Comprehensive Reading Plan K-12

A Supplement to the North Carolina Literacy Plan

North Carolina Department of Public Instruction

2016

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Introduction

In July of 2012, the North Carolina General Assembly passed the 2012 budget act, House Bill 950/S.L. 2012-142 Section 7A, which included the Read to Achieve program as part of the Excellent Public Schools Act. One component of the program was the development, implementation and continuous evaluation of a comprehensive plan to improve reading achievement in the public schools of North Carolina. According to the law, "the plan shall be based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development."

The North Carolina State Board of Education adopted a State Literacy Plan in April of 2012. The document provides a consistent voice with which to address literacy challenges in the state and provides a plan for focused support from the North Carolina Department of Public Instruction for all state initiatives. This proposed Comprehensive Reading Plan will become a supplement to the State Literacy Plan. The Reading Plan will specifically address the requirements of the state law and the feedback received from the participants in the focus group sessions.

In June of 2013, the newly developed K-3 Literacy Division conducted focus group sessions in all eight state board districts of North Carolina. Session participants included parents, teachers, administrators, reading and literacy specialists, central office personnel, curriculum coordinators, and representatives from Institutes of Higher Education. The framework for the Comprehensive Reading Plan is developed from the perspective and input of all of these stakeholders. It focuses on six areas: standards-based curriculum, leadership, instruction, professional development, assessment, and partnerships and communication.

The North Carolina Department of Public Instruction has provided a detailed list of actions employed to assist districts and schools with the implementation of the Comprehensive Reading Plan in these six focus areas. In order to increase reading achievement across our state, Local Education Agencies (LEAs), school administrators, and teachers have been provided suggested actions. Districts and schools are encouraged to use the Comprehensive Reading Plan as a guide for aligning, developing, and implementing local plans to advance reading proficiency.

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The following actions and evidences outline the North Carolina Department of Public Instruction's commitment of support to districts and schools in meeting the goal of a fully implemented comprehensive reading plan.

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Standards-Based Curriculum

The North Carolina State Board of Education has adopted the College and Career Ready standards to determine competencies for each grade level with a rigorous set of academic standards that is uniform across the state and nation. Based on a philosophy of teaching and learning that is consistent with current research, exemplary practices, and international benchmarking, North Carolina educators seek to provide the most appropriate education possible for the diverse learners in our public schools. The curriculum is reviewed and revised, as needed, to meet the needs of our nation, state, districts, and local communities.

Teachers use the standards-based curriculum to plan instruction that supports the integration of reading in all content areas.   These standards allow for vertical and horizontal alignment of reading skills. The standards-based curriculum promotes the use of 21st Century Skills in reading instruction. Literacy standards are embedded in science, social studies, and technical subjects. Just as students must read, write, speak, listen and use language effectively, so, too, must the standards specify what students need to know and understand to be career and college ready in multiple disciplines.

Focus	NCDPI Actions	Evidences
Standards-Based Curriculum	NCDPI will: • Support the North Carolina Standard Course of Study (NCSCoS) and Extended Content Standards in the teaching of literacy • Support integration of reading instruction in all grade levels, content areas, and the arts • Foster instructional planning that includes the strands of literacy learning: reading, writing, speaking and listening and language skills • Support districts in developing and communicating policy expectations for all students • Promote the use of 21st Century Skills in all literacy areas • Provide a list of research-based interventions and strategies that align with the NCSCoS • Demonstrate the progression of the standards in planning sessions with teachers and administrators • Develop and provide professional development training on standards progressions and vertical alignment of standards • Coordinate and collaborate with the English Language Arts Division at the North Carolina Department of Public Instruction to provide consistent language in the field	• North Carolina Department of Public Instruction (NCDPI) online resources for Common Core State Standards • Extended Content Standards resources • State and regional meetings to include Institutes of Higher Education (IHEs), LEAs, school administrators, teachers, parents, and community partners • Meeting agendas and summaries • List of research-based interventions and strategies for reading/literacy instruction (http://www.livebinders.com/media/get/MTI4MzQzOTk=) • Samples of different forms of the standards progressions that could be shared with teachers/administrators • Standards professional development • Collaborative meetings and sessions

Leadership

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and post-secondary education and prepared for life in the 21st Century. In order to meet this mission, literacy instruction must be rigorous and integrated into all content areas.

School, district and state leadership must actively plan for and implement systems that support best practices, including ongoing program monitoring and evaluation that are inclusive of all reading initiatives. Leaders at all levels must be knowledgeable, committed, and supportive of the implementation of reading programs and instructional best practices, of assessment and diagnostics tools, and of the use of data systems to monitor students' progress towards goals. Comprehensive implementation of these programs, tools, and resources includes development of a full continuum of academic and behavioral support for all students. All levels of leadership will work collaboratively with stakeholders to maximize every student's potential. School, district, and state leadership create systems of support in which resources are aligned, barriers are removed, and best practices are implemented.

Successful implementation of reading initiatives will be realized in the creation and maintenance of a culture in which all levels of leadership have a shared vision; open and honest communication; and a focus on the use of data, teamwork, and research-based practices. For example, teachers demonstrate leadership by taking responsibility for the progress of all students in their classrooms. They use formative and summative assessment information to assist in making informed decisions and to make adjustments to the teaching and learning process. They work collaboratively with school leaders and other team members to analyze data to develop goals and strategies to ensure that children are reading at or above grade level.

Focus	NCDPI Actions	Evidences
Leadership	NCDPI will: • Communicate State Comprehensive Reading Plan to all stakeholders • Support districts in the development of a reading plan to include school, community, and parent/guardian partnerships • Provide collaboration opportunities for all stakeholders • Support districts in their efforts to maintain fidelity of assessment systems for all students • Provide a list of research-based interventions and strategies • Use state-level data to inform decision making in the area of reading/literacy across all content areas • Support LEAs in planning professional learning opportunities in reading • Allocate and distribute funding for mandated reading assessment program, technology devices, and assessment materials in K-3 • Provide information and guidance on the selection of highly qualified teachers who teach the reading camps, the third/fourth transitional classes, and the accelerated classes • Encourage teachers to lead in their classrooms and schools through the use of data to inform instruction, professional development, and collaboration with other colleagues • Encourage administrators to be instructional leaders in their schools, providing professional development, scheduling, and curriculum support, all based on data trends and data conversations • Share opportunities for instructional leaders to use data to inform instruction in their schools including the Judge Manning Reading Report • Provide data sessions for administrators to understand and	• Email and meeting summaries • Reading plans as determined by the LEA • Meeting agendas • Site visits • List of recommended research-based strategies and interventions for reading instruction • Analysis of End of Grade tests (EOG), End of Course exams (EOC), Reading 3D, Common Exams, Education Value-Added Assessment System (EVAAS), Reading Proficiency Data • Documentation of allocations to LEAs • Guidance document on selection of highly qualified teachers • Assessment/data records • Excerpts from Judge Manning's Reading Report • Data sessions with principals • North Carolina Principal LiveBinder • http://www.livebinders.com/play/play?id=1694441

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Focus	NCDPI Actions	Evidences
	analyze teacher web reports in the formative, diagnostic reading assessment system so that administrators can understand strengths and weaknesses • Provide at least four regional meetings per year for district office contacts and Master Literacy Trainers to share legislative updates, professional development, and collaboration of instructional practices • Provide resources through the North Carolina Principal LiveBinder • Collaborate with the Educator Effectiveness Division to provide professional development for principals and assistant principals at READY meetings • Organize and develop Literacy Leaders Conference to build understanding of instructional practices in literacy • Develop and provide the Master Literacy Trainers program that includes professional development to build capacity of literacy leaders in each district	

Instruction

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. This mission requires a new set of skills that teachers must use daily in order to help their students learn 21st century content and master reading, writing, speaking and listening, and language skills in all content areas so they will be prepared for higher education and/or entry into the workforce.

As a part of the State Comprehensive Reading Plan, teachers deliver reading instruction that is rigorous and relevant for all students. They provide a balanced curriculum that enhances reading skills. Teachers work collaboratively with all stakeholders to ensure that instruction optimally meets the needs of every learner. They monitor the progress of their students and use available data to inform their instruction. Teachers differentiate reading instruction based upon formative, summative, and benchmark assessment data. They adapt resources to address those students needing intensive, strategic, and accelerated support. Teachers keep abreast of evolving research on reading, teaching and learning. Teachers assist students in developing critical thinking skills so they can analyze and synthesize diverse texts. Teachers think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement.

Focus	NCDPI Actions	Evidences
Instruction	NCDPI will: • Provide assistance with data analysis and instructional support to meet the learning needs of ALL students in the area of literacy through K-3 Literacy regional consultants • Encourage LEAs to provide time for collaborative planning, professional learning opportunities, uninterrupted blocks of instruction in the area of reading • Provide guidance to LEAs on the structure of the required 90-minute block of uninterrupted reading instruction for retained reading students • Provide guidance to LEAs on the structure of reading camps and encourage the use of the Reading Camp LiveBinder • Provide a list of research-based interventions and strategies • Use data to inform decision making in the area of reading • Encourage LEAs, school administrators, teachers to use all available data to inform decision making and instruction based on the needs of all students • Promote the ongoing study of current research in reading, teaching, and learning • Encourage the use of resources that address the needs of students whose literacy skills are below grade level, on grade level, and above grade level • Promote the use of complex texts, resources, and literacy-rich experiences that facilitate reading, writing, speaking, listening, and language skills development for all learners • Provide vocabulary-building strategies for use in all content areas • Promote the use of authentic tasks and projects in all grades that incorporate reading, writing, speaking, listening, and language skills	• Meeting summaries • List of recommended research-based strategies and interventions for reading instruction • School report cards, data reports • Site visits by regional consultants • Agendas and handouts from professional development opportunities provided by regional consultants • Guidance documents on 90-minute uninterrupted reading block • Guidance document and Reading Camp LiveBinder • Walkthrough documentation • ELO plans and calendar • Presentations at conferences and Regional Education Service Alliance (RESA) • Examples of whole group, small group, differentiated learning stations, and intensive interventions • Model lesson examples shared during professional development • Examples instructional strategies used during reading camps, transitional classes, and

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Focus	NCDPI Actions	Evidences
	• Encourage the use of Extended Learning Opportunities (ELOs) to support the reading programs and instructional practices in all schools • Make available a learning management system (HomeBase) for district, school, and teacher access to instructional resources • Promote and model literacy instruction for K-5 teachers that incorporates whole group, small group, differentiated literacy stations, and intensive intervention • Recommend evidence-based instructional strategies observed throughout the state during reading camp, transitional, and accelerated class visits • Plan, develop, and organize professional development for all areas of K-5 literacy instruction based on and aligned to the specific needs of each LEA and/or school • Promote reading of complex text and authentic opportunities to engage in rich discussions and conversations of literacy	accelerated classes • Professional development listings on Read to Achieve LiveBinder

Professional Development

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. This vision requires a new set of skills that teachers must use daily in order to help students learn 21st century content and skills they will need when they graduate from high school and enroll in higher education or enter the workforce. In order to prepare teachers, state, LEA, and school leadership must provide appropriate professional development based on teacher and student needs.

Elementary teachers understand that reading instruction is integrated in all areas of the curriculum. They work collaboratively with other members of their grade-level teams to integrate reading, writing, speaking, listening, and language instruction with social studies, science, and math. They attend professional development related to reading instruction and research-based best practices. Middle and high school teachers embed reading instruction into all content areas. Professional development at all levels provides teachers with reading strategies to implement instructional best practices into all content areas so that students will be able to read and comprehend a variety of texts, including complex texts from diverse genres.

State, LEA, and school leaders attend professional development in the area of reading to align reading plans and goals, monitor and assist with the implementation of reading programs and instructional best practices, utilize diagnostic assessment tools, and support teachers as they teach research-based reading strategies in all content areas. Leaders ensure that professional development is informed by teacher and program evaluation, targets student learning and specific skill development, and is sustained by ongoing support where collaboration and coaching opportunities exist.

