Nevada
Read By Grade 3

Nevada Read by Grade 3: Communicating *i-Ready Inform* Results to Families

Curriculum Associates Guidance Brief | DRAFT for NDE Review | June 2026

How can *i-Ready Inform* for Reading be used to help communicate screening results to families in Nevada?

This document includes sample language that districts can use to communicate *i-Ready assessment results related to Nevada's Read by Grade 3 Act (RBG3). Although this sample communication was developed in alignment with RBG3* family reporting requirements, the content of this document should not be considered formal guidance from NDE or from Curriculum Associates; educators should always adhere to any requirements or guidance provided by NDE or district leadership.

Family Reporting Requirements

Under **NRS 392.750**, when a student in grades K–3 is identified with a deficiency in the subject area of reading based on state-approved assessments and the observations of the student's teacher, the school principal must provide written notice of the deficiency to the parent or legal guardian within 30 days after the deficiency is identified.

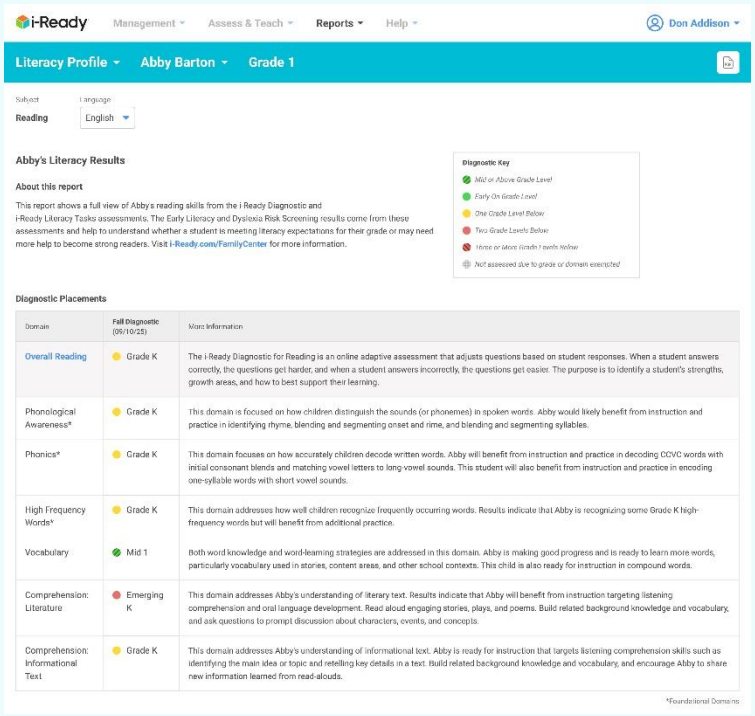
The written notice must address the content required by NRS 392.750, including the programs and services the student will receive, strategies families can use at home, information for families of English learners, and how the school will monitor and communicate the student's reading growth. To the extent practicable, the notice should be provided in a language the family can understand.

For more information on family reporting requirements in Nevada, please reach out to the Nevada Department of Education.

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Sample Family Communication Language

To help districts address these requirements, this guidance provides sample communication language and annotations to explain the various components of the letters and their purpose. Once the family communication is completed by a district, the letter can be printed and provided alongside the Literacy Profile report, which will contain results from a student's adaptive *i-Ready* assessment, *i-Ready Inform™,* and any *i-Ready Literacy Tasks*.



Student Literacy Profile Report

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Annotated Sample Letter to Families: Notification of Reading Deficiency

1 Introduction and Context
Explains why and how students are assessed in reading and states that your student was identified as having a deficiency in the subject area of reading.

2 Reading Skills
Defines the connected reading skills the assessment measures.

3 Programs and Services (NRS 388.157)
Identifies the educational programs and services the student will receive, drawn from the district's approved Local Literacy Plan under NRS 388.157.

