



**General
Education
Leadership
Network**

Essential Practices in Early Literacy K to 3

This document was developed by the **Early Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. For a full list of representatives, please see the back page.



SELF REFLECTION & PLANNING GUIDE

Developed for the Early Literacy Task Force. To be used in conjunction with the Essential Practices in Early and Elementary Literacy.

For more information, visit www.LiteracyEssentials.org.

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Essential instructional practices in early literacy: K to 3. Lansing, MI: Authors

Purpose

This Self-Reflection and Planning Guide contains supportive resources for Michigan educators to use as they self-reflect on their implementation and use of the *Essential Instructional Practices in Early Literacy: K to 3¹* and plan for their professional growth. Use of the reflection tool in collaboration with a literacy coach can maximize impact for the teacher. **This Self-Reflection and Planning Guide is not intended to be used as part of an evaluation process.**

Research suggests that each of these essential instructional practices can have a positive impact on children's literacy development. We believe that 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, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children.

The purpose of the Self Reflection and Planning Guide is to support educators and teacher/leader/coach teams as they reflect on their current instructional practices, consider these practices in more detail, and determine next steps for professional learning and record personal growth over time.

Educators should use the guide to consider *their place* in the process of implementation of the essential practices. Self reflection and coaching dialogue can assist in determining next steps for professional learning. Coaches, leaders, and teachers should consider using the self reflection tool with a limited number of the essentials at a time to help improve practice and solidify certainty and confidence in providing the essential instructional practices to every student, every day.

The videos included in the Essential Instructional Practices in Early Literacy training modules (<http://literacyessentials.org/k-to-3/#Resources>) are one way to support educators as they reflect on their instructional practices. When viewed in their entirety (i.e., not just the videos), the modules give a deeper understanding of each of the essential practices.

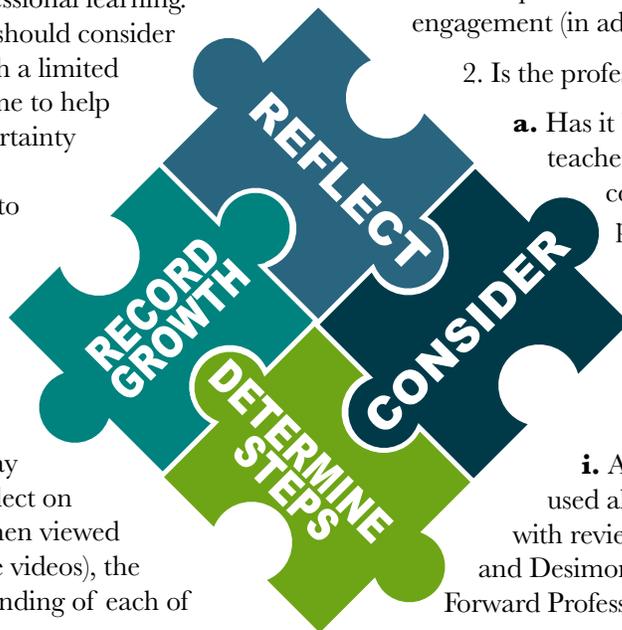
Selecting Resources

The purpose of this section is to assist end users in making decisions about quality as it relates to resources to support teacher growth or implementation of the Essential Practices. Doing so addresses Practice #7 of the **Essential School-Wide and Center-Wide Practices in Literacy**.

Essential School-Wide and Center-Wide Practices in Literacy #7

Leaders and systems within the school, center, or program ensure that:

- teachers have consistent access to resources, including technological and curricular resources, that support research-informed practices in all components of literacy instruction and that provide continuity across ages and grade levels;
- teachers have appropriate professional development and support for effective use of available technologies, materials, and resources



Six questions to consider when making decisions about any resource are:

1. Does the professional learning build motivation and engagement (in adults and/or children)?
2. Is the professional learning research aligned?
 - a. Has it been shown to have positive effects on teacher practice and/or student learning as compared to alternatives in rigorous, peer-reviewed research? (Places to look include the What Works Clearinghouse, the Evidence for ESSA site, and GoogleScholar or similar tools.)
 - b. If not:
 - i. Are the professional learning processes used aligned with research? (For example, with reviews of research by Yoon et al. 2007² and Desimone 2009³; see also the Learning Forward Professional Learning Standards.⁴)
 - ii. Is the professional learning content aligned with research? (For example, with specific research studies, with reviews of research in the What Works Clearinghouse Practice Guides, and with the research-supported practices in the Essential Instructional Practices in Early Literacy Grades K to 3?)
3. Is the content of the professional learning aligned with Michigan standards and if so, which standards does it address?
4. Is the content of the professional learning developmentally and culturally appropriate and does it provide appropriate learning opportunities for all students?
5. Does the content of the professional learning address identified students' needs?
6. Can the professional learning be supported (administrative commitment, training and coaching support)?

