



North Carolina Read to Achieve

Comprehensive Reading Plan K-12

A Supplement to the North Carolina Literacy Plan

North Carolina Department of Public Instruction

2013-2014

TABLE OF CONTENTS

INTRODUCTION	PAGE 3	TEACHERS	PAGE 33
NCDPI	PAGE 4	STANDARDS-BASED CURRICULUM	PAGE 34
STANDARDS-BASED CURRICULUM	PAGE 5	LEADERSHIP	PAGE 35
LEADERSHIP	PAGE 7	INSTRUCTION	PAGE 36
INSTRUCTION	PAGE 9	PROFESSIONAL DEVELOPMENT	PAGE 37
PROFESSIONAL DEVELOPMENT	PAGE 11	ASSESSMENT	PAGE 38
ASSESSMENT	PAGE 13	PARTNERSHIPS AND COMMUNICATION	PAGE 39
PARTNERSHIPS AND COMMUNICATION	PAGE 15	APPENDIX A: LITERACY-RICH INSTRUCTION	PAGE 40
LEA	PAGE 17	K-5	PAGE 41
STANDARDS-BASED CURRICULUM	PAGE 18	6-12	PAGE 49
LEADERSHIP	PAGE 19	APPENDIX B: WHAT TO ASK ABOUT LITERACY INSTRUCTION	PAGE 54
INSTRUCTION	PAGE 20	APPENDIX C: 90-MINUTE BLOCK EXAMPLES	PAGE 57
PROFESSIONAL DEVELOPMENT	PAGE 21	APPENDIX D: GLOSSARY	PAGE 60
ASSESSMENT	PAGE 22	APPENDIX E: RESOURCES AND REFERENCES	PAGE 63
PARTNERSHIPS AND COMMUNICATION	PAGE 24		
SCHOOL ADMINISTRATORS	PAGE 25		
STANDARDS-BASED CURRICULUM	PAGE 26		
LEADERSHIP	PAGE 27		
INSTRUCTION	PAGE 28		
PROFESSIONAL DEVELOPMENT	PAGE 29		
ASSESSMENT	PAGE 30		
PARTNERSHIPS AND COMMUNICATION	PAGE 32		

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.

North Carolina Department of Public Instruction

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.

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
<p>Standards-Based Curriculum</p>	<p>NCDPI will:</p> <ul style="list-style-type: none"> • 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 and content areas • 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 	<ol style="list-style-type: none"> 1) North Carolina Department of Public Instruction (NCDPI) online resources for Common Core State Standards 2) Extended Content Standards resources 3) State and regional meetings to include Institutes of Higher Education (IHEs), LEAs, school administrators, teachers, parents, and community partners 4) Meeting agendas and summaries 5) List of research-based interventions and strategies for reading/literacy instruction

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	<p>NCDPI will:</p> <ul style="list-style-type: none"> • 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 summer reading classes, 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 	<ol style="list-style-type: none"> 1) Email and meeting summaries 2) Reading plans as determined by the LEA 3) Meeting agendas 4) Site visits 5) List of recommended research-based strategies and interventions for reading instruction 6) 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 7) Documentation of allocations to LEAs 8) Guidance document on selection of highly qualified teachers 9) Assessment/data records

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	<p>NCDPI will:</p> <ul style="list-style-type: none"> • Provide instructional support in the area of reading through regional consultants • Recommend to LEAs that time be provided 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 in grades K-5 • Provide guidance to LEAs on the structure of the required summer reading camps • 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 • Provide sample Personal Education Plan (PEP) documents to LEAs and encourage the problem-solving model in the development of these documents • Promote the ongoing study of current research in reading, teaching, and learning • Encourage the use of resources that address the needs of students whose communication 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 • Encourage the use of vocabulary-building strategies in all content areas • Encourage the use of authentic tasks and projects in all grades that incorporate reading, writing, speaking, listening, and language skills • 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 	<ol style="list-style-type: none"> 1) Meeting summaries 2) List of recommended research-based strategies and interventions for reading instruction 3) School report cards, data reports 4) Site visits by regional consultants 5) Agendas and handouts from professional development opportunities provided by regional consultants 6) Guidance documents on 90-minute uninterrupted reading block 7) Guidance document on summer reading camps 8) Sample PEP forms 9) ELO plans and calendar

