Third Grade Reading Legislation Guidance

About this Guide

This document is intended only for the purpose of providing general guidance, research and best practices to school districts. In no way should the forms, samples, or suggestions be considered legally binding. For specific questions regarding legal matters or interpretations of this legislation, please contact your district attorney.

This guide was developed with permission from Wayne RESA.

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REGIONAL EDUCATIONAL SERVICE AGENCY
Education Services Department

499 Range Road, PO Box 1500
Marysville, MI 48040
(810) 364-8990 • Fax (810) 364-7474
www.sccresa.org

August 2017

Dear Colleagues,

On October 6, 2016, House Bill 4822 (the third grade reading bill) was signed into law. This law requires that all third grade students who do not demonstrate proficiency on the third grade state summative assessment be retained. The law also delineates tasks and responsibilities for the Michigan Department of Education, ISD/RESAs, local districts and teachers.

In St. Clair County, we've embraced these challenges as an opportunity to create a common vision and expectations for student literacy achievement, implement best practice instructional strategies and share expertise related to differentiating instruction and student supports. An Early Literacy Task Force, composed of members from across the county, was formed to accomplish these goals. The task force has worked diligently to create practical guidance, resources and documents related to the following:

- Timelines and Process for Implementation
- Sample Individual Reading Improvement Plans
- Parent Engagement and Communication
- Guidance for Good Cause Exemptions

I would like to thank the members of the Early Literacy Task Force for so generously sharing their time and talents. Our work will progress during the next several years as we continue to create resources to support literacy instruction and the implementation of the requirements of the third grade reading law.

We hope the tools and resources contained within this toolkit will provide valuable assistance.

Sincerely,

Brenda L. Tenniswood
Director of Education Services

2016–2017 St. Clair County RESA
Early Literacy Task Force Participants

Seventeen educators representing eight local school districts and St. Clair County RESA met in 2016-17 as the Early Literacy Task Force to develop and refine the information in this document.

Name	District
Rachel Card	East China School District
Cindy Compton	Port Huron Schools
Heather Dahl	Cros-Lex Community Schools
Kristin Day	St. Clair County RESA
Mike Domagalski	East China School District
Jennifer Evans	St. Clair County RESA
Susan Hankins	Memphis Community Schools
Kathy Kish	Capac Community Schools
Bill Kryscynski	Yale Public Schools
Dawn Langmesser	Capac Community Schools
Sandy Pavlov	Memphis Community Schools
Kathleen Quain	Marysville Public Schools
Beth Rickerman	Cros-Lex Community Schools
Dave Roberts	Port Huron Schools
Brenda Tenniswood	St. Clair County RESA
Kathy Tricomo	Algonac Community Schools
Catherine Woolman	East China School District

Notes

Sample Process and Communication Documents

3rd Grade Reading Law Process
General Overview

The third grade reading law Public Act 306 requires the retention of third grade students who are found to be reading more than one year below grade level. The law additionally details specific requirements regarding assessing students in grades K-3 including creating an independent reading improvement plan for students who are identified with a reading deficiency. The law allows certain specific good cause exemptions which may be used to void the automatic retention provisions of the law.

Process:

1. Students must be assessed within 30 days of the start of the school year using a screener, and two additional times during the year.
2. Assessment results are analyzed and students with a reading deficiency are identified.
3. When a student has been determined to have a reading deficiency, parents/guardians are notified and an Individualized Reading Improvement Plan will be developed within 30 days of the identification.
4. Written meeting invitation and reading law overview document then will be shared with parents.
5. Staff meets internally to review assessment data and create a draft individual reading improvement plan.
6. Individual reading improvement plan meeting held:
   a. Parent provided with and signs "procedural safeguards"
   b. Parent has opportunity to voice opinion
   c. Opportunities for parent training and support are outlined
   d. IRIP document signed
7. The intervention specified in the IRIP is implemented and student progress is monitored accordingly.
8. If intervention is successful, student is returned to core instruction.
9. If intervention is not successful, student receives additional support (Tier II).
10. If Tier II intervention is successful, student is returned to core instruction.
11. If additional support is necessary, student receives Tier III intervention(s).
12. Students will be assessed at least three times per year.
13. If student is more than one reading level below grade level at the end of grades K, 1, or 2, prior to summer break, a parent meeting will be held:
    a. Summer "at home" reading activities will be provided
    b. Retention requirements will be reviewed
14. If a third grade student is reading more than one year below grade level, consider good cause exemptions. If warranted, complete "good cause exemption" documentation and promote student to fourth grade. Develop an IRIP for student to be implemented in fourth grade.
15. If a good cause exemption is not in the best interest of the student, retain into third grade and notify parents in writing.
16. If parent requests good cause exemption, superintendent or his/her designee considers the request, evaluates the evidence, and issues a final determination in writing.

Sample

ABC Elementary School
1234 Main Street
Your Town, Michigan 40000

(800) 555-1234
Fax (800) 555-5678

Date:

Dear (insert parent's name),

We are committed to helping all of our students become skilled, confident readers who love to read. As part of this commitment, our students' reading progress is regularly monitored throughout the year. Your child, (insert name) has been assessed with (insert assessment). (child's name) is currently reading below expected levels and would benefit from/is in need of additional help.

We would like to invite you to a meeting to discuss how together we can create an individual reading improvement plan and help your child improve his/her reading abilities:

Meeting date:
Meeting time:
Meeting location:

 Please return the bottom portion of this letter indicating your availability.

Sincerely,

Building principal   Classroom teacher
Contact info   Contact info

- -

Student Name:
Parent Name:

Meeting date:
Meeting time:
Meeting location:

❍ I am available to meet at the time/date indicated above
❍ I need to reschedule. Potential dates and times when I am available are:

Reading Matters

A Parent Guide to Michigan's 3rd Grade Reading Law

1 About the law

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 3rd 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 3rd grade if they are one or more grade levels behind in reading at the end of 3rd grade.

2 How schools will help

Your child's school is committed to helping all children become proficient, motivated readers. Your child's reading progress will be closely monitored beginning in kindergarten. If your child's reading is not progressing as expected, a plan for improvement will be created. This plan includes:

- Extra instruction or support in areas of need.
- Ongoing monitoring on reading progress.
- A read-at-home plan that encourages you and your child to read and write outside of the school day and throughout the summer.

Your child will receive regular classroom instruction and additional reading support. Starting in the 2019–2020 school year, in order to be promoted from 3rd to 4th grade, your child must score less than one year behind on the state reading assessment, or demonstrate a 3rd-grade reading level through an alternate test or portfolio of student work. If you are notified that 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 will make the final decision. If you are concerned about your child's reading development, talk to his or her teacher.

3 How parents can help

Here are some suggestions for all parents who want to help their child read well:

- Read with your child every day (even in the summer).
- Listen to your child read.
- Echo read (You read a line, then they repeat).
- Choral read (Read together at the same time).
- Reread or retell favorite stories.
- Talk to your child about the stories you have read.