Focus	NCDPI Actions	Evidences
Professional Development	NCDPI will: • Communicate the State Comprehensive Reading Plan to all stakeholders • Involve stakeholders in the review of the State Comprehensive Reading Plan • Create and provide regional, district, and school-level professional development in literacy that is high quality, job-embedded, ongoing, and evidence based for administrators, teachers, instructional coaches, and support personnel • Encourage trainings in the area of literacy for parents and community partners • Collaborate with administrators to build capacity in using data to allocate resources, analyze trends, and make informed decisions for professional development • Facilitate data analysis sessions for teachers and administrators to build capacity in using data to inform instruction • Promote professional development in the use of complex texts, resources, and literacy-rich experiences that facilitate reading, writing, speaking, listening, and language development for all learners • Share face-to-face, virtual, blended, and online professional development opportunities • Provide literacy training to Master Literacy Trainers (MLTs) to build capacity for literacy instruction and collaborative partnerships with DPI consultants in LEAs and charters and to keep districts abreast of current research and best practices for instruction and assessment • Provide literacy information to parents at regional parent meetings to assist with reading at home and to reinforce skills addressed in reading camps • Provide a list of professional development modules created by	• Webinars to share state reading plan with all stakeholders • Professional development session agendas and handouts • Training summaries • Meeting summaries • List of professional development offerings, resources, and sign-in sheets • Survey of Enacted Curriculum tool to align standards, assessments, and instruction • Literacy professional development modules developed and delivered through Master Literacy Trainer sessions and district sessions • List of literacy strategies and activities to promote reading at home • List of professional development modules on the NC Read to Achieve LiveBinder and Appendix E • Samples of the standards progressions shared with teachers/administrators • Standards professional development

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Focus	NCDPI Actions	Evidences
	the K-3 Literacy Division (See Appendix E) available for administrators and teachers • Develop and provide professional development training on standards progressions and vertical alignment of standards • Promote and model literacy instruction and effective lesson planning for K-5 teachers that incorporates whole group, small group, differentiated literacy instruction, and intensive intervention • Recommend evidence-based instructional strategies observed throughout the state during reading camp, transitional, and accelerated class visits • Plan, develop, and organize professional development for all areas of K-5 literacy instruction based on and aligned to the specific needs of each LEA and/or school • Collaborate with MLTs to establish district priorities • Facilitate MLT meetings to provide networking opportunities for districts to share ideas • Provide additional training videos for teachers to access as needed • Continue to offer multiple trainings throughout the year for teachers, lead teachers, and district administrators on reading proficiency • Collaborate with the Educator Effectiveness division to provide literacy in the content area training • Collaborate with the Digital Teaching and Learning division to provide training for reading instruction and assessment	• Training videos

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Assessment

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. To meet this mission, teachers must use formative and summative assessments to monitor student progress towards goals and inform instruction. Teachers are reflective and knowledgeable in their practice and include assessments that are authentic, aligned to instruction, and demonstrate student understanding. Teachers and administrators strive to maintain fidelity of assessments so that data accurately informs instructional practices.

A comprehensive balanced assessment system includes formative, interim/benchmark, and summative assessments to maximize every student's potential. Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes. Formative assessment of students is embedded in instruction. It is used to determine the level of performance and to modify instruction accordingly. Teachers use developmentally appropriate universal screenings and ongoing assessments to understand student needs and guide learning. They use this information to implement research-based strategies for the instructional needs of all students' critical skill development in reading/literacy. Teachers measure and monitor student progress frequently to determine if learning experiences, curriculum and instruction, and school organization are effective. Teachers utilize the problem-solving method to guide interventions and provide support for at-risk and accelerated students. Benchmark assessments are used to measure growth over periods of time. Teachers and administrators use these assessments to determine trends in learning and growth towards achievement of standards. Summative assessments are a means to gauge student learning at a particular point in time relative to content standards. Information gleaned from summative assessments assists in evaluating certain aspects of the learning process. Summative assessments are tools to help determine the effectiveness of programs, school improvement goals, alignment of curriculum, and student placement.

Focus	NCDPI Actions	Evidences
Assessment	NCDPI will: • Support LEAs in their efforts to maintain fidelity of assessment systems • Provide guidance to districts in utilizing a balanced system of assessments including formative, benchmark, and summative • Offer professional learning and support in formative, benchmark, summative assessments and data analysis • Encourage the problem-solving model used in Multi-Tiered System of Support (MTSS) to identify students who need additional reading support, including students who are in need of intensive support as well as those who are reading at advanced levels • Make available a learning management system (HomeBase) for district, school, teacher, and parent access to assessment data • Encourage districts to limit the use of multiple benchmarking assessment systems for reading • Provide a standardized portfolio development system for third-grade students and students with a retained third-grade label following reading camp • Update the portfolio annually to increase the assessment passages within the system • Provide a Read to Achieve (RtA) alternative test for use after EOG administration, after reading camp, and/or at mid-year promotion for students in third/fourth transitional classes or accelerated classes • Provide guidance and State Board policy on the process for mid-year promotion • Provide continued support, training, updates, and analysis on the implementation of the formative, diagnostic, reading assessment system	• Documentation of allocations • State and district-level fidelity reports • Information, data, and resources located in HomeBase • Training agendas • Meeting summaries • Multi-Tiered System of Support (MTSS) documentation • Portfolio guidance document and materials • Read to Achieve (alternate) test • Mid-year promotion policy • Trainings and on-site visits to schools/districts • Video tutorials and archived webinars • Portfolio passages • Required online training videos • Listing of professional development and access to videos on the Read to Achieve LiveBinder

Focus	NCDPI Actions	Evidences
	• Allocate and distribute funding for required reading assessment system in grades K-3 including technology devices and student materials • Provide video tutorials and webinars on the process, procedures, and operation of all components of the formative, diagnostic assessment system • Revise the written response to text component of the assessment system to align to grade level standards • Develop required online training video to clarify new changes to the written response to text component • Create professional development and video tutorials on the formative, diagnostic assessment system to help teachers understand the continuous instructional cycle	

Partnerships and Communication

In North Carolina's public schools, communication between the home, school, state, LEA, community, and higher education is key to positive relationships and optimum student achievement. This partnership develops ongoing, two-way dialogue, so that student needs are met through parent participation in the development of a child's reading skills. Good communication creates positive feelings between teachers and parents, leading to students who are college and career ready upon graduation from high school. Parents are kept up-to-date on policy changes affecting their student through parent/teacher organizations or parent advisory boards. Information about the North Carolina Standard Course of Study is shared with all stakeholders through websites, school visits, and conferences.

Institutes of Higher Education (IHEs) are partners with public schools as they develop teacher preparation programs that include the North Carolina Standard Course of Study, instruction in the use of diagnostic assessment systems, and integration of a balanced curriculum that includes the arts and all other non-tested content areas. Public schools provide pre-service teachers with opportunities to develop their teaching skills as veteran teachers provide feedback and work collaboratively with university personnel.

North Carolina's public schools encourage community organizations and business partners to support school and district efforts in the area of reading. Schools partner with local civic and faith-based organizations, as well as businesses, for community support in various school programs, which, in turn, positively impacts student achievement. Volunteerism is crucial for schools to be successful in meeting the needs of students.

Focus	NCDPI Actions	Evidences
Partnerships and Communication	NCDPI will: • Communicate State Comprehensive Reading Plan to all stakeholders • Provide collaboration opportunities for all stakeholders • Provide consistent communication through regional consultants between NCDPI and all stakeholders • Provide sample notification templates to LEAs to fulfill the written notification requirements of the NC Read to Achieve law • Recommend the funding of a literacy/instructional reading specialist at each school to support classroom teachers and school leaders • Collaborate with IHEs on the use of the formative, diagnostic, reading assessment system, and the integration of all content areas • Provide families and school communities with information about NCSCoS • Provide families and school communities with information about Read to Achieve legislation • Meet with parents regionally to provide suggested opportunities for parent involvement, education on literacy strategies, and open communication • Collaborate with community, civic and faith-based organizations, business partners, service organizations and families to promote reading achievement and to support school and district efforts for reading proficiency • Promote the use of community mentors to serve as role models for student projects • Promote volunteerism of all partner stakeholders • Provide parent brochures and narrated PowerPoints to inform parents about literacy and Read to Achieve	• Webinars, websites, brochures, parent meetings, narrated PowerPoints • Meeting agendas and summaries • Revised programs and documents related to educator preparation • IHE training sessions provided by NCDPI • Reports and other documents demonstrating results of various collaborative efforts • Parent Advisory Board meeting agendas and summaries • Sample notification templates • Sign-in sheets and agendas • Parent LiveBinder • Comprehension Strategy booklet • Informational webinars

Focus	NCDPI Actions	Evidences
	- Create and provide a booklet of comprehension strategies and activities to support reading instruction at home - Meet with local boards of education, parents, and community to provide information about Read to Achieve and the formative, diagnostic, reading assessment system - Encourage trainings in the area of reading for parents and community partners - Participate in the NCDPI Parent Engagement Committee - Create and maintain Read to Achieve LIveBinder for parents - Provide informational webinars that all stakeholders can access - Support administrators, teachers, parents and community members by providing the appropriate group information to all stakeholders	

Local Education Agencies

The North Carolina Comprehensive Reading Plan outlines the actions, processes, and procedures that the State Board of Education and the North Carolina Department of Public Instruction will follow to advance reading achievement and proficiency across the state.   Districts and schools are encouraged to use this plan as a guide in developing and implementing local reading plans. The following tables outline possible next steps and strategies to implement a comprehensive reading plan within the LEAs.

Focus	Districts/LEA Suggested Actions	Evidences
Standards-Based Curriculum	LEAs will: • Support the NCSCoS and Extended Content Standards in the teaching of literacy • Integrate explicit reading instruction in all grade levels and content areas • Promote instructional planning that includes the strands of literacy learning: reading, writing, speaking and listening, and language to advance the use of critical thinking and communication skills • Collaborate with all stakeholders to communicate policy expectations for all students • Integrate 21st Century Skills in all literacy areas • Utilize research-based materials, interventions, and strategies that align with the NCSCoS and the Extended Content Standards • Align horizontally and vertically within the school and across the district to provide rigor, consistency, and continuity for all students • Review, evaluate and revise the curriculum to allow for student-centered learning opportunities • Use the standards progression chart in planning with teachers and administrators • Schedule professional development training with K-3 Literacy Consultants on standards progressions and vertical alignment of standards	• Administrator walkthroughs and evaluations • Syllabi of courses • Teacher planning documents and school improvement plans • Agendas for PLC meetings, parent communications and meetings • Curriculum review, evaluation, and revision documentation • Standards progression charts and PowerPoints • Trainings with K-3 Literacy Consultants

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Focus	Districts/LEA Suggested Actions	Evidences
Leadership	LEAs will: • Align LEA reading plans with the State Comprehensive Reading Plan • Provide support to schools in developing a reading plan specific to school needs based on available data • Provide opportunities for district and school leaders to collaborate on research-based strategies for reading instruction • Maintain fidelity of assessment systems using available reports, meetings and discussions with teachers, and fidelity checks • Ensure 90 minute blocks of reading instruction in every classroom in grades K-5 • Provide professional development in the area of reading which includes differentiation for Exceptional Children and academically gifted students • Safeguard common planning times for teachers including exceptional children's teachers and other reading support staff to discuss specific students' needs • Use district and school-level data to inform decision making in the area of reading • Support the development of teacher leaders through professional development • Support school administrators in the use of data to inform instruction in their schools, including the Judge Manning Reading Report to ensure fidelity of data monitoring • Ensure that the formative, diagnostic reading assessment data is used by school administrators to understand and analyze student data to engage teachers in data conversations for instruction • Attend at least four regional meetings per year for district office contacts and Master Literacy Trainers to share legislative	• District and school reading plans • Meeting agendas • Site visits by district level reading instructional coaches and staff • Analysis of EOG, EOC, Reading 3D, Common Exams, EVAAS, Reading Proficiency Data • Master Schedules • Professional development plans • Judge Manning report • Agendas and meeting notes on the use of teacher web reports

