PLANNING FOR THIRD GRADE LITERACY SUCCESS

EATON
REGIONAL EDUCATION SERVICE AGENCY

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3rd Grade Reading Law Cheat Sheet

What You Need to Know

What You Need to Do

Spring/Summer 2017	To Do:
• **Select** one MDE-approved *initial* reading assessment to be delivered to *all* students, and at least one *extensive* assessment that will be delivered to students who seem to display a deficiency.	❑ Identify/implement essential <u>organizational practices</u> to support literacy development. ❑ Select <u>approved assessment system</u>. ❑ Plan/Provide professional learning for staff to implement essential practices. ❑ Plan/Provide professional learning for staff to administer assessment system. ❑ Create Pre-K-3 assessment schedule. ❑ Select/Identify evidence-based intervention program.
Beginning in 2017-18	**To Do:**
<u>**Pre-K-3 Assessment System**</u> • Assess reading progress of **all Pre-K-3** students **at least 3 times/year.** • **Administer the screening assessment** within **first 30 days** of school year.	❑ Implement Pre-K-3 assessment schedule, determine data collection & reporting system.
<u>**Core Reading Instruction**</u> • <u>Pre-K-3rd</u> teachers provide essential literacy practices to all students.	❑ Provide collaborative opportunities for teachers to discuss how essentials are being integrated.
<u>**Individual Reading Improvement Plan**</u> • **Develop IRIP (Individual Reading Improvement Plan) within 30 days** after identification for students with a reading deficiency based on the universal screener.	❑ Complete Individual Reading Improvement Plans **within 30 days** after identification of the reading deficiency.
<u>**Parents**</u> • **Provide written notice and tools to parents** to assist the parent/legal guardian to engage in intervention and address/correct any reading deficiency at home.	❑ Provide written notification to parents. ❑ Provide parents with a Read-at-Home plan.
<u>**Professional Development**</u> • Provide **professional development and collaborative time** based on needs determined by student data. • Utilize <u>literacy coaches</u> to provide additional support.	❑ Identify how professional development will be designed to meet teachers' needs relative to student reading data. ❑ Determine how and when coaches will be utilized.

Pre-K-3 Reading Intervention Program Implement a **reading intervention program** that meets the state requirements and • occurs **during regular school hours** in addition to regular classroom reading instruction; • provides a **"Read-at-Home"** plan; • **engages parents** in the intervention efforts; • documents efforts and opinions of school personnel and parents.	❑ Identify and implement Reading Intervention Program that includes required features, time, and instructional strategies.
For 3rd Grade Pupils Exhibiting a Reading Deficiency • Implement reading intervention with proven evidence of **accelerating** achievement. • Provide **more** dedicated time for reading compared to the previous year. • Provide small group and one-to-one **intervention;** systematic **instruction;** opportunities for guided practice, error correction, and feedback. • Provide frequent ongoing **progress monitoring.** • Provide interventions before, after, or during school hours, but **NOT** during regular ELA class time. • Provide a parent **"Read-at-Home"** plan, regular home reading, & training workshops. • **Engage parents** in the intervention efforts. • **Document** efforts and opinions of school personnel and parents.	❑ Identify and implement Reading Intervention Program that includes required features, time, and instructional strategies.
For English Language Learners Intervention services must include • Ongoing assessments to determine intervention. • Academic vocabulary instruction. • Instruction in five major reading components. • Common English language development strategies.	❑ Coordinate with ISD EL Coordinator to provide appropriate intervention services.
Reading Summer Camps Districts are *encouraged* to offer summer camps for those students exhibiting reading deficiencies.	

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Core Reading Instruction • <u>Pre-K-3rd</u> teachers provide essential literacy practices to all students.	❑ Provide collaborative opportunities for teachers to discuss how essentials are being integrated.
Individual Reading Improvement Plan • **Develop IRIP (Individual Reading Improvement Plan) within 30 days** after identification for students with a reading deficiency based on the universal screener.	❑ Complete Individual Reading Improvement Plans **within 30 days** after identification of the reading deficiency.
Parents • **Provide written notice and tools to parents** to assist the parent/legal guardian to engage in intervention and address/correct any reading deficiency at home.	❑ Provide written notification to parents. ❑ Provide parents with a Read-at-Home plan.
Professional Development • Provide **professional development and collaborative time** based on needs determined by student data. • Utilize <u>literacy coaches</u> to provide additional support.	❑ Identify how professional development will be designed to meet teachers' needs relative to student reading data. ❑ Determine how and when coaches will be utilized.
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2019-2020

Staffing
Beginning **June 4, 2019**: Schools must have staff to provide instruction and intervention, or must post a staffing plan detailing how they will provide services.

Promotion for Grade 3 to Grade 4
- Students may be retained based on standardized testing, but *may* achieve promotion based on alternative assessment or portfolio. (CEPI will notify; districts may notify, as well.)
- Students new to the district must also demonstrate readiness through assessment *before* they can be enrolled in grade 4.
- Parents have a right to meet with school official regarding retention and good cause exemption process.
- Parents may request **good cause exemption** within 30 days of notification, or the 3rd grade teacher can submit a recommendation and supporting documents.
- The good cause decision must be communicated to parents at least 30 days before school starts.
- Students not promoted must receive high quality instruction as described in law; students who are promoted under good cause are still eligible to receive intensive reading intervention until they are no longer deficient.
- School officials must notify parents and seek written parental consent before promoting a student to grade 4 after the beginning of a school year. Students repeat grade 3 only once.

Third Grade Reading Legislation Implementation
2017-18 School Year

SEPTEMBER
- Administer the first reading assessment within the first thirty days of school

NOVEMBER
- Provide training workshops for parents, guardians or care providers regarding Read-At-Home Plans (e.g., Parent Literacy Night)

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY

OCTOBER
- Provide written notice to the pupil's family of any reading deficiency
- Provide tools to assist families with intervention and to correct any reading deficiency at home
- Provide parents, legal guardians or other providers with a Read-At-Home Plan for pupils not proficient
- Provide an Individual Reading Improvement Plan thirty days after identifying struggling readers
- Provide documentation of any dissenting opinions expressed by school personnel, parent or legal guardian concerning the Individual Reading Improvement Plan provided for the pupil

2017-18 School Year

| MARCH | APRIL | MAY | JUNE | JULY | AUGUST |

ONGOING: SEPTEMBER THROUGH JUNE

INSTRUCTIONAL SUPPORT

- Provide intensive development in the five major reading components: phonemic awareness, phonics, fluency, vocabulary, comprehension
- Provide tiered interventions such as targeted small group or one-to-one reading intervention based on pupil needs
- Provide a reading intervention program intended to ensure that pupils are proficient readers by the end of third grade
- Provide a program with effective instructional strategies necessary to assist the pupil in becoming a successful reader

ENGLISH LANGUAGE SUPPORT

- Ongoing assessments that provide actionable data for teachers to use interventions
- Instruction in academic vocabulary
- Instruction in the five major reading components
- Common English language development strategies such as modeling, guided practice and comprehensive input

BUILDING LEADERSHIP RESPONSIBILITIES

For teachers in Kindergarten through grade three

- Target specific areas of PD
- Differentiate and intensify PD for teachers based on data gathered by monitoring teacher progress in improving pupil proficiency rates
- Establish a collaborative system within the school to improve reading rates
- Ensure PD opportunities, linked to student reading development needs, are made available to Kindergarten through grade three teachers

Third Grade Reading Legislation Implementation
2019-2020 School Year

BEGINNING 2019-2020
- CEPI shall identify each pupil completing grade three that year who is subject to not being advanced to grade four

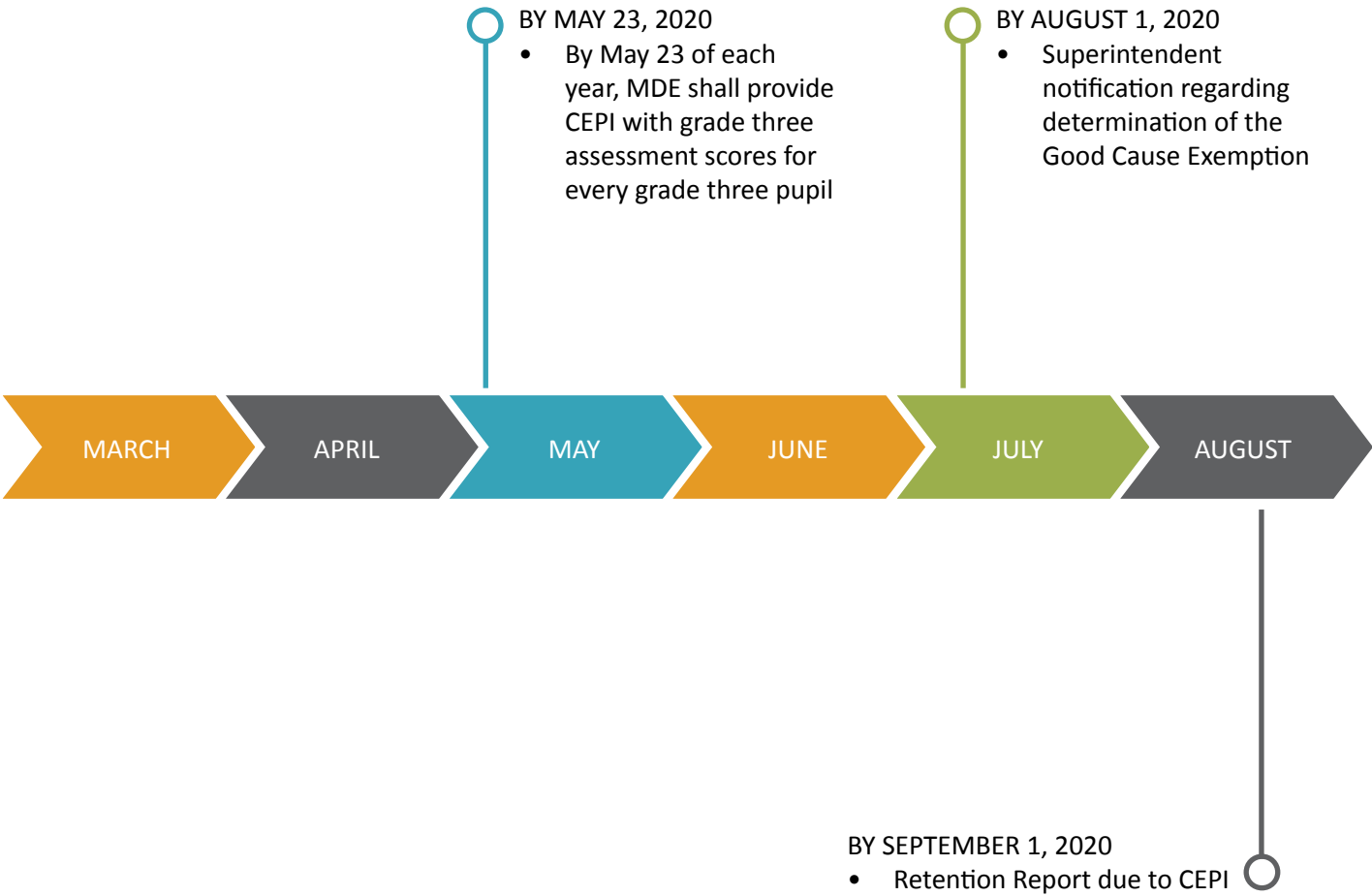| SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY

BEGINNING 2019-2020

A student may not enroll in grade four until one of the following occurs:
- Pupil achieves a reading score that is less than one grade level behind, as determined by the department, based upon the grade three state ELA assessment
- Pupil demonstrates proficiency on an alternative standardized reading assessment approved by the Superintendent of Public Instruction
- Pupil demonstrates proficiency as evidenced by a pupil portfolio demonstrating competency in all grade three state ELA standards through multiple work samples

If a child younger than ten years of age seeks to enroll for the first time in a school district or public school academy in grade four, the district shall not allow the child to enroll in grade four unless:
- The child achieves a grade three reading score, as determined by the department, based on the reading portion of the grade three assessment
- The child demonstrates a grade three reading level through a pupil portfolio
- The child demonstrates proficiency on an alternate assessment
- The child is proficient in science and social studies and scores at least proficient on the Math M-STEP

2019-2020 School Year

BY MAY 23, 2020
- By May 23 of each year, MDE shall provide CEPI with grade three assessment scores for every grade three pupil

BY AUGUST 1, 2020
- Superintendent notification regarding determination of the Good Cause Exemption

| MARCH | APRIL | MAY | JUNE | JULY | AUGUST |

BY SEPTEMBER 1, 2020
- Retention Report due to CEPI

Principal Checklist

By When	To Do	Done	Not Done	Next Steps
June 10	Determine who will be part of the parent professional development training team to work with ERESA and other districts			
June 10	Introduce all staff on 3rd grade reading law and its impact			
Summer	Determine alternative day schedule for next year – what is cut from day? (ie. is the reading block a 'must do' on alternative schedule days?)			
Summer	Determine alternative week schedule - on short weeks, what is cut from the reading program across a grade level? (ie. if Monday is always day 1, and it is a four day week – how do we ensure all skills have been taught, practiced, monitored, and given feedback for the week?)			
Summer	Build intervention time/schedule for classroom teachers to intervene with below benchmark students			
Summer	Create a tracking system to ensure Individual Reading Improvement Plan has been created for all below benchmark students (with parent input)			
Summer	Create a tracking system to ensure a Read at Home Plan has been created and shared with below benchmark student parents			
Summer	Create a universal screening schedule to screen all students			
Summer	Create a refresher schedule for before each benchmark window to refresh administering staff on screener to ensure fidelity			
Summer	Create a diagnostic assessment schedule to assess all below benchmark students			
Summer	Determine with district how selected staff will be trained on diagnostic tools			
Summer	Create schedule for data meetings to discuss universal screening results for each window (F/W/S)			
Summer	Create a schedule for teachers, interventionists, and literacy coach to meet to discuss progress monitoring data, instruction, and adjustments (every 6-8 weeks)			
Summer	Work with district to create a progress monitoring system to determine assessors, to ensure communication between assessor and teacher, to share books from one year to the next, to determine level and type of assessment given			
Summer	Determine parent training dates and post on district calendar and website			
July/August	Schedule a meeting with literacy coach(es) to discuss school year and plan			
August	Create a meeting schedule/team for Reading Leadership team			

By When	To Do	Done	Not Done	Next Steps
August	Ensure all teachers have been trained on Individual Reading Improvement Plan and Read at Home Plan tools			
August	Meet with literacy coach(es) to discuss school year			
August/ September	Educate all parents on 3rd grade reading bill and its impact (focus on K-1 parents)			
August/ September	Ensure all teachers have been trained on core reading program			
August/ September	Ensure all title teachers/paras/etc. have been trained on expected interventions			
August/ September	Create a district/building procedure to include a check out for students who transfer out of district to ensure IRIP, RAHP, and intervention tracking form are put into CA-60			
September	Work with literacy coach to build an intervention schedule based on student data			
October	Work with literacy coach/district for professional development schedule to align to district data needs once fall & winter data returns (after early Sep)			
Spring	Create a district/building procedure to ensure IRIP, RAHP, and intervention tracking form are placed into student's CA-60			

LEGISLATION

Act No. 306
Public Acts of 2016
Approved by the Governor
October 6, 2016
Filed with the Secretary of State
October 6, 2016
EFFECTIVE DATE: October 6, 2016

STATE OF MICHIGAN
98TH LEGISLATURE
REGULAR SESSION OF 2016

Introduced by Reps. Price, Kelly, Crawford, Yonker, Franz, Garcia, Santana, Lyons, Poleski, Cox, Runestad,
Chatfield, Callton, Tedder and Schor

ENROLLED HOUSE BILL No. 4822

AN ACT to amend 1976 PA 451, entitled "An act to provide a system of public instruction and elementary and secondary schools; to revise, consolidate, and clarify the laws relating to elementary and secondary education; to provide for the organization, regulation, and maintenance of schools, school districts, public school academies, intermediate school districts, and other public school entities; to prescribe rights, powers, duties, and privileges of schools, school districts, public school academies, intermediate school districts, and other public school entities; to provide for the regulation of school teachers and certain other school employees; to provide for school elections and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes; to provide for the borrowing of money and issuance of bonds and other evidences of indebtedness; to establish a fund and provide for expenditures from that fund; to make appropriations for certain purposes; to provide for and prescribe the powers and duties of certain state departments, the state board of education, and certain other boards and officials; to provide for licensure of boarding schools; to prescribe penalties; and to repeal acts and parts of acts," (MCL 380.1 to 380.1852) by adding section 1280f.

The People of the State of Michigan enact:

Sec. 1280f. (1) The department shall do all of the following to help ensure that more pupils will achieve a score of at least proficient in English language arts on the grade 3 state assessment:

(a) Approve 3 or more valid and reliable screening, formative, and diagnostic reading assessment systems for selection and use by school districts and public school academies in accordance with the following:

(i) Each approved assessment system shall provide a screening assessment, monitoring capabilities for monitoring progress toward a growth target, and a diagnostic assessment.

(ii) In determining which assessment systems to approve for use by school districts and public school academies, the department shall also consider at least the following factors:

(A) The time required to conduct the assessments, with the intention of minimizing the impact on instructional time.

(B) The level of integration of assessment results with instructional support for teachers and pupils.

(C) The timeliness in reporting assessment results to teachers, administrators, and parents.

(b) Recommend or develop an early literacy coach model with the following features:

(i) An early literacy coach shall support and provide initial and ongoing professional development to teachers in all of the following:

(A) Each of the 5 major reading components listed in subsection (3)(a)(iv)(B) as needed, based on an analysis of pupil performance data.

(B) Administering and analyzing instructional assessments.

(C) Providing differentiated instruction and intensive intervention

(D) Using progress monitoring.

(E) Identifying and addressing reading deficiency.

(ii) An early literacy coach shall also do all of the following:

(A) Model effective instructional strategies for teachers.

(B) Facilitate study groups.

(C) Train teachers in data analysis and using data to differentiate instruction.

(D) Coach and mentor colleagues.

(E) Work with teachers to ensure that evidence-based reading programs such as comprehensive core reading programs, supplemental reading programs, and comprehensive intervention reading programs are implemented with fidelity.

(F) Train teachers to diagnose and address reading deficiency.

(G) Work with teachers in applying evidence-based reading strategies in other content areas, including, but not limited to, prioritizing time spent on those teachers, activities, and roles that will have the greatest impact on pupil achievement and prioritizing coaching and mentoring in class-rooms.

(H) Help to increase instructional density to meet the needs of all pupils.

(I) Help lead and support reading leadership teams at the school.

(J) Continue to increase his or her knowledge base in best practices in reading instruction and intervention.

(K) For each teacher who teaches in a classroom for grades K to 3, model for the teacher, and coach the teacher in, instruction with pupils in whole and small groups.

(iii) In the context of performing the functions described in subparagraph (ii), an early literacy coach shall not be asked to perform administrative functions that will confuse his or her role for teachers.

(iv) An early literacy coach must meet all of the following:

(A) Have experience as a successful classroom teacher.

(B) Have sufficient knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction, and data management skills.

(C) Have a strong knowledge base in working with adults.

(D) Have a minimum of a bachelor's degree and advanced coursework in reading or have

completed professional development in evidence-based literacy instructional strategies.

(v) An early literacy coach shall not be assigned a regular classroom teaching assignment, but shall be expected to work frequently with pupils in whole and small group instruction or tutoring in the context of modeling and coaching in or outside of teachers' classrooms.

(2) Subject to subsection (14), beginning in the 2017-2018 school year, the board of a school district or board of directors of a public school academy shall do all of the following to ensure that more pupils will achieve a score of at least proficient in English language arts on the grade 3 state assessment:

(a) Select 1 valid and reliable screening, formative, and diagnostic reading assessment system from the assessment systems approved by the department under subsection (1)(a). A school district or public school academy shall use this assessment system for pupils in grades K to 3 to screen and diagnose difficulties, inform instruction and intervention needs, and assess progress toward a growth target. A school district or public school academy periodically shall assess a pupil's progress in reading skills at least 3 times per school year in grades K to 3. The first of these assessments for a school year shall be conducted within the first 30 school days of the school year.

(b) For any pupil in grades K to 3 who exhibits a reading deficiency at any time, based upon the reading assessment system selected and used under subdivision (a), provide an individual reading improvement plan for the pupil within 30 days after the identification of the reading deficiency. The individual reading improvement plan shall be created by the pupil's teacher, school principal, and parent or legal guardian and other pertinent school personnel, and shall describe the reading intervention services the pupil will receive to remedy the reading deficiency. A school district or public school academy shall provide intensive reading intervention for the pupil in accordance with the individual reading improvement plan until the pupil no longer has a reading deficiency.

(c) If a pupil in grades K to 3 is identified as having an early literacy delay or reading deficiency, provide written notice to the pupil's parent or legal guardian of the delay or reading deficiency in writing and provide tools to assist the parent or legal guardian to engage in intervention and to address or correct any reading deficiency at home.

(d) Require a school principal or chief administrator to do all of the following:

(i) For a teacher in grades K to 3, target specific areas of professional development based on the reading development needs data for incoming pupils.

(ii) Differentiate and intensify professional development for teachers based on data gathered by monitoring teacher progress in improving pupil proficiency rates among their pupils.

(iii) Establish a collaborative system within the school to improve reading proficiency rates in grades K to 3.

(iv) Ensure that time is provided for teachers to meet for professional development.