As you read:

- Ask your child to share what they remember.
- Ask questions about the story.
- Talk about your favorite parts, what you've learned, or who is in the book and what they do.
- Talk about the pictures in the book, and how they connect to words on the page.
- Help connect the stories to your child's life or other books you've read.

And, lastly:

- **Talk with your child often:** Knowing more words helps kids to understand the words they read better.
- **Encourage writing:** Let children write the sounds they hear. Spelling is developmental and a work in progress.
- **Stay involved:** Participate in your child's education and support the reading plan if your child has one.

R E A D

R Repeat the book
E Engage and enjoy
A Ask questions
D Do more

Research shows that reading <u>with</u> your child—not to them—greatly increases children's language and literacy, and puts them on a path to grade level reading.

Watch this video about how to "READ" with your child and try it at home: **https://youtu.be/FjJD1UDwVKg**

"READ" is from the Rollins Center for Language and Literacy, 2017 (www.readrightfromthestart.org). Used with permission.

Contact your building principal for more information and support for your child.

Individual Reading Improvement Plan (IRIP)

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 align with the school's Multi-Tiered System of Support (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 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 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

EVALUATE
Evidence of proficiency

IDENTIFY
Specific need(s)

MODIFY
Instruction and support as needed

ONGOING REFLECTION

TARGET
Need by creating clear and focused objectives

ASSESS
And analyze evidence of success

PLAN
Instruction and interventions that best addresses the needs of the student

K-2 Individual Reading Improvement Plan: SAMPLE

Student Name:	Date of Birth:	Student Grade:
Current Supports:	Classroom Teacher:	Support Teacher:
Date Assessed:	Date IRIP Created:	Other Factors:

Assessments Administered: (Attach or list assessments)

Areas of Strength	Areas of Need
□ Accuracy	□ Accuracy
□ Phonemics Awareness	□ Phonemics Awareness
□ Phonics	□ Phonics
□ Reading Comprehension	□ Reading Comprehension
□ Reading Fluency	□ Reading Fluency
□ Vocabulary	□ Vocabulary
Teacher Comments:	

School Intervention Plan

Core Reading Instruction:
Additional Interventions: (Provided in addition to regular reading instruction)   □ Daily targeted small group OR   □ 1 to 1 reading intervention based on pupil needs   □ Other: _____   □ Provided by:_____
Intervention/Program Name or Description:
Intervention Frequency and Duration:
Metrics of Success: (Expectation, tool and frequency)
Areas of Need Addressed by Intervention:

□ Accuracy
 	
    □ Phonemic Awareness
 	
    □ Phonics

□ Comprehension
□ Fluency
□ Vocabulary

Read at Home Plan:

Recommended Activities:	Frequency and Duration:

☐ Reading aloud: Parent to child
☐ Student reading: Child to parent
☐ Oral language development: Playing oral rhyming games, reading nursery rhymes together, talking And including vocabulary
☐ Letter Identification:
    ☐ Identifying letters in name
    ☐ Identifying additional letters
    ☐ Connecting letter with sounds
☐ Practicing sight words	

	Other:
Materials provided to parent: ☐ Parents' Read-at-Home Plan for Student Success Booklet ☐ Other:	Training provided to parent:

_____   _____
Signature   Date   Signature   Date

_____   _____
Signature   Date   Signature   Date

Third Grade Reading Law Procedural Safeguards

I am aware that my child, _____ has been identified as having a reading deficiency. As a result, an individual reading plan has been created within 30 days of this identification. I have had an opportunity to participate in the creation of the individual reading plan.

I am aware that I am expected to implement the "Read at Home" program detailed above. Further, I am aware that school personnel will be following up to determine if the plan has been implemented and what further supports may be necessary.

Additionally, I am aware that my child may be retained into third grade if he/she does not make satisfactory progress to demonstrate a reading proficiency which is less than one grade level behind expected levels by the end of third grade.

I have expressed a dissenting opinion to the individual reading improvement plan:

       ☐ Yes   ☐ No

If yes, please describe the dissenting opinion:

_____   _____
Parent Signature   Date   Principal Signature   Date

Progress Monitoring Results

Date:	Date:	Date:
Assessment Results:	Assessment Results:	Assessment Results:
Action Steps: □ Student at expected proficiency/level. Intervention no longer required. Student will receive core instruction. □ Student has progressed, but is not at expected levels. Will continue in current intervention. □ Student has not progressed, as expected, additional intervention is required. (List intervention: increased frequency, duration, different instructional strategies, etc.)	Action Steps: □ Student at expected proficiency/level. Intervention no longer required. Student will receive core instruction. □ Student has progressed, but is not at expected levels. Will continue in current intervention. □ Student has not progressed, as expected, additional intervention is required. (List intervention: increased frequency, duration, different instructional strategies, etc.)	Action Steps: □ Student at expected proficiency/level. Intervention no longer required. Student will receive core instruction. □ Student has progressed, but is not at expected levels. Will continue in current intervention. □ Student has not progressed, as expected, additional intervention is required. (List intervention: increased frequency, duration, different instructional strategies, etc.

Monitoring of Efforts to Engage Parents:

Parent Notification Letter Sent	□ Yes □ No	Date:
Participated in development of Individual Reading Improvement Plan	□ Yes □ No	Date:
Parents provided with Read-At-Home Plan	□ Yes □ No	Date:

Parent Contact Log

Date:	Format:	Topic:
Date:	Format:	Topic:
Date:	Format:	Topic:
Date:	Format:	Topic:

Grade 3: Individual Reading Improvement Plan: SAMPLE

Student Name:	Date of Birth:	Student Grade:
Current Supports:	Classroom Teacher:	Support Teacher:
Date Assessed:	Date IRIP Created:	Other Factors:

Assessments Administered: (Attach or list assessments)

Areas of Strength	Areas of Need
□ Accuracy	□ Accuracy
□ Phonemics Awareness	□ Phonemics Awareness
□ Phonics	□ Phonics
□ Reading Comprehension	□ Reading Comprehension
□ Reading Fluency	□ Reading Fluency
□ Vocabulary	□ Vocabulary
Teacher Comments:	

School Intervention Plan

Core Reading Instruction:
Additional Interventions: (Provided outside regular ELA instructional time and greater than time allocated in previous grade levels) □ Daily targeted small group OR □ 1 to 1 reading intervention based on pupil needs □ Other: _____ □ Provided by:_____
Intervention/Program Name or Description:
Intervention Frequency and Duration:
Metrics of Success: (Expectation, tool and frequency)
Areas of Need Addressed by Intervention:

□ Accuracy
   □ Phonemic Awareness
   □ Phonics

□ Comprehension
□ Fluency
□ Vocabulary

Read at Home Plan:

Recommended Activities:	Frequency and Duration:
□ Reading aloud: Parent to child □ Student reading: Child to parent □ Foundation Work □ Oral language development: Playing oral rhyming games, reading nursery rhymes together, talking And including vocabulary	

□ Letter Identification:
  □ Identifying letters in name
  □ Identifying additional letters
  □ Connecting letter with sounds
□ Practicing sight words
	Other:

Materials provided to parent: □ Parents' Read-at-Home Plan for Student Success Booklet □ Other:	Training provided to parent:

_____   _____
Signature   Date   Signature   Date

_____   _____
Signature   Date   Signature   Date

Third Grade Reading Law Procedural Safeguards

I am aware that my child, _____ has been identified as having a reading deficiency. As a result, an individual reading plan has been created within 30 days of this identification. I have had an opportunity to participate in the creation of the individual reading plan.

