



FARMINGTON

AREA PUBLIC SCHOOLS

ISD 192

Local Literacy Plan

Introduction

Farmington Area Public Schools maintains an intentional focus on improving literacy instruction and ensuring that all students develop the literacy skills to be successful, life long readers and learners.

Teachers incorporate practices in literacy instruction that have strong research support and are implemented in many surrounding districts. This instruction makes use of the Gradual Release of Responsibility model that stresses focused direct instruction (teacher modeling, mini-lessons, interactive lecture, read alouds), opportunity to learn and collaborate in small group guided practice, and finally to apply literacy skills through independent work at individual reading levels.

Central to this model of literacy instruction is the use of assessments to know the literacy skills of students. This allows teachers to design instruction to personalize learning for students and to provide necessary supports and interventions for students who learn at different paces.

This literacy plan is a culmination of conversations and professional development over many years. We are proud to display all the ways in which we work with families and students as a school community to ensure all students read by the end of third grade.

Contents

Section 1: PK-12 Literacy Objectives

Section 2: Literacy Assessments

Section 3: Parent Involvement

Section 4: Literacy Interventions

Section 5: Professional Development in Literacy Instruction

Section 6: Literacy Instruction in the Classroom

Section 7: Intercultural Competencies/Educational Equity in Literacy Instruction

Section 8: Summary of Assessments and Data

Section 1: PK-12 Literacy Objectives

The mission of the Farmington Area Public Schools, as a dynamic learning community, is to develop citizens of integrity whose passion for continuous learning ensures they excel in a global society.

We believe:

- All children have the capability of learning and applying literacy skills.
- All children must be literate in order to develop into successful, contributing members of society.

Objectives:

- All students will read for a variety of purposes, including the pure pleasure and enjoyment of reading.
- All students will have the communication skills – speaking, listening, writing – necessary to succeed in post-secondary options (whatever they may be).
- All students will have a toolkit of literacy skills and strategies that they can apply when working to make meaning of all types of texts.
- All students will be able to evaluate the validity of a source, use information, and decipher the information in order to make informed decisions.
- All students will be assessed annually using consistently delivered, developmentally appropriate literacy tools with evidence of learning collected and recorded on an annual basis for the purposes of demonstrating literacy strengths, weaknesses, and growth over time.
- All teachers will have a foundational knowledge of current literacy research and best practices that informs and guides their teaching daily.

Section 2: Literacy Assessments

The assessments in Farmington Public Schools Assessment Plan:

1. Link instruction to outcomes (standards)
2. Give timely results able to be analyzed for student growth and progress measures, are
3. Manageable for stakeholders (teacher, parent, student and district friendly) and are,
4. Sustainable over time (cost effective, responsive to stakeholders, research based)

The data derived from these assessments:

1. Are easily accessible by all stakeholders,
2. Clearly communicates student progress and achievement PK-12th grade,
3. Are used to set goals as well as inform and alter instruction to improve student achievement. Staffs respond by determining interventions for students based off data measures. They will vary based on the data.

REQUIRED ASSESSMENTS

DEVELOPMENTAL READING ASSESSMENT (DRA)	<i>Grade: K-5</i>
<i>Description & Purpose</i> A quick, accurate, research based reading assessment that allows teachers to identify reading skills and target instruction. To identify instructional reading level and provide information about students' strengths and weaknesses in processing a text.	<i>Timing/Frequency</i> Completed by Sept. 15 and each following trimester for all students. A final DRA is administered at the end of the year.

<p>FLUENCY CHECK</p>	<p><i>Grade: 1-5</i></p>
<p><i>Description & Purpose</i> A one-on-one timed reading of a grade level passage to assess students' ability to read accurately at an appropriate rate with expression and phrasing.</p> <p>To assess students' rate, expression, phrasing, and accuracy while reading.</p>	<p><i>Timing/Frequency</i></p> <ul style="list-style-type: none"> ● Beginning of Trimester 1 (Grades 2-5) ● End of Trimester 2 (Grades 1-5) ● End of Trimester 3 (Grades 1-5)
<p>KINDERGARTEN BASELINE ASSESSMENT (blending, letter identification, letter sounds, sight words)</p>	<p><i>Grade: K</i></p>
<p><i>Description & Purpose</i> A one-on-one assessment in emergent reading skills that allows the teacher to evaluate the students' instructional level at the start of the school year.</p> <ul style="list-style-type: none"> - To assess students' ability to blend sounds together to make words. - To assess students' ability to recognize and name all uppercase and lowercase letters. - To assess students' ability to associate the sounds represented by the letters. - To determine students' sight word vocabulary. 	<p><i>Timing/Frequency</i> Letter Identification, Letter Sounds, and Sight Words and Blending:</p> <ul style="list-style-type: none"> ● Beginning of the Year As needed

NWEA (MAP) - READING	<i>Grade: 2-8</i>
<p><i>Description & Purpose:</i> Measures of Academic Progress (MAP), developed by the Northwest Evaluation Association, is a computer delivered adaptive assessment that provides immediate results of student achievement and academic level.</p> <p>To assess and monitor overall reading progress of students. It assesses word recognition and vocabulary, literature, comprehension of literature, and comprehension of informational text.</p>	<p><i>Timing/Frequency</i></p> <ul style="list-style-type: none"> ● Fall ● Winter ● Spring
MCA – READING (MTAS & MCA MODIFIED)	<i>Grade: 3-8, 10</i>
<p><i>Description & Purpose:</i> Minnesota state test in reading, math or science, designed to measure student progress towards the Minnesota State Standards. Required by federal Every Student Succeeds Act (ESSA). Schools and districts are measured by the percent of students meeting proficiency. There are no passing requirements for individual students.</p> <p>The MTAS and MCA Modified are alternate assessments for special education students to measure student progress towards the Minnesota State Standards</p>	<p><i>Timing/Frequency</i> April</p>
MN READING CORPS BENCHMARK ASSESSMENTS	<i>Grade: K-3</i>
<p><i>Description & Purpose</i> Assessments to measure specific literacy skills. In kindergarten, the letter names and sound fluency probes are administered in the fall and winter while the Nonsense Word Fluency is administered in spring. In First grade the Nonsense Word Fluency is administered in the fall and winter with the Oral Reading Fluency administered in the spring. The Oral Reading Fluency is</p>	<p><i>Timing/Frequency</i> Three times per year:</p> <ul style="list-style-type: none"> ● September ● January ● May

administered 3 times per year in second and third grade.	
	Wee-Tigers and ECFE
<i>Description & Purpose</i> Collection of information on student work that is compared to age specific guidelines.	<i>Timing/Frequency</i> Data collected periodically and added to student portfolios
INDIVIDUAL GROWTH AND DEVELOPMENT INDICATORS (IGDI)	School Readiness Program
<i>Description & Purpose</i> Tools that provide helpful information about children's and parents' growth toward socially valued outcomes and that guide intervention decisions. IGDI's are performance measures especially designed for use by childcare practitioners to reflect individual children's progress toward general outcomes in communication, movement/motor, social competency, problem solving, and parent-child interactions	<i>Timing/Frequency</i> Three times per year: fall, mid-year, and spring

RECOMMENDED ASSESSMENTS

RUNNING RECORDS	<i>Grade: K-5</i>
<i>Description & Purpose</i> To determine reading level, fluency, use of sources of information, and behaviors that show evidence of strategic actions while reading.	<i>Timing/Frequency</i> Average two times per month, with more frequent records on lower achieving students.
SPELLING INVENTORY	<i>Grade: K-5</i>
<i>Description & Purpose</i> An assessment that targets students' application of spelling as it relates to letters, patterns, and meaning.	<i>Timing/Frequency</i> Kindergarten

