

A Step-by-Step Guide to Support Accessing the Literacy Essentials Modules on Michigan Virtual

Literacy Essentials

Essential Practices Our Work Online Modules Events About Resources Remote Learning Resources

Search

COVID-19 Updates

EVERY CHILD Classroom Day

Thank you for taking the first step to improve #MichiganLiteracy

Every Child, Every Classroom, Every Day!

Get started!

Literacy Essentials

Questions regarding this tutorial:

Please contact **Annie P. Spear**, MAISA Early Literacy Professional Learning Coordinator, aspear@gomaisa.org.

Getting to the Modules

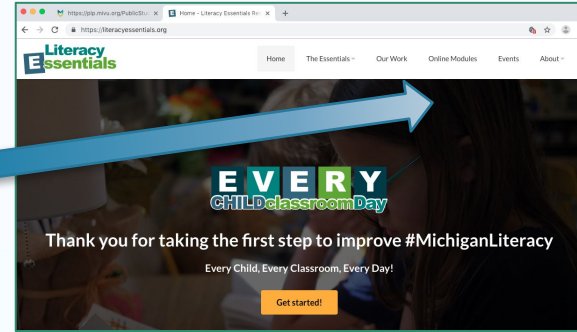
Step 1 - GO TO

<https://literacyessentials.org/>



Step 2 -

Select the “Online Modules” tab



Step 3 - Select
“K-3 Modules”

Modules

These resources are created to help guide educators on the Essential Instructional



THE ESSENTIAL INSTRUCTIONAL PRACTICES IN
Early, Elementary, and Disciplinary Literacy,
Professional Learning Resources, and Modules

Online Modules

- K Modules
- K-3 Modules
- Coaching Modules
- School-Wide & Center-Wide Modules

Step 4 – Select the Essential Module you want...

Essential Instructional Practices in Early Literacy: Grades K to 3 Online Modules



Step 5 –

This takes you to the [Michigan Virtual site](https://www.michiganvirtual.org)

The screenshot shows the Michigan Virtual Professional Learning Portal interface. At the top left is the Michigan Virtual logo, and at the top right is the text 'PROFESSIONAL LEARNING PORTAL'. Below this is a 'Category' dropdown menu currently set to 'All Categories'. The main content area features a course card for 'Essential Instructional Practices in Early Literacy: K-3 Essential 1'. The card includes a 'Free' badge, a photograph of a teacher and a young boy in a classroom, and the following text: '5 SCECH | Open Self-Paced'. A description below reads: 'Discover practices to motivate and engage your students during literacy instruction'. At the bottom of the card are two buttons: 'Info' and 'Register'.

Step 6 – Select “Register”.

MICHIGAN VIRTUAL PROFESSIONAL LEARNING PORTAL

Category
All Categories

Free

Essential Instructional Practices in Early Literacy: K-3 Essential 1

5 SCECH | Open
Self-Paced

Discover practices to motivate and engage your students during literacy instruction

Info Register

Step 7 – Click “cart”.

1

Proceed to Checkout Login

Essential Instructional Practices in Early Literacy: K-3 Essential 1 Remove

5 SCECH | Open

Proceed to Checkout

Step 8 –

Login

OR

Create an account

Login

Already have an account? Log in below.

Email

spsara@coorisd.net From this website

Other Passwords for michiganvirtual.org...

[Forgot your password?](#)

Login

New to the Michigan Virtual's Professional Learning Portal?

[Create an account](#)

Navigating the Modules through MV Site After You're Registered...

This is where you will sign in.

Access Michigan Virtual's Learning Platforms
Login to Michigan Virtual's learning platforms.

Professional Learning Portal
Through the Professional Learning Portal professionals can access high-quality courses and resources, meet professional development requirements, and find opportunities to earn State Continuing Education Clock Hours (SCECH).

Student Learning Portal
Explore online course opportunities available to students through Michigan Virtual's new Student Learning Portal and find out how parents and educators come together to prepare students for the future.

