

Third Grade Reading Legislation - Common Definitions



Reading Deficiency: considerations for defining:

- below benchmark on composite during the Fall, Winter or Spring benchmark period
- below 50th percentile (based on national norms) on ORF (oral reading fluency)
- predicted to be partially or not proficient on state assessment
- below benchmark status on screeners
- below average performance on other district assessments

Reading Proficiency: considerations for defining:

- at or above the 50th percentile (based on national norms) on ORF
- predicted to be proficient on state assessment
- benchmark status on screeners
- average or above performance other district assessments

Reading Intervention Program: instructional and assessment materials used to provide strategic or intensive intervention in the essential components of reading

- Standard Protocol Intervention: stand alone intervention, placement test, scope and sequence, focuses on specific critical area
- Embedded Intervention: supplemental strategic/intensive materials aligned with core program, core program assessments for placement, focuses on specific critical area

Reading Intervention Plan: template to be developed/provided by assigned group

Diagnostic Assessments: Assessments that dig deeper into specific skills to identify where students are relative to the progression of reading skills, pinpoints where to target instruction and what to progress monitor

Tiers of Intervention: instruction is matched to student level of need (core, strategic, intensive)

Tier 1: Universal, for ALL: refer to Tier 1 workgroup

Tier 2: Strategic, for some students, classroom managed or pull out, embedded or standard protocol interventions, addresses critical skills, typically small group provided in addition to core instruction

Tier 3: Intensive, for a few students, individualized, typically small group or can be one-on-one, provided in addition to core instruction for general education students, can be replacement curriculum for special education students

Multisensory Intervention: Includes use of direct instruction routines (choral responding, white boards, individual response, clapping, tapping)

District provided supports:

1. Materials- evidence-based core curriculum and reading intervention programs
2. Time- dedicated instructional, coaching, and PD hours

3. PD- examples include data analysis, grade level problem solving, content, TLT