<p>To document the teaching and student learning that has occurred in regards to letters, sounds, and words.</p>	<ul style="list-style-type: none"> ● End of each trimester <p>1st – 5th Grade:</p> <ul style="list-style-type: none"> ● Beginning of the Year ● Middle of the Year
<p>WRITING SAMPLES FROM DAILY, ONGOING WRITING WORKSHOP</p>	<p><i>Grade: K-5</i></p>
<p><i>Description & Purpose</i> To determine what students know and need to learn next with respect to writer’s craft and writing conventions.</p> <p>To determine what students know and need to know relative to letters, sounds, and words.</p>	<p><i>Timing/Frequency</i> Use and frequency differentiated by needs of individual students.</p>
<p>RECORD OF BOOK READING PROGRESS</p>	<p><i>Grade: 1-5</i></p>
<p><i>Description & Purpose</i> A visual representation of student’s reading progress over time.</p>	<p><i>Timing/Frequency</i></p> <ul style="list-style-type: none"> ● Monthly
<p>Anecdotal Records</p> <ul style="list-style-type: none"> ● Conference notes from reading and writing workshops ● Observations from reading and writing across content areas 	<p><i>Grade: K-5</i></p>
<p><i>Description & Purpose</i> To gather information as students engage in reading and writing experiences.</p> <p>To be sure that each student is observed regularly throughout their literacy block.</p>	<p><i>Timing/Frequency</i> Daily</p>

ACT ASPIRE	<i>Grade: 8</i>
<i>Description & Purpose</i> Aspire assesses student readiness in English, math, reading, science, and writing. It connects student growth from grades 3-8 and early high school in the context of college and career readiness.	<i>Timing/Frequency</i> October
PRE-ACT	<i>Grade: 10</i>
<i>Description & Purpose</i> PreACT simulates the ACT testing experience within a shorter test window on all four ACT test subjects: English, math, reading and science. Results predict future success on the ACT test, and provide both current achievement and projected future ACT test scores.	<i>Timing/Frequency</i> November
ACT	<i>Grade: 11</i>
<i>Description & Purpose</i> The ACT assesses college readiness in English, math, reading, science & writing. It is based on what students learn in high school and provides personalized information about their strengths for education and career planning.	<i>Timing/Frequency</i> April

DIAGNOSTIC AND OTHER ASSESSMENTS

BLENDING AND SEGMENTING ONSETS AND RIMES	<i>Grade: K-2</i>
<i>Description & Purpose</i> To determine students' ability to hear and manipulate sounds orally.	<i>Timing/Frequency</i> ● As needed
DR. FRY'S WORD LISTS	<i>Grade: 1-5</i>
<i>Description & Purpose</i> To determine students' sight word vocabulary	<i>Timing/Frequency</i> ● As needed
COMPREHENSION STRATEGY ASSESSMENTS	<i>Grade: 3-5</i>
<i>Description & Purpose</i> To determine specific needs of students in regards to the application of comprehension strategies	<i>Timing/Frequency</i> ● As needed
PHONICS/ WORD ANALYSIS	<i>Grade: K-5</i>
<i>Description & Purpose</i> To determine specific needs of students in regards to their understanding of the relationships between letters, letter patterns, and sounds	<i>Timing/Frequency</i> ● As needed
KINDERGARTEN DIAGNOSTIC ASSESSMENTS (rhyming, concepts of print, prints name, prints upper and lowercase letters, identifies word for letter)	<i>Grade: K (and for students below benchmarks in grade 1)</i>
<i>Description & Purpose</i> To ensure that students are proficient in early literacy skills necessary in developing readers and writers.	<i>Timing/Frequency</i> ● As needed

THE COGNITIVE ABILITIES TEST (COGAT)	<i>Grade: 2-3</i>
<i>Description & Purpose</i> Administered to select students used as part of the identification process of Gifted students	<i>Timing/Frequency</i> Spring
ACCESS (Assessing Comprehension & Communication in English State-to-State for English Learners)	<i>Grade:</i> K-12
<i>Description & Purpose</i> To ensure that students are proficient in early literacy skills necessary in developing readers and writers.	<i>Timing/Frequency</i> Spring

Section 3: Parent Involvement

When children have support networks both in and out of school, they are more likely to be motivated and engaged to be productive citizens.

STRATEGIES FOR WORKING WITH READERS AT HOME

General Strategies

- Encourage your child to make his/her own choices about what he/she reads.
- Help your child select reading materials based on interest and accessibility.
- Encourage discussion around what your child is reading.
- Set aside time at home for your child to read or for you to read together.
- Reading aloud to your child helps develop verbal skills, which foster the ability to communicate ideas with others, and to develop oral reading skills.
- Read with your child to develop oral reading skills.
- Talk to your child about texts to develop vocabulary and comprehension.
- Set aside special reading time (and a special reading place).
- Take your child to the library to check out books.

Before Reading

- Help your child tap into what they already know about the material
- Provide important background knowledge
- Preview the text (Title, Sub-titles, Headings, Captions, Pictures, Maps, Graphs)
- Develop questions, based on the preview, that they will look for answers for as they read.

During Reading

- Help your child monitor their comprehension.
- Teach them to stop and reread if there is confusion, jot down questions as they go and review passages to make sure they understood them correctly.
- Have your child take notes, or draw visual representations of what they read to boost comprehension.

After Reading

- Have your child go back over the text and pick out the “big ideas” of what was learned (do an “I learned....” statement) or what happened in a section of a story.
- Have your child talk about what they read. What happened in the story? What was interesting? What did you learn? What are you wondering? Etc.

If a student needs to develop oral reading skills (fluency)...

- Read Aloud
- Show your child how to read expressively.
- Have your child practice reading aloud.
 - Partner Read
 - Echo Read
 - Repeated Readings
 - Phrasing and Intonation
- Have your child keep track of their own progress.
- Have your child read a wide variety of texts aloud.

If a student needs to develop decoding skills...

- Get your mouth ready
- Look for parts you know
- Chunk big words
- Think – what makes sense?
- Think of words you know that look similar
- Take off prefixes, suffixes
- Think – what makes sense?

If your child stumbles on a word, silently count to five, giving them time to solve the word. If your child can't solve the word:

- have them look at the pictures on the page for clues that might help them determine the word.
 - ask, “what word might make sense?”
 - ask, “do you know another word that looks like this word?”
 - read-on and then go back and think.
- OR

- If they read a word inaccurately gently stop them and say, “Does that make sense? Does that look right? Does that sound right?”

If a student needs to develop comprehension skills...

- Think Aloud- As you read aloud stop and “tell aloud” what you are thinking at this point in the text (i.e “I wonder if... I think... What about...).
- Monitor Comprehension-Stop at the end of a paragraph / page and say...”Tell me about what happened on this page?” “What are you thinking about at this point?” or “What picture do you have in your head?”
- Rereading Strategies-If a student can not answer the above questions, they need to STOP...GO BACK...REREAD TO CLARIFY CONFUSION.

PARENT-TEACHER COMMUNICATION

Ongoing communication between teachers and parents regarding classroom instruction and student skill development is critical to continued success in literacy. As such, teachers and schools will:

- Communicate grade level expectations and classroom activities through regular parent newsletters in the elementary setting and emails/syllabi in the secondary setting.
- Provide reports of student progress through teacher conferences, phone conversations, and electronic communication tools. Additionally, staff are accessible via telephone and email for questions, concerns, and follow-up. Individual appointments can be scheduled as necessary.
- Encourage you to participate in your student’s learning through at-home reading programs and volunteer opportunities in the school.
- Host parent activities throughout the year to deepen parent partnership.

