

## **Reading First: *Making Reading First for Michigan and the Michigan Literacy Progress Profile (MLPP)***

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Reading First, as part of the No Child Left Behind Act of 2001, states that all children will learn to read successfully by the end of third grade, and emphasizes that 95%-98% of all children can learn to read. A primary goal of Reading First is to provide teachers with knowledge of the five essential components of reading instruction. Michigan is currently training large numbers of pre-kindergarten through grade three teachers in the assessment tools that are part of the MLPP. Over 12,000 teachers had been trained, and our numbers of trained teachers continue to grow as additional training takes place throughout the current school year. The MLPP is an assessment inventory composed of many assessments that align and correlate with the Reading First assessments, with the exception of explicit sections on phonics and vocabulary. Michigan will continue to train teachers in best practice for literacy instruction, adding additional tools to the MLPP toolkit. Michigan teachers already have an understanding of using assessment to plan lessons for specific groups of children. These lessons use instructional materials at the appropriate reading level to match the students' needs. In addition, Michigan's classroom teachers realize that choices they make in grouping children, in designing lessons and selecting materials at the students' instructional levels, have great impact on students' success in learning to read. The MLPP initiative provides professional development that addresses many best practices that Reading First finds crucial to good classroom instruction.

Schools that receive Reading First funds will use the Dynamic Indicators of Early Literacy Skills (DIBELS) as the primary classroom assessment three times per year. Several subtests of the DIBELS are similar to the MLPP. Scientific studies of student performance on particular benchmarks at early grades have been conducted using DIBELS. These studies meet the federal criteria for Reading First and show correlation of student achievement on benchmarks at early grades as compared to performance on statewide testing at the 4<sup>th</sup> grade.

Reading First stresses scientifically based reading research. The MLPP is in the second year of a three-year longitudinal research study. The research efforts in Year 1 focused on gathering data to evaluate the reliability and concurrent validity of most of the MLPP assessments as compared to instruments such as the Gates MacGinitie Reading assessment and the Texas Primary Reading Inventory (TPRI).

Reading First emphasizes the use of assessments to plan lessons that match the needs of individual children for reading instruction. Reading First requires professional development in the five essential components of reading instruction: phonemic awareness, phonics instruction, vocabulary development, oral reading fluency, and comprehension strategy instruction. MLPP currently addresses phonemic awareness, oral reading fluency, and comprehension. Additional training will be offered through the

Regional Literacy Training Centers (RLTCs) to add to teachers’ toolkits for assessment and instruction, especially in the areas of vocabulary instruction, phonics instruction, and comprehension strategy instruction. The Michigan Literacy Progress Profile will continue to serve the needs of children and teachers throughout the state, and updates will be offered through the Regional Literacy Training Centers as new components become available. Both initiatives offer teachers opportunities to use screening and diagnostic assessments to learn more about their students as readers. If you have questions, please contact Faith Stevens, English Language Arts Consultant, at (517) 241-2479 or [stevensf@michigan.gov](mailto:stevensf@michigan.gov)

	<b>Reading First</b>	<b>Michigan Literacy Progress Profile (MLPP)</b>
<b>Purpose</b>	To ensure that all American children learn to read well by the end of third grade	To ensure that all Michigan children are independent readers by the end of grade three
<b>Schools Served</b>	Schools with highest poverty, lowest achieving students	All Michigan schools
<b>Grades</b>	Kindergarten –Grade 3	Pre-Kindergarten-Grade 3
<b>Components</b>	Phonemic Awareness Systematic, Explicit Phonics Vocabulary Development Oral Reading Fluency Comprehension Strategy Instruction	Phonemic Awareness Oral Language Letter Identification Oral Reading Fluency Comprehension Writing Concepts of Print Sight Word/Decodable Word List Known Words Hearing and Recording Sounds Literacy Attitudes
<b>Scientifically Based Reading Research</b>	Clearly defined by legislation, requires use of evidence-based programs, approaches, and materials	Currently in the second year of evaluation; efforts in Year 1 focused on gathering data to evaluate the reliability and concurrent validity of most of the MLPP assessments; concurrent validity using data from the Gates MacGinitie and the Texas Primary Reading Inventory (TPRI)