(e) Utilize, at least, early literacy coaches provided through the intermediate school district in which the school district or public school academy is located, as provided for under section 35a(4) of the state school aid act of 1979, MCL 388.1635a. However, a public school academy may use an early literacy coach provided by the public school academy, at the expense of the public school academy, rather than using an early literacy coach provided through an intermediate school district if the early literacy coach and the usage of the early literacy coach otherwise meet the requirements of this section.

(3) Subject to subsection (14), a school district or public school academy shall provide reading intervention programs for pupils in grades K to 3, including at least all of the following:

(a) For pupils who exhibit a reading deficiency, a reading intervention program intended to ensure that pupils are proficient readers by the end of grade 3 and that includes some or all of the following features:

(i) Is provided to each pupil in grades K to 3 who is identified with a reading deficiency based on screening and diagnostic tools, and identifies and addresses the pupil's reading deficiency.

(ii) Periodically screens and monitors the progress of each pupil's reading skills, at least 3 times per year.

(iii) Provides evidence-based core reading instruction that is comprehensive and meets the majority of the general education classroom needs.

(iv) Provides reading intervention that meets, at a minimum, the following specifications:

(A) Assists pupils exhibiting a reading deficiency in developing the ability to read at grade level.

(B) Provides intensive development in the 5 major reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(C) Is systematic, explicit, multisensory, and sequential.

(D) Is implemented during regular school hours in addition to regular classroom reading instruction.

(v) Provides parents, legal guardians, or other providers of care for the pupil with a "Read at Home" plan, including parent, guardian, or care provider training workshops and regular home reading.

(vi) Documents efforts by the pupil's school to engage the pupil's parent or legal guardian and whether or not those efforts were successful.

(vii) Documents any dissenting opinions expressed by school personnel or a parent or legal guardian concerning the individual reading improvement plan provided for the pupil under subsection (2)(b).

(b) For grade 3 pupils exhibiting a reading deficiency as determined by the pupil's teacher through the diagnostic reading assessment system selected by the school district or public school academy under subsection (2)(a), a reading intervention program intended to correct the identified area or areas of reading deficiency and that includes all of the following features as needed by the individual pupil:

(i) Is evidence-based and has proven results in accelerating pupil reading achievement within the same school year.

(ii) Provides more dedicated time than the pupil's previous school year in evidence-based reading instruction and intervention.

(iii) Provides daily targeted small group or 1-to-1 reading intervention based on pupil needs as determined by assessment data, including explicit and systematic instruction with more detailed and varied explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.

(iv) Provides administration of ongoing progress monitoring assessments to frequently monitor pupil progress.

(v) Provides supplemental evidence-based reading intervention delivered by a teacher, tutor, or volunteer with specialized reading training that is provided before school, after school, during

school hours but outside of regular English language arts classroom time, or any combination of these.

(vi) Provides parents, legal guardians, or other providers of care for a pupil with a "Read at Home" plan, including parent, guardian, or care provider training workshops and regular home reading.

(vii) Documents efforts by the pupil's school to engage the pupil's parent or legal guardian and whether or not those efforts were successful.

(viii) Documents any dissenting opinions expressed by school personnel or a parent or legal guardian concerning the individual reading improvement plan provided for the pupil under subsection (2)(b).

(c) Subject to subsection (15), for pupils identified as English language learners by the pupil's teacher or by the diagnostic reading assessment selected by the school district or public school academy under subsection (2)(a), intervention services that include at least all of the following:

(i) Ongoing assessments that provide actionable data for teachers to use in interventions.

(ii) Instruction in academic vocabulary.

(iii) Instruction in the 5 major reading components listed in subdivision (a)(iv)(B).

(iv) Common English language development strategies such as modeling, guided practice, and comprehensive input.

(4) For all pupils exhibiting a reading deficiency as determined by the pupil's teacher through the diagnostic reading assessment system selected by the school district or public school academy under subsection (2)(a), school districts and public school academies are encouraged to offer summer reading camps staffed with highly effective teachers of reading, as determined by the teacher evaluation system under section 1249, providing reading intervention services and supports to correct pupils' identified areas of reading deficiency.

(5) Beginning with pupils enrolled in grade 3 during the 2019-2020 school year, all of the following apply:

(a) Subject to subsection (6), the superintendent of the school district or chief administrator of the public school academy in which the pupil is enrolled shall ensure that a pupil whose parent or legal guardian has been provided with the notification under subdivision (d) is not enrolled in grade 4 until 1 of the following occurs:

(i) The pupil achieves a reading score that is less than 1 grade level behind as determined by the department based on the grade 3 state English language arts assessment.

(ii) The pupil demonstrates a grade 3 reading level through performance on an alternative standardized reading assessment approved by the superintendent of public instruction.

(iii) The pupil demonstrates a grade 3 reading level through a pupil portfolio, as evidenced by demonstrating competency in all grade 3 state English language arts standards through multiple work samples.

(b) Subject to subsection (6), if a child younger than 10 years of age seeks to enroll for the first time in a school district or public school academy in grade 4, the superintendent of the school district or chief administrator of the public school academy shall not allow the child to enroll in grade 4 unless 1 of the following occurs:

(i) The child achieves a grade 3 reading score as determined by the department based on the

reading portion of the grade 3 state English language arts assessment.

(ii) The child demonstrates a grade 3 reading level through performance on an alternative standardized reading assessment approved by the superintendent of public instruction.

(iii) The child demonstrates a grade 3 reading level through a pupil portfolio, as evidenced by demonstrating competency in all grade 3 state English language arts standards through multiple work samples.

(c) Not later than May 23 of each year or not later than 14 days after the department finalizes the scoring for the grade 3 state assessments, whichever is earlier, the department shall provide CEPI with the grade 3 state assessment scores for every grade 3 pupil enrolled in a public school in this state who was administered 1 or more of those assessments.

(d) Not later than June 1 of each year or not later than 14 days after CEPI receives the grade 3 state assessment results from the department under subdivision (c), whichever is earlier, using those state assessment results, CEPI shall identify each pupil completing grade 3 that year who is subject to not being advanced to grade 4 due to the operation of subdivision (a)(i) and who is not eligible to enroll in grade 4 under subsection (6)(a), and shall notify the parent or legal guardian and the school district or public school academy of each of these pupils that the pupil is subject to being retained in grade 3. A school district or public school academy may also make its own notification to a parent or guardian in addition to the notification by CEPI. The notification by CEPI to a parent or legal guardian shall be by certified mail. The notification by CEPI shall clearly state at least all of the following:

(i) That, based on standardized testing, this state has determined that the pupil may be required to be retained in grade 3 as provided under state law, with a reference to this section along with an explanation that even if the pupil is not eligible to enroll in grade 4 based on state assessments, the pupil may still be allowed to enroll in grade 4 if he or she demonstrates a grade 3 reading level through performance on an alternative standardized reading assessment of through a pupil portfolio.

(ii) That the parent or legal guardian has the right to request a good cause exemption under this section that, if granted, will allow the pupil to enroll in grade 4 in the next school year.

(iii) That the parent or legal guardian must request the good cause exemption within 30 days after the date of the notification by CEPI and must direct the request to the school district or public school academy in which the parent or legal guardian intends to enroll the pupil for grade 4.

(iv) That the parent or legal guardian has the right to request a meeting with school officials to discuss the retention requirement under state law and the standards and processes for a good cause exemption from that requirement.

(e) If a parent or legal guardian receives a notification from CEPI under subdivision (d), the parent or legal guardian may request a meeting with school officials to discuss the retention requirement under state law and the standards and processes for a good cause exemption from that requirement. If a parent or legal guardian requests a meeting described in this subdivision, the school official to whom the request is made shall ensure that an appropriate school official is made available to the parent or legal guardian for such a meeting.

(f) If a pupil is not enrolled in grade 4 at the beginning of a school year due to the operation of this subsection, then before placing the child in grade 4 during the school year, an appropriate school official of the pupil's school district or public school academy shall provide written notification to the pupil's parent or legal guardian of the proposed placement.

(6) Subject to subsection (11), if a pupil or child demonstrates both of the following, then

subsection (5)(a) and (b) do not apply and he or she may be enrolled in grade 4:

(a) That he or she is proficient in all subject areas assessed on the grade 3 state assessment other than English language arts, as evidenced by his or her scores on those assessments.

(b) That he or she is proficient in science and social studies as shown through a pupil portfolio and as determined by the teacher who provided the grade 3 instruction to the pupil in science or social studies, as applicable.

(7) For a pupil who is not promoted to grade 4 or a child who is not enrolled in grade 4 due to the operation of subsection (5), and for a pupil or child described in subsection (6) or (11), the school district or public school academy shall provide a reading intervention program that is intended to correct the pupil's specific reading deficiency, as identified by a valid and reliable assessment. This program shall include effective instructional strategies necessary to assist the pupil in becoming a successful reader, and all of the following features, as appropriate for the needs of the individual pupil:

(a) Assigning to a pupil 1 or more of the following:

(i) A highly effective teacher of reading as determined by the teacher evaluation system under section 1249.

(ii) The highest evaluated grade 3 teacher in the school as determined by the teacher evaluation system under section 1249.

(iii) A reading specialist.

(b) Reading programs that are evidence-based and have proven results in accelerating pupil reading achievement within the same school year.

(c) Reading instruction and intervention for the majority of pupil contact time each day that incorporates opportunities to master the grade 4 state standards in other core academic areas, if applicable.

(d) Daily targeted small group or 1-to-1 reading intervention that is based on pupil needs, determined by assessment data, and on identified reading deficiencies and that includes explicit and systematic instruction with more detailed and varied explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.

(e) Administration of ongoing progress monitoring assessments to frequently monitor pupil progress toward a growth target.

(f) Supplemental evidence-based reading intervention delivered by a teacher or tutor with specialized reading training that is provided before school, after school, during regular school hours but outside of regular English language arts classroom time, or any combination of these.

(g) Providing parents, legal guardians, or other providers of care for the pupil with a "Read at Home" plan, including parent, guardian, or care provider training workshops and regular home reading.

(8) If the superintendent of the pupil's school district or chief administrator of the pupil's public school academy, or his or her designee, grants a good cause exemption from the requirements of subsection (5)(a) for a pupil, then a pupil may be promoted to grade 4 without meeting the requirements of subsection (5)(a). A good cause exemption may be granted only according to the procedures under subsection (10) and only for 1 of the following:

(a) The pupil is a student with an individualized education program or with a section 504 plan and the pupil's individualized education program team or section 504 coordinator, as applicable,

makes the decision to exempt the pupil from the requirements of subsection (5)(a) based upon the team's or coordinator's knowledge of the pupil.

(b) The pupil is a limited English proficient student who has had less than 3 years of instruction in an English language learner program.

(c) The pupil has received intensive reading intervention for 2 or more years but still demonstrates a reading deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

(d) The pupil has been continuously enrolled in his or her current school district or public school academy for less than 2 years and there is evidence that the pupil was not provided with an appropriate individual reading improvement plan under subsection (2)(b) by the school district or public school academy in which the pupil was previously enrolled.

(e) The pupil's parent or legal guardian has requested a good cause exemption within the time period provided under subsection (10)(d) and the superintendent or chief administrator, or his or her designee, determines that the good cause exemption is in the best interests of the pupil.

(9) Subject to subsection (14), if a pupil is promoted to grade 4 due to a good cause exemption granted under subsection (8), the pupil remains eligible for reading intervention services designed to enable the pupil to achieve proficiency in reading. The services for a pupil described in this subsection shall be similar to those provided to pupils in grade 3 under this section.

(10) The superintendent of a school district or chief administrator of a public school academy, or his or her designee, shall grant a good cause exemption under subsection (8) only through the following procedure:

(a) For a good cause exemption under subsection (8)(a) to (d), at the request of the pupil's parent or legal guardian or upon the teacher's own initiative, the pupil's grade 3 teacher submits to the superintendent or chief administrator, or his or her designee, a recommendation for a good cause exemption along with documentation that indicates that a good cause exemption under subsection (8)(a) to (d) applies to the pupil.

(b) For a pupil enrolled in a school operated by a school district, the superintendent or his or her designee shall review and discuss the recommendation with the pupil's grade 3 teacher and, if the pupil has an individualized education program, with the pupil's individualized education program team. After this discussion, the superintendent or his or her designee shall make a determination in writing of whether or not to grant the good cause exemption for the pupil. The decision by the superintendent or his or her designee is final.

(c) For a pupil enrolled in a public school academy, the chief administrator of the public school academy, or his or her designee, shall review and discuss the recommendation with the pupil's grade 3 teacher and, if the pupil has an individualized education program, with the pupil's individualized education program team. After this discussion, the chief administrator or his or her designee shall make a determination in writing of whether or not to grant the good cause exemption for the pupil. The decision by the chief administrator or his or her designee is final.

(d) For a pupil for whom a request has been received from the pupil's parent or legal guardian, as described in subsection (8)(e), if the request is received within 30 days after the notification by CEPI under subsection (5)(d), the superintendent of the school district or chief administrator of the public school academy, as applicable, or his or her designee, shall review the request and any supporting information and shall consider whether or not the good cause exemption is in the best interests of the pupil. After this consideration, he or she shall make a determination in writing of whether or not to

grant the good cause exemption. This determination shall be made and communicated to the parent or legal guardian at least 30 days before the first day of school for the school year. The decision of the superintendent or chief administrator, or his or her designee, is final.

(e) The superintendent of the pupil's school district or chief administrator of the pupil's public school academy, or his or her designee, shall notify the pupil's parent or legal guardian of the determination and decision under subdivision (b), (c), or (d), as applicable.

(11) For a pupil or child described in subsection (6) or a pupil who has been granted a good cause exemption under subsection (8), the school district or public school academy shall provided intensive reading intervention, as described under subsection (7), for the pupil until he or she no longer has a reading deficiency.

(12) A school district or public school academy shall not require a pupil to repeat grade 3 more than once due to the operation of this section.

(13) Beginning June 4, 2019, if a school district or public school academy cannot furnish the number of teachers needed to satisfy 1 or more of the criteria set forth in this section for a school year, then by the August 15 before the beginning of that school year the school district or public school academy shall develop a staffing plan for providing services under this section. The school district or public school academy shall post the staffing plan on its website for the applicable school year. The staffing plan shall include at least all of the following:

(a) A description of the criteria that will be used to assign a pupil who has been identified as not proficient in English language arts to a teacher.

(b) The credentials or training held by teachers currently teaching at the school.

(c) How the school district or public school academy will meet the requirements under this section.

(14) This section does not require or state an intention to require a school district or public school academy to supplant state funds with federal funds for implementing or supporting the activities under this section and does not prohibit a school district or public school academy from continuing to use federal funds for any of the purposes or activities described in this section.

(15) For pupils identified as English language learners by the pupil's teacher or by the diagnostic reading assessment selected by the school district or public school academy under subsection (2)(a), if available staff resources allow, a school district or public school academy is encouraged to provide the following intervention services in addition to those required under subsection (3)(c):

(a) Instruction in the pupil's native language, with withdrawal of that instruction as appropriate as the pupil improves his or her English language skills. A school district or public school academy is encouraged to provide this support for at least pupils whose native language is Spanish, Chinese, Hindi, Korean, or Arabic.

(b) Opportunities for speech production.

(c) Common English language development strategies such as modeling, guided practice, and comprehensive input.

(d) Feedback for the pupil, including explanations in his or her native language.

(16) Beginning in 2020, not later than September 1 of each year, a school district or public school academy shall submit a retention report to the center for educational performance and information in the form and manner prescribed by the center. The retention report shall contain at

least all of the following information for the most recent school year:

(a) The number of pupils retained in grade 3 due to the operation of this section.

(b) The number of pupils promoted to grade 4 due to a good cause exemption under subsection (8), disaggregated by each of the specific exemptions listed in that subsection.

(17) As used in this section:

(a) "Evidence-based" means based in research and with proven efficacy.

(b) "Individualized education program" means that term as described in R 340.1721e of the Michigan administrative code.
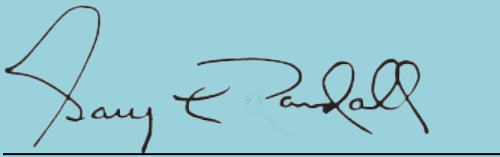
(c) "Kindergarten" includes a classroom for young 5-year-olds, commonly referred to as "young 5s" or "developmental kindergarten".

(d) "Reading deficiency" means scoring below grade level or being determined to be at
risk of reading failure based on a screening assessment, diagnostic assessment, standardized summative assessment, or progress monitoring.

(e) "Reading leadership team" means 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.

(f) "Section 504 plan" means a plan under section 504 of title V of the rehabilitation act of 1973, 29 USC 794.

This act is ordered to take immediate effect.

_____

Clerk of the House of Representatives

_____

Secretary of State

HB 4822—Third Grade Reading

Brief Bill Summary and History

The Michigan House and Senate came to a compromise last week on HB 4822, the Third Grade Reading bill. The legislation underwent many changes before passing both chambers. It has been presented to Governor Snyder for signature.

As introduced, the legislation requires mandated retention of third grade students based on a single assessment. The legislation also included increased responsibilities for the Michigan Department of Education (MDE) and local districts to offer wrap around services for students with reading deficiencies. As passed, the legislation continued to include mandated retention but adds several good cause exemptions, including a parent initiated exemption that would allow a student to be promoted to fourth grade. MDE has a large role in the final version of the legislation. Since the legislation is so new, MDE has not yet created a plan for implementation. It will be reviewing the final version of the legislation and providing guidance in the future.

Full Bill Description:

MDE Responsibilities

MDE is required to approve three or more valid and relative reading assessments for the use by school districts and PSA's. The approved assessments shall include screening, monitoring, and diagnostic tools. MDE will also develop an early literacy coach model with mandated features including professional development, instructional and diagnosis strategies, and tools to address reading deficiencies. The legislation lists the qualifications of early literacy coaches and clarifies their role within a school by mandating that they not also act as a classroom teacher or be asked to perform administrative duties.

School District Interventions

Beginning in the 2017-2018 school year, the board of a school district or PSA is required to choose an assessment system including a screening, formative, and diagnostic assessment for students in grades K-3. Each student must be assessed at least 3 times per year, with the first assessment occurring in the first 30 days of the school year.

If there are students who demonstrate reading deficiencies based on the assessments, the school must provide an individual reading improvement plan (IRP) within 30 days of the identification. The IRP should be developed by the pupil's teacher, parent or legal guardian, school principal, and any other important personnel. The plan will remain in place until the pupil no longer has a reading deficiency. The school must inform the pupil's parents in writing if a pupil is identified as having an early literacy delay or reading deficiency.

A school principal or chief administrator is required to target specific areas of professional development for teachers in grades K-3 based on the reading development needs of the pupils and may change the professional development based on data gathered on teacher progress. The principal should create a collaborative system to improve reading proficiency and allow teachers the time for professional development. Schools should use the early literacy coaches, which are provided through the intermediate school districts (ISDs) and funded through the State School Aid Budget. They may also

utilize additional coaches.

A school district or PSA shall also establish a reading intervention program for students in grades K-3. The bill outlines a list of requirements for a program for students with reading deficiencies with the goal that they are proficient by the end of 3rd grade. The requirements include periodic screening and monitoring, evidence-based core reading instruction, intensive development in the five major reading components, and establishing a read-at-home plan. The school must document efforts to engage parents and legal guardians in the program. If a student in 3rd grade has a reading deficiency, the school must adhere to additional guidelines when developing a reading intervention plan. The plan must include more dedicated time to reading instruction and intervention, daily small group intervention, supplemental evidenced based reading intervention delivered by an individual with specialized reading training. A read-at-home plan is also included in this intervention. Summer reading camps for students with reading deficiencies are encouraged, though not required, in the legislation. An intervention plan created for ELL students is also detailed in the legislation.

Retention and Notification

Beginning in the 2019-2020 school year, a pupil in 3rd grade shall not be enrolled in 4th grade until he ornshe receives a reading score that is less than one grade level behind on the 3rd grade ELA assessment, demonstrate 3rd grade reading level on an alternative assessment, or demonstrate 3rd grade reading level through a pupil portfolio.

By May 23rd or not later than 14 days after MDE finalizes the scores for the 3rd grade assessment, whichever is earlier, MDE shall provide CEPI with the 3rd grade assessment scores for every pupil enrolled in a public school. By June1st of each year, CEPI will identify each pupil that may not enter 4th grade based on the assessment criteria and will notify the parent of each pupil by mail. The school district or PSA may also notify the parent but is not required to do so.

The letter that CEPI sends to parents must state that, based on assessments, the state has determined the pupil may be required to be retained in 3rd grade. The pupil may still be allowed to enroll in 4th grade through an alternative assessment or a pupil portfolio. The letter will inform parents that they may request a good cause exemption from the school district within 30 days of the notification which would allow the pupil to enroll in 4th grade. The parent has the right to request a meeting with school officials to discuss the retention and possible good cause exemption. The district must ensure school officials are made available for the requested meeting.

Good Cause Exemptions

As mentioned, a pupil may be enrolled in 4th grade if a parent requests a good cause exemption. This exemption is accepted if the superintendent or chief administrator determines promotion is in the best interest of the pupil.

The legislation includes four other good cause exemptions: Students with an IEP or a 504 plan, limited English proficient students who have had less than 3 years of instruction in an ELL program, students who have received 2 or more years of intensive reading intervention and were previously retained, and students who have not received an appropriate IRP may be granted a good cause exemption. The good cause exemptions can be requested by a teacher or a parent. A superintendent or his/her designee will review the exemption and make the determination.

