

# North Dakota

## Department of Public Instruction

### Comprehensive State Literacy Plan



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NORTH DAKOTA'S

# COMPREHENSIVE STATE LITERACY PLAN

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# NORTH DAKOTA'S COMPREHENSIVE STATE LITERACY PLAN

## NORTH DAKOTA STATE LITERACY TEAM

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**On December 16, 2009**, legislation appropriated new funds to create a comprehensive literacy program serving students from birth through grade 12. This new program was appropriated for literacy grant programs to provide effective literacy instruction. From the total allocation, \$10 million was reserved for a state formula grant program to support the creation of a State Literacy Team whose responsibility was to develop a comprehensive state literacy plan.

**In December, 2010**, the North Dakota Department of Public Instruction solicited proposals for 10-14 individuals from various backgrounds including educators, parents, library/media specialists, literacy coaches, representatives from the Education Standards and Practices Board, the North Dakota Reading Association, and university partners to serve on a State Literacy Team. From those proposals, a team was formed including members with expertise in literacy development and education in the following age levels:

- ✓ Birth through school entry
- ✓ Kindergarten through grade 6
- ✓ Grades 6-8
- ✓ Grades 9-12

**The Team** was given the task of developing a comprehensive literacy plan for children from birth through grade 12 by February 1, 2011, and to provide statewide literacy professional development, technical assistance and training. The purpose of the North Dakota Comprehensive Literacy Plan is to provide a statewide framework for all stakeholders in birth through grade 12 settings. Accomplishing this purpose helps to ensure the goal of Improving Literacy for All.



**The ND Comprehensive Literacy Plan (NDCLP)** was designed to be a plan of action to increase birth through grade 12 literacy achievement. The implementation of the NDCLP will guide the development of consistent quality literacy instruction, assessment and professional development across the state. To provide clarity regarding what constitutes effective literacy instruction, the NDCLP identifies what is recommended in daily practice for reading and writing instruction at each age/grade level. The plan employs explicit, intentional and differentiated instruction centered on the needs of all children. Its main purpose is to address rigor in curriculum content and provide a framework through which the content is delivered.

**The NDCLP** is an articulation of detailed practices that must be implemented by age level and in various settings across the state. The NDCLP is designed to support the developmental nature of literacy. Preparing literate students with the listening, reading, writing and, speaking skills to navigate the complexities of twenty-first century living requires teaching and nurturing each of the foundational elements and thinking skills needed to support each skill.

**North Dakota Educators** are expected to utilize the NDCLP for purposes of planning, discussing, and informing when working individually and with colleagues, families, and the community. As part of the NDCLP, educators will have ongoing professional development focused on the key components of the plan through district sessions and job-embedded, school-based opportunities.

Literacy is an essential skill that lays the foundation for all future learning. It is a skill that continues to grow and develop throughout an individual's lifetime and is fundamental to success at school, in the workforce and in life. To be literate within contemporary society requires students to read, view, write, speak, listen and think critically in order to understand written, visual, and technologically based information. Literacy is not a discipline. It is a responsibility shared by all stakeholders that allows students to develop their knowledge and potential; construct, create and communicate meaning; participate in society; and achieve their goals.



**A Comprehensive Literacy Plan** supports and promotes literacy for every child birth through grade 12. There needs to be a strong statewide commitment to the goals and objectives of the literacy plan as a whole. Leaders must address specific implementation issues at a variety of levels within the educational system. At the state level, this leadership has taken the form of a statewide coordinator tasked with organizing the statewide literacy team, mentoring and monitoring grant recipients and plan users. At the local level, this leadership would come from the administration and the established local literacy team. At the classroom level or home environment, these commitments are essential from all stakeholders including teachers, paraprofessionals, and parents. Across all of these levels, focusing on both ongoing instructional leadership and implementation issues is central to improving literacy in North Dakota.

