KINDERGARTEN – THIRD GRADE
LITERACY INSTRUCTION &
INTERVENTION PLAN
(Updated 9/10/18)

A commitment to serve . . . a promise to educate.

Adapted from MPS Early Literacy Plan
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Adapted from MPS Early Literacy Plan
In the fall of 2016, the Michigan Legislature passed a comprehensive set of mandates (Public Act 306 of 2016) aimed at improving early literacy for all students before entering fourth grade. The legislation stipulates that students that are one grade level behind in reading as identified through the state standardized assessment will be retained in the third grade (beginning in the 2019-2020 school year). Certain exemptions from retention can be applicable and are outlined in detail throughout the course of this document.

In order to comply with Legislare statutes and to promote achievement in all of our students, a committee of Tuscola Intermediate School District staff members and staff members from the nine local districts formed in January of 2018 to formulate a Kindergarten through Third Grade Literacy Intervention Plan. The plan is intended to provide relevant guidelines, procedures, interventions, and protocols for stakeholders during a students’ kindergarten through third grade literacy pathway.

Gratitude is extended to the following Literacy Committee members for their time dedicated to the development of the plan, expertise, and unwavering dedication to the academic success of all students:

- Jill Ball - Tuscola ISD - Instructional Services Coordinator
- Emily Caylor (Chair) – Tuscola ISD – ISD K-3 Early Literacy Coach
- Mitzi Schwab – Akron-Fairgrove Elementary – K-5 ELA Teacher Leader
- Carol Wenzlaff – McComb Elementary – K-2 ELA Teacher Leader
- Diane Credeur – Schall Elementary – 3-5 ELA Teacher Leader
- Sarah DePelsMaeker - Schall Elementary – 3-5 ELA Teacher Leader
- Janelle Anderson – Cass City Elementary - K-6 ELA Teacher Leader
- Brooke Walker – Kingston Elementary – K-8 ELA Teacher Leader
- Shelly Miller – Mayville Elementary – K-8 ELA Teacher Leader
- Jill Pape – Mayville Elementary – K-5 ELA Teacher Leader
- Kathleen Hergenreder – Kirk Elementary – K-5 ELA Teacher Leader
- Teresa Karney – Reese Elementary – K-5 ELA Teacher Leader
- Tara Vermeersch – Unionville-Sebewaing Elementary – K-5 ELA Teacher Leader
- Teri Moore – Central Elementary – K-5 ELA Teacher Leader
3RD GRADE READING LAW PROCESS

GENERAL OVERVIEW

The third grade reading law, Public Act 306, requires the retention of third grade students who are found to be reading more than one year below grade level. The law additionally details specific requirements regarding assessing students in grades K–3 including creating an individual reading improvement plan for students who are identified with a reading deficiency. The law allows certain specific good cause exemptions which may be used to void the automatic retention provisions of the law.

PROCESS

Beginning of the Year

1. Students must be assessed within 30 days of the start of the school year using a screener, and two additional times during the year (Winter & Fall benchmarks);
2. If a student is identified by the screener or by teacher assessment as being deficient in reading (Tier 2 or Tier 3), extensive assessment(s) will be administered;
3. Assessment results are analyzed using the cut points for risk and students with a reading deficiency are identified using assessment results and teacher’s professional judgment. This process of determination can be completed in collaboration with the following colleagues – grade-level team, Title teacher, Special Education services, social worker, psychologist and/or literacy coach;
4. When a student has been determined to have a reading deficiency, parents/guardians are notified via an IRIP notification letter (Appendix E) or IRIP meeting invitation (Appendix F). When notified, the parents/guardians must be provided with a reading law overview document (Appendix I) and any appropriate and relevant handouts from the Read at Home Plan (Appendix J);

*The Reading Law Overview and Read at Home Plan can be shared in person at IRIP Meeting or Parent Teacher Conference if within a reasonable date from development of IRIP;

5. Within 30 days of deficiency identification, staff (classroom teacher, grade level team, principal, building level literacy leader, Title teacher, special education teacher) and parents (if invited) meets internally to review assessment data and create a draft individual reading improvement plan including the instructional strategies which will be utilized in Tier 1 instruction by the classroom teacher (see Appendix ___) as well as any Tier 2 or Tier 3 interventions administered by the classroom teacher or appropriate Title staff. This reviewing and analysis process would involve determining instructional needs and appropriate differentiated instruction. The elements of the IRIP that include data and the teacher’s judgment of strengths and needs could be completed prior to any parent meeting; and
   a. Parent provided with and signs IRIP;
   b. Parent has opportunity to voice opinion;
   c. Opportunities for parent training and support are outlined; and
   d. IRIP document signed;

*Please Note: Once the IRIP is completed and signed by the parent/guardian and teacher, a copy must be housed in the CA60 in order for the document to travel with the student;

*If parents are not invited to or do not attend IRIP meeting, they will need to have an opportunity to review the IRIP and sign in a timely manner;

Middle of the Year

1. The intervention specified in the IRIP is implemented and student progress is monitored accordingly;
2. The universal screener is again administered according to the mandated timelines. Similarly, if a student is identified by the screener or by teacher assessment as being deficient in reading (Tier 2 or Tier 3), extensive assessment(s) will be administered;
3. If intervention has been successful using the recommended Tuscola ISD IRIP Criteria and progress monitoring/benchmark assessment data (a student is no longer in Tier 2 or Tier 3), student is returned to core instruction and interventions can be discontinued;
   a. Record classroom observation and assessment results on IRIP;
   b. In Results of Instruction or Progress Monitoring Results, record next steps; and
   c. Notify parents via phone call, email, or letter to inform that IRIP is discontinued. Give parents opportunity to meet with teacher if necessary to discuss progress (see Appendix G);
4. If intervention has not been successful and student is identified as Tier 2 or 3, student continues to receive additional support (Tier II);
   a. Record classroom observation and assessment results on IRIP;
   b. In Results of Instruction or Progress Monitoring Results, record next steps; and
   c. No formal contact must be made with parents but a phone call, email, or letter is recommended to give update on progress. Give parents opportunity to meet with teacher if necessary to discuss progress (see Appendix H);
If additional support is necessary, student receives Tier III intervention(s);  

5. If Tier II intervention is at any time successful according to progress monitoring data, student is returned to core instruction; and  

PLEASE NOTE: Once the IRIP is updated or discontinued, the updated copy must be housed in the CA60 in order for the document to travel with the student;  

End of the Year  
1. The intervention specified in the IRIP is implemented and student progress is monitored accordingly;  
2. The universal screener is again administered according to the mandated timelines. If a student is identified by the screener or by teacher assessment as being deficient in reading (Tier 2 or Tier 3), an extensive assessment(s) will be administered for next year's needs and strengths analysis;  
3. If intervention has been successful using the recommended Tuscola ISD IRIP Criteria and progress monitoring/benchmark assessment data (a student is no longer in Tier 2 or Tier 3), the intervention can be discontinued for the following year;  
   a. Record classroom observation and assessment results on IRIP;  
   b. In Results of Instruction or Progress Monitoring Results, record next steps; and  
   c. Notify parents via phone call, email, or letter to inform that the student has met their instructional goals. Give parents opportunity to meet with teacher if necessary to discuss progress (see Appendix __);  
4. If intervention has not been successful and student is identified as Tier 2 or 3:  
   a. Record classroom observation and assessment results on IRIP;  
   b. In Results of Instruction or Progress Monitoring Results, record next steps with recommendations for next year's IRIP; and  
   c. No formal contact must be made with parents if the student is less than one year below grade level but a call, email, or letter is recommended to give update on progress. Give parents opportunity to meet with teacher if necessary to discuss progress (see Appendix __);  
*If student is more than one year below grade level (DIBELS Well Below Benchmark, NWEA RIT Score, appropriate DRA/BAS Score) at the end of grades K, 1, or 2, prior to summer break, a parent meeting will be held:  
   • Summer “at home” reading activities will be provided; and  
   • Retention requirements will be reviewed with parents;  
5. If a third grade student is reading more than one year below grade level, consider good cause exemptions. If warranted, complete “good cause exemption” documentation and promote student to fourth grade. Develop an IRIP for student to be implemented in fourth grade;  
6. If a good cause exemption is not in the best interest of the student, retain into third grade and notify parents in writing; and  
7. If parent requests good cause exemption, superintendent or his/her designee considers the request, evaluates the evidence, and issues a final determination in writing; and  

PLEASE NOTE: Once the IRIP is updated or discontinued, the final updated copy must be housed in the CA60 in order for the document to travel with the student.

Adapted from St. Clair County RESA Third Grade Reading Legislation Guidance
SCREENER AND QUALIFYING SCORES

For the purposes of identifying a reading deficiency and appropriate intervention plan, it is recommended that Tuscola Intermediate School District’s local districts will utilize a system of assessments (see Appendix A). Assessments will begin with one of the following screeners, DIBELS or NWEA, for all Kindergarten through third grade students. Any screener used will follow the following guidelines:

- A minimum of one screener will be administered to each student within the first 30 days of school and at least three times annually (Fall, Winter, Spring); and
- Any student that is identified as the following classifications will be considered for the development of an Individual Reading Improvement Plan (IRIP):
  - ‘Below Benchmark’ or ‘Well Below Benchmark’ on DIBELS Composite Score; or
  - 0-39th Percentile on NWEA RIT Score.

- **Notes:**
  - In order to prevent false identification, Kindergarten students will receive a ‘Below’ or ‘Well Below Benchmark’ classification in two consecutive screening sessions; and
  - As the Individual Reading Improvement Plan development process begins, teachers should be using multiple points of assessments to determine eligibility for the IRIP (i.e. universal screener, extensive assessment(s), further diagnostic assessment(s), classroom observation data).

<table>
<thead>
<tr>
<th>TUSCOLA ISD RECOMMENDED K-3 IRIP CRITERIA</th>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessments</th>
<th>Beg of Year Entering Criteria</th>
<th>Exiting Criteria On or Before Mid of Year</th>
<th>Mid of Year Entering Criteria</th>
<th>Exiting Criteria On Or Before End of Year</th>
<th>End of Year Criteria</th>
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<tbody>
<tr>
<td>Kdg</td>
<td>NWEA</td>
<td>127</td>
<td>138</td>
<td>158</td>
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<tr>
<td></td>
<td>DIBELS DCS</td>
<td>26</td>
<td>125</td>
<td>122</td>
<td>115</td>
<td>119</td>
</tr>
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<td></td>
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<td>-1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BAS (Instructional)</td>
<td>Below A</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>C</td>
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</table>

Use the cut points for risk provided for MLPP, DRA Word Analysis, or BAS Optional Lit Assessments provided in this document.

1st Grade

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Beg of Year Entering Criteria</th>
<th>Exiting Criteria On or Before Mid of Year</th>
<th>Mid of Year Entering Criteria</th>
<th>Exiting Criteria On Or Before End of Year</th>
<th>End of Year Criteria</th>
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<tr>
<td>NWEA</td>
<td>147</td>
<td>157</td>
<td>177</td>
<td></td>
<td></td>
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<tr>
<td>DIBELS DCS</td>
<td>113</td>
<td>135</td>
<td>130</td>
<td>145</td>
<td>155</td>
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<tr>
<td>DRA (Independent)</td>
<td>2</td>
<td>10</td>
<td>6</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>BAS (Instructional)</td>
<td>C</td>
<td>G</td>
<td>F</td>
<td>H</td>
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</table>

Use the cut points for risk provided for MLPP, DRA Word Analysis, or BAS Optional Lit Assessments provided in this document.

2nd Grade

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Beg of Year Entering Criteria</th>
<th>Exiting Criteria On or Before Mid of Year</th>
<th>Mid of Year Entering Criteria</th>
<th>Exiting Criteria On Or Before End of Year</th>
<th>End of Year Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA</td>
<td>159</td>
<td>169</td>
<td>188</td>
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<td></td>
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<tr>
<td>DIBELS DCS</td>
<td>141</td>
<td>195</td>
<td>190</td>
<td>230</td>
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<td>DRA (Independent)</td>
<td>12</td>
<td>20</td>
<td>18</td>
<td>24</td>
<td>28</td>
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<tr>
<td>BAS (Instructional)</td>
<td>I</td>
<td>L</td>
<td>K</td>
<td>L</td>
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3rd Grade

<table>
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<th>Assessments</th>
<th>Beg of Year Entering Criteria</th>
<th>Exiting Criteria On or Before Mid of Year</th>
<th>Mid of Year Entering Criteria</th>
<th>Exiting Criteria On Or Before End of Year</th>
<th>End of Year Criteria</th>
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</thead>
<tbody>
<tr>
<td>NWEA</td>
<td>172</td>
<td>180</td>
<td>198</td>
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<tr>
<td>DIBELS DCS</td>
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<tr>
<td>DRA (Independent)</td>
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<td>BAS (Instructional)</td>
<td>M</td>
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<td>O</td>
<td>P</td>
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Adapted from Bay Arenac ISD Resources
# DIBELS CUT POINTS FOR RISK

**DIBELS Goals and Cut Points for Risk**

## Kindergarten Benchmark Goals and Cut Points for Risk

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score Level</th>
<th>Likely Need for Support</th>
<th>Beginning of Year</th>
<th>Middle of Year</th>
<th>End of Year</th>
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</thead>
<tbody>
<tr>
<td>DIBELS</td>
<td>At or Above Benchmark</td>
<td>Likely to Need Core Support</td>
<td>26 +</td>
<td>122 +</td>
<td>119 +</td>
</tr>
<tr>
<td>Composite</td>
<td>Below Benchmark</td>
<td>Likely to Need Strategic Support</td>
<td>13 - 25</td>
<td>85 - 121</td>
<td>89 - 118</td>
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<tr>
<td>Score</td>
<td>Well Below Benchmark</td>
<td>Likely to Need Intensive Support</td>
<td>0 - 12</td>
<td>0 - 84</td>
<td>0 - 88</td>
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## First Grade Benchmark Goals and Cut Points for Risk

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score Level</th>
<th>Likely Need for Support</th>
<th>Beginning of Year</th>
<th>Middle of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS</td>
<td>At or Above Benchmark</td>
<td>Likely to Need Core Support</td>
<td>113 +</td>
<td>130 +</td>
<td>155 +</td>
</tr>
<tr>
<td>Composite</td>
<td>Below Benchmark</td>
<td>Likely to Need Strategic Support</td>
<td>97 - 112</td>
<td>100 - 129</td>
<td>111 - 154</td>
</tr>
<tr>
<td>Score</td>
<td>Well Below Benchmark</td>
<td>Likely to Need Intensive Support</td>
<td>0 - 96</td>
<td>0 - 99</td>
<td>0 - 110</td>
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## Second Grade Benchmark Goals and Cut Points for Risk

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<th>Measure</th>
<th>Score Level</th>
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<th>Beginning of Year</th>
<th>Middle of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS</td>
<td>At or Above Benchmark</td>
<td>Likely to Need Core Support</td>
<td>141 +</td>
<td>190 +</td>
<td>238 +</td>
</tr>
<tr>
<td>Composite</td>
<td>Below Benchmark</td>
<td>Likely to Need Strategic Support</td>
<td>109 - 140</td>
<td>145 - 189</td>
<td>180 - 237</td>
</tr>
<tr>
<td>Score</td>
<td>Well Below Benchmark</td>
<td>Likely to Need Intensive Support</td>
<td>0 - 108</td>
<td>0 - 144</td>
<td>0 - 179</td>
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## Third Grade Benchmark Goals and Cut Points for Risk

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score Level</th>
<th>Likely Need for Support</th>
<th>Beginning of Year</th>
<th>Middle of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS</td>
<td>At or Above Benchmark</td>
<td>Likely to Need Core Support</td>
<td>220 +</td>
<td>285 +</td>
<td>330 +</td>
</tr>
<tr>
<td>Composite</td>
<td>Below Benchmark</td>
<td>Likely to Need Strategic Support</td>
<td>180 - 219</td>
<td>235 - 284</td>
<td>280 - 329</td>
</tr>
<tr>
<td>Score</td>
<td>Well Below Benchmark</td>
<td>Likely to Need Intensive Support</td>
<td>0 - 179</td>
<td>0 - 234</td>
<td>0 - 279</td>
</tr>
</tbody>
</table>

Adapted from MPS Early Literacy Plan
EXTENSIVE & DIAGNOSTIC ASSESSMENTS

To further identify a student’s areas of strength and needs in reading, at least one of the following extensive assessments must be administered to any student who is identified as Tier 2 or Tier 3 by the universal screener and/or the classroom teacher:

- Developmental Reading Assessment, 2nd Edition (DRA2);
- DIBELS DEEP Comprehension, Fluency, and Oral Language (DCFOL);
- DIBELS DEEP Phonemic Awareness, Word Reading, and Decoding;
- DIBELS Next Analysis;
- FastBridge CBMreading Analysis;
- FastBridge earlyReading Analysis;
- Fountas & Pinnell Benchmark Assessment System (BAS);
- Michigan Literacy Progress Profile (MLPP);
- NWEA MAP System:
  - Survey with Goals Test; or
  - Survey Test;
- NWEA MAP for Primary Grades System:
  - Survey with Goals Test; or
  - Screening Test;
- NWEA Skills Checklist; and
- Renaissance Learning STAR Early Literacy Reading Test or STAR Reading Test.

EXTENSIVE ASSESSMENTS CUT POINTS FOR RISK

These are assessments which ‘dig deeper’ and further analyze and diagnose a student’s strengths and weaknesses in reading. Multiple extensive assessments may be administered and needed in order to further understand where a student needs support. The following pages in the Literacy Instruction & Intervention Plan will outline Tuscola Intermediate School District’s recommendations for qualifying scores and cut points in Kindergarten through 5th grade for the Developmental Reading Assessment (2nd Edition), Fountas and Pinnell’s Benchmark Assessment, and Michigan Literacy Progress Profile.

