

# Targeted Literacy Plan

This targeted literacy plan for grades K-5 includes components designed to address the diverse needs of young learners within **Plymouth-Canton Community Schools** and ensure their success in developing literacy skills. This plan reinforces our commitment to focusing on the needs of the whole child.

**WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD**  
A collaborative approach to learning and health

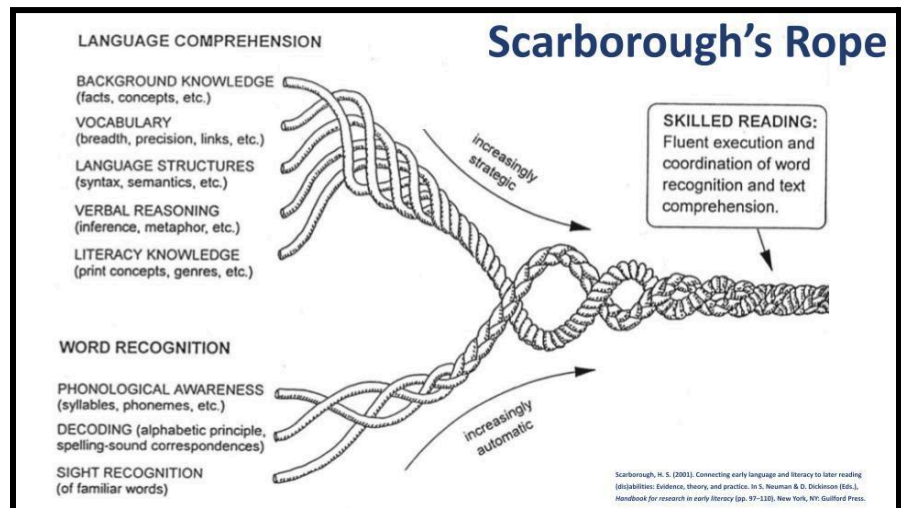


**Vision:** We strive to focus on the whole child and develop strategic readers who not only possess strong literacy skills but also have the opportunity to incorporate their diverse funds of knowledge into their learning experiences. By employing culturally responsive, systematic, and explicit instruction informed by the science of reading, we aim to foster a culture of literacy excellence. Our goal is to nurture readers who can comprehend proficiently, think critically, and engage meaningfully with the world around them.

In order to ensure all children we serve receive the high-quality literacy instruction they deserve, we embrace the **Essential Instructional Practices in Early Literacy** and the fact that there are many wide-ranging conditions that enable children to thrive in literacy (MAISA/GELN, 2023). For this reason, we strive to enact the following enabling conditions within every K-5 Classroom:

- an asset orientation toward children and their families and communities
- positive relationships between and among teachers, children, and families
- opportunities for children to develop healthy identities
- culturally relevant, responsive, and sustaining pedagogical approaches throughout the day
- sufficient time for physical activity, meals, and play (MAISA/GELN, 2023)

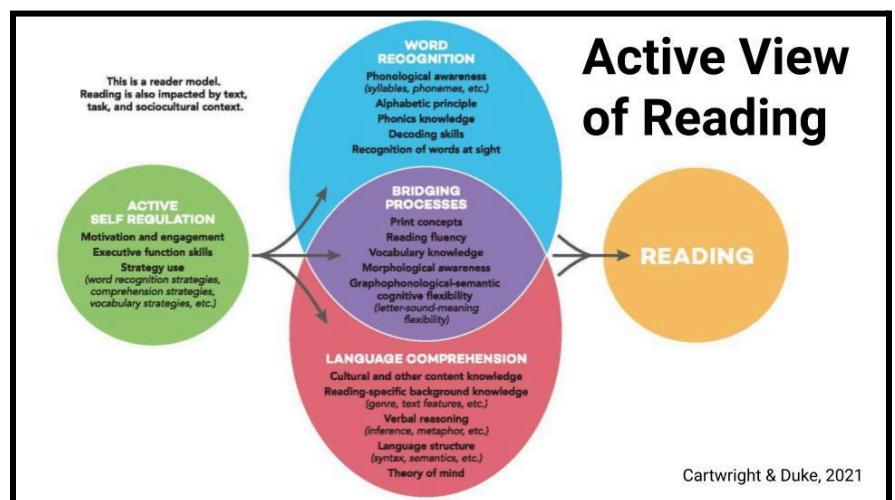
Our district is committed to providing all students with a culturally responsive literacy curriculum aligned to the science of reading. We believe the science of reading to be a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing (The Reading League, 2021). We are committed to



