Third Grade Reading
Law Resources

Ingham Intermediate School District

A Regional Educational Service Agency

3rd Grade Reading Law Cheat Sheet :

What You Need to Know | What You Need to Do

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

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

2018-19 and Beyond	
K-3 Assessment System ● Assess reading progress of **all K-3** students **at least 3 times/year.** ● **Administer the screening assessment** within **first 30 days** of school year.	❑ Implement K-3 assessment schedule, data collection & reporting system.
Core Reading Instruction ● Pre-K and K-3rd teachers provide essential literacy practices to all students.	❑ Provide collaborative opportunities for teachers to discuss how essentials are being integrated.
Individual Reading Improvement Plan ● **Develop IRIP (Individual Reading Improvement Plan) within 30 days** after identification for students with a reading deficiency based on the universal screener.	❑ Complete Individual Reading Improvement Plans **within 30 days** after identification of the reading deficiency.
Parents ● **Provide written notice and tools to parents** to assist the parent/legal guardian to engage in intervention and address/correct any reading deficiency at home.	❑ Provide written notification to parents. ❑ Provide parents with a Read-at-Home plan.
Professional Development ● Provide **professional development and collaborative time** based on needs determined by student data. ● Utilize **literacy coaches** to provide additional support.	❑ Identify how professional development will be designed to meet teachers' needs relative to student reading data. ❑ Determine how and when coaches will be utilized.
K-3 Reading Intervention Program Implement a r**eading intervention program** that meets the state requirements and ● occurs **during regular school hours** in addition to regular classroom reading instruction; ● provides a **"Read-at-Home"** plan; ● **engages parents** in the intervention efforts; ● documents efforts and opinions of school personnel and parents.	❑ Identify and implement Reading Intervention Program that includes required features, time, and instructional strategies.
For 3rd Grade Pupils Exhibiting a Reading Deficiency ● Implement reading intervention with proven evidence of **accelerating** achievement. ● Provide **more** dedicated time for reading compared to the previous year.	❑ Identify and implement Reading Intervention Program that includes required features, time, and instructional strategies.

● Provide small group and one-to-one **intervention;** systematic **instruction;** opportunities for guided practice, error correction, and feedback. ● Provide frequent ongoing **progress monitoring.** ● Provide interventions before, after, or during school hours, but **NOT** during regular ELA class time. ● Provide a parent **"Read-at-Home"** plan, regular home reading, & training workshops. ● **Engage parents** in the intervention efforts. ● **Document** efforts and opinions of school personnel and parents.	
<u>For English Language Learners</u> Intervention services must include ● Ongoing assessments to determine intervention ● Academic vocabulary instruction ● Instruction in five major reading components ● Common English language development strategies	❑ Coordinate with ISD EL Coordinator to provide appropriate intervention services.
<u>Reading Summer Camps</u> Districts are *encouraged* to offer summer camps for those students exhibiting reading deficiencies.	

2019-2020

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

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

2020-2021
By **September 1st**, districts must submit a retention report to CEPI on number of students retained in grade 3, and number of students promoted to grade 4 under good cause exemptions.

Reading Law Cheat Sheet https://tinyurl.com/GISDreadingbillcheatsheet
3rd Grade Reading Law Presentation http://tinyurl.com/3rdgradepresentation
3rd Grade Reading Law FAQ https://tinyurl.com/n54vk66
Essential Documents can be accessed at www.migeln.org
MDE Early Literacy Website https://tinyurl.com/zw2ydtc
MDE Literacy Assessments http://www.michigan.gov/mde/0,4615,7-140-28753_74161-410821--,00.html
MDE Approved Initial Assessments for 17-18 http://tinyurl.com/kyfuvak
MDE Approved Extensive Assessments for 17-18 http://tinyurl.com/m99hsrf

THIRD GRADE READING LAW

A Parent Guide to Public Act 306

Ingham Intermediate School District
A Regional Educational Service Agency

1 What Is The Law All About?

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

Visit the Family Learning Connection website for more resources by grade level.

2 What Do I Need To Know As Parent?

- Your child's reading progress will be closely monitored beginning in kindergarten.
- If your child is not reading where expected, a plan to improve reading will be created. This means your child's teacher and school will work with your child to find where your child needs support in his/her reading development and create a plan to support him or her. This plan includes:
  - Extra instruction or support in areas of need.
  - Ongoing checks on reading progress
  - A Read-at-Home plan that encourages you and your child to read and write outside of the school day.
  - Your child may be encouraged to participate in summer reading programs.
- The extra supports in your child's reading improvement plan will occur in small groups during the school day. Your child will not miss regular reading instruction.
- Starting in 2019-2020 school year, in order to be promoted from third to fourth grade, your child must score less than one year behind on the state reading assessment, or demonstrate a third grade reading level through an alternate test or portfolio of student work.
- If you are notified your child may be retained, you have the right to meet with school officials and to request, within 30 days, an exemption if in the best interest of your child. The district superintendent will make the final decision.