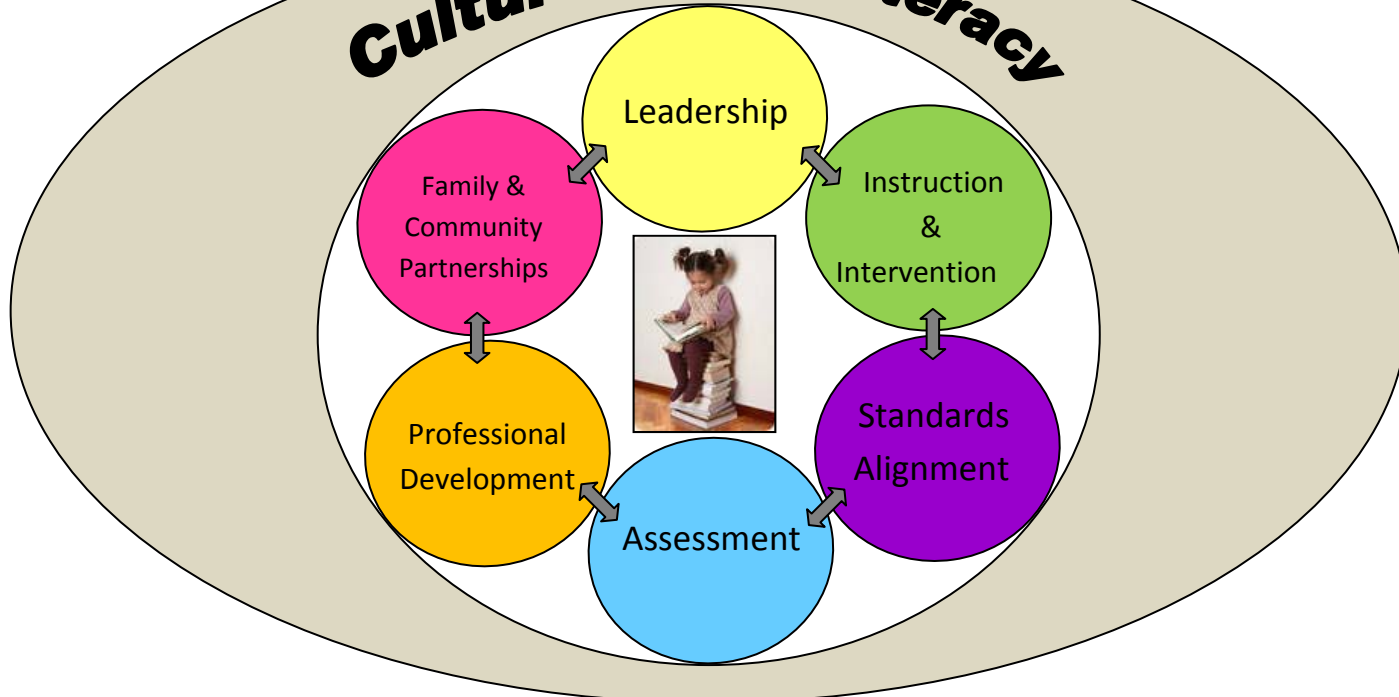
**“A Culture of Literacy** has rules, roles, and rituals that embody what it values about literacy, learning, and teaching” (Davis,H. 2008). In North Dakota, we believe a culture of literacy is an active philosophical vision, or way of thinking, requiring a clear commitment to developing literacy in all students, and is embedded in every aspect of creating a literate life. Since literacy is a complex interactive and interpretative process (Dorn, L.J., French, C., & Jones, T., 1998), it must be modeled and embraced by all stakeholders and made evident through the physical, psychological, and sociological environments children encounter daily. Children will learn and embrace what they see in their adult mentors. Children learn from both direct instruction and from their authentic experiences with literacy in everyday life. In a culture of literacy, students view themselves as readers and writers and flourish through engagement in successful and pleasurable literacy experiences (Opitz, Ford and Zbaracki, 2006).

**Closing the Gaps** This plan explains the essential elements, as well as actions and scaffolding necessary to optimize communication between age groups, produce higher academic achievement and prevent achievement gaps. The six essential elements that provide the foundation for the North Dakota Comprehensive Literacy Plan are:

- Leadership and Sustainability
- Instruction and Intervention
- Standards Alignment
- Assessment
- Professional Development
- Family and Community Partnerships



# Culture of Literacy



**1**

LEADERSHIP

Implementation Leadership (How)

Instructional Leadership (What)

**2**

INSTRUCTION & INTERVENTION

Research-Based Strategies

Curricular Framework

21st Century Literacy Skills

Response to Intervention

**3**

STANDARDS ALIGNMENT

BIRTH - PRE K:  
Early Learning Guidelines

K-12

STANDARDS:  
Align Curricula to core standards, professional development, assessments, and instruction

**4**

ASSESSMENT

Formative

Summative

**5**

PROFESSIONAL DEVELOPMENT

Teaching & Learning

Professional Learning Communities

Evaluation

**6**

FAMILY & COMMUNITY PARTNERSHIPS

Communicating Parenting

Volunteering Learning at Home

Decision Making Collaborating with the Community



# LEADERSHIP AND SUSTAINABILITY

Leadership and sustainability are crucial to the success of improving literacy for children birth through grade 12 within the state of North Dakota. A commitment to common goals and improving literacy instruction is fundamentally a commitment to professional learning (Easton, 2008; Reagan, Case & Brubacher, 2000; Schon, 1983; Gaffney, Hesbol, & Corse, 2005). Professional learning must include professional development, professional collaboration, and job embedded support (Easton, 2008; Schon, 1983). It must also include a clear commitment to providing the time (Easton, 2008; Meltzer & Ziemba, 2006), scheduling support (Easton, 2008), and role clarification (Easton, 2008; Meltzer & Ziemba, 2006; Klein, Monti, Mulcahy-Ernt & Speck, 1997) that will enable genuine change to occur and be sustained.

## Common Goals

Successful literacy teams begin by “collaboratively defining the essential purpose of teaching and learning and then empowering the entire school community to become energized and focused” (Sagor, 1992).

The team, in collaboration with [stakeholders](#) at all levels, must build a common understanding that literacy is a responsibility shared by all that enables children to develop their knowledge and potential; construct, create and communicate meaning; contribute positively to society; and achieving their goals. All instruction will reflect an understanding of how to teach explicit strategic processes for reading, writing, listening, and speaking. All instruction will respond to the unique developmental needs of each child to create a supportive, safe learning environment.

The literacy team will dedicate time to develop an understanding of what is meant by literacy and what is expected of all staff related to literacy instruction and support. These common literacy goals are the foundation by which local literacy goals are prioritized, assessed, and achieved.

	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
<b>Common Goals</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a shared vision for literacy birth - grade 12 in the school and community.</li> <li><input type="checkbox"/> Evaluate the culture of literacy, looking for strengths and areas for improvement in relation to literacy and literacy instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate the shared vision with all stakeholders.</li> <li><input type="checkbox"/> Communicate prioritized literacy goals (based on shared vision and observed areas of need) to all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to emphasize alignment of birth - grade 12 stakeholder goals with literacy goals.</li> <li><input type="checkbox"/> Adjust common literacy goals and prioritized literacy goals as indicated by results.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Re-evaluate the success of the communication and focus of the shared vision.</li> <li><input type="checkbox"/> Re-examine and adjust common literacy goals and prioritize literacy goals based on data.</li> </ul>



	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate to develop a list of prioritized literacy goals based on the vision and observed needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure literacy goals of all stakeholders are aligned with the broader common literacy goals.</li> <li><input type="checkbox"/> Ensure that staffing decisions, time structures, professional development, and professional collaboration all support the common literacy goals.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to communicate prioritized literacy goals (based on shared vision and observed areas of need) to all stakeholders.</li> </ul>



## Structural Support

In order to be successful, the administrative leadership, the literacy team, and the entire educational community, must consider the necessary infrastructure to implement the literacy plan. Appropriate funding, scheduling, staffing, and clear procedures for sustainability are central to the ongoing success of the plan.