Smart Promotion

The final version of HB 4822 included the ability for a pupil to progress to 4th grade under a provision called "Smart Promotion." If a pupil is proficient in all subject areas assessed on the 3rd grade assessment, other than ELA, and if the pupil is proficient in science and social studies as shown through a

pupil portfolio, the pupil may be enrolled in 4th grade.

Intervention Services for Students

Students who are retained in 3rd grade or promoted based on a good cause exemption or smart promotion provision will continue to receive a reading intervention program from the school district or PSA. The legislation lays out all of the features of the intervention program including implementing effective instructional strategies, assigning the pupil a highly effective teacher or the highest evaluated teacher based on the teacher evaluation system, and daily targeted small group reading interventions.

If staffing levels allow, the legislation lays out interventions the schools may consider for ELL students. These interventions include instruction in the pupil's native language, opportunities for speech production, and common English language development strategies.

Staffing Plan

Beginning June 4, 2019, if a school district or PSA cannot meet the staffing requirements to satisfy the criteria in the legislation, the school must develop a staffing plan to provide services. The plan must be posted on the school website and describe how the school will meet the requirements of this Act.

Reporting

Beginning September 1, 2020, a school district or PSA shall submit a retention report to CEPI. The report must include the number of pupils retained and the number of pupils promoted to 4th grade due to good cause.

ASSESSMENTS

Assessment Tools: An Ongoing Process to Inform Instruction

At the classroom level, teachers make use of assessment tools to gather evidence regarding the effectiveness of Tier 1 instruction and to inform decisions regarding additional supports for students. Within the MTSS framework, teachers use three main assessment tools; **universal screeners**, meant as a first step in identifying the students who are at risk for learning difficulties and given three times per year; **diagnostic assessments**, highly-targeted at a particular concept and meant to inform individual learning needs; and **progress monitoring**, formative assessment used to track individual student progress over time. A minimum of three data points is needed in order to change targeted instruction.

Initial Assessments (Universal Screeners)

Currently, many universal screeners are available the explore general grade-level reading skills. The first step in choosing a screener is to articulate beliefs about teaching reading and about value aspects of curriculum. A screening tool should reflect the literacy performances that are most valued.

Extensive Assessments (Diagnostic Tools)

These individual assessments are to be given two to three times per year, provide an opportunity to gain knowledge about how a student processes reading and thinking about a text. Analyzing and interpreting the data from diagnostic assessments will help to guide targeted instructional decisions and ensure that appropriate interventions are selected to meet individual needs.

Progress Monitoring

Collecting data that reveals high-quality information for instructional purposes is the priority of monitoring progress and growth. Assessments rooted in real reading events lead to improved instruction. (Howard, 2009).

PROCESS TO INFORM INSTRUCTION

All students must be evaluated using an approved **Screening Assessment** three times per year in grades K through 3.
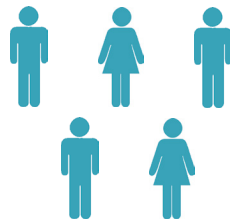
Use **Diagnostic Testing** to determine specific areas of need for those students indentified as reading below grade level.

Ongoing Progress Monitoring should occur to ensure indentified students receive the instruction they need to become proficient learners.

RICK SNYDER
GOVERNOR

DEPARTMENT OF EDUCATION
LANSING

BRIAN J. WHISTON
STATE SUPERINTENDENT

MEMORANDUM

DATE: May 4, 2017

TO: Local and Intermediate School District Superintendents
Public School Academy Directors

FROM: Sheila A. Alles
Chief Deputy Superintendent

SUBJECT: Announcing the 3rd Grade Reading Law Assessments

The Michigan Department of Education (MDE) is required to identify assessments that districts will use to assist with having all students reading at grade level by the end of third grade (MCL: 380.1280f). As a part of this effort, an Action Team consisting of educational stakeholders from around the state designed a Call for Information on assessments that will assist districts in benchmarking, screening, and with building a diagnostic understanding of student performance. This process yielded more than 100 responses from educators, vendors, and Michigan stakeholders. Thank you to everyone who took the time to contribute to this important process.

The MDE approved submissions that meet the requirements for use during the 2017-2018 academic year. Submissions that did not meet all technical grounds were denied (e.g., did not submit documentation, did not address the target grade band).

For this legislation, approved assessments qualify in two categories: initial and extensive assessment. The intent of the initial assessment is to be delivered to all students and act as a primary indicator that a student may be at risk of falling behind or illustrate an area of concern for which additional instruction/support in English Language Arts may be needed. The extensive assessment may be delivered only to those students for which an area of concern has been identified. The extensive assessment will assist educators with better identifying the areas in which to focus intervention. (It is important to know that not all extensive assessments may be appropriate for any particular area of concern. Districts will have to determine which extensive assessment is appropriate for which area of concern.)

Districts will select one assessment from the list of initial assessments, and at least one from the list of extensive assessments to use for the 2017-2018 school year. It is understood that student needs may warrant a rationale for using multiple extensive assessments, including assessments not on the list, and districts are encouraged to design an assessment system that provides staff with meaningful data to support all students' mastery of content.

For more information including the list of initial and extensive assessments, resources for designing a comprehensive assessment system, and information on how to strengthen Formative Assessment Practices; please visit http://www.michigan.gov/mde/0,4615,7-140-28753_74161-410821--,00.html.

Thank you for all you do to support the parents/guardians in your district or academy.

If you have any questions, feel free to contact MDE-EarlyLiteracy@michigan.gov.

cc: Michigan Education Alliance

MCL: 380.1280f Approved 2017-18 Initial Assessments

Assessments on this list are approved as Initial assessments for the 2017-2018 academic year for districts to gain an understanding of how students are performing in English Language Arts (ELA). Assessments on this list were reviewed based on materials submitted by vendors and are not intended to be used with students with significant cognitive impairments. Additional information on Initial assessments can be found on the Early Literacy MCL: 380.1280f Assessments website.

Districts are advised to perform additional reviews of materials to make appropriate assessment decisions for their students, staff, and communities. Some of the Initial assessments cover a large range of ELA standards where others focus primarily on foundational reading skills. This list focuses on Grades K through 3 in support of the legislation MCL: 380.1280f. Although some of the assessments may be appropriate for grades beyond K-3, the focus in this guidance is grade K-3.

This list is to be considered for the 2017-2018 academic year only. Subsequent lists for future academic years will be based on the development of strong, comprehensive assessment systems aligned to the legislation and designed to measure student literacy proficiency on the Michigan standards. Further review of identified assessments will be conducted which may result in revised lists of assessments in years to come. (Note: Information used to create the 2017-2018 lists is based on submission of documents by vendors, assessment creators, and assessment supporters. List of approved assessments for subsequent academic years may utilize an independent, third-party review process with a more comprehensive review effort. The work on comprehensive assessment systems will be continuing and the department anticipates providing additional guidance in March 2018.

This list focuses on **Initial assessments** – those assessment tools that are used early in the school year, and are used regularly (generally three times per year) to identify any potential issues or challenges for students in demonstrating literacy skills at grade level based upon Michigan's English Language Arts standards in grades K-3. These tools are often identified as screeners or benchmarking tools, and are used as part of a broader assessment system to identify needs and potential supports for individual students to ensure they are developing appropriate skills and competencies in English Language Arts in early grades.

The Michigan Department of Education (MDE) recognizes that educators wishing to gain an accurate understanding of what students know and can do may need to look more deeply into a student's skills and performance. This document outlines a summary of the team's analysis after reviewing vendor submitted documentation. This list outlines, in general terms, what the team found each tool was able to assess as an initial assessment tool. These descriptions may be limited due to limitations during the review process, including review time and access to assessment resources and information provided by vendors and/or districts to build an understanding of the depth, and breadth, of each assessment tool. We recommend that local school districts and academies further investigate the standards or skills that are measured by each tool (listening, writing, phonics, encoding, etc.) for the 2017-2018 year as a part of their regular selection process.

For further information as to what these assessments are believed to cover please feel free to review the earlier work of the Assessment Reimbursement Grant Team and reference the "Section 35a (3) and 104d Acceptable Tools List" at http://www.michigan.gov/documents/mde/Copy_of_Assessment_Table_Input_551655_7.pdf.

Assessment	Initially Identified Construct of Coverage

AIMSweb Plus	Kindergarten – Grade 1: Primarily focuses on the Reading Foundations (RF) standards.
	
	Grades 2-3: Appears to align with Reading Comprehension (RL/RI) standards 1-6, and may also address Language (L) standard 5.
	
	A school/district may need to supplement in the following areas:
	    Kindergarten – Grade 1: Reading Comprehension (RL and RI), Writing (W), Listening (SL), and Language standards
	
	    Grades 2-3: RF, W, SL, and L standards

AIMSweb	Test of Early Literacy (TEL): Partially assesses Reading Foundations (RF) Reading CMB (R-CBM): Appears to primarily assess some RF standards

AIMSweb	Test of Early Literacy (TEL): Partially assesses Reading Foundations (RF) Reading CMB (R-CBM): Appears to primarily assess some RF standards
	Written Expression CBM (WE-CBM): Appears to assess Language (L) standards L1 and L2 Spelling CBM (S-CBM): Appears to assess standard L2 Additional assessments may be available with this product, but were not reviewed at this time.. A school/district may need to supplement in the following areas: Reading Comprehension (RL and RI), Writing (W), Listening (SL), and L3 – L6 standards.
Degrees of Reading Power (DRP) (Questar)	DRP: Partially aligns with Reading Comprehension standards (RI only) A school/district may need to supplement in the following areas: Reading Foundations (RF), Reading Comprehension (RL), Writing (W), Listening (SL), and Language (L).
DIBELS Next	Kindergarten: Primarily measures Reading Foundations (RF) standards and partially measures Language (L) standards. Grade 1: Primarily measures RF, Reading Comprehension (RL/RI) standards 1-3, and appears to partially measures L standards. Grade 2: Primarily measures RF standards, the majority of RL/RI, and L standards. Grade 3: Measures the RL/RI standards 1-3. A school/district may need to supplement in the following areas: RL/RI, Writing (W), and Listening (SL).
DIBELS 6	There are several individual assessments in the DIBELS 6th edition suite that cover grades K-3. These assessments appear to primarily align with the Reading Foundations (RF) standards. A school/district may need to supplement in the following areas: Reading Comprehension (RL/RI), Writing (W), Listening (SL), and Language (L)
easyCBM	Kindergarten – Grade 1: Appears to primarily focus on a portion of the Reading Foundations (RF) standards, and the measures seem to differ by benchmark assessment period. Grade 2: Appears to assess some RF standards, appears to partially assess Reading Comprehension (RL/RI) standards, and Language (L) standards. Grade 3: Appears to introduce a "CCSS Reading Measure," which focuses primarily on RL/RI and RF. Language (Vocabulary) and "CCSS Reading Measure" are only available with the paid version of easyCBM. A school/district may need to supplement in the following areas: RL/RI, Writing (W), Listening (SL), and Language (L) standards.
Edmentum Exact Path	Appears to primarily assess Reading Foundations (RF), Reading Comprehension (RL/RI), and Language (L) standards. A school/district may need to supplement in the following areas: Writing (W) and Listening (SL) standards.

FastBridge FAST aReading	Kindergarten: Appears to focus on the Reading Foundations (RF) standards.
	
	Grade 1 - 2: Appears to heavily align to the RF and Language (L) standards with partial alignment to Reading Comprehension standards (RL).
	
	Grade 3: Appears to align to RF, L, and Reading Comprehension (RL/RI) standards (RL/RI standard 1-3).
	
	A school/district may need to supplement in the following areas:
	    Kindergarten – Grade 2: Reading Comprehension (RL/RI), Writing (W), and Listening (L)
	
	    Grade 3: W and L

FastBridge FAST CBMreading	Appears to align to the Reading Foundations (RF) standards. A school/district may need to supplement in the following areas: Reading Comprehension (RL/RI), Writing (W), Listening (SL), and Language (L) standards.
FastBridge FAST earlyReading (composite)	Appears to be an assessment for students in Kindergarten and Grade 1 and is aligned to the Reading Foundations (RF) standards. A school/district may need to supplement in the following areas: Reading Comprehension (RL/RI), Writing (W), Listening (SL), and Language (L) standards. In addition, an assessment aligned to the ELA standards would also be necessary for students in grades 2-3
Iowa Assessments- Survey Version	The Iowa Assessments- Survey Version does not appear to be available for Kindergarten students. Grade 1-2 (Level 7 and 8): Appear to have two assessments in the survey: Reading Test and Language Test. The tests appear to be aligned with some Reading Foundations (RF) and Reading Comprehension (RL/RI) standards. Grade 3 (Level 9): Appears to have be aligned to RL/RI standards. Written Expression Test and optional Word Analysis and Listening Tests are also available. A school/district may need to supplement in the following areas: RF, Writing (W), Language (L), and Listening (SL) standards.
i-Ready Diagnostic Reading Assessment	Appears to align with the Reading Foundations (RF), Reading Comprehension (RL/RI) and Language (L) standards A school/district may need to supplement in the following areas: W, L (1-3), and SL standards

Lexia RAPID Assessment	Kindergarten – Grade 2: Appears to align with Reading Foundations (RF), Reading Comprehension (RL/RI), and Language (L) standards. Grade 3: Appears to align with RL/RI and L standards. A school/district may need to supplement in the following areas: Listening (SL) and Writing (W)
Michigan Early Literacy Benchmark Assessment	This assessment is online (currently no paper/pencil form) and is only available two times per year. Kindergarten – Grade 2: Primarily align to Reading Foundation (RF), Reading Comprehension (RL/RI), Writing (W), and Language (L). A school/district may need to supplement in the following areas: Listening (SL) standards
NWEA MAP System (Survey with Goals test and Survey test	Kindergarten – Grade 2: Appears to be a large focus on the Reading Foundations (RF) and Language (L) standards. Also, indicates that Language score includes Writing Process and Composition Structure. A school/district may need to supplement in the following areas: Listening (SL), and perhaps a stronger alignment with the Reading Comprehension (RL/RI) and Writing (W) standards.
NWEA Map for Primary Grades (MPG) System (Survey with Goals test, Screening test, and Skills Checklist)	Primarily focuses on the Reading Foundation (RF) and Language (L) standards with some emphasis on Writing (W) and Reading Comprehension (RL/RI) standards. A school/district may need to supplement in the following areas: Listening (SL) and perhaps RL/RI and W standards.
NWEA Skills Checklist	Appears to provide targeted analysis of Reading Foundations (RF). This assessment should be paired with the NWEA MPG for an effective Initial assessment
Predictive Assessment of Reading (Red-e Set Grow)	Appears to have an alignment with the Reading Foundations (RF) standards. A school/district may need to supplement in the following areas: Reading Comprehension (RL/RI), Language (L), Writing (W), and Listening (SL) standards
Reading Inventory (Houghton Mifflin Harcourt)	Foundational Reading Assessment: Appears to measure Reading Foundations (RF) standards. Reading Comprehension Assessment: Appears to measure Reading Comprehension (RL/RI) standards. A school/district may need to supplement in the following areas: Writing (W), Language (L), and Listening (SL) standards.
Renaissance Learning: STAR Reading Test	Primarily assesses the Reading Comprehension (RI/RL) standards with some emphasis on Language (L) standards. A school/district may need to supplement in the following areas: Reading Foundations (RF), Writing (W), Language (L), and Listening (SL) standards.
Renaissance Learning: STAR Early Literacy Reading Test	Primarily focuses on the Reading Foundations (RF) standards. Subdomains appear to include Reading Comprehension (RL/RI) A school/district may need to supplement in the following areas: Reading Comprehension (RI/RL), Language (L), Listening (SL), and Writing (W) standards.

NWEA Skills Checklist	Appears to be an appropriate Extensive assessment of the Reading Foundations (RF) standards when used alone (not part of the larger system) When used as a system (MPG=Survey with goals test + Screening test + Skills checklist test), the MPG meets the construct requirements of an Extensive assessment. The Survey with goals reaches 10 items per sub-score, and, in combination with the Skills checklist, seems to provide educators with additional information about students' areas of weakness. A school/district may wish to use an alternative Extensive Assessment based on student identified needs.
Observation Survey of Early Literacy Achievement	Appears to primarily assess the Reading Foundations (RF) standards. A school/district may wish to use an alternative Extensive Assessment based on student identified needs.
Renaissance Learning: STAR Early Literacy Reading Test	Primarily focuses on the Reading Foundations (RF) standards. Subdomains appear to include Reading Comprehension (RL/RI) A school/district may wish to use an alternative Extensive Assessment based on student identified needs.
Renaissance Learning: STAR Reading Test	Primarily assesses the Reading Comprehension (RI/RL) standards with some emphasis on Language (L) standards. A school/district may wish to use an alternative Extensive Assessment based on student identified needs.

MCL: 380.1280f Approved Extensive Assessments for 17-18

Approved 2017-18 Extensive Assessments

Assessments on this list are approved as an Extensive assessment for the 2017-2018 academic year for districts to gain a more in-depth understanding of student ability and skills in English Language Arts (ELA). Assessments on this list were reviewed based on materials submitted by vendors and are not intended to be used with students with significant cognitive impairments. Additional information on Extensive assessments can be found on the Early Literacy MCL: 380.1280f Assessments website.

Districts are advised to perform additional reviews of materials to make appropriate assessment decisions for their students, staff, and communities. Some of the Extensive assessments may cover a large range of ELA standards where others focus primarily on few foundational reading skills. This list focuses on Grades K through 3 in support of the legislation MCL: 380.1280f. Although some of the assessments may be appropriate for grades beyond K-3, the focus in this guidance is grade K-3.

This list is to be considered for the 2017-2018 academic year only. Subsequent lists for future academic years will be based on the development of strong, comprehensive assessment systems aligned to the legislation and designed to measure student literacy proficiency on the Michigan standards. Further review of identified assessments will be conducted which may result in a revised list of assessments in years to come. (Note: Information used to create the 2017-2018 list is based on submission of documents by vendors, assessment creators, and assessment supporters. List of approved assessments for subsequent academic years may utilize an independent, third-party review process with a more comprehensive review effort. The work on comprehensive assessment systems will be continuing and the department anticipates providing additional guidance in March 2018.

This list focuses on Extensive assessment tools. Extensive assessments are those tools that are intended to be delivered to students who seem to display a deficiency as identified on the initial assessment or through formative and classroom assessments. Results from an Extensive Assessment may assist with the placement of students into intervention tiers and identification of specific support needs to address deficiencies in skills or competencies in component areas of English Language Arts. Although some of these assessments may cover a large range of ELA standards and others focus highly on reading skills, these assessments are appropriate with providing additional data points to educators on student performance. Districts should keep in mind that if the Extensive assessment that they have selected from this list does not assess a specific skill, an additional assessment may be necessary for some students. It is difficult to provide one extensive assessment that will meet all of the needs of all students. Therefore, a district should ensure that local assessment systems used for this legislation align with the full spectrum of English Language Arts academic standards and meet the needs of all the learners as identified through instruction, observation and initial assessment screening.

The Michigan Department of Education (MDE) recognizes that educators wishing to gain an accurate understanding of what students know and can do may need to look more deeply into a student's skills and performance. This document outlines a summary of the team's analysis after reviewing vendor submitted documentation. This list outlines, in general terms, what the team found each tool was able to assess as an initial assessment tool. These descriptions may be limited due to limitations during the review process, including review time and access to assessment resources and information provided by vendors and/or districts to build an understanding of the depth, and breadth, of each assessment tool. We recommend that local school districts and academies further investigate the standards or skills that are measured by each tool (listening, writing, phonics, encoding, etc.) for the 2017-2018 year as a part of their regular selection process.

For further information, as to what these assessments are believed to cover please feel free to review the work of the Assessment Reimbursement Grant Team and reference the "Section 35a (3) and 104d Acceptable Tools List" at
http://www.michigan.gov/documents/mde/Copy_of_Assessment_Table_Input_551655_7.pdf

Assessment	Extensively Identified Construct of Coverage
AIMSweb Plus	Kindergarten – Grade 1: Primarily focuses on the Reading Foundations (RF) standards.
	Grades 2-3: Appears to align with Reading Comprehension (RL/RI) standards 1- 6, and may also address Language (L) standard 5.
	A school/district may wish to use an alternative Extensive Assessment based on student identified needs.
AIMSweb	Test of Early Literacy (TEL): Partially assesses Reading Foundations (RF)
	Reading CMB (R-CBM): Appears to primarily assess some RF standards
	Written Expression CBM (WE-CBM): Appears to assess Language (L) standards L1 and L2
	Spelling CBM (S-CBM): Appears to assess standard L2
	Additional assessments may be available with this product, but were not reviewed at this time.
	A school/district may wish to use an alternative Extensive Assessment based on student identified needs.
Developmental Reading Assessment- 2nd Edition (DRA2)	Levels up to 24: Appears to primarily assess Reading Foundations (RF) skills
	Level above 24: Appears to assess Reading Comprehension (RL/RI) skills
	Word Analysis: Appears to assess RF skills when used as prescribed for Kindergarten – Grade 1 and under-achieving students in Grades 1-3.
	A school/district may wish to use an alternative Extensive assessment based on student identified needs.
DIBELS Deep Comprehension, Fluency, and Oral Language (DCFOL)	Appears to assess Reading Foundations (RF), Reading Comprehension (RL/RI) standards 1-3, and Language (L) primarily standard 1
	A school/district may wish to use an alternative Extensive assessment based on student identified needs.

