

Planning for 3rd Grade Literacy Success



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Prepared for Genesee County Leaders

By





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3rd Grade Reading Law Cheat Sheet :

What You Need to Know

What You Need to Do

Spring/Summer 2017	To Do:
<ul style="list-style-type: none"> ● Select one MDE-approved initial reading assessment to be delivered to <i>all</i> students, and at least one extensive assessment that will be delivered to students who seem to display a deficiency. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify/implement essential organizational practices to support literacy development. <input type="checkbox"/> Select approved assessment system. <input type="checkbox"/> Plan/Provide professional learning for staff to implement essential practices. <input type="checkbox"/> Plan/Provide professional learning for staff to administer assessment system. <input type="checkbox"/> Create K-3 assessment schedule. <input type="checkbox"/> Select/identify evidence-based intervention program.
Beginning in 2017-18	To Do:
<p><u>K-3 Assessment System</u></p> <ul style="list-style-type: none"> ● Assess reading progress of all K-3 students at least 3 times/year. ● Administer the screening assessment within first 30 days of school year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement K-3 assessment schedule, determine data collection & reporting system.
<p><u>Core Reading Instruction</u></p> <ul style="list-style-type: none"> ● Pre-K and K-3rd teachers provide essential literacy practices to all students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide collaborative opportunities for teachers to discuss how essentials are being integrated.
<p><u>Individual Reading Improvement Plan</u></p> <ul style="list-style-type: none"> ● Develop IRIP (Individual Reading Improvement Plan) within 30 days after identification for students with a reading deficiency based on the universal screener. 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Individual Reading Improvement Plans within 30 days after identification of the reading deficiency.
<p><u>Parents</u></p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide written notification to parents. <input type="checkbox"/> Provide parents with a Read-at-Home plan.
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> ● Provide professional development and collaborative time based on needs determined by student data. ● Utilize literacy coaches to provide additional support. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify how professional development will be designed to meet teachers' needs relative to student reading data. <input type="checkbox"/> Determine how and when coaches will be utilized.
<p><u>K-3 Reading Intervention Program</u> Implement a reading intervention program</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and implement Reading Intervention Program that includes required features,

<p>that meets the state requirements and</p> <ul style="list-style-type: none"> ● 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. 	<p>time, and instructional strategies.</p>
<p><u>For 3rd Grade Pupils Exhibiting a Reading Deficiency</u></p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ☐ Identify and implement Reading Intervention Program that includes required features, time, and instructional strategies.
<p><u>For English Language Learners</u> Intervention services must include</p> <ul style="list-style-type: none"> ● Ongoing assessments to determine intervention ● Academic vocabulary instruction ● Instruction in five major reading components ● Common English language development strategies 	<ul style="list-style-type: none"> ☐ Coordinate with ISD EL Coordinator to provide appropriate intervention services.
<p><u>Reading Summer Camps</u> Districts are <i>encouraged</i> to offer summer camps for those students exhibiting reading deficiencies.</p>	
<p>2018-19 and Beyond</p>	
<p><u>K-3 Assessment System</u></p> <ul style="list-style-type: none"> ● Assess reading progress of all K-3 students at least 3 times/year. 	<ul style="list-style-type: none"> ☐ Implement K-3 assessment schedule, data collection & reporting system.

