within a Multi-tiered System of Support (MTSS) framework will help LEAs meet these goals.

ACTIONS LOCAL EDUCATION AGENCIES/SCHOOLS CAN TAKE

Local Education Agency Level

- Communicate to schools and families about the importance of early reading and the programming available to support achievement from birth-grade 12.
- Develop a plan for comprehensive literacy instruction that includes foundational reading skills.
- Ensure that all students have access to high-quality early learning opportunities regardless of disability, race, or socioeconomic status, and create a plan for ways to address those gaps where they exist.
- Provide data systems and training for school leaders that clearly inform current gaps in achievement, programming, supports, or interventions, as well as evidence-based interventions that are available at their schools.
- Prioritize access to high-quality early learning opportunities aligned to standards.
- Provide incentives and access to opportunities for school staff to acquire proper credentials to lead early reading strategies and interventions.

School Level

- Disaggregate data. Determine where gaps exist in achievement, access to programming, supports, and funding, and create a plan for how to address those gaps.
- Set high expectations and provide supports for educators and staff in the explicit and systematic instruction of foundational reading skills in order for teachers to teach early reading and track student progress and growth toward goals.
- Adjust curriculum and available programming to ensure that students have multiple opportunities to read and get feedback about their progress toward goals.
- Provide opportunities for support and interventions as needed to ensure academic achievement for all students.

To achieve equitable outcomes for all students, high quality, evidence-based reading instruction and interventions must be provided to meet student needs. Both instruction and interventions must be aligned to the evidence base that supports reading development in foundational and language comprehension skills. Choosing evidence-based core, supplemental instruction, and intervention is critical to achieving equity for disadvantaged student populations.

MARYLAND'S KEYS TO COMPREHENSIVE LITERACY PLAN

In 2017 MSDE, in collaboration with stakeholders from across the state, wrote Maryland's Keys to Comprehensive Literacy Plan which aligns to requirements in the federal Every Student Succeeds Act (ESSA)[2]. The plan includes six keys (chapters) to improve literacy for all students: (1) Instructional Leadership, (2) Strategic Professional Learning, (3) Continuity of Standards-based Instruction, (4) Comprehensive System of Assessments, (5) Tiered Instruction and Interventions, and (6) Family and Community Partnerships.

The Ready to Read Implementation Guide includes information from chapters (5) Tiered Instruction and Intervention and (4) Comprehensive System of Assessments and supports reading acquisition including strong screening and the continuum of reading support available to prevent reading difficulties and assist students who may struggle to read.

OVERVIEW OF THE READY TO READ ACT 2019 AND COMAR 13A.03.08

COMAR 13A.03.08 requires all students to be screened in kindergarten. Students in first, second, and third grade are required to be screened if they were previously identified as at risk; were not previously screened; demonstrate difficulty mastering grade-level reading; or entered or transferred to a public elementary school. The screener is chosen by the local education agency (LEA). The guidance provided by the selected screener must be followed with fidelity. 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. LEAs shall set an individualized review schedule of the supplemental reading instruction for each student at intervals of not more than 30 days for progress monitoring. LEAs must provide parents/guardians with written progress reports quarterly or upon revisions to supplemental instruction.

It is important to note that core instruction should be examined if a large number of students are identified as "at-risk" on the screener. In general, not more that 15-20% of students should be identified at risk. Data from students at risk should be disaggregated to determine need. LEAs should ensure that core instruction is evidence-based. Core instruction should include a systematic, explicit approach to teaching phonemic awareness and phonics, as well as instruction based in language comprehension including oral language, listening, vocabulary, and reading comprehension.

[2] The LEARN Act of 2015 from the US Deptartment of Education defines comprehensive literacy instruction and was part of the 2015 reauthorization of ESSA. Literary instruction components and principles of instruction are clearly defined.

Additional resources may be found on the MSDE website page for Supporting Students with Reading Difficulties, including a Frequently Asked Questions document. Download the FAQ document.

SCREENING ADMINISTRATION

A screening instrument needs to be quickly and easily administered. COMAR 13A.03.08 requires all students to be screened in kindergarten. Students in first, second, and third grade are required to be screened if they were previously identified as at risk; were not previously screened; demonstrate difficulty mastering grade-level reading; or entered or transferred to a public elementary school. In general, screening can occur as early as preschool but no later than kindergarten and at least three times a year through third grade or at a schedule in accordance with the guidance of the selected screener.

