

FARIBAULT PUBLIC SCHOOLS LOCAL LITERACY PLAN

Faribault Public School District #656 developed a local literacy plan to ensure compliance with Minnesota Statute 120B.12. Teachers in District #656 will provide comprehensive scientifically based reading instruction consistent with PL 122A.06 subdivision 4.

*Mr. Todd Sesker,
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Read Well by Third Grade
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I. Faribault Public Schools Vision and Philosophy

Vision: The process of learning to read and write should be motivating, captivating, enjoyable, and rewarding so that all students in the Faribault Public School System will read and write with passion and purpose to ensure achievement of academic grade level skills by third grade in a culturally responsive school environment.

Philosophy: The beliefs and practices underlying the teaching of reading and writing in the Faribault Public Schools are guided by the accumulated findings of educational research. Reading and writing are receptive and expressive cognitive processes of making meaning. The goal of reading and writing is to comprehend and apply what is read to real-world experiences. The acquisition of reading and writing skills and strategies are developmental; influenced by an individual student's experiences and knowledge of phonemic awareness, phonics, fluency, vocabulary, comprehension and oralcy. Reading and writing instruction is multi-dimensional. It provides the foundation skills and strategies necessary to attain reading and writing competence. It also extends student learning in order to meet the MN Common Core State Standards while ensuring that students develop an appreciation and enjoyment of reading and writing that will last throughout their lives. This is best achieved through a comprehensive literacy program that combines reading, writing, speaking, listening, and oral language.

Guidelines: As part of our philosophy based on current scientifically based research and best practices in literacy education, the Faribault Public Schools have identified the following guidelines that will assist in increasing student achievement:

- K-5 Classrooms are organized around a minimum of 150 minutes of daily literacy instruction
- The District supports a Comprehensive Literacy Framework comprised of three major components: Reading Workshop and Benchmark Phonics or Word Study and Writing Workshop
- Instruction will provide explicit teaching, guided and independent practice, sharing, and teacher reflection
- Instructional decisions will be determined through ongoing assessment, both formative and summative
- Targeted instruction based on assessment will be provided in small flexible groups
- Instructional strategies that address diverse learning will include clearly stated learning targets, building background, vocabulary development, and active learning strategies



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II. Literacy Assessments and Benchmarks

Assessment: The Faribault Public Schools use both formative and summative assessments to determine each student’s instructional level of reading proficiency. The following chart shows which assessments are used and when they are administered. Results are communicated to parents through electronic and/or postal mailings, phone calls, and parent-teacher conferences.

FARIBAULT PUBLIC SCHOOLS LITERACY ASSESSMENTS				
Month	Kindergarten	First Grade	Second Grade	Third Grade
Sept	Book Handling/Concepts of Print DIBELS Writing Sample	DIBELS Fry Sight Words Writing Sample	DIBELS Fry Sight Words Writing Sample	DIBELS Fry Sight Words Writing Sample
Oct	MAP	MAP Running Record (all students)	MAP Running Record (all students)	MAP Running Record (all students)
Dec	Sight Words			
Jan	MAP DIBELS Running Record (all students)	MAP DIBELS	MAP DIBELS	MAP DIBELS
Feb		Running Record (all students)	Running Record (all students)	Running Record (below grade level)
April- May	MAP RR (all students) Sight Words Final Writing Sample	MAP RR (all students) Sight Words Final Writing Sample	MAP RR (all students) Sight Words Final Writing Sample	MCA’s MAP RR (all students) Final Writing Sample



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LITERACY PROFICIENCY BENCHMARKS

Kindergarten	Beginning-of-Year	Mid-Year	End-of-Year	1 st Grade	Beginning-of-Year	Mid-Year	End-of-Year
Instructional Reading Level		B/C	D	Instructional Reading Level	D/E	F/G	J
TIES RIT Reading	146-163	155-173	162-181	TIES RIT Reading	164-179	174-187	182-194
DIBELS First Sound Fluency	23	52	NA	DIBELS Phonemic Sound Fluency	Optional	NA	NA
DIBELS Phonemic Segmentation Fluency	NA	51	Optional	DIBELS Nonsense Word Fluency (CLS)	42	70	96
DIBELS Nonsense Word Fluency-CLS	NA	34	44	DIBELS Nonsense Word Fluency (WWR)	7	21	30
DIBELS Nonsense Word Fluency-WWR			7	Oral Reading Fluency (Words Correct)	NA	34	69
Sight Words		15	30	Oral Reading Fluency (Accuracy)	NA	86	98
				Sight Words	20	50	100

