



Literacy Task Force



February 17th

Connection



3...2...1... Literacy Edition

3 places you love to read

2 genres you gravitate towards

1 book you've read multiple times



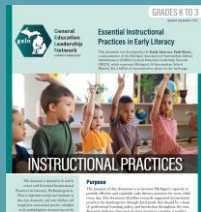
Tonight's Outcome

By the end of this taskforce meeting,

- Participants will collaboratively prioritize potential high-leverage literacy strategies for Tier I/Core instruction.
- Participants will provide feedback on content and formatting for strategy one-pagers



Literacy Guide



Grounding Documents



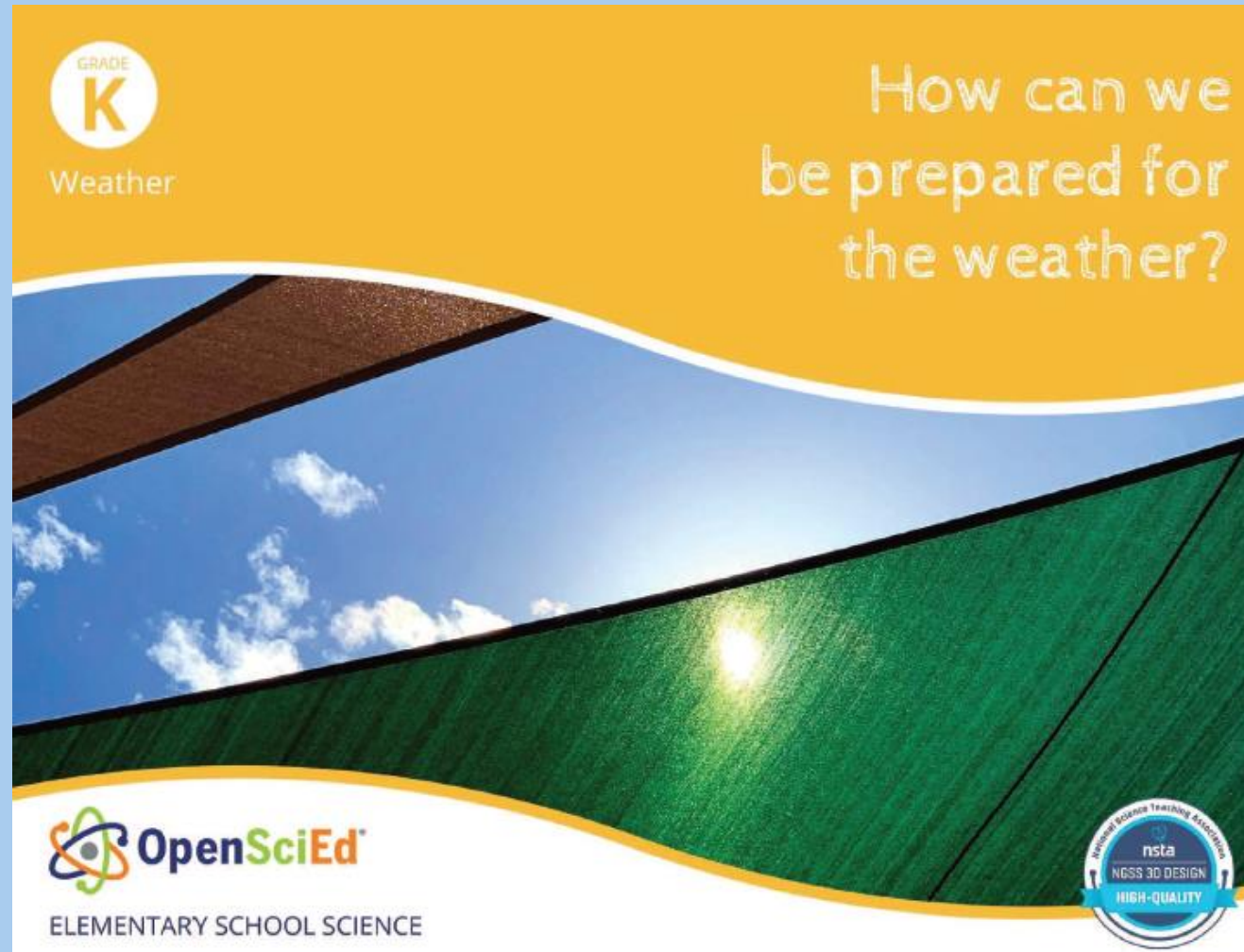
Foundational Skills



Integrated Units

Literacy One-pagers

Integrated Units- Work for grade level teams



Consortium model

- Started in 2018 w/ 10 partner states including WA
- Built from ground up by teachers and researchers to meet Next Gen Science Standards



The BSCS Science Learning Team



The Northwestern University Team



The Michigan State University Team



The Carolina Biological Supply Team



The Horizon Research, Inc. Team



The Oakland University Team



The University of Texas at Austin Team



The University of Michigan Team

Instructional Model

Mirrors PYP Inquiry Cycle



ANCHORING PHENOMENON LESSON

- We share an experience.
- We create a shared record of our questions.



