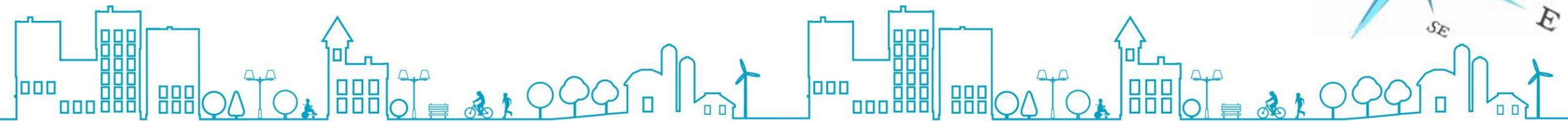
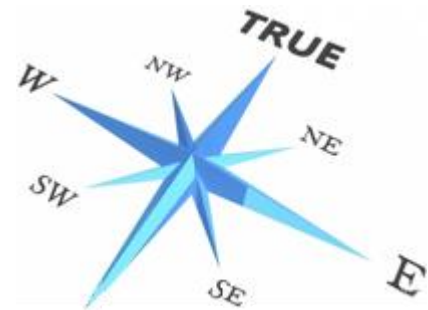


# Public Act 146/147

K-12 Literacy and Dyslexia Law

&

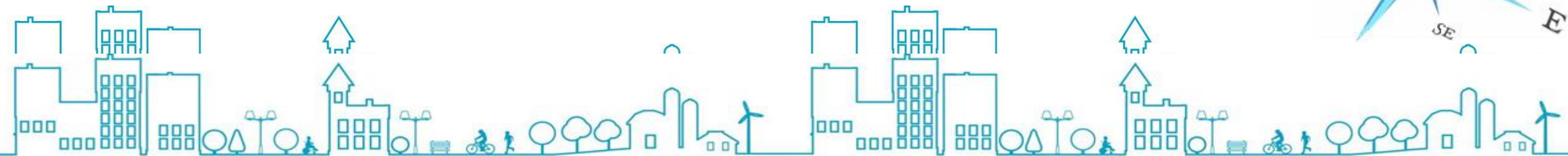
Revisions to Read by Grade Three 1280f Statute



# Goals

## ← The HOW and the WHY of Literacy →

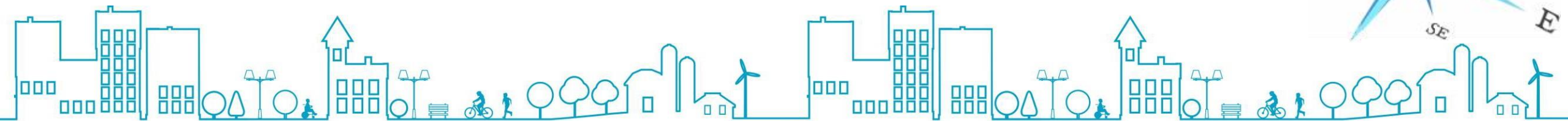
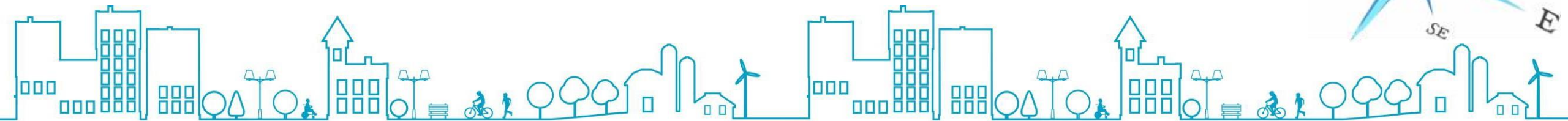
1. Expand early childhood learning opportunities
- 2. Improve early literacy achievement**
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding



**Chat Feature:** Hosts and panelists will provide additional information related to this webinar

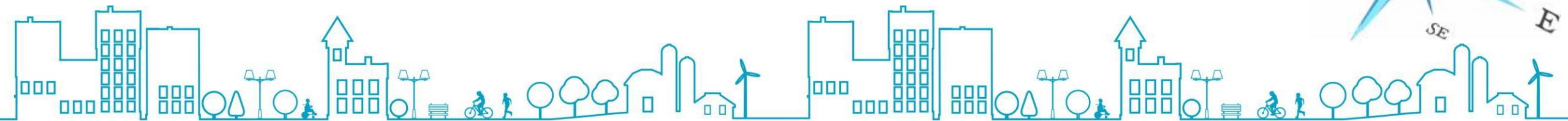
**Survey Link:** Participants can ask questions about this session

**Webinar Recordings:** Will be made available on the MDE Literacy website in January



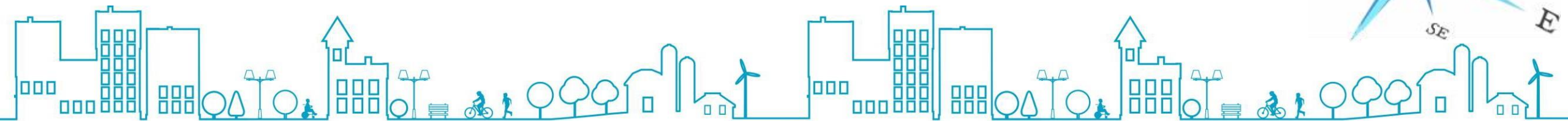
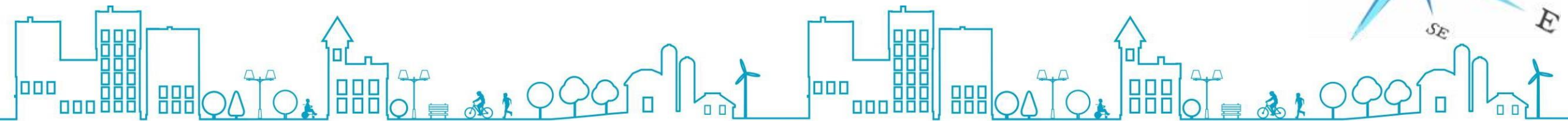
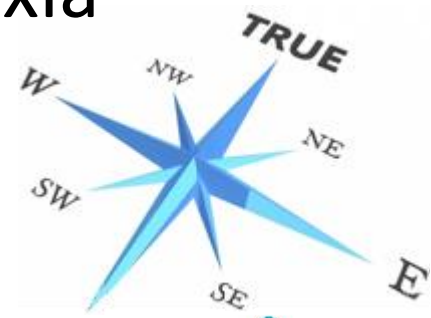
# Objectives

