



Public Schools of North Carolina

B-12 Literacy for NC Public Schools

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Members of the K-3 Literacy Division

June 2020



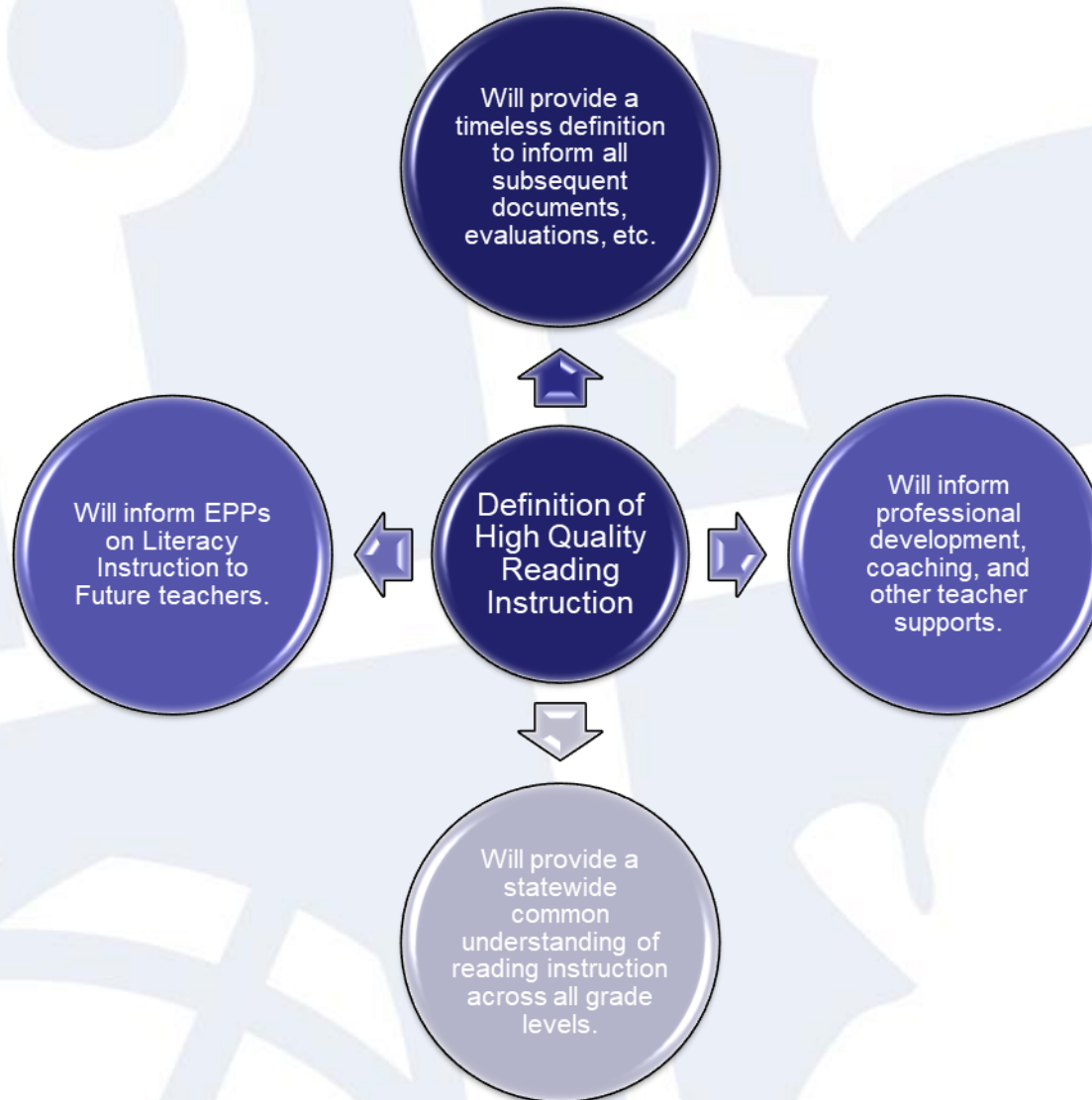
- Overview, *Dr. Stegall*
- Purpose; Definition Process; Preface to Definition; Overarching B-12 Definition; Definitions by Grade Spans Overview; and Operationalizing Overview, *Dr. Angie Mullennix*
- Discussion of ELA Involvement and Operationalizing, *Dr. Kristi Day*
- PreK-K Definition and Operationalizing, *Ms. Amy Rhyne*
- K-3 Definition and Comprehensive Plan for Reading Achievement, *Dr. Tara Galloway and Ms. Casey Taylor*



Purpose

Address SBE Framework via one Birth - 12th Grade Literacy Plan for NC Public Schools:

- All legislated/required plans and initiatives;
- Cross-sector collaboration involving all academic areas;
- Intentional and ongoing alignment of work across areas;
- Informed by external stakeholders (e.g. practitioners, IHEs, and other agencies, including collaboration with birth through 5 child-serving agencies and organizations).