INVESTIGATION LESSONS

- We develop evidence to explain parts of the phenomenon.
- We synthesize what we've figured out along the way.



PUTTING THE PIECES TOGETHER LESSONS

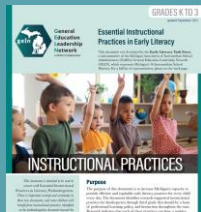
- We come to consensus on a more complete explanation of the phenomenon.
- We answer our questions!



Integrated Units- Work for grade level teams

5th Grade	Review Open Sci Ed Literacy Connections	Write in NEW ELA Standards to integrate	Instructional Strategies	Other: Ideas, questions, connections
	Reading Foundational Skills	Reading: Print Environment and Foundational Skills - identify/explicit text - make connections based on images, tell stories	Interactive Read Aloud - read - morphology - context: picture, sound, map	Dedicating the time to vocab development - in order to improve conversation - texts beyond
	Reading Informational Text CSS-ELA-LITERACY.RI.3.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. CSS-ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Reading: - ^{over personal connections} ~~comprehending and interpreting texts~~ - ^{to make sense of text} ~~infer and predict~~ - checking them - ^{against the text} ~~analyze the text~~ - ^{relevant to details} ~~synthesize~~ - relevant to details - ^{relevant to details} ~~synthesize~~ - relevant to details Analyzing, Evaluating, and Using Texts - ^{summarize what text is about} ~~analyze the text~~ - ^{identify main idea referring to details} ~~analyze the text~~ - ^{explain impact of visual elements on understanding} ~~analyze the text~~	Close reading - reading response - interactive read aloud - independent/partner reading - think maps/drawings/dictation	What's provided? - what should I bring? - what can I integrate into it all? - re-imagined picture book covers - (imagine book cover if there were no water protectors)
	Writing	Writing Purposes and Products - compose descriptions - inform about observations Plan and Generate Ideas - choose material from research - determine process/steps needed to complete - identify what writer knows/ Draft and Establish Voice and Style - develop topic w/ facts/definitions - support opinion w/ facts/details Revise and Edit - re-read - say what want? - determine whether it improves understanding Share and Publish - identify who can access & makes feel	Interactive write - Draw dictation - Heart map - shared writing - genre - opinion - Think maps - Note taking - Indep. write - Read Response - Mentor texts	re-imagined picture book covers - (imagine book cover if there were no water protectors)
	Speaking and Listening CSS-ELA-LITERACY.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	Speaking, Listening and Digital Forums: Discussion - summarize points of agreement/disagreement - explain what they understood from others/ - Collaboration: contributions are to clarification, not to a final answer	Active to teach discussion strategies - separate from water content - relatable topics	
	Writing	Writing: Writing Purposes and Products - express opinion - compose descriptions - inform about observations Plan and Generate Ideas - choose material from research - determine process/steps needed to complete - identify what writer knows/ Draft and Establish Voice and Style - develop topic w/ facts/definitions - support opinion w/ facts/details Revise and Edit - re-read - say what want? - determine whether it improves understanding Share and Publish - identify who can access & makes feel	Writing: Writing Purposes and Products - express opinion - compose descriptions - inform about observations Plan and Generate Ideas - choose material from research - determine process/steps needed to complete - identify what writer knows/ Draft and Establish Voice and Style - develop topic w/ facts/definitions - support opinion w/ facts/details Revise and Edit - re-read - say what want? - determine whether it improves understanding Share and Publish - identify who can access & makes feel	Interactive write - Draw dictation - Heart map - shared writing - genre - opinion - Think maps - Note taking - Indep. write - Read Response - Mentor texts

