Nevada
Professional Learning

i-Ready Professional Learning: Supporting RBG3 Requirements

This guide shows how i-Ready professional learning (PL) connects to the training topics required for RBG3 Literacy Specialists and K–4 teachers under NAC 388.662 and NAC 388.664. It's designed to help you see the direct link between the i-Ready PL you're engaging in and the state's early literacy expectations. Per NDE guidance, districts and charter organizations retain authority over how required training is delivered; NDE-sponsored PL is supplemental, not mandatory.

1. ELA Standards for Kindergarten and Grades 1–3

NAC 389.232, 389.2418, 389.2431, 389.247 | Applies to: Literacy Specialists and K–4 Teachers

i-Ready Inform measures student performance against grade-level ELA standards, and PL sessions on interpreting domain data naturally reference grade-level expectations. Look for opportunities to connect i-Ready Inform domains — like phonics and phonological awareness — to the specific Nevada K–3 ELA standards they support.

2. Nevada State Literacy Plan

Applies to: Literacy Specialists and K–4 Teachers

i-Ready's instructional framework is grounded in the Science of Reading and evidence-based literacy practices — both central to the Nevada State Literacy Plan. As you engage with i-Ready PL, notice how the content aligns philosophically and practically with the Plan's goals and priorities.

3. Evidence-Based Best Practices for Literacy Instruction and Intervention

Including instruction and intervention per NRS 392.750–392.770 | Applies to: Literacy Specialists and K–4 Teachers

i-Ready Personalized Instruction is built on the Science of Reading and covers all five pillars of foundational literacy. PL sessions on using i-Ready Inform data to identify skill gaps, form flexible groups, and differentiate core and supplemental instruction are grounded in evidence-based practice. Training on how to read domain-specific data — phonological

awareness, phonics, fluency, vocabulary, comprehension — and connect it to targeted instructional moves is a core part of every i-Ready PL session.

4. Screening and Intervention for Dyslexia and Other Reading Disabilities

Per NRS 388.439, 388.441, 388.443, 388.419, 388.447 | Applies to: Literacy Specialists and K–4 Teachers

i-Ready Inform identifies significant deficits in phonological awareness and phonics — the primary early indicators of dyslexia risk. PL sessions that help you interpret these domain scores and respond with explicit, systematic instruction support this work. For specific dyslexia screening protocols and referral processes, refer to the NDE Dyslexia Resource Guide.

5. Using State Board-Approved Assessments

Per NAC 388.660 | Applies to: Literacy Specialists and K–4 Teachers

The Nevada State Board of Education approved i-Ready as an alternate RBG3 assessment in July 2025, with the 40th percentile as the approved cut score. PL on administering the i-Ready Inform, understanding assessment windows (fall, winter, spring), interpreting results, and using data to determine RBG3 eligibility supports this requirement directly.

6. Methods for Delivering and Receiving Constructive Feedback

Applies to: Literacy Specialists and K–4 Teachers

i-Ready PL coaching cycles include protocols for data-informed conversations between instructional coaches and teachers. Using i-Ready teacher usage reports as a shared reference point during coaching observations and debriefs creates a natural feedback structure.

7. Using Student Data to Improve Literacy Instruction

Applies to: K–4 Teachers (additional requirement beyond Literacy Specialists)

Using student data to improve instruction is the foundation of i-Ready PL. Sessions centered on reading i-Ready Inform reports, growth reports, instructional grouping tools, and domain-specific data support this requirement directly — helping you identify a student's instructional level, pinpoint skill gaps across the five reading domains, and adjust core, supplemental, and intervention instruction accordingly.

8. Methods for Collaborative and Reflective Communication

Applies to: K–4 Teachers (additional requirement beyond Literacy Specialists)

i-Ready's collaborative data inquiry structures — such as data team meetings centered on i-Ready Inform reports — build the habits of collaborative and reflective communication. This is most powerful when PL includes shared data analysis rather than individual report reading, giving you space to discuss findings and reflect together with colleagues.

Important Distinction: Science of Reading Requirement (SB 460)

The NAC 388.662/388.664 requirements above are separate from the Science of Reading requirement established by SB 460 (2025). The SB 460 requirement has three non-negotiable conditions that i-Ready PL alone cannot satisfy:

- Must cover all five pillars of reading (phonological awareness, phonics, fluency, vocabulary, comprehension)
- Minimum of 15 hours
- Must come from the NDE-approved Science of Reading course list

K–3 educators and administrators subject to SB 460 must complete an approved course independently of any i-Ready training they receive. Direct educators to the NDE Approved Science of Reading Courses list to fulfill this obligation.

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