- Provide an overview of Public Act 146 and 147
- Define dyslexia and identify characteristics of dyslexia
- Outline MDE and District requirements per PA 146

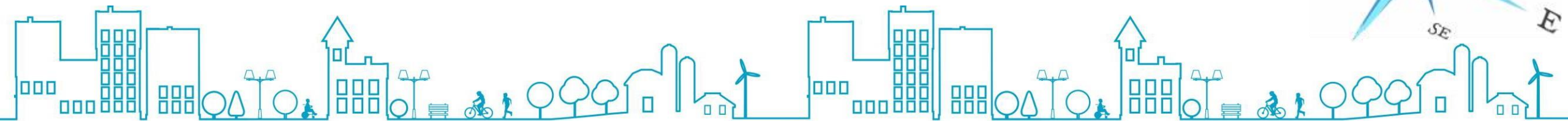


# What is Public Act 146 of 2024?

- Bipartisan law linked to PA 147 that was signed by Governor Whitmer on October 10, 2024, with the goal of improving reading outcomes for K-12 learners impacting in-service and pre-service teachers
- Frequently referred to as the K-12 Literacy and Dyslexia Law
  - The law is not focused on diagnosing learners with dyslexia

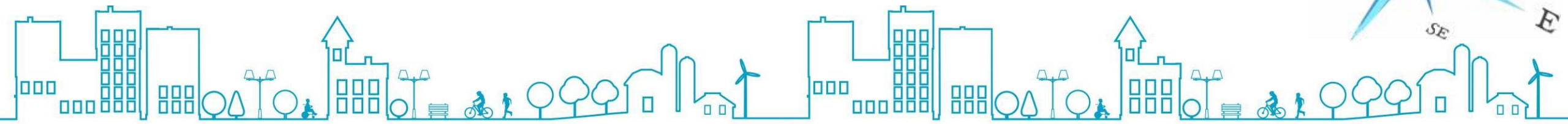


# PA 146 Components



# PA 146 Components

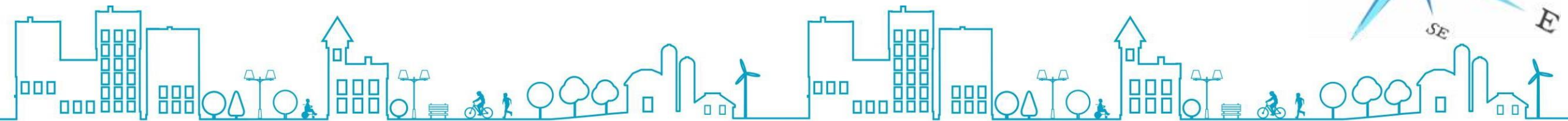
- PA 146 includes Read by Grade Three (revised the 1280f statute)
- Some of the 1280f (Read by Grade 3) changes:
  - Individual Reading Improvement Plans (IRIPs) span K-3
  - Developing 4<sup>th</sup> grade IRIPs is NOT included in PA 146; however, MDE is examining the language for K-12 to further clarify IRIP requirements beyond 3<sup>rd</sup> grade.
  - PA 146 requires a level of IRIP information to be reported to ISDs (student information is de-identified) and then aggregated and sent to MDE.
  - Diagnostic assessments are no longer referenced
  - The term “district-identified coaches” is infused into the language
  - English learner screening requirements take into consideration English language proficiency



# PA 146 Components: K-3 Assessment Requirements

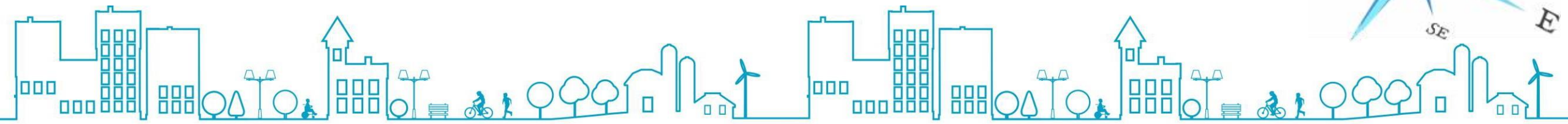
## K-3rd grade

- Reliable and valid screening and progress monitoring assessment measures for:
  - Phonemic awareness
  - Letter-sound correspondences
  - Single-word reading
  - Nonsense word reading
  - ***Rapid automatized naming***
  - Oral passage reading fluency
  - Comprehension assessment (retelling, cloze reading procedure)



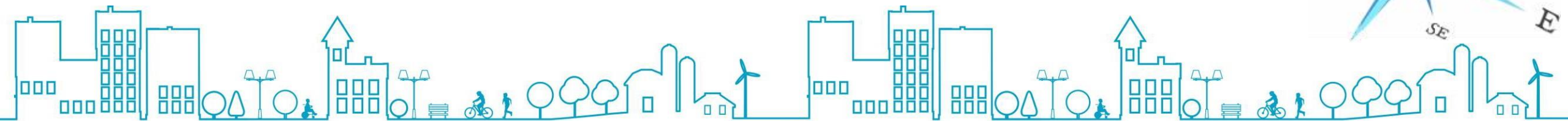
# Rapid Automated Naming (RAN) Assessment

- A **Rapid Automated Naming (RAN)** assessment measure is used to identify dyslexia characteristics.
- RAN measures cognitive processing speed by asking students to name known colors, objects, letters, or words
- The assessment is timed
- Teachers should not be asked to teach students how to improve their RAN screening assessment data



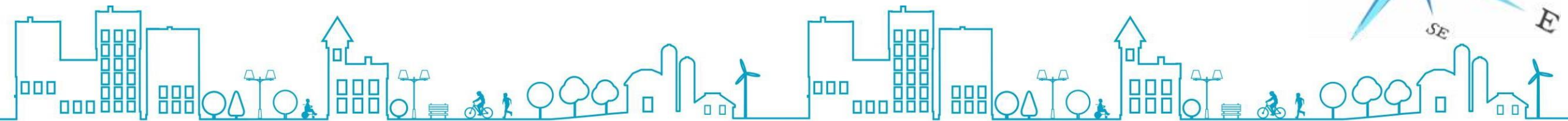
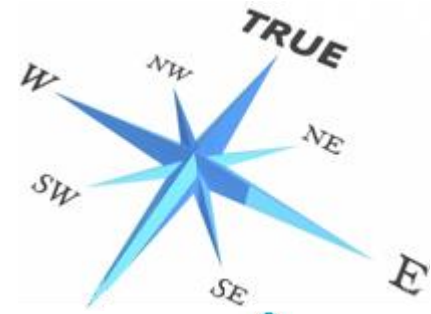
# PA 146 Components: 4 –12 Assessment Requirements