Definition Process

Define high quality reading instruction.

Develop a definition, receive stakeholder input and public review, present to SBE; provide companion resources (glossary & unpacking document):

- Review of literature regarding reading instruction;
- Draft of the definition;
- Stakeholder groups in the eastern, central, and western part of North Carolina;
- Revision of the definition based on stakeholder feedback;
- Definition out for public review through Qualtrics survey, review from the SBE Literacy Task Force, and review from the stakeholder group;
- Revision of the definition based on feedback;
- Further review from the B-12 Literacy Committee, SBE Literacy Task Force, and stakeholder group, *as of February 2020*;
- Definition of High Quality Reading Instruction to SBE, *March Friday Update*;
- Revise the definition with input from SBE Members and B-12 Committee Members, *April and May, 2020*.
- Overarching definition and PreK-K and K-3 definitions, operationalizing drafts, and Comprehensive Plan for Reading Achievement (K-3) submitted for June SBE presentation for discussion, June 2020.



Definition Process (Cont'd)

- Broader B-12 definition was determined to span across the grade levels, PreK-12.
- Grade span definitions, PreK-K, K-3, 3-5, and 6-12, will be included in the operationalizing of the definition.
- Definitions explained:
 - Preface to All Definitions
 - Overarching Definition
 - PreK-K Definition
 - K-3 Definition
 - 3-5 Definition
 - 6-12 Definition
- The definitions are based on core instruction, and the operationalizing documents will help educators scaffold instruction based on students' individual needs.



PREFACE TO THE DEFINITION

A comprehensive approach to literacy encompasses reading, writing, speaking, and listening and occurs in a safe, nurturing and culturally responsive environment. Learning to read is a continuum of knowledge and skills, beginning at birth with oral language development and progressing to the development of written language skills and knowledge of the world that continues into adulthood.

OVERARCHING DEFINITION

Grounded in the acquisition of language, high-quality reading instruction is guided by the science of reading, state-adopted standards, evidence-based planning and teaching, and the ongoing monitoring of essential skills and understanding to support the learner in comprehending and engaging with increasingly complex texts.

PREK-K DEFINITION

Learning to read is a continuum, beginning with oral language at birth and progressing through the preschool years. Young children develop receptive and expressive language skills through intentional, rich conversations which build phonological awareness and text interactions, to promote knowledge of the alphabetic principle and common concepts of print with caring adults during daily activities across settings and contexts.

K-3 DEFINITION

High quality reading instruction is grounded in the current science of reading regarding the acquisition of language (syntax, semantics, morphology, and pragmatics), phonological and phonemic awareness, accurate and efficient word identification and spelling, word knowledge, and comprehension. It is guided by state-adopted standards and informed by data so that instruction can be differentiated to meet the needs of individual students. High quality reading instruction includes explicit and systematic phonics instruction, allowing all students to master letter-sound relations so that they can understand the meaning of increasingly complex text.

3-5 DEFINITION

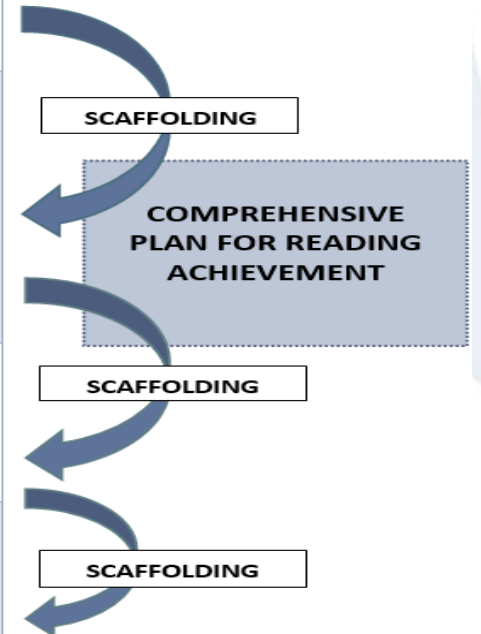
6-12 DEFINITION

SCAFFOLDING

COMPREHENSIVE
PLAN FOR READING
ACHIEVEMENT

SCAFFOLDING

SCAFFOLDING





Preface and Overarching Definition

A comprehensive approach to literacy encompasses reading, writing, speaking, and listening and occurs in a safe, nurturing and culturally responsive environment. Learning to read is a continuum of knowledge and skills, beginning at birth with oral language development and progressing to the development of written language skills and knowledge of the world that continues into adulthood.

Grounded in the **acquisition of language**, high-quality reading instruction is guided by the **science of reading, state-adopted standards, evidence-based planning and teaching**, and the **ongoing monitoring of essential skills and understanding** to support the learner in **comprehending and engaging with increasingly complex texts**.



