

Third Grade Reading Legislation Guidance



Icons courtesy of FlatIcons.com:

Roundicons.com • Made by Oliver • Freepik • Scott de Jonge • Gregor Cresnar • Simple Icon

This document is intended only for the purpose of providing general guidance, research and best practices to school districts. In no way should the forms, samples, or suggestions be considered legally binding or recommended. For specific questions regarding legal matters or interpretations of this legislation, please contact your district attorney.



Table of Contents

Letter from Dr. Paul Salah, Associate Superintendent Educational Services	4
Participants	5
House Bill Number 4822.....	6
Legislation.....	7
Legislation Unpacked.....	18
Implementation Timeline and Overview	23
Building Capacity for Implementation	28
Retention/Promotion Guidelines	29
Third Grade Retention and Promotion Processes	30
Allowable Reasons for Good Cause Exemptions	31
Good Cause Exemption District Responsibility Checklist	32
Good Cause Exemption Frequently Asked Questions (FAQ)	33
Qualifying Artifacts for Student Portfolios.....	35
Sample District Portfolio Report.....	37
Individual Reading Improvement Plan (iRIP)	38
Sample iRIPs	41
Assessments.....	48
Parent Engagement.....	53
Reading at Home sample brochure.....	54
Online Resources for Parents	56
Reading Activities for the Home.....	59
Reading Tips for Parents	75
Sample Communication.....	82
Sample Letter to Parents of Kindergarten Students.....	83
Sample Letter to Parents Regarding Third Grade Reading Legislation	84
Sample Good Cause Exemption Letter from Superintendent	85
Sample Good Cause Exemption Letter from Parent to Superintendent.....	86
References	87
Appendix: Generating Student Progress Reports.....	88



33500 Van Born Road
Wayne, Michigan 48184
www.resa.net

Paul Salah, Ed.D.
Associate Superintendent
(734) 334 1587
(734) 334 1729 FAX

Dear Colleagues,

On October 6, 2016, Governor Rick Snyder signed House Bill 4822 into law requiring all Third Grade students not scoring proficient on the Third Grade state summative assessment be retained.

Wayne County educators have set out to approach this work in a positive way designed to embed best practice instructional strategies, use of balanced assessments designed to inform instruction and systems of support that differentiate teaching to the learning needs of students based upon appropriate data points. To accomplish these overarching goals, Wayne RESA engaged educators from across Wayne County to draw out the best thinking of individuals. We have successfully created a toolkit designed to assist districts with implementation of this law and we did so by forming four subgroups, each focusing upon a different aspect of the statute. Subgroups included:

- Timelines and Processes for Implementation
- Parent Engagement and Communication
- Models and Guidance for Individual Reading Plans
- Guidance for Good Cause Exemptions

Each of these groups was made up of competent teacher leaders, district administrators and ISD personnel. The collective group set out to establish a common approach for complying with the law, communicating with parents, creating portfolios, and exercising the good cause exemptions appropriately.

In addition to this workgroup, Wayne RESA is engaging reading experts and district leaders to plan long term professional development and coaching supports designed to improve academic outcomes across Wayne County.

We hope the tools and resources articulated throughout this toolkit will assist districts and schools with the successful implementation of the Third Grade Reading law.

Sincerely,



Dr. Paul Salah
Wayne RESA
Associate Superintendent for Educational Services

THE WAYNE COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY

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

Participants

Name	District
Chalena Beasley	River Rouge
Eric Calvin	Lincoln Park
Jill Chochol	Dearborn
Anupam Chugh	Wayne RESA
Ann Deneroff	Trenton
Kay Elaster	Plymouth-Canton Community Schools
Veronica Greenlaw	Crestwood
Ross Groover	Dearborn
Jennifer Hahn	Highland Park Renaissance Academy
Markita Hall	Wayne RESA
Chelsea Harris-Hugan	Plymouth-Canton Community Schools
Frenchette Herring	Highland Park Renaissance
Adrienne Hill	Wayne RESA
Richard Klee	Crestwood
Janine Kopera	Mel-NAP
Debra Krauss	Huron
Carlos Lopez	Plymouth-Canton Community Schools
Evelyn Mann	Detroit Public Schools Community District
Jennifer Martin-Green	Westwood
Michele Montgomery	Crestwood
Jill Pastor	Southgate Community School District
Shannon Peterson	Dearborn
Debra Reeves	Wayne RESA
Rebecca Ross	Van Buren
Paul Salah	Wayne RESA
Cassandra Smith	Detroit Public Schools Community District
Karensa Smith	Romulus
Areatha Snadon	Detroit Public Schools Community District
Krizia Totty	Wyandotte
Mari Treece	Wayne RESA
Stacy Vespremi	Woodhaven-Brownstown
Michelle Wagner	Wayne RESA
Scott Wagner	Gibraltar
Colleen Whalen	Wayne RESA

Graphic Design by: Kate de Fuccio, Wayne RESA





Legislation & Legislation Unpacked



Act No. 306
Public Acts of 2016
Approved by the Governor
October 6, 2016
Filed with the Secretary of State
October 6, 2016
EFFECTIVE DATE: October 6, 2016

**STATE OF MICHIGAN
98TH LEGISLATURE
REGULAR SESSION OF 2016**

Introduced by: Reps. Price, Kelly, Crawford, Yonker, Franz, Garcia, Santana, Lyons, Poleski, Cox, Runestad, Chatfield, Callton, Tedder and Schor

ENROLLED HOUSE BILL No. 4822

AN ACT to amend 1976 PA 451, entitled "An act to provide a system of public instruction and elementary and secondary schools; to revise, consolidate, and clarify the laws relating to elementary and secondary education; to provide for the organization, regulation, and maintenance of schools, school districts, public school academies, intermediate school districts, and other public school entities; to prescribe rights, powers, duties, and privileges of schools, school districts, public school academies, intermediate school districts, and other public school entities; to provide for the regulation of school teachers and certain other school employees; to provide for school elections and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes; to provide for the borrowing of money and issuance of bonds and other evidences of indebtedness; to establish a fund and provide for expenditures from that fund; to make appropriations for certain purposes; to provide for and prescribe the powers and duties of certain state departments, the state board of education, and certain other boards and officials; to provide for licensure of boarding schools; to prescribe penalties; and to repeal acts and parts of acts," (MCL 380.1 to 380.1852) by adding section 1280f.

The People of the State of Michigan enact:

Sec. 1280f. (1) The department shall do all of the following to help ensure that more pupils will achieve a score of at least proficient in English language arts on the grade 3 state assessment:

(a) Approve 3 or more valid and reliable screening, formative, and diagnostic reading assessment systems for selection and use by school districts and public school academies in accordance with the following:

(i) Each approved assessment system shall provide a screening assessment, monitoring capabilities for monitoring progress toward a growth target, and a diagnostic assessment.

(ii) In determining which assessment systems to approve for use by school districts and public school academies, the department shall also consider at least the following factors:

(A) The time required to conduct the assessments, with the intention of minimizing the impact on instructional time.

(B) The level of integration of assessment results with instructional support for teachers and pupils.

(C) The timeliness in reporting assessment results to teachers, administrators, and parents.

(b) Recommend or develop an early literacy coach model with the following features:

(i) An early literacy coach shall support and provide initial and ongoing professional development to teachers in all of the following:

(A) Each of the 5 major reading components listed in subsection (3)(a)(iv)(B) as needed, based on an analysis of pupil performance data.

(B) Administering and analyzing instructional assessments.

(C) Providing differentiated instruction and intensive intervention.

(D) Using progress monitoring.

(E) Identifying and addressing reading deficiency.

(ii) An early literacy coach shall also do all of the following:

(A) Model effective instructional strategies for teachers.

(B) Facilitate study groups.

(C) Train teachers in data analysis and using data to differentiate instruction.

(D) Coach and mentor colleagues.

(E) Work with teachers to ensure that evidence-based reading programs such as comprehensive core reading programs, supplemental reading programs, and comprehensive intervention reading programs are implemented with fidelity.

(F) Train teachers to diagnose and address reading deficiency.

(G) Work with teachers in applying evidence-based reading strategies in other content areas, including, but not limited to, prioritizing time spent on those teachers, activities, and roles that will have the greatest impact on pupil achievement and prioritizing coaching and mentoring in classrooms.

(H) Help to increase instructional density to meet the needs of all pupils.

(I) Help lead and support reading leadership teams at the school.

(J) Continue to increase his or her knowledge base in best practices in reading instruction and intervention.

(K) For each teacher who teaches in a classroom for grades K to 3, model for the teacher, and coach the teacher in, instruction with pupils in whole and small groups.

(iii) In the context of performing the functions described in subparagraph (ii), an early literacy coach shall not be asked to perform administrative functions that will confuse his or her role for teachers.

(iv) An early literacy coach must meet all of the following:

(A) Have experience as a successful classroom teacher.

(B) Have sufficient knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction, and data management skills.

(C) Have a strong knowledge base in working with adults.

(D) Have a minimum of a bachelor's degree and advanced coursework in reading or have completed professional development in evidence-based literacy instructional strategies.

(v) An early literacy coach shall not be assigned a regular classroom teaching assignment, but shall be expected to work frequently with pupils in whole and small group instruction or tutoring in the context of modeling and coaching in or outside of teachers' classrooms.

(2) Subject to subsection (14), beginning in the 2017-2018 school year, the board of a school district or board of directors of a public school academy shall do all of the following to ensure that more pupils will achieve a score of at least proficient in English language arts on the grade 3 state assessment:

(a) Select 1 valid and reliable screening, formative, and diagnostic reading assessment system from the assessment systems approved by the department under subsection (1)(a). A school district or public school academy shall use this assessment system for pupils in grades K to 3 to screen and diagnose difficulties, inform instruction and intervention needs, and assess progress toward a growth target. A school district or public school academy periodically shall assess a pupil's progress in reading skills at least 3 times per school year in grades K to 3. The first of these assessments for a school year shall be conducted within the first 30 school days of the school year.

(b) For any pupil in grades K to 3 who exhibits a reading deficiency at any time, based upon the reading assessment system selected and used under subdivision (a), provide an individual reading improvement plan for the pupil within 30 days after the identification of the reading deficiency. The individual reading improvement plan shall be created by the pupil's teacher, school principal, and parent or legal guardian and other pertinent school personnel, and shall describe the reading intervention services the pupil will receive to remedy the reading deficiency. A school district or public school academy shall provide intensive reading intervention for the pupil in accordance with the individual reading improvement plan until the pupil no longer has a reading deficiency.

(c) If a pupil in grades K to 3 is identified as having an early literacy delay or reading deficiency, provide written notice to the pupil's parent or legal guardian of the delay or reading deficiency in writing and provide tools to assist the parent or legal guardian to engage in intervention and to address or correct any reading deficiency at home.

(d) Require a school principal or chief administrator to do all of the following:

(i) For a teacher in grades K to 3, target specific areas of professional development based on the reading development needs data for incoming pupils.

(ii) Differentiate and intensify professional development for teachers based on data gathered by monitoring teacher progress in improving pupil proficiency rates among their pupils.

(iii) Establish a collaborative system within the school to improve reading proficiency rates in grades K to 3. (iv) Ensure that time is provided for teachers to meet for professional development.

(e) Utilize, at least, early literacy coaches provided through the intermediate school district in which the school district or public school academy is located, as provided for under section 35a(4) of the state school aid act of 1979, MCL 388.1635a. However, a public school academy may use an early literacy coach provided by the public school academy, at the expense of the public school academy, rather than using an early literacy coach provided through an intermediate school district if the early literacy coach and the usage of the early literacy coach otherwise meet the requirements of this section.

(3) Subject to subsection (14), a school district or public school academy shall provide reading intervention programs for pupils in grades K to 3, including at least all of the following:

(a) For pupils who exhibit a reading deficiency, a reading intervention program intended to ensure that pupils are proficient readers by the end of grade 3 and that includes some or all of the following features:

(i) Is provided to each pupil in grades K to 3 who is identified with a reading deficiency based on screening and diagnostic tools, and identifies and addresses the pupil's reading deficiency.

(ii) Periodically screens and monitors the progress of each pupil's reading skills, at least 3 times per year.

(iii) Provides evidence-based core reading instruction that is comprehensive and meets the majority of the general education classroom needs.

(iv) Provides reading intervention that meets, at a minimum, the following specifications:

(A) Assists pupils exhibiting a reading deficiency in developing the ability to read at grade level.

(B) Provides intensive development in the 5 major reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(C) Is systematic, explicit, multisensory, and sequential.

(D) Is implemented during regular school hours in addition to regular classroom reading instruction.

(v) Provides parents, legal guardians, or other providers of care for the pupil with a "Read at Home" plan, including parent, guardian, or care provider training workshops and regular home reading.

(vi) Documents efforts by the pupil's school to engage the pupil's parent or legal guardian and whether or not those efforts were successful.

(vii) Documents any dissenting opinions expressed by school personnel or a parent or legal guardian concerning the individual reading improvement plan provided for the pupil under subsection (2)(b).

(b) For grade 3 pupils exhibiting a reading deficiency as determined by the pupil's teacher through the diagnostic reading assessment system selected by the school district or public school academy under subsection (2)(a), a reading intervention program intended to correct the identified area or areas of reading deficiency and that includes all of the following features as needed by the individual pupil:

(i) Is evidence-based and has proven results in accelerating pupil reading achievement within the same school year.

(ii) Provides more dedicated time than the pupil's previous school year in evidence-based reading instruction and intervention.

(iii) Provides daily targeted small group or 1-to-1 reading intervention based on pupil needs as determined by assessment data, including explicit and systematic instruction with more detailed and varied explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.

(iv) Provides administration of ongoing progress monitoring assessments to frequently monitor pupil progress.

(v) Provides supplemental evidence-based reading intervention delivered by a teacher, tutor, or volunteer with specialized reading training that is provided before school, after school, during school hours but outside of regular English language arts classroom time, or any combination of these.

(vi) Provides parents, legal guardians, or other providers of care for a pupil with a "Read at Home" plan, including parent, guardian, or care provider training workshops and regular home reading.

(vii) Documents efforts by the pupil's school to engage the pupil's parent or legal guardian and whether or not those efforts were successful.