- Only adolescents who demonstrate any of the following need a screening assessment to confirm dyslexia consequences:
  - Escape or avoidance behaviors when asked to engage in reading or writing activities.
  - Effortful or laborious reading.
  - Reading-comprehension difficulties caused by inaccurate or inefficient word reading.
  - Significant spelling or encoding (writing) difficulties not caused by fine or visual motor difficulties.
  - Low performance on approved English language arts standards.
  - Low performance on approved standardized literacy assessments.
  - Demonstrated reading deficiency

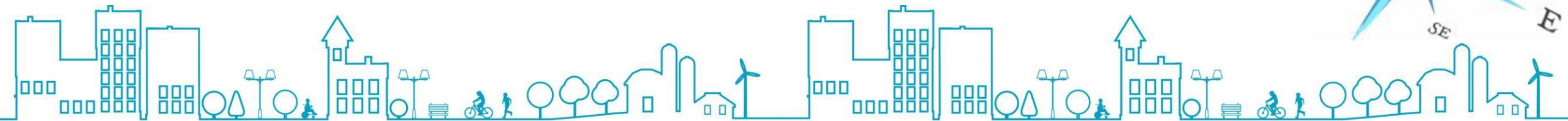


# PA 146 Components: 4th – 12th Grade Assessment Requirements (cont.)

- 4-12th grade students who demonstrate any of the indicators listed on the previous slide must be screened using a reliable and valid screening assessment from MDE's approved list
- The screening assessment data confirms the need for Tier 2 reading intervention support.
- If screening assessment data confirm the need for Tier 2 reading intervention support, students will need access to reading intervention and will be screened at least three times per year.



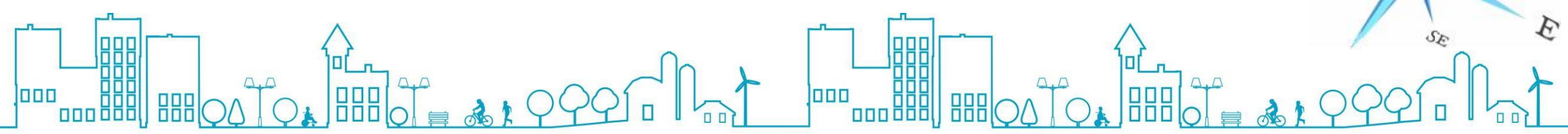
# Dyslexia Definition and Characteristics



# Dyslexia Definition

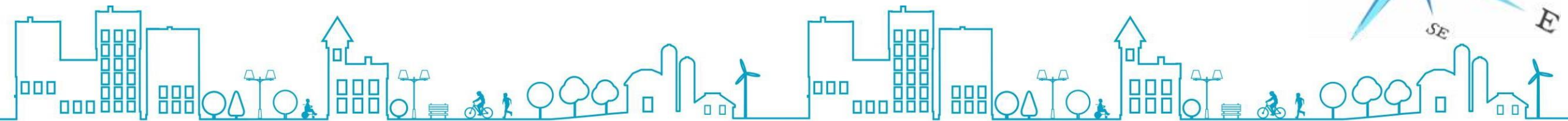
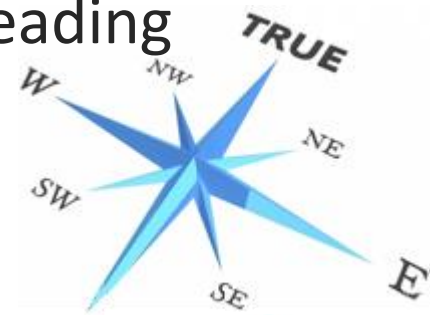
"Dyslexia" means both of the following:

- (i) A specific learning disorder that is **neurobiological** in origin and characterized by **difficulties with *accurate or fluent word recognition*** and by ***poor spelling and decoding*** abilities that typically result from a ***deficit*** in the ***phonological component of language*** that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.
- (ii) A specific learning disorder that may include secondary consequences, such as problems in reading comprehension and a reduced reading experience that can impede the growth of vocabulary and lead to social, emotional, and behavioral difficulties.



# Dyslexia Keywords and Phrases

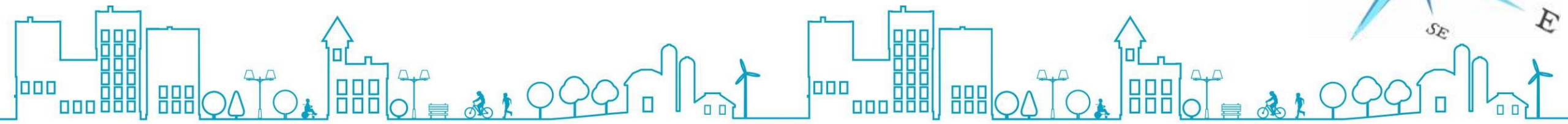
- Neurobiological (e.g., brain functioning)
- Deficit in the phonological component of language
- Difficulties in:
  - Accurately reading individual words
  - Reading text
  - Decoding words
  - Spelling
- Unexpected difficulties because of other cognitive abilities and the learner(s) were consistently provided with effective instruction to prevent and address reading difficulties



# Dyslexia Characteristics

Sample of dyslexia characteristics from Table 1, from the MDE Dyslexia Handbook on pg. 15

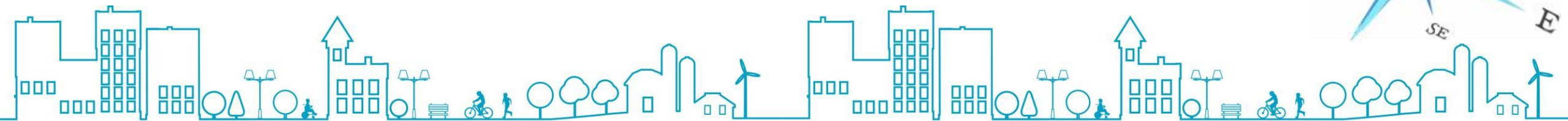
- K-3:
  - Confuses letters whose sounds are similar
  - Repeatedly misspells words that include letter-sound combinations that have been taught.
  - Finds handwriting to be difficult (e.g., pencil grip, letter formation)
  - Avoids reading-related activities
  - Difficulty finding the correct word when speaking



