



Presentation on Literacy

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Michigan State Board of Education Meeting

September 12, 2023



Goals

1. Expand early childhood learning opportunities
- 2. Improve early literacy achievement**
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding



Current Efforts and Updates: The How and Why of Literacy

← Overarching Vision and Initiative Alignment →

The How

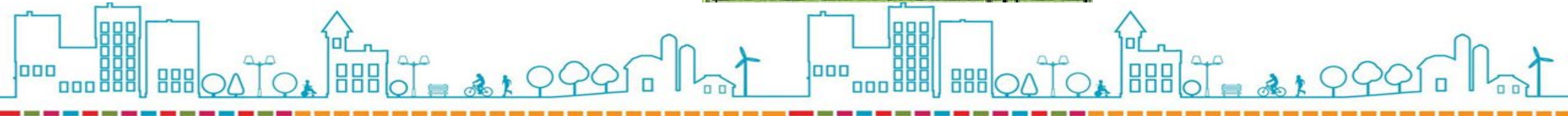
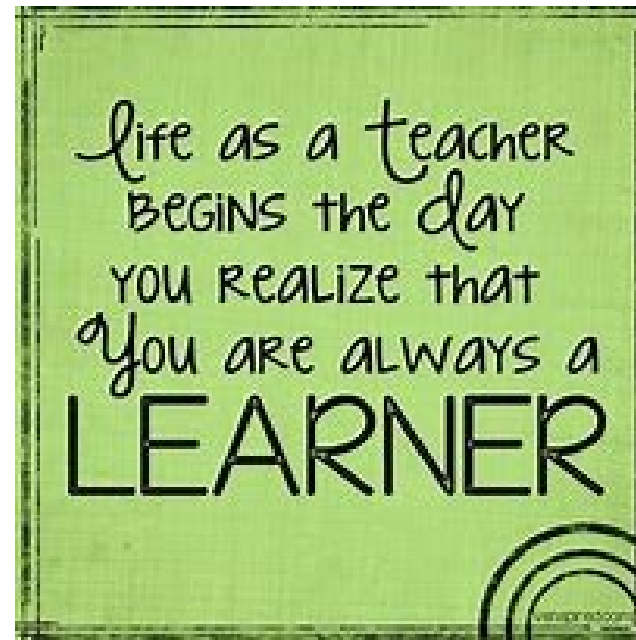
- Language Essentials for Teachers of Reading and Spelling (LETRS) Training Grant Pre-K to grade 6
- High Quality Literacy Instruction Guidance (Literacy Coaching and Coaches)
- Connections: LETRS & Essential Instructional Practices (EIP) in Early Literacy
- Dyslexia Guidance Document
- Read By Grade Three

The Why

- Equity in Literacy
- Diversity in Literature
- Michigan Comprehensive Literacy State Development Grant
- Parent/Family Engagement
- Literacy Symposium



The How



Language Essentials for Teachers of Reading and Spelling (LETRS) Training Grant

- Section 35a(10) of FY 22 and FY 23 allocated a combined \$14 million to the Michigan Department of Education (MDE) to provide training in partnership with Lexia Learning
- An additional \$10 million for FY 24 has been allocated to MDE to continue to provide LETRS training, for a total of \$24 million over 3 years.
- Language Essentials for Teachers of Reading and Spelling Training
 - Pre-K through grade 6 educators
 - Pre-K through grade 12 certified special education personnel
- Currently, over 6,000 educators are registered to participate in five cohorts (+2000 educators since 2022)
- Training for Cohort 5 starts in September 2023
- Cohort 6 training will start in February 2024



LETRS Content

Scarborough's Reading Rope

LANGUAGE COMPREHENSION

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

WORD RECOGNITION

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle,
spelling-sound correspondences