DIBELS Deep Phonemic Awareness, Word Reading, and Decoding	Appears to assess Reading Foundation (RF) skills and standards A school/district may wish to use an alternative Extensive assessment based on student identified needs.
DIBELS Next	Kindergarten: Primarily measures Reading Foundation (RF) standards and partially measures Language (L) standards Grade 1: Primarily assess RF standards with some assessment of L standards. The assessment may also measure a portion of the Reading Comprehension (RL/RI) skills through oral reading fluency. Grade 2: Appears to measure RF standards and a majority of RL/RI and L standards. A school/district may wish to use an alternative Extensive assessment based on student identified needs.
FastBridge aReading	Kindergarten: Appears to focus on the Reading Foundations (RF) standards. Grade 1 - 2: Appears to heavily align to the RF and Language (L) standards with partial alignment to Reading Comprehension standards (RL). Grade 3: Appears to align to RF, L, and Reading Comprehension (RL/RI) standards (RL/RI standard 1-3). A school/district may wish to use an alternative Extensive assessment based on student identified needs.
FastBridge FAST CBMreading	Appears to align to the Reading Foundations (RF) standards. A school/district may wish to use an alternative Extensive assessment based on student identified needs.
FastBridge FAST earlyReading (composite)	Appears to be an assessment for students in Kindergarten and Grade 1 and is aligned to the Reading Foundations (RF) standards. A school/district may wish to use an alternative Extensive assessment based on student identified needs.
Fountas & Pinnell Benchmark Assessment System	The current documentation submitted for this assessment mentions "fluency" and "reading comprehension". However, depth and alignment was difficult to determine. In addition, information on text complexity is unclear at this time. A school/district may wish to use an alternative Extensive Assessment based on student identified needs.

Iowa Assessments- Core Version	The assessment doesn't appear to be available for grade K.
	
	Grades 1 – 3: Appears to assess skills in the proposed tests (Reading, Vocabulary, and Word Analysis) including:
	 • Literary Text (RL)
	  ▪ Explicit Meaning
	  ▪ Implicit Meaning
	  ▪ Key Ideas
	  ▪ Vocabulary
	  ▪ Author's Craft
	  ▪ Vocabulary
	 • Informational Text (RI)
	  ▪ Explicit Meaning
	  ▪ Implicit Meaning
	  ▪ Key Ideas
	  ▪ Vocabulary
	  ▪ Author's Craft
	  ▪ Vocabulary
	 • Phonological awareness and decoding (RF)
	
	A school/district may wish to use an alternative Extensive assessment based on student identified needs.

i-Ready Diagnostic Reading Assessment	Appears to align with the Reading Foundations (RF), Reading Comprehension (RL/RI) and Language (L) standards

i-Ready Diagnostic Reading Assessment	Appears to align with the Reading Foundations (RF), Reading Comprehension (RL/RI) and Language (L) standards A school/district may wish to use an alternative Extensive assessment based on student identified needs.
Lexia RAPID Assessment	Kindergarten – Grade 2: Appears to align with Reading Foundations (RF), Reading Comprehension (RL/RI), and Language (L) standards. Grade 3: Appears to align with RL/RI and L standards. A school/district may wish to use an alternative Extensive Assessment based on student identified needs.
Michigan Literacy Progress Profile (MLPP)	The MLPP appears to assess items such as: • Phonemic Awareness (Rhyme, Onset & Rime, Segmentation, Blending) • Concepts of Print • Letter/Sound Identification • Sight Word/ Decodable Word • Known Words Activities • Hearing and Recording Sounds • Oral Language • Oral Reading • Writing • Comprehension A school/district may wish to use an alternative Extensive Assessment based on student identified needs.
NWEA MAP System (Survey with Goals test and Survey test)	Kindergarten – Grade 2: Appears to be a large focus on the Reading Foundations (RF) and Language (L) standards. Also, indicates that Language score includes Writing Process and Composition Structure. A school/district may wish to use an alternative Extensive Assessment based on student identified needs.
NWEA Map for Primary Grades (MPG) System (Survey with Goals test, Screening test, and Skills Checklist)	Primarily focuses on the Reading Foundation (RF) and Language (L) standards with some emphasis on Writing (W) and Reading Comprehension (RL/RI) standards. A school/district may wish to use an alternative Extensive Assessment based on student identified needs.
NWEA Skills Checklist	Appears to be an appropriate Extensive assessment of the Reading Foundations (RF) standards when used alone (not part of the larger system) When used as a system (MPG=Survey with goals test + Screening test + Skills checklist test), the MPG meets the construct requirements of an Extensive assessment. The Survey with goals reaches 10 items per sub-score, and, in combination with the Skills checklist, seems to provide educators with additional information about students' areas of weakness. A school/district may wish to use an alternative Extensive Assessment based on student identified needs.
Observation Survey of Early Literacy Achievement	Appears to primarily assess the Reading Foundations (RF) standards. A school/district may wish to use an alternative Extensive Assessment based on student identified needs.
Renaissance Learning: STAR Early Literacy Reading Test	Primarily focuses on the Reading Foundations (RF) standards. Subdomains appear to include Reading Comprehension (RL/RI) A school/district may wish to use an alternative Extensive Assessment based on student identified needs.
Renaissance Learning: STAR Reading Test	Primarily assesses the Reading Comprehension (RI/RL) standards with some emphasis on Language (L) standards. A school/district may wish to use an alternative Extensive Assessment based on student identified needs.

Individual Reading Improvement Plan (IRIP)

An Individual Reading Improvement Plan (IRIP) is a specific blueprint for improving a child's ability to read that is based on data from a variety of assessments. The IRIP must correlate with the school's Mult-Tiered Sytem of Supports (MTSS) that outlines Tier 1 Core Instruction, Tier 2 Targeted Intervention, and Tier 3 Intensive Targeted Intervention that will be implemented with fidelity to correct the reading deficiencies. The resources provided in this document may be used when meeting with the Teacher Support Team for each student who did not respond to Tier 2 Interventions; Fourth Grade students requiring intensive intervention after Good Cause Exemption promotion; or for intensive reading interventions for Special Education students (K-4) and English Learners (ELs). (Ohio Department of Education, 2016).

The following steps should be followed when implementing and monitoring the success of an IRIP.

1   Identify the student's specific diagnosed reading deficiencies.

2   Determine goals and benchmarks for growth.

3   Develop specific supplemental instruction services that target the student's identified reading deficiencies.

4   Align Tier 1 core instruction to the Tier 2 targeted interventions and/or Tier 3 intensive targeted intervention.

5   Provide multiple opportunities for the student's family to be involved in the process.

6   Monitor student progress to continue, change or adjust instruction.

7   Actively monitor the implementation of instructional services for the child.

8   In addition to interventions and support, ensure that the child maintains access to grade-level reading curriculum.

Ongoing Reflection

IDENTIFY
Specific need(s)

TARGET
Need by creating clear and focused objectives

PLAN
Instruction that best addresses the needs of the student

ASSESS
and analyze evidence of success

MODIFY
Instruction and support as needed

EVALUATE
Evidence of proficiency

ONGOING REFLECTION

Individual Reading Improvement Plan

EATON
REGIONAL EDUCATION SERVICE AGENCY

Student:

Birthdate: Grade: School:

Parents/Guardians: Teachers: Others:

Date of Fall Review(s):   Date of Winter Review(s):   Date of Spring Review(s):

Area(s) of Concern

Check any areas of concern. Document specific concern beginning with most critical need.

**Reading intervention plan must be implemented within 30 days of identification of reading deficiency.

Phonemic Awareness   Address most critical concern from left in more detail.

Phonics

Vocabulary

Reading Fluency

Reading Comprehension

Reading Achievement Data					
	Benchmark Goal		**Fall**	**Winter**	**Spring**
Composite Score					
Sub-Skills:	F W S				
First Sound Fluency					
Letter Naming Fluency					
Phoneme Segmentation Fluency					
Nonsense Word Fluency: Correct Letter Sounds & Whole Words Read					
Oral Reading Fluency-Words Correct & Accuracy %					
Retell Task (DORF-Daily Oral Reading Fluency)					
Comprehension Task					

Diagnostic: Phonics Screener (Goal is 90% at each skill)											
Date	Correct Letter Names /26	Correct Letter Sounds /26	VC/CV V-vowel C-consonant (ex: of, at, ig)	Consonant Digraphs (ex: ch, sh, wh,ck,tch)	CVCC CCVC (ex: sank, step)	Silent E CVC-E (ex: came, hive, rope, mule)	R-Control Vowels (ex: ar, ir, or, ur)	Advanced Digraphs (ex: ce, gn, kn,dge)	Vowel Digraphs (ex: oo, oi, au, ai)	Prefix/ Suffix	3-4 Syllable

EATON
REGIONAL EDUCATION SERVICE AGENCY

Individual Reading Improvement Plan

Additional Data	
Use this section to document any additional testing data used as well as concerns from any educators or parents.	
Other Assessments	
Teacher Input	
Service Provider Input	
Parent Input	

Other Factors That May Affect Performance

Place an X in box if applicable for other factors that may affect performance on appropriate age/grade level standards.

Vision	Health	Motor Functioning (Fine/Gross)
Hearing	Behavior	English as Second Language
Speech & Language	Attendance/Tardies	Previous Retention (inc. DK, Young 5s)
Reading IEP or 504 Date of Eligibility:	Other Factor(s)	Additional Comments

Evidenced-Based Intervention(s) to be Implemented								
Focus Skill: Phonemic Awareness or Phonics or Vocabulary or Fluency or Comprehension	**Intervention Name**	**Start Date**	**Stop Date**	**Minutes per Day**	**Sessions per Week**	**Group Size #**	**Name of Service Provider**	**Push-IN or Pull-OUT**

EATON
REGIONAL EDUCATION SERVICE AGENCY

Individual Reading Improvement Plan

Fidelity of Reading Instruction		
Date	Name of Explicit, Systematic Core Reading Program	Student Receives Minimum of 90 Minutes of Daily Reading Instruction in Classroom Setting
		Yes No

Progress Monitoring Plan					
Use this space to determine how to monitor progress, keeping in mind that out-of grade level monitoring may be necessary. **Attach Progress Monitoring Data as applicable**					
Focus Skill:	Date Intervention Began	How Will Progress Be Monitored?	How Often?	GOAL	Outcome

Progress Review			
1st Review: Date:	Student has met the reading benchmark on skill of _____. This student will be returned to the following tier: • Tier I • Tier II (additional support on next critical skill, select another intervention) Re-evaluation date: _____	Some progress was made; intervention was somewhat successful in meeting students' needs. Student will continue at Tier II/III and additional intervention will be attempted (select another intervention and progress monitoring plan). Re-evaluation date: _____	No progress was made; intervention was not successful in meeting students' needs. The next step would be to: __ Reduce Group Size __ Change Intervention __ Additional Time __ Other:
2nd Review: Date:	Student has met the reading benchmark on skill of _____. This student will be returned to the following tier: • Tier I • Tier II (additional support on next critical skill, select another intervention) Re-evaluation date: _____	Some progress was made; intervention was somewhat successful in meeting students' needs. Student will continue at Tier II/III and additional intervention will be attempted (select another intervention and progress monitoring plan). Re-evaluation date: _____	No progress was made; intervention was not successful in meeting students' needs. The next step would be to: __ Reduce Group Size __ Change Intervention __ Additional Time __ Other:

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	Documentation of Parental Notice of Reading Deficiency				
	Date	Parent/Guardian	Contacted By Whom	Means of Communication (e.g. phone, email, meeting.)	Outcome
Fall					
Winter					
Spring					

Parent Signature**:	Parent Initial Winter Parent Initial Spring
Read At Home Plan Received	Read at Home Plan Not Received
Principal Signature:	
Teacher Signature:	
Other Service Provider:	
Other Service Provider:	

** Indicates parent is fully aware of the intervention(s) being implemented with his/her child, has played a role in developing this reading plan and has received the "Read at Home Plan" to use outside of school

THIRD GRADE READING LAW
A Parent Guide to Public Act 306

1 What Is The Law All About?

- In an effort to boost reading achievement, Michigan lawmakers passed Public Act 306 in October 2016.
- To help more students be proficient by the end of third grade, the law requires extra support for K-3 students who are not reading at grade level.
- The law also states that a child may be retained in third grade if they are one or more grade levels behind in reading at the end of third grade.

2 What Do I Need To Know As Parent?

- Your child's reading progress will be closely monitored beginning in kindergarten.
- If your child is not reading where expected, a plan to improve reading will be created. This means your child's teacher and school will work with your child to find where your child needs support in his/her reading development and create a plan to support him or her. This plan includes:
  - Extra instruction or support in areas of need.
  - Ongoing checks on reading progress.
  - A Read-at-Home plan that encourages you and your child to read and write outside of the school day.

- The extra supports in your child's reading improvement plan will occur in small groups during the school day. Your child will not miss regular reading instruction.
- Starting in 2019-2020 school year, in order to be promoted from third to fourth grade, your child must score less than one year behind on the state reading assessment, or demonstrate a third grade reading level through an alternate test or portfolio of student work.
- If you are notified your child may be retained, you have the right to meet with school officials and to request, within 30 days, an exemption if in the best interest of your child. The district superintendent will make the final decision.

3 What Can I Do To Support My Child?

Read at home with your child daily with books they enjoy - even during the summer. Some ways to engage your child in reading are:

- As you are driving in the car or waiting for an appointment, engage your child in listening games.
- Play rhyming games - I am thinking of a word that rhymes with _____.
- Listen to children's songs and nursery rhymes - point out words that rhyme.
- Play sound games - I spy something that starts with the sound /b/ or I know someone whose name starts with the sound /s/.
- Look for letters on signs and discuss its sound(s).
- Work on phonemic awareness/first sounds in words - What is the first sound you hear in the word cat? Man? Mom?

Guess my word - "I am going to say the sounds in a word and you have to guess my word. Adult says the sound in each word and the child has to guess the word. b-aaa-t Ask: What word? Child replies, bat!

As you read:

- Ask your child to share what they remember.
- Ask questions about the reading.
- Talk about your favorite parts, what you've learned, or who is in the book and what they do.
- Help connect the stories to your child's life or other books you've read.
- Hold the book so that your child can see the text as you read.
- As you read, move your finger along under the words.
- Have children decode unknown words by saying the sounds of the letters in the word and blending those sounds together to read the whole word. Do not just tell them the word.
- Read stories with full expression, use of different character voices is highly engaging.
- Ask your child to act out a story following the read aloud.
- Allow your child to draw a picture and write about the story.
- Label objects around their bedroom/house e.g. On a sticky note, write the word "bed" and post it next to the bed.

Source: Saginaw Intermediate School District

YOUR GUIDE TO HELPI

THE FAMILY LEARNING CONNECTION provides a roadmap
connected to their children's education. This roadmap was deve
and tools needed to navigate through a child's educational jour

Have you ever wondered what your child should be learning now? Wha
questions to ask the teacher if you notice a change in progress or inte
online resource will send you in the right direction in four simple steps

GO TO:
www.inghamisd.org/flc

1 Start by selecting your student's grade.

2 Next, pick a subject area: Behavior, Reading or Math.

3 Then, choose a topic you have questions about.

4 Submit, and find the answers to your questions.

KNOW YOUR TERMS
A glossary of terms is included
to help families understand
the education jargon that
can sometimes sneak into
conversations. The site is
easy to navigate and full
of information in this ever
changing world of education.

ROADMAP TO SUCCESS

1

GRADE

BIRTH – AGE 3

PRE-K – GRADE 2

GRADES 3 – 5

GRADES 6 – 8

GRADES 9 – 12
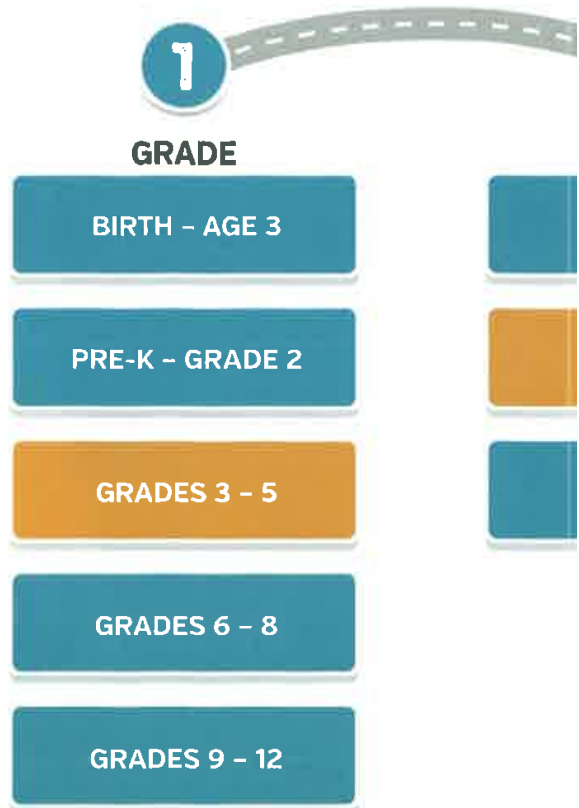
FAMILY LEARN
CONNECTION
ENGAGE. EDUCATE. SHARE.

NG YOUR CHILD LEARN

for families who want to stay
eloped to provide all the checkpoints
ney.

at you can do at home to help? What
rest in school? This straight forward

2 SUBJECT

BEHAVIOR

READING

MATH

3 TOPIC

ABOUT MY CHILD'S EDUCATION

ASKING MY CHILD'S TEACHERS

HELPING MY CHILD AT HOME

GLOSSARY OF TERMS

4 SUBMIT

SUBMIT ➡
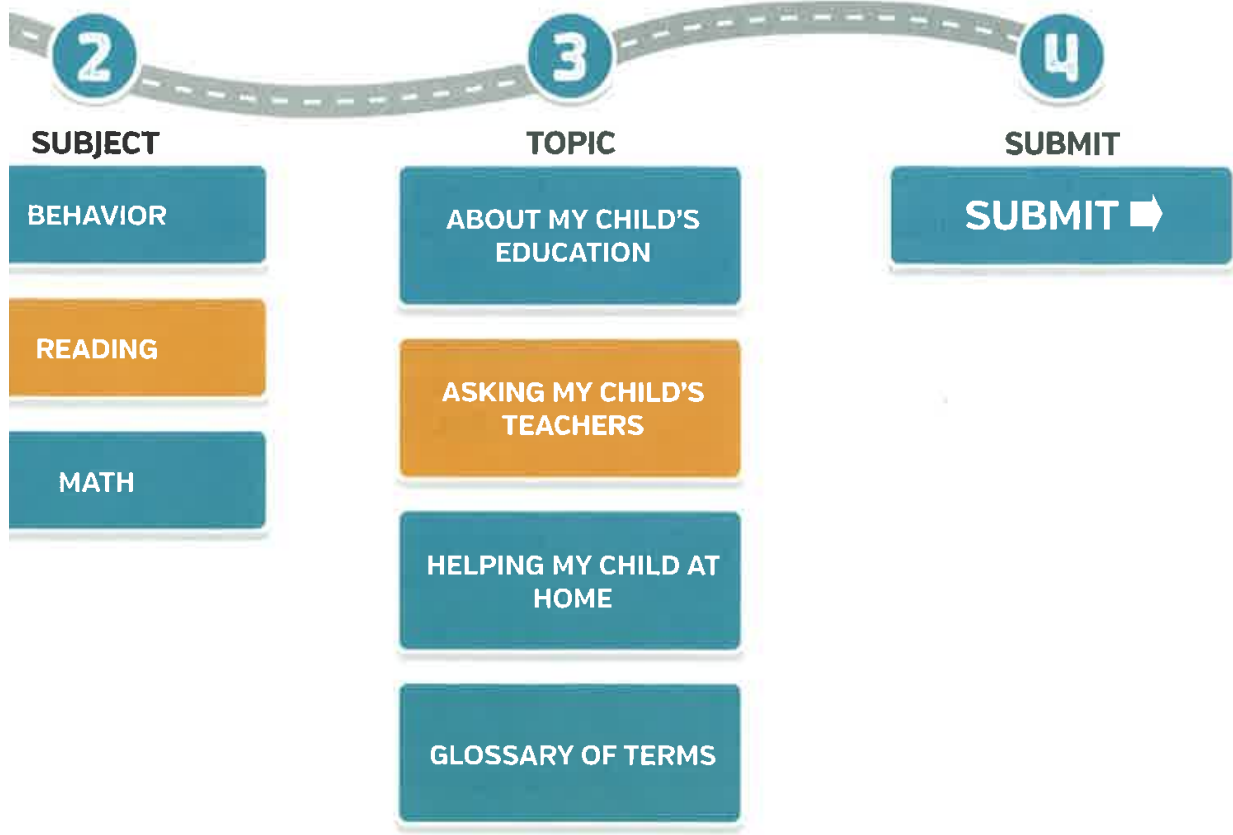
NING

The Family Learning Connection was
developed through a partnership
of local school districts and Ingham
Intermediate School District.

The path to raising student achievement is not a direct line from funding to outcome. High levels of student achievement will result only when core instructional practices are defined and educator and system supports are in place to contribute to literacy success for every student. These include the instructional practices (PreK , K-3) recommended for use in every classroom every day, school-wide and center-wide essentials in every school and center, and coaching essentials in use by every coach.

geln
General Education Leadership Network
a MAISA collaborative

Literacy Theory of Action

| Align policies, funding, and resources | Develop state regional, local, literacy leaders | Embed and sustain quality professional learning through coaching | Develop teachers' instructional skills | Implement quality practices in every classroom every day | Every child develops strong early literacy knowledge, skills and dispositions |

This theory of action requires a structure of supports from the system to the student level.

