



Report to the North Carolina General Assembly

**Title: Comprehensive Plan for Reading
Achievement**

**Legislation: SL. 2012-142 (HB 950, Budget
Bill), sec 7A 1(b) as amended by
SL 2014 – 115, sec. 80 (HB 1133)**

G.S. 115 C – 83.4

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Introduction:

During the 2012 session, the General Assembly passed the Excellent Public Schools Act. A component of this legislation is the North Carolina Read to Achieve Program, which began in the 2013-2014 school year. As part of this program, the State Board of Education is directed to report biennially to the Joint Legislative Education Oversight Committee each even-numbered year.

This report includes the following sections based on legislative requirements:

1. Implementation of the components of Read to Achieve
2. Evaluation of Read to Achieve (statewide accountability measures)
3. Revisions to the Comprehensive Reading Plan
4. Recommendations for legislative changes to enable implementation for current empirical research in reading development based on stakeholder feedback

§ 115C-83.4. Comprehensive plan for reading achievement.

(a) The State Board of Education shall develop, implement, and continuously evaluate a comprehensive plan to improve reading achievement in the public schools. The plan shall be based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development. The plan shall be developed with the active involvement of teachers, college and university educators, parents and guardians of students, and other interested parties. The plan shall, when appropriate to reflect research, include revision of the standard course of study or other curricular standards, revision of teacher licensure and renewal standards, and revision of teacher education program standards.

(b) The State Board of Education shall report biennially to the Joint Legislative Education Oversight Committee by October 15 of each even-numbered year on the implementation, evaluation, and revisions to the comprehensive plan for reading achievement and shall include recommendations for legislative changes to enable implementation of current empirical research in reading development. (2012-142, s. 7A.1(b); 2014-115, s. 80.)

Section 1: Implementation of the Components of Read to Achieve

The Read to Achieve legislation provided funding for technical assistance for LEAs to implement the components of the law. As a result, NCDPI established the K-3 Literacy Division, which is charged with the state-wide implementation of this law. The division currently includes a K-3 Literacy Director, one regional based consultant in each state board district, one part-time consultant for charter schools, and one administrative assistant. Since the implementation of Read to Achieve in the 2012-2013 school year, the focus of support has changed as the schools and districts have become more familiar with legislation and components of the law. The mission of the K-3 Literacy Division has changed from focusing on supporting LEAs with implementation of the law to including more intensive support with the use of effective literacy instruction following the National Reading Panel's recommendations and using data to make instructional decisions to change student outcomes. The following section outlines updates for each of the components of the Read to Achieve legislation.

- **Component One: Comprehensive Plan for Reading Achievement (115C-83.4)**

This component of the legislation states that the State Board of Education shall develop, implement, and continuously evaluate a comprehensive plan to improve reading achievement in the public schools. The plan is based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development. In the development of North Carolina's Every Student Succeeds Act (ESSA) plan,

personalized learning is a key tenant for all learners across North Carolina. Students have access to personalized, digital-aged learning where they can set their pace for learning and take ownership for unique learning experiences that match their own interests and ideas. The Comprehensive Plan for Reading Achievement relates to all learners in North Carolina and includes Personalized learning, which sets all students on a path for success that meets the high standards set in the College and Career Ready Standards adopted by the State Board of Education.

The focus of the Comprehensive Reading Plan continues to be centered around six major pillars: standards, assessment, instruction, professional development, leadership, and communication and partnerships. The changes, additions, and deletions to the Comprehensive Reading Plan are the major focus of this report. The K-3 Literacy consultants received feedback and input from their field experiences and stakeholders to suggest changes/additions/deletions to the plan. Ideas and suggestions from stakeholders were incorporated into the plan as appropriate. The plan includes specific deliverables for NCDPI to accomplish. One major deliverable for the Comprehensive Reading Plan is the development and dissemination of a supplemental document listing evidence-based reading strategies. This document provides teachers with instructional strategies aligned to the five areas of reading development: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

- **Component Two: Facilitating Early Grade Reading Proficiency (115C-83.6)**

This component of the legislation states that kindergarten, first, second, and third grade students shall be assessed with valid, reliable, formative, and diagnostic reading assessments made available to local school administrative units by the State Board of Education. Also, SAS Institute uses the results in grades K-2 to determine EVAAS value-added growth for teachers and schools across the state. The K-3 Literacy Division continues to support districts in statewide implementation of mCLASS:Reading 3D as the formative, diagnostic reading assessment made available by the State Board of Education since policy was passed for the 2012-2013 school year. Since legislation passed, the K-3 Literacy Division has worked with stakeholders, analyzed trends, and gathered data in order to develop crucial and targeted professional development to assist teachers and administrators in understanding and using the formative, diagnostic reading assessment. Within the regional framework, the K-3 Literacy Division will continue building knowledge in the field to promote using data to make decisions that impact student outcomes. Improving knowledge of the tool increases fidelity of implementation and provides reliable data to make decisions for instruction. Without fidelity of implementation, student results are not useful in the instructional decision-making process; therefore, collecting data that is valid and reliable is critical.

It is important to emphasize that a formative, diagnostic reading assessment is a tool for teachers to use in determining the root cause of reading difficulties. It is only one of many tools teachers can use to make informed decisions about students and their instructional needs. Teachers can use classroom performance and work, observations, grades on assignments, teacher-made assessments, project-based work, and computerized programs to gather data. A balanced assessment system (including methods listed above) should be used

to make decisions about instruction. Gathering data and data tools will not change the achievement of a student. Careful data analysis and instruction that match the needs of the students will help children move forward to overcome deficit gaps or enrich and enhance their current skill levels. The K-3 Literacy Division developed professional development and incorporated opportunities for training on using data to inform instruction and personalized learning to enhance early learning. Personalized learning provides a clear understanding of these needs and goals for each individual student by using data from the formative, diagnostic reading assessment. The data helps to tailor instruction to address the needs and goals as well as the progress towards meeting those goals through the monitoring of student progress. Technology also provides opportunities for students to move at their own pace to increase student outcomes. NCDPI is also participating in a pilot initiative that works specifically with fifteen high-need districts across North Carolina. Wolfpack WORKS provides literacy-specific, intensive induction support to beginning, K-2 teachers with a focus on evidence-based, classroom literacy instructional practices.

The formative, diagnostic reading assessment provided to districts by the NCDPI, mCLASS:Reading 3D, offers parents activities in each of the Basic Early Literacy Skills to work with their students at home. Parent involvement is key for positive student outcomes. Access to the student/parent portal, is easily available through the Internet at home, the local library, or their child's school. Parents have access to a short tutorial on how to read their child's personalized mCLASS Reading 3D Home Connect report. This provides invaluable information to parents on which activities best meet the needs of their child. The teacher may also share the Home Connect letter during the parent/teacher conference and review the activities pertinent to each student's reading deficiencies. Teachers can share with parents exactly what their child did during the formative, diagnostic reading assessment by viewing the Item Level Advisor of the mCLASS: Reading 3D assessment system. This provides the teacher the opportunity to discuss individual results with the parent and share specific reading behaviors the student exhibited during the assessment. This is also an opportunity for the teacher to share specific strategies for the parent to work with their child at home. The K-3 Literacy Division also provides to parents a Parent LiveBinder that has parent friendly resources that include technology as well as reading passages and activities for use at home.

The North Carolina General Assembly also provided funding and legislation for the establishment of first and second grade reading camps beginning in the summer of 2016. This legislation is a proactive approach that LEAs/charters use to intervene early in a child's educational career to support and build foundational literacy skills before the child reaches the third grade.

- **Component Three: Elimination of Social Promotion (115C-83.7)**

The NCDPI staff has continually emphasized the level of support this law provides for struggling readers. There are multiple opportunities for students to show proficiency in third grade, including the Beginning-of-Grade (BOG) test, End-of-Grade (EOG) test, EOG retest, Read to Achieve alternative test, the completion of a portfolio, or passing an alternative local test approved by the State Board of Education.

This component also includes Good Cause Exemptions. The law states that two of the exemptions could be proficiency on an alternative assessment or completion of a student reading portfolio. DPI provides all districts and charters with the Beginning of Grade (BOG) test, the End-of Grade (EOG) test, and the retest of the End-of-Grade (EOG). The Read to Achieve alternative test and mCLASS: Reading 3D, Level Q (previously Level P) are also provided by the state as alternatives to the EOG. The State Board of Education also approved the use of local alternative assessments and achievement levels that districts can use as a means for third graders and retained reading students to show proficiency. Good Cause Exemptions and passing using local alternative assessments has drastically increased.

