

MDE

MDE will...

[Key Terms \(Link\)](#)

This document intends to provide an overview of MDE's requirements outlined in the K-12 Literacy & Dyslexia legislation ([PA 146](#)). This content has been paraphrased from the law; specific legislative language can be found [HERE](#).

By September 1, 2025

Develop dyslexia expertise to provide technical assistance to school districts, intermediate school districts, and public school academies regarding:

- Dyslexia and underlying factors that place pupils at risk for learning difficulties
- Structured literacy
- Professional learning about dyslexia

By January 1, 2026

- Provide a list of approved, valid, and reliable screening and progress monitoring reading assessments
- Identify elements within each approved assessment that can be used for identifying pupils with characteristics of dyslexia
- Publish a list of evidence-based tier 1, class-wide elementary reading curricula aligned with the science of reading methods
- Recommend or develop a literacy coaching model that supports teachers in analyzing student data to plan differentiated and evidence-based instruction

By September 1, 2026

Develop dyslexia expertise to provide technical assistance regarding:

- Selection and use of reliable universal screening assessments to
 - Identify pupils who exhibit characteristics of dyslexia
 - Identify pupils who display difficulties in learning to decode accurately and efficiently

By the beginning of the 2027-28 school year

Provide technical assistance for reporting information in pupils' individual reading improvement plans

Starting in the 2027-28 school year

Notify parents or legal guardians by July 31 of each year if their student scored not proficient on the M-STEP ELA assessment via certified mail. The letter will outline what supports and interventions the student is entitled to receive under the law.

Ongoing Requirements

Regularly review and update the Michigan Dyslexia Handbook (at least every 5 years).

ISDs

ISDs will...

[Key Terms \(Link\)](#)

The intent of this document is to provide ISDs with guidance regarding the requirements of the K-12 Literacy & Dyslexia legislation ([PA 146](#)). This content has been paraphrased from the law; specific legislative language can be found [HERE](#).

By the beginning of the 2027-28 school year

Assist with the training of all literacy consultants, coaches, and personnel providing reading intervention, including the following topics:

- Characteristics of dyslexia and risk factors
- Secondary consequences of dyslexia
- Instructional adjustments for pupils with dyslexia
- Methods for a multi-tiered system of support (MTSS)
- Evidence-based instructional methods
- Evidence-based interventions for pupils with characteristics of dyslexia

Starting in the 2027-28 school year

By July 31, a school district or public school academy shall provide a copy of each pupil's individual reading improvement plan to the school district's intermediate school district or the intermediate school district that has geographic boundaries that include the area in which the public school academy is located. A copy of a pupil's individual reading improvement plan provided under this subsection must not contain any identifying information regarding the pupil or a teacher who provides instruction to the pupil. The intermediate school district shall collate the information received under this subsection and provide it to the department each school year in a timeline and manner as determined by the department. The department shall not share a pupil's individual reading improvement plan with an outside vendor.

Districts/ISD Center-Based Programs

LEAs, ISD Center-Based Programs, & PSAs will...

[Key Terms \(Link\)](#)

The intent of this document is to provide LEAs, ISD center-based programs and PSAs with guidance regarding the requirements of the K-12 Literacy & Dyslexia legislation ([PA 146](#)). This content has been paraphrased from the law; specific legislative language can be found [HERE](#).

June-July 2025

School districts, intermediate school districts, and public school academies **may** apply for 35m grant funding. Application for grant funding **is not** a requirement of PA 146.

By the beginning of the 2027-28 school year

All literacy consultants, coaches, and personnel providing reading intervention must complete professional learning regarding:

- Characteristics of dyslexia and risk factors
- Secondary consequences of dyslexia
- Instructional adjustments for pupils with dyslexia
- Methods for a multi-tiered system of support (MTSS)
- Evidence-based instructional methods
- Evidence-based interventions for pupils with characteristics of dyslexia

Each building must create an intervention response team that will develop individualized plans to support pupils with significant and persistent needs. Members must have expertise in:

- Assessments
- Literacy
- Working with English language learners (must be a certified ESL teacher or possess a bilingual education endorsement)
- Working with pupils with disabilities
- Behavioral efforts

Starting in the 2027-28 school year

Universal Screening Requirements:

- Screen all K-3 pupils for characteristics of dyslexia
- Screen transfer students within 90 days of enrollment
- Screen grades 4-12 pupils who show specific reading difficulties
- Give special considerations for English language learners based on proficiency levels

Reading Instruction Requirements:

- Ensure reading instruction and curriculum materials are evidence-based
- Focus on foundational reading skills (phonemic awareness, phonics, fluency)
- Implement a multi-tiered system of support (MTSS) for pupils showing characteristics of dyslexia

Intervention Requirements:

- Provide evidence-based intervention services grounded in the science of reading
- Implement structured literacy approaches

- Provide appropriate accommodations under Section 504 and ADA
- Consider independent evaluations provided by parents/guardians

Districts must report their students' individual reading improvement plan data to their ISD by July 31st

Ongoing Requirements (starting in the 2027-2028 school year)

- Post staffing plans by August 15 if unable to meet teacher requirements
- Continuous monitoring and assessment of pupil progress
- Regular updates to individual reading improvement plans
- Documentation of intervention efforts and parent engagement

Key Terms

K-12 Literacy and Dyslexia Legislation Key Terms

The intent of this document is to provide all stakeholders with the definitions for the terms included in the K-12 Literacy & Dyslexia legislation. These definitions come directly from [PA146](#).