- If we have literacy instructional essentials articulated and adopted at the system level,
  ➤ then we can align literacy policies, funding, and resources throughout the system.

- If we have aligned policies, funding, initiatives, and resources system wide,
  ➤ then we can develop literacy leaders at the state, regional and local levels.

- If we have statewide leadership capacity focused on literacy at the school and center level in an intentional, multi-year manner,
  ➤ then we can ensure quality professional learning is sustained through coaching.

- If teaching teams and individual teachers are supported by quality coaching,
  ➤ then we can strengthen instructional skills leading to high-quality instructional practices in every classroom, for every student, every day.

- If we have the core essential instructional practices occurring in every classroom, every day,
  ➤ then ALL students will further develop literacy knowledge, skills, and dispositions leading to improved reading achievement.

Professional learning design

As documented in Essential School-Wide and Center-Wide Practices in Literacy: Prekindergarten and Elementary Grades and Coaching Essentials for Elementary Literacy, support of administrators' and teachers' development requires job-embedded ongoing professional learning. After being introduced to new knowledge, skills, and dispositions, administrators and teachers need opportunities to practice and receive feedback as they employ new learning in the school, center, and classroom. Resources provided through Michigan Department of Education grants are developing skills of ISD early literacy coaches and creating a sustainable system of resources, including:

- Essential practices in literacy instruction, coaching, school-wide and center-wide practices, and leadership;

- access to university researchers who are experts in the area of early literacy;

- professional learning opportunities and a network to provide ongoing support; and

- print, video, and digital resources about effective literacy instruction, coaching, and leadership.

"One size fits all" professional learning does not meet the needs of today's educators. A blended training model of online and face-to-face experiences offers professional learning and corresponding wrap-around supports, including a statewide literacy mentors' network. Instructional modules under development will provide a rich library of video instruction segments. Also under development is an online professional learning community to support all Michigan early literacy educators.

These intentional efforts will ensure a consistent, ongoing source of support for high quality literacy instruction, resulting in improved literacy skills for all Michigan students.

EveryChildEveryClassroomEveryDay

Purpose of this Executive Summary

- Establish a sense of urgency for increasing literacy achievement for every Michigan student
- Create awareness of the statewide collaborative network focused on literacy
- Provide examples of the efforts to leverage resources focused on a vision for student learning

Background and Partners in Collaboration

The Early Literacy Task Force is a sub-committee of the Michigan Association of School Administrators (MAISA) General Education Leadership Network (GELN) representing Michigan's 56 intermediate school districts. The task force led an effort to create early literacy resources to support Michigan educators in improving literacy skills of all students. Membership includes representatives from GELN, Michigan Department of Education, Michigan State University, University of Michigan, Michigan Elementary and Middle School Principals Association, Michigan Association of Computer Users in Learning, and more. The group has met monthly since December 2015. For a complete list of members, visit our GELN Early Literacy Webpage.

> "We must disturb the comfortable in Michigan literacy."
> Dr. Nell Duke

Urgency and Responsibility

There is an urgency for stakeholders to rally around new approaches to impacting our system in support of literacy. Michigan M-STEP data from 2015 portrays a startling reality: less than 50% of Michigan's 3rd Graders are proficient readers.

From Theory to Action

The Early Literacy Task Force developed a theory of action to focus intentional work of the statewide partnership group. The theory of action requires a structure of supports from the system to the student level. System level essentials that are articulated and adopted will propel the alignment of literacy policies, funding, and resources across the state, regions, and local levels. With these systems in place, we will develop literacy leadership capacity at state, regional and local levels in an intentional, multi-year manner. Only then, can we ensure quality professional learning sustained through effective coaching that supports teachers' development of instructional skills. Commitment to this systems approach will lead to high-quality instructional practices in every classroom, where every student will develop further literacy knowledge, skills, and dispositions leading to improved reading achievement.

41st
Nationally, Michigan ranks **41st in 4th Grade** reading scores on the 2015 National Assessment of Educational Progress. (source: NationsReportCard.gov)

41st
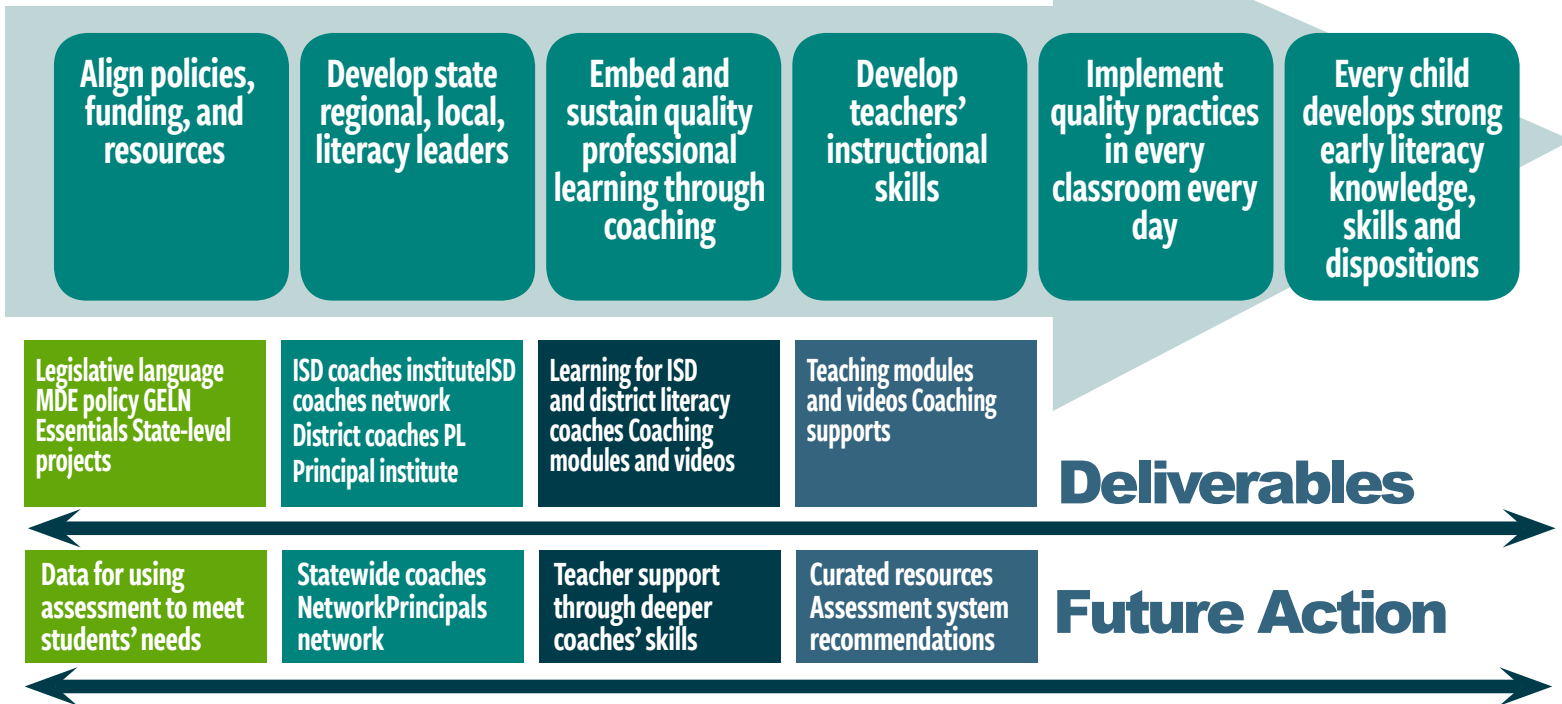Nationally, Michigan ranks **45th in 4th Grade** reading scores for Students who are Economically Disadvantaged

&

48th
48th for Students who are Economically Advantaged (source: EdTrustMidwest.org)

46%
Only 46% of Students are proficient on the 3rd grade 2016 English Language Arts M-STEP Assessment (source: MiSchoolData.org)

maisa
Leadership Innovation Results | michigan association of intermediate school administrators

geln
General Education Leadership Network
a MAISA collaborative

Literacy Theory of Action

| Align policies, funding, and resources | Develop state regional, local, literacy leaders | Embed and sustain quality professional learning through coaching | Develop teachers' instructional skills | Implement quality practices in every classroom every day | Every child develops strong early literacy knowledge, skills and dispositions |

Deliverables

| Legislative language MDE policy GELN Essentials State-level projects | ISD coaches instituteISD coaches network District coaches PL Principal institute | Learning for ISD and district literacy coaches Coaching modules and videos | Teaching modules and videos Coaching supports |

Future Action

| Data for using assessment to meet students' needs | Statewide coaches NetworkPrincipals network | Teacher support through deeper coaches' skills | Curated resources Assessment system recommendations |

Literacy Essentials + Coaching Essentials + Organizational Essentials

Through a grant from Michigan Department of Education, the Early Literacy Task Force and its partners created foundational documents to support teachers, literacy coaches, and school administrators in building systems to support high-quality literacy instruction. *The four documents are described below.*
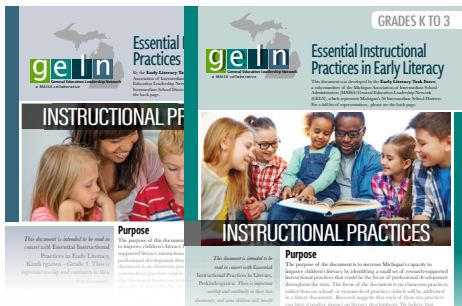
Essential Instructional Practices in Early Literacy Prekindergarten
Essential Instructional Practices in Early Literacy Grades K-3

Research-supported instructional practices that can have a positive impact on literacy development. The use of these practices in every classroom, every day could make a measurable positive difference in the State's literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a minimum "standard of care" for Michigan's children.

School–wide and Center-Level Essentials

Systematic and effective practices that can be implemented at the organizational level. To meet the needs of all young learners, organizational practices must support literacy development in ways that systematically impact learning.
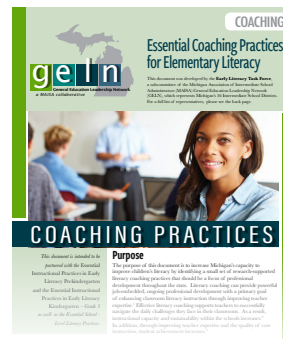
Essential Coaching Practices

Research-supported literacy coaching practices that support powerful job-embedded, ongoing professional learning that enhances classroom literacy instruction through improving teacher expertise.

EVERY CHILDclassroomDay

| Professional Associations | K-12 Schools | Higher Education | Department of Education | Policy Makers |
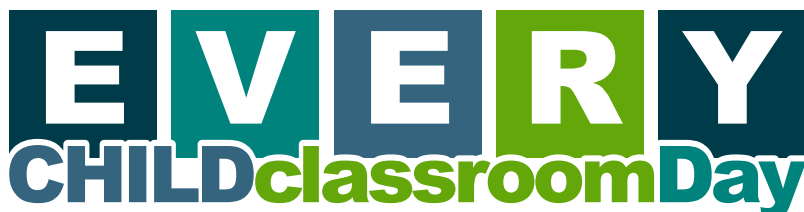
Social Media and Web connections: Visit us at **www.gomaisa.org/geln-early-literacy** Twitter Hashtag **#MichiganLiteracy**

![geln](General Education Leadership Network)
a MAISA collaborative

Essential Instructional Practices in Early Literacy

By the **Early Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. For a full list of representatives, please see the back page.

INSTRUCTIONAL PRACTICES

This document is intended to be read in concert with Essential Instructional Practices in Early Literacy, Kindergarten - Grade 3. *There is important overlap and continuity in these two documents.*

To reference this document:
Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential instructional practices in early literacy: Prekindergarten.* Lansing, MI: Authors.
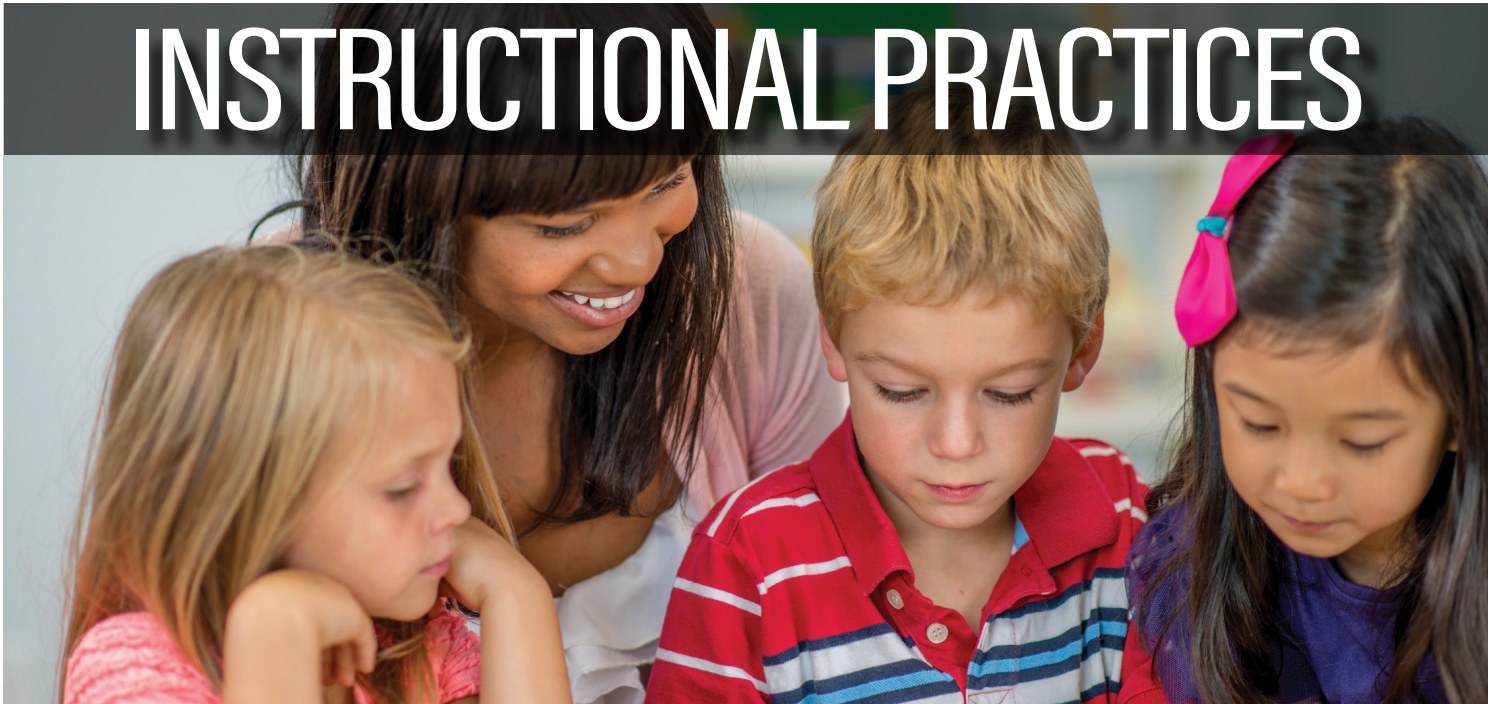
Purpose

The purpose of this document is to increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy instructional practices that could be a focus of professional development throughout the state. The focus of the document is on classroom practices, rather than on school- or systems-level practices (which will be addressed in a future document). The document focuses on prekindergarten, as literacy knowledge and skills developed in the preschool years predict later literacy achievement.[1] Prekindergarten education has the potential to improve "reading-by-third-grade" outcomes. Early childhood programs can also help to address disparities in literacy achievement. Research suggests that each of the ten practices in this document can have a positive impact on literacy development. We believe that the use of these practices in every classroom every day could make a measurable positive difference in the State's literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children.

The practices listed can be used within a variety of overall approaches to literacy instruction and within many different structures of the day; the document does not specify one particular program or approach to literacy instruction. We limited the list to ten practices; there are other literacy instructional practices that may be worthy of attention. In addition, new literacy research could alter or add to the instructional practices recommended here. For these reasons, choosing to enact the practices on this list would leave considerable agency and choice for individual districts, schools, centers, and teachers.

Each one of these ten recommended instructional practices should occur every day regardless of the specific program or framework being used in the classroom. The recommended instructional practices are to occur throughout the day, largely integrated into opportunities for learning in all other areas, not in an isolated block identified as "English Language Arts" or "Literacy." Literacy instruction should not dominate the prekindergarten day; in the long term, that approach is counterproductive. Later academic achievement is predicted not only by literacy knowledge and skill, but by mathematics learning, knowledge of the natural and social world, and certain aspects of social, emotional, and physical development.[2] Finally, it is important to read this document in relation to the State of Michigan's expectations for literacy development in prekindergarten,[3] which should garner careful attention in all Michigan prekindergarten programs and be one focus in observing classroom practice and children's development. The endnotes provide references to some research studies that support the practices listed. An exception is instructional practice #9, for which we were unable to locate closely supporting studies with preschool-age children.

1. Intentional use of literacy artifacts in dramatic play and throughout the classroom[4]

Reading and writing materials are not only present but used throughout the classroom environment.

• Within daily opportunities for dramatic play, the teacher provides, models use of, and encourages children's engagement with appropriate literacy artifacts, such as:

- ▸ order pads, menus, and placemats for a pizza parlor
- ▸ traffic signs, maps, blueprints, and building-related books in the block/construction area
- ▸ envelopes, stationery, postcards, stamps, and actual mail for a post office
- ▸ waiting room reading material, a schedule, and prescription pads for a doctor's office
- ▸ a copy of books, such as The Little Red Hen, labeled puppets and objects from the story

• Within centers and other areas of the classroom, children are encouraged to interact with reading and writing materials, such as:

- ▸ books related to construction or building in the block or construction area
- ▸ simple recipes for making snacks
- ▸ labels that indicate where items go
- ▸ children's names, for example on cubbies and sign-in sheets, which may vary over time (e.g., first with photos, then, later, without photos)
- ▸ writing materials in each area of the classroom, for drawing and writing about objects being observed in the science area

(See also instructional practice #8.)

2. Read aloud with reference to print[5]

Daily read alouds include verbal and non-verbal strategies for drawing children's attention to print, such as:

- running finger under words
- noting specific features of print and letters (e.g., "that is the letter *D* like Deondre's name")
- asking children where to start reading
- counting words
- pointing out print within pictures

3. Interactive read aloud with a comprehension and vocabulary focus[6]

The teacher reads aloud age-appropriate books and other materials, print or digital, including sets of texts that are thematically and conceptually related and texts that are read multiple times, with:

- higher-order discussion among children and teacher before, during, and after reading
- child-friendly explanations of words within the text
- revisiting of words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud
- using the words at other points in the day and over time
- teaching of clusters of words related to those in the text, such as vocabulary related to the garden or gardening

4. Play with sounds inside words[7]

Children are supported to develop phonological awareness, or conscious awareness of sounds within language, and especially, a type of phonological awareness called *phonemic awareness*, which involves the ability to segment and blend individual phonemes within words, through various activities, such as:

- listening to and creating variations on books with rhyming or alliteration
- singing certain songs

(e.g., "Willoughby, Walloughby…"; "Down by the Bay"; "The Name Game"; "Apples and Bananas")

- sorting pictures and objects by a sound or sounds in their name
- games and transitions that feature play with sounds (e.g., alliteration games, a transition that asks all children whose name begins with the *mmm* sound to move to the next activity)
- "robot talk" or the like (e.g., the teacher has a puppet say the sounds "fffff" "iiiii" "shhhh" and children say *fish*)

5. Brief, clear, explicit instruction[8] in letter names, the sound(s) associated with the letters, and how letters are shaped and formed[9]

Instruction that has been shown to be effective in fostering development of letter-sound knowledge is supported by tools such as:

- a high-quality alphabet chart
- cards with children's names
- other key words to associate with letter-sounds (e.g., *d is for dinosaur*)
- alphabet books with appropriate key words
- references throughout the day (e.g., "That sign says the store is open. The first letter is o. It makes the "oh" sound: ooopen.")

Research suggests that we should set a benchmark of children naming 18 upper case and 15 lower case letters by the end of pre-K[10] and should teach letter-sound associations, rather than letter names or sounds alone.[11]

6. Interactions around writing[12]

Adults engage in deliberate interactions with children around writing. Opportunities for children to write their name, informational, narrative, and other texts that are personally meaningful to them are at the heart of writing experiences. These deliberate interactions around writing include the use of interactive writing and scaffolded writing techniques.

- Interactive writing involves children in contributing to a piece of writing led by the teacher. With the teacher's support, children determine the message, count the words, stretch words, listen for sounds within words, think about letters that represent those sounds, and write some of the letters. The teacher uses the interactive writing as an opportunity for instruction, for example regarding the directionality of writing, purposes for writing, and specific letter-sound relationships.

- Scaffolded writing involves the individual child in generating a message the child would like to write. The message is negotiated and repeated with the child until it is internalized. The teacher draws one line for each word in the message using a highlighter or pen. The child writes one "word" per line, where "word" might be a scribble, letter-like forms, random letter strings, one or a few letters within the word, or all sounds within the word, depending on the child's writing ability. The teacher and the child read and reread the message.