3 What Can I Do To Support My Child?

Read at home with your child daily with books they enjoy, even in the summer. Some ways to do this:

- Read out loud to your child.
- Listen to your child read.
- Echo read (You read a line, then they repeat).
- Read together at the same time.
- Reread or retell favorite stories.
- Talk to your child about the reading.

As you read:

- Ask your child to share what they remember.
- Ask questions about the reading.
- Talk about your favorite parts, what you've learned, or who is in the book and what they do.
- Talk about the pictures in the book how they connect to the words on the page.

- Talk to and with your kids a lot: 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.
- Be involved in your child's education and support the reading plan if your child has one.

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

STATE OF MICHIGAN
98TH LEGISLATURE
REGULAR SESSION OF 2016

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

ENROLLED HOUSE BILL No. 4822

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

The People of the State of Michigan enact:

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

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

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

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

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

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

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

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

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

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

(B) Administering and analyzing instructional assessments.

(C) Providing differentiated instruction and intensive intervention.

(D) Using progress monitoring.

(E) Identifying and addressing reading deficiency.

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

(A) Model effective instructional strategies for teachers.

(B) Facilitate study groups.

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

(D) Coach and mentor colleagues.

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

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

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

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

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

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

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

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

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

(A) Have experience as a successful classroom teacher.

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

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

(D) Have a minimum of a bachelor's degree and advanced coursework in reading or have completed professional development in evidence-based literacy instructional strategies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(*ii*) Instruction in academic vocabulary.

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

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

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

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

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

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

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

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

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

(*i*) The child achieves a grade 3 reading score as determined by the department based on the reading portion of the grade 3 state English language arts assessment.

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

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

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

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

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

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

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

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

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

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

(6) Subject to subsection (11), if a pupil or child demonstrates both of the following, then subsection (5)(a) and (b) do not apply and he or she may be enrolled in grade 4:

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

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

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

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

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

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

(*iii*) A reading specialist.

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

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

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

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

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

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

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

(a) The pupil is a student with an individualized education program or with a section 504 plan and the pupil's individualized education program team or section 504 coordinator, as applicable, makes the decision to exempt the pupil from the requirements of subsection (5)(a) based upon the team's or coordinator's knowledge of the pupil.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) Opportunities for speech production.

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

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

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

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

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

(17) As used in this section:

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

(b) "Individualized education program" means that term as described in R 340.1721e of the Michigan administrative code.

(c) "Kindergarten" includes a classroom for young 5-year-olds, commonly referred to as "young 5s" or "developmental kindergarten".

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

(e) "Reading leadership team" means a collaborative system led by a school building's principal or program director and consisting of a cross-section of faculty who are interested in working to improve literacy instruction across the curriculum.

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

This act is ordered to take immediate effect.

Clerk of the House of Representatives

Secretary of the Senate

Approved .....

Governor

maisa michigan association of intermediate school administrators
Leadership Innovation Results

HB 4822—Third Grade Reading

Brief Bill Summary and History

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

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

Full Bill Description:

MDE Responsibilities

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

School District Interventions

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

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

A school principal or chief administrator is required to target specific areas of professional development for teachers in grades K-3 based on the reading development needs of the pupils and may change the

professional development based on data gathered on teacher progress. The principal should create a collaborative system to improve reading proficiency and allow teachers the time for professional development. Schools should use the early literacy coaches, which are provided through the intermediate school districts (ISDs) and funded through the State School Aid Budget. They may also utilize additional coaches.

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

Retention and Notification

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

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

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

Good Cause Exemptions

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

The legislation includes four other good cause exemptions: Students with an IEP or a 504 plan, limited English proficient students who have had less than 3 year of instruction in an ELL program, students who

have received 2 or more years of intensive reading intervention and were previously retained, and students who have not received an appropriate IRP may be granted a good cause exemption. The good cause exemptions can be requested by a teacher or a parent. A superintendent or his/her designee will review the exemption and make the determination.

Smart Promotion

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

Intervention Services for Students

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

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

Staffing Plan

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

Reporting

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

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

BRIAN J. WHISTON
STATE SUPERINTENDENT

MEMORANDUM

DATE: May 4, 2017

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

FROM: Sheila A. Alles
Chief Deputy Superintendent

SUBJECT: Announcing the 3rd Grade Reading Law Assessments

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

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

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

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

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

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

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

cc: Michigan Education Alliance

MCL: 380.1280f Assessments

District staff and stakeholders should be aware that the default determinant of retention, as outlined in legislation (MCL: 380.1280f), is the third-grade state level English Language Arts assessment. This assessment measures the entire range of English Language Arts academic standards - reading, writing, listening, and language. Thus, districts are strongly advised to engage in a careful review of the demands of the state assessment, and to bear these demands in mind when selecting and designing local assessment systems.

Districts should keep in mind that if the Extensive Assessment that they have selected for this legislation does not assess a specific skill, an additional assessment may be necessary for some students. It is difficult to provide one extensive assessment that will meet all of the needs of all students. Therefore, a district should ensure that local assessment systems used for this legislation align with the full spectrum of English Language Arts academic standards and meet the needs of all the learners as identified through instruction, observation and initial assessment screening.