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Focus	Districts/LEA Suggested Actions	Evidences
	updates, professional development, and collaboration of instructional practices • Use and share resources with school level administrators found on the North Carolina Principal LiveBinder • Encourage school level administrators to attend professional development for principals and assistant principals at READY meetings • Encourage attendance at a Literacy Leaders Conference to build understanding of instructional practices in literacy • Support the Master Literacy Trainers program to build capacity of literacy leaders in the district	

Focus	Districts/LEA Suggested Actions	Evidences
Instruction	LEAs will: • Provide time for collaborative planning and uninterrupted blocks of instruction in the area of reading • Recommend research-based materials, interventions, and strategies • Use data to inform decision making in the area of reading • Implement Professional Learning Communities (PLCs) to understand current reading and teaching and learning research • Use available resources to address the needs of students whose literacy skills are below grade level, on grade level, and above grade level • Provide allocations for and promote the use of complex texts, resources and literacy-rich experiences that facilitate reading, writing, speaking and listening, and language skills development for all learners • Support instruction that requires students to read increasingly complex texts with increasing independence. • Encourage the development of research skills through the use of authentic tasks and projects that develop reading, writing, speaking, listening, and language proficiencies • Set the expectation that reading instruction takes places in all content areas in grades K-12 • Utilize literacy instruction for K-5 teachers that incorporates whole group, small group, differentiated literacy instruction, and intensive intervention • Utilize evidence-based instructional strategies observed throughout the state during reading camp, transitional, and accelerated class visits • Promote and schedule professional development provided by the K-3 Literacy Division for all areas of K-5 literacy instruction	• Meeting agendas and summaries • List of recommended evidence-based strategies, interventions, and materials for reading instruction • All available data • List of resources from NCDPI and regional consultant site visits • Professional development plans and agendas • NCDPI trainings/attendance sheets • Schedules of modeling opportunities • Examples of differentiated lesson plans that incorporate whole group, small group, and literacy stations for K-5 students provided to teachers and administrators • District professional development plans

Focus	Districts/LEA Suggested Actions	Evidences
	based on and aligned to the specific needs of each LEA and/or school • Set expectations that reading takes place in all content areas and grade levels	

Focus	Districts/LEA Suggested Actions	Evidences
Professional Development	LEAs will: • Communicate state and district reading plans to all stakeholders • Provide district and school-level professional development in the area of reading that is high quality, job-embedded, ongoing, and evidence based for administrators, teachers, and support personnel • Offer support in the area of literacy to parents and community partners • Collaborate with administrators to build capacity in using data to allocate resources, analyze trends, and make informed decisions for professional development • Utilize the K-3 Literacy Division to provide professional development in the use of complex texts, resources, and literacy rich experiences that facilitate reading, writing, speaking and listening, and language skills development for all learners • Encourage professional development for secondary teachers that promotes the use of comprehension skills for reading diverse texts in all content areas • Encourage the development of academic vocabulary in all content areas • Utilize Master Literacy Trainers (MLTs) to build capacity for literacy instruction and collaborative partnerships with DPI consultants in LEAs and charters • Distribute and discuss literacy information to parents at district parent meetings to assist with reading at home and to reinforce skills addressed in reading camps • Provide a list of professional development modules created by the K-3 Literacy Division (See Appendix E) available for administrators and teachers • Schedule professional development training with the K-3	• Meeting agendas • District literacy plan • District professional development plans • Meeting summaries • Training summaries • NCDDPI trainings/attendance sheets • MLT trainings agendas, MLT LiveBinder, and training modules • K-3 Literacy Division Professional Development listings • Parent Resource Book on Comprehension

| | | Literacy Division on standards progressions and vertical alignment of standards
• Promote literacy instruction for K-5 teachers that incorporates whole group, small group, differentiated literacy stations, and intensive intervention
• Recommend evidence-based instructional strategies shared at Read to Achieve regional meetings about reading camp, transitional, and accelerated classes
• Schedule professional development trainings with the K-3 Literacy Division for all areas of K-5 literacy instruction based on and aligned to the specific needs of each LEA and/or school
• Provide professional development on scaling back to find foundational gaps that exist and research-based interventions to address the gaps | |

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Focus	Districts/LEA Suggested Actions	Evidences
Assessment	LEAs will: • Promote authentic assessment within the instructional cycle in all grade levels • Focus on reading standards in all content areas • Distribute materials and devices for required formative, diagnostic reading assessment system in grades K-3 • Encourage administrators and teachers to view the video tutorials on the Read to Achieve LiveBinder on the process, procedures, and operation of all components of the formative, diagnostic assessment system • Review continuously the fidelity reports associated with the assessment system • Provide guidance, support and training on the use of a balanced system of assessments including formative, benchmark, and summative assessments • Encourage the use of data analysis to inform instructional practices • Encourage the use of the problem-solving model (MTSS) to identify students that need additional reading support, including students that are in need of intensive support, core support, and those who are reading at advanced levels • Encourage teachers to monitor the progress of students on a continuous basis to adjust instruction as needed • Utilize multiple sources of information including quantitative and qualitative data to make decisions and guide interventions and instruction for students • Utilize the learning management system (HomeBase) for district, school, teacher, and parent access to assessment data • Communicate continuously and explicitly with parents/guardians on assessment results	• State and district-level fidelity reports for benchmarking and progress monitoring • Teacher plans • Information, data, and resources located in HomeBase • Training agendas • Meeting summaries and materials • Multi-Tiered System of Support (MTSS) documentation • Third-grade portfolios • Read to Achieve test • Roster of students promoted at mid-year • Documentation of trainings and on-site visits to schools viewing the formative, diagnostic assessment system process • PLC agendas • Documentation of parent communications • Annual data review sessions on the use of formative, diagnostic assessment system • State and national assessment results • Additional passages and updated Portfolio Implementation Guide

Focus	Districts/LEA Suggested Actions	Evidences
	• Limit the use of multiple benchmarking assessment systems for reading • Encourage the use of the standardized portfolio system for third-grade students and students with a retained third-grade label following reading camp • Utilize the Read to Achieve (RtA) alternative test for use after EOG administration, after reading camp, and/or at mid-year promotion for students in transitional or accelerated classes • Follow the State Board policy on the process for mid-year promotion • Provide continued support, training, updates, and analysis on the implementation of the formative, diagnostic reading assessment system • Use state and national diagnostic assessment results to identify trends for course planning • Ensure the use of the revised written response to text component of the assessment system to align to grade level standards • Require viewing of the online training video to clarify new changes to the written response to text component • Encourage participation in professional development and video tutorials on the formative, diagnostic assessment system to help teachers understand the continuous instructional cycle	

Focus	Districts/LEA Suggested Actions	Evidences
Partnerships and Communication	LEAs will: • Communicate State Comprehensive Reading Plan and LEA reading plan to all stakeholders • Provide collaboration opportunities for all stakeholders • Provide consistent, ongoing, up-dated information on changes, enhancements, and additions to the reading plan • Send notification to parents/guardians to fulfill the written notification requirements of the NC Read to Achieve law • Use resources to employ literacy/instructional reading specialists to support classroom teachers • Collaborate with IHEs to allow pre-service students to observe, practice assessments, teach reading classes across all content areas, and develop and implement arts integration strategies for instruction • Provide families and community partners with information about the NCSCoS • Provide families and community partners with information about the Read to Achieve legislation • Develop a district parent advisory board to provide suggested opportunities for parent involvement, education, and communication • Collaborate with community organizations, business partners, civic and faith-based organizations, service organizations and families to promote reading achievement and to support school and district efforts for reading proficiency • Promote volunteerism of all partner stakeholders • Provide parent brochures and narrated PowerPoints to inform parents about literacy and Read to Achieve • Inform local boards of education, parents, and community to provide information about Read to Achieve and the formative,	• Webinars, websites, brochures, parent meetings • Meeting agendas and summaries • Revised programs and documents related to educator preparation • Reports and other documents demonstrating results of various collaborative efforts • Parent Advisory Board meeting agendas and summaries • Documentation of notification to parents of struggling readers • Listing of elementary schools with literacy/instructional resource teachers • IHE documentation of pre-service student involvement in district schools • School volunteer lists • Comprehension booklet for parents • NC Read to Achieve Parent LIveBinder • Agendas and sign in sheets from family/community literacy trainings • Communication logs detailing information shared with parents

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Focus	Districts/LEA Suggested Actions	Evidences
	diagnostic, reading assessment system • Encourage trainings in the area of reading for parents and community partners • Share and encourage the use of Read to Achieve Parent LIveBinder (include link on district website) • Meet the needs of a culturally diverse population by providing interpreters at parent meetings • Utilize a variety of methods to communicate with parents such as phone, email, text, and PowerSchool • Distribute the reading comprehension booklets to parents • Advocate and provide opportunities for parent and community involvement	

School Administrators

The North Carolina Comprehensive Reading Plan outlines the actions, processes, and procedures that the State Board of Education and the North Carolina Department of Public Instruction will follow to advance reading achievement and proficiency across the state.   Districts and schools are encouraged to use this plan as a guide in developing and implementing local reading plans. The following tables outline possible next steps and strategies for school administrators to use to implement a comprehensive reading plan within their schools.

Focus	School Administrator Suggested Actions	Evidences
Standards-Based Curriculum	School Administrators will: - Ensure the implementation of the NCSCoS - Ensure that reading instruction in the school is aligned to the NCSCoS - Confirm that all teachers are integrating explicit reading instruction in all grade levels and content areas - Verify through teacher plans that instructional planning includes the strands of literacy learning: reading, writing, speaking and listening, and language to advance the use of critical thinking and communication skills - Collaborate with stakeholders to communicate policy expectations for all students - Ensure that all teachers are using instructional strategies that integrate 21st Century Skills in all literacy areas - Ensure that teachers have access to research-based materials, interventions, and strategies that align with the NCSCoS - Allow for horizontal and vertical planning within the school to provide rigor, consistency and continuity for all students - Provide time and resources for teachers to review, evaluate and revise the curriculum to allow for student-centered learning opportunities - Use the standards progression chart during professional learning communities to plan with all teachers and other instructional staff - Schedule professional development training with K-3 Literacy Consultants on standards progressions and vertical alignment of standards	- Administrator walkthroughs and evaluations - Teacher planning documents - Agendas and summaries for PLC meetings, parent communications, faculty meetings, ~~and~~ professional development sessions, and school improvement plans - Curriculum documentation - School and teacher master schedules - Standards progressions chart and PowerPoints - Trainings with K-3 Literacy Consultants

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Focus	School Administrator Suggested Actions	Evidences
Leadership	School Administrators will: • Align school reading plan with the state and LEA reading plan • Meet with teachers to discuss the use of research-based strategies for reading instruction • Maintain fidelity of assessment systems using available reports, meetings and discussions with teachers, and fidelity checks • Ensure 90-minute blocks of reading instruction in every classroom in grades K-5 • Provide professional development in the area of reading • Safeguard common planning times for teachers including exceptional children's teachers, AIG teachers, and other reading support staff to discuss instructional needs of students • Use school and classroom level data to inform decision making in the area of reading instruction • Use walkthroughs to ensure the use of research-based strategies and the use of diagnostic assessment systems with fidelity • Attend PLCs and grade-level meetings to talk with teachers about instructional needs of students in the area of reading • Use available data during parent conferences • Utilize the guidance document to select highly qualified teachers to teach the summer reading classes, the third/fourth transitional classes, and the accelerated classes • Meet with departments to identify students struggling with reading in the content areas to develop strategies that meet learning needs • Support teachers in the use of data to inform instruction in their classrooms, including the Judge Manning Reading Report to ensure fidelity of data monitoring • Ensure formative, diagnostic assessment data is used by	• Meeting summaries • Agendas • Data reports • School reading plans • Professional development plans and handouts • Master schedule • Walkthrough checklists • PLC and grade-level notes • Guidance document for choosing highly qualified teachers