Scarborough, M. S. (2001). Connecting early language and literacy to later reading (disabilities): Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97-130). New York, NY: Guilford Press.

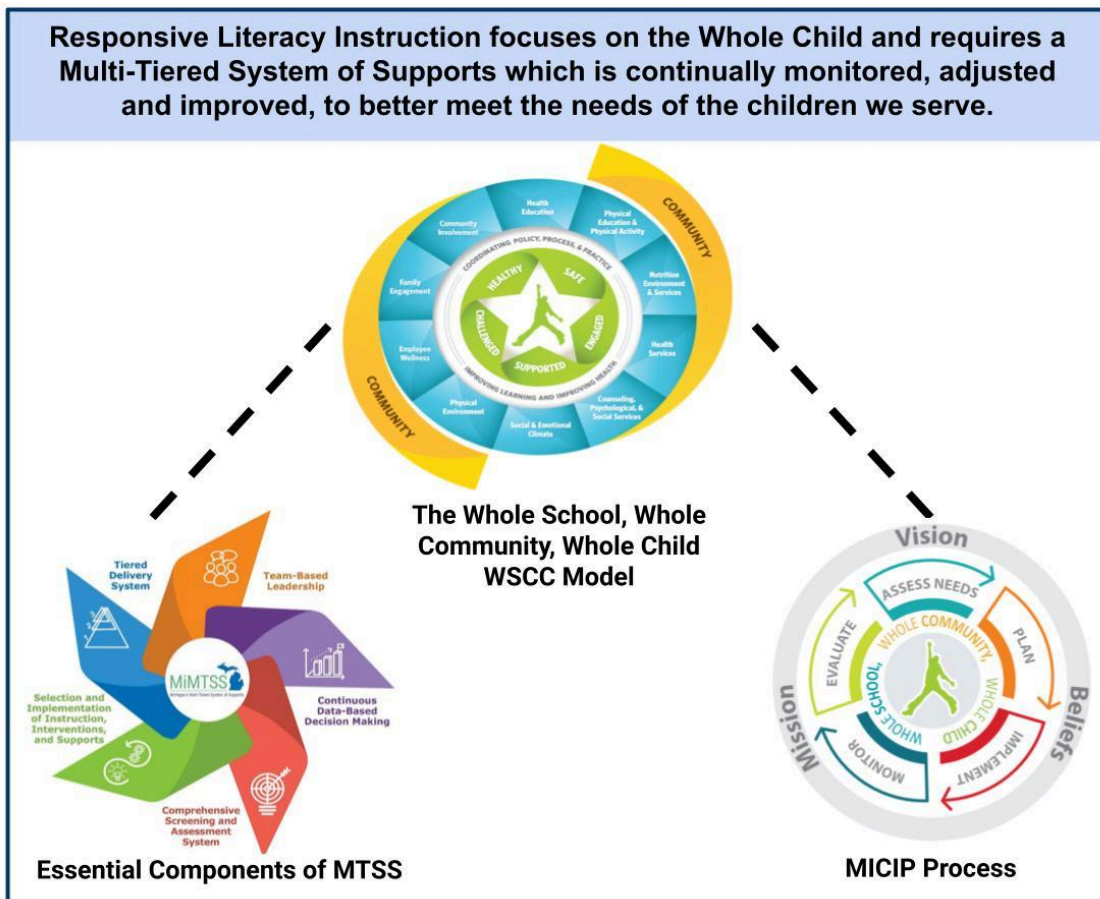
ensuring our curricular resources include each of the following components, as outlined in the Simple View of Reading (Hoover & Tunmer, 2020) and within both *Scarborough's Rope* (Scarborough, 2001) and the *Active View of Reading* (Duke & Cartwright, 2021). Those components include the following:

- **Language Comprehension**
  - **Background Knowledge:** This includes both the information necessary to understand a specific text or activity, but also appropriate content knowledge developed through exposure to high-quality science and social studies curricula. Such experiences significantly enhance background knowledge by fostering critical thinking, curiosity, and an understanding of the natural world, which supports academic success and lifelong learning.
  - **Explicit Vocabulary Instruction:** This instruction should occur throughout the school day and plays a crucial role in improving comprehension, communication, and critical thinking, thereby supporting academic achievement (Beck & McKeown, 2007).
  - **Opportunities to Explore Language Structures:** This is crucial because it provides the foundation for constructing meaningful sentences and assists in developing an understanding of the meaning of words and phrases.
  - **Instruction and Practice related to Verbal Reasoning:** emphasizes higher-level thinking skills like inference-making and understanding figurative language, crucial for deep comprehension and critical engagement with texts.
  - **Bolstering Students' Literacy Knowledge-** Attention must be paid to developing an understanding of the concepts of print in order to lay the foundation for other early literacy skills.
- **Word Recognition**
  - **Phonological Awareness** - Readers must have an awareness of the speech sounds that letters and letter combinations represent in order to move from a printed word to a spoken word (reading), or a spoken word to a written word (spelling) (Moats, 2010). Additionally, although phonological awareness as a construct does not involve letters, phonological awareness instruction is best provided primarily in connection to letters (MAISA/GELN, 2023).
  - **Decoding-** Explicit instruction in letter-sound and sound-letter relationships is a pivotal component of early literacy (MAISA/GELN, 2023). For this reason, we have implemented UFLI Foundations and ensure the scope and sequence of that curricular resource is



adhered to in each of our classrooms.

- **Sight Recognition of Familiar Words** is acknowledged and appreciated in our young readers, but should not be confused with high-frequency words, which we believe must be taught with full analysis of letter-sound relationships within the words (MAISA/GELN, 2023).
- **Encoding** - Students must also be given opportunities to practice transferring spoken sounds into letters and writing opportunities should be given throughout the school day.
- **Abundant Reading Materials**
  - **Diverse Classroom Libraries:** A large body of research reveals that equitable access to books promotes reading achievement and motivation (MAISA/GELN, 2023). Additionally, Collaborative Literacy’s Being a Reader, our curricular resources, recommend the inclusion of independent reading time within our literacy block. For this reason, each of our K-5 classrooms has a robust classroom library containing a variety of culturally relevant, high-interest texts that students have access to on a daily basis.



Instructional Framework and Materials			
Literacy Component	Represented within the literacy block?	What materials are used to support literacy (provide description)?	What assessments will be used to measure performance and progress?
<b>Phonemic Awareness</b>	PK <b>Yes</b> ▾ K-1 <b>Yes</b> ▾ 2-3 <b>Yes</b> ▾ 4-5 <b>Yes</b> ▾	<p><b>Teaching Strategies Creative Curriculum/Teaching Strategies GOLD</b> (PreK’s curriculum on Wayne RESA approved list for GSRP):  <i>Designed to foster development of the whole child through teacher-led, small and large group activities centered around 11 interest areas (blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors)</i></p> <p><b>UFLI Foundations:</b>  <i>An explicit and systematic program that teaches students the foundational skills necessary for proficient reading</i>                      Tier 1: K-2                      Tier 2: 3-5                      (Implemented Fall 2023)</p>	Ages and Stages Questionnaire (PreK) Teaching Strategies GOLD (PreK)  NWEA Map Reading (K-5) Implemented Fall 2023: <ul style="list-style-type: none"> <li>• DIBELS 8 (K-5)</li> <li>• Core Phonics Survey (1-5: Students below 40th percentile on grade level DIBELS subtests)</li> <li>• UFLI Progress Monitoring (K-2)</li> </ul>
<b>Phonics</b>	PK <b>Yes</b> ▾ K-1 <b>Yes</b> ▾ 2-3 <b>Yes</b> ▾ 4-5 <b>Yes</b> ▾	<p><b>Teaching Strategies Creative Curriculum/Teaching Strategies GOLD</b> (PreK’s curriculum on Wayne RESA approved list for GSRP):  <i>Designed to foster development of the whole child through teacher-led, small and large group activities centered around 11 interest areas (blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors)</i></p>	Ages and Stages Questionnaire (PreK) Teaching Strategies GOLD (PreK)  NWEA Map Reading (K-5) Implemented Fall 2023: <ul style="list-style-type: none"> <li>• DIBELS 8 (K-5)</li> <li>• Core Phonics Survey (1-5: Students below 40th percentile on grade level DIBELS subtests)</li> <li>• UFLI Progress Monitoring (K-2)</li> </ul>

