

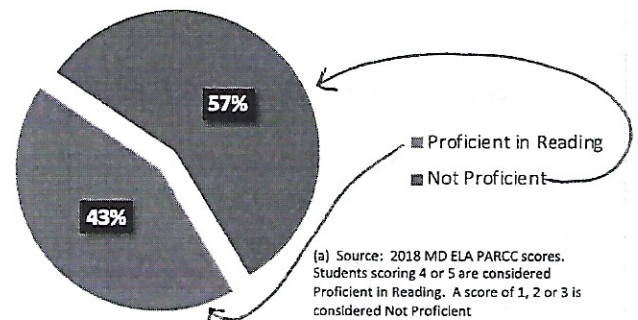
### What It Does

1. **Requires screening measures be valid and reliable** to predict which students may be at risk for poor reading outcomes before they fall behind (ESSA, 20 U.S.C. 6641, Sec. 2221(1)(h)). The Maryland Comprehensive Literacy Plan (p.71) includes screening as “part of a valid and reliable system of assessments.”
2. **Promotes reading success for all students.** Pre-kindergarten, kindergarten and first grade students would be screened each year to determine if they are at risk for reading difficulties. Reading screening instruments measure pre-literacy and early literacy skills that are highly predictive of future reading ability, such as phonemic awareness, rapid naming and other skills (National Early Literacy Panel, 2008).

3. **Provides early intervention.** Students found to have risk factors for reading difficulties would receive early intervention to prevent problems:

- a. Only 43% of Maryland students were proficient in reading (2018 MD Reading PARCC).
- b. 75% of children whose reading help is delayed to age 9 or later, continue to struggle throughout their school career (Vellutino, Scanlon, Sipay, Small, Pratt, Chen & Denckla, 1996).
- c. In 4th grade, students need 2 hours of instructional time to make the same gains as made in 30 minutes of instructional time in kindergarten (Joseph Torgeson, 2004, 2007).
- d. 58% of MD high school graduates are not college & career ready and must pay for non-credit, remedial English classes before admission to community college (Maryland Longitudinal Data System, 2018).
- e. The First Step Act of 2018 requires all prison inmates be screened for reading difficulties and provided reading intervention to prevent recidivism and facilitate employment opportunities.

All Maryland 4th Grade Students<sup>(a)</sup>



4. **Requires evidence-based screening & instruction aligned to federal & state law.** Students determined to have risk factors for reading difficulties must be provided systematic, explicit, comprehensive reading instruction to prevent reading difficulties as required by Maryland’s Comprehensive Literacy Plan and as defined by the Every Student Succeeds Act (ESSA), Literacy Education for All, Sec. 2221.
5. **Supports school districts.** Continued screening and progress monitoring provides local districts with feedback on how well its chosen reading curriculum teaches all students to read. If more than 20% of students require supplemental or intensive intervention, it could mean the core reading instruction is not meeting students’ needs. (National Center on Response to Intervention, Screening Training Manual, page 5, 2012)

### What It Does Not

1. **Require a specific screening instrument or program.** School districts may select the most appropriate screening measures and supplemental instruction programs that meet the bill requirements and align with ESSA (20 U.S.C. 6641, Sec. 2221).

Comprehensive Literacy Instruction).

2. **Diagnose or label students.** Reading screening is part of a prevention process targeted to all students to help determine who may be at risk for future reading difficulty. Students would not be **labeled**; they would receive an increased level of evidence-based reading support to prevent or reduce difficulties. Requests for special education evaluations would follow federal and state requirements and this legislation would not interfere with that process.
3. **Place more children in special education.** When provided early intervention, many students will not require special education. Research shows that 5-7% of students require intensive reading interventions in a special education setting when the core and supplemental reading instruction is aligned with reading science (National Reading Panel, 2000).
4. **Burden educators.** Screening is a brief measure that provides valuable information about each student's potential risk factors for reading difficulties. Screening results can be used to evaluate the efficacy of a district's core reading instruction.
5. **Remove local control.** The bill is a recipe for reading success and local districts can select ingredients that work best.
6. **Require additional funding.** Existing per pupil education funding traditionally includes assessments such as screening measures. Other funding sources for districts include the Kirwan Commission Early Literacy Grants, federal/state grants under ESSA/LEARN Act, Early Childhood Literacy Grants, and Early Intervening Services funds (EIS).

How to Support the Ready to Read Act	Asks
Ask your Delegates and Senators to contact <u>Delegate Luedtke</u> and <u>Senator Zucker</u> to COSPONSOR the Ready to Read Act of 2019.	Cosponsor
Ask your Delegates and Senators to VOTE YES on the Ready to Read Act	Vote Yes
Ask Delegates & Senators on the Education Committees to VOTE Yes! To be effective for students and educators, the bill must include the essential skills that predict future reading ability and the requirement that screener measures be valid and reliable.	Vote No on amendments that remove the predictive skills screened in PK, K and first grade
Ask your Local Boards of Education and County Councils/Commissions to support the legislation and provide a letter of support to the Committee Chairs: <u>Senator Paul Pinsky</u> , Chairman, Senate Education, Health and Environmental Affairs Committee and <u>Delegate Anne Kaiser</u> , Chairman, House Ways and Means Committee.	Letters of Support to Committee Chairs in House and Senate

### Ready to Read Act Coalition, Contact Information

Janice Lepore, Psy.D. and State Leader, Decoding Dyslexia MD (DDMD) [janice\\_lepore@verizon.net](mailto:janice_lepore@verizon.net)

Audrey Potter, Legislative Chair, Maryland School Psychologists' Association, [legislative@mSPAonline.org](mailto:legislative@mSPAonline.org)

Laura Schultz, DDMD State Leader, MD Dyslexia Task Force Member, 703-477-4847, [decodingdyslexiamd@gmail.com](mailto:decodingdyslexiamd@gmail.com)

Amy Siracusano, Board Member, The Reading League, MD Dyslexia Task Force, MD Educator, [amysiracusano@me.com](mailto:amysiracusano@me.com)

Karleen Spitulnik, State Leader, Decoding Dyslexia Maryland (DDMD), 443-850-6493 [k.spitulnik@verizon.net](mailto:k.spitulnik@verizon.net)

Robin Szymanski, DDMD, MD Dyslexia Task Force Member, Maryland Educator, [18happyelephants@gmail.com](mailto:18happyelephants@gmail.com)