Developmental Reading Assessment 2nd Edition (DRA2) & Word Analysis Tasks ....................... 8
Fountas & Pinnell Benchmark Assessment System (BAS) .......................................................... 10
Fountas & Pinnell Optional Literacy Assessments ................................................................. 11
Michigan Literacy Progress Profile (MLPP) ............................................................................. 14
The DRA Word Analysis Tasks are recommended that Word Analysis be administered during the first part of the school year after the DRA2 has been administered. It is also recommended that teachers re-administer Word Analysis midyear and at the end of the year to determine if students have gained control of those tasks they initially demonstrated ‘no/little’ and/or ‘some’ control. This assessment is intended for Kindergarten and beginning first grade to identify their level of phonological awareness and basic knowledge of phoneme/grapheme relationships. It is also intended for struggling readers in the latter part of first grade through 3rd grade who are reading below grade level or designated levels of proficiency due to ineffective word-solving skills and strategies as well as fourth- and fifth-grade students whose independent DRA2 text level is 38 and below. These “digging deeper” scores will be used to support the development of the Individual Reading Improvement Plan, inform instruction, report to parents, and share at child studies.

### Kindergarten ELA Performance Criteria

<table>
<thead>
<tr>
<th>DRA Oral Reading Level</th>
<th>Performance Status</th>
<th>Performance Status</th>
<th>Performance Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1+</td>
<td>Exceeds</td>
<td>3+</td>
<td>Exceeds/4</td>
</tr>
<tr>
<td>A</td>
<td>Meets</td>
<td>2</td>
<td>Meets/3</td>
</tr>
<tr>
<td>-1</td>
<td>Basic</td>
<td>1</td>
<td>Basic/2</td>
</tr>
<tr>
<td>-2</td>
<td>Below</td>
<td>A</td>
<td>Below/1</td>
</tr>
</tbody>
</table>

Teachers should dig deeper using MLPP measures or DRA Word Analysis Tasks with students falling into the Below category on DRA, adhering to the following guidance for diagnostic assessment.

If Level 1 or below, begin with Task 1. Administer tasks until there are three red flags.

### 1st Grade ELA Performance Criteria

<table>
<thead>
<tr>
<th>DRA Oral Reading Level</th>
<th>Performance Status</th>
<th>Performance Status</th>
<th>Performance Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>6+</td>
<td>Exceeds</td>
<td>12+</td>
<td>Exceeds/4</td>
</tr>
<tr>
<td>4</td>
<td>Meets</td>
<td>6-10</td>
<td>Meets/3</td>
</tr>
<tr>
<td>3</td>
<td>Basic</td>
<td>4</td>
<td>Basic/2</td>
</tr>
<tr>
<td>2</td>
<td>Below</td>
<td>A-3</td>
<td>Below/1</td>
</tr>
</tbody>
</table>

Teachers should dig deeper using MLPP measures or DRA Word Analysis Tasks with students falling into the Below category on DRA, adhering to the following guidance for diagnostic assessment.

If Level 10 or below, begin with Task 12. Administer tasks until there are three red flags.

If Level 14 or below, begin at the following levels:
- Task 16 (Level 14)
- Task 12 (Level 10-12)
- Task 8 (Level 4-8)
- Task 1 (Levels Below A-3)

Administer tasks until there are three red flags.

Adapted from DRA 2 Word Analysis Manual & Bay Arenac ISD Resources
## 2nd Grade ELA Performance Criteria

<table>
<thead>
<tr>
<th>DRA Oral Reading Level</th>
<th>Beginning of Year</th>
<th>Middle of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
<td>Status</td>
<td>Performance</td>
</tr>
<tr>
<td>20+</td>
<td>Exceeds</td>
<td>24+</td>
<td>Exceeds/4</td>
</tr>
<tr>
<td>16-18</td>
<td>Meets</td>
<td>20</td>
<td>Meets/3</td>
</tr>
<tr>
<td>12-14</td>
<td>Basic</td>
<td>16-18</td>
<td>Basic/2</td>
</tr>
<tr>
<td>A-10</td>
<td>Below</td>
<td>A-14</td>
<td>Below/1</td>
</tr>
</tbody>
</table>

Teachers should dig deeper using MLPP measures or DRA Word Analysis Tasks with students falling into the Below category on DRA, adhering to the following guidance for diagnostic assessment.

### DRA Word Analysis Tasks

- **If Level 14 or below**, begin at the following levels:
  - Task 16 (Level 14)
  - Task 12 (Level 10-12)
  - Task 8 (Level 4-8)
  - Task 1 (Levels Below A-3)
  Administer tasks until there are three red flags.

### If Level 18 or below, begin at the following levels:

- **Level 18** (Level 14-18)
- Task 12 (Level 10-12)
- Task 8 (Level 4-8)
- Task 1 (Levels Below A-3)
  Administer tasks until there are three red flags.

### If Level 24 or below, begin at the following levels:

- **Level 24** (Level 20-24)
- Task 16 (Level 14-18)
- Task 12 (Level 10-12)
- Task 8 (Level 4-8)
- Task 1 (Levels Below A-3)
  Administer tasks until there are three red flags.

## 3rd Grade ELA Performance Criteria

<table>
<thead>
<tr>
<th>DRA Oral Reading Level</th>
<th>Beginning of Year</th>
<th>Middle of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
<td>Status</td>
<td>Performance</td>
</tr>
<tr>
<td>34+</td>
<td>Exceeds</td>
<td>34+</td>
<td>Exceeds/4</td>
</tr>
<tr>
<td>28</td>
<td>Meets</td>
<td>30</td>
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</tr>
<tr>
<td>20-24</td>
<td>Basic</td>
<td>28</td>
<td>Basic/2</td>
</tr>
<tr>
<td>A-18</td>
<td>Below</td>
<td>A-24</td>
<td>Below/1</td>
</tr>
</tbody>
</table>

Teachers should dig deeper using MLPP measures or DRA Word Analysis Tasks with students falling into the Below category on DRA, adhering to the following guidance for diagnostic assessment.

### DRA Word Analysis Tasks

- **If Level 24 or below**, begin at the following levels:
  - Task 22 (Level 20-24)
  - Task 16 (Level 14-18)
  - Task 12 (Level 10-12)
  - Task 8 (Level 4-8)
  - Task 1 (Levels Below A-3)
  Administer tasks until there are three red flags.

### If Level 30 or below, begin at the following levels:

- **Level 30** (Level 20-24)
- Task 16 (Level 14-18)
- Task 12 (Level 10-12)
- Task 8 (Level 4-8)
- Task 1 (Levels Below A-3)
  Administer tasks until there are three red flags.

### If Level 34 or below, begin at the following levels:

- **Level 34** (Level 28)
- Task 22 (Level 20-24)
- Task 16 (Level 14-18)
- Task 12 (Level 10-12)
- Task 8 (Level 4-8)
- Task 1 (Levels Below A-3)
  Administer tasks until there are three red flags.

Adapted from DRA 2 Word Analysis Manual & Bay Arenac ISD Resources
FOUNTAS & PINNELL
BENCHMARK ASSESSMENT SYSTEM (BAS)

The BAS should be administered if a student falls into the categories mentioned on page 4. If a student falls into the Does Not Meet Expectations category on the BAS Oral Reading Assessment, teachers should dig deeper using MLPP measures or BAS Optional Literacy Assessments for K-1 students. BAS Optional Literacy Assessments are optional for 2nd & 3rd grade students. These “digging deeper” scores will be used to support the development of the Individual Reading Improvement Plan, inform instruction, report to parents, and share at child studies.

Goals for Student Achievement

Stages of Reading Development for Elementary
based on the work of Fountas & Pinnell

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Early</th>
<th>Transitional</th>
<th>Fluent</th>
</tr>
</thead>
</table>
| Kindergarten
Levels A – D | First Grade
Levels D – J
Lexile Levels 190 - 530 | Second and Third Grade
Levels J – R
Lexile Levels 420 - 820 | Fourth and Fifth Grade
Levels R – W
Lexile Levels 740-1010 |

Adapted from Fountas & Pinnell Manual
## Early Literacy Behaviors

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Beginning of Year (Aug – Sep)</th>
<th>Middle of Year (Jan – Feb)</th>
<th>End of Year (May – June)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Literacy Behaviors</td>
<td>Exceeds Expectations</td>
<td>3+</td>
<td>7+</td>
</tr>
<tr>
<td>Individual Score = 10</td>
<td>Meets Expectations</td>
<td>2</td>
<td>6</td>
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<tr>
<td></td>
<td>Approaches Expectations</td>
<td>1</td>
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</tr>
<tr>
<td></td>
<td>Does Not Meet Expectations</td>
<td>0</td>
<td>&lt;4</td>
</tr>
</tbody>
</table>

## Letter Recognition

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Beginning of Year (Aug – Sep)</th>
<th>Middle of Year (Jan – Feb)</th>
<th>End of Year (May – June)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Recognition</td>
<td>Exceeds Expectations</td>
<td>6+</td>
<td>26+</td>
</tr>
<tr>
<td>Individual Score = 52</td>
<td>Meets Expectations</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Approaches Expectations</td>
<td>1-4</td>
<td>17-24</td>
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<tr>
<td></td>
<td>Does Not Meet Expectations</td>
<td>0</td>
<td>&lt;17</td>
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</table>

## Phonological Awareness Rhyming

<table>
<thead>
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<th>Grade K</th>
<th>Beginning of Year (Aug – Sep)</th>
<th>Middle of Year (Jan – Feb)</th>
<th>End of Year (May – June)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness: Rhyming</td>
<td>Exceeds Expectations</td>
<td>1+</td>
<td>7+</td>
</tr>
<tr>
<td>Individual Score = 10</td>
<td>Meets Expectations</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Approaches Expectations</td>
<td>N/A</td>
<td>4-5</td>
</tr>
<tr>
<td></td>
<td>Does Not Meet Expectations</td>
<td>N/A</td>
<td>&lt;4</td>
</tr>
</tbody>
</table>

*Adapted from Fountas & Pinnell Manual*
### Phonological Awareness: Blending Words

<table>
<thead>
<tr>
<th>Grade K</th>
<th></th>
<th>Beginning of Year (Aug – Sep)</th>
<th>Middle of Year (Jan – Feb)</th>
<th>End of Year (May – June)</th>
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</thead>
<tbody>
<tr>
<td><strong>Individual Score = 10</strong></td>
<td></td>
<td>Exceeds Expectations</td>
<td>1+</td>
<td>7+</td>
</tr>
<tr>
<td></td>
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<td>Meets Expectations</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approaches Expectations</td>
<td>N/A</td>
<td>4-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does Not Meet Expectations</td>
<td>N/A</td>
<td>&lt;4</td>
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</tbody>
</table>

### Phonological Awareness: Segmenting Words

<table>
<thead>
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<th></th>
<th>Beginning of Year (Aug – Sep)</th>
<th>Middle of Year (Jan – Feb)</th>
<th>End of Year (May – June)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Score = 10</strong></td>
<td></td>
<td>Exceeds Expectations</td>
<td>1+</td>
<td>7+</td>
</tr>
<tr>
<td></td>
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<td>Meets Expectations</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approaches Expectations</td>
<td>N/A</td>
<td>4-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does Not Meet Expectations</td>
<td>N/A</td>
<td>&lt;4</td>
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</table>

## 1st Grade Performance ELA Criteria

### Early Literacy Behaviors

<table>
<thead>
<tr>
<th>Grade 1</th>
<th></th>
<th>Beginning of Year (Aug – Sep)</th>
<th>Middle of Year (Jan – Feb)</th>
<th>End of Year (May – June)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Score = 10</strong></td>
<td></td>
<td>Exceeds Expectations</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meets Expectations</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approaches Expectations</td>
<td>7-8</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does Not Meet Expectations</td>
<td>&lt;7</td>
<td>&lt;10</td>
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</tbody>
</table>

### Letter Recognition

<table>
<thead>
<tr>
<th>Grade 1</th>
<th></th>
<th>Beginning of Year (Aug – Sep)</th>
<th>Middle of Year (Jan – Feb)</th>
<th>End of Year (May – June)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Score = 52</strong></td>
<td></td>
<td>Exceeds Expectations</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meets Expectations</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approaches Expectations</td>
<td>26-51</td>
<td>44-50</td>
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<td></td>
<td></td>
<td>Does Not Meet Expectations</td>
<td>&lt;26</td>
<td>&lt;44</td>
</tr>
</tbody>
</table>

Adapted from Fountas & Pinnell Manual
### Phonological Awareness: Rhyming

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginning of Year (Aug – Sep)</th>
<th>Middle of Year (Jan – Feb)</th>
<th>End of Year (May – June)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonological Awareness: Rhyming</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Score = 10</td>
<td>Exceeds Expectations</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Meets Expectations</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Approaches Expectations</td>
<td>8-9</td>
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</tr>
<tr>
<td></td>
<td>Does Not Meet Expectations</td>
<td>&lt;8</td>
<td>&lt;10</td>
</tr>
</tbody>
</table>

### Phonological Awareness: Blending Words

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginning of Year (Aug – Sep)</th>
<th>Middle of Year (Jan – Feb)</th>
<th>End of Year (May – June)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonological Awareness: Blending Words</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Score = 10</td>
<td>Exceeds Expectations</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Meets Expectations</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Approaches Expectations</td>
<td>9</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Does Not Meet Expectations</td>
<td>&lt;9</td>
<td>&lt;10</td>
</tr>
</tbody>
</table>

### Phonological Awareness: Segmenting Words

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginning of Year (Aug – Sep)</th>
<th>Middle of Year (Jan – Feb)</th>
<th>End of Year (May – June)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonological Awareness: Segmenting Words</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Score = 10</td>
<td>Exceeds Expectations</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Meets Expectations</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Approaches Expectations</td>
<td>8-9</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Does Not Meet Expectations</td>
<td>&lt;8</td>
<td>&lt;10</td>
</tr>
</tbody>
</table>

### Grade 1 Word Features Test

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginning of Year (Aug – Sep)</th>
<th>Middle of Year (Jan – Feb)</th>
<th>End of Year (May – June)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 1 Word Features Test</strong></td>
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</tr>
<tr>
<td>Individual Score = 30</td>
<td>Exceeds Expectations</td>
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<td>10+</td>
</tr>
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<td>0</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Approaches Expectations</td>
<td>N/A</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td>Does Not Meet Expectations</td>
<td>N/A</td>
<td>&lt;6</td>
</tr>
</tbody>
</table>

Adapted from Fountas & Pinnell Manual
The following MLPP measures should be administered if a student’s falls within the ‘Below’ category on DRA or the ‘Does Not Meet Expectations’ category on BAS. These “digging deeper” scores will be used to develop individual Reading improvement plans, inform instruction, report to parents, and share at child studies.

<table>
<thead>
<tr>
<th>MLPP</th>
<th>Beginning of Year</th>
<th>Middle of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
<td>Status</td>
<td>Performance</td>
</tr>
<tr>
<td><strong>MLPP Concept of Print</strong></td>
<td>10+</td>
<td>Exceeds</td>
<td>13+</td>
</tr>
<tr>
<td></td>
<td>5-9</td>
<td>Meets</td>
<td>10-12</td>
</tr>
<tr>
<td></td>
<td>1-4</td>
<td>Basic</td>
<td>5-9</td>
</tr>
<tr>
<td></td>
<td>0</td>
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<tr>
<td><strong>Total 24</strong></td>
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<td>Performance</td>
</tr>
<tr>
<td></td>
<td>10+</td>
<td>Exceeds</td>
<td>17+</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Meets</td>
<td>9-15</td>
</tr>
<tr>
<td></td>
<td>8-8</td>
<td>Below</td>
<td>0-8</td>
</tr>
<tr>
<td><strong>MLPP Letter ID</strong></td>
<td>13+</td>
<td>Exceeds</td>
<td>30+</td>
</tr>
<tr>
<td></td>
<td>8-12</td>
<td>Meets</td>
<td>20-29</td>
</tr>
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<td></td>
<td>5-7</td>
<td>Basic</td>
<td>11-19</td>
</tr>
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<td>0-10</td>
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<tr>
<td><strong>Total of 54</strong></td>
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<td>10-12</td>
<td>Meets</td>
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</tr>
<tr>
<td></td>
<td>7-9</td>
<td>Basic/2</td>
<td>16-19</td>
</tr>
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<td>0-6</td>
<td>Below/1</td>
<td>0-15</td>
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<tr>
<td><strong>MLPP Sound ID</strong></td>
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<td>Exceeds</td>
<td>26+</td>
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<tr>
<td></td>
<td>10-12</td>
<td>Meets</td>
<td>20-26</td>
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<td></td>
<td>7-9</td>
<td>Basic/2</td>
<td>16-19</td>
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<td>0-6</td>
<td>Below/1</td>
<td>0-15</td>
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<td><strong>MLPP Rhyming Choice</strong></td>
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<td>Exceeds</td>
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<td>Meets</td>
<td>6</td>
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<tr>
<td></td>
<td>3-4</td>
<td>Basic</td>
<td>4-5</td>
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<td>Below</td>
<td>0-3</td>
</tr>
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<td><strong>MLPP Rhyming Supply</strong></td>
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<td>Exceeds</td>
<td>7</td>
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<td>5</td>
<td>Meets</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
<td>Basic</td>
<td>4-5</td>
</tr>
<tr>
<td></td>
<td>0-2</td>
<td>Below</td>
<td>0-3</td>
</tr>
<tr>
<td><strong>MLPP Blending</strong></td>
<td>10+</td>
<td>Exceeds/4</td>
<td>16</td>
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<td></td>
<td>7-9</td>
<td>Meets/3</td>
<td>13-15</td>
</tr>
<tr>
<td></td>
<td>3-6</td>
<td>Basic/2</td>
<td>8-12</td>
</tr>
<tr>
<td></td>
<td>0-2</td>
<td>Below/1</td>
<td>0-7</td>
</tr>
<tr>
<td><strong>MLPP Segmentation</strong></td>
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<td>7+</td>
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<td></td>
<td>4-6</td>
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</tr>
<tr>
<td></td>
<td>0-1</td>
<td>Below/1</td>
<td>0-1</td>
</tr>
</tbody>
</table>

Adapted from Bay Arenac ISD Resources
1st Grade ELA Performance Criteria

The following MLPP measures should be administered if a student’s falls within the ‘Below’ category on DRA or the ‘Does Not Meet Expectations’ category on BAS. These “digging deeper” scores will be used to develop Individual Reading improvement plans, inform instruction, report to parents, and share at child studies.

