

K-12 Literacy and Dyslexia Law

A Parent Guide to Public Act 146



What Do I Need to Know As a Parent?

- ❑ In October 2024, The Michigan Legislature passed Public Acts [146](#) & [147](#) to further improve the quality of literacy assessment and instructional practices and ensure college preparation programs are grounded in the latest understanding of both the science and art of literacy instruction. PA 146 mandates 3-times yearly screening to identify students with difficulties decoding as well as targeted, explicit, evidence-based intervention to accelerate learning before more intensive support is required (adding further specificity to the practices mandated in the 2016 PA 306 Read by Grade 3 law).
 - ❑ SAS for several years has been implementing a Multi-Tiered System of Support model that already provides for the majority of practices outlined in the bill including the following (more information in our fall MTSS letter: <http://bit.ly/2cghlx7>):
 - Screening & diagnostic assessment to determine those who are at risk for reading difficulties
 - Small group evidence-based intervention matched to student needs
 - Intervention provided in addition to regular reading instruction (Best Fit/WIN/Team Time)
 - Regular progress monitoring checks for students receiving additional support
- ❑ If your child is not reading where expected, we will provide targeted intervention to address their needs in addition to their regular (Tier 1) classroom instruction. All parents whose children receive this intervention will receive a letter explaining what specific areas are being addressed. For students who are most at-risk based on the Acadience Reading assessments and classroom assessments, the teacher will be calling you to discuss the development of an Individual Reading Improvement Plan (IRIP) and Read at Home Plan.
- ❑ If your student currently receives special education support for literacy your student's special education team will be discussing the impact of the PA 146 with you.

What Can I Do To Support My Child?

Read at home with your child daily with books they enjoy. Some ways to do this:

- ❖ Read out loud to your child and listen to your child read.
- ❖ Practice in decodable books while students are in the early stages of phonics learning.
- ❖ Echo read (you read a line, then they repeat) or read together at the same time.
- ❖ Reread or retell favorite stories.

As you read:

- ❖ When your child gets to a word they don't know, prompt them to use the letter-sound patterns they know to break the word up by sound or syllable. If the word is irregular, focus on the parts that can be sounded out and tell them the irregular parts.
- ❖ Ask questions about the reading including what they remember.
- ❖ Talk about favorite parts, what you've learned, or who is in the book and what they do.

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