		<p><b>UFLI Foundations:</b> <i>An explicit and systematic program that teaches students the foundational skills necessary for proficient reading</i> Tier 1: K-2 Tier 2: 3-5 (Implemented Fall 2023)</p>	
<b>Fluency</b>	<p>PK <b>Yes</b> ▾ K-1 <b>Yes</b> ▾ 2-3 <b>Yes</b> ▾ 4-5 <b>Yes</b> ▾</p>	<p><b>Teaching Strategies Creative Curriculum/Teaching Strategies GOLD</b> (PreK’s curriculum on Wayne RESA approved list for GSRP): <i>Designed to foster development of the whole child through teacher-led, small and large group activities centered around 11 interest areas (blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors)</i></p> <p><b>Beginning Fall 2024 Collaborative Literacy-Being a Reader:</b> <i>A comprehensive K–5 curriculum that builds strong and knowledgeable readers and writers, creates vibrant and caring classroom communities, and empowers teachers to deepen their knowledge and expertise</i></p>	<p>Ages and Stages Questionnaire (PreK) Teaching Strategies GOLD (PreK)</p> <p>Implemented Fall 2023:  <ul style="list-style-type: none"> <li>DIBELS 8 (1-5)</li> </ul>           Beginning Fall 2024:  <ul style="list-style-type: none"> <li>Flow Reading Fluency (1-5)</li> </ul> </p>
<b>Vocabulary</b>	<p>PK <b>Yes</b> ▾ K-1 <b>Yes</b> ▾ 2-3 <b>Yes</b> ▾ 4-5 <b>Yes</b> ▾</p>	<p><b>Teaching Strategies Creative Curriculum/Teaching Strategies GOLD</b> (PreK’s curriculum on Wayne RESA approved list for GSRP): <i>Designed to foster development of the whole child through teacher-led, small and large group activities centered</i></p>	<p>Ages and Stages Questionnaire (PreK) Teaching Strategies GOLD (PreK)</p> <p>NWEA Map Reading (K-5) Implemented Fall 2023:  <ul style="list-style-type: none"> <li>DIBELS 8 MAZE (2-5)</li> </ul> </p>

