

The Next Chapter in Early Literacy

Moving Theory
to Practice

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North Carolina Department of
PUBLIC INSTRUCTION





The Next Chapter in Early Literacy

Moving Theory to Practice



North Carolina led in training.
Now we lead in *practice*.

1

Strengthening the grades 2–3 fluency-to-comprehension bridge

2

Intensifying coaching through a focused-school model

3

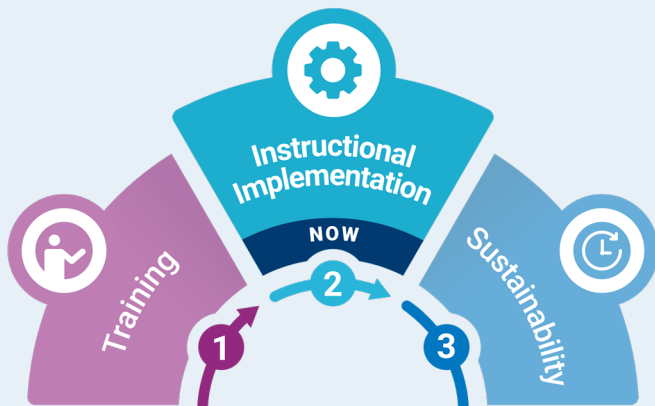
Using progress monitoring as a leadership decision system

4

Aligning Professional Learning, coaching, knowledge building, writing, & assessment

5

Leveraging the Literacy Intervention Plan as the coaching system



The Implementation Arc

North Carolina *Science of Reading*



Early and Decisive Adoption of the Science of Reading



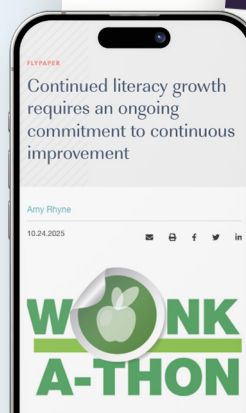
Clear Statewide Expectations for Evidence Based Literacy Instruction



LETRS at Statewide Scale

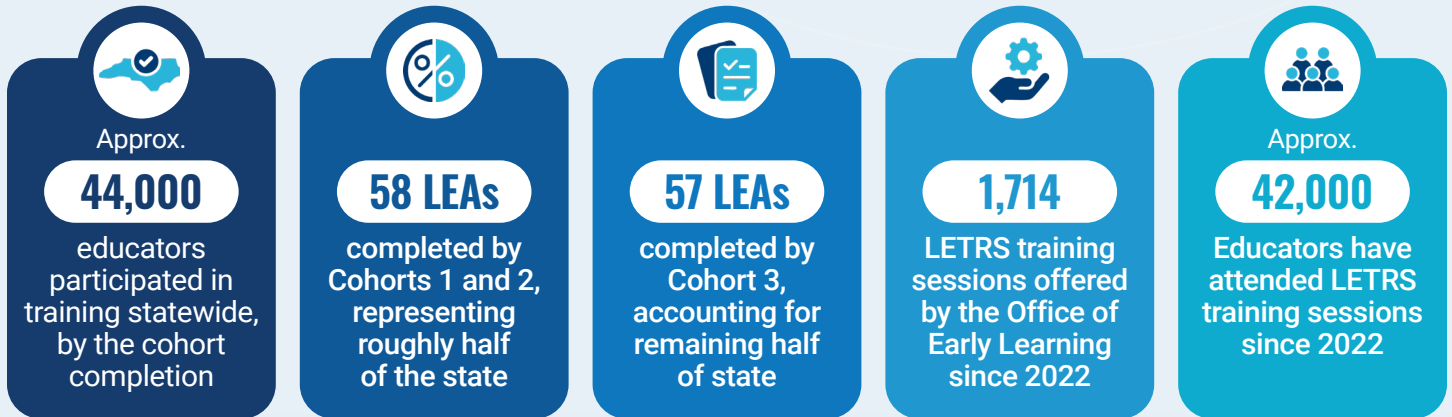


National Recognition (ExcellinEd, etc.)