7. Extended conversation[13]

Adults engage in interactions with children that regularly include:

- responding to and initiating conversations with children, with repeated turns back and forth on the same topic
- encouraging talk among children through the selective use of open-ended questions, commenting on what children are doing, offering prompts (e.g., "Try asking your friend how you can help"), and scaffolding higher-order discussion, particularly during content-area learning
- engaging in talk, including narration and explanation, within dramatic play experiences and content-area learning, including intentional vocabulary-building efforts
- extending children's language (e.g., The child says, "Fuzzy"; the adult says, "Yes, that peach feels fuzzy. What else do you notice about it?")
- stories of past events and discussion of future events

8. Provision of abundant reading material in the classroom[14]

The classroom includes:

- a wide range of books and other texts, print and digital, including information books, poetry, and storybooks accessible to children
- books and other materials connected to children's interests and that reflect children's backgrounds and cultural experiences, including class- and child-made books
- recorded books
- books children can borrow to bring home and/or access digitally at home
- comfortable places in which to look at books, frequently visited by the teacher(s) and by adult volunteers recruited to the classroom

9. Ongoing observation and assessment of children's language and literacy development that informs their education

The teacher engages in:

- observation and assessment that is guided by
  - an understanding of language and literacy development
  - the Early Childhood Standards of Quality for Prekindergarten (2013) and, if applicable,
  - the Head Start Early Learning Outcomes Framework (2015)
- observation that occurs in multiple contexts, including play
- use of assessment tools that are considered appropriate for prekindergarten contexts
- use of information from observations and assessment tools to plan instruction and interactions with children

10. Collaboration with families in promoting literacy[15]

Families engage in language and literacy interactions with their children that can be drawn upon and extended in prekindergarten. Prekindergarten educators help families add to their repertoire of strategies for promoting literacy at home, including:

- incorporating literacy-promoting strategies into everyday activities such as cooking, communicating with friends and family, and traveling in the bus or car
- reading aloud to their children and discussing the text
- encouraging literacy milestones (e.g., pretend reading, which some parents mistakenly believe is "cheating" but is actually a desired activity in literacy development)
- speaking with children in their home/most comfortable language, whether or not that language is English[16]
- providing literacy-supporting resources, such as:
  - books from the classroom that children can borrow or keep
  - children's magazines
  - information about judicious, adult-supported use of educational television and applications that can, with guidance, support literacy development
  - announcements about local events
  - passes to local museums (for example, through www.michiganactivitypass.info)

(Endnotes)

1   Lonigan, C. J., Schatschneider, C., & Westberg, L., with the National Early Literacy Panel. (2008). Identification of children's skills and abilities linked to later outcomes in reading, writing, and spelling. In *Developing early literacy: Report of the National Early Literacy Panel* (pp. 55-106). Louisville, KY: National Center for Family Literacy.

2   Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., . . . Japel, C. (2007). School readiness and later achievement. *Developmental Psychology, 43*, 1428–1446; Grissmer, D., Grimm, K. J., Aiyer, S. M., Murrah, W. M., & Steele, J. S. (2010). Fine motor skills and early comprehension of the world: Two new school readiness indicators. *Developmental Psychology, 46*, 1008-1017; Rhoades, B. L., Warren, H. K., Domitrovich, C.E., & Greenberg, M. T. (2011). Examining the link between preschool social–emotional competence and first grade academic achievement: The role of attention skills. *Early Childhood Research Quarterly, 26*, 182-191; Romano, E., Babchishin, L., Pagani, L. S., & Kohen, D. (2010). School readiness and later achievement: Replication and extension using a nationwide Canadian survey. *Developmental Psychology, 46*, 995-1007.

3   Michigan State Board of Education. (2005, revised 2013). *Early Childhood Standards of Quality for Prekindergarten.* Lansing, MI: Author.

4   For example, Neuman, S. B., & Roskos, K. (1992). Literacy objects as cultural tools: Effects on children's literacy behaviors in play. *Reading Research Quarterly, 27*, 202-225; Roskos, K. A., Christie, J. F., Widman, S., & Holding, A. (2010). Three decades in: Priming for meta-analysis in play-literacy research. *Journal of Early Childhood Literacy, 10*, 55-96; Gerde, H. K., Bingham, B. E., & Pendergast, M. L. (2015). Reliability and validity of the Writing Resources and Interactions in Teaching Environments (WRITE) for preschool classrooms. *Early Childhood Research Quarterly, 31*, 34-46. Guo, Y., Justice, L. M., Kaderavek, J. N., & McGinty, A. (2012). The literacy environment of preschool classrooms: Contributions to children's emergent literacy growth. *Journal of Research in Reading, 35*, 308-327.

5   For example, Justice, L. M., & Ezell, H. K. (2002). Use of storybook reading to increase print awareness in at-risk children. *American Journal of Speech-Language Pathology*, *11*, 17-29; Justice, L. M., McGinty, A. S., Piasta, S. B., Kaderavek, J. N., & Fan, X. (2010). Print-focused read-alouds in preschool classrooms: Intervention effectiveness and moderators of child outcomes. *Language, Speech, and Hearing Services in Schools, 41*, 504-520; Mol, S. E., Bus, A. G., & de Jong, M. T. (2009). Interactive book reading in early education: A tool to stimulate print knowledge as well as oral language. *Review of Educational Research*, *79*, 979-1007.

6   For example, Beck, I. L., & McKeown, M. G. (2007). Increasing young low-income children's oral vocabulary repertoires through rich and focused instruction. *Elementary School Journal*, *107*, 251–271; Lonigan, C. J., Shanahan, T., & Cunningham, A., with the National Early Literacy Panel. (2008). Impact of shared-reading interventions on young children's early literacy skills. In *Developing early literacy: Report of the National Early Literacy Panel* (pp. 153-166). Louisville, KY: National Center for Family Literacy; Marulis, L. M., & Neuman, S. B. (2013). How vocabulary interventions affect young children at risk: A meta-analytic review. *Journal of Research on Educational Effectiveness, 6*, 223-262.; Sénéchal, M. (1997). The differential effect of storybook reading on preschoolers' acquisition of expressive and receptive vocabulary. *Journal of Child Language*, *24*, 123-138; Pollard-Durodola, S. D., Gonzalez, J. E., Simmons, D. C., Kwok, O., Taylor, A. B., Davis, M. J., ... & Simmons, L. (2011). The effects of an intensive shared book-reading intervention for preschool children at risk for vocabulary delay. *Exceptional Children*, *77*, 161-183; Gonzalez, J. E., Pollard-Durodola, S., Simmons, D. C., Taylor, A. B., Davis, M. J., Kim, M., & Simmons, L. (2010). Developing low-income preschoolers' social studies and science vocabulary knowledge through content-focused shared book reading. *Journal of Research on Educational Effectiveness*, *4*, 25-52.

7   For example, Brennan, F., & Ireson, J. (1997). Training phonological awareness: A study to evaluate the effects of a program of metalinguistic games in kindergarten. *Reading and Writing: An Interdisciplinary Journal, 9*, 241–263; Bus, A. G., & van IJzendoorn, M. H. (1999). Phonological awareness and early reading: A meta-analysis of experimental training studies. *Journal of Educational Psychology*, *91*, 403-414. Suggate, S. P. (2016). A meta-analysis of the long-term effects of phonemic awareness, phonics, fluency, and reading comprehension interventions. *Journal of Learning Disabilities*, *49*, 77-96.

8   Explicit instruction involves telling children what you want them to know, rather than expecting that they will infer this information. For example, explicit instruction about the letter L might include (although not necessarily

all at once) the following: "This [pointing] is the letter called *ell*. Ell stands for the lll sound. Latoya's name starts with the lll sound: LLLatoya. Lion also starts with the lll sound: llllion. You can make ell with a straight line down and a short line across, like this [demonstrating], or you can make ell with just a straight line down, like this [demonstrating]."

9   For example, Lonigan, C. J., Schatschneider, C., & Westberg, L., with the National Early Literacy Panel. (2008). Impact of code-focused interventions on young children's early literacy skills. In *Developing early literacy: Report of the National Early Literacy Panel* (pp. 107-152). Louisville, KY: National Center for Family Literacy; Piasta, S. B., & Wagner, R. K. (2010). Developing early literacy skills: A meta-analysis of alphabet learning and instruction. *Reading Research Quarterly*, *45*, 8–38.

10 Piasta, S. B., Petscher, Y., & Justice, L. M. (2012). How many letters should preschoolers in public programs know? The diagnostic efficiency of various preschool letter-naming benchmarks for predicting first-grade literacy achievement. *Journal of Educational Psychology, 104*, 945-958.

11 Piasta, S. B., Purpura, D. J., & Wagner, R. K. (2010). Fostering alphabet knowledge development: A comparison of two instructional approaches. *Reading & Writing Quarterly, 23*, 607–626; Piasta, S. B., & Wagner, R. K. (2010). Learning letter names and sounds: Effects of instruction, letter type, and phonological processing skill. *Journal of Experimental Child Psychology*, *105*, 324–344.

12 For example, Bodrova, E., & Leong, D. J. (1998). Scaffolding emergent writing in the zone of proximal development. *Literacy Teaching and Learning, 3*, 1–18; Craig, S. A. (2003). The effects of an adapted interactive writing intervention on kindergarten children's phonological awareness, spelling, and early reading development. *Reading Research Quarterly, 38*, 438-440; Gregory, K. T. M. (2000). *The influence of the scaffolded writing technique on the literacy development of kindergarten children* (Order No. 9971918). Available from Dissertations & Theses @ CIC Institutions; ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses Global. (304610034). Retrieved from http://search.proquest.com/docview/304610034?accountid=14667; Hall, A. H., Simpson, A., Guo, Y., & Wang, S. (2015). Examining the effects of preschool writing instruction on emergent literacy skills: Asystematic review of the literature. *Literacy Research and Instruction, 54*, 115-134; Hall, A. H., Toland, M. D., Grisham-Brown, J., & Graham, S. (2014). Exploring interactive writing as an effective practice for increasing Head Start students' alphabet knowledge skills. *Early Childhood Education Journal, 42*, 423–430.

13 For example, Dickinson, D. K., & Porche, M. V. (2011). Relation between language experiences in preschool classrooms and children's kindergarten and fourth-grade language and reading abilities. *Child Development, 82*, 1467-8624; French, L. (2004). Science as the center of a coherent, integrated early childhood curriculum. *Early Childhood Research Quarterly*, *19*, 138-149; Neuman, S. B., Newman, E. H., & Dwyer, J. (2011). Educational effects of a vocabulary intervention on preschoolers' word knowledge and conceptual development: A cluster-randomized trial. *Reading Research Quarterly*, *46*, 249-272. Snow, C. E., Barnes, W. S., Chandler, J., Goodman, I. F., & Hemphill, L. (1991). *Unfulfilled expectations: Home and school influences on literacy.* Cambridge, MA: Harvard University Press

14 For example, Neuman, S. B. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly*, *34*, 286-311; Guo, Y., Justice, L. M., Kaderavek, J. N., & McGinty, A. (2012). The literacy environment of preschool classrooms: Contributions to children's emergent literacy growth. *Journal of Research in Reading, 35*, 308 – 327. McGill-Franzen, A., Allington, R. L., Yokoi, L., & Brooks, G. (1999). Putting books in the classroom seems necessary but not sufficient. *The Journal of Educational Research, 93,* 67-74.

15 For example, Roberts, K. L. (2013). Comprehension strategy instruction during parent-child shared reading: An intervention study. *Literacy Research and Instruction, 52*, 106–129. Sénéchal, M., & Young, L. (2008). The effect of family literacy interventions on children's acquisition of reading from kindergarten to grade 3: A meta-analytic review. *Review of Educational Research*, *78*, 880-907; van Steensel, R., McElvany, N., Kurvers, J., & Herppich, S. (2011). How effective are family literacy programs? Results of a meta-analysis. *Review of Educational Research*, *81*, 69-96.

16 August, D., & Shanahan, T. (Eds.) (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth.* Mahwah, NJ: Erlbaum.

Process for Development and Review

This document was developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. The Task Force included representatives from the following organizations, although their participation does not necessarily indicate endorsement by the organization they represent:

Bay-Arenac Intermediate School District	MAISA English Language Arts Leaders Network
Eaton Regional Educational Service Agency	Michigan Department of Education
Genesee Intermediate School District	Michigan Elementary and Middle School Principals Association
Huron Intermediate School District	Michigan Reading Association
Ingham Intermediate School District	Michigan State University
Iosco Regional Educational Service Agency	Monroe County Intermediate School District
Jackson County Intermediate School District	Muskegon Area Intermediate School District
Kalamazoo Public Schools	Oakland Schools
Lenawee Intermediate School District	Ottawa Area Intermediate School District
Lewis Cass Intermediate School District	Reading Now Network
Livingston Educational Service Agency	Regional Education Media Center Association of Michigan
Macomb Intermediate School District	Saint Clair County Regional Educational Service Agency
Mecosta-Osceola Intermediate School District	Saint Joseph County Intermediate School District
Michigan Association of Administrators of Special Education	Southwest Michigan Reading Council
Michigan Association of Computer Users in Learning	University of Michigan
Michigan Association of Intermediate School Administrators	Washtenaw Intermediate School District
MAISA Early Childhood Administrators Network	Wayne County Regional Educational Service Agency

Feedback on drafts of the document was elicited from other stakeholders, resulting in a number of revisions to the document.

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Essential Instructional Practices in Early Literacy

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INSTRUCTIONAL PRACTICES

This document is intended to be read in concert with Essential Instructional Practices in Literacy, Prekindergarten. *There is important overlap and continuity in these two documents, and some children will benefit from instructional practices identified in the prekindergarten document beyond the prekindergarten year.*

Purpose

The purpose of the document is to increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported instructional practices that could be the focus of professional development throughout the state. The focus of the document is on classroom practices, rather than on school- or systems-level practices (which will be addressed in a future document). Research suggests that each of these ten practices can have a positive impact on literacy development. We believe that the use of these practices in every classroom every day could make a measurable positive difference in the State's literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children.

The practices listed can be used within a variety of overall approaches to literacy instruction and within many different structures of the school day; the document does not specify one particular program or approach to literacy instruction. We limited the list to ten practices; there are other literacy instructional practices that may be worthy of attention. In addition, new literacy research could alter or add to the instructional practices recommended here. For these reasons, choosing to enact the practices on this list would leave considerable agency and choice for individual districts, schools, and teachers.

Literacy knowledge and skills developed in kindergarten through third grade predict later literacy achievement.[1] Classroom instruction can have an enormous impact on the development of literacy knowledge and skills.[2] Many areas involved in literacy can be affected by instruction, including, but not limited to:

- oral language, including vocabulary

- print concepts

- phonological awareness

- alphabet knowledge and other letter-sound knowledge/phonics (including larger orthographic units)

- word analysis strategies (especially phonemic decoding with monitoring for meaning)

- reading fluency (including accuracy, automaticity, and prosody)

- handwriting and word processing

- broad content and background knowledge

- knowledge and abilities required specifically to comprehend text (e.g., text structure knowledge, comprehension strategy use, genre knowledge)

- knowledge and abilities required specifically to compose text (e.g., planning, drafting, revising, and editing strategies; text structure, genre and craft knowledge; spelling and sentence construction strategies; capitalization and punctuation)

- literacy motivation and engagement

- vocabulary strategies, particularly morphological (meaningful word part) analysis

The recommended practices should occur throughout the day, including being integrated into opportunities for science and social studies learning, not exclusively in an isolated block identified as "English Language Arts" or "Literacy." At the same time, literacy instruction should not take the place of science and social studies inquiry nor addressing the Michigan Grade Level Content Expectations for Social Studies nor addressing the Michigan K – 12 Science Standards.[3] In the long term, that approach is counterproductive; later academic achievement is predicted not only by literacy knowledge and skills, but by mathematics learning, knowledge of the natural and social world, and certain aspects of physical, social, and emotional development. Finally, it is important to read this document in relation to the State of Michigan's specific standards for literacy development in kindergarten through third grade[4] which should garner careful attention in all Michigan kindergarten through third-grade classrooms and be one focus in observing classroom practice and children's development. The endnotes indicate some connections between the ten instructional practices and the Michigan Standards, and they reference research studies that support the practices listed.

1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons[5]

The teacher:
- creates opportunities for children to see themselves as successful readers and writers
- provides daily opportunities for children to make choices in their reading and writing (choices may be a limited set of options or from extensive options but within a specified topic or genre)
- offers regular opportunities for children to collaborate with peers in reading and writing, such as through small-group discussion of texts of interest and opportunities to write within group projects
- helps establish purposes for children to read and write beyond being assigned or expected to do so, such as for their enjoyment/interest, to answer their questions about the natural and social world, to address community needs, or to communicate with a specific audience
- uses additional strategies to generate excitement about reading and writing, such as book talks and updates about book series. The teacher avoids attempting to incentivize reading through non-reading-related prizes such as stickers, coupons, or toys, and avoids using reading and writing as "punishment" (e.g., "If you can't listen, I'm going to send you to sit and read in the library").

2. Read alouds of age-appropriate books and other materials, print or digital[6]

Read alouds involve:

- sets of texts, across read aloud sessions, that are thematically and conceptually related[7] and that offer opportunities to learn that children could not yet experience independently

- modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading

- child-friendly explanations of words within the text and revisiting of those words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud and using the words at other points in the day and over time

- higher-order discussion among children and teacher before, during, and after reading[8]

- instructional strategies, depending on the grade level and children's needs, that:

  ▶ develop **print concepts**,[9] such as developing children's directionality by running fingers under words and asking where to start, with texts being sufficiently visible to children that they can see specific features of print

  ▶ model application of knowledge and strategies for **word recognition**[10]

  ▶ build **knowledge of the structure and features of text**[11], including, with regard to structure, key story elements and common informational text structures (compare-contrast, cause-effect, problem-solution, description, and sequence), and such as, with regard to text features, tables of content, diagrams, captions, and index

  ▶ describe and model **comprehension strategies**, including activating prior knowledge/predicting; questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling

  ▶ describe and model strategies for ascertaining the meaning of unfamiliar **vocabulary** from context[12]

3. Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development[13]

The teacher:

- ensures that children use most of their time actually reading and writing (or working toward this goal in kindergarten and early first grade)[14]

- coaches children as they engage in reading and writing, with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, (c) rereading

- employs practices for developing reading **fluency**, such as repeated reading, echo reading, paired and partner reading[15]

- includes explicit instruction, as needed, in **word recognition strategies**, including multi-syllabic word decoding, **text structure**, **comprehension strategies,** and **writing strategies**

- is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group's work

4. Activities that build phonological awareness
(grades K and 1 and as needed thereafter)[16]

Teachers promote phonological awareness development,[17] particularly phonemic awareness development, through explicit explanation, demonstration, play with sounds in words, and engaged study of words, such as by:

- listening to and creating variations on books and songs with rhyming or alliteration

- sorting pictures, objects, and written words by a sound or sounds (e.g., words with a short e sound versus words with a long e sound)

- activities that involve segmenting sounds in words (e.g., Elkonin boxes, in which children move a token or letters into boxes, with one box for each sound in the word)

- activities that involve blending sounds in words (e.g., "robot talk" in which the teacher says the sounds "fffff" "iiiii" "shhhh" and children say *fish*)

- daily opportunities to write meaningful texts in which they listen for the sounds in words to estimate their spellings

5. Explicit instruction[18] in letter-sound relationships[19]

Earlier in children's development, such instruction will focus on letter names, the sound(s) associated with the letters, and how letters are shaped and formed. Later, the focus will be on more complex letter-sound relationships, including digraphs (two letters representing one sound, as in *sh, th, ch, oa, ee, ie*), blends (two or three letters representing each of their sounds pronounced in immediate succession within a syllable, as in *bl* in *blue*, *str* in *string*, or *ft* as in *left*), diphthongs (two letters representing a single glided phoneme as in *oi* in *oil* and *ou* in *out*), common spelling patterns (e.g., *-ake* as in *cake*, *rake*), specific phonograms (e.g., *-all, -ould*), and patterns in multi-syllabic words.[20] High-frequency words are taught with full analysis of letter-sound relationships within the words, even in those that are not spelled as would be expected.