<table>
<thead>
<tr>
<th>MLPP Measure</th>
<th>Beginning of Year</th>
<th>Middle of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept of Print</strong></td>
<td>Performance</td>
<td>Status</td>
<td>Performance</td>
</tr>
<tr>
<td>MLPP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17+</td>
<td>Exceeds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Meets</td>
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<td></td>
</tr>
<tr>
<td>9-15</td>
<td>Basic</td>
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</tr>
<tr>
<td>0-8</td>
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<td></td>
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<td><strong>Letter ID</strong></td>
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<td>MLPP</td>
<td>Performance</td>
<td>Status</td>
<td>Performance</td>
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<td>48-54</td>
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<td>Basic/2</td>
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Adapted from Bay Arenac ISD Resources
INDIVIDUAL READING IMPROVEMENT PLAN

Once a student has been identified as qualifying for an Individual Reading Improvement Plan, a team including (but not limited to) the student’s teacher, principal, and parent/guardian will meet within 30 days of screener identification. The stakeholder group will determine a course of applicable in-school and at-home interventions. The team will meet at least bi-annually to assess progress and to determine if continued services are necessary:

• Suggested Meeting Times:
  o 1st formal meeting after initial identification;
  o Progress monitoring meeting may occur during Fall Conferences; and
  o 2nd formal meeting during Spring Conferences.

*The Tuscola ISD Individual Reading Improvement Plan template is attached to this document in Appendix B.

Adapted from MPS Early Literacy Plan
INTERVENTION PRACTICES & STRATEGIES

Practices will be selected based on student need and will be delivered in an established routine in Tier 1 instruction as prescribed in the Individual Reading Improvement Plan. The following list of practices and strategies are recommended for consideration by the Individual Reading Improvement Plan team:

**In-School**

<table>
<thead>
<tr>
<th>Isolated Literacy Skills</th>
<th>Embedded in Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit instruction in reading: phonological awareness, phonics, word recognition</td>
<td>Coaching readers on a) monitoring for meaning, b) letters</td>
</tr>
<tr>
<td>strategies, and writing strategies</td>
<td>and groups of letters in words, c) rereading</td>
</tr>
<tr>
<td>High frequency words (multi-sensory approach, 3 trial method)</td>
<td>Matching text level to reader and purposeful text</td>
</tr>
<tr>
<td>Sorting words/pictures by sound or sounds</td>
<td>selection</td>
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<tr>
<td>Letter sound identification (oral, visual, and tactile)</td>
<td>Supportive book introduction</td>
</tr>
<tr>
<td>Alphabet books</td>
<td>1:1 text reading and writing (instruction as needed)</td>
</tr>
<tr>
<td>Elkonin Boxes</td>
<td>Rich discussion following reading</td>
</tr>
<tr>
<td>Blending activities (robot talk, race car blending) and segmenting activities (</td>
<td>Cut-up sentences</td>
</tr>
<tr>
<td>kinesthetic, invented spelling)</td>
<td>Repeated reading, echo reading, paired and partner reading (fluency)</td>
</tr>
<tr>
<td>Hearing and recording sounds in words</td>
<td>Comprehension questioning</td>
</tr>
<tr>
<td>Explicit instruction in writing: letter formation, spelling strategies, capitalization</td>
<td>Vocabulary development and morphology instruction</td>
</tr>
<tr>
<td>punctuation, sentence construction, keyboarding, and word processing</td>
<td>Text structure and features (analysis and application)</td>
</tr>
<tr>
<td>1:1 matching and other concepts of print</td>
<td>Retelling (aids and tools)</td>
</tr>
</tbody>
</table>

**Classroom Practices**

| Student choice in reading and writing                                                   | Small group discussion and collaboration                                          |
| Interactive writing (K-1)                                                               | Wide range of print, audio, and digital texts available to                        |
| Independent reading and conferencing                                                   | students based on interests, backgrounds, and cultures including information     |
|                                                                                       | books, poetry, and storybooks                                                    |

**At-Home**

Research has proven that simply reading at home has a tremendous correlation to reading performance. A minimum number of minutes spent reading at home is strongly recommended. The Individual Reading Improvement Plan team will guide parents/guardians in determining the appropriate amount of time (and level of material).

In addition to reading at home, specific activities facilitated by parents/guardians can assist in building skills in identified areas of focus. The Individual Reading Improvement Plan team will assist the parent in selecting applicable activities from Appendix B.

Adapted from MPS Early Literacy Plan
Per Public Act 306 of 2016, the superintendent of schools is required to ensure that a student whom is identified by CEPI (Center of Educational Performance and Information) as being subject to retention is not promoted to the 4th grade until:

- The student achieves a reading score that is less than one grade behind on the state English Language Arts assessments (M-Step);
- The student demonstrated a 3rd grade reading level through performance on an alternative standardized reading assessment approved by the state superintendent of public instruction; and
- The student demonstrated a 3rd grade reading level through a student portfolio, as evidenced by demonstrating a mastery of all 3rd grade English Language Arts standards through multiple work samples.

A parent or guardian may request a ‘good cause’ exemption within 30 days of receiving notice from CEPI or the local districts of Tuscola ISD.

‘Good Cause’ Exemptions:

Any student that is not granted a good cause exemption and is not promoted to the 4th grade will:

- Be assigned to:
  - A teacher rated as ‘Highly Effective’ *or*
  - The highest evaluated 3rd grade teacher in the school *or*
  - A reading specialist
- Remain on an Individualized Reading Improvement Plan.

**Note:** A student may only be retained once in their academic tenure. A student that has participated in a ‘Young 5’s’ program is considered to have been retained.

*Adapted from MPS Early Literacy Plan*
Third-Grade Reading Law Frequently Asked Questions (FAQs)

The Michigan Department of Education (MDE) has compiled answers to the following FAQs regarding MCL 380.1280f, commonly known as the “thirdgrade reading law.” Please note the FAQs will be updated as necessary. Please send any questions regarding these FAQs to MDE-EarlyLiteracy@michigan.gov.


Italics indicate new questions and/or answers added as of February 2018.

**Deficiency**

**1. How is deficiency defined?**

Deficiency is defined in the law as “scoring below grade level, or being determined to be at-risk of reading failure based on a screening assessment, diagnostic assessment, standardized summative assessment, or progress monitoring.”

**2. What will constitute "one year deficient at the end of third grade?"**

The assessment and accountability teams at the MDE are currently working to determine, based on state assessments, what will constitute one (1) grade level behind. Additional information will be provided through the “3rd Grade Reading Law” webpage as this definition is determined.

**Instruction and Intervention**

**1. How can we best prepare students for success on the 3rd grade summative assessment (M-STEP)?**

The M-STEP is Michigan’s English Language Arts (ELA) state summative assessment. As such, it is matched with the rigor and content of the Michigan state academic standards. Initially used three years ago, the MSTEP assesses in formats that may be new to some educators. All Michigan educators are encouraged to familiarize themselves with the Michigan state academic standards as well as the M-STEP assessment to understand what students will be expected to know and do at each grade level. Information on the this assessment can be found at the M-STEP Resource Page. In addition, instruction should be based on the Michigan ELA Standards for K-3. The Essential Instructional Practices in Early Literacy will further support student literacy skills and should lead to success on the 3rd grade ELA summative assessment.
2. What is a reading program?

A reading program is a locally determined system of assessment, instruction, curriculum and resources. This system is used to provide evidenced-based instruction on literacy for all students.

3. How do I know if my district’s reading program meets the requirements in the law?

The law requires that the assessment, instruction, curriculum, and resources of a program be evidence-based; which means based in research and with proven efficacy. Additional guidance on the determination of whether a program is evidence-based will be provided in the future.

4. What is evidence-based instruction as defined in the Third-Grade Reading Law (MCL.380.1280f)?

In this legislation, “evidence-based” means based in research and with proven efficacy. Additional guidance on this definition will be provided in the future and will be linked to the ESSA definition for continuity.

5. If a student is retained in 3rd grade, does the reading instruction and intervention need to incorporate opportunities to master grade 4 state standards in other core academic areas?

If applicable and appropriate for the needs of the student.

Assessment

1. What is the status of the “approved” assessment system MDE is to provide?

The assessment information has been released. Please visit the website and follow the link for details. Please plan to read all the information in detail. http://www.michigan.gov/mde/0,4615,7-140-28753_74161--,00.html

2. How does the MDE define initial and extensive assessments?

An initial assessment is an assessment that will be delivered to all students, cover a broad aspect of the standards, and assist with identifying a possible area of concern for a student in English Language Arts. Schools should select one initial assessment from the approved list for use during the 201718 school year.

An extensive assessment is an assessment that will be delivered to students who display a deficiency, will provide a more in-depth look at student ability and will produce support for the placement of students into intervention tiers.

3. When do we have to begin administering assessments from the approved assessment system and to whom?

Assessments must be delivered to students in Grades K-3 beginning in Fall 2017. The initial assessment component of the assessment system (see prior question) must be delivered to all students within the first 30 school days of the academic year.

MDE Memo February 2018
4. When outlining assessment accommodations on an Individual Education Plan (IEP), are the initial and extensive assessments given considered state or district assessments?

The initial and extensive assessments are district assessments. A state assessment is a required summative assessment used for accountability purposes. Student needs should be outlined in a student’s IEP. The provisions in that IEP should address how those needs are being addressed. Accommodations selected for classroom, district and state assessments should mirror that which is provided during instruction, according to the needs of the student.

5. Must students who take MI-Access participate in the district assessments required in the third-grade reading law?

There is no exemption from the district assessments for the third-grade reading law. The IDEA at 34 CFR Section 300.320(a)(6)(ii) states, “If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why—(A) The child cannot participate in the regular assessment; and (B) The particular alternate assessment selected is appropriate for the child.” An IEP team does not have the authority to exempt any student from a statewide assessment. The IEP team can only determine that a student take an alternate assessment.

6. What is the assessment expectation for students who are severely cognitively impaired?

All students are required to be assessed in kindergarten through third grade to screen and diagnose reading difficulties, inform instruction and intervention needs, and assess progress towards a growth target under MCL 380.1280f. Students with significant cognitive impairments are instructed with alternate academic content standards. To comply with the third-grade reading law, districts should select an initial (screener/benchmark) reading assessment for all students in the first 30 days of school. Districts should determine which alternate initial assessment tool they think is best for assessing the reading level of this population of students. This may involve using a commercial alternate reading screener, or creating a local tool. Students for whom additional reading level information is needed beyond the initial alternate assessment tool, must be given an extensive (diagnostic) reading level assessment. The extensive alternate reading level assessment may be a commercial alternate reading tool, or districts may decide to develop their own alternate extensive reading level tool.

7. Can the Kindergarten Readiness Assessment (KRA)/Kindergarten Entry Observation (KEO) be included on the assessment list?

The department sees value in using a developmentally appropriate, comprehensive assessment for young students. If a district finds that the reading portion of its chosen KRA/KEO is appropriate to substitute for one of their assessments [Initial (including benchmark and screener assessments) or Extensive (primarily diagnostic assessments)] the department will consider such use appropriate for the 2017-2018 academic year.

MDE Memo February 2018
8. Does the initial assessment have to be given three times per year?

The delivery of the assessment system must take place three times per year. The initial assessment is part of this system. However, the delivery of the initial three times per year may be an inappropriate increase of testing time for some students – specifically those receiving a large amount of extensive assessments, progress monitoring, and intervention. Therefore, for the 2017-2018 academic year, if a district finds it in the best interest of the student to only receive the initial assessment twice, the department will approve this action. The department believes that if progress monitoring, extensive, and additional assessments are being used by classroom teachers to appropriately measure student achievement toward the mastery of the ELA standards, the data is being collected appropriately for students. The department would not support only using the Initial assessment once per year. The intent of these assessments is to provide a clear understanding of how a student is progressing toward mastery of a broad scope of the ELA standards. Therefore, delivery at least twice per year is needed.

9. What assessment is used to ‘trigger’ retention and when does the retention part go into effect?

The 3rd grade state summative assessment will be used to ‘trigger’ retention beginning with the 2019-2020 school year.

10. How do the Essential Instructional Practices fit in with our assessment system?

The Essential Instructional Practices are a set of practices to support what research suggests will have a positive impact on literacy development. The practices, in conjunction with the assessments, can be used to build an effective literacy program.

11. Who will determine what constitutes "deficiency" on the various assessments?

The guidelines for what constitutes a deficiency are determined at the local level. This determination should be based on the selected assessments utilized by the school district. The assessment results assist with predicting those students who are at-risk of falling one, or more, grade-levels behind on the third-grade Michigan ELA summative assessment (M-STEP).

12. How do we ensure we continue to focus on the whole child while simultaneously using predictability of the assessments administered before the third-grade state assessment?

In addition to addressing reading deficits, schools and public school academies (PSAs) will need to reflect on what they know about student learning and simultaneously address social emotional skills and mental wellbeing to ensure the growth needed. Schools and PSAs can utilize observational assessment, integration of literacy practices across content areas, and Essential Instructional Practices for literacy, in addition to other methods, to help students succeed.
13. Can school districts request an initial assessment waiver for 2017-18 if they do not currently have an initial assessment at 3rd grade because they are preparing to use the Michigan Early Literacy Assessment that will be available in 2018-19?

Because the requirements are identified in law, no waivers are available. However, for districts selecting the Michigan Early Literacy Assessments in grades K, 1 and 2 as their initial assessment meeting the requirements of MCL 380.1280f (Third-grade Reading Law), the MDE understands that a district may not have an initial assessment for grade three for the 2017-2018 academic year. In this instance, the department will work with local districts to investigate their current assessment system for grade three and determine the best fit for their meeting the requirements of the Third-grade Reading Law for the 2017-2018 year.

If you would like to discuss this scenario with department representation, please contact MDE-earlyliteracy@michigan.gov before September 15, 2017.

14. Are districts still required to deliver a benchmark assessment to students in grades K-2?

Yes, districts must meet the requirements of the third-grade reading law (MCL 380.1280f) by selecting an initial assessment from the list of approved assessments. The Michigan Early Literacy Benchmark Assessment, as specified in the current state aid appropriations law [PA 108 of 2017, Section 104 c (5)], qualifies as such an assessment. Districts must also meet the requirements of PA 108 of 2017, Section 104 c (5) by continuing to administer a benchmark assessment in mathematics in grades K – 2 in the fall and spring, as the third-grade reading law (MCL 380.1280f) does not address mathematics.

Individual Reading Improvement Plan (IRIP)

1. What is an Individual Reading Improvement Plan (IRIP)?

The IRIP describes the reading intervention services a pupil needs to remedy the reading deficiency.

2. When do I start creating IRIPs for students with reading deficiencies?

The district should begin creating IRIPs during the 2017-2018 school year for students in grades K-3 within 30 days of the student showing a deficit.

3. What if within the 30 days a student goes from deficient to proficient? Does there still need to be an official IRIP?

Need for an IRIP should be based on the full assessment system, including classroom assessments and formative practices and be provided to students as needed to support learning and literacy proficiency.

4. Are students in a “young fives” and developmental kindergarten program required to have an IRIP?

Yes, if they show a deficiency.
5. Are students with Individual Education Plans (IEP’s) exempt from the IRIP?

No, students with IEPs are not exempt from the IRIP.

6. Can the student’s Individualized Education Program (IEP) be considered a student’s Individual Reading Intervention Plan (IRIP)? (Revised answer added in February 2018)

An IEP is the district’s offer of a Free Appropriate Public Education which includes special education programs and services to address the unique needs of the student that result from the student’s disability. The IEP should not reference an IRIP, however, for students with significant cognitive impairments, the IRIP may reference appropriate reading supports, communication and language goals, etc. specified in student’s IEP.

An IRIP does not meet the IDEA requirements for student with an IEP.

An IRIP must address interventions that are available to all students with a reading deficiency who may or may not have an IEP. The IRIP cannot substitute services of an IEP, but provides additional support to improve reading proficiency.

7. Is it reasonable and appropriate for the IRIP to be delivered by the special education teacher as part of special education service time?

Yes, but the IEP should address the reading goals that the special education teacher will be working on this. The IRIP is not a legal document for IDEA requirements. The IRIP may reference an IEP, if appropriate.

8. Will the MI-Access ELA assessment be appropriate for the determination of need for an Individual Reading Improvement Plan?

MI-Access ELA assessment is a state level summative assessment and should never be used as a screener or individualized achievement test.

9. Will a standard format or template to facilitate the development of IRIPs be developed?

Districts and PSAs must create the plan process based upon their own context and needs. The identified process is then used to create each IRIP with the pupil’s teacher, school, principal, and parent or legal guardian and other pertinent school personnel. The IRIP describes the reading intervention services the pupil will receive. This intensive intervention plan should be used until the pupil no longer has a reading deficiency and be modified as needed based on identified student needs.