4 Intervention Services Through Grade 3 (NRS 392.750)
Explains that intervention services and intensive instruction continue each year through grade 3, unless no longer necessary.

5 Assessment Is Not the Only Factor (NRS 390.105)
Explains that the criterion-referenced reading examination under NRS 390.105 is not the only factor used to determine whether the student receives intervention services and intensive instruction.

6 District Policy and Criteria (NRS 392.765)
Describes the policy and specific criteria the district or charter governing body adopted under NRS 392.765 for providing intervention services and intensive instruction.

7 At-Home Reading Strategies (NRS 392.750)
Describes strategies families can use at home to help improve their student's reading proficiency.

8 Plan to Monitor Growth (NRS 392.750)
Explains that a plan will regularly monitor the student's reading growth and that the school will notify the family of the student's growth status.

9 Adjusting Services and Programs (NRS 392.750)
Explains that the services and programs provided will be adjusted to improve the reading deficiency.

10 Closing
Thanks the family for their partnership and offers contact information for questions.

NEVADA READ BY GRADE 3

SAMPLE LETTER TO FAMILIES: NOTIFICATION OF READING DEFICIENCY

Date:

Dear Parent/Legal Guardian:

1 Being a skillful reader is vital for a student's success throughout school and in life. In Nevada, students in kindergarten through grade 3 are assessed in reading using state-approved assessments so that schools can identify, as early as possible, any student who needs additional support to read on grade level. Based on the results of the *i-Ready Inform for Reading* assessment given on [provide date(s)], and the observations of your student's teacher, your student, [provide student name], has been identified as having a deficiency in the subject area of reading. Reading is made up of several connected skills, including:

2 Reading Skills

Phonological & Phonemic Awareness	Hearing and working with the sounds in spoken words
Phonics & Decoding	Connecting letters and sounds to read words accurately
Reading Fluency	Reading accurately, at a comfortable pace, and with expression
Vocabulary	Understanding words and how they relate to one another
Reading Comprehension	Understanding the meaning of what is read

3 To improve your student's proficiency in reading, your student will receive the educational programs and services described in [District Name]'s Local Literacy Plan, which has been approved by the Nevada Department of Education under NRS 388.157.

4 If your student does not achieve adequate proficiency in reading before the end of grade 3, the school will continue to provide intervention services and intensive instruction each year your student is enrolled in elementary school, unless it is determined that these services and instruction are no longer necessary.

5 The state's criterion-referenced reading examination is not the only factor used to determine whether your student receives intervention services and intensive instruction. 6 These decisions also follow the policy and specific criteria adopted by [the board of trustees / the school's governing body] under NRS 392.765.

7 You play an important role in your student's reading growth. At home, you can read aloud together every day and talk about the story and any new words, help your student practice the letters and sounds they are learning, and ask questions before, during, and after reading to support understanding.

8 The school will establish a plan to regularly monitor your student's growth in reading and will keep you informed of your student's progress. 9 The services and programs provided to your student will be adjusted as needed to improve the identified reading deficiency.

10 We look forward to partnering with you to help your student become a lifelong successful reader. Please contact me at [insert contact information] if you have any questions.

Sincerely,

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NEVADA READ BY GRADE 3
SAMPLE LETTER TO FAMILIES: NOTIFICATION OF READING DEFICIENCY

Date:

Dear Parent/Legal Guardian:

Being a skillful reader is vital for a student's overall success throughout school and in life. In Nevada, students in kindergarten through grade 3 are assessed in reading using state-approved assessments so that schools can identify, as early as possible, any student who needs additional support to read on grade level. Based on the results of the *i-Ready Inform for Reading* assessment given on **[provide date(s)]**, and the observations of your student's teacher, your student, **[provide student name]**, has been identified as having a deficiency in the subject area of reading. Reading is made up of several connected skills, including:

Reading Skills

Phonological and Phonemic Awareness	A student's ability to hear and work with the sounds in spoken words
Phonics and Decoding	A student's ability to connect letters and sounds to read words accurately
Reading Fluency	A student's ability to read text accurately, at a comfortable pace, and with expression
Vocabulary	A student's understanding of words and how words relate to one another
Reading Comprehension	A student's ability to understand the meaning of what is read

To improve your student's proficiency in reading, your student will receive the educational programs and services described in **[District Name]**'s Local Literacy Plan, which has been approved by the Nevada Department of Education under NRS 388.157. **[Describe the specific programs and services your student will receive.]**

If your student does not achieve adequate proficiency in reading before the end of grade 3, the school will continue to provide intervention services and intensive instruction each year your student is enrolled in elementary school, unless it is determined that these services and instruction are no longer necessary.

The state's criterion-referenced reading examination is not the only factor used to determine whether your student receives intervention services and intensive instruction. These decisions also follow the policy and specific criteria adopted by **[the board of trustees / the school's governing body]** under NRS 392.765. **[Describe or reference the district's policy and criteria.]**

You play an important role in your student's reading growth. At home, you can read aloud together every day and talk about the story and any new words, help your student practice the letters and sounds they are learning, and ask questions before, during, and after reading to support understanding.

The school will establish a plan to regularly monitor your student's growth in reading and will keep you informed of your student's progress. The services and programs provided to your student will be adjusted as needed to improve the identified reading deficiency.

We look forward to partnering with you to help your student become a lifelong successful reader. Please contact me at **[insert contact information]** if you have any questions.

Sincerely,

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Annotated Sample Letter for Parents of English Learner Students

1 Introduction and Context
Explains why and how students are assessed in reading and states that your student was identified as having a deficiency in the subject area of reading.

2 Reading Skills
Defines the connected reading skills the assessment measures.

3 Programs and Services (NRS 388.157)
Identifies the educational programs and services the student will receive, drawn from the district's approved Local Literacy Plan under NRS 388.157.

4 English Literacy Development (NRS 392.750)
Includes information about the English literacy development of a student who is an English learner.

5 Intervention Services Through Grade 3 (NRS 392.750)
Explains that intervention services and intensive instruction continue each year through grade 3, unless no longer necessary.

6 Assessment Is Not the Only Factor (NRS 390.105)
Explains that the criterion-referenced reading examination under NRS 390.105 is not the only factor used to determine whether the student receives intervention services and intensive instruction.

7 District Policy and Criteria (NRS 392.765)
Describes the policy and specific criteria the district or charter governing body adopted under NRS 392.765 for providing intervention services and intensive instruction.

8 At-Home Reading Strategies (NRS 392.750)
Describes strategies families can use at home to help improve their student's reading proficiency.

9 At-Home English Literacy Strategies (NRS 392.750)
Describes strategies families can use in their home language to help improve their student's English literacy.

10 Plan to Monitor Growth (NRS 392.750)
Explains that a plan will regularly monitor the student's reading growth and that the school will notify the family of the student's growth status.

11 Adjusting Services and Programs (NRS 392.750)
Explains that the services and programs provided will be adjusted to improve the reading deficiency.

12 Closing
Thanks the family for their partnership and offers contact information for questions.

NEVADA READ BY GRADE 3

SAMPLE LETTER FOR PARENTS OF ENGLISH LEARNER STUDENTS: NOTIFICATION OF READING DEFICIENCY

Date:

Dear Parent/Legal Guardian:

1 Being a skillful reader is vital for a student's success throughout school and in life. In Nevada, students in kindergarten through grade 3 are assessed in reading using state-approved assessments so that schools can identify, as early as possible, any student who needs additional support to read on grade level. Based on the results of the *i-Ready Inform for Reading* assessment given on [provide date(s)], and the observations of your student's teacher, your student, [provide student name], has been identified as having a deficiency in the subject area of reading. Reading is made up of several connected skills, including:

2 Reading Skills

Phonological & Phonemic Awareness	Hearing and working with the sounds in spoken words
Phonics & Decoding	Connecting letters and sounds to read words accurately
Reading Fluency	Reading accurately, at a comfortable pace, and with expression
Vocabulary	Understanding words and how they relate to one another
Reading Comprehension	Understanding the meaning of what is read

3 To improve your student's proficiency in reading, your student will receive the educational programs and services described in [District Name]'s Local Literacy Plan, which has been approved by the Nevada Department of Education under NRS 388.157.

