

# 2019-2020 Research-based Effective Literacy Instruction Professional Learning List

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## **ANet Part II: Narrative**

### Overview / Summary of Professional Learning

Achievement Network (ANet) is a nonprofit dedicated to educational equity and excellence for all students. ANet firmly believes all students can achieve academic and life success, regardless of circumstance; we also know that an achievement gap persists largely among minority, low-income, and underrepresented student groups. We have identified the need and the opportunity to work with educators around the country to help prepare all students, especially those who need it most, to meet the promise of college and career readiness.

ANet will provide research-based professional learning to support schools and districts in Michigan with high-quality literacy instruction. We will provide two different types of partnership: 1) a school partnership that provides comprehensive professional learning and coaching for the school leadership team, and 2) professional learning series in ELA instruction, planning, and/or leadership. ANet professional learning is aligned to Essential Instructional Practices in Early Literacy: Grades K-3.

ANet has a unique approach to school and system support, which is anchored in our on-the-ground experience and industry-leading expertise on effective literacy instruction.

ANet has extensive, on-the-ground experience providing professional learning in effective literacy and differentiated instruction.

No other organization has as much direct experience providing job-embedded professional learning and coaching. ANet team members are instructional experts in ELA and math, as well as experts in delivering professional learning aligned to research and best practices on adult learning. ANet currently supports nearly 1,000 schools and more than 100 systems nationwide. We record the best practices and lessons learned across our partner schools and districts to continuously improve our professional learning and instructional support.

ANet has the highest-quality professional learning and materials in the country.

Student Achievement Partners has praised the quality and standards alignment of ANet's instructional materials, professional learning, and our knowledge of the standards required to create such content. Further, the Louisiana Department of Education (LDOE) recently classified ANet ELA and math assessments and supporting materials as Tier 1—"Exemplifies quality: Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality." ANet not only has a deep level of expertise of the standards, but can also effectively translate that expertise into professional learning and materials to support educators. ANet's high-quality, standards-aligned professional learning and instructional materials help leaders and teachers understand the standards and use data to differentiate instruction.

ANet will leverage our industry-leading expertise on rigorous standards, data-driven instruction, and professional learning to support schools and districts across Michigan.

## Brainspring Part II: Narrative

Founded in Metro Detroit in 1991, Brainspring has been providing internationally accredited Phonics First® Orton-Gillingham professional development to teachers for more than 25 years. Throughout Michigan and across the United States, our Phonics First® Orton-Gillingham program has been successfully implemented by general educators, special educators, interventionists, and administrators committed to improving student reading performance. Brainspring maintains long-term partnerships with state departments of education, school districts, and education service cooperatives across the country to make certain teachers have the best training, materials, and resources available to ensure their students learn to read.

In addition to providing professional development to teachers, Brainspring has nine Learning Centers in the Metro Detroit area where we specialize in teaching students with mild to severe reading difficulties, as well as students reading below grade-level, using our Phonics First® program. The progress of our students and the feedback from our tutors have helped shape our Educator Academy and allow us to provide practical, teacher-friendly professional development courses. Indeed, our experience working directly with students allows us to see firsthand the results of our program and its positive impact on student learning.

As detailed below, Brainspring has a strong history of partnering with a wide range of educational entities. From our large scale, statewide initiatives, like our partnership with the Mississippi Department of Education, to local school districts here at home like Detroit Public Schools Community District. We pride ourselves on the delivery of quality and timely professional development services. Our lasting partnerships evidence the inherent value of our program, which is why our education partners remain committed to implementing our methodology with their students year after year. Brainspring's proven track record makes us the most qualified company to deliver professional development services to state departments, districts and schools alike.

Furthermore, teachers overwhelmingly report that Brainspring's Orton-Gillingham professional development has an immediate, noteworthy impact on student learning. A survey of nearly 350 teachers trained by Brainspring between January 2018 and January 2019 was conducted and ninety eight percent of respondents agreed they have seen improvements in student learning. They further, went on to say it was a result of implementing Phonics First® and that their students are more engaged in phonics instruction since implementing Brainspring's program.

## Children's Choice Initiative

### Narrative, Overview/ Summary - Researched-Based Effective Literacy Instruction

The number of students struggling with reading is ever-increasing, and teachers need more in-depth, on-going professional development to aid instruction in the classroom. It is estimated that 1 in every 5 students struggles with Dyslexia and will have problems learning to read in the traditional school setting. Studies show that multisensory, structured, sequential language instruction is essential for students with Dyslexia and is very beneficial for all students in the understanding of language in its written and spoken forms. Children's Choice Initiative instructs K-5 teachers in a multisensory, structured, sequential language program that can be used in classroom settings, small group settings, intervention rooms, and special education rooms. This allows the students to have a common instructional base for learning throughout their elementary years.

Children's Choice Initiative has taken the scientifically-based, proven methods of multi-sensory, structured, and systematic language instruction, traditionally administered in a one on one setting, and assimilated them into a whole classroom setting. Our main objective is to train teachers in multisensory, structured, sequential language instruction. We are in our second consecutive year with Clio Public Schools, where we have trained 35 teachers, and we have seen significant gains in reading ability with large groups of students. We are currently expanding this pilot to a larger scale including multiple schools of a diverse nature. Through this training, teachers are gaining a greater understanding of how the brain processes language instruction and how English functions in regular and predictable patterns. Through this increased understanding, trained teachers have increased their ability to target their instruction to better build reading and comprehension skills.

While teachers are instructed in these evidence-based language interventions, students at each grade level are screened with a variety of curriculum-based measures and standardized assessments. This allows for baseline indicators of their phonological processing, decoding and comprehension skills.

As participants incorporate this training into their class instruction, they can effectively meet the various needs in the Multi-Tiered System of Support of their respective schools, which benefit all students through a means of differentiated instruction. As a Tier 1 support, classroom teachers implement whole classroom strategies in structured language as well as the morphology instruction of Greek and Latin roots to improve the decoding and comprehension skills of all students. As a Tier 2 option, literacy coaches and paraprofessionals implement strategies of structured language with small groups. These groups include students who have been identified as struggling readers and address more specific needs of smaller groups of students. Tier 3 options provide proven, intense intervention for students who require greater individual attention. The entire scope of the Children's Choice Initiative Training Program is designed to be implemented and integrated into the current reading program within each individual school.

Each participant of the program receives a full set of materials needed for the implementation of the program. This includes printed materials for the classroom, small group, and individual use as well as access to a database of materials online.

At CCI, we are working to build greater cohesion amongst teachers to systematically enhance reading instruction in grades K-3 and enable Michigan to become a Top 10 education state in 10 years. Based on the life-changing results that we have achieved at our Children's Dyslexia Centers, and in Clio Public Schools, we believe this is a reality fully within our grasp. The sole purpose of the Children's Choice Initiative is to train teachers in public schools to teach multi-sensory, structured, sequential language. It is to "Unlock Children's Unlimited Potential Through Reading."