Literacy Guide



Grounding Documents



Foundational Skills



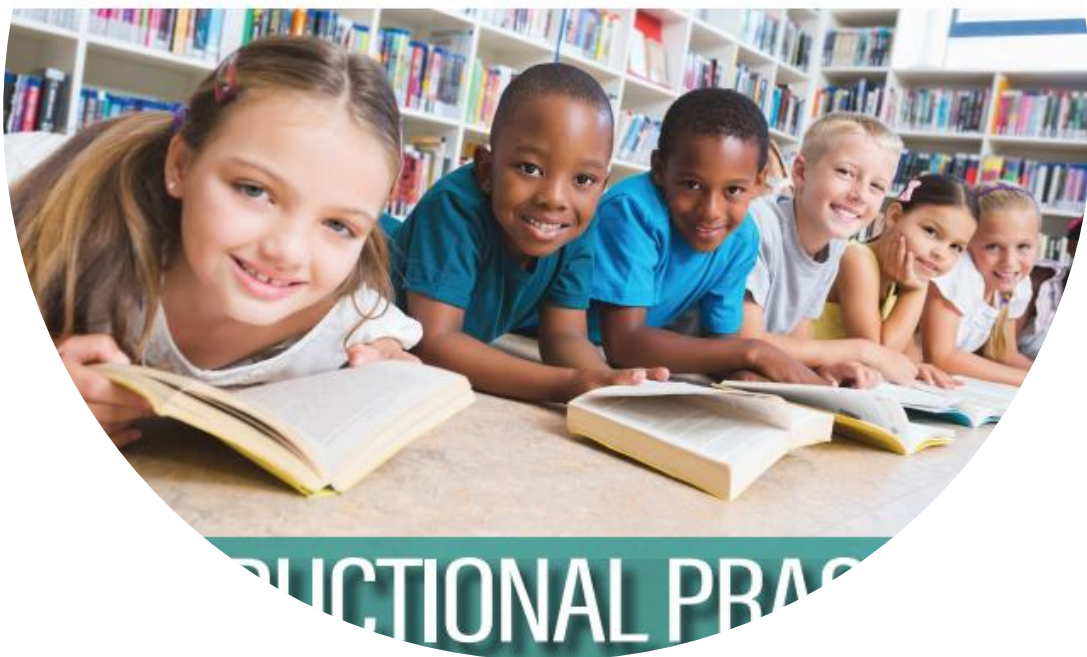
Integrated Units

Literacy One-pagers



Essential Instructional Practices in Literacy

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



Literacy One-Pagers

Bringing the Essential Practices to Life!!



7. Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge¹⁷

The teacher engages in:

- Teaching morphology (e.g., common word roots, inflections, prefixes, and affixes) and syntax¹⁸
- 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 instruction¹⁹
- 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 reading²⁰
- 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 purposes²¹

Literacy Guide



PK-5 Interactive Read Aloud

Teachers read texts aloud while actively engaging students through purposeful conversations and questions, transforming passive listening into active learning. This approach builds comprehension, vocabulary, critical thinking, and a love of reading for all students.

Before Implementation

Select High-Quality, Grade-Appropriate Texts:

- Choose books that align with your instructional goals while centering Black, Indigenous, and People of Color (BIPOC) voices and experiences.
- Consider texts that offer rich language, engaging illustrations, and content that connects authentically to students' lives and experiences.

Plan Strategic Stopping Points, Questions:

- Identify 3-5 places in the text where you'll pause to think aloud, ask questions, or invite student responses, and mark where students will "turn and talk."
- Prepare open-ended questions that encourage students to make predictions, infer meaning, make connections, and analyze characters or concepts through an authorial lens.
- Determine which vocabulary words you will teach.

Establish Clear Learning Objectives:

- Determine what you want students to learn from this read aloud experience—whether it's understanding text structure, building background knowledge, practicing comprehension strategies, exploring themes and author's craft.
- Write your objectives in kid-friendly language and share them with students so they understand the purpose of the reading.



During Implementation

Introduce the text: Begin by introducing the book—discuss the cover, title, and activate students' prior knowledge about the topic or genre while connecting to your focus during this reading.

Establish expectations for participation such as using turn-and-talk with partners (Partner A and Partner B with potentially different discussion goals), raising hands for questions, or using agreed-upon signals for responses.

Read with Signation and Purpose: Pause at pre-planned stopping points to model your thinking through think-alouds. Introduce key vocabulary, invite students to share their thinking and questions in brief discussions, and maintain story flow by consistently returning to your established focus.

After Implementation

Facilitate Reflection, Synthesis, and Understanding:

- After completing the read aloud, guide students to reflect on the entire text by discussing the main ideas, themes, or lessons learned.
- Invite students to share their favorite parts, make personal connections, and discuss how their thinking changed throughout the reading.
- Provide Multimodal Response Opportunities—drawing, writing, dramatic play, or discussion—allowing them to process and demonstrate their understanding. Have students write or draw their thinking in reading notebooks or complete graphic organizers that capture both their comprehension of the story and their reflections.

Interactive Read Aloud con't

Assessment

PK-2

Primary mind/work/heartwork rubric
turn/talk observations

3-5

Mind/work/heartwork rubric
Reading response rubric

Going Deeper

- Consider how to read the book across multiple days and plan a text set that includes picture books, interviews, images, newspaper articles, podcasts, websites, artwork, and songs to deepen understanding.

- Consider creating a modified observation chart to engage and spark student interest.

- Develop an "authorship" slide that includes the author's lived experiences and social-cultural identities, or introduce the author and illustrator with a photo.

