

North Dakota Literacy Plan

*A Guide to Building Local Excellence in
Literacy Education*



2024-2025

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Foreword

Literacy skills are essential for our students to succeed in their career paths after high school, whether their plans include post-secondary education, immediate entry into the workforce, military service, or other career advancement. The ability to read, write, speak, listen, and communicate effectively is also indispensable to forming successful relationships, personal fulfillment, and success in every aspect of life. For these reasons, North Dakota prioritizes the development of strong literacy skills in all students.

The North Dakota literacy plan provides a framework for schools to build and maintain learning opportunities that support every student at every grade level to become fluent in reading, writing, speaking, and listening.

This year's revisions were influenced by state and national literacy data, conversations with local educators, resources developed and vetted by experts, and national discussions and research about the importance of science-based literacy instruction.

I extend my profound thanks to the literacy team overseeing this update. It includes members from diverse backgrounds, including teachers and experts who work in all levels of education – from early childhood to higher education – and advisers from the North Dakota Department of Public Instruction.

I am especially grateful to our North Dakota educators, families, and taxpayers who are interested in this plan, support it, and recognize the importance of literacy instruction and learning.



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The North Dakota State Literacy Team is selected by application for expertise in supporting literacy education for ages birth through higher education.

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How to Use the North Dakota Literacy Plan

This document is designed as a tool for school leaders and teams to strengthen their understanding of literacy skills on a continuum of learning from birth through grade 12. Early literacy skills are critical to school success and should be integrated into a district's literacy plan. This document emphasizes building systems of literacy practices across all content areas to achieve optimal student outcomes. It is divided into sections based on the Six Essential Elements the ND State Literacy Team identified as critical in systemic development for highly effective literacy instruction. Indicator charts are included in each section to assist local teams in evaluating their current literacy practices and enhancing their local plans. The indicator charts suggest examples but are not all-inclusive plans.

The following steps outline a practical strategy for using this State Literacy Plan to evaluate and strengthen local literacy practices.

STEP 1: Identify a Local Literacy Team

Establish a district literacy team that includes building-level representation. All team members can engage in the following steps.

STEP 2: Read or Review the Six Essential Elements

Become familiar with the Six Essential Elements of the North Dakota Literacy Plan by reviewing the summary chart on page 9 and reading the body information presented as a short chapter for each element. The North Dakota State Literacy Team acknowledges that this summary of the elements is only an orientation and overview. Readers will be at different points of knowledge and implementation experience with the elements and may require additional learning opportunities to fully understand and respond to the six organizing topics for the plan. Evidence-based resources are linked in the document for further support.

STEP 3: Engage with the Indicator and Evaluation Charts for Each Element

Engage in a team review process to evaluate strengths and weaknesses in the current local approach to literacy instruction. Teams may want to break into subgroups to explore the elements from the building- or grade-level perspectives and then come together to examine districtwide trends and needs. Each element section includes a multi-page indicator chart with three main topics: leadership, culture, and process. The **action** column provides examples of things a team might do. The **artifact** column provides examples of items a team might produce or consider as evidence of the goal. Examples of actions and deliverables are provided to support and spur team discussions but must be viewed as something other than a comprehensive checklist. Three lenses can help teams interact with the indicator charts.

1. What is currently happening? Identify and confirm work occurring in the local district.
2. What is not happening, and why is it not happening? Identify gaps in implementation.
3. What could happen next? Draw inspiration from the examples to plan for the next steps.

STEP 4: Create or Update a Local Literacy Plan

Update an existing literacy plan or develop a new one as local needs dictate. Use the information gathered through the indicator charts to create a document highlighting the approaches and beliefs that are the backbone of literacy instruction in your district or building.

STEP 5: Develop a Continuous Improvement Process

Develop plans for sustainable district work. All systems have fluid elements. Administrator and staff turnover and unforeseen disruptions can occur for individuals or groups of students. Curriculum and assessments change, new research emerges, and resources ebb and flow. The plan aims to create a system that can withstand and be flexible with these changes by establishing baseline practices monitored through a continuous improvement mindset and approach. Teams stay effective by scheduling review processes for data evaluation, goal setting, and action planning.



The Six Essential Elements

This literacy plan supports districts and schools in identifying, evaluating, refining, and monitoring their essential literacy practices. The ND State Literacy Team has identified six focus areas for schools that can be designed to shape the highly effective literacy educational experience for each learner in the system. All elements occur simultaneously in a well-functioning system. The plan includes tools, links to research-based strategies, and resources to guide local schools in building systems to reach excellence in literacy outcomes.

LEADING FOR IMPACT
<i>Leaders work to influence school culture and build systems that ensure all learners receive an effective, high-quality literacy education.</i>
SUPPORTING PROFESSIONAL LEARNING
<i>Leaders and teams align resources and develop processes to support instructional staff in improving knowledge and delivering literacy instruction.</i>
ENGAGING ALL STAKEHOLDERS
<i>Leaders and teams work to build system capacity to ensure all educators recognize and encourage student, family, and community member empowerment to shape a highly effective educational experience for each learner.</i>
PLANNING STANDARDS-ALIGNED CURRICULUM
<i>Leaders and teams ensure the selection and use of methods, resources, and assessments to achieve the desired student outcomes defined in the North Dakota English Language Arts and Early Learning Content Standards.</i>
ASSESSING TO INFORM
<i>Leaders and teams facilitate data use and feedback to monitor and adjust all decisions impacting literacy.</i>
INSTRUCTING WITH PRECISION
<i>Leaders and teams define a precise, scientifically based system of literacy instruction to meet individual learner needs through a multi-layered system of support.</i>

North Dakota Literacy Skills Continuum

North Dakota Literacy Skills Continuum

The North Dakota Literacy Continuum illustrates typical progress in literacy skill development from birth through grade 12. This continuum can be a tool for observing group and individual progress related to typical age and grade level development. However, it is not intended to be used independently as a diagnostic tool.



Resources:
Lent R.C. & Voigt M.M. (2019) This is Disciplinary Literacy in Action. Corwin Press, Strrns, J.A. & Marzano R. (2019) The New Art and Science of Teaching Reading. ASCD/Solution Tree; Burkins, J. and Yates, K. (2021) Shifting the Balance. Stanhouse Publishers; Scarborough, H. (2001) Handbook of Early Literacy. Guilford Press; North Dakota State Literacy Standards 2017; ND Early Learning Standards 2018

Leading for Impact

Leaders work to influence school culture and build systems that ensure all learners receive an effective, high-quality literacy education.



Literacy Leadership Defined

Leaders are responsible for creating, managing, and supporting teams that share the goal and responsibility of every learner achieving proficient literacy skills. They train and expect all team members to understand individual and team responsibilities toward reaching that common goal.

A leader is someone who has influence. Some leaders, such as superintendents, principals, instructional coaches, and school board members, are assigned by employment or appointment. However, others rise naturally from roles such as teachers, mentors, media specialists, family, community members, and even students.

Great leaders support collaborative and innovative strategies to meet the needs of all learners, including students and adults.

Local Literacy Leadership Teams in Practice

A local literacy team is a group of leaders who come together to study and guide the work of the system focused on literacy instruction and achievement. This team should have representation from the abovementioned roles and focus on the complete literacy journey from birth through grade 12. Teams can have core and advisory members. Teams should have a strong communication plan to ensure all stakeholders are informed and included in work concerning local literacy.

The size of a system determines which support teams are necessary to carry out literacy work. Systems might consider additional building, age/grade level, content, and community teams. Examples of specific work teams based on need might include vertical alignment teams, literacy coaching models, Professional Learning Communities (PLC), Multi-Tiered System of Support (MTSS) teams, or an early childhood task force. All teams should share literacy goals and align their work and leadership focus on reaching literacy outcomes.

Leading for Impact Indicator Charts

Leadership

Building and literacy team leaders develop and manage systemic approaches to advance literacy achievement.

Leaders Value:	Actions May Include:	Artifacts May Include:
Team structures	<ul style="list-style-type: none"> • Identify appropriate team representation across grades, disciplines, and roles • Define team purpose • Set team goals • Define member roles and responsibilities • Establish timelines and regular meeting schedules • Establish regular agendas • Establish communication avenues among the team and with all system stakeholders 	<ul style="list-style-type: none"> • Team rosters • Team documents outlining the purpose and role responsibilities • Team goals document • Annual schedule of meetings • Meeting agenda format • Meeting notes • Communication plan • Team platforms or shared document locations • Examples of communications among team members • Examples of two-way communication with stakeholders outside of the team
Rigorous standards	<ul style="list-style-type: none"> • Establish systemwide literacy goals that focus on outcomes • Identify accountability measures • Enact policies and structures that ensure equitable access to high-quality instruction for all learners 	<ul style="list-style-type: none"> • Goal documents • Policies • Data documents related to decision-making
Resource Alignment	<ul style="list-style-type: none"> • Recognize, seek, and develop exemplary literacy instructional talent • Support staff leadership development • Allocate and align time and fiscal resources to literacy improvement • Ensure literacy representation at curricular and strategic meetings 	<ul style="list-style-type: none"> • Job application sections that relate to literacy skills and experience • Contract incentives for learning advancement related to literacy

Culture

School community members value literacy and support it across all content areas within the system.

Team members hold attitudes and beliefs that are:	Actions May Include:	Artifacts May Include:
Outcome-based & Growth-minded	<ul style="list-style-type: none"> • Ensure curriculum and instruction are aligned to standards and skills (see related elements: Standards and Instruction) • Establish frameworks that view literacy as a systemwide responsibility • Value literacy for both skill attainment and joyful engagement • Train and coach staff on growth mindset tools and approaches 	<ul style="list-style-type: none"> • Curriculum documents • Library and classroom library inventory lists • Event agendas, promotional material, summary documents • PLC collaboration documentation • Professional learning records
Learner-centered & Inclusive	<ul style="list-style-type: none"> • Establish decision-making protocols that consider individual literacy needs, including academic and social-emotional considerations • Review and select resources that are inclusive and honor individual differences • Promote reading through varied opportunities and events • Enact policies supporting choice reading material • Establish processes for students to be a part of system decision-making 	<ul style="list-style-type: none"> • Decision-making protocol documents • Tools for lesson and material equity review • PLC agendas • Course/Elective list • Library and classroom library inventory lists • Event agendas, promotional material, summary documents • Student engagement and interest surveys
Transparent & Collaborative	<ul style="list-style-type: none"> • Co-develop transitional policies with staff (Ex: fifth to sixth grade) • Create structures that allow all staff to work together to review literacy scores and set longitudinal goals • Establish systemwide vocabulary • Build teams with clear goals and transparent communication processes 	<ul style="list-style-type: none"> • Observational tools include literacy look-for items in all contents • Professional Learning Community (PLC) agendas • Districtwide professional learning agendas • MTSS documentation • Cognition data

Process

Systemwide processes are planned, implemented, and evaluated for evidence of continuous improvement in literacy attainment for all learners.

Teams adhere to processes for:	Actions May Include:	Artifacts May Include:
Planning	<ul style="list-style-type: none"> • Develop a local literacy plan • Establish a literacy framework • Align literacy to a strategic plan 	<ul style="list-style-type: none"> • Literacy plan document • Literacy framework • District Strategic Plan
Implementing	<ul style="list-style-type: none"> • Gather evidence across initiatives • Educate stakeholders, such as school board members, on literacy goals systemwide • Implement collaborative time between leaders and teachers to work toward literacy goals 	<ul style="list-style-type: none"> • Goals • Budgets • District Surveys (High-Reliability Schools) • Cognia evidence • School Board Reports • MTSS Pathway documents • Schedules that include cooperative planning time for literacy • Collaboration time documentation
Evaluating	<ul style="list-style-type: none"> • Use and share data and feedback effectively to monitor growth and inform change • Establishing processes for data transparency • Establish clear MTSS/RTI processes inclusive of PLC and student assistance teams • Support flexible schedules to allow for collaborative data review • Review literacy goals and measurement metrics regularly 	<ul style="list-style-type: none"> • Data review schedules documentation • Review protocols • Publishing avenues for data transparency • PLC agendas • Schoolwide/districtwide academic data • Qualitative data sources • Schedule of team goal reviews • Meeting or review notes • Measurement metrics • MTSS documents

Leading for Impact Resources

See <https://www.nd.gov/dpi/education-programs/literacy> or scan the QR code below to access links to resources.