Public Schools of North Carolina

Dr. Kristi Day

Section Chief

English Language Arts (ELA) & Languages



English Language Arts (ELA) Collaboration

- This process has been inclusive of multiple areas and divisions.
- The ELA Team within Standards, Curriculum, and Instruction provides support for all grade levels, K-12.
- High-quality reading instruction is guided by the ELA NC Standard Course of Study.
- Operationalizing the definition involves connecting existing resources, creating new resources, and providing professional development.



Snapshot of Operationalizing

Standard		
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		
Learning Progression		
Scaffold	Reinforce	Extend
<ul style="list-style-type: none"> <input type="checkbox"/> Identify elements in a story or drama that contribute to its meaning and/or structure <input type="checkbox"/> Identify the interaction between elements in a story or drama <input type="checkbox"/> Analyze specific interactions between elements in a story or drama 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze how particular lines of dialogue in a story or drama propel the action within the text <input type="checkbox"/> Analyze how particular incidents in a story or drama propel the action within the text <input type="checkbox"/> Analyze how particular lines of dialogue in a story or drama reveal aspects of a character <input type="checkbox"/> Analyze how particular incidents in a story or drama reveal aspects of a character <input type="checkbox"/> Analyze how particular lines of dialogue in a story or drama provoke a decision <input type="checkbox"/> Analyze how particular incidents in a story or drama provoke a decision 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify complex characters <input type="checkbox"/> Analyze how complex characters develop over the course of a text <input type="checkbox"/> Analyze how complex characters interact with other characters <input type="checkbox"/> Analyze how complex characters advance the plot <input type="checkbox"/> Analyze how complex characters develop the theme



Public Schools of North Carolina

Ms. Amy Rhyne

**Director
Office of Early Learning**



PreK-K Definition

A comprehensive approach to literacy encompasses reading, writing, speaking, and listening and occurs in a safe, nurturing and culturally responsive environment. Learning to read is a continuum of knowledge and skills, beginning at birth with oral language development and progressing to the development of written language skills and knowledge of the world that continues into adulthood.

Learning to read is a continuum, beginning with oral language at birth and progressing through the preschool years. Young children develop **receptive** and **expressive language** skills through intentional, **rich conversations**, which build **phonological awareness** and text interactions, to promote knowledge of the **alphabetic principle** and common **concepts of print** with caring adults during daily activities across settings and contexts.



PreK-K Inside the Classroom Work Members

*Phase 1: April 22 - May 31

OEL Division

SC&I Division: (3 representatives)

*Phase 2: June - July

K-3 Representative: (1 representative)

IABS Representative: (1 representative)

EC Representative: (2 representatives)



PreK-K Inside the Classroom Deployment Timeline

Phase 1 Deliverables (4.22 - 5.31):

- Collect and Review Resources to increase personal/professional knowledge and for next steps planning alignment (4.22 - 4.29)
- Discuss and select final template (4.27)
- Share PK-12 prototypes across SC&I, OEL divisions
- Complete sample grade level standards “mini” drafts to review alignment (5.1)
- OEL make revisions based on ELA SC&I feedback and continued with plan completion (5.8)
- Complete First DRAFT plans for Board review (5.29)



Snapshot of Operationalizing

Teach (What - NC Foundations)	Engage (How - Evidence-based practices)	Check for Understanding (Why - Monitoring)
<p>Goal LDC-9: Children comprehend and use information presented in books and other print media.</p>		
<p>LDC-9q: Use knowledge of the world to make sense of more challenging texts.</p>	<p>Teacher will:</p> <ul style="list-style-type: none"> provide and share texts with a balance between narrative (fiction), informational (nonfiction) and culturally diverse texts. make books available in children's home languages. provide children with materials they can use to act out and retell more complex stories and/or support concept development. respond to children's observations about books and answer their questions. explain and discuss how things work and what things are while reading text to build upon prior knowledge. ask open-ended questions that encourage children to think about the text and respond with greater details. help students make connections between the text and their own personal experiences, background knowledge, and new learning. <p>Student will:</p> <ul style="list-style-type: none"> share personal experiences that connect with more challenging texts. ask and accurately answer questions of more complex texts. use picture clues to discuss text. 	<p>Teacher will observe:</p> <p>what connections the child makes from a text to their personal experiences.</p> <p>the types of text the child self-selects. Have they grown in complexity over time?</p> <p>what types of questions the child is able to answer regarding the text at hand?</p> <p>Possible prompts to support children's learning:</p> <p>How are you alike/different from the character in the book?</p> <p>What does this book/text remind you of?</p> <p>Remember when we read _____, how is this book like/different from _____?</p> <p>Let's think about how _____ felt in the book _____, does _____ feel the same way? How?</p>



PK-K Inside the Classroom Deployment Timeline

Phase 2 Deliverables (June/July):

- Share with PK-12 core drafts with K-3 Literacy, IABS, EC for review (6.8)
- Develop support plans: Resource toolkit, operational definition clarification, general strategies (7.3)
- Create deployment plan for expansion of supports beyond core (TBD)
- Repeat process with LDC Goals 1-7: written/oral communication (TBD)



Dr. Tara Galloway
Director
K-3 Literacy

**Comprehensive Plan for
Reading Achievement**

Who?

