

Literacy Essentials & Libraries

Supporting Michigan Families Through Coherent Literacy Practices



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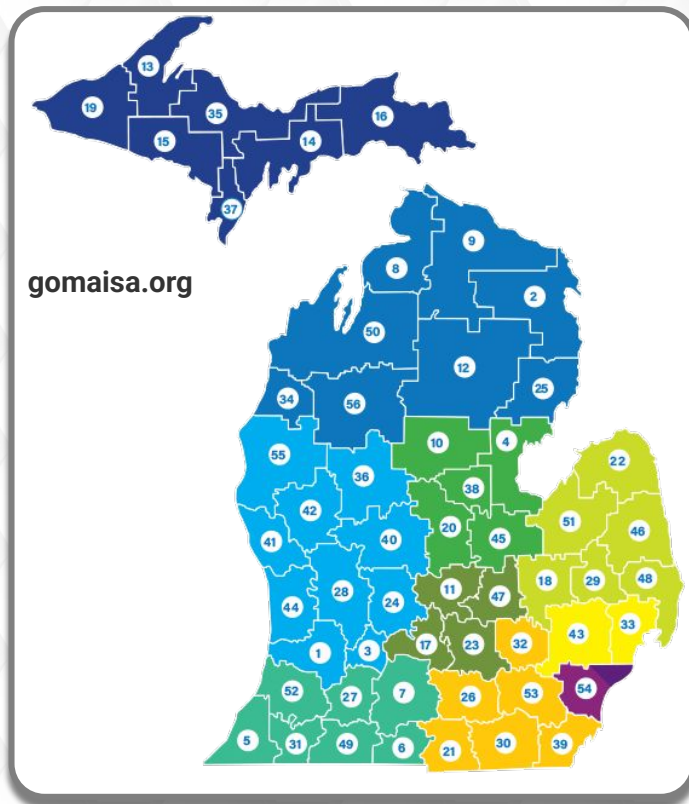
Purpose of Today's Session

- Share MAISA's Essential Instructional Practices
- Explore how the work of Librarians naturally aligns
- Highlight resources that can be used with families



What is MAISA?

The Michigan Association of Intermediate School Administrators (MAISA) comprises superintendents and administrators representing **the 56 Intermediate School Districts (ISDs) in the state of Michigan**. MAISA brings ISDs together to serve as Michigan's foremost resource for public education leadership, innovation, partnerships, advocacy, and support.