Sight Recognition

of familiar words

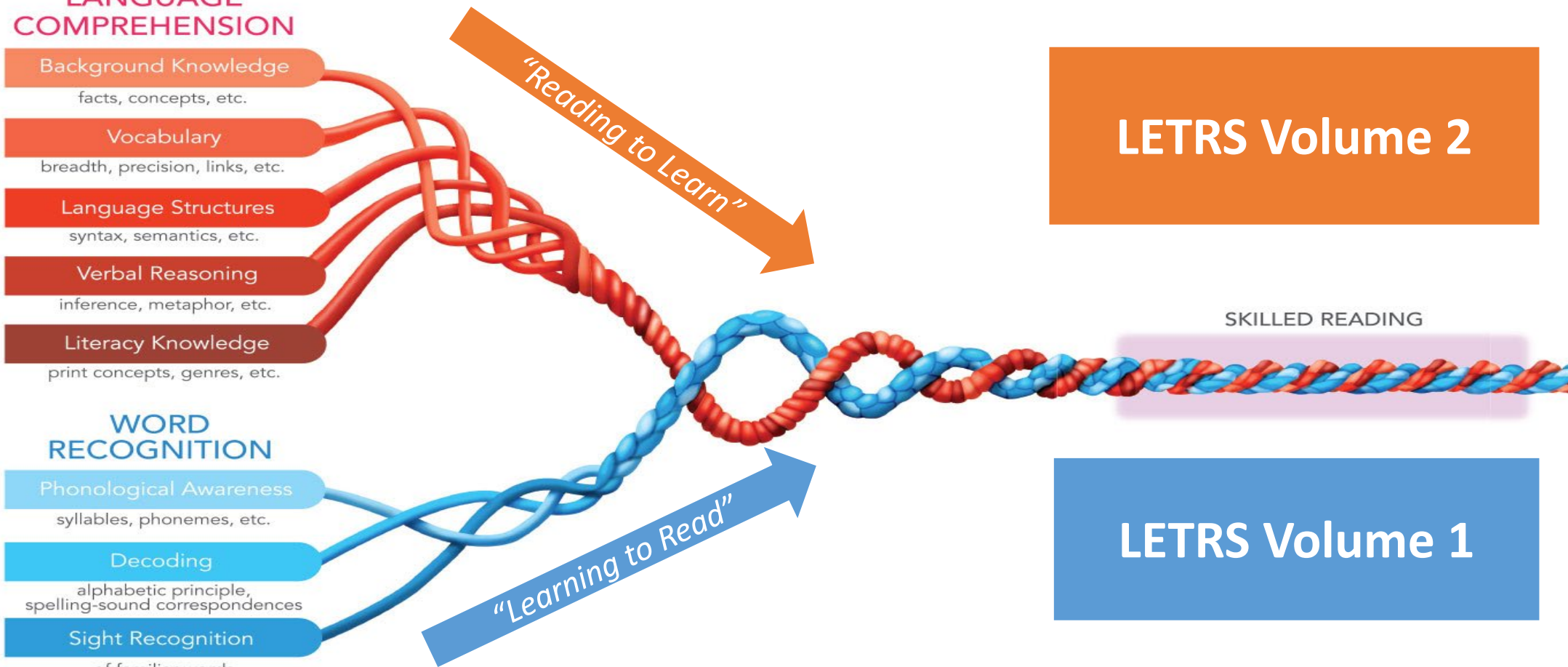
"Reading to Learn"

"Learning to Read"

LETRS Volume 2

SKILLED READING

LETRS Volume 1



LETRS Learning

Volume 1 Units

Word Recognition: Learning to Read

- The Challenge of Learning to Read
- The Speech Sounds of English
- Teaching Beginning Phonics, Word Recognition, and Spelling
- Advanced Decoding, Spelling, and Word Recognition

Volume 2 Units

Language Comprehension Focus: Reading to Learn

- The Mighty Word: Oral Language and Vocabulary
- Digging for Meaning: Understanding Reading Comprehension
- Text-Driven Comprehension Instruction
- The Reading-Writing Connection

LETRS Participation and Enrollment

Historical and Current Offerings

LETRS for Elementary Educators and LETRS for Early Childhood Educators:

- **413 Districts Involved**
- Cohort 1 – **978**
- Cohort 2 – **656**
- Cohort 3- **1,219**
- Cohort 4 – **1,079**
- Cohort 5 Total: **2,148**
 - LETRS K-5: **1,992**
 - LETRS EC: **156**
- Cohort 6 - **123**

Timeline for Completion

LETRS K-5

Cohort 1 - 12/2021 – 12/2023
Cohort 2 - 2/2022 – 2/2024
Cohort 3 - 8/2022 – 8/2024
Cohort 4 - 12/2022 – 12/2024
Cohort 5 - 9/2023 – 9/2025
Cohort 6 – 1/2024-1/2026