The Action Team puts forth the following best practices for districts to consider when selecting and using assessments for Early Literacy Initiatives:

- **Use of Current Versions:** When purchasing assessments, districts are reminded that assessment authors regularly make improvements to assessments and update based on research. Districts are strongly advised to use the most up to date versions of an assessment.
- **Provide Appropriate Training:** Any staff who are expected to collect and use assessment data must be trained, observed, and provided with feedback to ensure the accurate collection and use of data.
- **Use and Collect Assessment Data:** Assessment data provide a powerful tool for educators as they make decisions about instruction. Data from assessments should be combined with Formative data including observation, peer- and self-reflection, and instructional evaluation of student performance.
- **Align Assessments, and Tasks to the Rigor of the State Assessment:** The state assessment sets a high standard for rigor and assesses in formats that may be new to some educators. All Michigan educators are encouraged to familiarize themselves with the state assessment to understand what students will be expected to know and do. M-STEP Resource Page
- **Create an Appropriate Local System of Assessments:** Districts may not need to cease using assessments not on the approved list. If other assessments are being used effectively and resulting in enhanced decision making that improves students' performance, districts may continue use of those assessments in addition to the approved initial and extensive Assessment systems that they have selected. Additional support for creating a local system can be found on the District Assessment Inventory website.
- **Predict Student Performance:** Inherent in any assessment will be some measurement error. Therefore, any single assessment is unlikely to perfectly predict which students will perform well on a given outcome assessment (e.g., M-STEP). Selecting assessments that have strong technical adequacy and ensuring appropriate in-district use will help to ensure the resulting data can lead to decisions that will support all students. It is also appropriate that districts use all assessments and Formative Practices to identify/predict student achievement.

The Michigan Department of Education in collaboration with Michigan educational stakeholders will continue to meet and provide additional information on the approved assessments, creating an appropriate assessment system, and strengthening formative practices to be used during instruction. Please return to this page and continue to watch for additional information supporting all students and providing guidance around assisting learners with reading at grade level before the end of the third grade.

MCL: 380.1280f Approved Initial Assessments for 17-18

An initial assessment is an assessment that will be delivered to all students, cover a more extensive aspect of the standards, and assist with identifying a possible area of concern for a student in English Language Arts. Schools should select one Initial Assessment from this list for use during the 2017-18 school year. This assessment must be administered to students within the first 30 days of the academic year.

Approved 2017-18 Initial Assessments	
AIMSweb	Iowa Assessments- Survey Version
AIMSweb Plus	i-Ready Diagnostic Reading Assessment
Degrees of Reading Power (DRP) (Questar)	Lexia RAPID Assessment
DIBELS	Michigan Early Literacy Benchmark Assessment
DIBELS Next	NWEA MAP
easyCBM	NWEA Map for Primary Grades (MPG)
Edmentum Exact Path	Predictive Assessment of Reading (Red-e Set Grow)
FastBridge FAST aReading	Reading Inventory (Houghton Mifflin Harcourt)
FastBridge FAST CBMreading	Renaissance Learning: STAR Reading Test
FastBridge FAST earlyReading (composite)	Renaissance Learning: STAR Early Literacy Reading Test

MCL: 380.1280f Approved Extensive Assessments for 17-18

An extensive assessment is an assessment that will be delivered to students who seem to display a deficiency, will provide a more in-depth look at student ability, will be more directly aligned to a specific skill, and will produce support for the placement of students into intervention tiers.

Approved 2017-18 Extensive Assessments	
Developmental Reading Assessment- 2nd Edition (DRA2)	Iowa Assessments- Core Version
DIBELS Deep Comprehension, Fluency, and Oral Language	Lexia RAPID Assessment
DIBELS Deep Phonemic Awareness, Word Reading, and Decoding	Michigan Literacy Progress Profile (MLPP)
DIBELS Next Survey	NWEA MPG Skills Checklist
Fountas & Pinnell Benchmark Assessment System	Observation Survey of Early Literacy Achievement

In addition to selecting one initial assessment and at least one extensive assessment, a district may choose to build assessments using one of the two following item banks. These item banks will assist with building local assessments that can provide a better understanding of areas in which a student may need additional support.