(Endnotes)

- 1 Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential instructional practices in early literacy: K to 3*. Lansing, MI: Authors
- 2 Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences,

National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>

- 3 Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38, 181-199. Stable URL: <http://www.jstor.org/stable/20532527>
- 4 Killion, J., & Crow, T. L. (2011). *Standards for professional learning*. Oxford, OH: Learning Forward. Online summary: <https://learningforward.org/standards-for-professional-learning>

ESSENTIAL #1 for K-3

Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons

PRACTICE As the teacher, I...	Is this practice in place and integrated throughout the day? <small>(note dates to show growth over time)</small>	Reflection/Evidence: How do you know	Next Steps
Create opportunities for children to see themselves as successful readers and writers	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/tF3pmbkllkc			
Provide daily opportunities for children to make choices in their reading and writing (choices may be a limited set of options or from extensive options but within a specified topic or genre)	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/aMB8gk0blbk			
Offer regular opportunities for children to collaborate with peers in reading and writing, such as through small-group discussion of texts of interest and opportunities to write within group projects	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/hx6mZvkCxFA			
Help establish purposes for children to read and write beyond being assigned or expected to do so, such as for their enjoyment/interest, to answer their questions about the natural and social world, to address community needs, or to communicate with a specific audience	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/nlpFrmSfvmc			
Use additional strategies to generate excitement about reading and writing, such as book talks and updates about book series. The teacher avoids attempting to incentivize reading through non-reading-related prizes such as stickers, coupons, or toys, and avoids using reading and writing as “punishment” (e.g., “If you can’t listen, I’m going to send you to sit and read in the library”).	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/ZB-TMmOY12g			

ESSENTIAL # 2 for K-3

Read Alouds of age appropriate books and other materials, print or digital

PRACTICE Read alouds involve:	Is this practice in place and integrated throughout the day? <small>(note dates to show growth over time)</small>	Reflection/Evidence: How do you know	Next Steps
Sets of texts, across read aloud sessions, that are thematically and conceptually related and that offer opportunities to learn that children could not yet experience independently	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/7ugZMuva-Rs			
Modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/8P0snXPWTxl			
Child-friendly explanations of words within the text and revisiting of those words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud and using the words at other points in the day and over time	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
Higher-order discussion among children and teacher before, during, and after reading	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/VlcUPnPnT88			
Instructional strategies, depending on the grade level and children’s needs, that:			
Develop print concepts, such as developing children’s directionality by running fingers under words and asking where to start, with texts being sufficiently visible to children that they can see specific features of print	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/W9VTZaCeqMg			

ESSENTIAL # 2 for K-3 (Continued)

PRACTICE Read alouds involve:	Is this practice in place and integrated throughout the day? <small>(note dates to show growth over time)</small>	Reflection/Evidence: How do you know	Next Steps
Model application of knowledge and strategies for word recognition	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/W9VTZaCeqMg			
Build knowledge of the structure and features of text, including, with regard to structure, key story elements and common informational text structures (compare/contrast, cause effect, problem-solution, description, and sequence), and such as, with regard to text features, tables of content, diagrams, captions, and index	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/W9VTZaCeqMg			
Describe and model comprehension strategies, including activating prior knowledge/predicting questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/W9VTZaCeqMg			
Describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/W9VTZaCeqMg			

