



@nellkduke

*Slides from presentation October 2,
2018 for access on ProLEER site
(only)*

Setting Instructional Non-Negotiables in Early Literacy

Nell K. Duke
University of Michigan

Plan for this Session

- Non-negotiables concept
- Some Pre-K non-negotiables
- Some K to 3 non-negotiables
- Codifying non-negotiables
- Professional development processes to support implementation of non-negotiables

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Non-negotiables



Non-negotiables

CDC
Patient Safety
DEPARTMENT OF HEALTH & HUMAN SERVICES

CLEAN HANDS SAVE LIVES

Protect patients, protect yourself

Influenza
Staphylococcus
Candida
RSV
Klebsiella
Pseudomonas
Enterococcus

Alcohol-rub or wash
before and after **EVERY** contact.

hand hygiene saves lives

www.cdc.gov/handhygiene



Wet hands with water;



Apply enough soap to cover all hand surfaces;



Rub hands palm to palm;



Right palm over left dorsum with interlaced fingers and vice versa;



Palm to palm with fingers interlaced;



Backs of fingers to opposing palms with fingers interlocked;



Rotational rubbing of left thumb clasped in right palm and vice versa;



Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;



Rinse hands with water;



Dry hands thoroughly with a single use towel;



Use towel to turn off faucet;



Your hands are now safe.

What instructional practices should be used in every preschool and/or kindergarten-to-third-grade classroom?

In other words, what should be instructional non-negotiables in early literacy?

Criteria for Classroom-based Non-Negotiables in Early Literacy

- The practice has to have a strong body of research to suggest that ‘it works’ to positively affect literacy knowledge, skills, and/or dispositions within that grade band.
- The practice has to have been shown to work for a wide range of learners and settings.
- The practice has to be doable with the resources provided to teachers.

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**Disclaimer: These are
Examples of Possible Non-
Negotiable Practices; It is not
an Exhaustive List**

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Preschool

Print-Referencing Read Alouds

Verbal and non-verbal strategies for drawing children's attention to print during adult-child read aloud (e.g., Justice & Ezell, 2002; Justice, McGinty, Piasta, Kaderavek, & Fan, 2010), 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

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Print-salient Texts

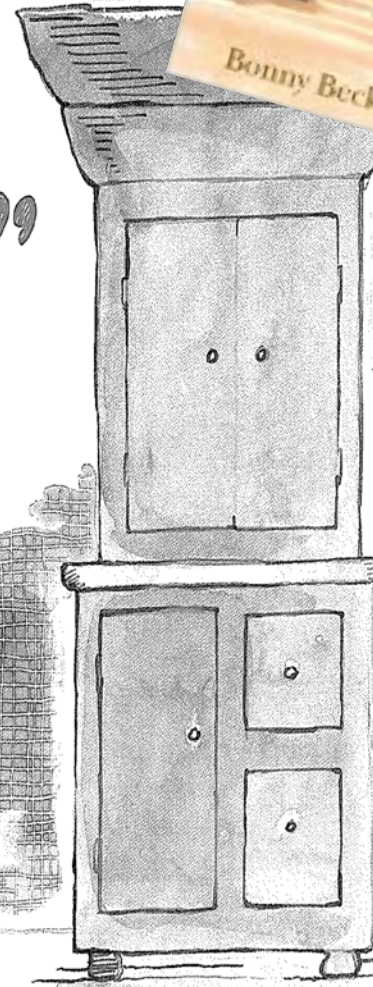
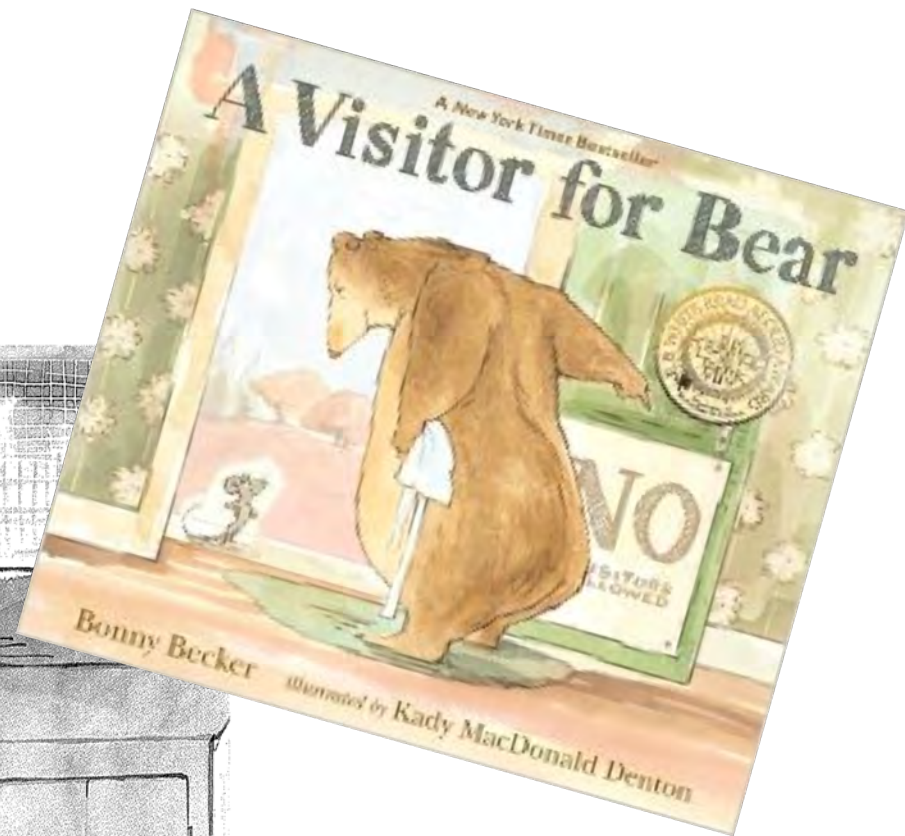
From *A Visitor for Bear* by Bonny Becker

there was the mouse!

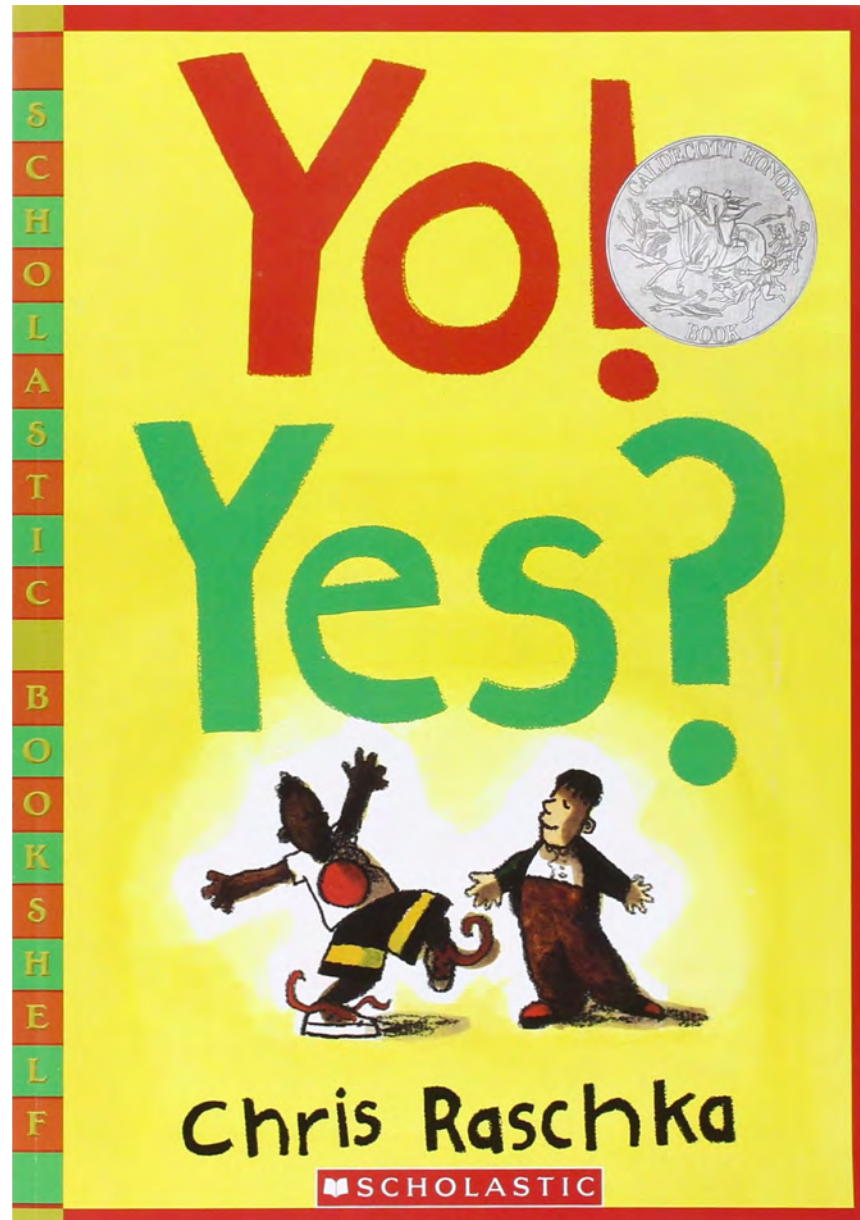
(Small and gray and bright-eyed, of course.)

“BEGONE!”

roared Bear.



Print-salient Texts



Black shoes with two white stripes. High-tops.
Perfect shape.
\$2.50.

THOSE SHOES.





Max could almost taste the Marshmallow Squirters.
“Flour,” said the grocer, and he gave Max flour.

From *Bunny Cakes* by Rosemary Wells

Why? One Reason: Concepts of Print Development

A.

B.

One of the Benefits of P-R Read Aloud: Developing Concepts of Print

A.

B.