OPPORTUNITIES FOR PARENT INVOLVEMENT

- Curriculum Nights
- Open Houses
- Conferences
- School Literacy Events
- Kindergarten Round Up/Kindergarten Nights
- Newsletters from classroom teachers
- Principal newsletters
- Progress Reports/Report Forms
- District Website
- School Websites for learning links, student information, and classroom websites
- Reading Connections Newsletters and Home & School Connections Newsletters

- Book in the Bag
- IEP Meetings
- Community Education Seminars, Workshops, and FREE Sessions for Parents/Families
- Participate in the Farmington/Lakeville Parenting Series
- Community Education classes for daycare providers, stay at home parents, etc.
- Volunteer in classrooms and programs
- Participate on advisor councils (i.e. PTP, Wee-Tiger, ECFE)
- Participate in ECFE programs
- IPR Meetings

Continuum for Reading Support

Pre/Early Reader	Beginning Reader	Emerging Reader
Pre-Reading-PreA	Level A-B (DRA Level A-2)	Level C-E (DRA Level 3-7)

<p>What your child may begin to do:</p> <ul style="list-style-type: none"> ● Memorize repetitive text ● Able to open book correctly and handle the book ● Printed text means language ● Knows how to use a book ● Recognize a pattern when one is established ● Recognize rhyming words ● Recognize familiar logos ● Know the difference between a letter and a number ● Recognize that letters make words ● Recognize letters in their own name ● Understand that pictures tell stories <p>What parents (guardians) can do:</p> <ul style="list-style-type: none"> ● Read, Read, Read ● Reread familiar stories ● Visit the library ● Praise your child's interests in reading ● Encourage your child to recall a story ● Encourage your child to predict the end of a story ● Show how reading is left to right ● Look for letters in their own name ● Have your child tell a story by 	<p>What your child may be doing:</p> <ul style="list-style-type: none"> ● Memorizes some texts ● Mimics reading behaviors ● Reads the pattern after a pattern has been established ● Recognizes environmental print ● Matches 1:1 on text (voice-print matches text) ● Begins to know the difference between a letter and a word ● Requires adult selection of text to be read <p>What parents (guardians) can do:</p> <ul style="list-style-type: none"> ● Support directionality (left to right, top to bottom) ● Support rereading familiar stories ● Model and support prediction of story events and endings ● Model and use picture and language cues to read unknown words ● Model using known words to monitor (knows when she/she is right or wrong) ● Identify letter sounds and some basic sight words (the, a, I, at, is,...) ● Read to your children favorite books and/or help your child choose books to 	<p>What your child may be doing:</p> <ul style="list-style-type: none"> ● Retells a familiar story without the book ● Primarily uses meaning (pictures and personal experiences) and his/her own language as sources of information ● Beginning to develop a sight word vocabulary ● Knows the difference between a letter and a word ● Starts taking a risk with texts ● Write and sketch about a text <p>What parents (guardians) can do:</p> <ul style="list-style-type: none"> ● May need encouragement to read ● Reinforce 1 to 1 matching to monitor ● Prompt and reinforce child's self correction of errors that interfere with meaning by saying, "Does that make sense?", "Does it look right?" or "Does it sound right?" ● Support child's selection of appropriate text or "Just Right Book" ● Model and support using beginning and ending letters to predict and confirm ● Model and support rereading familiar texts to gain fluency ● Encourage your child to reread known books to build fluency
--	---	--

looking at pictures	read with them <ul style="list-style-type: none"> ● Visit the library ● Praise your beginning reader! 	<ul style="list-style-type: none"> ● Practice KNOWN sight words ● Ask your child about the story ● Write and sketch about a story
---------------------	---	--

Pre-Reader	Transitional Reader	Fluent Reader
Level F-H (DRA Level 9-14)	Level I-M (DRA level 16-28)	Level N+ (DRA 30+)
<p>What your child may be doing:</p> <ul style="list-style-type: none"> ● Integrates meaning, language, and visual print as sources of information ● Begins to take risks more often with new texts and solving new words ● Predicts story events, words, and story endings when reading text on his/her independent level ● Self corrects most errors using meaning and language structure and some visual information ● Write and sketch about a text <p>What parents (guardians) can do:</p> <ul style="list-style-type: none"> ● Reinforce repeated readings of a text to foster fluency ● Reinforce self corrections of errors ● Support selection of appropriate reading material 	<p>What your child may be doing:</p> <ul style="list-style-type: none"> ● Problem solves new words in a variety of ways ● Begins to note and use some of the spelling patterns ● May need support for sustained reading ● Retells a familiar story with some prompting ● Begins to demonstrate an understanding of text through discussions, retellings, or summaries ● Use a literature response journal ● Chooses “Just Right Texts” <p>What parents (guardians) can do:</p> <ul style="list-style-type: none"> ● Reinforce and support using chunks (word families, beginning, and ending chunks) ● Reinforce reading in meaningful phrases ● Reinforce self-monitoring of meaning across extended text 	<p>What your child may be doing:</p> <ul style="list-style-type: none"> ● Retells a familiar story without the book including many details with little to no prompts ● Uses most strategies automatically ● Recognizes which miscues are important to self correct ● Reads fairly fluently with appropriate rate, expression, stress, phrasing, and tone ● Demonstrates understand of text through discussions, retellings, or summaries ● Initiates interactions with peers in discussions about books ● Use a literature response journal ● Begins to infer, interpret and evaluate with teacher assistance ● Reads appropriately leveled texts for an extended period of time <p>What parents (guardians) can do:</p>

<ul style="list-style-type: none"> ● Model and support using chunks (word families, beginning and ending chunks) ● Model and support discussing and retelling stories ● Model and support previewing books before reading ● Provide opportunities to compare/contrast stories and authors ● Practice KNOWN sight words and sight word phrases-use them in writing ● Write and sketch about a story 	<ul style="list-style-type: none"> ● Reinforce and support previewing books before reading ● Reinforce and support discussing and retelling stories ● Support selection of appropriate reading material ● Support self corrections of errors ● Model and support use of analogies and background knowledge ● Provide opportunities to compare and contrast stories ● Assist in reading a variety of texts from fiction to nonfiction ● Journal about a text or favorite book 	<ul style="list-style-type: none"> ● May need encouragement to read ● Reinforce and support concise retelling, self-assessment and goal setting ● Encourage student to keep a book list of books he/she would like to read next ● Help student choose books using interest level, needs, peer recommendations, genre, author, etc. ● Journal about a text or favorite book ● Encourage student to honor his/her own opinions and other opinions ● Model being a life-long reader to your child by reading ● Support your child in being a life-long reader and learner
--	--	--

Section 4: Literacy Interventions

Response to Intervention (RtI)

All students have the ability to learn and grow to increasingly higher levels. For a variety of reasons, some students require targeted support in order to best help them meet their potential. The Response to Intervention (RtI) model provides a coordinated framework of assessments, interventions, and resources to meet the needs of all learners.

RtI requires partnership throughout the building and across programs to prioritize and deploy resources and provide quality instruction. Thoughtful consideration must go into staffing the schools, creating teacher and student schedules, and providing learning resources.

RtI is structured around three tiers of interventions that provide a progressive approach to servicing students.

TIER I – students at the Tier I level receive high-quality instruction in the regular classroom. Through student assessments and increasingly differentiated instruction, the classroom teacher meets the academic needs of at least 80% of the students in the classroom.

TIER II – students at the Tier II level participate in research-based interventions that are in addition to the regular classroom. Small group services are provided under the direction of a licensed teacher for identified students based on their academic needs. Using frequent progress monitoring strategies, Tier II interventions should meet the academic needs of another 10-15% of the students in the classroom.

TIER III – students at the Tier III level receive direct services from a licensed special education teacher that are in addition to the regular classroom. This level also incorporates research-based intervention strategies and represents the most intense level of interventions before referral for special education. Students at this level may also already have an Individual Education Plan (IEP) through special education.

Through the use of diagnostic student assessments, high-quality, differentiated classroom instruction, and research-based interventions, Farmington Area Public Schools strives to guide students in meeting their potential.

TIER I Reading Interventions: In the Classroom

Through the gradual release of responsibility instructional model, outlined in section six of this literacy plan, teachers structure opportunities to work with small groups and individual students around specific learning areas as part of the block for literacy instruction. Students have access to a variety

of reading materials at their individual reading level and apply their developing literacy skills. This is also a time when additional in-class supports may be utilized to work on targeted skills. These supports include other staff within the building as well as community and parent volunteers.