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	<p>NCDPI will:</p> <ul style="list-style-type: none"> • Communicate the State Comprehensive Reading Plan to all stakeholders • Promote regional, district, and school-level professional development in the area of reading that is high quality, job-embedded, ongoing, and research based for administrators, teachers, and support personnel • Encourage trainings in the area of reading 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 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 • Continue professional development in the area of reading/literacy and the NCSCoS • Continue face-to-face, virtual, blended, and online professional development opportunities • Promote the continuous skill development of literacy and instructional coaches 	<ol style="list-style-type: none"> 1) Webinars to share state reading plan with all stakeholders 2) Professional development session agendas and handouts 3) Training summaries 4) Meeting summaries 5) List of professional development offerings, resources, and sign-in sheets 6) Survey of Enacted Curriculum tool to align standards, assessments, and instruction

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	<p>NCDPI will:</p> <ul style="list-style-type: none"> • 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 Responsiveness to Instruction (RtI) 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 to those that inform instruction • Provide a standardized portfolio development system for third-grade students and students with a retained third-grade label following summer reading camp • Provide a Read to Achieve (RtA) alternative test for use after EOG administration, after summer 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 mClass Reading 3D assessment system • 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 mClass Reading 3D system 	<ol style="list-style-type: none"> 1) Documentation of allocations 2) State and district-level fidelity reports 3) Information, data, and resources located in HomeBase 4) Training agendas 5) Meeting summaries 6) Responsiveness to Instruction (RtI) documentation 7) Portfolio guidance document and materials 8) Read to Achieve (alternate) test 9) Mid-year promotion policy 10) Trainings and on-site visits to schools/districts on mClass Reading 3D 11) mClass Reading 3D video tutorials and archived webinars http://www.youtube.com/user/K3Lite racy

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
<p>Partnerships and Communication</p>	<p>NCDPI will:</p> <ul style="list-style-type: none"> • 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 development of courses that demonstrate coursework in reading instruction for teacher preparation programs to include the NCSCoS reading content, the use of the formative, diagnostic, assessment system, and the integration of all content areas • Provide families and school communities with information about NCSCoS • Establish a statewide parent advisory board to provide suggested opportunities for parent involvement, education, 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 	<ol style="list-style-type: none"> 1) Webinars, websites, brochures, parent nights 2) Meeting agendas and summaries 3) Revised programs and documents related to educator preparation 4) IHE training sessions provided by NCDPI 5) Reports and other documents demonstrating results of various collaborative efforts 6) Parent Advisory Board meeting agendas and summaries 7) Sample notification templates

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	LEA Suggested Actions	Evidences
Standards-Based Curriculum	<p>LEAs will:</p> <ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1) Administrator walkthroughs and evaluations 2) Syllabi of courses 3) Teacher planning documents 4) Agendas for PLC meetings, parent communications and meetings 5) Curriculum review, evaluation, and revision documentation

Focus	LEA Suggested Actions	Evidences
Leadership	<p>LEAs will:</p> <ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1) District and school reading plans 2) Meeting agendas 3) Site visits by district level reading instructional coaches and staff 4) Analysis of EOG, EOC, Reading 3D, Common Exams, EVAAS, Reading Proficiency Data 5) Master Schedules 6) Professional development plans

Focus	LEA Suggested Actions	Evidences
Instruction	<p>LEAs will:</p> <ul style="list-style-type: none"> • 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 communication skills are below grade level, on grade level, and above grade level • Promote the use and allocations 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 6-12 	<ol style="list-style-type: none"> 1) Meeting agendas and summaries 2) List of recommended research-based strategies, interventions, and materials for reading instruction 3) All available data 4) List of resources from NCDPI and regional consultant site visits 5) Professional development plans and agendas

Focus	LEA Suggested Evidences	Evidences
Professional Development	<p>LEAs will:</p> <ul style="list-style-type: none"> • Communicate district reading plan to all stakeholders • Provide district and school-level professional development in the area of reading that is high quality, job-embedded, ongoing, and research-based for administrators, teachers, and support personnel • Offer trainings in the area of reading 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 • 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 • Ensure that literacy and instructional coaches have professional development that includes adult learning theories to assist teachers with reading instruction in all content areas • 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 	<ol style="list-style-type: none"> 1) Meeting agendas 2) District plan 3) District professional development plans 4) Meeting summaries 5) Training summaries