4 Your student is learning to read in English while also developing their English language skills. These two kinds of growth happen together, and progress in one supports the other. Your student's reading support will take into account where they are in their English language development, and instruction will be designed to strengthen both their reading and their English literacy at the same time.

5 If your student does not achieve adequate proficiency in reading before the end of grade 3, the school will continue to provide intervention services and intensive instruction each year, unless it is determined that these services are no longer necessary.

6 The state's criterion-referenced reading examination is not the only factor used to determine whether your student receives intervention services and intensive instruction. 7 These decisions also follow the policy and specific criteria adopted by [the board of trustees / the school's governing body] under NRS 392.765.

8 You play an important role in your student's reading growth. At home, you can read aloud together every day and talk about the story and any new words, help your student practice the letters and sounds they are learning, and ask questions before, during, and after reading.

9 You can also support your student's English literacy at home in the language your family is most comfortable using; strong skills in your home language help your student learn to read in English. You can read or tell stories together in both languages, use rich and descriptive words, and point out and name everyday objects, signs, and labels in English.

10 The school will establish a plan to regularly monitor your student's growth in reading and will keep you informed of your student's progress. 11 The services and programs provided will be adjusted as needed to improve the deficiency.

12 We look forward to partnering with you to help your student become a lifelong successful reader. Please contact me at [insert contact information] if you have any questions.

Sincerely,

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NEVADA READ BY GRADE 3

SAMPLE LETTER FOR PARENTS OF ENGLISH LEARNER STUDENTS: NOTIFICATION OF READING DEFICIENCY

Date:

Dear Parent/Legal Guardian:

Being a skillful reader is vital for a student's overall success throughout school and in life. In Nevada, students in kindergarten through grade 3 are assessed in reading using state-approved assessments so that schools can identify, as early as possible, any student who needs additional support to read on grade level. Based on the results of the *i-Ready Inform for Reading* assessment given on **[provide date(s)]**, and the observations of your student's teacher, your student, **[provide student name]**, has been identified as having a deficiency in the subject area of reading. Reading is made up of several connected skills, including:

Reading Skills

Phonological and Phonemic Awareness	A student's ability to hear and work with the sounds in spoken words
Phonics and Decoding	A student's ability to connect letters and sounds to read words accurately
Reading Fluency	A student's ability to read text accurately, at a comfortable pace, and with expression
Vocabulary	A student's understanding of words and how words relate to one another
Reading Comprehension	A student's ability to understand the meaning of what is read

To improve your student's proficiency in reading, your student will receive the educational programs and services described in **[District Name]**'s Local Literacy Plan, which has been approved by the Nevada Department of Education under NRS 388.157. **[Describe the specific programs and services your student will receive.]**

Your student is learning to read in English while also developing their English language skills. These two kinds of growth happen together, and progress in one supports the other. Your student's reading support will take into account where they are in their English language development, and instruction will be designed to strengthen both their reading and their English literacy at the same time. [Add information about your student's English language program and services.]

If your student does not achieve adequate proficiency in reading before the end of grade 3, the school will continue to provide intervention services and intensive instruction each year your student is enrolled in elementary school, unless it is determined that these services and instruction are no longer necessary.

The state's criterion-referenced reading examination is not the only factor used to determine whether your student receives intervention services and intensive instruction. These decisions also follow the policy and specific criteria adopted by **[the board of trustees / the school's governing body]** under NRS 392.765. **[Describe or reference the district's policy and criteria.]**

You play an important role in your student's reading growth. At home, you can read aloud together every day and talk about the story and any new words, help your student practice the letters and sounds they are learning, and ask questions before, during, and after reading to support understanding.