TIER II Reading Interventions: In Addition to the Classroom

Minnesota Reading Corps

Minnesota Reading Corps is a statewide initiative to help every Minnesota child become a successful reader by the end of 3rd grade. The program places AmeriCorps members in sites to implement a researched-based early-literacy effort to help struggling readers. The Minnesota Reading Corps strategies are designed for both preschool-aged students and K–3rd grade students. Minnesota Reading Corps members can choose to serve in a preschool setting or a Kindergarten – 3rd grade setting.

Minnesota Reading Corps in preschool settings

Minnesota Reading Corps members work with preschool-aged children in their classrooms to create literacy-rich environments, focusing on the “Big Five” emergent literacy skills. Data is regularly collected for each child in order to tailor literacy interventions for individual children, children in small groups, and for whole classrooms.

Minnesota Reading Corps in Kindergarten

K-Focus Minnesota Reading Corps members work on the early literacy interventions: Phoneme Blending, Segmenting, Letter Sound Correspondence, and Word Blending, with pairs of Kindergarten students. They also do a daily 5-day Repeated Read Aloud with groups of four students. Each kindergarten student has 2 (20 minute) sessions daily, for a total of 40 minutes every day.

Minnesota Reading Corps in 1st -3rd grade settings

Minnesota Reading Corps members serve as one-on-one tutors and provide research-based interventions to students who are just below proficiency in reading. The members tutor each student daily for 20 minutes to build phonics, phonemic awareness, and fluency skills. A Response to Intervention (RtI) model is followed.

The above information on the Minnesota Reading Corps and more can be found at www.minnesotareadingcorps.org.

Reading Specialists:

Elementary Level: A licensed teacher provides additional intervention to literacy instruction the students receive in the regular classroom. The intervention groups consist of 3-4 students and implements the Fountas & Pinnell Leveled Literacy Intervention Program (LLI). LLI provides a comprehensive approach to literacy interventions and incorporates strategies in comprehension, decoding, and fluency. Some students in grade 3-5 may require targeted interventions in specific skill areas and not the comprehensive approach that LLI offers. Based on screening data, students needing explicit intervention in decoding or fluency may work with additional programs such as Read Naturally.

Secondary Level: A licensed teacher provides additional intervention to literacy instruction the students receive in the regular classroom. The intervention groups consists of 10-12 students and provides a comprehensive approach to literacy interventions and incorporates strategies in comprehension, decoding, and fluency.

Currently there is a shortage of reading specialists in the district to support all grade levels K-5. Therefore, each individual school identifies where the need is and generally prioritizes K-3.

TIER III Reading Interventions: Special Services

Students with an IEP in the area of reading receive services through a licensed special education instructor using a variety of resources to support individual needs. This intervention is often in addition to core literacy in the classroom, though for a few students, special education teachers provide the direct literacy instruction.

Entrance/Exit Criteria and Progress Monitoring

All students undergo initial assessments to determine learning needs. Below are listed the formal assessments used at each grade level.

Kindergarten

- Nonsense Word Fluency (Winter & Spring)
- Letter Sounds
- Letter Identification
- Developmental Reading Assessment (DRA)

1st Grade

- Nonsense Word Fluency (Fall & Winter)
- Letter Sounds (Fall)
- Oral Reading Fluency (Winter & Spring)
- Developmental Reading Assessment (DRA)

6th-8th Grade

- NWEA/MAP
- MCA

2nd Grade

- Oral Reading Fluency (Fall, Winter & Spring)
- NWEA/MAP
- Developmental Reading Assessment (DRA)

3rd – 5th Grade

- Oral Reading Fluency Probes (Fall, Winter & Spring)
- NWEA/MAP
- MCA
- Developmental Reading Assessment (DRA) up to level 40.

Students receiving Tier II interventions are assessed using the Benchmark Assessment System, Grade Level Fluency Probes, or Running Records to track student growth against their aim lines and target goals.

Exit Criteria:

- meets grade level expectations consistent with grade level norms (see chart below).
- falls within the qualifying range for MRC. These students should receive interventions through the MN Reading Corps program.

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
MRC (Words Per Minute)	8/27/48 (LSF)	36/63/-- (NWF) --/52/82 (ORF)	63/97/116 (ORF)	100/122/135 (ORF)	123/148/160 (ORF)	126/149/161 (ORF)
Reading Level (DRA/BAS/LLI)	--/A/C	C/F/I	I/K/M	M/O/P	P/Q/R	R/T/U

NWEA/MAP (RIT score)	x	x	175/184/189	188/196/199	198/204/206	206/210/212
NWEA/MAP: High correlation of not passing the reading MCA				180	195	202

Move to Tier 3 intervention: (move to Tier 3 triggers a referral for special education evaluation)

- Tier 2 research-based interventions implemented with fidelity
- At least two different interventions used at Tier 2
- Rate of Progress is less than expected (actual progress vs. aim line)
- Scores on BAS/DRA/LLI to falls 1-3 levels below expected instructional levels

Early Childhood Programs: School Readiness

School Readiness is a public school program available to Minnesota children, age 3 years to kindergarten enrollment who meet certain eligibility requirements. Any of the following factors influence eligibility: age, family income, family circumstances (i.e. deployment or incarceration), homeless, being an English language learner or having an Individualized Education Program. Farmington Area Public Schools also identify children to participate in the program through using the Minneapolis Preschool Screening Instrument (MIPSI) at the Early Childhood Screening program.

Parent Communication

Teachers communicate grade level expectations and classroom activities through regular parent newsletters and provide reports of student progress through teacher conferences, phone conversations, and electronic communication tools at the mid-point an. Additionally, staff are accessible via telephone and email for questions, concerns, and follow-up. Individual appointments can be scheduled as necessary.

Parents receive a letter from the building informing them that their child has been referred to a Tier II intervention program. Parents are invited to a meeting to discuss the program and to review the data on which the recommendation is based. Progress is shared at parent/teacher conferences, report cards, and upon parent request. Students referred to Tier III interventions are invited to a meeting to discuss the reasons for the recommendation and to discuss a referral for a special education evaluation.

Section 5: Professional Development in Literacy Instruction

Farmington Area Public Schools is dedicated to personalizing staff development and being responsive to truly meet the needs of staff members within each building. Professional Development in literacy focuses on the delivery of instruction and student learning through district, building, and professional learning communities.

Focus Areas for Professional Development in Literacy

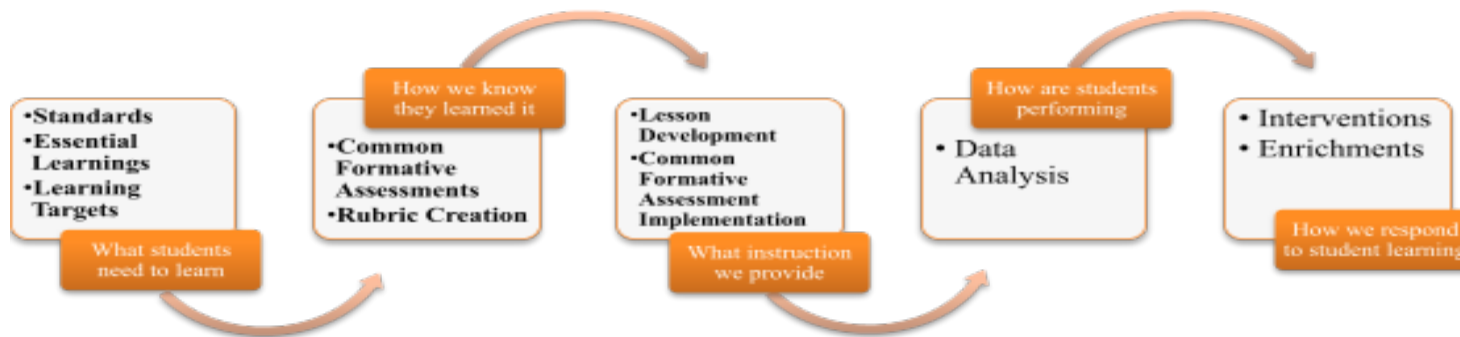
Specific learning opportunities will be provided for teachers to engage in conversation and professional development in the various aspects of literacy instruction. These include, but are not limited to:

- **Word Study:** phonemic awareness, phonics, vocabulary
- **Reading:** fluency, comprehension, word solving strategies
- **Writing:** content, mechanics

These conversations will be driven by standards, CFA's, data, interventions/enrichments, and learning targets. The customized plan below provides the same responsive structure we are striving for in our literacy classrooms:

Professional Learning Communities

Utilizing a Professional Learning Community Culture to Support Literacy Instruction



Section 6: Literacy Instruction in the Classroom

PK-12 Enduring Understandings & Essential Questions

The MN standards aligned to the national common core standards are used to provide the guidelines for college and career readiness expectations. The following statements synthesize what students should understand as a result of being a student in the Farmington Area Public Schools.