DPI Accountability and K-3 Literacy staff work with North Carolina State Technical Outreach for Public Schools (NC TOPS) to develop a North Carolina portfolio model that aligns with the NC EOG. NC TOPS has developed the NC EOG since its inception. The NC portfolio system ensures that teachers have choice in the selection of materials to use for the portfolio while offering a consistent state-wide formative system that measures student understanding and application of standards. The same multi-step processes are used for developing the portfolio and are used for the development of an EOG. NC teachers review the passage selections and develop the questions. Teachers have full access to the portfolio passages, so they can use their discretion as to when and if students should begin to develop a portfolio. Each year passages are added to the portfolio, including resources that teachers have at their disposal to use with students in the classroom. The use of student reading portfolio system is a local decision.

- **Component Four: Successful Reading Development for Retained Students (115C-83.8)**

This component of the legislation provides supports for students not demonstrating proficiency on third grade reading standards. Funding was established to offer reading camps for third graders who were unable to show proficiency through any of the opportunities mentioned and to give students extra instructional time to develop skills.

Each LEA is responsible for planning, development, and implementation of reading camps. While the LEA is responsible for the planning of the camp, the K-3 Literacy Division provides districts with collaborative planning sessions throughout the state. LEAs were invited to participate to learn about best practices from successful camps across the state. NCDPI created a separate Livebinder specifically targeting reading camps: (<http://www.livebinders.com/play/play?id=1279155&present=true#anchor>). The information included in the tabs and subtabs is only suggested activities, guidelines, and resources. Districts and schools are encouraged to use the ideas to customize reading camp experiences to meet the unique situation of their districts and schools. It is important to note that although a student has a good cause exemption, the student still has access to instructional supports and services and can participate in reading camp. Parents and community volunteers are also invited to read with students during reading camp. While

this time does not count toward the required 72 hours of instruction, many children benefit from volunteers reading to or with students. Reading volunteers promote the activity of reading, they do not teach specific reading skills.

Multiple opportunities to show proficiency on assessments and reading camp will not produce higher achievement unless instruction is aligned with what the child needs. Daily high-quality core literacy instruction with a teacher highly trained in literacy is needed to make gains. The K-3 Literacy Division developed, trained, and modeled professional development on the 90-minute uninterrupted block of reading instruction. This model can be used effectively in transition or accelerated classes. Examples of 90-minute uninterrupted blocks of reading instruction are included. Targeted literacy instruction is specifically designed based on results of formative data to improve deficit reading skills and change student outcomes. Core literacy instruction and targeted small group instruction using evidence-based instructional strategies should be included in the 90-minute block of reading instruction. Personalized learning also provides opportunities for teachers of retained reading students to build personal relationships with their students and parents that engages the student in what is to be learned and how it will be learned. Teachers work to know and understand their students' interest and personal competencies, such as metacognition, motivation and social-emotional. This helps to propel learning forward for retained reading students. Teachers of twice-retained students work to meet the needs of their students by building relationships of trust and respect.

Students not demonstrating proficiency on third grade reading standards can be placed in a 3/4 Transition class or 3rd or 4th grade Accelerated class. These classes are taught by a teacher with demonstrated outcomes in reading. The State Board of Education adopted a mid-year promotion policy in March of 2013. Retained reading students are provided the opportunity to demonstrate reading proficiency by November 1 by taking the Read to Achieve alternative assessment. After November 1, retained reading students can show proficiency by completing the reading portfolio, passing a local alternative assessment, or passing the 4th grade EOG. Students who are considered twice retained students are also provided the opportunity for supplemental tutoring outside of the instructional school day. This tutoring is to include evidence-based reading services.

- **Component Five: Notification Requirements to Parents and Guardians (115C-83.9)**
This component provides notification to parents and guardians about retention in a timely manner if the student is not demonstrating reading proficiency by the end of third grade. Parents and guardians are to be shall receive notice if their kindergarten, first, second, or third grade student is demonstrating reading deficiency or not reading at grade level. To assist LEAs/Charters with this component, NCDPI created sample templates that districts and schools can customize for their needs. The templates are forms that provide documentation required by legislation and give parents valuable information about the current needs of the student with interventions being employed to address those needs. The Notification forms are included in the Read to Achieve Guidebook displayed on the K-3 Literacy Livebinder (<http://www.livebinders.com/play/play/850102>) that provides

guidance to LEAs about the Read to Achieve legislation and requirements. The Guidebook is updated each year and houses all information and resources associated with Read to Achieve. The Templates for the monthly progress reports for students retained under G.S. 115C-83.1G (a) are also provided to LEAs/Charters.

Parent and guardian involvement are essential to student achievement and keeping them informed of their student's progress throughout the early grades is beneficial for reading success. The formative, diagnostic assessment system provides a parent friendly letter, so that parents know where their child's deficiencies are and activities to work with them at home. This letter is specific to each individual student and provides parent friendly activities to assist with reading at home. The letter is generated at each benchmark assessment period, three times a year and can be reviewed with parents and guardians during teacher-parent conferences.

- **Component Six: Accountability Measures (115C-83.10)**

Per legislation, the Accountability Division established a uniform process for collecting the required information for reporting and posting on district websites. Through the process, districts are able to report numbers through an electronic system that calculates the needed information into a uniform template. The state-wide, district, and charter results are found in the next section of this report.

Section Two: Evaluation of Read to Achieve (Statewide Accountability Measures)

NC State 2017–18 Read to Achieve Grade		G.S. §115C-83.10 requires each local board of education to publish annually on a Web site maintained by that local school administrative unit and to report in writing to the State Board of Education (SBE) by September 1 of each year the following information on the prior school year:	
<u>Note:</u> The denominator for calculating the required percentages for Rows 1, 2, and 3 is all students in membership at grade 3 for the first day of spring testing. For 2017-18 this number is 121,567		Number of Students	Percentage
1	Demonstrated reading proficiency on the Beginning-of-Grade 3 (BOG3) ELA/Reading Assessment, the End-of-Grade (EOG) ELA/Reading Assessment, or the EOG ELA/Reading Retest (i.e., scored Level 3 or higher).	68,397	56.3%
2	Did not demonstrate reading proficiency on the BOG3 ELA/Reading Assessment, the EOG ELA/Reading Assessment, or the EOG ELA/Reading Retest.	53,170	43.7%
3	The number and percentage of students exempt from mandatory retention in third grade for good cause. Students may be counted in this category only once.	13,198	10.9%
The denominator for Row 4 is the number of students from Row 2 minus the number of students from Row 3.			
4	The number and percentage of students who took and passed an alternative assessment approved by the State Board of Education (SBE) (i.e., Read to Achieve Test or locally determined SBE-approved alternative assessment). Students may be counted in the numerator and/or the denominator only once for this category.	17,991	45.0%
The denominator for Row 5 is all students in membership at grade 3 for the first day of spring testing.			
5	Total number and percentage of students retained for not demonstrating reading proficiency on third-grade standards. (For 2017-18, students who are not proficient will be either: [1] retained in a third grade accelerated class, [2] placed in a transition class with a retained label, or [3] placed in a fourth-grade accelerated class with a retained reading label.)	18,901	15.5%

The following chart shows the number of students who met RtA legislation by passing using various pathways in 2017 compared to their proficiency on Grade 4 ELA EOG in 2018. Students who are promoted based on local assessment do not perform as well on 4th grade EOG reading assessment as students promoted via other pathways. Additional data will be gathered about local assessments used as alternate pathways to promotion.

Students who met Read to Achieve (RtA) legislation by passing the EOG, BOG or Retest in 2017 and their 4th grade ELA EOG assessment proficiency results in 2018.

Assessment Opportunity	Number of students meeting RtA legislation for this reason in 2017	Number Proficient on Grade 4 ELA EOG	Percent proficient of those that passed in 2017	Number Not Proficient on Grade 4 ELA EOG	Percent Not Proficient of those that passed in 2017
BOG	1,128	788	70.0	340	30.1
EOG	66,231	57,467	86.8	8,764	13.2
Re-test	540	201	37.2	339	62.8

Students who met Read to Achieve legislation by passing an Alternate Assessment in 2017 and their 4th grade ELA EOG assessment proficiency results in 2018.

Assessment Opportunity	Number of students meeting RtA legislation for this reason in 2017	Number Proficient on Grade 4 ELA EOG	Percent proficient of those that passed in 2017	Number Not Proficient on Grade 4 ELA EOG	Percent Not Proficient of those that passed in 2017
Read to Achieve Assessment (direct data)	2,452	1,001	40.8	1,451	59.1
Local Alternate Assessment (reported data)	13,714	4,378	31.9	9,336	68.1

The following chart shows the number/percentage of students who were retained and their subsequent performance on EOG test. Additional data will be collected on individual student placements the following year in order to conduct analyses about the benefits of different RtA placements.

Analysis of Third Grade Students with Retention Flags and Subsequent Performance on the English/Language Arts End-of-Grade Test

If students were given the following retention flag in the specified year after summer school: 'RADM', 'RSTA', 'RACD', 'RATN', 'RT', 'RET'. These flags are found in the following PS table: s_nc_rpt_rpg_detail in the eoss_status field.