Since "dyslexia is strongly inheritable, occurring in up to 50% of individuals who have a first-degree relative with dyslexia" (Gaab, 2017) initial screening may include family history. Teacher input on a child's phonological, linguistic, and academic performance is also essential. Students who are English Learners or speak in a different dialect should be included in this assessment. Download the Guidelines for Implementing Reading Instruction for English Learners

Why screen for reading difficulties?

The White Paper on "Screening for Dyslexia" from the National Center on Improving Literacy highlights three reasons to screen and intervene in kindergarten to second grade.

1. Prevention. Reading problems can be prevented with early, targeted interventions that address a student's specific needs.
2. Early Intervention is Key to Reading Success. Patterns of reading development are established early once school begins and are stable over time unless interventions are implemented to increase student progress (Good, Kaminski, Simmons, & Kame'enui, 2001; Juel, 1988; Shaywitz, Escobar, Shaywitz, Fletcher, & Makuch, 1992;Torgesen, 2000; Torgesen et al., 2001).
3. Reading Opportunity Gaps are Difficult to Close Once Opened. Without intense interventions, struggling readers do not eventually "catch up" to their average performing peers—in fact, the gap between strong and weak readers increases over time (Torgesen, 2000; Torgesen et al., 2001).
    a. Reading interventions that begin in third grade and beyond are likely to be less successful and less cost-effective than interventions that begin in the earlier grades.
    b. The later interventions begin, the longer they take to work, the longer they need to be implemented each day, and the less likely they are to produce desired effects (Adams, 1990; Good, Simmons, & Kame'enui, 2001; Snow, Burns, & Griffin, 1998; Stanovich, 1986; Torgesen, 2000; Torgesen et al., 2001).

When should screening occur?

COMAR 13A.03.08 requires the screening schedule to be established by the local education agency, with initial screening taking place within the first 2 months of the beginning of the school year. It further requires that students shall receive additional screening in accordance with the guidance of the selected screener. In general, this is a minimum of three times a year.

Who benefits from an effective screening and intervention process?

Students & Families benefit. Determining which students may be at risk for reading difficulty before the onset of reading struggles is a primary goal of Maryland's Ready to Read Act and COMAR 13A.03.08. All students are advantaged by an early warning system for reading, but there is a particular advantage for students who may be at risk for future reading difficulties. Students from low literacy households, students who are learning English, students with dialectical differences, students at risk for reading disabilities, and students who require explicit instruction to learn to read are advantaged by reading screening and early intervention. [3]

Principals and Schools benefit. Screening also creates a prevention model that principals can use to evaluate their core reading instruction.

- At least 80% of students should benefit from the core reading instruction and learn to read in the tier I, classroom setting.
- If screening data shows more than 15% of students are below benchmark on the screener, school teams must take a close look at core reading instruction: what is taught and how it is taught. [4]

What are the main elements of a strong screening model?

An effective prevention framework assumes an evidence- based core reading curriculum that meets the requirements in ESSA, Section 2221 for comprehensive literacy instruction and is aligned to the Maryland College and Career Readiness Standards (MCCRS). Strong screening is also part of an effective prevention framework when it includes the following:

- Efficient in time and cost, and takes little time away from teaching;
- Takes a student's "reading temperature" however, does not typically indicate where to target instruction;
- Administered to all students at least 2 times a year;
- Reliable (how consistent is the measure), valid (how well it measures what it says it measures), and predictive (can predict related outcomes);
- Screens those components of reading that are predictive of later reading success (student does not need to be "taught" the assessed skills before screening). Minimum components or skills that are predictive of future reading success include rapid automatic naming, phonological awareness, phonemic awareness, phonics (letter sound correspondence), oral language, and oral reading fluency (K-5).

[3] The Ladder of Reading, Nancy Young, https://dyslexiaida.org/ladder-of-reading-infographic-structured-literacy-helps-all-students/

[4] High Quality Classroom Instruction, http://www.rtinetwork.org/essential/tieredinstruction/tier1/highquality

- Data meetings and summits with a plan to apply the screening results and monitor continued progress; and
- Strong Multi-tiered System of Support for Reading that includes evidence- based core, aligned tier I and II interventions, professional learning in reading, and data-based decision making to determine a student's needs and dosage (time, intensity, group size, duration, etc.)

What needs to be considered when selecting a screening assessment?