(viii) Documents any dissenting opinions expressed by school personnel or a parent or legal guardian concerning the individual reading improvement plan provided for the pupil under subsection (2)(b).

(c) Subject to subsection (15), for pupils identified as English language learners by the pupil's teacher or by the diagnostic reading assessment selected by the school district or public school academy under subsection (2)(a), intervention services that include at least all of the following:

(i) Ongoing assessments that provide actionable data for teachers to use in interventions.

(ii) Instruction in academic vocabulary.

(iii) Instruction in the 5 major reading components listed in subdivision (a)(iv)(B).

(iv) Common English language development strategies such as modeling, guided practice, and comprehensive input.

(4) For all pupils exhibiting a reading deficiency as determined by the pupil's teacher through the diagnostic reading assessment system selected by the school district or public school academy under subsection (2)(a), school districts and public school academies are encouraged to offer summer reading camps staffed with highly effective teachers of reading, as determined by the teacher evaluation system under section 1249, providing reading intervention services and supports to correct pupils' identified areas of reading deficiency.

(5) Beginning with pupils enrolled in grade 3 during the 2019-2020 school year, all of the following apply:

(a) Subject to subsection (6), the superintendent of the school district or chief administrator of the public school academy in which the pupil is enrolled shall ensure that a pupil whose parent or legal guardian has been provided with the notification under subdivision (d) is not enrolled in grade 4 until 1 of the following occurs:

(i) The pupil achieves a reading score that is less than 1 grade level behind as determined by the department based on the grade 3 state English language arts assessment.

(ii) The pupil demonstrates a grade 3 reading level through performance on an alternative standardized reading assessment approved by the superintendent of public instruction.

(iii) The pupil demonstrates a grade 3 reading level through a pupil portfolio, as evidenced by demonstrating competency in all grade 3 state English language arts standards through multiple work samples.

(b) Subject to subsection (6), if a child younger than 10 years of age seeks to enroll for the first time in a school district or public school academy in grade 4, the superintendent of the school district or chief administrator of the public school academy shall not allow the child to enroll in grade 4 unless 1 of the following occurs:

(i) The child achieves a grade 3 reading score as determined by the department based on the reading portion of the grade 3 state English language arts assessment.

(ii) The child demonstrates a grade 3 reading level through performance on an alternative standardized reading assessment approved by the superintendent of public instruction.

(iii) The child demonstrates a grade 3 reading level through a pupil portfolio, as evidenced by demonstrating competency in all grade 3 state English language arts standards through multiple work samples.

(c) Not later than May 23 of each year or not later than 14 days after the department finalizes the scoring for the grade 3 state assessments, whichever is earlier, the department shall provide CEPI with the grade 3 state assessment scores for every grade 3 pupil enrolled in a public school in this state who was administered 1 or more of those assessments.

(d) Not later than June 1 of each year or not later than 14 days after CEPI receives the grade 3 state assessment results from the department under subdivision (c), whichever is earlier, using those state assessment results, CEPI shall identify each pupil completing grade 3 that year who is subject to not being advanced to grade 4 due to the operation of subdivision (a)(i) and who is not eligible to enroll in grade 4 under subsection (6)(a), and shall notify the parent or legal guardian and the school district or public school academy of each of these pupils that the pupil is subject to being retained in grade 3. A school district or public school academy may also make its own notification to a parent or guardian in addition to the notification by CEPI. The notification by CEPI to a parent or legal guardian shall be by certified mail. The notification by CEPI shall clearly state at least all of the following:

(i) That, based on standardized testing, this state has determined that the pupil may be required to be retained in grade 3 as provided under state law, with a reference to this section along with an explanation that even if the pupil is not eligible to enroll in grade 4 based on state assessments, the pupil may still be allowed to enroll in grade 4 if he or she demonstrates a grade 3 reading level through performance on an alternative standardized reading assessment or through a pupil portfolio.

(ii) That the parent or legal guardian has the right to request a good cause exemption under this section that, if granted, will allow the pupil to enroll in grade 4 in the next school year.

(iii) That the parent or legal guardian must request the good cause exemption within 30 days after the date of the notification by CEPI and must direct the request to the school district or public school academy in which the parent or legal guardian intends to enroll the pupil for grade 4.

(iv) That the parent or legal guardian has the right to request a meeting with school officials to discuss the retention requirement under state law and the standards and processes for a good cause exemption from that requirement.

(e) If a parent or legal guardian receives a notification from CEPI under subdivision (d), the parent or legal guardian may request a meeting with school officials to discuss the retention requirement under state law and the standards and processes for a good cause exemption from that requirement. If a parent or legal guardian requests a meeting described in this subdivision, the school official to whom the request is made shall ensure that an appropriate school official is made available to the parent or legal guardian for such a meeting.

(f) If a pupil is not enrolled in grade 4 at the beginning of a school year due to the operation of this subsection, then before placing the child in grade 4 during the school year, an appropriate school official of the pupil's school district or public school academy shall provide written notification to the pupil's parent or legal guardian of the proposed placement.

(6) Subject to subsection (11), if a pupil or child demonstrates both of the following, then subsection (5) (a) and (b) do not apply and he or she may be enrolled in grade 4:

(a) That he or she is proficient in all subject areas assessed on the grade 3 state assessment other than English language arts, as evidenced by his or her scores on those assessments.

(b) That he or she is proficient in science and social studies as shown through a pupil portfolio and as determined by the teacher who provided the grade 3 instruction to the pupil in science or social studies, as applicable.

(7) For a pupil who is not promoted to grade 4 or a child who is not enrolled in grade 4 due to the operation of subsection (5), and for a pupil or child described in subsection (6) or (11), the school district or public school academy shall provide a reading intervention program that is intended to correct the pupil's specific reading deficiency, as identified by a valid and reliable assessment. This program shall include effective instructional strategies necessary to assist the pupil in becoming a successful reader, and all of the following features, as appropriate for the needs of the individual pupil:

(a) Assigning to a pupil 1 or more of the following:

(i) A highly effective teacher of reading as determined by the teacher evaluation system under section 1249.

(ii) The highest evaluated grade 3 teacher in the school as determined by the teacher evaluation system under section 1249.

(iii) A reading specialist.

(b) Reading programs that are evidence-based and have proven results in accelerating pupil reading achievement within the same school year.

(c) Reading instruction and intervention for the majority of pupil contact time each day that incorporates opportunities to master the grade 4 state standards in other core academic areas, if applicable.

(d) Daily targeted small group or 1-to-1 reading intervention that is based on pupil needs, determined by assessment data, and on identified reading deficiencies and that includes explicit and systematic instruction with more detailed and varied explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.

(e) Administration of ongoing progress monitoring assessments to frequently monitor pupil progress toward a growth target.

(f) Supplemental evidence-based reading intervention delivered by a teacher or tutor with specialized reading training that is provided before school, after school, during regular school hours but outside of regular English language arts classroom time, or any combination of these.

(g) Providing parents, legal guardians, or other providers of care for the pupil with a “Read at Home” plan, including parent, guardian, or care provider training workshops and regular home reading.

(8) If the superintendent of the pupil’s school district or chief administrator of the pupil’s public school academy, or his or her designee, grants a good cause exemption from the requirements of subsection (5)(a) for a pupil, then a pupil may be promoted to grade 4 without meeting the requirements of subsection (5)(a). A good cause exemption may be granted only according to the procedures under subsection (10) and only for 1 of the following:

(a) The pupil is a student with an individualized education program or with a section 504 plan and the pupil’s individualized education program team or section 504 coordinator, as applicable, makes the decision to exempt the pupil from the requirements of subsection (5)(a) based upon the team’s or coordinator’s knowledge of the pupil.

(b) The pupil is a limited English proficient student who has had less than 3 years of instruction in an English language learner program.

(c) The pupil has received intensive reading intervention for 2 or more years but still demonstrates a reading deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

(d) The pupil has been continuously enrolled in his or her current school district or public school academy for less than 2 years and there is evidence that the pupil was not provided with an appropriate individual reading improvement plan under subsection (2)(b) by the school district or public school academy in which the pupil was previously enrolled.

(e) The pupil’s parent or legal guardian has requested a good cause exemption within the time period provided under subsection (10)(d) and the superintendent or chief administrator, or his or her designee, determines that the good cause exemption is in the best interests of the pupil.

(9) Subject to subsection (14), if a pupil is promoted to grade 4 due to a good cause exemption granted under subsection (8), the pupil remains eligible for reading intervention services designed to enable the pupil to achieve proficiency in reading. The services for a pupil described in this subsection shall be similar to those provided to pupils in grade 3 under this section.

(10) The superintendent of a school district or chief administrator of a public school academy, or his or her designee, shall grant a good cause exemption under subsection (8) only through the following procedure:

(a) For a good cause exemption under subsection (8)(a) to (d), at the request of the pupil's parent or legal guardian or upon the teacher's own initiative, the pupil's grade 3 teacher submits to the superintendent or chief administrator, or his or her designee, a recommendation for a good cause exemption along with documentation that indicates that a good cause exemption under subsection (8)(a) to (d) applies to the pupil.

(b) For a pupil enrolled in a school operated by a school district, the superintendent or his or her designee shall review and discuss the recommendation with the pupil's grade 3 teacher and, if the pupil has an individualized education program, with the pupil's individualized education program team. After this discussion, the superintendent or his or her designee shall make a determination in writing of whether or not to grant the good cause exemption for the pupil. The decision by the superintendent or his or her designee is final.

(c) For a pupil enrolled in a public school academy, the chief administrator of the public school academy, or his or her designee, shall review and discuss the recommendation with the pupil's grade 3 teacher and, if the pupil has an individualized education program, with the pupil's individualized education program team. After this discussion, the chief administrator or his or her designee shall make a determination in writing of whether or not to grant the good cause exemption for the pupil. The decision by the chief administrator or his or her designee is final.

(d) For a pupil for whom a request has been received from the pupil's parent or legal guardian, as described in subsection (8)(e), if the request is received within 30 days after the notification by CEPI under subsection (5)(d), the superintendent of the school district or chief administrator of the public school academy, as applicable, or his or her designee, shall review the request and any supporting information and shall consider whether or not the good cause exemption is in the best interests of the pupil. After this consideration, he or she shall make a determination in writing of whether or not to grant the good cause exemption. This determination shall be made and communicated to the parent or legal guardian at least 30 days before the first day of school for the school year. The decision of the superintendent or chief administrator, or his or her designee, is final.

(e) The superintendent of the pupil's school district or chief administrator of the pupil's public school academy, or his or her designee, shall notify the pupil's parent or legal guardian of the determination and decision under subdivision (b), (c), or (d), as applicable.

(11) For a pupil or child described in subsection (6) or a pupil who has been granted a good cause exemption under subsection (8), the school district or public school academy shall provide intensive reading intervention, as described under subsection (7), for the pupil until he or she no longer has a reading deficiency.

(12) A school district or public school academy shall not require a pupil to repeat grade 3 more than once due to the operation of this section.

(13) Beginning June 4, 2019, if a school district or public school academy cannot furnish the number of teachers needed to satisfy 1 or more of the criteria set forth in this section for a school year, then by the August 15 before the beginning of that school year the school district or public school academy shall develop a staffing plan for providing services under this section. The school district or public school academy shall post the staffing plan on its website for the applicable school year. The staffing plan shall include at least all of the following:

(a) A description of the criteria that will be used to assign a pupil who has been identified as not proficient in English language arts to a teacher.

(b) The credentials or training held by teachers currently teaching at the school.

(c) How the school district or public school academy will meet the requirements under this section.

(14) This section does not require or state an intention to require a school district or public school academy to supplant state funds with federal funds for implementing or supporting the activities under this section and does not prohibit a school district or public school academy from continuing to use federal funds for any of the purposes or activities described in this section.

(15) For pupils identified as English language learners by the pupil's teacher or by the diagnostic reading assessment selected by the school district or public school academy under subsection (2)(a), if available staff resources allow, a school district or public school academy is encouraged to provide the following intervention services in addition to those required under subsection (3)(c):

(a) Instruction in the pupil's native language, with withdrawal of that instruction as appropriate as the pupil improves his or her English language skills. A school district or public school academy is encouraged to provide this support for at least pupils whose native language is Spanish, Chinese, Hindi, Korean, or Arabic.

(b) Opportunities for speech production.

(c) Common English language development strategies such as modeling, guided practice, and comprehensive input.

(d) Feedback for the pupil, including explanations in his or her native language.

(16) Beginning in 2020, not later than September 1 of each year, a school district or public school academy shall submit a retention report to the center for educational performance and information in the form and manner prescribed by the center. The retention report shall contain at least all of the following information for the most recent school year:

(a) The number of pupils retained in grade 3 due to the operation of this section.

(b) The number of pupils promoted to grade 4 due to a good cause exemption under subsection (8), disaggregated by each of the specific exemptions listed in that subsection.

(17) As used in this section:

(a) "Evidence-based" means based in research and with proven efficacy.

(b) "Individualized education program" means that term as described in R 340.1721e of the Michigan administrative code.

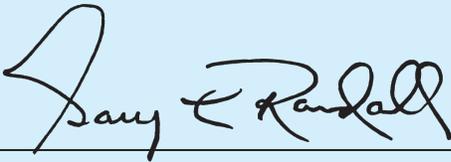
(c) "Kindergarten" includes a classroom for young 5-year-olds, commonly referred to as "young 5s" or "developmental kindergarten".

(d) "Reading deficiency" means 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.

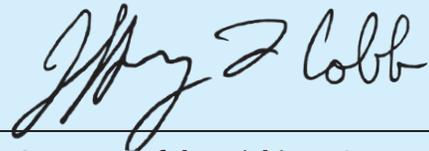
(e) "Reading leadership team" means a collaborative system led by a school building's principal or program director and consisting of a cross-section of faculty who are interested in working to improve literacy instruction across the curriculum.

(f) "Section 504 plan" means a plan under section 504 of title V of the rehabilitation act of 1973, 29 USC 794.

This act is ordered to take immediate effect.