At the end of the 2016 summer school session, 1401 third grade students had a retention flag set in PowerSchool:

Of those 1401 students, 1302 had an ELA EOG score in 2017, these are the results of the 2017 ELA EOG:

Grade level at time of 2017 testing	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5	
		Num	%	Num	%	Num	%	Num	%	Num	%
Grade 3	1079	459	42.5	371	34.4	124	11.5	112	10.4	13	1.2
Grade 4	223	151	67.7	44	19.7	14	6.3	14	6.3	0	0.0

Of those 1401 students, 1266 had an ELA EOG score in 2018, these are the results of the 2018 ELA EOG:

Grade level at time of 2018 testing	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5	
		Num	%	Num	%	Num	%	Num	%	Num	%
Grade 3	3	2	66.7	0	0.0	1	33.3	0	0.0	0	0.0
Grade 4	1061	532	50.1	263	24.8	123	11.6	139	13.1	4	0.4
Grade 5	202	122	60.4	52	25.7	14	6.9	14	6.9	0	0.0

Section Three: Revisions to the Comprehensive Reading Plan

As stated in Section 1, the revisions to the Comprehensive Reading Plan are the major focus for this report. The current plan was shared with stakeholders across the state during regional meetings, Master Literacy Trainings, and the July, 2018 meeting of the North Carolina Reading Commission. Feedback from stakeholders was received for revisions to the current plan. These revisions were made and are included in the attached Comprehensive Reading Plan.

Below are the major additions and deletions to the plan made in each of the six pillars: Standards Based Curriculum, Leadership, Instruction, Professional Development, Assessment, and Partnerships and Communication. The plan has various appendices that include suggested actions for Literacy-Rich Instruction, a tool for dialogue about literacy instruction for school administrators, examples of the 90-minute literacy block schedules, a glossary of terms, and resources and references.

Major Additions and Deletions Include:

Standards Based Curriculum

- Additions
 - Develop new introduction that includes updated information about the College and Career Ready Standards adopted by the North Carolina State Board of Education in 2017
 - Create and provide professional development training on standards progression
 - Demonstrate the progression of the standards in training sessions with teachers and administrators
- Deletions
 - Change the word research-based to evidence-based

Leadership

- Additions
 - Provide professional development for school administrators to understand and analyze teacher reports in the formative, diagnostic reading assessment system
 - Serve on the NCDPI Regional Support team to provide targeted assistance to low-performing districts
 - Develop a Literacy Leaders Conference to build understanding of instructional practices in literacy
 - Maintain the Master Literacy Trainer program by providing regional trainings to continue to build literacy capacity
 - Attend professional development on Personalized Learning through the NCDPI
- Deletions
 - Remove references to the Judge Manning Reading Report due to the date of the report
 - Delete collaboration with the Educator Effectiveness Division to provide professional development for principals and assistant principals due to the dissolution of the Educator Effectiveness Division

Instruction

- Additions
 - Ensure effective use of the uninterrupted 90-minute literacy block for retained reading students by providing professional development and evidence based instructional strategies
- Deletions
 - Removed professional development listings due to outdated information

Professional Development

- Additions
 - Update the introduction to include the connection between the College and Career Ready standards and professional development for teachers
 - Update information about the newly adopted College and Career Ready Standards throughout the NCDPI actions

- Provide professional development for 3/4 Transition and 4th grade Accelerated classroom teachers on the Basic Early Literacy Skills and evidence-based strategies to support struggling readers
- Develop online professional development modules to incorporate blended learning
- Begin to incorporate Personalized Learning concepts into professional development
- Develop Canvas Course modules to provide online training to assist LEAs with effective implementation of Summer Reading Camp.
- Deletions
 - Remove references to the list of professional development offerings so that training for districts and schools is based on data rather than a checkoff

Assessment

- Additions
 - Update language in the introduction about assessment and the role that formative instruction plays in formative assessment
 - Update information about the student reading portfolio which includes an additional five instructional passages per standard and includes equity for all students
 - Provide devices to districts for the use of administering the formative, diagnostic reading assessment system
 - Provide options for the administration of the formative, diagnostic reading assessment system (observational, online, monitoring of student progress, and written response to text)
 - Offer additional optional assessment measures within the formative, diagnostic reading assessment system to inform instruction that provide instructional information on struggling readers
 - Implement parent website within the assessment system for parents based on student needs as analyzed within the assessment system
- Deletions
 - Delete redundancy in the introduction
 - Delete outdated video tutorials on the formative, diagnostic assessment system
 - Remove reference to the written response to text component of the assessment system

Partnerships and Communication

- Additions
 - Implement the Wolfpack WORKS program through North Carolina State University's College of Education to provide support to beginning K-2 teachers in selected districts
 - Implement parent website within the assessment system that provides strategies and literacy activities at home
 - Pilot Apple partnership in one school per region to build literacy skills through activities using technology and collect data to show impact on student outcomes
- Deletions
 - Remove links and information about video tutorials and webinars due to outdated information
 - Remove references to the formative, diagnostic reading assessment system due to status of the system

Appendix D: Glossary of Terms

- Revisions
 - Delete terms no longer referenced by the NCDPI (Responsiveness to Intervention, Common Core State Standards)
 - Update terms included in the updated plan (Multi-Tiered System of Support, College and Career Ready Standards)

Appendix E: Resources and References

- Revisions
 - Provide updated links to resources and references
 - Delete outdated links and resources
 - Add two reports about the Read to Achieve program

Note: The Comprehensive Reading Plan's actions for NCDPI and the suggested actions for LEAs, School Administrators, and Teachers are aligned with specific language to reflect actions that LEAs, School Administrators, and Teachers may take in the development of local reading plans. Any additions and deletions made in the NCDPI actions, the same additions and deletions were made in the other areas.

Licensure Updates

Beginning with the 2016-2017 school year, all North Carolina initially licensed educators, including Elementary and EC General Curriculum educators, are required by NC General Statute to have attempted the NCSBE-approved tests for the license area(s) at least once in their first year of teaching. Professional educator license holders shall pass all testing requirements for the license area(s) before or during the second year of teaching. Institutions of Higher Education with Educator Preparation Programs may have more rigorous expectations and continue to require teacher candidates pass required tests prior to recommendation for initial licensure. Regarding admission into an approved teacher education program: According to TCP-A-003, 06/04/2015

Undergraduate degree-seeking students must satisfactorily complete the Praxis I Core Academic Skills for Educators for formal admission to approved teacher education program in North Carolina IHEs. The required scores follow:

Core Academic Skills for Educators: Reading	156
Core Academic Skills for Educators: Writing	162
Core Academic Skills for Educators: Mathematics	150

There are exemptions to this requirement.

- Individuals with a composite score of 468 on Praxis I Core Academic Skills for Educators: Reading, Writing, and Mathematics shall be deemed to have satisfied this requirement.
- Individuals with a total SAT score of 1100 are exempt from Praxis I testing requirements for teacher education program admission.
- Individuals with a total SAT score of less than 1100, but a score of at least 550 on the

Verbal test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

- Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.
- Individuals with a composite ACT score of 24 are exempt from Praxis I testing requirements for teacher education program admission.
- Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.
- Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

Regarding testing requirements for a North Carolina License: Individuals seeking a North Carolina professional educator's license must meet the testing requirements established by the State Board of Education. A teacher may be issued an Initial Professional License in advance of passing the required licensure exam provided the exam is taken at least once in the first year of teaching and passed before or during the second year of teaching. Meeting the licensure exam requirement in the prescribed time frame partially fulfills the requirements to convert the Initial Professional License to a clear Continuing Professional License. Teachers must also complete three years of classroom teaching in order to convert from the Initial to Continuing Professional License. Additional and specific information about testing requirements can be found at <http://www.ncpublicschools.org/licensure/>.

Section Four: Recommendations for legislative changes

Legislative changes are not being pursued at this time; however, the following section outlines recommendations for revisions in implementation of the legislation to ensure stronger statewide support for K-3 literacy. The recommendations in this section are based on stakeholder feedback and findings of a recent study by Weiss, Stallings, and Porter (2018) to enable implementation for current empirical research in reading development. The final section of that report offered three high-level recommendations for North Carolina to consider for improving RtA outcomes. Those recommendations included the following:

- Providing greater financial and human capacity supports with a goal of improving implementation fidelity statewide
- Identifying and scaling up local-level implementations with strong evidence of success
- Transitioning from a 3rd grade social promotion mindset to a literacy development mindset that spans all education settings leading up to and including 3rd grade

Focus on Early Intervention, Instruction, and Parent Involvement

To put the focus on literacy development, it is necessary to focus on building the capacity of current staff with intentional PD, coaching, and technical assistance support. The challenge of achieving higher levels of student outcomes can be addressed by addition of earlier-grade RtA

interventions and incorporation of evidence-based instruction before the achievement gap widens. Providing focused instruction with highly trained teachers and interventionists with strong knowledge of literacy should occur before students reach third grade in order to improve reading proficiency. Strategy and cueing systems are used by students in order to put sounds together and read words. These systems need to be in place early to build proficient readers. During formative assessment, these early patterns and reading behaviors can be noticed by teachers and placed along a continuum that progresses our readers to fluent reading behaviors. Data suggest it is during the development of these early literacy skills that K-2 students begin to fall behind. With identification of early literacy skill deficits using universal screening and progress monitoring, it is possible to address deficit areas with highly trained literacy specialists using systematic, structured small group instruction and personalized learning within the classroom environment. Parent involvement in this process is critical to the success of building successful readers. By putting supports in place for struggling readers early, they are able to move from learning to read to reading to learn.