	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
<b>Structural Support</b>	<input type="checkbox"/> Determine administrative leadership that will support implementation of the literacy plan.			
	<input type="checkbox"/> Examine scheduling and/or staffing options to allow for the following: <ul style="list-style-type: none"> <li>• <b>collaboration time</b> as outlined under <i>professional collaboration</i></li> <li>• <b>increased time</b> for literacy interventions</li> <li>• <b>matching staff</b> to the diverse needs of learners</li> <li>• <b>matching instructional approaches</b> to the diverse needs of learners</li> </ul>	<input type="checkbox"/> Provide scheduling and/or staffing options to allow for the following: <ul style="list-style-type: none"> <li>• <b>collaboration time</b> as outlined under <i>professional collaboration</i></li> <li>• <b>increased time</b> for literacy interventions</li> <li>• <b>matching staff</b> to the diverse needs of learners</li> <li>• <b>matching instructional approaches</b> to the diverse needs of learners</li> </ul>	<input type="checkbox"/> Review/modify impact of new scheduling and/or staffing approaches to make sure they are having the desired effects.  <input type="checkbox"/> Request frequent feedback from stakeholders regarding the schedules and/or staffing arrangements.	<input type="checkbox"/> Examine data to determine if staffing and/or scheduling approaches are effective.  <input type="checkbox"/> Use feedback from stakeholders regarding scheduling and/or staffing arrangements to re-design where needed.
	<input type="checkbox"/> Locate funding and/or resources that provide literacy support.	<input type="checkbox"/> Establish funding and/or resources that provide literacy support.	<input type="checkbox"/> Secure additional funding and/or resources that provide literacy support.	<input type="checkbox"/> Optimize funding sources to sustain the materials and activities needed to provide literacy support.



## Roles and Responsibilities

A successful literacy plan must include defined roles and responsibilities. Matching of qualifications to roles and responsibilities should be determined by experience, education, and expertise. Ongoing support and development should be provided to maintain required expertise.

	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
<b>Administrative Leadership</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be an engaged, working member of the literacy team.</li> <li><input type="checkbox"/> Examine talents, education, and experience of stakeholders in the area of literacy instruction.</li> <li><input type="checkbox"/> Establish expectations for a birth – grade 12 literacy team.</li> <li><input type="checkbox"/> Research and define roles and responsibilities for literacy team members.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to be an engaged, working member of the literacy team.</li> <li><input type="checkbox"/> Utilize talents, education, and experience of stakeholders in the area of literacy instruction.</li> <li><input type="checkbox"/> Establish a birth – grade 12 literacy team within and across content areas and learning environments.</li> <li><input type="checkbox"/> Implement roles and responsibilities for literacy team members.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide data to literacy team to evaluate effectiveness of implementation of literacy plan.</li> <li><input type="checkbox"/> Evaluate the use of talents, education, and experience of stakeholders in the area of literacy instruction.</li> <li><input type="checkbox"/> Evaluate the expectations and members of the birth – grade 12 literacy team.</li> <li><input type="checkbox"/> Evaluate roles and responsibilities for literacy team members.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to use data to formulate decisions involving all stakeholders.</li> <li><input type="checkbox"/> Continue to evaluate the use of talents, education, and experience of stakeholders in the area of literacy instruction.</li> <li><input type="checkbox"/> Monitor and revise the expectations and members of the birth – grade 12 literacy team.</li> <li><input type="checkbox"/> Monitor and revise roles and responsibilities for literacy team members.</li> </ul>
<b>Local Literacy Team</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Define roles, responsibilities, and required background knowledge of each team member.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a structure for all literacy team meetings.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure literacy teams meet on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reconfigure or maintain literacy team membership as needed in order to achieve common and prioritized literacy goals.</li> </ul>



	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify who will provide support for the implementation of instructional strategies selected to achieve common literacy goals.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Disseminate roles and responsibilities for literacy team members.</li> <li><input type="checkbox"/> Monitor and oversee literacy efforts.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement plans to increase stakeholders' talents, education, and experience where needed.</li> <li><input type="checkbox"/> Revise monitoring and support mechanisms and tools as needed in order to fully support the process of implementing instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide and support an ongoing and clear process by which stakeholders' talents, education, and experience are extended.</li> <li><input type="checkbox"/> Establish a clear process by which monitoring and support mechanisms are evaluated on a regular basis.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate the review of current research regarding literacy instruction for children birth - grade 12.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement changes based on the review of current research regarding literacy instruction for children birth - grade 12.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor changes based on the review of current research regarding literacy instruction for children birth - grade 12.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Revise changes based on the review of current research regarding literacy instruction for children birth - grade 12.</li> </ul>



## Professional Development

A wide variety of high quality, ongoing professional learning opportunities, resources and tools must be created so that all stakeholders are prepared to deliver effective, differentiated literacy instruction. In order to meet the individual literacy needs of every child in North Dakota, stakeholders must have access to materials and opportunities that continue to foster their skills as literacy leaders and agents of change. Administrative leaders are responsible for ensuring that the literacy training and professional development provided is aligned with the State Literacy Plan Guidelines. Involvement of the local literacy team in the planning and design of professional development is intended to greatly increase the level of acceptance and commitment to the plan. Stakeholders and the local literacy team will work together to determine needs, decide on a course of action, and implement and support a plan that will lead to improved teaching and learning.