2 nd Grade	Beginning-of-Year	Mid-Year	End-of-Year	3 rd grade	Beginning of Year	Mid-Year	End-of-Year
Instructional Reading Level	J/K	K-L	M	Instructional Reading Level	M	N-O	P
TIES RIT Reading	180-193	188-199	195-204	TIES RIT Reading	194-204	200-208	205-212
DIBELS Nonsense Word Fluency (CLS)	74	NA	NA				
DIBELS Nonsense Word Fluency (WWR)	22	NA	NA				
Oral Reading Fluency (Words Correct)	80	100	111	Oral Reading Fluency (Words Correct)	97	115	123
Oral Reading Fluency (Accuracy)	99	99	99	Oral Reading Fluency (Accuracy)	99	99	99
Sight Words	95	200					



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III. Faribault Public Schools-Family Literacy Partnerships

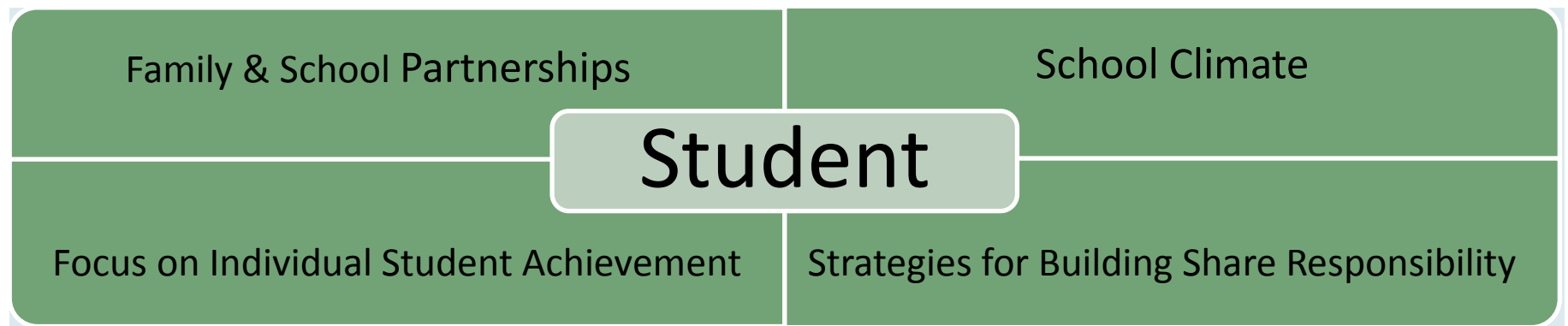
Background factors most closely related to reading instruction and reading performance on the National Assessment of Educational Progress (NAEP) were examined to determine variables that influence literacy acceleration (Foertsch, 1992). Other impacting factors were included such as instructional approaches, reading experiences, home influences, and demographic characteristics.

Two major findings were:

- 1) The volume of reading that students do in and out of school was positively related to their reading achievement
- 2) Students who reported home environments that fostered reading activity were positively related to reading achievement

Based on the findings recommended through research, Faribault Public Schools promotes a view of education as a partnership between the home and the school. This collaboration is a shared process that guides the development of our goals and plans for each individual student in our school district. This collaboration will be characterized by open communication where our teachers and our families can discuss expectations for student achievement in literacy and our respective roles to insure each student meets high expectations for excellence.

The process requires ongoing planning, development, and evaluation in order for each student to achieve his or her academic goals. Key components for developing home and school collaboration are demonstrated in the figure below:





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In order to foster home and school partnerships that value the literacy acceleration for each individual student in our school district, the following list of activities have been or will be incorporated into our literacy initiative:

- Create reading logs
- Research ways to implement a *Book in a Bag* and/or Reading is Fundamental (RIF) programs so that every child in the FPS has the opportunity to have multiple reading experiences-also make mobile opportunities accessible
- Celebrate Literacy Events for families
- Communicate through electronic or postal newsletters
- Schedule and conduct Parent Advisory meetings for Title I, Special Education and Curriculum
- Translate documents for families upon request
- Employ cultural liaisons at each building to assist families, interpret at meetings and conferences, and translate written documents as needed
- Provide computer programs such as Imagine Learning, Accelerated Reader, RAZ Reader and Tumble Books
- Communicate results of diagnostic assessments to families every 5-6 weeks as progress monitoring occurs
- Facilitate Family-School meetings to discuss progress monitoring





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IV. Assessment Procedures

Scientific Research-Based Interventions are provided for students not reading at grade level in grades Kindergarten through Grade 5. Readers identified as at-risk, as measured by progress indicators, will receive intensive instruction in small groups. Interventions will include targeted lessons within their individual developmental reading level; pre-emergent, emergent, early, transitional and fluent.

