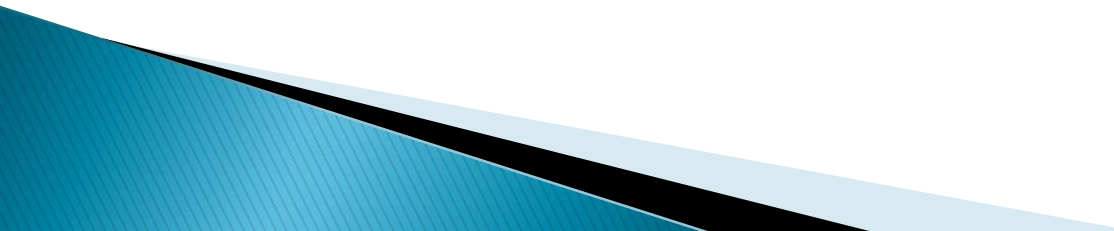


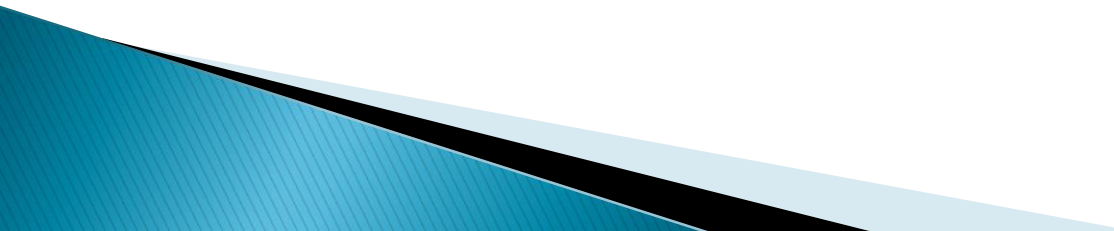
Third-Grade Guarantee Goal: Ensuring All Students Can Read



Senate Bill 316

- ▶ Administer **reading diagnostics** to all K–3 students by Sept. 30 each year
 - ▶ Develop individualized **Reading Improvement and Monitoring Plans** for students deemed “not on-track” (not reading at grade level)
 - ▶ Provide **early intervention and support** in reading for at risk students at grades K–3
- 

Senate Bill 316

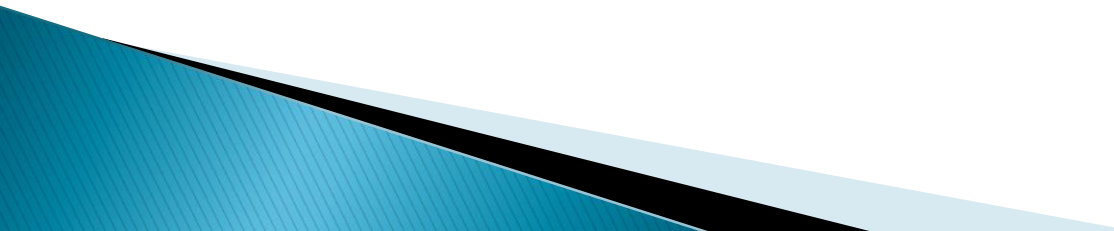
- ▶ Report **data results** to the Department of Education
 - ▶ Retain 3rd grade students that **do not meet the required cut score, unless the parents, teachers and administrator determines the student can move on, with intense interventions in 4th grade.**
- 

Third Grade Reading Guarantee

- ▶ In the 2022–23 school year, all students scoring **below 690** on Ohio's Third Grade test for English Language Arts must be retained, except for the following students:
 - *Special education students* whose IEPs exempt them;
 - *Students who demonstrate reading competency on an alternative reading assessment* approved by ODE; and
 - Any student who *was previously retained* in grades K–3.

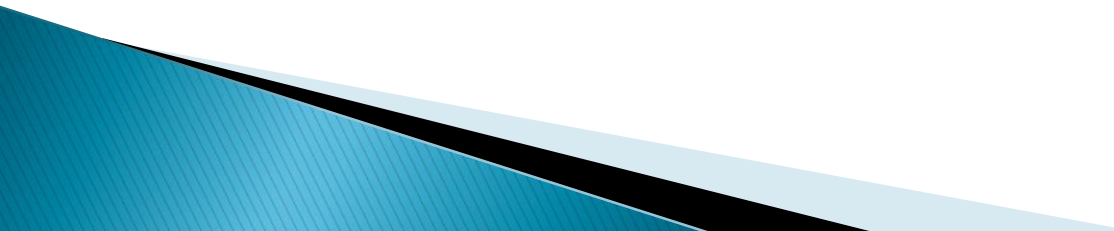
If your child did not pass the 3rd grade ELA state test, he/she is at risk for not passing high school end of course assessment, which can impact graduation.

5 Main Components of Reading

- ▶ Phonics– connection between sound and letter symbols
 - ▶ Phonemic Awareness– words are created from phonemes (small units of sound in language)
 - ▶ Vocabulary– words have meanings
 - ▶ Fluency– Ability to read with speed, accuracy and expression.
 - ▶ Comprehension– understanding what the text is about.
- 

Diagnostic Assessments

Grades K–4 – Phonological awareness, phonics, high frequency word fluency, vocabulary and comprehension of literary text and informational text.



Reading Improvement and Monitoring Plan

- ▶ All Reading Improvement and Monitoring Plans must be created within 60 days of when a student is designated *not on-track*.
 - Identify student's specific reading deficiency
 - Describe supplemental instruction services
 - Involve parents and guardians
 - Monitor plan's implementation
 - Provide reading curriculum that assists students to read at grade level
 - State risk of retention in 3rd grade.