Leadership Growth and Support

- [Lead Teacher Role Guidance](#) (ND Systemwide Literacy Improvement Grant)
 - [https://www.nd.gov/dpi/sites/www/files/documents/Academic Support/NDSLILead Teacher Role Guidance.pdf](https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/NDSLILeadTeacherRoleGuidance.pdf)
- [North Dakota Professional Development](#)
 - <https://northdakotapd.com/>
- [North Dakota Council for Educational Leaders](#)
 - <https://www.ndcel.us/>
- [North Dakota Education Standards and Practices Board](#)
 - <https://www.nd.gov/espb/>
- [NTC Instructional Coaching Practice Standards](#)
 - https://lfp.learningforward.org/handouts/Dallas2018/8237/1454%20NTC%20Instructional%20Coaching%20Program%20Standards%20overview%209_2018.pdf
- [NELP Standards](#)
 - <https://www.npbea.org/nelp/>
- [Plan-Do-Study-Act Toolkit \(nd.gov\)](#)
 - [https://www.nd.gov/dpi/sites/www/files/documents/Division%20of%20SS%26I/ESSA/Accountability/NDSchoolRenewalHandbook2.0.p
df](https://www.nd.gov/dpi/sites/www/files/documents/Division%20of%20SS%26I/ESSA/Accountability/NDSchoolRenewalHandbook2.0.pdf)

Literacy Resources

- [ND Science of Reading](#)
 - <https://www.nd.gov/dpi/education-programs/nd-science-reading>
- [North Dakota Regional Education Association](#)
 - <https://ndrea.org/>
- [NDMTSS](#)
 - <https://ndmtss.org/about-ndmtss/>
- [North Dakota Literacy Coaching Cadre](#)
 - <https://sites.google.com/bismarckschools.org/literacycoachingcadre/home?authuser=0>
- [Self-Study Guide for Evidence-Based Literacy Coaching](#)
 - https://drive.google.com/file/d/1h_LOKWarJTJ7fOGIfDbWvZqHgm8MvYfg/view?usp=sharing
- [Michigan 6-12 Schoolwide Literacy Practices](#)
 - https://www.gomaisa.org/downloads/literacy_essentials/school-wide_6-12_literacy_practices_052722.pdf

Leadership Articles

- [Harvard Business Review: Building Your Leadership Team](#)
 - <https://hbr.org/2022/01/reinventing-your-leadership-team>
- [Instructional Leadership for Disciplinary Literacy](#)
 - <https://www.ascd.org/el/articles/instructional-leadership-for-disciplinary-literacy>
- [Becoming a Warm Demander](#)
 - https://drive.google.com/file/d/1lwY4AojkHSYMykqhY8f_k1S95uhvLqrp/view?usp=sharing

Leading for Impact Evaluation Continuum

After considering the indicator charts, what evidence does your building or district reveal about your stage of implementation related to literacy leadership? Check the boxes with your answer to get a picture of your strengths and areas for literacy leadership growth.

Critical Indicators:	1. Learning	2. Developing	3. Embedding	4. Innovating
	<ul style="list-style-type: none"> Specific ideas have been brought forth for consideration. Research and discussions are happening. 	<ul style="list-style-type: none"> A plan exists Some action has occurred. 	<ul style="list-style-type: none"> Consistent, systemwide actions are occurring at a sustainable level. The continuous improvement process is occurring. 	<ul style="list-style-type: none"> Continual monitoring and reviews of data are occurring. Strategic improvement of programming is reaching or exceeding the targeted outcomes.
Leadership: Building and literacy team leaders develop and manage systemic approaches to advance literacy achievement.	1	2	3	4
Culture: School community members value literacy and support it across the system within all content areas.	1	2	3	4
Process: Systemwide processes are planned, implemented, and evaluated for evidence of literacy attainment for all learners.	1	2	3	4



Supporting Professional Learning

Leaders and teams align resources and develop processes to support instructional staff in the improvement of knowledge and delivery of literacy instructional methods.

Professional Learning Defined

Professional development and learning may be defined as the key to continuous improvement. North Dakota legislation, [NDCC 15.1-21.12.1](#), requires that all teachers and principals serving students in grades K-3 will receive training in scientifically based reading instruction practices. However, professional learning should not be limited to a specific role or category of teacher. “Research shows that no in-school factors matter more than teaching and leadership, and educators, like students, need continual opportunities to gain new knowledge and skills to enable all students to reach [transition] readiness.” Learning Forward & Education Counsel, 2017.

Professional Learning in Practice

Quality professional development aligns resources and processes to support all staff in the continuous growth of understanding of literacy knowledge and evidence-based instructional practices. This is accomplished by promoting opportunities for all stakeholders to engage deeply in learning, infusing a literacy culture, and cultivating lasting change across systems for student-centered literacy achievement. ESSA defines key features of effective professional development programs as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes and incorporates the following elements:

- **Data Informed:** Uses learner evidence to determine needs.
- **Emotional and Culturally Responsive Practices:** Creates emotionally and intellectually safe learning environments.
- **Supported Implementation:** Instructional and peer coaching implement new learning with fidelity.
- **Collaborative & Reflective:** Offers ongoing opportunities for implementation, collaboration, and reflective practices to improve literacy instruction (for example: Professional Learning Communities).
- **Sustained:** Opportunities are provided for new learning to be practiced and refined. Follow-up training to expand knowledge of previous understandings is reflexive to teacher needs and data-informed.
- **Job Embedded:** New learning addressed in a timely and relevant manner.
- **Focused:** Clearly defined learning outcomes and expectations are provided.

See Appendix B, Figure 1 for the North Dakota Continuous Improvement Coaching Model

Supporting Professional Learning Indicator Charts

Leadership

Buildings and literacy team leaders work in partnership to advance teacher effectiveness in impacting student literacy outcomes.

Leaders Value:	Actions May Include:	Artifacts May Include:
Team structures	<ul style="list-style-type: none"> Develop and maintain a professional learning structure that includes opportunities to learn, practice, and reflect 	<ul style="list-style-type: none"> Building rosters and schedules of assigned personnel shows the instructional coach Professional learning calendars or platforms Communication documents such as emails and files accessible to all staff Literacy Plan Team rosters and agendas indicating literacy representation
Rigorous standards	<ul style="list-style-type: none"> Establish professional learning expectations for staff and building leaders Create walk-through tools Align expectations with evaluation processes Establish times for PLC and coaching cycles 	<ul style="list-style-type: none"> Degrees, certifications, continued learning credits, classes, book studies, independent reading, and studies Individual learning growth plans Professional learning policies Coaching schedule PLC schedule and agendas
Resource Alignment	<ul style="list-style-type: none"> Align professional learning with systemwide vision, mission, and literacy goals Align professional learning to growth goals Engage in Learning Inquiry Cycles to inform the next steps 	<ul style="list-style-type: none"> Building level literacy goals District and building professional development catalog Instructional coach agendas Data review cycles Professional learning offerings Professional learning attendance

Culture

School community members value literacy and cooperatively engage in continuous professional improvement efforts.

Team members hold attitudes and beliefs that are:	Actions May Include:	Artifacts May Include:
Outcome-based & Growth-minded	<ul style="list-style-type: none"> Align professional learning with systemwide literacy goals Support Action Research Cycles Establish models for self-evaluation and reflection 	<ul style="list-style-type: none"> Building level literacy goals Schedule of goal review, documents of review questions, and decisions Staff research, projects, suggestions, and experiments related to literacy for system or individual improvement Data triangulation of professional development participation and student growth
Transparent & Collaborative	<ul style="list-style-type: none"> Establish clear avenues for two-way feedback Ensure coaching is confidential and unrelated to individual evaluation Model learning behaviors at all levels of leadership Establish schedules that support coaching Promote job-embedded professional development such as PLC, collaborative studies, learning walks, and peer coaching Establish regular meetings for similar role work groups (coaches, admins, grade-level teachers) 	<ul style="list-style-type: none"> Coach/principal agreements Professional development offerings, locations, times, participation data Office hours Coaching schedules & logs Documented peer and mentor pairing Schedules and notes or feedback from learning walks
Learner-centered & Inclusive	<ul style="list-style-type: none"> Create personalized professional learning plans Establish flexible/choice learning opportunities with varied schedules and topics 	<ul style="list-style-type: none"> Personal learning plans Professional learning menu

Process

Systemwide processes exist for all staff to engage in learning and access ongoing support for literacy-focused professional learning to impact student outcomes.

Teams adhere to processes for:	Actions May Include:	Artifacts May Include:
Planning	<ul style="list-style-type: none"> Review data regularly to determine the effectiveness of current instructional approaches and determine professional learning needs Address systemwide needs based on data triangulation Address individual staff needs through professional learning offerings 	<ul style="list-style-type: none"> Building-level literacy goals Schedule of goal review, documents of review questions, and decisions Staff research, projects, suggestions, and experiments related to literacy for system or individual improvement Data triangulation of professional development participation and student growth
Implementing	<ul style="list-style-type: none"> Allocate funds to literacy improvement Prioritize funds for literacy learning opportunities Create schedules that prioritize professional learning for collaboration and individual growth Employ an instructional coach or literacy leader to focus on literacy instructional improvement Align professional learning with systemwide literacy goals Support individual and group pursuits to improve knowledge and skill in literacy instruction Align systems to support job-embedded curriculum-based learning 	<ul style="list-style-type: none"> Coach/principal agreements Professional development offerings, locations, times, participation data Office hours Coaching schedules & logs Documented peer and mentor pairing Schedules and notes or feedback from learning walks
Evaluating	<ul style="list-style-type: none"> Regularly review data to identify areas of need for professional learning 	<ul style="list-style-type: none"> Personal learning plans Professional learning menu

Supporting Professional Learning and Coaching Resources

See <https://www.nd.gov/dpi/education-programs/literacy> or scan the QR code below to access links to resources.



Coaching Growth and Support

- [Self-Study Guide for Evidence-Based Literacy Coaching](#)
 - https://drive.google.com/file/d/1h_LOKWarJTJ7fOGIfDbWvZqHgm8MvYfg/view?usp=sharing
- [North Dakota Literacy Coaching Cadre](#)
 - <https://sites.google.com/bismarckschools.org/literacycoachingcadre/home?authuser=0>
- [NTC Instructional Coaching Practice Standards](#)
 - https://lfp.learningforward.org/handouts/Dallas2018/8237/1454%20NTC%20Instructional%20Coaching%20Progam%20Standards%20overview%209_2018.pdf
- [North Dakota Education Standards and Practices Board](#)
 - <https://www.nd.gov/espb/>
- [ND MTSS Playbook](#)
 - <https://www.ndrea.org/index.php?id=40>

State Literacy and Training Resources

- [North Dakota Professional Development](#)
 - <https://northdakotapd.com/>
- [ND Science of Reading](#)
 - <https://www.nd.gov/dpi/education-programs/nd-science-reading>
- [North Dakota Regional Education Association](#)
 - <https://ndrea.org/>
- [North Dakota Educational Hub](#)
 - <https://ndeducationalhub.org/>
- [ND Council of Teachers of English](#)
 - <http://www.ndcte.org/>



Supporting Professional Learning Evaluation Continuum

After considering the indicator charts, what evidence does the building or district reveal about implementation related to professional learning? Check the boxes with your determination to see your strengths and areas for literacy professional learning growth.