Procedures:

1. Faribault Elementary teachers in grades 1-3 along with the curriculum department analyze spring summative data of incoming students in August to identify students at risk. Summative data analyzed includes spring running record levels, Northwest Educational Assessment Measure of Academic Progress (NWEA MAP) in reading and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Grades 4-5 teachers analyze spring summative data including Minnesota Comprehensive Assessments (MCA) in reading, NWEA scores in reading, running records, and informal inventories.
2. Upon initial identification of at-risk status, the grade level team will determine and select appropriate research based literacy interventions as found in the Intervention Table following.
3. A timeline for monitoring the academic progress for each individual student will be created and analyzed every six weeks. Teams will meet to discuss and determine further instructional decisions if necessary.
4. Tier 3 interventions will be identified for students not making progress in consultation with the intervention team and special education staff.
5. Faribault Public School Elementary School teachers in **kindergarten** will assess incoming kindergarten students using curricular assessments and NWEA to identify students below grade level as determined by the appropriate benchmarks.
6. Identified students in kindergarten will receive one-on-one interventions in letter identification using the tracing alphabet method (Richardson, 2009) along with pre-emergent reading readiness skills and oral language as determined.

V. Interventions



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Grade Level	TIER TWO INTERVENTIONS TABLE											
	Name Tracing Memory <small>(Identifies only 0-10 out of 52 letters)</small>	Alphabet Tracing Memory <small>(Identifies 10-22 letters out of 52)</small>	Mondo Oral Language	Reading Readiness Guided Reading Lessons <small>(Identifies less than 40 letters out of 52)</small>	Emergent Guided Reading Lessons Reading Levels A-C	Early Guided Reading Lessons Reading Levels D-I	Transitional Guided Reading Lessons		Bookshelf Mondo Phonics	MN Reading Corps (MRC)	Other Interventions On District Webpage <small>(http://www.faribault.k12.mn.us/academics/k-5_response_to_intervention__rt_i_/reading_interventions)</small>	
							Levels J-M	Levels N-P				
K	✓	✓	✓	✓			✓		✓	✓	✓	
1	✓	✓	✓	✓	✓					✓	✓	
2	Emerging Language Learners: Primary responsibility for English Language Learners with ESL Staff		✓	✓	✓	✓			✓		✓	
3			✓	✓	✓	✓	✓	✓		✓	✓	
4			Consult with ESL/Title Staff	Consult with ESL/Title Staff or SPED	✓	✓	✓	✓				✓
5			✓	✓	✓	✓	✓	✓				✓



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VI. Professional Development Action Plan

In the course of the district's five year Literacy Action Plan, teachers have and will continue to receive professional development in scientifically based research in literacy. Professional development includes curriculum mapping of standards, assessments and delivery, collaboration of classroom teachers and support teachers (EL, Title, Interventionists, MRC, Special Education), structure of Reader's and Writers' Workshop, sheltered instruction strategies, conferring, guided reading and developmental levels of readers.

The District Assessment Coordinator along with the Curriculum Department also provides professional development in analyzing both formative and summative assessments to identify individual student strengths and weaknesses. Mid-year, the curriculum department meets with each grade level at each building for 3 hours to analyze NWEA/MAP winter growth scores and review intervention practices for students below grade level. Teachers use this information to inform their instructional practices. A focus on data analysis will help to ensure student achievement in Faribault Public Schools.

Time is provided for Professional Learning Communities (PLCs) to collaborate in order to create a sustainable system of continuous improvement with the goal that results in more intentional teaching toward clearer and more rigorous expectations aligned with the Minnesota Common Core State Standards in English Language Arts. Teachers will work together within and between grade levels to ensure our students make observable and measureable progress along a trajectory of skill development.

In the fall of 2012-2013, the Faribault Public School District implemented the Minnesota Common Core State Standards (CCSS) in English Language Arts. The entire design of the CCSS is based on the argument that the purpose of K-12 education is to prepare our students for college and/or career readiness. Professional Development will include informing and training our teachers on the instructional significance of the common core standards.

During 2013-2014, year 3 of this plan, the district implemented the Benchmark Literacy Curriculum for instruction in reading, phonics/word study and writing. An Elementary Curriculum Coordinator was hired for further support with professional development, coaching, and data analysis. Also, an even more structured Response to Intervention process was initiated using DIBELS in grades K-5 as a progress monitoring tool for our at-risk students.



