

# The North Carolina State Literacy Plan



**PUBLIC SCHOOLS OF NORTH CAROLINA**  
STATE BOARD OF EDUCATION | DEPARTMENT OF PUBLIC INSTRUCTION  
Office of the State Superintendent  
Curriculum and Instruction Division

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## Introduction

### Purpose

The United States Department of Education published the Blueprint for Reform (2010) calling for states, to “develop comprehensive, evidence-based, preK-12 literacy plans and to align federal, state, and local funds to provide high quality literacy instruction” (pg. 26). This document provides a consistent voice with which to address literacy challenges in the state and provide a plan for focused support from NCDPI for all state initiatives.

The following principles guided the development of North Carolina’s literacy plan:

- Families, communities, trained volunteers, businesses and all school personnel play important roles in developing readers. Supporting a child is best accomplished all partners share common methods and basic understandings about the reading process.
- Literacy education must be clearly articulated among and understood by all stakeholders and school personnel.
- Each LEA/school implements a data-driven, research-based literacy plan for K-12 instruction that is coordinated across all grade levels and among all initiatives.
- Literacy instruction is rigorous and supports high expectations of all students and educators.
- Formative assessment of students is ongoing and embedded in instruction. It is used to determine level of performance and to modify instruction accordingly.
- Teachers have access to needs-driven professional development that aligns with the North Carolina Professional Development Standards.
- Teachers have the necessary support and resources to provide research-based literacy instruction appropriate to the needs of all students.
- All curriculum areas provide students with opportunities to interact with relevant and engaging text, including opportunities for reading, writing, speaking, listening and language use.
- School executives have the knowledge and skills in all content areas to evaluate literacy instruction and support teachers in their skill development.
- All school personnel help children become lifelong readers who read a variety of texts representing diverse experiences and perspectives for different purposes, including personal fulfillment.
- The more students read, the better readers they become. A print-rich environment is critical to improving reading, writing, speaking, listening and language. Students read more when they have access to engaging, age- and level-appropriate books, magazines, newspapers and digital text. They will also read more on topics that interest them.

The guiding principles provided a focus to the establishment of the NC State Literacy Plan and built consensus around the desired outcomes providing two goals:

1. To serve as a guide for the work of the North Carolina Department of Public Instruction (NCDPI), local education agencies (LEAs), and schools as they coordinate, align, and implement the content area standards and major state initiatives. Full implementation requires regular and aligned efforts at all levels of school organization (state, district, school, and family) as well as the active participation of educators at all levels. The guide is included in later pages of this document and outlines specific objectives and activities. It is recommended that

LEAs develop a local level leadership team to adapt this plan to ensure full implementation. Because of variations between LEAs and the requirements of the ABCs of Public Education, a state-level plan cannot adequately address all local needs.

2. To define characteristics and a pathway where all initiatives contribute to developing literate graduates. A literate graduate is described using the criteria outlined in the Common Core State Standards (CCSS): *Capacities of the Literate Individual* (pg. 7). It is critical to note that although the description is taken from the English Language Arts CCSS, the criteria are applicable to all subject areas and the standards are taught to every student at every grade level. All teachers share in the development of literate graduates.

The plan supports the guiding mission of the North Carolina State Board of Education (SBE): that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century. For this mission to be successful, all school personnel and students must have access to a rigorous curriculum and appropriate technology.

On June 2, 2010, North Carolina adopted the CCSS in K-12 Mathematics, K-12 English Language Arts, and the Literacy Standards for History/Social Studies, Science and Technical Subjects that were developed and released by the National Governors Association Center for Best Practices and the Council of Chief State School Officers.

The CCSS for English Language Arts build on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, parents, students, and other members of the public.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. North Carolina adopted these standards into their standards for those subjects or integrated them as content area standards.

The Common Core also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have

wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.  
(CCSS, Introduction, pg. 3)

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.  
(CCSS, Key Design Considerations, pg. 4)

## Important Terms

College- and Career-Readiness Anchor Standards: The College- and Career-Readiness Anchor Standards (CCR) define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and K-12 standards work in tandem to define college and career readiness. The former provides broad standards and the latter provides additional specificity. Hence, both should be considered when developing curriculum and assessments.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting more general expectations described in the CCR Standards ([http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)). Please refer to page 77 of this document for an overview of the K-12 CCR standards.

Digital literacy: Digital Literacy is defined as a person’s ability to perform tasks effectively in a digital environment... Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments. (*Barbara R. Jones-Kavalier and Suzanne L. Flannigan: Connecting the Digital Dots: Literacy of the 21st Century;* <http://connect.educause.edu/Library/EDUCAUSE+Quarterly/ConnectingtheDigitalDotsL/39969>)

Evidence-based reading instruction: In its simplest form, evidence-based reading instruction means that a particular program or collection of instructional practices has a record of success. A record of success means there is reliable, trustworthy, and valid evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in reading achievement. Other terms that are sometimes used to convey the same idea are research-based instruction and scientifically based research

In general, educators agree that evidence of the effectiveness of a program or practice should be:

- Objective: data would be identified and interpreted similarly by any evaluator.
- Valid: data adequately represent the tasks that children need to accomplish to be successful readers.
- Reliable: data would remain essentially unchanged if collected on a different day or by a different person.
- Systematic: data were collected according to a rigorous design.
- Refereed: data have been approved for publication by a panel of independent reviewers.

[http://www.reading.org/Libraries/Position\\_Statements\\_and\\_Resolutions/ps1055\\_evidence\\_based\\_sflb.ashx](http://www.reading.org/Libraries/Position_Statements_and_Resolutions/ps1055_evidence_based_sflb.ashx)

Executive: In this document “executive” was defined by the Struggling Readers State Leadership team (August 29, 2011) and refers to:

- superintendents,
- associate/assistant superintendents,
- central office supervisors,
- principals and assistant principals,
- curriculum/instructional specialists/coaches,
- literacy coaches,
- career and technical education supervisors,
- directors of exceptional children's programs,
- directors of federal programs,
- directors of student support services,
- district-level technology and instructional technology directors,
- district-level media directors.

Extended Standards: North Carolina State Standards provide students with the most significant cognitive disabilities with access to a wide range of cognitive, physical and perceptual skills (<http://www.ncpublicschools.org/ec/instructional/extended/>).

Formative Assessment - A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (*Attributes of Effective Formative Assessment*: A work product coordinated by Sarah McManus, NC Department of Public Instruction, for the Formative Assessment for Students and Teachers (FAST) Collaborative sponsored by the Council of Chief State School Officers.)

Literacy: "... [L]iteracy is essential for success in almost every area of life. Literacy is far more than the ability to read and write basic text. Rather, literacy is the ability to read, speak, listen, and think in order to learn, communicate, and making meaning of increasingly complex print and online texts. Literacy and content learning are deeply intertwined" (*Taking the Lead on Adolescent Literacy Action Steps for Schoolwide Success* by Judith Irvin, Julie Meltzer, Nancy Dean, Martha Jan Mickler, page 2).

North Carolina Standard Course of Study: Both the Common Core State Standards in English Language Arts and Mathematics and the North Carolina Essential Standards for all other content areas make up the North Carolina Standard Course of Study. (*Understanding the Standards* <https://center.ncsu.edu/nc/course/view.php?id=10>). Please see the following page for a listing of the Common Core State Standards and the North Carolina Essential Standards.

<b>Common Core State Standards</b>	<b>North Carolina Essential Standards</b>
English Language Arts	Arts Education
Mathematics	English Language Development*
	Guidance*
	Healthful Living
	Information and Technology*
	Science
	Social Studies
	World Languages
	All Career and Technical Education courses*

\* Added by the Struggling Readers State Leadership Team (August 29, 2011)

Reading: a complex and purposeful socio-cultural, cognitive and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic and text, and their knowledge of culture to construct meaning with text (<http://www.ncte.org/positions/statements/onreading>, 2004).