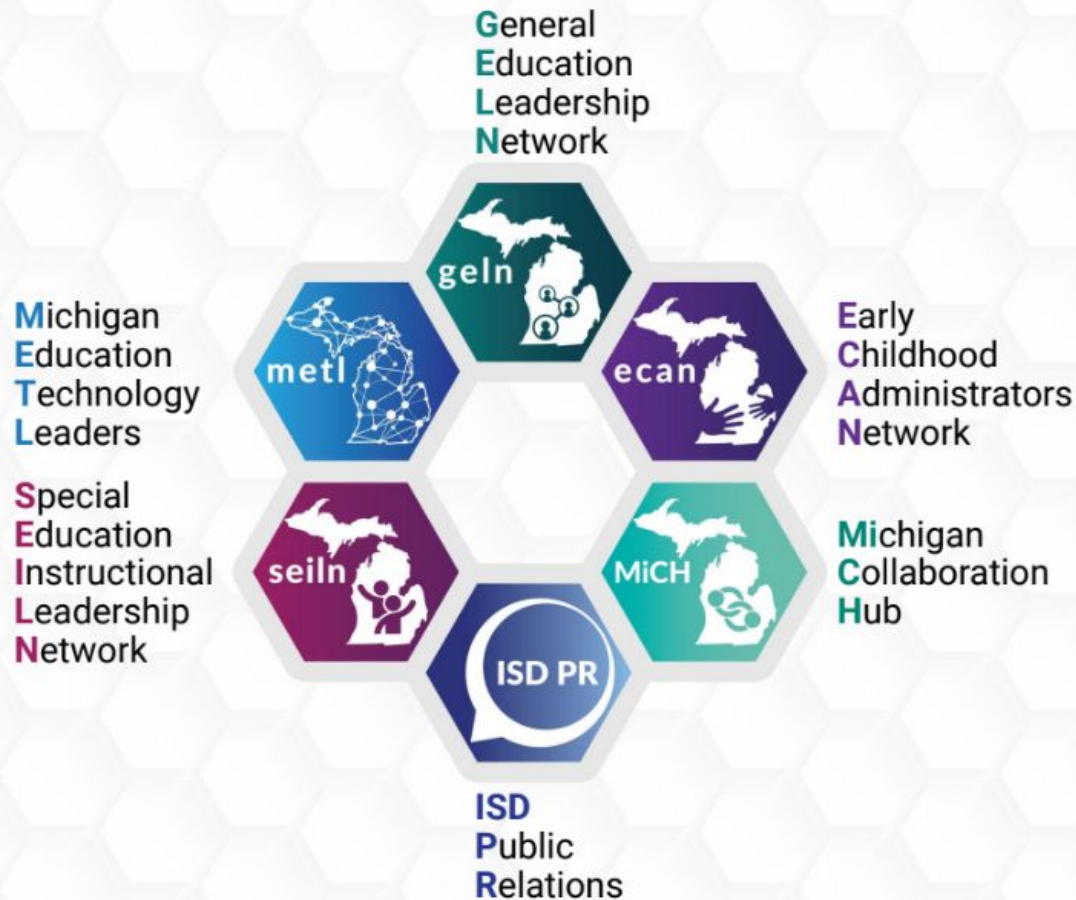


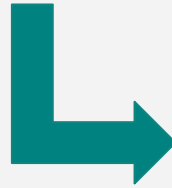
MAISA

MICHIGAN ASSOCIATION
OF INTERMEDIATE SCHOOL
ADMINISTRATORS

MAISA

Leadership Networks





Our Suite of Essential Instructional Practices



Birth to
Age 3



Birth to
Age 3 -
Essential
Coaching



PreK



PreK
Coaching
Practices



Grades K
to 3



Elementary
Literacy
Coaching
Practices



Grades 4
to 5



School-
Wide Org
Practices
PreK - 5



School-
Wide Org
Practices
6 - 12



Grades 6
- 12
Disciplinary
Literacy

How familiar are you with the Essential Instructional Practices?

In the chat:

- Very familiar (4)
- Somewhat familiar (3)
- I've heard of them (2)
- Brand new to me (1)

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- Visit literacyessentials.org
- One literacy vision, Birth-12th grade
- Informed by research, created in partnership with researchers and grounded in the *Science of Reading*
- Not an exhaustive list, but with the most research to support

Today isn't about turning librarians into teachers—it's about naming the ways your work already supports Michigan's literacy priorities and making that work more visible to families and educators.



Today is About:

- Recognizing existing alignment between library experiences and the Essential Instructional Practices
- Shared literacy language between schools and libraries
- Strengthening family experiences
- Summer School Resource Sharing



Our Suite of Essential Instructional Practices

Literacy Essentials



Birth to
Age 3



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PreK



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PreK - 5



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6 - 12



Grades 6
- 12
Disciplinary
Literacy

Many of these practices depend on adult-child interaction, not classroom materials

Big Ideas:

- Oral language matters
- Print access matters
- Adults modeling reading and writing matters
- Instruction is intentional, **not** accidental

www.literacyessentials.org

Birth to Age 3



Purpose

The purpose of this document is to increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy practices that should be a focus of professional development throughout the state. The focus of the document is on practices in individual interactions with children, rather than on center- or systems-level practices. The document focuses on infants and toddlers, as the first 3 years of life are when children learn the fastest and acquire the foundational skills that will support their development and learning for the rest of their lives. Improving language and literacy experiences in the infant and toddler years has the potential to improve "reading by third grade" outcomes. Early childhood programs can also help to address disparities in literacy achievement.