- Place an emphasis on a team approach to analyzing district, school, grade, cohort, and class trends to more effectively and efficiently implement needed interventions at the system, class, and individual student level
- Develop a Standard Treatment Protocol to intervene as quickly as possible and build a continuum of connected supports with maximum human capacity designed to increase the rate of improvement for students who are behind expected progress
- Clearly define Core Supports that seamlessly supports students vertically K-3
- Incorporate personalized learning to hold students to high expectations and respond and adapt to instructional needs based on data and learning progress. Schools would implement a tiered instructional system where teachers deliver evidence-based instruction to meet the needs of all students.
- Increase parental involvement by providing informational sessions about Read to Achieve and building literacy skills for K-3 parents to get parents involved in improving student outcomes early. Provide information about activities and interventions that can be done at home to help students before the achievement gap widens.

Reading Camp

The challenges faced by achieving the desired outcomes of Reading Camps may be addressed by providing supports with the goal of improving implementation and by identifying and scaling up local-level implementations with strong evidence of success. Currently, the K-3 Literacy Division is developing modules to provide online training to assist LEAs with effective implementation of Summer Reading Camp. In addition to the online modules in a Canvas Course, Reading Camp “Spotlights” will be created to highlight the most effective implementation models across the state. A partnership with Apple has been established to conduct a pilot program to strategically identify schools to participate in training and support for literacy using technology. Apple will train teachers in selected districts in the use of iPad devices for delivery of effective literacy instruction. The partnership will allow for support with Reading Camp initiatives by providing selected students in a pilot study an iPad device to take home for structured learning opportunities. These wide scale and individual school-based improvements to Reading Camp will provide statewide support and models for effective implementation.

- Design and participate in Professional development specific to effective implementation of Summer Reading Camp with example Reading Camp Plans (online Canvas Courses)
- Create opportunities to partner with community organizations to provide wrap around services after school for more impact
- Include requirement for LEAs to submit a Reading Camp Plan to NCDPI for approval that would include the following required components
 - overall structure
 - proposed delivery of evidence-based literacy instruction that has been proven to impact student outcomes
 - staffing and personnel, including teacher highly trained in literacy instruction who has completed online Canvas modules provided by NCDPI K-3 Literacy Division for evidence-based practices in literacy
 - schedule for service delivery
 - community partnerships with local community organizations for more impact
 - parent involvement to improve achievement
 - length/timing of camp to include 72 required hours spread over 3- 4 weeks

Teacher Preparation Programs

Collaboration with Higher Education is critical in building capacity for providing high quality literacy instruction. In efforts to increase effective instructional practices and raise student achievement, it is important to have an integrated system of coordinated supports such as learning modules, courses, and professional development to create literacy leaders who understand the foundations of reading instruction and use data to inform instruction.

- Provide professional development to target phonemic awareness, phonics, fluency, vocabulary, and comprehension and create more specialization in literacy.
- Work with higher education to create literacy specialists rather than generalists by including courses/professional development specific to building foundational reading skills.
- Provide opportunities for successful implementation by training teacher candidates in assessment and using data to inform instruction.



Comprehensive Reading Plan K-12

A Supplement to the North Carolina Literacy Plan

**North Carolina Department of Public Instruction
2018**

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Introduction

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

The North Carolina State Board of Education adopted a State Literacy Plan in April of 2012. The document provides a consistent voice with which to address literacy challenges in the state and provides a plan for focused support from the North Carolina Department of Public Instruction for all state initiatives. The North Carolina Comprehensive Reading Plan is a supplement to the State Literacy Plan. The Reading Plan specifically addresses 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. Based on a philosophy of teaching and learning that is consistent with current research, exemplary practices, and international benchmarking, North Carolina educators seek to provide the most appropriate education possible for the diverse learners in our public schools. The curriculum is reviewed and revised, as needed, to meet the needs of our nation, state, districts, and local communities.

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

Focus	NCDPI Actions	Evidences
Standards-Based Curriculum	NCDPI will: • Support the North Carolina Standard Course of Study (NCSCoS) and Extended Content Standards in the teaching of literacy • Support integration of reading instruction in all grade levels, content areas, and the arts • Foster instructional planning that includes the strands of literacy learning: reading, writing, speaking and listening and language skills • Support districts in developing and communicating policy expectations for all students • Promote the use of 21st Century Skills in all literacy areas • Provide a list of evidence-based interventions and strategies that align with the NCSCoS • Demonstrate the progression of the standards in planning sessions with teachers and administrators • Develop and provide professional development training on the progression of the standards • Collaborate with the Standards, Curriculum, and Instruction Division at North Carolina Department of Public Instruction (NCDPI) to provide consistent language in the field • Support the Standards, Curriculum, and Instruction Division with the implementation of the newly adopted ELA Standards in the 2018-19 school year	• North Carolina Department of Public Instruction (NCDPI) online resources for College and Career Ready Standards • Extended Content Standards resources • State and regional meetings to include Institutes of Higher Education (IHEs), LEAs, school administrators, teachers, parents, and community partners • Meeting agendas and summaries • List of evidence-based interventions and strategies for reading/literacy instruction • Samples of different forms of the standards progressions that could be shared with teachers/administrators • Standards professional development • Collaborative meetings and sessions

Leadership

Effective literacy leaders at all levels have knowledge of effective literacy instruction. They understand the role of the standards and curriculum that ensures each student is able to read, comprehend, analyze and synthesize complex text. 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. Literacy leaders understand and use assessment data to inform decisions that create positive outcomes for 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 and equitable for all students.

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

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

Focus	NCDPI Actions	Evidences
	reading assessment system so that administrators can understand strengths and weaknesses • Provide at least two regional meetings per year for district office contacts to share legislative updates, professional development, and collaboration of instructional practices • Provide literacy resources through the North Carolina Principal LiveBinder • Organize and develop Literacy Leaders Conference to build understanding of instructional practices in literacy • Provide two professional development sessions for Master Literacy Trainers regionally to continue to develop knowledge of literacy instruction • Serve on the NCDPI Regional Support teams to provide targeted assistance to low-performing districts • Attend professional development on Personalized Learning through the NCDPI	

Instruction

Teachers must utilize a set of skills and strategies daily in order to help their students learn 21st century content as well as master reading, writing, speaking and listening, and language skills in all content areas so they will be prepared for higher education and/or entry into the workforce.

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

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

Focus	NCDPI Actions	Evidences
	• Promote 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 • Promote and model literacy instruction for K-5 teachers that incorporates whole group, small group, differentiated literacy stations, and intensive intervention • Recommend evidence-based instructional strategies observed throughout the state during reading camp, transitional, and accelerated class visits • Plan, develop, and organize professional development for all areas of K-5 literacy instruction based on and aligned to the specific needs of each LEA and/or school • Promote reading of complex text and authentic opportunities to engage in rich discussions and conversations of literacy • Ensure effective use of the uninterrupted 90-minute literacy block for retained reading students by providing professional development and evidence based instructional strategies	

Professional Development

In order to prepare teachers to provide students with the skills they need to be college and career ready, state, LEA, and school leadership must provide appropriate professional development based on teacher and student needs. This includes training on the College and Career Ready standards adopted by the State Board of Education in 2017.