The chosen screener must be developmentally appropriate and norm-referenced or criterion-based. It also must assess foundational reading skills that include phonological and phonemic awareness and processing, as well as rapid automatic naming in kindergarten and 1st grade. There are several ***core considerations*** when selecting a screener(s) for your students. These are:

- Has the assessment been proven to be ***accurate*** and ***reliable?*** This means that it will yield consistent scores across administrations and that there is inter-rater reliability. Inter-reliability means that the results will be the same no matter who administers the assessment.
- Has the assessment been proven to be ***valid?*** This means that it will measure what it intends to measure. There should be a positive correlation between the assessment and other measures.
- Does the screener have proven success with a population of students similar to yours?
- Do the activities provide insight into the skill areas that you would like to assess?
- Is the time required to administer and score the assessment three times a year manageable for your staff?
- Is the assessment delivered to individual students one on one, or can it be administered to larger groups of students at a time?
- Are there technology requirements for the assessment such as computers and headsets?

What skills or components should be screened and at which grade?

Screening foundational reading skills should be based on the developmental level of the students. For PK-2, these are the skills that are predictive of reading success and these skills typically develop incrementally over time. The appropriate measures for screening for reading difficulties will change across grade levels. In general students in kindergarten and grade one should be screened on alphabet knowledge (letter name identification such as a rapid automatic naming [RAN] assessment); phonological and phonemic awareness; and grapheme-phoneme correspondence (matching letters to sounds). Student in grades two and three should be screened in phonological and phonemic awareness; word identification fluency; and oral reading fluency. See the chart below for appropriate screening components by grade level.

Component	Screening Measure	K	1st Grade	2nd Grade	3rd Grade
Risk Factor/ Dyslexia	RAN (Rapid Automatized Naming)	x	x		
Phonological Awareness/ Phonemic Awareness	FSF (First Sound Fluency) PSF (Phoneme Segmentation Fluency)	x	x		
Processing	RAN (Rapid Automatized Naming) LNF (Letter Naming Fluency)	x	x		
Alphabetic Principle and Phonics	LWSF (Letter Word Sound Fluency) NWF (Nonsense Word Fluency) WRF (Word Reading Fluency)	x	x	x	
Accuracy & Fluency	WRF (Word Reading Fluency) ORF (Oral Reading Fluency)		x	x	X
Comprehension	ORF (Oral Reading Fluency)		x	x	x

Why focus on these specific components or skill areas?

These specific skill areas have the most robust support in the science of reading as indicators of a student's readiness for reading instruction and are predictive of potential risks for reading difficulties for young children.

To screen for decoding issues, use measures of phonological processing and sound/symbol correspondence. To screen for fluency and comprehension issues, use measures of naming speed and oral language ability.

Many important skills are related to reading success, such as vocabulary knowledge, background knowledge, and abstract thinking; however, in terms of screening, these skills are more difficult to assess quickly and accurately. They should be considered if and when a student needs further assessment.

Why universally screen all students in a grade?

The Ready to Read Act and COMAR 13A.08.03 require students in kindergarten to be universally screened. Although not required, it is best practice to continue this universal screening through first grade. According to the United States Department of Education, "Universal screening is a critical first step in identifying students who are at risk for experiencing reading difficulties and who might need more time in instruction or different instruction altogether. Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief and conducted with all students from a grade level. They are followed by additional testing or short-term progress monitoring to corroborate students' risk status." [5]

How often should a student be screened?

COMAR 13A.03.08 requires the screening schedule to be established by the school district, with initial screening taking place within the first two months of the beginning of the school year. Best practice is to screen within the first month of school. By screening early in the school year, students benefit from a longer period of time to receive supplemental instruction. The COMAR further requires that students shall receive additional screening in accordance with the guidance of the selected screener. In general, it is recommended that students be screened three times a year. Screening multiple times a year provides schools an opportunity to verify all students are making progress; revise instruction based upon student needs; and identify possible weaknesses in the core curriculum. Screening is of utmost importance in these early grades in order to ensure that all students are reading on grade level by the end of third grade.

Who should conduct the screening?

It is recommended that the classroom teacher conduct the screening, however, a classroom teacher, school psychologist, special education teacher, speech language pathologist, reading interventionist, reading specialist or any other educator trained in screening instruments and protocols may conduct screenings.

How should the screening results be used?