What?

Why?

Where?

When?

How?



Public Schools of North Carolina

How does the Read To Achieve strategic work connect?





How will NC transition to an evidence-based approach to literacy?

Strategic Lever: Establish a guiding light

Construct a comprehensive literacy plan to serve as a guiding light for:

- local system changes
- instructional shifts
- direct district support

The plan will **illuminate practices** for:

- teachers
- school leaders
- district leaders





Comprehensive Plan for Reading Achievement

COMPREHENSIVE PLAN
FOR
READING ACHIEVEMENT



K-3 LITERACY DIVISION
NORTH CAROLINA
DEPARTMENT OF PUBLIC INSTRUCTION

Writing Team

- K-3 Literacy Division

Reviewing Team

- Cross-Divisional representation assigned by each Division Director
 - OEL Division: 2 representatives
 - IABS Division: 1 representative
 - EC Division: 2 representatives
 - ELA Division: 1 representative
(2 additional ELA representatives consulted on the Standards section)



Writing and Review Process

- Review literacy plans from other states (December - January)
- Establish writing and reviewing teams (January 23)
- Establish outline (January 23 - 27)
- Establish Transformative Equity Practices (January 27)
- Present the SoR section of the plan to SBE Task Force and B12 Committee, receive and incorporate feedback (Feb 13 - March 5)
- Hold meetings and receive input/feedback for each section from review team, edit to incorporate feedback (February - May 5)
- Compile draft, hold (virtual) meeting with stakeholders from across the state, invite stakeholders to review and provide feedback (May 7)
- Review and incorporate all feedback from stakeholders (May 11 - 13)
- Receive feedback from National experts in literacy, incorporate into final draft (May 25 - 29)



Why?

Why do we need a plan to serve as the guiding light and illuminate practices for teachers, school leaders, and district leaders for local system changes, instructional shifts, and direct support?

ALL YOUNG SCHOLARS DESERVE TO LEARN TO READ

State of the State

Third grade reading data has demonstrated the need for improvement of statewide reading practices.*

Third Grade Data Over Time

Proficiency	2014	2015	2016	2017	2018	2019
EOG, BOG, or Retest	60.4%	59.3%	57.9%	57.9%	56.3%	57.3%
Alternative Assessment	14.8%	13.2%	13.4%	13.7%	14.8%	12.4%
Good Cause Exemption	8.1%	10.4%	11.2%	11%	10.9%	9.8%

Nearly 6 out of 10 third-grade students scored a level 3 (grade-level proficiency) or above on the 2018-2019 Reading End-of-Grade test. Conversely, 4 out of 10 did not meet grade-level proficiency during the 2018-2019 school year.



This translates to over 50,000 third-grade students across North Carolina not demonstrating reading proficiency for the 2018-2019 school year. These students are progressing in a manner that could create adverse effects for their future without proper measures in place to help them improve.

In this plan, stakeholders will find pivotal information about the Science of Reading, as well as resources that can be used to enhance implementation efforts, systems of support, and instruction.



What?

What will transform practices for literacy to affect ALL learners?