LETRS for Early Childhood

Cohort 1 - 12/2021 – 12/2022
Cohort 2 - 2/2022 – 2/2023
Cohort 3 - 8/2022 – 8/2023
Cohort 4 – 12/2022 – 12/2023
Cohort 5 - 9/2023 – 9/2024
Cohort 6 – 1/2024-1/2025

New Offerings

LETRS for Administrators

- Cohort 1: 157 (6/2023-6/2025)
- Cohort 2: 183 (9/2023-9/2025)

LETRS for Elementary Educators - Accelerated Cohort:

- Cohort 1: 17 (Vol. 1 Complete: 3/2024)

LETRS for Elementary Educators – Institutes of Higher Education (IHEs) Cohort:

- Cohort 1: 26 (9/2023-9/2025)

LETRS for Elementary Educators-Facilitator Training

- 303 interested
- Tentative projected start: Spring/Summer2024

LETRS Impact on Educator Learning

LETRS K-3 Volume 1 (Units 1-4)		LETRS EC Volume 1 (Units 1-4)	
Pre-test (N=3,766)	Post-Test (N=2,070)	Pre-test (N=247)	Post-Test (N=109)
67%	92%	58.5%	87.25%

LETRS Data: Educator Reflections

"I appreciated this opportunity to have it presented and worked through in a new way. It truly brought a great deal of clarity to heavy, complex content. However, after the reading, online experience and now the virtual learning session I feel much more confident in what was shared..."

"The session experience was organized, and we had time to learn and apply what we learned and share out with the group, as well. It was a great experience!"

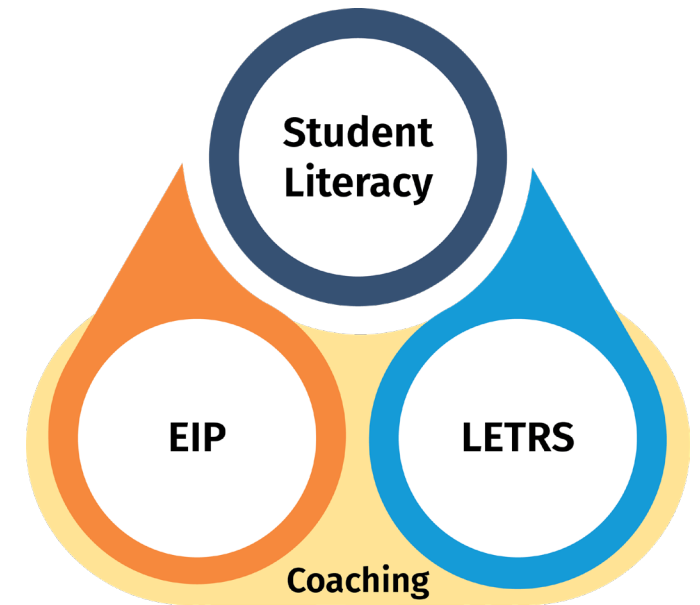
"Superb in all ways! I am loving my LETRS training!"

"I like breakout sessions and the hands-on learning. Drawing the theoretical models was a nice way to review them and commit the learning to memory!"

"I really am enjoying the content of this series. It was great, and I really liked the multiple ways in which the information was presented."

Connections: LETRS & Essential Instructional Practices (EIP) in Early Literacy

- MDE & MAISA shared a collaborative [memo](#) and [companion brief](#) showing the alignment of Essential Instructional Practices with LETRS modules, which serves as a call to action for PreK-6 administrators, early literacy coaches, PreK-6 educators, and PreK-12 special education educators
- Grades [K-3 Essential Instructional Practices](#) were revised July 2023 to reflect updated evidence.



Essential Coaching Practices for Elementary Literacy

- Literacy coaching continues to provide powerful job-embedded, ongoing professional development while enhancing literacy instruction through teacher expertise.
- Effective literacy coaching models include side-by-side support directly with teachers through conferencing, modeling, applying assessment literacy, observing, and co-planning
- Section 35a(4) of the FY 2024 State School Aid Act provides \$42,000,000 for early literacy coaches at ISDs to assist teachers in developing and implementing instructional strategies for pupils in grades K-3 so that pupils are reading at grade level by the end of grade 3. All literacy coaches funded through 35a(4) funds must have already received, or be making progress toward receiving, professional learning in LETRS.