Focus	LEA Suggested Actions	Evidences
Assessment	<p>LEAs will:</p> <ul style="list-style-type: none"> • Embed authentic assessment within the instructional cycle in all grade levels • Focus on reading standards in all content areas • Distribute materials and devices for required reading assessment system in grades K-3 • Encourage administrators and teachers to view the video tutorials and webinars on the process, procedures, and operation of all components of the mClass Reading 3D system • Review continuously the fidelity reports associated with the assessment systems • 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 (RtI) 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 progress monitor students on a continuous basis as a part of formative assessment practice • 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 	<ol style="list-style-type: none"> 1) State and district-level fidelity reports for benchmarking and progress monitoring 2) Teacher plans 3) Information, data, and resources located in HomeBase 4) Training agendas 5) Meeting summaries 6) Responsiveness to Instruction (RtI) documentation 7) Completed third-grade portfolios 8) Completed Read to Achieve (alternate) test 9) Roster of students promoted at mid-year 10) Documentation of trainings and on-site visits to schools viewing the mClass Reading 3D process 11) PLC agendas 12) Documentation of parent communications 13) Annual account review sessions on the use of Reading 3D 14) State and national assessment results

	<p>(HomeBase) for district, school, teacher, and parent access to assessment data</p> <ul style="list-style-type: none"> • Communicate continuously and explicitly with parents/guardians on assessment results • Limit the use of multiple benchmarking assessment systems for reading to systems that inform instruction appropriately • Encourage the use of the standardized portfolio system for third-grade students and students with a retained third-grade label following summer reading camp • Utilize the Read to Achieve (RtA) alternative test for use after EOG administration, after summer reading camp, and/or at mid-year promotion for students in third/fourth transitional classes 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 mClass Reading 3D assessment system • Use state and national diagnostic assessment results to identify trends for course planning 	
--	--	--

Focus	LEA Suggested Actions	Evidences
Partnerships and Communication	<p>LEAs will:</p> <ul style="list-style-type: none"> • Communicate State Comprehensive 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 • 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 	<ol style="list-style-type: none"> 1) Webinars, websites, brochures, parent nights 2) Meeting agendas and summaries 3) Revised programs and documents related to educator preparation 4) Reports and other documents demonstrating results of various collaborative efforts 5) Parent Advisory Board meeting agendas and summaries 6) Documentation of notification to parents of struggling readers 7) Listing of elementary schools with literacy/instructional resource teachers 8) IHE documentation of pre-service student involvement in district schools 9) School volunteer lists

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
<p>Standards-Based Curriculum</p>	<p>School Administrators will:</p> <ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1) Administrator walkthroughs and evaluations 2) Teacher planning documents 3) Agendas and summaries for PLC meetings, parent communications, faculty meetings, and professional development sessions 4) Curriculum documentation 5) School and teacher master schedules

Focus	School Administrator Suggested Actions	Evidences
<p>Leadership</p>	<p>School Administrators will:</p> <ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1) Meeting summaries 2) Agendas 3) Data reports 4) School reading plans 5) Professional development plans and handouts 6) Master schedule 7) Walkthrough checklists 8) PLC and grade-level notes 9) Guidance document for choosing highly qualified teachers

Focus	School Administrator Suggested Actions	Evidences
Instruction	<p>School Administrators will:</p> <ul style="list-style-type: none"> • Provide time for collaborative planning • Recommend and promote the use of research-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 • Participate in the development and monitor the use of PEP documents and encourage the problem-solving model in the development of these documents • 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 reading to ensure the use of research-based strategies and rigorous instruction in all content areas • Utilize ELOs to support the reading programs in the school • Set the expectation that reading instruction takes place in all content areas in grades 6-12 	<ol style="list-style-type: none"> 1) Meeting agendas 2) List of recommended materials, interventions, and strategies 3) Principal walkthrough checklists 4) Allocation documentation 5) PLC plans 6) Master schedules 7) PEP meeting agendas and documents 8) ELO school schedule