Extra Notes: _____

ESSENTIAL #3 for K-3

Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development

PRACTICE As the teacher, I...	Is this practice in place and integrated throughout the day? <small>(note dates to show growth over time)</small>	Reflection/Evidence: How do you know	Next Steps
Ensure that children use most of their time actually reading and writing (or working toward this goal in kindergarten and early first grade)	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
Coach children as they engage in reading and writing, with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, (c) rereading	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/WSiK5uRERrl			
Employ practices for developing reading fluency, such as repeated reading, echo reading, paired and partner reading	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/NWl0hnb1crM			
Include explicit instruction, as needed, in word recognition strategies, including multi syllabic word decoding, text structure, comprehension strategies, and writing strategies	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/KKzDifXtPh4			
Is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group's work	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/KKzDifXtPh4			

Extra Notes: _____

ESSENTIAL #4 for K-3

Activities that build phonological awareness (grades K and 1 and as needed thereafter)

PRACTICE Teachers promote phonological awareness development, particularly phonemic awareness development, through explicit explanation, demonstration, play with sounds in words, and engaged study of words, such as by:	Is this practice in place and integrated throughout the day? <small>(note dates to show growth over time)</small>	Reflection/Evidence: How do you know	Next Steps
Listening to and creating variations on books and songs with rhyming or alliteration	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/PrW9Tyf5IgU			
Sorting pictures, objects, and written words by a sound or sounds (e.g., words with a short e sound versus words with a long e sound)	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/a0syblydngE			
Activities that involve segmenting sounds in words (e.g., Elkonin boxes, in which children move a token or letters into boxes, with one box for each sound in the word)	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/gGDskYUMMRw			
Activities that involve blending sounds in words (e.g., “robot talk” in which the teacher says the sounds “fffff ” “jiiii” “shhhh” and children say fish)	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/aPbkkw0G1EA			
Daily opportunities to write meaningful texts in which they listen for the sounds in words to estimate their spellings	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/Y7CCONFIRwc			

Extra Notes: _____

ESSENTIAL #5 for K-3

Explicit instruction in letter-sound relationships

PRACTICE Instruction in letter-sound relationships is:	Is this practice in place and integrated throughout the day? <small>(note dates to show growth over time)</small>	Reflection/Evidence: How do you know	Next Steps
Verbally precise and involving multiple channels, such as oral and visual or visual and tactile	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/O2KVcPpyZ6M			
Informed by careful observation of children’s reading and writing and, as needed, assessments that systematically examine knowledge of specific sound-letter relationships	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/EBi5irj5uoc			
Taught systematically in relation to students’ needs and aligned with the expectations of the Michigan K-3 Standards for English Language Arts	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/EBi5irj5uoc			
Accompanied by opportunities to apply knowledge of the lettersound relationships taught by reading books or other connected texts that include those relationships	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/EBi5irj5uoc			
Reinforced through coaching children during reading, most notably by cueing children to monitor for meaning and by cueing children to attend to the letters in words and recognize letter-sound relationships they have been taught	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/EBi5irj5uoc			

Extra Notes: _____

ESSENTIAL #6 for K-3

Research - and standards - aligned writing instruction

PRACTICE As the teacher, I provide...	Is this practice in place and integrated throughout the day? <small>(note dates to show growth over time)</small>	Reflection/Evidence: How do you know	Next Steps
Interactive writing experiences in grades K and 1	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/LyvceNUVFgY			
Daily time for children to write, aligned with instructional practice #1 above	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/rRA-E1off9U			
Instructions in writing processes and strategies, particularly those involving researching, planning, revising, and editing writing	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/fUPo-JTcMbQ			
Opportunities to study models of and write a variety of texts for a variety of purposes and audiences, particularly opinion, informative/explanatory, and narrative texts (real and imagined)	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/SG2vPnygxnc			
Explicit instruction in letter formation, spelling strategies, capitalization, punctuation, sentence construction, keyboarding (first expected by the end of grade 3, see the Practice Guide cited immediately above for detail), and word processing	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/vX23YhQVeos			