One of the Benefits of P-R Read Aloud: Developing Concepts of Print

وكما أننا أيضاً إلى هذه البقعة المقدسة لنُنكّر أمريكا بالمطالب الملحّة
الوقت الحالي. هذا الوقت ليس وقت تهيئة الأعصاب أو أخذ المُسكنات.
حان الوقت الآن لتحقيق وعود الديمقراطية، وكما حان الوقت أيضاً
لإنهوض من وادي التمييز العنصري المظلم والبائس إلى الممر المضىء
للعدالة الورقية. وحان الوقت أيضاً لرفع أمتنا من وعت الجور العرقي
إلى صخرة الأخوية الصلبة. والآن حان الوقت لجعل العدالة حقيقة
لجميع أبناء الرب. وقد يكون من المهلك لأمة إهمال الحاحية الوقت
الحاضر. لذا لن يمر الصيف المحرق لإستيناء الزنجي الأسود
الشرعي إلا بخريف منعش من الحرية والمساواة.

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p

d

b

q

Preschool: Literacy-Enriched Dramatic Play







Schuster
Holzwarth
POST OFFICE

Mail Letters Here





4-18

Down
up

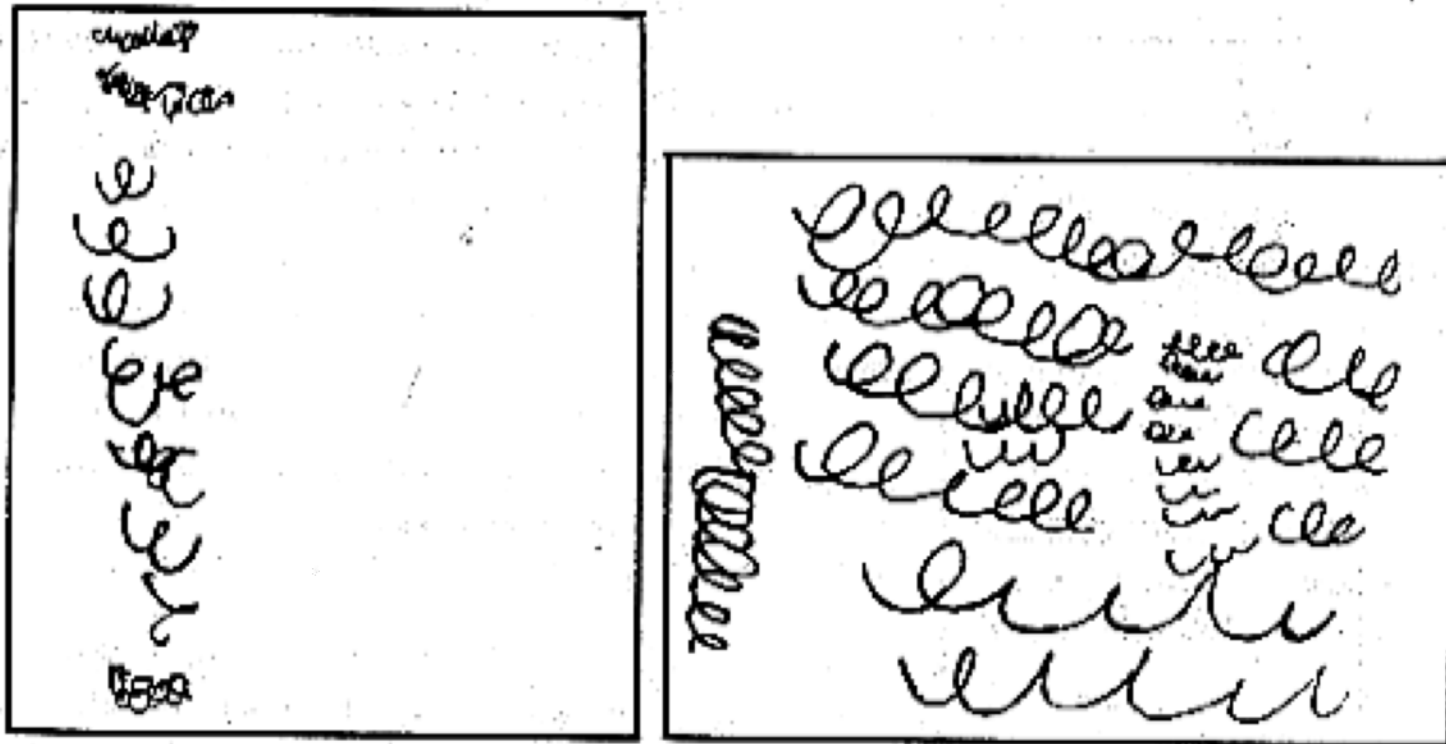


FLAs



FLAs

Why? One reason: genre knowledge

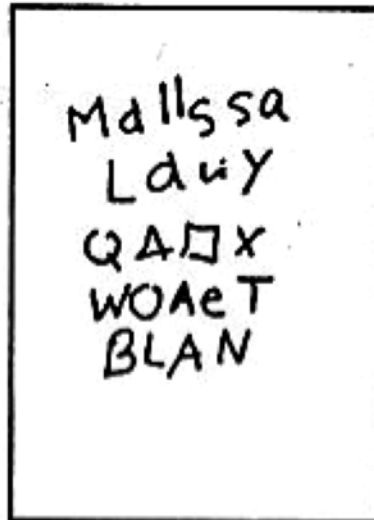


**Shopping List and Story by Hannah, Age 3,
from Harste, Woodward, & Burke, 1984, p. 157**

Birthday List, Letter, Map, Story Page by Stephanie, prior to first grade, from Harste, Woodward, and Burke, 1984, p. 84

BIRTHDAY LIST

Melisa
Laura Guests
Tic-Tac-Toe
(Game to be played)
White Cake
Balloons



LETTER

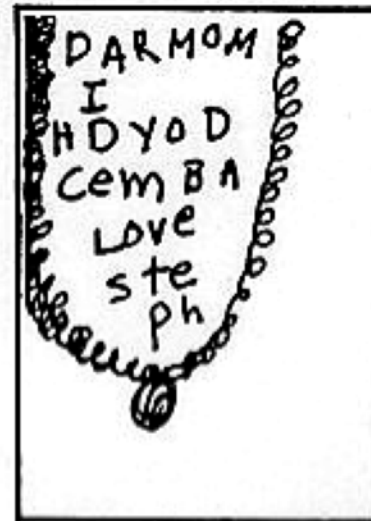
Dear Mom

I hope you come back

Love

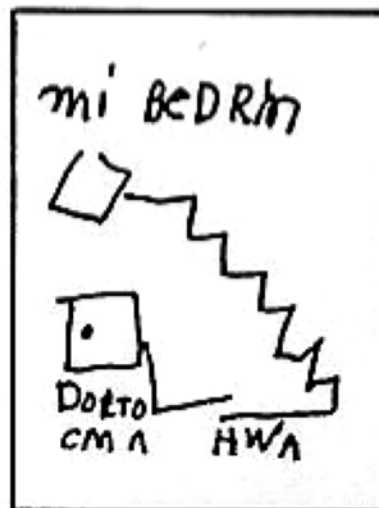
Steph

(Note: Stephanie decorated her paper to look like stationery.)



MAP FOR BIRTHDAY GUESTS TO GET TO HER BEDROOM

My Bedroom
Hallway
Door to come in



STORY PAGE

My dad and me was swinging

(Note: Quite different functions for art in story as opposed to letter and map.)



Interactive Writing

- Interactive writing involves young children in contributing to a piece of writing led by the teacher.
- It is synonymous with or similar to (depending on whose description you read) shared writing or “sharing the pen.”
- There are multiple studies indicating that interactive writing fosters literacy development.

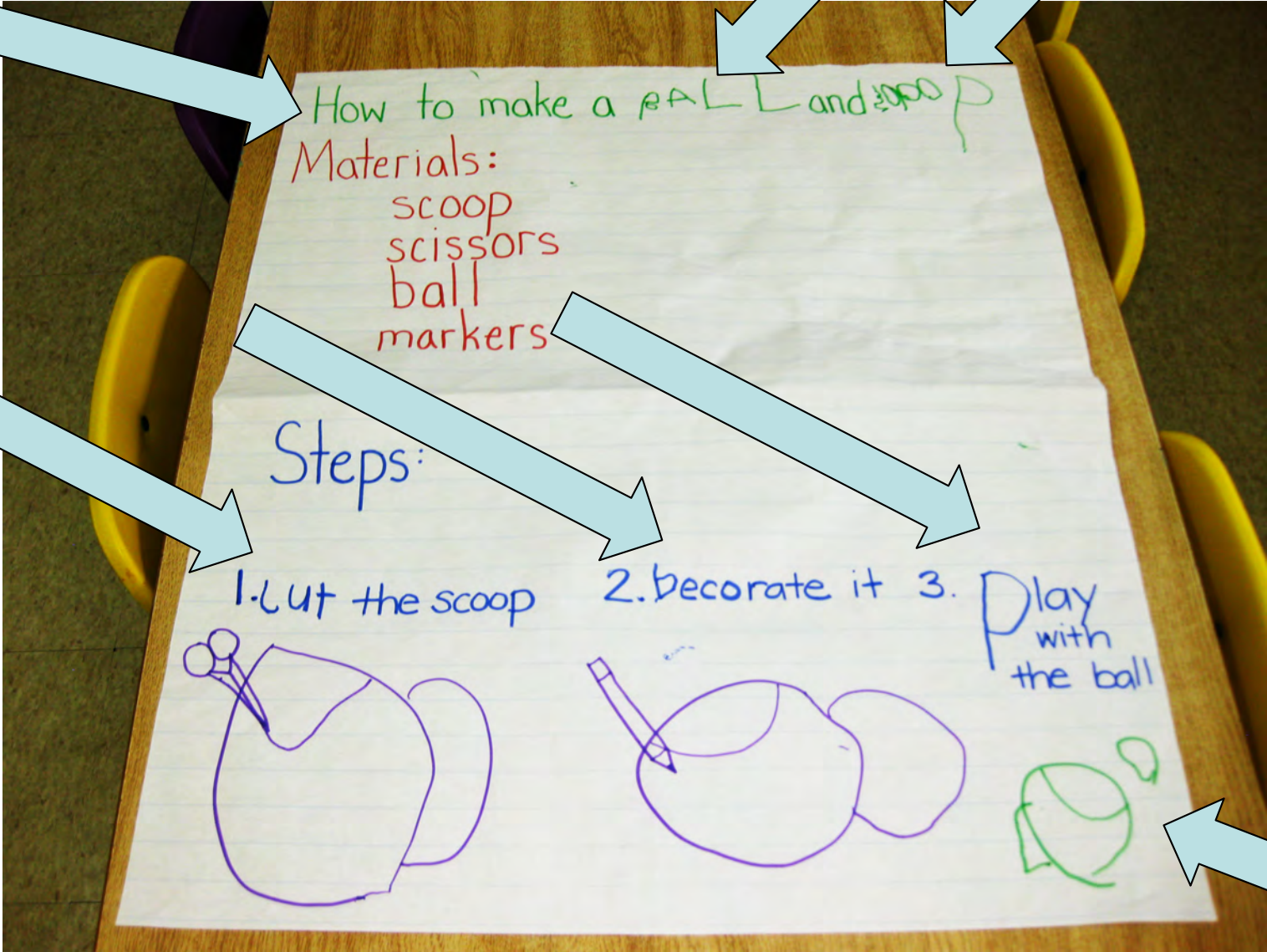
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Research-supported instructional practices