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The following chart is the Faribault Public School District’s professional development plan of action for Literacy Grades K-3 from 2009-2017:

FARIBAULT PUBLIC SCHOOLS LITERACY PLAN 2009-Current

2009-2010

GOAL	ACTIONS	RESPONSIBLE MEMBERS	TIMELINE	EVIDENCE
Hire literacy coaches	Develop job description, post position, interview	Director of Teaching and Learning	April, 2010	Literacy coaches hired
Workshop with principals	3 hour professional development with literacy consultant	Director of Teaching and Learning Literacy Consultant	April, 2010	Principals knowledgeable of literacy philosophy
Develop District Professional Library	Purchase professional resources	Director of Teaching and Learning Literacy Committee	June, 2010 On-going updates	Established professional library
Professional development for literacy committee	1 day whole committee on philosophy 1 day K-2, 1 day 3-5 on effective classroom strategies and developing units	Director of Teaching and Learning Literacy Consultant	April 6 (whole group) April 8 (K-2) April 9 (3-5)	Full attendance and participation
Professional development for literacy coaches	1 day training on Coaching 101 with literacy consultant	Director of Teaching and Learning, Literacy Coaches Literacy Consultant	April 7, 2010 On-going	Develop beginning units and deepen understanding of reading strategies



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Professional development for PreK-8 teachers, ELL, Title I, SPED, principals, literacy coaches	4 one-half days training for PreK-2; 4 one-half days training for 3-8 on making instruction effective for all readers and co-teaching	Director of Teaching and Learning Literacy Consultant	June 7-10, 2010	Full Participation
Create Book Rooms in all elementary buildings	Inventory all books; six packs, guided reading books, leveled books. Create check-out system	Literacy Coaches Committee Members	June – August, 2010	Complete Book Rooms in each elementary school
Establish intervention programs; phonics, phonemic awareness, word study	Research effective intervention programs	Director of Teaching and Learning, Literacy Consultant and Coaches	May, 2010	Programs purchased

2010-2011

GOAL	ACTIONS	RESPONSIBLE MEMBERS	TIMELINE	EVIDENCE
Knowledge of Words Their Way, Mondo Oral Language, and co-teaching models & collaboration	Provide professional development	Literacy Coaches & Consultant	August, 2010	Attendance and participation
Establish classroom	<ul style="list-style-type: none"> • Classroom 	Classroom Teachers and	End of September	Student achievement



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<p>environment and protocols that show active teaching and active learning</p> <p>Established Reader's Workshop that includes a mini-lesson,</p>	<p>Environment</p> <ul style="list-style-type: none"> • Classroom library accessible to students • Anchor charts observable • Bulletin boards represent current teaching (i.e. essential questions), student work, key vocabulary • Word Walls observable • Language and Content Objectives clearly posted • Routines and protocols for classroom management is established • Students understand how to select <i>just right</i> books • Build stamina to 	<p>co-teachers</p> <p>Classroom Teachers</p>	<p>End of September</p> <p>End of September</p> <p>On-going throughout year</p> <p>Mastered by June, 2011</p> <p>Mastered by end of</p>	<p>through active engagement, reduced interruptions due to behavior, and increased on-task learning</p> <p>Principal evaluation via walk-throughs</p> <p>Literacy Consultant walk-throughs</p> <p>Literacy Coach meets monthly with grade level teachers to offer support and on-going</p>
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<p>independent reading, and share</p>	<p>read for sustained periods of time</p> <ul style="list-style-type: none"> • District literacy curriculum implemented with fidelity • Collect data through anecdotal records 	<p>Co-teachers</p>	<p>2011-2012 school year</p>	<p>training and to assess progress</p> <p>Literacy Coach coaches cohort teachers at least once every six weeks</p> <p>Literacy Consultant meets with and coaches teachers to assess progress</p>
<p>Establish language and word study block</p>	<p>Use district adopted materials</p>	<p>Classroom teacher, ELL, SPED, Title I teachers and Literacy Coach</p>	<p>Implementation 2010-2011</p>	<p>Student growth measured by NWEA, DIBELS, Running Records, MCA</p> <p>Student growth measured by NWEA, DIBELS, Running Records, MCA</p>

2011-2012

GOAL	ACTIONS	RESPONSIBLE MEMBERS	TIMELINE	EVIDENCE
<p>Establish protocols for forming flexible small</p>	<p>Small groups will meet during independent</p>	<p>Classroom teachers and co-teachers</p>	<p>Mastered by June, 2012</p>	<p>Student growth measured by NWEA,</p>