Establishing the Reading – Writing Connection: Specific Text Modes

Argumentative writing supports a claim.

- A writer or speaker adopts a position to prove or defend a claim in an argumentative text.
- Argumentative texts require critical reading.
- Argumentative texts have relevant, logical, and sufficient reasoning.
- Credible sources are used to support claims in argumentative texts.
- Authors choose a text structure appropriate to their purpose (problem-solution, compare and contrast, literary analysis).

Essential Questions

- What techniques does an author use to persuade?
- How does evidence strengthen an argument?
- How does an author present an argumentative text?
- How do I use literary elements and text structure to analyze texts?
- What is the claim? How is the claim supported?
- How does an author determine if the reasoning and evidence is valid?
- How do various text structures fulfill an author's purpose?

Expository writing informs, explains, and exposes.

- Authors use specific non-fiction text structures to explain, inform, and expose an audience to main idea and supporting details.

- Authors use and cite sources when reporting information.
- Authors use multiple sources and their own thinking to examine and convey complex ideas and information clearly and accurately.
- An expository text uses an objective tone.

Essential Questions

- How do authors determine important information that will support their purpose?
- How and why do authors cite sources?
- How do text structures support purpose and audience?
- How does an author incorporate the research process to gather, examine, and convey complex information using multiple sources?
- How do authors use literary elements and text structure to analyze texts?
- Why am I reading this? (I am reading this to learn about...)
- For whom is the text written? What are the clues in the text that lead you to this conclusion?
- How do authors create an objective tone?

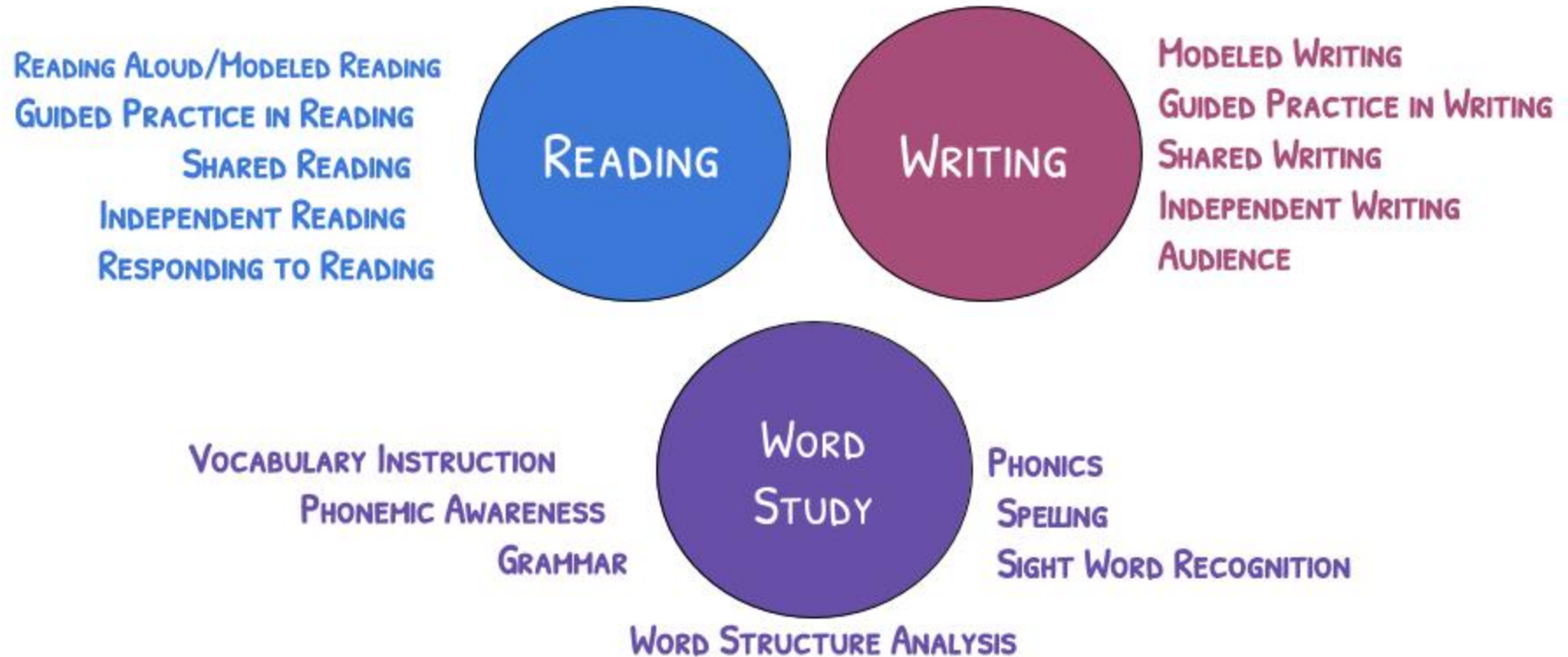
Narrative writing tells a story.

- Literary elements provide structure and meaning to narrative texts (characters, setting, plot, conflict, symbols, theme, irony, tone, dialogue, and point of view).
- Narrative texts unfold in a sequence of events.
- Authors use real or imaginary experiences to tell their story.
- Word choice and imagery affect plot, theme, tone, and mood.

Essential Questions

- How does an author use the features of narrative texts to communicate understanding of the story?
- What writing techniques does an author use to tell a story?
- How does an author's word choice affect the story?
- How does an author use text structure and literary elements to tell a story?
- How do I use literary elements and text structure to analyze texts?
- Why did the author choose to write this story?
- How do I connect to this story? What does this story have to do with me?

BALANCED LITERACY



Guiding Principles for Reading, Writing and Vocabulary

The following seven principles serve as the guiding factors used when formulating this document. These principles are grounded in research on best-practices in literacy instruction, and are meant to serve as the underlying foundation for making all curricular and instructional decisions with regards to literacy in the district.

1. Reading and writing are about developing meaning.

In elementary schools and early childhood programs, students learn to interact with and produce text. They not only learn how to read, but also learn that reading and writing are about developing meaning and engaging with and producing a variety of texts. Students must be taught comprehension strategies they can apply to help them understand a variety of texts. They must learn about text structures and how to apply their strategies and understandings to new contexts as they begin to synthesize information into new, meaningful constructions.

In secondary schools, students interact with and produce more complex texts. They must move from a dependence on surface structure systems for understanding to deep structure systems. Students must develop the ability to analyze and evaluate text. They must be able to apply their understanding to new contexts and they must be able to synthesize information from a variety of texts into new, meaningful constructions.

2. Reading and writing involve complex thinking and metacognition.

Elementary and early childhood students are learning to be metacognitive. They are taught to think about the strategies and skills they are applying while reading and interacting with text and how these strategies and skills develop their understanding. Writing becomes a critical factor in communicating their thought processes, as students provide evidence of their thinking and learn to explore and connect ideas.