		<p><i>around 11 interest areas (blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors)</i></p> <p><b>Beginning Fall 2024:</b> <b>Morphemes for Little Ones:</b> <i>Morphology lessons grouped into three levels to supplement core reading program (3rd grade)</i></p> <p><b>Morpheme Magic:</b> <i>Systematic and explicit morpheme lessons covering suffixes, prefixes, roots, and Greek combining forms (4th-5th grades)</i></p> <p><b>Collaborative Literacy-Being a Reader:</b> <i>A comprehensive K–5 curriculum that builds strong and knowledgeable readers and writers, creates vibrant and caring classroom communities, and empowers teachers to deepen their knowledge and expertise</i></p>	<p>Beginning Fall 2024</p> <ul style="list-style-type: none"> <li>Morpheme Magic Assessments (3-5)</li> </ul>
<p><b>Comprehension</b></p>	<p>PK <span style="background-color: #e0ffe0; border-radius: 50%; padding: 2px;">Yes ▾</span> K-1 <span style="background-color: #e0ffe0; border-radius: 50%; padding: 2px;">Yes ▾</span> 2-3 <span style="background-color: #e0ffe0; border-radius: 50%; padding: 2px;">Yes ▾</span> 4-5 <span style="background-color: #e0ffe0; border-radius: 50%; padding: 2px;">Yes ▾</span></p>	<p><b>Teaching Strategies Creative Curriculum/Teaching Strategies GOLD</b> (PreK’s curriculum on Wayne RESA approved list for GSRP): <i>Designed to foster development of the whole child through teacher-led, small and large group activities centered around 11 interest areas (blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors)</i></p>	<p>Ages and Stages Questionnaire (PreK) Teaching Strategies GOLD (PreK)</p> <p>NWEA Map Reading (K-5) Implemented Fall 2023:</p> <ul style="list-style-type: none"> <li>DIBELS 8 MAZE (2-5)</li> </ul>

		<p><b>Beginning Fall 2024: Collaborative Literacy-Being a Reader:</b> <i>A comprehensive K–5 curriculum that builds strong and knowledgeable readers and writers, creates vibrant and caring classroom communities, and empowers teachers to deepen their knowledge and expertise</i></p>	
Writing	<p>PK <b>Yes</b> ▾ K-1 <b>Yes</b> ▾ 2-3 <b>Yes</b> ▾ 4-5 <b>Yes</b> ▾</p>	<p><b>Teaching Strategies Creative Curriculum</b> (PreK’s curriculum on Wayne RESA approved list for GSRP): <i>Designed to foster development of the whole child through teacher-led, small and large group activities centered around 11 interest areas (blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors)</i></p> <p><b>Beginning Fall 2024: Collaborative Literacy-Being a Writer:</b> <i>A comprehensive K–5 curriculum that builds strong and knowledgeable readers and writers, creates vibrant and caring classroom communities, and empowers teachers to deepen their knowledge and expertise</i></p>	<p>Ages and Stages Questionnaire (PreK) Teaching Strategies GOLD (PreK)</p> <p>Beginning Fall 2024:</p> <ul style="list-style-type: none"> <li>Being a Writer Assessments</li> </ul>
Language	<p>PK <b>Yes</b> ▾ K-1 <b>Yes</b> ▾ 2-3 <b>Yes</b> ▾ 4-5 <b>Yes</b> ▾</p>	<p><b>Teaching Strategies Creative Curriculum/Teaching Strategies GOLD</b> (PreK’s curriculum on Wayne RESA approved list for GSRP): <i>designed to foster development of the whole child through teacher-led, small and large group activities centered around 11 interest areas</i></p>	<p>Ages and Stages Questionnaire (PreK) Teaching Strategies GOLD (PreK)</p> <p>NWEA Reading Map K-5 Implemented Fall 2023:</p> <ul style="list-style-type: none"> <li>DIBELS 8 MAZE</li> </ul>

		<p><i>(blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors)</i></p> <p><b>Beginning Fall 2024: Collaborative Literacy-Being a Reader and Being a Writer:</b> <i>A comprehensive K–5 curriculum that builds strong and knowledgeable readers and writers, creates vibrant and caring classroom communities, and empowers teachers to deepen their knowledge and expertise</i></p>	
<p><b>Speaking/ Listening</b></p>	<p>PK <span style="background-color: #d9ead3; border: 1px solid #ccc; border-radius: 50%; padding: 2px;">Yes ▾</span>            K-1 <span style="background-color: #d9ead3; border: 1px solid #ccc; border-radius: 50%; padding: 2px;">Yes ▾</span>            2-3 <span style="background-color: #d9ead3; border: 1px solid #ccc; border-radius: 50%; padding: 2px;">Yes ▾</span>            4-5 <span style="background-color: #d9ead3; border: 1px solid #ccc; border-radius: 50%; padding: 2px;">Yes ▾</span></p>	<p><b>Teaching Strategies Creative Curriculum/Teaching Strategies GOLD</b> (PreK’s curriculum on Wayne RESA approved list for GSRP): <i>Designed to foster development of the whole child through teacher-led, small and large group activities centered around 11 interest areas (blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors)</i></p> <p><b>Beginning Fall 2024: Collaborative Literacy:</b> <i>A comprehensive K–5 curriculum that builds strong and knowledgeable readers and writers, creates vibrant and caring classroom communities, and empowers teachers to deepen their knowledge and expertise</i></p>	<p>Ages and Stages Questionnaire (PreK) Teaching Strategies GOLD (PreK)</p> <p>NWEA Reading Map K-5 Implemented Fall 2023:</p> <ul style="list-style-type: none"> <li>● DIBELS 8 MAZE</li> </ul>

