Dear Parent/Legal Guardian:

This letter is provided to help explain a new law titled *Nevada’s Read by Grade Three Act* (Senate Bill 391 - SB 391), which aims to improve the literacy skills of all K-3rd grade students enrolled in Nevada’s public schools. The goal of this law is to help our youngest learners with the foundational reading skills vital for school success. SB 391also requires that extra services be provided for those students identified as struggling readers.

It is important for you to stay updated and informed about your child’s progress in reading as he or she moves along the educational pathway (see the **Reading Targets** below). Please take a moment to compare the targets with your child’s scores in the Infinite Campus Parent Portal [www.washoeschools.net](http://www.washoeschools.net) (<https://campus.washoeschools.net/campus/portal/washoe.jsp>). If you do not have access or cannot remember your password, please contact your school.

**Reading Targets:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Assessment** | **Fall** | **Winter** | **Spring** |
| K | DRA | Baseline | a level of 2 or greater | a level of 4 or greater |
| 1 | DRA | a level of 4 or greater | a level of 10 or greater | a level of 16 or greater |
| 2 | DRA | a level of 16 or greater | a level of 20 or greater | a level of 28 or greater |
| 3 | MAP | a score of 189 or greater | a score of 196 or greater | a score of 199 or greater |

**Based on our initial reading screening test, your child may have a possible reading deficiency. Further assessments and teacher observations will be considered to determine appropriate additional reading services. Please be assured that the school will continue supporting your child and family in a variety of ways outlined below:**

**Programs and Strategies at School:**

Your child’s teacher and other school staff is developing a reading plan that specifically addresses your child’s needs. SB 391 requires that all of the major components of reading instruction be included into your child’s plan, which may include:

* Reading intervention services to be provided in a small group format;
* Reading plan through Multi-Tiered System of Supports (MTSS);
* Instruction emphasizing the primary elements of reading (phonemic awareness, phonics, reading fluency, and reading comprehension);
* Instructional activities will be supported by the other three areas of literacy – writing, listening and speaking; and
* Instruction provided by a team of highly trained educators at the school.

Your child’s teacher and other school staff will use the reading plan to monitor your child’s progress throughout the school year. You will have the opportunity to review and approve the plan with your child’s teacher.

If your child is an English Learner (EL), see the information below. If your child is not an EL, proceed to page 2 of this letter.

**Information for English Learner Students:**

If your child is an English Learner (EL), educational programs and services will be provided at school. State and federal funds are intended to ensure that instruction for ELs will be responsive to the needs of students and based on the national framework for High-Quality English Language Proficiency Standards and Assessment. Some programs and services that these funds support include:

* **Language Assistance Program:** See [https://www2.ed.gov/about/offices/ list/oela/english-learner-toolkit/chap2.pdf](https://www2.ed.gov/about/offices/%20list/oela/english-learner-toolkit/chap2.pdf).
* **Sheltered English Instruction:** Teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. See [Sheltered Instruction Observation Protocol (SIOP)](http://www.cal.org/siop/about/).
* **Structured English Immersion Program:** ELs acquire language skills in an English-only mainstream classroom.
* **Collaboration and Co-Teaching:** Classroom teacher and EL teacher co-teach.
* **Pull-Out Instruction:** EL teacher works with ELs in a small group setting in another room.
* **In-Class Instruction:** EL teacher works with ELs content-area lessons.

**Next Steps:**

The format for your child’s intervention services will be determined by your child’s teacher and other school staff. Site services could include: a before-school or after-school tutoring program, an extra reading intervention block during the regular school day, or a summer-school or intersession program. Whatever format is selected, it will be documented in your child’s reading plan. *There will be no additional cost to you for any of these services.*

**At-home Strategies for ALL Students:**

* Read and discuss books with your child;
* After reading a story together, talk with your child about his/her favorite part, the characters, settings, and main events;
* After reading a story together, have your child retell the story in his/her own words;
* Read nursery rhymes and sing songs;
* Set up a reading and writing station, complete with materials, to encourage reading, writing, and drawing;
* When reading with your child, discuss differences in punctuation (e.g. period, comma, exclamation point, question mark);
* Help your child find information related to what he/she is learning in school;
* Engage your child in storytelling;
* Read “Wordless Books”;
* Take trips to the library;
* Read books in native language;
* Engage in meaningful conversation; and
* Watch educational television.

Grade-level strategies can be accessed at: <http://www.washoeschools.net/Page/4292>.

We invite you to use the following strategies at home to support your child’s reading:

* Attend a Parent University class to help your child with literacy. Check our calendar of classes at: [www.wcsdparentu.org](http://www.wcsdparentu.org).
* Download the WCSD Family Guides for Learning for grades kindergarten to 8th grade at: <http://www.washoeschools.net/Page/4292>.
* Use the following videos and tip sheets to support literacy learning at home: <http://www.washoeschools.net/Page/5342>.

**You may have an upcoming conference scheduled with your child’s teacher, or you may schedule a conference to discuss the contents of this letter. The following worksheet is provided for you to prepare for this conference and implement the most effective reading plan for your child.**

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| --- |
| **PARENT/LEGAL GUARDIAN WORKSHEET** |
| Child’s DRA/MAP Score: |
| Questions for Teacher: |
| 1. |
| 2. |
| 3. |
| 4. |

Thank you for being a partner in your child’s education. Our entire staff looks forward to working with you to ensure your child receives appropriate literacy instruction and becomes a strong reader. As always, feel free to contact either your child’s classroom teacher or me should you need any additional guidance.

Sincerely,

Principal