<ul style="list-style-type: none"> ● Administer the screening assessment within first 30 days of school year. 	
<p><u>Core Reading Instruction</u></p> <ul style="list-style-type: none"> ● Pre-K and K-3rd teachers provide essential literacy practices to all students. 	<input type="checkbox"/> Provide collaborative opportunities for teachers to discuss how essentials are being integrated.
<p><u>Individual Reading Improvement Plan</u></p> <ul style="list-style-type: none"> ● Develop IRIP (Individual Reading Improvement Plan) within 30 days after identification for students with a reading deficiency based on the universal screener. 	<input type="checkbox"/> Complete Individual Reading Improvement Plans within 30 days after identification of the reading deficiency.
<p><u>Parents</u></p> <ul style="list-style-type: none"> ● 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. 	<input type="checkbox"/> Provide written notification to parents. <input type="checkbox"/> Provide parents with a Read-at-Home plan.
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> ● Provide professional development and collaborative time based on needs determined by student data. ● Utilize literacy coaches to provide additional support. 	<input type="checkbox"/> Identify how professional development will be designed to meet teachers' needs relative to student reading data. <input type="checkbox"/> Determine how and when coaches will be utilized.
<p><u>K-3 Reading Intervention Program</u> Implement a reading intervention program that meets the state requirements and</p> <ul style="list-style-type: none"> ● 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. 	<input type="checkbox"/> Identify and implement Reading Intervention Program that includes required features, time, and instructional strategies.
<p><u>For 3rd Grade Pupils Exhibiting a Reading Deficiency</u></p> <ul style="list-style-type: none"> ● 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. 	<input type="checkbox"/> Identify and implement Reading Intervention Program that includes required features, time, and instructional strategies.

<ul style="list-style-type: none"> ● 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. 	
<p><u>For English Language Learners</u> Intervention services must include</p> <ul style="list-style-type: none"> ● Ongoing assessments to determine intervention ● Academic vocabulary instruction ● Instruction in five major reading components ● Common English language development strategies 	<ul style="list-style-type: none"> □ Coordinate with ISD EL Coordinator to provide appropriate intervention services.
<p><u>Reading Summer Camps</u> Districts are <i>encouraged</i> to offer summer camps for those students exhibiting reading deficiencies.</p>	

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/3rdGradeReadingLawPPAug2017>
3rd Grade Reading Law FAQ <http://tinyurl.com/FAQAugust2017>
3rd Grade Reading Law FAQ Assessment <http://tinyurl.com/FAQAssessmentAugust2017>
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/InitialAssessmentsAugust2017>
MDE Approved Extensive Assessments for 17-18
<http://tinyurl.com/ExtensiveAssessmentsAugust2017>



MCL: 380.1280f Approved 2017-18 Initial Assessments

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

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

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

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

system to identify needs and potential supports for individual students to ensure they are developing appropriate skills and competencies in English Language Arts in early grades.

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

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

Assessment	Initially Identified Construct of Coverage
AIMSweb Plus	<p>Kindergarten – Grade 1: Primarily focuses on the Reading Foundations (RF) standards.</p> <p>Grades 2-3: Appears to align with Reading Comprehension (RL/RI) standards 1-6, and may also address Language (L) standard 5.</p> <p>A school/district may need to supplement in the following areas: Kindergarten – Grade 1: Reading Comprehension (RL and RI), Writing (W), Listening (SL), and Language standards Grades 2-3: RF, W, SL, and L standards</p>
AIMSweb	<p>Test of Early Literacy (TEL): Partially assesses Reading Foundations (RF)</p> <p>Reading CMB (R-CBM): Appears to primarily assess some RF standards</p>

	<p>Written Expression CBM (WE-CBM): Appears to assess Language (L) standards L1 and L2</p> <p>Spelling CBM (S-CBM): Appears to assess standard L2</p> <p>Additional assessments may be available with this product, but were not reviewed at this time.. A school/district may need to supplement in the following areas: Reading Comprehension (RL and RI), Writing (W), Listening (SL), and L3 – L6 standards.</p>
Degrees of Reading Power (DRP) (Questar)	<p>DRP: Partially aligns with Reading Comprehension standards (RI only)</p> <p>A school/district may need to supplement in the following areas: Reading Foundations (RF), Reading Comprehension (RL), Writing (W), Listening (SL), and Language (L).</p>
DIBELS Next	<p>Kindergarten: Primarily measures Reading Foundations (RF) standards and partially measures Language (L) standards.</p> <p>Grade 1: Primarily measures RF, Reading Comprehension (RL/RI) standards 1-3, and appears to partially measures L standards.</p> <p>Grade 2: Primarily measures RF standards, the majority of RL/RI, and L standards.</p> <p>Grade 3: Measures the RL/RI standards 1-3.</p> <p>A school/district may need to supplement in the following areas: RL/RI, Writing (W), and Listening (SL).</p>
DIBELS 6	<p>There are several individual assessments in the DIBELS 6th edition suite that cover grades K-3. These assessments appear to primarily align with the Reading Foundations (RF) standards.</p> <p>A school/district may need to supplement in the following areas: Reading Comprehension (RL/RI), Writing (W), Listening (SL), and Language (L)</p>

