



# Strong Readers

Quick Guide 2025-2026

## THE STRONG READERS ACT PURPOSE:

70 O.S. § 1210.508B(B)

The Strong Readers Act aims to **strengthen literacy** among Oklahoma's students by integrating reading proficiency into the criteria for grade progression, **ensuring appropriate instructional support**, and maintaining **clear communication with families** about student progress.

## ASSESSMENT REQUIREMENTS

- Every student in kindergarten, first, second and third grades shall be assessed at the beginning, middle, and end of each school year for the acquisition of reading skills (phonics, phonemic awareness, vocabulary, comprehension, and reading fluency) for the grade level in which enrolled with a screening assessment approved by the State Board of Education.
- Each student who does not meet the grade-level target on the beginning of the year screener must be screened for risk of characteristics of dyslexia.
- Any student assessed and found not to be meeting grade-level targets shall be provided a Student Literacy Intervention Plan (SLIP) designed to enable the students to acquire the appropriate reading skills.
- Any student who does not meet the grade-level target on the screener should be given a diagnostic assessment to determine the focus of the intervention and supports that will be provided.
- Students that are on a Student Literacy Intervention Plan (SLIP) should be given progress monitoring assessments regularly. Recommended frequency: Tier 2 - monthly, Tier 3 - weekly.

## EXEMPTIONS

70 O.S. §1210.508C(C)

Exemptions to the provisions of the Strong Readers Act may be provided for students who meet at least one of the following criteria.

- The student participates in the Oklahoma Alternate Assessment Program (**OAAP**), as indicated on the Individual Education Program (IEP), and is taught using alternate methods.
- The student's primary expressive or receptive communication is **sign language**.
- The student's primary form of written or read text is **Braille**.
- The student's primary expressive or receptive language is not English, the student is identified as an **English learner** using a state-approved identification assessment, AND the student has had **less than one (1) school year** of instruction in an **English-learner program**.

Decisions to exempt a student should be made with the IEP team or an EL teacher working with the student. Documentation is required and should remain in the student's permanent record. Documentation will cover the student through 3rd grade, with the exception of the EL exemption, which only applies for the current year. Schools that grant exemptions shall provide ongoing evidence of student progression toward goals with the **same frequency** as the administration of **screening assessments**.

## READING PROFICIENCY

70 O.S. §1210.508C(F)

Students who demonstrate proficiency on an approved screener will not require a SLIP. The district will provide notification to the family that the student has satisfied the requirements of the Strong Readers Act. Monitoring will continue to ensure that the student remains proficient.



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## INSTRUCTIONAL RECOMMENDATIONS

	TIER ONE	TIER ONE + DIFFERENTIATION	TIER TWO	TIER THREE
<b>Who</b>	All K-3 students	K-3 students with gaps in specific skills	K-3 students who are 6 months to 1 year below grade level	K-3 students who more than 1 year below grade level
<b>What</b>	Grade-level instruction using the district's core reading program through whole-group instruction	Small group, targeted, skills-based instruction to accelerate progress and achieve grade-level proficiency	Small group, targeted, skills-based instruction to accelerate progress and achieve grade-level proficiency	Small group, intensive skills-based instruction; requires more systematic skill focus than previously received in Tier 2
<b>Diagnostic</b>	Not required	Required	Required	Required
<b>Progress Monitor</b>	Through core program	Recommended monthly	Recommended monthly	Recommended weekly
<b>Time</b>	Minimum of 90 minutes of daily reading instruction	As needed based on student needs (may occur in small groups during Tier 1)	As needed based on student needs (in addition to Tier 1)	As needed based on student needs (in addition to Tier 1)

## FAMILY NOTIFICATION REQUIREMENTS

Student Literacy Intervention Plan (SLIP)	CHARACTERISTICS OF DYSLEXIA
<p>Families of students who do not meet the grade-level target must be informed of the following in writing within 30 days of the identification of the reading deficiency.</p> <ul style="list-style-type: none"><li>• Identified substantial deficiency in reading.</li><li>• A description of proposed supplemental instructional services and supports</li><li>• The grade-level performance score on an approved assessment</li><li>• Strategies for parents to use in helping their child succeed in reading proficiency</li><li>• Free online evidence-based literacy instruction resources to support the student's literacy development at home.</li></ul>	<p>If a student was screened for characteristics of dyslexia, inform families of the results within 15 days of the close of the dyslexia screening window.</p> <p>Families of students who are at-risk for the characteristics of dyslexia should also receive the following:</p> <ul style="list-style-type: none"><li>• Information on the characteristics of dyslexia</li><li>• Resources for additional information on dyslexia. Sample information sheet can be found on the Strong Readers for Schools webpage.</li></ul>

## SUMMER SCHOOL

70 O.S. §1210.508E

A student who is not meeting grade-level targets may, after consultation of the teacher with the family, be recommended for summer school. The summer school program should incorporate the content of a scientifically researched-based program and be taught by trained and qualified teachers.

## REQUIRED DOCUMENTATION

- ☐ SLIP (including scores from universal screening, dyslexia screening and progress monitoring)
- ☐ Exemption to Strong Readers Provisions (if applicable) and ongoing progress
- ☐ Notice of Proficiency (if applicable)
- ☐ Recommendation to attend Summer School