Research-Supported Early Literacy Coaching Model





Dyslexia Guidance



- In August 2022, MDE released the “[Michigan Dyslexia Handbook: A Guide to Accelerating Learner Outcomes in Literacy](#)”
- This critically reviewed guidance provides educators access to evidence-based instructional strategies and methods to intensify literacy instruction and improve literacy outcomes for all learners.
- Since its publication, the Literacy Unit has partnered with MiMITSS to present this information to educators around the state, including:
 - MAISA Leadership, September 2022
 - MiMITSS Annual Conference, November 2022
 - Special Education Advisory Council, December 2022
 - Saginaw ISD, February 2023
 - Michigan Learning Disabilities Association, May 2023
 - Monroe County ISD, May 2023

Read by Grade Three

- [Public Act 7 of 2023](#) repealed the retention component of the state's Read by Grade Three (RBG3) law ([MCL 380.1280f](#)).
- The retention component of the law remained in effect for the 2023 spring M-STEP testing window and students who scored 1252 or below on the M-STEP were flagged for retention. The parents of last year's third graders were the last to receive letters about RBG3 retention.
- All other components of the RBG3 law remain in effect and need to continue to be implemented.



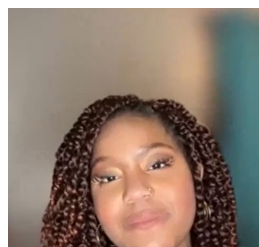
The Why

TEACHERS^{who}
love teaching
TEACH
CHILDREN[♀]
love learning



Equity in Literacy

- [Equity in Literacy](#)
- [Equity in Literacy-A Response to the Detroit Literacy Lawsuit](#) guidance document (January, 2021)



February
13

The Watsons Go to Birmingham
Christopher Paul Curtis

Grade: 3 – 8

ISBN: 978-0440414124

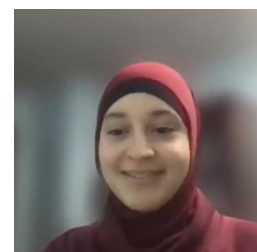
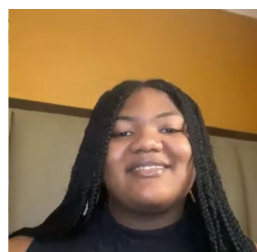
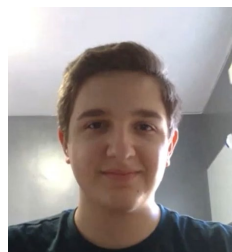
Nominator: Dr. Corinne Edwards

School/District/Institution:
OES Director, Michigan Department
of Education

Incorporation in Curriculum:
"Supports children of color in
reflecting on and validating their
feelings of self-discovery, fear,
anger, celebration of culture, and

hope as the semi-autobiographical story is told
through the eyes of a middle school boy from Flint,
MI who joins his family on a vacation as they travel
to Birmingham, AL during the 1960's US Civil Rights
Movement."