## Michigan DOE Request for Information: Research-based Effective Literacy Instruction Professional Learning List. School Year 2019-2020

### Part II: Narrative (page 2) Elementary Reading Academy and Job-Embedded Follow-up

Consortium on Reaching Excellence in Education, CORE, has been providing research-based effective literacy professional learning for over 26 years. Our work has focused on scientifically-based literacy practices. Our professional books, *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures (Rated highly by NCTQ)*, are used at universities throughout the country. Our **Elementary Reading Academy and Job-embedded Follow-up** focus on explicit, systematic instructional practices in the following:

- print concepts, letter recognition, letter-sounds
- all levels of phonemic awareness, including advanced phoneme manipulation tasks (addition, deletion and substitution)
- explicit and systematic phonics instruction (decoding and encoding)
- multisyllabic word instruction,
- vocabulary development (specific word instruction and word-learning instruction, inclusive of morphology)
- fluency assessment and development (accuracy, automaticity and prosody)
- comprehension skills and strategies for literary and information text
- Selection and implementation of materials and assessments

Throughout our professional learning we provide instructional models, connect the instruction to vetted curriculum schools already have and demonstrate the assessments necessary to screen students and identify students at risk of reading difficulty and/or dyslexia and plan for interventions. If schools have not selected effective materials, we assist them to identify and implement materials to ensure fidelity of use. Similarly, we guide schools to identify and select appropriate assessments for screening and progress monitoring, including Curriculum-Based Measures and dyslexia screening and evaluation.

Our work has led to significant improvement in and greater educator effectiveness in districts throughout the country. The results are at <https://www.corelearn.com/success-stories/>. Each day of the **Academy**, coupled with the **Job-Embedded Follow-up** and coaching, covers the content identified in the *Essential Instructional Practices in Early Literacy, K-3*. In addition, our professional learning includes brain research, linguistics and dyslexia information and Structured Literacy Practices. The first sessions focus on print concepts, letter recognition and linguistics; subsequent sessions focus on phonological and phonemic awareness (sorting, blending, segmenting, manipulating tasks through multiple levels); explicit letter-sound instruction (phoneme-grapheme mapping) and phonics instruction, demonstrating blending techniques in a systematic manner with application to decodable text; instruction in irregular words; multisyllabic word instruction including morphemic analysis; all aspects of fluency; explicit vocabulary development methods including specific word instruction, the importance of multiple exposure, word families and word-learning techniques (affixes, suffixes, roots and the appropriate use of context clues); comprehension strategies and skills and application to different text types and genres; how to use, administer and analyze assessments.

CORE agrees to work with an MDE approved SCECH coordinator to offer SCECHs. We do this regularly for all clients.

## Michigan DOE Request for Information: Research-based Effective Literacy Instruction Professional Learning List. School Year 2019-2020

Part II: Narrative (page 2) for Online Elementary Reading Academy and Job-Embedded Follow-Up

CORE has been providing research-based effective literacy professional learning for over 26 years. Our professional books, *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures* (rated highly by NCTQ), are used at universities throughout the country. Our **Online Elementary Reading Academy (OERA)** and **Job-embedded Follow up Support** focus on explicit, systematic instructional practices the include the following:

- print concepts, letter recognition, letter-sounds
- all levels of phonemic awareness, including advanced phoneme manipulation tasks (addition, deletion and substitution)
- explicit and systematic phonics instruction (decoding and encoding)
- multisyllabic word instruction,
- vocabulary development (specific word instruction and word-learning instruction, inclusive of morphology)
- fluency assessment and development (accuracy, automaticity and prosody)
- comprehension skills and strategies for literary and information text
- Selection of materials and assessments

Throughout our professional learning we provide instructional models, connect the instruction to vetted curriculum schools already have and demonstrate the assessments necessary to screen students and identify students at risk of reading difficulty and/or dyslexia and plan for interventions. If schools have not selected effective materials, we assist them to identify and implement materials to ensure fidelity of use. Similarly, we guide schools to identify and select appropriate assessments for screening and progress monitoring, including Curriculum-Based Measures and dyslexia screening and evaluation.

Our work has led to significant improvement in and greater educator effectiveness in districts throughout the country. The results are at <https://www.corelearn.com/success-stories/>. Each session of our **Online Elementary Reading Academy**, coupled with the **follow-up job-embedded support and coaching**, covers the content identified in the *Essential Instructional Practices in Early Literacy, K-3*. In addition, our professional learning includes brain research, linguistics, background on dyslexia, and Structured Literacy Practices. The first sessions focus on print concepts, letter recognition and linguistics; subsequent sessions focus on phonological and phonemic awareness (sorting, blending, segmenting, manipulating tasks through multiple levels); explicit letter-sound instruction (phoneme-grapheme mapping) and phonics instruction; demonstrating blending techniques in a systematic manner with application to decodable text; instruction in irregular words; multisyllabic word instruction including morphemic analysis; all aspects of fluency; explicit vocabulary development methods including specific word instruction, the importance of multiple exposure, word families and word-learning techniques (affixes, suffixes, roots and the appropriate use of context clues); comprehension strategies and skills and application to different text types and genres; how to use, administer and analyze assessments.

CORE agrees to work with an MDE approved SCECH coordinator to offer SCECHs. We do this regularly for all clients.

Brief 1-page overview/summary describing how the professional learning meets the outlined criteria. This will be posted online as part of the list.

Curriculum Associates' professional learning sessions will help Michigan educators in the classroom who are using *i-Ready*® *Assessment* for reading to measure students' literacy to successfully implement the program. Sessions at each phase—**New**, **Practicing**, and **Advanced**—are specifically designed to address the varying needs of educators, whether they are just getting started or having been using *i-Ready* for multiple years. We also offer a series of shorter learning modules that augment our standard sessions and address specific instructional topics. Our Implementation Support Services team will work with each Michigan district to determine the appropriate professional development sessions to meet the needs of educators.

Our professional development sessions give teachers the tools they need to understand children's development of the elements critical to literacy, including phonemic awareness, phonics, vocabulary, fluency, and comprehension. Participants learn how to use *i-Ready's* research-based assessments to understand students' learning needs and *i-Ready's* data to differentiate instruction. They also learn how to select intervention and supplemental resources that will support their students' needs. Those resources include *Tools for Instruction*, *i-Ready Personalized Learning*, *Ready*® *Reading*, *Ready Writing*, the *Ready Teacher Toolbox*, and *Phonics for Reading*®<sup>1</sup>. Educators learn how to incorporate those resources to supplement instruction or as interventions to ensure that student are progressing toward an on-grade performance level in literacy.