Focus	School Administrator Suggested Actions	Evidences
<p>Professional Development</p>	<p>School Administrators will:</p> <ul style="list-style-type: none"> • Communicate the school reading plan to all stakeholders • Provide school-level professional development in the area of reading that is high quality, job-embedded, ongoing, and research-based for administrators, teachers, and support personnel • Offer 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 • Provide 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 	<ol style="list-style-type: none"> 1) Meeting agendas 2) District plan 3) District professional development plans and handouts 4) Meeting summaries 5) Training summaries

Focus	School Administrator Suggested Actions	Evidences
Assessment	<p>School Administrators will:</p> <ul style="list-style-type: none"> • Ensure that teachers embed authentic assessment within the instructional cycle • Monitor and maintain materials and devices for required reading assessment system in grades K-3 • Encourage teachers to view the video tutorials and webinars on the process, procedures, and operation of all components of the mClass Reading 3D system • Review continuously the fidelity reports associated with assessment systems • Review and analyze data reports specific to mClass Reading 3D 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 progress monitor students 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 • Communicate continuously with parents/guardians on assessment results 	<ol style="list-style-type: none"> 1) State and district-level fidelity reports for benchmarking and progress monitoring 2) Teacher plans 3) Information, data, and resources located in HomeBase 4) Training agendas 5) Meeting summaries 6) Responsiveness to Instruction (RtI) documentation 7) EOG, EOC, EVAAS, School Report Cards, Proficiency 8) Completed third-grade portfolios 9) Completed Read to Achieve (alternate) test 10) Roster of students promoted at mid-year 11) Documentation of trainings and on-site visits to schools viewing the mClass Reading 3D process 12) PLC agendas 13) Documentation of parent communications 14) Annual account review sessions on the use of Reading 3D 15) List of course offerings

	<ul style="list-style-type: none">• Limit the use of multiple benchmarking assessment systems for reading to systems that inform instruction appropriately• Encourage the use of the standardized portfolio system for third-grade students and students with a retained third grade label following summer reading camp• Utilize the Read to Achieve (RtA) alternative test for use after EOG administration, after summer reading camp, and/or at mid-year promotion for students in third/fourth transitional classes 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 mClass Reading 3D assessment system• Analyze local, state, and national data to plan course offerings	
--	--	--

Focus	School Administrator Suggested Actions	Evidences
Partnerships and Communication	<p>School Administrators will:</p> <ul style="list-style-type: none"> • Communicate State Comprehensive Reading 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 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 • Utilize newsletters, messaging systems, emails, and other forms of communication to promote reading proficiency • 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 	<ol style="list-style-type: none"> 1) Webinars, websites, brochures, parent nights 2) Meeting agendas and summaries 3) Revised programs and documents related to educator preparation 4) Reports and other documents demonstrating results of various collaborative efforts 5) Parent Advisory Board meeting agendas and summaries 6) Documentation of notification 7) Listing of elementary schools with literacy/instructional resource teachers 8) IHE documentation of pre-service student involvement in schools 9) School volunteer lists

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	<p>Teachers will:</p> <ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1) Planning documents 2) Agendas, summaries, and handouts for PLC meetings, parent communications, faculty meetings, and professional development sessions 3) Curriculum documentation 4) Class schedule

Focus	Suggested Teacher Actions	Evidences
Leadership	<p>Teachers will:</p> <ul style="list-style-type: none"> • 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 • 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 • Assist with summer reading camp 	<ol style="list-style-type: none"> 1) Meeting summaries 2) Agendas 3) Data reports 4) School reading plans 5) Professional development plans 6) PLC and grade-level notes

Focus	Suggested Teacher Actions	Evidences
Instruction	<p>Teachers will:</p> <ul style="list-style-type: none"> • Use research-based materials, interventions, and strategies in the planning of reading instruction in all content areas • Teach reading and writing in response to text in at least a 90-minute block of uninterrupted time in grades K-5 • Teach reading and writing in response to text in grades 6-12 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 • Develop and use PEP documents as a way to monitor the use of intervention strategies, use data to inform instruction, and record parent conferences and other communication • Use the problem-solving model (RtI) in discussions about students in need of strategic and intensive support as well as during the development of PEP documents • Use complex texts and resources 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 6-12 • Collaborate with other teachers to design instruction that meets the needs of all students 	<ol style="list-style-type: none"> 1) Meeting agendas 2) List of recommended materials, interventions, and strategies 3) PLC plans 4) Classroom schedule 5) PEP documents 6) PEP meeting agendas 7) ELO school schedule 8) ELO plans