Michigan Cares Portal
Our Michigan Cares Portal digital lessons that help children develop the skills required for social and emotional learning.

PROFESSIONAL LEARNING PORTAL

Login
Already have an account? Log in below.

Email

password

[Forgot your password?](#)

Login

New to the Michigan Virtual's Professional Learning Portal?
[Create an account](#)

Navigating the modules through the Dashboard

Hello, Annie! Not Annie? [Logout](#) | [Access Dashboard](#)

You can toggle between your different current courses here.

The screenshot displays the Michigan Virtual Professional Learning Portal dashboard. At the top, a navigation bar includes the user's name 'Annamarie Spear' and a 'Logout' button. Below this, a 'Course Completion Status' section contains a warning message: 'Please be aware, that it takes several hours for the completion status to be updated in this dashboard. To verify the completion of your course, please check the grade book in your course. Due to a high number of enrollments in response to COVID-19, it may take a few hours to receive your completion certificate.' The main content area is divided into 'ACTIVE COURSES' and 'COMPLETED COURSES'. The 'ACTIVE COURSES' section lists several courses, including 'Early Literacy Coaches Online Community', 'Essential Instructional Practices in Early Literacy: K-3 Essential 3', and 'Prekindergarten Literacy Trainers Online Community'. The 'COMPLETED COURSES' section shows three completed courses, all with a 100% completion rate, including 'Essential Instructional Practices in Early Literacy: K-3 Essential 4', 'Essential 10', and 'Essential 4'. A sidebar on the left contains links for 'Register for Course', 'Edit Account', and 'Last Update Information: 7/30/2021 1:37:58 AM'. A blue arrow points from the 'Access Dashboard' link in the top navigation bar to the dashboard content. Another blue arrow points from the 'COMPLETED COURSES' section to the text box on the right. A black arrow points from the 'Course Completion Status' section to the 'ACTIVE COURSES' section.

This is where you will find all of your completed K-3 courses.

Accessing your dashboard within a module...

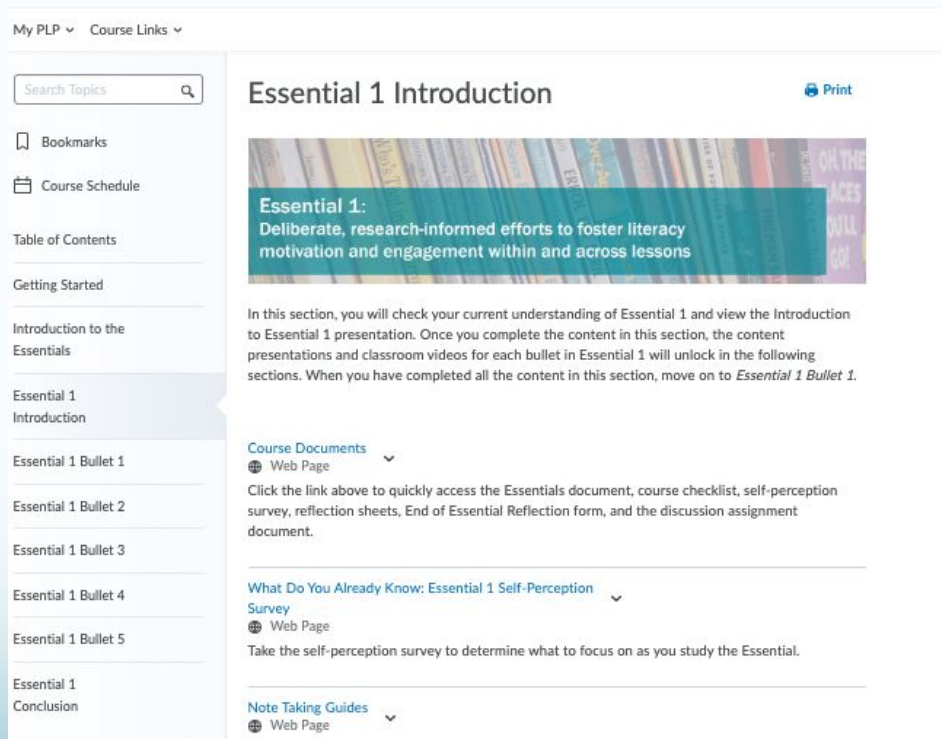
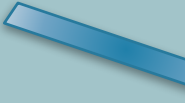
Click on the waffle icon to find all courses in your cart. You can easily toggle between courses using this.