For example:

- Hall, A. H., Toland, M. D., Grisham-Brown, J., & Graham, S. (2014). Exploring **interactive writing** as an effective practice for increasing **Head Start students'** alphabet knowledge skills. *Early Childhood Education Journal*, 42, 423–430.
- Craig, S. A. (2003). The effects of an adapted **interactive writing** intervention on **kindergarten** children's phonological awareness, spelling, and early reading development. *Reading Research Quarterly*, 38, 438-440.
- Roth, K., & Guinee, K. (2011). Ten minutes a day: The impact of **interactive writing** instruction on **first graders'** independent writing. *Journal of Early Childhood Literacy*, 11, 331- 361.

Interactive Writing



Family Literacy Workshops

For example:

Roberts, K. L. (2013). Comprehension strategy instruction during parent–child shared reading: An intervention study. *Literacy Research and Instruction*, 52(2), 106-129.
DOI: 10.1080/19388071.2012.754521

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Roberts (2013)

5-10 Minutes: Parent and child engaged in a recorded shared reading session of a fictional narrative picturebook

10-15 Minutes: Children out of the room, parent discussion

15-20 Minutes: Parents learned new strategy via discussion, a handout, video., and Q & A

15-20 Minutes: Parents chose and previewed book and read it with new strategy

(Roberts, 2013, p. 113)

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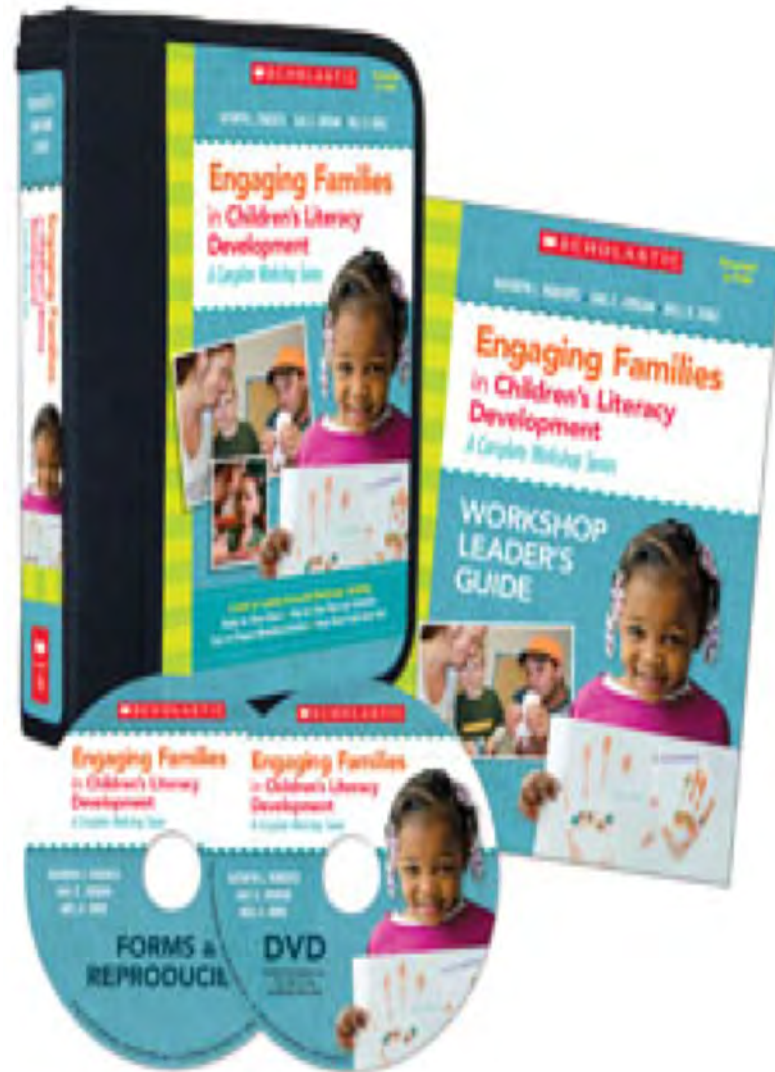
Roberts (2013)

- In between sessions and after last session
 - received letter
 - received bookmark
 - received storybook
- Control group was just encouraged to read aloud to their children
- Experimental group showed greater comprehension

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*The Engaging Families . . . Workshop Series**

*** I receive no royalties for sale of this product.**



A collaboration with Kathryn Roberts and Gail Jordan; and Kate provided some of the slides that follow.

Five Sessions

Session 1: Introduction: Literacy Happens in the **Home**

Session 2: Literacy Happens in the **Living Room**

Session 3: Literacy Happens in the **Kitchen**

Session 4: Literacy Happens in the **Bedroom and Bathroom**

Session 5: Literacy Happens **Out and About**

[Video]

From *The Engaging Families . . . Workshop Series* by Roberts, Jordan, and Duke, published by Scholastic

Some Preschool Non-Negotiables

- Print-referencing read aloud
- Literacy-enriched dramatic play
- Interactive writing
- Family literacy workshops

Discussion: Select one practice under-utilized in your country. How could this practice get into widespread use in your country?

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Grades K - 3

Interactive Read Aloud

- Reading aloud with expression, but also with interaction
- Teacher questions and comments
- Child questions and comments
- Higher-order discussion
- Text may be read over multiple sessions.
- Text may be read multiple times.
- There is research support for interactive read aloud and interactive read aloud with a vocabulary focus.

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Interactive Read Aloud with a Vocabulary Focus

Before the read aloud

- Select words
- Plan child-friendly explanations of the words
- Plan strategies for revisiting the words after reading
- Gather materials needed

(E.g., Beck & McKeown, 2007)

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Interactive Read Aloud with a Vocabulary Focus

During the read aloud

- Provide child-friendly explanations of words within text
 - Use supports within text if available
- Ask children to say the word

(E.g., Beck & McKeown, 2007)

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Interactive Read Aloud with a Vocabulary Focus

After the read aloud

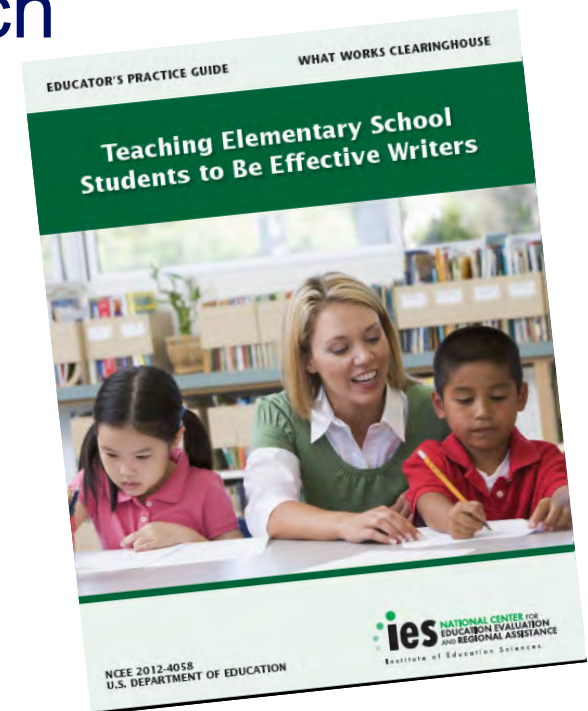
- Revisit the words using tools such as:
 - Movement
 - Props
 - Video
 - Photo
 - Examples
 - Non-Examples
- Reuse the words at other times

(E.g., Beck & McKeown, 2007)

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Purposes and Audiences for Writing

- Purcell-Gates, Duke, & Martineau (2007)
- Block (2013)
- Guthrie & colleagues' research (cori.umd.edu)
- What Works Clearinghouse Practice Guide