Research-based program or practice: the study of effectiveness of the program or practice met the standard of scientific research. That is, does it involve “rigorous and systematic empirical inquiry that is data-based. (Bogdem & Biklen, 1992, p. 43)  
[http://www.reading.org/Libraries/Position\\_Statements\\_and\\_Resolutions/ps1055\\_evidence\\_based.sflb.ashx](http://www.reading.org/Libraries/Position_Statements_and_Resolutions/ps1055_evidence_based.sflb.ashx).

Writing: the act of writing is accomplished through a process in which the writer imagines the audience, sets goals, develops ideas, produces notes, drafts, and a revised text, and edits to meet the audience's expectations (<http://www.ncte.org/positions/statements/teachingcomposition>).

Increasingly, classes and programs in writing require that students compose digitally. Such writing occurs both in conventional “face-to-face” classrooms and in classes and programs that are delivered at a distance. The expression “composing digitally” can refer to a myriad of practices. In its simplest form, such writing can refer to a “mixed media” writing practice that occurs when students compose at a computer screen or using a word processor, so that they can submit the writing in print (Moran). Such writing may not utilize the formatting conventions such as italics and bold facing available on a word processor; alternatively, such writing often includes sophisticated formatting as well as hyper-textual links. Digital composing can take many other forms as well. For example, such composing can mean participating in an online discussion through a listserv or bulletin board (Huot and Takayoshi). It can refer to creating compositions in presentation software. It can refer to participating in chat rooms or creating web pages. It can mean creating a digital portfolio with audio and video files as well as scanned print writings. Most recently, it can mean composing on a class weblog or wiki. And more generally, as composers use digital technology to create new genres, we can expect the variety of digital compositions to continue proliferating.

The focus of writing instruction is expanding: the curriculum of composition is widening to include not one, but two literacies: a literacy of print and a literacy of the screen. In addition, work in one medium is used to enhance learning in the other (<http://www.ncte.org/cccc/resources/positions/digitalenvironments>).

\*English Language Development and Information and Technology Essential Standards are integrated into all content areas. It is the responsibility of all teachers to ensure they deliver the appropriate services and standards to all students, including English language learners, students with disabilities and academically/intellectually gifted students. Likewise 21<sup>st</sup> Century Skills and Themes are embedded in all content areas rather than being a stand-alone curriculum.

## Background

The North Carolina State Board of Education is charged with supervising and administering "the free public school system and the educational funds provided for its support.

The guiding mission of the North Carolina State Board of Education (SBE) is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century. For this mission to be successful, all school personnel and students must have access to a rigorous curriculum and appropriate technology.

To ensure that all students graduate from high school and are successful, North Carolina has provided all schools with the Standard Course of Study (SCS) in each content area. The SCS began in the mid 1980's and outlines the minimum standards of what students should know and be able to do once the course was completed. Each content area was revised regularly and/or as necessary to ensure that national and international standards were addressed. The new North Carolina Standard Course of Study will be implemented in all content areas during the 2012-2013 school year, except for the Information and Technology Essential Standards, which are being implemented during the 2011-2012 school year.

On June 2, 2010, North Carolina adopted the Common Core State Standards in K-12 Mathematics and K-12 English Language Arts released by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. With the adoption of these state-led education standards, North Carolina is in the first group of states to embrace clear and consistent goals for learning to prepare children for success in college and work. The Common Core State Standards (CCSS) included the K-12 College and Career Readiness Anchor Standards.

The Common Core State Standards K-12 College and Career Readiness Anchor Standards address reading, writing, listening, speaking, and language. Also, all North Carolina Essential Standards address many literacy skills. It is essential that all content areas align and implement literacy skills in order to have student mastery in specific grade-level content area skills.

The North Carolina State Standards [with the exception of Information and Technology Essential Standards (ITES)] are scheduled to be implemented in the 2012-2013 academic year. The ITES were effective with the 2011-2012 school year.

The Common Core State Standards for English Language Arts and Literacy In History/Social Studies, Science, and Technical Subjects offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Development of the Common Core State Standards (CCSS) was led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). The CCSS build on the foundation laid by states in their decades-long work on crafting high-quality

education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public.

Common Core State Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 grade level literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. North Carolina adopted these standards into their standards for those subjects or integrated them as content area standards.

The Common Core State Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression of language.

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A full explanation can be found online at [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf).

Reading and writing are fundamental skills needed for success in life, especially in the 21<sup>st</sup> Century. While students must be at proficiency or above in basic literacy (reading, writing, listening, speaking, using conventional or technology-based media), these skills are no longer sufficient for college- and career-ready high school graduates. As the world continues to change rapidly, schools must evolve to meet future needs, including access to and use of digital learning. In many cases, this means we are trying to refine and structure an educational system for a dynamic, ever-changing future.

Reading and writing are components of comprehensive literacy instruction and all content areas contribute to the development of literate students. Other necessary areas include, but are not limited to,

- **Information Literacy** – The ability to access information efficiently (time) and effectively (sources), evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand; managing the flow of information from a variety of sources and applying a fundamental understanding of the ethical/legal surrounding the access and use of information  
([http://www.p21.org/documents/P21\\_Framework\\_Definitions.pdf](http://www.p21.org/documents/P21_Framework_Definitions.pdf)).
- **Media Literacy** –
  - Analyzing Media
    - ✓ The ability to understand both how and why media messages are constructed, and for what purposes;
    - ✓ The ability to examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors; and
    - ✓ The ability to apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
  - Creating Media Products
    - ✓ understanding and effectively utilizing the most appropriate expressions and interpretations in diverse, multi-cultural environments  
([http://www.p21.org/documents/P21\\_Framework\\_Definitions.pdf](http://www.p21.org/documents/P21_Framework_Definitions.pdf)).
- **Information, Communications and Technology (ICT) Literacy** – refers to
  - Applying Technology Effectively
    - ✓ using technology as a tool to research, organize, evaluate and communicate information;
    - ✓ using digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy; and
    - ✓ applying a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies  
([http://www.p21.org/documents/P21\\_Framework\\_Definitions.pdf](http://www.p21.org/documents/P21_Framework_Definitions.pdf)).
- **Visual Literacy** – the ability to decipher, interpret and express ideas using images, graphics, icons, charts, graphs and videos.

- **Self Direction** – the ability to set goals, plan for achievement, independently manage time and effort, and independently assess the quality of one’s learning and any products that result.
- **Higher Order Thinking** – the ability to achieve proficiency in the processes of analysis, comparison, inference/ interpretation, synthesis and evaluation.
- **Financial, Economic, Business and Entrepreneurial Literacy** – the ability to make appropriate personal economic choices, understanding the role of the economy in society and using entrepreneurial skills to enhance workplace productivity and career options ([http://www.p21.org/documents/P21\\_Framework\\_Definitions.pdf](http://www.p21.org/documents/P21_Framework_Definitions.pdf)).
- **Civic Literacy** – the ability to participate effectively in civic life through knowing how to stay informed and understanding governmental processes; exercising the rights and obligations of citizenship at local, state, national and global levels and understanding the local and global implications of civic decisions ([http://www.p21.org/documents/P21\\_Framework\\_Definitions.pdf](http://www.p21.org/documents/P21_Framework_Definitions.pdf)).
- **Health Literacy** – the ability to obtain, interpret and understand basic health information and services and using such information and services in ways that enhance health; understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction; using available information to make appropriate health-related decisions; establishing and monitoring personal and family health goals and understanding national and international public health and safety issues ([http://www.p21.org/documents/P21\\_Framework\\_Definitions.pdf](http://www.p21.org/documents/P21_Framework_Definitions.pdf)).
- **Environmental Literacy** – the ability to demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems; demonstrating knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.; investigating and analyzing environmental issues, and making accurate conclusions about effective solutions, taking individual and collective action towards addressing environmental challenges [e.g., participating in global actions, designing solutions that inspire action on environmental issues] ([http://www.p21.org/documents/P21\\_Framework\\_Definitions.pdf](http://www.p21.org/documents/P21_Framework_Definitions.pdf)).