The screenshot shows a user interface for a learning management system. At the top, the user is logged in as 'Annie Spear' (AS). The current page is titled 'Essential 2 Introduction'. A blue arrow points to a waffle icon (a 3x3 grid of squares) in the top right corner. A second blue arrow points down from the waffle icon to a dropdown menu that lists several courses in the user's cart. The courses listed are:

- Essential Instructional Practices in Early Literacy: K-3 Essential 6 - 2359
- Essential Instructional Practices in Early Literacy: K-3 Essential 5 - 2347
- Essential Instructional Practices in Early Literacy: K-3 Essential 3 - 2139
- Essential Instructional Practices in Early Literacy: K-3 Essential 4 - 2346
- Essential Instructional Practices in Early Literacy: K-3 Essential 2 - 2111
- Essential Instructional Practices in Early Literacy: K-3 Essential 1 - 1835
- Early Literacy Coaches Online Community - 621
- ISD Early Literacy Coaches Online Community - 1852
- Early Literacy Resources - 3443
- Essential Instructional Practices in Early Literacy: Foundations and Pre-K Essential 1 -

Important tips to make navigation easier...

The left hand side will show each component of the particular Essential module.



My PLP ▾ Course Links ▾

Search Topics

Bookmarks

Course Schedule

Table of Contents

Getting Started

Introduction to the Essentials

Essential 1 Introduction

Essential 1 Bullet 1

Essential 1 Bullet 2

Essential 1 Bullet 3

Essential 1 Bullet 4

Essential 1 Bullet 5

Essential 1 Conclusion

Essential 1 Introduction Print

Essential 1:
Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons

In this section, you will check your current understanding of Essential 1 and view the Introduction to Essential 1 presentation. Once you complete the content in this section, the content presentations and classroom videos for each bullet in Essential 1 will unlock in the following sections. When you have completed all the content in this section, move on to *Essential 1 Bullet 1*.

Course Documents ▾
Web Page

Click the link above to quickly access the Essentials document, course checklist, self-perception survey, reflection sheets, End of Essential Reflection form, and the discussion assignment document.

What Do You Already Know: Essential 1 Self-Perception Survey ▾
Web Page

Take the self-perception survey to determine what to focus on as you study the Essential.

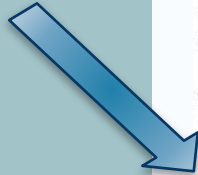
Note Taking Guides ▾
Web Page

FOCUS ON...

Introduction to the Essentials

Every module allows you to do the “Introduction to the Essentials”.

These presentations “**Research-Guided Practice**” and “**Introduction to the Essentials Document**” offer important information that facilitators and participants need to know.



The screenshot shows a course page with a navigation menu on the left and main content on the right. The navigation menu includes: My PLP, Course Links, Search Topics, Bookmarks, Course Schedule, Table of Contents, Getting Started, Introduction to the Essentials, Essential 1 Introduction (highlighted), Essential 1 Bullet 1, Essential 1 Bullet 2, Essential 1 Bullet 3, Essential 1 Bullet 4, Essential 1 Bullet 5, Essential 1 Conclusion, and a yellow star icon next to the 'Introduction to the Essentials' link.

The main content area is titled 'Essential 1 Introduction' and features a banner with the text: 'Essential 1: Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons'. Below the banner, there is a paragraph: 'In this section, you will check your current understanding of Essential 1 and view the Introduction to the Essentials presentation. Once you complete the content in this section, the content presentations and classroom videos for each bullet in Essential 1 will unlock in the following sections. When you have completed all the content in this section, move on to *Essential 1 Bullet 1*.' Below this paragraph are sections for 'Course Documents' (Web Page) and 'What Do You Already Know: Essential 1 Self-Perception Survey' (Web Page).