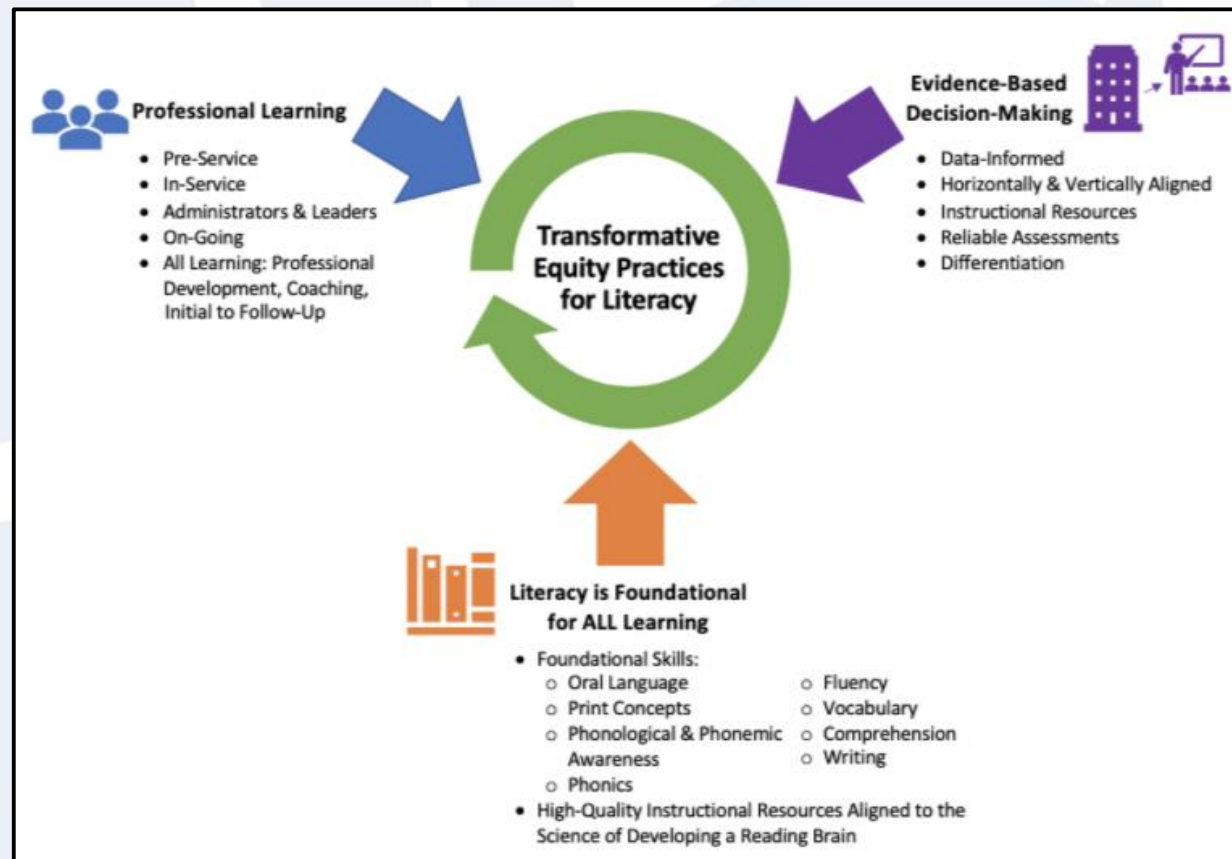
Diversity

High Expectations

Science of Reading

Differentiation

Multi-Tiered Systems of Support



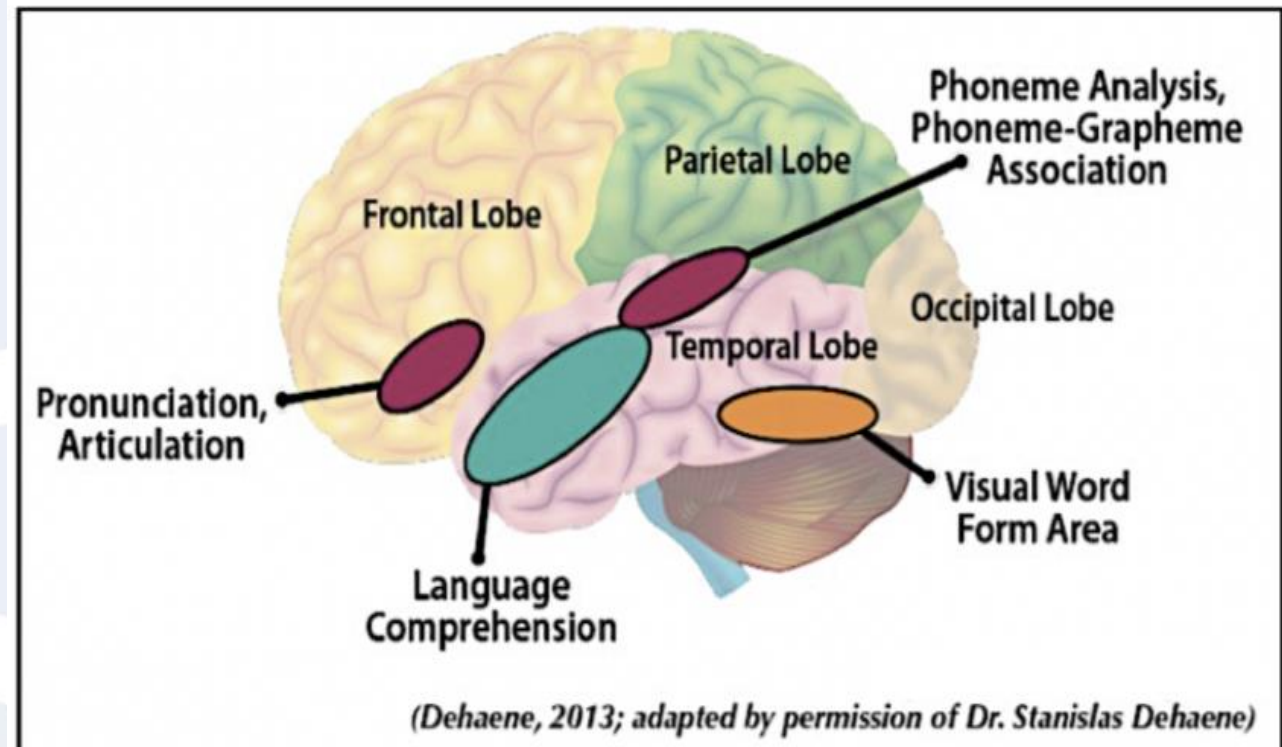


How?

