



Michigan Literacy Connections: Language Essentials for Teachers of Reading and Spelling (LETRS) and Essential Instructional Practices in Early Literacy (EIP)

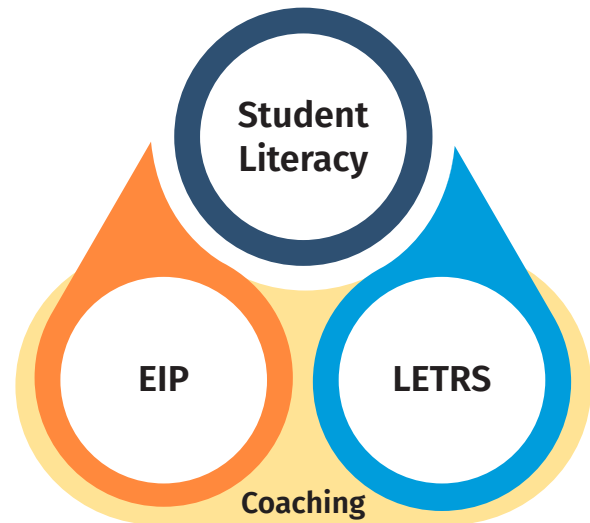
Purpose

This document serves as a companion to the [Michigan Department of Education memorandum](#) dated June 22, 2023, emphasizing a call to action and highlighting the relationship between the Essential Instructional Practices in Early Literacy (EIP) and the Language Essentials for Teachers of Reading and Spelling (LETRS). The intention is to clarify how the two professional learning opportunities provide educators with a deeper and more comprehensive literacy learning experience to teach Michigan’s students.

Call to Action

MDE, MAISA, GELN, and the ELTF collaboratively announce a call to action for PreK-6 administrators, early literacy coaches, PreK-6 educators, and PreK-12 special education educators to:

1. Enroll and complete the LETRS professional learning by 2026. An optional accelerated 1-year cohort opportunity is available with priority given to literacy coaches.
2. Support the Essential Instructional Practices in Early Literacy (EIP) with long-term professional learning. These research-informed practices are the framework for high-quality instruction and should be evident with every child in every classroom, every day.
3. Support early literacy coaching with specialized literacy knowledge, informed by the EIPs and LETRS, to work as a literacy leader using job-embedded coaching cycles based on the MDE coaching model.



Literacy Coaches will play a vital role for educators in classrooms, supporting job-embedded bridges to practice activities. Along with advanced knowledge of the EIPs, taking LETRS enables coaches to be literacy and language experts in reading science.

Connections

There are many connections between the EIPs and LETRS, and each has its unique benefits. The EIPs are the research-based practices that teachers employ in the classroom. LETRS translates current research into practical guidance. The table below, though not comprehensive, shares evidence of the relationship. Although the information is organized into two columns, each professional learning opportunity enhances the other. The table on the next page shows the correlation between the EIPs and LETRS. It includes both the K-3 and the 4-5 Essentials.

Essential Instructional Practices in Early Literacy (EIP) (Grade Level)	Language Essentials for Teachers of Reading and Spelling (LETRS) Units
EIP 1. Motivation & Engagement; EIP 3. Small Group Instruction; EIP 8. Abundant Reading Materials; EIP 9. Observation and Assessment; EIP 10. Collaboration with Families (K-3 & 4-5)	Woven throughout LETRS and Coaching Practices
EIP 2. Read Aloud (K-3)	U5: The Mighty Word: Oral Language & Vocabulary U6: Digging for Meaning: Understanding Reading Comprehension
EIP 2. Comprehension & Knowledge Building (4-5)	U6: Digging for Meaning: Understanding Reading Comprehension U7: Text-Driven Comprehension Instruction
EIP 4. Phonological Awareness (K-3)	U2: The Speech Sounds of English
EIP 4. Fluency (4-5)	U4: Advancing Decoding, Spelling, and Word Recognition
EIP 5. Letter-Sound Relationships (K-3)	U3: Teaching Beginning Phonics, Word Recognition, and Spelling U4: Advancing Decoding, Spelling, and Word Recognition
EIP 5. Text Discussions & Constructing Text Meaning (4-5)	U6: Digging for Meaning: Understanding Reading Comprehension U7: Text-Driven Comprehension Instruction
EIP 6. Writing Instruction (K-3 & 4-5)	U8: The Reading-Writing Connection
EIP 7. Vocabulary & Content Knowledge (K-3 & 4-5)	U5: The Mighty Word: Oral Language & Vocabulary U6: Digging for Meaning: Understanding Reading Comprehension U7: Text-Driven Comprehension Instruction
EIP 9. Observation & Assessment (K-3 & 4-5)	U1: The Challenge of Learning to Read-using assessments or differentiation. U8: The Reading-Writing Connection-how writing can be assessed

The enduring impact of the EIPs provide an opportunity to frame long-term professional learning that includes job-embedded coaching. According to the statewide EPIC literacy coaching survey, teachers reported they are better able to address literacy learning needs when engaging in one-on-one coaching. LETRS is a high-impact course to accelerate teacher knowledge necessary to transform reading instruction. LETRS provides completion and success data, with over 5,000 educators currently enrolled. Based on pre and post-test data, educators have seen an increase in their knowledge of reading science based on their participation in LETRS.

For more information on the learning options, registration, and details, please visit:

- **The Essential Instructional Practices in Early Literacy (EIP)** – [Literacy Essentials Website](#)
- **Language Essentials for Teachers of Reading and Spelling (LETRS)** - [Michigan LETRS - Science of Reading Professional Learning Course](#) or the [LETRS Training Grant page](#) on the MDE website.