MDE Memo February 2018
The MDE recommends that districts and PSAs revise the plan as necessary according to demonstrated student needs. Teams may also want to explicitly address special education and English learners through a specific section of this plan.

The MDE is working with the Early Literacy Task Force (an expert-led leadership group working with MAISA) to identify a possible model IRIP, and is working with university experts to develop a protocol for developing and reviewing an IRIP, which can be applied to a variety of models or templates that a school district or PSA might use. Additional information regarding these resources will be posted on the MDE website when available.

10. **Will the standard format include procedural safeguards?**

Districts and PSAs are encouraged to create policies to handle complaints specific to IRIPs and retention.

11. **Do parents of the students also need to be notified of the deficiency and be provided tools to support as required by the third grade reading law?**

Yes, the school and parents should work together to address the identified deficiency.

12. **What are the options if parents dissent/opt out of signing/agreeing to an IRIP?**

The law does not provide an opt-out process. Districts and PSAs are encouraged to maintain communication with parents and guardians about their student’s reading progress and plan. Districts and PSAs are required to document efforts by the student’s school to engage the parent or legal guardian and whether those efforts were successful. They are also required to document any dissenting opinions expressed by school personnel or a parent or guardian concerning the individual reading improvement plan.

**Read-at-Home Plan**

1. **Does there have to be Read-at-Home plan for grades K-3 or just grade 3?**

In grades K-3, tools need to be provided to parents to address the deficiency or delay at home. The legislation does not specifically address a Read-at Home plan until grade 3. While the Read-at-Home plan is only required at grade 3, districts are encouraged to provide this plan for all students in K-3 as well as for students who are passed on to grade 4 who exhibit a reading deficiency.

2. **Will there be standard supports for Read-at-Home plans and professional development for parents or caregivers?**

Districts and PSAs have the authority to determine the format and content of Read-at-Home plans and professional development for parents and caregivers.
Coaching

1. If a district does not have an early literacy coach, would they rely on the Intermediate School District (ISD) early literacy coach?

The legislation states that districts are expected to utilize their ISD early literacy coach at a minimum.

Portfolios

1. Will MDE provide portfolio guidelines?

The MDE will provide support around Portfolio-Based assessments, but not specific to this legislation. Districts should create standards and practices that align with their assessment systems and instructional delivery.

2. If the portfolio demonstrates proficiency in ALL subject areas, except for ELA, is that a reason for a Good Cause Exemption?

The law states that the student must demonstrate BOTH proficiency on all subject areas assessed on the grade 3 state assessment other than English language arts AND demonstrate proficiency in Science and Social Studies as shown through the pupil portfolio and as determined by the teacher who provided the grade 3 instruction to the pupil in Science and Social Studies, as applicable.

CEPI

1. What is CEPI?

CEPI is the acronym for the Center for Educational Performance and Information (http://www.michigan.gov/cepi/). This is the agency responsible for collecting, securely managing, and reporting education data in Michigan.

2. The law states that a letter will be generated by CEPI notifying parents of their student’s performance at least one grade level below on the state assessment. What do we know about this letter and its contents?

This portion of the law goes into effect in the 2019-2020 school year. There will be more information about the CEPI letter as the 2019-2020 school year approaches. Section 5(d)(i-iv) of this legislation currently outlines what the letter should entail regarding student status. Specific details of this letter have yet to be formalized, though it will address basic criteria for retention or advancement based on assessment data or alternate assessment.

The parent or legal guardian has the right to request a good cause exemption and the parent or guardian must request the exemption within 30 days after the date of the notification of CEPI and must direct the request to the school district or public school academy in which the pupil intends to enroll for grade 4. The parent of legal guardian has a right to request a meeting with the school to discuss the retention requirement and the standards and processes for a good cause exemption.
3. **What is the required timing for school officials to meet with the parent once they receive the certified letter from CEPI?**

A parent may request a meeting within 30 days of receiving the letter and be notified of student placement at least 30 days prior to the start of the school year.

4. **Will CEPI send letters home to parents/guardians of students with IEPs or 504s?**

Beginning the 2019-2020 school year, CEPI is required to send a letter, via certified mail, to parents whose child scored more than one grade level behind on the State Summative Assessment. This letter is sent to all identified students, regardless of disability status. The parent, teacher, or other school personnel will need to initiate the process for a good cause exemption.

## Good Cause Exemptions

1. **Can a teacher other than the student's assigned homeroom teacher advocate for a Good Cause Exemption?**

A parent or guardian, any teacher, the Section 504 coordinator, or any member of the student’s Individualized Education Plan (IEP) team can request a Good Cause Exemption. The district superintendent will make a determination in writing of the requested exemption.

2. **Can schools submit an exemption for their entire special needs population?**

No. Having an Individual Education Plan can be cause for an exemption, but each individual circumstance needs to be considered.

3. **If a student is promoted based on a Good Cause Exemption, what needs to be done for the student in 4th grade?**

The pupil remains eligible for reading intervention services designed to enable the pupil to achieve proficiency in reading and would be similar to those provided for a student who was retained in grade 3.

## Promotion to 4th Grade

1. **If an end of Grade 3 assessment indicates retention, but services over the summer provide sufficient acceleration as demonstrated at end of summer or beginning of the next school year, can a student be moved at that time?**

Districts and PSAs are encouraged to develop placement policies to provide evidence of competency in grade 3 ELA standards through a pupil portfolio with multiple work samples. Students must demonstrate a grade 3 reading level before being promoted to fourth grade.
2. Can a 10-year-old who completed 3rd grade and is enrolling in the district for the first time, but is not at grade level be enrolled in 4th grade?

A student entering the district for the first time, under 10 years of age and wants to enroll in 4th grade must demonstrate 1 of the following before doing so:

- Achieve a grade 3 reading score as determined by the department based on the reading portion of the grade 3 state English language arts assessment.
- Demonstrate a grade 3 reading level through performance on an alternative standardized reading assessment approved by the superintendent of public instruction.
- Demonstrate a grade 3 reading level through a pupil portfolio as evidence by demonstrating competence in all grade 3 state English language arts standards through multiple work samples. For students who are age 10 and older, the student should be placed in an appropriate grade level that supports their learning and will move them toward meeting appropriate standards.

3. Is it one year behind in “reading” or “English Language Arts (ELA)”?

The Michigan Summative Assessment covers all ELA standards including reading, writing, language, and listening.

Summer Reading Camps

1. To deliver a summer camp or program, can we partner/collaborate with county library summer programs?

Yes, the MDE strongly supports the use of appropriate partners in providing supports to students.

2. Will Summer Reading Camps be an acceptable use of Title One funds?

Yes, and the Additional Instructional Time Grant can be used if applicable. Please note that there is a difference between Title I Targeted Assistance and Title I Schoolwide programs. Only specific identified students can participate in Title I interventions in a Targeted Assistance program. All students may participate in Title I interventions in a Schoolwide program.

Every Student Succeeds Act (ESSA) / Title I Connections

1. How does the new reading law interplay with ESSA/Title I requirements?

There is not a direct correlation between the Michigan law and the ESSA/Title I requirements, but they are not in opposition to each other either. ESSA does not directly address early literacy - it is much broader. Title I services are based on a comprehensive needs assessment, so if there is a need for reading/literacy interventions, Title I funds could support that work.

2. Do the existing Title I supports in districts and schools already, in effect, meet the added instructional time and interventions for students demonstrated deficiencies in reading?

Currently, Title I funds may be used to support instructional time, if this need is documented in the comprehensive needs assessment. Not all districts may have data that would lead to providing added instructional time or interventions.
for students demonstrating reading efficiencies. If Title I funds are currently being used for these interventions and the student performance is not showing improvement, then the current initiatives supported by these funds should be reevaluated. It is not recommended to continue implementing initiatives that are not improving student achievement.

3. **If there are more students demonstrating deficiencies than there are resources to intervene, does a school/district prioritize to serve those with greatest needs first?**

The reading legislation states that any student who exhibits a reading deficiency at any time must be provided with an Individual Reading Improvement Plan within 30 days. This language clarifies that all students demonstrating deficiencies must be served.

**English Learners (EL)**

1. **Does 3rd grade count as one of the three years when calculating time spent in an English Learner (EL) program for the good cause exemption?**

The three-year count commences on the first day of initial enrollment.

**Staffing Implications**

1. **If there is language regarding student caseload or student placement within classrooms that conflicts with the placement requirement for students with highly effective teachers, what recommendations are there? (i.e.: if there are 1 highly effective and 3 effective teachers at a grade level)**

Students who have been retained can be assigned to 1 or more of the following: o A highly effective teacher
   o The highest evaluated grade three teacher o A teacher with a reading specialist endorsement

If a district or PSA cannot furnish the number of teachers needed to satisfy the criteria required in the law, the district or PSA develops a staffing plan for providing services. The plan must be posted on the district or PSA website.

**Other:**

1. **What is the process for exempting students from this legislation?**

No student is exempt from the law. Districts and PSAs are encouraged to develop processes and procedures in accordance with the law.
To ensure that the staff members of the local districts of Tuscola Intermediate School District are equipped with the knowledge and skills to carry out the procedures set forth in this document, the following professional development plan will be implemented this year with changes occurring based on need each year to follow:

- **Responsibilities of Literacy Leadership Team:**
  - Participate in monthly collaborative coaching institutes hosted focused on developing capacity regarding:
    1. Literacy coaching;
    2. Understanding of the Essential Practices; and
    3. Decision-making related to the Tuscola ISD Literacy Initiative;
  - Provide targeted coaching on a building-level:
    1. Number of hours of targeted coaching TBD by protocols developed; and
    2. Tuscola ISD Instructional Coaching Protocol Forms.

- **Responsibilities of Administration:**
  - Participate in three two hour-long Literacy Institutes hosted by the ISD Early Literacy Coach, the Instructional Services Coordinator, and the MTSS Team during the first three Principal’s Institutes:
    1. Focus on understanding and developing the K-3 Essential Literacy Practices and the School-wide Essential Practices:
      - **Session 1** (October): Overview of K-3 Essentials, IRIP Template, & Essential #1 *Research-Informed Efforts to Foster Literacy Motivation and Engagement*;
      - **Session 2** (December): Data Trackers & Walls, Data Protocols, & Essential #9 *Ongoing Observation & Assessment*; and
      - **Session 3** (March): Overview of School-Wide Essentials, Debrief, Collaborate, & Exemplify Essentials #1 & 9.
  - All Kindergarten and 1st Grade teachers will be expected to attend four half day collaborative workshops per year. Each workshop will be followed by targeted coaching cycles and recorded lessons relevant to the Essential Practices:
    1. Kindergarten: (Essential #1 Embedded)
      - Session 1 (September): Essential #3 Small Group Instruction;
      - Session 2 (November): Essential #4 Phonological Awareness;
      - Session 3 (February): Essential #5 Explicit Phonics Instruction;
      - Session 4 (April): Essential #7 Vocabulary Instruction (Essential #2 Embedded);
    2. 1st Grade:
      - Session 1 (September): Essential #3 Small Group Instruction;
      - Session 2 (November): Essential #6 Writing Instruction;
      - Session 3 (February): Essential #5 Explicit Phonics Instruction;
      - Session 4 (April): Essential #7 Vocabulary Instruction (Essential #2 Embedded);

- **All Elementary Staff (Facilitated by Literacy Leader):**
  - Building level professional development:
    1. Overview of Tuscola ISD K-3rd Grade Literacy Instruction & Intervention Plan
      - Focus: IRIP overview, cut points for risk, templates, and timelines
      - Conducted prior to beginning of 2018-2019 school year
    2. K-3 Fall, Winter, & Spring Data Analysis
      - Share data of percentage proficient and instructional concerns;
      - Analyze DIBELS, NWEA, and FAST as appropriate;
      - Discuss instructional next steps;
  - District level professional development:
    1. Summer 2018: K-12 Literacy Instruction;
    2. Fall 2018: K-12 Essential Practices Overview;
    3. Spring 2019: Collaborative Planning Sessions;

- **Supplemental professional development sessions may occur on an ‘as-needed’ basis and will be provided by the ISD Literacy Coach, building level Literacy Leaders, and outside consultants:**
  - Requests for training should be made to Tuscola ISD’s Instructional Services Coordinator.
Appendix C  
Assessment System Framework 2018-2019

* Calendar below is based on a September 4, 2018 start to the school year (after labor day). Districts using alternate start dates will need to adjust accordingly.

<table>
<thead>
<tr>
<th>Core ELA Instruction</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universal Screening</strong></td>
<td>Aug 27 - Oct 9, 2018 (within the 1st 30 school days of the year)</td>
<td>Jan 7-Feb 1, 2019</td>
<td>April 29 – May 24</td>
</tr>
<tr>
<td>- DIBELS Next</td>
<td>*DIBELS Window: Sep 4-14</td>
<td>*DIBELS Window: Jan 7-18</td>
<td>*DIBELS Window: April 29-May 10</td>
</tr>
<tr>
<td>o Survey with Goals test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Survey test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- NWEA Map for Primary Grades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Survey with Goals test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Screening test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Skills Checklist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- NWEA Skills Checklist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- FastBridge FAST aReading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- FastBridge FAST CMBreading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All children are assessed. Children who do not need additional support continue to work in Tier 1.

| **Diagnostic Assessment** | | | |
| - Developmental Reading Assessment 2nd Edition (DRA2) | ongoing* | ongoing* | ongoing* |
| - DIBELS Deep Comprehension, Fluency, and Oral Language (DCFOL) | *Once initial screeners are completed and students are identified as Tier 2 or Tier 3 (Jan 21-Feb 1) | *Once initial screeners are completed and students are identified as Tier 2 or Tier 3 (May 28-June 7) |
| - DIBELS Deep Phonemic Awareness, Word Reading, and Decoding | **Balanced Calendar - Once initial screeners are completed and students are identified as Tier 2 or Tier 3 (Sep 4-Sep 28) | **Balanced Calendar - Once initial screeners are completed and students are identified as Tier 2 or Tier 3 (May 10-May 24) |
| - DIBELS Next | | | |
| - FastBridge aReading | | | |
| - FastBridge FAST CMBreading | | | |
| - FastBridge FAST earlyReading | | | |
| - Fountas & Pinnell Benchmark Assessment System (BAS) | | | |
| - Michigan Literacy Progress Profile (MLPP) | | | |
| - NWEA MAP System | | | |
| o Survey with Goals test | | | |
| o Survey test | | | |
| - NWEA Map for Primary Grades System | | | |
| o Survey with Goals test | | | |
| o Screening test | | | |
| o Skills Checklist | | | |
| - NWEA Skills Checklist | | | |
| - Renaissance Learning: STAR Early Literacy Reading Test or STAR Reading Test | | | |

*Once initial screeners are completed and students are identified as Tier 2 or Tier 3 by the universal screener and/or the classroom teacher is further assessed by a diagnostic assessment to determine areas of strength and need.

Adapted from Oakland Schools Literacy’s Reading Assessment Calendar
| **Grade-Level Data Team Meetings** with links to target specific areas of professional development |
|---|---|---|
| Week of Oct 8, 2018 (Or as soon as assessments are completed) **Balanced Calendar** - Week of Oct 1, 2018 (Or as soon as assessments are completed) | Week of Feb 4, 2019 (Or as soon as assessments are completed) **Balanced Calendar** SAME WINDOW ABOVE | Week of May 28, 2019 (Or as soon as assessments are completed) **Balanced Calendar** - Week of June 10, 2018 (Or as soon as assessments are completed) |

**Identification of students with reading deficiency**

*Deficiency is determined by diagnostic/extensive assessments, benchmark assessments, and teacher observation and is defined as “scoring below grade level, or determined to be at-risk of reading failure based on a screening assessment, diagnostic assessment, standardized summative assessment, or progress monitoring.”*

| Identification of students with reading deficiency | Week of Oct 8, 2018 (Or as soon as assessments are completed) **Balanced Calendar** - Week of Oct 1, 2018 (Or as soon as assessments are completed) | Week of Feb 4, 2019 (Or as soon as assessments are completed) **Balanced Calendar** SAME WINDOW ABOVE | Week of May 28, 2019 (Or as soon as assessments are completed) **Balanced Calendar** - Week of June 10, 2018 (Or as soon as assessments are completed) |
|---|---|---|

**Create Individual Reading Improvement Plan** for K-3 students identified as having an early literacy delay or reading deficiency

Within 30 days after reading deficiency identified (Nov 16) **Balanced Calendar** - Within 30 days after reading deficiency identified (Nov 16) **Balanced Calendar** SAME WINDOW ABOVE

<table>
<thead>
<tr>
<th>Create Individual Reading Improvement Plan for K-3 students identified as having an early literacy delay or reading deficiency</th>
<th>Revisions done by Feb 22; new IRIPs created within 30 days after reading deficiency identified (Mar 15) <strong>Balanced Calendar</strong> SAME WINDOW ABOVE</th>
<th>Revisions and new IRIPS done/created by end of school year <strong>Balanced Calendar</strong> SAME WINDOW ABOVE</th>
</tr>
</thead>
</table>

**Notify parents** of students with Individual Reading Improvement Plan & provide Read at Home plan OR notify parents of revisions/updates to Middle and End of the Year IRIPs

*Notify via notification letter to all parents of students with an IRIP. Resources and tools for parents to address the deficiency (Read at Home Plan) are only mandated to students in 3rd grade but districts are encouraged to provide this plan for ALL students in K-3 and any student in grade 4 who is passed on but exhibiting a reading deficiency.*

Within 30 days after reading deficiency identified (Nov 16) **Balanced Calendar** - Within 30 days after reading deficiency identified (Nov 16) **Balanced Calendar** SAME WINDOW ABOVE

<table>
<thead>
<tr>
<th>Notify parents of students with Individual Reading Improvement Plan &amp; provide Read at Home plan OR notify parents of revisions/updates to Middle and End of the Year IRIPs</th>
<th>Parents notified of revisions/updates by March 1 OR notified of new IRIP by Mar 15 <strong>Balanced Calendar</strong> SAME WINDOW ABOVE</th>
<th>Parents notified of revisions/updates by end of school year <strong>Balanced Calendar</strong> SAME WINDOW ABOVE</th>
</tr>
</thead>
</table>

**Formative Assessment** for students with an IRIP (Progress Monitoring)

Every 2-4 weeks **Balanced Calendar** SAME WINDOW ABOVE

<table>
<thead>
<tr>
<th>Formative Assessment for students with an IRIP (Progress Monitoring)</th>
<th>Every 2-4 weeks</th>
<th>N/A</th>
</tr>
</thead>
</table>

*Adapted from Oakland Schools Literacy’s Reading Assessment Calendar*
# Appendix D

## Tuscola ISD Individual Reading Improvement Plan (IRIP)

This document will provide school teams with a framework for developing Individual Reading Improvement Plans as stated in the Third-Grade Reading Legislation.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>School:</th>
<th>Grade Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth:</td>
<td>Gender:</td>
<td>Teacher: EL (English Learner): Y or N</td>
</tr>
</tbody>
</table>

### PARENT CONTACT

<table>
<thead>
<tr>
<th>FIRST MEETING DATE: ___________</th>
<th>SECOND MEETING DATE: ___________</th>
<th>THIRD MEETING DATE: ___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher contacted guardian via:</td>
<td>Teacher contacted guardian via:</td>
<td>Teacher contacted guardian via:</td>
</tr>
<tr>
<td>□ Phone □ Mail □ In-person □ E-Mail</td>
<td>□ Phone □ Mail □ In-person □ E-Mail</td>
<td>□ Phone □ Mail □ In-person □ E-Mail</td>
</tr>
</tbody>
</table>

### TEAM MEMBERS PRESENT:

### ASSESSMENT DATA

<table>
<thead>
<tr>
<th>Grades</th>
<th>Classroom assessments</th>
</tr>
</thead>
</table>

The initial assessment must be completed within the first 30 days of the school year.