Clerk of the House of Representatives



Secretary of the Michigan Senate



Photo by: Kate de Fuccio

Third Grade Reading Legislation Unpacked

Public Act 306 of 2016

ENROLLED HOUSE BILL No. 4822

MDE Shall:

- Approve three or more valid and reliable screening, formative and diagnostic reading assessment systems for selection and use by school districts and PSAs.
- Recommend or develop an Early Literacy Coach Model.

Early Literacy Coaches Shall:

- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers in data analysis and differentiated instruction.
- Coach and mentor colleagues.
- Ensure evidence-based reading programs.
- Train teachers to diagnose and address reading deficiencies.
- Work with teachers in applying evidence-based reading strategies in other content areas.
- Not be assigned a regular classroom teaching assignment, but shall be expected to work frequently with pupils in whole and small group instruction or tutoring in the contents of modeling and coaching in or outside of teachers' classrooms.
- Increase instructional density.
- Help lead and support reading leadership teams.
- Have opportunities to increase their knowledge base in best practices in reading instruction and intervention.
- Model small and whole group instruction.
- Not be asked to function in any administrative capacity.



Third Grade Reading Legislation Unpacked

Districts Shall:

- Select one valid and reliable screening, formative, and diagnostic reading assessment system from the assessment types approved by MDE.
- Use the assessment to diagnose difficulties and inform instruction and intervention needs.
- Administer the assessment at least three times per year. The first of which must be administered within the first thirty days of school.
- Provide an Individual Reading Improvement Plan within thirty days after identification for any pupil in grades Kindergarten through grade three who exhibits a reading deficiency.
- Ensure that the Individual Reading Improvement Plan shall be created by the teachers, school principal, and parent or legal guardian and other pertinent school personnel.
- Provide written notice to the pupil's parent or legal guardian of the delay or reading deficiency in writing and provide tools to assist the parent or legal guardian to engage in intervention and to correct any reading deficiency at home.
- Provide intensive development in the five major reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Provide interventions implemented during regular school hours in addition to regular classroom reading instruction.
- Provide parents, legal guardians, or other providers of care with a "Read at Home" plan for pupils not proficient.
- Provide training workshops for parents, guardian or care providers regarding the "Read At Home" plans.
- Provide documentation of efforts by the pupil's school to engage the pupil's parent or legal guardian and whether or not those efforts were successful.
- Provide documentation of any dissenting opinions expressed by school personnel or parent or legal guardian concerning the Individual Reading Improvement Plan provided for the pupil.
- Provide Tier I effective instructional strategies necessary to assist the pupil in becoming a successful reader and include one or more of the following:
 - A highly effective teacher of reading as determined by the evaluation system under section 1249.
 - The highest evaluated grade three teacher in the school as determined by the teacher evaluation system under section 1249.
 - A Reading specialist.

Third Grade Reading Legislation Unpacked

- Reading programs that are evidence based and have proven results in accelerating pupil reading achievement within the same school year.
 - Daily targeted small group or one to one reading intervention that is based upon pupil needs, determined by assessment data, and on identified reading deficiencies that includes explicit and systematic instruction with more detailed and varied explanations.
 - Administration of ongoing progress monitoring assessments.
- Provide Tier II reading intervention intended to correct deficiencies that is:
- Evidence based and has provided results within the same school year.
 - Provides more dedicated time than the pupils' previous school year in evidence based reading instruction an intervention.
 - Provides daily targeted small group or one to one reading intervention based upon pupil needs.
 - Provides administration of ongoing progress monitoring.
 - Provides supplemental evidence based reading intervention delivered by a teacher, tutor or volunteer with specialized reading training before, after or during the school hours, but outside the regular English Language Arts classroom time.
 - Supplemental evidence based reading intervention delivered by a teacher or tutor with specialized reading training that is provided before school, after school, and during the school day but outside of regular ELA classroom time.
- Beginning June 4, 2019, if a school district or public school academy cannot furnish the number of teachers needed to satisfy one or more of the criteria set forth in this section, related to staffing, then by August 15 (before the beginning of that school year) the school district shall develop a staffing plan for providing services.
- Beginning in 2020, not later than September 1 of each year, a school district or PSA shall submit a retention report to CEPI in the form and manner prescribed by the Center.

English Learners Shall Be Provided:

- Ongoing assessments that provide actionable data for teachers to use interventions.
- Instruction in academic vocabulary.
- Instruction in the five major reading components.
- Common English language development strategies such as modeling, guided practice, and comprehensive input.

Third Grade Reading Legislation Unpacked

Building Leadership (Principals) Shall for Teachers in Kindergarten through Third Grades:

- Target specific areas of PD.
- Differentiate and intensify PD for teachers based on data gathered by monitoring teacher progress in improving pupil proficiency rates.
- Establish a collaborative system within the school to improve reading rates.
- Ensure that time is provided for teachers to meet for PD.
- Utilize, at least, the early literacy coaches provided by the ISD

Beginning in 2019-2020:

- A student may not enroll in grade four until one of the following occurs:
 - A pupil achieves a reading score that is less than one grade level behind as determined by the department based upon the grade three state ELA assessment.
 - Pupil demonstrates proficiency on an alternative standardized reading assessment approved by the Superintendent of public instruction.
 - Pupil demonstrates proficiency as evidenced by a pupil portfolio demonstrating competency in all grade three state ELA standards through multiple work samples.
- A child younger than ten years of age who seeks to enroll for the first time in a school district or public school academy in grade four, the district shall not allow the child to enroll in grade four unless:
 - The child achieves a grade three reading score as determined by the dept. based on the reading portion of the grade three assessment.
 - The child demonstrates a grade three reading level through a pupil portfolio.
 - The child demonstrates proficiency on an alternate assessment
- By May 23 of each year, the department shall provide CEPI with grade three Assessment Scores for every grade three pupil.
- CEPI shall identify each pupil completing grade three that year who is subject to third grade retention and shall notify parents and legal guardians that the child will be retained in grade three.

Third Grade Reading Legislation Unpacked

Good Cause Exemptions May Be Granted If:

- Student has an IEP
 - Student has a 504 plan
 - Student is limited English Proficient
 - Student received intensive reading intervention for two or more years but still demonstrates a reading deficiency and was previously retained in kindergarten, grade one, grade two, or grade three.
 - Student has been enrolled in a district for less than two years and there is evidence that the pupil was not provided with an appropriate Individual Reading Improvement Plan.
 - Parent or legal guardian has requested a good cause exemption within the time period provided and the superintendent or designee grants the request.
 - Parents and Legal Guardians have the right to request a good cause exemption.
 - Must be requested within thirty days after the date of the notification by CEPI.
 - Parent or Legal Guardian has a right to request a meeting with school officials to discuss the retention requirement under state law and the standards and processes for a good cause exemption from that requirement.
 - Student has demonstrated proficiency in all subject areas assessed on the grade three state assessment other than ELA as evidenced by his or her scores on those assessments. In addition, the student has also demonstrated proficiency in science and social studies as shown through a pupil portfolio as determined by the teacher who provided the grade three instruction to the pupil in science and social studies.
 - Superintendent or designee chooses to grant a good cause exemption to promote the pupil to grade four without meeting the requirements.
- The Superintendent, chief administrator, or designee shall review the request and any supporting information and shall consider whether or not the good cause exemption is in the best interest of the pupil. After deliberation a determination will be made and communicated in writing. This determination shall be communicated at least thirty days before the first day of school. The decision of the superintendent or chief administrator is final.

Additional Resources Relating to the Law:

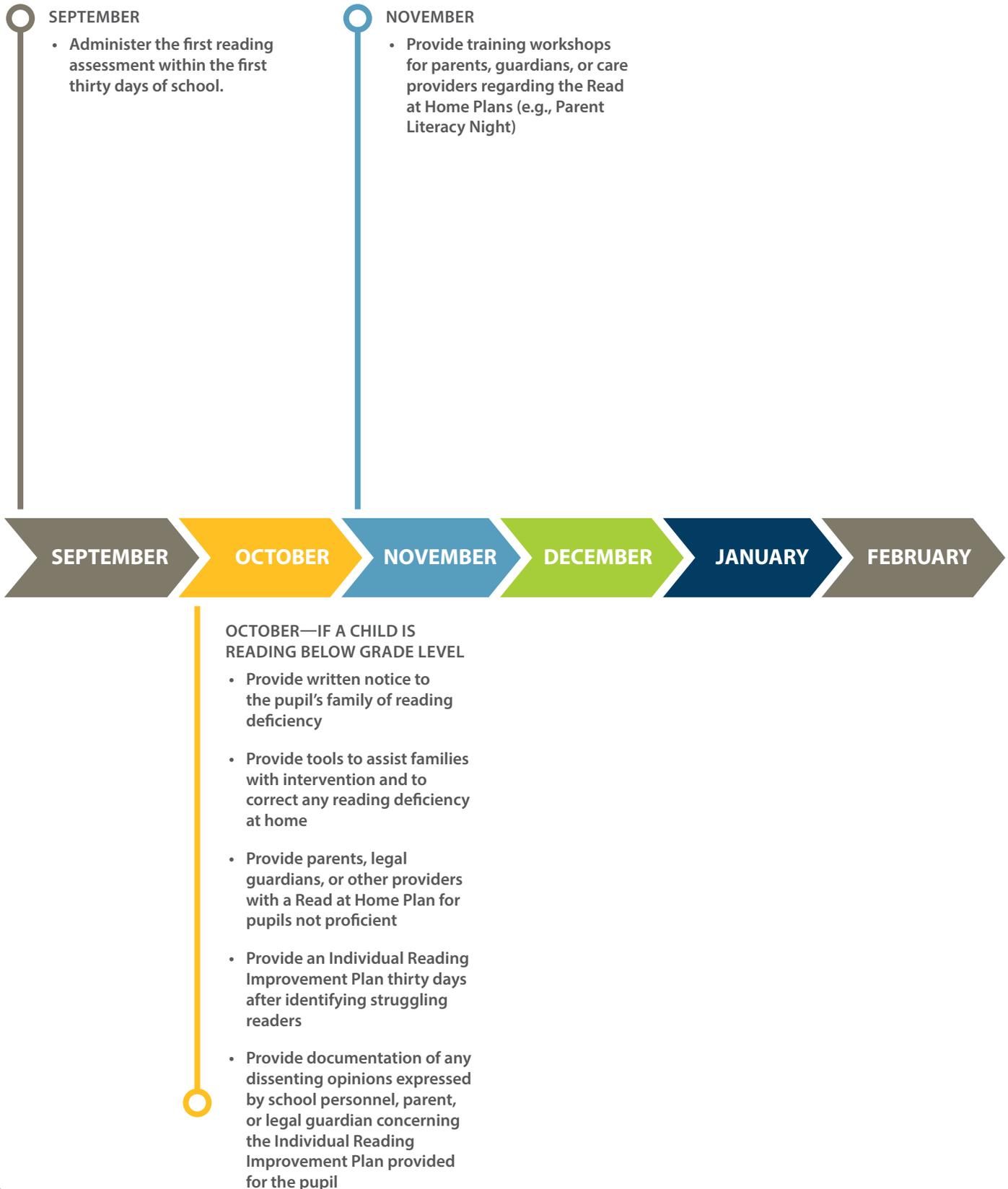
- [Senate Fiscal Agency's Bill Analysis of House Bill 4822](#)
- [House Fiscal Agency's Legislative Analysis of House Bill 4822](#)



Implementation Timeline and Overview



3rd Grade Reading Legislation Timeline



2017-2018 School Year



ONGOING: SEPTEMBER THROUGH JUNE

INSTRUCTIONAL SUPPORT

- Provide intensive development in the five major reading components: phonemic awareness, phonics, fluency, vocabulary, comprehension
- Provide tiered interventions such as targeted small group or one-to-one reading intervention based on pupil needs
- Provide a reading intervention program intended to ensure that pupils are proficient readers by the end of third grade
- Provide a program with effective instructional strategies necessary to assist the pupil in becoming a successful reader

ENGLISH LANGUAGE SUPPORT

- Ongoing assessments that provide actionable data for teachers to use interventions
- Instruction in academic vocabulary
- Instruction in the five major reading components
- Common English language development strategies such as modeling, guided practice, and comprehensive input

BUILDING LEADERSHIP RESPONSIBILITIES

For teachers in Kindergarten through grade three

- Target specific areas of PD
- Differentiate and intensify PD for teachers based on data gathered by monitoring teacher progress in improving pupil proficiency rates
- Establish a collaborative system within the school to improve reading rates
- Ensure PD opportunities, linked to student reading development needs, are made available to Kindergarten through Grade 3 teachers

3rd Grade Reading Legislation Timeline 2019-2020 School Year

BEGINNING 2019-2020

- CEPI shall identify each pupil completing grade three that year who is subject to not being advanced to Grade Four
- CEPI shall notify parents and legal guardians that the child will be retained to Grade Three