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Focus	School Administrator Suggested Actions	Evidences
	teachers to understand and analyze student strengths and weaknesses and to engage in data conversations about differentiated instruction • Use resources found on the North Carolina Read to Achieve LiveBinder as well as the North Carolina Principal LiveBinder • Share the North Carolina Parent LiveBinder with parents and guardians at PTO/PTA, Title I , and all other opportunities • Attend professional development for principals and assistant principals at READY meetings • Participate in the Literacy Leaders Conference to build understanding of instructional practices in literacy • Support the Master Literacy Trainers program to build capacity of literacy leaders in the district • Protect collaborative planning and PLC times • Schedule support staff to be in classrooms during literacy blocks	

Focus	School Administrator Suggested Actions	Evidences
Instruction	School Administrators will: • Promote reflective and responsive teaching and learning by providing time for collaborative planning, ongoing review of data and the use of data to inform instructional decisions • Recommend and promote the use of evidence-based materials, interventions, and strategies • Ensure the structure for the required 90-minute block of uninterrupted reading instruction occurs daily in grades K-5 • Use available data to inform decision making in the area of reading instruction • Implement PLCs to develop an understanding of current reading and teaching and learning research • Use available resources to address the needs of students whose communication skills are below grade level, on grade level, and above grade level • Encourage the use of the problem-solving model in the development of instructional plans for individual students • Use allocations to purchase complex texts and resources that facilitate reading, writing, speaking and listening, and language skills development for all learners • Observe classroom instruction in the area of literacy to ensure the use of research-based strategies and rigorous instruction in all content areas • Utilize ELOs to support reading programs in the school • Set the expectation that reading instruction takes place in all content areas in grades K-12 • Utilize literacy instruction for K-5 teachers that incorporates whole group, small group, differentiated literacy stations, and intensive intervention • Incorporate evidence-based instructional strategies during reading camp, transitional, and accelerated class visits	• Meeting agendas • List of recommended materials, interventions, and strategies • Principal walkthrough checklists, data, and observations • Allocation documentation • PLC plans • Master schedules • ELO school schedule • School professional development plans

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Focus	School Administrator Suggested Actions	Evidences
	• Promote and schedule professional development provided by the K-3 Literacy Division for all areas of K-5 literacy instruction based on and aligned to the specific needs of each school	

Focus	School Administrator Suggested Actions	Evidences
Professional Development	School Administrators will: • Lead in the development of a school-based literacy plan and communicate the plan to stakeholders • Schedule school-level professional development using teacher input in the area of reading that is high quality, job-embedded, ongoing, and research-based for administrators, teachers, and support personnel • Provide trainings in the area of reading to parents and community partners • Collaborate with teachers to build capacity in the use of data to make informed decisions about personal professional development plans • Support professional development in the use of complex texts, resources, and literacy-rich experiences that facilitate reading, writing, speaking, listening, and language skills development for all learners • Encourage professional development opportunities for teachers to develop comprehension and vocabulary skills in content areas • Ensure that literacy and instructional coaches at the school level have professional development that includes adult learning theories to assist teachers with reading instruction • Utilize Master Literacy Trainers (MLTs) to build capacity for literacy instruction and collaborative partnerships with DPI consultants in schools • Distribute and discuss literacy information to parents at school parent meetings to assist with reading at home and to reinforce skills addressed in reading camps • Utilize the list of professional development modules created by the K-3 Literacy Division (See Appendix E) available for administrators and teachers to align with school needs • Ensure that all teachers have been trained on standards	• Meeting agendas/attendance sheets • School plan • School professional development plans and handouts • Meeting summaries • Training summaries • K-3 Literacy Division Professional Development listings • Parent Resource Book on Comprehension, Read to Achieve Brochures, Parent LiveBinder • List of Master Literacy Trainers (MLTs) • Listing of Research-Based Literacy Strategies document

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Focus	School Administrator Suggested Actions	Evidences
	progressions and vertical alignment of standards • Promote literacy instruction for K-5 teachers that incorporates whole group, small group, differentiated literacy stations, and intensive intervention • Recommend evidence-based instructional strategies appropriate for classrooms, reading camps, transitional, and accelerated classes • Promote and attend professional development trainings aligned to the specific needs of the school	

Focus	School Administrator Suggested Actions	Evidences
Assessment	School Administrators will: • Ensure that teachers embed authentic assessment within the instructional cycle • Monitor and maintain materials and devices for required formative, diagnostic reading assessment system in grades K-3 • Encourage teachers to view the video tutorials on the Read to Achieve LiveBinder on the process, procedures, and operation of all components of the formative, diagnostic assessment system • Review continuously the fidelity reports associated with assessment systems • Review and analyze data reports specific to the formative, diagnostic reading assessment to identify trends, student needs, and necessary professional development • Analyze all available assessment data to inform decision making • Provide and support professional development in the use of a balanced system of assessments including formative, benchmark, and summative assessments • Encourage the use of data analysis to inform instructional practices • Encourage and participate in the problem-solving model to identify students who need additional reading support, including students that are in need of intensive support, core support, and those who are reading at advanced levels • Encourage teachers to monitor the progress of the students in their class on a continuous basis • Promote the use of multiple sources of information including quantitative and qualitative data to make decisions and guide interventions and instruction for students • Utilize the learning management system (HomeBase) for district, school, teacher, and parent access to assessment data	• State and district-level fidelity reports for benchmarking and progress monitoring • Teacher plans • Information, data, and resources located in HomeBase • Training agendas • Meeting summaries • Multi-Tiered System of Support (MTSS) documentation • EOG, EOC, EVAAS, School Report Cards, Proficiency • Third-grade portfolios • Read to Achieve test • Roster of students promoted at mid-year • Walkthroughs and observations • PLC agendas • Documentation of parent communications • Documentation of required written response to text video viewing • Annual data review sessions on the use of the formative, diagnostic assessment reading system • List of course offerings provided by the K-3 Literacy

Focus	School Administrator Suggested Actions	Evidences
	• Communicate continuously with parents/guardians on assessment results • Limit the use of multiple benchmarking assessment systems for reading • Encourage the use of the standardized portfolio system for third-grade students and students with a retained reading label • Utilize the Read to Achieve (RtA) alternative test and/or EOG retest or a local alternative approved by the State Board of Education • Follow the State Board policy on the process for mid-year promotion • Provide continued support, training, updates, and analysis on the implementation of the formative, diagnostic reading assessment system • Analyze local, state, and national data to plan course offerings • Monitor and review the use of reading portfolio passages • Ensure the use of the revised written response to text component of the assessment system to align to grade level standards • Require viewing of the online training video to clarify the written response to text component • Encourage participation in professional development and video tutorials on the formative, diagnostic reading assessment system to help teachers understand the continuous instructional cycle	division • Portfolio Kit • Professional development and training tutorials

Focus	School Administrator Suggested Actions	Evidences
Partnerships and Communication	School Administrators will: • Communicate State Comprehensive Reading plan and school plan to all stakeholders • Provide collaboration opportunities for all stakeholders • Provide consistent, ongoing, updated information on changes, enhancements, and additions to the reading plan • Send notification to parents/guardians to fulfill the written notification requirements of the NC Read to Achieve law • Use resources to employ literacy/instructional reading specialists to support classroom teachers • Collaborate with IHEs to provide opportunities for pre-service students to observe, teach reading classes across all content areas, and develop and implement arts integration strategies for instruction • Provide families and community partners with information about the NCSCoS • Provide families and community partners with information about the Read to Achieve legislation • Work with parent organizations to provide suggested opportunities for parent involvement, education, and communication • Collaborate with community organizations, business partners, civic and faith-based organizations, service organizations and families to promote reading achievement and to support school and district efforts for reading proficiency • Promote volunteerism of all partner stakeholders • Provide parent brochures and narrated PowerPoints to inform parents about literacy and Read to Achieve • Inform local boards of education, parents, and community to provide information about Read to Achieve and the formative,	• Webinars, websites, brochures, parent meetings • Meeting agendas and summaries • Documents related to educator preparation • Reports and other documents demonstrating results of various collaborative efforts • Parent Advisory Board meeting agendas and summaries • Documentation of notification • Listing of elementary schools with literacy/instructional resource teachers • IHE documentation of pre-service student involvement in schools • School volunteer lists • Comprehension booklets for parents • NC Read to Achieve LiveBinder for Parents

	diagnostic, reading assessment system • Encourage trainings in the area of reading for parents and community partners • Share and encourage the use of Read to Achieve Parent LIveBinder (include link on district website) • Meet the needs of a culturally diverse population by providing interpreters at parent meetings • Utilize a variety of methods to communicate with parents such as newsletters, phone, messaging systems, email, text, and PowerSchool • Distribute and encourage the use of the reading comprehension booklet	

Teachers

The North Carolina Comprehensive Reading Plan outlines the actions, processes, and procedures that the State Board of Education and the North Carolina Department of Public Instruction will follow to advance reading achievement and proficiency across the state.   Districts and schools are encouraged to use this plan as a guide in developing and implementing local reading plans. The following tables outline possible next steps and strategies for teachers to use to implement a comprehensive reading plan within their classrooms

Focus	Suggested Teacher Actions	Evidences
Standards-Based Curriculum	Teachers will: • Implement the NCSCoS with fidelity • Plan reading instruction that is aligned to the NCSCoS and includes the strands of literacy learning: reading, writing, speaking, listening, and language to advance the use of critical thinking and communication skills • Integrate explicit reading instruction in all grade levels and content areas • Collaborate with stakeholders to communicate policy expectations for all students • Use instructional strategies that integrate 21st Century Skills in all content areas • Utilize research-based materials, interventions, and strategies that align with the NCSCoS • Participate in horizontal and vertical planning within the school to provide consistency and continuity for all students • Review, evaluate and revise the curriculum to allow for student-centered learning opportunities • Use the standards progression chart during professional learning communities for instructional planning and collaborating with resource teachers and other instructional staff • Participate in professional development training with K-3 Literacy Consultants on standards progressions and vertical alignment of standards • Include reading opportunities for gleaning information and enjoyment • Include hands-on/manipulatives, music, art, and role playing for actively engaging reading activities • Include opportunities for student choice and peer interaction	• Planning documents • Agendas, summaries, and handouts for PLC meetings, parent communications, faculty meetings, and professional development sessions, school improvement plan • Curriculum documentation • Class schedule • Standards progression charts and PowerPoints

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Focus	Suggested Teacher Actions	Evidences
Leadership	Teachers will: • Assist in the development of the school reading plan • Attend and lead PLCs with stakeholders to discuss the use of research-based strategies for reading instruction across all content areas • Serve on leadership teams to identify trends in teaching and learning that promote the development of reading in all content areas • Maintain fidelity of assessment systems by following NCDPI guidelines for benchmarking and progress monitoring found in the formative, diagnostic reading assessment FAQs and other resources on the North Caroina Read to Achieve LIveBinder • Plan for a 90-minute block of reading instruction in grades K-5 • Participate in professional development in the area of reading, especially across all content areas • Utilize common planning times with grade level, exceptional children's teachers, and instructional coaches to plan for reading instruction that addresses students' needs in all content areas • Use classroom data to inform instruction • Use available data during parent conferences to explain instructional levels and needs as well as resources found on the North Carolina Parent LiveBinder • Assist with summer reading camp • Review the Judge Manning Reading Report to ensure fidelity of data monitoring • Use resources found on the Read to Achieve LiveBinder, including The Big Ideas in Beginning Reading LiveBinder, the Written Response to Text LiveBinder, the Reading Camp LiveBinder, and the North Carolina Parent LIveBinder	• Meeting summaries • Agendas • Data reports • School reading plans • Professional development plans • PLC and grade-level notes • Judge Manning Report • Read to Achieve Livebinder (http://www.livebinders.com/play/play/850102#anchor)