easyCBM	<p>Kindergarten – Grade 1: Appears to primarily focus on a portion of the Reading Foundations (RF) standards, and the measures seem to differ by benchmark assessment period.</p> <p>Grade 2: Appears to assess some RF standards, appears to partially assess Reading Comprehension (RL/RI) standards, and Language (L) standards.</p> <p>Grade 3: Appears to introduce a “CCSS Reading Measure,” which focuses primarily on RL/RI and RF.</p> <p>Language (Vocabulary) and “CCSS Reading Measure” are only available with the paid version of easyCBM.</p> <p>A school/district may need to supplement in the following areas: RL/RI, Writing (W), Listening (SL), and Language (L) standards.</p>
Edmentum Exact Path	<p>Appears to primarily assess Reading Foundations (RF), Reading Comprehension (RL/RI), and Language (L) standards.</p> <p>A school/district may need to supplement in the following areas: Writing (W) and Listening (SL) standards.</p>
FastBridge FAST aReading	<p>Kindergarten: Appears to focus on the Reading Foundations (RF) standards.</p> <p>Grade 1 - 2: Appears to heavily align to the RF and Language (L) standards with partial alignment to Reading Comprehension standards (RL).</p> <p>Grade 3: Appears to align to RF, L, and Reading Comprehension (RL/RI) standards (RL/RI standard 1-3).</p> <p>A school/district may need to supplement in the following areas: Kindergarten – Grade 2: Reading Comprehension (RL/RI), Writing (W), and Listening (L) Grade 3: W and L</p>
FastBridge FAST CBMreading	<p>Appears to align to the Reading Foundations (RF) standards.</p>

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

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

	<p>Reading Comprehension Assessment: Appears to measure Reading Comprehension (RL/RI) standards.</p> <p>A school/district may need to supplement in the following areas: Writing (W), Language (L), and Listening (SL) standards.</p>
Renaissance Learning: STAR Reading Test	<p>Primarily assesses the Reading Comprehension (RI/RL) standards with some emphasis on Language (L) standards.</p> <p>A school/district may need to supplement in the following areas: Reading Foundations (RF), Writing (W), Language (L), and Listening (SL) standards.</p>
Renaissance Learning: STAR Early Literacy Reading Test	<p>Primarily focuses on the Reading Foundations (RF) standards. Subdomains appear to include Reading Comprehension (RL/RI)</p> <p>A school/district may need to supplement in the following areas: Reading Comprehension (RI/RL), Language (L), Listening (SL), and Writing (W) standards.</p>



MCL: 380.1280f Approved Extensive Assessments for 17-18

Approved 2017-18 Extensive Assessments

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

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

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

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

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

For further information, as to what these assessments are believed to cover please feel free to review the work of the Assessment Reimbursement Grant Team and reference the "Section 35a (3) and 104d Acceptable Tools List" at

http://www.michigan.gov/documents/mde/Copy_of_Assessment_Table_Input_551655_7.pdf

Assessment	Extensively Identified Construct of Coverage
AIMSweb Plus	Kindergarten – Grade 1: Primarily focuses on the Reading Foundations (RF) standards.