Instruction in letter-sound relationships is:

- verbally precise and involving multiple channels, such as oral and visual or visual and tactile

- informed by careful observation of children's reading and writing and, as needed, assessments that systematically examine knowledge of specific sound-letter relationships

- taught systematically in relation to students' needs and aligned with the expectations of the Michigan K-3 Standards for English Language Arts

- accompanied by opportunities to apply knowledge of the letter-sound relationships taught by reading books or other connected texts that include those relationships

- reinforced through coaching children during reading, most notably by cueing children to monitor for meaning and by cueing children to attend to the letters in words and recognize letter-sound relationships they have been taught

6. Research- and standards-aligned writing instruction[21]

The teacher provides:

- interactive writing experiences in grades K and 1

- daily time for children to write, aligned with instructional practice #1 above

- instruction in writing processes and strategies, particularly those involving researching, planning, revising, and editing writing[22]

- opportunities to study models of and write a variety of texts for a variety of purposes and audiences, particularly opinion, informative/explanatory, and narrative texts (real and imagined) [34]

- explicit instruction in letter formation, spelling strategies, capitalization, punctuation, sentence construction, keyboarding (first expected by the end of grade 3, see the Practice Guide cited immediately above for detail), and word processing[23]

7. Intentional and ambitious efforts to build vocabulary and content knowledge[24]

The teacher:
- selects Tier 2 and Tier 3 vocabulary words to teach from read alouds of literature and informational texts and from content area curricula[25]

- introduces word meanings to children during reading and content area instruction using child-friendly explanations and by providing opportunities for children to pronounce the new words and to see the spelling of the new words

- provides repeated opportunities for children to review and use new vocabulary over time, including discussing ways that new vocabulary relate to one another and to children's existing knowledge, addressing multiple meanings or nuanced meanings of a word across different contexts[26], and encouraging children to use new words in meaningful contexts (e.g., discussion of texts, discussions of content area learning, semantic maps)

- encourages talk among children, particularly during content-area learning and during discussions of print or digital texts[27]

- teaches morphology (i.e., meaning of word parts), including common word roots, inflections, prefixes, and affixes[28]

8. Abundant reading material and reading opportunities in the classroom[29]

The classroom includes:
- a wide range of books and other texts, print, audio, and digital, including information books, poetry, and storybooks that children are supported in accessing

- books and other materials connected to children's interests and that reflect children's backgrounds and cultural experiences, including class- and child-made books

- books children can borrow to bring home and/or access digitally at home

- comfortable places in which to read books, frequently visited by the teacher(s) and by adult volunteers recruited to the classroom

- opportunities for children to engage in independent reading of materials of their choice every day, with the teacher providing instruction and coaching in how to select texts and employ productive strategies during reading, feedback on children's reading, and post-reading response activities including text discussion[30]

9. Ongoing observation and assessment of children's language and literacy development that informs their education[31]

The teacher:
- engages in observation and assessment that is guided by

  ▸ an understanding of language and literacy development

  ▸ the Michigan K to 12 Standards for English Language Arts

- prioritizes observation during actual reading and writing

- administers assessments as one source of information to identify children who may need additional instructional supports

- employs formative and diagnostic assessment tools as needed to inform specific instructional targets (e.g., assessing knowledge of specific sound-letter relationships, assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used)

10. Collaboration with families in promoting literacy[32]

Families engage in language and literacy interactions with their children that can be drawn upon and extended in kindergarten through third grade. Educators help families add to their repertoire of strategies for promoting literacy at home, including supporting families to:

- prompt children during reading and writing and demonstrate ways to incorporate literacy-promoting strategies into everyday activities, such as cooking, communicating with friends and family, and traveling in the bus or car

- promote children's independent reading

- support children in doing their homework and in academic learning over the summer months

- speak with children in their home/most comfortable language, whether or not that language is English[33]

- provide literacy-supporting resources, such as:

  ▸ books from the classroom that children can borrow or keep

  ▸ children's magazines

  ▸ information about judicious, adult-supported use of educational television and applications that can, with guidance, support literacy development

  ▸ announcements about local events

  ▸ passes to local museums (for example, through www.michiganactivitypass.info)

(Endnotes)

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7   See, among others, Reading Literature, and Reading Informational Text, Standard #9.

8   See Standards for Reading Literature, Standards for Reading Informational Text, and Standards for Speaking and Listening.

9   See Foundational Skills Standard #1.

10 See Foundational Skills Standard #3.

11 See, most notably, Reading Standards for Literature #2, #3, and #5 and Reading Standards for Informational Text, Standards #3, #5, #7, and #8.

12 See Reading Standard for Literature #4 and Reading Standard for Informational Text #4.

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14 See Reading Standards for Informational Text #10 and Reading Standards for Literature #10.

15 See Foundational Skills Standard #4.

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17 See Foundational Skills Standard #2.

18 Explicit instruction involves telling children what you want them to know, rather than expecting that they will infer this information. For example, explicit instruction about the letter L might include (although not necessarily all at once) the following: "This [pointing] is the letter called *ell*. *Ell* stands for the lll sound. Latoya's name starts with the lll sound: LLLatoya. Lion also starts with the lll sound: llllion. You can make ell with a straight line down and a short line across, like this [demonstrating], or you can make ell with just a straight line down, like this [demonstrating]."

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25 See Michigan K to 12 Standards for English Language Arts, Appendix A for more on vocabulary selection.

26 See Language Standards #4 and #5.

27 See Speaking and Listening Standards.

28 See Language Standard #4.

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34 See Writing Standards #1, #2, and #3.

Process for Development and Review

This document was developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. The Task Force included representatives from the following organizations, although their participation does not necessarily indicate endorsement by the organization they represent:

Bay-Arenac Intermediate School District

Eaton Regional Educational Service Agency

Genesee Intermediate School District

Huron Intermediate School District

Ingham Intermediate School District

Iosco Regional Educational Service Agency

Jackson County Intermediate School District

Kalamazoo Public Schools

Lenawee Intermediate School District

Lewis Cass Intermediate School District

Livingston Educational Service Agency

Macomb Intermediate School District

Mecosta-Osceola Intermediate School District

Michigan Association of Administrators of Special Education

Michigan Association of Computer Users in Learning

Michigan Association of Intermediate School Administrators

MAISA Early Childhood Administrators Network

MAISA English Language Arts Leaders Network

Michigan Department of Education

Michigan Elementary and Middle School Principals Association

Michigan Reading Association

Michigan State University

Monroe County Intermediate School District

Muskegon Area Intermediate School District

Oakland Schools

Ottawa Area Intermediate School District

Reading Now Network

Regional Education Media Center Association of Michigan

Saint Clair County Regional Educational Service Agency

Saint Joseph County Intermediate School District

Southwest Michigan Reading Council

University of Michigan

Washtenaw Intermediate School District

Wayne County Regional Educational Service Agency

Feedback on drafts of the document was elicited from other stakeholders, resulting in a number of revisions to the document.

Essential Instructional Practices in Early Literacy

For more information and additional resources, please visit www.migeln.org.

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Essential Instructional Practices in Literacy

This document was developed by the **Early Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. For a full list of representatives, please see the back page.

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INSTRUCTIONAL PRACTICES

This document is intended to be read in concert with Essential Instructional Practices in Literacy, Grades K to 3. *There is important overlap and continuity in these two documents, and some students will benefit from instructional practices identified in the K to 3 document beyond the K to 3 years.*

Purpose

The purpose of the document is to increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported instructional practices that could be the focus of professional development throughout the state. The focus of the document is on classroom practices, rather than on school- or systems-level practices (which are addressed in the document: Essential School-Wide and Center-Wide Practices in Literacy). Research suggests that each of these ten practices in every classroom every day could make a measurable positive difference in the State's literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children.

The practices listed can be used within a variety of overall approaches to literacy instruction and within many different structures of the school day; the document does not specify one particular program or approach to literacy instruction. We limited the list to ten practices; there are other literacy instructional practices that may be worthy of attention. In addition, new literacy research could alter or add to the instructional practices recommended here. For these reasons, choosing to enact the practices on this list would leave considerable agency and choice for individual districts, schools, and teachers.

The recommended practices should occur throughout the day, including being integrated into opportunities for science and social studies learning, not exclusively in an isolated block identified as "English Language Arts" or "Literacy." At the same time, literacy instruction should not take the place of science and social studies inquiry nor addressing the Michigan Grade Level Content Expectations for Social Studies nor addressing the Michigan K-12 Science Standards. In the long term, that approach is counterproductive; later academic achievement is predicted not only by literacy knowledge and skills, but by mathematics learning, knowledge of the natural and social world, and certain aspects of physical, social, and emotional development. Finally, it is important to read this document in relation to the State of Michigan's specific standards for literacy development in fourth and fifth grade , which should garner careful attention in all Michigan fourth- and fifth-grade classrooms and be one focus in observing classroom practice and children's development. The endnotes indicate some connections between the ten instructional practices and the Michigan Standards, and they reference research studies that support the practices listed.

1. Deliberate, research-informed efforts to foster motivation and engagement within and across lessons[4]

The teacher:

- Creates opportunities for children to identify as successful readers and writers (e.g., "I am a reader.")[5]

- Provides daily opportunities for children to make choices in their reading and writing across disciplines (choices may be a limited set of options or from extensive options but within a specific disciplinary topic or genre)

- Offers regular opportunities for children to collaborate with peers in reading and writing, such as through small-group discussion of texts of interest and opportunities to write within group projects[6]

- Helps establish meaningful purposes for children to read and write beyond being assigned or expected to do so, such as for their enjoyment/interest, to answer general or discipline-specific questions about the natural and social world, to address community needs, or to communicate with specific audiences[7]

- Builds positive learning environments that encourage students to set and achieve goals, as well as promote student independence

- Attends to and cultivates student interest by connecting literacy experiences to students' family and community experiences

2. Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity[8]

An important aspect of literacy instruction is foregrounding the use of reading and writing for the purpose of building knowledge about the world and about oneself. Ideally, comprehension instruction, including strategy instruction, is always in the service of supporting knowledge building. At times, the teacher needs to be very explicit about how to construct meaning from text, but this activity is always embedded in sense making with text. One dimension of comprehension instruction is signaling that there are many possible causes for comprehension breakdowns (e.g., poorly constructed text, insufficient prior knowledge, challenging concepts and vocabulary). It is important that students be encouraged to monitor their understanding and, when there has been a breakdown, have a repertoire of fix-up strategies. While teachers can model these fix-up strategies, the goal is for students to practice the use of these fix-up strategies so that they become independent readers.

To build comprehension, knowledge, and strategic reading, the teacher:

- Facilitates discussion of text meaning to support students to interpret the ideas in a text[7]

- Provides experiences for students to build knowledge to support their interpretation of text prior to reading (e.g., to build prior knowledge), during reading (e.g., to support text interpretation), and after reading (e.g., to extend learning)[9]

- Models and guides students to be metacognitive while reading (i.e., monitor for comprehension and use fix-up strategies when there are breakdowns in comprehension)

- Provides explicit comprehension strategy instruction (e.g., finding main ideas, summarizing, making connections between new text information and prior knowledge, drawing inferences). High quality strategy instruction includes:
  - ▸ Thoughtful selection of the text to use when introducing and teaching a comprehension strategy
  - ▸ Attending to the demands the text places on the readers to inform appropriate selection of texts
  - ▸ Demonstrating and describing how to apply the strategies that students are learning to different texts
  - ▸ Providing guided practice that reflects the difficulty level of the strategies that students are learning, as well as the demands of the text, and purposes for reading

3. Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development[10]

The teacher:

- Is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group's work, and ensures that children use most of their time actually reading and writing

- Provides and supports opportunities for small group discussion of literature and disciplinary text (e.g., Instructional Conversations and Literature Circles) so that students can draw on their own knowledge and the knowledge of their peers to co-construct the meaning of text

- Provides opportunities for developing reading fluency during small group work, such as paired and partner reading

- Uses small group routines (e.g., cooperative and collaborative learning, such as Reciprocal Teaching and Collaborative Strategic Reading) for fostering strategic reading and knowledge-building using text

- Provides opportunities for students to plan, draft, revise, and/or edit writing together, framed by specific guidelines for working together

4. Activities that build reading fluency and stamina with increasingly complex text[11]

Activities include:

- Listening to models of fluent reading (reading with appropriate accuracy, automaticity, and prosody) of age-appropriate books and other print or digital materials

- Engaging in repeated readings of familiar texts

- Engaging in wide reading of texts, including multiple modes (e.g., print, digital, visual, audio), genres, and topics

- Using reading materials of increasing text difficulty

- Opportunities to read independently for specific purposes, including for pleasure, for sustained periods of time

- Paired or partner reading

5. Discussion of the ideas in texts and how to construct text meaning across texts and disciplines[12]

The teacher:

- Reads aloud age-appropriate books and other materials, print or digital[13]

- Carefully selects texts that provide the grist for rich discussion, and analyses texts to identify specific learning goals, challenges (e.g., the complexity of the ideas in the text, insufficient information) and affordances (e.g., text organization, such as problem-solution or compare-contrast; text features, such as graphics or headings)[7]

- Uses discussion moves (e.g., linking students' ideas, probing children's thinking, having students return to the text to support claims about the ideas in the text) that help provide continuity and extend the discussion of the ideas in the text

- Provides tasks or discussion routines students know how to follow (e.g., Instructional Conversations and Literature Circles) when students discuss texts in small groups

- Provides regular opportunities for peer-assisted learning, especially for emergent bilingual learners, by pairing students at different levels of English proficiency

6. Research-informed and standards-aligned writing instruction[14]

The teacher provides:

- Daily time for student writing across disciplines, including opportunities for students to write using digital tools (e.g., word processing)[15]

- Opportunities to study text models of (e.g., mentor and student-written texts) and write texts for a variety of purposes and audiences, particularly opinion, informative/explanatory, and narrative texts (real and imagined)

- Occasions for students to use writing as a tool for learning disciplinary content and engaging in disciplinary practices (e.g., writing scientific explanations), and that provide clear and specific goals for writing (e.g., address both sides of an argument)

- Explicit instruction in and guided practice using writing strategies for planning, drafting, revising, and editing writing

- Explicit instruction in spelling strategies, capitalization, punctuation, sentence and paragraph construction, purpose-driven text structure and organization, keyboarding, and word processing[16]

7. Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge[17]

The teacher engages in:

- Teaching morphology (e.g., common word roots, inflections, prefixes, and affixes) and syntax[18]
- Attending to word relations (e.g., semantic maps, concept mapping, etc.)
- Providing explicit instruction in both general academic and content area vocabulary during reading and disciplinary instruction[19]
- Engaging students in wide reading that exposes them to rich and discipline-specific academic language, and provides the opportunity for vocabulary learning in the context of reading[20]
- Encouraging the use of new vocabulary in a variety of contexts and modes, including reading, writing, and discussion of print or digital texts for discipline-specific purposes[21]

8. Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom[22]

The classroom includes:

- A wide range of books and other texts (e.g., print, audio, video, and digital), including information books, poetry, literature, and magazines[20]
- Books and other materials connected to children's interest and that reflect children's backgrounds and cultural experiences, including class- and child-made books
- Books and other reading materials children can borrow and bring home and/or access digitally at home
- Reading materials that expose students to rich language and vocabulary learning[21]

- Daily opportunities for children to engage in independent reading of materials of their choice, with the teacher providing instruction and coaching in how to select texts and employ productive strategies during reading, feedback on children's reading, and post-reading response activities including text discussion[20]

9. Ongoing observation of children's language and literacy development that informs small group and individual instruction[23]

The teacher:

- Observes and assesses students during reading and writing activities using an array of indicators (e.g., ratings of fluency, retellings/summary and discussion to assess comprehension, productivity to assess writing fluency, and accuracy of mechanics in writing) *(Note: Use of formative assessments in these areas is particularly important for emergent bilingual speakers)*

- Uses formative/benchmark assessments to monitor progress in literacy development and to guide instructional decision-making (e.g., differentiated instruction) for all students, including adding additional supports and providing opportunities for enrichment

- Uses diagnostic and ongoing assessment data to identify students who are struggling with reading and writing, and to design intensive, systematic instruction that focuses on identified learning needs

- Provides explicit feedback, related to reading and writing development, in which the teacher points out what the learner is doing correctly and incorrectly, and builds on earlier feedback

10. Collaboration with families in promoting literacy[24]

Teachers engage in:

- Supporting families to continue to provide reading and academic learning opportunities at home and during the summer months (e.g., book lending programs)
- Building on students' family and cultural resources and knowledge in reading and writing instruction
- Promoting children's independent reading outside of school
- Speaking with children in their home/most comfortable language, whether or not that language is English[25]
- Providing literacy-supporting resources, such as the following:
  - ▶ Books from the classroom that children can borrow or keep
  - ▶ Children's magazines
  - ▶ Information about judicious, adult-supported use of educational television and applications, or "apps," that can, with guidance, support literacy development
  - ▶ Passes to local museums (for example, through www.michiganactivitypass.info)

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Process for Development and Review

This document was developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. The Task Force included representatives from the following organizations, although their participation does not necessarily indicate endorsement by the organization they represent:

Early Childhood Administrators' Network, Michigan Association of Intermediate School Districts

English Language Arts Leadership Network of Michigan Association of Intermediate School Districts

General Education Leadership Network of Intermediate School Districts in Michigan

Michigan Association for Computer Users in Learning

Michigan Association of Intermediate School Administrators

Michigan Association of Media Educators

Michigan Association of Supervisors of Special Education

Michigan Department of Education

Michigan Elementary and Middle School Principals Association

Michigan's Integrated Behavior and Learning Support Initiative

Michigan Reading Association

Michigan State University

Michigan Virtual University

Reading NOW Network

Regional Educational Media Centers Association of Michigan

Southwest Michigan Reading Council

Technology Readiness Infrastructure Grant

University of Michigan

Feedback on drafts of the document was elicited from other stakeholders, resulting in a number of revisions to the document.

General Education Leadership Network
a MAISA collaborative

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Leadership Innovation Results

Essential Instructional Practices in Literacy Grades 4-5

For more information and additional resources, please visit www.migeln.org.

Essential Coaching Practices for Elementary Literacy

This document was developed by the **Early Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. For a full list of representatives, please see the back page.

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COACHING PRACTICES

This document is intended to be partnered with *Essential Instructional Practices in Early Literacy: Prekindergarten* and *Essential Instructional Practices in Early Literacy: K to 3* as well as *Essential School-Wide and Center-Wide Practices in Literacy*.

Purpose

The purpose of this document is to increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise.[1] Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases.[2] In addition, through improving teacher expertise and the quality of core instruction, student achievement increases.[3]

The focus of this document is to identify the critical qualifications, dispositions, activities, and roles of effective elementary literacy coaches. Research suggests that each of the seven essentials is an important contributor to literacy coaching that results in increased student literacy learning. They should be viewed, as in practice guides in medicine, as presenting minimum expectations for Michigan's literacy coaches.

1. Effective literacy coaches have specialized literacy knowledge and skills beyond that of initial teacher preparation.[4]

Literacy coaches, due to the complexity of literacy instruction, must:

- have an in-depth knowledge of reading and writing processes and acquisition[5]

- recognize the varied purposes for assessment (e.g., screening, diagnostic, monitoring progress, achievement), select specific assessments that meet those purposes, administer and score assessments, and use assessment results to inform instruction[6]

- know and appropriately use research-informed instructional practices to help all students develop literacy knowledge, skills, and abilities including concepts of print, phonemic awareness, letter-sound knowledge, word reading, comprehension, vocabulary, fluency, writing, critical thinking, and motivation[7]

- be able to create a literate learning environment that considers how the physical arrangement, materials, group work, routines, and motivational factors such as choice and purpose contribute to learning in today's diverse classrooms[8]

Literacy coaches develop in-depth literacy knowledge and skills[9] by:

- completing advanced course work in literacy that results in a reading teacher or reading or literacy specialist endorsement

- having successful classroom teaching experience as evidenced by positive student learning

- continually updating their knowledge through professional reading, active participation in professional development workshops, and attendance at local, state, and national professional conferences

    Teachers report that literacy coaches need advanced

literacy knowledge and skills in order to carry out their responsibilities such as modeling research-informed literacy practices, helping teachers analyze assessment data and solve instructional problems, and recommending appropriate materials and resources.[10]

When literacy coaches have completed advanced course work in literacy and been successful classroom teachers, students of teachers they coached exhibited more literacy growth than students of teachers coached by literacy coaches who had not completed advanced course work in literacy.[11]

2. Effective literacy coaches apply adult learning principles in their work. [1, 2, 13, 14]

Effective literacy coaches also have specialized knowledge about adult learning principles, and they apply those principles when working with teachers.

- Adults are most interested in learning when it has immediate relevance to their job. Thus, the focus of literacy coaching should be on classroom instructional practices that foster literacy development.

- Adults want to be actively involved in the planning, implementation, and evaluation of their learning. Thus, effective literacy coaches work with teachers to develop goals and methods for addressing and assessing those goals.

- Adults learn from reflecting on the problems that arise during the implementation of new knowledge/ skills. Thus, effective literacy coaches guide teachers to reflect deeply on their practice and on the results of implementing new strategies with their learners.

- Adults learn best when they can integrate new knowledge and skills with previous experiences. Thus, effective literacy coaches help teachers understand how new concepts and strategies are similar and different from concepts they know and strategies they are currently learning.

3. Whether working with large groups, small groups, or individual teachers, effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships.[15]

Effective literacy coaches:

- use a variety of strategies to establish rapport and trust as the initial steps in building collaborative relationships (e.g., one-on-one conversations about teaching or student learning in general, attending grade level/team meetings as an interested listener/learner, finding specific resources/materials for a teacher)[16]

- strive to determine the underlying beliefs about literacy of the teachers with whom they are working in order to develop collaborative relationships[17]

- use language when engaging in conversations with teachers that is encouraging and supportive, not evaluative[18]

- position themselves as co-learners[19] and/or facilitators of teacher learning[20]

- are intentional, collaborating with teachers to set specific goals for their work with a respect for teachers' time and expertise. However, literacy coaches also demonstrate flexibility by being open to conversations and questions as they arise—conversations and questions that may lead to more intentional coaching.[21]

- are reflective—regarding their demonstration teaching, their observations of teacher's instruction, and the conversations they have with teachers[22]

4. Literacy coaching is most effective when it is done within a multi-year school-wide or district-wide initiative focused on student learning and is supported by building and district administrators.

Research results indicate that initiatives, including those that involve a literacy coaching component[23], may require three to five years to show impact on student learning.[24]

Support from building and district administrators is evidenced in various ways.

- Teacher participation in activities with the coach is higher when principals:[25]
  - ➤ present the coaches as sources of literacy expertise
  - ➤ actively participate in the professional development sessions designed for coaches and administrators as well as in activities facilitated by the coaches (e.g., modeling instruction, conferring with teachers)[26]
  - ➤ exhibit respect for the coaches as valued professionals
  - ➤ give coaches autonomy over their schedules

- Principals support coaches by:[27]
  - ➤ presenting them as sources of literacy expertise to the teachers
  - ➤ clearly describing and endorsing the coaching foci to the teachers
  - ➤ explicitly encouraging teachers to work with their coach
  - ➤ observing their work with teachers
  - ➤ explicitly communicating to them personally how much their work is valued[28]

5. Effective literacy coaches spend most of their time working with teachers to enhance teacher practice and improve student learning. They make effective use of their time by using a multi-faceted approach to coaching.