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Focus	Suggested Teacher Actions	Evidences
Instruction	Teachers will: • Use evidence-based materials, interventions, and strategies in the planning of literacy instruction in all content areas • Provide a 90-minute block of uninterrupted ~~time~~ reading instruction for retained reading students • Teach reading and writing in response to text in grades K-12 to assist students in developing critical thinking skills in order to analyze and synthesize diverse texts • Use available data to inform instruction • Participate in PLCs to develop an understanding of current reading, teaching, and learning research • Use available resources to address the needs of students whose reading skills are below grade level, on grade level, and above grade level • Use the Multi Tiered System of Support (MTSS) problem-solving model in discussions about students in need of strategic and intensive support • Use complex texts and resources and selected text that exposes students to diverse cultures during reading instruction that facilitate reading, writing, speaking, listening, and language skills development for all learners • Assist with ELOs to support the reading programs in school including content-area reading • Provide reading instruction in all content areas in grades ~~6~~ K-12that includes deeper thinking and response to text • Collaborate with other teachers to design instruction that meets the needs of all students • Plan and facilitate literacy instruction that incorporates whole group, small group, differentiated literacy stations, and intensive	• Meeting agendas • List of recommended materials, interventions, and strategies • PLC plans • Classroom schedule • Lesson plans for 90-minute block • ELO school schedule • ELO plans • Differentiated lesson plans that incorporate whole group, small group, and literacy stations for K-5 students • Professional development on diverse cultures and global understanding

Focus	Suggested Teacher Actions	Evidences
	intervention • Incorporate evidence-based instructional strategies during reading camp, transitional, and accelerated class visits • Participate in professional development provided by the K-3 Literacy Division for all areas of K-5 literacy instruction based on and aligned to the specific needs of each school • Increase vocabulary develop by teaching the connection of language among domains (math and science) so students can learn the interrelationship of concepts and skills • Teach a balance of informational text and literacy • Assist students in understanding the importance of reading in all content areas • Communicate consistently with parents/guardians on how they can assist students at home	

Focus	Suggested Teacher Actions	Evidences
Professional Development	Teachers will: • Communicate the school reading plan to stakeholders as it pertains to student policies and actions • Participate in professional development in the area of literacy that is high quality, job-embedded, ongoing, and research based for all teachers • Offer support in the area of literacy to parents and community partners • Build capacity in the use of data to make informed decisions about personal professional development plans • Attend professional development in the use of complex texts, resources, and literacy-rich experiences that facilitate reading, writing, speaking, listening, and language skills development for all learners • Document the use of ~~research~~ evidence-based best practices in instructional planning • Utilize Master Literacy Trainers (MLTs) as support for literacy instruction • Distribute and discuss literacy information to parents at school parent meetings to assist with reading at home and to reinforce skills addressed in reading camps • Utilize the list of professional development modules created by the K-3 Literacy Division (See Appendix E) to align with personal professional development needs • Participate in training on standards progressions and vertical alignment of standards • Ensure that literacy instruction for K-5 students incorporates whole group, small group, differentiated literacy instruction, and intensive intervention • Utilize evidence-based instructional strategies appropriate for	• Meeting agendas • School reading plan • Meeting summaries • Training summaries and materials • Instructional plans • K-3 Literacy Division Professional Development listings • Parent Resource Book on Comprehension, Read to Achieve Brochures, Parent LiveBinder • District List of Master Literacy Trainers (MLTs) • Listing of Research-Based Literacy Strategies document • Professional development on diverse cultures and global understanding

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Focus	Suggested Teacher Actions	Evidences
	classrooms, reading camps, transitional, and accelerated classes • Attend professional development trainings aligned to the specific needs of the school • Participate in professional development that promotes global understanding and effective communication skills for students	

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Focus	Suggested Teacher Actions	Evidences
Assessment	Teachers will: • Embed authentic assessment within the instructional cycle • Monitor and maintain security of assessment materials and devices for required formative, diagnostic reading assessment system in grades K-3 • View the video tutorials and webinars on the process, procedures, and operation of all components of the formative, diagnostic reading assessment system • Review and analyze class summaries and probe details specific to formative, diagnostic reading assessment to identify student needs and inform instruction • Participate in professional development in the use of a balanced system of assessments including formative, benchmark, and summative assessments • Participate in the problem-solving model (MTSS) to identify students that need additional reading support, including students who are in need of intensive support, core support, and those who are reading at advanced levels • Monitor the progress of students on a continuous basis in the area of reading • Use multiple sources of information including quantitative and qualitative data to make decisions and guide interventions and instruction for all students • Utilize the learning management system (HomeBase) for teacher and parent access to assessment data • Communicate continuously with parents/guardians on assessment results and instructional or interventional implications • Use the standardized portfolio system for third-grade students and students with a retained reading label	• Teacher plans • Information, data, and resources located in HomeBase • Training agendas • Meeting summaries and materials • MTSS documentation • EOG, EOC, EVAAS, School Report Cards, Proficiency • Progress monitoring data • Read to Achieve portfolios • Read to Achieve test • PLC agendas • Documentation of parent communications • Portfolio passages • Video on written response to text • Video tutorials and professional development • Documentation of required written response to text video viewing

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Focus	Suggested Teacher Actions	Evidences
	- Utilize the Read to Achieve (RtA) alternative test and/or the EOG retest - Seek continued support, training, updates, and analysis on the implementation of the formative, diagnostic reading assessment system as needed - Use reading portfolio passages to inform instruction on standards - Utilize the revised written response to text component of the assessment system to align to grade level standards - View the online training video to clarify the written response to text component	

Focus	Suggested Teacher Actions	Evidences
Partnerships and Communication	Teachers will • Provide collaboration opportunities for all stakeholders • Send notification to parents/guardians to fulfill the written notification requirements of the NC Read to Achieve law • Collaborate with IHEs to provide opportunities for pre-service students to observe, teach reading classes across all content areas, and develop and implement arts integration strategies for instruction • Provide families and community partners with information about the NCSCoS • Provide families and community partners with information about Read to Achieve legislation • Work with parent organizations to provide suggested opportunities for parent involvement, education, and communication • Discuss with parents available student data as it pertains to reading and the impact on learning in all content areas • Conference with parents regularly to discuss student progress towards instructional goals • Implement a class newsletter that provides parents and guardians with reading activities that can be completed at home to enhance reading instruction in all content areas • Collaborate with community organizations, business partners, civic and faith-based organizations, service organizations and families to promote reading achievement and to support school efforts for reading proficiency • Promote volunteerism of all partner stakeholders • Provide parent brochures and narrated PowerPoints to inform parents about literacy and Read to Achieve • Inform parents and community partners information about Read	• Webinars, websites, brochures, parent meetings • Meeting agendas and summaries • Documents related to pre-service teacher preparation • Reports and other documents demonstrating results of various collaborative efforts • Documentation of notification of parents in regards to NC Read to Achieve law • IHE documentation of pre-service student involvement in classrooms • Classroom volunteer logs • Class newsletters • NC Read to Achieve LiveBinder for Parents • Reading comprehension booklet • Narrated PowerPoints

Focus	Suggested Teacher Actions	Evidences
	to Achieve and the formative, diagnostic, reading assessment system • Encourage trainings in the area of reading for parents and community partners • Share and encourage the use of the Read to Achieve Parent LIveBinder (include link on class website) • Meet the needs of a culturally diverse population by providing interpreters at parent meetings • Utilize a variety of methods to communicate with parents such as newsletters, phone, messaging systems, email, text, and PowerSchool • Distribute and encourage the use of the reading comprehension booklet	

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Appendix A: Literacy-Rich Instruction

Appendix A: Literacy-Rich Instruction K – 5

Emphasis	Kindergarten Classroom Suggested Actions	1st – 3rd Grade Classroom Suggested Actions	4th – 5th Grade Classroom Suggested Actions
Overall Organization of ELA Block	Significant amount of time, at least 50% of the school day, is allocated for integrated reading instruction. Reading instruction includes attention to: • oral language development and vocabulary • guided reading with strategy and skill development • read alouds with text-dependent questions and discussions to build comprehension • interactive, shared reading, partner reading, independent or emergent reading • phonological/phonemic awareness • beginning phonics instruction including sound-symbol correspondence, letter names • modeling of writing • interactive and shared writing • independent writing • the instructional cycle, including identifying need, brainstorming strategies, creating an action plan, assessing the effectiveness, and discussion of results • monitoring the progress of students in foundational skill development using the formative, diagnostic reading assessment • monitoring the development of	Sufficient time, at least 90 uninterrupted minutes daily, for ELA block within the school day. Integrated reading instruction includes attention to: • guided reading with strategy and skill development • read alouds with text-dependent questions and discussion • comprehension skills • oral language development • independent, small group, and partner reading • word and language study including phonemic awareness, phonics, spelling, vocabulary and usage • modeling of writing in response to text • guided, interactive, independent, shared writing • teacher-student conferences • explicit instruction as well as literacy work stations • the instructional cycle, including identifying need, brainstorming strategies, creating an action plan, assessing the effectiveness, and discussion of results • monitoring the progress of students in foundational skill development using the formative, diagnostic reading assessment screener	Sufficient time, at least 90 uninterrupted minutes, for the ELA block within the school day. Integrated reading instruction includes attention to: • guided reading with strategy and skill development • literature study • read alouds with text-dependent questions and discussion • comprehension skills • vocabulary and oral language development • independent, self-selected, partner, and small group reading • word and language study including spelling, vocabulary and usage • modeling of writing in response to text • independent writing, sharing, and conferencing • explicit instruction as well as literacy work stations • the instructional cycle, including identifying need, brainstorming strategies, creating an action plan, assessing the effectiveness, and discussion of results • self-selected reading • teacher-student conferences • monitoring continued development of reading behaviors

Emphasis	Kindergarten Classroom Suggested Actions	1st – 3rd Grade Classroom Suggested Actions	4th – 5th Grade Classroom Suggested Actions
	reading behaviors using the formative, diagnostic reading assessment • conference writing • literacy work stations • developing sight vocabulary • providing opportunities for retelling • providing targeted intervention	• monitoring the development of reading behaviors using the formative, diagnostic reading assessment digital running records • conference writing • self-selected reading • developing oral language • continuing to develop sight vocabulary • opportunities for retelling • providing targeted intervention	• providing targeted intervention

Emphasis	Kindergarten Classroom Suggested Actions	1st – 3rd Grade Classroom Suggested Actions	4th – 5th Grade Classroom Suggested Actions
Instructional Focus (Big Picture)	Literacy instruction includes attention to: • exploring and expanding language, building concepts through experience, discussion and play • building background knowledge and vocabulary • phonemic awareness including rhyming and segmenting sounds • systematic, explicit, developmentally appropriate phonics to include sound-symbol correspondence, onset-rime work • strategies for comprehension: predicting, central ideas, questioning, identifying schema, retelling, inferring, text features, structures, and author's purpose • fostering the motivation to read • building basic sight vocabulary • modeling writing in response to text • building beginning writing skills in response to text for a specific purpose (narrative, informational, and argumentative/explanatory, and opinion writing with intentional organization and specific details across genres) • helping emergent spellers use "inventive" spelling • communication skills in reading, writing, speaking, listening, and language	Literacy instruction includes attention to: • grade level foundational skills as identified through the NCSCoS • building accuracy and fluency to support comprehension • building understanding of text features, text structure, literary devices, figurative language, and author's purpose • strategies for comprehension including predicting, central ideas, questioning, identifying schema, retelling/recounting, inferring, text features, text structures, and author's purpose • fostering the motivation to read • building academic and domain-specific vocabulary • modeling writing grounded in text • building beginning writing skills grounded in text for a specific purpose (narrative, explanation/informational, and opinion writing with intentional organization and specific details across genres) • spelling • writing in response to text • communication skills including reading, writing, speaking, listening, and language • utilizing fiction and informational text	Literacy instruction that includes attention to: • strategies for comprehension including predicting, central ideas, questioning, identifying schema, summarizing, inferring, text features, structures, and author's purpose • utilizing fiction and informational text • building understanding of text features, text structure, literary devices, figurative language, and author's purpose • building accuracy and fluency to support grade level comprehension • word study and academic and domain-specific vocabulary development • fostering motivation to read • building writing skills grounded in text for a specific purpose (narrative, explanation/informational, and opinion writing with intentional organization and specific details across genres) • writing across all content areas • communication skills including reading, writing, speaking, listening, and language • utilizing fiction and informational text • writing in response to text • reading across all content areas