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

<p>DIBELS Deep Phonemic Awareness, Word Reading, and Decoding</p>	<p>Appears to assess Reading Foundation (RF) skills and standards</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
<p>DIBELS Next</p>	<p>Kindergarten: Primarily measures Reading Foundation (RF) standards and partially measures Language (L) standards</p> <p>Grade 1: Primarily assess RF standards with some assessment of L standards. The assessment may also measure a portion of the Reading Comprehension (RL/RI) skills through oral reading fluency.</p> <p>Grade 2: Appears to measure RF standards and a majority of RL/RI and L standards.</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
<p>FastBridge aReading</p>	<p>Kindergarten: Appears to focus on the Reading Foundations (RF) standards.</p> <p>Grade 1 - 2: Appears to heavily align to the RF and Language (L) standards with partial alignment to Reading Comprehension standards (RL).</p> <p>Grade 3: Appears to align to RF, L, and Reading Comprehension (RL/RI) standards (RL/RI standard 1-3).</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
<p>FastBridge FAST CBMreading</p>	<p>Appears to align to the Reading Foundations (RF) standards.</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
<p>FastBridge FAST earlyReading (composite)</p>	<p>Appears to be an assessment for students in Kindergarten and Grade 1 and is aligned to the Reading Foundations (RF) standards.</p>

	A school/district may wish to use an alternative Extensive assessment based on student identified needs.
Fountas & Pinnell Benchmark Assessment System	<p>The current documentation submitted for this assessment mentions “fluency” and “reading comprehension”. However, depth and alignment was difficult to determine. In addition, information on text complexity is unclear at this time.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
Iowa Assessments- Core Version	<p>The assessment doesn't appear to be available for grade K.</p> <p>Grades 1 – 3: Appears to assess skills in the proposed tests (Reading, Vocabulary, and Word Analysis) including:</p> <ul style="list-style-type: none"> • Literary Text (RL) <ul style="list-style-type: none"> ▪ Explicit Meaning ▪ Implicit Meaning ▪ Key Ideas ▪ Vocabulary ▪ Author's Craft ▪ Vocabulary • Informational Text (RI) <ul style="list-style-type: none"> ▪ Explicit Meaning ▪ Implicit Meaning ▪ Key Ideas ▪ Vocabulary ▪ Author's Craft ▪ Vocabulary • Phonological awareness and decoding (RF) <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
i-Ready Diagnostic Reading Assessment	Appears to align with the Reading Foundations (RF), Reading Comprehension (RL/RI) and Language (L) standards

	A school/district may wish to use an alternative Extensive assessment based on student identified needs.
Lexia RAPID Assessment	<p>Kindergarten – Grade 2: Appears to align with Reading Foundations (RF), Reading Comprehension (RL/RI), and Language (L) standards.</p> <p>Grade 3: Appears to align with RL/RI and L standards.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
Michigan Literacy Progress Profile (MLPP)	<p>The MLPP appears to assess items such as:</p> <ul style="list-style-type: none"> • Phonemic Awareness (Rhyme, Onset & Rime, Segmentation, Blending) • Concepts of Print • Letter/Sound Identification • Sight Word/ Decodable Word • Known Words Activities • Hearing and Recording Sounds • Oral Language • Oral Reading • Writing • Comprehension <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
NWEA MAP System (Survey with Goals test and Survey test)	<p>Kindergarten – Grade 3: Appears to be a large focus on the Reading Foundations (RF) and Language (L) standards. Also, indicates that Language score includes Writing Process and Composition Structure.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
NWEA Map for Primary Grades (MPG) System (Survey with Goals test, Screening test, and Skills Checklist)	<p>Primarily focuses on the Reading Foundation (RF) and Language (L) standards with some emphasis on Writing (W) and Reading Comprehension (RL/RI) standards.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>

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

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.

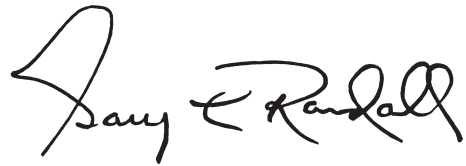
(c) "Kindergarten" includes a classroom for young 5-year-olds, commonly referred to as "young 5s" or "developmental kindergarten".