Our sessions go beyond product training to show how our programs support effective instruction to ensure all learners thrive. From onsite district courses to tailored support, our professional development is active, personalized, and research-based. Participants interact with the programs and use their own students' data during the sessions. Our experienced and expert Professional Development Specialists have the knowledge and flexibility to select and adjust content, in consultation with district and school leaders, to ensure the most relevant outcomes and identified needs are met. For more information, please visit <https://www.curriculumassociates.com/products/professional-development>

In our sessions, educators of all experience levels learn carefully developed practices that help them optimize the use of our programs. Based on insights from ongoing research, we scaffold knowledge and infuse proven instructional practices to drive student growth.

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<sup>1</sup> All supplemental programs and resources listed, other than *Tools for Instruction*, which is included with *i-Ready Assessment*, are available for an additional fee.

## Dearborn Part II: Narrative

The Dearborn Teacher Reading Academy (DTRA) is a 36-hour blended learning course for K-3 teachers and elementary administrators which incorporates the five reading components with the Essential Instructional Practices in Early Literacy developed and approved for all Michigan classrooms. Educators are enrolled in cohort groups to facilitate participant engagement and dialogue. Every cohort includes an observation of 90 minute block of literacy instruction in a model K-3 classroom with a debriefing opportunity with the hosting classroom teacher.

There are 18 two-hour modules that cover the following topics:

- Overview of Comprehensive Instructional Literacy Framework
- Assessment \*
- Listening Comprehension & Read Alouds
- Oral Language Development (Speaking & Listening)
- Print Concepts \*
- Phonological/Phonemic Awareness
- Phonics & Letter-Sound Relationships
- Fluency \*
- Vocabulary
- Running Records Administration & Scoring \*
- Running Records Analysis
- Comprehension: Literature
- Comprehension: Informational Text
- Whole Group Instruction\*
- Small Group and Individual Instruction
- Classroom Observation
- Progress Monitoring\*
- Instructional Planning & Putting It All Together

Twelve of the module topics are presented in a traditional inservice (face-to-face) format and six (starred in the list above) are self-paced and completed on-line. All modules include opportunities for engagement with content and discussion with cohort peers and facilitators.

Dearborn Public Schools



## **What is EBLI?**

Evidence-Based Literacy Instruction (EBLI) is an effective, efficient, systematic, research-based, revolutionary system of literacy instruction.

Since 2003, it has been taught to thousands of educators throughout Michigan and across the country.

EBLI is delivered online or in-person with interactive training, coaching, and support for classroom teachers and remediation educators of all grade levels. EBLI aligns with the [Common Core Standards](#) and [Grades K-3 Essential Instructional Practices in Early Literacy](#).

EBLI provides educators with a bridge from research-based theory to practice with students in their classroom. The EBLI training and follow-up support consists of theory, instruction, modeling, practice opportunities, lesson plans, support materials, coaching, and online support. The [3 EBLI Apps](#) are available for supplemental student instruction. Explicit and applied instruction in the 5 Essential Components of Reading as well as spelling, writing, and handwriting are included in training and lessons.

Initial EBLI lessons contain a strong focus on systematic, sequential instruction in decoding (Phonemic Awareness and Phonics) as well as accuracy in reading and writing. The skills and the information taught are then immediately applied through reading and writing.

EBLI lessons are explicitly taught whole class, small group, or 1:1.

EBLI strategies dovetail with any reading or writing program. Once students learn the EBLI system, it is easily applied across the curriculum.

Dramatic, atypical student gains are experienced on assessments that require reading such as M-Step, DIBELS, DRA, and MAPS/NWEA. In [this short video](#), administrators, educators, and students of all ages talk about how they enjoy teaching/learning EBLI and their astonishment at how well and quickly it works. Administrators also talk about their experience with EBLI.



## **Part II: Narrative**

EL Education offers differentiated partnership models to meet the needs of schools and districts throughout the country. We partner with educators at all levels of a school or system, working collaboratively with leaders to assess needs and develop a customized strategic plan. All of our partnerships include progress monitoring with leadership teams to ensure implementation aligns to best practices and the integrity of the EL Education curriculum. Our comprehensive K-8 Language Arts curriculum and suite of professional services combine institutes, coaching, and instructional resources to elevate professional practice and drive new levels of student achievement. Expert professional development and literacy specialists work side-by-side with teachers in co-planning, in-classroom feedback, and support to ensure critical practices become routines at the classroom level. Adult learning is active and engaging, modeling the same instructional practices that teachers of the EL Education curriculum will use with their students. Our professional learning is research-based, practice-oriented and grounded in over 25 years of experience with educators nationwide. We have a robust set of past and current partnerships at the state and district levels, that includes, but is not limited to: New York State Education Department, Louisiana State Education Department, Shelby County (Memphis, TN), Wake County (NC), Charlotte-Mecklenburg (NC) and Detroit Public Schools Community District.

Part of our professional development provides guidance for those who are planning to implement the EL Education Reading Foundations Skills Block curriculum, which uses a structured phonics approach. Structured phonics programs are highly effective in teaching the foundational skills (specifically phonemic awareness, phonological awareness, and fluency) necessary for reading comprehension (National Institutes of Health, n.d.). In fact, the research is so strong and so consistent that the IES (Institute for Educational Science, the research wing of the US Department of Education) has determined there is no further need to review what the evidence shows about the effectiveness of structured phonics programs.

EL Education grounds professional learning in the research and principles behind the Skills Block and specific ways the Skills Block meets all students' needs through differentiated and targeted instruction. Teachers and other leaders learn how to use benchmark assessments to determine each student's strengths and areas of growth in order to differentiate instruction and meet students where they are. EL Education uses research by Dr. Linnea Ehri to help teachers determine progress on students' encoding and decoding. Dr. Linnea Ehri is one of the nation's foremost experts on how the brain maps sounds and letters.

EL Education developed the curriculum from the ground up for students that require various types of differentiation, including English Language Learners (ELLs) and students with disabilities. To this end, EL Education used the Universal Design for Learning (UDL) framework to ensure that all materials and supports are accessible for all types of learners. English Language Learner needs are specifically targeted through supports that aid students in understanding and using complex language structures present in academic discourse.

## Michigan Department of Education

### Research-Based Effective Literacy Instruction Professional Learning List

#### Part II: Narrative

In response to the Michigan Department of Education (MDE) Request for Information to create a *Research-based Effective Literacy Instruction Professional Learning List*, Houghton Mifflin Harcourt (HMH) is pleased to present the professional services of its specialized literacy provider, Literacy Solutions.

At HMH, our focus is on forming collaborative partnerships with literacy leaders to boost student achievement. We provide Grades K-3 teachers with the research-based effective practices necessary for literacy development in young children. This development not only includes reading, but also an understanding of phonemic awareness, phonics, fluency, vocabulary, and comprehension; appropriate use of assessments and differentiated instruction; selection of appropriate instructional materials; and an application of research-based instructional practices.