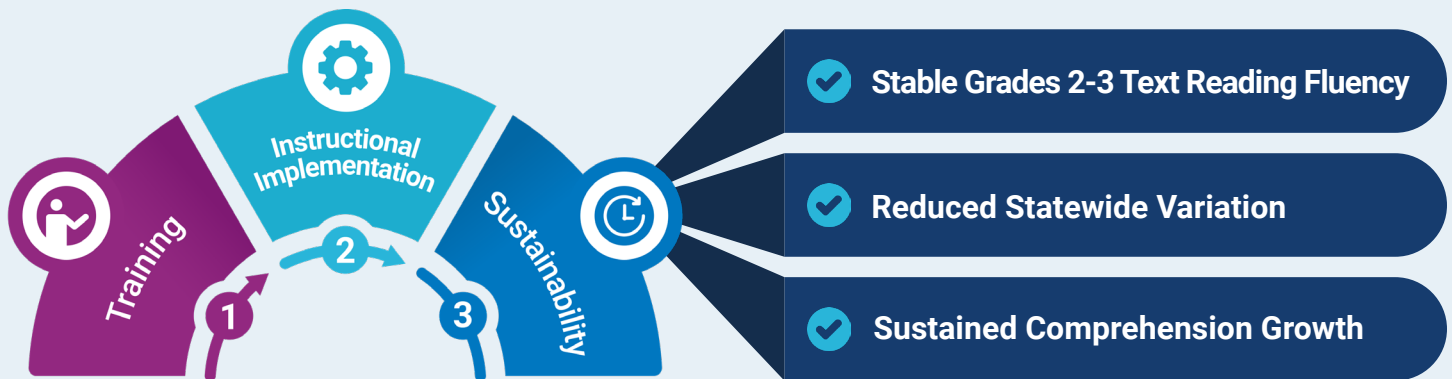
What North Carolina Has Accomplished

Statewide Educator Training at Scale

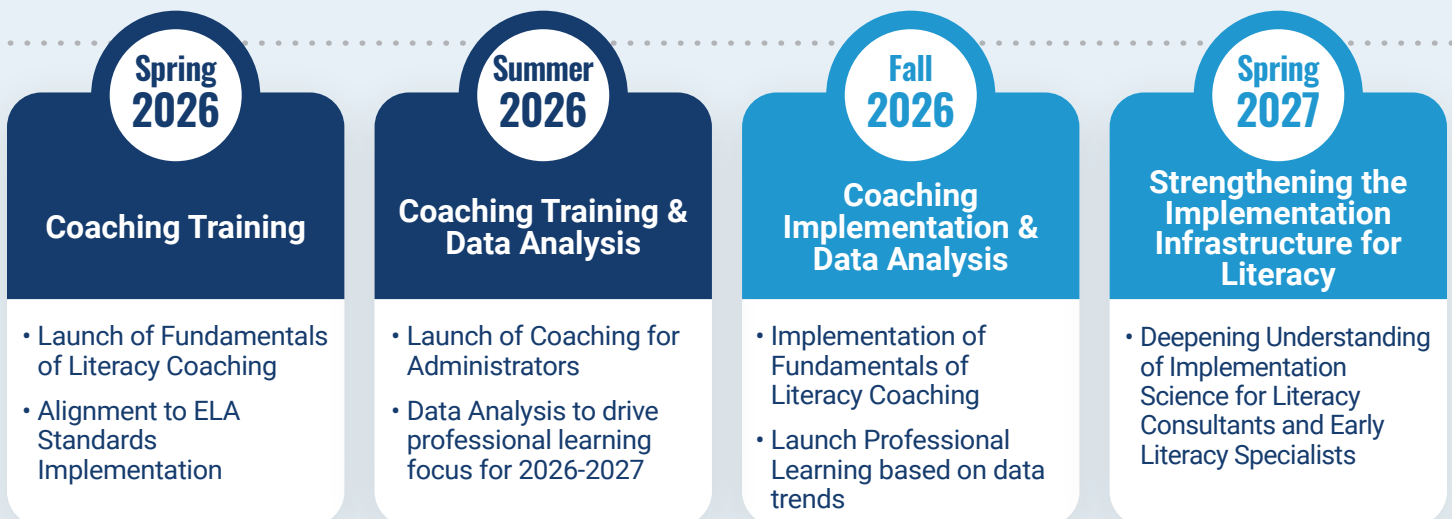


North Carolina made a **historic investment** in educator knowledge through statewide LETRS training for all PreK through 3rd grade teachers and administrators under the Excellent Public Schools Act.