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

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

Focus	NCDPI Actions	Evidences
Professional Development	NCDPI will: • Communicate the <u>updated</u> State Comprehensive Reading Plan to all stakeholders • Involve stakeholders in the review of the State Comprehensive Reading Plan • Create and provide regional, district, and school-level professional development in literacy that is high quality, job-embedded, ongoing, and evidence based for administrators, teachers, and support personnel • Encourage trainings in the area of literacy for parents and community partners • Collaborate with administrators to build capacity in using data to allocate resources, analyze trends, and make informed decisions for professional development • Facilitate data analysis sessions for teachers and administrators to build capacity in using data to inform instruction • Promote professional development in the use of complex texts, resources, and literacy-rich experiences that facilitate reading, writing, speaking, listening, and language development for all learners • Share face-to-face, virtual, blended, and online professional development opportunities • Provide literacy training to Master Literacy Trainers (MLTs) to build capacity for literacy instruction and collaborative partnerships with DPI consultants in LEAs and charters • Provide literacy information to parents at regional parent meetings to assist with reading at home and to reinforce skills addressed in reading camps	• Webinars to share state reading plan with all stakeholders • Professional development session agendas and handouts • Training summaries • Meeting summaries • List of professional development offerings, resources, and sign-in sheets • Survey of Enacted Curriculum tool to align standards, assessments, and instruction • Literacy professional development modules developed and delivered through Master Literacy Trainer sessions and district sessions • List of literacy strategies and activities to promote reading at home • Samples of the standards progressions shared with teachers/administrators • Standards professional development • Professional development for the 3/4 Transition and Accelerated teachers • Canvas courses online

Focus	NCDPI Actions	Evidences
	• Develop and provide professional development training on standards progressions, vertical alignment of standards, and the newly adopted ELA standards • Promote and model literacy instruction for K-5 teachers as determined by analysis of data, that incorporates whole group, small group, differentiated literacy stations, and intensive intervention • Provide professional development for 3/4 Transition and Accelerated class teachers in the Basic Early Literacy Skills and evidenced based instructional strategies to meet the needs of retained reading students • Recommend evidence-based instructional strategies observed throughout the state during reading camp, transitional, and accelerated class visits • Plan, develop, and organize professional development for all areas of K-5 literacy instruction based on and aligned to the specific needs (analysis of data) of each LEA and/or school • Develop online professional development modules • Begin to incorporate Personalized Learning concepts into professional development • Develop Canvas Course modules to provide online training to assist LEAs with effective implementation of Summer Reading Camp.	

Assessment

Teachers use formative and summative assessments to monitor student progress towards goals and inform instruction. They 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 assessments are used by teachers during instruction to receive feedback to adjust ongoing teaching and learning and is embedded in instruction. Teachers use information from the formative assessment implement evidence-based strategies for the instructional needs of all students' critical skill development in reading/literacy. Teachers measure and monitor student progress frequently to determine if learning experiences, curriculum and instruction, and school organization are effective. Teachers utilize the problem-solving method to guide interventions and provide support for at-risk and accelerated students. Benchmark assessments are used to measure growth over periods of time. Teachers and administrators use these assessments to determine trends in learning and growth towards achievement of standards. Summative assessments are a means to gauge student learning at a particular point in time relative to content standards. Information gleaned from summative assessments assists in evaluating certain aspects of the learning process. Summative assessments are tools to help determine the effectiveness of programs, school improvement goals, alignment of curriculum, and student placement.

Focus	NCDPI Actions	Evidences
Assessment	NCDPI will: • Support LEAs in their efforts to maintain fidelity of assessment systems • Provide guidance to districts in utilizing a balanced system of assessments including formative, benchmark, and summative • Offer professional learning and support in formative, benchmark, summative assessments and data analysis • Encourage the problem-solving model used in Multi-Tiered System of Support (MTSS) to identify students who need additional reading support, including students who need intensive support as well as those who are reading at advanced levels • Make available a learning management system (HomeBase) for district, school, teacher, and parent access to assessment data • Encourage districts to limit the use of multiple benchmarking assessment systems for reading • Provide a standardized portfolio development system for third-grade students and students with a retained third-grade label following reading camp • Update the portfolio to include 5 instructional passages per standard and two additional passages for proficiency • Provide a Read to Achieve (RtA) alternative test for use after EOG administration, after reading camp, and/or at mid-year promotion for students in third/fourth transitional classes or accelerated classes • Provide guidance and State Board policy on the process for mid-year promotion • Provide continued support, training, updates, and analysis of the formative, diagnostic, reading assessment system	• Documentation of allocations • State and district-level fidelity reports • Information, data, and resources located in HomeBase • Training agendas • Meeting summaries • Multi-Tiered System of Support (MTSS) documentation • Portfolio guidance document and materials • Read to Achieve (alternate) test • Mid-year promotion policy • Trainings and on-site visits to schools/districts • Video tutorials and archived webinars • Instructional and portfolio proficiency passages • Online training videos • Access to videos on the Read to Achieve LiveBinder • New book sets • Allotment of devices • Documentation and guidance on options within the formative, diagnostic, reading assessment system • Optional literacy measures

Focus	NCDPI Actions	Evidences
	• Allocate and distribute funding for required reading assessment system in grades K-3 including technology devices and student materials • Provide devices to districts for the use of administering the formative, diagnostic assessment system and reading instruction • Provide high quality, complex texts to include more books at each level for the formative, diagnostic reading assessment system • Offer LEAs and teachers options in the administration of the formative, diagnostic assessment system that includes observational, online, monitoring of student progress, and written comprehension opportunities • Provide optional additional measures to inform instruction within the formative, diagnostic reading assessment system • Implement parent website within the assessment system to provide strategies and literacy activities for parents based on student needs as analyzed with the assessment system • Create professional development and video tutorials on the formative, diagnostic assessment system to help teachers understand the continuous instructional cycle	• Parent website for literacy and reading activities

Partnerships and Communication

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

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

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

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

Focus	NCDPI Actions	Evidences
	• Provide parent brochures, narrated PowerPoints, and face-to-face meetings to inform parents, community partners, and local boards of education about literacy instruction, the formative, diagnostic reading assessment, and Read to Achieve • Provide a booklet of comprehension strategies and activities to support reading instruction at home located on the NC Read to Achieve Parent LiveBinder • Encourage trainings in the area of reading for parents and community partners by LEAs, school administrators, and reading coaches • Implement parent website within the assessment system to provide strategies and literacy activities for parents based on student needs as analyzed with the assessment system • Maintain Read to Achieve LiveBinder for Parents • Implement and provide support of the Wolfpack WORKS program through North Carolina State University's College of Education to provide support to beginning K-2 teachers in selected districts • Pilot Apple partnership in one school per region to build literacy skills through activities using technology and collect data to show impact on student outcomes	

Local Education Agencies

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

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

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

Focus	Districts/LEA Suggested Actions	Evidences
	updates, professional development, and collaboration of instructional practices • Use and share resources with school level administrators found on the North Carolina Principal LiveBinder • Provide opportunities at district meetings and/or PLCs for the Master Literacy Trainers to share trainings and information about reading instructional best practices to colleagues • Select highly qualified teachers to teach the summer reading classes, the third/fourth transitional classes, and the accelerated classes	

Focus	Districts/LEA Suggested Actions	Evidences
Instruction	LEAs will: • Provide time for collaborative planning and uninterrupted blocks of instruction in the area of reading • Recommend research-based materials, interventions, and strategies • Use data to inform decision making in the area of reading • Implement Professional Learning Communities (PLCs) to understand current reading, teaching and learning research • Use available resources to address the needs of students whose literacy skills are below grade level, on grade level, and above grade level at all grade levels, K-12 • Provide allocations for and promote the use of complex texts, resources and literacy-rich experiences that facilitate reading, writing, speaking and listening, and language skills development for all learners • Support instruction that requires students to read increasingly complex texts with increasing independence. • Encourage the development of research skills through the use of authentic tasks and projects that develop reading, writing, speaking, listening, and language proficiencies • Set the expectation that reading instruction takes place in all content areas in grades K-12 • Utilize literacy instruction for K-5 teachers that incorporates whole group, small group, differentiated literacy stations, and intensive intervention • Utilize evidence-based instructional strategies observed throughout the state during reading camp, transitional, and accelerated class visits • Promote and schedule professional development provided by the K-3 Literacy Division for all areas of K-5 literacy instruction	• Meeting agendas and summaries • List of recommended evidence-based strategies, interventions, and materials for reading instruction • All available data • List of resources from NCDPI and regional consultant site visits • Professional development plans and agendas • NCDPI trainings/attendance sheets • Schedules of modeling opportunities • Examples of differentiated lesson plans that incorporate whole group, small group, and literacy stations for K-5 students provided to teachers and administrators • District professional development plans • Schedule of 90-minute literacy block trainings for 3/4 Transition and Accelerated teachers

Focus	Districts/LEA Suggested Actions	Evidences
	based on and aligned to the specific needs of each LEA and/or school • Provide opportunities for professional development by the K-3 Literacy Division for teachers of retained reading students and effective use and implementation of the required 90-minute literacy block • Ensure the use of the newly adopted Career and College Ready standards and materials produced by the NCDPI ELA section	