(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

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 June 1st 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

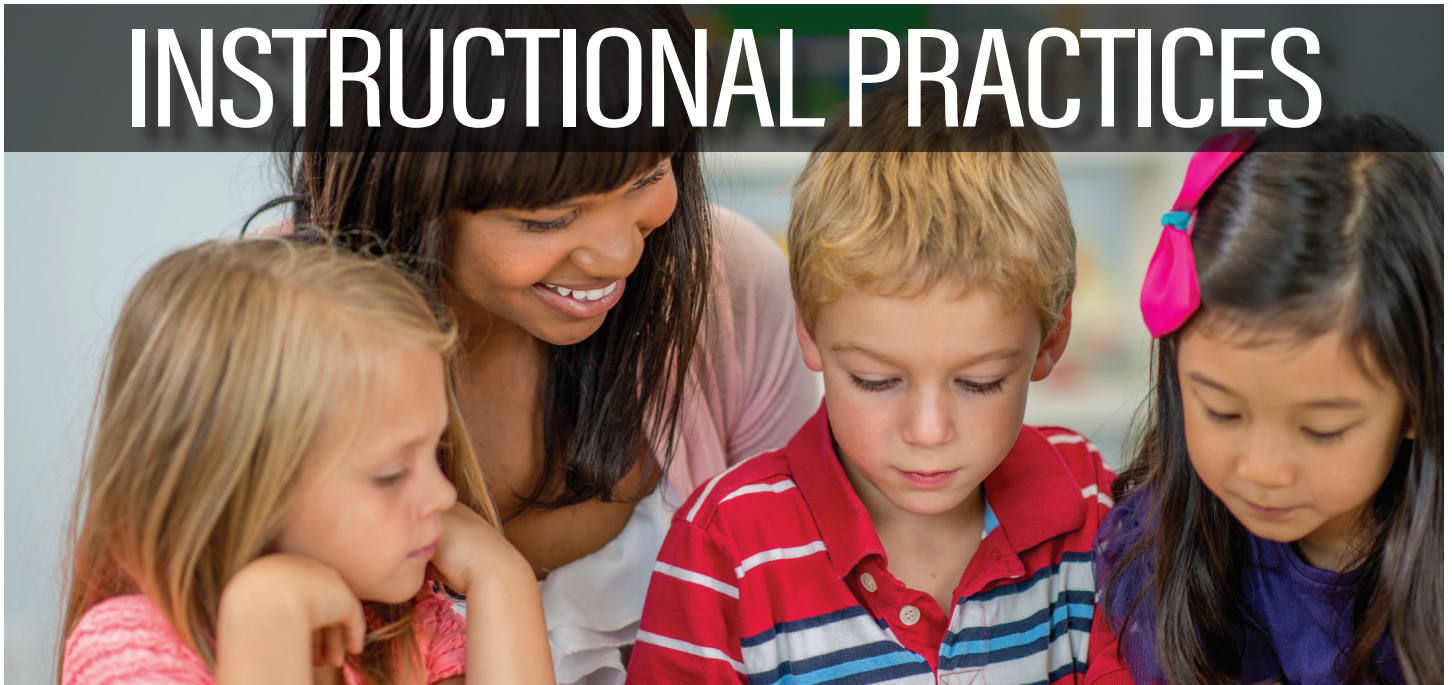
Beginning September 1, 2020, a school district or PSA shall submit a retention report to CEPI. The report must include the number of pupils retained and the number of pupils promoted to 4th grade due to good cause.



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 classroom⁴

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 print⁵

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 focus⁶

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 words⁷

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

6. Interactions around writing¹²

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.