Skills in reading, writing, speaking, listening and language undergird and are prerequisites for all forms of literacy as described above. As stated in the definition of “literacy” in the “Important Terms” portion of this document, “Literacy and content learning are deeply intertwined.”

To reinforce the critical nature of all content area teachers teaching the North Carolina Standard Course of Study in the classroom, North Carolina, working with Mid-continent Research for Education and Learning (McREL), revised the teacher evaluation process. The instrument and process are aligned with the Guiding Principles of literacy in North Carolina and clearly address the literacy skills all teachers must teach to ensure that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century.

The following rating scale is used for determining the final evaluation rating for North Carolina school teachers:

- Developing: Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- Proficient: Teacher demonstrated basic competence on standard(s) of performance.
- Accomplished: Teacher exceeded basic competence on standard(s) of performance most of the time.
- Distinguished: - Teacher consistently and significantly exceeded basic competence on standard(s) of performance.
- Not Demonstrated: Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the Principal/Evaluator must comment about why it was used.)

Standards for teacher performance most specifically related to literacy are indicated below.

Additional explanation and clarification of the standards can be found at

<http://www.ncpublicschools.org/docs/profdev/training/teacher/teacher-eval.pdf>

- Standard I: Teachers demonstrate leadership.
- Standard II: Teachers establish a respectful environment for a diverse population of students.
- Standard III: Teachers know the content they teach.
- Standard IV: Teachers facilitate learning for their students.
- Standard V: Teachers reflect on their practice.
- Standard VI: Teachers facilitate student academic growth.

North Carolina’s Strategic Plan for Literacy strives to incorporate all areas of literacy and align the requirement that reading and writing be included in all content areas. Each area of the North Carolina Standard Course of Study also addresses reading, writing, speaking, listening and language. English Language Development and Information and Technology Essential Standards must be delivered in all content areas. It is the responsibility of all school personnel to ensure they provide the appropriate standards and instruction to all students, including English language learners, students with disabilities and academically/ intellectually gifted. Likewise 21<sup>st</sup> Century Themes and Skills are embedded in all content areas rather than as separate expectations and requirements.

We gratefully acknowledge and appreciate the efforts of educators, families, students, businesses, institutions of higher education, and community stakeholders to produce high school graduates who are prepared to be contributing members of society who are self-directed, life-long learners, collaborative workers and complex thinkers.

## Characteristics of Literate Students

*(Taken from Common Core State Standards)*

The descriptions that follow are from the Common Core State Standards and offer a picture of what literate students can do. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- Literate students demonstrate independence.  
Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.
- Literate students build strong content knowledge.  
Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.
- Literate students respond to the varying demands of audience, task, purpose, and discipline.  
Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).
- Literate students comprehend as well as critique.  
Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.
- Literate students value evidence.  
Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

- Literate students use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.
- Literate students come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) (pages 7-8).

## Guiding Principles

The ultimate purpose of the North Carolina Standard Course of Study is to prepare students to be contributing members of society who are self-directed, life-long learners, collaborative workers and complex thinkers.

Actions derive from beliefs and should be non-negotiable. Therefore, the principles listed below served as the guide for developing North Carolina's Literacy Plan.

- Families, communities, trained volunteers, businesses and all school personnel play important roles in developing readers. Supporting a child is best accomplished when all partners share common methods and basic understandings about the reading process.
- Literacy education must be clearly articulated among and understood by all stakeholders and school personnel.
- Each LEA/school implements a data-driven, research-based literacy plan for K-12 instruction that is coordinated across all grade levels and among all initiatives.
- Literacy instruction is rigorous and supports high expectations of all students and educators.
- Formative assessment of students is ongoing and embedded in instruction. It is used to determine the level of performance and to modify instruction accordingly.
- Teachers have access to needs-driven professional development that aligns with the North Carolina Professional Development Standards.
- Teachers have the necessary support and resources to provide research-based literacy instruction appropriate to the needs of all students.
- All curriculum areas provide students with opportunities to interact with relevant and engaging text, including opportunities for reading, writing, speaking, listening and language use.
- School executives have the knowledge and skills in all content areas to evaluate literacy instruction and support teachers in their skill development.
- All school personnel help children become lifelong readers who read a variety of texts representing diverse experiences and perspectives for different purposes, including personal fulfillment.
- The more students read, the better readers they become. A print-rich environment is critical to improving reading, writing, speaking, listening and language. Students read more when they have access to engaging, age- and level-appropriate books, magazines, newspapers and digital text. They will also read more on topics that interest them.

## **A Vision for Literacy in North Carolina**

All students in North Carolina will graduate from high school with the reading and writing skills necessary to interact successfully with a variety of audiences and for a variety of purposes. They will understand the characteristics of various genres of text [technical, fiction, poetry, drama and informational text (such as history, geography, science, experiments, discoveries)]. Students need to be transliterate: able to read, write and communicate using a range of different media, including printed, electronic and online media as well as understand when and how to move across an ever-expanding realm of linguistic domains. They will read and communicate analytically and thoughtfully.

All graduates will demonstrate competency in the reading and writing areas of the K-12 College and Career Readiness Anchor Standards, the requirements of specific grade-level content area standards and in using 21<sup>st</sup> Century Learning Skills.

### K-12 College and Career Readiness Anchor Standards Summary for All Content Areas

#### Aspects of Reading

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

#### Aspects of Writing

- Text Types and Purposes\*
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

21<sup>st</sup> Century Learning Skills\* included, but are not limited to, a combination of:

- accessing information;
- communicating\* clearly and appropriately to different audiences through oral and written means;
- thinking\* critically and creatively;
- solving complex problems;
- applying information, communication and technology (ICT) and digital literacy (the use of computers, audio, video and other media) in all content areas for a variety of purposes;
- maintaining appropriate interpersonal/self-directed skills\*;
- reading and writing technical information;
- collaborating with school personnel and peers; and
- analyzing and evaluating information.

\* Please note that 21<sup>st</sup> Century Skills and Themes are embedded in the North Carolina Essential Standards of every content area, rather than as separate expectations and requirements.

\*\* *From Mile Guide for 21st Century Skills: Milestones for Improving Learning and Education, 2005, Partnership for 21<sup>st</sup> Century Skills.*

## **Implementing the Vision: K-12 Literacy Framework**

Academic rigor, relevance and supportive relationships must be provided to all children in North Carolina public schools if they are to receive quality literacy instruction.

The North Carolina Standard Course of Study provides the foundation of literacy with the goal of improving reading achievement for all students. These literacy skills must be acquired, nurtured and refined through appropriate, scientifically-based instruction and support. Although the acquisition of specific reading skills occurs in the early grades, reading and writing instruction must occur in grades K-12 and in every content area. This emphasizes the need for vertical curriculum alignment to ensure that all skills are taught and that there are no gaps in student learning. The cornerstones of on-going assessments focused on the NC SCS, inclusion of 21<sup>st</sup> Century Learning Skills, and student accountability standards provide access to literacy and success for all students. The focus thus remains on curriculum, instruction and assessment.