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

	• Promote literacy instruction for K-5 teachers that incorporates whole group, small group, differentiated literacy stations, and intensive intervention • Schedule professional development trainings with the K-3 Literacy Division for all areas of K-5 literacy instruction based on and aligned to the specific needs of each LEA and/or school • Provide opportunities for teachers in the 3/4 Transition and the Accelerated classes to participate in professional development about the required 90-minute instructional block • Use Canvas Course modules to assist with effective implementation of Summer Reading Camp.	
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Focus	Districts/LEA Suggested Actions	Evidences
Assessment	LEAs will: - Promote authentic assessment within the instructional cycle in all grade levels - Focus on reading standards in all content areas - Distribute materials and devices for required formative, diagnostic reading assessment system in grades K-3 - Encourage administrators and teachers to view the video tutorials on the Read to Achieve LiveBinder on the process, procedures, and operation of all components of the formative, diagnostic assessment system - Review continuously the fidelity reports associated with the assessment system - Provide guidance, support and training on the use of a balanced system of assessments including formative, benchmark, and summative assessments - Encourage the use of data analysis to inform instructional practices - Encourage the use of the problem-solving model (MTSS) to identify students that need additional reading support, including students that need intensive and strategic support as well as those who are reading at advanced levels - Encourage teachers to monitor the progress of students on a continuous basis to adjust instruction as needed - Utilize multiple sources of information including quantitative and qualitative data to make decisions and guide interventions and instruction for students - Utilize the learning management system (HomeBase) for district, school, teacher, and parent access to assessment data - Communicate continuously and explicitly with parents/guardians on assessment results	- State and district-level fidelity reports for benchmarking and progress monitoring - Teacher plans - Information, data, and resources located in HomeBase - Training agendas - Meeting summaries and materials - Multi-Tiered System of Support (MTSS) documentation - Third-grade portfolios - Read to Achieve test - Roster of students promoted at mid-year - Documentation of trainings and on-site visits to schools viewing the formative, diagnostic assessment system process - PLC agendas - Documentation of parent communications - Annual data review sessions on the use of formative, diagnostic assessment system - State and national assessment results - Additional passages and updated Portfolio Implementation Guide

Focus	Districts/LEA Suggested Actions	Evidences
	• Limit the use of multiple benchmarking assessment systems for reading to reduce amount of time spent on testing • Encourage the use of the standardized portfolio system for third-grade students and students with a retained third-grade label following reading camp • Utilize the Read to Achieve (RtA) alternative test for use after EOG administration, after reading camp, and/or at mid-year promotion for students in transitional-or accelerated classes • Follow the State Board policy on the process for mid-year promotion • Provide continued support, training, updates, and analysis on the implementation of the formative, diagnostic reading assessment system • Use state and national diagnostic assessment results to identify trends for course planning • Review state guidance and provide assessment options for teachers in the use of the formative, diagnostic assessment system • Encourage participation in professional development and video tutorials on the formative, diagnostic assessment system to help teachers understand the continuous instructional cycle	

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

Focus	Districts/LEA Suggested Actions	Evidences
	• Share and encourage the use of Read to Achieve Parent LliveBinder (include link on district website) • Meet the needs of a culturally diverse population by providing interpreters at parent meetings • Utilize a variety of methods to communicate with parents such as phone, email, text, and PowerSchool • Distribute the reading comprehension booklets to parents • Advocate and provide opportunities for parent and community involvement • Share information and access with parents about the parent resource website to assist with reading strategies specific to student's needs based on data from the formative, diagnostic reading assessment system • Create an LEA newsletter that includes information for parents about reading activities to do at home and information on Read to Achieve	

School Administrators

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

Focus	School Administrator Suggested Actions	Evidences
Standards-Based Curriculum	School Administrators will: • Ensure the implementation of the NCSCoS and the newly adopted standards • 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 • Utilize the standards progression chart during professional learning communities to plan with all teachers and other instructional staff • Schedule professional development training with K-3 Literacy Consultants on standards progressions, vertical alignment of standards, and the newly adopted ELA standards	• Administrator walkthroughs and evaluations • Teacher planning documents • Agendas and summaries for PLC meetings, parent communications, faculty meetings, professional development sessions, and school improvement plans • Curriculum documentation • School and teacher master schedules • Standards progressions chart and PowerPoints • Trainings with K-3 Literacy Consultants

Focus	School Administrator Suggested Actions	Evidences
Leadership	School Administrators will: • Align school reading plan with the state and LEA reading plan • Meet with teachers to discuss the use of research-based strategies for reading instruction • Maintain fidelity of assessment systems using available reports, meetings, 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, ELL 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 • Meet with departments to identify students struggling with reading in the content areas to develop strategies that meet learning needs • Support teachers in the use of data to inform instruction in their classrooms to ensure fidelity of data monitoring • Ensure formative, diagnostic assessment data is used by teachers to understand and analyze student strengths and weaknesses and to engage in data conversations about differentiated instruction	• Meeting summaries • Agendas • Data reports • School reading plans • Professional development plans and handouts • Master schedule • Walkthrough checklists • PLC and grade-level notes • Guidance document for choosing highly qualified teachers • MLTs leading PLCs and professional development opportunities

Focus	School Administrator Suggested Actions	Evidences
	• Use resources found on the North Carolina Read to Achieve LiveBinder as well as the North Carolina Principal LiveBinder • Share the North Carolina Parent LiveBinder with parents and guardians at PTO/PTA, Title I, and all other opportunities • Participate in the Literacy Leaders Conference to build understanding of instructional practices in literacy • Protect collaborative planning and PLC times • Support the Master Literacy Trainers program to build capacity of literacy leaders in the district and school by providing opportunities for them to share professional development and best instructional practices	

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

Focus	School Administrator Suggested Actions	Evidences
	• Incorporate evidence-based instructional strategies during reading camp, transitional, and accelerated class visits • Promote and schedule professional development provided by the K-3 Literacy Division for all areas of K-5 literacy instruction based on and aligned to the specific needs of each school • Ensure effective use of the uninterrupted 90-minute literacy block for retained reading students by providing professional development and evidence based instructional strategies • Ensure read alouds are a part of daily instruction to model thinking and fluent reading, as well as build vocabulary and comprehension	

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



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Focus	School Administrator Suggested Actions	Evidences
	• Promote literacy instruction for K-5 teachers that incorporates whole group, small group, differentiated literacy stations, and intensive intervention • Recommend evidence-based instructional strategies appropriate for classrooms, reading camps, transitional, and accelerated classes • Promote and attend professional development trainings aligned to the specific needs of the school • Use Canvas Course modules to assist with effective implementation of Summer Reading Camp.	

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

Focus	School Administrator Suggested Actions	Evidences
	• Communicate continuously with parents/guardians on assessment results • Limit the use of multiple benchmarking assessment systems for reading • Encourage the use of the standardized portfolio system for third-grade students and students with a retained <u>reading</u> label • Utilize the Read to Achieve (RtA) and/or EOG retest or a local alternative approved by the State Board of Education • Follow the State Board policy on the process for mid-year promotion • Provide continued support, training, updates, and analysis on the implementation of the formative, diagnostic reading assessment system • Analyze local, state, and national data to plan course offerings • Monitor and review the use of reading portfolio passages • Review state guidance and provide assessment options for teachers in the use of the formative, diagnostic assessment system • Encourage participation in professional development and video tutorials on the formative, diagnostic reading assessment system to help teachers understand the continuous instructional cycle	• Professional development and training tutorials • Formative, diagnostic assessment system recommendations

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

Focus	School Administrator Suggested Actions	Evidences
	• Inform local boards of education, parents, and community to provide information about Read to Achieve and the formative, diagnostic, reading assessment system • Encourage trainings in the area of reading for parents and community partners • Share and encourage the use of Read to Achieve Parent LiveBinder (include link on district website) • Meet the needs of a culturally diverse population by providing interpreters at parent meetings • Utilize a variety of methods to communicate with parents such as newsletters, phone, messaging systems, email, text, and PowerSchool • Distribute and encourage the use of the reading comprehension booklet • Distribute pamphlets and brochures from the NCDPI containing parent reading tips and strategies	

Teachers

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

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

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

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

Focus	Suggested Teacher Actions	Evidences
	• Participate in professional development provided by the K-3 Literacy Division for all areas of K-5 literacy instruction based on and aligned to the specific needs of each school • Incorporate read alouds as part of instruction to model thinking and fluent reading, as well as build vocabulary and comprehension	

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



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Focus	Suggested Teacher Actions	Evidences
	• Participate in professional development that promotes global understanding and effective communication skills for students • Use Canvas Course modules to learn about effective implementation of Summer Reading Camp.	