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

BEGINNING 2019-2020

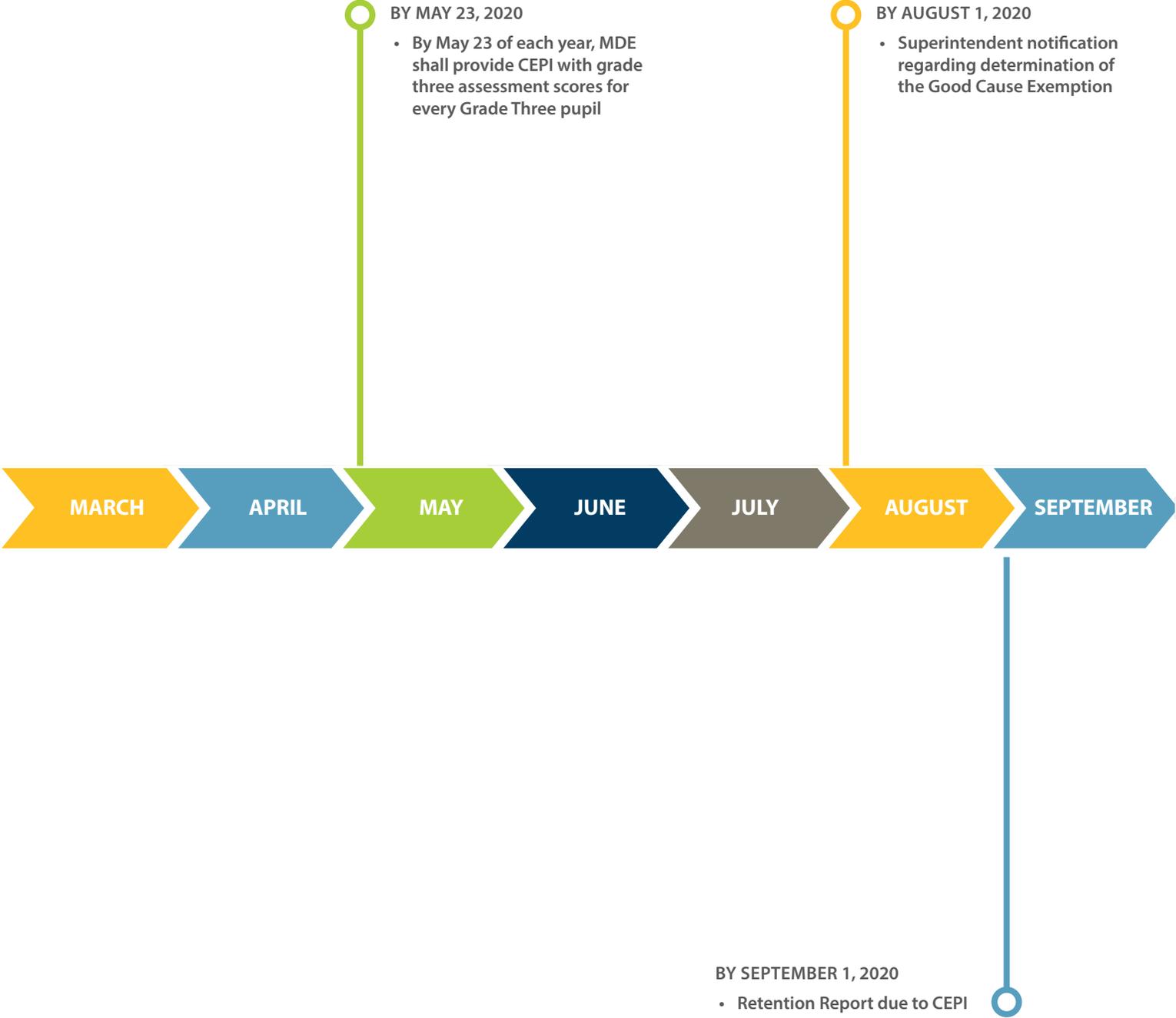
A student may not enroll in Grade Four until one of the following occurs:

- A pupil achieves a reading score that is less than one grade level behind as determined by the department based upon the Grade Three state ELA assessment
- Pupil demonstrates proficiency on a alternative standardized reading assessment approved by the Superintendent of Public Instruction
- Pupil demonstrates proficiency as evidenced by a pupil portfolio demonstrating competency in all Grade Three State ELA standards through multiple work samples

A child younger than ten years of age who seeks to enroll for the first time in a school district or public school academy in Grade Four, the district shall not allow the child to enroll in Grade Four unless:

- The child achieves a Grade Three reading score as determined by the department based on the reading portion of the Grade Three assessment
- The child demonstrates a grade three reading level through a pupil portfolio
- The child demonstrates proficiency on an alternate assessment
- The child is proficient in science and social studies and scored at least proficient on the Math M-Step

2019-2020 School Year



Building Capacity for Implementation

WAYNE RESA EARLY LITERACY PROFESSIONAL LEARNING OPPORTUNITIES

An integral part of ensuring that all students reach grade level proficiency in reading by the end of third grade is building capacity for implementation of best practice in literacy instruction across grades within a multi-tiered system of support. During the 2016-2017 school year, Wayne RESA provided varied professional learning opportunities to support this effort, three of which are noted below.

- To build capacity for quality Tier I instruction, the year-long **Reading with the Experts** series provided district teams of teacher leaders the opportunity to study best practices directly with national literacy specialists in order to hone their skills in each of the MAISA Collaborative General Education Leadership Network's ten research-based **Essential Instructional Practices for Early Literacy in Grades K-3**. Also provided in this series were countless opportunities to explore high-quality resources to support best practice instruction, including the **MAISA Reading and Writing Units of Study**. In addition, embedded literacy coaching provided another layer of support to select participating districts to ensure effective implementation of the essential instructional practices, and video demonstrations of these practices will be made available for further study to support continued capacity building going forward.
- Also in support of strong Tier 1 and strong Tier 2 instruction, the **MTSS in the Elementary Classroom** professional learning series provided teacher teams, along with their literacy specialists, opportunities for long-term, in depth study to further develop their skills in differentiating literacy instruction within a multi-tiered system of support.
- To build capacity in Tier 2, direct training in **Leveled Literacy Intervention** systems was provided at multiple times throughout the year.



Photo by: Kate de Fuccio

Reading with the Experts: Dr. Mary Howard, April, 2016

WAYNE RESA 2017-2018 EARLY LITERACY PROFESSIONAL LEARNING OPPORTUNITIES

To ensure that future professional learning offerings are thoroughly aligned with the expectations outlined in Michigan's current third grade legislation, Wayne RESA convened an **Early Literacy Advisory Team** of literacy leaders from across Wayne County to identify specific district capacity building needs and necessary resources to support this professional growth in the 2017-2018 school year and beyond.

Currently available professional learning opportunities to support early literacy are included in the ELA Elementary section of the **2017-2018 Wayne RESA Course Catalog**.

The **MTSS in the Elementary Classroom** series, **Leveled Literacy Intervention K-2**, and **Leveled Literacy Intervention 3-5** training will continue to be offered. In addition, several new series will support K-3 literacy including **Pathways to Third Grade Reading Proficiency: Essential Instructional Practices for Early Literacy in K-3**, **Literacy Leaders Network**, and **Essential Coaching Practices for Pre-K-12 Literacy**.



Retention/Promotion Guidelines



Third Grade Retention and Promotion Processes

Beginning in 2019-2020, MDE will provide CEPI (Center for Educational Performance and Information) state assessment data within fourteen days of finalized scores. CEPI will then notify parents and school districts of students who are subject to retention because they did not achieve a score of at least proficient in ELA on the third grade state assessment. Parents will be informed that their child may enroll in fourth grade if the child demonstrates third grade reading proficiency within a student portfolio or on an alternative standardized reading assessment.

Additionally, parents of students at risk of retention may request a **Good Cause Exemption** within thirty days of CEPI's notification. Good Cause Exemptions may be granted for a variety of reasons, including: the student has an IEP or 504 plan, the student is an English Learner who has had less than three years of instruction in an EL program, the student was previously retained and has been receiving intensive reading intervention for two or more years, the student has been enrolled in his/her current school for less than two years and did not receive an appropriate individual reading improvement plan at the previous school, and/or the parent requested a Good Cause Exemption within thirty days of the CEPI notification.



Allowable Reasons for Good Cause Exemptions



1 The student has an individualized education program or Section 504 plan (based on federal law), whose team decides to exempt the student from specified retention requirements.



2 The student is a limited English proficient student who has had less than three years of instruction in an English language learner program.



3 The student has received intensive reading intervention for two or more years but still demonstrates a deficiency in reading and was previously retained in Kindergarten, Grade One, Grade Two, or Grade Three.



4 The student has been continuously enrolled in the current school district or charter school for less than two years and there is evidence that the student was not provided with an appropriate Individual Reading Improvement Plan (iRIP) by the previous school.



5 The student's parent or guardian has requested a Good Cause Exception within the required time period and the superintendent, chief administrator, or designee determines that the exemption is in the best interest of the student.



6 Student is proficient in all subjects except reading.



7 Satisfactory portfolio completion by student.



8 The teacher requests with supporting documentation.

Good Cause Exemption District Responsibility Checklist

Retention/Promotion

Confirm CEPI letter has notified school(s) and parents of students to be retained **no later than June 1** of each year.

1

A school district or charter school may also make its own notification to a parent or guardian. The notification must clearly state that: Based on standardized testing, the student may be retained in Grade Three, but may achieve promotion based on an alternative assessment or student portfolio. The parent or guardian may request a good cause exemption, within thirty days of notification by CEPI.

2

By September 1 of each school year, submit retention reports to CEPI, containing information on the number of students retained in Grade Three and the number of students promoted to Grade Four under Good Cause Exemptions.

3

District Procedure for Good Cause Exemption

The superintendent or chief administrator would

Review the request of parent or teacher and supporting information.

1

Discuss the recommendation with the student's Grade Three teacher and individualized education program team (if applicable)

2

Determine whether the exemption is in the best interest of the student

3

At least thirty days before the start of school, provide a determination in writing, whether or not to recommend a Good Cause Exemption.

4

Good Cause Exemption Frequently Asked Questions (FAQ)

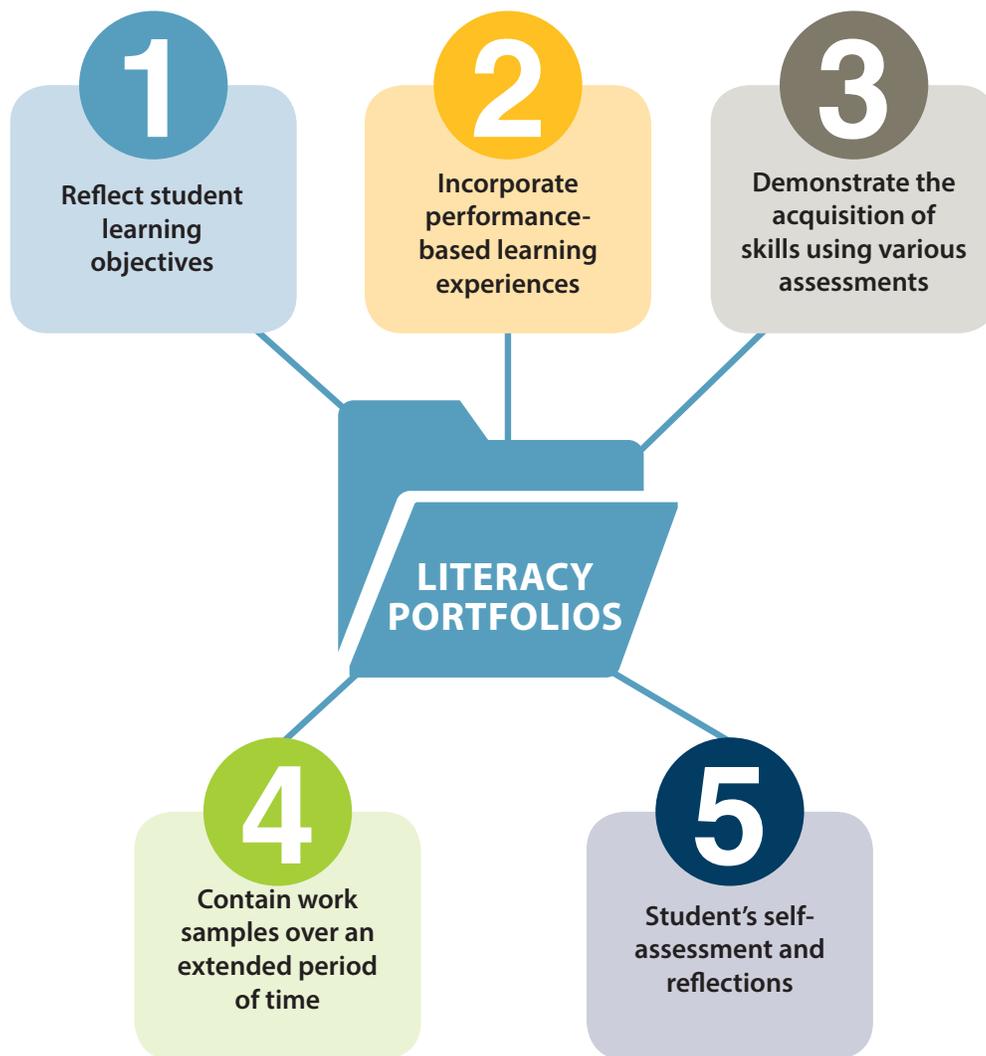
The following FAQ concerns the Good Cause Exemptions regarding promotion to Fourth Grade for students not meeting academic requirements.

1	Q: <i>What documentation must be kept for intervention and Good Cause Exemptions?</i>
	A: The school/district will maintain forms and supporting documentation. This documentation may be kept electronically, but it must be readily available for review by the state of Michigan.
2	Q: <i>Who determines if intensive reading remediation has been delivered?</i>
	A: The district will determine if the documentation supports whether or not that intensive reading interventions have been provided.
3	Q: <i>Do English Learners (ELs) who have been in a school in the United States for two years or longer have to pass the Third Grade Reading Summative Assessment?</i>
	A: Yes. ELs who have been enrolled in a school in the United States for two years or more must demonstrate proficiency on the state assessment.
4	Q: <i>How would an EL student qualify for a good cause exemption?</i>
	A: The Good Cause Exemption portion of the legislation addresses ELs and does not require prior retention to be applied. ELs must pass the Third Grade Reading Summative Assessment to be promoted to fourth grade unless they have had less than two years of instruction in an English language program.
5	Q: <i>What is the pass/fail cut score for the Third Grade Reading Summative Assessment?</i>
	A: The cut score for pass/fail will be determined by the state of Michigan.
6	Q: <i>Is there a timeline for requesting a Good Cause Exemption?</i>
	A: Parents should apply for Good Cause Exemptions within thirty days after the date of the notification by the state of Michigan.
7	Q: <i>What is the difference between Good Cause Exemption for general education students and students with disabilities?</i>
	A: Students with an IEP may be exempt from retention based upon specific criteria. General education students must have received two years of intensive reading intervention and have been previously retained.
8	Q: <i>Who makes the final decision about Good Cause Exemptions?</i>
	A: The superintendent or designee makes the final decision about Good Cause Exemptions.



