

# COMMUNICATION POINTS FOR THE ESSENTIAL INSTRUCTIONAL PRACTICES IN **Early, Elementary, and Disciplinary Literacy**

The Essential Instructional Practices in Early, Elementary, and Disciplinary Literacy are a set of research-supported instructional practices that when implemented in the classroom, can have a positive impact on student literacy achievement. 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 akin to medical practice guides, as they present a minimum "standard of care" for Michigan's children.



**These Instructional Practices were developed by the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) and the 6-12 Disciplinary Literacy Task Force and include the following:**

- Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3
- Essential Instructional Practices in Early Literacy: Prekindergarten
- Essential Instructional Practices in Early Literacy: Grades K-3
- Essential Instructional Practices in Literacy: Grades 4-5
- Essential Instructional Practices for Disciplinary Literacy: Grades 6-12

Additionally, the MAISA GELN ELTF created organizational practices in support of literacy development that systemically impact learning, and also a set of research-supported literacy coaching practices that can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. The documents are titled as follows:

- Essential School-Wide and Center-Wide Practices in Literacy
- Essential Coaching Practices in Elementary Literacy

All of the documents are intended to be used collectively to support a strong literacy system. High levels of student achievement will result only when core instructional practices are defined and educator and system supports are in place to contribute to literacy success for every student. These include the instructional practices recommended for use in every classroom every day, school-wide and center-wide essentials in every school and center, and coaching essentials in use by every coach. For the Essential Instructional Practices for Disciplinary Literacy, it is important that the practices are used consistently in every classroom on a regular basis.

Some literacy instructional practices enjoy so much support in research that we should be using them in every classroom every day. For example, it should not be seen as acceptable for some schools to provide daily writing instruction for young children while others do not, or for some classrooms to conduct daily read-alouds while others do not. Every child in every classroom every day should experience research-aligned literacy instruction. However, for an individual child, that may not include experiencing every practice in the Essential Instructional Practices in Literacy every day. For example, a teacher should provide small-group instruction each day, but not every child may experience instruction in a small group every day. Similarly, a teacher should collaborate with families every day, but the teacher may not be able to point to a collaboration (e.g., a conversation or lesson that intentionally builds on a family's assets) with every child's family every day. The phrase "as needed," which appears a number of times in the Essential Instructional Practices in Early Literacy: Grades K-3, illustrates the appropriate approach. We need to provide the literacy instruction that every child needs in every classroom every day.

**The comprehensive set of practices can be accessed at [literacyessentials.org](https://literacyessentials.org)**

## Formal and Informal Communication:

### Formal/Written

When referencing or communicating about the Essential Instructional Practices in Literacy as individual documents, always use the official document titles written below:

- Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3
- Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Instructional Practices in Early Literacy: Prekindergarten
- Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Instructional Practices in Early Literacy: Grades K-3
- Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Instructional Practices in Literacy: Grades 4-5
- Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Instructional Practices for Disciplinary Literacy: Grades 6-12
- Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential School-Wide and Center-Wide Practices in Literacy
- Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy

### Informal/Conversational

When referencing or communicating about the Essential Instructional Practices in Literacy as individual documents in conversation, the following titles should be used at the minimum:

- Birth to Age 3 Essential Instructional Literacy Practices
- PreK Essential Instructional Literacy Practices
- K-3 Essential Instructional Literacy Practices
- 4-5 Essential Instructional Literacy Practices
- 6-12 Essential Instructional Practices for Disciplinary Literacy
- Essential School-Wide and Center-Wide Practices in Literacy
- Essential Coaching Practices in Elementary Literacy

## Social Media Considerations:

- Referencing [literacyessentials.org](http://literacyessentials.org) will automatically link the website in your post and help followers gain direct access to the resources.
- Please use the following hashtags when referring to the Essential Instructional Practices in Early, Elementary, and Disciplinary Literacy:
  - ▶ #MichiganLiteracy
  - ▶ #MiGELN
- Please consider tagging the following organizations when referring to the Essential Instructional Practices in Early, Elementary, and Disciplinary Literacy:
  - ▶ @MAISA\_ISDs (Michigan Association of Intermediate School Administrators)
  - ▶ @mieducation (Michigan Department of Education)

## Modules and Sample Video Communication Points

### Modules:

- A series of online professional learning modules have been developed to support educators in understanding and implementing the following:
  - ▶ Essential Instructional Practices in Early Literacy: Prekindergarten
  - ▶ Essential Instructional Practices in Early Literacy: Grades K-3
  - ▶ Essential School-Wide and Center-Wide Practices in Literacy
  - ▶ Essential Coaching Practices in Elementary Literacy

The modules contain content presentations accompanied by classroom videos that demonstrate each essential in practice. Reflection activities are included to support learners in checking their understanding and applying what they have learned to their own practice.

### Videos:

- The classroom videos are snapshots of what the Essential Instructional Practices in Early Literacy: Grades K-3 or PreK-K practices look like in a classroom and are meant to be watched after the modules have been completed. The videos should be watched or used in conjunction with the modules for professional learning.

**All modules and videos are found at [literacyessentials.org](http://literacyessentials.org).**

For questions about the Essential Instructional Practices in Early and Elementary Literacy, contact Susan Townsend, MAISA Early Literacy Grant, Project Director, and Early Literacy Task Force Co-Chair at [stownsend@gomasa.org](mailto:stownsend@gomasa.org).

For questions about professional learning, contact Erin Brown, MAISA Early Literacy Grant Project Coordinator at [ebrown@gomasa.org](mailto:ebrown@gomasa.org).

For questions about access to the resources, contact Taylor Hoag, MAISA Administrative Assistant at [thoag@gomasa.org](mailto:thoag@gomasa.org).

You may not excerpt from these documents in published form, print or digital, without written permission from the MAISA GELN ELTF. Each document may be reproduced only in its entirety.