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

Focus	Suggested Teacher Actions	Evidences
	• Seek continued support, training, updates, and analysis on the implementation of the formative, diagnostic reading assessment system as needed • Use reading portfolio instructional passages to inform instruction on standards • Use devices to administer the formative, diagnostic assessment system and provide reading instruction • Use optional additional measures to inform instruction within the formative, diagnostic reading assessment system as needed for students with reading difficulties • Implement parent website within the assessment system to provide strategies and literacy activities for parents based on student needs as analyzed with the assessment system	

Focus	Suggested Teacher Actions	Evidences
Partnerships and Communication	Teachers will • Provide collaboration opportunities for all stakeholders • Send notification to parents/guardians to fulfill the written notification requirements of the NC Read to Achieve law for retained reading students • Collaborate with IHEs to provide opportunities for pre-service students to observe, teach reading classes across all content areas, and develop and implement arts integration strategies for instruction • Provide families and community partners with information about the NCSCoS • Provide families and community partners with information about Read to Achieve and the various components of the legislation • Work with parent organizations to provide suggested opportunities for parent involvement, education, and communication • Discuss with parents available student data from the formative diagnostic assessment system (3 times per year) 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	• Webinars, websites, brochures, parent meetings • Meeting agendas and summaries • Documents related to pre-service teacher preparation • Reports and other documents demonstrating results of various collaborative efforts • Documentation of notification of parents in regard to NC Read to Achieve law • IHE documentation of pre-service student involvement in classrooms • Classroom volunteer logs • Class newsletters • NC Read to Achieve LiveBinder for Parents • Reading comprehension booklet • Narrated PowerPoints

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



Appendix A: Literacy-Rich Instruction

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	Significant amount of time, at least 50% of the school day, is allocated for integrated reading instruction. Reading instruction includes attention to: • oral language development and vocabulary • guided reading with strategy and skill development • read alouds with text-dependent questions and 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 formative, diagnostic reading assessment system • monitoring the development of	Sufficient time, at least 90 uninterrupted minutes daily, for ELA block within the school day. Integrated reading instruction includes attention to: • guided reading with strategy and skill development • read alouds with text-dependent questions and discussion • comprehension skills • oral language development • independent, small group, and partner reading • word and language study including phonemic awareness, phonics, spelling, vocabulary and usage • modeling of writing in response to text • guided, interactive, independent, shared writing • teacher-student conferences • explicit instruction as well as literacy work stations • the instructional cycle, including identifying need, brainstorming strategies, creating an action plan, assessing the effectiveness, and discussion of results • monitoring the progress of students in foundational skill development using the formative, diagnostic reading assessment system	Sufficient time, at least 90 uninterrupted minutes, for the ELA block within the school day. Integrated reading instruction includes attention to: • guided reading with strategy and skill development • literature study • read alouds with text-dependent questions and discussion • comprehension skills • vocabulary and oral language development • independent, self-selected, partner, and small group reading • word and language study including spelling, vocabulary and usage • modeling of writing in response to text • independent writing, sharing, and conferencing • explicit instruction as well as literacy work stations • the instructional cycle, including identifying need, brainstorming strategies, creating an action plan,



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	reading behaviors using digital running records	monitoring the development of reading behaviors using the assessment system digital running records	assessing the effectiveness, and discussion of results
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Appendix A: Literacy-Rich Instruction K – 5



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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)	Literacy instruction includes attention to: • exploring and expanding language, building concepts through experience, discussion and play • building background knowledge and vocabulary • phonemic awareness including rhyming and segmenting sounds • systematic, explicit, developmentally appropriate phonics to include sound-symbol correspondence, onset-rime work • strategies for comprehension: predicting, central ideas, questioning, identifying schema, retelling, inferring, text features, structures, and author’s purpose • fostering the motivation to read • building basic sight vocabulary • modeling writing in response to text • building beginning writing skills in response to text for a specific purpose (narrative, informational, and argumentative/explanatory, and opinion writing with intentional organization and specific details across genres) • helping emergent spellers use “inventive” spelling	Literacy instruction includes attention to: • 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	Literacy instruction that includes attention to: • strategies for comprehension including predicting, central ideas, questioning, identifying schema, summarizing, inferring, text features, structures, and author’s purpose • utilizing fiction and informational text • building understanding of text features, text structure, literary devices, figurative language, and author’s purpose • building accuracy and fluency to support grade level comprehension • word study and academic and domain-specific vocabulary development • fostering motivation to read • building writing skills grounded in text for a specific purpose (narrative, explanation/informational, and opinion writing with intentional organization and specific details across genres)

	• communication skills in reading, writing, speaking, listening, and language • handwriting, letter formation, spacing between words	• communication skills including reading, writing, speaking, listening, and language	• writing across all content areas • communication skills including reading, writing, speaking, listening, and language
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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: • 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: • 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 • Develop automaticity in the use of comprehension strategies in all content areas	Literacy instruction that includes: • 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



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



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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 • 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 a formative, diagnostic reading assessment system • teacher observations, conferences, and anecdotal notes, in addition to formal assessments • formative, diagnostic reading assessment system for data analysis for determining effectiveness of instructional practices • using multiple data points and the problem-solving model to address student learning needs	Informing instruction includes • a system for collecting and maintaining formative, diagnostic, and summative assessment information • ongoing and consistent assessment practices • rubrics, checklists or scales that are linked to standards so that students understand what is valued • evidence of using assessment practices to inform and differentiate instruction • benchmarking and ongoing progress monitoring using the diagnostic, formative assessment system • teacher observations, conferences, and anecdotal notes, in addition to formal assessments • data analysis for determining effectiveness of instruction • using multiple data points and the problem-solving model to address student learning needs	Informing instruction includes • a system for collecting and maintaining formative, diagnostic, and summative assessment information • ongoing and consistent assessment practices • rubrics, checklists, scoring guides, or scales that are linked to standards so that students understand what is valued and can self-assess • evidence of using assessment practices to inform and differentiate instruction • using multiple data points and the problem-solving model to address student learning needs



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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 • 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 a formative, diagnostic reading assessment system • teacher observations, conferences, and anecdotal notes, in addition to formal assessments • a formative, diagnostic reading assessment system for data analysis for to determine effectiveness of instructional practices • using multiple data points and the problem-solving model to address student learning needs	Informing instruction includes • a system for collecting and maintaining formative, diagnostic, and summative assessment information • ongoing and consistent assessment practices • rubrics, checklists or scales that are linked to standards so that students understand what is valued • evidence of using assessment practices to inform and differentiate instruction • benchmarking and ongoing progress monitoring using a formative, diagnostic reading assessment system • teacher observations, conferences, and anecdotal notes, in addition to formal assessments • a formative, diagnostic reading assessment system for data analysis to determine effectiveness of instruction • using multiple data points and the problem-solving model to address student learning needs	Informing instruction includes • a system for collecting and maintaining formative, diagnostic, and summative assessment information • ongoing and consistent assessment practices • rubrics, checklists, scoring guides, or scales that are linked to standards so that students understand what is valued and can self-assess • evidence of using assessment practices to inform and differentiate instruction • using multiple data points and the problem-solving model to address student learning needs



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



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 • planning and consulting with other staff members • coordinated planning and follow through with support services staff to meet students' individual needs • communication and involvement with parent programs • ongoing professional development, grade level team meetings, PLC work, and data analysis to meet student needs • keeping abreast of current research and best practices	Collaboration for • planning and consulting with other staff members • coordinated planning and follow through with support services staff to meet students' individual needs • communication and involvement with parent programs • ongoing professional development, grade level team meetings, PLC work, and data analysis to meet student needs • keeping abreast of current research and best practices	Collaboration for • planning with and consulting with other staff members • coordinated planning and follow through with support services staff to meet students' individual needs • communication and involvement with parent programs • ongoing professional development, grade level team meetings, PLC work, and data analysis to meet student needs • keeping abreast of current research and best practices



Appendix A: Literacy-Rich Instruction 6-12

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



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Emphasis in ELA	6 th – 8 th Grade Suggested Actions	9 th – 12 th Grade Suggested Actions
	the order in which sentences unfold, and the development of ideas over the course of the text	words, the order in which sentences unfold, and the development of ideas over the course of the text
Balance of informational and Literary Texts	ELA instruction includes attention to the fact that: • 50% of texts read are informational in grades K-5, • in ELA instruction 6-12, the focus should be on literature and literary non-fiction	ELA instruction includes attention to the fact that: • 50% of texts read are informational in grades K-5, • in ELA instruction 6-12, the focus should be on literature and literary non-fiction
Balance of Writing	ELA instruction includes attention to: • routine writing in a variety of forms • notes, summaries, short responses, on-demand, short research, process writing, and digital texts where appropriate	ELA instruction includes attention to: • routine writing in a variety of forms • notes, summaries, short responses, on-demand, short research, process writing, and digital texts where appropriate
Integration of Reading in the Content Areas	Reading in all content areas includes attention to: • close reading as the active process used to uncover layers of meaning that lead to deep comprehension of text ○ rereading that requires answers to text-dependent questions, allowing students to think about the text, the author’s purpose, the structure and flow of the text	Reading in all content areas includes attention to: • close reading as the active process used to uncover layers of meaning that lead to deep comprehension of text ○ rereading that requires answers to text-dependent questions, allowing students to think about the text, the author’s purpose, the structure and flow of the text