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

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

5. Brief, clear, explicit instruction⁸ in letter names, the sound(s) associated with the letters, and how letters are shaped and formed⁹

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-K¹⁰ and should teach letter-sound associations, rather than letter names or sounds alone.¹¹

7. Extended conversation¹³

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 classroom¹⁴

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 literacy¹⁵

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 English¹⁶
- providing literacy-supporting resources, such as:
 - ▶ books from the classroom that children can borrow or keep
 - ▶ children’s magazines
 - ▶ information about judicious, adult-supported use of educational television and applications that can, with guidance, support literacy development
 - ▶ announcements about local events
 - ▶ passes to local museums (for example, through www.michiganactivitypass.info)

(Endnotes)

- 1 Lonigan, C. J., Schatschneider, C., & Westberg, L., with the National Early Literacy Panel. (2008). Identification of children's skills and abilities linked to later outcomes in reading, writing, and spelling. In *Developing early literacy: Report of the National Early Literacy Panel* (pp. 55-106). Louisville, KY: National Center for Family Literacy.
- 2 Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., . . . Japel, C. (2007). School readiness and later achievement. *Developmental Psychology, 43*, 1428-1446; Grissmer, D., Grimm, K. J., Aiyer, S. M., Murrah, W. M., & Steele, J. S. (2010). Fine motor skills and early comprehension of the world: Two new school readiness indicators. *Developmental Psychology, 46*, 1008-1017; Rhoades, B. L., Warren, H. K., Domitrovich, C. E., & Greenberg, M. T. (2011). Examining the link between preschool social-emotional competence and first grade academic achievement: The role of attention skills. *Early Childhood Research Quarterly, 26*, 182-191; Romano, E., Babchishin, L., Pagani, L. S., & Kohen, D. (2010). School readiness and later achievement: Replication and extension using a nationwide Canadian survey. *Developmental Psychology, 46*, 995-1007.
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- 8 Explicit instruction involves telling children what you want them to know, rather than expecting that they will infer this information. For example, explicit instruction about the letter L might include (although not necessarily all at once) the following: "This [pointing] is the letter called *ell*. Ell stands for the ll sound. Latoya's name starts with the ll sound: LLLatoya. Lion also starts with the ll sound: llllion. You can make ell with a straight line down and a short line across, like this [demonstrating], or you can make ell with just a straight line down, like this [demonstrating]."
- 9 For example, Lonigan, C. J., Schatschneider, C., & Westberg, L., with the National Early Literacy Panel. (2008). Impact of code-focused interventions on young children's early literacy skills. In *Developing early literacy: Report of the National Early Literacy Panel* (pp. 107-152). Louisville, KY: National Center for Family Literacy; Piasta, S. B., & Wagner, R. K. (2010). Developing early literacy skills: A meta-analysis of alphabet learning and instruction. *Reading Research Quarterly, 45*, 8-38.
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- 13 For example, Dickinson, D. K., & Porche, M. V. (2011). Relation between language experiences in preschool classrooms and children's kindergarten and fourth-grade language and reading abilities. *Child Development, 82*, 1467-8624; French, L. (2004). Science as the center of a coherent, integrated early childhood curriculum. *Early Childhood Research Quarterly, 19*, 138-149; Neuman, S. B., Newman, E. H., & Dwyer, J. (2011). Educational effects of a vocabulary intervention on preschoolers' word knowledge and conceptual development: A cluster-randomized trial. *Reading Research Quarterly, 46*, 249-272. Snow, C. E., Barnes, W. S., Chandler, J., Goodman, I. F., & Hemphill, L. (1991). *Unfulfilled expectations: Home and school influences on literacy*. Cambridge, MA: Harvard University Press
- 14 For example, Neuman, S. B. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly, 34*, 286-311; Guo, Y., Justice, L. M., Kaderavek, J. N., & McGinty, A. (2012). The literacy environment of preschool classrooms: Contributions to children's emergent literacy growth. *Journal of Research in Reading, 35*, 308 - 327. McGill-Franzen, A., Allington, R. L., Yokoi, L., & Brooks, G. (1999). Putting books in the classroom seems necessary but not sufficient. *The Journal of Educational Research, 93*, 67-74.
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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	MAISA English Language Arts Leaders Network
Eaton Regional Educational Service Agency	Michigan Department of Education
Genesee Intermediate School District	Michigan Elementary and Middle School Principals Association
Huron Intermediate School District	Michigan Reading Association
Ingham Intermediate School District	Michigan State University
Iosco Regional Educational Service Agency	Monroe County Intermediate School District
Jackson County Intermediate School District	Muskegon Area Intermediate School District
Kalamazoo Public Schools	Oakland Schools
Lenawee Intermediate School District	Ottawa Area Intermediate School District
Lewis Cass Intermediate School District	Reading Now Network
Livingston Educational Service Agency	Regional Education Media Center Association of Michigan
Macomb Intermediate School District	Saint Clair County Regional Educational Service Agency
Mecosta-Osceola Intermediate School District	Saint Joseph County Intermediate School District
Michigan Association of Administrators of Special Education	Southwest Michigan Reading Council
Michigan Association of Computer Users in Learning	University of Michigan
Michigan Association of Intermediate School Administrators	Washtenaw Intermediate School District
MAISA Early Childhood Administrators Network	Wayne County Regional Educational Service Agency

