



Public Schools of North Carolina

# **B-12 Literacy for NC Public Schools**

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## 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)



## Rationale

Stakeholders need one consistent and concise plan that presents in one location the alignments of:

- Multiple existing plans
- Policy, Legislative, and grant requirements
- Commissions, committees, or external agency efforts

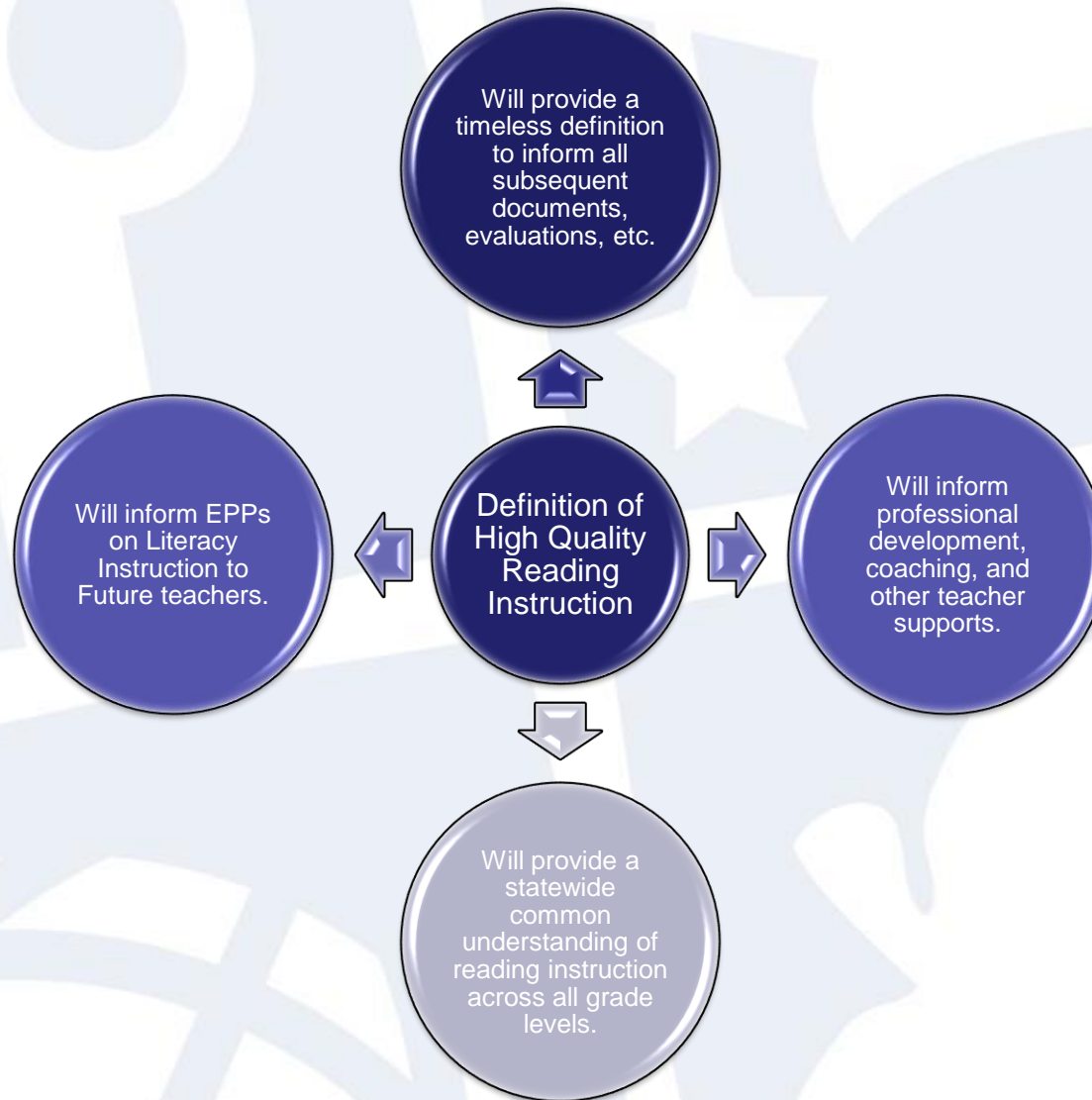


# SBE Collaborative Framework

- B-12 Literacy Committee collectively completed a spreadsheet to explain which entity(ies) is working on each of the 9 components of the framework.
- Overlap between entities persists; the spreadsheet will capture that.



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# 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 Dr. Oxendine;
    - Final definition submitted to SBE; *May Friday Update*.



## **FINAL Definition of High Quality Reading Instruction**

**PREFACE:** *A comprehensive approach to literacy encompasses reading, writing, speaking, listening, and language, occurring in a safe, nurturing, and culturally responsive environment. Learning to read is a continuum, beginning at birth with oral language development and progressing through adulthood. The following defines high quality reading instruction.*

**OVERARCHING DEFINITION:** Grounded in the science of reading, high-quality reading instruction is guided by 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.



## Next Steps

- Continue working on the operationalizing of the definition by grade level; Currently working on a prototype for each grade level of PreK and K.
  - The goal is to have a fluid approach across all grades and standards.
- Continue working on the glossary of terms to correspond with the definition and operationalizing.





# Snapshot of Operationalizing

Below is an image to provide a brief snapshot of the operationalizing based on the definition and standards. We are completing this for all grade levels and standards. We anticipate that this will lead our state toward better reading instruction for all educators (teachers, assistants, coaches, administrators, and even parents).

Pre-Kindergarten Reading: Text: Narrative		
Teach (What/NC Foundations)	Engage Teacher Actions & Student Actions (Guided- Unpacking) (How - Evidence-based practices)	Check for Understanding - Independent (monitoring)
<b>GOAL LDC-8: Children develop interest in books and motivation to read.</b>		
<b>LDC-8m:</b> Engage in reading behaviors independently with increased focus for longer periods of time.	The teacher will engage students in reading behaviors by modeling reading practices through read alouds and shared reading. The teacher will provide access to a variety of texts for children to choose books and build their independence by increasing focus for longer periods of time.	The teacher will observe: (possible questions) -children as they turn pages -orally retell the story based on illustrations, patterns, or memory -retell a story and begin to include more accurate sequence and details, but still may not always be in order or include all details -show an interest in books, other print, and reading related activities -discuss favorite book with peers -asks questions and comments on a book indicating understanding and interest in a topic or event

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