HMH's Literacy Solutions focuses on the Michigan developed Essential Instructional Practices in Early Literacy: Grades K-3, and aligns to the MDE Coaching Model and Essential Coaching Practices for Elementary Literacy. We will partner with schools and district to help them carry out Michigan's commitment growing these practices in every classroom, every day, to support the literacy development of every child. HMH offerings include a research-based continuum and highly integrated professional learning services that provide both novice and seasoned educators with proven best practices, which ultimately improve student reading skills. In addition, our coaching methodology uses best practices for adult learning and learning in large groups, small groups, and with individual teachers. These methods of professional learning are important to improving teacher efficacy and effectiveness.

Research spanning the past several decades repeatedly shows that teachers who engage in professional learning increase their students' achievement significantly. For decades, HMH's professional learning has resulted in changes in teacher practices and improvements in student learning outcomes. Set forth in *Parts III and V* is the research upon which we base our student-centered professional learning. HMH began serving the educational needs of students, teachers, and schools in 1882 and today, we are among the world's largest providers of PreK-12 education solutions. Our challenge and passion combine cutting-edge research, editorial excellence, technological innovation, and professional development services to improve teaching and learning environments and solve complex educational challenges.



Houghton Mifflin Harcourt.

## Part 2: Narrative –

The Focused Instructional Model (FIM) is a research-based instructional method developed by the Institute for Excellence in Education (IEE). FIM transforms classroom instruction and drives increased student achievement. This systematic process provides an opportunity for teachers to scaffold student learning and encourages the growth of literacy skills from an early age. Teachers use the process to monitor their students' mastery of foundational skills in reading, writing, and listening and use the incoming data to provide interventions as appropriate. It is an integrative, holistic approach to teaching built upon instructional best practices.

*FIM Early Literacy* supports students in developing a deep understanding of critical reading components. Research has shown that nearly 37% of children arrive at kindergarten without the skills necessary for lifetime learning (Landry, 2005) and there is almost a 90% probability that a child will remain a poor reader at the end of fourth grade if the child is a poor reader at the end of first grade (Boyer, 1991).

*FIM Early Literacy* focuses around: 1) Common Core State Standards (CCSS) reading and writing foundational skills, 2) Close and critical reading skills, 3) speaking and listening skills, and 4) responding to text dependent questions. The goal of *FIM Early Literacy* is to bridge the gap of reading deficiencies so students are on track and on target for reading proficiency by 3rd grade. This is accomplished through repetitive exposure to grade level content while providing the teacher with formative data to support in-class intervention.

Throughout a typical week, students are exposed to reading and writing foundational skills in a systematic manner. Students' mastery of the content is monitored on a regular basis and intervention is provided when appropriate. In addition, close and critical reading skills are being developed at an early age through intentional scaffolding of instruction along with targeted support during a weekly shared reading routine around grade level informational text and exposure to text-dependent questions.

*FIM Early Literacy* meets the criteria of the MDE RFI through developing skills in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension skills. It includes regular assessments so teachers can examine the incoming data and differentiate as necessary. IEE has a history of providing high quality professional development and literacy coaching. *FIM Early Literacy* aligns nicely with the MDE Essential Instructional Practices and it includes targeted evaluation plans to ensure the system is being carried out with fidelity.

The Institute for Excellence in Education 2



## **Part II: Narrative**

The Institute for Multi-Sensory Education (IMSE) is a leader in early reading professional development for educational professionals. Founded in 1996 and headquartered in Southfield, Michigan, IMSE has trained more than 250,000 teachers in more than 5,000 school districts in 46 states throughout the United States. As the pioneer of delivering face-to-face Orton-Gillingham (OG) curriculum and training to general education classrooms, our instructors have helped to make millions of new readers and changed just as many lives. Through IMSE's International Dyslexia Association accredited trainings, special education teachers, general education teachers, intervention specialists, literacy coaches, Title 1 interventionists, paraprofessionals, and school/district leaders learn how to teach literacy through the science of reading.

IMSE's enhanced Orton-Gillingham approach gives educators the keys to effectively teach literacy in their classrooms. Using a Structured Literacy™ approach, IMSE's programs teach the essential five skills needed for an effective literacy program: phonological awareness, phonics, fluency, vocabulary, and comprehension. IMSE's program is based on Orton-Gillingham, which is research-based, multi-sensory, direct, explicit and sequential. IMSE's evidence-based, proven effective instructional practices are practical enough for teachers to begin using immediately. Educators and leaders will learn how to differentiate instruction for all learners by using formative assessment and appropriate instructional materials.

In IMSE's Comprehensive and Intermediate training courses, educators are taught the appropriate use of assessments, taught how to differentiate instruction, given appropriate instructional materials, and are taught research-based instructional practices that will empower them to teach reading effectively in their classrooms.

IMSE's team of IMSE-Certified Instructors are experienced teachers and use IMSE's enhanced Orton-Gillingham methodology with students. IMSE's team of instructional specialists hold credentials as IDA Certified, Structured Literacy Classroom Teacher (SLCT), Structured Literacy Dyslexia Interventionist (SLDI), Structured Literacy Dyslexia Specialist (SLDS) and/or Certified Academic Language Therapist (CALT).

IMSE's face-to-face training model and coaching, with hands-on multi-sensory instruction, is imperative to teacher success. IMSE's two levels of training, the Comprehensive Orton-Gillingham and the Intermediate Orton-Gillingham, are customized for educators in K-12 general education, special education, and paraeducators.

**Part II: Narrative: Brief 1-page overview/summary describing how the professional learning meets the outlined criteria. This will be posted online as part of the list. (Not scored)**

We provide a variety of professional learning opportunities focusing on the Essential Instructional Practices in Early Literacy: K-3, the Essential Instructional Practices in Literacy: 4-5, the Essential Coaching Practices, and the School-Wide and Center-Wide Practices. Topics address phonemic awareness, phonics, fluency, comprehension, and vocabulary and classroom application in each of these areas. We emphasize how to identify and select research-based instructional materials and assessments, use data to inform instruction, and implement differentiated instruction.

Essential Practices Professional Learning is designed for K-5 with a focus on K-3 educators. Intended audiences include administrators, coaches, teachers, and interventionists. Any session targeting the lower elementary audience uses the Essential Instructional Practices in Early Literacy: K-3 as the baseline for participant learning. Participants choose from in-house professional learning, coaching cohorts, county-wide learning labs, etc. Through this variety of learning modes, we implement and model best practices for adult learning, including explicit use of a triple-track agenda.

Essential Practices Professional Learning has empowered educators across West Michigan for over three years. Participant share-outs and surveys show significant improvement in educator and coach efficacy and effectiveness, which has led to improvements in literacy achievement.

The Kent ISD early literacy coaches who facilitate Essential Practices Professional Learning sessions have over 36 years of collective experience leading professional learning at the school, district, county, and state levels. All of the sessions are based on the Essential Practices in Early Literacy/Literacy, Coaching, School- and Center-wide, and therefore, all sessions address scientifically based literacy and research- based practices.