Showed this video

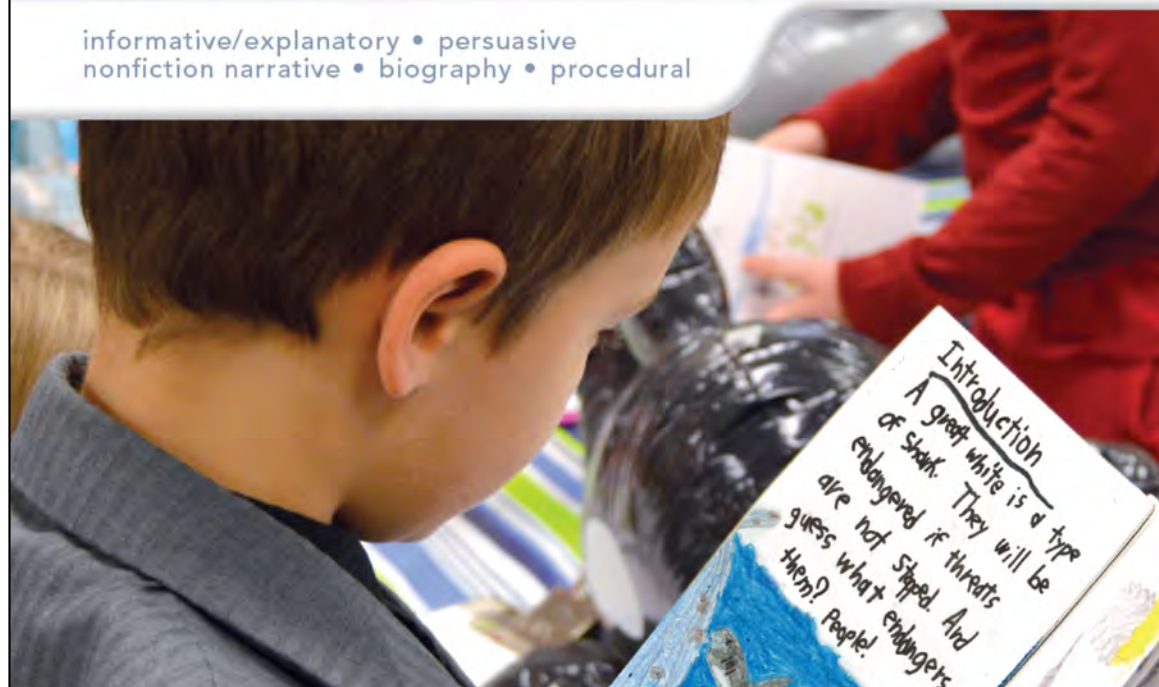
<https://www.edutopia.org/article/new-study-shows-impact-pbl-student-achievement-nell-duke-anne-lise-halvorsen>

Nell K. Duke

Inside Information

Developing Powerful Readers and Writers of Informational Text
Through Project-Based Instruction

informative/explanatory • persuasive
nonfiction narrative • biography • procedural



FOREWORD BY ELLIN OLIVER KEENE

 SCHOLASTIC



INTERNATIONAL
Reading
Association

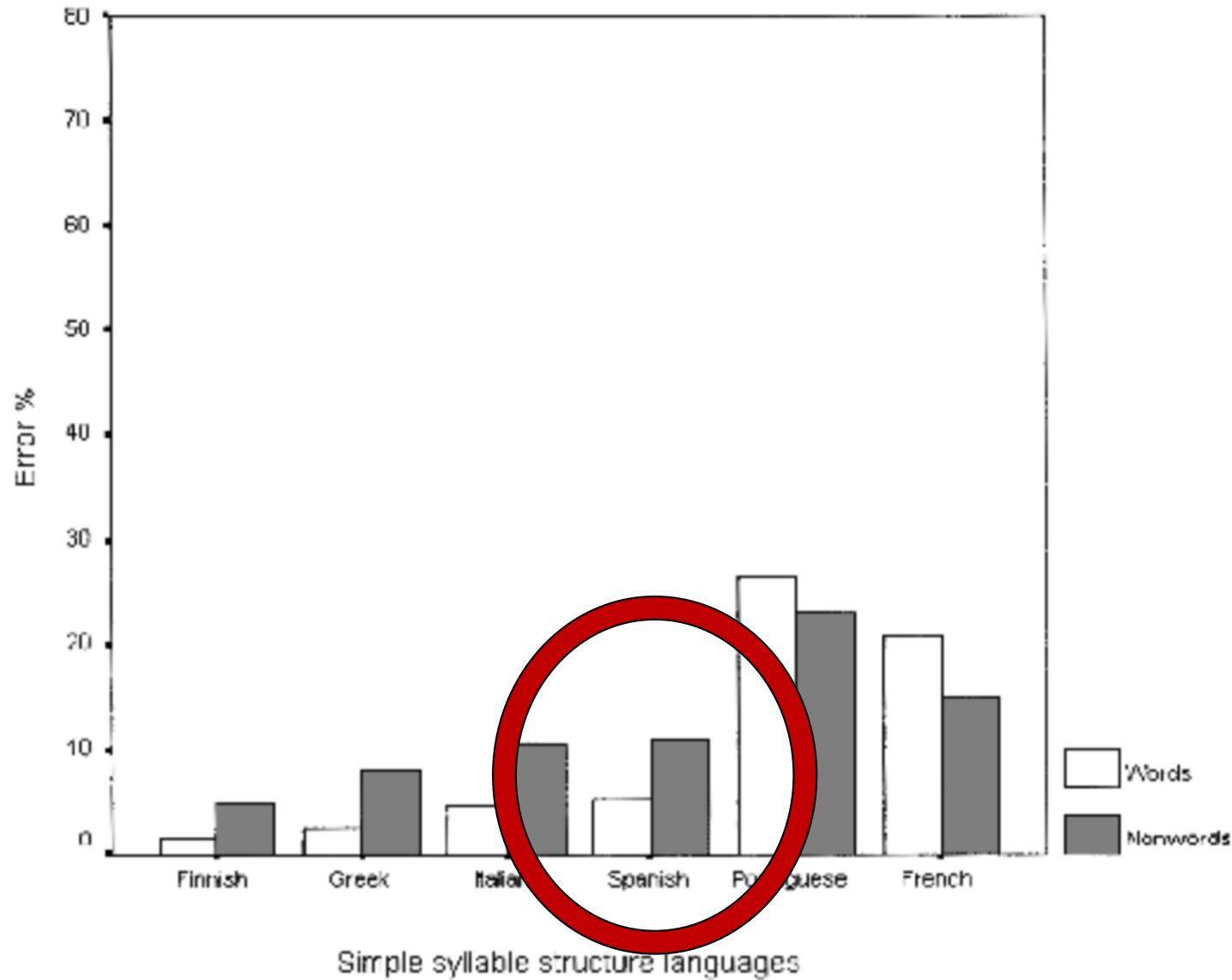


Phonics Instruction



- Research is very strong.
- But. . .

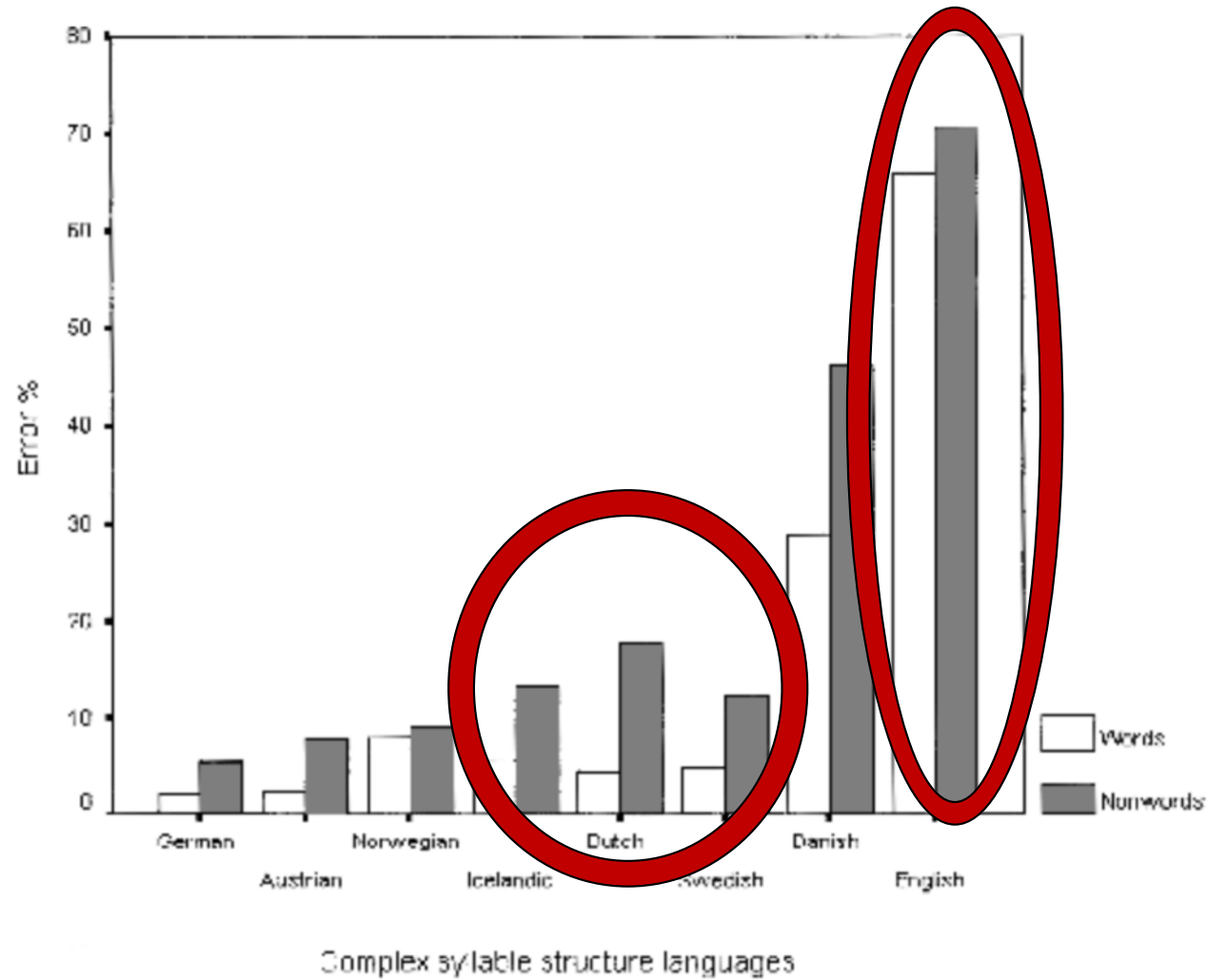
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Figure 6. Error rates (per cent) for familiar word  and simple nonword  reading by simple syllable language groups and complex syllable language groups.