Even with this foundation, nearly 20 percent of our students, including limited English proficient; academically and intellectually gifted and students with special needs, require focused acceleration or intensive and specialized instruction and assessment ([ncpublicschools.org/docs/.../strategicplanforreadingliteracy.pdf](http://ncpublicschools.org/docs/.../strategicplanforreadingliteracy.pdf)).

Quality literacy instruction and support for students will:

- build strong foundational literacy skills,
- provide individual support and scaffolding,
- provide enrichment and rigor,
- move fluidly to and from the focused areas when appropriate, and
- provide ongoing authentic language.

Three factors significantly influence the quality of literacy instruction: professional development, resources, and technology. School personnel must be provided relevant, meaningful professional learning experiences to be able to offer the sound basic and targeted instruction needed to sustain learning for all children. Literacy resources include district and site-based resources as well as community resources and family involvement. School and public libraries are a rich resource for supporting literacy development. Businesses are frequently strong resources for trained volunteers, mentors and reading materials. Literacy for all requires the coordinated use of resources and collaboration among partners who are concerned about a literate citizenship. The commitment of resources also needs to include access to technology for students and school personnel to ensure that they are literate in a digital context. While the North Carolina State Board of Education and North Carolina Department of Public Instruction lead the way in lobbying for resources for these purposes and are supported by a number of other professional organizations, each LEA should discuss their needs with the local, state and national fiscal leaders. A concerted, aligned effort is needed to advocate for meeting the educational needs of all students.

One of the concerted and aligned efforts that the North Carolina Department of Public Instruction will continue to provide support and leadership is the NC Responsiveness to Instruction (NCRtI) initiative. This is a multi-tiered framework which promotes school improvement through engaging, high quality instruction by using a team approach to guide educational practices, using a problem-solving model based on data, to address student needs and maximize growth for all. This multi-tiered framework will continue to provide guidance to LEAs and schools in North Carolina on how to implement and monitor quality literacy instruction in all content areas. In NCRtI, student progress is checked often and the data gathered is used to make decisions about changes in instruction or goals. Schools often use a problem-solving model that includes the following steps:

- Identify problems.
- Develop a hypothesis.
- Discuss and select solutions.
- Develop and implement an action plan.
- Evaluate and revise the action plan.

### **Critical Components of NCRtI**

The following outline the critical components of the RtI model:

#### Shared Responsibility

- All school personnel work collaboratively to maximize every student's potential.
- A problem-solving model for instructional design and delivery guides the process of continuous improvement at all tiers.
- Family and community members partner with school personnel in the education process.
- School, district, and state leadership create systems of support in which resources are aligned, barriers are removed, and best practices are implemented.

#### Curriculum and Instruction

- High-quality standards-based instruction is foundational for all students.
- Students learn through meaningful, engaging, and appropriately challenging experiences.
- Teachers and school community facilitate learning through evidence-based differentiated instruction and intervention within a multi-tiered framework based on pre-assessments and other data.
- Teachers and school personnel continually match student supports with student needs in learning.
- All students have academic and behavioral supports they need to be successful.

#### Assessment

- A comprehensive balanced assessment system includes formative, multi-modal classroom, interim/benchmark, and summative assessments to maximize every student's potential.
- Developmentally appropriate universal screenings and on-going assessments are used to understand student needs and guide learning.
- Educators measure and monitor student progress frequently to determine if learning experiences, curriculum and instruction, and school organization are effective.

### Family and Community Partnerships

- School personnel create a positive, respectful, responsive environment where student, family and community are intentionally valued.
- Family and community partners are actively recruited, empowered, and engaged to maximize every student's potential.
- Families, community partners, and educators collaborate and share their expertise about the student in support of learning

### Sustainability and Leadership

- School, district, and state leadership actively plan for and implement systems that support best practice, include on-going program monitoring and evaluation, and are inclusive of all initiatives.
- Leaders are knowledgeable, committed, and supportive of implementation.
- Comprehensive implementation includes development of a full continuum of academic and behavioral support for all students.
- Professional development is informed by teacher and program evaluation, targets student learning and specific skill development, and is sustained by ongoing support where networking and coaching opportunities exist.
- Intentional scale-up at all levels is guided by fidelity of implementation, which honors local context and culture, to ensure expected outcomes.

Other levels of guidance and support from the North Carolina Department of Public Instruction will be discussed throughout the implementation plan of this document.

## Establishing the Need

### North Carolina Must Continue to Improve Graduation Rates

In order to meet the SBE's mission that every student graduate from high school ready to succeed in college and their careers, North Carolina must continue to improve graduation rates. High school graduation rates have improved in North Carolina, from 58 percent in 2007 (see Table 1) to 77.7 percent in 2011 (see Table 2). The 2011 graduation rate is the highest four-year graduation rate ever reported in North Carolina.

Table 1: Percentage of Students Graduating from High School Class of 2007  
(Educational Projects in Education Research Center, *Diplomas Count*, 2010)

	North Carolina	Nation
All Students	58	69
White	64	76
Hispanic	44	55
Black	50	51
Asian	76	79
American Indian	51	50

Table 2: 4- Year Cohort Graduation Rates/Percentages  
Results by Subgroup

	2011 4-Year Cohort Graduation Rate (2007-08 Entering 9th Graders)	2010 4-Year Cohort Graduation Rate (2006-07 entering 9th Graders)
All Students	77.7	74.2
Male	73.5	69.6
Female	82.0	78.9
American Indian	69.3	68.0
Asian	86.7	85.2
Black	71.3	66.9
Hispanic	68.7	61.4
Two or More Races	77.1	71.1
White	82.4	79.6
Economically Disadvantaged	71.0	66.2
Limited English Proficient	48.0	48.3
Students with Disabilities	57.1	57.6

### North Carolina Must Demonstrate Reading Growth and Achievement

According to the National Assessment of Educational Progress (NAEP):

- The percentage of fourth grade students in North Carolina (see Table 3) who performed at or above the NAEP *Proficient* level was 34 percent in 2011. This was not significantly different than 2009 (32 percent) and was greater than in 1992 (25 percent).

- The percentage of eighth grade students in North Carolina (see Table 4) who performed at or above the NAEP *Basic* level was 74 percent in 2011. This percentage was not significantly different from 1998 (74 percent).
- The average score for fourth grade students in North Carolina (see Chart 1) in 2011 (221) was not significantly different from 2009 (219) and was higher than in 1992 (212).
- The average score for eighth grade students in North Carolina (see Chart 2) in 2001 (264) was not significantly different than in 1998 (264).