All One-pagers Include-

1. Introduction
2. Implementation Steps- Before, During, After
3. Assessment Strategies- Formative
4. Going Deeper

Differing grade level depending on strategy
PK-2/3-5, PK-5, etc.

Support Page



▼ Comprehensi...

Interactive...

Close Readi...

Shared Rea...

Shared Rea...

Reading Re...

Text Sets

Independen...

Independen...

➤ Vocabulary

➤ Writing

Interactive Read Aloud (Pk-5)

Friday, August 15, 2025 1:11 PM

Research	
Implementation Video	
Language-Speaking and Listening	
Scaffolds and Differentiation	
Assessment Resources	
Student Samples (by grade level)	



Protocol for Prioritizing One-Pagers



- What are our essential strategies that warrant a one-pager?
- What are our Bellingham “hold-tight” strategies?
- What if we focused on just 10? Which 10?

Writing

- Interactive Writing
- Reading Response
- Shared Writing
- Book Making
- Guided Writing
- Mentor Texts
- Thinking Maps
- Note Taking
- Independent writing
- Drawing and Dictation
- Coop strip paragraph
- Genre Writing
- Writing Process

Comprehension

- Interactive Read Aloud
- Close reading
- Reading response
- Partner Reading
Paragraph Shrinking
- Independent reading
- Text sets
- Flexible strategy use
- Guided reading
- Small group instruction

Vocabulary

- Cognitive Content Dictionary
- Total Physical Response (TPR)
- Tiered Vocabulary
- Morphology Integration
- Semantic Word Gradient
- Word Map
- Picture Dictionary

Feedback Continued...

PK-5 Interactive Read Aloud

Teachers read texts aloud while actively engaging students through purposeful conversations and questions, transforming passive listening into active learning. This approach builds comprehension, vocabulary, critical thinking, and a love of reading for all students.

Before Implementation

Select High-Quality, Grade-Appropriate Texts:

- Choose books that align with your instructional goals while centering Black, Indigenous, and People of Color (BIPOC) voices and experiences.
- Consider texts that offer rich language, engaging illustrations, and content that connects authentically to students' lives and experiences.

Plan Strategic Stopping Points, Questions:

- Identify 3-5 places in the text where you'll pause to think aloud, ask questions, or invite student responses, and mark where students will "turn and talk."
- Prepare open-ended questions that encourage students to make predictions, infer meaning, make connections, and analyze characters or concepts through an antiracist lens.
- Determine which vocabulary words you will teach.

Establish Clear Learning Objectives:

- Determine what you want students to learn from this read aloud experience—whether it's understanding text structure, building background knowledge, practicing comprehension strategies, exploring themes and author's craft.
- Write your objectives in kid-friendly language and share them with students so they understand the purpose of the reading.

During Implementation

Introduce the text: Begin by introducing the book—discuss the cover, title, and activate students' prior knowledge about the topic or genre while connecting to your focus during this reading.

Establish expectations for participation such as using turn-and-talk with partners (Partner A and Partner B with potentially different discussion goals), raising hands for questions, or using agreed-upon signals for responses.

Read with Expression and Purpose: Pause at pre-planned stopping points to model your thinking through think-alouds. Introduce key vocabulary, invite students to share their thinking and questions in brief discussions, and maintain story flow by consistently returning to your established focus.

After Implementation

Facilitate Reflection, Synthesis, and Understanding:

- After completing the read aloud, guide students to reflect on the entire text by discussing the main ideas, themes, or lessons learned.
- Invite students to share their favorite parts, make personal connections, and discuss how their thinking changed throughout the reading.
- Provide Multimodal Response Opportunities:** drawing, writing, dramatic play, or discussion—allowing them to process and demonstrate their understanding. Have students write or draw their thinking in reading notebooks or complete graphic organizers that capture both their comprehension of the story and their reflections.

Comprehensi...

Interactive...

Close Readi...

Shared Rea...

Shared Rea...

Reading Re...

Text Sets

Independen...

Independen...

> Vocabulary

> Writing

Interactive Read Aloud (Pk-5)

Friday, August 15, 2025 1:11 PM

Research	
Implementation Video	
Language-Speaking and Listening	
Scaffolds and Differentiation	
Assessment Resources	
Student Samples (by grade level)	

In your small group, head to one of the charts

Review the one-pager. Note any feedback- what's helpful, what questions arise?

Consider the Resource section- What needs to be added for teachers to fully implement

Research	
Implementation Video	
Language-Speaking and Listening	
Scaffolds and Differentiation	
Assessment Resources	
Student Samples (by grade level)	

PK-5 Interactive Read Aloud

+	Δ
+ What's helpful/supportive Δ What's missing/what's needed?	
Resource Section	

THANK YOU

Next (and last) Meeting

March 10th

3:15-4:45