<table>
<thead>
<tr>
<th>INITIAL Assessment Results</th>
<th>INITIAL Assessment Results</th>
<th>INITIAL Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS</td>
<td>NWEA</td>
<td>FastBridge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIAGNOSTIC Assessment Results (extensive)</th>
<th>DIAGNOSTIC Assessment Results (extensive)</th>
<th>DIAGNOSTIC Assessment Results (extensive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Diagnostic Assessments:</td>
<td>District Diagnostic Assessments:</td>
<td>District Diagnostic Assessments:</td>
</tr>
<tr>
<td>MLPP Assessments</td>
<td>MLPP Assessments</td>
<td>MLPP Assessments</td>
</tr>
<tr>
<td>DIBELS DEEP</td>
<td>DIBELS DEEP</td>
<td>DIBELS DEEP</td>
</tr>
<tr>
<td>DIBELS Next Analysis</td>
<td>DIBELS Next Analysis</td>
<td>DIBELS Next Analysis</td>
</tr>
<tr>
<td>FastBridge Analysis</td>
<td>FastBridge Analysis</td>
<td>FastBridge Analysis</td>
</tr>
<tr>
<td>Fountas &amp; Pinnell BAS</td>
<td>Fountas &amp; Pinnell BAS</td>
<td>Fountas &amp; Pinnell BAS</td>
</tr>
<tr>
<td>NWEA MAP &amp; Skills Checklist</td>
<td>NWEA MAP &amp; Skills Checklist</td>
<td>NWEA MAP &amp; Skills Checklist</td>
</tr>
<tr>
<td>STAR Early Literacy &amp; Reading</td>
<td>STAR Early Literacy &amp; Reading</td>
<td>STAR Early Literacy &amp; Reading</td>
</tr>
<tr>
<td>Phonics Screener</td>
<td>Phonics Screener</td>
<td>Phonics Screener</td>
</tr>
<tr>
<td>Spelling Inventory</td>
<td>Spelling Inventory</td>
<td>Spelling Inventory</td>
</tr>
</tbody>
</table>

Adapted from MARESA, West Shore ESD, & Funk and Usiak IRIP
<table>
<thead>
<tr>
<th>OTHER FACTORS THAT MAY AFFECT PERFORMANCE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attendance/Tardies</td>
</tr>
<tr>
<td>• Social/Emotional</td>
</tr>
<tr>
<td>• Health</td>
</tr>
<tr>
<td>• Vision or Hearing</td>
</tr>
<tr>
<td>• Speech &amp; Language</td>
</tr>
<tr>
<td>• Reading IEP or 504 plan</td>
</tr>
<tr>
<td>• English as Second Language</td>
</tr>
<tr>
<td>• Other______________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summarize Strengths:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Summarize Areas of Need:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian Concerns:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Phonemic Awareness</td>
</tr>
<tr>
<td>• Phonics</td>
</tr>
<tr>
<td>• Fluency</td>
</tr>
<tr>
<td>• Vocabulary</td>
</tr>
<tr>
<td>• Comprehension</td>
</tr>
</tbody>
</table>

Adapted from MARESA, West Shore ESD, & Funk and Usiak IRIP
### Instructional Goal(s):
(no more than 2-3 measurable goals)

<table>
<thead>
<tr>
<th></th>
<th>1st MEETING</th>
<th>2nd MEETING</th>
<th>3rd MEETING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At the end of the instructional period, the student will be able to:</td>
<td>At the end of the instructional period, the student will be able to:</td>
<td>At the end of the instructional period, the student will be able to:</td>
</tr>
</tbody>
</table>

#### DIFFERENTIATED CLASSROOM INSTRUCTION

*Reading Intervention plan must be implemented within 30 days of identification of reading deficiency*

<table>
<thead>
<tr>
<th>Instructor</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research-Supported Instructional Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>systematic</td>
<td>explicit</td>
<td>sequential</td>
</tr>
<tr>
<td>Frequency/Duration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>days per week</td>
<td>length of session</td>
<td># of weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>group size</td>
</tr>
</tbody>
</table>

#### ADDITIONAL SUPPORT

<table>
<thead>
<tr>
<th>Instructor</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research-Supported Instructional Practices</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>systematic</td>
<td>explicit</td>
<td>sequential</td>
</tr>
<tr>
<td>Frequency/Duration</td>
<td></td>
<td></td>
<td></td>
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<td>length of session</td>
<td># of weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>group size</td>
</tr>
</tbody>
</table>

Adapted from MARESA, West Shore ESD, & Funk and Usiak IRIP
# PROGRESS MONITORING PLAN

| Measurement Tool |  
| Frequency and by whom (at least every 1-2 weeks) |  

## Progress Monitoring Results

**To be completed no later than 8 weeks after starting intervention**

**Review Date: _____/_____/______**

- **Benchmark Met**: Interventions are discontinued. Student will be monitored until next NWEA benchmark.
- **Growth**: Continue with current interventions.
- **No Growth**: Try a different intervention. Begin documentation in second meeting column.

**Review Date: _____/_____/______**

- **Benchmark Met**: Interventions are discontinued. Student will be monitored until next NWEA benchmark.
- **Growth**: Continue with current interventions.
- **No Growth**: Try a different intervention. Begin documentation in third meeting column.

**Review Date: _____/_____/______**

- **Benchmark Met**: Interventions are discontinued. Student will be monitored until next NWEA benchmark.
- **Growth**: Continue with current interventions.
- **No Growth**: Try a different intervention. Begin documentation in a new IRIP or referral to child study team.

# PARENT/GUARDIAN READ AT HOME PLAN

## The following strategies are recommended for parents/families to use in assisting the student in reading:

- Ensure on time and consistent attendance
- Models the importance of reading at home
- Reads with or provides opportunity for child to read every night for at least 20 minutes
- Ensure child completes homework and has a regular study place
- Checks home folder and reads teacher/school communication
- Other ____________________________

## Home Reading Resources Provided

- K-3rd Grade Parents’ Read-At-Home-Plan for Student Success
- Access to books for Home Reading
- Information about www.mel.org
- Parent/Guardian Training Workshop schedule shared
- Summer Reading Program Info
- Other Applicable Resources:

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- Access to books for Home Reading
- Information about www.mel.org
- Parent/Guardian Training Workshop schedule shared
- Summer Reading Program Info
- Other Applicable Resources:

---

**Parent/Guardian Signature**

**Date**

---

Adapted from MARESA, West Shore ESD, & Funk and Usiak IRIP
To Whom It May Concern:

This letter is being written in adherence to a new law titled Michigan’s 3rd Grade Reading Law (Public Act 306 of 2016 – PA 306). This law aims to improve the literacy skills of all kindergarten through third grade students enrolled in Michigan’s public schools. This law specifically aims to equip our youngest learners with the foundational reading skills vital for school success. PA 306 also requires that extra services be provided for those students identified as struggling readers.

Your child has been identified as one of our struggling 3rd Grade Reading Law Intervention students and it has been determined he/she is in need of additional reading services. This identification has been derived through his/her scores on our initial reading screening test, teacher observations, and other indicators.

Steps have already been taken to begin addressing your child’s deficiencies in reading. Our school’s literacy team is developing an individualized reading plan that specifically addresses your child’s needs. PA 306 requires that all of the major components of reading instruction be embedded into his/her plan. The plan will include the following:

- **Reading intervention services to be provided in a small group format;**
- Interventions will emphasize the primary elements of reading (phonemic awareness, phonics, reading fluency, and reading comprehension);
- **Intervention activities will be supported by the other three areas of literacy – writing, listening and speaking;**
  - Interventions will be provided by a team of highly trained educators at the school. **Students will work on supplemental instruction at their level on research-based, instructional strategies and/or programs;**
  - Student progress will be monitored using weekly reading fluency assessments and monthly comprehensive assessments.

The literacy team will use the individualized reading plan to monitor your child’s progress throughout the school year. Once this plan has been established, you will be contacted for a conference where the literacy team will review all of the details with you. Your approval of your child’s reading plan is a requirement of this law.

The format for your child’s intervention services will be determined by our school’s literacy team. Such services might include: an after-school tutoring program, an extra reading intervention block during the regular school day, a change from an elective or specials class into an intervention class, or a Saturday-school tutoring program. Whatever format is selected will be documented in your child’s reading plan. There will be no additional cost to you for any of these services. Until your child’s formal reading plan has been finalized, we are providing you with a Read at Home Plan of recommended strategies that you might use at home to assist in bridging the gaps in your child’s reading development (see Attachment 1).
Please complete the information, check one of the choices, and return to the teacher by (date):

Student Name:
Parent Name:

☐ I have read and understood that my child needs an Individual Reading Improvement Plan but I do not want to meet to discuss his/her goals.

☐ I have read and understood that my child needs an Individual Reading Improvement Plan and I would like to meet to discuss his/her goals. I am available at the following date and time: ___________________________.
Appendix F
IRIP Beginning of the Year Notification & Meeting Letter

ABC Elementary School
1234 Main Street
Your Town, Michigan 40000
(800)555-1234
Fax (800)555-5678

Date:

Dear (insert parent’s name),

We are committed to helping all of our students become skilled, confident readers who love to read. As part of this commitment, our students’ reading progress is regularly monitored throughout the year. Your child, (insert name) has been assessed with (insert assessment(s)). (child’s name) is currently reading below expected levels and would benefit from and is in need of additional help.

We would like to invite you to a meeting to discuss how together we can create an individual reading improvement plan and help your child improve his/her reading abilities:

Meeting date:
Meeting time:
Meeting location:

Please return the bottom portion of this letter indicating your availability.

Sincerely,

Building principal
Contact info

Classroom teacher
Contact info

Student Name:
Parent Name:

Meeting date:
Meeting time:
Meeting location:

❍ I am available to meet at the time/date indicated above.
❍ I need to reschedule. Potential dates and times when I am available are:

Adapted from St. Clair County RESA Third Grade Reading Legislation Guidance
Dear (insert parent’s name),

As you know, an Individual Reading Improvement Plan has been developed for your child, (insert name) and his/her progress is regularly monitored throughout the year. Your child, (insert name), has been assessed with (insert assessment(s)). (child’s name) has met their instructional goals and is currently reading at expected levels. He/she will no longer be receiving interventions but will continue to receive instruction tailored to their needs. His/her progress will continue to be closely monitored in the classroom.

Please continue to read to and with (child’s name) at home. Your support is valuable and is contributing to his/her success!

If you would like to meet to discuss (child’s name)’s progress, please contact the classroom teacher.

Sincerely,

Building principal
Contact info

Classroom teacher
Contact info

Please complete the information, check one of the choices, and return to the teacher by (date):

Student Name:
Parent Name:

☐ I have read and understood that my child no longer needs an Individual Reading Improvement Plan but I do not want to meet to discuss his/her progress.

☐ I have read and understood that my child no longer needs an Individual Reading Improvement Plan and I would like to meet to discuss his/her progress. I am available at the following date and time:
______________________________.
Dear (insert parent’s name),

As you know, an Individual Reading Improvement Plan has been developed for your child, (insert name) and his/her progress is regularly monitored throughout the year. Your child, (insert name), has been assessed with (insert assessment(s)). (child’s name) is currently reading below expected levels. His/her instructional goals may change depending on the data from assessments. He/she will continue to receive interventions and to receive instruction tailored to their needs. His/her progress will continue to be closely monitored in the classroom and in interventions.

Please continue to read to and with (child’s name) at home. If you need support or want more information about how to help, please contact the classroom teacher. Your support is very valuable.

If you would like to meet to discuss (child’s name)’s progress, please contact the classroom teacher.

Sincerely,

Building principal

Classroom teacher

Contact info

Contact info

Please complete the information, check one of the choices, and return to the teacher by (date):

Student Name:
Parent Name:

☐ I have read and understood that my child continues to need an Individual Reading Improvement Plan but I do not want to meet to discuss his/her progress or goals.

☐ I have read and understood that my child continues to need an Individual Reading Improvement Plan and I would like to meet to discuss his/her progress or goals. I am available at the following date and time: __________________.
Appendix I
IRIP End-of-Year IRIP Discontinuation Letter

ABC Elementary School
1234 Main Street
Your Town, Michigan 40000
(800)555-1234
Fax (800)555-5678

Date:

Dear (insert parent’s name),

As you know, an Individual Reading Improvement Plan had been developed for (child’s name) for this school year, and his/her progress has been regularly monitored throughout the year. Your child, (insert name), has been assessed with (insert assessment(s)). (child’s name) has met their instructional goals for this year and is currently reading at expected levels. (Child’s name)’s Individual Reading Improvement Plan will be shared with their teacher next year and their achievement and progress will continue to be closely monitored.

Please continue to read to and with (child’s name) at home. Your support is valuable and has contributed to his/her success!

If you would like to meet to discuss (child’s name)’s progress, please contact the classroom teacher.

Sincerely,

Building principal
Classroom teacher
Contact info
Contact info

Please complete the information, check one of the choices, and return to the teacher by (date):

Student Name:
Parent Name:

☐ I have read and understood that my child no longer needs an Individual Reading Improvement Plan but I do not want to meet to discuss his/her progress.

☐ I have read and understood that my child no longer needs an Individual Reading Improvement Plan and I would like to meet to discuss his/her progress. I am available at the following date and time: ___________________________.

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Date:

Dear (insert parent’s name),

As you know, an Individual Reading Improvement Plan had been developed for this school year your child, (insert name) and his/her progress has been regularly monitored throughout the year. Your child, (insert name), has been assessed with (insert assessment(s)). (child’s name) is currently reading below expected levels. His/her Individual Reading Improvement Plan and any new instructional goals will be shared with their teacher next year. He/she may receive interventions but will begin the year by receiving instruction tailored to their needs. His/her progress will be closely monitored in the classroom next year.

Please continue to read to and with (child’s name) at home. If you need support or want more information about how to help, please contact the classroom teacher. Your support is very valuable.

If you would like to meet to discuss (child’s name)’s progress, please contact the classroom teacher.

Sincerely,

Building principal
Contact info

Classroom teacher
Contact info

Please complete the information, check one of the choices, and return to the teacher by (date):

Student Name: ____________________________
Parent Name: _____________________________

☒ I have read and understood that my child has not met their instructional goals on their Individual Reading Improvement Plan but I do not want to meet to discuss his/her progress or goals.

☒ I have read and understood that my child has not met their instructional goals on their Individual Reading Improvement Plan and I would like to meet to discuss his/her progress or goals. I am available at the following date and time: ________________.
Appendix K  
Parent’s Guide to 3rd Grade Reading Law

Adapted from St. Clair County RESA Third Grade Reading Legislation Guidance

3RD GRADE READING LAW
A Parent Guide to Public Act 306

1 What Is The Law All About?

- In an effort to boost reading achievement, Michigan lawmakers passed Public Act 306 in October 2016.
- To help more students be proficient by the end of 3rd grade, the law requires extra support for K-3 students who are not reading at grade level.
- The law also states that a child may be retained in 3rd grade if they are one or more grade levels behind in reading at the end of 3rd grade.

