

## **“Meeting” on OAKS Reading at Grade 3**

The Oregon K-12 Literacy Framework, the Oregon DATA Project, OrRTI and/or EBISS

The summative or most important reading goal is that all K-3 students read at grade level or above as soon as possible after entering school ([Goals](#), p. 6).<sup>1</sup> Governor John Kitzhaber’s “[Early Childhood and Family Investment Transition Report](#)” (Feb. 1, 2011) includes a similar goal: *every child enters first grade ready to read and leaves first grade reading*. With a grade 3 cut score of 211 on the OAKS<sup>2</sup> Reading, Oregon is similar in rigor to other states in the preparation of our students.

The online [Oregon K-12 Literacy Framework](#) and the companion portal, [Professional Development for the Oregon K-12 Literacy Framework](#), provide districts and schools standards-based guidance on teaching all students to read. Students reading below grade level need to receive the strongest instruction and interventions possible to help them read at grade level. Using the [Oregon DATA Project](#), [Or RTI](#), and/or [EBISS](#) methodology, schools can collect reading data regularly, analyze it in grade-level teams, and use it to form fluid instructional groups in order to bring all students to grade level in reading.

**In grades K-2**, the summative reading goal is measured by progress-monitoring formative measures of essential elements of reading ([Instruction](#), pp. 10-15) referenced in the “Screen all students” section below. Because the developmental foundations for reading occur in grades K-3, and the OAKS Reading is not administered prior to grade 3, progress monitoring in grades K-2 takes on special significance. Progress monitoring is a critical component of an RTI framework. These formative measures indicate whether students are on track to read at grade level or higher in grade 3. Assessing students should always include [Best Practices in administering OAKS](#).

**In grade 3**, the summative reading goal is measured by the OAKS. ([Goals](#), p. 6)

### **To prepare students to reach the “meets” level on the OAKS at grade 3:**

#### **✓ Screen all students 3 times per year**

- *Beginning Kindergarten*: letter-naming and phonological awareness skills
- *Middle & End of Kindergarten & Grade 1*: alphabetic understanding (phonics)
- *Fall, winter, spring, grades 1 -3*: fluency and comprehension ([Goals](#), pp. 9-11; [Assessment](#), pp. 4-5)  
(Oregon districts may use [easyCBM](#) and related resources at no cost.)

#### **✓ Analyze & use data in grade-level teams ([Leadership](#), p. 12-14) to form fluid instructional groups ([Instruction](#), pp. 5-6)**

#### **✓ Provide all students 90 minutes (minimum) of reading instruction daily ([Instruction](#), pp. 2-3)**

The amount of instruction time provided beyond the 90 minutes is based on what students need to become grade-level readers.

#### **✓ Provide all students both whole class & small group instruction daily ([Instruction](#), pp. 5-7)**

Small group instruction is the most effective way to provide students with intense reading instruction that focuses on their specific learning needs. The size of the small group is determined by how far below or above grade-level students are. The further below grade level, the smaller the group.

#### **✓ Use research-based core reading programs & interventions ([Instruction](#), pp. 27-30)**

#### **✓ Progress-monitor students who are receiving differentiated interventions ([Instruction](#), p. 37-41)**

#### **✓ Analyze students’ progress & decide next-steps’ instruction in grade-level meetings ([Assessment](#), pp. 6-8).**

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<sup>1</sup> Chapter and page numbers, *Oregon K-12 Literacy Framework*

<sup>2</sup> Oregon Assessment of Knowledge and Skills (OAKS)