Extra Notes: _____

ESSENTIAL #7 for K-3

Intentional and ambitious efforts to build vocabulary and content knowledge

PRACTICE As the teacher, I...	Is this practice in place and integrated throughout the day? <small>(note dates to show growth over time)</small>	Reflection/Evidence: How do you know	Next Steps
Select Tier 2 and Tier 3 vocabulary words to teach from read alouds of literature and informational texts and from content area curricula	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/iBgljz94jc4			
Introduce word meanings to children during reading and content area instruction using child-friendly explanations and by providing opportunities for children to pronounce the new words and to see the spelling of the new words	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/Ar2e5V_ma9s			
Provide repeated opportunities for children to review and use new vocabulary over time, including discussing ways that new vocabulary relate to one another and to children's existing knowledge, addressing multiple meanings or nuanced meanings of a word across different contexts, and encouraging children to use new words in meaningful contexts (e.g., discussion of texts, discussions of content area learning, semantic maps)	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/eApKCCFGRHI			
Encourage talk among children, particularly during content area learning and during discussions of print or digital texts	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/eApKCCFGRHI			
Teach morphology (i.e., meaning of word parts), including common word roots, inflections, prefixes, and affixes	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/fP74wNkJZ34			

Extra Notes: _____

ESSENTIAL #8 for K-3

Abundant reading material and reading opportunities in the classroom

PRACTICE The classroom includes:	Is this practice in place and integrated throughout the day? <small>(note dates to show growth over time)</small>	Reflection/Evidence: How do you know	Next Steps
A wide range of books and other texts, print, audio, and digital, including information books, poetry, and storybooks that children are supported in accessing	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/nRg0wXm2JlI			
Books and other materials connected to children’s interests and that reflect children’s backgrounds and cultural experiences, including class- and childmade books	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/_9vSNTsuzhg			
Books children can borrow to bring home and/or access digitally at home	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/lajjuC6tTeg			
Comfortable places in which to read books, frequently visited by the teacher(s) and by adult volunteers recruited to the classroom	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/lajjuC6tTeg			
Opportunities for children to engage in independent reading of materials of their choice every day, with the teacher providing instruction and coaching in how to select texts and employ productive strategies during reading, feedback on children’s reading, and post-reading response activities including text discussion	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/lajjuC6tTeg			

Extra Notes: _____

ESSENTIAL #9 for K-3

Ongoing observation and assessment of children's language and literacy development that informs their education

PRACTICE As the teacher, I...	Is this practice in place and integrated throughout the day? <small>(note dates to show growth over time)</small>	Reflection/Evidence: How do you know	Next Steps
Engage in observation and assessment that is guided by: ~an understanding of language and literacy development ~the Michigan K to 12 Standards for English Language Arts	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
Prioritize observation during actual reading and writing	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
Administer assessments as one source of information to identify children who may need additional instructional supports	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
Employ formative and diagnostic assessment tools as needed to inform specific instructional targets (e.g., assessing knowledge of specific sound-letter relationships, assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used)	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		

For a video specific to the bullet [CLICK HERE] or go to: <https://youtu.be/DjzlrxFWWM>

For a video specific to the bullet [CLICK HERE] or go to: <https://youtu.be/KZxajzQZY6A>

For a video specific to the bullet [CLICK HERE] or go to: <https://youtu.be/KZxajzQZY6A>

Extra Notes: _____

ESSENTIAL #10 for K-3

Collaboration with families in promoting literacy

PRACTICE Families engage in language and literacy interactions with their children that can be drawn upon and extended in kindergarten through third grade. Educators help families add to their repertoire of strategies for promoting literacy at home, including supporting families to:	Is this practice in place and integrated throughout the day? <small>(note dates to show growth over time)</small>	Reflection/Evidence: How do you know	Next Steps
Prompt children during reading and writing and demonstrate ways to incorporate literacy-promoting strategies into everyday activities, such as cooking, communicating with friends and family, and traveling in the bus or car	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/8ImNv2TWoew			
Promote children's independent reading	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/8ImNv2TWoew			
Support children in doing their homework and in academic learning over the summer months	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/AyimQFIWFe0			
Speak with children in their home/most comfortable language, whether or not that language is English	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/AyimQFIWFe0			
Provide literacy supporting resources, such as: <ul style="list-style-type: none"> • books from the classroom that children can borrow or keep • children's magazines • information about judicious, adult-supported use of educational television and applications that can, with guidance, support literacy development • announcements about local events • passes to local museums (for example, through www.michiganactivitypass.info)	Fully _____ <small>Date</small> Partially _____ <small>Date</small> Not Yet _____ <small>Date</small>		
For a video specific to the bullet [CLICK HERE] or go to: https://youtu.be/AyimQFIWFe0			