9	Q: <i>Can parents appeal a retention decision?</i>
	A: A parent or legal guardian has a right to request a meeting with school officials to discuss the retention requirement under state law within thirty days of the state of Michigan retention letter.
10	Q: <i>How soon will parents know if their Good Cause Exemption request has been approved?</i>
	A: The Superintendent, chief administrator, or designee shall review the request and any supporting information and shall consider whether or not the Good Cause Exemption is in the best interest of the pupil. After deliberation, a determination will be made and communicated in writing. This determination shall be communicated at least thirty days before the first day of school. The decision of the superintendent or chief administrator is final.
11	Q: <i>How do schools address students who were previously retained and are not proficient on the state assessment, but do not qualify for a Good Cause Exemption?</i>
	A: If the student has been retained and has received intensive reading intervention, as required by law, the student will qualify for a Good Cause Exemption.
12	Q: <i>What can schools share with parents who are refusing for their students to participate in the third grade reading summative assessment?</i>
	A: In accordance with state law, the third grade reading summative assessment is required for promotion to fourth grade, unless proficiency is demonstrated by alternative assessment or portfolio.
13	Q: <i>Can parents choose to have their child retained if the superintendent approves promotion based on the Good Cause Exemption?</i>
	A: Parents can request that their child be retained even if the child qualifies for a Good Cause Exemption.
14	Q: <i>A student transfers in from out-of-state, or from a private nonpublic school and seeks to enroll for the first time in a school district or public school academy in grade four, does this student qualify for a Good Cause Exemption?</i>
	A: A third grade student or younger than ten years of age will not be promoted unless they achieve a grade three proficient reading score, demonstrates proficiency through a pupil portfolio, or on an alternate assessment.
15	Q: <i>When can I expect a letter of retention?</i>
	A: A letter would be sent by the state of Michigan for students who do not meet the reading proficiency requirement after the spring state assessment, no later than June 1 of each year or fourteen days after the state of Michigan receives the state assessment scores.





Qualifying Artifacts for Student Portfolios

To be considered compliant in meeting the Michigan Third Grade Reading Legislation Law, we highly recommend that the Individual Student Reading Portfolio include multiple artifacts for demonstrating mastery of the required reading skills as well as evidence of the following components, to be considered complete.

COMPONENT 1: Evidence of Benchmarking and Progress Monitoring—Evidence of completion of benchmarking and progress monitoring measures using alternative assessment data sources as identified by the **Michigan's Acceptable Tools for Early Literacy Educators list**. The student's **District Portfolio Report**,

which can be generated using Illuminate, can be used as evidence.

COMPONENT 2: Evidence of Proficiency Based on Michigan Academic Standards—Documentation of an **Individual Reading Improvement Plan (iRIP)** will serve as evidence of targeted support and student progress. Districts can choose from multiple samples of Individual Reading Improvement Plans provided on pages 42–48. Districts may opt to create a District Portfolio Report using the form letter function available within custom reporting in Illuminate.

In addition to the above required components, more evidence can be documented to be considered exemplar. Standardized reading assessments do not always depict a student’s actual reading level or skill. Portfolios, when used appropriately, provide a structure for representing a child’s ability and can help educators determine a child’s overall proficiency. Portfolios are defined as purposeful collections of student work that precisely showcase students’ efforts, progress, or achievement in a specific content area (Arter & Spandel, 1992). While a portfolio can serve a variety of purposes, the goal of this document is to focus on creating an intentional process of collecting artifacts that clearly and definitively illustrate a child’s ability to read at grade level. With this in mind, a literacy portfolio can take on many forms; but it should be more than a collection of student work. A literacy portfolio must accurately depict the child’s overall reading strengths and weaknesses.

While individual approaches to portfolio development may differ, there are commonalities amongst effective literacy portfolios. For example, portfolios may reflect Student Learning Objectives (SLOs), focus on performance-based learning experiences, display the use of a variety of assessment tools to demonstrate the acquisition of reading skills and attitudes, and contain work samples over an extended period of time (Missouri Department of Education, 2017). It is also suggested that a student’s self-assessment and/or reflections be included within the portfolio. These student artifacts provide insight into the child’s metacognitive processes and abilities, critical for gauging a child’s literacy level.

Districts and schools are encouraged to establish specific guidelines regarding the evaluation of the literacy portfolios. It is important to consider who will be assessing the portfolios and what protocols they follow when determining proficiency. This process should be thoughtfully designed and transparent, to ensure consistency.

The District’s **Promotion Recommendation Form** must be completed and signed by the primary reading teacher and the principal verifying that the student’s portfolio is an accurate representation of the student’s work, assessments, and reading skills.

DISTRICT REPORT- THIRD GRADE PORTFOLIO

According to the Michigan Third Grade Reading Legislation, a student may achieve promotion based on a district-approved alternative assessment or student portfolio.

Districts may create a customized report in Illuminate, that fulfills the minimum requirements of a Third Grade Portfolio, which would include state assessment data and the district’s alternative benchmark literacy assessments and expectations.

To create a customized district report for a Third Grade Portfolio, follow the steps below:

- 1** Identify benchmark literacy assessments and expectations for Third Grade
- 2** Contact Wayne RESA or see the Appendix for detailed instructions.



Sample District Portfolio Report

Student Name: _____ Date: _____

Student Number: _____ Date of Birth: _____

Your Child's Overall Score in ELA—M-Step

KEY:
1: Not Proficient
2: Partially Proficient
3: Proficient
4: Advanced

Your Child's Score on the Developmental Reading Assessment

*Our district has decided that in order to be proficient in reading, a child must score at least **40**.*

Your Child's Score on the MAP Test

*Our district has decided that in order to be proficient in reading, a child must have a RIT score of least **203**.*

Your Child's Overall Score in Math—M-Step

KEY:
1: Not Proficient
2: Partially Proficient
3: Proficient
4: Advanced

Science Grade

Social Studies Grade

Your child, _____, did not score proficient in reading on the M-Step. While we take this data seriously, our district does not believe that any one test can accurately depict a child's ability; therefore, we have compiled the following data for your review.
.....

Based on a careful examination of assessment data, your child, _____, is currently not reading at grade level. Michigan state law requires that any child not reading at grade level by the end of third grade shall be retained. At this time, your child is scheduled to be retained. This means he/she will be repeating third grade during the next school year. In order to ensure a positive experience for your child, our district will guarantee that your child will be placed with a highly effective teacher with a strong background in reading instruction. If you disagree with this report, you have until _____ to file a Good Cause Exemption for your child. This form can be found at _____. If a Good Cause exemption is not filed with the superintendent by this date, your child will automatically be enrolled in third grade for next school year.

.....
Please select one of the choices below, sign, and return:

- I have reviewed this report and **understand that my child will be retained in the third grade for the next school year and consent** to this decision.
- I have reviewed this report and **disagree** with the decision to retain my child. **I plan to file for a Good Cause Exemption.**

Signature: _____ Date: _____





Individual Reading Improvement Plan (iRIP)



Individual Reading Improvement Plan (iRIP)

An **Individual Reading Improvement Plan (iRIP)** is a specific blueprint for improving a child's ability to read that is based on data from a variety of assessments. The iRIP must correlate with the school's Multi-Tiered System of Support (MTSS) that outlines Tier 1 Core Instruction, Tier 2 Targeted Intervention, and Tier 3 Intensive Targeted Intervention that will be implemented with fidelity to correct the reading deficiencies. The resources provided in this document may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II Interventions; Fourth Grade students requiring intensive intervention after Good Cause Exemption promotion; or, for intensive reading interventions for Special Education students (K-4) and English Learners (ELs). (Ohio Department of Education, 2016).

The following steps should be followed when implementing and monitoring the success of an iRIP.

1

Identify the student's specific diagnosed reading deficiencies.

2

Determine goals and benchmarks for growth.

3

Develop specific supplemental instruction services that target the student's identified reading deficiencies.

4

Align Tier 1 core instruction to the Tier 2 targeted interventions and/or Tier 3 intensive targeted intervention.

5

Provide multiple opportunities for the student's family to be involved in the process.

6

Monitor student progress to continue, change, or adjust instruction.

7

Actively monitor the implementation of instructional services for the child.

8

In addition to interventions and support, ensure that the child maintains access to grade-level reading curriculum.



Sample 1: Individual Reading Improvement Plan (iRIP)

School Name: _____ Date: _____

Student Name: _____

Teacher Name: _____ Grade: _____

Academic progress is vital to lifelong success. It is imperative that students maintain adequate academic levels in all subject areas. Your child is not meeting reading proficiency targets. This is based on his/her academic performance on the following assessment tools:

TEST	FALL	WINTER	SPRING
Assessment 1			
Assessment 2			
Other Assessment			

Our goal is to continue working together to improve your child’s achievement in reading. This Individual Reading Plan will remain in effect until your child is performing at grade level. We expect that your child will demonstrate at least one year’s academic growth or more for this school year.

SCHOOL SUPPORT (not all will apply):	
<input type="checkbox"/>	Provide additional targeted small group instruction in reading—minimum fifteen minutes, three times a week
<input type="checkbox"/>	Provide one-to-one reading intervention based on pupil needs
<input type="checkbox"/>	Provide effective instructional strategies based on the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
<input type="checkbox"/>	Document ongoing progress monitoring
<input type="checkbox"/>	Communicate child’s progress regularly with parent(s)
<input type="checkbox"/>	Provide tools to assist families with literacy, such as reading logs.
<input type="checkbox"/>	Provide extended day/school year
<input type="checkbox"/>	Other:



PARENT SUPPORT	
<input type="checkbox"/>	Ensure on time and consistent attendance
<input type="checkbox"/>	Ensure child completes homework nightly. Your child should have a regular study place and time to do his/her work
<input type="checkbox"/>	Ensure child reads every night for at least 20 minutes and completes a reading log
<input type="checkbox"/>	Sign child's planner daily and communicate regularly with the teachers
<input type="checkbox"/>	Check teacher blog/school communications regularly
<input type="checkbox"/>	Ensure child attends extended day/year tutoring regularly
<input type="checkbox"/>	Attend educational parent meetings regarding the Read At Home plan and strategies for supporting child's reading development
<input type="checkbox"/>	Other:

STUDENT COMMITMENT	
<input type="checkbox"/>	Be on time and attend school regularly.
<input type="checkbox"/>	Complete classwork and homework to the best of my ability and on-time
<input type="checkbox"/>	Read every night for at least 20 minutes and complete a reading log
<input type="checkbox"/>	Work on mobymax.com and/or MyOn.com for at least 20 minutes each night
<input type="checkbox"/>	Correctly fill out my planner each day
<input type="checkbox"/>	Attend extended day/year tutoring regularly
<input type="checkbox"/>	Other:

If your child does not achieve grade level reading proficiency by the end of third grade, he/she may be at risk of retention.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____



Sample 2: Simple Individual Reading Improvement Plan

School Name: _____ Date: _____

Student Name: _____

Teacher Name: _____ Grade: _____

Measures: How progress has been or will be monitored and evaluated on a regular basis.	
<p>Learning Goal and Benchmark for Growth</p> <p>Learning goals should be based on areas of concern as identified through diagnostic assessment results. The goals should focus on identified reading deficiencies that will be addressed through intervention.</p>	<p>Student Reading Skill Deficiencies</p> <p>1. _____</p> <p>2. _____</p> <p>Learning Goals</p> <p>1. _____</p> <p>2. _____</p>
<p>Intervention Procedures</p> <p>List the type of additional instructional services and interventions the student will receive. It must be written in "I will provide..." or "I will send home...". This should also include the research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>	
<p>Duration of Interventions</p> <p>Interventions run for 4 to 6 weeks or as needed.</p>	
<p>Modification of Plan Based on Progress</p> <p>Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.</p>	
<p>Progress Monitoring</p> <p>Progress toward target skills is monitored at least every one to two weeks but may be done sooner or later if warranted by student's individual profile. The date the progress monitoring is complete and the score must be documented in the pyramid documentation packet.</p>	
<p>Staff Involved with Intervention Process</p> <p>List the names of all stakeholders involved in developing and/or responsible for the full implementation of this iRIP.</p>	
<p>Parent Read-at-Home Plan</p> <p>Strategies the student's parent is encourage to use in assisting the student to achieve reading competency.</p>	

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____



Sample 3: Individual Reading Improvement Plan Checklist

Adapted and Modified from the Mississippi Department of Education

School Name: _____ Date: _____

Student Name: _____

Teacher Name: _____ Grade: _____

Once a student has been tested and a reading deficiency has been identified the school has thirty days after identification to complete the Individual Reading Improvement Plan for every Kindergarten through Third Grade student who exhibits a reading deficiency. Furthermore, the school personnel must follow up with intensive reading instruction and intervention that is documented with fidelity for each student in an individual reading improvement plan which includes, at a minimum, the following criteria:

COMPLETION	DESCRIPTION	EVIDENCE
<input type="checkbox"/>	Part A: The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data will be documented in the Individual Reading Improvement Plan.	
<input type="checkbox"/>	Part B: The goals and benchmarks for growth will drive the Individual Reading Improvement Plan.	
<input type="checkbox"/>	Part C: How progress will be monitored and evaluated throughout the academic year will be included in the Individual Reading Improvement Plan.	
<input type="checkbox"/>	Part D: The type of additional instructional services and interventions the student will receive as a result of the assessments will be clearly outlined in the Individual Reading Improvement Plan.	
<input type="checkbox"/>	Part E: The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension will be incorporated in the Individual Reading Improvement Plan.	
<input type="checkbox"/>	Part F: The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency is outlined in the Individual Reading Improvement Plan.	
<input type="checkbox"/>	Part G: Any additional services the teacher deems necessary and appropriate to accelerate the student's reading skill development is included in the Individual Learning Improvement Plan.	

Note for School Leaders: The Individual Reading Plan must correlate with the school's Multi-Tier System of Support (MTSS) that outlines Tier I – Core Universal Instructional and Support, Tier II – Targeted, Supplemented Intervention and Support, and Tier III – Intensive, Individualized Instruction and Support that will be implemented with fidelity to correct the reading deficiencies. The Individual Reading Improvement Plan included in this document may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II Interventions. It is also highly recommended for 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for Special Education students (K-4) and English Learners (ELs).



