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

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").

Resources for Essential #1:

Essential Instructional Practice Checklist #1	
Teacher Quick Guides	**Opportunities for Choice Teacher Quick Guide** **Opportunities for Collaboration Teacher Quick Guide** **Defining Success for Students Teacher Quick Guide**
Grab & Go Professional Development	**Grab & Go PD: Motivation and Engagement**
Articles	*No More Reading for Junk:* **an Interview with Barbara Marinak & Linda Gambrell**

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	[Top Five Reasons We Love Giving Students Choice in Reading](#) by Skeeters, Campbell, et. al. **[What Doesn't Work: Literacy Practices We Should Abandon](#)** by Nell K. Duke **[Nuturing Intristic Motivation and Growth Mindset in Writing](#)** by Amy Conley **[Three Myths About "Reading Levels" and Why You Shouldn't Fall for Them…](#)** by Schwanenflugel & Knapp **[Formative Assessment Best Practices - No Hand Raising for Better Student Engagement](#)** by Kathy Dyer **[Three Ways to Increase Student Engagement in Reading](#)** by Donalyn Miller
Infographic	**[Feedback that Makes the Grade: How Do Students *Really* Feel About Your Feedback?](#)**
Videos	**[When Kids Can't Read Grade Level Text (1:13)](#)** by Jill Jackson Consulting

Read alouds of age-appropriate books and other materials, print or digital

Read Alouds Involve:
- sets of texts, across read aloud sessions, that are thematically and conceptually related 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 nonexamples, and engaging children in saying the words aloud and using the words at other points in the day and over time
- higher order discussion among children and teacher before, during, and after reading
- instructional strategies, depending on the grade level and children's needs, that:
  - develop **print concepts**, 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 or print
  - model application of knowledge and strategies for **word recognition**

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- build **knowledge of the structure of features of text**, including with regard to structure, key story elements and common informational text structures (compare-contrast, cause-effect, problem-solution, description, and sequence), and such as, with regard to text features, tables of content, diagrams, captions, and index
- describe and model **comprehension strategies**, including activating prior knowledge/predicting;questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling
- describe and model strategies for ascertaining the meaning of unfamiliar **vocabulary** from context

Resources for Essential #2:

Essential Instructional Practice Checklist #2	
Teacher Quick Guides	**Interactive Read Alouds Teacher Quick Guide** **Modeling Appropriate Fluency Teacher Quick Guide** **Purposeful/Accountable Talk, Quick Tips for Teachers of ELs** **Text Set Examples**
Grab & Go Professional Development	**Grab & Go PD: Questioning Strategies**
Practice Guides	**What Works Clearinghouse Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade**
Articles	**The Reading Workshop: 13 Scientific Reasons for Reading Aloud** by Frank Serafini **Why Reading Aloud to Older Children is Valuable** by Holly Korbey **Why Literacy Educators Need to be Advocates for Science and Social Studies Education** by Nell Duke **The Music of Reading Aloud: Reading Expressively Matters in the Development of Reading** by Schwanenflugel & Knapp
Videos	**Tanya Wright presentation on Interactive Read Aloud w/ Vocabulary Focus (24:20)**

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	- **Tanya Wright's Read Aloud with Attention to Vocabulary** (10:13) - **Text Sets To Support Key Concepts** (7:02) - **Bringing Close Reading and Text-Based Questions into an Interactive Read Aloud of Bugs! Bugs! Bugs! (K-2)** (15:14) - **The Ensuing Accountable Talk Discussion of Bugs! Bugs! Bugs! (K-2)** (8:33) - **Interactive Read Aloud: House for Hermit Crab** (20:24) - **Growing Educators Quick Tips: Read Aloud as a Reader** (1:06) - **Growing Educators Quick Tips: Make Time for Read Aloud in Five Minutes** (0:35) - **Dr. Nell Duke Explaining What Good Readers Do, Teaching Students To Use Reading Comprehension Strategies** (6:00) - **Nell Duke's Using Informational Text to Build Literacy and Content Knowledge** (19:23) - **Nell Duke's Using Informational Text to Build Literacy and Content Knowledge (Part 2)** (8:50)
Tools	- **Purposeful/Accountable Talk, Quick Tips for Teachers of ELs**

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

The teacher:

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- ensures that children use most of their time actually reading and writing (or working toward this goal in kindergarten and early first grade)
- coaches children as they engage in reading and writing, with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, (c) rereading
- employs practices for developing reading **fluency**, such as repeated reading, echo reading, paired and partner reading
- 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

Resources for Essential #3:

Essential Instructional Practice Checklist #3	
Practice Guides	**What Works Clearinghouse Practice Guide: Improving Reading Comprehension in Kindergarten through Third grade** **Prompting students to apply word-reading strategies** (Practice Guide excerpt) **What Works Clearinghouse Practice Guide: Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades** **What Works Clearinghouse Practice Guide: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades**
Articles	**What's Really Wrong with Round Robin Reading?** by Melanie Kuhn **Sweeping Round Robin Reading Out of Your Classroom**- by Katherine Hilden & Jennifer Jones **The Difference Between Conferring and Touching Base** by Debbie Miller **Chapter 7: Helping Students Move from Reading Level to Level** Conferring With Readers: Supporting

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		Each Student's Growth and Independence by Gravity Goldberg & Jennifer Serravallo ● **5 Fallacies That Are NOT Differentiated Instruction** ASCD article based on book by Carol Ann Tomlinson
Videos		● **Echo Reading (0:59)** ● **Jennifer Serravallo - A Best-Practice Tip About How to Confer When Teaching in Small Groups (3:00)** ● **Jennifer Serravallo - Strategy Lesson, Grade 5 Nonfiction (10:58)** ● **Jennifer Serravallo Teaches a Small Group Strategy Lesson (6:50)** ● **Lucy Calkins - Readers Reread and Annotate to Prepare for Small Group Work (8:47)** ● **Sample Videos, Blog Posts, and Articles for Conferring**
Tools		● **Differentiated Literacy Instruction K-3** by Nell Duke ● **Informal Decoding Inventory (for upper grades)** ● **Fluency Oriented Reading Instruction (F.O.R.I.) Quick Guide** ● **Purposeful/Accountable Talk, Quick Tips for Teachers of ELs** ● **Prompts for When a Child is Having Difficulty Reading a Word** (by Duke & Schutz, 2017)
Websites		● **Vocaroo: Online voice recorder for student use**

Activities that build phonological awareness

Teachers promote phonological awareness development, 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)

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- activities that involve blending sounds in words (e.g., "robot talk" in which the teachers says the sounds "fffff" "iiiii" "shhhh" and children say *fish*)
- daily opportunities to write meaningful texts in which they listen for sounds in words to estimate their spellings

Resources for Essential #4:

Essential Instructional Practice Checklist #4	
Continuums	- **Phonological Awareness Continuum** - **Phonological Awareness Skill Continuum**
Grab & Go Professional Development	- **Grab & Go PD: Phonological Awareness** - **Grab & Go PD: Phonemic Awareness**
Practice Guides	- **What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade**
Articles	- **Supporting Phonemic Development in the Classroom**-**by Hallie Kay Yopp & Ruth Helen Yopp**
Videos	- **Phoneme Segmentation Explicit Instruction and Practice (4:06)** - **Phoneme Blending Explicit Instruction and Practice (Robot Voice) (4:14)** - **Phoneme Blending Practice (Puppet) (0:34)**

Explicit instruction in letter-sound relationships

Instruction in letter-sound relationships is:

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- 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

Resources for Essential #5:

Essential Instructional Practice Checklist #5	
Grab & Go Professional Development	• **Grab & Go PD: High Frequency Words**
Practice Guides	• **What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade**
Articles	• **Letter Names Can Cause Confusion and Other Things to Know About Letter-Sound Relationships** by Meghan Block & Nell Duke • **Teach "Sight Words" As You Would Other Words** by Nell Duke & Anne Mesmer • **Should We Teach 100 Sight Words to Kindergartners?** by Marcia Invernizzi • **What every teacher should know, Reading 101: A Guide to Teaching Reading and Writing**
Tools	• **Words Their Way - Primary Spelling Inventory** by Donald Bear • **Words Their Way - Elementary Spelling Inventory** by Donald Bear • **Words Their Way - Upper-Level Spelling Inventory** by Donald Bear

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Videos	● **Marcia Invernizzi - Effective Teaching Strategies for Developing Sight Word Vocabulary (10:48)**

Research- and standards-aligned writing instruction

The teacher provides:
- interactive writing experiences in grade K and 1
- daily time for children to write, aligned with instructional practice #1 above
- instruction in writing processes and strategies, particularly those involving researching, planning, revising, and editing writing
- 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)
- explicit instruction in letter formation, spelling strategies, capitalization, punctuation, sentence construction, keyboarding, and word processing

Resources for Essential #6:

Essential Instructional Practice Checklist #6	
Grab & Go Professional Development	● **Grab & Go PD: Editing Strategies**
Practice Guides	● **What Works Clearinghouse Practice Guide: Teaching Elementary School Students to Be Effective Writers**
Articles	● **Writing, Not Just in English Class** by Doug Fisher & Nancy Frey
Tools	● **Nell Duke's editing checklists for grades K-5** ● **Writing Across the Curriculum - Math resource from MDE**
Videos	● **Kristine Schutz - Addressing Foundational Skills Through Interactive Writing: Beyond Morning Message and Thank You Notes (25:56)** ● **Kristine Schutz's demonstration of Interactive Writing**

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	(MDE - 10:46) ● **Jennifer Serravallo - Goal Setting Conference, 1st grade (7:45)** ● **Teachers College Reading and Writing Project - Assessment -based Conferring to Raise the Level of Narrative Writing (grades 3-5) (9:42)** ● **Teachers College Reading and Writing Project - A Writing Conference: Teaching a Student to Write for an Audience (grades 3-5) (5:47)**

Intentional and ambitious efforts to build vocabulary and content knowledge

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

Resources for Essential #7:

Essential Instructional Practice Checklist #7

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Articles	• **The Magic of Words: Teaching Vocabulary in the Early Childhood Classroom** by Susan Neuman & Tanya Wright • **Teaching 50,000 Words: Meeting and Exceeding the Common Core State Standards for Vocabulary** by Michael Graves & Gregory Sales • **White Paper: Helping Students Own Language Through Word Study, Vocabulary, and Grammar Instruction** by Oakland Schools
Observational Checklists	• **Kdg. CCSS Vocabulary - observational checklist** • **1st grade CCSS Vocabulary - observational checklist** • **2nd grade CCSS Vocabulary - observational checklist** • **3rd grade CCSS Vocabulary - observational checklist** • **4th grade CCSS Vocabulary - observational checklist** • **5th grade CCSS Vocabulary - observational checklist**
Tools	• **Construct Relevant Vocabulary for English Language Arts and Literacy**
Videos	• **Tanya Wright presentation on Interactive Read Aloud w/ Vocabulary Focus** (24:20)

Abundant reading material and reading opportunities in the classroom

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

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employ productive reading strategies during reading, feedback on children's reading, and post-reading response activities including text discussion

Resources for Essential #8:

Essential Instructional Practice Checklist #8	
Articles	● **Close Reading in Elementary Schools** by Doug Fisher & Nancy Frey ● **Making Independent Reading Work** by Barbara Moss ● **National Council of Teachers of English - Position Statement on Classroom Libraries (May 2017)** ● **The Apartheid of Children's Literature** by Christopher Myers ● **The Diversity Gap in Children's Publishing** by Hannah Ehrlich ● **Third Graders Assess and Improve Diversity of Classroom Library** by Jeremy Manger ● **Becoming a Classroom of Readers** by Donalyn Miller ● **Getting to Know My Students as Readers** by Alycia Zimmerman
Websites	● **We Need Diverse Books** ● **Michigan eLibrary**

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 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 many need additional instructional supports

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- employs formative and diagnostic assessment tools as needed to inform specific instructional targets (e.g., assessing knowledge of specific letter-sound relationships, assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used)

Resources for Essential #9:

Essential Instructional Practice Checklist #9	
Practice Guides	- **What Works Clearinghouse Practice Guide: Using Student Achievement Data to Support Instructional Decision Making** - **What Works Clearinghouse Practice Guide: Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades**
Articles	- **Formative Assessment Practices to Support Student Learning** by Chrystyna Mursky - **Formative Assessment That Truly Informs Instruction** by NCTE Task Force - **Take Three! 55 Digital Tools and Apps for Formative Assessment Success** by Kathy Dyer - **Formative Assessment Best Practices - No Hand Raising for Better Student Engagement** by Kathy Dyer
Models	- **Nell Duke's Differentiated Literacy Instruction document**
Tools	- **Instructional Grade-Level Equivalence chart** (informal reading inventories)
Videos	- **Using Formative Assessment: A lesson on collaborative discussions** (15:03) - **MTSS and RtI are often used interchangeably. What is it that separates them?** (1:28)
Websites	- **Michigan Department of Education's Multi-tiered Systems of Support**

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Collaboration with families in promoting literacy

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

- prompt children during reading and writing and demonstrate ways to incorporate literacy-promoting strategies into everyday activities, such as cooking, communicating with friends and family, and traveling in the bus or car
- promote children's independent reading
- support children in doing their homework and in academic learning over the summer months
- speak with children in their home/most comfortable language whether or not that language is English
- 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 museums (for example, through www.michiganactivitypass.info)

Resources for Essential #10:

Essential Instructional Practice Checklist #10	
Self-Assessment Checklist	- **NAEYC Engaging Diverse Families Self-Assessment Checklist**
Articles	- **Eliminating Summer Reading Setback - How We Can Close the Rich/Poor Achievement Gap** by Allington and McGill-Frazen (2013) - **Scholastic: Access To Books** - **Scholastic: Family Guide Top 10 Ways to Nurture a Super Reader** - **Promoting Family Literacy Through Connections, Context, and Curriculum** by: Nicole Taylor

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	● **Communicating with Parents** by Caroline Thompson ● **Where Books Are All But Nonexistent** by Alia Wong
Framework	● **A Dual Capacity-Building Framework for Family-School Partnerships** (A Partners in Education publication)
Parent Guides to Student Success	**From the National PTA:** ● **Kindergarten parent guide** **English** **Spanish** ● **1st grade parent guide** **English** **Spanish** ● **2nd grade parent guide** **English** **Spanish** ● **3rd grade parent guide** **English** **Spanish** ● **4th grade parent guide** **English** **Spanish** ● **5th grade parent guide** **English** **Spanish**
Student/Family Online Reading Resources	● **How to Read an E-Book with Your Child** ● **Bookflix: Online books for students** by Groiler & Scholastic ● **Britannica Learning Zone (preK-2nd grade)** by Britannica ● **Early World of Learning** by World Book Online ● **Epic!** ● **Gale Kids InfoBits** - discover nonfiction texts by topic ● **Michigan eLibrary for Kids (preK-5th grade)** ● **Parent Toolkit: NBC News Education Nation** ● **Robert Munsch books** - books read aloud by the author himself! ● **Storyblocks: Songs & Rhymes that Build Readers** ● **Storyline Online** books read aloud by famous actors/actresses ● **Summer E-books for students** by Arbordale Publishing (English & Spanish read aloud options) ● **Tumble Book Library** ● **World Book Online Kids**
Tools	● **School Volunteer Literacy Companion** ● **Parent Flyer: Book Talk** ● **Engaging Families in Children's Literacy Development: A Complete Workshop Series** (A Scholastic video series)

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	Riding and Reading - parent tip sheet **Summer Literacy Challenge** - activity suggestions for families **Use Summer Fun to Build Background Knowledge** - parent tip sheet **International Literacy Association, Choices 2017 Reading Lists** **Ready4K** - App for communication/content tips with parents specifically geared towards Birth-5 years of age.
Videos	**Parent Quick Tip Videos** **Activating Prior Knowledge (2:07)** **Predicting (2:44)** **Questioning (2:04)** **Summarizing (1:53)** **Phoneme Blending (1:55)** **Word Decoding Strategies (2:15)** **Reading Fluency (1:49)** **Conversation with Dr. Jimmy Kim - Summer Reading That Works (54:00)** **Parent Toolkit videos**

Additional Resources

Essential Instructional Practices in Early Literacy Documents	**Pre-K Essential Instructional Practices in Early Literacy** **K-3 Essential Instructional Practices in Early Literacy** **4-5 Essential Instructional Practices in Literacy** **Essential Coaching Practices for Elementary Literacy** **Essential School-Wide and Center-Wide Practices in Literacy** **A Leader's Guide to a Theory of Action for Raising Michigan's Early Literacy Achievement** **Early Literacy Task Force Executive Summary: Every Child Every Classroom Every Day**

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Essential Instructional Practices Checklists	- All Instructional Practices <u>Part 1</u>, <u>Part 2</u>, <u>Part 3</u> **<u>Essential Instructional Practice Checklist #1</u>** **<u>Essential Instructional Practice Checklist #2</u>** **<u>Essential Instructional Practice Checklist #3</u>** **<u>Essential Instructional Practice Checklist #4</u>** **<u>Essential Instructional Practice Checklist #5</u>** **<u>Essential Instructional Practice Checklist #6</u>** **<u>Essential Instructional Practice Checklist #7</u>** **<u>Essential Instructional Practice Checklist #8</u>** **<u>Essential Instructional Practice Checklist #9</u>** **<u>Essential Instructional Practice Checklist #10</u>**
Classroom Practices Observation (Look Fors) Recording Sheets	**<u>Classroom Practices Look Fors for Early Literacy Instructional Practices</u>**
Staff Perception Survey	**<u>Early Literacy Teacher Survey</u>**
Practice Guides	**<u>What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</u>** **<u>Supporting Early Literacy Development and Science Instruction</u>** (MDE guide)
Implementation Guides	**<u>Early Literacy Essential Practice Implementation Guides</u>**
Articles	**<u>What Doesn't Work: Literacy Practices We Should Abandon by Nell Duke</u>**
Webinar	**<u>Nell Duke's Edweek webinar presentation from 09/26/16</u>**
Tools	**<u>Reading Now Network Reflection Tool</u>**

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