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groups based on individual developmental reading levels	<p>reading time focusing on:</p> <ul style="list-style-type: none"> • comprehension strategy review, • comprehension skill review, • fluency, • interest, • instructional level 			DIBELS, Running Record, and MCA
Establish a management system for evaluating formative assessments to drive instruction	<p>Create an assessment binder that includes:</p> <ul style="list-style-type: none"> • on-going running records • anecdotal records • comprehension assessments 	Classroom teachers and co-teachers	Mastered by June, 2012	Student growth measured by NWEA, DIBELS, Running Record, and MCA
Aligned Curriculum Map for MN Common Core State Standards in Writing	Begin the process of mapping the district writing curriculum aligned to CCSS	Literacy Consultant Literacy Coaches	Spring, 2012	Curriculum Map completed
Provide appropriate materials that align with the curriculum map	Inventory current district materials and review materials needed specifically writing and nonfiction informational	Literacy Consultant Literacy Coaches Building Principals Director of Teaching & Learning	Spring, 2012	Completed inventory and review of materials needed



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Increased rigor in current literacy curriculum in the reader's and writer's workshop	materials Analyze and identify where standards are met and weaknesses in current curriculum. Embed lessons to meet the CCSS in reading and writing	Grade level teams Literacy Consultant Literacy Coaches	Winter and Spring, 2012 Summer, 2012	Curriculum will be completed by the fall of 2012
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2012-2013

GOAL	ACTIONS	RESPONSIBLE MEMBERS	TIMELINE	EVIDENCE
Writer's Workshop philosophy and teaching strategies	Professional Development on Writer's Workshop philosophy and teaching strategies	Literacy Consultant Director of Teaching and Learning Teachers, coaches, principals	August, 2012 <ul style="list-style-type: none"> • 8/13 Kind. • 8/14 gr. 1 • 8/15 gr. 2-3 • 8/16 gr. 4-5 	Attendance and participation
Implementation of Writer's Workshop	On-going training/coaching throughout year	Classroom and co-teachers Literacy Consultant Literacy Coaches	Tentative dates <ul style="list-style-type: none"> • Oct. 1-Oct. 5 • Nov. 12-16 • Jan. 21-25 • Feb. 18-22 • April 8-12 • June 3-7 	Attendance and participation Student growth measured by district student writing samples
Deepen understanding of the common core state standards in	Professional Development in CCSS	Literacy Consultant Literacy Coaches	Early release and staff meeting time 2012-2013	Increased implementation of nonfiction and rigor in



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reading, writing and language & word study				instructional teaching choices
Deepen understanding of miscue analysis	Professional development in Miscue analysis	Literacy Consultant Literacy Coaches	Early release and staff meeting time 2012-2013	Increased understanding of individual student's reading strengths and weaknesses

2013-2014/2014-2015

GOAL	ACTIONS	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION
Full implementation of Reader's and Writer's Workshop	Review and evaluation of: <ul style="list-style-type: none"> • Classroom environment • Mini-lessons • Comprehension strategies • Conferring • Small group instruction • Common formative assessments • Words Their Way 	Classroom and co-teachers Principals Literacy Coaches Literacy Consultant Literacy Committee	On-going	Report of implementation and identification of professional development needs Analysis of student progress as measured by NWEA, DIBELS, Running Record, MCA, District Writing Sample
Create 3 rd -5 th grade comprehensive units of study integrating standards, strategies,	Revise reading and writing units	Literacy/Instructional Coaches Literacy Consultant Literacy Committee	TBD	Completed units integrating literacy standards and strategies in content



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and content areas		Teachers and co-teachers		areas
On-going professional development including professional development for new teachers	Identify and address professional development needs	Literacy Coaches Literacy Consultant Director of Teaching & Learning	On-going	Participation in professional development provided Changes, as needed, made to program

2015-2018

GOAL	ACTIONS	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION
Full implementation of Reader's and Writer's Workshop	Review and evaluation of: <ul style="list-style-type: none"> • Classroom environment • Mini-lessons • Comprehension strategies • Conferring • Small group instruction • Common formative assessments 	Classroom and co-teachers Principals Literacy Committee	On-going	Report of implementation and identification of professional development needs Analysis of student progress as measured by NWEA, DIBELS, Running Record, MCA, District Writing Sample
Create 3 rd -5 th grade comprehensive units of study integrating	Revise reading and writing units	Literacy Committee Teachers and co-teachers	Summer 2016	Completed units integrating literacy standards and