Critical Indicators:	1. Learning	2. Developing	3. Embedding	4. Innovating
	<ul style="list-style-type: none"> Specific ideas have been brought forth for consideration. Research and discussions are happening. 	<ul style="list-style-type: none"> A plan exists Some action has occurred. 	<ul style="list-style-type: none"> Consistent, systemwide actions are occurring at a sustainable level. The continuous improvement process is occurring. 	<ul style="list-style-type: none"> Continual monitoring and reviews of data are occurring. Strategic improvement of programming is reaching or exceeding the targeted outcomes.
Leadership: Buildings and literacy team leaders work in partnership to advance teacher effectiveness in impacting student literacy outcomes.	1	2	3	4
Culture: School community members value literacy and cooperatively engage in continuous professional improvement efforts.	1	2	3	4
Process: Systemwide processes exist for all staff to engage in learning and access ongoing support for literacy-focused professional learning to impact student outcomes.	1	2	3	4

Engaging All Stakeholders

Leaders and teams work to build system capacity to ensure all stakeholders recognize and encourage student, family, and community member empowerment to shape a highly effective educational experience for each learner.



Stakeholders Defined

A stakeholder is any person or entity invested in a school's and its students' welfare and success. Research indicates three overlapping, mutually reinforced “*spheres of influence*” that positively influence students’ social, emotional, cognitive, and educational development (Epstein et al., 2019).

- School (administrators, personnel, students)
- Family (immediate and extended caregivers)
- Community (all potential partners, organizations, agencies, elected officials, etc.)

Engagement in Practice

Partnership and collaboration are essential for student improvement. Stakeholder engagement involves co-developed, shared action steps to engage, empower, and support students, families, and partners. The Dual Capacity-Building Framework for Family-School Partnerships can be used as a compass to chart a path toward effective engagement efforts linked to student achievement and school improvement (Mapp & Bergman, 2019). See Appendix B, Figure 2.

- Identify potential stakeholders and facilitate opportunities to engage in discussion
- Establish essential conditions, community identity, and potential outcomes
- Create action steps for the implementation of a community engagement system
- Evaluate the impact (See Appendix B, Figure 3, Relative Impact of Family Engagement Strategies on Student Learning)

Engaging All Stakeholders Indicator Charts

Leadership

Building and literacy team leaders establish and promote systems and opportunities to develop community and family partnerships to benefit student literacy achievement.

Leaders Value:	Actions May Include:	Artifacts May Include:
Team structures	<ul style="list-style-type: none"> • Identify an appropriate team with extensive school, family, and community representation • Build engagement plans that include opportunities for all to be involved • Establish timelines and a regular meeting schedule • Define team purpose • Set team goals • Establish communication structures that consider all stakeholder access • Establish communication avenues among team and with all system stakeholders • Define member roles and responsibilities • Establish a regular agenda to drive teamwork 	<ul style="list-style-type: none"> • Team rosters • Team documents outlining the purpose and role responsibilities • Team goal documents • Annual meeting schedules • Meeting agenda formats • Meeting notes • Communication plans • Examples of communications among team members • Team platforms or access to meeting documents • Examples of two-way communication with stakeholders
Rigorous standards	<ul style="list-style-type: none"> • Link family engagement practices to systemwide literacy goals and desired outcomes • Set expectations for all staff to learn and apply highly effective family engagement practices 	<ul style="list-style-type: none"> • Document showing family engagement goals
Resource Alignment	<ul style="list-style-type: none"> • Provide teacher support to learn and grow in evidence-based family engagement practices • Provide research-based practices for families and communities to support literacy development • Allocate funds for family engagement staff, training, projects, and activities • Organize schedules in consideration of family engagement planning and family needs 	<ul style="list-style-type: none"> • Professional learning opportunities data • Photos or flyers from district literacy development events • Budget records • Community resource lists • Agendas and planning documents related to collaboration • Schedules

Culture

School community members promote multiple and varied opportunities to engage with one another to enhance literacy achievement.

Team members hold attitudes and beliefs that are:	Actions May Include:	Artifacts May Include:
Learner-centered & Inclusive	<ul style="list-style-type: none"> • Conduct empathy interviews/surveys • Build learner profiles into practice • Build welcoming environments • Access tools to determine levels of bias, fairness, and cultural responsiveness in programs and practices 	<ul style="list-style-type: none"> • Interview records and compiled information • Learner profiles • Cultural bias tools • Checklists for inclusion when planning events
Outcome-based & Growth-minded	<ul style="list-style-type: none"> • Seek opportunities for authentic family and community participation to build learner success • Honor the family's wealth of resources toward learner success • Infuse families and community culture and language into collective goals, partnerships, and actions 	<ul style="list-style-type: none"> • Communication plans • Communication platforms • Physical evidence from the building, such as signage • Membership rosters that show the school committees • Policies co-created with family representation
Transparent & Collaborative	<ul style="list-style-type: none"> • Establish two-way communication avenues • Connect families to opportunities and resources to foster robust support • Network for language and literacy development • Plan and execute <i>with</i> families, not <i>for</i> them • Value, access, and promote community resources 	<ul style="list-style-type: none"> • Resource banks for educators and families • Meeting and communication opportunities for family and community input • Multilingual learners support • Community resources and contact lists

Process

Systemwide processes exist to plan, implement, and evaluate family and community engagement systems and opportunities to maximize student literacy outcomes.

Teams adhere to processes for:	Actions May Include:	Artifacts May Include:
Planning	<ul style="list-style-type: none"> • Develop a system plan for family engagement • Select family engagement activities that will impact literacy outcomes at various age levels • Plan family engagement approaches specific to literacy learning outcomes 	<ul style="list-style-type: none"> • Family Engagement Plan • Needs analysis
Implementing	<ul style="list-style-type: none"> • Intentionally build relationships with family and community members, organizations, and businesses • Provide educator training in evidence-based family engagement approaches • Provide family training in literacy practices • Consistently provide family support to improve literacy outcomes • Develop consistent, collaborative approaches to ensure smooth transitions from one literacy setting to another 	<ul style="list-style-type: none"> • Evidence of guaranteed curriculum • Calendar of events supporting literacy • Menu of resources supporting family engagement to improve literacy • Transition meetings and processes • Events and resource plans for transitions (Kindergarten round-up, spring classroom visit, schedules to next year's setting, mentor pairings)
Evaluating	<ul style="list-style-type: none"> • Establish and maintain a review process for family engagement philosophy and measurements for evidence of progress • Discontinue and adjust programs and practices not demonstrating literacy improvement support 	<ul style="list-style-type: none"> • Records and data on engagement • Meeting agendas • Annual reports, budgets, results

Engaging All Stakeholders' Resources

See <https://www.nd.gov/dpi/education-programs/literacy> or scan the QR code below to access links to resources.



Understanding Family and Community Engagement

- [North Dakota Department of Public Instruction Family Engagement and Toolkits](#)
 - <https://www.nd.gov/dpi/familiescommunity/families/family-engagement>
- [Framework of Six Types of Involvement](#)
 - <https://organizingengagement.org/models/framework-of-six-types-of-involvement/>

Early Learning Resources

- [Center on the Social and Emotional Foundations for Early Learning \(CSEFEL\) Family Tools](#)
 - <http://csefel.vanderbilt.edu/resources/family.html>
- [Early Childhood Learning & Knowledge Center – Family Engagement](#)
 - <https://eclkc.ohs.acf.hhs.gov/family-engagement>
- [Principals of Effective Family Engagement – NAEYC.org](#)
 - <https://www.naeyc.org/resources/topics/family-engagement/principles>

Classroom Level Resources

- [ND Choice Ready](#)
 - <https://www.nd.gov/dpi/districtsschools/essa/accountability-support-improvement/choice-ready>
- [Teaching of our Elders NDNAEU](#)
 - <https://teachingsofourelders.org/ndnaeu-aligned-lessons/>
- [Access for ELs](#)
 - <https://www.nd.gov/dpi/districtsschools/assessment/access-ells>
- [Communication Tools](#)
 - <https://padlet.com/nesc/FamilyEngagementSpring2022/wish/2079633118>
- [Building Successful Relationships with Every Family](#)
 - <https://drive.google.com/file/d/1ivLYhPON2o-yWZBk66lTrklbCv--GrP7/view>
- [Family & Community Guides-ELA \(8.5 x 11 in\) \(nd.gov\)](#)
 - <https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/Family%20%20Community%20Guides-ELA.pdf>

Family Engagement Tools

- [Dual Capacity Model for Family Partnerships](#)
 - <https://www.dualcapacity.org/>
- [Reading 101: A Guide for Parents](#)
 - <https://www.readingrockets.org/literacy-home/reading-101-guide-parents>

Engaging All Stakeholders Evaluation Continuum

After considering the indicator charts, what evidence does your building or district reveal about your implementation stage related to stakeholder engagement? Check the boxes with your determination to see your strengths and areas for growth.

Critical Indicators:	1. Learning	2. Developing	3. Embedding	4. Innovating
	<ul style="list-style-type: none"> Specific ideas have been brought forth for consideration. Research and discussions are happening. 	<ul style="list-style-type: none"> A plan exists Some action has occurred. 	<ul style="list-style-type: none"> Consistent, systemwide actions are occurring at a sustainable level. The continuous improvement process is occurring. 	<ul style="list-style-type: none"> Continual monitoring and reviews of data are occurring. Strategic improvement of programming is reaching or exceeding the targeted outcomes.
Leadership: Building and literacy team leaders establish and promote systems and opportunities to develop community and family partnerships for the benefit of student literacy achievement	1	2	3	4
Culture: School community members promote multiple and varied opportunities to engage with one another to enhance literacy achievement.	1	2	3	4
Process: Systemwide processes exist to plan, implement, and evaluate family and community engagement systems and opportunities to maximize student literacy outcomes.	1	2	3	4

Planning Standards-Aligned Curriculum

Leaders and teams ensure the selection and use of methods, resources, and assessments to achieve the desired student outcomes defined in the ND English Language Arts and Early Learning Content Standards.



Standards-Aligned Curriculum Defined

Learners receive instruction that delivers state-approved standards to proficiency within a guaranteed and viable framework. Mastery of these standards and learning outcomes ensures students obtain literacy skills along a continuum presented in a developmentally appropriate sequence to access lifelong leisure, informational, and practical literacy skills and strategies.

Standards-Aligned Curriculum in Practice

State Role

- Leads the design of early learning and instructional standards in all content areas to move children along a continuum of developmentally appropriate, rigorous skill progressions from birth through grade 12.
- Identifies committees of selected content experts at all levels to develop the state content standards.
- Ensures the Early Learning Content Standards outline appropriate language, communication, and literacy skills.
- Ensures the English Language Arts (ELA) standards outline appropriate reading, writing, speaking, and listening skills.
- Supports the local development of ELA Prioritized Standards, Proficiency Scales, and WIDA Framework to support the implementation of the most critically important literacy skills identified by state content experts.
- Communicate and support districts in meeting legislative requirements.

Local Districts

- Select High-Quality Instructional Materials (HQIM) that provide rigorous, grade-level application, are grounded in research-based teaching strategies, and align with prioritized state standards.
- Provide professional development and continue to support teachers in using the HQIM.
- Establish, communicate, and maintain clear guidelines on local and individual teacher creation of instructional resources to ensure rigor.

The North Dakota State Standards can be accessed [here](#). The English Language Arts (ELA) Standards are revised periodically, with the current version adopted in 2023. The North Dakota Early Learning Standards can be accessed [here](#).

Planning Standards-aligned Curriculum Indicator Charts

Leadership

Building and literacy team leaders guide instructional curriculum selection and implementation based on a scope and sequence for a continuum of learning to reach identified literacy outcomes.

