2026-2027 READY TO READ ACT

Ready to Read Act (Senate Bill 734)

All WCPS primary grade students are screened at least annually to identify potential risks to reading achievement. In addition, increasingly intensive interventions and support are provided per grade- as listed below. Upon enrollment, a Home Language Survey is conducted to determine whether a student needs English Language Support Services.

READING					
Grade Level	**Screener**	**FALL: At Risk and Require Supplemental Instruction**	**WINTER: At Risk and Require Supplemental Instruction**	**FALL: At Risk and Require Supplemental Instruction**	**Recommended Supplemental Instruction**
K	DIBELS 8	Below Composite 280	Below Composite 356	Below Composite 406	• CKLA Skills Intervention Phonemic Awareness • CKLA Skills Intervention • Sound Partners
1		Below Composite 321	Below Composite 377	Below Composite 427	• CKLA Skills Intervention • Sound Partners
2		Below Composite 316	Below Composite 373	Below Composite 421	• CKLA Skills Intervention • Sound Partners
3		Below Composite 314	Below Composite 377	Below Composite 424	• CKLA Skills Intervention • Wilson Reading System • Bowman Orton Gillingham Plus
4	Lexile & MCAP	Lexile 645 & PL 1	Lexile 750 & PL 1	Lexile 850 & PL 1	
5		Lexile 800 & PL 1	Lexile 850 & PL 1	Lexile 950 & PL 1	

Supplemental Reading Instruction	***Grade Level***	***Description***
CKLA Phonemic Awareness Intervention	K	Targeted instruction that is a combination of phonemic awareness (phonemes) and phonics (graphemes) instruction aligned with the developmental progression of the CKLA Skills strand. These lessons are designed to consistently practice handwriting in ways coordinated with the grapheme-phoneme relationships learned, and to apply these skills in spelling, reading, and writing. Instruction focuses on building foundational skills within sound identification (initial, final, medial), blending, and segmenting.
Sound Partners	K-2	Sound Partners is a phonics-based tutoring program that provides individual, explicit instruction in early reading skills to students who need it most.
Wilson Reading System	2-12	An intensive Tier 3 program for students with word-level deficits who are not making sufficient progress through their current intervention, have been unable to learn with other teaching strategies, and require multisensory language instruction, or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.
Bowman Orton Gillingham Plus	K-12	A Structured Literacy program that combines the essentials of Orton-Gillingham with phonological awareness and reading fluency exercises based on research. Orton Gillingham+ is a highly systematic, multisensory, synthetic, phonetic approach, which simultaneously builds reading, writing, and spelling skills.
CKLA Skills Intervention	K-15	The skills strand of CKLA follows a developmental progression for foundational skills in phonics, fluency, comprehension, and early writing. Students who struggle to master earlier skills will build adequate mastery of the previous unit objectives.