Seymour, P. H., Aro, M., Erskine, J. M., & collaboration with COST Action A8 network. (2003). Foundation literacy acquisition in European orthographies. *British Journal of psychology*, 94(2), 143-174.

Figure 6. Error rates (per cent) for familiar word  and simple nonword  reading by simple syllable language groups and complex syllable language groups.



Seymour, P. H., Aro, M., Erskine, J. M., & collaboration with COST Action A8 network. (2003). Foundation literacy acquisition in European orthographies. *British Journal of psychology*, 94(2), 143-174.

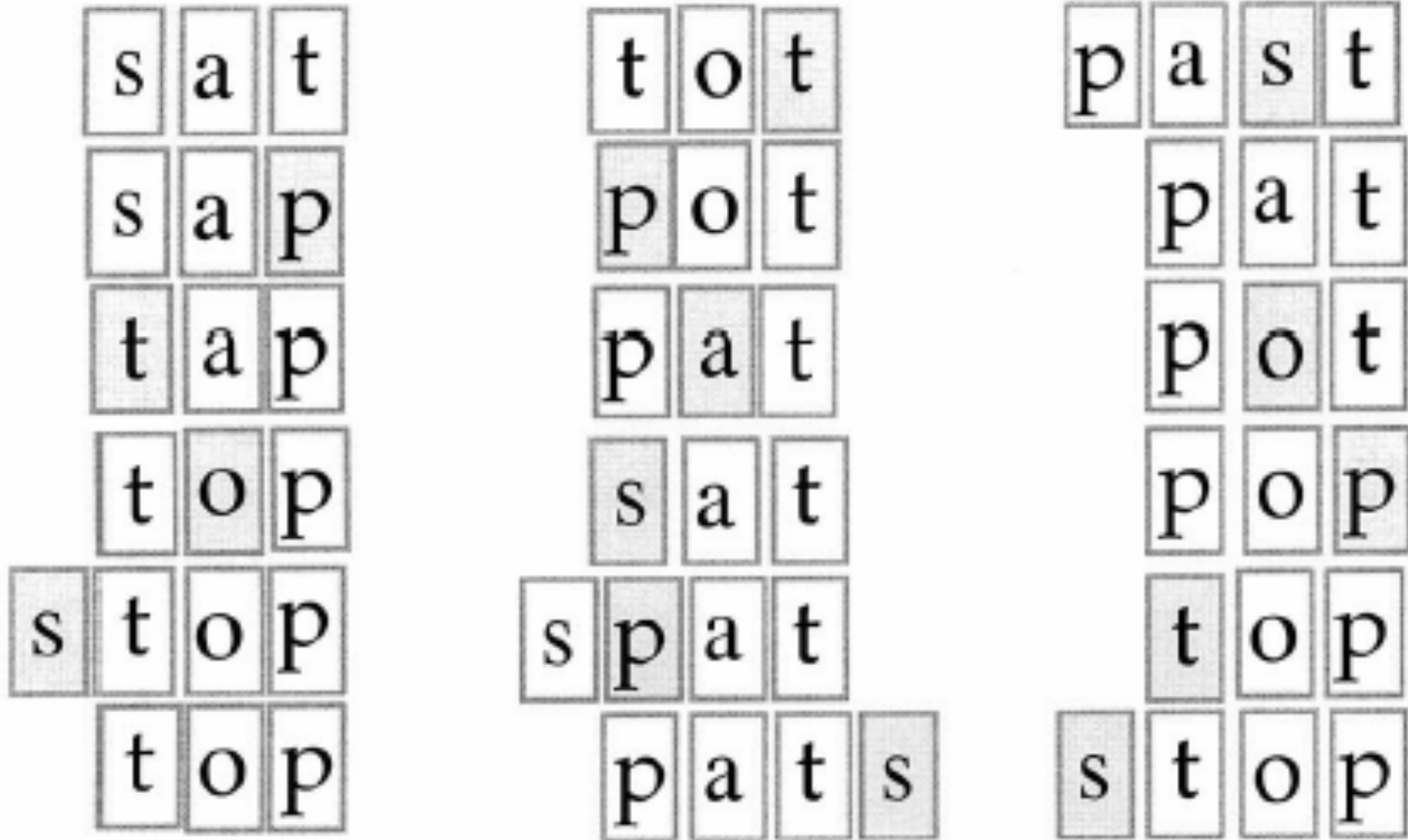
Small-Group Instruction

- E.g., Taylor et al., 2000 high-poverty settings
- E.g., Connor et al., 2011 differentiation
- E.g., WWC Practice Guide on *Effective literacy and English language instruction for English learners in the elementary grades*
- E.g., Elbaum, Vaughn, Hughes, Moody, 1999 meta-analysis

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Example of What this Might Look Like

- A group of students is doing things like reading *house* for *home* and *stair* for *step*. . .
- Teacher pulls them together for a small group.
 1. Teacher does some explicit explaining
 - What they're doing well
 - What they can work on
 - How it will help them and for what
 2. Teacher engages students in Word Ladders



McCandliss, B., Beck, I. L., Sandak, R., & Perfetti, C. (2003). Focusing attention on decoding for children with poor reading skills: Design and preliminary tests of the word building intervention. *Scientific Studies of Reading, 7*, 75-104. DOI: 10.1207/S1532799XSSR0701_05

Example of What this Might Look Like, cont.

3. Children choose among books related to a topic the class is studying.
4. As they read, they're prompted to attend to all of the letters in words.
5. The teacher coaches.
6. Children discuss what they learned about the topic from the books.
7. Children each share an example of a word for which they looked carefully at all the letters.

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Another Example. . .

Showed video at

<https://www.youtube.com/watch?v=KKzDifXtPh4&t=1s>

Some K to 3 Non-Negotiables

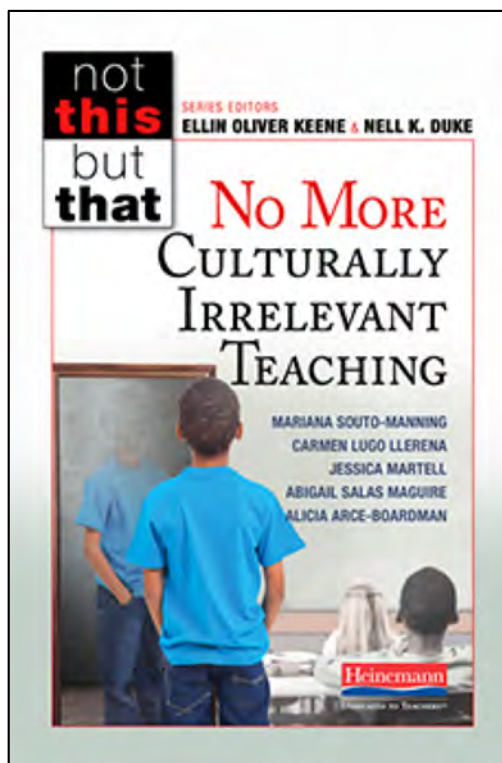
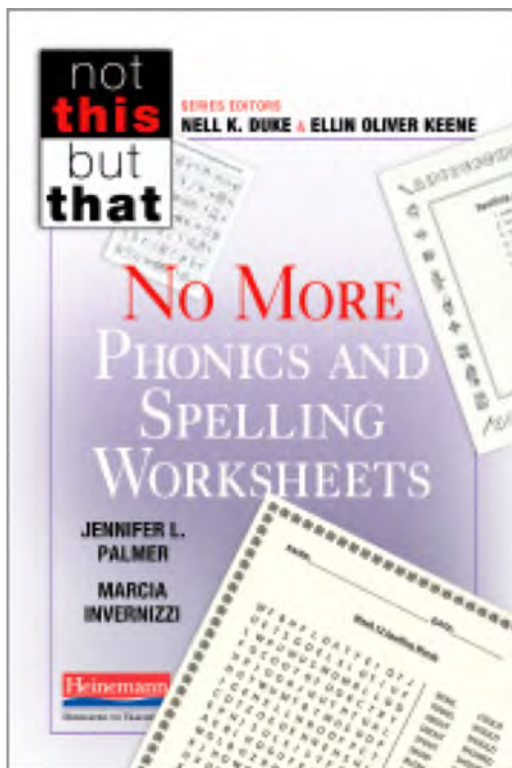
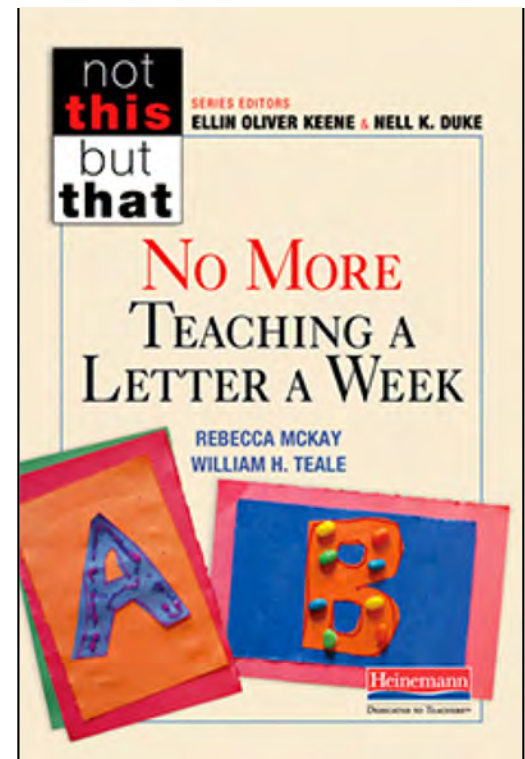
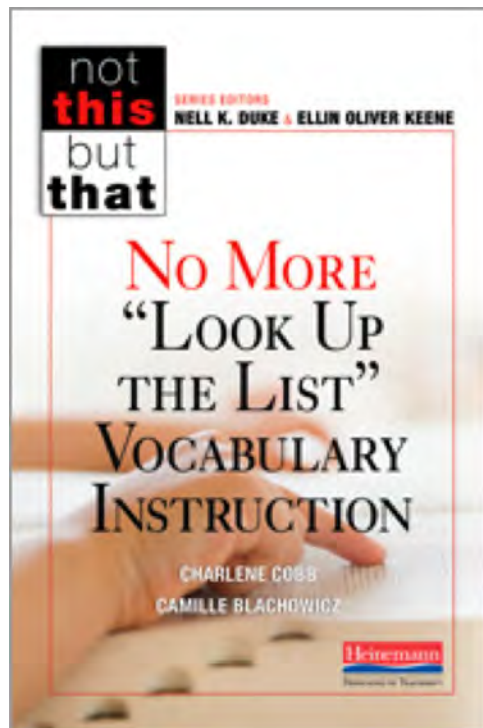
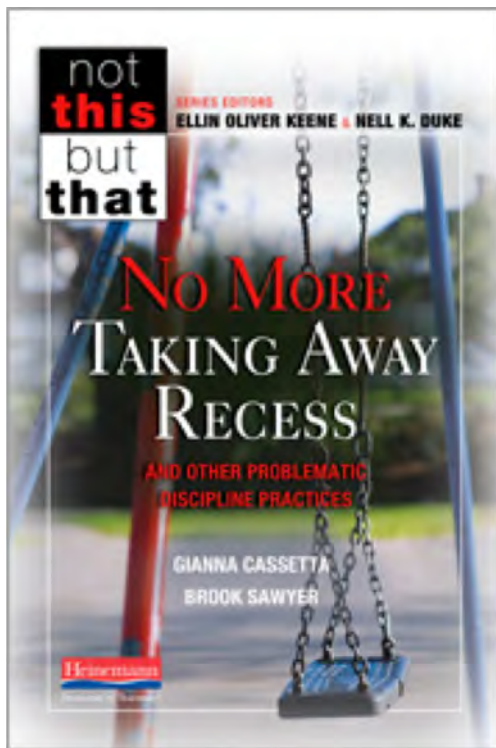
- Interactive read aloud with a vocabulary focus
- Purposes and audiences for writing
- Phonics instruction
- Small-group instruction