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I have expressed a dissenting opinion to the individual reading improvement plan:

        □ Yes   □ No

If yes, please describe the dissenting opinion:

_____   _____
Parent Signature   Date   Principal Signature   Date

Progress Monitoring Results

Date:	Date:	Date:
Assessment Results:	Assessment Results:	Assessment Results:
Action Steps: □ Student at expected proficiency/level. Intervention no longer required. Student will receive core instruction. □ Student has progressed, but is not at expected levels. Will continue in current intervention. □ Student has not progressed, as expected, additional intervention is required. (List intervention: increased frequency, duration, different instructional strategies, etc.)	Action Steps: □ Student at expected proficiency/level. Intervention no longer required. Student will receive core instruction. □ Student has progressed, but is not at expected levels. Will continue in current intervention. □ Student has not progressed, as expected, additional intervention is required. (List intervention: increased frequency, duration, different instructional strategies, etc.)	Action Steps: □ Student at expected proficiency/level. Intervention no longer required. Student will receive core instruction. □ Student has progressed, but is not at expected levels. Will continue in current intervention. □ Student has not progressed, as expected, additional intervention is required. (List intervention: increased frequency, duration, different instructional strategies, etc.

Monitoring of Efforts to Engage Parents:

Parent Notification Letter Sent	□ Yes	□ No	Date:
Participated in development of Individual Reading Improvement Plan	□ Yes	□ No	Date:
Parents provided with Read-At-Home Plan	□ Yes	□ No	Date:

Parent Contact Log

Date:	Format:	Topic:
Date:	Format:	Topic:
Date:	Format:	Topic:
Date:	Format:	Topic:

Sample of Expected Instructional Levels

Each district will need to determine instructional level expectations to ensure students are reading at grade level.

Fountas & Pinnell

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C	D	E
		B	C	D
		A	B	C
				Below C
Grade 1	E	G	I	K
	D	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K	L	M	N
	J	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N	O	P	Q
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q	R	S	T
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T	U	V	W
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W	X	Y	Z
	V	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grades 7–8	Z	Z	Z	Z
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y

KEY

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations: Needs Short-Term Intervention
- Does Not Meet Expectations: Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

Heinemann
DEDICATED TO TEACHERS

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10/26/16

TIERED INSTRUCTION FLOW CHART

Tier 1
Classroom Instruction for **ALL** students

Grade level Core instruction including:

*Whole-group lessons

* Small-group lessons

* Individual conferences

Universal Screening for ALL students

Is this student at expected levels?

Use tiered indicators documents to determine need for additional support

Student below grade level expectations recieve Tier II intervention typically within the literacy block.

Who will provide this intervention?

The classroom teacher or a specialists (e.g. reading teacher, ELL teacher, or special educator)

Students receiving Tier II instruction **in addition to** regular Tier I literacy instruction

Go to next column.

Tier II Intervention
instruction for students **below** grade-level expectations

* Small-group lessons (in addition to Tier I small group lessons)

and/or

* Individual Conferences (in addition to Tier I individual conferences)

Is the intervention working?

Use classroom evidence, digging deeper assessments, intervention evidence, and data-driven dilogue to determine student's progress

Yes: Student is showing growth

* If student is showing growth and meets grade-level expectations, dismiss student from Tier II intervention.

* If student is showing growth but is not yet meeting grade-level expectations, continue with Tier II intervention.

No: Student is not showing growth

* Modify Tier II intervention to better meet student's needs **or**

* Determine if Tier III intervention would better meet student's needs.

Go to next column

Tier III Intervention
instruction for students **significantly below** grade-level expectations

Intervention occurs outside of literacy block (in addition to Tier I core instruction)

Who will provide this intervention?

* Highly targeted small-group lessons (in addition to Tier I small group lessons), typically 1-3 students per group

and/or

* Individual conferences (in addition to Tier I individual conferences)

Is the intervention working?

Use classroom evidence, intervention evidence, and data-driven dilogue to determine student's progress.

Yes: Student is showing growth

* If student has made growth and is now working at Tier II levels, move student to Tier II intervention.

* If student is showing growth but is not yet working at the Tier II level, continue with Tier III intervention.

No: Student is not showing growth

Modify Tier III intervention to better meet student's needs.

Notes

Resources

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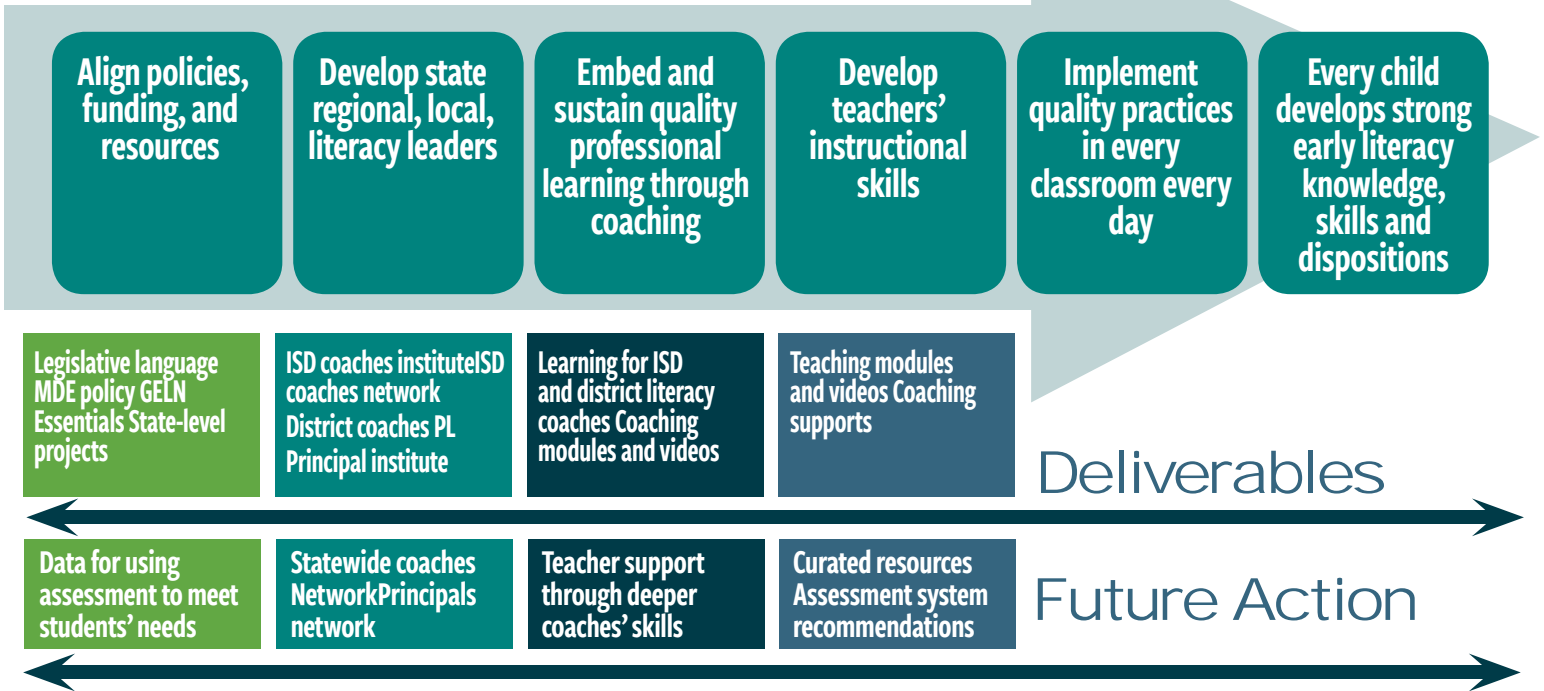**48th for Students** who are Economically Advantaged (source: EdTrustMidwest.org)

