

IREAD-3 Support



This document is intended to provide high-level recommendations for schools working to create focused instruction for students who received “Did Not Pass” on IREAD-3 this spring. Students who did not meet proficiency should receive additional, focused reading instruction directed at the skill deficiencies revealed by the Individual Student Report. This may take the form of a “bootcamp” during the school day, before or after school, or during a summer program.

Below is information on: using data to form remediation groups, sample schedule ideas, exemplar lesson plans, considerations, and resources for schools and families.

How to Use Data

- Estimate the amount of remediation needed (i.e., significance of concern)
- Identify specific content where additional teaching and learning are needed

Sample Schedules & Lesson Plans

- Reading Foundations
 - Reading Literature
 - Reading Nonfiction
- All lessons are based on [Indiana Academic Standards](#) and utilize the [Literacy Framework](#).

Resources

- Families: activities and resources to reinforce learning at home
- Schools: resources to help with scheduling, lesson planning, and instruction

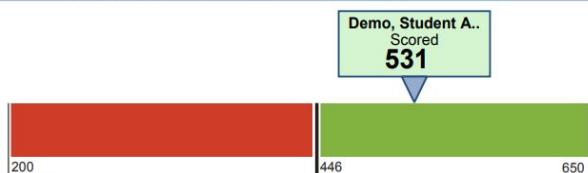
How to Utilize IREAD-3 Data

Use IREAD-3 scores to *inform* action and promote most effective growth.

Estimate the amount of remediation needed.

IREAD-3 scale scores report an estimate of a student’s reading ability on a continuum. Students who are farther away from achieving the passing cut score (446) may need more intensive remediation than students who are close to achieving proficiency. For example, a student who achieves a 226 may need more remediation than a student who achieves a 440.

Scale Score and Performance on the IREAD-3 Test: Demo, Student A., Fall 2020



Identify specific content where additional teaching and learning are required.

Students receive subscores for three reporting categories. Subscores can focus remediation efforts and support decisions about grouping students by their needs.

- Review strand (reporting category) subscores.
- Review the [IREAD-3 Test Blueprint](#) to identify the academic standards associated with the reporting categories.
- Review the [IREAD-3 Item Specifications](#) to clarify the evidence students must show to demonstrate proficiency and focus expectations.

Target instruction based on student needs. For example, students receiving a low subscore for “reading nonfiction” should receive additional support on the five standards for reading nonfiction (listed in the test blueprint) at a minimum. Exemplar lessons are provided on page 3.

Reading: Nonfiction (30 – 40%)	3.RN.2.1 Questions based on text
	3.RN.2.2 Main idea
	3.RN.2.3 Describe relationships
	3.RN.3.1 Text features
	3.RN.3.2 Nonfiction structure



Scheduling

During School

Time

- Use daily Tier II time (30 minutes) in addition to Tier I time (90 minute reading block)
- Create smallest groups possible based on student achievement in subscore areas (Reading Foundations, Reading Literature, Reading Nonfiction)

Lesson Components (30 minutes minimum)

- Lesson Opening: 5 minutes
- Explicit Instruction: 5 minutes
- Student Practice: 15 minutes
- Lesson Closing: 5 minutes

Before or After School

Time

- 3-5 days a week
- 45 minutes (30 minutes minimum)
- Create smallest groups possible based on student achievement in subscore areas (Reading Foundations, Reading Literature, Reading Nonfiction)

Lesson Components (30 minutes minimum)

- Lesson Opening: 5 minutes
- Explicit Instruction: 5 minutes
- Student Practice: 15 minutes
- Lesson Closing: 5 minutes

Details about lesson components can be found in the Exemplar Lesson Plans on page 3.

Summer Learning

Time

- 2-3 weeks
- 4 hours per day
- Create smallest groups possible based on student achievement in subscore reporting areas (Reading Foundations, Reading Literature, Reading Nonfiction)

Lesson Components

- Read Aloud and Breakfast: 30 minutes
- Reading Foundational Skills: 45 minutes
- Brain Break: 5 minutes
- Reading Nonfiction Skills: 45 minutes
- Brain Break: 5 minutes
- Reading Literature Skills: 45 minutes
- Review and Closure of Lessons: 5-10 minutes

Reading Foundations: 45 minutes

Lesson opening
Explicit instruction
Student practice
Review/assess/check for understanding

Reading Nonfiction: 45 minutes

Lesson opening
Explicit instruction
Student practice
Review/assess/check for understanding

Reading Literature: 45 minutes

Lesson opening
Explicit instruction
Student practice
Review/assess/check for understanding

Considerations for Summer Learning:

- Students may rotate between teachers for Reading Foundations, Reading Nonfiction, and Reading Literature.
- Students may receive instruction in all or only one reading skill area.
- Students may be retested at different times.
- Classes should be fewer than 13 students.
- Students need specific goals for attendance and monitoring.

Considerations for Scheduling

- Intervention personnel: Train personnel to define expectations for instruction and effective literacy practices (see sample lesson plans).
- Transportation: Define needs for additional buses and/or parent after/before-school pick up.
- Nutrition: Allow time for students to eat breakfast before school and provide snacks for students after school.



Exemplar Lesson Plans

The exemplar lesson plans linked below are not scripted lessons, but overarching templates for educators to follow as they create lessons specific to student needs and specific skill(s). Each lesson plan was modified to address the different categories found on the IREAD-3 assessment.



[Foundational Reading Skills Lesson Plan Template](#)



[Reading Nonfiction Lesson Plan Template](#)



[Reading Literature Lesson Plan Template](#)

Considerations for lesson planning:

- Create universal, highly-effective lesson plans that address student needs. Do not simply reuse lesson plans.
- Use the exemplar lessons as part of data-driven team planning to meet the needs of the students.
- Prior to the bootcamp, establish classroom expectations, instructional practices, and logistics for all teachers, aids, and students involved.
- The purpose of remediation bootcamps is to address skill deficits, not to practice and redo sample tests.
- Keep in mind social/emotional considerations as students participating in these classes may feel disappointed about their performance. Highlight opportunities to teach grit and confidence with these students.



Resources

For Educators:

- [Introduction to Science of Reading](#)
- [Science of Reading Recorded Presentation](#)
- [Science of Reading Resources](#)
- [Recommended Approaches to Instruction](#)
- [Recommended Approaches to Instruction Resources](#)
- [Scientifically-Based Reading Instruction and Intervention](#)
- [Scientifically-Based Reading Instruction and Intervention Resources](#)
- [Partnership for Inquiry Learning](#)

For Families:

- [IREAD-3 Guidance for Families](#) (video and text)
- [IREAD-3 Sample Online Assessment](#)
- [IREAD-3 Printable Item Sampler](#)
- [Weekly Family Challenges](#)
- [Elementary Literacy Family Guides \(Spanish\)](#)
- [Reading Resources and Activities for Families](#)

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