Leaders Value:	Actions May Include:	Artifacts May Include:
Team structures	<ul style="list-style-type: none"> Identify qualified educators and form a curriculum and standards review team 	<ul style="list-style-type: none"> Team rosters Role descriptions Document outlining tasks to be completed Review cycle calendar and other timelines
Rigorous standards	<ul style="list-style-type: none"> Certify a vertically aligned literacy scope and sequence aligned to ND content standards to inform curriculum resources and instructional decisions Align curriculum with high-quality instructional materials and evidence-based instructional approaches Integrate disciplinary literacy standards and the WIDA Framework (formerly World-Class Instructional Design and Assessment) in the content curriculum 	<ul style="list-style-type: none"> Alignment documents Scope and Sequence Curriculum Resource and Adoption Form
Resource Alignment Fidelity to standards and curriculum implementation	<ul style="list-style-type: none"> Train educators in standards-aligned instruction and assessment Establish protocol to ensure the curriculum is being implemented with fidelity 	<ul style="list-style-type: none"> Workshop agendas, syllabi addressing content area standards information Observational tools Curriculum use protocols Literacy non-negotiable agreement for teams

Culture

School community members know and use literacy standards to guide instruction.

Team members hold attitudes and beliefs that are:	Actions May Include:	Artifacts May Include:
Learner-centered & Inclusive	<ul style="list-style-type: none"> • Differentiation is planned to support learners showing evidence of different levels of proficiency • Include culturally responsive resources 	<ul style="list-style-type: none"> • Lesson plans • Targets and scales • Small group instructional plans • Equity evidence • Language policy
Outcome-based & Growth-minded	<ul style="list-style-type: none"> • Implement appropriate tools and processes for determining content and skill mastery • Establish student-friendly scales and learning targets 	<ul style="list-style-type: none"> • Evidence of grading practices that align with a standards-based mindset • Student and staff reflections
Transparent & Collaborative	<ul style="list-style-type: none"> • Publish student-friendly scales and learning targets • Establish communication avenues for family awareness 	<ul style="list-style-type: none"> • Learners explain or demonstrate their progress toward standards • Communications and events (email, letters, web articles) • Student-led conferences • Translated documents • Teacher websites • Course overviews shared on a school website

Process

Systemwide processes are in place for planning, implementing, and evaluating high-quality instructional materials and evidence-based instructional practices aligned to the ND English Language Arts and Early Learning Content Standards.

Teams adhere to processes for:	Actions May Include:	Artifacts May Include:
Planning	<ul style="list-style-type: none"> • Develop priority standards • Develop proficiency scales • Develop system documents, tools, and resources for planning and instruction 	<ul style="list-style-type: none"> • Scope and sequence documents • Vertical alignment process and results • Priority standards and proficiency scale documents for all grade levels • Common assessments
Implementing	<ul style="list-style-type: none"> • Develop and deliver professional development for all content staff to learn and implement disciplinary literacy utilizing ELA standards • Implement system-wide priority standard use • Collaborate to refine and revise instruction based on outcome evidence 	<ul style="list-style-type: none"> • Grade-level resources, playbooks • Student-friendly scales • Content literacy plan for the site • WIDA framework integration plan • PLC self-evaluation
Evaluating	<ul style="list-style-type: none"> • Regularly review the effectiveness of curriculum and instructional choices about student achievement of standard identified skills • Collect ongoing evidence of curriculum alignment and misalignment with standards for updating the cycle • Address misalignment with supplements and curricular adjustments 	<ul style="list-style-type: none"> • Curriculum review schedule • Review tools • Review documentation and decisions • PLC notes • Districtwide “dashboard” for student outcome transparency and review • Data dive notes and trends

Planning Standards-Aligned Curriculum Resources

See <https://www.nd.gov/dpi/education-programs/literacy> or scan the QR code below to access links to resources.



Standards

- [ND ELA and Literacy Standards](#)
 - <https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards>
- [NDREA Prioritized Standards and Scales](#)
 - <http://www.ndrea.org/index.php?id=112>
- [ND Early Learning Standards](#)
 - [https://www.nd.gov/dpi/sites/www/files/documents/Academic Support/EL2018.pdf](https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/EL2018.pdf)
- [ND Literacy in CTE, Science, and Social Studies](#)
 - <https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards>
- [WIDA Standards](#)
 - <https://wida.wisc.edu/teach/standards>
- [Reading 101](#)
 - <https://www.readingrockets.org/reading-101>
- [ND Learning Continuum](#)
 - <https://www.nd.gov/dpi/districtsschools/learning-continuum>



Curriculum Guides and Resources

- [EdReports](#) (Selecting for Quality: 6 Key Adoption Steps)
 - <https://www.edreports.org/resources/adoption-steps>
- [ND Curriculum Review \(SEEC\)](#)
 - <https://ndrea.org/assets/images/Flyers/Curriculum%20Guidance%205.16.24.pdf>
- [ND Childcare Aware](#)
 - <https://ndchildcare.org/>
- [ZERO to THREE](#)
 - <https://www.zerotothree.org/>
- [NAEYC](#)
 - <https://www.naeyc.org/>
- [Head Start Early Learning Curriculum Guide](#)
 - <https://eclkc.ohs.acf.hhs.gov/curriculum>
- [Head Start Early Learning Outcomes Framework](#)
 - <https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>
- [What Works in Education Clearinghouse](#)
 - <https://ies.ed.gov/ncee/wwc/>
- [Teachings of our Elders](#)
 - <https://teachingsofourelders.org/ndnaeu-aligned-lessons/>

Planning Standards-Aligned Curricular Evaluation Continuum

After considering the indicator charts, what evidence does your building or district reveal about your stage of implementation related to standards-aligned curricula? Check the boxes with your determination to see your strengths and areas for growth.

Critical Indicators:	1. Learning	2. Developing	3. Embedding	4. Innovating
	<ul style="list-style-type: none"> Specific ideas have been brought forth for consideration. Research and discussions are happening. 	<ul style="list-style-type: none"> A plan exists Some action has occurred. 	<ul style="list-style-type: none"> Consistent, systemwide actions are occurring at a sustainable level. The continuous improvement process is occurring. 	<ul style="list-style-type: none"> Continual monitoring and reviews of data are occurring. Strategic improvement of programming is reaching or exceeding the targeted outcomes.
Leadership: Building and literacy team leaders guide instructional curriculum selection and implementation based on a scope and sequence for a continuum of learning to reach identified literacy outcomes.	1	2	3	4
Culture: School community members know and use literacy standards to guide instruction.	1	2	3	4
Process: Systemwide processes are in place for planning, implementing, and evaluating HQIM and evidence-based instructional practices aligned to the ND English Language Arts and Early Learning Content Standards.	1	2	3	4

Assessing to Inform

Leaders and teams facilitate data use and feedback to monitor and adjust all decisions impacting literacy.



Assessing to Inform Defined

According to NDMTSS, assessments are used to perform two functions:

- Measure and improve student achievement.
 - Use results and indicators to adjust instruction to guide student learning.
 - Use results to engage students and families in goal setting.
- Evaluate and improve systemic practices.
 - Identify trends in student achievement across grade levels and student growth over time to inform decisions.
 - Identify areas needing intervention and acceleration.
 - Identify where support, staffing, or professional development is needed.

Assessment in Practice

A comprehensive assessment plan outlines the literacy outcomes of students. It is a meaningful, manageable, measurable, and sustainable process. It includes:

- Procedures to screen, diagnose, and monitor progress.
- Assessment methods utilized to demonstrate the achievement of each outcome.
- Timeframe for collecting and reviewing the data.
- Individual(s) responsible for collecting and reviewing the data.
- Response to review processes.



Assessing to Inform Indicator Charts

Leadership

Building and literacy team leaders establish a comprehensive assessment plan to monitor and impact literacy outcomes.

Leaders Value:	Actions May Include:	Artifacts May Include:
Team structures	<ul style="list-style-type: none">• Create district- or building-level data/assessment teams• Identify a comprehensive assessment plan• Create an assessment calendar• Establish common assessments	<ul style="list-style-type: none">• District-, building- or grade-level assessment plans• Assessment lists and appropriate uses
Rigorous standards	<ul style="list-style-type: none">• Ensure that all assessments have a purpose• Ensure results are used for instructional decisions• Ensure assessments are aligned with prioritized standards• Evaluate the rigor level of assessments (comparing performance to standardized testing)	<ul style="list-style-type: none">• MTSS literacy pathway chart• Common summative assessments• Common formative assessments• NDSA/ACT results• Data analysis charts
Resource Alignment	<ul style="list-style-type: none">• Provide professional learning around assessment• Use valid, reliable, and unbiased evidence• Review assessment practices• Designate resources for assessment practices• Ensure building assessments can screen, diagnose, and monitor progress• Create an assessment/curriculum crosswalk	<ul style="list-style-type: none">• Professional Learning Plan• Assessment use reports• Assessment/curriculum crosswalk

Culture

School community members are invested in student-centered decision-making based on data.

Team members hold attitudes and beliefs that are:	Actions May Include:	Artifacts May Include:
Learner-centered & Inclusive	<ul style="list-style-type: none"> • Develop and use student-friendly scales • Examine and refine scales as necessary to align with student skill • Create a process for students to self-monitor • Select assessment approaches that minimize interruption of instructional time • Identify assessments that are non-inclusive 	<ul style="list-style-type: none"> • Evidence of data triangulation • Observation data • Student interviews/self-monitoring tools • Student-friendly scales
Outcome-based & Growth-minded	<ul style="list-style-type: none"> • Select assessments and practices that support student growth • Use formative assessments to drive instruction • Establish a systematic MTSS framework and process • Establish a process for intervention and extensions at the building and classroom levels. 	<ul style="list-style-type: none"> • MTSS pathways • Assessment selection tools • Documentation of assessment reviews • Evidence of data triangulation and meeting notes • Classroom interventions and extensions
Transparent & Collaborative	<ul style="list-style-type: none"> • Inform students of the purpose of the assessment • Establish PLC processes • Provide an opportunity for student self-evaluation • Create collective efficacy for student achievement 	<ul style="list-style-type: none"> • Language protocols for testing introduction • Tools for student goal-setting and self-tracking use • PLC documents, schedules

Process

Systemwide processes are in place for planning, implementing, and evaluating the use of data for continuous improvement.

Teams adhere to processes for:	Actions May Include:	Artifacts May Include:
Planning	<ul style="list-style-type: none"> • Build schedules with time dedicated to PLC work • Identify grade-level literacy assessment tools for each purpose: screen, diagnose, and monitor progress 	<ul style="list-style-type: none"> • PLC protocols • PLC schedules • PLC agendas and notes • Assessment master lists • District positions dedicated to MTSS/RTI professional learning time and training
Implementing	<ul style="list-style-type: none"> • Assess to inform according to the schedule • Maintain assessment-related communication with all stakeholders • Review and respond to results • Engage in problem-solving/student assistance teams 	<ul style="list-style-type: none"> • Assessment schedules • Family communications and training notes, notices, agendas • Result tracking documents • Assessment results plans • MTSS/RTI structures • Notes and agendas • Published Protocols
Evaluating Review & Respond	<ul style="list-style-type: none"> • Established regular data review days • Review assessment goals and measurement metrics 	<ul style="list-style-type: none"> • Identified assessment tools document • Meeting notes • Goal documents

Assessing to Inform Resources

See <https://www.nd.gov/dpi/education-programs/literacy> or scan the QR code below to access links to resources.