Professional Development	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze data of stakeholders' experience, education, and skills to determine literacy professional development and training needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide professional development and training opportunities based on the literacy plan.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue professional development and training opportunities matched to common and prioritized literacy goals, stakeholder needs, and data.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish processes to sustain ongoing professional development and training opportunities which are matched to common and prioritized literacy goals, stakeholder needs, and data.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze and use assessment data to determine literacy professional development and training needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide time and support for participation in professional development and training opportunities.</li> </ul>		
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a comprehensive literacy professional development/training plan.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide professional development and training opportunities based on the literacy plan.</li> </ul>		



	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<input type="checkbox"/> Secure funding and necessary resources to support professional development and training opportunities.	<input type="checkbox"/> Provide targeted, sustained professional development and training opportunities.		



## Professional Collaboration

In a professional collaborative environment, stakeholders are empowered and administrators become facilitators sharing leadership responsibilities. **Professional collaboration fosters reciprocal sharing of expertise, a sense of common purpose, and community** (Louis et al., 1996; Secada & Adajian, 1997; Newmann & Wehlage, 1995). A collaborative environment involves working together to develop assessment plans, adjust instruction to meet children’s needs and reflect on research-based instruction. To achieve their common literacy goals, stakeholders work together to guide changes in programs, instruction and interventions using research-based strategies.

Professional Collaboration	Initial Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explore ways to provide time for regular professional collaboration within focused teams.</li> <li><input type="checkbox"/> Identify funding and resources to support instructional change.</li> <li><input type="checkbox"/> Examine ways to provide job embedded support to provide the reflection and feedback necessary to make instructional changes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a system of communication for sharing information within and between teams.</li> <li><input type="checkbox"/> Obtain funding and resources to support instructional change.</li> <li><input type="checkbox"/> Establish ways to provide job embedded support to provide the reflection and feedback necessary to make instructional changes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor and expand the system of communication for sharing information within and between teams.</li> <li><input type="checkbox"/> Secure additional funding and resources to support instructional change.</li> <li><input type="checkbox"/> Implement and monitor the plan to provide job embedded support to provide the reflection and feedback necessary to make instructional changes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the system of communication for sharing information within and between teams and revise as needed.</li> <li><input type="checkbox"/> Review all funding and resources to sustain instructional change.</li> <li><input type="checkbox"/> Review the plan to provide job embedded support. Revise as needed to provide the reflection and feedback necessary to make instructional changes indicated by data and feedback.</li> </ul>



	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<input type="checkbox"/> Develop procedures for collaboration to guide job embedded support that reflects the common literacy goals and the specific areas of focus.	<input type="checkbox"/> Implement procedures for collaboration to guide job embedded support that reflects the common literacy goals and the specific areas of focus.	<input type="checkbox"/> Continue to implement procedures for collaboration to guide job embedded support that reflects the common literacy goals and the specific areas of focus.	<input type="checkbox"/> Revise procedures as needed for collaboration to guide job embedded support that reflects the common literacy goals and the specific areas of focus.



# INSTRUCTION AND INTERVENTION

A comprehensive literacy plan supports and promotes literacy for every child birth through grade 12. High quality instruction is characterized by high standards and expectations. Effective instruction utilizes a variety of research-based strategies and interventions driven by data to support individual needs. Explicit intentional instruction and intervention scaffolds learning by adapting and extending strategies for children of all abilities, including children with special needs and English Language Learners. Modeling and multiple opportunities for practice in an authentic context support learners in seeing themselves as valued members of the literate community. Instructional approaches should be consistent with standards, knowledge of best practice, and clearly communication between and within educational settings.

	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
<p><b>Birth – Age 5</b></p> <p><b>Appropriate early literacy instruction all young children will receive</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine foundational early literacy experiences and instruction.</li> <li><input type="checkbox"/> Align early literacy experiences and instruction based on the ND Early Learning Guidelines (NDELG).</li> <li><input type="checkbox"/> Integrate the <b>essential elements of literacy</b> within research-based instructional approaches that form the literacy instruction all children will receive.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide research based early literacy instruction through collaborative agencies and programs (e.g., ND Department of Human Services, Children and Family Services Division).</li> </ul>		



	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<input type="checkbox"/> Determine the conditions and experiences for successful transitions to school in terms of individual developmental or cultural differences.			

<p><b>Grades K-5</b></p> <p><b>Core Instruction: A Literacy framework for instruction that all children receive</b></p> <p>The literacy processing systems constructed by learners during beginning literacy are influenced by expectations and opportunities of the school, along with the teacher’s knowledge of literacy learning of patterns of progress for learners at different points in their development and of instructional strategies. Effective teachers use instructional strategies within a range of contexts and approaches to teaching literacy.</p>	<input type="checkbox"/> Determine the literacy instructional framework all children will receive and the training and professional development needed to build the capacity of the teaching staff.	<input type="checkbox"/> Plan instruction with different levels of support within a variety of instructional contexts, (i.e., whole group, small group, individual teaching). Instruction is guided by on-going formative assessments, (e.g., running records, miscue analysis, checklist, rubrics, and anecdotal records).	<input type="checkbox"/> Provide instruction and analyze student data to monitor the effectiveness of classroom literacy instruction in order to meet individual student needs.	<input type="checkbox"/> Sustain the fidelity of classroom instruction through on-going literacy training and on-going professional development.
	<input type="checkbox"/> Align literacy instruction with North Dakota English Language Arts (NDELA) standards.	<input type="checkbox"/> Develop knowledge of the NDELA standards.	<input type="checkbox"/> Demonstrate a strong knowledge of the NDELA standards and begin to develop resources to enhance their instruction.	<input type="checkbox"/> Continue to demonstrate a deep knowledge of the NDELA standards and continue to develop resources to enhance their instruction.