Key Indicators of Sustainability

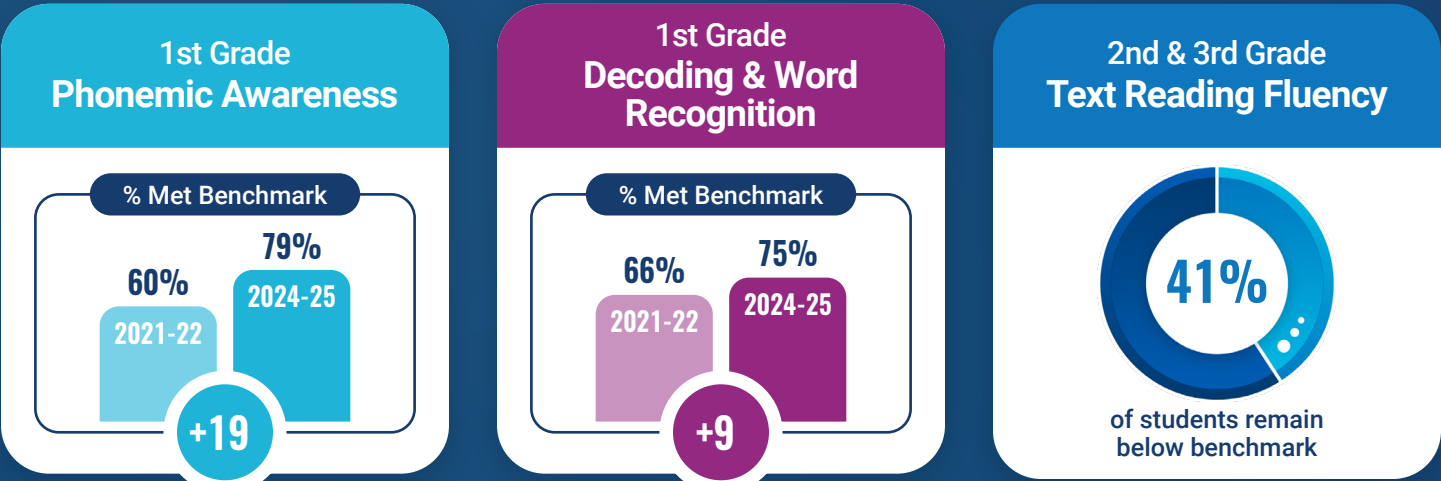


Timeline of Actions



Early Gains and Emerging Patterns

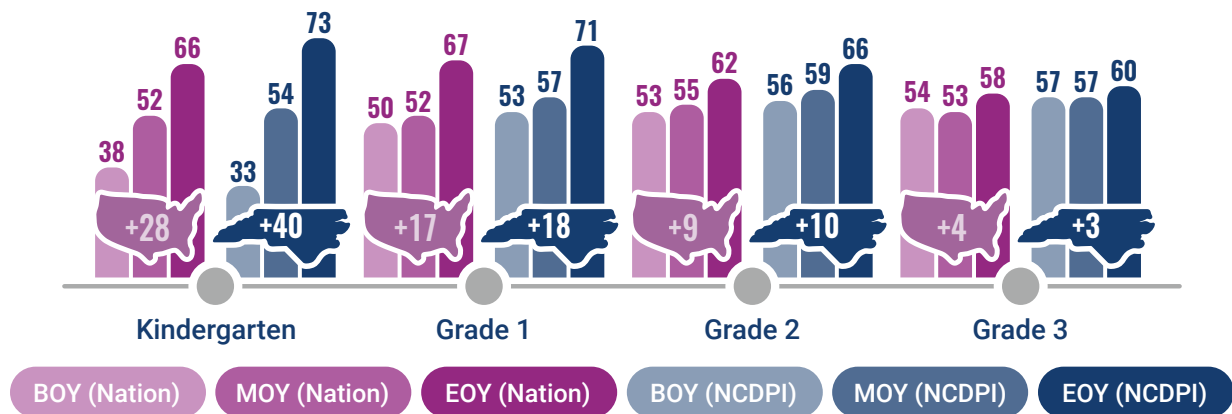
Statewide K-3 literacy assessment (DIBELS) trends show measurable early gains in foundational literacy. As students move from foundational decoding in K–1 to sustained text reading in grades 2–3, we see a predictable and addressable fluency-to-comprehension transition point.



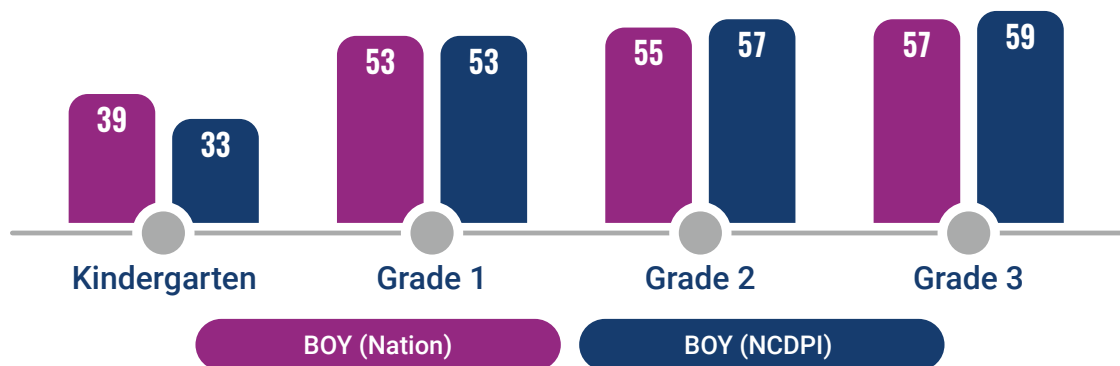
DIBELS 8 Composite

% Students on Track – NCDPI vs. Nation

2024-25



2025-26





LETRS Cohort 1

District Showcase

How LETRS training is translating into classroom practice and student outcomes

As You Listen...

What changes in instruction are you hearing?

What impact on student learning is emerging?

What strategies or conditions seem to be making the difference?

Questions for Our District Leaders



What questions do you have about **implementation in practice**?



What are you curious about regarding **impact** on students and teachers?



What would you like to better understand about **scaling this work** across districts?

PARTNERSHIPS

Office of Teaching and Learning (OTL)

Development, design, and implementation of standards

Office of Advanced Learning and Gifted Education (OALGE)

Supporting SOR for AIG students

Office of Exceptional Children (OEC)

Supporting implementation for EC students

Office of District and School Support Services (ODSSS)

Supporting LIP implementation

Office of Accountability and Testing

Supporting data and analysis of assessment results

ExcelinEd

National Early Literacy Network

Distinguished Professors

Partnering to do research on our work

Mebane Early Literacy Center

Reading Comprehension Webinar Series – Administrators & Teachers

Notes



Wilkes County Schools



Orange County Schools



New Hanover County Schools