Pre-K Essential

Purpose

The purpose of this document is to **increase Michigan's capacity to provide effective and equitable early literacy practices** for every child every day. The document identifies research-supported instructional practices in prekindergarten that **should be a basis of professional learning, policy, and instruction throughout the state.** Research indicates that each of these practices can have a positive impact on literacy development. The use of these practices in every classroom every day is expected to make a measurable positive difference in the state's literacy achievement. The practices **should be viewed, as in practice guides in medicine, as presenting a minimum "standard of care" for Michigan's children.** Other documents available at literacyessentials.org address other age groups, grade levels, and aspects of education systems, including coaching practices, school-level practices, and systems-level practices. Throughout this document, we use the term "teachers" to encompass educators in home-based, center-based, and school-based settings. We use **the term "classroom" broadly to encompass any indoor and outdoor learning environments that are used to provide education to young children.** We use the term "prekindergarten" to encompass the two to three years after toddlerhood and before beginning kindergarten.



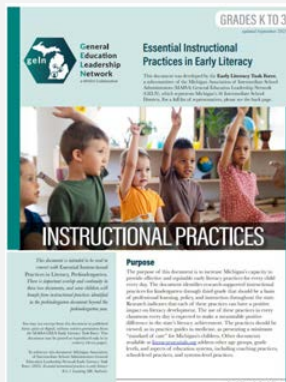
Library Connections

1. Intentional Read-Alouds & Discussion
2. Access to Print & Print-Rich Environments
3. Oral Language & Vocabulary
4. Community Connection



EIP Breakdown by Grade/Age

- **#1:** Create Safe, Secure and Stimulating Environments
- **#2:** Bring Attention to Print Concepts in Books and the Environment
- **#3:** Share Books in Engaging Ways
- **#4:** Play With Sounds and Invite Children to Play With You
- **#5:** Bullet 5- Enhance 2-Way Communication With Gestures
- **#7:** Converse With Children, Responding to Their Cues and Letting Them Choose the Topics
- **#8:** Abundant Materials for Reading and Writing
- **#10:** Work with Families to Promote Home Language and Literacy Environments



- **#2:** Read aloud with reference to print
 - **#3:** Interactive read-alouds with a comprehension and vocabulary focus
 - **#4:** Play with sounds inside words
 - **#5:** Bullet 5- Alphabet books with appropriate keywords
 - **#7:** Extended conversation
 - **#8:** Abundant reading material
 - **#10:** Collaboration with families, caregivers and the community in promoting literacy.
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- **#1:** Bullet 5-Generate excitement about reading
 - **#2:** Read-alouds
 - **#8:** Abundant reading material
 - **#10:** Collaboration with families, caregivers and the community in promoting literacy.

Intentional Read-Aloud With Discussion

3. Interactive read-alouds with a comprehension and vocabulary focus ⁸

The teacher reads aloud, in culturally and developmentally responsive ways, age-appropriate books and other materials, print or digital, described in Essential Eight, including by:

- reading sets of texts that are thematically and conceptually related
- reading some texts multiple times with varied instructional foci
- engaging in higher-order discussion among children and teacher before, during, and after reading (e.g., with open-ended questions that invite children to respond in their own words and draw upon their knowledge and experiences)
- providing child-friendly, culturally relevant explanations of words within the text
- revisiting words after reading using tools such as movement, props, video, photo, examples, and nonexamples that support children in relating new words to known words and encourage children to say the words aloud
- using the words at other points in the day and over time
- teaching clusters of words related to those in the text, such as vocabulary related to garden or gardening

⁸ (See also Essential #8 for providing materials for reading and writing that are always available).