2 What Do I Need To Know As A Parent?

- Your child's reading progress will be closely monitored beginning in kindergarten.
- If your child is not reading where expected, a plan to improve reading will be created.
- This means your child's teacher and school will work with your child to find where your child needs support in his reading development and create a plan to support him. This plan includes:
  - Extra instruction or support in areas of need.
  - Ongoing checks on reading progress
  - A read at home plan that encourages you and your child to read and write outside of the school day.
  - Your child may be encouraged to participate in summer reading programs.
- The extra supports in your child's reading improvement plan will occur in small groups during the school day. Your child will not miss regular reading instruction.
- Starting in 2019-2020 school year, in order to be promoted 3rd to 4th grade your child must score less than one year behind on the state reading assessment, or demonstrate a 3rd grade reading level through an alternate test or portfolio of student work.
- If you are notified your child may be retained, you have the right to meet with school officials and to request, within 30 days, an exemption if in the best interest of your child. The district superintendent will make the final decision.

3 What Can I Do To Support My Child?

Read at home with your child daily with books they enjoy— even in the summer. Some ways to do this:

- Read out loud to your child.
- Listen to your child read.
- Echo read (You read a line, then they repeat).
- Read together at the same time.
- Reread or retell favorite stories.
- Talk to your child about the reading.

Contact your building principal for further information and support for your child.

As you read:

- Ask your child to share what they remember.
- Ask questions about the reading.
- Talk about your favorite parts, what you've learned, or who is in the book and what they do.
- Talk about the pictures in the book how they connect to the words on the page.
- Help connect the stories to your child's life or other books you've read.
- Talk to and with your kids a lot— knowing more words helps kids to understand the words they read better.
- Encourage writing- Let children write the sounds they hear, spelling is developmental and a work in progress.
- Be involved in your child's education and support the reading plan if your child has one.

This resource was adapted from Oakland Schools Literacy's 3rd Grade Reading Law Parent Guide.
Appendix L
Read-At-Home Plan
Available Resources

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Adapted from Third Grade Reading Legislation Guidance
Adapted from Third Grade Reading Legislation Guidance
Helping Your Child Become a Successful, Confident, Reader!

Read with your child every day!
Reading every day is crucial for beginning readers! This means reading books as well as over the summer, too. Summer Learning Loss is really harmful to children. They lose nine weeks or one quarter of progress by not reading in the summer.

Follow the 20-minute rule:
A beginning reader should spend at least 20 minutes a day reading to or with someone.

What if my child gets stuck on words?
Be patient. Don’t just tell your child a word that he/she doesn’t know. Here are some cues we use in the classroom and during reading interventions. You can remind your child to:
- Look at the pictures for a clue.
- Get your lips ready for the first sound. Don’t forget the last sound, too!
- Look for familiar chunks to help figure out the word.
- Can we flip the tongue sound? For example, change from a short “a” sound to a long “a”.
- Have your child skip the word and read ahead for clues. Then go back and think about the word again.
- If it’s a difficult word, and these strategies don’t help, simply supply the word and go on.

What if my child keeps reading words incorrectly?
- Ask your child, “Does that sound right?” “Does that look right?” “Does that make sense?” Then try again.

How can I help my child understand when he/she is reading?
To help your child with comprehension, make sure you always talk about the text before, during, and after reading.
- Talk about the title and cover. Make predictions about the text.
- Look through the book together. Talk about how the book is organized. Is it fiction or non-fiction? Is there a table of contents or a glossary to read? Are there any challenging words you already notice and could talk about?

Try this before you read:
- Stop every few pages to ask your child to retell you what they have read so far and to make predictions about what the author may write about next.
- Occasionally, have your child stop and write about what they have read. This will build connections for not only comprehending what they read, but also sounding out words, and creating meaningful sentences and ideas in print.

Try this while you read:
- Have your child compare his/her predictions with what really happened.
- Retell the story, or the fact that they read about.
- Help your child make connections. Did the book remind them of any other book they read, something that happened to them, or something else in the world?

Try this after you read:
- Were there any new vocabulary words in the book? Discuss what they mean.
- Were there any pictures, graphs, headings, diagrams, etc. that were in the book? Discuss what they show you.
- Discuss why the author wrote this book.
- Discuss what lessons or new ideas this book could teach someone.

How can I help my child read fluently?
To help your child with fluency, remind them that reading aloud should sound like you are talking. It should have flow and expression. Reading with fluency helps the reader bring the book to life and to reach deeper meaning.

Try this:
- Pay attention to punctuation. Pause at certain points (phrasing), and have your voice go up or down (intonation), depending on the end mark.
- Read with expression. If there are quotation marks in this story, have your child practice using different voices. Also think about how the character is feeling and make your voice show that.
- Echo read with your child. You read a couple of sentences and your child echoes back the sentences. Then switch roles.
- Help your child make connections. Did the book remind them of any other book they read, something that happened to them, or something else in the world?
- Reread! Rereading increases fluency and also deepens comprehension.

So... Read, Read, and Read again with your child every day!
Online Resources for Parents

SIGHT WORD LISTS AND GAMES

- http://www.sightwords.com/

INFORMATION ON PHONICS

- http://www.scholastic.com/parents/resources/article/developing-reading-skills/teach-phonics-home
- http://www.readingrockets.org/audience/parents
- http://www.icanteachmychild.com/10-steps-to-teaching-your-child-to-read/
- http://www.reallygoodstuff.com/community/11-free-reading-websites-for-kids/

KINDERGARTEN ONLINE GAMES

- http://www.funbrainjr.com/games/
- http://pbskids.org/daniel/stories/
- http://www.greensburgsalem.org/Page/137
- http://www.abcya.com/kindergarten_computers.html#letters-cat
- http://www.readingresource.net/websitesforkids.html

FIRST GRADE ONLINE GAMES

- http://www.abcya.com/first_grade_computers.htm
- http://www.readingresource.net/websitesforkids.html
- http://www.reallygoodstuff.com/community/11-free-reading-websites-for-kids/

SECOND GRADE ONLINE GAMES

- http://www.abcya.com/second_grade_computers.htm
- http://www smartygames.com/reading.php
- http://www.readingresource.net/websitesforkids.html
- http://www.reallygoodstuff.com/community/11-free-reading-websites-for-kids/
- https://webhavekids.com/education/elementary-reading-websites-for-kids

Adapted from Third Grade Reading Legislation Guidance
MeL (Michigan eLibrary)  
http://kids.mel.org

All of the resources below can be accessed through the Kids portal on MeL by clicking on the Homework Helpers button.

- **BookFlix**
  Gradas Pre-Kindergarten – Third Grade: An interactive experience that allows beginning readers to explore fiction and non-fiction designed to increase understanding and fluency. Increase comprehension and have fun at the same time!

- **Britannica Learning Zone**
  Gradas Pre-Kindergarten - Second Grade: School code is mel5. Activity-centered learning to explore, play, read, and build technology skills. Letters, numbers, geography, shapes and much more are included.

- **World Book Kids**
  Gradas Pre-Kindergarten – Fifth Grade: Contains nine content categories: Pictures and Videos, World of Animals, Activities, Maps and More, Games, Important People, Compare Places, Science Projects, and Dictionary.

- **Kids Infobits**
  Gradas Pre-Kindergarten – Fifth Grade: Full text. Especially for beginning researchers in Kindergarten through Grade Five. Covers geography, current events, the arts, science, health, people, government, history, sports and more. Curriculum-related and age appropriate content is from the best elementary reference sources and magazines.

- **World Book Early World of Learning**
  Gradas Pre-Kindergarten – Third Grade: Follow Trek and Taffy the cat around the world learning about colors, numbers and other fun things. Strengthen reading foundations with stories, activities and videos. Explore the Know It encyclopedia designed especially for early readers.

- **PTA Parent Guides for Student Success**
  http://www.pta.org/parentsguides

Adapted from Third Grade Reading Legislation Guidance
Additional K-3 Literacy Resources

- **Storyline Online**
  [http://www.storylineonline.net](http://www.storylineonline.net)
  Well known actors read children's books online to get kids excited about reading!

- **Smithsonian Tween Tribune Junior**
  [http://tweentribune.com/category/junior](http://tweentribune.com/category/junior)
  Get kids excited about reading non-fiction with these current and high interest articles.

- **Giggle Poetry**
  Read hundreds of silly poems and rate them on the Giggle Meter. Poems are categorized by topic. Author biographies are available.

- **KidsReads**
  [http://www.kidsreads.com](http://www.kidsreads.com)
  Great resource for finding information about new books, your favorite authors, series and so much more!

- **Robert Munsch**
  [http://robertmunsch.com](http://robertmunsch.com)
  This popular author reads all 50 of his stories with enthusiasm and excitement. The audio can be listened to online or downloaded.

- **Starfall**
  [http://www.starfall.com](http://www.starfall.com)
  Help children learn to read using this audiovisual interactive site.

- **Seussville**
  [http://www.seussville.com](http://www.seussville.com)
  The official website of all things Dr. Seuss. Includes books, games, and lots of activities to get kids excited about reading!

- **Storybird**
  [http://storybird.com](http://storybird.com)
  Get kids excited about reading by having them write their own stories!

- **Story Jumper**
  [https://www.storyjumper.com](https://www.storyjumper.com)
  Have kids create, share and read books online!

- **Book Adventure**
  [http://www.bookadventure.com](http://www.bookadventure.com)
  A reading motivation program for children in grades K-8. It offers recommended reading lists by grade level along with rewards for reading accomplishments.

- **ReadWriteThink**
  [http://www.readwritethink.org/parent-afterschool-resources](http://www.readwritethink.org/parent-afterschool-resources)
  Includes lots of resources for parents to help encourage their children to read.
Being a toddler is all about ACTION. Encourage continued language development and interest in books and reading by keeping things lively and engaging. Everyday experiences are full of opportunities to engage in conversation and develop language skills. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- Don’t expect your toddler to sit still for a book
  Toddlers need to MOVE, so don’t worry if they act out stories or just skip, romp, or tumble as you read to them. They may be moving, but they are listening.

- Recite rhymes, sing songs, and make mistakes!
  Pause to let your toddler finish a phrase or chant a refrain. Once your toddler is familiar with the rhyme or pattern, make mistakes on purpose and get caught.

- Choose engaging books
  Books featuring animals or machines invite movement and making sounds. Books with flaps or different textures to touch keep hands busy. Books with detailed illustrations or recurring items hidden in the pictures are great for exploring and discussing.

- Keep reading short, simple, and often
  Toddlers frequently have shorter attention spans than babies. Look for text that is short and simple. Read a little bit, several times a day.

- Encourage play that involves naming, describing, and communicating
  Set up a zoo with all the stuffed animals. Stage a race with the toy cars. Put your toddler in charge and ask lots of questions.

- Every day is an adventure when you’re a toddler
  Choose books about everyday experiences and feelings. Your child will identify with the characters as they dress, eat, visit, nap, and play.

- Ask questions
  Take time to listen to your toddler’s answers. Toddlers have strong opinions and interesting ideas about the world. Encourage your toddler to tell you what he or she thinks. You’ll build language skills and learn what makes your toddler tick at the same time.

- Play to their favorites
  Read favorite stories again and again. Seek out books about things your toddler especially likes—trains, animals, the moon. These books may extend a toddler’s attention span and build enthusiasm for reading.

- Not having fun?
  Try a different story or a different time during the day. Reading with a very young child is primarily about building positive experiences with books, not finishing every book you start.

Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.

Adapted from Third Grade Reading Legislation Guidance
Read early and read often. The early years are critical to developing a lifelong love of reading. It’s never too early to begin reading to your child! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Read together every day**
  Read to your child every day. Make this a warm and loving time when the two of you can cuddle close.

- **Give everything a name**
  Build your child’s vocabulary by talking about interesting words and objects. For example, “Look at that airplane! Those are the wings of the plane. Why do you think they are called wings?”

- **Say how much you enjoy reading**
  Tell your child how much you enjoy reading with him or her. Talk about “story time” as the favorite part of your day.

- **Read with fun in your voice**
  Read to your child with humor and expression. Use different voices. Ham it up!

- **Know when to stop**
  Put the book away for awhile if your child loses interest or is having trouble paying attention.

- **Be Interactive**
  Discuss what’s happening in the book, point out things on the page, and ask questions.

- **Read it again and again**
  Go ahead and read your child’s favorite book for the 100th time! Talk about writing, too. Mention to your child how we read from left to right and how words are separated by spaces.

- **Point out print everywhere**
  Talk about the written words you see in the world around you. Ask your child to find a new word on each outing.

- **Get your child evaluated**
  Please be sure to see your child’s pediatrician or teacher as soon as possible if you have concerns about your child’s language development, hearing, or sight.

Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.
Pedagogical advice for parents of kindergartners on teaching reading.

### Reading Tips

- **Talk to your child**: Ask your child to talk about his day at school. Encourage him to explain something they did, or a game he played during recess.

- **Say silly tongue twisters**: Sing songs, read rhyming books, and say silly tongue twisters. These help kids become sensitive to the sounds in words.

- **Read it and experience it**: Connect what your child reads with what happens in life. If reading a book about animals, relate it to your last trip to the zoo.

- **Use your child’s name**: Point out the link between letters and sounds. Say, “John, the word jump begins with the same sound as your name. John, jump. And they both begin with the same letter, J.”

- **Play with puppets**: Play language games with puppets. Have the puppet say, “My name is Mark. I like words that rhyme with my name. Does park rhyme with Mark? Does ball rhyme with Mark?”

- **Trace and say letters**: Have your child use a finger to trace a letter while saying the letter’s sound. Do this on paper, in sand, or on a plate of sugar.

- **Write it down**: Have paper and pencils available for your child to use for writing. Working together, write a sentence or two about something special. Encourage her to use the letters and sounds she’s learning about in school.

- **Play sound games**: Practice blending sounds into words. Ask “Can you guess what this word is? m - o - p.” Hold each sound longer than normal.

- **Read it again and again**: Go ahead and read your child’s favorite book for the 100th time! As you read, pause and ask your child about what is going on in the book.

- **Talk about letters and sounds**: Help your child learn the names of the letters and the sounds the letters make. Turn it into a game! “I’m thinking of a letter and it makes the sound mmmmm.”

Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.
Reading Tips for Parents of First Graders

Give your child lots of opportunities to read aloud. Inspire your young reader to practice every day! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Don't leave home without it**
  Bring along a book or magazine any time your child has to wait, such as at a doctor's office. Always try to fit in reading!

- **Once is not enough**
  Encourage your child to re-read favorite books and poems. Re-reading helps kids read more quickly and accurately.

- **Dig deeper into the story**
  Ask your child questions about the story you've just read. Say something like, "Why do you think Clifford did that?"

- **Take control of the television**
  It's difficult for reading to compete with TV and video games. Encourage reading as a free-time activity.

- **Be patient**
  When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.

- **Pick books that are at the right level**
  Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

- **Play word games**
  Have your child sound out the word as you change it from mat to fat to sat from sat to say to say, and from say to sit.

- **I read to you, you read to me**
  Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.

- **Gently correct your young reader**
  When your child makes a mistake, gently point out the letters he or she overlooked or read incorrectly. Many beginning readers will guess wildly at a word based on its first letter.

- **Talk, talk, talk!**
  Talk with your child every day about school and things going on around the house. Sprinkle some interesting words into the conversation, and build on words you've talked about in the past.

- **Write, write, write!**
  Ask your child to help you write out the grocery list, a thank you note to Grandma, or to keep a journal of special things that happen at home. When writing, encourage your child to use the letter and sound patterns he is learning at school.

Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.

Adapted from Third Grade Reading Legislation Guidance
Phonemic Awareness Activities

Grades K-1

Reading Activities for the Home

- Play “I Spy” with your child, but instead of giving a color, say, “I spy something that starts with /b/” or “I spy something with these sounds /d/, /t/, /g/.” Have your child do the same.

- Play a game in which you say a word and your child has to break apart all of the sounds. Ask your child to stretch out a word like dog and he/she can pretend to stretch a word with a rubber band. You child should say /d/ /o/ /g/.

- Play the “Silly Name Game”. Replace the first letter of each family member’s name with a different letter. For example: Tob for Bob, Watt for Matt, etc.

- Say a sentence aloud and ask your child to determine how many words were in the sentence.

- Explain that rhymes are words that sound the same at the end.

  - Read books containing rhymes over and over again.
  - As you read, have your child complete the rhyming word at the end of each line.
  - Orally provide pairs of words that rhyme and pairs that do not rhyme (for example: pan/man, pat/boy). Ask, “Do pan and man rhyme? Why? Do pat and boy rhyme? Why not?”
  - Prompt your child to produce rhymes. Ask, “Can you tell me a word that rhymes with cake?”
  - Sing rhyming songs like “Row, Row, Row Your Boat” or “Twinkle, Twinkle, Little Star”.

Adapted from Third Grade Reading Legislation Guidance
Phonemic Awareness Activities—continued

☐ Give your child a small car (such as a Matchbox car). Write a three to four letter word on a piece of paper with the letter spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a good rate.

☐ To help your child segment (separate) sounds in words:

- Give your child three to five blocks, beads, bingo chips, or similar items. Say a word and have your child move an object for each sound in the word.

- Play **Head, Shoulders, Knees, and Toes** with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third, while saying each sound.

- **Jump for Sounds:** Say a word and have your child jump for each sound in the word while saying the sound.

