

A Guide to Michigan's FREE Online Professional Learning Materials on Research-Supported Practices for Developing Foundational Skills (and Other Areas) in Literacy



The purpose of this document is to:

1. highlight the prekindergarten and grades K-3 resources that address professional learning with foundational skills; and
2. provide guidance on how to utilize the FREE online prekindergarten and grades K-3 modules for the *Essential Instructional Practices in Early Literacy* to facilitate and promote in-depth professional learning in all areas of literacy.

All educators in Michigan have FREE access to the *Essential Instructional Practices in Early Literacy* prekindergarten and grades K-3 modules. These modules provide educators with a basis of research-supported content knowledge in literacy. When embedded in a school, district, or ISD system of professional learning, they provide a common language and shared understanding, as well as support coherence around literacy, both locally and in the State of Michigan, which will impact student achievement.

Introduction

The Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network's (GELN) Early Literacy Task Force (ELTF) developed a small set of research-supported instructional practices titled the *Essential Instructional Practices in Early Literacy: Prekindergarten* and the *Essential Instructional Practices in Early Literacy: Grades K-3*. Thereafter, prekindergarten and grades K-3 modules for the *Essential Instructional Practices in Early Literacy* were created in a partnership with Michigan Virtual, MAISA, GELN, and the ELTF and funded by the Michigan Legislature. The modules support content understanding during professional learning for each *Essential Instructional Practice in Literacy* and its underlying bullets. Classroom videos demonstrate each *Essential* in practice within Michigan classrooms and are intended to be viewed in conjunction with the full content of individual modules (i.e., the narrated slides, discussion prompts, etc.). The instructional practices and modules address areas of literacy instruction that support children to be successful on assessments such as M-STEP and the National Assessment of Educational Progress (NAEP). Moreover, these materials explicitly define, outline, and demonstrate how educators must develop foundational skills of early reading (phonological awareness, phonics, print concepts, and fluency) through specific research-supported instructional practices. The presentation and video content of the modules are provided by the following researchers (varies depending on the module): Nell K. Duke, EdD, Professor, University of Michigan; Tanya S. Wright, PhD, Associate Professor, Michigan State University; and Laura Tortorelli, PhD, Assistant Professor, Michigan State University; with additional video footage from Patricia Edwards, PhD, Professor, Michigan State University.

To view the suite of documents intended to be used collectively to support a strong literacy system, visit www.literacyessentials.org.

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Foundational Skill	PreK and K-3 Essential Instructional Practice Modules: Snapshot View																				Early Childhood Standards of Quality for PreK	Michigan ELA Standards for Grades K-12			
	Intro	Essential 1 Module 1		Essential 2 Module 2		Essential 3 Module 3		Essential 4 Module 4		Essential 5 Module 5		Essential 6 Module 6		Essential 7 Module 7		Essential 8 Module 8		Essential 9 Module 9		Essential 10 Module 10					
	PreK K-3	PreK	K-3	PreK	K-3	PreK	K-3	PreK	K-3	PreK	K-3	PreK	K-3	PreK	K-3	PreK	K-3	PreK	K-3	PreK			K-3		
Print Concepts		✓		✓	✓	✓	✓					✓	✓						✓	✓			Language and Early Literacy Development ELE 1.C	Reading: Foundational Skills K.1, 1.1	
Phonological Awareness						✓	✓	✓	✓	✓	✓	✓	✓						✓	✓			Language and Early Literacy Development ELE 1.A.4, 1.B.3, 3.3	Reading: Foundational Skills K.2, 1.2 Language K.2, 1.2	
Alphabet Knowledge, Phonics, and Word Recognition				✓	✓	✓		✓	✓	✓	✓	✓	✓		✓				✓	✓			Language and Early Literacy Development ELE 1.B.1, 1.B.2, 2.2, 2.5	Reading: Foundational Skills K.3, 1.3, 2.3, 3.3 Language K.1, K.2, 1.1, 1.2, 2.1, 2.2, 3.1, 3.2	
Fluency (including volume reading) *through modeling				✓*	✓	✓*	✓											✓	✓		✓	✓*	✓	Not applicable	Reading: Foundational Skills K.4, 1.4, 2.4, 3.4
Other Areas of Literacy Development Represented in the Modules																									
Comprehension					✓		✓												✓	✓	✓	✓	Language and Early Literacy Development ELE 5.1-5.3 Approaches to Learning Habits of Mind 3.1-3.3, 5.1-5.8 Creative Arts ELE 1-5	Reading: Literature K-3 Reading: Informational Text K-3	
Language Development (including vocabulary and morphology)			✓		✓		✓							✓	✓				✓	✓	✓	✓	Approaches to Learning Habits of Mind 2.1, 2.5, 3.1, 3.2, 4.3, 4.5, 5.2, 5.6, 5.7 Language and Early Literacy Development ELE 1.A.2, 1.A.4, 3.1-3.10, 4.1-4.7, 7.1-7.4	Language K-3 Reading: Literature K.4, 1.4, 2.4, 3.4 Reading: Informational Text K.4, 1.4, 2.4, 3.4 Speaking and Listening K-3	
Writing		✓	✓					✓	✓	✓	✓	✓	✓						✓	✓			Language and Early Literacy Development ELE 2.1-2.8, 5.1	Writing K-3	
Content Knowledge	✓	✓	✓		✓	✓										✓	✓	✓	✓			✓	✓	Refer to Early Learning Expectations for Math, Science, and Social Studies	Refer to grade-level Michigan Academic Standards
Motivation and Engagement (should be fostered throughout all areas of instruction)			✓	✓										✓	✓			✓	✓			✓		Approaches to Learning Habits of Mind 1.1-1.7, 4.2, 4.4, 4.5 Language and Early Literacy Development ELE 1.A.5, 6.1-6.5, 7.1-7.4 Social, Emotional, and Physical Health and Development ELE 1.1-1.6, 2.1-2.6, 3.1-3.8, 7.1-7.4 Creative Arts ELE 1-5	Speaking and Listening K-3 (as outlined in Essential 1)

✓ = Checkmark indicates that a module supports the foundational skill or area of literacy in some way.
 ✓ = Checkmark indicates that the foundational skill is the particular focus of that module.

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Planning for Professional Learning With the Modules

Implementation of the modules should be done within **high-quality professional learning** that is **content** focused, supports **active learning**, reflects **coherence**, includes a **duration** that supports time to see results, and includes **collective participation**, as outlined, for example, by the following article: Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, (3)38, 181-199. Retrieved from: <http://www.jstor.org/stable/20532527>. The content, structure, and organization of the modules support Desimone's conclusions regarding research for professional learning. When used as intended, in ongoing professional learning within a district system (e.g., Professional Learning Community or PLC), the modules' content presentations, videos, and supporting documents create an environment to foster and promote personal reflection, discussion, and planning in response to new learning. **It is highly recommended that professional learning occur in conjunction with the district's literacy leadership team, district coach, and/or ISD literacy coach.**

References

Documents: Michigan State Board of Education, Lansing, MI. (2005). *Early Childhood Standards of Quality for Prekindergarten*. Retrieved from https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf. Michigan Department of Education. (nd). *Michigan K-12 standards for English language arts*. Lansing, MI: Author. Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential instructional practices in early literacy: K to 3*. Lansing, MI: Authors. 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.

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Comprehension: Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/practiceguide/6>. Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/practiceguide/14>.

Alphabet Knowledge, Phonics, and Word Recognition; and Writing: Foorman, B., Beyer, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade: A practice guide* (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from: <https://ies.ed.gov/ncee/wwc/practiceguide/21>. Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/practiceguide/17>.