# Dyslexia Characteristics (cont.)

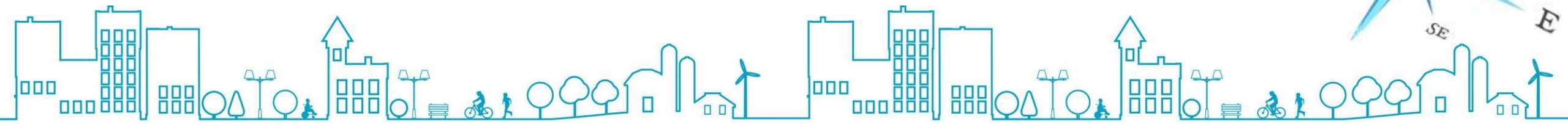
- 4th-12th grade

- Demonstrates significant difficulties when trying to read and spell multisyllabic words
- Finds it challenging to understand new information from text due to underlying decoding and word recognition issues
- Limited vocabulary
- Lacks written expression skills compared to grade-level peers
- Avoids reading and writing activities at school and at home




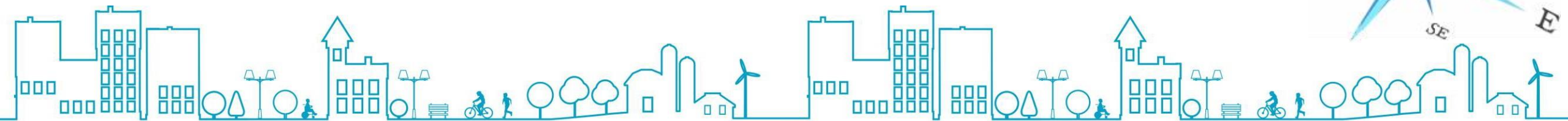
# MTSS to Support Learners

- The law outlines the features of Tier 1, class-wide reading instruction (consistent with a portion of the language that was in the Read by Grade law).
- There is new language that outlines Tier 1, curriculum resources, and instructional methods to teach decoding and word recognition using a "**code-emphasis instructional approach.**"
- Tiers 2 and 3 outline the methods to intensify literacy intervention instruction.
- Students in K-3 who need intervention support must have their intervention support documented in the Individual Reading Improvement Plan (IRIP).
- The term Individual Reading Intervention Plan is also used in PA 146 and MDE will be clarifying how to interpret the language.



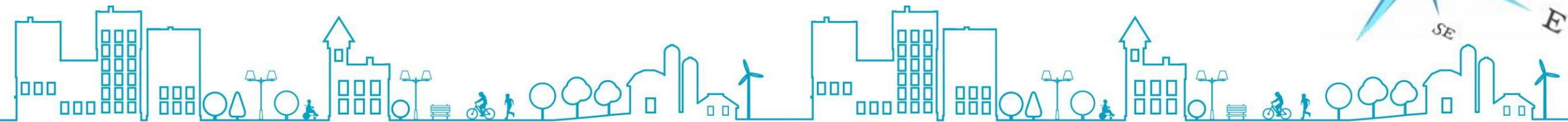
# Defining a Code-Emphasis Instructional Approach

 "Code emphasis means direct, explicit instruction on the code system of written English at the sound, syllable, morpheme, and word level so pupils develop automaticity in accurate sound-symbol associations used for word recognition and for developing a robust sight-word vocabulary"



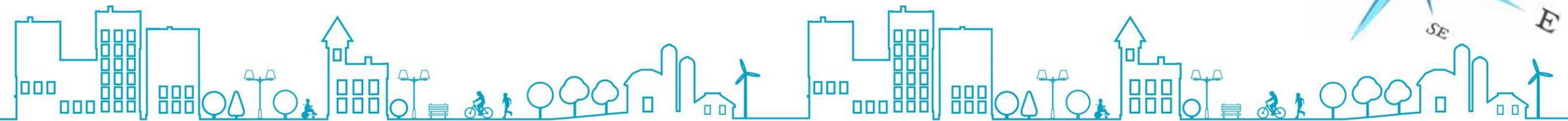
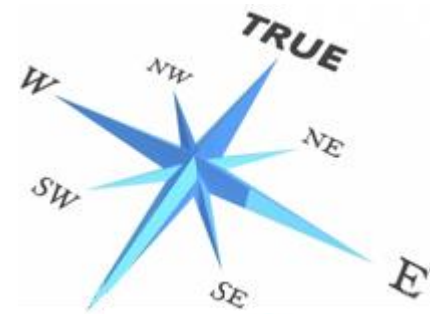
## Science of Reading is:

- A large body of **scientifically-based research** across disciplines about reading and issues related to reading and writing
- Research conducted over the last **50 years** across the world.
- Research that includes findings from **studies in learning to read in multiple languages**
- The Science of Reading means there is substantial **evidence to inform how proficient reading and writing develop, why some have difficulty, and how we can most effectively assess and teach to improve outcomes.**