• Use questions and prompts to help children learn and label concepts in the book.



Intentional Read-Aloud With Discussion

Library Connections:

- Storytime design (before/during/after reading questions)
- Modeling interactive read-aloud strategies for caregivers
- Repeated readings of favorite texts
- Text-Set Inventory



It's not about finishing the book—it's about talking during the book.

Access to Print & Print-Rich Environments

courage

8. Provision of abundant reading, listening, and viewing material in the classroom¹⁶

The teacher reads aloud, interacts with children around, and provides access to:

- a wide range of books and other texts, print and digital, including information books, poetry, and storybooks that are physically accessible to children (i.e., within children's reach), that portray groups of people in ways that are multidimensional, not all the same, and that challenge stereotypes
- books and other materials connected to children's interests, including texts that reflect children's backgrounds and cultural experiences, texts that reflect the backgrounds and cultural experiences of others, and texts that incorporate both, including class- and child-made books
- recorded books, videos, and digital picture books with and without written words and animations
- books from the classroom, school, and/or public library that teachers support children in borrowing to bring home and/or in accessing digitally (e.g., through [MeL.org](https://www.mel.org))
- comfortable places in which to look at books, frequently visited by the teacher(s) and by volunteers recruited to the classroom in order to support and encourage children's engagement with texts

Access to Print & Print-Rich Environments

Library Connections:

- Book displays at child height
- Take-home literacy kits
- Board book collections for infants and toddlers
- Environmental print walks in the library



Children don't need to read the words—just noticing print counts!

Oral Language & Vocabulary Development

7. Extended conversation ¹⁵

Adults engage in interactions with children that regularly include:

- responding to and initiating conversations with children, with repeated turns back and forth on the same topic
- encouraging talk among children through the selective use of open-ended questions, commenting on what children are doing, offering prompts (e.g., “Try asking your friend how you can help.”), and scaffolding higher-order discussion, particularly during content-area learning
- modeling and providing practice with discussion that encourages a variety of ways for children to communicate with one another and the teacher (e.g., gestures, multiple languages, multiple dialects, and all of their linguistic resources)
- talking, including narrating and explaining, within dramatic play experiences and content-area learning, including intentional vocabulary-building efforts
- extending children’s language (e.g., The child says, “Fuzzy.” The adult says, “That peach feels fuzzy to me, too. What else do you notice about it?”)
- discussing past and future events
- storytelling/story acting (individually and collaboratively dictating stories, acting out stories, and serving as an audience for others’ stories)

Oral Language & Vocabulary Development

Library Connections:

- Dialogic reading
- Songs, rhymes, fingerplays
- Multilingual storytimes
- Nonfiction read-alouds



Every conversation in the library—at the desk, during storytime or with a caregiver—is a literacy moment.

Connections to Families & Schools

10. A network of connections in the community provides authentic purposes and audiences for children's work and helps facilitate use of quality out-of-school programming.

Connections beyond the school, center, or program walls provide:

- organization-wide and classroom-level networking with local businesses, cultural centers, and community organizations to:
 - tap into available funds of knowledge⁶³,
 - support development of children's content knowledge and identities, and
 - facilitate opportunities for children to read, write, and do mathematics for purposes and audiences beyond school assignments;⁶⁴
- access to opportunities for individualized support that aligns with *Essential Instructional Practices for Literacy and Mathematics*, for example through one-on-one tutoring;⁶⁵ and
- opportunities for children to develop literacy and mathematics outside of the school hours, including through engaging out-of-school time library, community, and school programs in the summer and after school.⁶⁶

listen to their child read aloud, discuss books with their child, and provide feedback on their child's reading.⁵⁹

that language is English

Connections to Families & Schools

Library Connections:

- Providing broad, curated collections beyond classroom limitations
- Offering access during evenings, weekends, and summers
- Ensuring choice, relevance, and representation for diverse readers
- Supporting purchasing of HQ books
- Supporting families with trusted, accessible resources



**Libraries make “abundance” possible in ways classrooms alone cannot!
Libraries are not just a partner—they are THE partner named in the Essential Practices.**

Birth to Age 3: Family Resources to Share

Language & Literacy for Little and Loved Ones

- Flipbook
- 2-pager

Language and Literacy for Littles and Loved Ones

Birth to Age 3 Literacy
Essentials for Families



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For more information, visit LiteracyEssentials.org



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Use the camera on your
phone to scan the QR codes
to learn more about each
essential practice!