- Fluence
- INSPECT

YOUR GUIDE TO HELPING YOUR CHILD LEARN

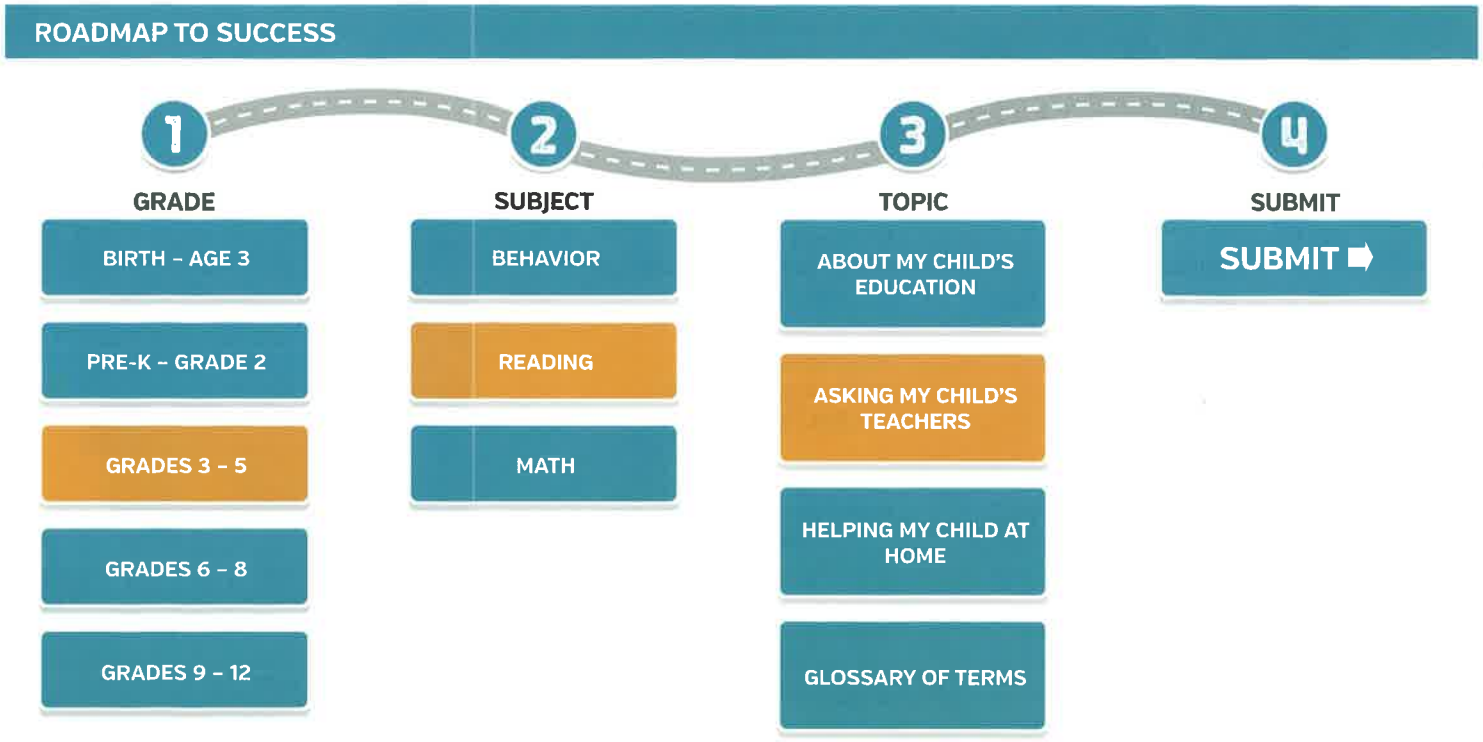
THE FAMILY LEARNING CONNECTION provides a roadmap for families who want to stay connected to their children's education. This roadmap was developed to provide all the checkpoints and tools needed to navigate through a child's educational journey.

Have you ever wondered what your child should be learning now? What you can do at home to help? What questions to ask the teacher if you notice a change in progress or interest in school? This straight forward online resource will send you in the right direction in four simple steps.

GO TO:
www.inghamisd.org/flc

1. Start by selecting your student's grade.
2. Next, pick a subject area: Behavior, Reading or Math.
3. Then, choose a topic you have questions about.
4. Submit, and find the answers to your questions.

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



FAMILY LEARNING CONNECTION
ENGAGE. EDUCATE. SHARE.

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

General Education Leadership Network
a MAISA collaborative

Essential Instructional Practices in Early Literacy

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

INSTRUCTIONAL PRACTICES

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

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

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

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

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

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

6. Interactions around writing[12]

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

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

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

7. Extended conversation[13]

Adults engage in interactions with children that regularly include:

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

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

The classroom includes:

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

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

The teacher engages in:

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

10. Collaboration with families in promoting literacy[15]

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

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

(Endnotes)

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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:

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

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

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Leadership Innovation Results

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Essential Instructional Practices in Early Literacy

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

GRADES K TO 3

General Education Leadership Network
a MAISA collaborative

Essential Instructional Practices in Early Literacy

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INSTRUCTIONAL PRACTICES

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

Purpose

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

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

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

- oral language, including vocabulary
- print concepts
- phonological awareness
- alphabet knowledge and other letter-sound knowledge/phonics (including larger orthographic units)
- word analysis strategies (especially phonemic decoding with monitoring for meaning)
- reading fluency (including accuracy, automaticity, and prosody)
- handwriting and word processing
- broad content and background knowledge
- knowledge and abilities required specifically to comprehend text (e.g., text structure knowledge, comprehension strategy use, genre knowledge)
- knowledge and abilities required specifically to compose text (e.g., planning, drafting, revising, and editing strategies; text structure, genre and craft knowledge; spelling and sentence construction strategies; capitalization and punctuation)
- literacy motivation and engagement
- vocabulary strategies, particularly morphological (meaningful word part) analysis