North Carolina: 2011 State Snapshot for NAEP Reading Assessment

Table 3: Fourth Grade Achievement-Level Percentages and Average Score Results

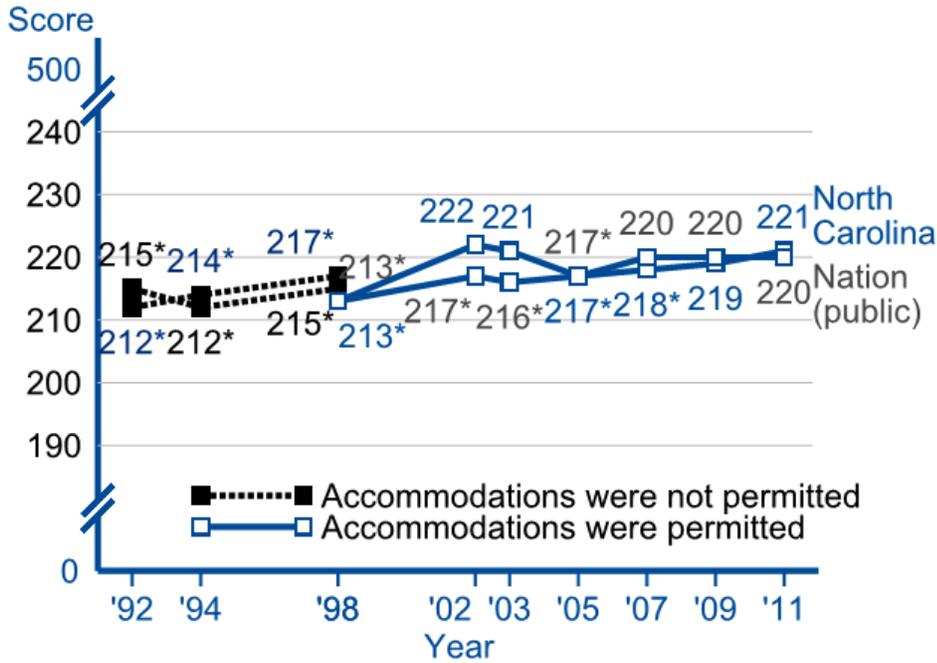
North Carolina Reading	Percent below Basic	Percent at or above Basic	Percent at or above Proficient	Percent at Advanced
1998 (accommodations not permitted)	38	34	22	6
1998	42	31	21	6
2002	33	35	25	7
2003	34	33	24	8
2005	38	32	23	7
2007	36	35	23	6
2009	35	33	25	7
2011	32	34	26	8
Nation (Public)				
2011	34	34	25	7

North Carolina: 2011 State Snapshot for NAEP Reading Assessment

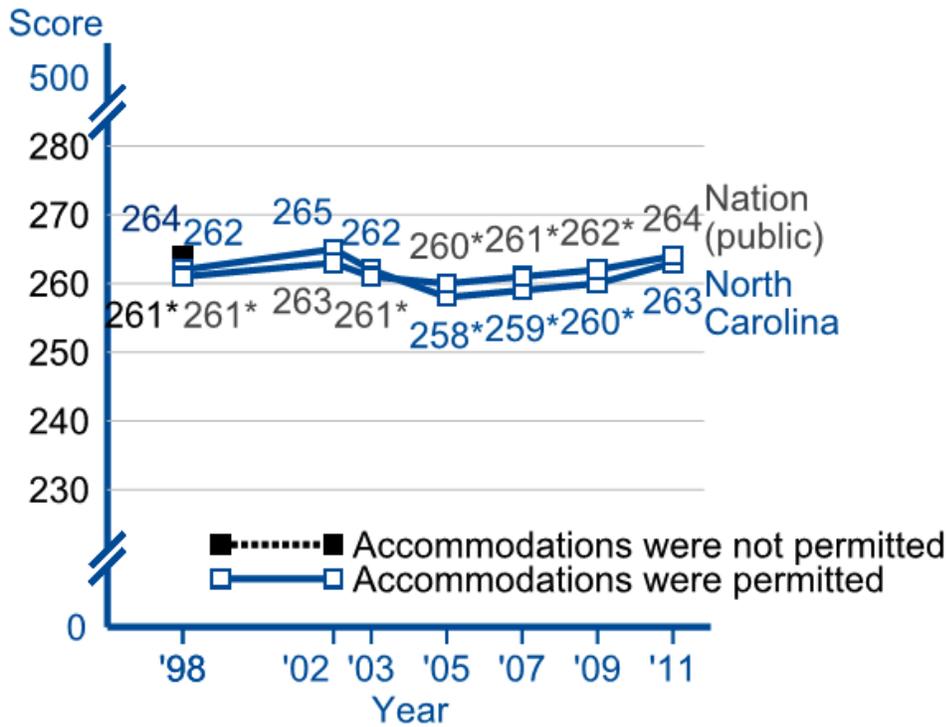
Table 4: Eight Grade Achievement-Level Percentages and Average Score Results

North Carolina Reading	Percent below Basic	Percent at or above Basic	Percent at or above Proficient	Percent at Advanced
1998 (accommodations not permitted)	24	45	29	2
1998	26	44	28	2
2002	24	45	29	2
2003	28	44	26	2
2005	31	42	25	2
2007	29	43	26	2
2009	30	41	26	3
2011	26	43	28	3
Nation (Public)				
2011	25	43	29	3

North Carolina: 2011 State Snapshot for NAEP Reading Assessment  
 Chart 1: Average Scores for Fourth Grade State/Jurisdiction and Nation (Public)



North Carolina: 2011 State Snapshot for NAEP Reading Assessment  
 Chart 2: Average Scores for Eighth Grade State/Jurisdiction and Nation (Public)



The NAEP data for North Carolina students demonstrates that reading scores in both fourth and eighth grades have not risen since 2009. (Eighth grade scores have not increased since 1998.) In addition, the percentage of students who are reported at or above *Proficient* in eighth grades is 31 percent and has not changed since 1998. Fourth grade scores have increased significantly since 1998; however, the percentage of students scoring at or above the *Proficient* category is only 34 percent. The number of proficient readers needs to increase to move our students to college and career readiness in North Carolina.

## **Resources**

<http://www.ncpublicschools.org/acre/assessment/online/>

<http://www.ncpublicschools.org/acre/assessment/guide/>

<http://www.ncpublicschools.org/accountability/testing/>

<http://www.ncpublicschools.org/acre/improvement/>

## **Career & College: Ready, Set, Go!**

### **North Carolina's Race to the Top Initiative**

North Carolina is one of only 12 recipients of the 2010 federal Race to the Top (RttT) grants, bringing nearly \$400 million to the state's public school system for use over the next four years.

This grant is designed to spur public school innovation through Gov. Bev Perdue's Career and College: Ready, Set, Go! initiative. The RttT funds must be spent in direct support of North Carolina's plan and its four main "pillars" of work:

1. Increase teacher and principal effectiveness so that every student has a great teacher and every school has a great principal.
  - Performance incentives for lowest-achieving schools
  - Research-supported university preparation programs
  - Research- and data-based recruitment and licensure programs:
  - Teach for America expansion
  - NC Teacher Corps
  - Regional Leadership Academies
  - Strategic staffing initiatives
  - Expansion of virtual and blended teaching
  - Statewide professional development system
  - Successful innovations in identifying, developing, and supporting effective leaders
  - Statewide teacher and principal evaluation systems
2. Update North Carolina's Statewide PK-12 standard course of study and school accountability system to reflect internationally benchmarked standards and assessments that prepare students for success in college and the workplace.
  - New content standards and adoption of the Common Core State Standards for implementation by 2012-13
  - New student assessments – including formative assessments – for all subjects with a strong focus on graduation
  - An updated accountability model for schools that focuses on student graduation and preparation for career and college
3. Provide "turnaround services" for the lowest-achieving schools so that all students are supported and receive the educational opportunities they need. (turnaround activities will be targeted to the schools in the bottom 5 percent of performance; high schools with a graduation rate below 60 percent; and local districts with aggregate performance composites below 65 percent).
  - A focus on local capacity building
  - Customized approaches to local setting and needs
  - Early college high schools
  - Redesigned schools
  - Charter schools

- NC School of Science and Mathematics
  - District-level magnet schools
  - Science, Technology, Engineering and Mathematics (STEM)-themed high schools
4. Establish and increase the use of robust data systems that measure student success and inform teachers, principals and policymakers about how they can improve the delivery of educational services to students.
- Technology to enhance all reform areas
  - Building upon technology-enabled education initiatives
  - Statewide Longitudinal Data System and Student Information System
  - NC Education Cloud
  - Next generation technology infrastructure
  - Service delivery platform for content, services and applications

## Strategic Objectives

NAEP and ABCs data clearly illustrate that the percentage of fourth- and eighth-grade students in North Carolina who performed at or above the NAEP proficient level in 2009 was 32 percent and 29 percent respectively. These levels of performance need to improve significantly if students are to be successful in the 21st Century. Stagnant performance since 1992 significantly compounds the issue.