Kent ISD - Essential Practices Professional Learning 3

**Part II: Narrative: Brief 1-page overview/summary describing how the professional learning meets the outlined criteria. This will be posted online as part of the list. (Not scored)**

We provide Literacy Leaders and Coaches Network (LLCN) as an avenue for professional learning to increase capacity in empowering all learners. Through exploring and analyzing research we delve deep into the Essential Instructional Practices in Early Literacy, the Essential Instructional Practices in Literacy, the Essential Coaching Practices, and the School-Wide and Center-Wide Practices. Topics address phonemic awareness, phonics, fluency, comprehension, and vocabulary and the application of the research in each of these areas. We emphasize how to identify and select research-based instructional materials and assessments, use data to inform instruction, and differentiated instruction.

Participants choose a topic book study to delve deeper into the work. LLCN members also participate in a keynote session, a collaborative study of current research-based practices, and a choice session focused on the application of research-based practices. Through this variety of learning modes, we implement and model best practices for adult learning, including explicit use of a triple-track agenda.

LLCN is designed for a K-12 audience including administrators, coaches, teachers, and interventionists. Any session targeting the lower elementary audience uses the Essential Instructional Practices in Early Literacy: K-3 as the base for learning.

LLCN has empowered educators across West Michigan for 15 years.

Implementation guides, participant commitment forms, participant share-outs, and surveys have shown significant and improved changes in educator and coach effectiveness, which has led to improvements in literacy achievement for all learners.

The Kent ISD early literacy coaches who facilitate LLCN sessions have over 36 years of collective experience leading professional learning at the school, district, county, and state levels. All of the sessions are based on the Essential Practices in Early Literacy, Coaching, School- and Center-wide, and therefore, all sessions address scientifically based literacy and research-based practices.

## Michigan Department of Education RFI

### Part III: Detailed Descriptions Research-based Effective Literacy Instruction Professional Learning List

Narrative: Brief 1-page overview/summary describing how the professional learning meets the outlined criteria. This will be posted online as part of the list.

#### Part II: Narrative

**Lexia® Professional Learning Services Powered by Core5® Reading** includes Lexia's Professional Learning Services in combination with Lexia's flagship product, Core5 Reading, for grades PreK-5.

Lexia's Professional Learning Services include the Lexia **District Success Plan** (DSP) that ensures that the capacity of district stakeholders is appropriately supported so that long-term achievement can be sustained over time, as well as the Lexia **Implementation Support Plan** (ISP) for schools to provide teachers, coaches, administrators, and support staff with expert guidance throughout the school year.

Included with these Professional Learning Services, **Core5 Reading** for grades PreK-5, is a technology-based, personalized reading program that provides explicit and systematic learning in six areas of reading instruction and delivers norm-referenced performance data without interrupting the flow of instruction. This research-proven approach accelerates reading skill development, predicts students' year-end performance, and provides teachers with data-driven action plans to help differentiate instruction. Lexia's reporting and administrative website for educators, **myLexia®**, provides detailed reports and access to a comprehensive library of instructional resources for accelerating reading skills development.

Lexia Professional Learning Services are based on Knowles' theory of andragogy for Adult Learning. Provided as Blended Learning, Lexia offers options for learning that include on-site sessions, live online webinars, web conferences, in-person and online coaching, as well as accessible Training Guides and Manuals, Tips and Suggestions, Training on Demand videos, the Lexia Academy e-learning platform, and enhanced Technical & Customer Support via online chat, phone, or email. Notably, in professional learning sessions, educators use their own classroom data, resulting in meaningful, focused learning.

Both the live and virtual sessions infuse a differentiated approach to learning and begin with what educators already know and hope to learn about effective literacy instruction. Sessions allow participants to experience how students interact with content in the online program, how educators can leverage their online data repository to view student data and make instructional decisions, and how offline instructional materials can be implemented within whole group and small group settings. Sessions also offer opportunities for educators to share best practices around personalized learning and effective literacy instruction.



**The MAISA professional learning plan allows all Michigan ISDs, RESAs, ESAs, etc. to provide training with any of the Essential Practices modules and resources found on [literacyessentials.org](http://literacyessentials.org). ISDs may also co-plan with districts to provide this training in schools. While the modules and resources are all free, funds could be used toward professional learning costs like purchasing professional materials referenced in the modules, printing module resources or substitute teacher coverage for grade level PLCs to engage in ongoing learning with literacy coaches. Please also check out A Guide to Michigan's FREE Online Professional Learning Materials.**

## **Part II:**

The purpose of the Michigan Association of Intermediate School Administrators(MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) literacy coaching professional learning resources and programs identified in this proposal is to increase Michigan's capacity to improve children's literacy by using a small set of research-supported instructional practices as the focus of professional development for Literacy Coaches throughout the state. The intent of this submission is to support and reinforce implementation of the research-supported Essential Coaching Practices in Elementary Literacy and the content around which we coach including the Essential Instructional Practices in Early Literacy: Grades K-3. Two additional submissions will address professional learning for literacy leaders using the Essential School-wide and Center-wide Practices in Literacy and the development of K-3 educators using the Essential Instructional Practices in Early Literacy: Grades K-3 respectively. Research suggests that each of the identified practices in these three submissions can have a positive impact on literacy achievement in the five literacy areas identified in the MDE Request for Information. Supporting educators and educational leaders in the implementation of these essential instructional, coaching and literacy leadership practices will make a measurable positive difference in Michigan's literacy achievement. These practices should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of learning' for Michigan's students.

### **MAISA Literacy Coaching Practices Professional Learning Resources and Supports**

**Proposal** Specific focus in this proposal will be centered around using the Essential Coaching Practices in Elementary Literacy and the Essential Instructional Practices in Early Literacy: Grades K-3 in schools through the use of the professional learning modules and resources linked on [literacyessentials.org](http://literacyessentials.org).

While these are free resources, schools may choose to spend funds to support systematic use of these modules and resources through strategies including but not limited to the following examples:

- Costs related to attending MAISA-GELN ELTF or local ISD professional learning sessions like registration fees, substitute coverage, travel and purchase of recommended professional resources.
- Costs for supplemental materials needed to support coaching and implement instructional content of focus like printing research articles, prompting guides or student materials specifically suggested in the Essential Instructional Practices in Early Literacy: Grades K-3 modules and resources.
- Mileage stipends, facilitator reimbursement and other related expenses to support protocols like Instructional/Literacy rounds, classroom learning labs or similar collaborative experiences where educator teams examine data and instructional practices related to the Essential Instructional Practices in Early Literacy: Grades K-3 for the purpose of goal setting or goal revision for schools.