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standards, strategies, and content areas		Director of Teaching & Learning		strategies in content areas
On-going professional development including professional development for new teachers	Identify and address professional development needs	Mentor Coordinator, Site Advisors, Elementary Curriculum Coordinator	On-going	Participation in professional development provided Changes, as needed, made to program
Learning Targets developed, posted and shared with students for Reading, Writing, Phonics/Word Study	Professional Development on Learning Targets during Early Dismissals-6 times throughout the year	Curriculum and Instruction Team Elementary Principals Building Site Teams District Staff Development	Sept. Oct, Nov, Jan, Feb, and April Early Dismissals	Walk-throughs by C & I Team, principals, peers Discussion during PLC's
Advancement Via Individual Determination (AVID) Strategies	Creating building teams Began Professional Development on AVID: understanding, college presence, Writing, Inquiry, Collaboration, Organization, Reading (WICOR) strategies	AVID Coordinator Building teams Principals	On-going	Walk-throughs by C & I Team, principals, peers Discussion during PLC's
Technology Integration-enhancement of learning with technology tools	Kick-off speaker with Carl Hooker-'Father of iPadpooloza' iPads sets in each elementary classroom	Technology Department District Technology Committee C&I Team	August-June	Minutes from Committee meetings Observations and Walk-throughs Student Performance



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<p>Expand Tier 2 and 3 Interventions</p>	<p>Literacy Apps Professional development on SAMR model</p> <p>Add 2 ADSIS Interventionists at each Elementary School Extend Title I Services School wide at the Elementary Schools</p> <p>Collaborative Inquiry</p> <p>Standard Based Reporting</p>	<p>Staff Development Committee</p> <p>Director of Special Education Director of Teaching and Learning Principals</p>	<p>August-June</p>	<p>Student Performance</p>
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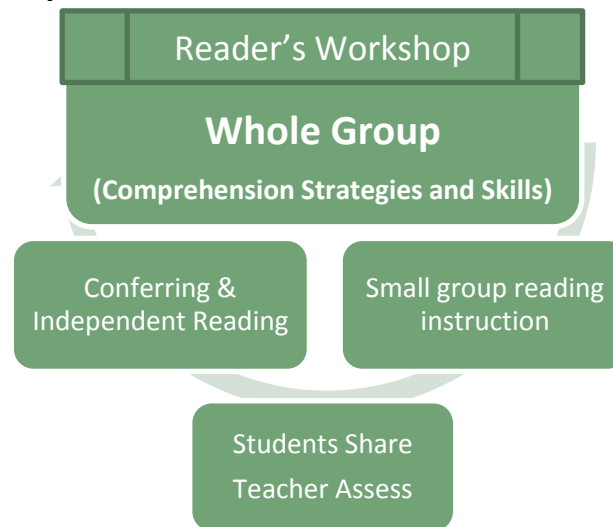


VII. Scientifically Based-Reading Instruction (section 122A.06, subdivision 4)

A. Reader’s Workshop:

- Students read a variety of self-selected and teacher-selected texts for extended periods. They construct meaning from their reading as well as build vocabulary, background knowledge and fluency.
- Students learn effective comprehension strategies that they apply to a variety of genres.
- Students have opportunity to engage in direct explicit teaching/modeling of skills and strategies, in whole group, small group and student/teacher conferences to refine reading.
- Students spend at least 45 minutes in independent reading for volume (Allington, 2012)
- Teachers build a strong foundation for reading comprehension by teaching students to explain and describe their thinking and by inviting them to discuss what and how they read with teachers and with peers.
- Lessons are designed to guide students to meet the Minnesota State Standards

Structure of the Reader’s Workshop:





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B. Writer's Workshop

- Students develop writing strategies and skills, learn about writer's craft, and use writing as a tool for learning and communication.
- Writing for sustained periods, students explore different genres and formats for a range of purposes and for a variety of audiences.
- Students will engage in direct/explicit teaching/modeling of skills and strategies during whole class instruction, small group mini-lessons, and student/teacher conferences to refine their writing.
- Lessons designed to guide students to meet the Minnesota State Standards.

Structure of the Reader's Workshop:





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VIII. Phonics (K-2) Word Study (3-5) Spelling and Vocabulary

Purpose and Structure of Word Study:

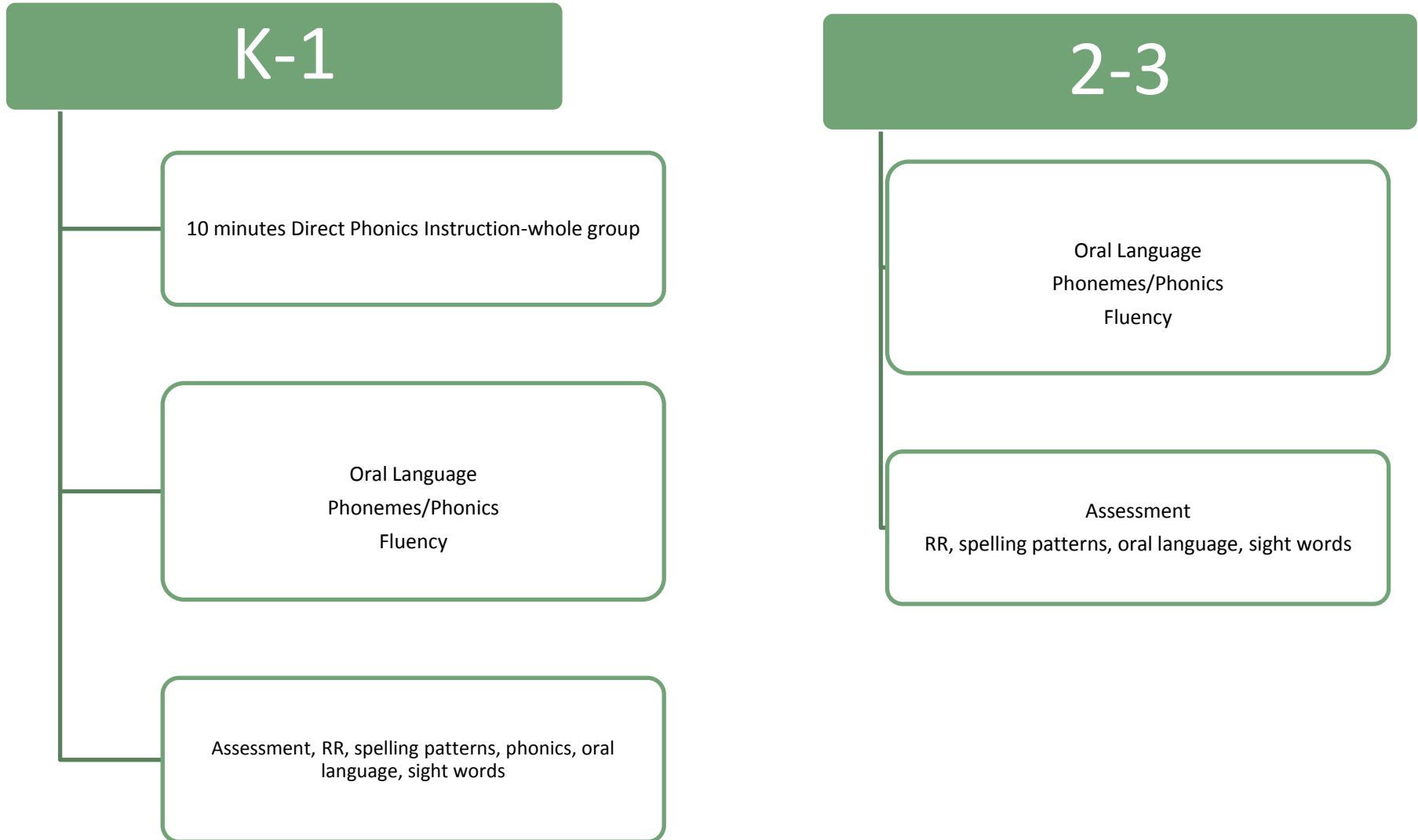
- Students engage in specific and systematic study of phonemic and phonological awareness, including phonics. They learn the meaning and structure of words and the conventions and forms of written language.
- Students engage in specific and systematic lessons that include grammar, spelling, vocabulary and word parts.
- Lessons are designed to guide students to meet the Minnesota Common Core State Standards

20 Minutes Daily



IX. Support System for

Working with Diverse Populations





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A. Training in Sheltered Instruction (SI) strategies for oral language and linguistic needs:

Research: Current statistics on the continuing achievement gap between English language learners (ELLs) and their English speaking peers demonstrate the need to provide quality sheltered instruction strategies in order to close the achievement gap and increase high school graduation rates. While 10% of students speaking English as a first language failed to complete high school, that percentage was three times as high at 31% for language minority students who spoke English and five times as high at 51% for language minority students who spoke English as a second language (National Center for Education Statistics, 2004).

