

UNDERSTANDING PERSONALIZED READING PLANS

Wisconsin school districts have received new state guidance, Act 20, on how to teach students to read. Science has taught us the five critical components of reading, which include:

- **Phonological awareness:** recognizing and manipulating sounds
- **Phonics:** understanding the relationship between letters and sounds
- **Fluency:** reading smoothly and accurately
- **Vocabulary:** expanding word knowledge
- **Comprehension:** understanding and interpreting text

Students need to learn these skills early on and continue to build upon them to become successful readers. As a result, districts are now required to screen younger students, in grades 4K-3rd, on reading skills between 2 and 3 times a year to ensure they are on track with these skills and are on track to meet grade-level literacy standards. After administration of the initial reading readiness screener, parents will receive a district letter outlining their student's results. It will share the student's overall percentile level compared to other same-age peers nationwide. Students who score below the 25th percentile on the initial screener are considered at risk. Those students will take another screener, called a diagnostic screener, to assess essential literacy more in-depth. All students who scored below the 25th percentile on the initial screener will receive a Personalized Reading Plan (PRP), regardless of their performance on the diagnostic screener.

A PRP is a detailed plan that outlines specific areas of need, goals, interventions, ways to monitor student progress toward a goal, and parent involvement. Plans are required to be reviewed and updated regularly, with weekly progress monitoring, to ensure that students are making adequate progress toward grade-level literacy standards. Progress monitoring usually includes brief assessments to evaluate growth and measure progress over time.