Online Assessment Protocols/Tools

- [RTI Network Fidelity Protocols](#)
 - <http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-protocols>
- [National Center of Intensive Intervention](#)
 - <https://charts.intensiveintervention.org/ascreening>
- [Really Great Reading Diagnostics](#)
 - <https://www.reallygreatreading.com/diagnostics>
- [Foundations of Reading Instruction and Intervention Links](#)
 - <https://drive.google.com/file/d/1zH6KQfWuvgd7uAPaHfIGRcwRpnVpRTa-/view?usp=sharing>



Resources/Organizers

- [Essential Diagnostic Questions](#)
 - https://docs.google.com/document/d/1PZrilqBrIvBSRXowz_KM1ZvWn_2OtLC5DOG5nCaNgNI/edit?usp=sharing
- [Quick Phonics Screener](#)
 - <https://drive.google.com/file/d/1LJAm9CQcHkLuTiV3voGMutsXLRjLQqTL/view?usp=sharing>
- [Diagnostic Flowchart-Iowa](#)
 - <https://drive.google.com/file/d/1y9nOO-GTmPYZLfAXJcLKUXPdOZJaQ5FW/view?usp=sharing>
- [Quick Guide for Reading Assessment](#)
 - https://drive.google.com/file/d/1P7ZlfRG84njWzxTeAdDa5LnStv04TL_O/view?usp=sharing
- [Progress Monitoring Chart](#)
 - <https://docs.google.com/document/d/19jiLpkfsgRLc-AI8dQ9dBqyAMCzawT23DipC-CWLrmM/edit?usp=sharing>

Assessing to Inform Evaluation Continuum

After considering the indicator charts, what evidence does your building or district reveal about your stage of implementation related to literacy assessment? Check the boxes with your determination to see your strengths and areas for growth.

Critical Indicators:	1. Learning	2. Developing	3. Embedding	4. Innovating
	<ul style="list-style-type: none"> Specific ideas have been brought forth for consideration. Research and discussions are happening. 	<ul style="list-style-type: none"> A plan exists Some action has occurred. 	<ul style="list-style-type: none"> Consistent, systemwide actions are occurring at a sustainable level. The continuous improvement process is occurring. 	<ul style="list-style-type: none"> Continual monitoring and reviews of data are occurring. Strategic improvement of programming is reaching or exceeding the targeted outcomes.
Leadership: Building and literacy team leaders establish a comprehensive assessment plan to monitor and impact literacy outcomes.	1	2	3	4
Culture: School community members are invested in student-centered decision-making based on data.	1	2	3	4
Process: Systemwide processes are in place for planning, implementing, and evaluating the use of data for continuous improvement.	1	2	3	4



Instructing with Precision

Leaders and teams define a precise, scientifically based system of literacy instruction to meet individual learner needs through a multi-tiered system of support.

Instructing with precision starts with understanding the progression of literacy development, science-based practices, strategies, and interventions that promote active student engagement while meeting the literacy needs of all. The North Dakota Literacy Plan provides resources to support understanding these critical components to plan effective literacy instruction for all age levels.

Critical Components of Instructing with Precision

- All students are engaged in explicit, systematic reading, writing, speaking, and listening instruction.
- Instruction is provided with educational integrity. Integrity ensures that fidelity (commonly understood to mean a word-for-word implementation) to the program's intent and philosophy is managed through an evaluative approach. This means considering student and teacher needs to apply appropriate, data-informed adjustments.
- Key literacy skills are identified for all age levels with an understanding of when the skills should be introduced and at what age those skills should be mastered.
 - The *ND Literacy Continuum* on page 8 focuses on capturing the critical literacy connections to success, applying to all key learning areas, and cannot be left to chance.
- A multi-tier approach is used to differentiate instruction for all students efficiently.
 - The MTSS model incorporates increasing intensities of instruction and assessments, offering specific, research-based interventions matched to student needs driven by data. See the NDMTSS website listed in the resources.
- Sufficient time is allocated to provide effective instruction for all age levels. See Appendix B, Figure 6.
- Basic components and independent skills required to achieve skilled reading are considered when planning instruction. See Appendix B, Figures 4 and 5.
- Evidence-based strategies and High-Quality Instructional Materials (HQIM) are prioritized. See the ND Science of Reading website listed in the resources.
- Literacy is not a subject in its own right but is fundamental to all content areas.
 - Disciplinary literacy is defined as content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically, and perform meaningfully within a given field's context.

Instructing with Precision Indicator Charts

Leadership

Building and literacy team leaders ensure literacy instruction addresses the evidence-based progression of skill development essential to reach learning outcomes.

Leaders Value:	Actions May Include:	Artifacts May Include:
Team structures	<ul style="list-style-type: none">• Select a structural model for instructional implementation	<ul style="list-style-type: none">• MTSS Plan
Rigorous standards	<ul style="list-style-type: none">• Establish or identify a literacy continuum or framework• Maintain high fidelity to district-selected, high-quality, evidence-based instructional materials and practices	<ul style="list-style-type: none">• Evidence of use in practices through observations• Evidence in lesson designs
Resource Alignment	<ul style="list-style-type: none">• Communicate expectations about the use of evidence-based instructional programs and practices• Observe for evidence-based and instruction fidelity• Establish research-based literacy professional learning for all instructional staff	<ul style="list-style-type: none">• Policies related to selected literacy curriculum use• Observation tools• Look-for documents• Resource Toolkits• PLC agendas• Professional learning calendars• Consultant contracts

Culture

School community members understand literacy as a progressive acquisition of skills and support individual differences while maintaining rigorous outcome goals.

Team members hold attitudes and beliefs that are:	Actions May Include:	Artifacts May Include:
Learner-centered & Inclusive	<ul style="list-style-type: none"> • Instruct with approaches that account for variable student progress rates • Address specific student needs and skills through differentiation and intervention • Establish literacy-rich environments in all classrooms • Establish high-quality libraries, including classroom libraries at all levels 	<ul style="list-style-type: none"> • Lesson plans • Individual student plans • Tools for tracking individual student progress • Calendars • Protocols • Notes and agendas • Anchor charts • Vocabulary/word walls • Library inventories
Outcome-based & Growth-minded	<ul style="list-style-type: none"> • Establish standards-based instruction • Embed literacy supports into content area instruction 	<ul style="list-style-type: none"> • Lesson plans • Observation notes
Transparent & Collaborative	<ul style="list-style-type: none"> • Schedule regular data days and PLC time 	<ul style="list-style-type: none"> • Observational data

Process

Systemwide processes exist to effectively differentiate instruction to support all students in literacy achievement.

Teams adhere to processes for:	Actions May Include:	Artifacts May Include:
Planning	<ul style="list-style-type: none">• Establish MTSS/RTI inclusive of special education, gifted and talented, multilingual, Indigenous, and social-emotional supports• Allocate resources to literacy instruction	<ul style="list-style-type: none">• Student support teams• Problem-solving teams• Course catalogs• Schedule literacy instructional staff to maximize personalized instruction to meet needs
Implementing	<ul style="list-style-type: none">• Deliver high-quality core instruction• Establish personalized learning pathways	<ul style="list-style-type: none">• Proficiency scales• Course catalogs• Published grading practices
Evaluating	<ul style="list-style-type: none">• Review instructional goals and measurement metrics• Adjust approaches as determined by outcomes	<ul style="list-style-type: none">• Meeting notes• Goal documents

Instructing with Precision Resources

See <https://www.nd.gov/dpi/education-programs/literacy> or scan the QR code below to access links to resources.



MTSS Resources

- [ND MTSS](#)
 - <https://www.ndmtss.org/>
- [MTSS Guiding Questions](#)
 - https://docs.google.com/document/d/1o9CBPMO9QBglrFwKHhnZUUN4hVLjAwbXb3ycm_EmSzk/edit?usp=sharing



Instructional Tools and Resources

- [WWC Practice Guides](#)
 - <https://ies.ed.gov/ncee/wwc/PracticeGuides>
- [Florida Center for Reading Research](#)
 - <https://fcrr.org/educators>
- [Essential Components Summary Sheet](#)
 - <https://drive.google.com/file/d/1j1vu9yqX-jzt7kuvxwmp0GAq8oBhpYu/view?usp=sharing>
- [Reading Rockets](#)
 - <https://www.readingrockets.org/>
- [National Reading Panel](#)
 - <https://www.nichd.nih.gov/publications/pubs/nrp/findings>
- [Strategic Literacy Instruction - Anita Archer](#)
 - https://drive.google.com/file/d/1nLC4aec4BGnzprszNUln1PE_q-scE81g/view?usp=sharing
- [SoR- Defining Guide](#)
 - https://drive.google.com/file/d/1AgB2HOMRtVYffjW-JAu_r3Ae_oapyaEF/view?usp=sharing
- [Literacy Essential Practices for all levels - Michigan General Education Leadership Network \(GELN\)](#)
 - <https://www.gomaisa.org/literacy-essentials/the-essentials/>
- [Texas Reads](#)
 - <https://literacysanantonio.com/sorresources-1>

Instructing with Precision Evaluation Continuum

After considering the indicator charts, what evidence does your building or district reveal about your stage of implementation related to literacy instruction? Check the boxes with your determination to get a picture of your strengths and areas for growth.

Critical Indicators:	1. Learning	2. Developing	3. Embedding	4. Innovating
	<ul style="list-style-type: none"> Specific ideas have been brought forth for consideration. Research and discussions are happening. 	<ul style="list-style-type: none"> A plan exists. Some action has occurred. 	<ul style="list-style-type: none"> Consistent, systemwide actions are occurring at a sustainable level. The continuous improvement process is occurring. 	<ul style="list-style-type: none"> Continual monitoring and reviews of data are occurring. Strategic improvement of programming is reaching or exceeding the targeted outcomes.
Leadership: Building and literacy team leaders ensure literacy instruction addresses the evidence-based progression of skill development essential to reach learning outcomes.	1	2	3	4
Culture: School community members understand literacy as a progressive acquisition of skills and support individual differences while maintaining rigorous outcome goals.	1	2	3	4
Process: Systemwide processes exist to effectively differentiate instruction to support all students in literacy achievement.	1	2	3	4

Glossary

Action is a process of doing something to achieve an aim, goal, or outcome.

Artifact is an object created during the work team's term. It physically provides evidence of action, such as documents, video, audio, images, or other tangible things.

Choice Ready is a component within the North Dakota Accountability system and describes a student graduating with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military.

Collaboration is produced or achieved by two or more parties working together.

Culturally Responsive Teaching & Instructional Resources - Culturally responsive teaching increases academic rigor for all learners and requires cultivating a physically, emotionally, and intellectually safe environment. This includes utilizing evidence-based instruction and assessment practices, curriculum, and resources that reflect and acknowledge all students' diversity, identities, and experiences of all students.

Data-informed Instruction involves collecting examples of student performance, analyzing them for trends, and determining whether to continue or adjust steps to achieve the desired outcome.

Disciplinary Literacy emphasizes approaching literacy within a content area as an expert in that content area would use it. Scientists, historians, and mathematicians use their literacy skills differently to understand and accomplish their work. Disciplinary literacy takes reading and writing beyond the textbook and classroom tasks to actual world application.

Diversity is understanding that every individual is unique and recognizing individual differences. Diversity includes but is not limited to ethnicity, race, physical abilities/qualities, gender, sexual orientation, religious status, gender expression, educational background, geographical location, socioeconomic status, political association, and life experiences.

English Language Arts (ELA) is the study and improvement of the art of the English language, including the strands of reading, writing, speaking, listening, and viewing.

Equity provides an environment where differences are recognized and acknowledged, and the appropriate levels of support are needed for every individual to meet their maximum potential.

Evidence-based programs and practices have been demonstrated through research to have a statistically significant impact on student learning outcomes. Evidence-based programs are studied within actual classroom settings. ESSA emphasizes evidence-based programs and practices and outlines four levels of effectiveness.

Explicit Instruction is a structured, systematic, and direct teaching approach that includes stating goals, modeling and clearly explaining, and withdrawing support as students move toward independence.

High-Quality Instructional Materials (HQIM) are grade-level materials aligned to state standards, evidence-based, and implemented with integrity.

Job Embedded is Professional Learning grounded in day-to-day teaching practice to enhance content-specific instructional practices.