Focus	Suggested Teacher Actions	Evidences
Professional Development	<p>Teachers will:</p> <ul style="list-style-type: none"> • 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 trainings 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-based professional development in instructional planning 	<ol style="list-style-type: none"> 1) Meeting agendas 2) School reading plan 3) Meeting summaries 4) Training summaries 5) Professional development manuals 6) Instructional plans

Focus	Suggested Teacher Actions	Evidences
Assessment	<p>Teachers will:</p> <ul style="list-style-type: none"> ● Embed authentic assessment within the instructional cycle ● Monitor and maintain materials and devices for required reading assessment system in grades K-3 ● View the video tutorials and webinars on the process, procedures, and operation of all components of the mClass Reading 3D system ● Review and analyze class summaries and probe details specific to mClass Reading 3D 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 (RtI) 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 ● Progress monitor 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 third-grade label following summer reading camp ● Utilize the Read to Achieve (RtA) alternative test for use after EOG administration, after summer reading camp, and/or at mid-year promotion for students in third/fourth transitional classes or accelerated classes ● Seek continued support, training, updates, and analysis on the implementation of the mClass Reading 3D assessment system as needed 	<ol style="list-style-type: none"> 1) Teacher plans 2) Information, data, and resources located in HomeBase 3) Training agendas 4) Meeting summaries 5) Responsiveness to Instruction (RtI) documentation 6) EOG, EOC, EVAAS, School Report Cards, Proficiency 7) Progress monitoring data 8) Completed Read to Achieve portfolios 9) Completed Read to Achieve (alternate) test 10) PLC agendas 11) Documentation of parent communications

Focus	Suggested Teacher Actions	Evidences
Partnerships and Communication	<p>Teachers will</p> <ul style="list-style-type: none"> • 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 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 • 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 	<ol style="list-style-type: none"> 1) Webinars, websites, brochures, parent nights 2) Meeting agendas and summaries 3) Revised programs and documents related to pre-service teacher preparation 4) Reports and other documents demonstrating results of various collaborative efforts 5) Documentation of notification of parents in regards to NC Read to Achieve law 6) IHE documentation of pre-service student involvement in classrooms 7) Classroom volunteer logs 8) Class newsletters



North Carolina Read to Achieve

Appendix A: Literacy-Rich Instruction

Appendix A: Literacy-Rich Instruction K-5

Emphasis	Kindergarten Classroom Suggested Actions	1 st – 3 rd Grade Classroom Suggested Actions	4 th – 5 th Grade Classroom Suggested Actions
Overall Organization of ELA Block	<p>Significant amount of time, at least 50% of the school day, is allocated for integrated reading instruction. Reading instruction includes attention to:</p> <ul style="list-style-type: none"> • oral language development and vocabulary • guided reading with strategy and skill development • read alouds with text-dependent questions and discussion • 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 mClass Reading 3D screener • monitoring the development of reading behaviors using the mClass Reading 3D digital running records 	<p>Sufficient time, at least 90 uninterrupted minutes daily, for ELA block within the school day. Integrated reading instruction includes attention to:</p> <ul style="list-style-type: none"> • 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 mClass Reading 3D screener • monitoring the development of reading behaviors using the mClass Reading 3D digital running records 	<p>Sufficient time, at least 90 uninterrupted minutes, for the ELA block within the school day. Integrated reading instruction includes attention to:</p> <ul style="list-style-type: none"> • 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

