

## Early Literacy Skills

- **Phonological Awareness** — the ability to recognize and work with sounds in spoken language.
- **Phonics** — correlating sounds with letters or groups of letters when learning to read.
- **Accuracy** — reading words aloud correctly.
- **Oral language** — using spoken words to express knowledge, ideas, and feelings.
- **Vocabulary** — knowing the names of things.
- **Comprehension** — reading text and understanding the meaning of words and sentences.
- **Fluency** — ability to read with speed, accuracy, and proper expression.
- **Motivation/Engagement** — recognizing the value of reading and the enjoyment of it.

### Resources for Families

Michigan Department of Education Read by Grade Three Law parent resources can be found at: [www.Mi.gov/EarlyLiteracy](http://www.Mi.gov/EarlyLiteracy).

Connect with the Michigan eLibrary at [www.MeL.org](http://www.MeL.org), or through your local public library, to discover digital eResources and eBooks to explore and share as a family.

Check with your local library for storytime information and literacy programs such as *Ready to Read Michigan*, and sign your child up for a library card.



# READ BY GRADE THREE

A guide for parents and caregivers from your library



For more information,  
contact your local library.



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This guide is designed to assist you as a parent or caregiver in understanding the Read by Grade Three law.

Inside you'll find tips for developing stronger reading skills with your children!

# How will Read by Grade Three affect my child?

When students are strong readers they are better prepared to learn, graduate and succeed in life. Currently only **44%** of third graders in Michigan are proficient readers (M-STEP Results, 2017). This demonstrates why, in 2016, Michigan Legislature passed a comprehensive reading law to support increased literacy achievement by the end of third grade.

**Read by Grade Three** calls for schools to do the following:

- Identify struggling readers early.
- Offer specialized support to read on grade level.
- Assess student reading skills throughout the school year.
- Provide teachers with literacy focused professional development.
- Provide parents with a Read at Home Plan that identifies ways in which parents can support with reading at home.
- Provide extra support to retained students at the end of third grade for an additional year so they enter fourth grade ready for success.



## Tips for Reading with Your Child

- **Start Early!** Read, Sing, Talk, Write, and Play with your child before age 5 – these practices from the *Every Child Ready to Read™* program help develop early literacy skills in your young child from the very beginning. Be sure to check with your library for a storytime schedule to support these practices.
- **Play around with books** with your young child by retelling a story using puppets or props. Introduce your child to shapes and letters from the very start.
- **Encourage your child to pick out their own books.** Ask your child's teacher or librarian for guidance in books of interest to your child. Sign the family up in a local book club or summer reading program to discover new genres and incentives to read.

- **Model reading** to your child by being an active reader yourself. Be sure to point out words and text in the world around them and make shared reading experiences fun and engaging.
- **Talk** about what you read, allowing time for your young child to respond to open-ended questions such as "Why do you think the caterpillar ate all that food?"



- **Read to your child in your first language,** so that you can better explain words and comprehend the story.
- **Make reading fun!** Allow time for your child to sound out words, respond to questions, and to read aloud at their own pace, no matter their age. Ask your library for literacy programming, such as therapy dogs, that encourages your child to engage and even read aloud.