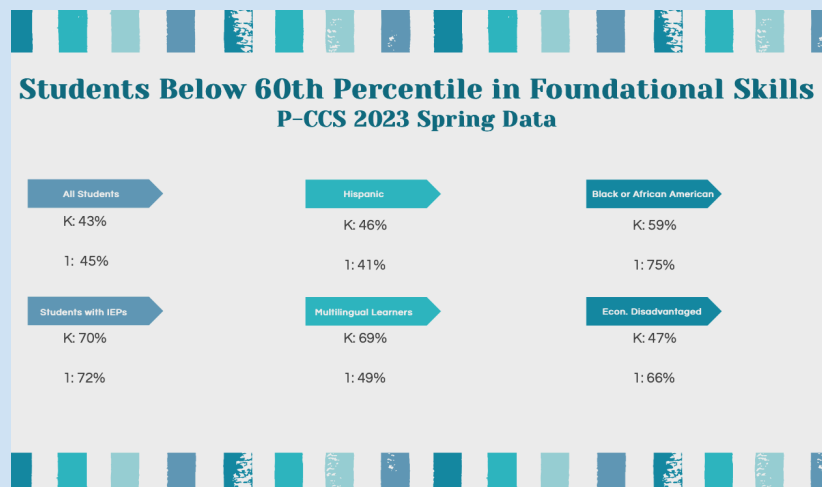
The following table is meant to provide an overview of our overall approach to literacy.

<b>Summary of Literacy Plan</b>	
<b>Core Instruction</b>	<p><b>Curricular Resources Being Used</b>  <i>Note: All will be in place in Fall 2024</i></p> <p>Teaching Strategies Creative Curriculum/Teaching Strategies GOLD</p> <ul style="list-style-type: none"> <li>● PreK</li> </ul> <p>UFLI Foundations</p> <ul style="list-style-type: none"> <li>● Tier 1: K-2</li> <li>● Tier 2: 3-5</li> </ul> <p>IMSE's Orton-Gillingham Approach</p> <ul style="list-style-type: none"> <li>● Tier 2 &amp; 3: 1-3</li> </ul> <p>Morphemes for Little Ones</p> <ul style="list-style-type: none"> <li>● 3rd Grade</li> </ul> <p>Morpheme Magic</p> <ul style="list-style-type: none"> <li>● 4th &amp; 5th Grades</li> </ul> <p>Collaborative Literacy: Being a Reader</p> <ul style="list-style-type: none"> <li>● K-5</li> </ul> <p>Collaborative Literacy: Being a Writer</p> <ul style="list-style-type: none"> <li>● K-5</li> </ul> <p><i>We actively support educators in understanding how literacy best practices should be represented and organized in class-wide reading curriculum resources to provide daily instruction to students in all the skills and processes needed for reading at or above grade-level expectations. To this end, teachers receive job-embedded professional learning in these Essential Practices from our district early literacy coaches and individual coaches assigned to each elementary school.</i></p>
	<p><b>Plan for Utilizing 35j Funds:</b></p> <p><i>To ensure consistency across our PreK classrooms, we will purchase the most current version of the Teaching Strategies Curriculum for classrooms that do not have that version. PreK teachers will have professional learning in Essential Instructional Practices in Literacy: Prekindergarten.</i></p>
	<p><i>We have identified foundational skills as a gap area for our students. To ensure that students have explicit instruction in</i></p>