Key Terms:

Benchmark assessment: an assessment administered periodically throughout a school year and used for 1 or more of the following purposes:

- (i) To predict and identify learner readiness for success on a later summative assessment.
- (ii) To evaluate ongoing education programs and interventions.
- (iii) To provide teachers with individual learners' performance data to inform instruction.

CEPI: the Center for Educational Performance and Information created under section 94a of the state school aid act of 1979, MCL 388.1694a.

Cloze reading procedure: an objective reading assessment that deletes words in a designed reading passage.

Code emphasis: 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

Cumulative: the practice of basing new concepts on those previously learned and maximizing retention of concepts through regular, systematic review to gain automaticity and fluency.

Diagnostic instruction: continuous assessment and individualization of instruction to meet each pupil's instructional needs.

Dyslexia: 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.

Dyslexia also refers to 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.

Evidence-based: an activity, program, process, service, strategy, or intervention that demonstrates statistically significant effects on improving pupil outcomes or other relevant outcomes and that meets at least both of the following:

- (i) At least 1 of the following:
 - (A) Is based on strong evidence from at least 1 well-designed and well-implemented experimental study.

(B) Is based on moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study.

(C) Is based on promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

(D) Demonstrates a rationale based on high-quality research findings or positive evaluation that the activity, program, process, service, strategy, or intervention is likely to improve pupil outcomes or other relevant outcomes.

(ii) Includes ongoing efforts to examine the effects of the activity, program, process, service, strategy, or intervention.

Explicit: means direct and deliberate instruction through continuous pupil-teacher interaction that includes explanation, teacher modeling or example, and multiple opportunities to practice with feedback for students to develop mastery.

Fidelity: the extent to which an assessment or intervention is implemented as it was designed.

Add IRIP information here

Intervention response team: a group of individuals with expertise in assessments, literacy, working with English language learners, working with pupils with disabilities, and behavioral efforts who develop individualized plans to support pupils with significant and persistent needs. An intervention response team must include at least 1 certificated teacher who has English as a second language or bilingual education as an endorsement on the teacher's certificate

Leveled text: means text that has characteristics of predictable text and text focused on teaching high frequency words without regard to sound-symbol associations. Leveled texts are assigned a level based on a difficulty scale according to print features, content, themes, ideas, text structure, language, and literary elements. Leveled text does not provide pupils opportunities to apply newly learned phonological and orthographic knowledge.

Multi-tiered system of support (MTSS): a comprehensive framework that includes 3 distinct tiers of instructional support and is composed of a collection of evidence-based strategies designed to meet the individual needs and assets of a whole pupil at all achievement levels

Phonemic awareness: means the conscious awareness of all of the following:

(i) Individual speech sounds, including, but not limited to, consonants and vowels, in spoken syllables.

(ii) The ability to consciously manipulate through, including, but not limited to, matching, blending, segmenting, deleting, or substituting, individual speech sounds described in subparagraph (i).

(iii) All levels of the speech sound system, including, but not limited to, word boundaries, rhyme recognition, stress patterns, syllables, onset-rime units, and phonemes.

Predictable text: text that replicates language patterns using rhythm and rhyme to teach pupils phrasing and cadence.

Progress-monitoring assessment: an assessment used after a pupil is identified and matched with intervention support to determine if the pupil continues to need intervention, if supports need to be modified or changed, or if supports can be faded.

Reading deficiency: scoring below grade level or being determined to be at risk of not meeting grade-level reading expectations based on a screening assessment, standardized summative assessment, or progress monitoring.

Reading leadership team: 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.

Reliable: something that is based on the consistency of a set of scores that are designed to measure the same thing.

Science of reading: a cumulative and evolving body of evidence whose research studies follow a scientific process of inquiry and utilize scientific methods to help answer questions related to reading development and issues related to reading and writing derived from research from multiple fields of cognitive psychology, communication sciences, developmental psychology, education, special education, implementation science, linguistics, and neuroscience.

Screening assessment: an assessment designed to proactively identify pupils who may be at risk of developing academic, social, emotional, or behavioral challenges so that support can be provided and to provide data to inform systems-level decisions.

All of the following apply to a screening assessment:

(i) A screening assessment must include, as appropriate for grade level or age as determined by the department, in alignment with the guidelines described in subsections (2) and (4), elements designed to identify difficulties in learning to decode and recognize words, including at least all of the following:

- (A) Phonemic awareness.
- (B) Rapid automatized naming.
- (C) Letter-sound correspondence.
- (D) Single-word reading.
- (E) Nonsense-word reading.
- (F) Oral passage reading fluency.

(ii) A screening assessment may include, as appropriate for grade level or age as determined by the department, in alignment with the guidelines described in subsections (2) and (4), elements designed to identify comprehension difficulties, including at least all of the following:

- (A) Retelling.
- (B) Cloze reading procedure.
- (C) Answering questions about a reading passage.

Standardized assessment: an assessment that is administered and scored in a consistent or standard manner.

Structured literacy: systematic, direct, explicit, cumulative, and diagnostic instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology); the writing system (orthography); the structure of sentences (syntax); the meaningful parts of words (morphology); the meaning of words, phrases, sentences, and text (semantics); and the processing of oral and written discourse

Systematic: following the logical order of language and moving from the most basic concepts to the more advanced.

Valid: the degree to which a method assesses what it claims or intends to assess.