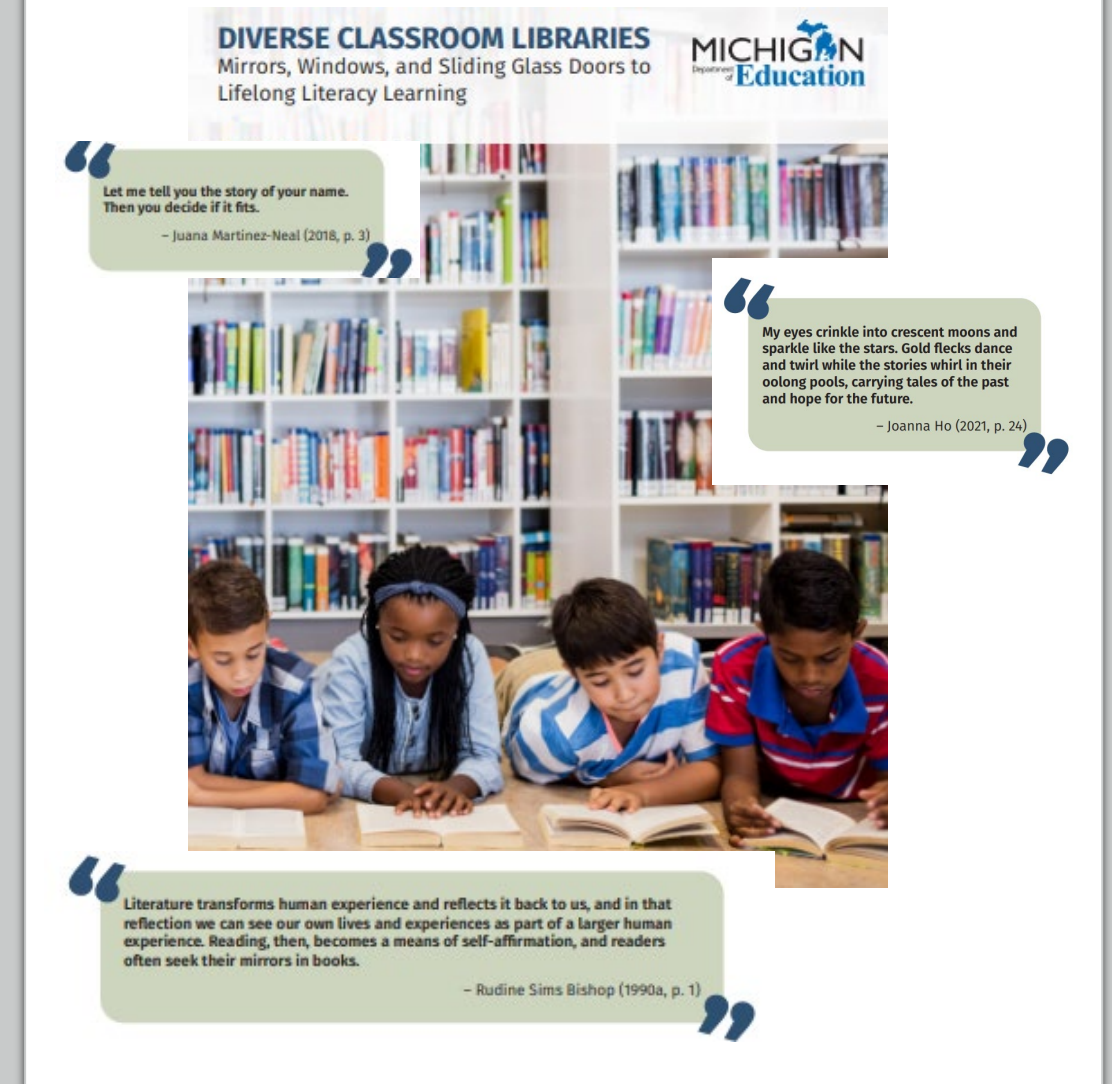
Additional Information: "Mr. Curtis is a Newberry
Award winning author of several books. For years
he has taken time out of his busy schedule to visit
schools and classroom across Michigan speaking
with children about the joys of writing and finding
their voice through literature."



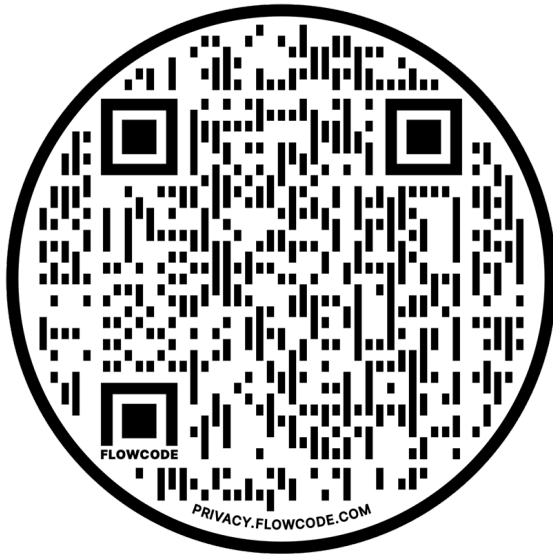
Diverse Classroom Libraries

Diverse Classroom Libraries: Mirrors, Windows, and Sliding Glass Doors to Lifelong Literacy Learning

- Why diverse classroom libraries are important
- What should be included in diverse classroom libraries
- How educators can engage students in lifelong literacy learning through diverse classroom libraries



