



KCPS Ready to Read Act Implementation

2023-2024

Kent County Public Schools in accordance with the Ready to Read Act will screen our Kindergarten students and any students that have not been previously screened for reading difficulties. This will ensure we are providing our students with an optimal education in the areas of phonemic awareness, phonics, comprehension, vocabulary and fluency, so they can become successful readers!

What is the Ready to Read Act?

All KCPS students must be screened, by law for reading difficulties so we can then create the necessary pathways for students that are displaying difficulties.

[MSDE Ready to Read Act Page](#)

KCPS Screener:

What: MAP Reading Fluency Dyslexia Screener

When: Students will be screened 3 times per year.

Who: Kindergarten students and any student not previously screened in K.

What: MAP Growth

When: All KCPS Students 2 times per year.



What does the Dyslexia screener identify?

This screener looks at possible difficulties in the areas of phonics, phonological awareness, vocabulary, comprehension and fluency.

What will we do if a child is identified as having possible reading difficulties?

Families will be notified within 30 days of the screener if your child has been identified as having possible reading difficulties.

Please be aware that this does not mean the child has been diagnosed with reading difficulties or dyslexia. It is an indication for us to monitor your child's progress in reading and to ensure we are addressing skill gaps.

1. Provide student with tier 2 intervention strategies and supplemental instruction along with their tier 1 instruction. Progress monitoring will take place and determine next steps.
[KCPS Tier 2 Interventions](#)
2. Provide student with tier 3 intervention strategies and supplemental instruction if deemed necessary through progress monitoring



data along with tier 1 instruction. Progress monitoring will take place throughout.

[KCPS Tier 3 Interventions](#)

3. Parents will be given progress monitoring data (at least) quarterly, so they can be kept up to date with their child's progress.

What does supplemental instruction look like?

Supplemental instruction is instruction beyond what is being offered in a student's tier 1 programming. This will look different for each student. Supplemental instruction can be a combination of small group instruction, working with a tutor or interventionist or even on a tech-based program. Each form of supplemental instruction will provide practice and support in a specific area of need for your child.

How can parents look for signs of reading difficulties at home?



Checklist of Early Warning Signs of Reading Difficulty and Dyslexia by Age

	Language Does the student have difficulty:	Reading Does the student have difficulty:	Writing Does the student have difficulty:	Emotional Does the student have difficulty:
Age 5-8	<input type="checkbox"/> Learning the alphabet <input type="checkbox"/> Rhyming words <input type="checkbox"/> Repeating what has been said <input type="checkbox"/> Staying focused <input type="checkbox"/> Learning to speak	<input type="checkbox"/> Naming letters <input type="checkbox"/> Matching letters to sounds <input type="checkbox"/> Learning to read at expected age <input type="checkbox"/> Remembering printed words <input type="checkbox"/> Remembering sight words	<input type="checkbox"/> Learning to write and copy at an age-appropriate level <input type="checkbox"/> Writing letters in correct order <input type="checkbox"/> Writing numbers in correct order <input type="checkbox"/> Spelling correctly and consistently <input type="checkbox"/> Writing neatly	<input type="checkbox"/> Poor self-confidence <input type="checkbox"/> Low self-esteem <input type="checkbox"/> Poor social skills <input type="checkbox"/> Making and keeping friends <input type="checkbox"/> Easily frustrated
Age 9-13	<input type="checkbox"/> Rhyming words <input type="checkbox"/> Pronouncing words correctly <input type="checkbox"/> Speaking smoothly <input type="checkbox"/> Understanding directions <input type="checkbox"/> Understanding grammar/vocabulary	<input type="checkbox"/> Reading at age-appropriate level <input type="checkbox"/> Remembering sight words <input type="checkbox"/> Learning and remembering new words	<input type="checkbox"/> Understanding spelling rules <input type="checkbox"/> Spelling words consistently correct <input type="checkbox"/> Writing letters and numbers in the correct order <input type="checkbox"/> Writing neatly <input type="checkbox"/> Listening and taking notes	<input type="checkbox"/> Fitting in with peers confidently <input type="checkbox"/> Maintain positive social status <input type="checkbox"/> Maintaining a positive attitude <input type="checkbox"/> Interpreting non-verbal actions of others <input type="checkbox"/> Maintaining an even temper
Age 14-18	<input type="checkbox"/> Speaking fluently <input type="checkbox"/> Grasping a wide vocabulary <input type="checkbox"/> Using the correct grammar and vocabulary <input type="checkbox"/> Knowing the difference between words that look and sound familiar <input type="checkbox"/> Getting to a point quickly	<input type="checkbox"/> Reading at expected grade level and accuracy <input type="checkbox"/> Reading aloud proficiently <input type="checkbox"/> Recognizing sight words <input type="checkbox"/> Reading confidently	<input type="checkbox"/> Consistently spelling words accurately <input type="checkbox"/> Fully developing ideas <input type="checkbox"/> Preparing accurate, comprehensive outlines <input type="checkbox"/> Editing written work <input type="checkbox"/> Being logical and organized	<input type="checkbox"/> Identifying social strengths and weaknesses <input type="checkbox"/> Dealing with being teased <input type="checkbox"/> Making and keeping friends <input type="checkbox"/> Dealing with unexpected challenges <input type="checkbox"/> Identifying what others are feeling

[Early Warning Signs of Reading Difficulty and Dyslexia by Age](#)