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

**maisa** | michigan association of intermediate school administrators
Leadership Innovation Results

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 |

| 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 | **Deliverables** |

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

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.*
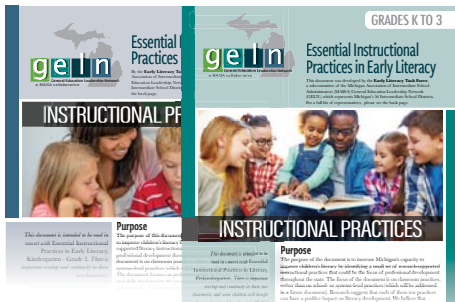
Essential Instructional Practices in Early Literacy Prekindergarten
Essential Instructional Practices in Early Literacy Grades K-3

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.
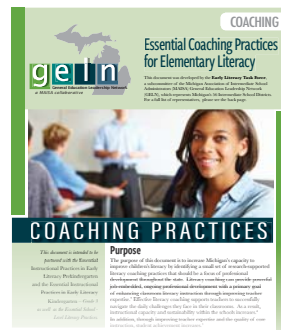
Essential Coaching Practices

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**

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.

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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students in the sixth and seventh grades who read at least 6 books during the summer had greater gains in reading than those who did not, experimental studies of summer reading interventions tend to provide participating students with 6-10 books.

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53 For example, Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. L. (2006, July). Out-of-school-time programs: A meta-analysis of effects for at-risk students. *Review of Educational Research, 76*(2), 275-313; Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

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


Online | **www.migeln.org**   Twitter | **#MichiganLiteracy**   1.9.17

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.
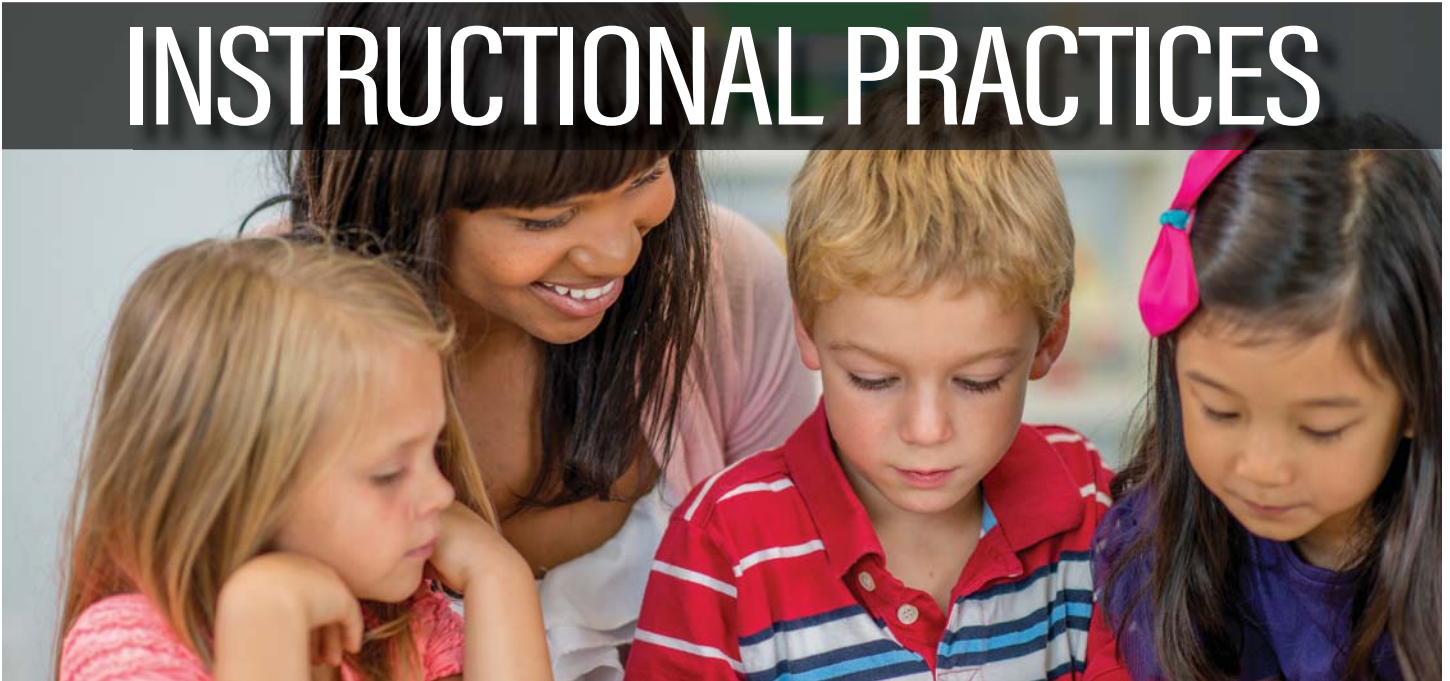
Purpose

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.

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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.

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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

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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

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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.

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Essential Instructional Practices in Early Literacy

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Essential Instructional Practices in Early 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.

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)

1 For example, Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology, 33*, 934-945; Sparks, R. L., Patton, J., & Murdoch, K. (2014). Early reading success and its relationship to reading achievement and reading volume: Replication of '10 years later'. *Reading and Writing, 27*, 189-211.