Older students are expanding their cognitive abilities into more symbolic and complex thinking patterns. They are better able to understand and apply the concepts of analogy and metaphor and to generalize concepts learned in context to other content areas. At this stage, writing becomes critical in supporting these expanded abilities. Writing provides a structure for students to explore and connect ideas.

3. Reading and writing require active “conversations” with the text.

All students are learning to continuously interact with the texts they are reading and writing. They learn that what they bring to the text (background knowledge) has as much of an impact on their development of meaning as the actual words that they read. Students are taught through explicit modeling to listen to their “inner voice” as they read, paying attention to their questions, connections, and predictions. They are explicitly taught to have internal conversations with the author in order to deepen their understandings while reading. Students are also taught that writers hold these internal conversations with the text they are producing, and learn to use these conversations to reflect upon their written

messages.

4. Vocabulary and grammar must be developed within context.

Research has shown that lists of words or practice worksheets of grammatical rules that are disconnected from meaningful context are not retained and applied by students; therefore, having little to no lasting benefit. At all levels, instruction should focus on strategies which **embed** vocabulary and grammar within the context of meaningful and authentic reading and writing that provide a more lasting effect on students.

5. Reading and writing are critical components across all content areas.

Teachers of all grade levels need to address reading and writing across content areas. The language of reading and writing should be related and connected across content areas, highlighting the similarities and differences between the relationships of the various content areas (i.e. predicting in language arts, hypothesizing in science, and estimating in math = connecting and applying across contents). It is the teacher's responsibility to demonstrate these relationships and make the structure of the text transparent, explicitly teaching so that students can apply literacy skills and strategies while making meaning across all content areas.

6. Reading and writing are social experiences.

People write text materials and people read them. Students bring their backgrounds and social context to the table when interacting with text. Through literacy discussion, and explorations of a variety of texts, students are able to develop richer and more nuanced understandings of materials.

7. Reading and writing competence is necessary for academic success and beyond.

Reading and writing skills are not only needed to succeed in post-secondary education, but are also “threshold skills” for the work place. Literacy skills are the leading predictor of completion of high school and college. In addition, businesses report that reading and writing abilities are critical for promotion and retention.

Balanced Literacy Component: Reading Aloud

Why read aloud?

- Inspires students to read for enjoyment and motivates students to read
- Creates community of readers through enjoyment and shared knowledge
- Builds prior knowledge
- Develops knowledge of written language syntax
- Increases vocabulary
- Develops a sense of story structure
- Develops knowledge of how texts are structured
- Supports text-to-text connections
- Makes complex ideas available to students
- Sets expectations for student learning and practice during independent reading

How do teachers select books for reading aloud?

- Select texts from a variety of genres
- Select favorite texts for special features (i.e. writer's craft)
- Select texts that will inspire students

What does reading aloud look like?

Teacher's Role:

- Model fluency strategies (using expression, phrasing)
- Model thinking aloud to teach comprehension skills while reading

Students' Role:

- Be active listeners & participants during the read aloud
- Be aware of their thinking processes (may track their thinking in reading journals, on post-its, or during discussions)
- Identify modeled strategies
- Share their thinking

Some processes/strategies to create and sustain meaning:

- Making connections
- Making and confirming predictions
- Questioning
- Monitoring understanding
- Rereading to regain meaning
- Setting a purpose for reading
- Visualizing
- Negotiating unknown words
- Inferring
- Highlighting how surface features signal text structure and meaning
- Highlighting how meaning is embedded in fiction and nonfiction text structures
- Summarizing to sustain meaning
- Synthesizing information

How do teachers support students through reading aloud?

- Reading aloud provides an opportunity for teachers to demonstrate, through think alouds, how they make meaning of text.
- Reading aloud introduces students to concepts and vocabulary across the curriculum.
- As teachers model their thinking aloud, they demonstrate how to use reading strategies (i.e. questioning, making connections, inferring, summarizing, synthesizing.)
- Through demonstration, teachers show explicit ways in which readers engage in text and share their pleasure in reading.
- Reading aloud develops awareness of a variety of text structures.
- Reading aloud opens new doors to students and provides them with new ways of thinking about life and the world around them.

Balanced Literacy Component: Shared Reading

Why use shared reading?

- Benefits students by reading with a fluent reader.
- Allows for a public demonstration of reading skills.
- Provides the teacher with immediate access to student thinking.
- Provides opportunity to participate as a reader.
- Supports the wide range of reading abilities in the classroom.
- Provides collaborative support from the group.
- Supports students in other curricular areas and in test preparation.
- Creates body of known texts that students can use for independent reading, resources for writing and word study.
- Provides additional time for formative assessment.
- Grows out of needs of students
- Shows how to consistently integrate strategies in order to understand a variety of texts in a variety of genres.

What does shared reading look like?

- Teacher selects text to use that is in response to the identified needs of the students.
- An enlarged text or individual copies for all students.
- Teachers are modeling habits and behaviors of fluent readers, encouraging students to practice the strategy with her/him, assessing on the run, listening to partner conversations.
- Teachers read with students while at the same time making their own thinking processes visible for students.
- Students are looking at text, listening as teacher reads text out loud and models specific strategies, practicing using reading strategies with the text, turning to talk to their reading partners, reading along.

Materials needed for shared reading:

- Enlarged texts in a variety of genres
- Student copies of text
- Shared reading folder

Some strategies for expanding meaning:

- Character analysis
- Author's purpose/bias
- Theme
- Symbolism
- Reading with a writer's eye
- Recognizing & understanding author's use of literacy techniques
- Interpreting figurative language
- Recognize fact/opinion
- Determining importance
- Synthesizing

How do teachers support students in shared reading?

- Build fluency through repeated readings (i.e. Readers' theater)
- Highlight essential comprehension strategies:
 - Previewing the text and having expectations – text features, genre, purpose for reading
 - Locating oneself in text – activating prior knowledge, questioning, locating important and interesting information
 - Envisioning – creating a movie in your mind, graphic organizers, sketching
 - Inferring – thinking about big ideas in text, author's tone, perspective
 - Synthesizing – reading and thinking, “What do I know *now* about this topic? Where is the evidence to support my thinking?”
- Highlight essential reading skills:
 - Rereading for meaning
 - Using context clues to figure out unknown words
 - Word attack skills for decoding

Balanced Literacy Component: Guided Practice in Reading

What is guided practice?

Differentiated instruction through guided practice should be ongoing and purposeful, and involves teachers using data to purposefully form flexible groups that will change based upon the instructional focus. As students read and then discuss, it allows teachers to create a context where students receive support as they think, talk, and question their way through texts. In the process, teachers gain powerful insights into how students are approaching texts and applying reading strategies. Guided practice is a social context in which readers make their meaning-making processes visible in a safe learning community.

Why guided practice?

- Guided practice creates a social context in which students are expected to engage with other readers as they process text.
- Social support allows readers to successfully create meaning with a variety of increasingly complex texts.
- The social setting deepens relationships in a community of learners by building on the ideas of others, as students think, talk, and question their way to deeper meaning.
- In the gradual release of responsibility, guided practice allows students to have coaching and guidance in their attempts to apply skills and strategies.

What are some possibilities for resources?

Internet articles, periodicals, short story collections, excerpts from longer texts, leveled readers, poetry, essays, speeches, commentaries

What is the teacher's role during guided practice?

- The teacher meets with students individually or with small needs-based groups to discuss and apply literacy skills and strategies.
- The focus during guided practice is based on students' needs reflected through both formal and informal assessments.
- The text selected is compelling, provides adequate challenge, and engages students in authentic reading experiences.
- The teacher monitors student learning along the way through informal assessment (e.g. *running records, reading journals, reading conferences*).
- Teachers provide the context and support for readers in making basic meaning by providing guided practice and coaching students in their application of skills and strategies previously taught.
- Teachers may segment the text in order to focus students' thinking on making meaning, and then guide students to a deeper understanding of the text through thinking, talking, and questioning as a group.
- Teachers provide specific feedback about process and content that supports students in making meaning and moving along the continuum.