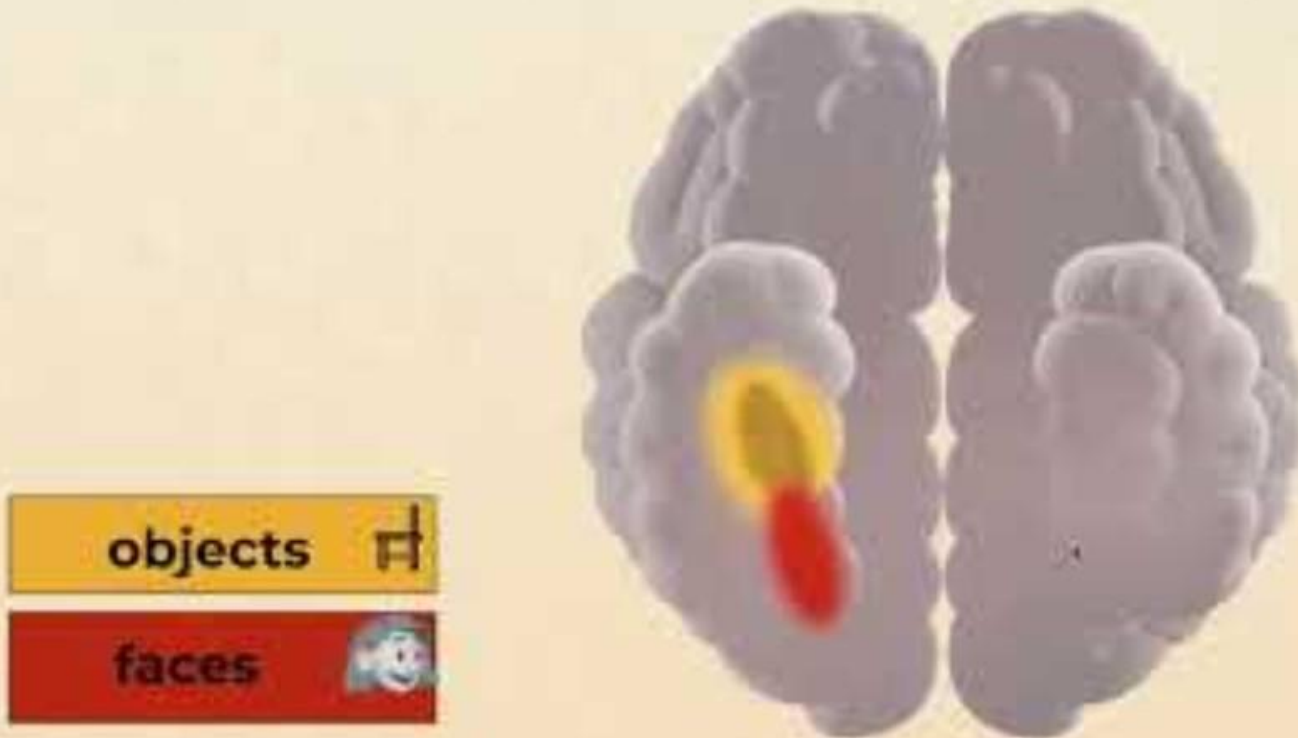
# The Science of Reading is NOT

- ≡ Not an ideology or philosophy
- ≡ Not a fad, trend, new idea, or pendulum swing
- ≡ Not a political agenda
- ≡ Not a one-size-fits-all approach
- ≡ Not a program of instruction
- ≡ Not a single, specific component of instruction, such as phonics



# Advancing Science of Reading in the Early Years presented by Dr. Carolyn Strom

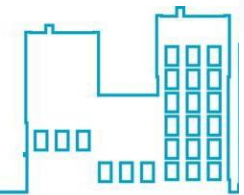
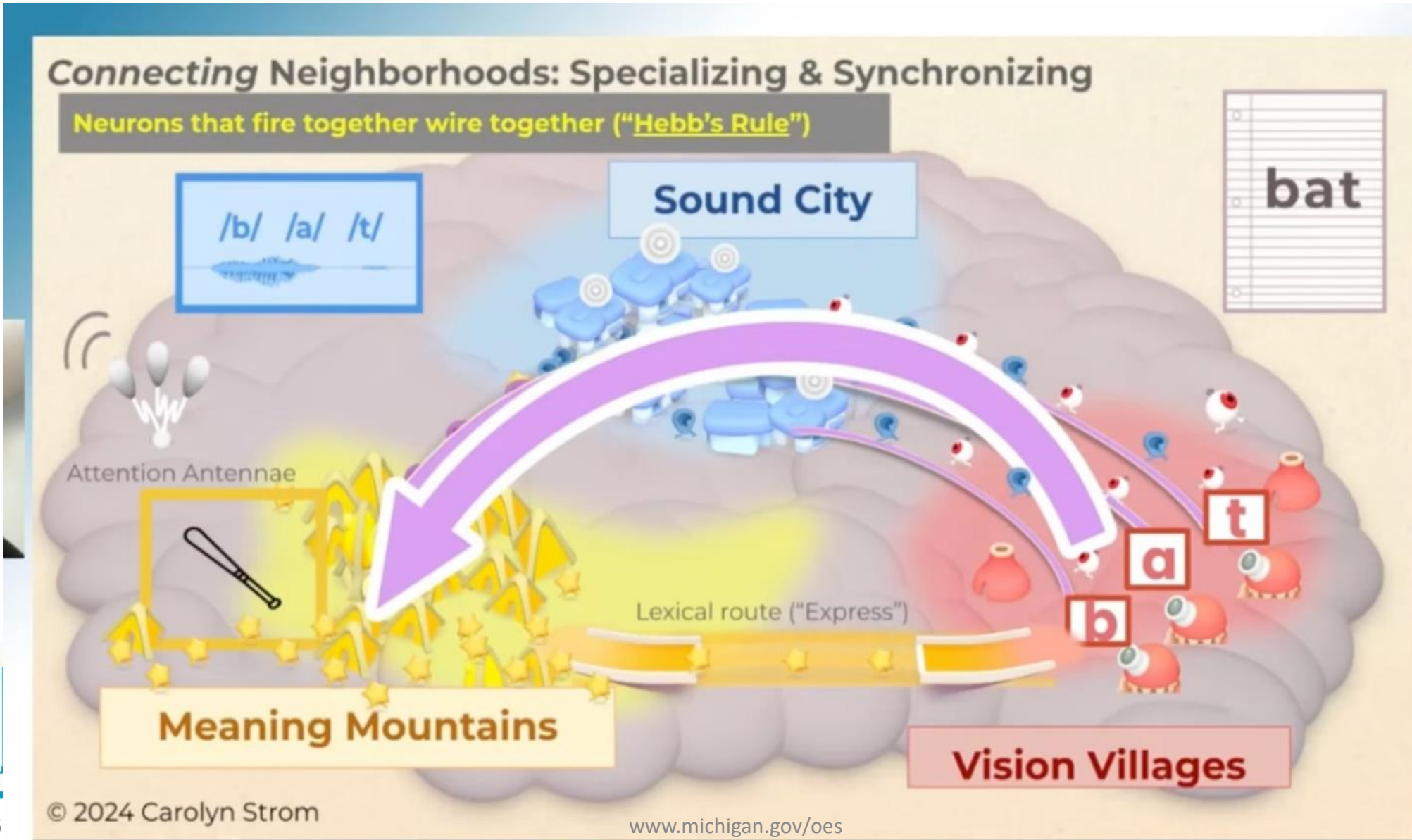
Our students' brains come with visual regions for recognizing faces & objects - no  
(Based on Dehaene, 2009, 2020; Puce, 1996)