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4 Michigan Department of Education. (nd). *Michigan K– 12 Standards for English Language Arts.* Lansing, MI: Author. Retrieved February 9, 2016 from: http://www.michigan.gov/documents/mde/K-12_MI_ELA_StandardsREV_470029_7.pdf

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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.

13 For example, Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=19; Connor, C., Morrison, F., Fishman, B., Giuliani, S., Luck, M., Underwood, P., Bayraktar, A, Crowe, E., & Schatschneider, C. (2011). Testing the impact of child characteristics × instruction interactions on third graders' reading comprehension by differentiating literacy instruction. *Reading Research Quarterly, 46*, 189-221; Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17; Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf; Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary grade reading instruction in low-income schools. *The Elementary School Journal, 101*, 121-165; Vellutino, F. R., Scanlon, D. M., Small, S., & Fanuele, D. P. (2006). Response to intervention as a vehicle for distinguishing between reading disabled and non-reading disabled children: Evidence for the role of kindergarten and first grade intervention. *Journal of Learning Disabilities, 39*, 157–169; Kuhn, M. R., Schwanenflugel, P. J., Morris, R. D., Morrow, L. M., Woo, D. G., Meisinger, E. B., . . . Stahl, S. A. (2006). Teaching children to become fluent and automatic readers. *Journal of Literacy Research, 38*, 357–387; Kuhn, M. R. (2005). A comparative study of small group fluency instruction. *Reading Psychology, 26*, 127-146.

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

15 See Foundational Skills Standard #4.

16 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; Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly, 36*, 250-287; Suggate, S. P. (2016). A

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: LLLatoya. Lion also starts with the lll sound: lllion. 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]."

19 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; Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Review of Educational Research, 71*, 393–447; Graham, S., & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review, 81*, 710–744; Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading, 9*, 167-188; Cheatham, J. P., & Allor, J. H. (2012). The influence of decodability in early reading text on reading achievement: A review of the evidence. *Reading and Writing: An Interdisciplinary Journal, 25*, 2223–2246.

20 See Foundational Skills Standard #3 and Language Standard #2.

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22 See Writing Standards #4 through #9.

23 See, in particular, Conventions of Standard English and Knowledge of Language substrands of the Language Strand.

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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.

29 For example, Neuman, S. B. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly, 34*(3), 286-311; 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; Foorman, B. R., Schatschneider, C., Eakin, M. N., Fletcher, J. M., Moates, L. C., & Francis, D. J. (2006). The impact of instructional practices in Grades 1 and 2 on reading and spelling achievement in high poverty schools. *Contemporary Educational Psychology, 31*, 1–29; Reutzel, D. R., Fawson, P., & Smith, J. (2008). Reconsidering silent sustained reading: An exploratory study of scaffolded silent reading. *Journal of Educational Research, 102*, 37–50; Kamil, M. L. (2008). How to get recreational reading to increase reading achievement. In *57th Yearbook of the National Reading Conference*, 31-40. Oak Creek, WI: National Reading Conference.

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

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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

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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

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Reading Now Network

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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 and 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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5 McCarthy, S. J. (2001). Identity construction in elementary readers and writers. *Reading Research Quarterly, 36*(2), 122-151.

6 See, among others, Speaking and Listening, Standard #1

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

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13 See Speaking and Listening, Standard #2

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15 See Writing, Standard #10

16 See Language, Standard #1 and Writing, Standard #6

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18 See Language, Standard #4

19 See Language, Standard #6

20 See Reading Literature and Reading Informational Text, Standard #10

21 See Reading Literature and Reading Informational Text, Standard #4

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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.

geln
General Education Leadership Network
a MAISA collaborative

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Leadership Innovation Results
michigan association of intermediate school administrators

Essential Instructional Practices in Literacy Grades 4-5

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

Third Grade Reading Legislation Unpacked

Public Act 306 of 2016 Enrolled House Bill No. 4822

MDE Shall:

○ Approve three or more valid and reliable screening, formative and diagnostic reading assessment systems for selection and use by school districts and PSAs.

○ Recommend or develop an Early Literacy Coach Model.

Early Literacy Coaches Responsibilities:

○ Model effective instructional strategies for teachers.

○ Facilitate study groups.

○ Train teachers in data analysis and differentiated instruction.

○ Coach and mentor colleagues.

○ Ensure evidence-based reading programs.

○ Train teachers to diagnose and address reading deficiencies.

○ Work with teachers in applying evidence-based reading strategies in other content areas.

○ 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 contents of modeling and coaching in or outside of teachers' classrooms.

○ Increase instructional density.

○ Help lead and support reading leadership teams.

○ Have opportunities to increase their knowledge base in best practices in reading instruction and intervention.

○ Model small and whole group instruction.

○ Not be asked to function in any administrative capacity.

Districts Shall:

○ Select one valid and reliable screening, formative, and diagnostic reading assessment system from the assessment types approved by MDE.

○ Use the assessment to diagnose difficulties and inform instruction and intervention needs.

○ Administer the assessment at least three times per year. The first of which must be administered within the first thirty days of school.

○ Provide an Individual Reading Improvement Plan within thirty days after identification for any pupil in grades Kindergarten through grade three who exhibits a reading deficiency.

○ Ensure that the Individual Reading Improvement Plan shall be created by the teachers, school principal, and parent or legal guardian and other pertinent school personnel.

Third Grade Reading Legislation Unpacked

Public Act 306 of 2016 Enrolled House Bill No. 4822

Districts Shall:

○ 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 correct any reading deficiency at home.

○ Provide intensive development in the five major reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

○ Provide interventions implemented during regular school hours in addition to regular classroom reading instruction.

○ Provide parents, legal guardians, or other providers of care with a "Read at Home" plan for pupils not proficient.

○ Provide training workshops for parents, guardian or care providers regarding the "Read At Home" plans.

○ Provide documentation of efforts by the pupil's school to engage the pupil's parent or legal guardian and whether or not those efforts were successful.

○ Provide documentation of any dissenting opinions expressed by school personnel or parent or legal guardian concerning the Individual Reading Improvement Plan provided for the pupil.

○ Provide Tier I effective instructional strategies necessary to assist the pupil in becoming a successful reader and include one or more of the following:
   - A highly effective teacher of reading as determined by the evaluation system under section 1249.
   - The highest evaluated grade three teacher in the school as determined by the teacher evaluation system under section 1249.
   - A Reading Specialist.

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

   • Daily targeted small group or one to one reading intervention that is based upon pupil needs, determined by assessment data, and on identified reading deficiencies that includes explicit and systematic instruction with more detailed and varied explanations.

   • Administration of ongoing progress monitoring assessments.

○ Provide Tier II reading intervention intended to correct deficiencies that is:

   • Evidence based and has provided results within the same school year.

   • Provides more dedicated time than the pupils' previous school year in evidence based reading instruction an intervention.

   • Provides daily targeted small group or one to one reading intervention based upon pupil needs.

   • Provides administration of ongoing progress monitoring.