Emphasis	Kindergarten Classroom Suggested Actions	1st – 3rd Grade Classroom Suggested Actions	4th – 5th Grade Classroom Suggested Actions
	• handwriting, letter formation, spacing between word • utilizing fiction and informational text • reading across all content areas	• systematic, explicit, developmentally appropriate phonics to include sound-symbol correspondence, onset-rime work • building basic vocabulary • reading across all content areas	

Emphasis	Kindergarten Classroom Suggested Actions	1st – 3rd Grade Classroom Suggested Actions	4th – 5th Grade Classroom Suggested Actions
English/Language Arts Instruction (Details)	Kindergarten literacy that includes: • explicit demonstration and modeling of the processes in literacy learning • collaborative conversations, posing a range of questions based on *Depth of Knowledge* and Close Reading practices during the ELA block • the use of diverse complex texts • teacher conferencing, listening and watching, then providing feedback • teacher prompting and providing scaffolding support for the gradual release of responsibility	Literacy instruction that includes: • explicit demonstration and modeling of the processes in literacy learning • collaborative conversations and discussions, posing a range of questions based on *Depth of Knowledge* and Close Reading practices during the ELA block • the use of diverse complex texts • teacher conferencing, listening and watching, then providing feedback • teacher prompting and providing scaffolding support for the gradual release of responsibility	Literacy instruction that includes: • explicit demonstration and modeling of the processes in literacy learning • collaborative discussions, posing a range of questions based on *Depth of Knowledge* and Close Reading practices during the ELA block • the use of diverse complex texts • teacher conferencing, listening and watching, then providing feedback • teacher prompting and providing scaffolding support for the gradual release of responsibility • building automaticity in the use of comprehension strategies in all content areas

Emphasis	Kindergarten Classroom Suggested Actions	1st – 3rd Grade Classroom Suggested Actions	4th – 5th Grade Classroom Suggested Actions
Independent Student Activities	Students working away from the teacher are provided • established routines that include what to do, as well as when, where and how to get help if needed • integration of literacy with opportunities for play • reading and writing activities which are engaging, interesting, and meaningful • opportunities to use technology and digital media • literacy work stations	Students working away from the teacher are provided • established routines that include what to do, as well as when, where and how to get help if needed • reading and writing activities that actively engage students with connected, meaningful text • opportunities to use technology and digital media • literacy work stations	Students working away from the teacher are provided • established routines and expectations that include what to do, as well as when, where and how to get help if needed • reading and writing activities that actively engage students with connected, meaningful, increasingly complex text • literacy learning that is engaging, interesting, meaningful • opportunities to use technology and digital media • literacy work stations

Emphasis	Kindergarten Classroom Suggested Actions	1st – 3rd Grade Classroom Suggested Actions	4th – 5th Grade Classroom Suggested Actions
Assessment Practices	Informing instruction in Kindergarten includes • a system for collecting and maintaining formative, diagnostic, and summative assessment information • ongoing and consistent assessment practices • evidence of using assessment practices to inform and differentiate instruction • benchmarking and ongoing progress monitoring using mClass Reading 3D • teacher observations, conferences, and anecdotal notes, in addition to formal assessments • mClass Reading 3D data analysis for determining effectiveness of instructional practices • using multiple data points and the problem-solving model to address student learning needs	Informing instruction includes • a system for collecting and maintaining formative, diagnostic, and summative assessment information • ongoing and consistent assessment practices • rubrics, checklists or scales that are linked to standards so that students understand what is valued • evidence of using assessment practices to inform and differentiate instruction • benchmarking and ongoing progress monitoring using mClass Reading 3D • teacher observations, conferences, and anecdotal notes, in addition to formal assessments • mClass Reading 3D data analysis for determining effectiveness of instruction • using multiple data points and the problem-solving model to address student learning needs	Informing instruction includes • a system for collecting and maintaining formative, diagnostic, and summative assessment information • ongoing and consistent assessment practices • rubrics, checklists, scoring guides, or scales that are linked to standards so that students understand what is valued and can self-assess • evidence of using assessment practices to inform and differentiate instruction • using multiple data points and the problem-solving model to address student learning needs

Emphasis	Kindergarten Classroom Suggested Actions	1st – 3rd Grade Classroom Suggested Actions	4th – 5th Grade Classroom Suggested Actions
Classroom Environment	A literacy-rich environment includes • a variety of high-quality books from all genres, displayed and easily accessible to students • daily standards and learning objectives are displayed • displayed print materials • accessible resources including word charts, word walls, and anchor charts • a safe and encouraging atmosphere, conducive to reading, writing, speaking, listening, and language • literacy activities in which students read and write with purpose • established routines and procedures in which students know expectations	A literacy-rich environment includes • a variety of high-quality books from all genres, displayed and easily accessible to students • daily standards and learning objectives are displayed • accessible resources including word charts, word walls, and anchor charts • writing models and display of student writing • a safe and encouraging atmosphere, conducive to reading, writing, speaking, listening, and language • authentic learning in which students read and write with purpose • established routines and procedures in which students know expectations	A literacy-rich environment includes • a variety of high-quality books from all genres, displayed and easily accessible to students • daily standards and learning objectives are displayed • accessible resources including word charts, word walls, and anchor charts • writing models and display of student writing • a safe and encouraging atmosphere, conducive to reading, writing, speaking, listening, and language • authentic learning in which students read and write with purpose • established routines and procedures in which students know expectations

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Emphasis	Kindergarten Classroom Suggested Actions	1st – 3rd Grade Classroom Suggested Actions	4th – 5th Grade Classroom Suggested Actions
Collegial Collaboration	Collaboration for • planning and consulting with other staff members • coordinated planning and follow through with support services staff to meet students' individual needs • communication and involvement with parent programs • ongoing professional development, grade level team meetings, PLC work, and data analysis to meet student needs • keeping abreast of current research and best practices	Collaboration for • planning and consulting with other staff members • coordinated planning and follow through with support services staff to meet students' individual needs • communication and involvement with parent programs • ongoing professional development, grade level team meetings, PLC work, and data analysis to meet student needs • keeping abreast of current research and best practices	Collaboration for • planning with and consulting with other staff members • coordinated planning and follow through with support services staff to meet students' individual needs • communication and involvement with parent programs • ongoing professional development, grade level team meetings, PLC work, and data analysis to meet student needs • keeping abreast of current research and best practices

Appendix A: Literacy-Rich Instruction 6-12

Emphasis in ELA	6ᵗʰ – 8ᵗʰ Grade Suggested Actions	9ᵗʰ – 12ᵗʰ Grade Suggested Actions
Text-based Evidence	ELA instruction includes attention to: • learning that is deeply connected to text • developing student habits in conversation and in writing for making arguments based on evidence	ELA instruction includes attention to: • learning that is deeply connected to text • developing student habits in conversation and in writing for making arguments based on evidence
Writing from Sources	ELA instruction includes attention to: • various written forms that draw evidence from the text to inform, explain, or make an argument	ELA instruction includes attention to: • various written forms that draw evidence from the text to inform, explain, or make an argument
Academic Vocabulary	ELA instruction includes attention to: • strategic focus on general academic terms and less on domain specific terms, building the ability to access more complex texts across disciplines and in later grades	ELA instruction includes attention to: • strategic focus on general academic terms and less on domain specific terms, building the ability to access more complex texts across disciplines and in later grades
Increasing Text Complexity Over Time	ELA instruction includes attention to: • a "step" of growth on the "staircase" of complexity in each grade level • scaffolding, supports for access to complex texts for all	ELA instruction includes attention to: • a "step" of growth on the "staircase" of complexity in each grade level • scaffolding and supports for access to complex texts for all
Close Reading	ELA instruction includes attention to: • time and instructional support to grapple with rich texts worthy of rereading • short texts that enable students to participate in close analysis of more demanding text. • time to read and re-read deliberately and slowly to probe and ponder the meaning of individual words, the order in which sentences unfold, and the development of ideas over the course of the text	ELA instruction includes attention to: • time and instructional support to grapple with rich texts worthy of rereading • short texts that enable students to participate in close analysis of more demanding text. • time to read and re-read deliberately and slowly to probe and ponder the meaning of individual words, the order in which sentences unfold, and the development of ideas over the course of the text

Emphasis in ELA	6th – 8th Grade Suggested Actions	9th – 12th Grade Suggested Actions
Balance of informational and Literary Texts	ELA instruction includes attention to the fact that: • 50% of texts read are informational in grades K-5, • in ELA instruction 6-12, the focus should be on literature and literary non-fiction	ELA instruction includes attention to the fact that: • 50% of texts read are informational in grades K-5, • in ELA instruction 6-12, the focus should be on literature and literary non-fiction
Balance of Writing	ELA instruction includes attention to: • routine writing in a variety of forms • notes, summaries, short responses, on-demand, short research, process writing, and digital texts where appropriate • use of mentor texts to model style, structure, content, and literacy devices	ELA instruction includes attention to: • routine writing in a variety of forms • notes, summaries, short responses, on-demand, short research, process writing, and digital texts where appropriate • use of mentor texts to model style, structure, content, and literacy devices

Integration of Reading in the Content Areas	Reading in all content areas includes attention to:
	• close reading as the active process used to uncover layers of meaning that lead to deep comprehension of text
	   ○ rereading that requires answers to text-dependent questions, allowing students to think about the text, the author's purpose, the structure and flow of the text
	   ○ focused rereading that requires complex thinking about what the author said, comparing what the student already knows, believes, and thinks
	• explicit academic vocabulary instruction the specialized words and phrases that have specific meanings within a course that are critical to understanding the concepts of the content
		Reading in all content areas includes attention to:
		• close reading as the active process used to uncover layers of meaning that lead to deep comprehension of text
		   ○ rereading that requires answers to text-dependent questions, allowing students to think about the text, the author's purpose, the structure and flow of the text
		   ○ focused rereading that requires complex thinking about what the author said, comparing what the student already knows, believes, and thinks
		• explicit academic vocabulary instruction the specialized words and phrases that have specific meanings within a course that are critical to understanding the concepts of the content

Emphasis in ELA	6th – 8th Grade Suggested Actions	9th – 12th Grade Suggested Actions

Close Reading Instruction for Comprehension of Complex Text	Close reading complex text instruction includes attention to:
	• rereading, each time with a specific purpose
	   ○ first read – determining what a text says
	   ○ second read – determining how a text works
	   ○ third read – evaluating the quality and value of the text, connecting it to other texts and experiences
	• text-dependent questions, with the teacher gradually releasing responsibility, developing the students' capacity to observe and analyze, such as
	   ○ What is the author telling me here?
	   ○ Are there any hard or important words?
	   ○ What does the author want me to understand?
	   ○ How does the author play with language to add to meaning?
	   ○ Who is speaking in the passage?
	   ○ Who is the audience to whom the narrator is speaking?
	   ○ What is the first thing that jumps out at me? Why?
	   ○ What's the next thing I notice? Are these 2 things connected? How? Do they seem to be saying different things?
	   ○ What seems important here? Why?
	   ○ What does the author mean by _____? What exact words lead me to this meaning?
	   ○ Is the author trying to convince me of something? What? How do I know?
	   ○ Is there something missing from this passage that I expected to find? Why might the author have left this out?
		Close reading complex text instruction includes attention to:
		• rereading, each time with a specific purpose
		   ○ first read – determining what a text says
		   ○ second read – determining how a text works
		   ○ third read – evaluating the quality and value of the text, connecting it to other texts and experiences
		• text-dependent questions , with the teacher gradually releasing responsibility, developing the students' capacity to observe and analyze, such as
		   ○ What is the author telling me here?
		   ○ Are there any hard or important words?
		   ○ What does the author want me to understand?
		   ○ How does the author play with language to add to meaning?
		   ○ Who is speaking in the passage?
		   ○ Who is the audience to whom the narrator is speaking?
		   ○ What is the first thing that jumps out at me? Why?
		   ○ What's the next thing I notice? Are these 2 things connected? How? Do they seem to be saying different things?
		   ○ What seems important here? Why?
		   ○ What does the author mean by _____? What exact words lead me to this meaning?
		   ○ Is the author trying to convince me of something? What? How do I know?
		   ○ Is there something missing from this passage that I expected to find? Why might the author have left this out?