Effective literacy coaches:

- Spend time working directly with teachers, helping teachers to align their beliefs with research-informed instructional practices and enhance their:
  - ➤ classroom literacy environments[29]
  - ➤ use of research-informed literacy strategies[30]
  - ➤ implementation of new literacy programs and strategies[31]
  - ➤ use of practices aligned with state standards or curricular initiatives[32]

- Schedule their time so that they are spending as much time as possible working directly with teachers because more coaching with teachers has been associated with higher student achievement at both the school[33] and coach[34] level.

- Spend more time interacting with teachers by using a multi-faceted approach to coaching, carefully determining what types of coaching can be done effectively with large groups, small groups, and individual teachers.[35]

- Consistently monitor the amount of time they spend working with teachers. Time spent on managerial tasks (e.g., maintaining an assessment database, ordering materials) or attending meetings not directly related to their coaching work reduces the time spent addressing literacy initiatives and lowers teachers' perceptions about how helpful coaches are.[36]

6. When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels.[37]

Conferencing. Coaches and teachers hold one-on-one conferences for numerous purposes[38], including the following:

- to determine specific purposes for collaborations between the literacy coach and the teacher

- to analyze the critical instructional elements and benefits of a lesson taught by the coach to demonstrate a specific strategy or scaffolding technique

- to analyze the critical instructional elements and benefits of a lesson taught by the teacher

- to examine and select appropriate texts and materials for specific lessons and/or students

- to evaluate and make changes to the literacy environment of the classroom

- to discuss assessment results to determine instructional needs and plan instruction for the whole class, small groups of students, and individual students, particularly when the teacher is concerned about the progress of one or more students[39]

Modeling. Coaches engage in modeling for numerous purposes, including the following[40]:

- to enable teachers to learn how instructional practices work with their own students, giving them confidence to implement these practices

- to demonstrate how appropriate pacing, scaffolding, and materials contribute to students' engagement and learning

- to provide teachers with opportunities to observe and document students' literacy behaviors and response to instruction

- to demonstrate how to administer assessments and use data to inform instruction

Observing. Coaches engage in observation for numerous purposes, determined in collaboration with teachers[41], including the following:

- to observe and document specific literacy behaviors of students whose progress is of concern to the teacher

- to observe how literacy instructional practices are being implemented across the school to inform future professional development efforts at the school, grade, or individual teacher level

- to observe a teacher's instruction in order to provide support related to various aspects of instruction (e.g., planning, scaffolding, pacing, selecting materials, grouping, assessing progress toward instructional objectives)

Co-planning. Coaches and teachers co-plan[42] instruction in order to:

- help build collaborative relationships as both coach and teacher are seen as important contributors to the process

- ensure that instructional planning includes delineating learner outcomes, selecting appropriate practices, determining grouping options, and developing outcome-based assessment

- inform additional support from the coach which may include modeling, co-teaching, and/or observation of the co-planned instruction

- use assessment data to meet the instructional needs of students

7. Effective literacy coaches are integral members of literacy leadership teams at the school and/or district level.[43]

Literacy coaches serve as literacy leaders within their schools[44] by:

- providing grade/team-level professional development

- collaborating with special educators about literacy instruction for students who have special needs[45]

- serving on school committees that focus on literacy-related and student achievement issues, including being a member of the intervention and student support teams[46]

- working with administrators and other teachers to establish a school-wide literacy vision and to develop/refine and manage the school's literacy program

- analyzing data and helping teachers use the data to make decisions[47]

- serving as a liaison between the district and their schools by attending district-level meetings/workshops and sharing the information with the appropriate stakeholders (e.g., administrators, teachers, support personnel)

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Process for Development and Review

This document was developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. The Task Force included representatives from the following organizations, although their participation does not necessarily indicate endorsement by the organization they represent:

Early Childhood Administrators' Network, MAISA

English Language Arts Leadership Network , MAISA

General Education Leadership Network, MAISA

Kalamazoo Public Schools

Michigan Association for Computer Users in Learning

Michigan Association of Supervisors of Special Education

Michigan Department of Education

Michigan Elementary and Middle School Principals Association

Michigan's Integrated Behavior and Learning Support Initiative

Michigan Reading Association

Michigan State University

Michigan Virtual University

Reading NOW Network

REMC Association of Michigan

Southwest Michigan Reading Council

Technology Readiness Infrastructure Grant

University of Michigan

Feedback on drafts of the document was elicited from other stakeholders, resulting in a number of revisions to the document.

Essential Coaching Practices for Elementary Literacy

Essential School-Wide and Center-Wide Practices in Literacy

Prekindergarten and Elementary Grades. A document of the Michigan General Education Leadership Network (GELN) Early Literacy Task Force

This document was developed by the **Early Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. For a full list of representatives, please see the back page.

g e l n
General Education Leadership Network
a MAISA collaborative

ORGANIZATIONAL PRACTICES

This document is intended to be read in concert with Essential Instructional Practices in Early Literacy, Prekindergarten *and* Essential Instructional Practices in Early Literacy, Grades K to 3. *The systems and practices outlined here provide school-level and program-level support for effective classroom instruction in prekindergarten and elementary literacy.*

Purpose

The purpose of this document is to increase Michigan's capacity to improve children's literacy by identifying systematic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. To meet the needs of all young learners, organizational practices must support literacy development in ways that systematically impact learning throughout elementary schools, early childhood learning centers, and other literacy-oriented learning environments and programs.[1]

Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children.

The practices listed can be used in a variety of educational settings for young children. The document does not specify any particular programs or policies but focuses on research-based practices that can apply to a number of programs and settings. As the local systems and practices occur at the building or center level, it is the responsibility of the school, center, or program leadership to ensure that these systems and practices are implemented consistently and are regularly enhanced through strategic planning.

1. The *leadership team* is composed of instructional leaders committed to continuous improvements in literacy and ongoing attention to data.

Under the guidance of the lead administrator, the school or program leadership team:

- includes members with considerable and current expertise in literacy and early childhood education;
- promotes the implementation of evidence-based, high-quality literacy curriculum, instruction, and assessment aligned across the learning environment;[2]
- develops a vision, mission, set of goals, and educational philosophy that guide school climate and children's learning and that are shared school-wide and aligned across all ages and grade levels, including Pre-K, and across all professional roles for the purpose of continuous improvement;[3]
- maintains a comprehensive system for assessing children's strengths and needs and using that information to inform children's education;[4]
- focuses on multiple points of data and keeps the best interests of children paramount in assessment, knowing the primary purpose is to improve teaching and learning;[5]
- ensures a collaborative problem-solving approach that may include administrators, teachers, parents, aides, reading specialists, library media specialists, special educators, and others as needed;[6] and
- distributes leadership throughout the organization for the purpose of building leadership capacity among all staff.[7]

2. The *organizational climate* reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space.

All adults—administrators, teachers, specialists, aides, and support staff—throughout the organization:

- share and act upon a sense of responsibility for the literacy growth and overall wellbeing of every child that is grounded in the shared belief that every child can and will be successful, regardless of location, demographic, or program funding;[8]
- ensure that the entire learning environment is emotionally and physically safe, such that there are positive adult-child relationships and positive child-child relationships throughout the building;[9]

- support the development of children's independence by engaging them in such practices as planning for their own reading and writing growth, observing and regulating their own reading and writing, and monitoring their own growth toward their reading and writing goals;[10] and
- help all children develop perceptions of competence and self-efficacy in reading and writing through such practices as helping children identify and build on their academic strengths, providing specific feedback to help children grow, and modeling the thoughts and practices of successful readers and writers.[11]

3. The *learning environment* reflects a strong commitment to literacy.[12]

Throughout the learning environment, there is evidence that:

- literacy is a priority (e.g., amount, type, and nature of print experience);[13]
- instruction is built on explicitness, continuity, and responsiveness;
- literacy occurs throughout the day and is integrated into daily math, science, and social studies learning;[14]
- children and teachers are actively engaged with the school library, media center, and library media specialist;[15]
- children regularly read, write, speak, and listen for multiple purposes and across content areas and their written work is made prominently visible;[16]
- books and learning materials reflect diversity across cultures, ethnic groups, geographic locations, genders, and social roles (see also Essential #8);[17]
- guest readers and volunteers (e.g., parents, college students) are recruited and trained to support literacy in an ongoing manner;[18]
- events and activities generate excitement around books and other texts, for example through the announcement of the publication of the latest book in a series and posting of book reviews and recommendations throughout the school; and
- school staff aim to foster intrinsic motivation to read, making only temporary and sparing, if any, use of non-reading-related prizes such as stickers, coupons, or toys, and avoiding using reading and writing as "punishment."[19]

4. Ongoing *professional learning* opportunities reflect research on adult learning and effective literacy instruction.

School, center, and program leaders ensure that professional learning opportunities are:

- data informed so that they meet the needs and best interests of teaching staff and their students;[20]

- focused on the "why" as well as the "how" of effective whole-class and small-group instructional practices, with opportunities for teachers to observe effective practice and to be observed and receive feedback from mentors and coaches;[21]

- driven by a belief that teacher expertise is a strong predictor of child success; [22]

- collaborative in nature, involving colleagues working together (e.g., study groups, collaborative inquiry, and problem solving)[23] and inclusive of other classroom and school staff;

- focused on research-based instructional practices that are age, developmentally, and culturally appropriate and that support children's literacy development (see Essential Instructional Practices in Early Literacy for Prekindergarten and Grades K-3);

- based in an understanding of knowledge and skills to be learned (see Essential Instructional Practices in Early Literacy for Prekindergarten and Grades K-3)[24]

- utilizing current research on motivation and engagement to support children's learning; and[25]

- inclusive of modeling and instructional coaching with colleagues who demonstrate effective practices with children and provide opportunities for teachers to reflect on their knowledge, practice, and goals in an ongoing and continuous manner (see Essentials Coaching Practices in Early Literacy).[26]

5. There is a system for determining the allocation of *literacy support* in addition to high- quality classroom instruction with multiple layers of support available to children who are not reading and/or writing at a proficient level.[27]

School, center, and program leaders ensure that:

- instruction and additional supports are layered across learning environments, including the home, and:

  - are coherent and consistent with instruction received elsewhere in the school day and occur in addition to, not instead of, regular literacy instruction,[28]

  - are differentiated to the individual child's specific profile of literacy strengths and needs,[29]

- highly trained educators are those teaching the children needing the most support;[30] and

- teachers are supported in using and reflecting on analyses of multiple, systematic internal assessments (e.g., universal screening, diagnostic, progress monitoring tools) and observation as appropriate in an on-going basis to: identify individual child needs early and accurately; tailor whole group, small group, and one-on-one instruction; and measure progress regularly.[31]

6. Organizational systems assess and respond to *individual challenges* that may impede literacy development.

School, center, or program systems and leaders ensure that:

- any potential learning, physical, visual, regulatory, and social-emotional needs that require specific conditions and supports are identified;[32]

- all assessments of such needs are culturally unbiased;[33]

- every adult has access to research-informed strategies and tools to address each child's demonstrated needs, including, for example, strategies for improving socio-emotional skills such as emotional understanding and techniques for helping children develop executive function skills such as planning;[34]

- children with significant needs receive coordinated, intensive supports and services that include continued collaboration among teachers, interventionists, family, and others whose expertise is relevant (e.g., special education teacher, school psychologist, school nurse, social worker);[35] and all adults intentionally work to:

  - identify child behaviors that may impede literacy learning and the conditions that prompt and reinforce those behaviors;

  - modify learning environments to decrease problem behaviors;

  - teach and reinforce new skills to increase appropriate behavior and preserve a positive learning environment;

  - draw on relationships with professional colleagues and children's families for continued guidance and support; and

  - assess whether school-wide behavior problems warrant adopting school-wide strategies or programs and, if so, implement ones shown to reduce negative behaviors and foster positive interactions,[36] with particular attention to strategies or programs that have been shown to have positive impacts on literacy development.[37]

7. Adequate, high-quality *instructional resources* are well maintained and utilized.

Leaders and systems within the school, center, or program ensure that:

- teachers have consistent access to resources, including technological and curricular resources, that support research-informed instruction in all components of literacy instruction and that provide continuity across ages and grade levels;

- teachers have appropriate professional development and support for effective use of available technologies, materials, and resources;[38]

- each child has access to many informational and literature texts in the classroom and school, with culturally diverse characters and themes, that they want to read and that they can read independently or with the support of others;[39] and

- well-stocked school libraries and/or media centers, with library media specialists, offer a large collection of digital books, print books, and other reading materials for reading independently and with the support of others to immerse and instruct children in varied media, genres of texts, and accessible information.[40]

8. A consistent *family engagement* strategy includes specific attention to literacy development.

Members of the learning organization engage with families by:

- prioritizing learning about families and the language and literacy practices in which they engage to inform instruction, drawing from families' daily routines that build on culturally developed knowledge and skills accumulated in the home (e.g., inviting families to share texts they read and write as part of their lives at home or at work);[41]

- providing regular opportunities for families to build a network of social relationships to support language and literacy development (e.g., connect families with community organizations that provide access to books or other educational supports);[42]

- working collaboratively, as teachers and specialists, to plan various levels of instructional supports, assess the efficacy of those supports, and adjust accordingly;

- fostering familial and community participation in the education of children and the work of the learning environment;[43]

- empowering families to communicate about and impact the educational environment at school, as well as strengthen the educational environment in the home, regardless of education level, income, or native language of the primary caregivers;[44] and

- offering research-based guidance on how families can support literacy development (see Essential Instructional Practices in Early Literacy for Prekindergarten and Grades K-3).[45]

9. An ambitious *summer reading* initiative supports reading growth.[46]

The school, center, or program supports summer reading development by:

- facilitating opportunities for every child to read books and access texts during the summer, including summer reading programs offered through school and public libraries;[47]

- emphasizing books of high interest to children and offering book selections within the likely range of reading levels within each class;[48]

- providing instruction at the end of the school year to re-emphasize reading comprehension strategies and orient children to summer reading by encouraging use of effective strategies while reading at home;[49] and

- providing structured guidance to parents and guardians to support reading at home, such as by encouraging parents and guardians to listen to their child read aloud, discuss books with their child, and provide feedback on their child's reading.[50]

10. A network of *connections in the community* provides authentic purposes and audiences for children's work and helps facilitate use of quality out-of-school programming.

Connections beyond the school, center, or program walls provide:

- organization-wide and classroom-level partnerships with local businesses and other organizations that facilitate opportunities for children to read and write for purposes and audiences beyond school assignments;[51]

- access to opportunities for individualization, for example through one-on-one tutoring;[52] and

- opportunities for children to develop literacy outside of the school hours, including through engaging in out-of-school time library, community, and school programs in the summer and after school.[53]

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Process for Development and Review

This document was developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. The Task Force included representatives from the following organizations, although their participation does not necessarily indicate endorsement by the organization they represent:

Early Childhood Administrators' Network, MAISA

English Language Arts Leadership Network , MAISA

General Education Leadership Network, MAISA

Kalamazoo Public Schools

Michigan Association for Computer Users in Learning

Michigan Association of Supervisors of Special Education

Michigan Department of Education

Michigan Elementary and Middle School Principals Association

Michigan's Integrated Behavior and Learning Support Initiative

Michigan Reading Association

Michigan State University

Michigan Virtual University

Reading NOW Network

REMC Association of Michigan

Southwest Michigan Reading Council

Technology Readiness Infrastructure Grant

University of Michigan

Feedback on drafts of the document was elicited from other stakeholders, resulting in a number of revisions to the document.

Essential School-Wide and Center-Wide Practices in Literacy

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SAMPLE COMMUNICATION

Sample Letter for Parents of Kindergarten Students

Dear Kindergarten Parents/Guardians,

Being a good reader is critical if a student is going to be successful in school. In 2016, the Michigan Legislature passed the Third Grade Retention Law to ensure that students exit third grade reading at or above grade level, which will affect 2016/2017 Kindergarten students by the time they are in Third Grade. In accordance with this law, and as a means of better informing classroom instruction, districts will be providing Kindergarten through grade three assessments to students across the state. These assessments will identify students who need intensive reading instruction and intervention and will also provide useful information to help teachers tailor instruction to meet individual student needs.

Students in Kindergarten through grade three will be assessed in reading at the beginning, middle, and end of the school year. The law also requires districts provide early and regular written communication to parents of Kindergarten through grade three students who are not meeting proficiency targets. Communication will include information about current services being provided, additional reading supports planned for your child and strategies for you to help your child at home (a Read-At-Home Plan).

All grade three students will be required to take a standardized state assessment at the end of the year to determine promotion to grade four. If your child is reading below grade level at the end of grade three, you will be informed in writing that your child will not be promoted to grade four unless he/she qualifies for a Good Cause Exemption.

Reading proficiency is a strong predictor of future career and college readiness as literacy is embedded in all academic subject areas. Although the school focuses on early literacy throughout the school day, we still need your support. Family engagement plays a vital role in a child's success as a reader.

For more information, please contact (insert your district contact information/school website address).

Sincerely,

Sample Letter to Parents Regarding the Third Grade Reading Legislation

Dear Parents/Guardians:

In order for students to be college and career ready, it is important that they have strong literacy skills. In 2016, the Michigan Legislature passed House Bill No. 4822 to ensure that children who exit grade three are reading at grade level. All children in grade three are required to take a state assessment beginning in the 2019-20 school year. Students must be proficient on this test in reading in order to be promoted to grade four.

This legislation requires that each school administers an ongoing assessment to identify each child's reading progress. These assessments will be administered three times per year, and the first must be administered within thirty days of school beginning. If a child exhibits a reading deficiency, the district will provide an Individual Reading Improvement Plan (IRIP) to address challenge areas and provide training and resources for parents and guardians. The state assessment is administered in the spring of each year in grades three through eight. This test will provide information to inform the state of Michigan whether a child has met reading proficiency expectations in order to be promoted to grade four. For children who are not proficient on the state assessment, the state of Michigan will send written notification to parents/guardians.

If you receive a letter from the state of Michigan stating that your child is being retained in grade three, you have the right as their legal guardian to request an exemption. Your request to not have your child retained should be sent within thirty days of the notification from the state of Michigan. You will receive a written notification to your request within ten business days.

Reading proficiency is a strong predictor of future career and collage readiness as literacy is embedded in all academic subject areas. Although the school focuses on early literacy throughout the school day, we still need your support. Family engagement plays a vital role in a child's success as a reader. As a partner in your child's education, we encourage you to communicate with your child's teacher regarding their progress. We are committed to ensure that your child receives the foundational literacy skills needed to help thrive in our diverse and global world.

For more information, please contact_____.

Sincerely,

Superintendent

Sample Good Cause Exemption Letter from Superintendent

Dear Parents/Guardians:

This letter is in response to a Good Cause Exemption request submitted for your child to be promoted to grade four. In 2016, the Michigan Legislature passed House Bill No. 4822 to ensure that students who exit grade three are reading at grade level. All students in grade three are required to take the Michigan Student Test for Education Progress (M-STEP). Students must be proficient on this test in reading in order to be promoted to grade four. You received a letter from the Michigan Department of Education (MDE) indicating that your child in grade three did not score proficient on the reading portion of the spring M-STEP. Based on this score, your child has been identified as being unable to advance to grade four.

The law also allows for a Good Cause Exemption to be granted if a request is filed within thirty days of receiving the letter from MDE. I am in receipt of your letter and after careful examination, your child qualifies for a Good Cause Exemption in the following area:

- ☐ Your child has an IEP
- ☐ Your child has a 504 plan
- ☐ Your child is limited English Proficient
- ☐ Your child received intensive reading intervention for two or more years, but still demonstrates a reading deficiency and was previously retained in Kindergarten, grade one, grade two or grade three
- ☐ Your child has been enrolled in a district for fewer than two years and there is evidence that your child was not provided with an appropriate Individual Reading Improvement Plan
- ☐ Your child has demonstrated proficiency in math on the state assessment and your child has demonstrated proficiency in science and social studies as shown through a pupil portfolio as determined by the teacher who provided the grade three instruction to your child
- ☐ After reviewing other evidence, I am satisfied that your child will make appropriate progress in grade four and retention in grade three is not necessary.

Thank you for your commitment to your child's education. If you have any questions, please contact _____.

Sincerely,

Superintendent

Sample Good Cause Exemption Letter from Parents to Superintendent

Dear Superintendent:

I have received a letter from the state of Michigan informing me that my child will be retained in grade three for the upcoming school year. I am formally requesting that you consider the following Good Cause Exemption qualifications on behalf of my child, _____.

- ☐ My child has an IEP.
- ☐ My child has a 504 plan.
- ☐ My child is limited English Proficient.
- ☐ My child received intensive reading intervention for two or more years but still demonstrates a reading deficiency and was previously retained in Kindergarten, grade one, grade two or grade three.
- ☐ My child has been enrolled in the district for fewer than two years and there is evidence that my child was not provided with an appropriate Individual Reading Improvement Plan (IRIP).
- ☐ My child has demonstrated proficiency in a math on a state assessment and has demonstrated proficiency in science and social studies as shown through a pupil portfolio as determined by the teacher who provided the grade three instruction to my child.

Thank you for your commitment to my child's education. If any additional documents are required, please contact me.

Sincerely,

Parent

EATON REGIONAL EDUCATION SERVICE AGENCY CONTACTS

Jennifer Eaglin
Early Literacy Consultant
jeaglin@eatonresa.org
517.541.8718

Kaytie Palmiter
Education Consultant
kpalmiter@eatonresa.org
517.541.8935