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

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

The teacher:

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

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

Read alouds involve:

- sets of texts, across read aloud sessions, that are thematically and conceptually related[7] and that offer opportunities to learn that children could not yet experience independently
- modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading
- child-friendly explanations of words within the text and revisiting of those words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud and using the words at other points in the day and over time
- higher-order discussion among children and teacher before, during, and after reading[8]
- instructional strategies, depending on the grade level and children's needs, that:
  - develop **print concepts**,[9] such as developing children's directionality by running fingers under words and asking where to start, with texts being sufficiently visible to children that they can see specific features of print
  - model application of knowledge and strategies for **word recognition**[10]
  - build **knowledge of the structure and features of text**[11], including, with regard to structure, key story elements and common informational text structures (compare-contrast, cause-effect, problem-solution, description, and sequence), and such as, with regard to text features, tables of content, diagrams, captions, and index
  - describe and model **comprehension strategies**, including activating prior knowledge/predicting; questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling
  - describe and model strategies for ascertaining the meaning of unfamiliar **vocabulary** from context[12]

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

The teacher:

- ensures that children use most of their time actually reading and writing (or working toward this goal in kindergarten and early first grade)[14]
- coaches children as they engage in reading and writing, with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, (c) rereading
- employs practices for developing reading **fluency**, such as repeated reading, echo reading, paired and partner reading[15]
- includes explicit instruction, as needed, in **word recognition strategies**, including multi-syllabic word decoding, **text structure**, **comprehension strategies,** and **writing strategies**
- is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group's work

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

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

- listening to and creating variations on books and songs with rhyming or alliteration
- sorting pictures, objects, and written words by a sound or sounds (e.g., words with a short e sound versus words with a long e sound)
- activities that involve segmenting sounds in words (e.g., Elkonin boxes, in which children move a token or letters into boxes, with one box for each sound in the word)
- activities that involve blending sounds in words (e.g., "robot talk" in which the teacher says the sounds "fffff" "iiiii" "shhhh" and children say *fish*)
- daily opportunities to write meaningful texts in which they listen for the sounds in words to estimate their spellings

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

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

Instruction in letter-sound relationships is:

- verbally precise and involving multiple channels, such as oral and visual or visual and tactile
- informed by careful observation of children's reading and writing and, as needed, assessments that systematically examine knowledge of specific sound-letter relationships
- taught systematically in relation to students' needs and aligned with the expectations of the Michigan K-3 Standards for English Language Arts
- accompanied by opportunities to apply knowledge of the letter-sound relationships taught by reading books or other connected texts that include those relationships
- reinforced through coaching children during reading, most notably by cueing children to monitor for meaning and by cueing children to attend to the letters in words and recognize letter-sound relationships they have been taught

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

The teacher provides:

- interactive writing experiences in grades K and 1
- daily time for children to write, aligned with instructional practice #1 above
- instruction in writing processes and strategies, particularly those involving researching, planning, revising, and editing writing[22]
- opportunities to study models of and write a variety of texts for a variety of purposes and audiences, particularly opinion, informative/explanatory, and narrative texts (real and imagined) [34]
- explicit instruction in letter formation, spelling strategies, capitalization, punctuation, sentence construction, keyboarding (first expected by the end of grade 3, see the Practice Guide cited immediately above for detail), and word processing[23]

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

The teacher:

- selects Tier 2 and Tier 3 vocabulary words to teach from read alouds of literature and informational texts and from content area curricula[25]
- introduces word meanings to children during reading and content area instruction using child-friendly explanations and by providing opportunities for children to pronounce the new words and to see the spelling of the new words
- provides repeated opportunities for children to review and use new vocabulary over time, including discussing ways that new vocabulary relate to one another and to children's existing knowledge, addressing multiple meanings or nuanced meanings of a word across different contexts[26], and encouraging children to use new words in meaningful contexts (e.g., discussion of texts, discussions of content area learning, semantic maps)
- encourages talk among children, particularly during content-area learning and during discussions of print or digital texts[27]
- teaches morphology (i.e., meaning of word parts), including common word roots, inflections, prefixes, and affixes[28]

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

The classroom includes:

- a wide range of books and other texts, print, audio, and digital, including information books, poetry, and storybooks that children are supported in accessing
- books and other materials connected to children's interests and that reflect children's backgrounds and cultural experiences, including class- and child-made books
- books children can borrow to bring home and/or access digitally at home
- comfortable places in which to read books, frequently visited by the teacher(s) and by adult volunteers recruited to the classroom
- opportunities for children to engage in independent reading of materials of their choice every day, with the teacher providing instruction and coaching in how to select texts and employ productive strategies during reading, feedback on children's reading, and post-reading response activities including text discussion[30]

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

The teacher:

- engages in observation and assessment that is guided by
  - an understanding of language and literacy development
  - the Michigan K to 12 Standards for English Language Arts
- prioritizes observation during actual reading and writing
- administers assessments as one source of information to identify children who may need additional instructional supports
- employs formative and diagnostic assessment tools as needed to inform specific instructional targets (e.g., assessing knowledge of specific sound-letter relationships, assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used)