How can we ensure ALL scholars receive instruction to demonstrate grade level reading proficiency?

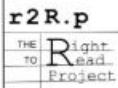
Provide literacy instruction aligned with cognitive science

Learning to Read is not Natural



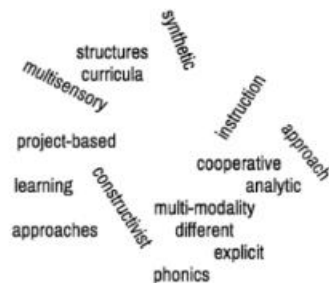


Effective Instruction Applies Reading Science



We teach.

We teach MANY different ways.



Proficient teachers of reading

- Are explicit
- Follow a scope and sequence
- Provide meaningful practice
- Offer corrective feedback
- Progress-monitor
- Believe all students can learn to read

Their brains learn.

They read proficiently just ONE way.



Proficient readers

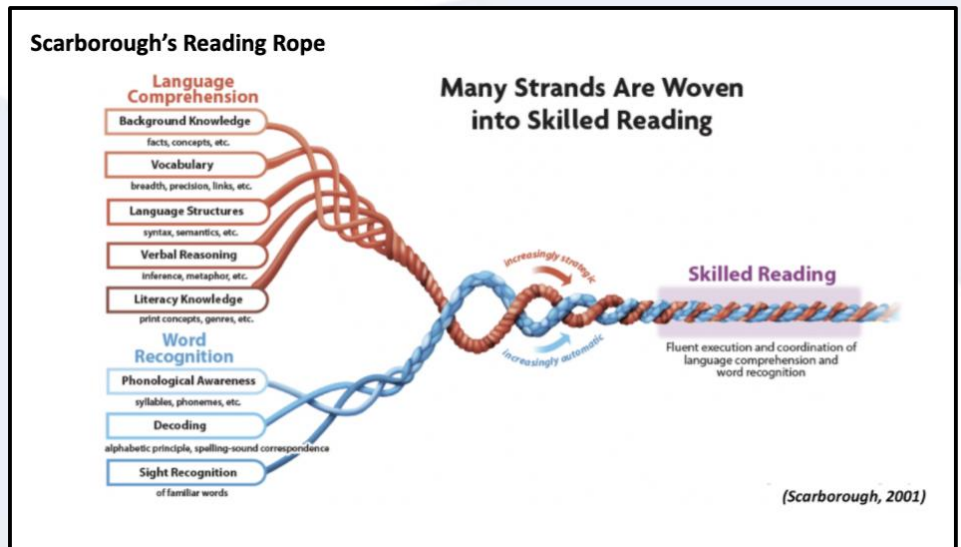
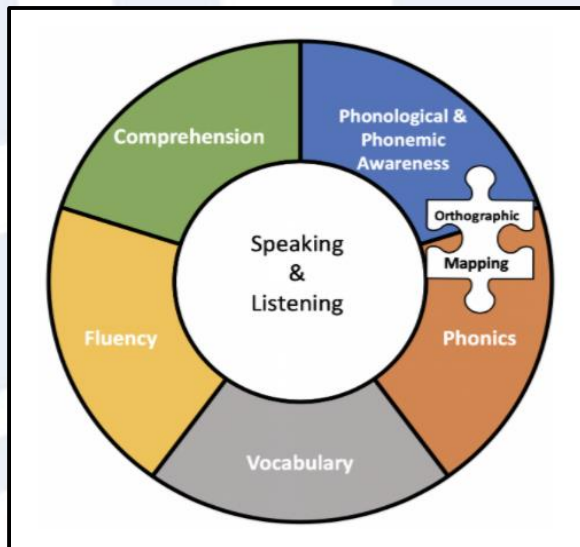
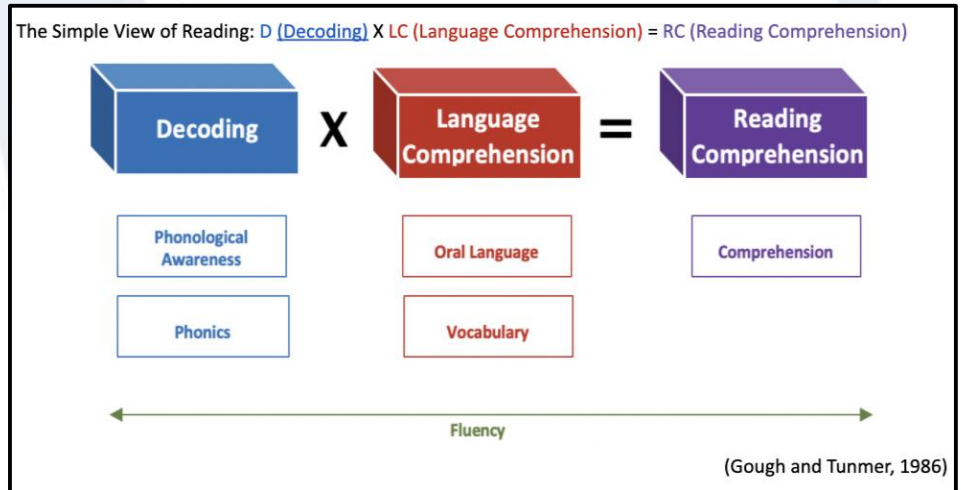
- Perceive words in 1/20th of a second
- Read 150-250 words a minute
- Have 30,000-70,000 words in their instant, orthographic lexicon
- Add new words to that lexicon after 1-4 exposures