	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<ul style="list-style-type: none"> <li>Plan for the integration of the <b>essential elements</b> within research-based instructional approaches that form the literacy instruction all children will receive including content-based literacy strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize research based instructional strategies identified in the planning stage within a variety of contexts, based on principals of <b>responsive instruction</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examine the effectiveness of instruction to determine future training and professional development needs.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor instructional effectiveness to determine training and professional development needs.</li> </ul>

<p><b>Grades 6-12</b></p> <p><b>Core Instruction:</b> The literacy instruction all students receive through their content classes.</p>	<ul style="list-style-type: none"> <li>Determine the literacy instructional framework all children will receive and the training and professional development needed to build the capacity of the teaching staff.</li> <li>Align literacy instruction with NDELA standards in history/social studies, science, and technical subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Plan instruction with different levels of support within a variety of <b>instructional contexts</b>. Instruction is guided by on-going <b>formative assessments</b>.</li> <li>Ensure literacy instruction reflects knowledge of the literacy standards.</li> </ul>	<ul style="list-style-type: none"> <li>Provide instruction and analyze student data to monitor the effectiveness of content literacy instruction in order to meet individual student needs.</li> <li>Ensure literacy instruction reflects a deep knowledge of the literacy standards. Continue to use a variety of resources to enhance instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain the fidelity of classroom instruction through on-going literacy training and ongoing professional development.</li> <li>Continue to demonstrate a deep knowledge of literacy and continue to develop resources to enhance instruction.</li> </ul>
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	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<ul style="list-style-type: none"> <li>Plan for the integration of the <b>essential elements</b> within <b>content-based literacy strategies</b> all students will receive.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize research-based instructional strategies identified in the planning stage within a variety of contexts, based on principles of responsive instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the literacy instructional framework all children will receive and the training and professional development needed to build the capacity of the teaching staff.</li> <li>Examine the effectiveness of instruction to determine future training and professional development needs.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor instructional effectiveness to determine training and professional development needs.</li> </ul>
<p><b>content area literacy</b> (e.g., explicit teaching of text features, word meaning strategies, adjustment of reading strategies to match purpose, and adjustment of writing strategies to match purpose)</p>	<ul style="list-style-type: none"> <li>Identify literacy instruction needed, including content area literacy and determine appropriate context and instructional approaches for that discipline.</li> <li>Identify and plan for the supports and scaffolds needed that provide access to all children, including English Language Learners and students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize direct, explicit instructional strategies that build students' fluency, vocabulary, and comprehension skills.</li> <li>Utilize a variety of research-based instructional scaffolds and supports that provide access to all special populations.</li> </ul>	<ul style="list-style-type: none"> <li>Show students how to apply the strategies they are learning to a variety of texts.</li> <li>Examine the instructional effectiveness of the scaffolds and supports being utilized.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and revise instructional supports and scaffolds as needed.</li> <li>Monitor and revise instructional supports and scaffolds as needed.</li> </ul>



	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and plan instructional framework for developing 21<sup>st</sup> Century skills, (including digital-age literacy, effective communication, high-productivity), training and professional development needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide instruction that supports the development of 21<sup>st</sup> Century skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Examine the instructional effectiveness to determine training and professional development needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor and revise instructional effectiveness to determine training and professional development needs.</li> </ul>
<b>Intervention</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze/organize the capacity to implement responsive interventions. Administer and collect data for the purpose of identifying at-risk students and implement interventions.</li> <li><input type="checkbox"/> Analyze the framework for the implementation of responsive interventions.</li> <li><input type="checkbox"/> Plan professional development on responsive interventions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish regular collaboration time for data analysis to continuously meet the individual needs of students. Monitor progress using multiple sources to guide and adjust instruction.</li> <li><input type="checkbox"/> Implement the framework of responsive interventions.</li> <li><input type="checkbox"/> Provide professional development, materials, and resources for responsive interventions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use assessment data to evaluate the effectiveness of the interventions.</li> <li><input type="checkbox"/> Review/revise the framework of responsive interventions.</li> <li><input type="checkbox"/> Review/revise professional development and training resources for responsive interventions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to collaborate on a regular basis to review/revise the model of responsive interventions.</li> <li><input type="checkbox"/> Monitor the framework of the model of responsive interventions and revise as needed.</li> <li><input type="checkbox"/> Monitor professional development and training resources and alternative approaches for responsive interventions.</li> </ul>



# STANDARDS ALIGNMENT

The current North Dakota English Language Arts Standards (NDELAS) and the North Dakota Early Language and Literacy Guidelines (NDELLG) are designed to prepare all students by establishing a vision of what it means to be a literate person in the 21<sup>st</sup> century. They are specifically designed to move children from birth through grade 12 in critical literacy skills in both reading and writing. The NDELAS and NDELLG recognize that both content and skills are important. In English-language arts, the NDELAS and NDELLG require certain critical content for all students. In addition to content coverage, the NDELAS and NDELLG require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening. Aligning the curriculum to the available NDELAS and NDELLG has the potential to significantly sharpen the focus of instruction, curriculum and assessment. Using NDELAS and NDELLG can also ensure fairness, equal opportunity and academic achievement.