Implementation is converting goals and objectives into action and implementing a plan or idea.

Literacy encompasses reading, writing, speaking, listening, and critical thinking skills across contexts.

Learner-centered views learners as active participants in learning. They bring their knowledge, past experiences, education, and ideas, impacting how they take on new information and learn.

Multilingual Learner (ML) is the updated asset-based term for English Language Learners. Multilingual learners are students developing proficiency in multiple languages, including students learning English as an additional language in school.

Professional Learning Community (PLC) is an organized group of professionals who collaborate to engage in practice-based learning through reflection, dialogue, feedback, and shared goal setting.

School and early childhood professionals include those working with children from birth through grade 12, such as teachers, administrators, early learning professionals, childcare providers, or those in related care and education roles.

Science of Reading is a body of research that combines several disciplines to provide an understanding of the processes involved in reading, where challenges generally occur, and how that relates to reading instruction choices, including preventive and remedial approaches.

The Six Essential Elements are the organizing categories of the ND Comprehensive Literacy Plan, which the ND Literacy Team has deemed critical to the system's function of providing high-quality literacy instruction for all children.

Stakeholder is any person or entity that stands to benefit from effective literacy outcomes, including students, family members, caregivers, school and early childhood providers, education professionals, community partners, and leaders.

Sustain is to continue something for an extended period.

Appendix A

History of the North Dakota Literacy Plan

The North Dakota Comprehensive Literacy Plan was first drafted as a part of a federal grant application in 2010 to address literacy support throughout the state. North Dakota has since received two federal grants to improve literacy instruction. In 2017, the Striving Readers Comprehensive Literacy (SRCL) grant funded 15 districts for three years. In 2019, the second award, the Comprehensive Literacy State Development (CLSD) grant, secured five years of literacy support to 22 districts. These grants total more than \$70 million and have funded work encompassing more than 60% of North Dakota students. The grants require the state to maintain and annually update a state literacy plan to guide local districts in their work.

The plan is maintained by the State Literacy Team, which is comprised of fifteen members selected through a competitive application. The members represent diverse literacy education roles. The overall mission of the State Literacy Team is to combine voices of state leadership, local education agencies (LEAs), and early childhood programs to integrate and align literacy resources and policies to support disadvantaged children, Birth through Grade 12, to be choice-ready.

The ND Literacy Plan Supports the North Dakota PK-12 Strategic Vision

In 2019, a group of invested leaders came together to create a five-year vision for education work in North Dakota. That group created the [PK-12 Education Strategic Vision Framework](#) with outcomes for North Dakota students. Literacy is directly addressed in long-term outcome #2, “Increase students who demonstrate reading proficiency in 3rd grade.” Literacy is woven throughout the plan as an outcome and a means to achieve the vision. The updated version is included in Appendix B, Figure 7.

Literacy Snapshot in North Dakota

According to the North Dakota Compass 2021 Report (https://www.ndcompass.org/_images/graphics/Final_2021_Compass_Points_Final.pdf), North Dakota ranks 50th for the percentage of children enrolled in preschool programs. Just 28% of 3- and 4-year-olds attend a preschool program.

Before the COVID-19 pandemic, 47% of students in North Dakota were proficient or higher on the North Dakota State Assessment (NDSA) in English Language Arts. That percentage dropped to 42% in 2020-2021. The state assessment demonstrates evidence of student learning recovery as the overall proficiency increased to 46% in 2023-2024. As outlined in the ND Learning Standards, proficiency means a student demonstrates skills at or above those expected at that grade level. The NDSAs are administered between March and May annually, and the results are reported on [Insights ND](#). Local district and individual results can vary significantly from state averages; therefore, these results should be viewed as only one indicator among many student outcomes. The following documents overview the reading and graduation needs and achievement of students in North Dakota grouped by federally identified disadvantages.

ND State Summary

OVERVIEW



North Dakota's students come to school with a variety of cultures, experiences, and resources. Each unique learner should walk into an educational experience that meets them where their needs are and guides them as far as they can go. ND is proud of a focus on a graduation in which every student is prepared for the future they desire. Literacy is a nonnegotiable skill we must deliver to every child on pace from their very first day to ensure the Choice Ready promise.

State Enrollment
118,878

Graduation Rate
82%

The graduation rate displayed here represents students achieving graduation within a four-year timeframe.

LITERACY NEEDS AND GAPS

- Many North Dakota students face literacy needs and gaps, often stemming from factors like socioeconomic disparities, limited access to high-quality resources, and insufficient support for students with diverse learning needs. These challenges can contribute to lower literacy proficiency levels and hinder academic achievement, highlighting the importance of targeted interventions, equitable access to resources, and comprehensive support systems to address literacy gaps and ensure all students receive a solid foundation in reading and writing skills.
- To address literacy needs and gaps among North Dakota students ensuring equitable access to high-quality resources, including books, technology, and educational support services, is crucial. Collaborating with families, community organizations, and local stakeholders to create a supportive learning environment and promoting a culture of literacy can further support student success in literacy.

STATE LEGISLATION & LITERACY

North Dakota is making significant strides in literacy education through legislative efforts and focused initiatives. Recent state legislation has prioritized professional development for educators in Structured Literacy (SoR) instruction, ensuring they have the tools to effectively teach reading to all students before school to Grade 12.

Additionally, the state has implemented evidence-based literacy curricula, emphasizing phonics and decoding skills crucial for early literacy development. Addressing dyslexia has been a key focus, with policies supporting early screening and intervention to provide targeted support for struggling readers. By prioritizing literacy at the legislative level and investing in comprehensive approaches to reading instruction, North Dakota is laying a strong foundation for improved literacy outcomes for all learners.



Choice Ready*



NDSA ELA*



NAEP Proficient - 8th grade reading*

*2023-24 ND Insights (all grades)



Low Income in ND

Low-income students from diverse socioeconomic backgrounds represent a substantial portion of enrollment in many North Dakota school districts. Federal guidelines for 2024 considers a family of four earning less than \$31, 200/year as living in poverty.* As North Dakota's population and learner needs becomes more varied so does the importance to establish systems of supports for low-income students.

State Enrollment
30%*

Graduation Rate
4-year cohort
69%*

of Students
35,500*

LITERACY NEEDS AND STRATEGIES

- **Maslow's Hierarchy before Bloom's Taxonomy:** Many low-SES students do not come to school prepared to learn. Begin their day by meeting basic needs, such as addressing hunger and creating a safe space for learning.
- **Access to Resources:** Low-income learners may not have access to age and developmentally appropriate books, educational materials or internet access in the home for homework. While not critical to academic success, mindfulness about the inability for some students to access field trip expenses, book fairs, and school picture packages should be considered. These are reminders to the low-SES student that a chasm exists between them and their more affluent peers.
- **Educational Equity:** Disparities in educational outcomes may persist underscoring the importance of ensuring equitable access to high-quality literacy instruction and support services for all students.

TIPS FOR WORKING WITH LOW-SES STUDENTS

- **Academic diagnostics for differentiation:** Use research-based diagnostics to determine grade and skill levels for each student, ensuring they are offered the interventions necessary to be successful in the general education classroom.
- **Interventions matched to need:** Using a Response to Intervention approach within the Multi-Tiered System of Supports (MTSS) model, provide daily intervention services along with progress monitoring tools and benchmark data to keep interventions fluid and appropriate to academic growth.
- **Collaboration and Communication:** Encourage open dialogue and collaboration with the families of low-income students. Acknowledge their valuable insights and contributions to their children's education. Establish a clear path of communication between school and home.



Choice Ready*



NAEP Proficient -
8th grade ELA



NDSA Proficient - all grades ELA

*ND Insights 2023-24

**US Dept. of Health & Human Services

ELs/MLs in ND

ENGLISH LEARNERS/ MULTI LANGUAGE LEARNERS



English Learners (ELs)/Multi Language Learners (MLs) in North Dakota represent diverse linguistic and cultural backgrounds, contributing to the rich tapestry of the state's educational community.

As North Dakota's population continues to diversify, so does the student body, with ELs/MLs comprising a significant portion of the student population in many districts.

State Enrollment
4%

Graduation Rate
4-year cohort
69%

of Students
4,755

Exit Rate
2.8%

LITERACY NEEDS AND GAPS

- **Language Proficiency:** ELs often face challenges in developing proficiency in English, which can impact their literacy skills. Many ELs may enter school with limited English proficiency, requiring targeted support to develop language skills necessary for academic success.
- **Access to Resources:** ELs may have limited access to resources, including bilingual materials and culturally responsive instructional strategies. This can create gaps in their literacy development, as they may not have access to materials that reflect their linguistic and cultural backgrounds. Schools should be adequately staffed with bilingual teachers and paras.
- **Educational Equity:** Disparities in educational outcomes may exist between ELs and their English-speaking peers, highlighting the need for equitable access to high-quality literacy instruction and support services.

TIPS FOR WORKING WITH ELs

- **Culturally Responsive Instruction:** Incorporate culturally relevant materials and instructional strategies that reflect the backgrounds and experiences of ELs. This enhances engagement and promotes a sense of belonging in the learning environment.
- **Language Support:** Provide targeted language support through differentiated instruction, small group work, and language development activities tailored to the proficiency levels of ELs. Use visual aids, gestures, and scaffolding techniques to support comprehension and communication. Students may also need additional support learning spelling patterns.
- **Collaboration and Communication:** Foster open communication and collaboration with EL families, recognizing their valuable insights and contributions to their children's education. Utilize interpreters or bilingual staff as needed to facilitate effective communication.



Choice
Ready*



NDSA ELA*
Current EL



NDSA ELA*
Former EL



NAEP Proficient - 8th grade reading*
*2023-24 NDInsights (all grades)

Students with Disabilities



Students with personalized learning plans such as Individualized Education Programs (IEPs), Section 504 plans, or Individual Family Service Plan (IFSP) bring diverse learning needs and backgrounds, enriching the state's educational mosaic. As North Dakota's demographics evolve, so does the composition of our student body, with students on a specialized education plan constituting a substantial portion of enrollment in many districts.

State Enrollment
15%*

Graduation Rate
4-year cohort
65%*

of Students
17,831

Least Restrictive Environment*
73% of students spent 80% of their day
in the general education classroom*

LITERACY NEEDS AND GAPS

- **Individualized:** Each student with a disability has unique learning strengths and challenges. These students require plans with instructional strategies and support that are personalized to their needs.
- **Instruction Aligned with Standards:** Students with disabilities should have access to the same academic content and standards as their peers. Instruction on this content and standards is specially designed to meet their needs.
- **Inclusion and Belonging:** By offering specially designed instruction in the general education setting, schools create inclusive environments where students with disabilities feel valued, supported, and included.

TIPS FOR WORKING WITH STUDENTS

- **Universal Design for Learning:** Structuring learning environments to provide multiple means of representation, engagement, and expression to optimize learning for all students.
- **Data Informed Instruction:** Teachers use data to inform instructional decisions, identify areas of growth, and tailor interventions to meet the student's needs.
- **Differentiated Instruction:** Teachers adjust the content, process, and product of learning to accommodate diverse learning needs.
- **Language Support:** provide personalized language supports and development through differentiated instruction.



Choice Ready*



NAEP Proficient 8th grade

*Data based on 2022 state reports



NDSA Proficient - all grades ELA

*ND Insights 2023-24

Indigenous in ND

NATIVE AMERICAN LEARNERS



Indigenous Learners in North Dakota bring forth a multitude of linguistic and cultural heritages, enhancing the vibrant fabric of our state's educational composition. As North Dakota's demographics evolve, so does the composition of our student body, with Indigenous Learners playing an increasingly significant role across many districts.