Emphasis in ELA	6 th – 8 th Grade Suggested Actions	9 th – 12 th Grade Suggested Actions
	○ focused rereading that requires complex thinking about what the author said, comparing what the student already knows, believes, and thinks ● explicit academic vocabulary instruction the specialized words and phrases that have specific meanings within a course that are critical to understanding the concepts of the content	○ focused rereading that requires complex thinking about what the author said, comparing what the student already knows, believes, and thinks ● explicit academic vocabulary instruction the specialized words and phrases that have specific meanings within a course that are critical to understanding the concepts of the content
Close Reading Instruction for Comprehension of Complex Text	Close reading complex text instruction includes attention to: ● rereading, each time with a specific purpose ○ first read – determining what a text says ○ second read – determining how a text works ○ third read – evaluating the quality and value of the text, connecting it to other texts and experiences ● text-dependent questions, with the teacher gradually releasing responsibility, developing the students’ capacity to observe and analyze, such as ○ What is the author telling me here? ○ Are there any hard or important words? ○ What does the author want me to understand? ○ How does the author play with language to add to meaning? ○ Who is speaking in the passage? ○ Who is the audience to whom the narrator is speaking?	Close reading complex text instruction includes attention to: ● rereading, each time with a specific purpose ○ first read – determining what a text says ○ second read – determining how a text works ○ third read – evaluating the quality and value of the text, connecting it to other texts and experiences ● text-dependent questions, with the teacher gradually releasing responsibility, developing the students’ capacity to observe and analyze, such as ○ What is the author telling me here? ○ Are there any hard or important words? ○ What does the author want me to understand? ○ How does the author play with language to add to meaning? ○ Who is speaking in the passage?

Emphasis in ELA	6 th – 8 th Grade Suggested Actions	9 th – 12 th Grade Suggested Actions
	○ What is the first thing that jumps out at me? Why? ○ What's the next thing I notice? Are these 2 things connected? How? Do they seem to be saying different things? ○ What seems important here? Why? ○ What does the author mean by ____? What exact words lead me to this meaning? ○ Is the author trying to convince me of something? What? How do I know? ○ Is there something missing from this passage that I expected to find? Why might the author have left this out? ○ 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? ● Author's craft, focusing questioning on ○ imagery, including comparisons using similes, metaphors, personification, figurative language, symbolism ○ word choice ○ tone and voice ○ sentence structure including short sentences, long sentences, sentence	○ Who is the audience to whom the narrator is speaking? ○ What is the first thing that jumps out at me? Why? ○ What's the next thing I notice? Are these 2 things connected? How? Do they seem to be saying different things? ○ What seems important here? Why? ○ What does the author mean by ____? What exact words lead me to this meaning? ○ Is the author trying to convince me of something? What? How do I know? ○ Is there something missing from this passage that I expected to find? Why might the author have left this out? ○ 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? ● Author's craft, focusing questioning on ○ imagery, including comparisons using similes, metaphors, personification, figurative language, symbolism ○ word choice ○ tone and voice



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Emphasis in ELA	6 th – 8 th Grade Suggested Actions	9 th – 12 th Grade Suggested Actions
	fragments, questions, and the importance of word order	○ sentence structure including short sentences, long sentences, sentence fragments, questions, and the importance of word order
Close Reading Planning and Practice	Planning for Close Reading in the content areas may include these steps: ● choosing complex texts that merit critical attention from students including ○ 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 determining the number of lessons to devote to the reading and who is responsible for each reading ○ 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 reading requiring deeper thinking, progressing from a general understanding of the text to understanding vocabulary, aspects of text structure, and the formation of opinions and arguments	Planning for Close Reading in the content areas may include these steps: ● choosing complex texts that merit critical attention from students including ○ 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 determining the number of lessons to devote to the reading and who is responsible for each reading ○ 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 reading requiring deeper thinking, progressing from a general understanding of the text to understanding vocabulary, aspects of text structure, and the formation of opinions and arguments



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Emphasis in ELA	6 th – 8 th Grade Suggested Actions	9 th – 12 th Grade Suggested Actions
	○ 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: ○ 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 ○ 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	○ 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: ○ 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 ○ 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
Academic Vocabulary Instruction	Reading in the content areas includes attention to • specialized vocabulary for a specific content area • non-specialized academic vocabulary that can be found across content areas in multiple contexts • words and phrases that describe how students are expected to demonstrate knowledge, such as clarify or summarize • steps for teaching academic vocabulary may include	Reading in the content areas includes attention to • specialized vocabulary for a specific content area • non-specialized academic vocabulary that can be found across content areas in multiple contexts • words and phrases that describe how students are expected to demonstrate knowledge, such as clarify or summarize • steps for teaching academic vocabulary may include

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



Appendix B:

What to Ask About Literacy Instruction

Appendix B: WHAT TO ASK ABOUT LITERACY INSTRUCTION

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

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

Focus	Questions to Ask	Notes/Next Steps
	6) In what areas do you feel you need more professional development?	
ELA Instruction	1) How do you support a student that is having difficulty with a skill or strategy? 2) What types of questions do you ask students during read alouds? Small group? 3) How do you determine when students are not progressing?	
Independent Student Activities	1) What does independent reading time look like? 2) What kinds of reading/literacy learning experiences are students engaged in? 3) How do you monitor independent student experiences?	
Assessment Practices	1) What assessments and screeners do you use to assess students' reading and writing? 2) How often do you use those assessment tools? 3) How do you use the data to inform instruction? Group students? Monitor students' progress? Set goals?	
Classroom Environment	1) Share with me why you have your room arranged this way. 2) What works in your classroom environment? 3) What would you change about your classroom environment? 4) How do you use Literacy Stations?	
Collegial Collaboration	1) In what ways do you communicate and work with: • Parents/guardians? • Colleagues? • Support staff? • Special Education teachers? • Reading Coaches? 2) Have you collaborated with any civic, faith-based, community organizations, and businesses to promote reading proficiency?	



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Appendix C:

90-Minute Literacy Block Examples

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



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Protected Literacy Block Guide

(Created by the DST Elementary Coaching Team)

Whole-Group Instruction (20-25 min)				
Text Focus:		Strategy/Skill Focus:		
M	T	W	Th	F
Small-Group Reading Instruction (20 min per group and rotate)				Comprehension/Writing
Leveled Text: Strategy/Skill:		Leveled Text: Strategy/Skill:		Strategy/Skill Focus:
M		M		Fluency Focus:
T		T		Vocabulary Focus:
W		W		Phonics Application:
Th		Th		Phonemic Awareness Application:
F		F		



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
College and Career Ready Standards	A set of grade level competencies 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
Evidence-Based	Any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance
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
MTSS (Multi-Tiered System of Support)	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
North Carolina Department of Public Instruction (NCDPI)	State government agency that provides services and supports to LEAs, schools, IHEs, parents and community organizations to improve student achievement
North Carolina Standard Course of Study (NCSCoS)	Set of standards (Common Core State Standards and the Essential Standards) used by teachers to provide clear goals for student learning
Personal Education Plan (PEP)	A personal learning plan for students that are reading and/or working below grade level in reading and math used to document weak skill areas, interventions, and parent contacts
Parent Teacher Organization/Association (PTO, PTA)	Parent groups that support schools
Progress Monitoring	An ongoing scientifically-based practice embedded in instruction to determine the effectiveness of teaching and learning

Read to Achieve (RtA)	A component of the Excellent Public Schools Act that focuses on early grades reading proficiency
Summative Assessment	Cumulative evaluations used to measure student growth after instruction, generally given at the end of a course in order to determine whether long term learning goals have been met



Appendix E:

Resources and References

Appendix F: Resources and References

NCDPI K-3 Literacy Division:

<http://www.ncpublicschools.org/k-3literacy/>

<http://www.livebinders.com/play/play/850102>

NCDPI Standards, Curriculum, and Instruction Division: English Language Arts Section:

<http://www.ncpublicschools.org/curriculum/languagearts/>

North Carolina College and Career Ready Standards:

<http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/adopted-ela-standards.pdf>

NC Read to Achieve Guidebook: <http://www.livebinders.com/media/get/MTgzMjY3MzA=>

Excellent Public Schools Act: <https://www.ncleg.net/Sessions/2011/Bills/Senate/PDF/S795v0.pdf>

Florida Department of Education, Just Read, Florida!: <http://www.fldoe.org/academics/standards/just-read-fl/>

Florida Center for Reading Research: <http://www.fcrr.org/>

NC Teacher Standards: <http://ncees.ncdpi.wikispaces.net/NC%20Teachers>

NC Instructional Leader Standards: <http://ncees.ncdpi.wikispaces.net/NC%20Principals>

North Carolina Read to Achieve: An Inside Look, January 2017: <https://files.eric.ed.gov/fulltext/ED574423.pdf>

Report: Is Read to Achieve Making the Grade, October 2018: <https://www.fi.ncsu.edu/projects/rta/>