Simple View of Reading

Scarborough's Reading Rope

Essential Components of Reading Instruction





~~Three Cueing Systems Model~~

Three Cueing Systems Model is the underlying approach used in several popular programs for reading instruction; however, it goes directly against what is known from the science of reading

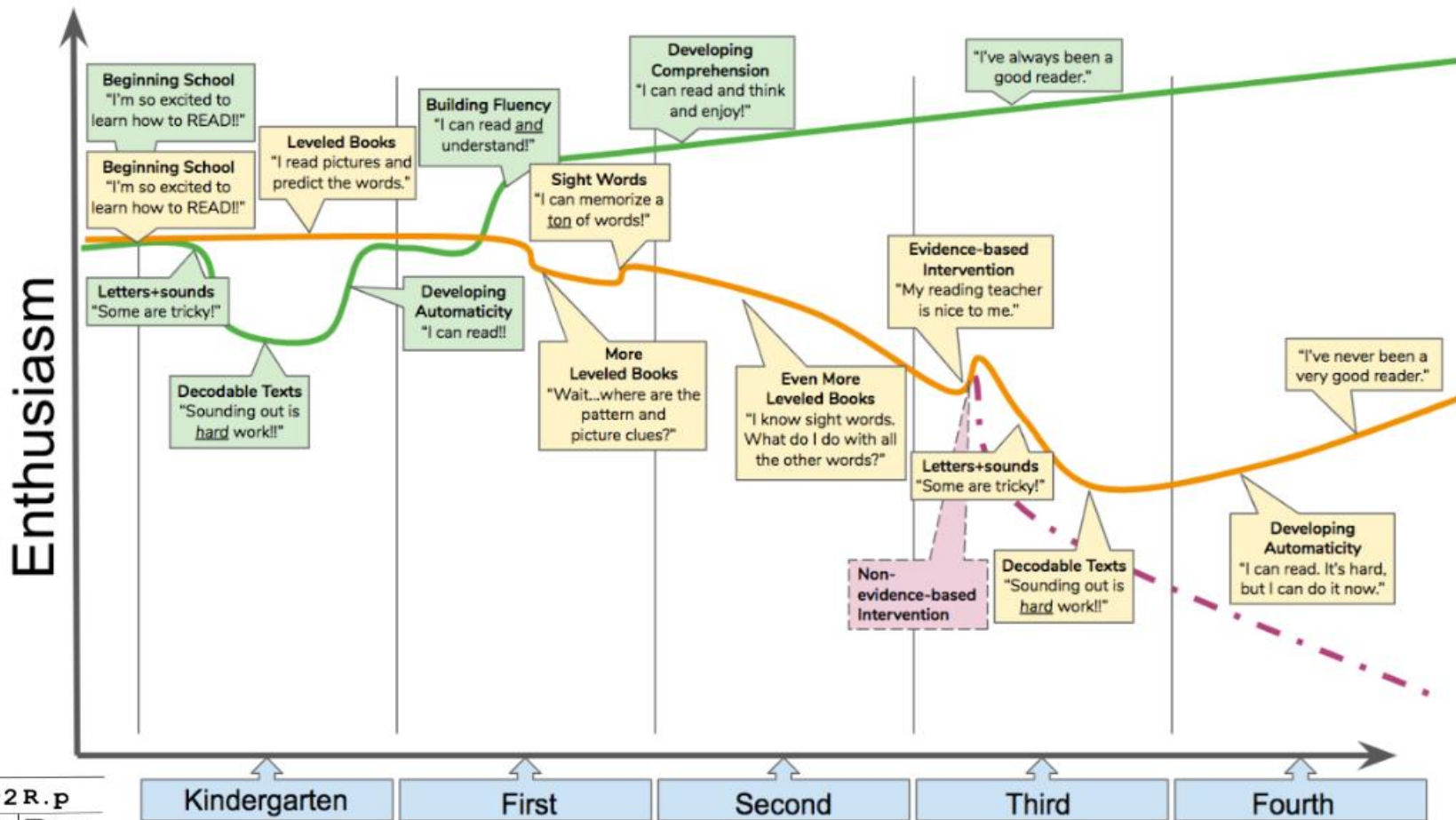
Comparison of Three Cueing Systems Model with Cognitive Science Model

	Three Cueing Systems Model	Cognitive Science Model
Strategies for Reading Unknown Words	Attend to context, pictures, semantic and syntactic clues; decode as a last resort.	Look at all letters carefully; sound out the word; check the sense.
Focus of Assessments	“Running records,” determine which cues drive errors of reading in context.	Components are assessed: phonemic awareness, sound-symbol associations, word reading out of context, passage reading, fluency, and comprehension.
Priorities for Instruction	Connected text reading, context-based word recognition, leveled book reading.	Five components: phonemic awareness, phonic decoding, fluency, vocabulary, comprehension.