	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
<p><b>Standards Alignment</b> Birth through Grade 12</p> <p>Alignment of the curriculum, instruction, and assessment to the ND English Language Arts Standards (NDELAS) and ND Early Language and Literacy Guidelines (NDELLG)</p>	<p><input type="checkbox"/> Plan for the professional learning to introduce the NDELAS and NDELLG.</p>	<p><input type="checkbox"/> Provide professional learning to introduce the NDELAS and NDELLG.</p>	<p><input type="checkbox"/> Expand professional learning to include alignment of curriculum, instruction, and assessment to the NDELAS and NDELLG.</p>	<p><input type="checkbox"/> Review professional learning to include alignment of curriculum, instruction, and assessment to the NDELAS and NDELLG and revise as needed.</p>



# ASSESSMENT

A comprehensive assessment system is a critical element of an effective plan for improving literacy instruction. Assessment data will help identify children at all stages of literacy acquisition. In an effective literacy program, purposeful assessment informs and guides instruction. Careful consideration must be given when determining the number and type of assessments utilized. A balanced assessment plan will include authentic assessments such as, but not limited to: running records, miscue analysis, observation /anecdotal notes, checklists, and rubrics. While many educational settings use assessment data to determine children’s needs, it is also imperative to utilize the data to differentiate training and professional learning opportunities, make decisions about intervention programs and monitor program implementation (Diamond, 2008).

	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
<b>Assessment</b>  (defined & <a href="#">hyperlink to appendix</a> )	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review current <a href="#">formative</a> and <a href="#">summative</a> assessment methods and tools to determine:                             <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Validity</li> <li>• Appropriate use</li> <li>• Alignment to NDELAS and NDELLG</li> </ul> </li> <li><input type="checkbox"/> Determine assessment needs based on previous review of current assessment methods and tools.</li> <li><input type="checkbox"/> Research valid and reliable formative and summative assessment methods and tools to fulfill identified needs. Resources: <a href="#">Birth – 5, K-5, 6-12</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement assessment methods and tools. Record and analyze data according to an established timeline.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor fidelity of assessment procedures and timelines.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and revise assessment methods, tools, procedures and timelines.</li> </ul>



**Assessment  
Cont.**

Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
<ul style="list-style-type: none"> <li><input type="checkbox"/> Secure funding for assessment needs.</li> <li><input type="checkbox"/> Identify assessment responsibilities and train staff in the administration of assessments to ensure standardized procedures and accurate data recording.</li> <li><input type="checkbox"/> Evaluate/update the technology infrastructure capacity to support the administration and data storage of the chosen assessments.</li> <li><input type="checkbox"/> Evaluate/enhance the communication infrastructure to support collaboration within and across settings.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Purchase assessments necessary.</li> <li><input type="checkbox"/> Utilize the technology infrastructure to support the administration and data storage of the chosen assessments.</li> <li><input type="checkbox"/> Ensure the communication infrastructure supports collaboration within and across settings.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor funding for assessment needs.</li> <li><input type="checkbox"/> Review the technology infrastructure capacity to support the administration and data storage of the chosen assessments.</li> <li><input type="checkbox"/> Review the communication infrastructure to ensure collaboration within and across settings.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Secure additional funding for assessment needs.</li> <li><input type="checkbox"/> Provide continued professional development to all staff who will administer assessments to ensure standardized procedures and accurate data recording.</li> <li><input type="checkbox"/> Articulate a plan for ongoing monitoring of technology infrastructure.</li> <li><input type="checkbox"/> Monitor the communication infrastructure to sustain collaboration within and across settings.</li> </ul>



## Assessment Cont.

Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an assessment calendar according to assessment guidelines, including persons responsible and collaboration times.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and analyze assessment results.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Based on analysis of assessment data:               <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of programs and policies.</li> <li>• Ensure assessments are relevant and current.</li> <li>• Examine relationship between curriculum and assessment.</li> <li>• Ensure children are placed appropriately in programs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review/revise assessment calendar as needed.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a plan for the following:               <ul style="list-style-type: none"> <li>• Storing assessment results</li> <li>• Analyzing data</li> <li>• Disseminating information to stakeholders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use assessment results to influence instructional decisions.</li>   <li><input type="checkbox"/> Share assessment data with stakeholders in an easy to understand format.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and celebrate students' improvements toward reaching literacy goals.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make decisions regarding the following:               <ul style="list-style-type: none"> <li>• Effectiveness of programs and policies</li> <li>• Assessments that are relevant and current</li> <li>• The relationship between curriculum and assessments</li> <li>• Placement of children in appropriate programs</li> </ul> </li> </ul>



# PROFESSIONAL DEVELOPMENT

An effective literacy plan designed to build a culture of literacy provides sustained and intensive professional development that is connected to practice; focuses on teaching and learning of specific content; aligns with other school improvement priorities; and builds strong working relationships among staff to solve complex issues. Stakeholders must have access to materials and opportunities that continue to foster their skills as literacy leaders and promote lasting change. Alignment of the curriculum, instruction, and assessment must be linked to high quality teaching standards, such as those identified in the Model Core Teaching Standards. These high quality teaching practices articulate what effective teaching and learning look like in an environment that empowers students to take ownership of their learning, and emphasizes the learning of content and application of knowledge and skill to real world problems, and values the differences each learner brings to the learning experience.