Back of a reader's brain

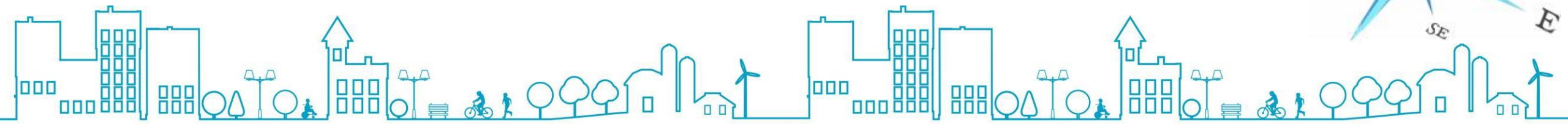


# Building the Lexical Route



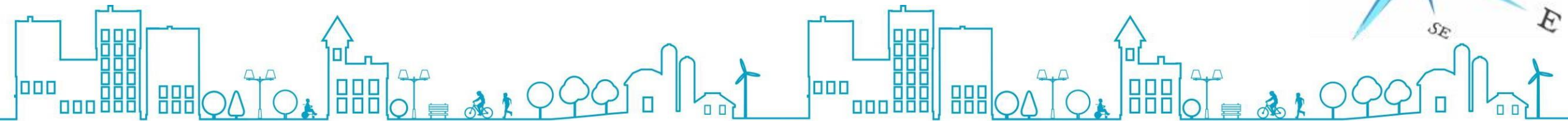
# Instructional Methods and Curriculum Resources Must Not Include

- Sec. 23 (iii): The instructional methods and curriculum resources described in this subparagraph must not include instructional methods or curriculum resources that minimize the importance of primarily using letter-sound information to decode or recognize unknown words, including, but not limited to, any of the following, unless such instructional methods and curriculum resources are being used to confirm the meaning of unknown words after decoding has been attempted:
  - a. Prompting pupils to guess unknown words using pictures and illustrations.
  - b. Skipping over an unknown word or words to use the meaning of the passage to recognize the unknown word or words.
  - c. Identifying only the first sound of an unknown word and then being prompted to guess the word using the word's initial sound and the meaning of the text surrounding the word.
  - d. Memorizing a word in its written form.
  - e. Using predictable text and leveled text to provide initial word recognition instruction and practice in reading new learned letter-sound correspondences.



# MDE and District Requirements

[www.michigan.gov/oes](http://www.michigan.gov/oes)



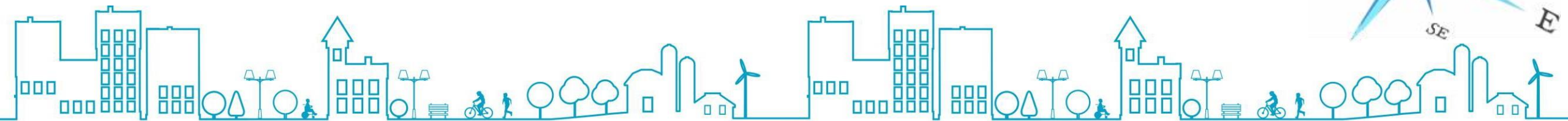
# MDE Requirements

- Provide a coaching model, including expanding a coaching model to grades 4-12
- Update a list of assessments by January 1, 2026
- Publish a list of evidence-based Tier 1 reading curricula and materials by January 1, 2026
- Develop Technical Assistance (TA)
  - Selection/use of assessments (universal screener and progress monitoring assessments)
  - Structured literacy
  - Evidence-based instructional method and curriculum materials
  - Understanding dyslexia

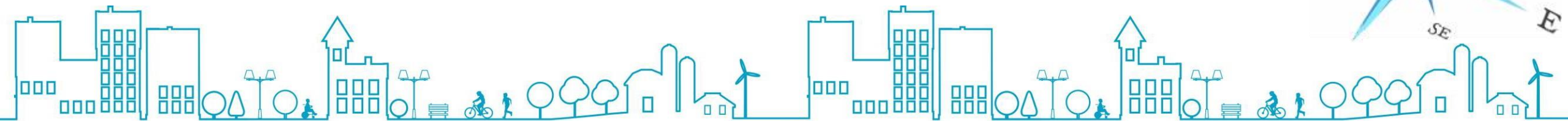
# District Requirements

In the **2027-28** school year, districts are required to:

- Select assessments (universal screener and progress monitoring assessments)
- Provide assurance to MDE that literacy coaches and educators providing reading instruction have received professional development in dyslexia characteristics, structured literacy instructional strategies, and MTSS
- Implement research-based assessment and instructional practices
- Implement English learner requirements



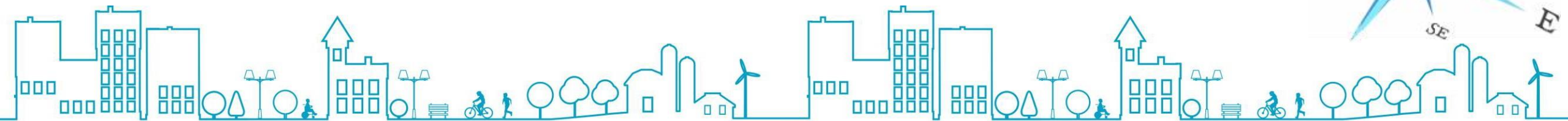
# PA 147 Components



# Educator Preparation Provider (EPP) Requirements

By September 30, 2027, **all** programs must offer instruction in:

- a) The characteristics of dyslexia and underlying factors that place pupils at risk for difficulties in learning to decode accurately and efficiently.
- b) The secondary consequences of dyslexia, such as problems in reading comprehension and a reduced reading experience that can impede the growth of vocabulary and background knowledge and that can lead to social, emotional, and behavioral difficulties.
- c) Instructional adjustments for pupils with dyslexia and instructional adjustments for addressing underlying factors that place pupils at risk for difficulties in learning to decode accurately and efficiently.
- d) Methods for developing schoolwide and classroom infrastructure that meet the collective and individual needs of pupils using a multi-tiered system of support (MTSS).