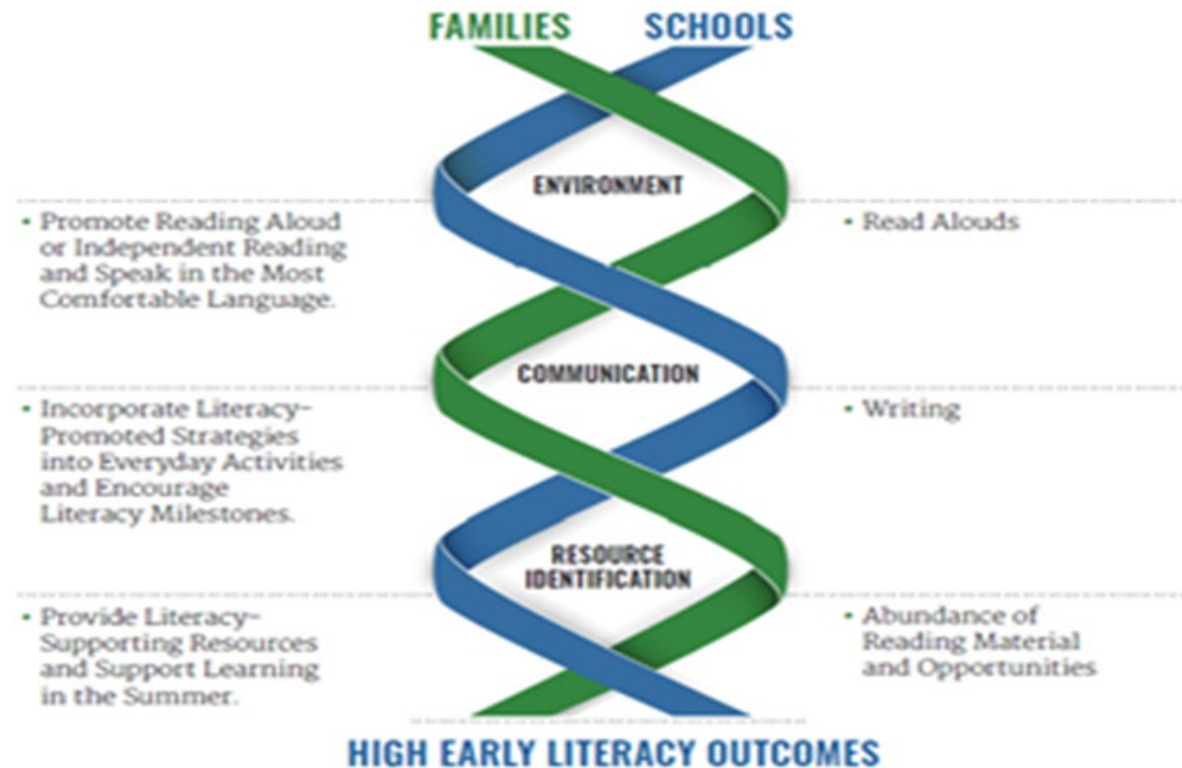
Parent/Family Engagement



*See Family Engagement
Resources*

Promoting PreK–Third Grade Literacy Development Through Equitable Family–School Partnerships

MIFamily: Michigan's Family Engagement Framework Guiding Principles —
Relationships, Partnerships, Learner-driven, Tailored to All, Positive Learning Environments



Michigan Comprehensive Literacy State Development (MICLSD) Grant

Strategies and Activities Used to Achieve Goals:

- **Strategy 1** – Continuing and strengthening collaboration with partner organizations to build capacity and sustainability for evidence-based practices.
- **Strategy 2** – Engaging in continuous internal needs assessment and prioritization.
- **Strategy 3** – Tracking Local Education Agency (LEA) progress and expenditures and building community among LEAs.