For students identified as at-risk or below benchmark, further assessment to diagnose areas of need should be conducted. Students scoring below benchmark typically require supplemental reading instruction in identified areas of need. Parent/caregivers must be notified of identified needs and planned instruction. A student should not languish in an intervention; if a student is not making progress, the data team should discuss next steps for reading interventions.

[5] https://www2.ed.gov/about/inits/ed/earlyliteracy/tools.html

REPORTING AND DATA COLLECTION

Data Reported to MSDE

LEAs report data annually to MSDE on or before July 1st of each year to allow time for MSDE to compile data and publish to the website as required by the Ready to Read Act. The annual data report shall include student screening data from the beginning, middle, and end of the year. This includes collecting the number of students in kindergarten through 3rd grade; the number of students screened; the number of students identified at-risk; and the number of students given supplemental instruction. The LEA should also collect progress monitoring information in order to evaluate the effectiveness of their processes and programs.

Reporting Requirements to Support Parents & Guardians

Families are a critical part of a student's reading development and, when schools engage families in the school's literacy and reading process, the student, family, and school will benefit.

At the beginning of each school year, LEAs are required to provide parents and guardians with:

- a description of the screening and supplemental instruction process in the LEA;
- any checklists or forms needed to support the screening protocol.

After students are screened, schools are required to provide parents and guardians with a notification letter that includes:

- the screening results;
- a description of the supplemental reading instruction that will be provided to the student; and
- written progress reports quarterly or upon revisions to supplemental instruction.

Best Practices for keeping parents informed of their student's reading progress could include parent information nights, newsletters with tips and suggestions, and continuous progress monitoring updates through conferences and/or written communication.

SUPPLEMENTAL INSTRUCTION THROUGH A MULTI-TIERED SYSTEM OF SUPPORTS

Multi-tiered Systems of Support (MTSS) is a data-based, continuous-improvement framework that proactively identifies students with academic and/or behavioral needs. It provides targeted, data-based support to striving students with the goal of early identification and intervention. MTSS uses collected data to assess students' needs and provide them with interventions in appropriate tiers.

The key components of MTSS include:

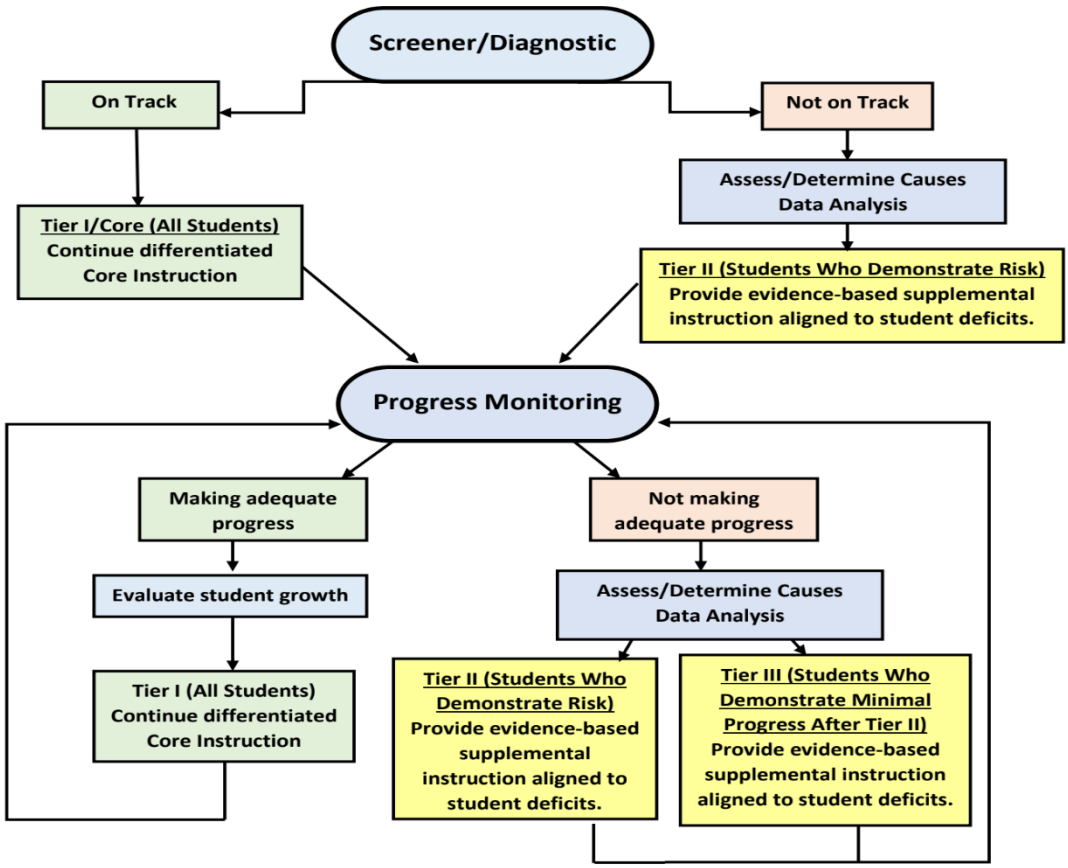
- screening of all students early in the school year;
- tiers of interventions based upon student need;
- ongoing data collection, including screening data, progress monitoring data, and diagnostic data;
- modification of individual student instruction based upon data.