Adapted from Third Grade Reading Legislation Guidance
Phonics Activities

Reading Activities for the Home

[Image of child writing on a whiteboard]

- Make letter sounds and have your child write the letter or letters that match the sounds.
- Play word games that connect sounds with syllables and words. (For example, “If the letters ‘p-e-n’ spell pen, how do you spell hen?”)
- Write letters on cards. Hold up the cards one at a time and have your child say the sounds. (For example, the /d/ sound for the letter d)
- Teach your child to match the letters in his/her name with the sounds in his/her name.
- Point out words that begin with the same letter as your child’s name. (For example, John and jump)
  Talk about how the beginning sounds of the words are alike.
- Use alphabet books and guessing games to give your child practice in matching letters and sounds. A good example is the game, “I am thinking of something that starts with /t/!”
- Write letters on pieces of paper and put them in a paper bag. Let your child reach into the bag and take out letters. Have your child say the sounds that match the letters.
- Take a letter and hide it in your hand. Let your child guess in which hand is the letter. Then show the letter and have your child say the letter name and make the sound. (For example, the letter m matches the /m/ sound as in man.)
- Make letter sounds and ask your child to draw the matching letters in cormeal or sand.
- Take egg cartons and put a paper letter in each slot until you have all of the letters in the alphabet in order. Say letter sounds and ask your child to pick out the letters that match those sounds.
- Building words: Using magnetic letters, make a three-letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. Every day, change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, mat, rat, pat). Then change only the ending letter (pat, pal, pad, pan). Finally, change only the middle letter (pan, pen, pin, pun).

Adapted from Third Grade Reading Legislation Guidance
Adapted from Third Grade Reading Legislation Guidance
Reading Activities for the Home

☐ Repeated Reading: Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.

☐ Using Different Voices: When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.

☐ Read to Different Audiences: Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/she knows that his reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child can read to stuffed animals, pets, siblings, neighbors, grandparents—anyone who is willing to listen. This is a good way to show off what was practiced with repeated reading.

☐ Record the Reading: After your child has practiced a passage, have him/her record his/her reading. Once recorded, your child can listen to his/her reading and follow along in the book. Often, he/she will want to record it again and make it even better!

☐ When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him/her about what expression means. For example, if the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.

☐ Recite nursery rhymes and poems to build familiar phrases in speech.

☐ In a repetitive text, ask your child to repeat the familiar phrase with you. For example: For the story, “The House that Jack Built”, your child can recite with you “in the house that Jack built.”

Adapted from Third Grade Reading Legislation Guidance
Fluency Activities—continued

☐ Point out punctuation marks that aid expression such as question marks, exclamation points and quotation marks. Demonstrate how your voice changes as you read for each. Only focus on one during a book. Remember it is important to enjoy it first and foremost.

☐ Encourage your child to sing favorite songs and repeat favorite lines of songs.

☐ Make your own books of favorite songs for your child to practice “reading”. This builds confidence and helps your child identify him/herself as a reader.

☐ Say a sentence to your child and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat. As you say it, put it into meaningful phrases. For example, The boy went to the store with his mother.

☐ Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/she will mimic your phrasing and expression.
Read Aloud: Continue to read aloud to your child even after he/she is able to read independently. Choose books above your child’s level because they are likely to contain broader vocabulary. This way, you are actually teaching him/her new words and how they are used in context.

Preview Words: Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.

Hot Potato (Version 1): Play Hot Potato with synonyms. Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, cold, and your child might say, freezing. Then you could say, chilly, and so on. Try the game again with antonyms (opposites).

Hot Potato (Version 2): Play Hot Potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: the Revolutionary War, astronomy, math terms.

Word Collecting: Have each family member be on the look out for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.

Introduce your child to a variety of experiences to help build background knowledge he/she can use while making sense of print by taking him/her to the park, museums, the zoo, etc.

Discuss opposites (antonyms).
Reading Activities for the Home

☐ Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. For example, “Put your fork above your plate.”

☐ Use the language of books such as author, title, illustrator, title page, etc.

☐ Discuss ordinal words such as first, last, beginning, middle, etc.

☐ Talk about how things are similar/alike as well as how things are different. For example, “What is a dog like a cat? How is a dog different from a cat?”

☐ Use a variety of words to describe feelings and emotions. For example, the way your child feels when he/she is happy. You can validate his/her feelings by saying, “I’m so glad you’re joyful today! You sure look happy!”

☐ Trips to everyday places build vocabulary. Discuss what you are doing and seeing as you are going through the store. For example, “I’m here in the bakery. I can find donuts, cookies, and bread.” Ask your child, “What else do you think I can find here?”

☐ When you read a book about a topic, ask him/her to tell you all the words related to it. For example, if you read a book about a dog, he/she might say dog, puppies, toy, food, play, or leash. Add other words to help expand upon what he/she says.

☐ When you read a book, ask your child to identify categories for words he/she has read. For example, if you read a book about pumpkins, you could put the words pumpkin, leaf, stem, and seeds into a category about the parts of a plant.
Comprehension Activities

Reading Activities for the Home

☐ **Sequencing Errands:** Talk about errands that you will run today. Use sequencing words (sequence, first, next, last, finally, beginning, middle, end) when describing your trip. For example, you might say, “We are going to make three stops. First we will go to the gas station. Next we will go to the bank. Finally, we will go to the grocery store.”

☐ **Every Day Comprehension:** Ask your child who, what, when, where, why, how questions about an event in his/her day. For example, if your child attended a party, you could ask, “Who was there? What did you do? When did you have cake? Where did you go? Why did the invitation have dogs on it?” Once your child is comfortable answering these questions about his/her experiences, try asking these question about a book you’ve read together.

☐ **Think Aloud:** When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is more than just figuring out the words. Describe how you feel about what’s going on in the book, what you think will happen next, or what you thought about a character’s choice.

**READING FICTION**

☐ **Before Reading:** Point out the title and author. Look at the picture on the cover and ask, “What do you think is going to happen in this story? Why?” This will help your child set a purpose for reading.

☐ **During Reading:** Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child’s opinion: “Do you think the character did the right thing? How do you feel about that choice?” Explain any unfamiliar words.

☐ **After Reading:** Ask your child to retell the story from the beginning, and ask for opinions, too: “What was your favorite part? Would you recommend this to a friend?”

**READING NONFICTION**

☐ **Before Reading:** Point out the title and author. Look at the picture on the cover and ask, “What do you think you will learn about in this book? Why?” This will help your child consider what he/she already knows about the topic. Look at the table of contents. You and your child may choose to read the book cover to cover or go directly to a certain chapter.
During Reading: Don’t forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it’s a good idea to show that the author includes lots of information in these “extras.”

After Reading: Ask your child, “What was it mostly about? What do you still want to know? Where could you find out?”

OTHER IDEAS

Before your child reads a story, read the title and look at the cover. Ask, “What do you think will happen in the story?”

Take a quick “book look” and encourage your child to talk about what he/she thinks about what might happen in the story.

As your child reads, ask questions that start with who, what, where, when, why, and how. If your child does not answer with an appropriate response, redirect by saying, “I think you mean a person because it was a “who” question” then restate the question. After you read a few pages, ask “What do you think will happen next?”

Ask your child to talk about the beginning, middle and end of the story. You will need to model this several times first.

Discuss words related to stories such as characters, problem, and solution. For example, “How did characters of the Three Bears solve the problem of the porridge being too hot?” If the child does not know, show the picture or reread the page.

After reading, ask your child, “What was your favorite part? Show me. Why do you like that part?”

Ask questions about character traits. Ex: “Which character do you think was kind? Which character was bossy? How do you know?” If your child doesn’t know, give your answer. You may need to do this many times before your child can do it. He/she may also “mimic” your answer. Encourage your child’s attempts.

Encourage deeper thinking by asking, “If the story kept going, what do you think would happen next?”

Help your child make connections to his/her life experience while reading. You could say, “Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?”

As you are reading, think out loud to your child. Ask questions such as “I wonder why the boy is crying in the picture? Will he find his lost toy?” This demonstrates that reading and comprehension is an active process, not passive.

Make puppets to help your child retell a favorite story or use stuffed animals as props to retell a story or part of a favorite story.
Find ways to read, write, and tell stories together with your child. Always applaud your young reader and beginning story writer! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Tell family tales**
  Children love to hear stories about their family. Talk about a funny thing that happened when you were young.

- **Create a writing toolbox**
  Fill a box with drawing and writing materials. Find opportunities for your child to write, such as the shopping list, thank you notes, or birthday cards.

- **Be your child’s #1 fan**
  Ask your child to read aloud what he or she has written for school. Be an enthusiastic listener.

- **One more time with feeling**
  When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often kids are so busy figuring out a word they lose the meaning of what they’ve just read.

- **Invite an author to class**
  Ask an author to talk to your child’s class about the writing process. Young children often think they aren’t smart enough if they can’t sit down and write a perfect story on the first try.

- **Create a book together**
  Fold pieces of paper in half and staple them to make a book. Ask your child to write sentences on each page and add his or her own illustrations.

- **Do storytelling on the go**
  Take turns adding to a story the two of you make up while riding in a car or bus. Try making the story funny or spooky.

- **Point out the relationship between words**
  Explain how related words have similar spellings and meanings. Show how a word like knowledge, for example, relates to a word like know.

- **Use a writing checklist**
  Have your child create a writing checklist with reminders such as, “Do all of my sentences start with a capital? Yes/No.”

- **Quick, quick**
  Use new words your child has learned in lively flash card or computer drills. Sometimes these help kids automatically recognize and read words, especially those that are used frequently.

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Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.

Colin Colorado, producer for ReadingRockets, supported by public television stations WETA. The project is funded by the U.S. Department of Education, Office of Special Education Programs, the American Federation of Teachers, and the National Institute for Children

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Board of Education: James S. Dart • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie
Randy A. Liepa, Ph.D., Superintendent

Adapted from Third Grade Reading Legislation Guidance
Reading Tips for Parents of Third Graders

Read about it, talk about it, and think about it! Find ways for your child to build understanding, the ultimate goal of learning how to read. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Make books special**  
  Turn reading into something special. Take your kids to the library, help them get their own library card, read with them, and buy them books as gifts. Have a favorite place for books in your home or, even better, put books everywhere.

- **Get them to read another one**  
  Find ways to encourage your child to pick up another book. Introduce him or her to a series like *The Boxcar Children* or *Harry Potter* or to a second book by a favorite author, or ask the librarian for additional suggestions.

- **Crack open the dictionary**  
  Let your child see you use a dictionary. Say, “Hmm, I’m not sure what that word means. I think I’ll look it up.”

- **Talk about what you see and do**  
  Talk about everyday activities to build your child’s background knowledge, which is crucial to listening and reading comprehension. Keep up a running patter, for example, while cooking together, visiting somewhere new, or after watching a TV show.

- **First drafts are rough**  
  Encourage your child when writing. Remind him or her that writing involve several steps. No one does it perfectly the first time.

- **Different strokes for different folks**  
  Read different types of books to expose your child to different types of writing. Some kids, especially boys, prefer nonfiction books.

- **Teach your child some “mind tricks”**  
  Show your child how to summarize a story in a few sentences or how to make predictions about what might happen next. Both strategies help a child comprehend and remember.

- **“Are we there yet?”**  
  Use the time spent in the car or bus for word play. Talk about how jam means something you put on toast as well as cars stuck in traffic. How many other homonyms can your child think of? When kids are highly familiar with the meaning of a word, they have less difficulty reading it.

Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.

Adapted from Third Grade Reading Legislation Guidance
Phonemic Awareness Activities

GRADERS
2-3

Reading Activities for the Home

☐ Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables.

☐ Make tally marks for the number of syllables in the names of people in your family, favorite foods, etc.

☐ Give your child a small car (such as a Matchbox car). Write a five plus letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a good rate.

☐ To help your child segment (separate) sounds in words:
  • Give your child three to five blocks, beads, bingo chips, or similar items. Say a word and have your child move an object for each sound in the word.
  
  • Play Head, Shoulders, Knees, and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third, while saying each sound.
  
  • Jump for Sounds: Say a word and have your child jump for each sound in the word while saying the sound.
Reading Activities for the Home

☐ Make blend sounds and have your child write the letters that match the sounds.

☐ Play word games that connect sounds with syllables and words. (For example, “If the letters ‘l-a-t-e-r’ spell later, how do you spell hater?” How many syllables are in later?)

☐ Write vowel and consonant digraphs, trigraphs, and blends on cards. Hold up the cards one at a time and have your child say the sounds. (For example, the long e sound /e/ for the vowel digraphs ea and ee)

☐ Writing Words: Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in his/her backpack or place notes on his/her pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have him/her write back. Don’t be concerned about spelling. Instead, have your child sound out words to the best of his/her ability.

☐ Hunting for Words: Choose a blend and have your child hunt for five items beginning with that sound. As each object is found, help your child write the word on a list. For example, if the target sound is /b/, the child might find and write blanket, blood, blue, blizzard, and blast.

☐ Hints for helping your child sound out words:

  - First Sound: Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double check the printed word to see if it matches the child’s guess.

  - Sound and Blend: Have your child say each sound separately (SSS, ahh, t). This is called sounding it out. Then say the sounds together (aat). This is “blending”.

  - Familiar Parts: When your child starts reading longer words, have him notice the parts of the word that he already knows. For example in a word such as presenting, your child may already know the prefix pre-, the word sent, and the word ending -ing.

☐ Play “Memory” or “Go Fish” using consonant and vowel digraphs, trigraphs, and blends.

Adapted from Third Grade Reading Legislation Guidance
**Fluency Activities**

**GRADES 2-3**

**Reading Activities for the Home**

- **Repeated Reading:** Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.

- **Using Different Voices:** When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.

- **Read to Different Audiences:** Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/she knows that his reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child can read to stuffed animals, pets, siblings, neighbors, grandparents—anyone who is willing to listen. This is a good way to show off what was practiced with repeated reading.

- **Record the Reading:** After your child has practiced a passage, have him/her record his/her reading. Once recorded, your child can listen to his/her reading and follow along in the book. Often, he/she will want to record it again and make it even better.

- **When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him/her about what expression means. For example, if the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.

- **Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/she will mimic your phrasing and expression.**
Vocabulary Activities

Grades 2-3

Reading Activities for the Home

☐ **Read Aloud:** Continue to read aloud to your child even after he/she is able to read independently. Choose books above your child’s level because they are likely to contain broader vocabulary. This way, you are actually teaching him new words and how they are used in context.

☐ **Preview Words:** Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.

☐ **Hot Potato (Version 1):** Play Hot Potato with synonyms. Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, *cold,* and your child might say, *freezing.* Then you could say, *chilly,* and so on. Try the game again with antonyms (opposites).

☐ **Hot Potato (Version 2):** Play Hot Potato with prefixes or suffixes. The prefixes *dis-, ex-, mis-, non-, pre-, re-, and un-* are common. Common suffixes include *-able/-ible, -ed, -er, -est, -ful, -ish, -less, -ly, -ment, and -ness.*

☐ **Hot Potato (Version 3):** Play Hot Potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: the Revolutionary War, astronomy, math terms.

☐ **Word Collecting:** Have each family member be on the look out for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.

☐ **Play “categories” with your child.** Name a topic such as “ecosystems” and ask your child to think of all the words he/she can relate to that topic. This is a great way to build word knowledge!

☐ **When you read a book about a topic, ask him/her to tell you all the words related to it.** For example, if you read a book about dinosaurs, he/she might say *Tyrannosaurus Rex, paleontologist, herbivore, carnivore, or fossil.* Add other words to help expand upon what he/she says.

Adapted from the
Mississippi Department of Education
www.mde.k12.ms.us/literacy

Adapted from Third Grade Reading Legislation Guidance
Comprehension Activities

Grades 2-3

Reading Activities for the Home

☐ Sequencing Comics: Chose a comic strip from the Sunday paper. Cut out each square and mix up the squares. Have your child put them in order and describe what is happening. Encourage your child to use words like first, second, next, finally, etc.

☐ Every Day Comprehension: Ask your child who, what, when, where, why, how questions about an event in his/her day. Once your child is comfortable answering these questions about his/her experiences, try asking these question about a book you’ve read together.

READING FICTION

☐ Before Reading: Point out the title and author. Look at the picture on the cover and ask, “What do you think is going to happen in this story? Why?” This will help your child set a purpose for reading.

☐ During Reading: Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child’s opinion: “Do you think the character did the right thing? How do you feel about that choice?” Explain any unfamiliar words.

☐ After Reading: Ask your child to retell the story from the beginning, and ask for opinions, too: “What was your favorite part? Would you recommend this to a friend?”

READING NONFICTION

☐ Before Reading: Point out the title and author. Look at the picture on the cover and ask, “What do you think you will learn about in this book? Why?” This will help your child consider what he already knows about the topic. Look at the table of contents.

☐ During Reading: Don’t forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it’s a good idea to show that the author includes a lot of information in these “extras.”

☐ After Reading: Ask your child, “What was it mostly about? What do you still want to know? Where could you find it out?”

OTHER IDEAS

☐ Discuss words related to stories such as characters, problem, and solution. For example, “How did the Wright Brothers find a solution to help their plane fly longer?” If the child does not know, show the picture or reread the page.

☐ Ask questions about character traits. For example, “Which character do you think was kind? Which character was bossy? How do you know?” If your child doesn’t know, give your answer. You may need to do this several times before your child can do it.

☐ Encourage deeper thinking by asking, “If the story kept going, what do you think would happen next?”

☐ Help your child make connections to his/her life experience while reading. You could say, “Is there anything you read in the story that reminds you of something?”

Adapted from Third Grade Reading Legislation Guidance
## Oral Language:
The system through which we use spoken words to express and receive meaning.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers provide a language rich classroom environment in which students are encouraged to talk to one another. Conversation is valued as an integral component of the learning process.</td>
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<td>Productive talk is a key component of the following instructional strategies that are implemented consistently: Interactive Read Aloud, Shared Reading, Reading Workshop, Guided Reading, Writing Workshop</td>
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*Adapted from MPS Early Literacy Plan*
**Phonological Awareness:** The understanding that sounds make up spoken words.