   • Provides supplemental evidence based reading intervention delivered by a teacher, tutor or volunteer with specialized reading training before, after or during the school hours, but outside the regular English Language Arts classroom time.

   • Supplemental evidence based reading intervention delivered by a teacher or tutor with specialized reading training that is provided before school, after school, and during the school day but outside of regular ELA classroom time.

Third Grade Reading Legislation Unpacked

Public Act 306 of 2016 Enrolled House Bill No. 4822

Districts Shall:

- Beginning June 4, 2019, if a school district or public school academy cannot furnish the number of teachers needed to satisfy one or more of the criteria set forth in this section, related to staffing, then by August 15 (before the beginning of that school year) the school district shall develop a staffing plan for providing services.
- Beginning in 2020, not later than September 1 of each year, a school district or PSA shall submit a retention report to CEPI in the form and manner prescribed by the Center.

English Learners Shall Be Provided:

- 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 (Principals) Shall for Teachers in Kindergarten through Third Grades:

- 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 that time is provided for teachers to meet for PD.
- Utilize, at least, the early literacy coaches provided by the ISD.

Beginning in 2019-2020:

- A student may not enroll in grade four until one of the following occurs:
  - A 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.

Third Grade Reading Legislation Unpacked
Public Act 306 of 2016 Enrolled House Bill No. 4822

Beginning in 2019-2020:

- A child younger than ten years of age who 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 dept. 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.

- By May 23 of each year, the department shall provide CEPI with grade three Assessment Scores for every grade three pupil.

- CEPI shall identify each pupil completing grade three that year who is subject to third grade retention and shall notify parents and legal guardians that the child will be retained in grade three.

Good Cause Exemptions May Be Granted If:

- Student has an IEP
- Student has a 504 plan
- Student is limited English Proficient
- Student 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.
- Student has been enrolled in a district for less than two years and there is evidence that the pupil was not provided with an appropriate Individual Reading Improvement Plan.
- Parent or legal guardian has requested a good cause exemption within the time period provided and the superintendent or designee grants the request.
- Parents and Legal Guardians have the right to request a good cause exemption.
  - Must be requested within thirty days after the date of the notification by CEPI.
  - Parent or Legal Guardian has a 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.
- Student has demonstrated proficiency in all subject areas assessed on the grade three state assessment other than ELA as evidenced by his or her scores on those assessments. In addition, the student has also 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 the pupil in science and social studies.
- Superintendent or designee chooses to grant a good cause exemption to promote the pupil to grade four without meeting the requirements.

- The Superintendent, chief administrator, or designee shall review the request and any supporting information and shall consider whether or not the good cause exemption is in the best interest of the pupil. After deliberation a determination will be made and communicated in writing. This determination shall be communicated at least thirty days before the first day of school. The decision of the superintendent or chief administrator is final.

Implementation Timeline and Overview

3rd Grade Reading Legislation Timeline 2017-2018 School Year

SEPTEMBER – OCTOBER 2017
Administer the first reading assessment within the first 30 school days

SEPT.

OCT.

NOW THROUGH OCTOBER 2017– IF A CHILD IS READING BELOW GRADE LEVEL

- Provide written notice to the pupil's family of 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 within 30 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

OCTOBER – NOVEMBER 2017
Provide training workshops for parents, guardians, or care providers regarding the Read at Home Plans during IRIP meeting and/or Parent Literacy Night, etc.

NOV.

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 3

- 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 3 teachers

JUNE

JUNE 2018
Staffing plan

3rd Grade Reading Legislation Timeline 2019-2020 School Year

CONTINUING FROM THE 2018–2019 SCHOOL YEAR

BEGINNING 2019-2020
CEPI shall identify each pupil completing grade 3 that year who is subject to not being advanced to Grade 4

CEPI shall notify parents and legal guardians that the child will be retained to Grade 3

SEPT.

BEGINNING 2019-2020
A student may not enroll in Grade Four until one of the following occurs:

- A 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 a 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

A child younger than ten years of age who 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 scored at least proficient on the Math M-Step

BY MAY 23, 2020
By May 23 of each year, MDE shall provide CEPI with grade 3 assessment scores for every Grade 3 pupil

MAY

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

AUG.

BY SEPTEMBER 1, 2020
Retention Report due to CEPI

SEPT.

Notes

Retention / Promotion Timeline

3rd Grade Retention and Promotion Processes

Beginning in 2019-2020, MDE will provide CEPI (Center for Educational Performance and Information) state assessment data within fourteen days of finalized scores. CEPI will then notify parents and school districts of students who are subject to retention because they did not achieve a score of at least proficient in ELA on the third grade state assessment. Parents will be informed that their child may enroll in fourth grade if the child demonstrates third grade reading proficiency within a student portfolio or on an alternative standardized reading assessment.

Additionally, parents of students at risk of retention may request a Good Cause Exemption within thirty days of CEPI's notification. Good Cause Exemptions may be granted for a variety of reasons, including: the student has an IEP or 504 plan, the student is an English Learner who has had less than three years of instruction in an EL program, the student was previously retained and has been receiving intensive reading intervention for two or more years, the student has been enrolled in his/her current school for less than two years and did not receive an appropriate individual reading improvement plan at the previous school, and/or the parent requested a Good Cause Exemption within thirty days of the CEPI notification.

Avoid retention by:

1	2	3	4
Demonstrating proficiency on STATE ASSESSMENT	Demonstrating proficiency on ALTERNATIVE ASSESSMENT	Demonstrating proficiency through a PORTFOLIO	Qualify for a GOOD CAUSE EXEMPTION

Allowable Reasons for Good Cause Exemptions

1 The student has an individualized education program or Section 504 plan (based on federal law), whose team decides to exempt the student from specified retention requirements.

2 The student is a limited English proficient student who has had less than three years of instruction in an English language learner program.

3 The student has received intensive reading intervention for two or more years but still demonstrates a deficiency in reading and was previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3.

4 The student has been continuously enrolled in the current school district or charter school for less than two years and there is evidence that the student was not provided with an appropriate Individual Reading Improvement Plan (IRIP) by the previous school.

5 The student's parent or guardian has requested a Good Cause Exception within the required time period and the superintendent, chief administrator, or designee determines that the exemption is in the best interest of the student.

6 Student is proficient in all subjects except reading.

7 Satisfactory portfolio completion by student.

8 The teacher requests with supporting documentation.

Good Cause Exemption District Responsibility Checklist

Retention / Promotion

1 Confirm CEPI letter has notified school(s) and parents of students to be retained **no later than June 1** of each year.

2 A school district or charter school should make its own notification to a parent or guardian. The notification must clearly state that: Based on standardized testing, the student may be retained in Grade 3, but may achieve promotion based on an alternative assessment or student portfolio. The parent or guardian may request a good cause exemption, within 30 days of notification by CEPI.

3 By September 1 of each school year, submit retention reports to CEPI, containing information on the number of students retained in Grade 3 and the number of students promoted to Grade 4 under Good Cause Exemptions.