Language and Literacy for Littles and Loved Ones

Literacy starts early. Did you know you can support your child's future reading and writing before they can even talk?

Babies come into the world ready to learn. Everything young children learn about communication, language, books, and printed words on their way to formal reading and writing is part of emergent literacy. Find out what you can do to build a strong literacy foundation for your child in the first three years of life.

Families have literacy superpowers. Do you know the many ways you already support your child's language and emergent literacy?

It doesn't take flash cards, tablets, or fancy books. There are many ways you support language and emergent literacy in your everyday interactions with your baby or toddler. Whether you know it or not, you have literacy superpowers. Use the Michigan Language and Literacy for Littles and Loved Ones to discover yours, and build more!

Literacy starts early. You can start now!

BIRTH TO AGE 3

12.06.22

Set the Stage for Love and Learning



Children need to feel safe and loved to learn and reach their full potential in language and literacy. Families can provide safe, caring, and playful environments to help children feel loved and ready to learn by:

- giving children lots of love with cuddles, kisses, and kind words
- creating consistent daily routines for meals, rest, and play
- providing safe physical spaces for children to explore and play with things that interest them most



Maximize Love,
Manage Stress

Back-and-forth Conversations with Babies and Toddlers

Beginning at birth, babies can be part of back-and-forth communication with their loved ones. Families support children's language when they turn babies' coos and toddlers' talk into conversations by:

- looking at their baby when they coo
- copying and adding to children's sounds and words
- translating children's actions and sounds into words
- asking questions
- waiting for answers
- keeping the conversation going



Talk, Point, and Sing



Literacy In Your Family Life and Culture

You play the most important role in your child's early learning. No matter where you are, play and talk with your child in your home language(s). Use language to share your family culture with your child—by talking, reading, telling stories, or singing. Daily routines are the place to start:

- Meals
- Bed time
- Going from place to place
- Getting dressed
- Shopping
- What else do you do with your child every day?

The tools you need are already in your home and daily life!



93 Essentials Handout:
Language & Literacy in
daily routines

Language and Literacy for Littles and Loved Ones

Print is All Around!

Print includes letters, words, and other symbols like road signs. Knowing how print works is an important early step to reading and writing. Families can help children understand print by:

- pointing out printed words, symbols, or specific letters
- reading labels on items at home
- talking about the printed words they see or write in: everyday tasks and what the print is used for



83 Essentials
Handout: Print is all
around

Available in multiple languages!

Pre-K Family Resources to Share

Language & Literacy for Pre-kindergartners and Their People

- Flipbook
- 2-pager

Language and Literacy for Prekindergartners and Their People

PreK Literacy Essentials for Families



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PREKINDERGARTEN

10.27.25

Language and Literacy for Prekindergartners and Their People

Literacy is all around us! Everyday activities—the kinds of things you may already do—help your child learn to read and write. You don't need workbooks, flashcards, or time away from family fun. All families can support young children's literacy learning and growth!

Use the camera on your phone to scan the QR codes to learn more about each essential practice!

1. Talk and Listen.



Talking is
Teaching

Conversations with your child in your most comfortable language support their vocabulary, understanding, and ability to share ideas.

- Children learn from both talking and listening, so conversations with multiple back-and-forth turns are important.
- Start your questions with "why," "how," or "what do you think?" to stretch your child's thinking.
- When you use new or interesting words, explain what they mean and use them often in your conversations. Encourage your child to use them, too!