## Part II:

The purpose of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) professional learning resources and programs identified in this proposal is to increase Michigan's capacity to improve children's literacy by using a small set of research-supported instructional practices as the focus of professional development for K-3 educators throughout the state. The intent of this submission is to support and reinforce implementation of the research-supported Essential Instructional Practices in Early Literacy: Grades K-3. Two additional submissions will address professional learning for literacy coaches and literacy leaders using the Essential Coaching Practices in Elementary Literacy and the Essential School-wide and Center-wide Practices in Literacy respectively. Research suggests that each of the identified practices in these three submissions can have a positive impact on literacy achievement in the five literacy areas identified in the MDE Request for Information. Supporting educators and educational leaders in the implementation of these essential instructional, coaching and literacy leadership practices will make a measurable positive difference in Michigan's literacy achievement. These practices should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of learning' for Michigan's students.

### MAISA Instructional Practices Professional Learning Resources and Supports Proposal

Specific focus in this proposal will be centered around using the Essential Instructional Practices in Early Literacy: Grades K-3 in schools through the use of the professional learning modules and resources linked on [literacyessentials.org](http://literacyessentials.org). While these are free resources, schools may choose to spend funds to support systematic use of these modules and resources through strategies including but not limited to the following examples:

- Costs related to attending MAISA-GELN ELTF or local ISD professional learning sessions like registration fees, substitute coverage travel and purchase of recommended professional resources if the sessions include outcomes identifying the Essential Instructional Practices in Early Literacy: Grades K-3 as the professional development content.
- Costs related to follow-up planning meetings at the building level where schools engage in additional sessions to apply learned content explicitly into practice.
- Costs for supplemental materials needed to implement content of focus like printing research articles, prompting guides or student materials specifically suggested in the Essential Instructional Practices in Early Literacy: Grades K-3 modules and resources.
- Substitute coverage, mileage stipends, facilitator reimbursement and other related expenses to support protocols like Instructional/Literacy rounds, classroom learning labs or similar collaborative experiences where educator teams examine data and instructional practices related to the Essential Instructional Practices in Early Literacy: Grades K-3.

### MDE RFI alignment with this MAISA Instructional Practices Proposal

This proposal meets the required RFI criteria including providing professional learning on effective literacy instruction including phonemic awareness, phonics, vocabulary, fluency, comprehension and research-based application of this content including appropriate selection and use of research-based assessments, differentiated instruction, and instructional materials. MAISA and the affiliated partners included in this proposal have a history of providing professional learning that has led to improved changes in literacy achievement and educator effectiveness, as developed in Part III of this proposal.

## Part II:

The purpose of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) professional learning resources and programs identified in this proposal is to increase Michigan's capacity to improve children's literacy by using a small set of research-supported instructional practices as the focus of professional development for K-3 educators throughout the state. The intent of this submission is to support and reinforce implementation of the research-supported Essential School-wide and Center-wide Practices in Literacy. Two additional submissions will address professional learning for literacy coaches using the Essential Coaching Practices in Elementary Literacy and for K-3 Educators using the Essential Instructional Practices in Early Literacy: Grades K-3 respectively. Research suggests that each of the identified practices in these three submissions can have a positive impact on literacy achievement in the five literacy areas identified in the MDE Request for Information. These practices should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of learning' for Michigan's students.

### MAISA Instructional Practices Professional Learning Resources and Supports Proposal

Specific focus in this proposal will be centered around using the Essential School-wide and Center-wide Practices in Literacy in schools through the use of the professional learning modules and resources linked on [literacyessentials.org](http://literacyessentials.org). While these are free resources, schools may choose to spend funds to support systematic use of these modules and resources through strategies including but not limited to the following examples:

- Costs related to attending MAISA-GELN ELTF or local ISD professional learning sessions like registration fees, substitute coverage travel and purchase of recommended professional resources if the sessions include outcomes identifying the Essential School-wide and Center-wide Practices in Literacy and the Essential Instructional Practices in Early Literacy: Grades K-3 as the professional development content.
- Costs related to follow-up planning and facilitated implementation sessions where schools identify key content from the Essential School-wide and Center-wide Practices in Literacy and the Essential Instructional Practices in Early Literacy: Grades K-3 and engage in additional sessions to apply content explicitly into practice.
- Costs for supplemental materials needed to implement content of focus like printing research articles specifically suggested in the Essential School-wide and Center-wide Practices in Literacy and the Essential Instructional Practices in Early Literacy: Grades K-3 modules and resources.
- Substitute coverage, mileage stipends, facilitator reimbursement and other related expenses to support protocols like Instructional/Literacy rounds or similar collaborative experiences where educator teams examine data and instructional practices related to the Essential School-wide and Center-wide Practices in Literacy and Essential Instructional Practices in Early Literacy: Grades K-3 for the purpose of goal setting or goal revision for schools.

**MDE RFI alignment to MAISA Literacy Leadership Practices, Resources and Supports:** This proposal meets the required RFI criteria including providing professional learning on effective literacy instruction including phonemic awareness, phonics, vocabulary, fluency, comprehension and

research-based application of this content including appropriate selection and use of research-based assessments, differentiated instruction, and instructional materials. The Essential School-wide and Center-wide Practices in Literacy and the Essential Instructional Practices in Early Literacy: Grades

K-3 documents support each area required. MAISA and affiliated partners have a history of providing professional learning that has led to improved changes in literacy achievement and educator effectiveness.

## Part II: Narrative:

Since August 2004, NEU: Neuroplasticity & Education United has empowered teachers to consistently improve their literacy scores while cutting special education referrals. New scientific research has given the world new tools for effective instruction of literacy. NEU has applied this research to develop instructional tools to dual-code lessons in both hemispheres. This is a highly effective way to get students to retain instruction and significantly reduce summer regression. Teachers are in the profession of building brains. We now know that TEACHERS have the power to improve children's neurologic pathways.

Unlocking the Reading Code utilizes explicit lessons and weekly grade level pacing calendars that have been successfully and explicitly teaching the Common Core State Standards since 2004, six years before the 2010 CCSS publication. Students learn the English language is a sound system rather than a visual set of 26 Latin letters. Students master the 44 sounds of the English through mouth (lips, tongue) positions, air movement and kid-friendly graphics that activate both brain hemispheres. They learn the 6 syllable types through a fun motivational tool called 'fish hooking'. This allows students to become independent 'word detectives' while increasing their curiosity and desire to solve words independently and establishing more effective memory skills. In Unlocking the Grammar Code, students learn the parts of speech and are able to identify the 'job' each word has in a sentence. This knowledge improves a student's reading comprehension and writing skills. All parts of speech are dual-coded using symbols which increase students' ability to remember what they have learned. Grammar becomes the teachers' and students' favorite subject!

Unlocking the Spelling Code teaches students how to tackle consonant and vowel spelling orthography. English is defined as a DEEP language because of its multi-language spelling structure. Once students understand the word origin, they can identify the correct spelling of each sound. As an example, the sound /k/ has 9 spellings in English. 3 are from Anglo-Saxon, 3 are from Greek, 2 are from French and 1 is from Latin.