Educators must provide supplemental instruction that is evidence-based and aligned to the specific area of deficit. Educators must choose evidence-based programs for supplemental instruction that matches the student needs. Supplemental instruction is always in addition to Core instruction and should be given to

students in small groups during other times of the school day. Within one month of the screening, parents must be notified if students are to be given supplemental instruction.

PROGRESS MONITORING

Progress monitoring is the process of regularly assessing students receiving supplemental instruction and should occur between screenings. Progress monitoring will be used to provide differentiated, individualized instruction for at-risk readers. The data gathered during progress monitoring can be used in the instructional decision-making process. LEAs shall set an individualized review schedule of the supplemental reading instruction for each student at intervals of not more than 30 days for progress monitoring. LEAs must provide parents/guardians with written progress reports quarterly or upon revisions to supplemental instruction.



Notes:

- Students in Tiers II and III, must always remain in Tier I/Core Instruction.
- Special Education Students may be at any of the three Tiers.

Key to Color Coding

Blue—a data collection and analysis point
Green—student is on track and making progress
Red—student is at risk
Yellow—supplemental instruction in a multi-tiered system of support

EARLY LITERACY: HOW DO STUDENTS LEARN TO READ?

There have been many studies conducted regarding how children learn to read. For the purpose of this guide, The Simple View of Reading first presented by Gough and Tunmer in 1986 will be discussed.

The Simple View of Reading formula is:

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC).

The formula demonstrates that reading comprehension cannot occur unless both decoding and language comprehension are addressed. Decoding and language comprehension skills can be separated during instruction and assessment but must come together to achieve reading comprehension. "Learning these skills does not come naturally. Both accurate word reading and text comprehension require careful, systematic instruction." (Baker, S.K., NCIL) The Simple View of Reading assists educators in understanding how to maximize students' reading potential. In addition, intervention for striving readers is only effective when it addresses the student's specific weakness. A student may have difficulty with decoding, language comprehension, or both. Understanding this formula can assist LEAs in creating reading curriculum and assessments to best meet the needs of all readers.

Resources for Educators on the Simple View of Reading

- The Simple View of Reading, from Reading Rockets ** (Article)
- The Simple View of Reading, from Reading Rockets ** (Video)
- Learning to Read: The Simple View, from National Center on Improving Literacy (Resource)
- How We Learn to Read: The Critical Role of Phonological Awareness

CORE EARLY LITERACY INSTRUCTION IN GRADES PREK-3

All Maryland students should be in a classroom that adheres to evidence-based literacy instruction as their core program. This approach includes a masterful teacher, adequate instructional time, and evidence-based strategies and resources. Effective core instruction is the key to learning to read. Literacy instruction in the early years should follow the guidelines of the Simple View of Reading as described above. All core reading programs should encompass the skills that Dr. Hollis Scarborough includes in Figure A. These strands work together to develop skilled readers, and each strand requires explicit instruction from highly qualified teachers. Core instruction should be scaffolded and differentiated based on the identified needs of all learners. Screening, as described in the Ready to Read Act, can alert an educator to any deficits in their core instruction; therefore, core instruction is the first level of prevention.