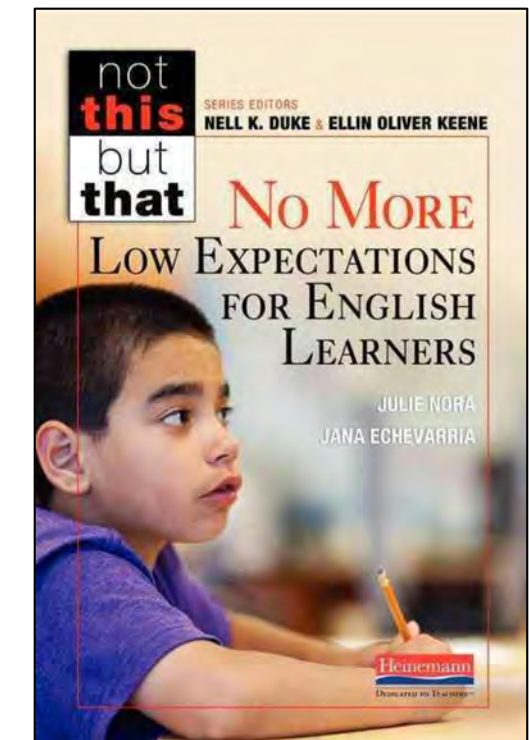
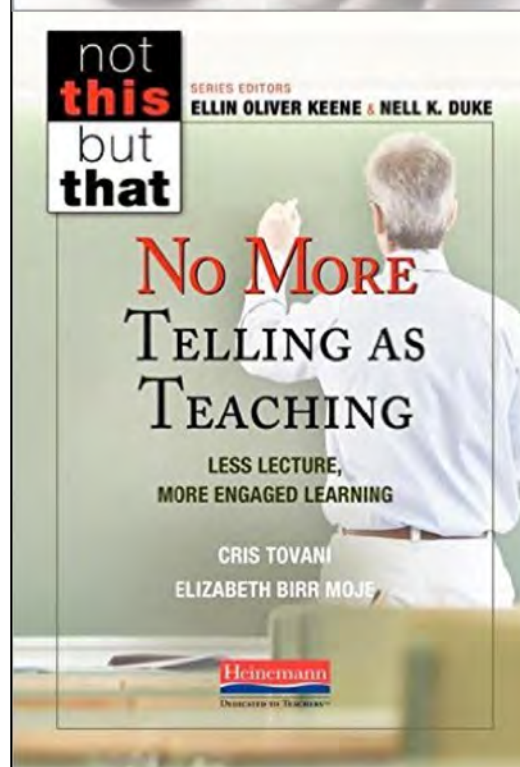
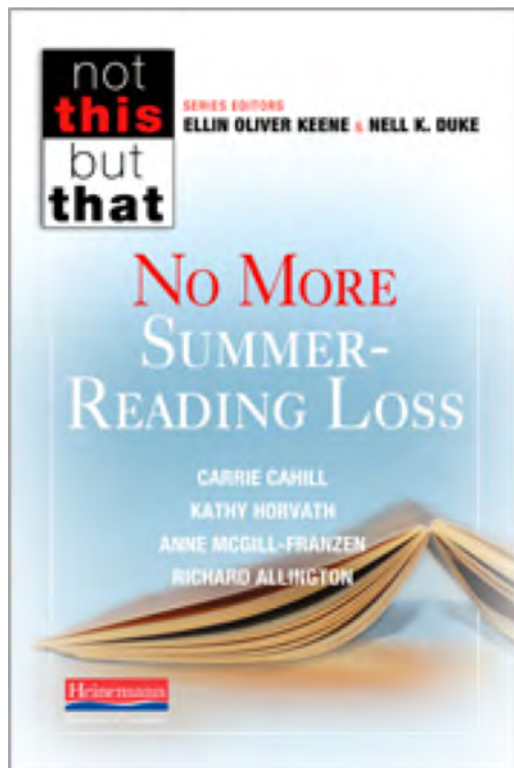
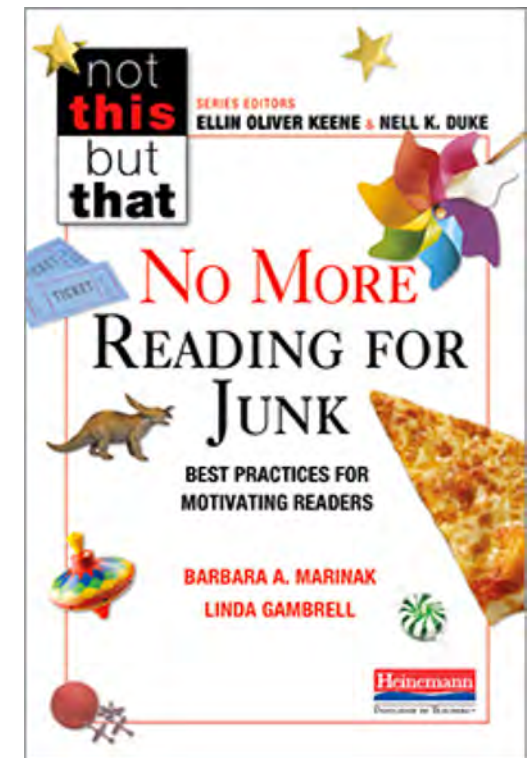
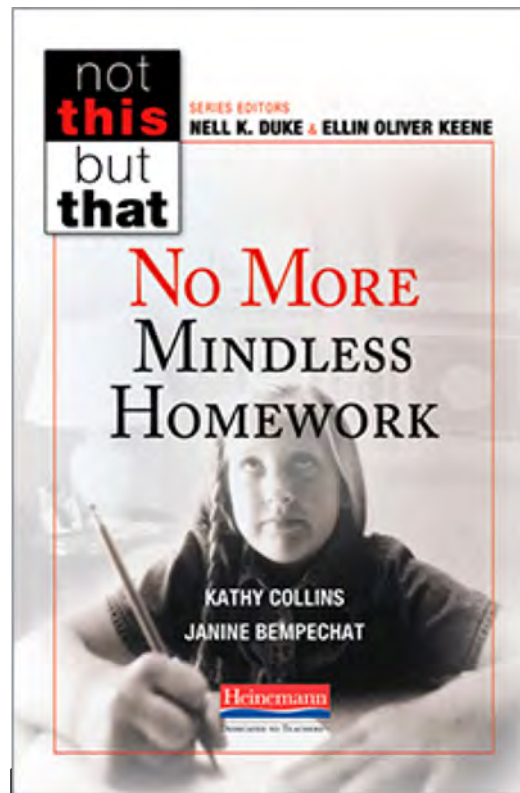
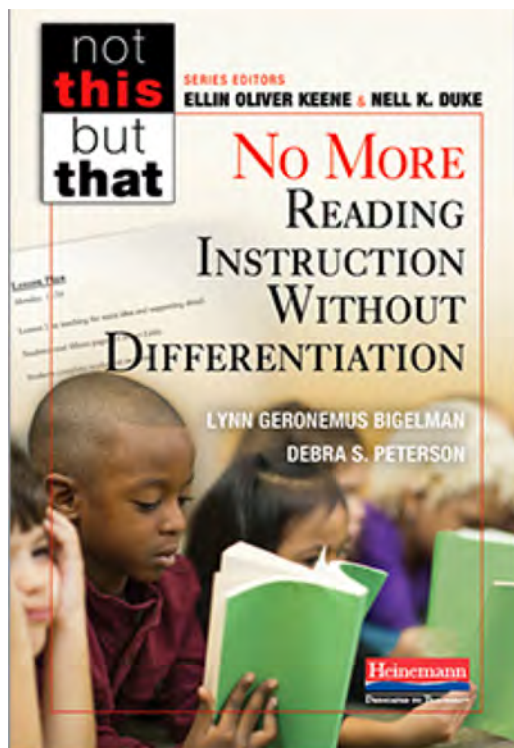
Discussion: Select one practice under-utilized in your country. How could this practice get into widespread use in your country?