State Enrollment
10%

Graduation Rate
65%

The graduation rate displayed here represents students achieving graduation within a four-year timeframe.

of Students
11,887

LITERACY NEEDS AND GAPS

- **Access to Resources:** Indigenous students may face limited access to culturally relevant instructional materials and strategies. This disparity can hinder motivation to engage in literacy experiences, which impacts overall development in literacy skills.
- **Educational Equity:** Disparities in educational outcomes may persist between Indigenous students and their peers, underscoring the importance of ensuring equitable access to high-quality literacy instruction and support services for Indigenous learners.

TIPS FOR WORKING WITH NATIVE AMERICAN STUDENTS**

- **Provide Culturally Responsive Curriculum & Instruction:**
 - Use standards-based curriculum.
 - Collaborate, communicate, & establish partnerships.
 - Provide multiple means of representation.
 - Engage parents, families, and the community in the design of program approaches.
 - Validate students' culture.
 - Hold high expectations for learning.
 - Build authentic, trusting student-teacher relationships.
 - Provide students with culturally responsive mentorship opportunities.
 - Diversify curricular content and learning opportunities.
- **Promote Social-Emotional Learning:**
 - Provide positive representations of role models.
 - Promote a cultural identity that emphasizes connectedness.
 - Build positive student-teacher and peer relationships.
 - Develop programming that incorporates students' 1st language.
 - Foster school-family partnerships.
 - Foster safe, supportive, and inclusive schools and classrooms.
 - Prioritize student mental health.
 - Engage students, families, and communities in anti-bullying discussions, training, interventions and activities.
- **Use Equitable Instructional Practices:**
 - Understand what equity means and integrate into teaching practices.
 - Use leadership practices that promote equity.
 - Develop practices and policies that support equitable outcomes for all students.
- **Engage with the Native American Community:**
 - Use structured processes to engage in dialogue with the community.
 - Partner with the community to develop equity action plans.
 - Collaborate with tribal education departments.
 - Identify barriers to student attendance.
 - Engage families, students, and communities to improve attendance.



Choice Ready*



NAEP Proficient - 8th
grade reading*



NDSA proficient - all grades ELA*

*2023-24 ND Insights

**2022-23 North Dakota Native American Needs Assessment

Appendix B

Professional Learning

Figure 1 ND Literacy Coaching Framework for Continuous Improvement

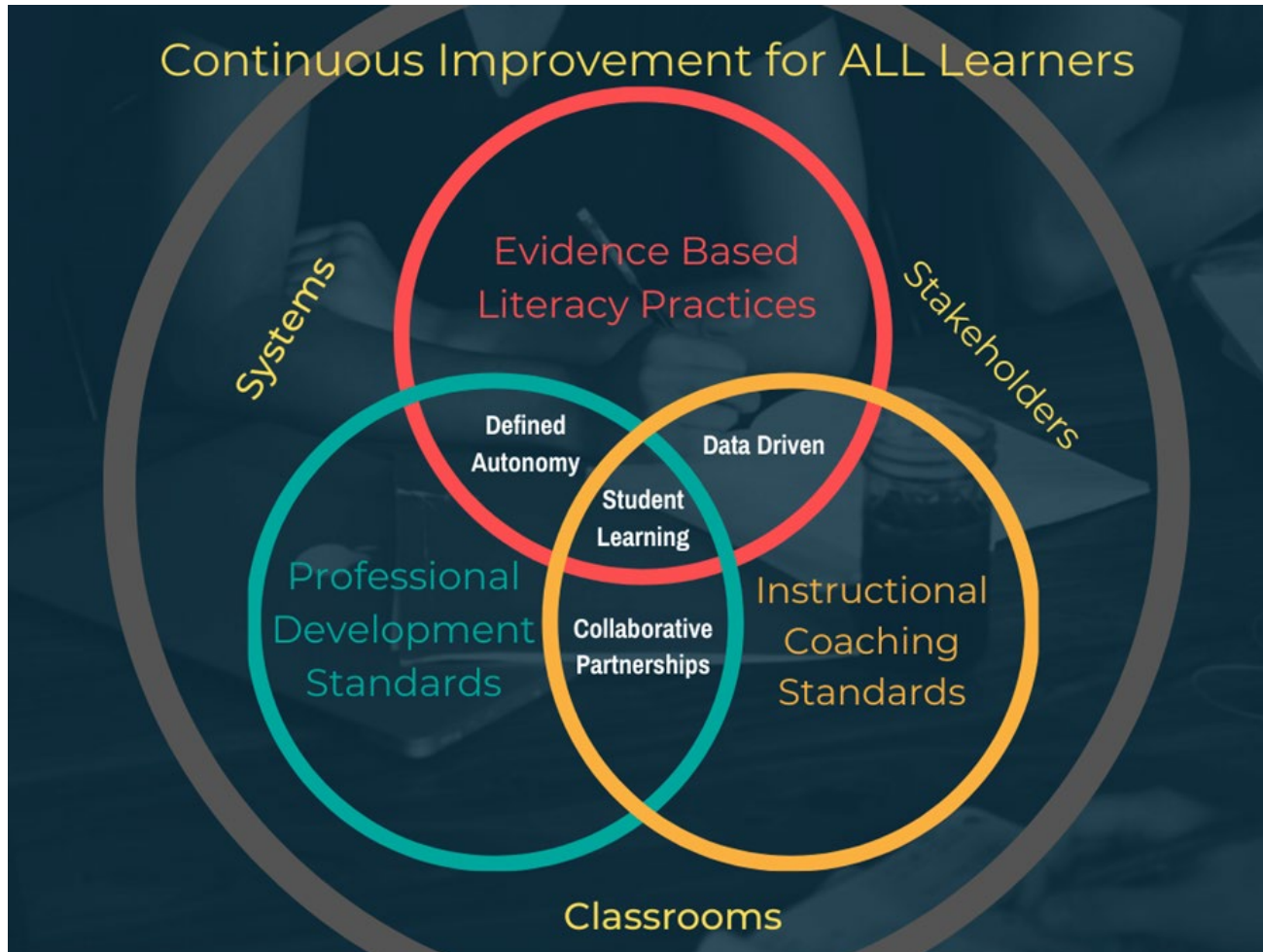
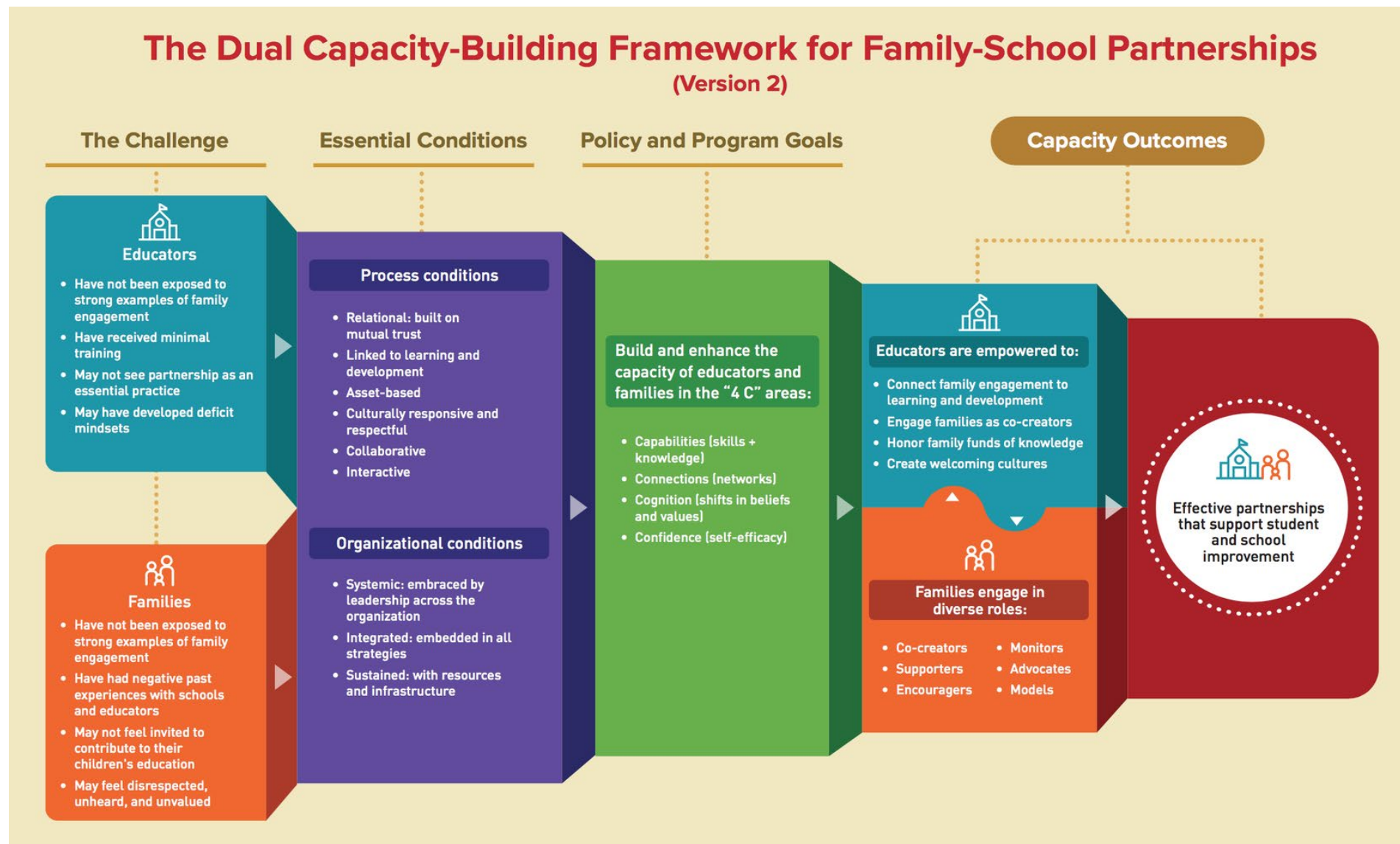


Figure 2 Dual Capacity-Building Framework for Family-School Partnerships



Released in 2019, Version 2 of the Dual Capacity-Building Framework for Family-School Partnerships showcases a redesigned graphic.