You can also support your student's English literacy at home in the language your family is most comfortable using; strong skills in your home language help your student learn to read in English. You can read or tell stories together in both languages and talk about them, use rich and descriptive words when you talk with your student, and point out and name everyday objects, signs, and labels in English.

The school will establish a plan to regularly monitor your student's growth in reading and will keep you informed of your student's progress. The services and programs provided to your student will be adjusted as needed to improve the identified reading deficiency.

We look forward to partnering with you to help your student become a lifelong successful reader. Please contact me at **[insert contact information]** if you have any questions.

Sincerely,

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Annotated Sample Letter to Families: Notification of Proficient Performance

1 Introduction and Results
Explains why and how students are assessed in reading and states that your student is demonstrating proficiency based on the assessment results.

2 Reading Skills
Defines the reading skills the assessment covered.

3 Next Steps
Explains that no additional reading intervention is needed at this time.

4 Closing
Thanks the family for their partnership and offers contact information for questions.

NEVADA READ BY GRADE 3
SAMPLE LETTER TO FAMILIES: NOTIFICATION OF PROFICIENT PERFORMANCE

Date:

Dear Parent/Legal Guardian:

1 Being a skillful reader is vital for a student's success throughout school and in life. In Nevada, students in kindergarten through grade 3 are assessed in reading using state-approved assessments so that schools can identify, as early as possible, any student who needs additional support to read on grade level. Based on the results of the *i-Ready Inform for Reading* assessment given on [provide date(s)], and the observations of your student's teacher, your student, [provide student name], is currently demonstrating proficiency in the subject area of reading. The assessment looked at several connected reading skills, including:

2 Reading Skills

Phonological & Phonemic Awareness	Hearing and working with the sounds in spoken words
Phonics & Decoding	Connecting letters and sounds to read words accurately
Reading Fluency	Reading accurately, at a comfortable pace, and with expression
Vocabulary	Understanding words and how they relate to one another
Reading Comprehension	Understanding the meaning of what is read

3 Based on these results, no additional reading intervention is needed at this time. We will continue to support your student's growth as a reader and will let you know if that changes.

4 We look forward to partnering with you to help your student become a lifelong successful reader. Please contact me at [insert contact information] if you have any questions.

Sincerely,

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NEVADA READ BY GRADE 3

SAMPLE LETTER TO FAMILIES: NOTIFICATION OF PROFICIENT PERFORMANCE

Optional. NRS 392.750 governs only the notice of deficiency; this proficient-performance letter is a courtesy communication and is not required by statute.

Date:

Dear Parent/Legal Guardian:

Being a skillful reader is vital for a student's overall success throughout school and in life. In Nevada, students in kindergarten through grade 3 are assessed in reading using state-approved assessments so that schools can identify, as early as possible, any student who needs additional support to read on grade level. Based on the results of the *i-Ready Inform for Reading* assessment given on **[provide date(s)]**, and the observations of your student's teacher, your student, **[provide student name]**, is currently demonstrating proficiency in the subject area of reading. The assessment looked at several connected reading skills, including:

Reading Skills

Phonological and Phonemic Awareness	A student's ability to hear and work with the sounds in spoken words
Phonics and Decoding	A student's ability to connect letters and sounds to read words accurately
Reading Fluency	A student's ability to read text accurately, at a comfortable pace, and with expression
Vocabulary	A student's understanding of words and how words relate to one another
Reading Comprehension	A student's ability to understand the meaning of what is read

Based on these results, no additional reading intervention is needed at this time. We will continue to support your student's growth as a reader and will let you know if that changes.

We look forward to partnering with you to help your student become a lifelong successful reader. Please contact me at **[insert contact information]** if you have any questions.

Sincerely,

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