10. Collaboration with families in promoting literacy[32]

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

- prompt children during reading and writing and demonstrate ways to incorporate literacy-promoting strategies into everyday activities, such as cooking, communicating with friends and family, and traveling in the bus or car
- promote children's independent reading
- support children in doing their homework and in academic learning over the summer months
- speak with children in their home/most comfortable language, whether or not that language is English[33]
- provide literacy-supporting resources, such as:
  - books from the classroom that children can borrow or keep
  - children's magazines
  - information about judicious, adult-supported use of educational television and applications that can, with guidance, support literacy development
  - announcements about local events
  - passes to local museums (for example, through www.michiganactivitypass.info)

(Endnotes)

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

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

9 See Foundational Skills Standard #1.

10 See Foundational Skills Standard #3.

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

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

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Process for Development and Review

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

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

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

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Essential Instructional Practices in Early Literacy

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

Essential Coaching Practices for Elementary Literacy

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

COACHING PRACTICES

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

Purpose

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

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

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

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

- have an in-depth knowledge of reading and writing processes and acquisition[5]
- recognize the varied purposes for assessment (e.g., screening, diagnostic, monitoring progress, achievement), select specific assessments that meet those purposes, administer and score assessments, and use assessment results to inform instruction[6]
- know and appropriately use research-informed instructional practices to help all students develop literacy knowledge, skills, and abilities including concepts of print, phonemic awareness, letter-sound knowledge, word reading, comprehension, vocabulary, fluency, writing, critical thinking, and motivation[7]
- be able to create a literate learning environment that considers how the physical arrangement, materials, group work, routines, and motivational factors such as choice and purpose contribute to learning in today's diverse classrooms[8]

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

- completing advanced course work in literacy that results in a reading teacher or reading or literacy specialist endorsement
- having successful classroom teaching experience as evidenced by positive student learning
- continually updating their knowledge through professional reading, active participation in professional development workshops, and attendance at local, state, and national professional conferences

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

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

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

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

- Adults are most interested in learning when it has immediate relevance to their job. Thus, the focus of literacy coaching should be on classroom instructional practices that foster literacy development.
- Adults want to be actively involved in the planning, implementation, and evaluation of their learning. Thus, effective literacy coaches work with teachers to develop goals and methods for addressing and assessing those goals.
- Adults learn from reflecting on the problems that arise during the implementation of new knowledge/skills. Thus, effective literacy coaches guide teachers to reflect deeply on their practice and on the results of implementing new strategies with their learners.
- Adults learn best when they can integrate new knowledge and skills with previous experiences. Thus, effective literacy coaches help teachers understand how new concepts and strategies are similar and different from concepts they know and strategies they are currently learning.

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

Effective literacy coaches:

- use a variety of strategies to establish rapport and trust as the initial steps in building collaborative relationships (e.g., one-on-one conversations about teaching or student learning in general, attending grade level/team meetings as an interested listener/learner, finding specific resources/materials for a teacher)[16]
- strive to determine the underlying beliefs about literacy of the teachers with whom they are working in order to develop collaborative relationships[17]
- use language when engaging in conversations with teachers that is encouraging and supportive, not evaluative[18]
- position themselves as co-learners[19] and/or facilitators of teacher learning[20]
- are intentional, collaborating with teachers to set specific goals for their work with a respect for teachers' time and expertise. However, literacy coaches also demonstrate flexibility by being open to conversations and questions as they arise—conversations and questions that may lead to more intentional coaching.[21]
- are reflective—regarding their demonstration teaching, their observations of teacher's instruction, and the conversations they have with teachers[22]

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

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

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

- Teacher participation in activities with the coach is higher when principals:[25]
  - present the coaches as sources of literacy expertise
  - actively participate in the professional development sessions designed for coaches and administrators as well as in activities facilitated by the coaches (e.g., modeling instruction, conferring with teachers)[26]
  - exhibit respect for the coaches as valued professionals
  - give coaches autonomy over their schedules
- Principals support coaches by:[27]
  - presenting them as sources of literacy expertise to the teachers
  - clearly describing and endorsing the coaching foci to the teachers
  - explicitly encouraging teachers to work with their coach
  - observing their work with teachers
  - explicitly communicating to them personally how much their work is valued[28]

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

Effective literacy coaches:

- Spend time working directly with teachers, helping teachers to align their beliefs with research-informed instructional practices and enhance their:
  - classroom literacy environments[29]
  - use of research-informed literacy strategies[30]
  - implementation of new literacy programs and strategies[31]
  - use of practices aligned with state standards or curricular initiatives[32]
- Schedule their time so that they are spending as much time as possible working directly with teachers because more coaching with teachers has been associated with higher student achievement at both the school[33] and coach[34] level.
- Spend more time interacting with teachers by using a multi-faceted approach to coaching, carefully determining what types of coaching can be done effectively with large groups, small groups, and individual teachers.[35]
- Consistently monitor the amount of time they spend working with teachers. Time spent on managerial tasks (e.g., maintaining an assessment database, ordering materials) or attending meetings not directly related to their coaching work reduces the time spent addressing literacy initiatives and lowers teachers' perceptions about how helpful coaches are.[36]

