

The Ready to Read Act of 2019, requires local education agencies (LEAs) to provide screening for all kindergarten students and any identified first grade, second grade, and third grade students who may be at risk for reading difficulties. It includes a provision of supplemental reading instruction for identified students; progress monitoring; annual reporting requirements; and evaluation of the screening program. For more information, please visit the [Maryland State Department of Education website](#).

At City Neighbors Hamilton, we use multiple reading assessments and interviews to collect and analyze key data about the reading and comprehension ability of each student. Students in kindergarten, first, and second grade engage in a one-on-one auditory phonics and phonemic awareness interview. The purpose of this is to determine readiness for reading, plan instruction around areas of need for students, and track student's progress with letter recognition, rhyme, identifying word parts and blending and segmenting over the course of these primary years. Students in kindergarten through eighth grade complete a Teacher's College running record assessment. This one-on-one reading experience provides teachers with insight into the decoding and accuracy, reading rate, expression, and comprehension of our readers. This data allows teachers to plan and target small groups or individual students with the reading instruction at both their appropriate instructional reading level, and more specifically in the area of reading that they most need support. Here are some links for more information about our [phonemic and phonics awareness assessment](#), and [Teachers College running records](#).

The reading assessments mentioned above are administered three times annually, providing teachers, interventionists, and special educators repeated opportunities to understand and plan for the needs of students over time. This data is used to plan whole class reading and phonics instruction, create small intervention groups for students with similar needs or reading levels, and set goals for student growth. Our reading intervention team uses a targeted reading program called LLI, or Leveled Literacy Instruction to help readers engage with new content and texts, learn strategies for decoding and breaking down new language, and practice demonstrating comprehension both orally and in writing. For more information about this intervention program, click [here](#).

As with all instruction, communication of reading behaviors and needs to families is an essential part of the learning process and partnership. We use progress report conferences as an opportunity to meet and talk with families about the reading strengths and needs of their child, the reading level and instruction being provided at school, and other potential resources or supports for reading at home. Please check our [school calendar](#) for the next progress report conference dates or reach out to your child's teacher for resources and updates on their reading progress.