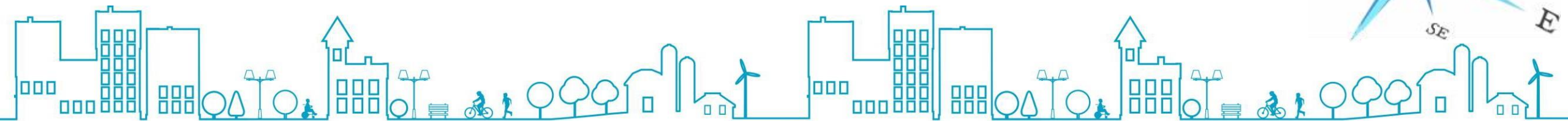


# EPP Requirements, cont'd

By September 30, 2027, programs that involve reading instruction, language arts, special education, or school psychologist licensure must offer instruction in:

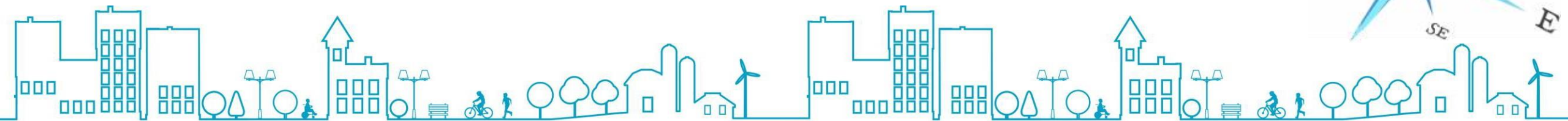
- i. Evidence-based instructional methods and features of evidence-based interventions that are grounded in the science of reading and principles of structured literacy that are designed for pupils with characteristics of dyslexia and pupils at risk for difficulties in learning to decode accurately and efficiently.
- ii. Evidence-based instructional methods and features of evidence-based interventions that are grounded in the science of reading and principles of structured literacy that are designed to effectively meet the needs of most pupils.

\*(Waiver option)

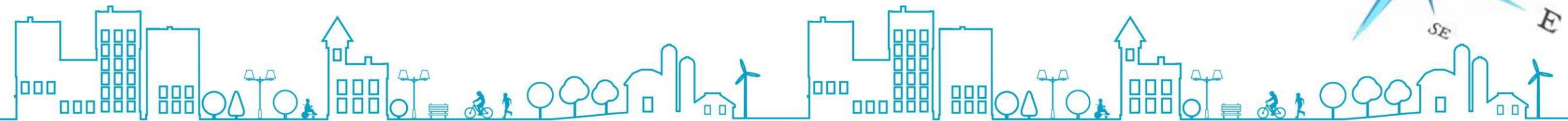


# EPP Implementation Plan

- **June 30, 2025:** EPPs will provide plans for meeting PA 147 obligations
- **June 30, 2026:** EPPs will provide programs of study and assessment information

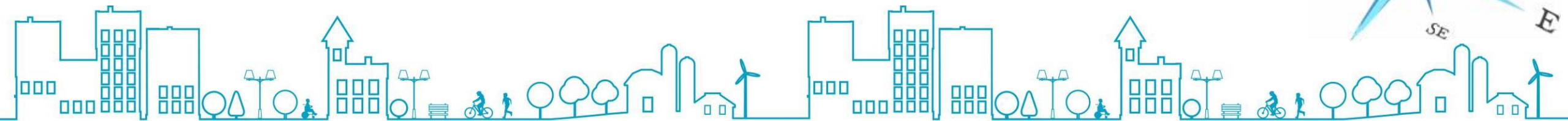


# K-12 Literacy/Dyslexia Technical Assistance

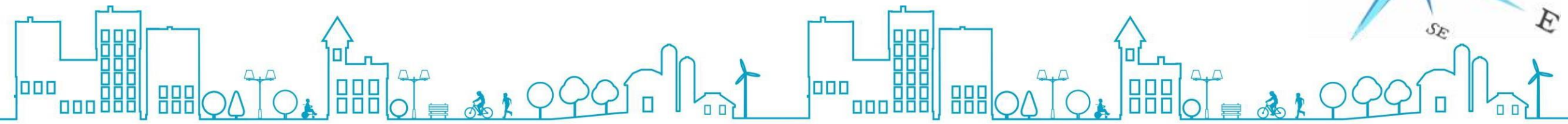


# MDE K-12 Literacy/Dyslexia Law Technical Assistance

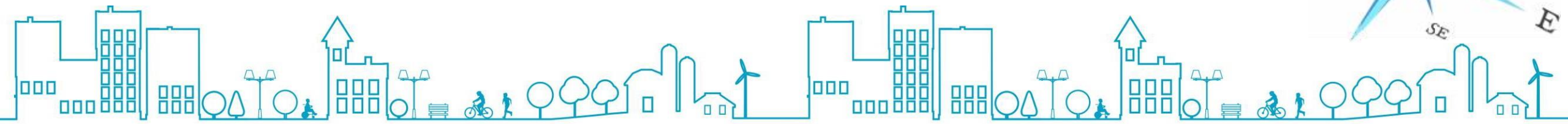
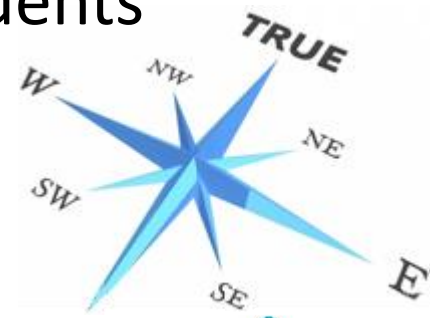
- MDE Literacy Unit and the MiMTSS TA Center are providing technical assistance to develop dyslexia expertise, structured literacy, underlying factors that place pupils at risk for difficulties learning to decode accurately and efficiently, and other PA 146/PA 147 requirements.