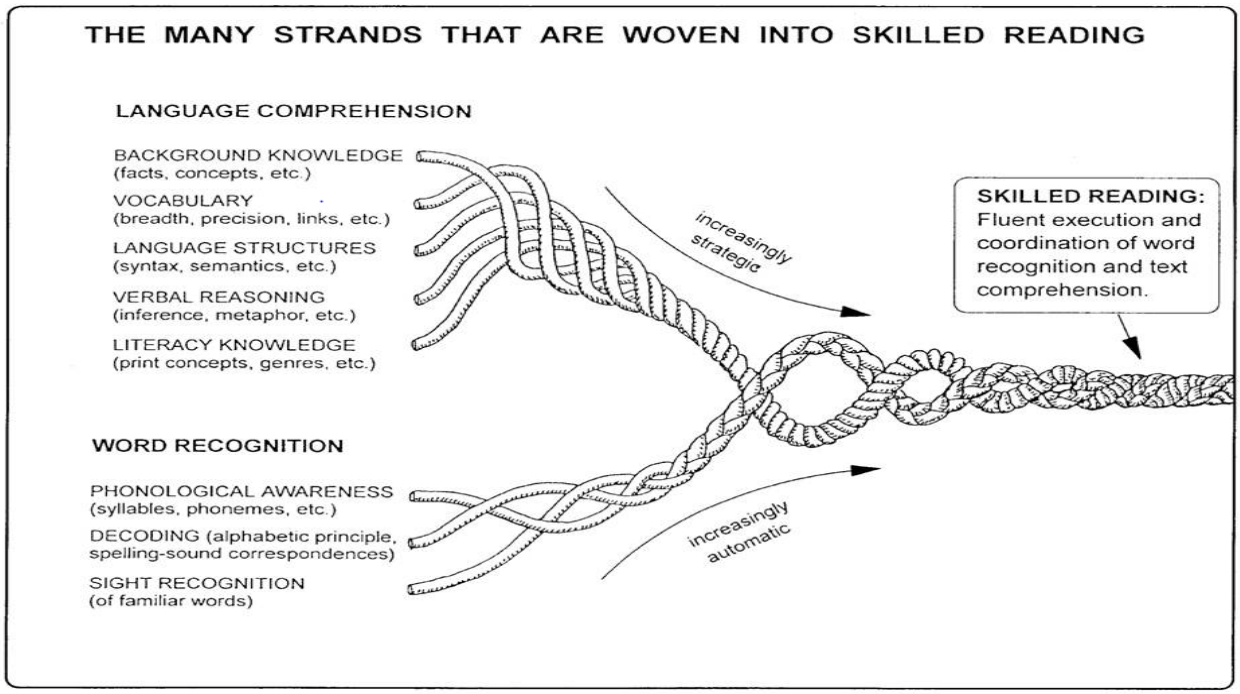


Figure A

Teachers need to understand and review the strands to make the best decisions for their students.

Definitions from the Reading Rope

Word Recognition (Decoding)

- Phonological & Phonemic Awareness – Refers to the awareness a reader has of sounds
- Decoding/Phonics – Refers to encoding and decoding the alphabet
- Sight Recognition – Refers to the automaticity with frequently occurring words, especially those with irregular spelling patterns

Language Comprehension

- Background Knowledge – Refers to the information we have stored in our memories from direct or indirect experience
- Vocabulary – Refers to students' knowledge of, and memory for, word meanings
- Language Structures - Refers to students' knowledge of how language is constructed including syntax (sentence structure) and semantics (relationships between and among word meanings)
- Verbal Reasoning - Refers to students' ability to interpret abstract language including making inferences and understanding figurative language
- Literacy Knowledge - Refers to students' ability to understand various written text formats and how they vary according to genre

A core reading program in all cases must include direct, explicit instruction in word recognition and language comprehension.

Resources to Consider for Core Instruction

Grade	Standards	Resources for Instruction
PreK Kindergarten	PreK-K Maryland College and Career Ready Standards for English Language Arts/Literacy Appendix A, pages 17-22	Essential Practices - Literacy Essentials Instructional Content Nav - ELA / Literacy: Foundational Skills Developing Foundational Reading Skills in the Early Grades LETRS suggested scope and sequence
1st Grade 2nd Grade	Grades 1-2 Maryland College and Career Ready Standards for English Language Arts/Literacy	LETRS suggested scope and sequence
3rd Grade 4th Grade 5th Grade	View the Grades 3-5 MCCR Standards for English Language Arts/Literacy	Guide and checklists for a school leader's walkthrough during literacy instruction in grades 4–12

AT-RISK STUDENTS ABOVE GRADE 3

When teaching students above grade 3 who are experiencing reading difficulties, educators should return to the Simple View of Reading. All reading difficulties fall into three categories: poor decoding, poor language comprehension, or both. When working with older students, too often the assumption is that their reading difficulty is a result of difficulty with comprehension. The tendency is to require them to read more, to discuss background information, and to learn reading strategies to build their understanding of text. However, research has shown that often the difficulty lies in the decoding component of reading. Students who do not reach grade level reading after 3rd grade should be screened to determine the specific reading deficit, and teachers should prescribe the appropriate supplemental instruction to address the need.