What is the student's role during guided practice?

- Students learn to focus on literary elements that illustrate the writer's craft.
- Students are working with the teacher to apply the skills and strategies introduced during the read-aloud, shared reading, or mini-lesson and transferring these to other contexts.
- Students learn how various types of texts work.
- Each student has a copy of the text.

Guided practice can take the following formats:

- Literature circles
- Book clubs
- Guided reading groups
- Reading conferences as done in a reading workshop approach

How do teachers support students in guided practice?

Through open-ended questioning:

- Questions that help students articulate their current understandings (*What struck you as you read? Tell me more about that.*)
- Questions that teachers don't know the answers to in order to foster authentic conversation (*What did that make you think about?*)
- Questions that help students become more aware of their own reading process and the process of others (*What did you do? How did/will this help you as a reader?*).
- Questions that prompt readers to examine their thinking and justify conclusions reached during reading (*How did you figure that out?*)
- Questions that extend reader's thinking and depth of knowledge.

Through informal writing:

- Personal connections that go beyond the text
- Response to provocative statements or questions connected to the text
- Annotations including personal questions, comments and connections in the margin as they read (i.e. text coding)

Through developing rich interaction:

- Attending to the questions and demonstrations of other students (e.g. *What did you learn from each other today?*)

Balanced Literacy Component: Independent Reading

What is independent reading?

Independent reading is a regular opportunity for readers to engage in self-selected text. As students read independently, they develop the stamina and the perseverance of life-long readers. Independent reading is the authentic experience of choosing interesting books to read and having the freedom to abandon a text if appropriate. During independent reading, teachers and students become part of a developing community of readers.

Why independent reading?

- Time spent in independent reading is essential to the development of readers' self-confidence, stamina, and ownership of literacy skills/strategies.
- Independent reading provides the opportunity to use new understandings developed during demonstrations and small group reading instruction.
- Through daily reading, students gain knowledge as they expand their understandings of themselves as readers.
- Independent reading provides an opportunity for authentic literacy experiences while teachers work with small group instruction.

What does independent reading look like?

- Independent reading occurs daily anywhere from 20-45 minutes.
- Students read self-selected texts. Depending on the instructional context, students might select from a wide range of options or the choices may be more limited within a unit of study.
- Students have access to a wide range of compelling texts, primarily from classroom libraries, and use strategies that help them select enjoyable texts.
- During independent reading, activities might include silent reading, responding through writing, quietly sharing brief responses with other readers and/or other behaviors that reflect authentic engagement in text.
- Students develop responsibility when choosing texts they can enjoy, persevering through the reading of the text, having freedom to abandon a frustrating text when necessary and sharing their responses with the wider community of readers.

How do teachers support students in choosing text for independent reading?

- Teach and/or review strategies that readers use to choose books.
- Confer with students on their selection process as they engage in reading their chosen books.
- Create opportunities for teachers and students to share their excitement in reading and their enjoyment of particular books (*e.g. book talks, book clubs*).
- Create opportunities for book selection where students can choose books based on interests, author studies, genre studies or units of study.

What does a classroom library look like?

- Teachers provide rich, compelling literature in a variety of genres with perspectives and complexities to support and challenge students' increasing sophistication and range of interests as readers.
- The selections in classroom libraries respect the age appropriateness of students.
- Teachers talk to students about their interests to inform decisions while continually adding new selections.
- Teachers display books in ways that invite and engage readers.

How do teachers support students in independent reading?

- Teachers create a culture in which texts are valued as a source of pleasure by inviting students to share their readings with others.
- Teachers confer with students about text selection, meaning making, responding to text and sharing of the text.
- Teachers highlight books that may be of interest to students through book talks, and encourage students to do the same.
- As teachers observe students reading independently, they monitor for evidence of reading growth (*e.g. book choice, stamina, sharing, responding to text, engagement in increasingly complex texts, book abandonment*).
- Through demonstrations, teachers show explicit ways in which readers engage in text and share their pleasure in reading.
- Teachers are familiar with authors and books that students enjoy, and they can support students in choosing compelling texts, both fiction and nonfiction.

Balanced Literacy Component: Responding to Reading

What is responding to reading?

Proficient readers in the real world think about what they are reading and form opinions and responses as they read. Responding to reading allows the reader to reflect on and extend understandings as they evolve. As readers think about what they are reading, they have opportunities to ask authentic questions, make comments and connections, and form opinions that allow meaning to go beyond the literal level. This process creates a deeper understanding of the text through active interaction.

Why respond to reading?

- Responding to reading allows readers to make their own thinking visible as they create meaning from text that might start discussion.
- Reading response allows a reader to notice a writer's craft and determine how the author's use of craft has affected the reader.
- Reading responses allow readers to observe the thinking of other readers.
- As readers share their responses, they develop a sense of community.
- As teachers and students create opportunities for many kinds of reader responses, they are able to monitor reading growth.

What does responding to reading look like?

- Students often have choice in how they respond.
- Responding to reading focuses on making and extending meaning and refining interpretation rather than on literal comprehension questions.
- Through reader response, students develop a sense of what is important in text and are able to form judgments about what they are reading.
- As students share their responses, they interact with other readers, developing new perspectives and extending meaning.
- Teachers provide multiple avenues for response in small group, whole group and individual settings using increasingly sophisticated text.
- Written response to reading provides another context for assessment of understanding of content and the processes for making meaning.
- Written response to reading occurs daily throughout the year.
- Students refer back to previous entries to reflect on their growth as readers and writers.

What are some possibilities for responding to reading?

Response to reading can be both written and verbal and can include:

- Personal response to text
- Response to open-ended questions
- Written response, including:
 - Directed free-writes
 - Reaction/Position Statements
 - Annotations
 - Reflective Writing
 - Summaries & Reviews
 - Response writing; connecting, questioning, and predicting
- Response to text during small group instruction
- Response to text shared through reader's notebooks

How can teachers evaluate reader response?

- Monitor student responses for increasing depth and complexity of understanding as they move along the reading continuum.
- Monitor behaviors that represent growth in student independence (*i.e.* levels of engagement in text and authentic responses to reading).
- Monitor student talk around their reading and responses to their reading.
- Use Reader's Notebooks to monitor students' reading goals, increasing process understandings and depth and complexity of responses.

How do teachers support students' responses to reading?

- Teachers model their own responses to reading as well as provide models from published reviews.
- Teachers create social settings (*e.g.* guided reading groups, literature circles, book clubs) in which small groups of students talk to other students about their reading.
- Teachers create open-ended questions that extend students' thinking and depth of understanding.
- Teachers allow students to engage in a variety of response formats in order to communicate their thoughts.
- Teachers support an environment that encourages risk-taking and allows students to explore a variety of options for responding to their reading as an extension of their understanding of the text.
- Teachers provide specific feedback about process and content that supports students in making meaning and moving along the continuum.

Balanced Literacy Component: Word Study

Why word study?

Word study acknowledges the predictable continuum of development and is student-centered. The lessons involve hands-on learning activities as students actively engage in a variety of tasks to learn about the English language. Students work with spelling and language in conjunction with their daily reading and writing.

What is word study?

Word Study is the study of the relationships between letters and sounds, learning about spelling patterns, generalizing spelling patterns, memorizing high frequency words used in reading and writing, language and vocabulary lessons, and dictionary and thesaurus lessons. Current research shows that learning about language and words by discovering the relationships between letters and sounds, by learning how these relationships impact spelling, and by directly tying this instruction to students' daily reading and writing helps students become more effective readers and writers.

What does a word study lesson look like?