Emphasis	Kindergarten Classroom Suggested Actions	1st – 3rd Grade Classroom Suggested Actions	4th – 5th Grade Classroom Suggested Actions
Instructional Grouping	<p>Reading instruction includes:</p> <ul style="list-style-type: none"> • grouping patterns that consist of whole group, small group, partner, individual, and independent work • small groups used to target specific student needs • groups that are flexible, not static • teacher-student conferencing • varied grouping based on student performance, student interest • mClass Reading 3D data analysis for determining guided reading groups • using mClass Reading 3D “small group advisor” for suggested grouping of foundational skills and guided reading groups 	<p>Reading instruction includes:</p> <ul style="list-style-type: none"> • grouping patterns that consist of whole group, small group, partner, individual, and independent work • small groups used to target specific student needs • groups that are flexible, not static • teacher-student conferencing • varied grouping based on instructional level, interest, and choice • mClass Reading 3D data analysis for determining guided reading groups • mClass Reading 3D “small group advisor” for suggested grouping of foundational skills and guided reading groups 	<p>Reading instruction includes:</p> <ul style="list-style-type: none"> • grouping patterns that consist of whole group, small group, partner, individual, and independent work • small groups used to target specific student needs • groups that are flexible, not static • teacher-student conferencing • varied grouping based on instructional level, interest, specific instructional needs toward specific standards and skills, and choice • use of data analysis from multiple data points to determine reading groups

Emphasis	Kindergarten Classroom Suggested Actions	1 st – 3 rd Grade Classroom Suggested Actions	4 th – 5 th Grade Classroom Suggested Actions
Instructional Focus (Big Picture)	<p>Literacy instruction includes attention to:</p> <ul style="list-style-type: none"> • 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 • handwriting, letter formation, spacing between words 	<p>Literacy instruction includes attention to:</p> <ul style="list-style-type: none"> • grade level foundational skills as identified through the NCSCS • 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 	<p>Literacy instruction that includes attention to:</p> <ul style="list-style-type: none"> • 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

Emphasis	Kindergarten Classroom Suggested Actions	1 st – 3 rd Grade Classroom Suggested Actions	4 th – 5 th Grade Classroom Suggested Actions
English/Language Arts Instruction (Details)	Kindergarten literacy that includes: <ul style="list-style-type: none"> • explicit demonstration and modeling of the processes in literacy learning • collaborative conversations, posing a range of questions based on <i>Depth of Knowledge</i> 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: <ul style="list-style-type: none"> • explicit demonstration and modeling of the processes in literacy learning • collaborative conversations and discussions, posing a range of questions based on <i>Depth of Knowledge</i> 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: <ul style="list-style-type: none"> • explicit demonstration and modeling of the processes in literacy learning • collaborative discussions, posing a range of questions based on <i>Depth of Knowledge</i> 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	1 st – 3 rd Grade Classroom Suggested Actions	4 th – 5 th Grade Classroom Suggested Actions
Independent Student Activities	<p>Students working away from the teacher are provided</p> <ul style="list-style-type: none"> • 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 	<p>Students working away from the teacher are provided</p> <ul style="list-style-type: none"> • 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 	<p>Students working away from the teacher are provided</p> <ul style="list-style-type: none"> • 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	1 st – 3 rd Grade Classroom Suggested Actions	4 th – 5 th Grade Classroom Suggested Actions
Assessment Practices	Informing instruction in Kindergarten includes <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	1 st – 3 rd Grade Classroom Suggested Actions	4 th – 5 th Grade Classroom Suggested Actions
Classroom Environment	<p>A literacy-rich environment includes</p> <ul style="list-style-type: none"> • 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 	<p>A literacy-rich environment includes</p> <ul style="list-style-type: none"> • 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 	<p>A literacy-rich environment includes</p> <ul style="list-style-type: none"> • 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