Part A: Determination of the Student's Reading Deficiencies

School Name: _____ Date: _____

Teacher Name: _____ Grade: _____

Student Name: _____ Student ID#: _____

Student D.O.B: _____ Race: _____

Parent/Guardian Name: _____ Phone#: _____

Street Address: _____ Email: _____

K-2 Readiness Assessment	
Recommended Score	Student Actual Score
Fall / A	
Winter / 1-2	
Spring / 3-4	

Indicate reading deficiencies as determined by the assessment.

- _____
- _____
- _____

Universal Screener / Diagnostic Assessment Scale Score			
NWEA	Fall	Winter	Spring
	Norm/Actual	Norm/Actual	Norm/Actual
K Reading	141/	151/	158/
1 st Reading	160/	171/	177/
2 nd Reading	174/	184/	188/
3 rd Reading	188/	195/	198/
4 th Reading	198/	203/	205/
5 th Reading	206/	210/	212/

Indicate reading deficiencies as determined by the assessment.

- _____
- _____
- _____

List screener and date administered.

3rd Grade Summative Assessment	
School Year	Days Present/Absent

Note: Attach suspension data, if applicable.

List Last 2 Schools Attended and Dates:

- _____
- _____

Retention	
<i>Instructions: If applicable, indicate the grade(s) and school year(s).</i>	
Grade	School Year

Special Population
<i>Instructions: Check if applicable to student.</i>
<input type="checkbox"/> Special Education/IEP
Initial Eligibility Date _____
Eligibility Category _____
<input type="checkbox"/> 504
<input type="checkbox"/> ELL
<input type="checkbox"/> Dyslexia
<input type="checkbox"/> Other: _____

3rd Grade Summative Assessment		
Attempts	Date	Score
Initial		
1 st Retest		
2 nd Retest		

Recent Academic Grades				
Reading				
Mathematics				
Science				
Social Studies				
Music				
Art				
PE				
Library/Media				



Part D: Additional Instructional Services and Interventions

Instructions: The Child Study Team (which includes the building administrator or designee, teacher, and interventionist) should work together to complete this form for each student identified as needing an Individual Reading Improvement Plan based on reading deficiencies.

Target Deficit Area(s): _____

List additional instructional services and specific interventions that will be provided to address reading deficiencies: _____

Part E: Reading Instruction Program

What research-based program will be used to deliver explicit, systematic core reading instruction during the required 90-minute reading block? _____

Indicated the areas addressed by the core reading program:

Phonemic Awareness Phonics Fluency Vocabulary Comprehension

List additional support materials (if applicable): _____

Part F: Parent Support *Parent Read-at-Home Plan*

Target Deficit Area(s): _____

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

Written Parental Notification Received:

Parent Signature: _____ Date: _____

Parent Read-at-Home Plan Received:

Parent Signature: _____ Date: _____

Part G: Additional Services

Indicate any additional services the teacher deems available and appropriate to accelerate the student's reading skill development, if applicable: _____





Assessments



Assessment Tools: An Ongoing Process to Inform Instruction

At the classroom level, teachers make use of assessment tools to gather evidence regarding the effectiveness of Tier 1 instruction and to inform decisions regarding additional supports for students. Within the MTSS framework, teachers use three main assessment tools: **universal screeners**, meant as the first step in identifying the students who are at risk for learning difficulties, **diagnostic assessments**, highly-targeted at a particular concept and meant to inform individual learning needs, and **progress monitoring**, formative assessment used to track individual student progress over time.

Initial Assessments (Universal Screeners)

Currently, many universal screeners are available which explore general grade-level reading skills. The first step in choosing a screener is to articulate beliefs about teaching reading and valued aspects of the curriculum. A screening tool should reflect the literacy performances that are most valued.

Extensive Assessments (Diagnostic Tools)

These individual assessments provide an opportunity to gain knowledge about how a student processes reading and thinking about a text. Analyzing and interpreting the data from diagnostic assessments will help to guide instructional decisions and ensure that appropriate interventions are selected to meet individual needs.

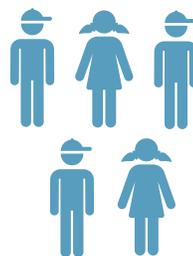
Progress Monitoring

Collecting data that reveals high-quality information for instructional purposes is the priority of monitoring progress and growth. Assessments rooted in real reading events leads to improved instruction. (Howard, 2009).

PROCESS TO INFORM INSTRUCTION



All students must be evaluated using an approved **Screening Assessment** three times per year, in grades K–3.



Use **Diagnostic Testing** to determine specific areas of need for those students identified as reading below grade level.



Ongoing Progress Monitoring should occur to ensure identified students receive the instruction they need to become proficient learners.

Reading Assessment Options

Michigan's Third Grade Reading Law (MCL 380.1280f) requires the Michigan Department of Education (MDE) to provide an annual list of assessment tools that meet the requirements of "Initial Assessments" and "Extensive Assessments", as identified in law. The current lists of approved initial and extensive assessment tools are available at the links below. However, it should be noted that as of June, 2017, these lists are currently under review and are scheduled to be revised soon.

[17-18 Approved Initial Assessment List](#)

[17-18 Approved Extensive Assessment List](#)

INITIAL ASSESSMENT

Initial Assessment tools are applied universally as screeners or benchmark assessments. The intent of the initial assessment is to be delivered to all students and act as a primary indicator that a student may be at risk of falling behind or illustrate an area of concern for which additional instruction/support in English Language Arts may be needed.

EXTENSIVE ASSESSMENT

Extensive Assessment tools are used to provide diagnostic or formative information to support the needs of individual students that are deficient in some manner as identified through initial assessments. The extensive assessment may be delivered only to those students for which an area of concern has been identified. The extensive assessment will assist educators with better identifying the areas in which to focus intervention. (It is important to note that not all extensive assessments may be appropriate for any particular area of concern. Districts will have to determine which extensive assessment is appropriate for which area of concern.)

DESIGNING A DISTRICT ASSESSMENT SYSTEM

Districts will select one assessment from the MDE-approved list of initial assessments, and at least one from the list of extensive assessments to use for the 2017-2018 school year. It is understood that student needs may warrant a rationale for using multiple extensive assessments, including assessments not on the list, and districts are encouraged to design an assessment system that provides staff with meaningful data to support all students' mastery of content.

To assist districts in designing their own assessment system, the Michigan Department of Education has outlined best practices for districts to consider when selecting and using assessments for Early Literacy Initiatives. To access this information, go to the MDE Third Grade Reading Law assessment link and then click on [District Inventory: Tips for Designing a District Assessment System](#).

Additional information and resources to support districts in this work can be found at the following link: [District Assessment Inventory and Resources](#).

(District) Grade Level Proficiency Reports

According to the third grade reading legislation, student progress in literacy must be closely monitored in kindergarten, first grade, second grade, and third grade.

In Kindergarten through Grade Three, districts may opt to create a customized grade level proficiency report for all students based on district literacy assessments and expectations. An Individual Reading Improvement Plan must be created within thirty days for any student who demonstrates below grade level performance in literacy.

An example of this type of proficiency report is provided on the next page.

To create a customized district grade level report within Illuminate, follow the steps below:

- 1 Identify benchmark literacy assessments and assessment calendar ([See a sample here.](#))
- 2 Contact the Wayne RESA Educational Services Department for help designing and creating a digital template for generating student progress reports or see the Appendix for more detailed directions.



District [Grade Level] Proficiency Report

Student Name: _____ Date: _____

Teacher Name: _____ Grade: _____

District designated assessment results for K-2 students. Examples may include NWEA, STAR, and DRA. Refer to Michigan's Acceptable Assessment Tools for Early Literacy Educators for additional assessments.

[District Name] does not believe that any one test can accurately depict a child's ability; thus we have compiled the following assessment data for your review.

ALTERNATE ASSESSMENT 1	ALTERNATE ASSESSMENT 2	ALTERNATE ASSESSMENT 3

Based on a careful examination of the assessment data, [Student Name] is [not meeting/meeting/exceeding] grade level reading standards. Michigan state law requires that any child not reading at grade level by the end of Grade Three shall be retained. Based on [Student Name]'s current [grade level] reading performance [he/she] is [at risk for retention/is scheduled for promotion]. Individual Reading Improvement Plans (iRIPs) are required for students who are at risk of retention.

[District Name] monitors student reading progress throughout each school year. As grade level standards increase in rigor, your child's performance may vary. Therefore, your child's status may change based upon ongoing assessment data.

If you disagree with this report, please contact your child's building administrator.

iRIP Status

- Student will be placed on an Individual Reading Improvement Plan.
Please attend your iRIP meeting on _____.
- Student does not require an Individual Reading Improvement Plan.



Parent Engagement and Communication

Resources for Parents

www.colorincolorado.org
Great resources! Also for English Language Learners

<http://www.readingsource.net/websitesforkids.html>
Games that support all the components of reading

www.readingrockets.org

<http://www.pbs.org/parents/education>

<http://www.pta.org/parentsguides>



Literacy is at the root of a person's ability to succeed and the family is at the heart.

—Lind, 1999

Any questions or concerns? The Literacy Team at

[Insert District Name]

is here to support you as you continue to work with your child at home.

Important Literacy Legislation



In 2016, the Michigan Legislature passed the **Third Grade Retention Law** to ensure that students exit Third Grade reading at or above grade level. This legislation will affect 2016-2017 Kindergarten students by the time they are in Third Grade.

In accordance with this law, and as a means of better informing classroom instruction, districts will be providing K-3 assessments to students across the state. These assessments will identify students who are reading below grade level and in need of intensive reading intervention. They will also provide useful information to help teachers tailor instruction to meet individual student needs, and parents to help work with their child at home.

5 Essential Components of Reading

1 Comprehension

2 Phonemic Awareness

3 Phonics

4 Vocabulary

5 Fluency

Readers are Leaders at:

[Insert District/School Name]



You are your child's first and most important teacher! Studies show that it's vitally important for children to have a good start in reading. What you do at home is what will help your child become a successful, confident reader!

Helping Your Child Become a Successful, Confident, Reader!



Read with your child every day!

Reading every day is crucial for beginning readers! This means during breaks and over the summer, too. Summer Learning Loss is really hard on 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 that vowel 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.

Try this before you read:

- 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 while 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 after 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?

- 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 what lessons or new ideas this book could teach someone.
- Discuss why the author wrote this book.



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 spots (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/model 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.pbs.org/parents/education/reading-language/reading-tips/phonics-basics/>
- <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.greensburgsaalem.org/Page/137>
- http://www.abcya.com/kindergarten_computers.htm#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://wehavekids.com/education/elementary-reading-websites-for-kids>



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**

Grades 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**

Grades 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**

Grades 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**

Grades 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**

Grades 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>



Additional K-3 Literacy Resources

- **Storyline Online**
<http://www.storylineonline.net>
Well known actors read children’s books online to get kids excited about reading!
- **Smithsonian Tween Tribute Junior**
<http://tweentribune.com/category/junior>
Get kids excited about reading non-fiction with these current and high interest articles.
- **Giggle Poetry**
<http://www.gigglepoetry.com/poemcategories.aspx>
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>
Great resource for finding information about new books, your favorite authors, series and so much more!
- **Robert Munsch**
<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>
Help children learn to read using this audiovisual interactive site.
- **Seussville**
<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>
Get kids excited about reading by having them write their own stories!
- **Story Jumper**
<https://www.storyjumper.com>
Have kids create, share and read books online!
- **Book Adventure**
<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>
Includes lots of resources for parents to help encourage their children to read.



Phonemic Awareness Activities



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/, /ô/, /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/ /ô/ /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".



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.



Phonemic Awareness Activities



GRADES
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.



Phonics Activities



GRADES

K-1

Reading Activities for the Home



- 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 cornmeal 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).

Phonics Activities—continued



- Making Words:** For this game, you will need magnetic letters and three bags. Put half of the consonants into the first bag. Put the vowels into the middle bag, and put the remaining consonants into the last bag. Have your child pull one letter from the first bag. That will be the first letter of his/her word. Then have your child pull from the vowel bag for the second letter of the word and from the other consonant bag for the third letter of the word. Next, the child will read the word and decide if it is a real word or a nonsense word. Take turns, replacing the vowels as needed until there are no more consonants left.
- Labeling Words:** When reading with your child, keep Post-It® notes handy. Every so often, have your child choose one object in the picture and write the word on a Post-It®. Put the note in the book to read each time you come to that page.
- Practicing Words with Pictures:** Choose pictures from a magazine or catalog. Say the name of the picture; have your child say the sound that the picture begins with and the name of that letter.
- Hunting for Words:** Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is *m*, the child might find and write *mop*, *mat*, *Mom*, *money*, and *microwave*.
- 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*, *aaa*, *t*) This is called sounding it out. Then say the sounds together (*sat*). 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*.
- Teach your child to recognize the letters in his or her name.

Phonics Activities—continued



- Use magnetic letters to spell words on the refrigerator or to spell names of family members or friends.
- Discuss how names are similar and different.
- Recognizing shapes is the beginning of recognizing the features of letters. Have your child sort letters by tall tails, short tails, hooks, humps, and circles. Your child can continue to sort by feature combinations as well (For example: circle and tall tails, hooks and circles, humps and tall tails, etc.)
- Ask your child to name stores, restaurants, and other places that have signs. This is called environmental print. Have your child cut the images of these signs from bags, take-out containers, and fliers and post them somewhere to make an Environmental Print Word Wall.
- Ask your child to look through ads to point out things he/she recognizes. Ask if they know any of the letters on the page.
- Use stores as an opportunity for learning! Ask questions like, “Can you find something that has a letter *c*? Can you find a word that begins with an *m*? Can you find something with four letters?” Praise all efforts and keep it like a game.
- Make alphabet letters out of Play-doh®.
- Write letters with your finger on your child’s back and have him or her guess the letter. Have your child do the same to you.
- Play “**Memory**” or “**Go Fish**” using alphabet cards.
- Read alphabet books to your child and eventually ask him/her to name the items on the page that you know he/she can successfully tell you.

Phonics Activities



GRADES

2-3

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 /ē/ 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 *bl*, 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, aaa, t*) This is called sounding it out. Then say the sounds together (*sat*). 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.



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.”

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.





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



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/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).

Vocabulary Activities—continued



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, "How 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.

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.

Comprehension Activities



GRADES

K-1

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.