(Moats & Tolman, 2019)



Student Trajectories: When Reading Doesn't Come Easily





K-3 Definition of High Quality Reading Instruction

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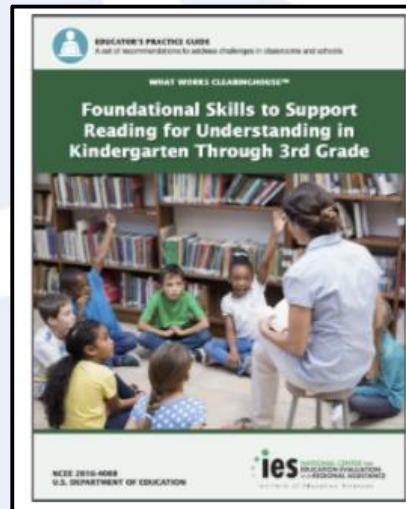


Evidence-Based Practices

Where?

Where do we find grade level recommendations for implementing evidence-based instructional practices aligned to the science of reading?

(IES) developed “Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade” Practice Guide.



Recommendations in this practice guide:

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
2. Develop awareness of the segments of sound in speech and how they link to letters.
3. Teach students to decode words, analyze word parts, and write and recognize words.
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Timeline across grades K-3

Grade K	Grade 1	Grade 2	Grade 3
Recommendation 1			
Recommendation 2			
Recommendation 3			
Recommendation 4			



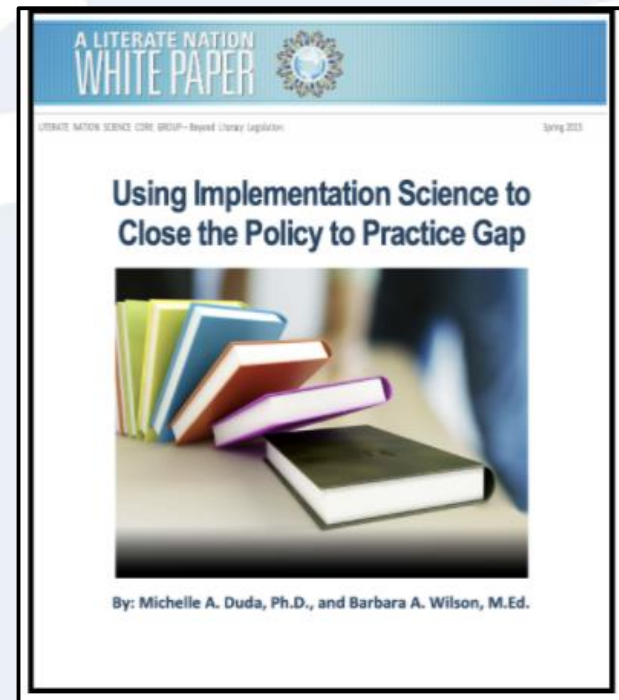
Leadership

Who?

Who is the driving force behind reading achievement?

Leadership, from the state to the school level, encompassing administrators, curriculum coordinators, literacy coaches, instructional facilitators, teacher leaders and any others who contribute to the vision and implementation of instruction strongly influence achievement.

Implementation Science should be applied when selecting high quality curriculum and materials in alignment with Science of Reading





Standards- Aligned Instruction and Assessment

Delivering strong, evidence-based core instruction is the most powerful approach to accelerating reading achievement for all students.

Effective core instruction should:

- **be aligned with the North Carolina Standard Course of Study (NCSCOS).**
- **be differentiated in order to meet the needs of all learners.**
- **be examined by School Problem-Solving Teams using a structured [problem solving model](#) to determine if any changes are needed.**

A comprehensive assessment system is used to gather and manage data for various decision-making opportunities. It is an essential component to impacting reading achievement because it enables educators to be informed about student progress.



When?

When can we reach our goal to have every young scholar in NC reading at or above grade level by the end of 3rd grade?

Reapproaching reading instruction begins NOW with the Comprehensive Plan for Reading Achievement as the GUIDING LIGHT to illuminate transformative equity practices and create positive change in student outcomesuntil EVERY child reads

Our Understanding of Skilled Reading	
From MSV Three-cueing: 	To Scarborough's Reading Rope:
Our Instructional Framework	
From Activities: 	To Targeted Instruction:
Practice for Beginning Readers	
From Predictable Texts: 	To Decodable Texts:
Comprehension for Beginning Readers	
Rich Read Alouds: 	
Our Professional Reading	
From : Familiar Voices 	To: New Ideas



Questions? Please contact

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