What instructional practices should **NOT be used in preschool and/or kindergarten-to-third-grade classrooms?**

In other words, what practices should it be non-negotiable that we **NOT** use in early literacy?

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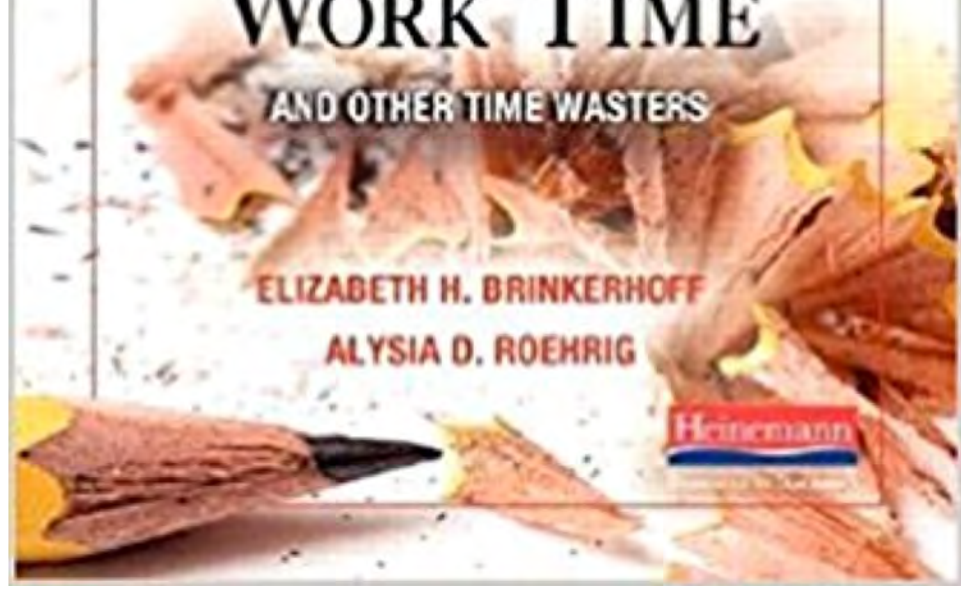
not
this
but
that

SERIES EDITORS
ELLIN OLIVER KEENE & NELL K. DUKE

NO MORE SHARPENING PENCILS DURING WORK TIME

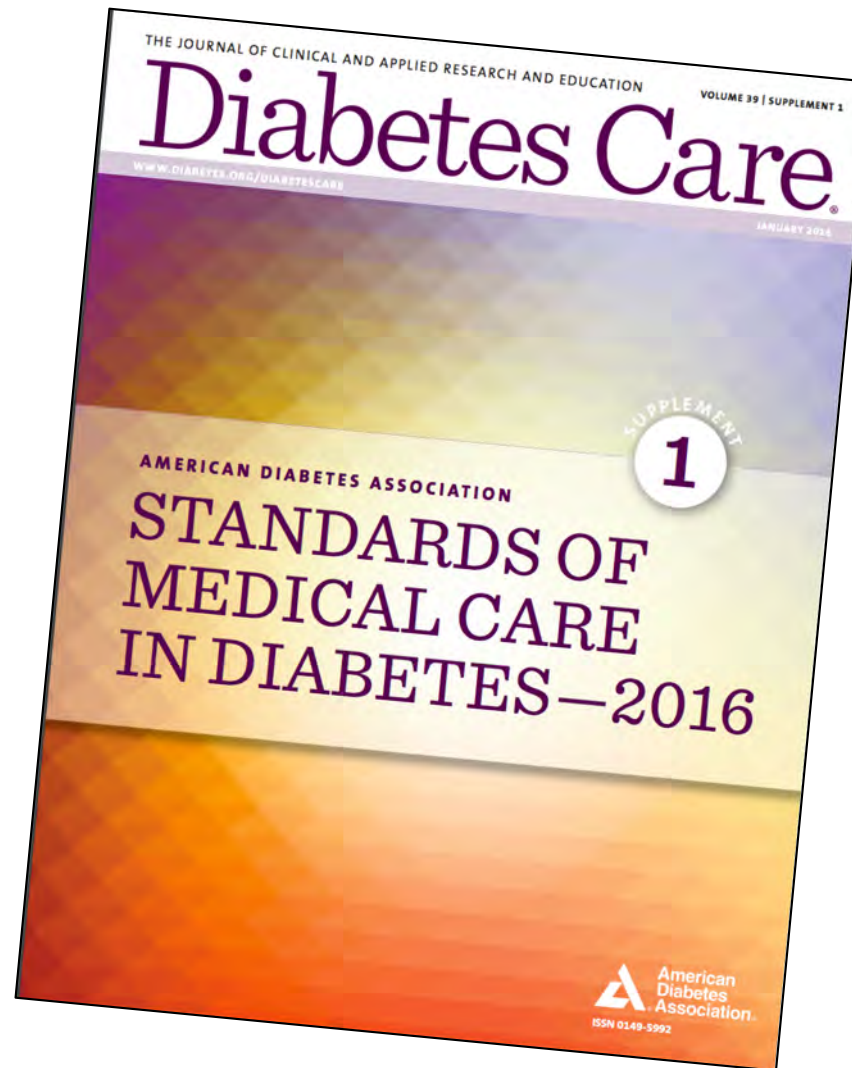
AND OTHER TIME WASTERS

ELIZABETH H. BRINKERHOFF
ALYSIA D. ROHRIG



Heinemann

Codifying Non-negotiables



Duke

Codifying Non-negotiables



EDUCATOR'S PRACTICE GUIDE
A set of recommendations to address challenges in classrooms and schools



EDUCATOR'S PRACTICE GUIDE

A set of recommendations to address challenges in classrooms and schools



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ies NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE
Institute of Education Sciences

<https://ies.ed.gov/ncee/wwc/>

PREKINDERGARTEN

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

Literacy Leadership

Essential School-Wide and Center-Wide Practices in Literacy

Prekindergarten and Elementary Grades. A document of the Michigan General Education Leadership Network (GELN) Early Literacy Task Force.

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

ORGANIZATIONAL PRACTICES

GRADES K TO 3

Essential Instructional Practices in Early Literacy

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INSTRUCTIONAL PRACTICES

COACHING

Essential Coaching Practices for Elementary Literacy

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

COACHING PRACTICES

Purpose

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

GRADES 4-5

Essential Instructional Practices in Literacy

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

INSTRUCTIONAL PRACTICES

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 classroom professional development. The focus of the document is on classroom-level, school-, or system-level practices (which are not individual teacher practices) that could be the focus of these ten practices.

literacyessentials.org



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 focus⁵

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 *wsss* sound to move to the next activity)
- "robot talk" or the like (e.g., the teacher has a puppet say the sounds "ffff" "iiii" "shhhh" and children say *fish*)

5. Brief, clear, explicit instruction⁶ in letter names, the sound(s) associated with the letters, and how letters are shaped and formed⁸

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)

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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 *el*. It sounds for the *ll* sound. Lanya's name starts with the *ll* sound: l.l.lanya. Lion also starts with the *ll* sound: lllion. You can make *el* with a straight line down and a short line across, like this [demonstrating], or you can make *el* with just a straight line down, like this [demonstrating]."
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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
Easton 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
Iscia Regional Educational Service Agency	Monroe County Intermediate School District
Jackson County Intermediate School District	Muskegon Area Intermediate School District
Kalamazoo Public Schools	Oakland Schools
Lapeer 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
Macosta-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.

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Michigan Association of
Intermediate School
Administrators
Leadership. Innovation. Results.



Essential Instructional Practices in Early Literacy

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

Free Online Modules About the Essentials



Welcome! Start here for information about the Early Literacy project; the individuals and organizations behind it; and to download your own copy of the *Essential Instructional Practices in Early Literacy: Grades K to 3* document. When you have reviewed all of the materials in this section, move on to the Early Literacy Project Foundations.

[Introduction to the Early Literacy Essentials Modules \(START HERE\)](#)



 Web Page

Instructional Non-Negotiables Require Strong Professional Development (PD)

	Weak PD Processes	Strong PD Processes
Weak PD Content		
Strong PD Content (e.g., non-negotiables)		

Instructional Non-Negotiables Require Strong PD

	Weak PD Processes	Strong PD Processes
Weak PD Content	No hope of improvement	
Strong PD Content (e.g., non-negotiables)		

Instructional Non-Negotiables Require Strong PD

	Weak PD Processes	Strong PD Processes
Weak PD Content	No hope of improvement	Teachers get really good at practices that don't work
Strong PD Content (e.g., non-negotiables)		

Instructional Non-Negotiables Require Strong PD

	Weak PD Processes	Strong PD Processes
Weak PD Content	No hope of improvement	Teachers get really good at practices that don't work
Strong PD Content (e.g., non-negotiables)	Teachers don't actually implement practices that do work	

Instructional Non-Negotiables Require Strong PD

	Weak PD Processes	Strong PD Processes
Weak PD Content	No hope of improvement	Teachers get really good at practices that don't work
Strong PD Content (e.g., non-negotiables)	Teachers don't actually implement practices that do work	Our best chance for improvement Duke

Strong PD Processes

Five Essential Elements:

(1) Face-to-face and/or online workshops

- Minimum of 14 hours (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007) or 20 hours (Desimone, 2009) on a topic

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"I just can't get enough of these Staff Development Days. They definitely improve my teaching!" ...said no teacher ever!