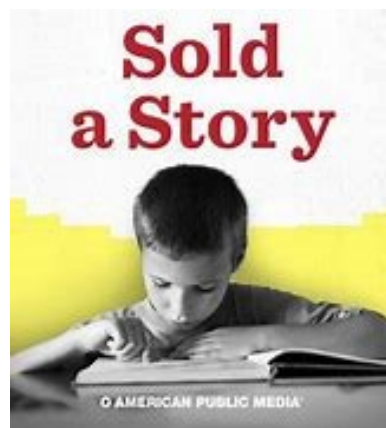
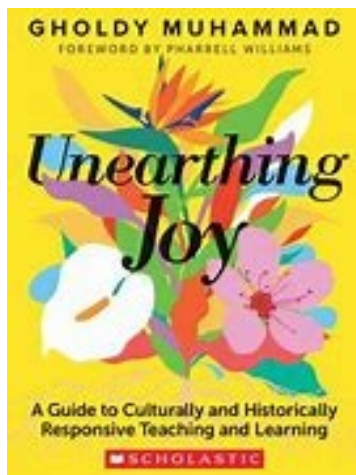
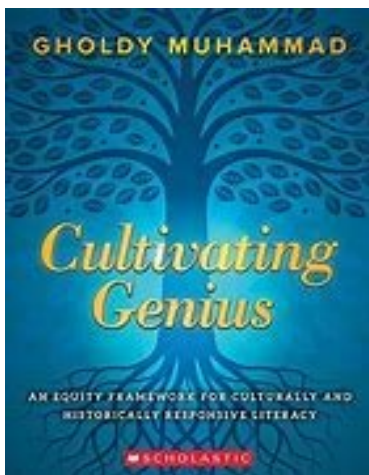
Michigan Comprehensive Literacy State Development (MICLSD) Grant

MICLD Sub-grantee Districts

- Benton Harbor Area Schools
- Detroit Public Schools Community District (DPSCD)
- Flint Community Schools
- Muskegon Heights Public School Academy System
- Pontiac School District



2023 MDE Diversity in Literature Symposium: The How and Why of Literacy



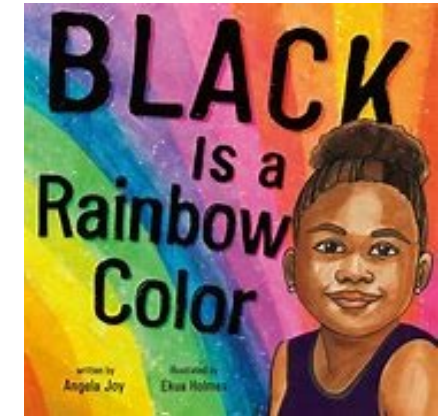
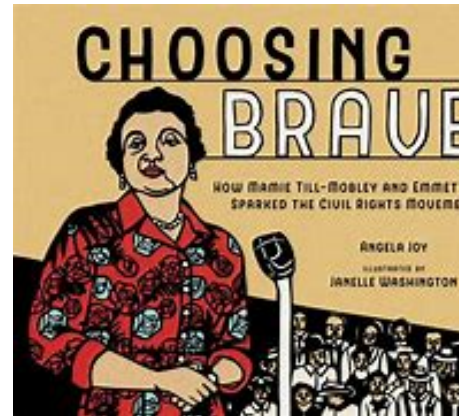
- Keynote: Dr. Gholdy Muhammad
- 18 presenters offered breakout sessions focused on diversity in literature and the science of reading and aligned to:
 - Identity
 - Skills
 - Intellect
 - Criticality
 - Joy
- End Note: Emily Hanford

2023 MDE Diversity in Literature Symposium: The How and Why of Literacy

Author Angela Joy Awards:

- Caldecott Honor Book
- Coretta Scott King Award
- Robert F. Sibert Informational Book Honor Book
- 2023 Young People's Literature Award from the Friends of American Writers

- **Diverse Classroom Library** provided by MAISA
- **Socialite Society Bookstore**



2023 MDE Diversity in Literature Symposium: The How and Why of Literacy

Student
Panel



2023 MDE Diversity in Literature Symposium: The How and Why of Literacy

Quality, relevance, and usefulness was high across all sessions with an average rating of 2.8/3.0.



“The presenter offered the “WOW” factor! I feel inspired, motivated, and joyful about the future of Michigan education.

Over 600 participants representing a diverse group of Michiganders, from local schools, districts and ISD’s were in attendance.

“The presenter was engaging! ...Loved the why balanced with the how. Very passionate. Loved the active activities and opportunities to turn and talk.”

Most participants indicated that they attended sessions because it was a **priority of their organization**



Index of Resources: The How and Why of Literacy

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Thank You!

