





# Understanding PA 306

- In 2016, Michigan Legislature passed House Bill No. 4822 (PA 306) to ensure elementary students are college and career ready
- Beginning in 2019 - 2020 all students in grade 3 will be required to take the state reading which will measure reading proficiency levels. Proficient performance on this assessment is required for students to progress into fourth grade. At this time the state assessment has not yet been determined.
- School districts administer ongoing assessments (diagnostic) and three times (universal) each year to monitor reading progress

# PA 306 in Southfield Public Schools



- Student reading performance on NWEA - Reading is analyzed three times per year. This Universal Screener identifies student performance compared to a nationally normed Percentile and RIT score.
  
- DRA and MLPP assessments inform teachers, support staff, and building administrators of individual student performance in five essential areas of literacy (Diagnostic Assessments):
  - ◆ Phonemic Awareness & Phonics
  - ◆ Vocabulary - Word Study
  - ◆ Comprehension
  - ◆ Fluency

# Where we are in the process...

## **SPS Universal Screener: NWEA**

**Reading** - three times each school year  
-within first 30 days of school.

## **SPS Diagnostic Screener - MLPP &**

**DRA** with a minimum of three times per  
cardmaking.

**This *Assessment System*** will be used in  
grades in K - 3 to screen and diagnose  
difficulties, inform instruction and intervention  
needs, and monitor progress.

## ***An Individual Reading***

***Improvement Plan*** is created by the  
classroom teacher and school intervention  
team to close the learning gaps of those  
students exhibiting a delay in reading.

***A Home Reading Plan*** is given to  
parents which provides information about the  
child's reading level of performance,  
instructional goals used in school, and  
activities to work on at home to support  
progress.

# The SUCCESS PLAN: School I R I P

The plan is a **collaborative effort** created by a student's teacher along with the school principal, and parents (or legal guardians), early literacy coach, as well as by other pertinent school personnel (i.e. Literacy Leadership Team - Student Intervention Team).

For students K - 1 the IRIP identifies early literacy skills to be developed:

- **Phonemic Awareness:** Ability to hear and distinguish sounds.
- **Phonics:** Ability to understand relationship between letters & sounds they represent.
- **Fluency/Accuracy:** Ability to read with sufficient speed to support understanding.
- **Vocabulary/Oral Language:** Knowledge of, and memory for, word meanings.
- **Comprehension:** Ability to understand and draw meaning from text.
- **Writing:** Ability to use mechanics in writing OR ability to compose quality writing

# Read at Home Plan

The **Read at Home Plan** requires a parental/guardian letter be provided in the form of a Learning Contract.

The **Read at Home Plan** will offer parent workshops that **promote strategies that enhance good literacy habits at home.**

Provides **parents with information about resources and materials** that can extend/support learning at home.

[Sample Read at Home Plan - Kindergarten](#)

[Sample Read at Home Plan - First Grade](#)

[Southfield Public Schools](#) - Department...Instruction...Third Grade Law

# The SUCCESS PLAN: Phonemic Awareness



**Phonemic Awareness:**  
Ability to hear and distinguish sounds.

Recognizing sounds alone and in words

Adding sounds to words

Taking apart words and breaking them into their different sounds

Moving sounds

**Try a few activities!**

# The SUCCESS PLAN: Phonics

**Phonics:** Ability to understand relationship between letters & sounds they represent

Recognizing print patterns that represent sounds

Syllable patterns

Word parts (prefixes, suffixes, and root words)

**Sing Along with the Video!**





# The SUCCESS PLAN: Fluency/Accuracy in Reading



**Fluency/Accuracy:** Ability to read with sufficient speed to support understanding.

Automatic word recognition

Accurate word recognition

Use of expression



**Try a few activities!**

# The SUCCESS PLAN: Vocabulary/Language

## Vocabulary/Oral

**Language:** Knowledge of, and memory for, word meanings.

### Receptive Vocabulary

Words we understand when read or spoken to

### Expressive Vocabulary

Words we know well enough to use in speaking and writing



Try a few  
activities!

# The SUCCESS PLAN: Comprehension



**Comprehension:** Ability to understand and draw meaning from text.

Paying attention to important information

Interpreting specific meanings in texts

Identifying the main idea

Responding to questions

Apply new information

Adjusting misinformation

# The SUCCESS PLAN: Writing

**Writing:** Ability to use mechanics in writing OR ability to compose quality writing

**Try a few activities!**



# For further information...

View the links on this site which provide additional Home Reading Activities, and Online Resources for Parents.

[OnLine Parent Resources](#)