- **Teacher Modeling:** The teacher introduces the concept explicitly modeling his/her thinking by sharing a model from literature, a student, or his/her own writing.
- **Shared Practice:** The teacher and students work together to apply the concept taught.
- **Guided Practice:** Students practice and apply independently or in small groups while the teacher offers feedback and support as needed.
- **Independent Application:** Students apply the concept in their daily reading and writing, as the teacher watches for continued evidence of understanding.

How do teachers make word study work in the classroom?

- **Use word study notebooks**
 - Sort and copy
 - Word Hunts
 - Sentences
 - Word Pictures
 - Draw and Label
 - Cut and Paste
 - Word Families, Roots, & Affixes
 - Picture Hunt
 - Root Webbing
 - Create-A-Word
 - Venn Diagram
 - Dictionary/Thesaurus
 - Collected example sentences exemplifying language lessons
- **Use mentor texts**

	•		•
•	•	•	•

Section 7: Intercultural Competencies/Educational Equity in Literacy Instruction

Educational Equity Conceptual Map

Synthesis of research from Banks, Gay, Villega, Lucas, Nieto, Sleeter and Grant. Compiled by Marceline Jacobson, professional development specialist for the East Metro Integration District #6067



RELATIONSHIPS FOR LEARNING

Fostering authentic relationships with and among students that all teachers and students to know, respect, and trust each other for who they are and what they bring to the learning community.

- Teachers knowing students, their families, and their communities
- Culturally Responsive Caring (Concern for person and performance)
- Creating a community of learners – students feel comfortable and valued

CONTENT INTEGRATION

- *Contributions Approach* – Heroes and events added to the curriculum, leaving the curriculum unchanged
- *Additive Approach* – Content, concepts, themes added to the curriculum without changing its basic structure or purpose. Usually a book, unit, or course.
- *Transformative Approach* – Changes to the

basic assumptions of the curriculum. Enables students to view concepts, issues, themes, and problems from multiple perspectives

- *Decision Making, Social Action Approach* – All elements of the Transformative Approach plus opportunities for students to make decisions and take action related to the content they are studying.

HUMAN RELATIONS FOCUS

Utilizing teaching methods and materials that support reducing prejudicial attitudes and promotes unity among students.

- Curriculum affirms common humanity as well as respects individual differences
- Promotes students' concepts of self
- Helps students think about the impact of inequity on self and others

EQUITY PEDAGOGY

High standards for all with differentiated instruction based on student needs

- Teachers believe that *each* student can learn at high levels and consider it the teacher's responsibility to facilitate learning for *each* student.
- Cultural congruity in teaching and learning—how students learn (learning styles) is influenced by their cultural socialization
- Classrooms are able to meet the needs of a wide spectrum of student diversity
- Minimize labels, tracking, pull-outs, etc.

KNOWLEDGE CO-CONSTRUCTION

Utilizing students' existing knowledge and cultural foundations to co-construct new understandings and skills

- Help students access and utilize experiential knowledge, beliefs, interests, and linguistic resources in the learning process
- Use examples and analogies *from* students' lives and attend to content application *to* students' lives
- Teach students about *how* knowledge is constructed and shared (as a social convention)

EMPOWERING SCHOOL CULTURE AND SOCIAL STRUCTURE

Restructure the culture and organization of the school so that students from a diversity of backgrounds will experience equality.

- Examination of grouping, scheduling, extra-curriculars, student culture, staff culture, etc.
- Includes entire school—principal, teachers, support staff, students, and community

Banks, J. (2005). *Cultural diversity and education*. Boston: Pearson/Allyn and Bacon

Gay, G. (2000). *Culturally responsive teaching*. New York: Teachers College

Villegas, A. M. (2002). *Educating culturally responsive teachers*. New York: State University

Nieto, S. (2010). *The light in their eyes*. New York: Teachers College

Sleeter, C. & Grant, C. (2009). *Making choices for multicultural education*. Hoboken, NJ: John Wiley & Sons

English Learner Program

Belief Statements

The purpose of the Farmington EL Program is to assist students in the development of their language skills while maintaining the integrity of their linguistic and cultural identities. Our goal is to motivate and encourage students to feel successful and to foster a love of learning.

We value parent/guardian involvement in the program and in the education of their children.

Therefore, we will:

- When available, provide translated copies of forms and letters, and utilize tele-language services;
- Plan and facilitate a district-wide parent night that offers opportunities for networking; and
- Meet with parents/guardians on open house nights, parent conferences, and throughout the year, as necessary.

We value learning environments where students feel safe expressing themselves and their cultures.

Therefore, we will:

- Advocate for English Learners and their parents/guardians with staff, school and district administration, and the community;
- Develop relationships with English Learners and their parents/guardians;
- Connect with classroom teachers, sharing concerns and experiences of English Learners; and
- Recognize the added value of diversity in the classroom and engage in courageous conversations to promote the intercultural competence of the school and community.

We value the cultural and linguistic heritages that our English Learners bring to the classroom.

Therefore, we will:

- Inform staff, students, and families of the benefits of maintaining home languages;
- Encourage students to share their native languages and cultures;
- Incorporate books and other resources reflecting the diversity of our English Learners;
- Provide recommendations for expanding the multicultural elements of classroom libraries; and
- Celebrate the assets that English Learners bring to the classroom;

We value high expectations, continually increasing student achievement, and high-quality instruction.

Therefore, we will:

- Hold English Learners to the same MN academic standards as grade-level peers;
- Provide challenging work so that English Learners understand how to self-assess and problem solve their learning needs;
- Cultivate positive school experiences where English Learners build from previous success;
- Incorporate research-proven instructional strategies;
- Provide specifically-designed language instruction to meet the developmental needs of English Learners; and
- Use data to differentiate instruction and monitor growth in English Learners.

We value staff collaboration and partnerships across the school community.

Therefore, we will:

- Provide support for classroom teachers in working with English Learners; and
- Provide professional development opportunities for all staff.

English Learner Identification Criteria & Procedures

Initial Identification

During the school registration process, Home Language Surveys are completed by all parents/guardians. If there is a language other than English indicated on the Home Language Survey, students will be assessed for EL services using the WIDA Screener Assessment for first through twelfth graders. Kindergarteners are assessed using the Kindergarten MODEL.

If the student qualifies for services, parents will be notified in writing by the EL teacher within ten days of completing the assessment.

Ongoing Identification

Students annually complete the ACCESS for ELs 2.0 to measure their English progress and proficiency.

Instructional Goals of EL Education

To meet the academic achievement standards for grade promotion and to become proficient in social and academic English.

Program Components

English language learners will receive instruction through either co-teaching, pull-out, or a combination of the models to further develop reading, writing, speaking, and listening skills in both social and academic English. For more detailed information about your child's EL programming, please talk with your child's EL teacher.

English Learner Exit Criteria & Reclassification Plan

Exit and Reclassification

Students remain in the EL program until they reach proficiency in academic English.

The amount of time varies by individual. Although spoken English is acquired socially in 1-3 years, a period of 5-7 years is required, on average, for English Learners to approach grade level norms in academic aspects of English. If the child is not literate (able to read and write) in the home language, it may take up to ten years to approach grade level norms. (Collier, 1987; Klesmer, 1994; Cummins, 1981a).

Additionally, parents may remove their child from the program by signing a parental refusal letter.

Exit Measures

Students are exited from EL services if they receive an overall proficiency score of 4.5 or higher ACCESS for ELs 2.0, AND scores 3.5 or higher in three of the four domains (Listening, Speaking, Reading, and Writing).

Communication of Exit Criteria and Procedures

- When a student has achieved proficiency and is ready to be exited from the EL program parents will be notified via a written communication (translation available as needed) from the EL teacher. Additionally, classroom teachers and Special Education teachers (as applicable) are notified by the EL teacher that the student will be exited from the program. Students will continue to be monitored by the EL teacher.
- The high school graduation rate of ELs in the district is above 90%.

Special Education Services

For Els with disabilities, EL education must be included in student's Individualized Education Plan (IEP).