A LOOK INSIDE...

Introduction to a Module

Course Documents

- located in EVERY Essential module.
- meant to support you to track your learning
- to help you to keep your thinking about your learning organized

Sample folder
for Essential 6.

The screenshot shows a course page for 'Essential 1 Introduction'. The sidebar on the left contains a search bar and a menu with items like 'Bookmarks', 'Course Schedule', 'Getting Started', 'Introduction to the Essentials', 'Essential 1 Introduction', 'Essential 1 Bullet 1', 'Essential 1 Bullet 2', 'Essential 1 Bullet 3', 'Essential 1 Bullet 4', 'Essential 1 Bullet 5', 'Essential 1 Conclusion', and 'Note Taking Guides'. The main content area has a title 'Essential 1 Introduction' and a 'Print' button. Below the title is a banner image with the text 'Essential 1: Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons'. The main text describes the section's purpose and lists 'Course Documents' and 'Note Taking Guides' as available resources. A blue arrow points from the 'Course Documents' section in the sidebar to the 'Course Documents' section in the main content area.

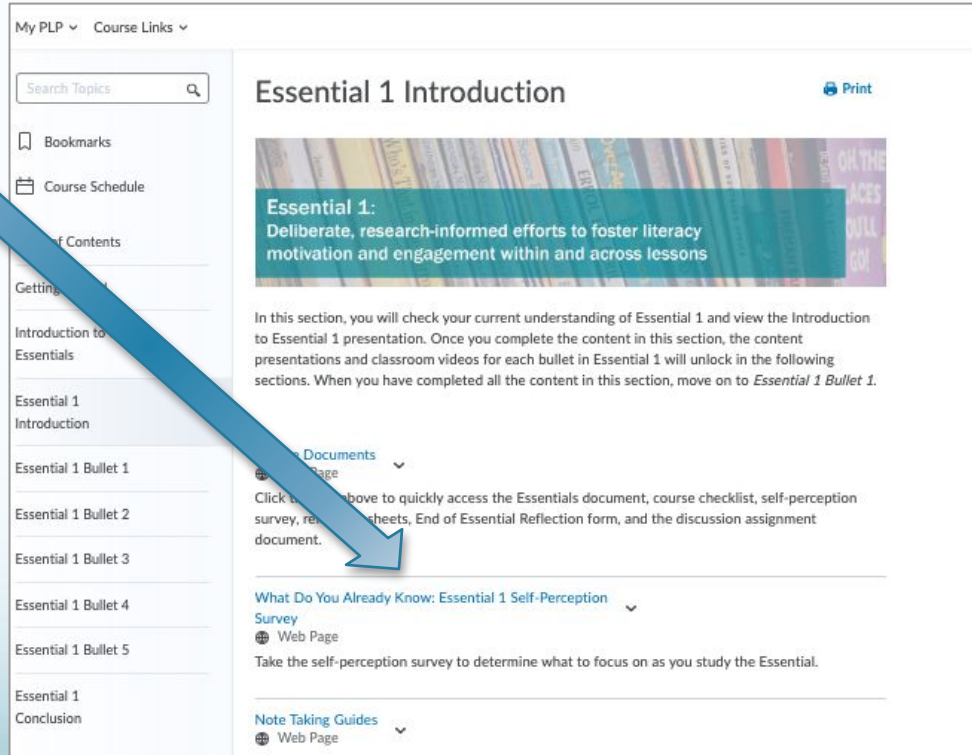
- Click any of the links below to download the document.
- Essential Instructional Practices in Early Literacy: Grades K to 3
 - Essential 1 Course Checklist
 - Self-Perception Survey
 - Content Presentation Reflection Sheet
 - Classroom Video Reflection Sheet
 - End of Essential Reflection Form
 - Discussion Assignment

A LOOK INSIDE...