*foundational skills, we implemented UFLI Foundations as part of our K-2 Literacy Curriculum in Fall 2023. In addition, students receive small group instruction based on Core Phonics data and weekly UFLI progress monitoring.*

*While small groups receive targeted instruction, the remainder of the class will read high-quality texts, build background knowledge, participate in UFLI Roll and Reads, word study activities, and engage in Florida Center For Reading Research K-5 Center Activities.*

*We provide additional intervention, the Orton-Gillingham Approach (through IMSE), based on P-CCS Reading Intervention Guidelines.*



*To ensure a comprehensive literacy experience for our students, we plan to invest in Collaborative Literacy’s Being a Reader and Being a Writer and professional development to ensure successful implementation. Collaborative Literacy provides engaging, diverse texts and Tier 1 curricular resources targeting language comprehension. Being a Reader and Being a Writer will complement our word study programming: UFLI Foundations and Morpheme for Little Ones/Morpheme Magic. We will purchase Morphemes for Little Ones for 3rd Grade Staff, Morpheme Magic Lesson Assessments for 4th and 5th Grade Staff, and additional copies of Morpheme Magic as needed.*

*To support the efficacy of small-group, differentiated reading instruction, we plan to contract with UFLI Foundations for K-2*

	<p><i>follow-up training and Linda Rhyne Consulting for 3rd-5th differentiation. Linda Rhyne will support teachers in learning to use The Reading Comprehension Activity Book by Hennessy and Salamone as a tool to differentiate for small group instruction. P-CCS instructional coaches will develop K-5 small group lessons to support the learning from Linda Rhyne. These lessons will be reviewed with teachers during the professional learning sessions at the beginning of the year. Both nonfiction and fiction texts will be purchased for these lessons. Teachers will be given these new books and lessons as a resource for their small groups.</i></p> <p><i>District and building instructional coaches will support job-embedded professional learning of Collaborative Literacy and differentiated and small-group instruction.</i></p>
<p><i>Assessment</i></p>	<p><b>Screener:</b> NWEA Map Reading K-2 &amp; 3-5 Assessments  <b>Diagnostic:</b> DIBELS 8  <b>Other:</b> CORE Phonics Survey for students scoring below the 40th percentile on DIBELS 8 subtests; UFLI progress monitoring assessments</p>
	<p><b>Plan for Utilizing 35j Funds:</b></p> <p><i>Additional professional learning on using assessment data to inform individualized instruction. Building instructional coaches will differentiate training based on the needs of each teacher.</i></p>
<p><i>Intervention</i></p>	<p>A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all levels (MDE, 2023). For this reason, the following intervention(s) are currently being used:</p> <ul style="list-style-type: none"> <li>● Tier 1 &amp; 2: Classroom Instruction, MLL teachers and Intervention: UFLI lessons (K-2; 3rd grade as needed per whole-class data)</li> <li>● Tier 2: UFLI lessons aligned to CORE Phonics data (3-5)</li> <li>● Tier 2 &amp; 3: IMSE's Orton-Gillingham Approach (1st-3rd grades); Teacher on Special Assignment targeted instruction based on Core Phonics data (4th-5th grades)</li> </ul>