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

Comprehension Activities—continued



GRADES
K-1

- 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?"

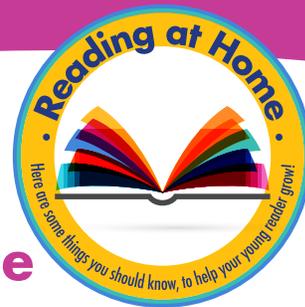
OTHER IDEAS

- 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.



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?"

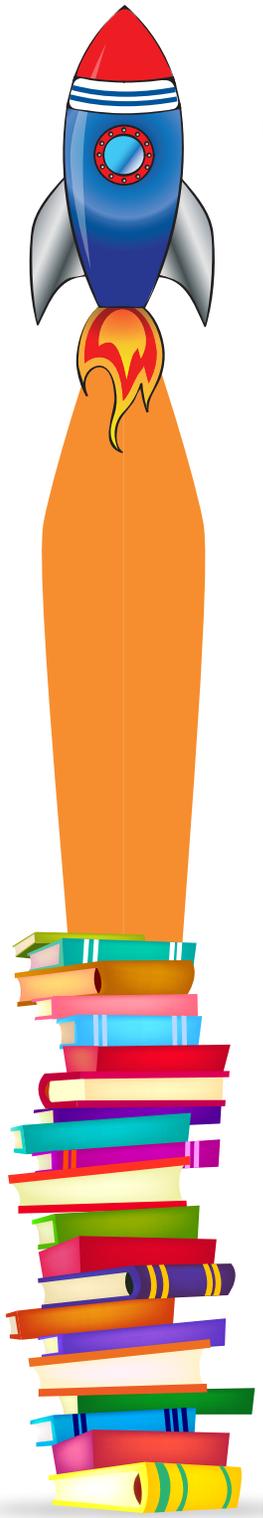
OTHER IDEAS

- 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?"



READING TIPS

FOR PARENTS OF Toddlers



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.



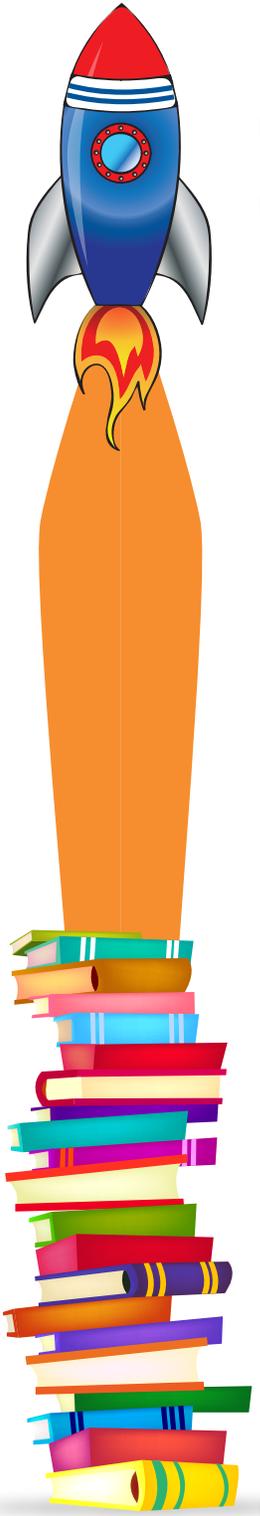
Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.

Colorin Colorado is produced by Reading Rockets, a project of public television station 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 Literacy

Wayne RESA: 33500 Van Born Road • Wayne, MI 48184-249 • 734.334.1300 • 734.334.1620 FAX • www.resa.net
Board of Education: James S. Beri • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie
Randy A. Liepa, Ph.D., Superintendent

READING TIPS

FOR PARENTS OF Preschoolers



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.

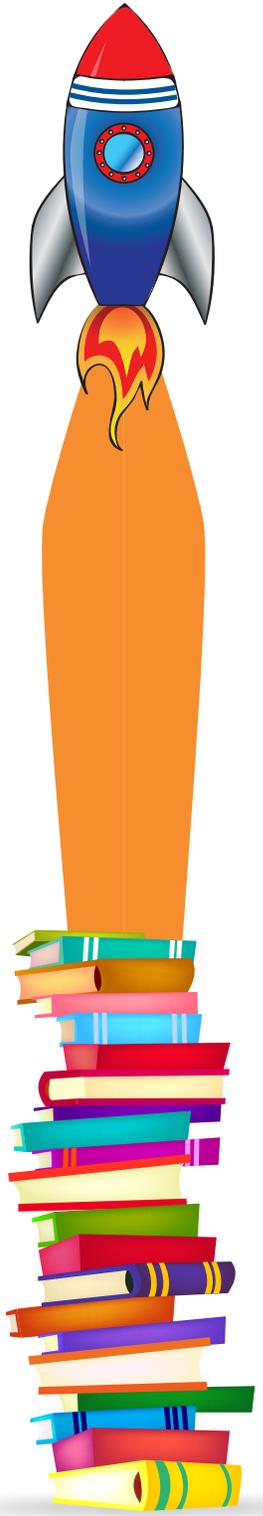
- **Read together every day**
Read to your child every day. Make this a warm and loving time when the two of you can cuddle close.
- **Give everything a name**
Build your child's vocabulary by talking about interesting words and objects. For example, "Look at that airplane! Those are the wings of the 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.



READING TIPS

FOR PARENTS OF Kindergartners

READING
rockets



Play with letters, words, and sounds! Having fun with language helps your child learn to crack the code of reading. 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.

■ 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 mmmmmm."



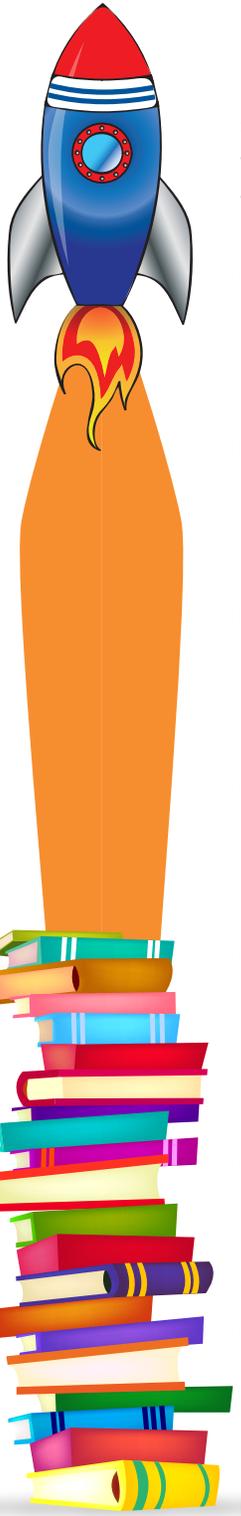
Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.

Colorin Colorado is produced by Reading Rockets, a project of public television station 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 Literacy

Wayne RESA: 33500 Van Born Road • Wayne, MI 48184-249 • 734.334.1300 • 734.334.1620 FAX • www.resa.net
Board of Education: James S. Beri • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie
Randy A. Liepa, Ph.D., Superintendent

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 *sag* to *sap*; and from *sap* to *sip*.
- **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.

Colorin Colorado is produced by Reading Rockets, a project of public television station 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 Literacy

Wayne RESA: 33500 Van Born Road • Wayne, MI 48184-249 • 734.334.1300 • 734.334.1620 FAX • www.resa.net
Board of Education: James S. Beri • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie
Randy A. Liepa, Ph.D., Superintendent

READING TIPS

FOR PARENTS OF Second Graders



READING
rockets

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

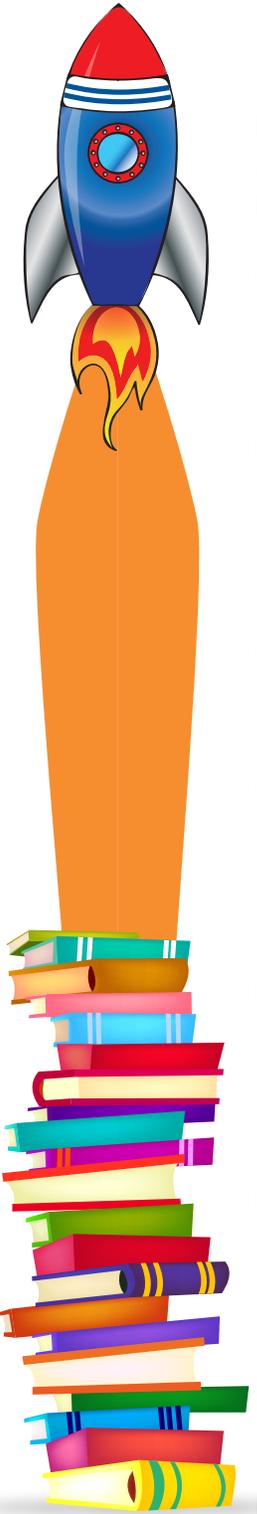
Use new words your child has learned in lively flash card or computer drills. Sometimes these help kids automatically recognize and read words, especially those that are used frequently.



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

Colorin Colorado is produced by Reading Rockets, a project of public television station 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 Literacy

Wayne RESA: 33500 Van Born Road • Wayne, MI 48184-249 • 734.334.1300 • 734.334.1620 FAX • www.resa.net
Board of Education: James S. Beri • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie
Randy A. Liepa, Ph.D., Superintendent

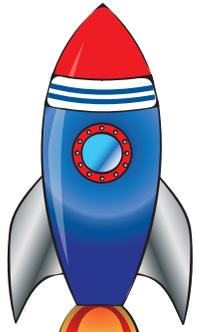


READING TIPS

FOR PARENTS OF Third Graders



READING
rockets



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 involves 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 wordplay. 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.

Colorin Colorado is produced by Reading Rockets, a project of public television station 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 Literacy

Wayne RESA: 33500 Van Born Road • Wayne, MI 48184-249 • 734.334.1300 • 734.334.1620 FAX • www.resa.net
Board of Education: James S. Beri • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie
Randy A. Liepa, Ph.D., Superintendent

Tips For Non-English Speaking Parents

The preceding documents are provided in a variety of languages in order to support families that speak languages other than English. The following languages are available:

- [Arabic](#)
- [Hmong](#)
- [Spanish](#)
- [Vietnamese](#)





Sample Communication

Sample Letter for Parents of Kindergarten Students

Dear Kindergarten Parents/Guardians,

Being a good reader is critical if a student is going to be successful in school. In 2016, the Michigan Legislature passed the Third Grade Retention Law to ensure that students exit third grade reading at or above grade level, which will affect 2016/2017 Kindergarten students by the time they are in Third Grade. In accordance with this law, and as a means of better informing classroom instruction, districts will be providing Kindergarten through Third Grade assessments to students across the state. These assessments will identify students who need intensive reading instruction and intervention and will also provide useful information to help teachers tailor instruction to meet individual student needs.

Students in grades Kindergarten through Grade Three will be assessed in reading at the beginning, middle, and end of the school year. The law also requires districts to provide early and regular written communication with parents of Kindergarten through Third Grade students who are not meeting proficiency targets. Communication will include information about current services being provided, additional reading supports planned for your child, and strategies for you to help your child at home (a Read-At-Home Plan).

All Third Grade students will be required to take a standardized state assessment at the end of the year to determine promotion to Fourth Grade. If your child is reading below grade level at the end of Third Grade, you will be informed in writing that your child will not be promoted to Fourth Grade unless he/she qualifies for a Good Cause Exemption.

Given that reading proficiency is a strong predictor of future career and college readiness, literacy is embedded in all subject areas. Although the school focuses on early literacy throughout the school day, we still need your support. Family engagement plays a vital role in a child's success as a reader.

For more information, please contact (insert your district contact information / school website address).

Sincerely,

Sample Letter to Parents Regarding the Third Grade Reading Legislation

Dear Parents/Guardians:

In order for students to be college and career ready, it is important that they have strong literacy skills. In 2016, the Michigan Legislature passed House Bill No. 4822 to ensure that children who exit Third Grade are reading at grade level. All children in Grade Three are required to take the state assessment beginning in the 2019-2020 school year. Students must be proficient on this test in reading in order to be promoted to the Fourth Grade.

This legislation requires that each school administers an ongoing assessment to identify each child's reading progress. These assessments will be administered three times per year and the first must be administered within thirty days of school beginning. If a child exhibits a reading deficiency, the district will provide an Individual Reading Improvement Plan (iRIP) to address challenge areas and provide training and resources for parents and guardians.

The state assessment is administered in the spring of each year in Grades Three through Eight, and this test will provide information to inform the state of Michigan whether a child has met reading proficiency expectations in order to be promoted to Fourth Grade. For children who are not proficient on the state assessment, the state of Michigan will send written notification to parents/guardians.

If you receive a letter from the state of Michigan stating that your child is being retained in Third Grade, you have the right as their legal guardian to request an exemption. Your request to not have your child retained should be sent within thirty days of the notification from the state of Michigan. You will receive a written notification to your request within ten business days.

Given that reading proficiency is a strong predictor of future career and college readiness, literacy is embedded in all subject areas. Although the school focuses on early literacy throughout the school day, we still need your support. Family engagement plays a vital role in a child's success as a reader. As a partner in your child's education, we encourage you to communicate with your child's teacher regarding their progress. We are committed to ensure that your child receives the foundational literacy skills needed to help thrive in our diverse and global world.

For more information, please contact _____.

Sincerely,

Superintendent

Sample Good Cause Exemption Letter from Superintendent

Dear Parents/Guardians:

This letter is in response to a Good Cause Exemption request submitted for your child to be promoted to the Fourth Grade. In 2016, the Michigan Legislature passed House Bill No. 4822 to ensure that students who exit Third Grade are reading at grade level. All students in Grade Three are required to take the Michigan Student Test for Education Progress (M-STEP). Students must be proficient on this test in reading in order to be promoted to the Fourth Grade. You received a letter from the Michigan Department of Education (MDE) indicating that your child in the Third Grade did not score proficient on the reading portion of the spring M-STEP. Based on this score, your child has been identified as being unable to advance to Grade Four.