The State's continued concerted and focused effort is needed to ensure that all students will possess the research-based digital and literacy skills necessary to live and work successfully in a global economy. In addition, students with special needs (free/reduced lunch eligible, students with disabilities and English language learners) will continue to need additional support and resources to close the gaps in student performance. All students, including academically and intellectually gifted students, must be challenged to perform at higher levels of achievement and to expand their talents and interests beyond the North Carolina State Standards, the minimum curriculum for all students in North Carolina. Therefore, the North Carolina goals are inclusive of all subgroups of the student population.

### North Carolina Race to the Top Goals

<b>Measure</b>	<b>Baseline 2009-2010</b>	<b>2015-2016</b>
NAEP Reading, Grade 4	219	233
NAEP Math, Grade 4	270	274
NAEP Reading, Grade 8	254	258
NAEP Math, Grade 8	294	298
4 Year Graduation Rate	71.70%	85%
Proportion of freshmen enrolled in at least one remedial course	UNC – 11% Community College – 64%	UNC – 4% Community College – 42%

## Five Priority Action Steps

Based on student achievement data in North Carolina, specific steps are necessary for students to accelerate their growth and progress and to close achievement gaps. The action steps discussed below should become the priorities for NC DPI to ensure the progress all students deserve. LEAs and schools can then translate and adapt the strategies as appropriate for their needs and resources.

1. Ensure that implementation of the revised standards includes literacy strategies in each content area, focuses on digital literacy and that all Pre K-12 teachers have an in-depth understanding of the K-12 College and Career Readiness Anchor Standards and the Common Core Literacy Standards for Science, Social Studies, History, and the Technical Subjects and how they apply to each content area, specific grade-level content requirements and the 21<sup>st</sup> Century Skills and Themes.
2. Continually update the student assessment processes to provide open-ended and performance assessments. Assessments should be Internet-based and provide data for teachers to diagnose and address student literacy problems. Focused interventions for individualized education should serve as a guide for each student to receive appropriate assistance.
3. Provide opportunities for leadership development for principals, central office staff and literacy coaches, using the online blended model of professional development when appropriate.
4. Enhance preparation and professional development for pre-service and in-service teachers.
  - access to high quality, online professional development using the blended model,
  - additional literacy coaches and
  - consistent emphasis on teaching research-based reading foundations in all teacher preparation programs.
5. Analyze the need(s) for policy revision and development.
  - foundations knowledge for initial and continuing licensure,
  - a system of extra help and assistance to struggling readers, especially middle and high school students,
  - revisions in requirements for license renewal,
  - K-12 assessment in a balanced assessment system,
  - teacher preparation competencies and
  - the role of education partners and trained volunteers in meeting professional development needs in reading.

# **The North Carolina State Board of Education: Initiatives to Improve Student Achievement**

Although North Carolina has made progress in improving student achievement according to the ABCs of Public Education, much remains to be done. The North Carolina State Board of Education has outlined and defined a number of steps to improve student achievement that are listed below and are ongoing. There are also a number of new strategies to undertake to advance student learning and preparation for college or career as well as ready students for success in the 21<sup>st</sup> Century. The major initiatives outlined in the Literacy Plan align with the strategic goals of the State Board of Education as well as the Practices to Ensure Literate Graduates. Please note that some strategies could be appropriately listed under several priorities but are listed only once. Strategies are not listed in priority order.

## 1. Globally-competitive students

- ensuring that limited English proficient students achieve proficiency in English,
- ensuring that exceptional children achieve proficiency,
- using student data to provide smooth transitions between grade levels and school organizational patterns,
- ensuring that academically gifted students continue to make growth and achieve at high levels,
- having access to and using appropriate diagnostic assessment tools for reading literacy for students in grades 3 through 12,
- including literacy strategies in every curriculum content area,
- adopting state-level policy on struggling readers at the middle and high school levels and
- providing personalized education plans (PEPs) for focused intervention in literacy for all students in K-12.

## 2. Healthy and responsible students

- ensuring a school culture that values and supports reading at all grade levels and
- setting and maintaining high expectations for teachers, staff and administrators to serve as role models for reading.

## 3. 21<sup>st</sup> Century professionals

- providing research-based training to DPI staff in all content areas to ensure that digital and literacy skills are infused in all areas of the curriculum and addressed in all training delivered by DPI staff;
- coordinating state resources (staff, funding, materials, etc.) to serve 90,000 classroom teachers in addition to administrators, instructional support staff and central office staff;
- participating in high quality, research-based professional development and teacher education programs that prepare all teachers to be teachers of reading;
- retraining content area teachers to include the teaching of research-based reading research and strategies (at the IHE level) and making research-based professional development opportunities available;

- providing professional development on teaching reading in each specialty area for currently practicing classroom teachers rather than generic training (especially at the middle school level);
- providing time, resources, support and expectations for all teachers to become teachers of reading;
- providing clear guidance and expectations on the role of the principal in teaching reading and literacy skills and in creating a culture of learning that also creates a context supportive of that learning; assisting teachers in understanding English acquisition;
- coordinating professional development among various providers (community colleges, institutions of higher education (IHEs), professional organizations, private and other State providers and DPI);
- providing opportunities for paraprofessionals to enhance their skills in improving learning and to equip them with the knowledge and skills to be teaching assistants as opposed to teacher assistants;
- communicating research-based professional development opportunities and best practices; and
- articulating and maintaining high expectations for educators to teach reading in all content areas and at all grade levels.
- strengthening the academically and intellectually gifted (AIG) college/university licensure program for AIG students; and
- including all DPI curriculum and instructional support staff (including media and technology specialists) in the development of program approval standards for teacher education programs.

#### 4. Leadership for innovation

- ensuring that school administrators create a culture that embraces change and promotes dynamic continuous improvement;
- training school administrators who collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21<sup>st</sup> Century learning and understand global connections;
- encouraging parents to serve as role models for reading and to be positive role models for reading in the home
- ensuring that after school learning centers provide research-based reading instruction.
- expanding involvement of the faith-based community in increasing students' reading skills.

#### 5. 21<sup>st</sup> Century systems

- conducting a gap analysis to determine needed resources for schools, LEAs and DPI;
- ensuring systemic changes at the LEA level within the confines of local control;
- providing adequate resources (staff, funding, materials, etc.) at the LEA level to provide leadership for reading at all grade levels and in all content areas;
- providing access to print and electronic resources;
- providing planning time during the school day for teachers and instructional support staff to meet, work and plan collaboratively; and

- assisting schools and LEAs in maximizing the use of resources that provide age-appropriate materials and resources.

## K-12 Practices for Ensuring Literate Graduates

The practices outlined below are applicable for all grade levels and all content areas and should be applied in that manner. These practices are designed to align with and extend the initiatives of the State Board of Education to Improve Student Achievement.

The Information and Technology Essential Skills (ITES) are critical building blocks for the education of all students. ITES represent the "must have" information and technology skills and knowledge that each student must have in order to achieve success at the next level. **The standards are designed to be delivered by classroom teachers in all curricular areas and grade levels.** As the ITES are taught throughout all classrooms and across all curricular areas, it is essential that classroom teachers and related services personnel collaborate with media coordinators and technology facilitators in delivering this instruction. Media coordinators and technology facilitators should be active participants in grade level and/or curricular area planning groups as these teams analyze student data, identify learning goals, plan and deliver instruction and assess student progress.