2. Play!

Play is a great way for children to learn language, letters, sounds, and storytelling—all of which support later reading.

- Encourage your child to engage in pretend play. For example, a house, grocery store, or restaurant. Join them when you can!
- Play games with sounds and words. For example, you could look for objects that start with a certain sound or letter, sing or make up new words for songs, or create silly rhymes.



Using Dramatic Play to
Build Literacy Skills

3. Read It All—Books and Beyond!

Reading isn't just for bedtime! You can read many different things with your child, at any time of day, to help them build strong reading skills.

- Read it all—stories, facts, poems, songs, alphabet books, cereal boxes, and even street signs.
- Read anytime, anywhere—in the grocery store, at bath time, or in a waiting room.
- As you're reading, talk about what you're learning. Ask questions, point out letters, show where you start, or move your finger along the words as you go.



8 Tips for Reading with Your Child

4. Point Out Letters and Words.

Letters and words are all around us! When you point them out to your child, it helps them learn letter names and sounds and see how we use words every day.

- Involve your child as you read menus, maps, bus schedules, store names, or just about anything else!
- Tell your child what you are reading and point out familiar letters and their sounds. You could say, "That sign says stop. It starts with the letter S. S makes the sss sound—ssssstop."



Print is All Around

Language and Literacy for Prekindergartners and Their People

School Partnership

- Classroom Library Makeover Series-AMA
- Field Trips
- Guest Authors
- Library Card sign-ups at Parent Night



Pause & Reflect

- What might these identified practices look like in your library setting currently?
- What might you consider starting in alignment with these identified practices?

Summer Programming Reminder: MLC



MLC Summer Reading

- 8 weeks of learning with fun weekly themes for PreK through 6th grade
- Video lessons that reinforce what kids learn in school
- Familiar PBS Kids characters
- Activity book that aligns with lessons
- Live and on-demand virtual events



MLC Summer Reading

Literacy Essentials

The **Michigan Learning Channel** has created three Summer Fun Activity Books, one for each grade group. The book also aligns to the digital and broadcast content that will be available on the MLC during each week.

But the activity book includes so much more!

Each week has a bingo card where students can:

- Track completion
- Try off-screen challenges
- Participate in physical activity

Week 1: Animals

June 19-25

Explore the animal kingdom for ferocious fun! Our featured careers this week are biologist, zookeeper, and veterinarian. Scan the QR code or visit MichiganLearning.org/Summer/Animals to explore all of our videos this week.

Use the sheet below to mark off this week's activities as you complete them. See if you can get a BINGO! Some of them are in this book, and some ask you to use your imagination or go outside.



Talk to someone who works with animals	 60 mins. of activity	 Read 20 minutes	Be curious with Elinor Wonders Why	Watch Read, Write, ROAR!
 Read 20 minutes	 Watch Math Might	 Look for birds	Go on Nature Cat's Scavenger Hunt	 60 mins. of activity
 60 mins. of activity	Watch Wimee's Words	 HAVE FUN! (Free Space)	Draw yourself as a veterinarian	 Read for 20 minutes
Watch Read, Write, RAOR!	Tidy up the kelp forest	 Watch Math Might	Watch InPACT at Home	Watch Wimee's Words
Watch InPACT at Home	 Read 20 minutes	Pretend to be a dinosaur	 60 mins. of activity	Fill out the "I Read It" Book review

Activity Books & Extension Activities



There are many options for getting the activity books in the hands of your students and their families.

- **Digital Copies:**

- Families can access all activities through the [Michigan Learning summer program](#).

- **Printed Copies:**

- For more assistance, complete [Summer Activity Book Interest Form](#) to find where printed materials might be available in your area.
- Consult administrators at your school about possible options to offer print copies for families that might need them.

