

Read by Third Grade

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Agenda

- *Welcome*
- *Public Act 306 (Read By Third Grade) -
What it says and why was it formed.*
- *What parents can expect*
- *How you can support your child at home*

Public Act 306

Read by Third Grade



In 2016, the Michigan Legislature passed the Third Grade Retention Law to ensure that students exit Third Grade reading at or above grade level.

The law also requires intervention and support for struggling students.

Public Act 306

Read by Third Grade



- The law states that a child will be retained in third grade if they are one or more grade levels behind in reading at the end of third grade.
- The current 2nd graders will be the first group to be impacted by this law.

Why was Public Act 306 Passed?

- In 2015, 2 out of 3 fourth grade students were **not proficient** on the 4th grade M-Step.
- Students that are not proficient in reading by the end of third grade are **four times** more likely to dropout of high school.

Impact on Stakeholders

- In order to better inform instructional decisions, students are formally assessed in reading three times per year.
- Based on these assessments, students who are not reading at grade level will be provided with a targeted reading plan.
- Teachers, parents, and students will be accountable for implementation of the reading plan.
- DPS has developed the DIRIP (Dearborn Individualized Reading Improvement Plan) to meet this mandate.
- Parents will be provided with the DIRIP no later than the November conference.

Dearborn Individual Reading Improvement Plan (DIRIP)
Parent Agreement

Student name: _____ ***Teacher:*** _____
Grade: _____ ***School:*** _____

Academic progress is vital to lifelong success. It is imperative that students maintain adequate academic levels in all subject areas. Your child is currently behind in reading. This is based on his/her academic performance on the following assessment tools:

Test	Fall	Winter	Spring
NWEA Reading			
DRA Level			
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 in reading. 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):

- Provide additional targeted small group instruction in reading - minimum 15 minutes, 3 times a week*
- Provide 1-to-1 reading intervention based on pupil needs*
- Provide effective instructional strategies based on the 5 components of reading: phonemic awareness, phonics, fluency, vocabulary, & comprehension*
- Document ongoing progress monitoring*
- Communicate child's progress regularly with parent(s)*
- Provide tools to assist families with literacy, such as reading logs.*
- Provide extended day/school year*
- _____

Parent Support:

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

Student Commitment:

- Be on time and attend school regularly.*
- Complete classwork and homework to the best of my ability and on-time*
- Read every night for at least 20 minutes and complete a reading log*
- Work on mobymax.com and/or MyOn.com for at least 20 minutes each night*
- Correctly fill out my planner each day*
- Attend extended day/year tutoring regularly*
- _____

School Support

- Ongoing assessment that provides data to drive instruction
- Targeted, research based instruction that address the needs of readers
- Additional intervention support provided by the classroom teacher and/or a specialist
- Ongoing two-way communication with parents

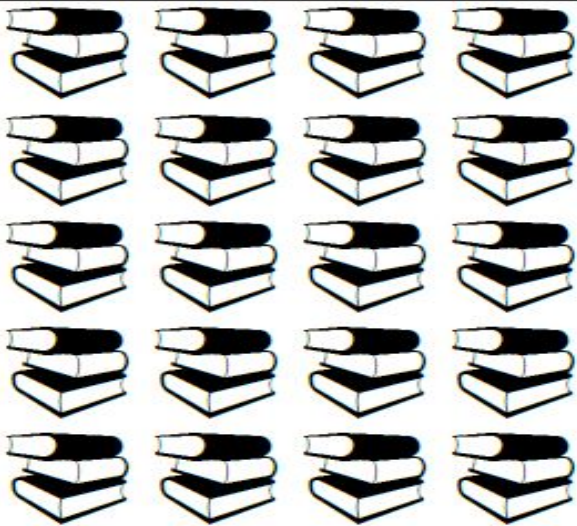


Our Roles

- Mrs. Abu-Rus - Instructional Coach
- Mrs. Anthony - Intervention Specialist
- Ms. Bost - Early Childhood Specialist
- Mrs. Mosallam- English Language Specialist

Student Commitment

- Bring bookbag home and back to school with all materials (books and word activities).
- Complete literacy activities provided by classroom teacher
- Read books **DAILY** at home with a family member (adult, older brother or sister, family pet, etc.)

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Nagy and Herman, 1987.)

WANT TO BE A BETTER READER? SIMPLY READ.

Parent Support

- Have students at school every day and on time (unless truly sick)
- Implement reading plan consistently at home
- Attend assigned meetings and conferences
- Ask questions

What Should You Do At Home?

- Check your child's backpack for books
- Read with your child **every night**
- Complete teacher assigned literacy activities
- Make sure your child gets at least 10 hours of sleep each night and attends school **everyday!**



25 High Frequency Word List (1)

no	is	can
me	you	and
he	at	a
so	on	in
up	am	we
like	see	I
go	it	do
an	the	my
to		

Ongoing Importance



**What questions
do you have?**