The law also allows for a Good Cause Exemption to be granted if a request is filed within thirty days of receiving the letter from MDE. I am in receipt of your letter and after careful examination, your child qualifies for a Good Cause Exemption in the following area:

- Your child has an IEP
- Your child has a 504 plan
- Your child is limited English Proficient
- Your child received intensive reading intervention for two or more years but still demonstrates a reading deficiency and was previously retained in Kindergarten, First Grade, Second Grade, or Third Grade
- Your child has been enrolled in the district for less than two years and there is evidence that your child was not provided with an appropriate Individual Reading Improvement Plan
- Your child has demonstrated proficiency in math on the state assessment and your child has demonstrated proficiency in science and social studies as shown through a pupil portfolio as determined by the teacher who provided the Grade Three instruction to your child
- After reviewing other evidence, I am satisfied that your child will make appropriate progress in Fourth Grade and retention in Third Grade is not necessary

Thank you for your commitment to your child's education. If you have any questions, please contact

_____.

Sincerely,

Superintendent

Sample Good Cause Exemption Letter from Parent to Superintendent

Dear Superintendent:

I have received a letter from the state of Michigan informing me that my child will be retained in the third grade for the upcoming school year. I am formally requesting that you consider the following Good Cause Exemption qualifications on behalf of my child, _____.

- My child has an IEP.
- My child has a 504 plan.
- My child is limited English Proficient.
- My child received intensive reading intervention for two or more years but still demonstrates a reading deficiency and was previously retained in Kindergarten, First Grade, Second Grade, or Third Grade.
- My child has been enrolled in the district for less than two years and there is evidence that my child was not provided with an appropriate Individual Reading Improvement Plan (iRIP).
- My child has demonstrated proficiency in math on the state assessment has demonstrated proficiency in science and social studies as shown through a pupil portfolio as determined by the teacher who provided the Grade Three instruction to my child.

Thank you for your commitment to my child's education. If any additional documents are required, please contact me.

Sincerely,

Parent

References:

- Arter, J. and Spandel, V. (1992). *Using portfolios of student work in instruction and assessment*.
- National Council on Measurement in Education (NCME) Instructional Module. Covington, M. (1992). *Making the grade: A self-worth perspective on motivation and school reform*.
- Colorín Colorado. *Reading Tip Sheets for Parents* | Colorín Colorado. (2017). Colorincolorado.org. Retrieved 22 February 2017, from: <http://www.colorincolorado.org/reading-tip-sheets-parents>
- *General Education Leadership Network a MAISA Collaborative*. (2017). Essential Instructional
- *Practices in Early Literacy: Grades K to 3*. Retrieved 21 February 2017, from: <http://www.gomaisa.org/sites/default/files/K-3%20Literacy%20Essentials%203.2016.pdf>
- General Education Leadership Network a MAISA Collaborative. (2017). *Essential Instructional Practices in Early Literacy: Prekindergarten*. Retrieved 21 February 2017, from: <http://www.gomaisa.org/sites/default/files/PreK%20Literacy%20Essentials%203.2016.pdf>
- Heinemann. (2017). Fountas & Pinnell's *Instructional Level Expectations for Reading*. Retrieved 11 March 2017, from: <http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf>
- Howard, M. (2009). *RTI From All Sides: What Every Teacher Needs to Know*. Portsmouth, NH: Heinemann. Print.
- Missouri Department of Education. (2017). *Guidance for Using Student Portfolios in Educator Evaluation*. Retrieved 11 March 2017, from <https://dese.mo.gov/sites/default/files/Portfolio-Handbook.pdf>
- Mississippi Department of Education. (2017). *Individual Reading Plan: Documentation Template*. Retrieved 11 March 2017, from: http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/individual-reading-plan-template_lbpa-fillable.pdf?sfvrsn=2
- Ohio Department of Education. (2016). *Third Grade Reading Guarantee Guidance Manual*. Retrieved 12 March 2017, from: <http://education.ohio.gov/getattachment/Topics/Early-Learning/Third-Grade-Reading-Guarantee/TGRG-Guidance-Manual.pdf.aspx>
- Sde.ok.gov. Retrieved 1 February 2017, from: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/RSA-K-3_FormativeAssessments_1.pdf



Appendix: Generating Student Progress Reports

Portfolio Report

Sample of what an end-of-year report for 3rd graders might look like (3rd grade reading legislation)
Created by _____ on 2017-03-09 09:04:16

Displaying 1 to 50 of 1,704

2015-2016 M-STEP ELA Overall Scale Score	2015-2016 M-STEP ELA Performance Task Raw Score	2015-2016 M-STEP Student First Name	2015-2016 M-STEP Student Last Name	2015-2016 M-STEP Local Student ID	2015-2016 M-STEP Math Overall Scale Score	2015-2016 M-STEP Math Overall Performance Level	2015-2016 M-STEP Math Performance Task Raw Score	2015-2016 M-STEP Math Fixed Form Raw Score	DRA Scores Second Marking Period 2016-2017 DRA Score	2016-2017 NWEA Reading Winter RIT To Reading Max	2016-2017 NWEA Reading Winter RIT To Reading Score	2016-2017 NWEA Reading Winter Test RIT Score	2015-2016 M-STEP ELA Overall Performance Level
1221	0			20031206	1259	1	2			471	421	190	1
1234	0			20028458	1256	1	1			393	313	184	1
1241	0			20028970	1244	1	0			570	520	196	1
1241	0			20028970	1244	1	0			381	331	185	1
1241	0			20028475	1238	1	0			237	187	177	1
1247	0			20032101	1264	1	0			399	349	185	1
1247	0			20028441	1253	1	0			363	313	184	1
1249	0			20028939	1264	1	0			399	349	188	1
1249	0			20032482	1233	1	0			237	187	177	1
1250	0			20033879	1281	2	0			435	385	188	1
1250	0			20030476	1231	1	0			237	187	177	1
1250	0			20028073	1284	2	1			291	241	180	1
1252	0			20033404	1241	1	0			237	187	177	1
1252	0			20025505	1276	1	0			363	313	184	1
1252	0			20028251	1240	1	0			363	313	184	1
1252	0			20030751	1269	1	0					181	1

DISTRICT LEVEL: With Illuminate, you will select the assessment data you wish to include in your report: For example, Student Demographics, ELA M-Step, Math M-Step, NWEA, DRA.

Sample District Portfolio Report

Student Name: _____ Date: _____

Student Number: _____ Date of Birth: _____

Your Child's Overall Score in ELA—M-Step

KEY:
1: Not Proficient
2: Partially Proficient
3: Proficient
4: Advanced

Your child, _____, did not score proficient in reading on the M-Step. While we take this data seriously, our district does not believe that any one test can accurately depict a child's ability; therefore, we have compiled the following data for your review.

.....

Based on a careful examination of assessment data, your child, _____, is currently not reading at grade level. Michigan state law requires that any child not reading at grade level by the end of Third Grade shall be retained. At this time, your child is scheduled to be retained. This means he/she will be repeating Third Grade during the next school year. In order to ensure a positive experience for your child, our district will guarantee that your child will be placed with a highly effective teacher with a strong background in reading instruction. If you disagree with this report, you have until _____ to file a Good Cause Exemption for your child. This form can be found at _____. If a Good Cause exemption is not filed with the superintendent by this date, your child will automatically be enrolled in Third Grade for next school year.

Your Child's Score on the Developmental Reading Assessment

Our district has decided that in order to be proficient in reading, a child must score at least **40**.

Your Child's Score on the MAP Test

Our district has decided that in order to be proficient in reading, a child must have a RIT score of at least **203**.

Your Child's Overall Score in Math—M-Step

KEY:
1: Not Proficient
2: Partially Proficient
3: Proficient
4: Advanced

Science Grade

Social Studies Grade

.....

Please select one of the choices below, sign, and return:

I have reviewed this report and understand that my child will be retained in the Third Grade for the next school year and consent to this decision.

I have reviewed this report and disagree with the decision to retain my child. I plan to file for a Good Cause Exemption.

Signature: _____ Date: _____

DISTRICT LEVEL: Use Word to create a template of the report you would like families to receive.



DATA SELECTED

- 2015-2016 M-STEP Math Overall Performance Level
- 2015-2016 M-STEP ELA Overall Performance Level
- 2015-2016 M-STEP Student First Name
- 2015-2016 M-STEP Student Last Name
- 2015-2016 M-STEP Birth Date
- 2015-2016 M-STEP Local Student ID
- DRA Scores Third Marking Period 2016-2017 DRA Score Third Marking Period
- 2016-2017 NWEA Reading Winter Test RIT Score
- AKA First Name
- AKA Last Name
- Last Name
- First Name
- Student Name (First Last)

Sample District Portfolio Report

Student Name: _____ Date: _____

Student Number: _____ Date of Birth: _____

Your Child's Overall Score in ELA—M-Step

KEY:
 1: Not Proficient
 2: Partially Proficient
 3: Proficient
 4: Advanced

Your child, _____, did not score proficient in reading on the M-Step. While we take this data seriously, our district does not believe that any one test can accurately depict a child's ability; therefore, we have compiled the following data for your review.

.....

Based on a careful examination of assessment data, your child, _____, is currently not reading at grade level. Michigan state law requires that any child not reading at grade level by the end of Third Grade shall be retained. At this time, your child is scheduled to be retained. This means he/she will be repeating Third Grade during the next school year. In order to ensure a positive

Our district has decided that in order to be

DISTRICT LEVEL: Just drag and drop each piece of data where you would like it to appear on the report.

Reports Create a Report

Author	Type	Tags
Me	Custom Report	504, AIMSweb, DIBELS, ISI, M-STEP, MAP
Others	Prebuilt	MEAP, MME, MME ACT, MME Workkeys, NWEA, SAMPLE REPORT, Universal Screener
Shared To Me	Hidden Custom Report	aimsweb, alpha list, assessment, behavior, by class, college and career, district created, letters
Favorites		domain, flashcards, focal point, gradebook, grades, labels, parent letter, percent proficient
		mailing labels, mstep, nwea, on-track, overview

Search reports... [Clear] [Search]

Duplicate	ID	Manage	Type	Title	Author	Last Accessed
<input type="checkbox"/>	4588		Custom Report	Portfolio Report	Wagner, Michelle	March 14, 2017
<input type="checkbox"/>	4553		Custom Report	Portfolio Report	Wagner, Michelle	March 14, 2017
<input type="checkbox"/>	1310		Custom Report	2014-2015 MME ACT	Vick, Marilyn	
<input type="checkbox"/>	1311		Custom Report	2014-2015 MME WorkKeys	Vick, Marilyn	
<input type="checkbox"/>	433		Prebuilt	Accountability Dashboard	Illuminate	
<input type="checkbox"/>	387		Prebuilt	Advanced Placement (AP) Passage Report	Illuminate	
<input type="checkbox"/>	240		Prebuilt	AIMSweb Grouped Tier Student List	Illuminate	
<input type="checkbox"/>	308		Prebuilt	AIMSweb IEP/non-IEP Comparison Report	Illuminate	
<input type="checkbox"/>	246		Prebuilt	AIMSweb Instructional Sort Report	Illuminate	
<input type="checkbox"/>	248		Prebuilt	AIMSweb Parent Letter	Illuminate	
<input type="checkbox"/>	245		Prebuilt	AIMSweb Rate of Improvement (ROI) Report	Illuminate	
<input type="checkbox"/>	247		Prebuilt	AIMSweb Score Matrix Report	Illuminate	

DISTRICT LEVEL: Schools and/or teachers are able to select this report once the district builds and shares it.

You can even filter by students who received a 1 or a 2 on the ELA M-Step so that reports generate only for those students at risk of retention.

SCHOOL/TEACHER LEVEL: Teachers simply “Download” this report.

SCHOOL/TEACHER LEVEL: This is an example of what an Illuminate report might look like.

Every child would automatically receive a customized report with his/her information.

Sample District Portfolio Report

Student Name: Smith, George Date: 06/15/19

Student Number: 5551212 Date of Birth: 09/20/2010

Your Child's Overall Score in ELA—M-Step

1

KEY:
1: Not Proficient
2: Partially Proficient
3: Proficient
4: Advanced

Your Child's Score on the Developmental Reading Assessment

38

*Our district has decided that in order to be proficient in reading, a child must score at least **40**.*

Your Child's Score on the MAP Test

188

*Our district has decided that in order to be proficient in reading, a child must have a RIT score of least **203**.*

Your Child's Overall Score in Math—M-Step

2

KEY:
1: Not Proficient
2: Partially Proficient
3: Proficient
4: Advanced

Science Grade

C-

Social Studies Grade

B-

Your child, George, did not score proficient in reading on the M-Step. While we take this data seriously, our district does not believe that any one test can accurately depict a child's ability; therefore, we have compiled the following data for your review.

.....

Based on a careful examination of assessment data, your child, George, is currently not reading at grade level. Michigan state law requires that any child not reading at grade level by the end of Third Grade shall be retained. At this time, your child is scheduled to be retained. This means he/she will be repeating Third Grade during the next school year. In order to ensure a positive experience for your child, our district will guarantee that your child will be placed with a highly effective teacher with a strong background in reading instruction. If you disagree with this report, you have until July 1, 2019 to file a Good Cause Exemption for your child. This form can be found at www.yourdistrict.k12.mi.us. If a Good Cause exemption is not filed with the superintendent by this date, your child will automatically be enrolled in Third Grade for next school year.

Please select one of the choices below, sign, and return:

- I have reviewed this report and **understand that my child will be retained in the Third Grade for the next school year and consent** to this decision.
- I have reviewed this report and **disagree** with the decision to retain my child. **I plan to file for a Good Cause Exemption.**

Signature: _____ Date: _____



**SERVICE
LEADERSHIP
COLLABORATION
EXCELLENCE**

Wayne RESA

33500 Van Born Road • Wayne, MI 48184-2497
734.334.1300 • 734.334.1620 FAX • www.resa.net

Board of Education

James S. Beri • Mary E. Blackmon
Danielle Funderburg • Lynda S. Jackson • James Petrie

Randy A. Liepa, Ph.D., Superintendent



This work is covered under the following Creative Commons license: Attribution, Non-Commercial, ShareAlike 4.0 International
The photographs in this document are copyright protected and **not** covered under the Creative Commons license.