

# Essential Instructional Practices in Early Literacy

## Pre-K – Grade 5

**Abstract – Evidence-based Practice, Program or Policy (EBP)**

### Details

**Identification area the practice addresses:** Reading

**Grade level(s) recommended:** Pre-K – Grade 5

#### Minnesota Academic Standards

[Early Childhood Indicators of Progress \(ECIPs\)](#)

- [ECIPs - Language Literacy Communications](#)

[Minnesota K-12 Academic Standards in English Language Arts \(2010\)](#)

**Synopsis:** This synthesis of evidence-based practices provides a framework for literacy instruction. Research strongly suggests that these practices be delivered daily to each child. As a collection, the developmental practice frameworks provide increased coherence of literacy instruction from Prekindergarten to Grade 5. Through developmental progressions, schools develop consistency in literacy instruction through transition years as well as between classrooms.

In 2017, Minnesota’s state literacy team recommended that the department adopt the *Essential Instructional Practices* guides developed by the Michigan Association of Intermediate School Administrators (MAISA) General Education Literacy Network (GELN) as their state recommended core components. This decision was the result of a review of recently published research summaries and a gap analysis with the Essential Instructional Practices guides. This recommendation was given for the following reasons:

- It is critical to begin literacy work with prekindergarten, which reflects current research that early literacy skill development predicts literacy attainment in later grades.
- The timeliness of the guides and their source materials represent a summary of current literacy research.
- The guides are clear, teacher friendly, and of high quality.
- An original effort to review research would result in a duplication of Michigan’s efforts and products that present the same information.

#### Core Components with a brief description of specific adult actions

The core components are named and described in the documents linked below:

- [Essential Practices in Early and Elementary Literacy](#) - a complete collection of guides and a literacy theory of action.

- Individual guides by developmental level can be accessed in isolation in the following documents:
  - [Essential Instructional Practices in Early Literacy: Prekindergarten](#)
  - [Essential Instructional Practices in Early Literacy: K-3](#)
  - [Essential Instructional Practices in Literacy: 4-5](#)

## Implementation Resources

**Tools for improving the EBP:** Tools for training and coaching adults to implement and improve a practice over time – operational description of core components. (Examples: [practice profile](#), blueprint, practice guide, innovation configuration).

### [Literacy Essential Modules](#)

The Minnesota Practice Profiles to be linked here when complete.

**Tools to measure the EBP:** [Fidelity tools and protocols](#) measure how well adults follow the described actions and behaviors when implementing the practice. Studying this data uncovers the impact of training and coaching and aids in action-planning and improvement of these supports (Examples: core component implementation checklist, classroom instruction walkthrough, lesson plan review, EBP feature self-report)

No resource added.

**Sources for Help:** Technical assistance (training support, coaching guide, expert of EBP, purveyor organization)

MDE Literacy Specialists at [mde.academic-standards@state.mn.us](mailto:mde.academic-standards@state.mn.us)  
 Early Learning at [mde.els@state.mn.us](mailto:mde.els@state.mn.us)

Comprehensive Support and Improvement (CSI) sites:

Regional Center of Excellence (RCE) Reading Specialists at [mde.schoolsupport@state.mn.us](mailto:mde.schoolsupport@state.mn.us)

Striving Readers Comprehensive Literacy grant (SRCL) sites:

SRCL Literacy Coaches at [mde.academic-standards@state.mn.us](mailto:mde.academic-standards@state.mn.us)

**Indicators of student progress:** Types of academic measures, predicted outcomes, or example goals.

Academic measures: [2017 Assessment Plan References](#)

**Sounds only (no text):** Oral Language Development, Phonemic Awareness and Sound Manipulation

**With text (letters, words, or connected text):** Concepts of Print, Letter Naming, Letter Sound Correspondence, Phonics / Decoding (real or nonsense/pseudo- words), High Frequency / Sight Words, Oral Reading Fluency,

**Meaning-making:** Vocabulary, Comprehension

### Additional resources

[Literacy Theory of Action](#) [Further discussion is needed about context or attribution]

[Essential School-Wide and Center-Wide Practices in Literacy](#)

[Essential Coaching Practices for Elementary Literacy](#)

**Notes:** (Example topics: considerations for special populations, strengths, cautions or limitations, student group(s) highlighted in research study, Minnesota Academic Standards addressed, time and scheduling requirements, staffing requirements, organizational supports, specific tier level support)

No resource added.

**Connection to other EBPs (link to other EBP Abstracts):**

No resource added.

**Evidence cited:**

Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential instructional practices in literacy. Grades 4 to 5*. Lansing, MI: Authors.

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.

Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential instructional practices in early literacy: Prekindergarten*. Lansing, MI: Authors.