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



Essential Instructional Practices in Early Literacy

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



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 grade⁴ which should garner careful attention in all Michigan kindergarten through third-grade classrooms and be one focus in observing classroom practice and children’s development. The endnotes indicate some connections between the ten instructional practices and the Michigan Standards, and they reference research studies that support the practices listed.

1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons⁵

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 digital⁶

Read alouds involve:

- sets of texts, across read aloud sessions, that are thematically and conceptually related⁷ 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 reading⁸
- 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 context¹²

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 development¹³

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 reading¹⁵
- 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" "iiiiii" "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 instruction¹⁸ in letter-sound relationships¹⁹

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 *fl* 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 instruction²¹

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 writing²²
- 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 processing²³

7. Intentional and ambitious efforts to build vocabulary and content knowledge²⁴

The teacher:

- selects Tier 2 and Tier 3 vocabulary words to teach from read alouds of literature and informational texts and from content area curricula²⁵
- 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 contexts²⁶, 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 texts²⁷
- teaches morphology (i.e., meaning of word parts), including common word roots, inflections, prefixes, and affixes²⁸

8. Abundant reading material and reading opportunities in the classroom²⁹

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 discussion³⁰

9. Ongoing observation and assessment of children's language and literacy development that informs their education³¹

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 literacy³²

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 English³³
- 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.
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- 14 See Reading Standards for Informational Text #10 and Reading Standards for Literature #10.
- 15 See Foundational Skills Standard #4.
- 16 For example, Brennan, F., & Ireson, J. (1997). Training phonological awareness: A study to evaluate the effects of a program of metalinguistic games in kindergarten. *Reading and Writing: An Interdisciplinary Journal, 9*, 241-263; Bus, A. G., & van Ijzendoorn, M. H. (1999). Phonological awareness and early reading: A meta-analysis of experimental training studies. *Journal of Educational Psychology, 91*, 403-414; Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghouh-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly, 36*, 250-287; Suggate, S. P. (2016). A meta-analysis of the long-term effects of phonemic awareness, phonics, fluency, and reading comprehension interventions. *Journal of Learning Disabilities, 49*, 77-96.
- 17 See Foundational Skills Standard #2.
- 18 Explicit instruction involves telling children what you want them to know, rather than expecting that they will infer this information. For example, explicit instruction about the letter L might include (although not necessarily all at once) the following: "This [pointing] is the letter called *ell*. *Ell* stands for the ll sound. Latoya's name starts with the ll sound: L.L.Latoya. Lion also starts with the ll sound: llllion. You can make ell with a straight line down and a short line across, like this [demonstrating], or you can make ell with just a straight line down, like this [demonstrating]."
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- 25 See Michigan K to 12 Standards for English Language Arts, Appendix A for more on vocabulary selection.
- 26 See Language Standards #4 and #5.
- 27 See Speaking and Listening Standards.
- 28 See Language Standard #4.
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Process for Development and Review

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

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

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



Essential Instructional Practices in Early Literacy

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