- Sample of currently available elementary-focused professional learning opportunities:
  - LETRS: Registration is available for individuals and by district
  - Intensifying Literacy Instruction ISD Capacity Building Series
  - Explicit Instruction Power Hour
  - Empowering Educators: Tier 1 Data Analysis for Instructional Decision Making
  - UFLI Foundations
  - REWARDS Intermediate
  - Family Partnerships literacy sessions



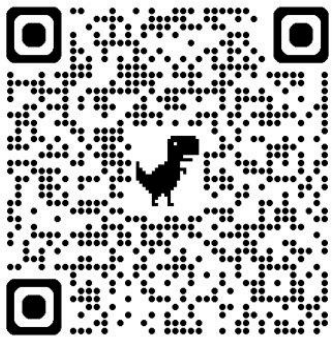
- Sample of currently available secondary-focused professional learning opportunities:
  - Secondary Intensifying Literacy Instruction Series
  - Explicit Instruction Power Hour
  - Empowering Educators: Tier 1 Data Analysis for Instructional Decision Making
  - Alternate Reading Procedures for Classroom Use
  - Explicit Vocabulary Instruction Using Active Engagement
  - Effective Strategies for Teaching Text Structure to Secondary Students
  - REWARDS Secondary
  - REWARDS Plus Social Studies



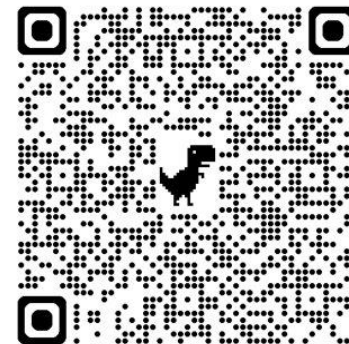
- Annual technical assistance opportunities that are **in development**:
  - Literacy, Dyslexia Research Collaborative
  - Explicit Instruction Facilitator Network
  - LETRS Facilitator Network for Certified LETRS Facilitators

## Registration information:

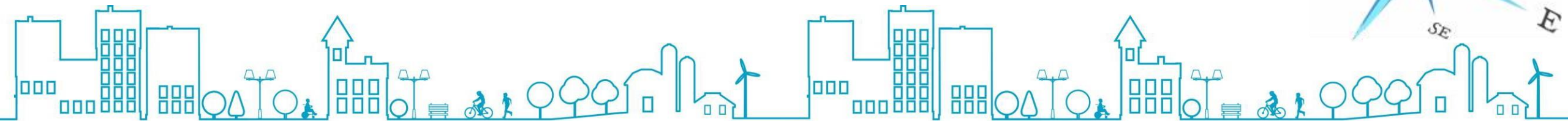
MDE LETRS Training Grant



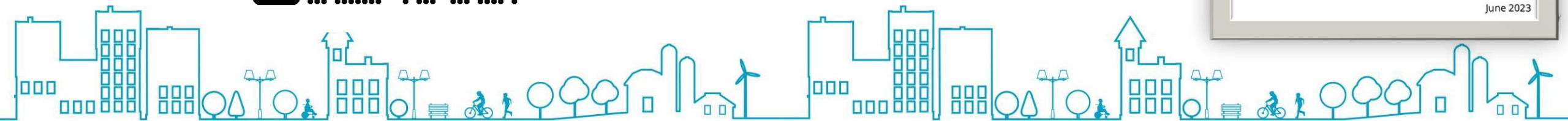
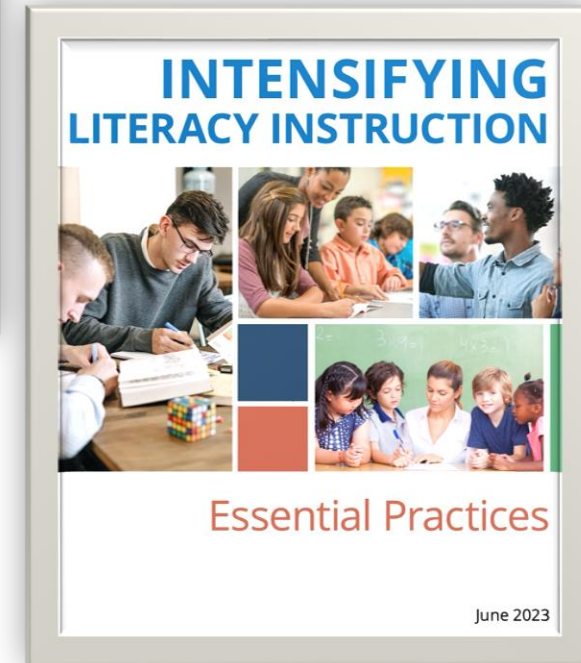
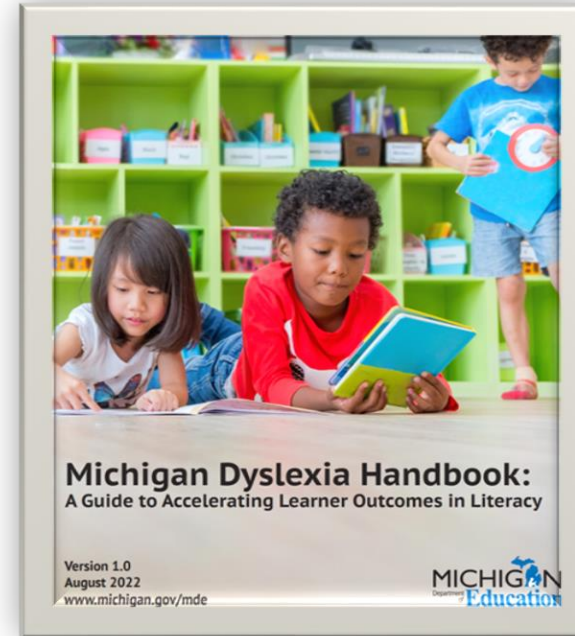
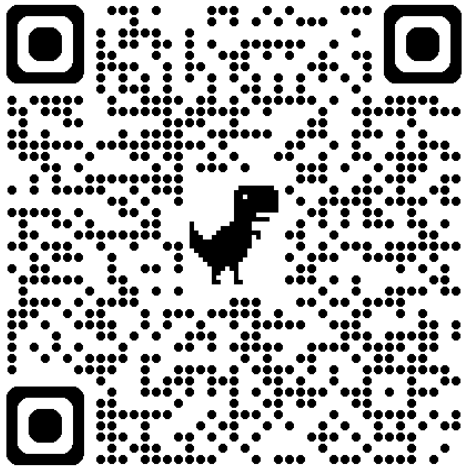
MiMTSS TA Center Professional Learning



# Additional Resources



- MDE Dyslexia Handbook
- Intensifying Literacy Instruction: Essential Practices



**Thank you!**  
**MDE-Literacy-Dyslexia@michigan.gov**