	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
<p><b>Professional Development</b></p> <p>Model Core Teaching Standards:</p> <ul style="list-style-type: none"> <li>○ Learner Development</li> <li>○ Learning Differences</li> <li>○ Learning Environments</li> <li>○ Content Knowledge</li> <li>○ Application of Content</li> <li>○ Assessment</li> <li>○ Planning for</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a professional development plan based on goals identified in the local literacy plan.</li> <li><input type="checkbox"/> Integrate literacy professional development with the current stakeholders' professional development plan.</li> <li><input type="checkbox"/> Take inventory of currently available professional learning resources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement a professional development plan based on goals identified in the local literacy plan.</li> <li><input type="checkbox"/> Use available resources to provide professional development.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assess the effectiveness of the ongoing professional development plan based on goals identified in the local literacy plan.</li> <li><input type="checkbox"/> Maintain the use of available resources to provide professional development.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain high levels of professional development.</li> <li><input type="checkbox"/> Continue to integrate literacy professional development with the current stakeholders' professional development plan.</li> <li><input type="checkbox"/> Communicate to stakeholders the resources available for professional development.</li> </ul>



Instruction	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
<ul style="list-style-type: none"> <li>○ Instructional Strategies</li> <li>○ Professional Learning</li> <li>○ Ethical Practice</li> <li>○ Leadership and Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>❑ Evaluate the technology infrastructure capacity to deliver professional learning opportunities.</li> <li>❑ Explore additional professional learning resources.</li> <li>❑ Encourage every stakeholder to develop an individual growth plan based on an external assessment and self-assessment of knowledge of child development and/or literacy instruction.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Use technology to deliver professional learning.</li> <li>❑ Secure and implement additional professional learning resources.</li> <li>❑ Develop an individual growth plan based on external and self-assessment to determine individual professional learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Assist stakeholders in the use of technology for professional learning.</li> <li>❑ Continue to research additional professional learning resources.</li> <li>❑ Implement professional development to meet the needs identified in individual growth plans.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Maintain the technology infrastructure capacity to deliver professional learning.</li> <li>❑ Maintain availability of needed professional learning resources.</li> <li>❑ Provide a variety of opportunities to continue to meet the needs of individual growth plans.</li> </ul>
<p>High quality teaching practices:</p> <ul style="list-style-type: none"> <li>○ Relationship between curriculum and assessment</li> </ul>	<ul style="list-style-type: none"> <li>❑ Identify the professional learning/training required to implement the NDELAS and NDELLG.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Provide professional development to enable stakeholders to align instruction to the NDELAS and NDELLG.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Expand professional development to include alignment of curriculum, instruction, and assessment to the NDELAS and NDELLG.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Review professional development to include alignment of curriculum, instruction, and assessment to the NDELAS and NDELLG.</li> </ul>
<ul style="list-style-type: none"> <li>○ Ensure children are placed appropriately in programs.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Identify the professional development required to implement high quality teaching practices such as those identified in the <a href="#">Model Core Teaching Standards</a>.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Provide professional development in high quality teaching practices such as those identified in the Model Core Teaching Standards.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Provide professional learning through mentoring and coaching to facilitate the implementation of <a href="#">high quality teaching practices</a>.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Review professional development to continue to support the implementation of high quality teaching practices.</li> </ul>



	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish priorities for professional learning based on high quality teaching practices such as the Model Core Teaching Standards.</li> <li><input type="checkbox"/> Establish priorities for professionals learning to enable stakeholders to meet the needs of individual differences and diverse cultures and communities, to ensure inclusive learning environments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement professional development to facilitate the use of high quality teaching practices such as the Model Core Teaching Standards.</li> <li><input type="checkbox"/> Implement the professional development to enhance stakeholders' capacity to meet the needs of individual differences and diverse cultures and communities, to ensure inclusive learning environments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate and continue professional learning toward achieving prioritized goals.</li> <li><input type="checkbox"/> Continue to implement professional development to enhance high quality teaching such as Universal Design for Learning (UDL).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review professional development to continue support of the prioritized goals.</li> <li><input type="checkbox"/> Review the professional learning that enhances the knowledge and understanding of the UDL process.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assess scheduling needs to allow for collaborative professional development.</li> <li><input type="checkbox"/> Assess scheduling needs to allow for professional development and training of stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule blocks of time within the school day for teachers to work collaboratively.</li> <li><input type="checkbox"/> Implement schedules that allow for professional development and training.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the effectiveness of the scheduling blocks.</li> <li><input type="checkbox"/> Review professional development and training schedules.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and revise as needed.</li> <li><input type="checkbox"/> Sustain professional development and training through scheduling options.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assess professional development needs on responsive interventions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement professional development on responsive interventions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor professional development on responsive interventions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and revise professional development on responsive interventions.</li> </ul>



## FAMILY & COMMUNITY PARTNERSHIPS

Research shows that school-age children spend 70% of their waking hours (including weekends and holidays) outside of school settings. The earlier that parents and families become involved in their children’s educational progress, the more powerful the effects. Research also indicates that the most effective forms of parent/family involvement engage parents working directly with their children on learning activities at home. Joyce Epstein of John Hopkins University has developed a framework for defining six different types of parent involvement. The six types of parent involvement are: Communicating, Parenting, Student Learning, Volunteering, Decision-making, and Collaborating and Community. North Dakota incorporates these standards for family and community involvement in the state literacy plan. All educational programs and schools work with families and community to remove barriers to learning and encourage attainment of literacy goals in order to meet the intellectual, social, career, and developmental needs of children in order to remain focused on the vision of improving literacy.