Introduction to a Module

Self-Perception Survey

- located in EVERY Essential module.
- meant to support you to reflect before you get started on your specific current practices.
- to help you to think about what you might want to pay attention to specifically as you participate in the module.



My PLP ▾ Course Links ▾

Search Topics 🔍

Bookmarks

Course Schedule

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[Documents](#) ▾
Web Page

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[What Do You Already Know: Essential 1 Self-Perception Survey](#) ▾
Web Page

Take the self-perception survey to determine what to focus on as you study the Essential.

[Note Taking Guides](#) ▾
Web Page

Two types of surveys are available...PDF & Google Form

SELF-REFLECTION AND PLANNING GUIDE

Essential Practices in Early Literacy K to 3

The 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.LiteracyFoundation.org.

Purpose

This Self-Reflection and Planning Guide contains supportive resources for Michigan educators to use as they reflect on their implementation and use of the *Essential Instructional Practices in Early Literacy K to 3* and plan for their professional growth. Use of the reflective 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 providing 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 those practices to more detail, and determine next steps for professional learning and record personal growth over time.

ESSENTIAL #1 for K-3

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

PRACTICE As the teacher, I...	In this practice I place and engage throughout the day? (0=never, 100=always)	Reflection/Evidence: How do you know?	Next Steps
Create opportunities for children to see themselves as successful readers and writers	Fully <input type="checkbox"/> Partially <input type="checkbox"/> Not yet <input type="checkbox"/>		For a video specific to this bullet (ECLKC#86) or go to https://youtu.be/Wj5p4d8tC
Provide daily opportunities for children to read. Attend to their reading and writing choices. They do not need all of options or have responses required but when a specific topic or genre?	Fully <input type="checkbox"/> Partially <input type="checkbox"/> Not yet <input type="checkbox"/>		For a video specific to this bullet (ECLKC#87) or go to https://youtu.be/8x8k3y4k8
Offer regular opportunities for children to collaborate with peers in reading and writing. This includes all forms of shared and reciprocal reading and writing with peers.	Fully <input type="checkbox"/> Partially <input type="checkbox"/> Not yet <input type="checkbox"/>		For a video specific to this bullet (ECLKC#88) or go to https://youtu.be/8x8k3y4k8
Help establish the process for children to read and write. This includes all forms of shared and reciprocal reading and writing with peers. This includes all forms of shared and reciprocal reading and writing with peers.	Fully <input type="checkbox"/> Partially <input type="checkbox"/> Not yet <input type="checkbox"/>		For a video specific to this bullet (ECLKC#89) or go to https://youtu.be/8x8k3y4k8
Use additional strategies to generate and sustain student reading and writing, such as book clubs and partner reading. This includes all forms of shared and reciprocal reading and writing with peers. This includes all forms of shared and reciprocal reading and writing with peers.	Fully <input type="checkbox"/> Partially <input type="checkbox"/> Not yet <input type="checkbox"/>		For a video specific to this bullet (ECLKC#90) or go to https://youtu.be/8x8k3y4k8

What Do You Already Know: Essential 1 Self-Perception Survey

First, read the essential text below.

Essential 1: Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons

Next, read each bullet in the table and select the column that fits your understanding and implementation of the instructional practice. If you have specific examples of how you implement a bullet in your classroom, you'll be able to share those in the second section. Finally, indicate which bullets you implement in your classroom every day.

* Required

Email address *

Your email _____

General Understanding

Select the column that fits your understanding and implementation of the instructional practice.

How well do you understand each bullet? *

	I am not sure what this Essential means.	I think I understand what this Essential means but I could use some clarity.	I know what this Essential means.	I know this Essential means AND I can provide an example of this practice in my classroom.
Bullet 1: I create opportunities for children to see themselves as successful readers and writers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullet 2: I provide daily opportunities for children to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reflection Forms

The Classroom Video Reflection Sheets and Content Presentation Reflection Sheets are meant to be a place for participants to keep track of their learning during the module. These can support discussions and be used to inform what participants put on the End of Module Reflection Form once a bullet is completed within a module.