	<p><i>After carefully considering our current MTSS structures, and in order to better meet the needs of all learners, we plan to invest in the following:</i></p> <ul style="list-style-type: none"> <li>● <i>Training on UFLI Foundations for any elementary teachers who have not participated in UFLI training</i></li> <li>● <i>Continued online access to IMSE: Orton-Gillingham for elementary reading interventionists</i></li> <li>● <i>Professional learning in IMSE's Orton-Gillingham Approach for any new interventionists</i></li> <li>● <i>Additional training for upper elementary teachers on components of Scarborough's Rope and small-group instruction</i></li> <li>● <i>UFLI refresher PD from UFLI Foundations Staff</i></li> </ul>
<p><i>Professional Development</i></p>	<p>Current structure for professional learning:</p> <ul style="list-style-type: none"> <li>● Instructional coaches             <ul style="list-style-type: none"> <li>○ 2 district early literacy coaches</li> <li>○ 1 K-12 MLL instructional coach</li> <li>○ 2 K-5 district instructional coaches</li> <li>○ 1 instructional coach for each elementary school</li> </ul> </li> <li>● Canvas asynchronous professional learning modules</li> <li>● Professional learning prior to and during school year</li> <li>● Exit tickets to monitor learning</li> </ul>
	<p><i>The professional learning we are proposing is offered using a professional development platform that allows educators to engage in synchronous and asynchronous learning. We will ensure participants engage in a pre-and post-assessment in order for us to analyze the data to understand the knowledge gained having participated in the learning.</i></p> <p><i>We commit to making the professional learning opportunities accessible to all of our K-5 educators and will ensure 100% participation.</i></p> <p><i>Specifically, we will provide professional learning to support administrators and teachers with Collaborative Literacy implementation and individualized, small-group instruction.</i></p>
<p><i>Family and Community Engagement/ Involvement</i></p>	<p>Our district intentionally engages with families, caregivers, and the community to promote literacy. A few of the ways we involve families, caregivers, and the community are as follows:</p> <ul style="list-style-type: none"> <li>● Events organized by P-CCS Department of Student and Family Engagement</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide Kindergarten Literacy Bags at K Orientation</li> <li>● Weekly district/school newsletters</li> <li>● Classroom teacher communication</li> <li>● School events such as Literacy Night or Family Game Night</li> <li>● Title I Family Engagement Events</li> <li>● MLL Family Engagement Events</li> </ul>
<p><i>Monitoring and Evaluating the District Literacy Plan</i></p>	<p>We are using the following data to monitor and evaluate our literacy plan:</p> <ul style="list-style-type: none"> <li>● NWEA growth data</li> <li>● DIBELS 8 benchmark data</li> <li>● CORE Phonics Survey</li> <li>● WIDA ACCESS data</li> <li>● IMSE Orton-Gillingham intervention data</li> <li>● Social-emotional data through Panorama surveys</li> </ul>
	<p>In order to ensure the success of this targeted literacy plan, we commit to the following:</p> <ul style="list-style-type: none"> <li>● Consistent messaging by district ELA team, MLL team, and building instructional coaches</li> <li>● Early literacy coaches and MLL instructional coach (as needed) facilitate data review meetings to support building principals and interventionists in creating intervention caseloads</li> <li>● Ongoing individualized professional learning to support implementation of core curriculum and differentiated instruction</li> <li>● Monitor data across buildings to ensure resources are equitably distributed</li> <li>● Instructional rounds for principals to observe research-based practices in action and then debrief with ELA team and MLL team</li> <li>● Communication with families, including translated documents, regarding curricular changes and partnership opportunities</li> </ul>

## Resources:

- Beck, I. L., & McKeown, M. G. (2007). Increasing young low-income children's oral vocabulary repertoires through rich and focused instruction. *The Elementary School Journal*, 107(3), 251–27
- Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the Simple View of Reading. *Reading Research Quarterly*, 56(S1), S25-S44. <https://ila.onlinelibrary.wiley.com/doi/full/10.1002/rrq.411>
- Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy TaskForce (2023). Essential instructional practices in early literacy:K to 3. Lansing, MI: Authors.  
[https://www.gomaisa.org/downloads/literacy\\_essentials/k\\_to\\_3\\_essential\\_practices\\_2023\\_update.pdf](https://www.gomaisa.org/downloads/literacy_essentials/k_to_3_essential_practices_2023_update.pdf)
- Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2023). Essential instructional practices in early literacy: Prekindergarten. Lansing, MI: Authors  
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- Moats, L. C. (2010). *Speech to print: Language essentials for teachers*. Baltimore: Paul H. Brookes Pub.
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<https://whatisthescienceofreading.org/>
- Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.