- **Additional Resources:**

- Consider providing families [Letter Cards](#) for Read, Write, ROAR activities that match the cards used on the show.
- Share [MLC Book Titles for Read, Write, ROAR](#). These titles are also available digitally through [MeL.org](#).

Considerations for Accessibility

There are also multiple ways families can access the digital content. Be sure to emphasize these options with your families, especially if you'd like them to watch!

- **Watch on-demand:** All summer video lessons will be available and can be viewed on any device. Visit [Michigan Learning](#) to find the digital content aligned with each week.
- **Watch live on TV:** For families without internet access, the channel is available statewide on antenna TV or on Charter Cable in some locations.
 - **IMPORTANT NOTE:** The dates of the weekly program are important for any student accessing content through their TV. This is when the show will be aired on their local station.
 - Families can visit [Michigan Learning-Summer Schedule](#) to know where and when they can find the digital content in their area.



Michigan LEARNING CHANNEL
A PUBLIC MEDIA PARTNERSHIP

Serving Schools Statewide
Through Your Local PBS Stations

The Michigan Learning Channel is Available On:

- WCMU
Alpena
Channel 6.4
- Cadillac
Channel 27.4
- Manistee
Channel 21.4
- Mt. Pleasant
Channel 14.4
- WDCQ
Delta College Public Media
Channel 19.5
- WGVU
Grand Rapids
Channel 35.6
- Kalamazoo
Channel 52.6
- WKAR
WKAR Public Media
Channel 23.5
- WNMU
WNMU-TV
Channel 13.4
- WTVS
Detroit Public TV
Channel 56.5
- WNIT
Michiana PBS
Channel 34.5

MichiganLearning.org
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Rescan Your TV

Your remote control and TV menus may vary, but the steps are the same. Your TV will scan for all available channels.

TV sets connected to cable, satellite or other pay TV providers do not need to scan.

How to Scan

1. Press menu on your remote control.
2. Select setup.
3. Choose antenna then channel scan or auto tune.

REV 5/25/21

Make it Manageable

Literacy Essentials

Summer can be just as busy for families as the school year. Help narrow the focus within the activity guides.

- Let Families Pick: Share only the Bingo Cards for each week and let families determine which activities they'd like to complete as their time permits.
 - Prek- K Bingo Cards
 - Grades 1-3 Bingo Cards
 - Grades 4-6 Bingo Cards
- Provide families Letter Cards that match the ones used on Read, Write, ROAR.
- Share MLC Book Titles for Read, Write, ROAR. These titles are also available digitally through MeL.org.



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Read, Write, ROAR! Trade Booklist & Other Texts Used for PreK to 3 Episodes

NOTE: The first time you open a MeL.org link, you will have to show proof of MI residency, but after that your device will be remembered. Some texts, such as Beyond Decodables books, highlighted in yellow, are available to print online while others were original "texts" written by a Read, Write, ROAR! teacher.

KEY		PreK Unit	Grades K-3	Grades K-3	Grades K-3	Grades K-3		
Note: Several books are used across grade levels and marking periods, so this key can support you to know where the books are utilized.			Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4	Marking Period 4	Marking Period 4
Episode #	Book Title	Publisher & Michigan eLibrary (MeL.org) Access	PreK	K	1	2	3	
K - 103 1 - 415	Meet My Family: Animal Babies and Their Families by Laurie Salas Illustrations by Stephanie Coleman	Millbrook Press MeL.org link		x	x			
105	Fun Families by Julia Lindsey Illustrated by Meghan Shea	Beyond Decodables		x				
107	Can We Get a Pet? by Julia Lindsey Illustrations by Meghan Shea	Beyond Decodables		x				
108	Yo? Yes! by Chris Raschaka	Scholastic		x				
109	When Sophia Gets Angry—Really, Really, Angry... by Molly Bang	Scholastic		x				
110	If You're Angry and You Know It by Cecily Kaiser Illustrated by Cary Pillo	Scholastic		x				

Questions?