Name:
Date:

Classroom Video Reflection Sheet

Use this organizer to keep track of your thoughts as you view each classroom video.

Essential: **Bullet:**

New Learning: List practices or ideas that are new to you or were modified in a way that is new to you.	
Ideas to try: How will you incorporate the practices from this video? Record revised instructional practice ideas here for future reference.	<ul style="list-style-type: none">
Questions I have: What questions do you have about the methods demonstrated in the video? You can discuss these with your building/SD coach or bring them to the discussion board area for the Essential.	

Name:
Date:

For each bullet from Essential 1, answer the four questions below. This activity is meant to serve as the foundation for a plan to implement the practices of Essential 1 in your classroom.

When you are done, save this sheet with your answers as a PDF and submit it to the End of Essential 1 Reflection Submission section in the course.

	My current practices... What are your current practices in this area?	Adjustments I will make... What adjustments can you make to your current practices to bring them more in-line with the research-based practices you have learned in this module?	Practices I will abandon... What practices will you need to abandon because they are either not research-supported or are preventing you from focusing on research-supported practices?	Practices I will add... What research-based instructional practices do I need to add to my practices?
Bullet 1 I create opportunities for children to see themselves as successful readers and writers.				
Bullet 2 I 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).				

Name:
Date:

Content Presentation Reflection Sheet

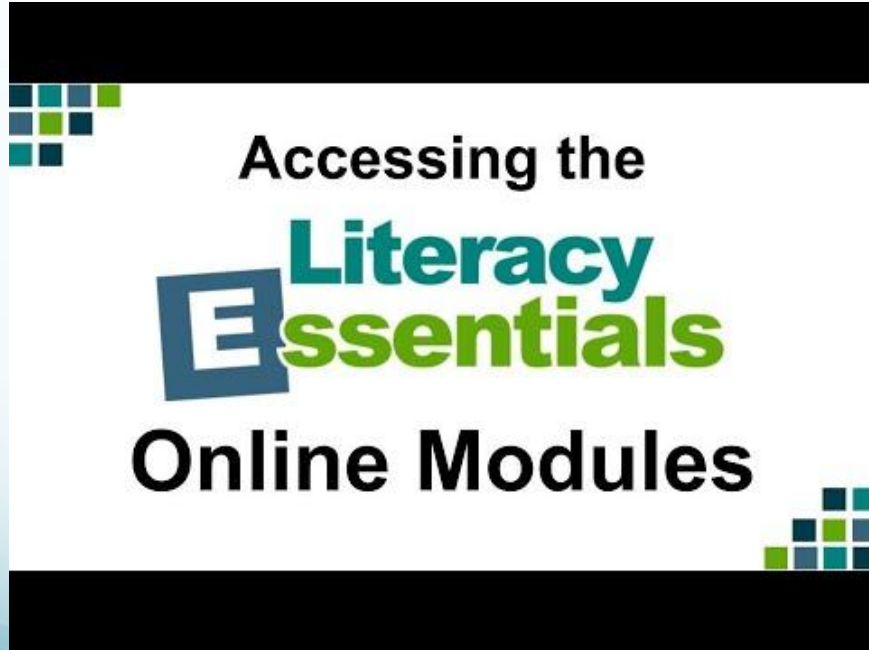
Use this organizer to keep track of your thoughts as you view each presentation.

Bullet:


Key Ideas to remember: What are the important points to remember from this presentation?	
Resources / Quotes: Note any resources or quotes that you want to remember from this bullet.	
Questions I have: What questions do you still have about this bullet?	
Practices to Implement: What are some practices from this bullet that you want to start in your classroom?	
Stop and Ponder: Write down your answers to the Stop and Ponder prompt(s) here.	

Resources generously shared by Michelle Wagner, Wayne RESA

THANK
YOU,
Michelle!



Accessing the
**E Literacy
ssentials**
Online Modules



Accessing the
**E Literacy
ssentials**
Online Coaching Modules