District Procedure for Good Cause Exemption
The superintendent or chief administrator or their designee would:

1 Review the request of parent or teacher and supporting information.

2 Discuss the recommendation with the student's Grade Three teacher and individualized education program team (if applicable).

3 Determine whether the exemption is in the best interest of the student.

4 At least 30 days before the start of school, provide a determination in writing, whether or not to recommend a Good Cause Exemption.

Sample

ABC Elementary School
1234 Main Street
Your Town, Michigan 40000

(800) 555-1234
Fax (800) 555-5678

Third Grade Retention Good Cause Exemption Request
Public Act 306

Student Name (first, last):	
Elementary School Student Attends:	
Parent Name (first, last):	
Parent Address:	
Parent Phone:	

Rationale for request:
Please state the specific reasons why promotion to fourth grade is in the best interest of your child:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Supporting documentation:

Provide documents/data which supports your reason(s) stated above:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

◯ I am aware that the decision by the district is final and not subject to appeal.

Signature: _____ Date Signed: _____

Date Request Received by Superintendent or Designee:_____

Received By: _____

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.

Good Cause Exemption
Frequently Asked Questions (FAQ)

The following FAQ concerns the Good Cause Exemptions regarding promotion to 4th Grade for students not meeting academic requirements.

Q **What documentation must be kept for intervention and Good Cause Exemptions?**
The school/district will maintain forms and supporting documentation. This documentation may be kept electronically, but it must be readily available for review by the state of Michigan.

Q **Who determines if intensive reading remediation has been delivered?**
The district will determine if the documentation supports whether or not that intensive reading interventions have been provided.

Q **Do English Learners (ELs) who have been in a school in the United States for two years or longer have to pass the 3rd Grade Reading Summative Assessment?**
Yes. ELs who have been enrolled in a school in the United States for two years or more must demonstrate proficiency on the state assessment.

Q **How would an EL student qualify for a good cause exemption?**
The Good Cause Exemption portion of the legislation addresses ELs and does not require prior retention to be applied. ELs must pass the Third Grade Reading Summative Assessment to be promoted to fourth grade unless they have had less than two years of instruction in an English language program.

Q **What is the pass/fail cut score for the 3rd Grade Reading Summative Assessment?**
The cut score for pass/fail will be determined by the state of Michigan.

Q **Is there a timeline for requesting a Good Cause Exemption?**
Parents should apply for Good Cause Exemptions within thirty days after the date of the notification by the state of Michigan.

Q **What is the difference between Good Cause Exemption for general education students and students with disabilities?**
Students with an IEP may be exempt from retention based upon specific criteria. General education students must have received two years of intensive reading intervention and have been previously retained.

Q **Who makes the final decision about Good Cause Exemptions?**
The superintendent or designee makes the final decision about Good Cause Exemptions.

Q Can parents appeal a retention decision?
A parent or legal guardian has a right to request a meeting with school officials to discuss the retention requirement under state law within thirty days of the state of Michigan retention letter.

Q How soon will parents know if their Good Cause Exemption request has been approved?
The Superintendent, chief administrator, or designee shall review the request and any supporting information and shall consider whether or not the Good Cause Exemption is in the best interest of the pupil. After deliberation, a determination will be made and communicated in writing. This determination shall be communicated at least thirty days before the first day of school. The decision of the superintendent or chief administrator is final.

Q How do schools address students who were previously retained and are not proficient on the state assessment, but do not qualify for a Good Cause Exemption?
If the student has been retained and has received intensive reading intervention, as required by law, the student will qualify for a Good Cause Exemption.

Q What can schools share with parents who are refusing for their students to participate in the third grade reading summative assessment?
In accordance with state law, the third grade reading summative assessment is required for promotion to fourth grade, unless proficiency is demonstrated by alternative assessment or portfolio.

Q Can parents choose to have their child retained if the superintendent approves promotion based on the Good Cause Exemption?
Parents can request that their child be retained even if the child qualifies for a Good Cause Exemption.
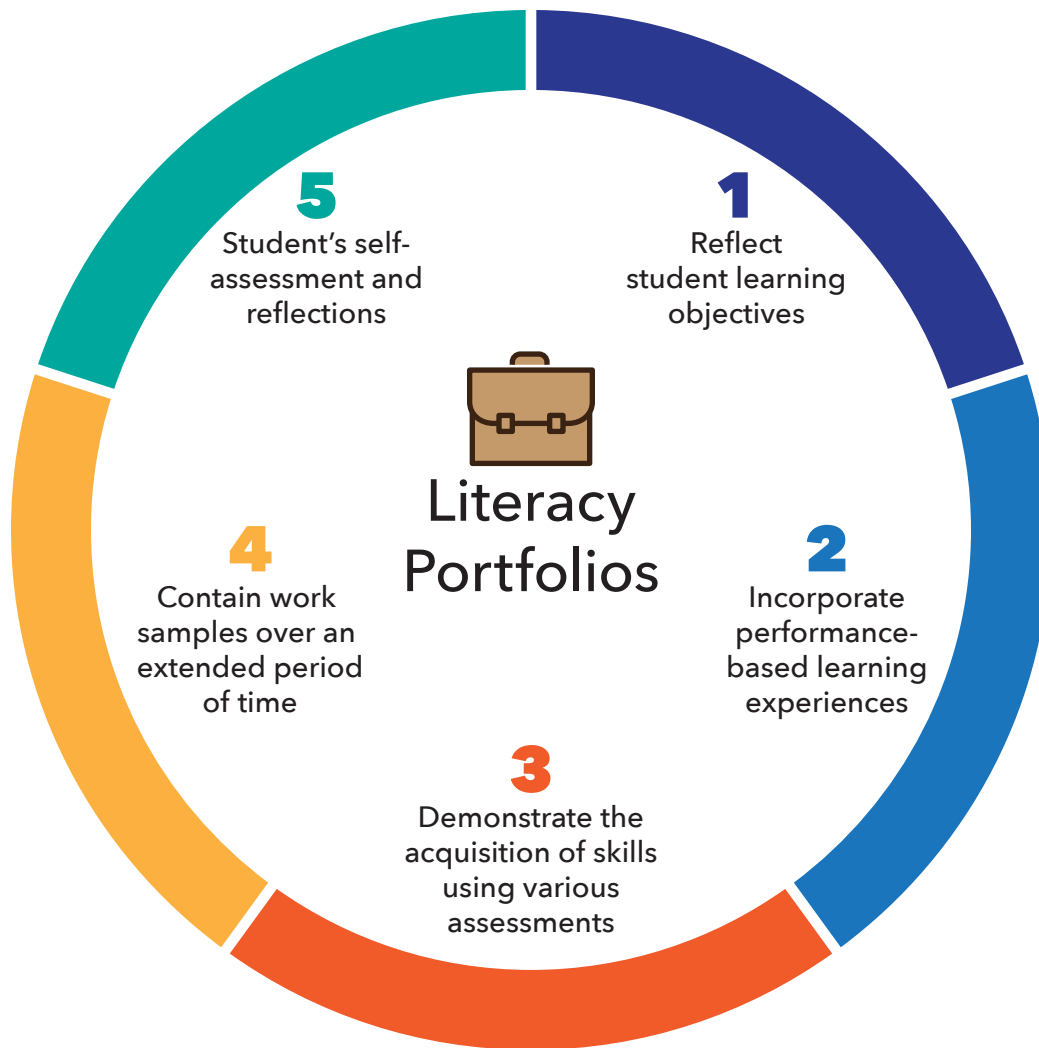