Emphasis in ELA	6th – 8th Grade Suggested Actions	9th – 12th Grade Suggested Actions

	o Is there anything that could have been explained more thoroughly for greater clarity?
	    o Is there a message or main idea? What in the text led me to this conclusion?
	    o How does this sentence/passage fit into the text as a whole?
	• Author's craft, focusing questioning on
	    o imagery, including comparisons using similes, metaphors, personification, figurative language, symbolism
	    o word choice
	    o tone and voice
	    o sentence structure including short sentences, long sentences, sentence fragments, questions, and the importance of word order
		o Is there anything that could have been explained more thoroughly for greater clarity?
		    o Is there a message or main idea? What in the
		    o text led me to this conclusion?
		    o How does this sentence/passage fit into the text as a whole?
		• Author's craft, focusing questioning on
		    o imagery, including comparisons using similes, metaphors, personification, figurative language, symbolism
		    o word choice
		    o tone and voice
		    o sentence structure including short sentences, long sentences, sentence fragments, questions, and the importance of word order

Emphasis in ELA	6th – 8th Grade Suggested Actions	9th – 12th Grade Suggested Actions

Close Reading Planning and Practice	Planning for Close Reading in the content areas may include these steps:
	• choosing complex texts that merit critical attention from students including
	  o quantitative complexity such as readability levels and qualitative complexity such as knowledge demands, or educational purpose
	  o determination, if the text is long, of the portion to address
	• planning the sequence of readings including determining the number of lessons to devote to the reading and who is responsible for each reading
	  o planning text-dependent questions that require references to the text for evidence. (For example, what words/phrases does the author use to describe the main character?)
	  o considering the increasing level of thought required by the text-dependent questions, with subsequent reading requiring deeper thinking, progressing from a general understanding of the text to understanding vocabulary, aspects of text structure, and the formation of opinions and arguments
	  o avoiding frontloading information about the text so that students gather such information from the text on their own
	• planning how students will interact with the text including
	  o text-dependent questions that can be answered as a whole class or in small groups, with annotations for support
	  o written responses at the conclusion of the close
		Planning for Close Reading in the content areas may include these steps:
		• choosing complex texts that merit critical attention from students including
		  o quantitative complexity such as readability levels and qualitative complexity such as knowledge demands, or educational purpose
		  o determination, if the text is long, of the portion to address
		• planning the sequence of readings including determining the number of lessons to devote to the reading and who is responsible for each reading
		  o planning text-dependent questions that require references to the text for evidence. (For example, what words/phrases does the author use to describe the main character?)
		  o considering the increasing level of thought required by the text-dependent questions, with subsequent reading requiring deeper thinking, progressing from a general understanding of the text to understanding vocabulary, aspects of text structure, and the formation of opinions and arguments
		  o avoiding frontloading information about the text so that students gather such information from the text on their own
		• planning how students will interact with the text including
		  o text-dependent questions that can be answered as a whole class or in small groups, with annotations for support
		  o written responses at the conclusion of the close

Emphasis in ELA	6th – 8th Grade Suggested Actions	9th – 12th Grade Suggested Actions

	reading that provide an assessment of student understanding
	• engaging students in close reading to include
	   ○ anticipation of frustration/struggle with the text as essential information is gleaned, leading to deeper thinking and understanding by students
	• gradual promotion of the ability to read complex texts independently
		reading that provide an assessment of student understanding
		• engaging students in close reading to include
		   ○ anticipation of frustration/struggle with the text as essential information is gleaned, leading to deeper thinking and understanding by students
		gradual promotion of the ability to read complex texts independently

Emphasis in ELA	6th – 8th Grade Suggested Actions	9th – 12th Grade Suggested Actions

Academic Vocabulary Instruction	Reading in the content areas includes attention to
	• specialized vocabulary for a specific content area
	• non-specialized academic vocabulary that can be found across content areas in multiple contexts
	• words and phrases that describe how students are expected to demonstrate knowledge, such as clarify or summarize
	• steps for teaching academic vocabulary may include
	   ○ initially providing a description, explanation, or example as opposed to a formal definition
	   ○ students generating their own descriptions, explanations, or examples
	   ○ students representing each term or phrase using a graphic, drawing, or picture
	   ○ students keeping an academic vocabulary notebook
	   ○ periodically reviewing terms and phrases
	   ○ providing activities that add to the vocabulary knowledge base
	   ○ use of graphics, interactive and/or sensory instructional supports (anchor charts, word walls, digital resources, graphic organizers)
		Reading in the content areas includes attention to
		• specialized vocabulary for a specific content area
		• non-specialized academic vocabulary that can be found across content areas in multiple contexts
		• words and phrases that describe how students are expected to demonstrate knowledge, such as clarify or summarize
		• steps for teaching academic vocabulary may include
		   ○ initially providing a description, explanation, or example as opposed to a formal definition
		   ○ students generating their own descriptions, explanations, or examples
		   ○ students representing each term or phrase using a graphic, drawing, or picture
		   ○ students keeping an academic vocabulary notebook
		   ○ periodically reviewing terms and phrases
		   ○ providing activities that add to the vocabulary knowledge base
		   ○ use of graphics, interactive and/or sensory instructional supports (anchor charts, word walls, digital resources, graphic organizers)

Appendix B:
What to Ask About Literacy Instruction

Appendix B: WHAT TO ASK ABOUT LITERACY INSTRUCTION

This is a tool for dialogue between administrators, literacy coaches, and classroom teachers. This can be used with teachers in Grades K-5.

Focus	Questions to Ask	Notes/Next Steps
Overall Organization of ELA Block	1) How would you describe your ELA block? 2) How much time do you focus on ELA instruction? 3) What components (reading, writing, speaking, listening, and language) do you focus on daily? 4) What goals do you have for your students as you plan instruction in ELA? 5) How do you organize your ELA block to maximize student learning?	
Instructional Grouping	1) How do you group your students for reading instruction? 2) What data do you use to inform your grouping and instruction? 3) How often do you meet with each group of students? 4) Are your students able to move from group to group? 5) What do you base this on? 6) How often do you conference with individual students? Share with me what that conference might look like and sound like. 7) How much time do you spend teaching in whole group? Small group? Partner?	
Instructional Focus	1) What strategies and interventions have you used that are successful for your students? 2) How do you integrate comprehension strategies into content areas? 3) What strategies do you use to build students' comprehension skills? 4) How do you incorporate writing into your small group reading instruction? 5) What areas of reading instruction do you feel you need to focus on more? 6) In what areas do you feel you need more professional	

Focus	Questions to Ask	Notes/Next Steps
	development?	
ELA Instruction	1) How do you support a student that is having difficulty with a skill or strategy? 2) What types of questions do you ask students during read alouds? Small group? 3) How do you determine when students are not progressing?	
Independent Student Activities	1) What does independent reading time look like? 2) What kids of reading/literacy learning experiences are students engaged in? 3) How do you monitor independent student experiences?	
Assessment Practices	1) What assessments and screeners do you use to assess students' reading and writing? 2) How often do you use those assessment tools? 3) How do you use the data to inform instruction? Group students? Monitor students' progress? Set goals?	
Classroom Environment	1) Share with me why you have your room arranged this way. 2) What works in your classroom environment? 3) What would you change about your classroom environment? 4) How do you use Literacy Stations?	

Collegial Collaboration	1) In what ways do you communicate and work with:
	  • Parents/guardians?
	  • Colleagues?
	  • Support staff?
	  • Special Education teachers?
	  • Reading Coaches?
	2) Have you collaborated with any civic, faith-based, community organizations, and businesses to promote reading proficiency?	

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Appendix C:
90-Minute Literacy Block Examples

		Example: 90 minute Reading Block with Additional Time for Immediate Intensive Intervention (iii)						
Instruction	**Possible Time**	**Class Configuration**						**Examples of Teacher-Led Instruction**
90 minutes daily	**20 - 30 minutes**	**Whole Group**						**Implement Comprehensive Core Reading Program (CCRP)**
								Phonemic Awareness: • Blending & Segmenting word parts & sounds in words **Phonics & Fluency:** • Letter-sound correspondence • Blending words • Choral reading decodable book **Vocabulary & Comprehension:** • Robust vocabulary instruction • Pre-reading strategies • During reading strategies • Post reading strategies
	60 - 70 minutes	**Differentiated Instruction-Small Groups (Group 1 - 4**)**						**Implement CCRP resources and supplemental materials/programs**
		*15 minutes for each group	M	T	W	Th	F	**Group 1:** segment sounds with Elkonin boxes gradually adding letters representing those sounds throughout the week.
		Session 1 (15 min)	1	1	1	1	1	**Group 2:** word building with letters & pocket chart, read decodable book including words built. Culminating with fluent reading of decodable text without teacher support.
		Session 2 (15 min)	2	2	2	2	2	**Group 3:** read decodable book practicing blending words introduced in whole group, and fluent reading. Culminating with shared reading related to theme on the students' instructional level focusing on blending words, vocabulary, and use of comprehension strategies modeled in whole group.
		Session 3 (15 min)	3	4	3	4	3	**Group 4:** shared reading related to theme with a book on the students' instructional level focusing on vocabulary and use of comprehension strategies modeled in whole group.
Additional Reading Support	**20 minutes**	**Immediate Intensive Intervention (iii):** Group 1 receives additional time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.						**Supplemental and/or intensive intervention materials/programs** -Apply blending words previously taught in complete sentences that include known high frequency words. -Apply blending strategies using decodable text gradually releasing teacher support.

Protected Literacy Block Guide
(Created by the DST Elementary Coaching Team)

Whole-Group Instruction (20-25 min)				
Text Focus:			*Strategy/Skill Focus:*	
M	T	W	Th	F

Small-Group Reading Instruction (20 min per group and rotate)			Comprehension/Writing
			Strategy/Skill Focus:
Leveled Text: *Strategy/Skill:*	*Leveled Text:* *Strategy/Skill:*	*Leveled Text:* *Strategy/Skill:*	
<u>M</u>	<u>M</u>	<u>M</u>	**Fluency Focus:**
<u>T</u>	<u>T</u>	<u>T</u>	**Vocabulary Focus:**
<u>W</u>	<u>W</u>	<u>W</u>	**Phonics Application:**
<u>Th</u>	<u>Th</u>	<u>Th</u>	**Phonemic Awareness Application:**
<u>F</u>	<u>F</u>	<u>F</u>	

Appendix D:
Glossary of Terms

Appendix D: Glossary of Terms

Benchmark Assessment	Short tests administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards
Common Core State Standards	A set of educational standards to help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning
Extended Learning Opportunities (ELOs)	Opportunities provided to students by districts and schools for learning outside of the regular school day For example, afterschool tutoring sessions or Saturday School
End-of-Course Exams (EOCs)	Exams given to high school students in various subject areas to measure proficiency
End-of-Grade Tests (EOGs)	Tests given to students in Grades 3-8 to determine proficiency in reading, math, and science. Science end of grade tests are given to students in Grades 5 and 8
Education Value Added Assessment System (EVAAS)	A customized software system available to all North Carolina districts that provides North Carolina's teachers with tools to improve student learning, reflect on their teaching practice, and improve their own effectiveness
Essential Standards	A set of standards in content areas that provide clear goals for student learning
Excellent Public Schools Act (EPSA)	A budget act passed by the General Assembly in 2012 that includes legislation about reading proficiency for students in grades K-3 (EPSA)
Extended Content Standards	A set of alternate achievement standards that show a clear link to content standards for a particular grade, although grade level content may be reduced in complexity or modified to reflect pre-requisite skills
Formative Assessment	A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve intended instructional outcomes
House Bill 950/S.L. 2012-142 Section 7A	The 2012-13 state budget bill which includes the Excellent Public Schools Act