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<td>Daily, meaningful writing opportunities which include opportunities to listen for the sounds in words. <strong>Must include, but not be limited to writing workshop 4 to 5 days per week. May also include shared writing, writing in response to reading, writing in the content areas.</strong></td>
<td>Daily, meaningful writing opportunities which include opportunities to listen for the sounds in words. <strong>Must include, but not be limited to writing workshop 4 to 5 days per week. May also include shared/interactive writing, writing in response to reading, writing in the content areas.</strong></td>
<td>Daily, meaningful writing opportunities which include opportunities to listen for the sounds in complex words. <strong>Must include, but not be limited to writing workshop 4 to 5 days per week. May also include writing in response to reading and writing in the content areas.</strong></td>
<td>Daily, meaningful writing opportunities which include opportunities to listen for the sounds in multisyllabic words. <strong>Must include, but not be limited to writing workshop 4 to 5 days per week. May also include writing in response to reading and writing in the content areas.</strong></td>
</tr>
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<td>Daily word play. This strategy may include but is not limited to: singing, shared reading, poetry, segmenting, blending, rhyming.</td>
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*Adapted from MPS Early Literacy Plan*
### Phonics: The relationship between sounds and letters in written words.

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<td>Systematic instruction based on assessment that includes: letter names, links from letters to sounds and sounds to letters leading to automaticity. Must also include instruction on forming letters consistently and conventionally leading to fluency.</td>
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<td>Explicit word study to learn spelling patterns and letter sound relationships including: vowel teams, digraphs, blends, etc. Often taught through interactive and multimodal word wall lessons and “Making Words” learning engagements.</td>
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</tr>
<tr>
<td>High frequency words are taught with some analysis of letter sound relationships within the words.</td>
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<td>Daily shared reading during which time the teacher models and shares the task of linking letters to sounds to problem-solve unknown words and monitor for errors. (Instruction matches the level of word-analysis needed currently by the students.)</td>
<td>Daily shared reading during which time the teacher models and shares the task of using letter-sound links to problem-solve unknown words and monitor for errors. (Instruction matches the level of word-analysis needed currently by the students.)</td>
<td>Reading Workshop provides daily opportunities for students to apply understanding of letter sound relationships when problem solving complex words in reading. Student</td>
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Adapted from MPS Early Literacy Plan
| Frequent shared writing during which time the teacher models and shares the task of linking sounds to letters in order to record thoughts and ideas. (Instruction matches the level of word-analysis needed currently by the students.) | Shared and/or interactive writing during which time the teacher models and shares the task of linking sounds to letters and letter combinations in complex words in order to record thoughts and ideas. (Instruction matches the level of word-analysis needed currently by the students.) | and teacher conferences allow for individualized modeling and instruction. | and teacher conferences allow for individualized modeling and instruction. |
| Writing Workshop and writing in the content areas provide daily opportunities for students to hear and record sounds in words when writing independently. Student/teacher conferences allow for individualized modeling and instruction. | Writing Workshop and writing in the content areas provide daily opportunities for students to hear and record sounds in words and begin to apply spelling patterns and strategies when writing independently. Student/teacher conferences allow for individualized modeling and instruction. | Writing Workshop and writing in the content areas provide daily opportunities for students to apply letter sound relationships, spelling patterns and spelling strategies when problem solving complex and multisyllabic words in writing. Student and teacher conferences allow for individualized modeling and instruction. | Writing Workshop and writing in the content areas provide daily opportunities for students to apply letter sound relationships, spelling patterns and spelling strategies when problem solving complex and multisyllabic words in writing. Student and teacher conferences allow for individualized modeling and instruction. |

Adapted from MPS Early Literacy Plan
Vocabulary: The knowledge of words and word meanings.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A language rich environment in which children are encouraged to talk to one another. Teachers use tier two and tier three words throughout the day. Teachers provide repeated opportunities for students to learn and use new vocabulary over time.</td>
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<td>A language rich environment in which children are encouraged to talk to one another. Teachers use tier two and tier three words throughout the day. Teachers provide repeated opportunities for students to learn and use new vocabulary over time.</td>
<td>A language rich environment in which children are encouraged to talk to one another. Teachers use tier two and tier three words throughout the day. Teachers provide repeated opportunities for students to learn and use new vocabulary over time.</td>
</tr>
<tr>
<td>Explicit instruction in word analysis strategies so that students learn to use word parts to determine the meaning of unknown words (prefixes, suffixes, root words and other meaningful parts).</td>
<td>Instruction should include a study of words that have non-literary meanings, shades of meaning, and relationships to other words so that students gain an appreciation for words and their nuances.</td>
<td>Instruction should include a study of words that have non-literary meanings, shades of meaning, and relationships to other words so that students gain an appreciation for words and their nuances.</td>
<td>Teachers should encourage and support students in applying vocabulary acquisition strategies during Interactive Read Aloud, Reading Workshop conferences, Writing Workshop conferences, guided reading lessons and in content area lessons.</td>
</tr>
<tr>
<td>Teachers should capitalize on opportunities to help students increase their general and domain specific vocabulary during Interactive Read Aloud, Reading Workshop conferences, Writing Workshop conferences and in content area lessons.</td>
<td>Teacher should capitalize on opportunities to help students increase their general and domain specific vocabulary during Interactive Read Aloud, Reading Workshop conferences, Writing Workshop conferences and in content area lessons.</td>
<td>Teacher should encourage support students in applying vocabulary acquisition strategies during Interactive Read Aloud, Reading Workshop conferences, Writing Workshop conferences, guided reading lessons and in content area lessons.</td>
<td>Teacher should encourage and support students in applying vocabulary acquisition strategies during Interactive Read Aloud, Reading Workshop conferences, Writing Workshop conferences, guided reading and/or literature circle groups and in content area lessons.</td>
</tr>
</tbody>
</table>
**Fluency:** The ability to read with appropriate accuracy, phrasing, expression and rate in order to understand what is read.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities for students to hear fluent reading and fluent reading strategies modeled (read aloud, shared reading, Reading Workshop conferences.)</td>
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<td>Provide opportunities for students to hear fluent reading and fluent reading strategies modeled (read aloud, shared reading, Reading Workshop conferences.)</td>
</tr>
<tr>
<td>Provide opportunities for students to read fluently and be coached when necessary: Reading Workshop, familiar rereading, guided reading groups, poems, rhymes, songs etc.)</td>
<td>Provide opportunities for students to read fluently and be coached when necessary: Reading Workshop, familiar rereading, guided reading groups, poems, rhymes, songs etc.)</td>
<td>Provide opportunities for students to read fluently and be coached when necessary: Reading Workshop, familiar rereading, guided reading groups, poems, rhymes, songs etc.)</td>
<td>Provide opportunities for students to read fluently and be coached when necessary: Reading Workshop, familiar rereading, guided reading groups, poems, rhymes, songs etc.)</td>
</tr>
<tr>
<td>Direct and explicit instruction on how to use print conventions to foster fluency.</td>
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<td>Direct and explicit instruction on how to use print conventions to foster fluency.</td>
<td>Direct and explicit instruction on how to use print conventions to foster fluency.</td>
</tr>
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</table>
## Reading Comprehension: The interaction between reader and text in order to construct meaning.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
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<tbody>
<tr>
<td>Direct and explicit instruction and modeling on how to use comprehension strategies. Must include, but not limited to: activating prior knowledge, making predictions, asking questions, inferring, visualizing, determining importance, synthesizing/summarizing and monitoring comprehension.</td>
<td>Direct and explicit instruction on how to use comprehension strategies. Must include, but not limited to: activating prior knowledge, making predictions, asking questions, inferring, visualizing, determining importance, synthesizing/summarizing and monitoring comprehension.</td>
<td>Direct and explicit instruction on how to use comprehension strategies. Must include, but not limited to: activating prior knowledge, making predictions, asking questions, inferring, visualizing, determining importance, synthesizing/summarizing and monitoring comprehension.</td>
<td>Direct and explicit instruction on how to use comprehension strategies. Must include, but not limited to: activating prior knowledge, making predictions, asking questions, inferring, visualizing, determining importance, synthesizing/summarizing and monitoring comprehension strategies.</td>
</tr>
<tr>
<td>Direct instruction and modeling in discussion protocols in order to build students’ capacity for discussion.</td>
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<td>Direct instruction and modeling in discussion protocols in order to build students’ capacity for discussion.</td>
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</tr>
<tr>
<td>Provide many opportunities throughout the day for students to engage in meaningful and substantive conversations with one another around texts.</td>
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<td>Provide many opportunities throughout the day for students to engage in meaningful and substantive conversations with one another around texts.</td>
</tr>
<tr>
<td>Create many opportunities throughout the day for students to read. Provide varying levels of adult support based on students’ needs.</td>
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<td>Create many opportunities throughout the day for students to read. Provide varying levels of adult support based on students’ needs.</td>
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</tbody>
</table>

*Adapted from MPS Early Literacy Plan*
## Appendix N

### ELA Intervention Resources

<table>
<thead>
<tr>
<th>Area of Reading Difficulty</th>
<th>Intervention Suggestions</th>
<th>Suggested Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong>&lt;br&gt;The ability to identify and manipulate the individual sounds (phonemes) within words</td>
<td>1. <strong>Teach students to recognize and manipulate segments of sound in speech.</strong> <em>WWC Foundational Reading Practice Guide pg. 15</em>&lt;br&gt;2. <strong>Kindergarten Student Center Activities Aligned to the CCSS-Reading Foundational Skills.</strong> <em>Florida Center for Reading Research</em>&lt;br&gt;3. <strong>First Grade Student Center Activities Aligned to the CCSS-Reading Foundational Skills.</strong> <em>Florida Center for Reading Research</em>&lt;br&gt;4. <strong>Second Grade Student Center Activities Aligned to the CCSS-Reading Foundational Skills.</strong> <em>Florida Center for Reading Research</em>&lt;br&gt;5. <strong>Grades 3-5 Student Center Activities Aligned to the CCSS-Reading Foundational Skills.</strong> <em>Florida Center for Reading Research</em>&lt;br&gt;6. <strong>Integrated Kindergarten Center Activities for Literacy.</strong> <em>Mississippi Department of Education.</em>&lt;br&gt;7. <strong>Florida Assessments for Instruction in Reading Search Tool.</strong> <em>Florida Center for Reading Research</em></td>
<td>1. K-1&lt;br&gt;2. K&lt;br&gt;3. 1&lt;br&gt;4. 2&lt;br&gt;5. 3-5&lt;br&gt;6. K</td>
</tr>
<tr>
<td><strong>Phonics</strong>&lt;br&gt;The relationship between letters (or groups of letters) and sounds</td>
<td>1. <strong>Teach students letter-sound relations.</strong> <em>WWC Foundational Reading Practice Guide, pg. 18</em>&lt;br&gt;2. <strong>Use word-building and other activities to link students’ knowledge of letter–sound relationships with phonemic awareness.</strong> <em>WWC Foundational Reading Practice Guide, pg. 19</em>&lt;br&gt;3. <strong>Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.</strong> <em>WWC Foundational Reading Practice Guide, pg. 23</em>&lt;br&gt;4. <strong>Instruct students in common sound–spelling patterns.</strong> <em>WWC Foundational Reading Practice Guide, pg. 25</em></td>
<td>1. K-1&lt;br&gt;2. K-1&lt;br&gt;3. Late K - 3&lt;br&gt;4. Late K - 3&lt;br&gt;5. Late K - 3&lt;br&gt;6. Late K - 3&lt;br&gt;7. K</td>
</tr>
</tbody>
</table>

Note: The Florida Center for Reading Research resources are coded to assist teachers in finding relevant activities. P=Phonics, PA=Phonological Awareness, F=Fluency, V=Vocabulary, C=Comprehension
| **Phonics**  
The relationship between letters (or groups of letters) and sounds | 5. Teach students to recognize common word parts. *WWC Foundational Reading Practice Guide, pg. 26*  
6. Have students read decodable words in isolation and in text. *WWC Foundational Reading Practice Guide, pg. 28*  
7. Integrated Kindergarten Center Activities for Literacy. *Mississippi Department of Education.*  
8. Kindergarten Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research*  
9. First Grade Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research*  
10. Second Grade Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research*  
11. Grades 3-5 Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research*  
12. Florida Assessments for Instruction in Reading Search Tool. *Florida Center for Reading Research*  
| Awareness, F=Fluency, V=Vocabulary, C=Comprehension |
| **Fluency**  
The ability to read text accurately, quickly and with expression | 1. Late K - 3  
2. Late K - 3  
3. Late K - 3  
4. Late K - 3  
5. K  
| Note: The Florida Center for Reading Research resources are coded to assist teachers in finding relevant activities. P=Phonics, PA=Phonological Awareness, F=Fluency, V=Vocabulary, C=Comprehension |

*Adapted from GIRESD ELA Intervention Resources*
### Fluency
The ability to read text accurately, quickly and with expression

| 6. | Kindergarten Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research* |
| 7. | First Grade Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research* |
| 8. | Second Grade Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research* |
| 9. | Grades 3-5 Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research* |
| 10. | Florida Assessments for Instruction in Reading Search Tool. *Florida Center for Reading Research* |

### Vocabulary
Word meanings

| 1. | Kindergarten Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research* |
| 2. | First Grade Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research* |
| 3. | Second Grade Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research* |
| 4. | Grades 3-5 Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research* |
| 5. | Integrated Kindergarten Center Activities for Literacy. *Mississippi Department of Education*. |
| 6. | Florida Assessments for Instruction in Reading Search Tool. *Florida Center for Reading Research* |

### Comprehension
The ability to read text, process it, and understand its meaning

| 1. | Teach students to self-monitor their understanding of the text and to self-correct word-reading errors. *WWC Foundational Reading Practice Guide, pg. 34* |
| 2. | Teach students how to use several research-based reading comprehension strategies. *WWC Reading Comprehension Practice Guide, pg. 12* |

Note: The Florida Center for Reading Research resources are coded to assist teachers in finding relevant activities. P=Phonics, PA=Phonological Awareness, F=Fluency, V=Vocabulary, C=Comprehension

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*Adapted from GIRESD ELA Intervention Resources*
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| The ability to read text, process it, and understand its meaning | 3. Teach reading comprehension strategies individually or in combination. *WWC Reading Comprehension Practice Guide, pg. 13*  
4. Teach reading comprehension strategies by using a gradual release of responsibility. *WWC Reading Comprehension Practice Guide, pg. 15*  
5. Explain how to identify and connect the parts of narrative texts. *WWC Reading Comprehension Practice Guide, pg. 18*  
6. Provide instruction on common structures of informational texts. *WWC Reading Comprehension Practice Guide, pg. 19*  
7. Integrated Kindergarten Center Activities for Literacy. *Mississippi Department of Education.*  
8. Kindergarten Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research*  
9. First Grade Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research*  
10. Second Grade Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research*  
11. Grades 3-5 Student Center Activities Aligned to the CCSS-Reading Foundational Skills. *Florida Center for Reading Research*  
12. Florida Assessments for Instruction in Reading Search Tool. *Florida Center for Reading Research* |

Note: The Florida Center for Reading Research resources are coded to assist teachers in finding relevant activities. P=Phonics, PA=Phonological Awareness, F=Fluency, V=Vocabulary, C=Comprehension

*Adapted from GIRESD ELA Intervention Resources*
### Engagement
The ability to become immersed in reading and to become motivated to read and learn more

### Engagement
The ability to become immersed in reading and to become motivated to read and learn more

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<tbody>
<tr>
<td>2. Create opportunities for students to see themselves as successful readers. <em>WWC Reading Comprehension Practice Guide, pg. 36</em></td>
<td>2. K-3</td>
</tr>
<tr>
<td>5. “What Instructional Attitudes Are Effective in Fostering Positive Attitudes?” <em>Assessment for Reading Instruction by McKenna and Stahl. pg. 246-250</em></td>
<td></td>
</tr>
</tbody>
</table>

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**Teacher Learning Resources**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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</thead>
</table>
| K-1 Teacher Resource Guide for Implementing Reading Centers-Part 1. *Florida Center for Reading Research* | This guide provides teachers with information on the following:  
- Five Components of Reading Instruction  
- Frequently Asked Questions  
- Implementing and Managing Student Centers in the Classroom  
- Interpretation and Implementation of Activity Plans |
| K-1 Teacher Resource Guide for Implementing Reading Centers-Part 3. *Florida Center for Reading Research* | This guide provides teachers with a glossary of terms found in literacy resources. |
| Search Tool for Florida Center for Reading Research | This link allows teachers to search for activities related to a specific area of difficulty in a particular grade level. |
| Best Evidence Encyclopedia | The focus of this website is the evaluation of reading programs and/or intervention programs. |

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*Adapted from GIRESD ELA Intervention Resources*
<table>
<thead>
<tr>
<th><strong>Google Scholar</strong></th>
<th>This website allows users to search for academic articles or book titles.</th>
</tr>
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<tbody>
<tr>
<td><strong>Pre-Kindergarten Essential Instructional Practices</strong></td>
<td>These documents include research based practices in literacy.</td>
</tr>
<tr>
<td><strong>K-3 Essential Instructional Practices</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4-5 Essential Instructional Practices</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What Works Clearinghouse</strong></td>
<td>This website provides information regarding the effectiveness of programs and curriculum materials in all subject areas.</td>
</tr>
<tr>
<td><strong>September Literacy Focus of the Month in Action (Phonological Awareness and Phonics)</strong></td>
<td>These videos from the Mississippi Department of Education website provide teachers with information on Phonics/Phonemic Awareness, Vocabulary, Fluency, and Comprehension. The videos are approximately 30 minutes long and contain useful definitions, developmental progressions, instructional strategies and resources for teachers to use.</td>
</tr>
<tr>
<td><strong>October Literacy Focus of the Month in Action (Vocabulary)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>November Literacy Focus of the Month in Action (Fluency)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>December Literacy Focus of the Month in Action (Comprehension)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>March/April Literacy Focus of the Month in Action (Reading Strategies: Before, During, and After)</strong></td>
<td></td>
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</table>