Emphasis	Kindergarten Classroom Suggested Actions	1 st – 3 rd Grade Classroom Suggested Actions	4 th – 5 th Grade Classroom Suggested Actions
Collegial Collaboration	Collaboration for <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	6 th – 8 th Grade Suggested Actions	9 th – 12 th Grade Suggested Actions
Text-based Evidence	<p>ELA instruction includes attention to:</p> <ul style="list-style-type: none"> learning that is deeply connected to text developing student habits in conversation and in writing for making arguments based on evidence 	<p>ELA instruction includes attention to:</p> <ul style="list-style-type: none"> learning that is deeply connected to text developing student habits in conversation and in writing for making arguments based on evidence
Writing from Sources	<p>ELA instruction includes attention to:</p> <ul style="list-style-type: none"> various written forms that draw evidence from the text to inform, explain, or make an argument 	<p>ELA instruction includes attention to:</p> <ul style="list-style-type: none"> various written forms that draw evidence from the text to inform, explain, or make an argument
Academic Vocabulary	<p>ELA instruction includes attention to:</p> <ul style="list-style-type: none"> 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 	<p>ELA instruction includes attention to:</p> <ul style="list-style-type: none"> 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	<p>ELA instruction includes attention to:</p> <ul style="list-style-type: none"> a “step” of growth on the “staircase” of complexity in each grade level scaffolding, supports for access to complex texts for all 	<p>ELA instruction includes attention to:</p> <ul style="list-style-type: none"> 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	<p>ELA instruction includes attention to:</p> <ul style="list-style-type: none"> 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 	<p>ELA instruction includes attention to:</p> <ul style="list-style-type: none"> 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
Balance of informational and literary texts	<p>ELA instruction includes attention to the fact that:</p> <ul style="list-style-type: none"> 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 	<p>ELA instruction includes attention to the fact that:</p> <ul style="list-style-type: none"> 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	<p>ELA instruction includes attention to:</p> <ul style="list-style-type: none"> routine writing in a variety of forms notes, summaries, short responses, on-demand, short research, process writing, and digital texts where appropriate 	<p>ELA instruction includes attention to:</p> <ul style="list-style-type: none"> routine writing in a variety of forms notes, summaries, short responses, on-demand, short research, process writing, and digital texts where appropriate

Emphasis for Content Areas	6 th – 8 th Grade Suggested Actions	9 th – 12 th Grade Suggested Actions
Integration of Reading in the Content Areas	<p>Reading in all content areas includes attention to:</p> <ul style="list-style-type: none"> • close reading as the active process used to uncover layers of meaning that lead to deep comprehension of text <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ the specialized words and phrases that have specific meanings within a course that are critical to understanding the concepts of the content 	<p>Reading in all content areas includes attention to:</p> <ul style="list-style-type: none"> • close reading as the active process used to uncover layers of meaning that lead to deep comprehension of text <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ the specialized words and phrases that have specific meanings within a course that are critical to understanding the concepts of the content
Close Reading Instruction for Comprehension of Complex Text	<p>Close reading complex text instruction includes attention to:</p> <ul style="list-style-type: none"> • rereading, each time with a specific purpose <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 	<p>Close reading complex text instruction includes attention to:</p> <ul style="list-style-type: none"> • rereading, each time with a specific purpose <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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

	<p>different things?</p> <ul style="list-style-type: none"> ○ 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? ○ Is there anything that could have been explained more thoroughly for greater clarity? ○ Is there a message or main idea? What in the text led me to this conclusion? ○ How does this sentence/passage fit into the text as a whole? <ul style="list-style-type: none"> ● Author’s craft, focusing questioning on <ul style="list-style-type: none"> ○ imagery, including comparisons using similes, metaphors, personification, figurative language, symbolism ○ word choice ○ tone and voice ○ sentence structure including short sentences, long sentences, sentence fragments, questions, and the importance of word order 	<p>different things?</p> <ul style="list-style-type: none"> ○ 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? ○ Is there anything that could have been explained more thoroughly for greater clarity? ○ Is there a message or main idea? What in the text led me to this conclusion? ○ How does this sentence/passage fit into the text as a whole? <ul style="list-style-type: none"> ● Author’s craft, focusing questioning on <ul style="list-style-type: none"> ○ imagery, including comparisons using similes, metaphors, personification, figurative language, symbolism ○ word choice ○ tone and voice ○ sentence structure including short sentences, long sentences, sentence fragments, questions, and the importance of word order
<p>Close Reading Planning and Practice</p>	<p>Planning for Close Reading in the content areas may include these steps:</p> <ul style="list-style-type: none"> ● choosing complex texts that merit critical attention from students including <ul style="list-style-type: none"> ○ quantitative complexity such as readability levels and qualitative complexity such as knowledge demands, or educational purpose ○ determination, if the text is long, of the portion to address ● planning the sequence of readings including <ul style="list-style-type: none"> ○ determining the number of lessons to devote to the reading and who is responsible for each 	<p>Planning for Close Reading in the content areas may include these steps:</p> <ul style="list-style-type: none"> ● choosing complex texts that merit critical attention from students including <ul style="list-style-type: none"> ○ quantitative complexity such as readability levels and qualitative complexity such as knowledge demands, or educational purpose ○ determination, if the text is long, of the portion to address ● planning the sequence of readings including <ul style="list-style-type: none"> ○ determining the number of lessons to devote to the reading and who is responsible for each reading