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

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

- to determine specific purposes for collaborations between the literacy coach and the teacher
- to analyze the critical instructional elements and benefits of a lesson taught by the coach to demonstrate a specific strategy or scaffolding technique
- to analyze the critical instructional elements and benefits of a lesson taught by the teacher
- to examine and select appropriate texts and materials for specific lessons and/or students
- to evaluate and make changes to the literacy environment of the classroom
- to discuss assessment results to determine instructional needs and plan instruction for the whole class, small groups of students, and individual students, particularly when the teacher is concerned about the progress of one or more students[39]

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

- to enable teachers to learn how instructional practices work with their own students, giving them confidence to implement these practices
- to demonstrate how appropriate pacing, scaffolding, and materials contribute to students' engagement and learning
- to provide teachers with opportunities to observe and document students' literacy behaviors and response to instruction
- to demonstrate how to administer assessments and use data to inform instruction

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

- to observe and document specific literacy behaviors of students whose progress is of concern to the teacher
- to observe how literacy instructional practices are being implemented across the school to inform future professional development efforts at the school, grade, or individual teacher level
- to observe a teacher's instruction in order to provide support related to various aspects of instruction (e.g., planning, scaffolding, pacing, selecting materials, grouping, assessing progress toward instructional objectives)

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

- help build collaborative relationships as both coach and teacher are seen as important contributors to the process
- ensure that instructional planning includes delineating learner outcomes, selecting appropriate practices, determining grouping options, and developing outcome-based assessment
- inform additional support from the coach which may include modeling, co-teaching, and/or observation of the co-planned instruction
- use assessment data to meet the instructional needs of students

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

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

- providing grade/team-level professional development
- collaborating with special educators about literacy instruction for students who have special needs[45]
- serving on school committees that focus on literacy-related and student achievement issues, including being a member of the intervention and student support teams[46]
- working with administrators and other teachers to establish a school-wide literacy vision and to develop/refine and manage the school's literacy program
- analyzing data and helping teachers use the data to make decisions[47]
- serving as a liaison between the district and their schools by attending district-level meetings/workshops and sharing the information with the appropriate stakeholders (e.g., administrators, teachers, support personnel)

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Process for Development and Review

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

- Early Childhood Administrators' Network, MAISA
- English Language Arts Leadership Network , MAISA
- General Education Leadership Network, MAISA
- Kalamazoo Public Schools
- Michigan Association for Computer Users in Learning
- Michigan Association of Supervisors of Special Education
- Michigan Department of Education
- Michigan Elementary and Middle School Principals Association
- Michigan's Integrated Behavior and Learning Support Initiative
- Michigan Reading Association
- Michigan State University
- Michigan Virtual University
- Reading NOW Network
- REMC Association of Michigan
- Southwest Michigan Reading Council
- Technology Readiness Infrastructure Grant
- University of Michigan

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

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General Education Leadership Network
a MAISA collaborative

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.

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.

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

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

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

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

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

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

- share and act upon a sense of responsibility for the literacy growth and overall wellbeing of every child that is grounded in the shared belief that every child can and will be successful, regardless of location, demographic, or program funding;[8]
- ensure that the entire learning environment is emotionally and physically safe, such that there are positive adult-child relationships and positive child-child relationships throughout the building;[9]
- support the development of children's independence by engaging them in such practices as planning for their own reading and writing growth, observing and regulating their own reading and writing, and monitoring their own growth toward their reading and writing goals;[10] and
- help all children develop perceptions of competence and self-efficacy in reading and writing through such practices as helping children identify and build on their academic strengths, providing specific feedback to help children grow, and modeling the thoughts and practices of successful readers and writers.[11]

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

Throughout the learning environment, there is evidence that:

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

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

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

- data informed so that they meet the needs and best interests of teaching staff and their students;[20]
- focused on the "why" as well as the "how" of effective whole-class and small-group instructional practices, with opportunities for teachers to observe effective practice and to be observed and receive feedback from mentors and coaches;[21]
- driven by a belief that teacher expertise is a strong predictor of child success; [22]
- collaborative in nature, involving colleagues working together (e.g., study groups, collaborative inquiry, and problem solving)[23] and inclusive of other classroom and school staff;
- focused on research-based instructional practices that are age, developmentally, and culturally appropriate and that support children's literacy development (see Essential Instructional Practices in Early Literacy for Prekindergarten and Grades K-3);
- based in an understanding of knowledge and skills to be learned (see Essential Instructional Practices in Early Literacy for Prekindergarten and Grades K-3)[24]
- utilizing current research on motivation and engagement to support children's learning; and[25]
- inclusive of modeling and instructional coaching with colleagues who demonstrate effective practices with children and provide opportunities for teachers to reflect on their knowledge, practice, and goals in an ongoing and continuous manner (see Essentials Coaching Practices in Early Literacy).[26]

