

Ready to Read Act PreK–3 Literacy Policy Transcript

Hello, and welcome to an overview of Calvert County Public Schools' plan to implement recent revisions to Maryland's Ready to Read Act in alignment with the new PreK–3 Comprehensive Literacy Policy.

Maryland's Comprehensive PreK–3 Literacy Policy is a statewide initiative designed to strengthen evidence-based reading instruction and ensure all students build a strong foundation for future success. In CCPS, we are committed to partnering with families to support every child's reading development.

In 2019, Maryland passed the Ready to Read Act to help districts identify, prevent, and address early reading gaps for students who may be at risk for reading difficulties. The Act was designed to ensure that these students are identified early and receive the support they need as soon as possible.

Recent updates to the Ready to Read Act and the Code of Maryland Regulations (COMAR) were made to better align with the PreK–3 Comprehensive Literacy Policy. These amendments strengthen Maryland's early literacy work by requiring Science of Reading training for teachers, expanding universal screening so that all Kindergarten through Grade 3 students are assessed three times per year, and establishing clear expectations for using diagnostic assessments to identify specific skill needs. The updates also provide revised guidance on how schools deliver supplemental reading instruction within a Multi-Tiered System of Supports (MTSS). MTSS is a framework that supports academic, behavioral, and social-emotional growth by providing increasing levels of support based on student need. All students receive high-quality, standards-aligned Tier I instruction—also called core instruction which is delivered through whole-group and small-group explicit teaching. Tier II support is provided *in addition to* Tier I and offers targeted, evidence-based small-group intervention to address specific skill needs. Tier III provides intensive, diagnostic-driven intervention for students who require highly individualized, explicit instruction.

In CCPS, our goal is straightforward: early identification and timely support, clear communication with families, and steady progress for every reader.

Calvert County uses i-Ready as our universal reading screener. It helps teachers and administrators understand how students are performing compared to grade-level expectations and to peers nationwide, allowing educators to identify reading needs early so schools can provide timely support.

All K–5 students take the i-Ready reading assessment three times a year—in the fall, winter, and spring. This computer-based, adaptive assessment measures key reading skills, including phonological awareness, phonics, high-frequency words, vocabulary, and both literary and informational comprehension.

Maryland also requires Kindergarten through Grade 3 students to be screened using the Rapid Automatized Naming (RAN) assessment, which measures how quickly a child can name familiar items. This screening helps teachers understand how easily a child may learn to read.

Teachers also administer additional short decoding and fluency tasks depending on the grade level to see how smoothly students read connected text, how well they blend sounds in unfamiliar words, and how accurately they read real words.

Together, these quick checks give a clear picture of each child's early reading development.

Determining whether a student is at risk for reading difficulties is a key part of the screening process. CCPS uses specific score benchmarks from i-Ready, RAN, and other phonics and fluency tasks to identify students who may require supplemental reading support.

To ensure decisions are accurate and well-informed, we always review multiple data points—including screening results, diagnostic assessments, and teacher observations—when determining whether a student is at risk. This multi-source approach ensures teachers understand each child’s individual needs before recommending additional support.

If screening results indicate that a student may be at risk, families receive a letter explaining the specific area of need and are invited to a conference. During this meeting, teachers and families review the screening results together, summarize the evidence-based instruction and intervention supports the student will receive, and work together to set up a Student Reading Improvement Plan (SRIP).

If a child already has an IEP with reading goals, that IEP automatically serves as the SRIP, and support continues through the IEP process. Students can be identified for an SRIP during any screening window, and families meet at least once each year to review or update the plan if support continues into the next school year.

A Student Reading Improvement Plan, or SRIP, is a personalized roadmap that outlines the specific support your child needs to grow as a reader. Each SRIP includes an overview of your child’s assessment data, clear learning goals, the evidence-based instruction and intervention they will receive, and a schedule for how their progress will be monitored.

School work with families to create a SRIP within 30 days of students being identified as needing support.

Progress updates are shared on the report card, and the SRIP is updated after the winter and spring screening windows to reflect growth. If a student no longer meets the at-risk criteria, they may exit the plan; however, additional support can continue if classroom performance or other assessments show a continued need.

Supplemental instruction provided through a Student Reading Improvement Plan is based on the Science of Reading, which is a large body of research explaining how the brain learns to read. This means we use instructional methods that are proven to be effective for most children and directly aligned to your child’s specific reading needs.

All students receive high-quality, evidence-based core instruction within the regular reading block. Students who need additional targeted support receive supplemental instruction in small-group or individual settings, outside of the core reading block, to focus on specific skill areas. This support is provided in addition to—not in place of—core instruction during the regular school day.

Students will continue receiving supplemental instruction and ongoing progress monitoring until screening data shows they have met or exceeded benchmark expectations and successfully met their SRIP goals.

Families are a critical part of a student’s reading development and when schools and families collaborate regarding the literacy and reading process, students, families, and our schools will benefit. CCPS has family resources and information available on our website under the Families tab.

Calvert County Public Schools is committed to partnering with you to help your child develop the strong reading skills they need to succeed. The new Student Reading Improvement Plan (SRIP) process will begin in the 2026–2027 school year, and we are sharing this information now so families feel informed, prepared, and supported as partners in this important statewide initiative.

For additional information, the full Maryland Comprehensive PreK–3 Literacy Policy is available on the CCPS website. Thank you for your partnership and for joining us in supporting early literacy for all students.