	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
<b>Parenting</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate current methods of communicating with all stakeholders regarding language development, educational activities and children’s progress.</li> <li><input type="checkbox"/> Evaluate and plan for parent education/training to establish literate home environments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop reciprocal relationships with families through home visits, parent/child activities, family involvement activities within the literacy setting, and two way communications that are inclusive of all families and birth - grade 12 stakeholders.</li> <li><input type="checkbox"/> Provide parent education, training, and support activities to assist in establishing literate home environments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and expand the means of communication as necessary.</li> <li><input type="checkbox"/> Review and modify the plan as necessary. Review and expand the means of communication as necessary.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor and adjust forms of communication as needed.</li> <li><input type="checkbox"/> Maintain family support programs and training.</li> </ul>



	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
<b>Communicating</b>	<input type="checkbox"/> Evaluate and document current methods of communication with families and birth - grade 12 stakeholders to establish reciprocal relationships.	<input type="checkbox"/> Inform and involve families and birth - grade 12 stakeholders and the community about the literacy goals and plan.	<input type="checkbox"/> Continue to communicate progress in implementing the literacy plan.	<input type="checkbox"/> Maintain and adjust forms of communications with families.
<b>Learning at Home</b>	<input type="checkbox"/> Develop a plan to help all families establish home environments to support children in language development and literacy learning.	<input type="checkbox"/> Provide information and ideas to families about how to help children at home with literacy development.	<input type="checkbox"/> Identify additional resources to support family participation in goal setting and planning for future transitions.	<input type="checkbox"/> Maintain family support literacy activities and training.
<b>Volunteering</b>	<input type="checkbox"/> Develop resources to support families in helping children learn at home.	<input type="checkbox"/> Collaborate with families and caregivers to support learning environments that promote literacy development.	<input type="checkbox"/> Continue to collaborate with families and caregivers to support learning environments that promote literacy development.	<input type="checkbox"/> Monitor the level of support to learning environments that promote literacy development.
<b>Decision Making</b>	<input type="checkbox"/> Identify talents/skills of volunteers and determine the environment where they can best meet the literacy needs.	<input type="checkbox"/> Recruit and organize family and community volunteers. Provide opportunities for families and community members to engage in literacy activities with children in educational settings.	<input type="checkbox"/> Review feedback for the current activities and identify ways to modify/expand the volunteering in educational settings.	<input type="checkbox"/> Maintain/sustain a quality volunteer program.



	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assess current degree of inclusion of family and community representatives as members of the local literacy team.</li> <li><input type="checkbox"/> Assess the current degree of family involvement in making decisions about children's learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Invite family and community representatives to serve as members of the local literacy team.</li> <li><input type="checkbox"/> Inform and involve families and birth - grade 12 stakeholders when making decisions about children's learning and early intervention needs.</li> <li><input type="checkbox"/> Provide scheduling and space to meet collaboratively about children's learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review/broaden family and community representation on the local literacy team in support of literacy goals.</li> <li><input type="checkbox"/> Review/broaden family involvement when making decisions about children's learning and early intervention needs.</li> <li><input type="checkbox"/> Review/expand family involvement in other areas of school decision making: <ul style="list-style-type: none"> <li>• Planning parenting programs-orientations</li> <li>• School improvement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to monitor and strengthen coordination among schools, early literacy programs, day care providers, and families.</li> <li><input type="checkbox"/> Continue to monitor family involvement in making decisions about children's learning and early intervention needs.</li> <li><input type="checkbox"/> Monitor family involvement in other areas of school decision making.</li> </ul>

<b>Community</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a plan for inclusion of family and community input in decision making in the educational setting.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Include family and community input in literacy decisions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Expand networks to link families with parent organizations and committees to develop parent leadership and participation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain and continue to develop informal and formal literacy partnerships with families to provide support for children's literacy development and career and college readiness.</li> </ul>
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	Planning	Initial Implementation	Expanding Implementation	Sustaining Implementation
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify resources and services from the community to strengthen educational programs and learning environments.</li>   <li><input type="checkbox"/> Identify necessary literacy skills to meet the community employment requirements.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate literacy activities/events and make information available about community literacy organizations through partnerships with collaborative agencies and programs in the private and public sector.</li>   <li><input type="checkbox"/> Collaboratively promote the employer's requirements to reflect the importance of literacy skills in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to collaborate with the public and private sector to provide support for children's literacy development.</li>   <li><input type="checkbox"/> Collaboratively encourage all community stakeholders to promote the importance of literacy skills in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain partnerships with collaborative agencies, educational entities and businesses.</li>   <li><input type="checkbox"/> Continue to collaborate with public and private sector to provide support for the development of life-long literacy skills.</li> </ul>



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## Resources

### Definitions

**formative assessments:** Assessments used by teachers and students during instruction, occurring while knowledge is being learned that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

**responsive instruction:** A way of making teaching decisions in which a student's reaction to instruction directly shapes how future instruction is provided.

**stakeholders:** Individuals or organizations who stand to gain or lose from the success or failure of a system. In the case of a local school district the stakeholders would include the staff and administration, students, parents and families, community members, and local businesses and organizations.

**summative assessments:** Assessments that come at the end of a process or activity, occurring at the end of a learning episode, when it is difficult to alter or rectify what has already occurred.

### Examples

**essential elements:** listening and understanding, communicating and speaking, emergent literacy (reading and writing), supporting developmentally appropriate reading and writing activities through participation in shared reading, read aloud, and authentic writing activities.

**instructional contexts:** whole group, small group, individual one-on-one teaching

**formative assessments:** running records, miscue analysis, checklists, rubrics, anecdotal records

**content-based literacy strategies:** shared reading, independent reading with teacher, conferences, read aloud, scaffold reading instruction, modeled and guided writing, responsive writing to demonstrate understanding, and individual writing conferences