Figure 3 Relative Impact of Family Engagement Strategies on Student Learning

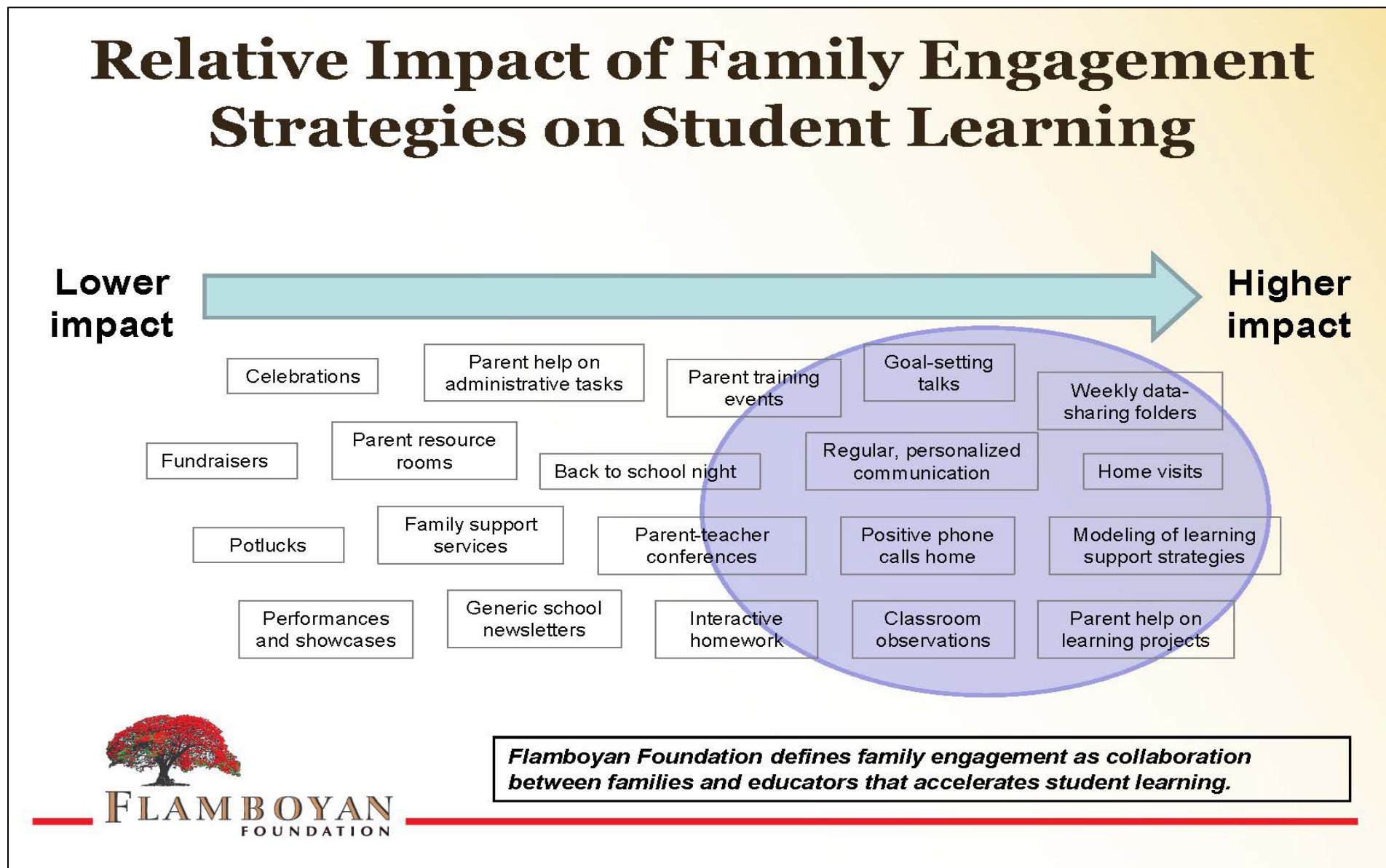


Figure 4 The Simple View of Reading



Gough & Turner, 1986; Hoover & Gough, 1990

Figure 5 Scarborough's Reading Rope

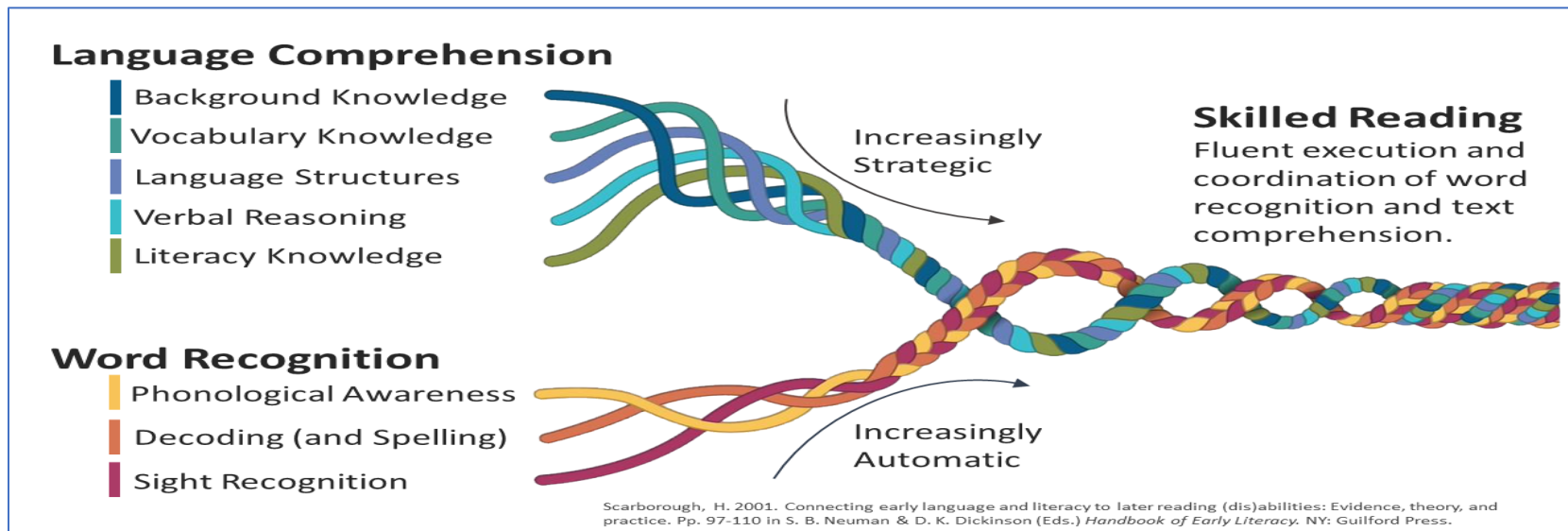


Figure 6 Recommended Time Allocations for Reading Instruction for All Students

RECOMMENDED TIME ALLOCATIONS FOR READING INSTRUCTION FOR ALL STUDENTS (New Mexico Public Education Department. (2020). New Mexico Statewide Literacy Framework, NM. Santa Fe: NMPED)		
AGE GROUP	AMOUNT OF INSTRUCTION P/DAY	INSTRUCTIONAL FOCUS
INFANT / TODDLER	Literacy instruction should be embedded in all activities throughout the day.	The primary language task of infants and toddlers is learning the language of their families. Caregivers should communicate with the children in their home language, modeling language usage for infants and toddlers. Teachers should elicit language from them and build on their communication through meaningful conversations, descriptions of what they are doing, and open-ended questioning. In addition, looking at and reading books and giving children opportunities to draw and make marks with writing tools build on their communication skills as they move toward understanding the written word. The essential elements of beginning reading with infants and toddlers are phonological awareness, vocabulary, oral language development, oral comprehension, and environmental print.
PRESCHOOL	Literacy instruction should be embedded in all activities throughout the day.	Implement daily, intentional, developmentally appropriate early literacy practices: <ul style="list-style-type: none"> • phonological awareness activities • oral language and vocabulary activities • alphabet knowledge activities • concepts of print activities • large group read-aloud with listening comprehension focus • opportunities for developmentally-appropriate writing activities
K-3	90-minute reading block	The 90-minute block provides instruction on the five essential elements of beginning reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Additional instructional time will need to be scheduled to ensure adequate time to teach other areas of literacy, such as writing. For grades K-3, more than 90 minutes of daily reading instruction should be provided to students who still need to meet grade-level reading goals.
4-5	90-minute reading block and literacy-connected learning across the instructional areas.	During the 90-minute block, students receive daily, focused reading instruction on the essential reading elements, emphasizing advanced phonics and word study skills, fluency, vocabulary, comprehension, and writing. Students begin regularly working with texts in social sciences, science, math, and other instructional areas. More than 90 minutes of daily reading instruction should be provided to students who still need to meet grade-level reading goals.
6-8	40- to 60-minute reading class for all students (grouped by skill level) and separate from English language arts, 2-4 hours of literacy-connected learning across instructional areas.	All students are recommended to attend a 40- to 60-minute class designated specifically for reading instruction. In addition to the reading class, students should receive reading instruction across all content areas on content-specific advanced word study, comprehension, and vocabulary. Students reading below grade level could participate in the extended language arts period and an additional reading intervention class.
9-12	2-4 hours of literacy-connected learning across the instructional areas.	The recommendation is two to four hours of literacy-connected learning across the content areas daily. High school teachers provide increasingly more rigorous vocabulary and comprehension instruction and practice to students each year of high school across the content areas, preparing them to exit grade 12 reading at grade level or above.

Figure 7 North Dakota PK-12 Education Strategic Vision Framework



Local Literacy Plan Sample Template

Local Comprehensive Literacy Plan

The following sample templates may be used to help organize the writing of your local literacy plan.

Table of Contents

Content	Page
Literacy Leadership Team	
Introduction	
Strategic Plan (Link if available)	
Literacy Grant Goals	
Implementation Plan	
Glossary	
Toolbox <ul style="list-style-type: none">• References• Resources• Local documents	

Literacy Implementation Team

Select varied representatives who can provide input, make decisions, and act on literacy within the system. Determine the following essential items: team purpose, Team Members, and meeting schedule.

Purpose of the Team:

Meeting Frequency:

<i>Representation Area</i>	<i>Name of Representative</i>
<i>Ex: District Leadership, Building Leadership</i>	
<i>Ex: Teachers (elementary, middle, elementary)</i>	
<i>Ex: Family and Community Representatives</i>	
<i>Ex: Special populations</i>	

Introduction

This section should outline the plan's purpose and make intentional connections to the needs and current initiatives within your district, building, or consortium. Some things to consider include the following:

- Purpose of Plan
- Local Demographics
- Current snapshot of literacy performance (data)
- Mission, Vision, and Values
- Connection to State Plan
- Connections to local curricular program

Strategic Plan

Identify how the following elements align with your district or building's strategic plan and local initiatives.

NORTH DAKOTA LITERACY PLAN GUIDANCE 6 ESSENTIAL ELEMENTS FOR LITERACY	STRATEGIC PLAN / INITIATIVE ALIGNMENT
LEADING FOR IMPACT	
Leaders work to influence school culture and build systems that ensure all learners receive an effective, high-quality literacy education.	<i>Connections</i>
SUPPORTING PROFESSIONAL LEARNING	
Leaders and teams align resources and develop processes to support instructional staff in improving knowledge and delivering literacy instruction.	<i>Connections</i>
ENGAGING ALL STAKEHOLDERS	
Leaders and teams work to build system capacity to ensure all educators recognize and encourage student, family, and community member empowerment to shape a highly effective educational experience for each learner.	<i>Connections</i>
PLANNING STANDARDS-ALIGNED CURRICULUM	
Leaders and teams ensure the selection and use of methods, resources, and assessments to achieve the desired student outcomes defined in the North Dakota English Language Arts and Early Learning Content Standards.	<i>Connections</i>
ASSESSING TO INFORM	
Leaders and teams facilitate data use and feedback to monitor and adjust all decisions impacting literacy.	<i>Connections</i>
INSTRUCTING WITH PRECISION	
Leaders and teams define a precise, scientifically-based system of literacy instruction to meet individual learner needs through a multi-layered system of support.	<i>Connections</i>

Goals & Implementation

Establish a general overview of goals, action steps, and evidence aligned to the six essential elements of the state plan.

LITERACY GOALS			
	Birth – 5 Years Old	Elementary	Secondary
Long term Goal(s) What will you achieve within five years?			
Midterm Goal(s) What will you achieve within three years?			
Short term Goal(s) What will you achieve in 1 year?			



Literacy Implementation Plan

Establish Actions and Measures

Element	Grade Band	Implementation/Action What actions will you take this year?	Evidence / Artifacts / Measurements What will you develop/achieve during this process?
Leading for Impact	B-5		
	Elementary		
	Secondary		
Supporting Professional Learning	B-5		
	Elementary		
	Secondary		
Engaging all Stakeholders	B-5		
	Elementary		
	Secondary		
Planning Standards-aligned Curriculum	B-5		
	Elementary		
	Secondary		
Assessing to Inform	B-5		
	Elementary		
	Secondary		
Instructing with Precision	B-5		
	Elementary		
	Secondary		

Toolbox

Include links to research and references, valuable tools, and local documents.

Leading for Impact	References		
	Resources		
	Local Documents		
Supporting Professional Learning	References		
	Resources		
	Local Documents		
Engaging all Stakeholders	References		
	Resources		
	Local Documents		
Planning Standards-aligned Curriculum	References		
	Resources		
	Local Documents		
Assessing to Inform	References		
	Resources		
	Local Documents		
Instructing with Precision	References		
	Resources		
	Local Documents		