Unlocking the Prefix Code, Latin Schwa Code, Writing Code and Unlocking the Comprehension Code are also taught within the NEU's series. Words within the Latin portion of the English language are designed by: prefix + root + suffix. Some are 'chameleon prefixes' because the spelling of the prefix changes to match the initial mouth position of the root. Beginning in 4<sup>th</sup> grade, 60% of the words students read are Latin. The Latin Schwa Code is dense in content; however, it is amazingly consistent, and students LOVE mastering it! It increases a student's Latin vocabulary by 17,000 words. Unlocking the Writing Code teaches all components within a simple, compound, and complex sentence structure while tackling the writing process. Unlocking the Comprehension Code expands on the dual-coded grammar lessons and instructs story mapping, mastery of visualization, finding key elements, and comprehension questions related to the text.

All layers of NEU instruction come equipped with student assessments that provide teachers the ability to tailor their lessons based on student performance. Teachers will know exactly what each student knows and what they do not know. This allows for correct differentiated small group and individualized instruction, using a variety of teaching strategies that are focused to a child's assessed needs.

As a result of literacy improvements in participating districts, Trish Martin, President and Founder of NEU based in Michigan, has been the honored recipient of the Michigan Excellence Award from MASB, Michigan's Best Award for Professional Development of Teachers from MASB, and the Winner's Circle Award from MASA. Teachers receive SCECHS for the trainings and schools and districts have approved Title fund grants throughout Michigan and other states.

## **Part II: Narrative (one page) page 2/20**

**Introduction** – Reading Recovery® (RR) is a short-term (12 to 20 weeks) early literacy intervention for first grade children having extreme difficulty learning to read and write. Developed by internationally renowned psychologist and literacy researcher, Dr. Marie M. Clay, the goal of Reading Recovery is to dramatically reduce the number of students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems. Researchers attribute its success - children’s accelerative progress in literacy - to the responsive instructional activities provided in the one-to-one setting by specially trained RR educators. Licensed RR university faculty train and professionally develop RR teacher leaders who, in turn, develop RR teachers to work with the most at-risk literacy learners in their schools. Oakland University (OU) is one of only 15 universities in the United States, and the only one in Michigan, to serve as a RR university training center. Teacher training in RR is available onsite at one of Michigan’s 13 regional RR sites affiliated with the Reading Recovery Center of Michigan at OU [readingrecovery@oakland.edu](mailto:readingrecovery@oakland.edu) / 248-370-3057.

**Development of Expertise in Literacy Teaching and Coaching** – Post-masters educators employed by school and intermediate/regional school districts participate in a yearlong, full-time (20 graduate credits) program of study to become a RR teacher leader (TL). Licensed educators employed by schools participate in a 10-graduate credit program that spans three semesters to become a RR teacher (T). All RR educators learn to provide precisely tailored literacy instruction in daily, one-to-one lessons with students and to select, screen, assess, and diagnose literacy difficulties and use research-informed practices to support children in developing literacy knowledge and skills. Instruction focuses on the development of a strategic processing system for reading and writing, addresses essential literacy skills, and supports children’s critical thinking and motivation. All RR professionals participate in continuing professional development to maintain their RR certification. Many RRTs also apply their expertise in their other instructional roles in classroom (tier 1) and small group (tier 2) settings with young literacy learners including those beyond first grade. Because RR professionals acquire in-depth knowledge of literacy teaching and learning, they are often invited to share their knowledge with colleagues. Working collaboratively as members of their ISD/district/school literacy teams, these highly skilled educators examine relevant data, model effective instructional practices and participate as literacy coaches/staff developers, to improve literacy outcomes for all students.

**Intervention for Children and the Prevention of Long-Term Literacy Difficulties** – Children are identified for RR based on their scores on the six tasks of An Observation Survey of Early Literacy Achievement<sup>1</sup> (Clay, 2019) with the lowest performing children selected for service first. RR professionals use this assessment information and sensitive observation to design individualized literacy lessons that are responsive to each child’s developing competencies. The goal is to accelerate children’s progress to within-average levels of reading and writing so that they can catch up to their peers and benefit from good classroom instruction.

**History of Success, Outreach, and Impact** – Since it was first implemented in 1985 in the United States, RR has served nearly 2 million children. Since its establishment in Michigan in 1991, RR has trained over 1,517 educators who have served over 114,796 Michigan first graders. Michigan RR educators also serve 42 children on average each year in K-5 small group and classroom settings, and some also serve as literacy coaches. Their expertise impacts instruction not only for low performing first graders, but also for many more literacy learners in a school.

Research-based Effective Literacy Instruction PL List

**PART II: NARRATIVE**

Brief 1-page overview/summary describing how the professional learning meets the outlined criteria. This will be posted online as part of the list. (Not scored)

Scholastic is pleased to support Michigan’s commitment to improved early literacy achievement through capacity-building professional learning for teachers and other support professionals. At the heart of the recommended Scholastic professional learning opportunities specific to literacy development and literacy coaching is a series of face-to-face and virtual offerings that are not limited to, but address, a balanced literacy model that includes: guided reading, independent reading, small- and large-group instruction, ongoing literacy assessments and data analysis skills that empower rigorous instructional and grouping decisions for learning.

In order to support Michigan educators in a way that empower them to meet the literacy learning needs of every child in every classroom, every single day, professional learning must involve a highly coordinated framework of large-group content acquisition, small-group and independent reflection, and one-to-one job-embedded coaching support. For that reason, the bedrock of Scholastic’s recommended services is literacy coaching partnered with rigorous content learning. This includes offerings to help schools coach the coach and build their autonomy.

But the Scholastic team understands that coaching efforts to model, scaffold, and provide feedback on ongoing research-based practices are only possible and productive when those receiving coaching have first acquired some level of content/strategy. This comes in the form of whole- group face-to-face workshops that are not limited to, but include, these sample titles: *Building Students’ Word Knowledge with Explicit Vocabulary Instruction*; *Getting Started with Guided Reading*, *Running Records: Assess, Analyze and Group*; *Building a Culture for Independent Reading*; *The Environment, Dramatic Play, and Centers*; and many others.

To further support Michigan’s attention to phonemic awareness, phonics, fluency, vocabulary, and comprehension, Scholastic offers workshops focused on the youngest readers and writers, including a workshop entitled *Establishing Literacy Foundations*. This is just one among several courses or coaching supports that support critical literacy skills. Additional workshops or consultative sessions can help local educators address the way that families and community members help provide relevant supports for and a productive environment that encourages literacy learning. These concepts are introduced through Scholastic’s Family and Community Engagement offerings.