Research findings from the National Literacy Panel on Language-Minority Children and Youth established the following recommendations for English language learners in the United States (August & Shanahan, 2006). English learners (ELs) benefit from instruction in the key components of reading as defined by the National Reading Panel (2000) as phonemic awareness, phonics, fluency, comprehension, vocabulary, and oralcy. Instruction in the five key components is crucial, but not sufficient to teach ELs to read and write proficiently in English. Extensive English oral language development must be incorporated into literacy instruction in order for ELs to be successful and better prepared to decrease the academic achievement gap. Oral proficiency in English is associated with English reading comprehension and writing skills for English learners. Specifically, instructional emphasis should also include development of vocabulary knowledge, listening comprehension, syntactic skills and the meta-linguistic aspects of language (August & Shanahan, 2006).

Action responding to research implications

- Provide peer interaction opportunities daily during reading instruction
- Teach comprehension strategies
- Learning Targets are embedded in the curriculum
- Word walls created and implemented
- Sheltered Instruction (SI) training has been a part of Professional Development sessions



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Components that staff has been trained in include:

Lesson Preparation: Learning targets, supplementary materials, content adaptation, authentic activities, and content concepts that are age appropriate.

Building Background: link to students' background knowledge, link past learning and new concepts, and key vocabulary is developed and emphasized.

Comprehensible Input: appropriate teacher speech, clear explanation of academic tasks, and the use of a variety of techniques.

Interaction: frequent interaction strategies and techniques to increase opportunities for discussion and peer interaction, grouping configurations to support interaction, sufficient wait time, and clarification when possible in the student's first language (Somali liaison & Spanish speaking paraprofessional).

Review & Assessment: review of key vocabulary, review of key concepts, feedback, and formative assessment of student comprehension and learning through conferring, anecdotal records, peer interaction, and teacher observations.

Technology: use of iPads and apps to instruct, practice, assess and group students

B. Co-Teaching:

It is our mission in The Faribault Public School District to seek educational solutions to close the achievement gap between our Caucasian students and our minority students. English language learners are included in this demographic. In the fall of 2015, elementary schools in our district continued in a co-teaching model of instruction during the reader's workshop and phonics, word study or writing block depending on the needs of students in each class. This movement allowed our English language learners to remain in the mainstream classroom with their English speaking peers rather than the more segregated model of pull-out.

This model offers a more collaborative approach in contrast to pull-out. Co-teaching also enables a more inclusive environment where the English as a Second Language Teacher (ESL) focuses on scaffolding language and vocabulary instruction to increase English learners (ELs) access to the content curriculum and support emerging bilingualism. In addition, the ESL teacher brings knowledge of students' home languages and culture to the table. The mainstream teacher brings knowledge of grade level content



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standards as well as classroom management techniques. Co-teaching is aimed at intermediate and advanced level ELs. Newcomers in grades 2-5 participate in a newcomer classroom in order to better meet the more critical needs of our newest to country students.

C. Multicultural literature:

Faribault Public Schools believe the protagonists in the books used for our mini-lessons and for our read-alouds should reflect the diverse cultures in our classrooms and of other cultures from around the world. Through reading multicultural literature, students can learn to understand that beneath the surface differences of color, culture, or ethnicity, all people share common experiences and universal feelings of justice, bravery, sadness, loss, kindness and heroism (Dowd, 1992).

Multicultural literature is also an important tool in helping all students in FPS develop a healthy self-concept that is based on a sense of pride in family background and heritage. It is critical that our students see themselves in the world in which they live reflected in the books around them. If the titles reflect the diversity of people around them, children can learn to respect not only their own cultural groups, but also the cultural groups of others. Literature serves as both a mirror to children and as a window looking out at the world around them, solving problems together and overcoming obstacles.

In 2006, the Minnesota Humanities Center in collaboration with the Minnesota Somali community launched the Somali Bilingual Book Project. Each media center in all three elementary buildings has copies of the books that were purchased from the Center. Our libraries also include a rich selection of bilingual books. It is our goal to equip our students with the knowledge, respect, and appreciation of all people and to prevent negative stereo-typing of individuals from other cultures.

Additionally: Faribault Public Schools proudly recognizes students' diverse needs in cross-cultural settings and seeks ways to provide training and support for our staff and students in order to better meet the needs of all students in FPS

Faribault Public Schools is seeking scientifically research based training opportunities in cultural relevance and culturally responsive teaching practices. We currently are in contact with professionals from the University of Minnesota and the Minnesota State University, Mankato. FPS currently is a partner school district with MSU-Mankato in a Professional Development School (PDS) model. The Center for School-University Partnerships (CSUP), housed in the College of Education at Minnesota State University, Mankato, was established in 1988. It acts as a liaison between P-12 institutions and post-secondary programs involved in educator



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preparation, and focuses on developing and supporting partnerships between the College and schools/communities. A featured program that this partnership offers FPS is the professional development and facilitation services in partnership with College of Education Departments.

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