



Essential Instructional Practices in Early Literacy & MISD PreK-12 Literacy Framework

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Leading for Literacy



- Get fired up
- Understand MSTEP
- Address **ALL** Instructional Tiers (Differentiated Literacy Instruction)

Tier I

100% All children receive Tier 1 – 80-85% receive only Tier 1 instruction

Tier II

10 – 15% receive additional, targeted research – supported instruction

Tier III

5% receive additional research – supported instruction

- Use your Megaphone
- Align Resources to Priorities
- Make Research Your Rock
- Set Minimums – What are the minimums for Macomb County?
- Be in it for the Long Haul



Literacy Instruction

High quality, research-supported core/tier I instruction enables most children to meet grade level expectations for reading comprehension (Duke, 2017).

We Have A Big Challenge

M-STEP ELA Spring 2018 3rd Grade

44.4%
of Michigan
3rd graders
were
advanced or
proficient

55.6% students were NOT advanced or proficient

That is **56,850** students!!

MISD PreK-12 Literacy Framework

Vision

- To create a document that would guide districts and schools in the development and implementation of a PreK-12 literacy plan
- To identify core instructional practices that should be evident for every student, in every classroom, every day
- To create common language around literacy learning at the classroom, school, and district levels
- To use the framework as a focus for literacy-centered professional learning

MISD PreK-12 Literacy Framework

Purpose

- increase literacy achievement for all students
- understand and implement a comprehensive approach to high quality literacy instruction
- establish consistent Tier I instructional practices
- align with future MISD professional learning offerings

MISD PreK-12 Literacy Framework

- Research and evidence-based
 - ✓ Designed using the current state standards
 - ✓ Built upon the work being developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA)

MISD PreK-12 Literacy Framework

- Clear and consistent continuum beginning in PreK
 - Foundations of Literacy
 - Close Reading
 - Writing
 - Speaking and Listening
- The key (heavy, moderate, and light emphasis) represents the range of intensity and focus and instruction at each grade level
- Definitions included for all components in the framework

Take A Closer Look And...


- Name two characteristics of effective literacy instruction. (p. 5)
- How many descriptors are included in the *Foundations of Literacy Continuum*? (p. 6)
- Why might *Independent Reading* be heavily emphasized in grades PreK-12? (p. 8)
- Based on the definition of *Shared Writing*, what might explain the change in emphasis from grades PreK-12? (pgs. 10-11)
- What are the five components of the *MISD PreK-12 Instructional Learning Cycle*?

Essential Instructional Practices in Early Literacy

Outcome for our Learning


- To Build an awareness of the Essential Instructional Practices in Early Literacy

GRADES K TO 3



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.

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7/17 | Essential Instructional Practices K-3


MISD Consultant Services Department

GRADES 4-5



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Michigan's Read by Grade 3 Law and Early Literacy Initiative's Priority:

To Increase the number of children who are reading proficiently by the end of third grade.



Early Literacy Task Force:

- A sub-committee of the Michigan Association of School Administrators (MAISA) General Education Leadership Network (GELN) representing Michigan's 56 intermediate school districts.
- This committee led an effort to create early literacy resources to support Michigan educators in improving literacy skills of all children.

Partners in COLLABORATION






- Educator created and educator owned
- Partnerships across the education sector
- Research-supported
- A minimum expectation across all schools in Michigan


Let's Take a Closer Look

GRADES K TO 3



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Page | Essential Instructional Practices in Literacy

Essential Instructional Practices in Early Literacy – P.1

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Essential Instructional Practices in Early Literacy – P.1

K - 3

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4 - 5

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Essential Instructional Practices in Early Literacy – P.2

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.

Areas for Literacy Instruction

K – 3
Essentials
P.2

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

Essential Instructional Practices in Early Literacy – P.2

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 grade⁴ 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.

Ten Essential Practices – P. 2- 4

1. Motivation and Engagement
2. Read Alouds
3. Small Group and Individual Instruction
4. Build Phonological Awareness
5. Letter-Sound Relationships
6. Writing
7. Build Vocabulary and Content Knowledge
8. Abundant Reading Material
9. Ongoing Observation and Assessment
10. Collaboration with Families

Ten Essential Practices

Build Your Knowledge - Activity



Literacy Instruction

Children learn from a variety of approaches and strategies. The true difference in literacy instruction is **the teacher**, not the program.

Next Steps with Fraser Staff

- Continued Professional Learning
 - Essential Instructional Practices in Early Literacy – Tier 1 Instruction
 - Essential 3 – Small Group Instruction
 - Guided Reading
 - Balanced Literacy/Literacy Blocks
 - MISD PreK-12 Literacy Framework and PreK-12 Indicators of High-Quality Literacy Instruction

If you have further questions, please contact

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