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

School, center, and program leaders ensure that:

- instruction and additional supports are layered across learning environments, including the home, and:
  - are coherent and consistent with instruction received elsewhere in the school day and occur in addition to, not instead of, regular literacy instruction,[28]
  - are differentiated to the individual child's specific profile of literacy strengths and needs,[29]
  - highly trained educators are those teaching the children needing the most support;[30] and
  - teachers are supported in using and reflecting on analyses of multiple, systematic internal assessments (e.g., universal screening, diagnostic, progress monitoring tools) and observation as appropriate in an on-going basis to: identify individual child needs early and accurately; tailor whole group, small group, and one-on-one instruction; and measure progress regularly.[31]

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

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

- any potential learning, physical, visual, regulatory, and social-emotional needs that require specific conditions and supports are identified;[32]
- all assessments of such needs are culturally unbiased;[33]
- every adult has access to research-informed strategies and tools to address each child's demonstrated needs, including, for example, strategies for improving socio-emotional skills such as emotional understanding and techniques for helping children develop executive function skills such as planning;[34]
- children with significant needs receive coordinated, intensive supports and services that include continued collaboration among teachers, interventionists, family, and others whose expertise is relevant (e.g., special education teacher, school psychologist, school nurse, social worker);[35] and all adults intentionally work to:
  - identify child behaviors that may impede literacy learning and the conditions that prompt and reinforce those behaviors;
  - modify learning environments to decrease problem behaviors;
  - teach and reinforce new skills to increase appropriate behavior and preserve a positive learning environment;
  - draw on relationships with professional colleagues and children's families for continued guidance and support; and
  - assess whether school-wide behavior problems warrant adopting school-wide strategies or programs and, if so, implement ones shown to reduce negative behaviors and foster positive interactions,[36] with particular attention to strategies or programs that have been shown to have positive impacts on literacy development.[37]

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

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

- teachers have consistent access to resources, including technological and curricular resources, that support research-informed instruction in all components of literacy instruction and that provide continuity across ages and grade levels;
- teachers have appropriate professional development and support for effective use of available technologies, materials, and resources;[38]
- each child has access to many informational and literature texts in the classroom and school, with culturally diverse characters and themes, that they want to read and that they can read independently or with the support of others;[39] and
- well-stocked school libraries and/or media centers, with library media specialists, offer a large collection of digital books, print books, and other reading materials for reading independently and with the support of others to immerse and instruct children in varied media, genres of texts, and accessible information.[40]

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

Members of the learning organization engage with families by:

- prioritizing learning about families and the language and literacy practices in which they engage to inform instruction, drawing from families' daily routines that build on culturally developed knowledge and skills accumulated in the home (e.g., inviting families to share texts they read and write as part of their lives at home or at work);[41]
- providing regular opportunities for families to build a network of social relationships to support language and literacy development (e.g., connect families with community organizations that provide access to books or other educational supports);[42]
- working collaboratively, as teachers and specialists, to plan various levels of instructional supports, assess the efficacy of those supports, and adjust accordingly;
- fostering familial and community participation in the education of children and the work of the learning environment;[43]
- empowering families to communicate about and impact the educational environment at school, as well as strengthen the educational environment in the home, regardless of education level, income, or native language of the primary caregivers;[44] and
- offering research-based guidance on how families can support literacy development (see Essential Instructional Practices in Early Literacy for Prekindergarten and Grades K-3).[45]

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

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

- facilitating opportunities for every child to read books and access texts during the summer, including summer reading programs offered through school and public libraries;[47]
- emphasizing books of high interest to children and offering book selections within the likely range of reading levels within each class;[48]
- providing instruction at the end of the school year to re-emphasize reading comprehension strategies and orient children to summer reading by encouraging use of effective strategies while reading at home;[49] and
- providing structured guidance to parents and guardians to support reading at home, such as by encouraging parents and guardians to listen to their child read aloud, discuss books with their child, and provide feedback on their child's reading.[50]

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

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

- organization-wide and classroom-level partnerships with local businesses and other organizations that facilitate opportunities for children to read and write for purposes and audiences beyond school assignments;[51]
- access to opportunities for individualization, for example through one-on-one tutoring;[52] and
- opportunities for children to develop literacy outside of the school hours, including through engaging in out-of-school time library, community, and school programs in the summer and after school.[53]

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Process for Development and Review

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

- Early Childhood Administrators' Network, MAISA
- English Language Arts Leadership Network , MAISA
- General Education Leadership Network, MAISA
- Kalamazoo Public Schools
- Michigan Association for Computer Users in Learning
- Michigan Association of Supervisors of Special Education
- Michigan Department of Education
- Michigan Elementary and Middle School Principals Association
- Michigan's Integrated Behavior and Learning Support Initiative
- Michigan Reading Association
- Michigan State University
- Michigan Virtual University
- Reading NOW Network
- REMC Association of Michigan
- Southwest Michigan Reading Council
- Technology Readiness Infrastructure Grant
- University of Michigan

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

Essential School-Wide and Center-Wide Practices in Literacy

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