Therefore, there are several additional important considerations for educators at all grade levels and in all content areas to ensure that students are literate graduates.

- Educate and involve families in developing goals and expectations for student performance and defining the role of each in helping students achieve those goals.
- Infuse content-area curricula seamlessly with 21<sup>st</sup> Century content, effective pedagogical practices and appropriate technology applications to support literacy development for all students.
- Leverage resources and tools to develop globally competitive lifelong learners.
- Increase virtual learning opportunities so all children, no matter where they live, can have access to a broad and rich curriculum.
- Collaborate with school librarians to strengthen the school collection of resources that supports each content area, matches student reading interests and encourages reading for pleasure and personal fulfillment
- Ensure that literacy tools and resources support the diverse developmental, cultural, social and linguistic needs of students, families and communities.
- Promote literacy practices regularly and actively that encourage appropriate digital citizenship and guide students to build a positive academic digital footprint.
- Collaborate with school librarians and instructional technology staff to ensure that district and school-level media and technology programs align with local literacy goals and initiatives.
- Create opportunities for school and district media and technology specialists to collaborate in identifying and selecting resources for all grade levels and content-area teachers to develop and facilitate instruction that is enhanced and enabled by relevant and effective digital tools and resources.
- Develop creative strategies for infusing content-area literacy instruction with 21<sup>st</sup> Century content and tools to prepare students for success in college and career.

- Use a variety of instructional strategies, 21<sup>st</sup> Century resources and assessment tools to design and develop digital-age literacy learning experiences in partnership with classroom teachers and other educators.
- Leverage the expertise of district- school-level information and technology specialists to support digital reform in NC schools and facilitate innovative information and technology skill use in all classrooms.
- Provide professional development to promote and sustain skills and professional standards needed for 21<sup>st</sup> Century delivery of instruction.
- Model promoting and facilitating the seamless integration of information and technology tools and resources to support multiple literacies across all content areas.
- Use 21<sup>st</sup> Century Skills and Tools and content to collaborate on and facilitate the design and implementation of innovative outcome measures that identify evidence of student literacy in all content-areas.
- Develop, maintain and evaluate a plan to fully integrate information and technology programs, resources and services to positively impact student achievement in literacy.
- Promote collaboration and a shared vision among all partners for student success.
- Involve all building-level educators in professional learning communities, both face-to-face and virtually, to address student achievement in literacy and professional growth as literacy teachers.
- Encourage school-wide collaboration to design, deliver and assess instructional activities that promote learner competence and confidence with 21<sup>st</sup> Century content, skills, and literacies.
- Foster and sustain State, national and international partnerships for innovative change.
- Focus financial planning and budgeting at the State, LEA and school levels that focus on priorities identified as necessary for student achievement in 21<sup>st</sup> Century classrooms.
- Conduct a gap analysis to determine needed resources for schools, LEAs and DPI including, but not limited to, handheld digital devices, digital tools and resources and access to 21<sup>st</sup> Century information and resources for teaching and learning.
- Provide accountability systems that foster 21<sup>st</sup> Century teaching and learning and strategically-guided operations.
- Support mobile devices for today's 21<sup>st</sup> Century teachers and learners.
- Implement, maintain and evaluate a plan and systems to support literacy, across multiple formats for learning, personal growth and enjoyment.
- Facilitate access to information, resources and ongoing support to assist teachers in implementing research-based best practices in literacy development using 21<sup>st</sup> Century Skills and Tools and resources.
- Provide leadership in literacy development by determining tools and resource requirements based on student and community data, curricular needs, state and national guidelines, professional best practices and emerging trends.
- Make effective use of 21<sup>st</sup> Century systems and data to assess how the literacy plan meets the needs of the school community.
- Communicate the vision and requirements of an effective technology-enabled literacy program to all stakeholders while using relevant and current research and other data-informed performance measures and outcomes.

- Conduct collaborative planning of the literacy initiative including needs assessments, leadership and community involvement, professional development, innovative funding, policies and procedures, implementation and deployment.
- Evaluate and collaborate to select digital tools and resources to promote student achievement in literacy-based online professional best practices and relevant data.
- Collaborate with technical staff to ensure that program digital tools and resources are highly available, easily accessible and reliable.
- Develop technology program policies and procedures collaboratively to ensure that they promote student literacy at all levels, respect and meet the needs of a diverse school community and facilitate access to equitable digital tools and resources.
- Communicate and implement policies and procedures based on state and federal requirements.
- Provide high-availability, high performance and reliable platforms and services to ensure equitable access to digital resources.
- Redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.
- Provide systems that support achievement standards while supporting accountability, goals and appropriate sanctions.
- Support the adoption of digital textbooks and resources to allow both teachers and learners to "re-mix" content in ways that provide differentiation for all students and promote a cross-curricular approach to instruction and learning.
- Enable gathering of timely and relevant prescriptive feedback on the use of technology for improved teaching and learning.
- Provide an environment conducive for the development of 21<sup>st</sup> Century skill-sets as a rigorous and relevant core curriculum that is delivered in a 21<sup>st</sup> Century classroom.

## Implementation Plan for North Carolina

The guiding mission of the North Carolina State Board of Education (SBE) is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century.

The North Carolina Essential Standards and the Common Core State Standards serve as the foundation for **all** students' education, including English language learners, students with special needs and academically-intellectually gifted students. While Information and Technology skills exist as a separate body (included in the Essential Skills category) these skills and standards must be thoroughly integrated into ALL grade levels and contents areas. Serving the North Carolina's students must be inclusive of the needs and achievement of these groups of students and defined skills.

North Carolina's Strategic Literacy Plan focuses on three major areas:

1. Curriculum (North Carolina Standard Course of Study – NC SCOS)
2. Instruction (built around the RtI Model) and
3. Formative and Summative Assessment

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Curriculum (North Carolina Standard Course of Study)</b> <b>NOTE: 21<sup>st</sup> Century Skills are integrated into every content area.</b>				
Globally Competitive Students  Twenty-first Century Professionals	1. To ensure that all K-12 content area teachers have an in-depth understanding of the NC SCOS, specifically the Common Core State Standards for Literacy and the Anchor Standards.	Develop budget for training sessions and/or on-line modules and identify funding sources  Form content teams and then interdisciplinary curriculum teams within DPI to plan work training sessions and/or on-line modules for NC educators	Copy of budget and specific funding sources identified  Team members identified	Staff time Funding requirement and sources TBD  Staff time Funding requirement and sources TBD

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Curriculum (North Carolina Standard Course of Study)</b>				
<p>Globally Competitive Students</p> <p>Twenty-first Century Professionals</p>	<p>1. To ensure that all K-12 content area teachers have an in-depth understanding of the North Carolina Standard Course of Study, specifically the Common Core State Standards for Literacy and the Anchor Standards.</p>	<p>Develop a written training guide for the training sessions and/or on-line modules to address topics such as text complexity and the use of content specific language</p> <p>Conduct a training session to familiarize NC DPI staff with the training materials, content and process for delivering work sessions</p> <p>Contact RESA directors to discuss training opportunities and determine interest in hosting training sessions for educators including possible dates/sites</p>	<p>Written/electronic trainers' guide developed</p> <p>Agenda from staff training session</p> <p>Responses from RESA directors</p>	<p>Staff time</p> <p>Staff time</p> <p>Staff time Technology resources</p>