Scholastic balanced literacy professional learning opportunities prioritize research and evidence- based practices that ground Michigan’s Essential Practices, including an effective use of assessment data; differentiated instructional practices; and literacy rich environments. Grounded in the research and experience of such well-known individuals as Pam Allyn, Scholastic brings to Michigan schools a decades-long commitment to improving literacy for all through equitable, engaging, and evidence-based strategies.

Michigan Department of Education

Request for Information

Effective Literacy Instruction List 2019-2020

Authored by renowned literacy expert Louisa Moats, EdD, *Language Essentials for Teachers of Reading and Spelling (LETRS)* takes decades of best practice and scientific research and translates it into practical, manageable, easy-to-understand concepts that deepen educator knowledge and can be immediately implemented in the classroom.

With its flexible blend of online and in-person coursework that includes video modeling and interactive activities, face-to-face workshops, print resources, and virtual support, this research-based course supports educators in their crucial role of changing reading outcomes that set students on a lifelong path to success.

The content is organized into a series of sessions delivered via several flexible training options. The course of study consists of eight units. Each unit focuses on one key topic in depth, and each topic supports the content of the language-literacy connection: the components of comprehensive reading instruction and the organization of language.

The optimal implementation includes online instruction in all eight units supported by the manual and ongoing face-to-face training. Each unit takes approximately 12 to 15 hours to complete, including time spent reading the manual, working through the online sessions, assessments (pre-test, post-tests, and checks for understanding), and completing classroom application activities (Bridge to Practice). Depending on pacing, the entire course can be completed in 1–2 years.

Each unit includes six-to-eight sessions and a unit summary activity. Within each session, integrated, interactive exercises connect topics to one another, to the research, and to application in the classroom.

- Volume 1, Units 1–4: Theoretical models from reading science; phonology, basic and advanced phonics; selecting diagnostic assessment, differentiation and curricula
- Volume 2, Units 5–8: Teaching vocabulary, language and reading comprehension, and writing

## Narrative

**Workshop Title:** Stephanie Harvey- Integrating Literacy and Content Learning, K-5

**Date:** 5/6/2020

**Registration link:**

<https://www.solutionwhere.com/ww/Aspx/Public/Search/ShowCourse.aspx?courseNum=5660&cId=78&pCId=0>

The purpose of this workshop is to effectively immerse students in the richness and intrigue of content area learning while at the same time supporting their on-going literacy development. Wayne RESA will host world- renowned literacy specialist and best-selling author, Stephanie Harvey, for an inspiring day exploring researcher's workshop—a powerful and authentic instructional approach which adapts the familiar structures of reader's and writer's workshop to support students' engagement and independence as learners. Throughout this workshop, Harvey will address the six cornerstones that foster thoughtful learning, including curiosity, workshop, content, comprehension, collaboration, and environment; these cornerstones reinforce the MAISA GELF ELTF *Essential Instructional Practices in Early Literacy: Grades K-3* and provide a strong foundation for inquiry at every grade level across the curriculum. Participants will learn how to use researcher's workshop to create irresistible investigations in science, social studies, and language arts; increase students' independence and agency by gradually releasing responsibility for inquiry; and effectively integrate literacy and content through strategies for comprehension and critical thinking. All participants will receive a copy of Harvey's recently released book (coauthored with Anne Goudvis and Brad Buhrow), *Inquiry Illuminated: Researcher's Workshop across the Curriculum*.

Wayne RESA 2



## Narrative

**Workshop Title:** Overview of the GELN Essential Instructional Practices in Literacy Grades K-5

**Date:** 1/9/2020

**Registration link:**

<https://www.solutionwhere.com/ww/Aspx/Public/Search/ShowCourse.aspx?courseNum=5370&cId=78&pCId=0>

Have you heard the phrase “minimum standard of care?” Are you familiar with how this phrase connects with literacy practices in our K-5 classrooms? If you are curious about these questions and how it can impact your teaching, then this session is for you! Come and learn about the GELN Essential Practices in literacy. In this session, participants will be provided an overview to the MAISA GELF ELTF *Essential Instructional Practices in Early Literacy: Grades K-3 and Grades 4-5*. Participants will spend time learning about motivation and engagement and the critical role these play in all aspects of literacy development as well as the other 9 essentials. As each of the 10 essentials is introduced, participants will be given time for reflection and action planning, therefore school literacy teams and/or grade level teams are encouraged to enroll together. This session could serve as a springboard to build ideas for professional learning linked to school improvement. All participants will receive their own printed copy of the MAISA GELF ELTF *Essential Instructional Practices in Early Literacy: Grades K-3 and Grades 4-5*.

Wayne RESA 2

## **NARRATIVE on the WORKSHOP WAY® Design Created by Grace H. Pilon, SBS**

The complete system of The Workshop Way, Inc. presents a classroom model in which the MDE literacy essentials can be systematically and daily attended to with the additional Workshop Way innovative approach to bring all students into the engagement, answering and learning, regardless of their diverse knowledge levels. The rationale is that all students can feel they belong and are important and intelligent—even if they do not know everything today.

With teachers being persistent with the use of the many patterned structures, practices and materials, students will get to know more knowledge. Recent Early Childhood research stresses the importance of the relationship between students and teachers during learning. This focus does not happen by chance, but by a concerted thrust of a Teacher Artistry in using 10 specific teacher-student -content interactions. Workshop Way has daily instructional formats that contain the essential literacy practices. These are what participants will learn how they incorporate and align with research-based practices and experience modeling:

- 1) Workshop Way Daily Whole Class Instruction in the 5-step- 160 phonics lessons which include, almost to the point, the IES recommendations in rhyming for phonemic awareness, presentation of systematic phonics for letter-sound relationships, daily exposure to unison rhythmic seeing, saying and hearing of letter-sounds by means of numerous phonograms, (e.g. *ar-ar-ar* as in car) once each has been presented; ), chunking, risk exercises with the previously learned and new content, and daily also 5-10 sound spelling words.
- 2) The Literacy Techniques in the Workshop Way Reading Groups which teachers will see modeled and will demonstrate which incorporate the essential practices of daily fluency techniques through 10-20 phrases from current text or content used, echo reading, repeated readings, and most importantly daily teacher interactions with students about their reading as they do 10-15 minutes of oral reading at their own pace in a low tone. One additional important technique teachers will learn for foundational comprehension to find evidence from the text, is the Book Risk technique.
- 3) The Students' Daily Workshop Schedule of Tasks, 10-20 literacy tasks are taught the first 10 days of school are generic enough to stay the same all year, such as Free Choice Reading, Partner Reading, Making Words from letter cards, Creative writing, Writing practice, Illustrations, THINKERS, similar to Word Sorts
- 4) Assessment is kept at a minimum, but enough to equip teachers to organize to reteach in a flexible group according to student needs. When students are engaged in the Workshop, teachers are free to individualize with students as observed needs are evident.

The Workshop Way Design of Professional Development in Literacy