- Best Practices in Planning Interventions for Students with Reading Problems
- Improving Reading Outcomes for Students with or at Risk for Reading Disabilities

ENGLISH LEARNERS (ELS)

In response to the Ready to Read Act, *Students with Reading Difficulties--Screenings and Interventions*, MSDE English Language Arts and EL/Title III offices collaborated with local education agencies (LEAs) to create guidelines for implementing screening and supplemental reading instruction for ELs. Download MSDE Guidelines for Implementing Reading Instruction for English Learners

According to the National Reading Panel in 2000, instruction that provides substantial coverage in the five key components of reading (phonemic awareness, phonics, fluency, vocabulary and text comprehension) has clear benefits for English learners. The research also suggests that while instruction in key reading

components is necessary, it is not sufficient for teaching ELs to read and write proficiently in English. Another critical component of reading instruction for ELs is oral language development. ELs must also have explicit instruction in vocabulary, fluency, and comprehension as well as writing skills.

English learners are not blank slates. They enter classrooms with varying degrees of oral proficiency and literacy in their first language. There is clear evidence that oral proficiency and literacy in the home language can be used to facilitate literacy development in English.

Resources for English Learners

- Reading for ELs
- What Does Research Tell Us About Teaching Reading to English Language Learners

RESOURCES AND PROFESSIONAL LEARNING OPPORTUNITIES RELATED TO SUPPORTING STUDENTS AT RISK FOR READING DIFFICULTIES

For Districts, Schools, and Teachers

- AIM Institute Professional Training
- LETRS - Literacy and Writing Teacher Professional Development Training
- Public Workshops
- Implementing Response to Intervention in Early Childhood Settings
- Professional Development Webcasts
- Essential Practices - Literacy Essentials
- Dialogic Reading: Having a Conversation about Books | Iowa Reading Research Center
- Professional Learning Community Materials page
- A video interview with Sharon Walpole
- Early Literacy Screening, Symposium
- Signs of Dyslexia by Grade
- TDFC Harvard 2017 – Dr. Geva – Dyslexia and English Language Learners: The Variations among Different Learners
- Oregon Response to Instruction and Intervention (ORTIi)

For Parents

- Supporting Your Child's Reading at Home: Kindergarten and First Grade
- Reading 101: A Guide for Parents
- Decoding Dyslexia
- Literacy for All, Equitable Practices for Reading

DEFINITIONS FROM THE READY TO READ ACT AND COMAR 13A.03.08

- **Fluency**- reading accuracy and rate and includes oral accuracy, prosody, intonation, and automaticity.
- **Phonemic Awareness**- the ability to distinguish, segment, blend, and manipulate phonemes in words.
- **Phonics-** the study of letters and letter combinations and the relationship between the sounds that they represent.
- **Phonological Awareness**- a child's ability to recognize and manipulate parts of oral language including syllables, onset-rime, and phonemes.
- **Progress Monitoring**- a measurement procedure used at specified time intervals to measure a student's response to instruction or intervention.
- **Rapid Automatic Naming**- how quickly individual students can name letters, or digits, or symbols.
- **Screening Instrument-** a brief, valid, and reliable measurement used to identify or predict whether a student may be at risk for poor learning outcomes.
- **Supplemental Reading Instruction**-evidence-based, sequential, systematic, explicit, and cumulative instruction or intervention to mastery of foundational reading skills, including phonological or phonemic awareness and processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and reading comprehension skills to meet grade-level curriculum.

CONCLUSION

Learning to read well is an essential skill in society. Students who do not master skills associated with reading are at a distinct disadvantage in life. Too often under-served populations in Maryland are experiencing an opportunity gap in reading. Above grade 3, lack of proficient reading of content texts, affects achievement in all content areas. Ultimately, this leads to opportunity gaps in college, careers, and in life. By following the science, understanding how students learn to read and how best to intervene when they are at-risk, all Maryland students can experience success in reading and life.

"Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge and is unlikely to ever flourish in school or in life." – (Louisa Moats, 1999).

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