Q A student transfers in from out-of-state, or from a private nonpublic school and seeks to enroll for the first time in a school district or public school academy in grade four, does this student qualify for a Good Cause Exemption?
A third grade student or younger than ten years of age will not be promoted unless they achieve a grade three proficient reading score, demonstrates proficiency through a pupil portfolio, or on an alternate assessment.

Q When can I expect a letter of retention?
A letter would be sent by the state of Michigan for students who do not meet the reading proficiency requirement after the spring state assessment, no later than June 1 of each year or fourteen days after the state of Michigan receives the state assessment scores.

Literacy Portfolios

1 — Reflect student learning objectives

2 — Incorporate performance-based learning experiences

3 — Demonstrate the acquisition of skills using various assessments

4 — Contain work samples over an extended period of time

5 — Student's self-assessment and reflections

Qualifying Artifacts for Student Portfolios (optional)

To be considered compliant in meeting the Michigan Third Grade Reading Legislation Law, we highly recommend that the Individual Student Reading Portfolio include multiple artifacts for demonstrating mastery of the required reading skills as well as evidence of the following components, to be considered complete.

COMPONENT 1: Evidence of Benchmarking and Progress Monitoring—Evidence of completion of benchmarking and progress monitoring measures using alternative assessment data sources as identified by the Michigan's Acceptable Tools for Early Literacy Educators list. The student's District Portfolio Report, which can be generated using Illuminate, can be used as evidence.

COMPONENT 2: Evidence of Proficiency Based on Michigan Academic Standards—Documentation of an Individual Reading Improvement Plan (IRIP) will serve as evidence of targeted support and student progress. Districts can choose from multiple samples of Individual Reading Improvement Plans provided on pages 13–18. Districts may opt to create a District Portfolio Report using the form letter function available within custom reporting in Illuminate.

In addition to the above required components, more evidence can be documented to be considered exemplar.
Standardized reading assessments do not always depict a student's actual reading level or skill. Portfolios, when used appropriately, provide a structure for representing a child's ability and can help educators determine a child's overall proficiency. Portfolios are defined as purposeful collections of student work that precisely showcase students' efforts, progress,

or achievement in a specific content area (Arter & Spandel, 1992). While a portfolio can serve a variety of purposes, the goal of this document is to focus on creating an intentional process of collecting artifacts that clearly and definitively illustrate a child's ability to read at grade level. With this in mind, a literacy portfolio can take on many forms; but it should be more than a collection of student work. A literacy portfolio must accurately depict the child's overall reading strengths and weaknesses.

While individual approaches to portfolio development may differ, there are commonalities amongst effective literacy portfolios. For example, portfolios may reflect Student Learning Objectives (SLOs), focus on performance-based learning experiences, display the use of a variety of assessment tools to demonstrate the acquisition of reading skills and attitudes, and contain work samples over an extended period of time (Missouri Department of Education, 2017). It is also suggested that a student's self-assessment and/or reflections be included within the portfolio. These student artifacts provide insight into the child's metacognitive processes and abilities, critical for gauging a child's literacy level.

Districts and schools are encouraged to establish specific guidelines regarding the evaluation of the literacy portfolios. It is important to consider who will be assessing the portfolios and what protocols they follow when determining proficiency. This process should be thoughtfully designed and transparent, to ensure consistency.

The District's Promotion Recommendation Form must be completed and signed by the primary reading teacher and the principal verifying that the student's portfolio is an accurate representation of the student's work, assessments, and reading skills.

DISTRICT REPORT—THIRD GRADE PORTFOLIO

According to the Michigan Third Grade Reading Legislation, a student may achieve promotion based on a district-approved alternative assessment or student portfolio.

Districts may create a customized report in Illuminate, that fulfills the minimum requirements of a Third Grade Portfolio, which would include state assessment data and the district's alternative benchmark literacy assessments and expectations.

To create a customized district report for a Third Grade Portfolio, follow the steps below:

1. Identify benchmark literacy assessments and expectations for Third Grade.
2. Contact St. Clair County RESA or see the Appendix for detailed instructions.

Sample

ABC Elementary School
1234 Main Street
Your Town, Michigan 40000

(800) 555-1234
Fax (800) 555-5678

District Portfolio Report

Student Name: _____   Date: _____

Student Number: _____   Date of Birth: _____

Your child, _____, did not score proficient in reading on the M-Step. While we take this data seriously, our district does not believe that any one test can accurately depict a child's ability; therefore, we have compiled the following data for your review.

Based on a careful examination of assessment data, your child, _____, is currently not reading at grade level. Michigan state law requires that any child not reading at grade level by the end of third grade shall be retained. At this time, your child is scheduled to be retained. This means he/she will be repeating third grade during the next school year. In order to ensure a positive experience for your child, our district will guarantee that your child will be placed with a highly effective teacher with a strong background in reading instruction. If you disagree with this report, you have until_____ to file a Good Cause Exemption for your child. This form can be found at_____ . If a Good Cause exemption is not filed with the superintendent by this date, your child will automatically be enrolled in third grade for next school year.

Your child's overall score in ELA M-STEP	
	KEY: 1: Not Proficient 2: Partially Proficient 3: Proficient 4: Advanced

Your child's overall score in Math M-STEP	
	KEY: 1: Not Proficient 2: Partially Proficient 3: Proficient 4: Advanced

Your child's score on the Developmental Reading Assessment

Our district has decided that in order to be proficient in reading, a child must score at least 40.

Science Grade

Your child's score on the MAP Test

Our district has decided that in order to be proficient in reading, a child must have a RIT score of at least 203.

Social Studies Grade

Please select one of the choices below, sign, and return:

☐ I have reviewed this report **and understand that my child will be retained in the third grade for the next school year and consent** to this decision.

☐ I have reviewed this report and disagree with the decision to retain my child. **I plan to file for a Good Cause Exemption.**

Signature: _____   Date: _____

Notes

Notes

St. Clair County
RESA
REGIONAL EDUCATIONAL SERVICE AGENCY

499 Range Road, PO Box 1500
Marysville, MI 48040
(810) 364-8990
www.sccresa.org

Kevin Miller, Ph.D.
Superintendent
(810) 455-4035
miller.kevin@sccresa.org

August 2017