somee cards
user card

I hope I die during a professional development because the transition would be so smooth.



someecards
user card

Strong PD Processes

Five Essential Elements:

(2) Opportunities to see practices modelled

- Video
- Online
- Live by coaches
- Live through learning walks (group or individual)

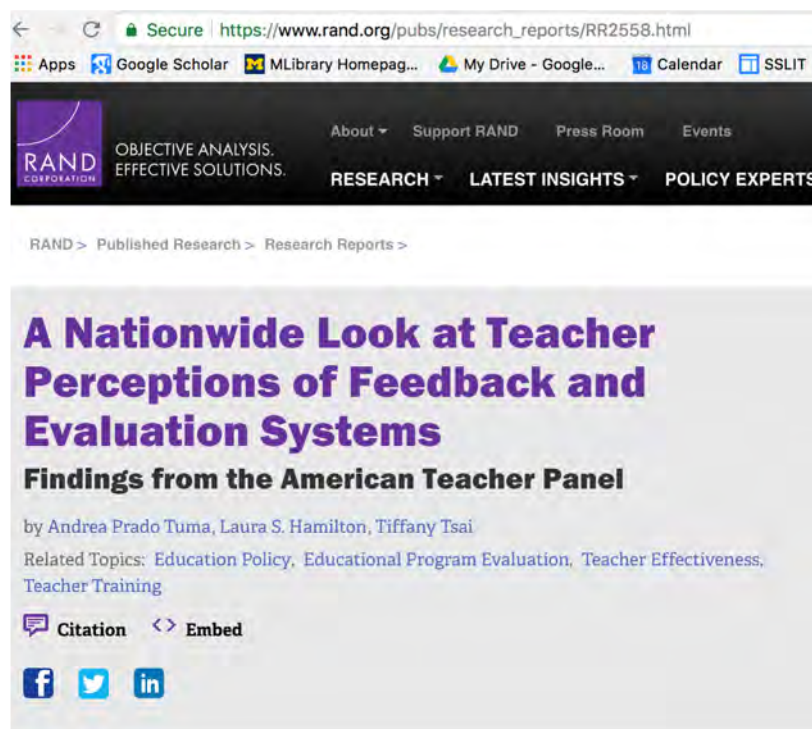
Duke

Strong PD Processes

Five Essential Elements:

(3) Opportunities to be observed and receive feedback

Related study out this summer. . .



The screenshot shows a web browser displaying a RAND Corporation research report. The URL is https://www.rand.org/pubs/research_reports/RR2558.html. The page features the RAND logo and tagline "OBJECTIVE ANALYSIS. EFFECTIVE SOLUTIONS." at the top. Below the logo, there are navigation links for "About", "Support RAND", "Press Room", and "Events". The main content area is titled "A Nationwide Look at Teacher Perceptions of Feedback and Evaluation Systems" and includes the subtitle "Findings from the American Teacher Panel". The authors listed are Andrea Prado Tuma, Laura S. Hamilton, and Tiffany Tsai. The page also includes related topics, citation and embed options, and social media sharing icons for Facebook, Twitter, and LinkedIn.

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From the Tuma, Hamilton, & Tsai, 2018

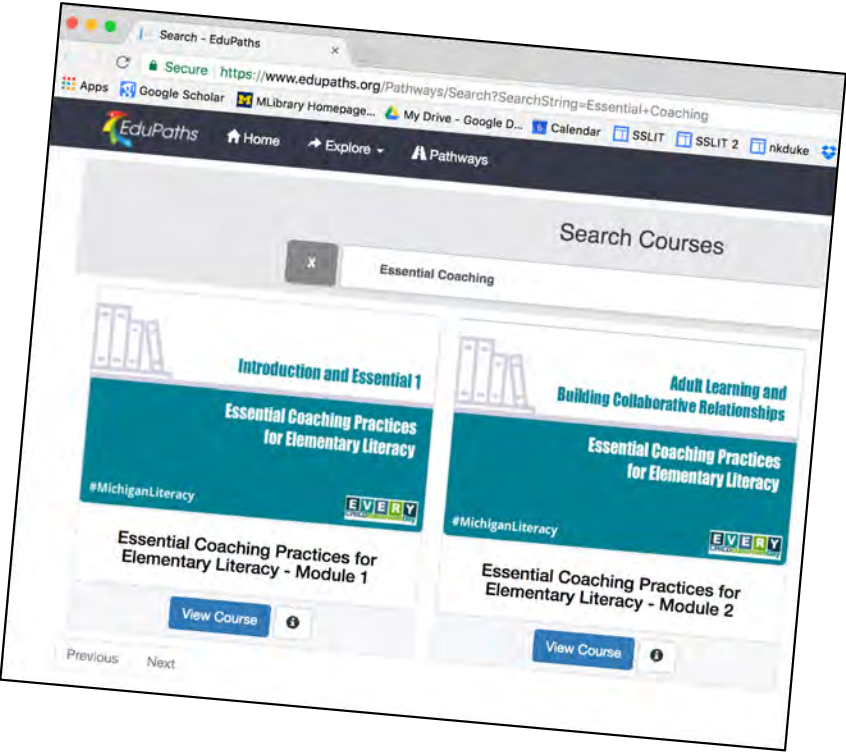
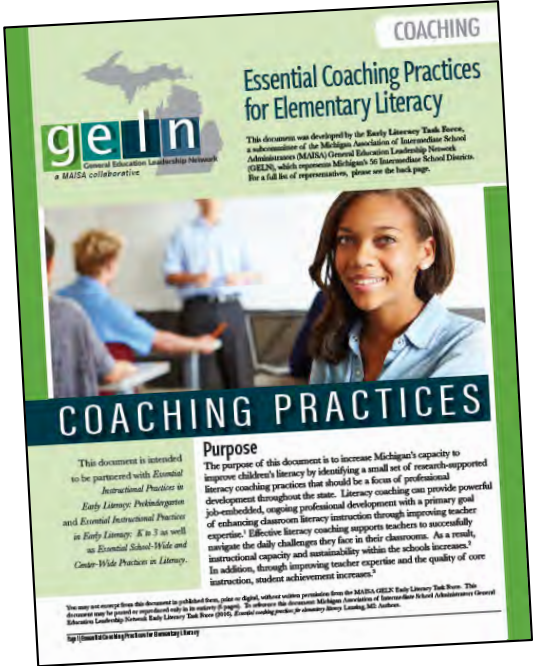
- Most teachers found feedback helpful.
- More feedback and observation were perceived as more helpful.
- Observation or feedback from someone other than the administrator was perceived more positively.
- More than 1/3 of teachers say they received insufficient resources related to feedback.

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Strong PD Processes

Five Essential Elements:

(4) Ongoing support from a literacy coach
(see also all other elements)



Strong PD Processes

PLCs
Study Groups
Etc.

Five Essential Elements:

(5) Collective participation

“This feature can be accomplished through participation of teachers from the same school, grade, or department. Such arrangements set up potential interaction and discourse, which can be a powerful form of teacher learning (Banilower & Shimkus, 2004; Barko, 2004; Desimone, 2003; Pullan, 1991; Guskey, 1994; Little, 1993; Loucks-Horsley et al., 1998; Rosenholtz, 1989).”

- Desimone, 2009, p. 184

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Strong PD Processes

An Optional Element: Educative Curriculum Materials

Notes

Many children this age cannot pronounce the /r/ sound. Nonetheless, it is important to teach it and have children make the sound the best they can.

Unit 5 • Week 5 • Day 1

Fast Focus 🙌

The Letter Rr

Go!

Remind children about how Lila Letter loves to talk about letters and sounds. Tell them that they are going to talk about a new letter today, and they have to guess what it is. Have Lila show them each of the initial-sound cards for Rr and encourage them to say the name of each object on each card.

Ask the children what they think the letter it is. Ask someone to point to the embedded alphabet card for Rr. Have Lila show them the alphabet card for Rr and say, "This is the letter R. It makes the sound we hear at the beginning of the word *rainbow*. /r/ /r/ *rainbow*." You can use some of the initial-sound cards to emphasize the letter and the object again.

If there is a child in your class whose name begins with R, ask, "Do you know anyone in this room whose name starts with R like /r/ /r/ *ring*?" Emphasize the sound when repeating the name. "Great observation! Rachel's name begins with the letter R. /r/ - *achel*. Rachel."

Ask the children to give examples of some other words that start with the /r/ sound like /r/ /r/ *ring* and /r/ /r/ *red*. They may say *rug*, *rat*, *read*, *rock*, *right*, *room*, *roof*, *rain*, *road*, *roll*, *rabbit*, *robot*, *river*, *rhyme*, *rhombus*, and so on.

Show children how the uppercase R and the lowercase r are formed. Use descriptive words such as, "Vertical line down, around, and the top down to the bottom." Or, "Around, up, and down." Have them follow along by drawing on the carpet or in the air with their fingers.

Have children think of other things that start with the letter Rr. Emphasize the beginning sound.

At a Glance

Lila Letter introduces a new letter! Support the children in learning to recognize its sound. R-remarkable!

Ahead of Time

Gather the alphabet card, the embedded alphabet card, and the initial-sound cards for Rr and the Lila Letter puppet from the C4L Pre-K Kit. Please feel free to use objects around your classroom if you want additional examples of letter sounds.

Processes

Children will communicate and represent their knowledge about the letter Rr; its sound, and objects that begin with the /r/ sound. In addition, they will use the skills of reasoning, problem solving, and figuring out to connect new information to known information and to come up with examples pertaining to the letter Rr and the /r/ sound.

Notes

Many children this age cannot pronounce the /r/ sound. Nonetheless, it is important to teach it and have children make the sound the best they can.



www.C4Lcurriculum.com

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Summary



- Some literacy instructional practices have such strong support in research, that their use should be non-negotiable.
- Strong awareness and professional development is needed to get these practices into widespread use.



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