RIMP



Reading Improvement and Monitoring Plan
2020-2021

Student _____ **Grade Level** _____ **Grade Level Retained** _____
Teacher _____ **School** _____ **Date** _____

Based on the information in Section A, your child has been identified as needing academic improvement in the area of READING.

A1: Fill in the diagnostic and reading levels of the student.

Grade Level	Assessment Used	Assessment Results	Comments

According to ORC 3313.608, "Unless the student attains the appropriate level of reading competency by the end of Grade 3, the student will be retained."

Specific Reading Deficiency

- ___ Letter naming/letter sound
- ___ Phonemic awareness
- ___ Phonics
- ___ Sight word recognition/Vocabulary
- ___ Oral Reading Fluency
- ___ Comprehension

Implementation of Reading Intervention

- ___ Additional small group instruction with regular teacher
- ___ Additional small group instruction with Title I teacher
- ___ Small group tutoring
- ___ Increased expectations for reading at home with support
- ___ Progress monitoring every __ week(s) in _____
- ___ Other: _____

If this plan needs to be modified due to progress monitoring results, the parent will be contacted before that occurs.

Parent/Guardian Signature*

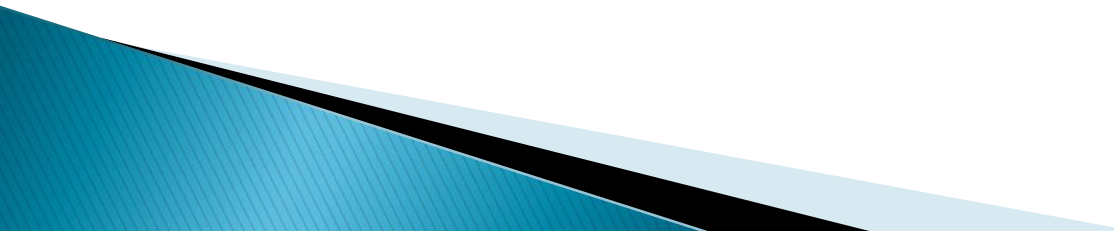
Date

Teacher Signature

Date

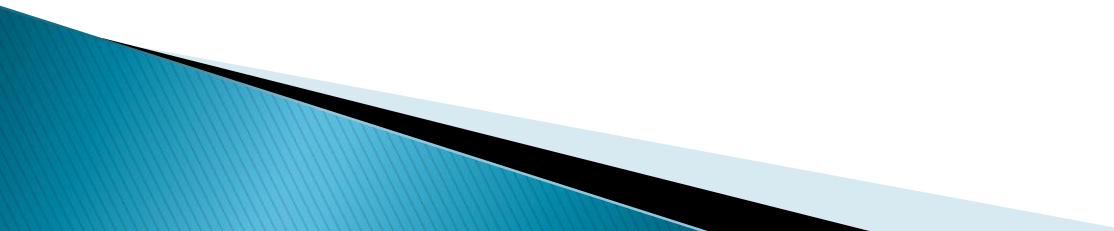
...interventions and has played a role in developing this plan.

Interventions

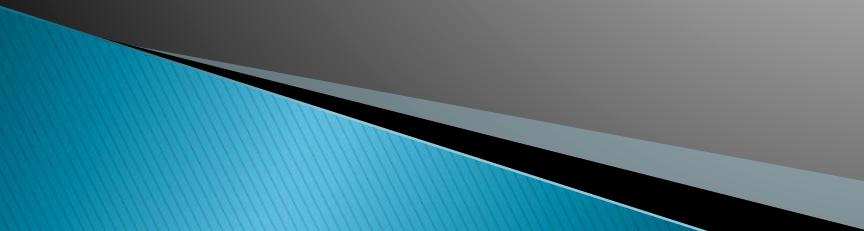
- ▶ Orton Gillingham– Tier 1 to ALL students in grades K–2, targeted skills in small groups in grades K–4 as needed
 - ▶ Heggerty– phonological awareness skills– Tier 1 to ALL students in grades K–2, targeted skills in small groups as needed.
 - ▶ Repeated Reading/Guided Reading: Grades K – 4 provided by the teachers during Intervention/Enrichment
- 

Why is fluency important?

Fluency is the reader's ability to read with speed, accuracy and expression.

- ▶ Develops automaticity– helps a reader to move quickly through the text so they can develop the meaning of the text.
 - ▶ Appropriate expression and phrasing helps the reader understand the text.
- 

What Can Parents Do
at Home to ensure
their children are on
track to success?



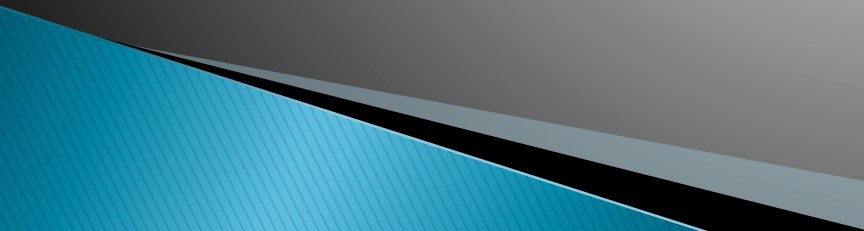
“The more you read, the more things you will know. The more that you learn, the more places you'll go.”

- Dr. Seuss



Support fluency practice with
weekly or bi-monthly passages

- time for speed and
accuracy
- model for expression



Read to your child– model good reading

Listen to your child read

Ask them to retell

Make predictions

Make connections

Support Reading Counts Program