HomeBase	HomeBase is a statewide, instructional improvement (IIS) and student information system (SIS) for teachers, students, parents and administrators.
Institutes of Higher Education (IHEs)	Public and private colleges and universities
Local Education Agency (LEAs)	Local school districts
mClass Reading 3D	A formative diagnostic reading assessment system adopted by the State Board of Education to facilitate early grades reading proficiency
North Carolina Department of Public Instruction (NCDPI)	State government agency that provides services and supports to LEAs, schools, IHEs, parents and community organizations to improve student achievement
North Carolina Standard Course of Study (NCSCoS)	Set of standards (Common Core State Standards and the Essential Standards) used by teachers to provide clear goals for student learning
Personal Education Plan (PEP)	A personal learning plan for students that are reading and/or working below grade level in reading and math used to document weak skill areas, interventions, and parent contacts
Parent Teacher Organization/Association (PTO, PTA)	Parent groups that support schools
Progress Monitoring	An ongoing scientifically-based practice embedded in instruction to determine the effectiveness of teaching and learning
Read to Achieve (RtA)	A component of the Excellent Public Schools Act that focuses on early grades reading proficiency
Research-Based	A connection between research recommendations and instructional practice

Responsiveness to Instruction (RtI)	A problem solving model that integrates assessment and intervention within a three-tiered system to maximize student achievement and reduce behavior problems by identifying students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness
Summative Assessment	Cumulative evaluations used to measure student growth after instruction, generally given at the end of a course in order to determine whether long term learning goals have been met

Appendix E:
K-3 Literacy Professional Development

K – 3 Literacy Professional Development Offerings

The K-3 Literacy Division offers the following professional development for North Carolina educators. We customize to address district or school requests. Please contact your Regional Consultant to schedule sessions and to answer questions about professional development options.

Literacy Instruction

Spiraling Standards

How do standards spiral up? How do we use them as the basis for everything we teach? Begin to understand how to use the standards to develop growth in students already reading at or above grade level.

Progress Monitoring IS Instruction

How do we embed progress monitoring into instruction? How should we analyze progress monitoring data to determine next steps for instruction? Begin to understand how progress monitoring is about changing instruction to meet a student at the point of need.

Intentional Planning

How do teachers use assessment data, formative and summative, to group children for reading and then plan small group instruction?

Visual Literacy and Anchor Charts

Why is visual literacy important? Learn how creating an anchor chart during instruction creates a visual link to the learning experience. The chart then serves as a trigger, helping the brain recall the strategy, procedure, genre, or skill taught in the lesson. This simple instructional aid fosters student independence and depth of knowledge.

MSV for Instruction

How should MSV guide instruction? Learn how analyzing reading errors can pinpoint instruction and turn error patterns into targeted teaching and learning to meet the specific needs of students.

Wondrous Words – Vocabulary

What does the research say about vocabulary instruction? Leading experts agree that there is a direct correlation between vocabulary and comprehension. Understand how morphology and vocabulary instruction based on literature and informational texts must be continuously integrated into instruction. Learn simple strategies for building vocabulary and increasing comprehension in spoken and written communication.

Vocabulary – Facts and Actions and Applications

Founded in the work of Dr. Elfrieda Hiebert, understand the science of vocabulary development and apply paradigm-shifting research to classroom practice. Explore rich open source resources at Dr. Hiebert's TextProject.org and discover how vocabulary is the key to comprehension and the acquisition of knowledge.

Read & Think Aloud: Writing Is Thinking with a Pencil

Through modeling, learn how to use Read Alouds and Think Alouds to teach children to respond to text. Effective read alouds in early childhood settings support language development, comprehension, vocabulary, and overall literacy development. Learn how to develop a read aloud to specifically support thinking and comprehension.

Responding to Text in Kindergarten and First Grade

How do we advance our youngest learners to higher levels of thinking on the continuum of comprehension? Tie retell, oral comprehension, and writing in response to text directly to vocabulary and comprehension instruction. Understand how oral language development leads to written response to text at the highest level of understanding. Confirm how to use read alouds and oral language to increase text complexity.

Written Response to Text

Why do we need to include writing in response to text in instruction? Why must writing in response to reading be explicitly taught? If the focus is only on fluency and accuracy, then comprehension, the purpose of reading, is left out. This is the MSV of written comprehension.

Differentiated Work Stations

Just what is differentiation? How does differentiation determine the content, the process for learning, and the ways students show what they've learned? Begin planning for differentiated literacy stations.

Using iPads for More than Assessing

Discover ideas and applications for incorporating digital learning into all levels of literacy instruction. Explore innovative methodology that increases student engagement, enhances learning, and joins technology and instruction for the 21st Century learner.

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iPads in the Classroom

How do I choose the apps that best fit my students' needs as determined by data? How do I evaluate an app to determine the best fit for independent and guided practice in my literacy instruction? How do I move from print to digital versions of a book? Walk through the process for determining the right app for each child's needs.

Developing Deeper Thought

What is deeper thought? When and how do it occur? How do we cultivate depth of thought in our students? How is written response really an indication of deeper thought processes? Make connections and understand the relationship between deep thinking and written thought.

Creating Text Dependent Questions: Read Aloud and Beyond

What are text dependent questions? How do text dependent questions address the standards? Why is it important for students to learn to use both literal thinking and inferencing to demonstrate that knowledge is now their own? Take a deep dive into creating questions for close reading. Teach children to arrive at conclusions rather than copying answers from the text.

Thinking Made Visible for Our Youngest Writers

What is the importance of structured talk for young writers? What purpose can drawing serve in writing? Explore early writing development and the connection to oral language. Understand the value of read alouds for building and supporting young writers.

Building Comprehension Through the Use of Retell, Recount, and Summarize

How do the skills of retell, recount, and summarize develop as the standards progress through the grade levels? How are retell, recount, and summarize essential in the development of oral language, speaking, listening, and vocabulary skills? Learn how to support this critical development in instruction.

Growing Lovers of Words

What is word consciousness? How do we teach students to appreciate words? How is vocabulary learned? Learn strategies that lead to word consciousness. Explore strategies for teaching multiple meaning words and cementing new vocabulary use.

mClass:Reading 3D

R3D Basics for New Teachers

Are there new teachers in your building? Is a teacher moving from a higher grade to a K, 1, 2, or 3 classroom? In this overview session, make connections to the foundational skills of reading, practice administration procedures, and discuss the use of data to guide instruction. Explore related resources for each assessment as well as practical applications such as time management, organization, and materials for the classroom. For new teachers, this is designed as a 2-day training but can be customized for 1 day.

R3D Refresher

Has it been a while since you were trained in how to administer the Reading 3D diagnostic assessments? Consistency in scoring is vital to ensuring both growth and instructional focus. Review scoring rules and practice administering measures to build assessment fidelity. Explore related resources for each assessment and practical applications for the classroom.

Understanding Data

Just what does Reading 3D tell me about my students? Understand reports, analyze data, and learn how to jump back to instruct a child at the point of need.

Understanding Data for Guiding Reading

Struggling with determining small groups for reading? Learn how to use Reading 3D data to form instructional reading groups, begin to understand the structure of guiding readers, and create reading lessons based on data. Acquire resources to enhance learning in the reading block.

Understanding Data for Driving Instruction

I've got Reading 3D data. Now what should I do? Work with Reading 3D web reports to gain insight into students' strengths and weaknesses for instructional decisions. Develop an understanding for the Now What? Tools and how to effectively use them for communication with parents, working with small groups and identifying key areas of concern in various student probes.

Progress Monitoring Basics

What are the components of progress monitoring? How should they be connected with instruction? How do I begin to manage it all?

Instructional Management for Progress Monitoring: Give Me Five

Have you ever said 'I can't progress monitor because I just don't have enough time?' See how progress monitoring connects directly to instruction, and gain ideas for managing the process in the instructional day. Learn how to embed progress monitoring into instruction so that it is seamless and a natural part of classroom practice. Understand the roles of classroom management, behavior management, and instructional management in embedding progress monitoring.

Understanding MSV

What is MSV? Why is MSV important? Practice capturing reading errors in the running record and then code MSV with a device. Begin to see error patterns and identify instructional frameworks to support each child in becoming a more fluent and accurate reader.

Written Comprehension Scoring Fidelity

Why is written comprehension important? Work collaboratively to build consensus in scoring practice with student writing samples. Using writing as a tool to respond to reading,

Read to Achieve

Components of the RtA Legislation

What are the components of the RtA legislation? Understand RtA background and recent updates from the General Assembly. Use the RtA Guidebook for determining K-3 implementation.

90-Minute Block

What does the RtA legislation say about 90 minutes of literacy instruction? What are the components of a 90-minute block? Discover the relationship between academic growth, the right amount of instructional time, and the quality of instruction.

Read to Achieve, a Judge, and Guiding Instruction

How should all the components of Read to Achieve guide instruction? What does a judge have to say about teaching and learning? Understand portfolio passages as formative assessment.

Differentiating Instruction for Guided Reading Groups

How should data be used in determining small group reading instruction? How do I differentiate for reading levels of my students as well as for the skills they need? What does a reading level really mean? Gain a greater understanding of the characteristics of guided reading levels and how to organize and manage all the levels of readers for small group instruction.

Leadership

Understanding Reading 3D Data for Administrators

Which Reading 3D reports give me what information? How do I find school-wide, grade level, and teacher-specific data? Learn how to see data that a teacher sees and how understanding that data reveals instructional practices.

Instructional Leadership

Leaders use data to inform school decisions. What data should I use? What should an effective instructional leader do with data? Learn ways to use Reading 3D data to communicate with teachers and parents about specific student needs.

Digital Walk-Throughs

Develop procedures and purposes for walk-throughs using a touchscreen device. See how data from quick walk-throughs can determine a focus for PLCs and for PD. Create your own digital walk-through.

Appendix F:
References and Resources

Appendix F: References and Resources

NCDPI K-3 Literacy Division
        Webpage: http://www.ncpublicschools.org/k-3literacy/
        NC Read to Achieve Livebinder: http://www.livebinders.com/play/play?id=850102

NCDPI ELA Division
        Webpage: http://www.ncpublicschools.org/curriculum/languagearts/
        Livebinder: http://www.ncpublicschools.org/curriculum/languagearts/livebinders/

NC Common Core: http://www.ncpublicschools.org/core-explained/

North Carolina Standard Course of Study: http://www.ncpublicschools.org/curriculum/

NC Read to Achieve Guidebook: http://www.ncpublicschools.org/docs/k-3literacy/resources/guidebook.pdf

Excellent Public Schools Act: http://www.ncpublicschools.org/docs/k-3literacy/resources/ps-act.pdf

Missouri Department of Elementary and Secondary Education State Comprehensive Literacy Plan
        http://www.dese.mo.gov/divimprove/curriculum/commarts/documents/cur-ela-state-literacy-plan-0712.pdf

Florida Department of Education, Just Read, Florida!: http://www.justreadflorida.com/

Florida Center for Reading Research: http://www.fcrr.org/for-researchers/reading.asp

SEDL: http://www.sedl.org/

District and School Transformation: http://www.ncpublicschools.org/schooltransformation/

NC State Literacy Plan: http://www.ncpublicschools.org/curriculum/languagearts/

NC Teacher Standards: http://www.ncpublicschools.org/docs/humanresources/district-personnel/evaluation/standardsteacher.pdf

NC Instructional Leader Standards: http://www.ncpublicschools.org/docs/humanresources/district-personnel/evaluation/standardsadmin.pdf

Center on Instruction, Florida State University: http://www.centeroninstruction.org/bringing-literacy-strategies-into-content-instruction

NC State College of Education Research Briefs: http://www.ncpublicschools.org/

Ed Leadership – ASCD: http://www.ascd.org/publications/educational-leadership.aspx