	<p>reading</p> <ul style="list-style-type: none"> ○ 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?) ○ considering the increasing level of thought required by the text-dependent questions, with subsequent readings 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 ○ 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 <ul style="list-style-type: none"> ○ text-dependent questions that can be answered as a whole class or in small groups, with annotations for support ○ written responses at the conclusion of the close reading that provide an assessment of student understanding ● engaging students in close reading to include <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ 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?) ○ considering the increasing level of thought required by the text-dependent questions, with subsequent readings 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 ○ 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 <ul style="list-style-type: none"> ○ text-dependent questions that can be answered as a whole class or in small groups, with annotations for support ○ written responses at the conclusion of the close reading that provide an assessment of student understanding ● engaging students in close reading to include <ul style="list-style-type: none"> ○ 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.
--	--	---

<p>Academic Vocabulary Instruction</p>	<p>Reading in the content areas includes attention to</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 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 	<p>Reading in the content areas includes attention to</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 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
---	---	---



North Carolina Read to Achieve

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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 	

	<p>focus on more?</p> <p>6) In what areas do you feel you need more professional development?</p>	
ELA Instruction	<p>1) How do you support a student that is having difficulty with a skill or strategy?</p> <p>2) What types of questions do you ask students during read alouds? Small group?</p> <p>3) How do you determine when students are not progressing?</p>	
Independent Student Activities	<p>1) What does independent reading time look like?</p> <p>2) What kinds of reading/literacy learning experiences are students engaged in?</p> <p>3) How do you monitor independent student experiences?</p>	
Assessment Practices	<p>1) What assessments and screeners do you use to assess students' reading and writing?</p> <p>2) How often do you use those assessment tools?</p> <p>3) How do you use the data to inform instruction? Group students? Monitor students' progress? Set goals?</p>	
Classroom Environment	<p>1) Share with me why you have your room arranged this way.</p> <p>2) What works in your classroom environment?</p> <p>3) What would you change about your classroom environment?</p> <p>4) How do you use Literacy Stations?</p>	
Collegial Collaboration	<p>1) In what ways do you communicate and work with:</p> <ul style="list-style-type: none"> • Parents/guardians? • Colleagues? • Support staff? • Special Education teachers? • Reading Coaches? <p>2) Have you collaborated with any civic, faith-based, community organizations, and businesses to promote reading proficiency?</p>	



North Carolina Read to Achieve

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	<p>Implement Comprehensive Core Reading Program (CCRP)</p> <p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Blending & Segmenting word parts & sounds in words <p>Phonics & Fluency:</p> <ul style="list-style-type: none"> • Letter-sound correspondence • Blending words • Choral reading decodable book <p>Vocabulary & Comprehension:</p> <ul style="list-style-type: none"> • 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	<table border="1"> <tr> <td>M</td> <td>T</td> <td>W</td> <td>Th</td> <td>F</td> </tr> </table>	M	T	W	Th	F	Group 1: segment sounds with Elkonin boxes gradually adding letters representing those sounds throughout the week.
		M	T	W	Th	F			
		Session 1 (15 min)	<table border="1"> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </table>	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.
1	1	1	1	1					
Session 2 (15 min)	<table border="1"> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </table>	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.		
2	2	2	2	2					
Session 3 (15 min)	<table border="1"> <tr> <td>3</td> <td>4</td> <td>3</td> <td>4</td> <td>3</td> </tr> </table>	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.		
3	4	3	4	3					
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.	<p>Supplemental and/or intensive intervention materials/programs</p> <ul style="list-style-type: none"> -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)				
<i>Text Focus:</i>			<i>Strategy/Skill Focus:</i>	
M	T	W	Th	F
Small-Group Reading Instruction (20 min per group and rotate)				Comprehension/Writing
<i>Leveled Text:</i> <i>Strategy/Skill:</i>			<i>Strategy/Skill Focus:</i>	
<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>		



North Carolina Read to Achieve

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	State government agency that provides services and supports to LEAs, schools, IHEs, parents and

Public Instruction (NCDPI)	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



North Carolina Read to Achieve

Appendix E: Resources and References

Appendix E: Resources and References

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/standardteacher.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>