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Curriculum (North Carolina Standard Course of Study)</b>				
Globally Competitive Students  Twenty-first Century Professionals  Leadership for Innovation	1. To ensure that all K-12 content area teachers have an in-depth understanding of the North Carolina Standard Course of Study, specifically the Common Core State Standards for Literacy and the Anchor Standards.	Develop schedule for workshops across the state and identify trainers for each site  Design registration process and forms for workshop  Develop information and registration process to be distributed Statewide  Respond to telephone calls and e-mails about the teacher work sessions within 24 hours of the request  Analyze evaluations for participants from the work sessions	Written/electronic copy of workshop schedule  Written/electronic registration information  Written/electronic copy of letter  Log of telephone calls and e-mails available  Individual evaluation forms  Summative evaluation data	Staff time  Staff time  Staff time Technology resources  Staff time Technology resources  Staff time Technology resources  Staff time Technology resources

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Curriculum (North Carolina Standard Course of Study)</b>				
Globally Competitive Students  Twenty-first Century Professionals  Innovation for Leadership	2. To familiarize administrators with basic components of the North Carolina Standard Course of Study, specifically the Common Core State Standards for Literacy and the Anchor Standards. (including a review of literature relating to how parent involvement improves student achievement)	Work with NC Association of School Administrators to establish a meeting time and agenda for meeting with school administrators  Develop specific agenda content for school executives  Develop schedule and assign staff to make presentations  Develop materials for use at the school administrators' meeting  Analyze and report summative evaluation data (and comments) from the school administrators	Meeting request to discuss options   Copy of agenda   Schedule of meetings and assignments   Copy of materials to be used   Final evaluation data	Staff time   Staff time   Staff time Printing costs Travel costs   Staff time Printing costs   Staff time

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Curriculum (North Carolina Standard Course of Study)</b>				
<p>Globally Competitive Students</p> <p>Twenty-first Century Professionals</p> <p>Leadership for Innovation</p>	<p>3. To provide opportunities for IHE staff and students receive information regarding the North Carolina Standard Course of Study, specifically the Common Core State Standards for Literacy and the Anchor Standards.</p>	<p>Develop budget for sessions and identify funding sources</p> <p>Meet with DPI liaison to IHEs to discuss options for providing IHE staff and students with a seminar on the North Carolina Standard Course of Study and solicit their input</p> <p>Form/convene an interdisciplinary team to review and/or revise the training manual developed for educator training sessions</p>	<p>Copy of budget and specific funding sources identified</p> <p>Meeting notes</p> <p>Team members identified</p>	<p>Staff time Funding requirement and sources TBD</p> <p>Staff time Meeting costs (TBD)</p> <p>Staff time</p>

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Curriculum (North Carolina Standard Course of Study)</b>				
<p>Globally Competitive Students</p> <p>Twenty-first Century Professionals</p> <p>Leadership for Innovation</p>	<p>3. To provide opportunities for IHE staff and students to receive information regarding the North Carolina Standard Course of Study, specifically the Common Core State Standards for Literacy and the Anchor Standards.</p>	<p>Finalize the written training guide training sessions (facilitated by DPI content specialists using the “I do. We do. You do.” process)</p> <p>Conduct a DPI staff training session to familiarize staff with the training materials, content and process</p> <p>Contact IHE deans to specify training requirements and determine interest in hosting training sessions for teacher education staff and students including possible dates/sites</p>	<p>Written/electronic copy of the trainers’ guide</p> <p>Agenda from training session</p> <p>Copy of invitation and meeting agenda</p>	<p>Staff time Technology resources</p> <p>Staff time Technology resources</p> <p>Staff time</p>

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Curriculum (North Carolina Standard Course of Study)</b>				
Globally Competitive Students  Twenty-first Century Professionals  Leadership for Innovation	3. To provide opportunities for IHE staff and students to receive information regarding the North Carolina Standard Course of Study, specifically the Common Core State Standards for Literacy and the Anchor Standards.	Develop schedule for training sessions across the state and identify trainers for each site  Design registration process and forms for workshops  Develop information and registration process to be distributed Statewide  Respond to telephone calls and e-mails about the IHE training sessions within 24 hours  Analyze evaluations from training session participants	Written/electronic copy of workshop schedule  Written/electronic copy of letter of invitation and registration information  Registration information distributed  Log of telephone calls and e-mails available  Individual and summative evaluation forms	Staff time  Staff time  Staff time Technology resources  Staff time Technology resources  Staff time Technology resources

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Curriculum (North Carolina Standard Course of Study)</b>				
Globally Competitive Students  Leadership for Innovation	4. To acquaint families with student learning expectations in the North Carolina Standard Course of Study, specifically the Common Core State Standards for Literacy and the Anchor Standards.	Contact state professional associations to determine feasibility of DPI staff presenting training sessions at statewide conferences and meetings  Secure a schedule of meetings /conferences  Develop budget for sessions and identify funding sources  Assign staff to present at various meetings/conferences	Meeting agenda/telephone conversation notes  Meeting schedule  Copy of budget for sessions with funding source identified  List of staff assignments	Staff time  Staff time Meeting costs TBD  Staff time Travel costs (as needed)

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Curriculum (North Carolina Standard Course of Study)</b>				
<p>Globally Competitive Students</p> <p>Leadership for Innovation</p>	<p>4. To acquaint families, community groups and businesses with student learning expectations in the North Carolina Standard Course of Study, specifically the Common Core State Standards for Literacy and the Anchor Standards.</p>	<p>Assign a cross-functional team to plan the workshop/presentation that includes 21<sup>st</sup> Century tools and content and develop related materials for sessions with organizations and businesses</p> <p>Conduct sessions for organizations and analyze evaluations</p> <p>Develop “hot topic” briefs to inform AIG parents/stakeholders</p> <p>Develop and share resources for teachers and parents on how to meet AIG needs in regular classrooms</p>	<p>List of team members</p> <p>Copy of presentation, materials and final evaluations</p> <p>Brief developed Schedule for subsequent briefs developed</p> <p>Listing of resources available</p>	<p>Staff time</p> <p>Staff time Technology resources</p> <p>Staff time Technology resources Limited printing costs</p> <p>Staff time Technology resources Limited printing costs</p>

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Curriculum (North Carolina Standard Course of Study)</b>				
<p>Globally Competitive Students</p> <p>Leadership for Innovation</p>	<p>4. To acquaint families, community groups and businesses with student learning expectations in the North Carolina Standard Course of Study, specifically the Common Core State Standards for Literacy and the Anchor Standards.</p>	<p>Meet with a stakeholder group of parents, businesses and community organizations that provide information to families about education including those that reach families from diverse backgrounds</p> <p>In collaboration with the stakeholder group, use the research based process developed by the USDOE funded National Dissemination Center (<a href="http://NICHY.org/dissemination">NICHY.org/dissemination</a>) to create a dissemination plan for the information</p> <p>Develop a budget to implement all or parts of the dissemination plan. Budget should show in kind donations of existing dissemination activities according to stakeholder group.</p>	<p>Roster of attendance and notes from meeting available</p> <p>Copy of dissemination plan</p> <p>Copy of approved and established budget</p>	<p>Staff time Limited printing costs</p> <p>Staff time Limited printing costs</p> <p>Staff time Funding source and amount to be determined</p>



State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Curriculum (North Carolina Standard Course of Study)</b>				
<p>Globally Competitive Students</p> <p>Leadership for Innovation</p>	<p>4. To acquaint families, community groups and businesses with student learning expectations in the North Carolina Standard Course of Study, specifically the Common Core State Standards for Literacy and the Anchor Standards.</p>	<p>Create an evaluation and data collection process to be used by all participants.</p> <p>Identify additional partners that will be needed to effectively disseminate the information to families in North Carolina.</p> <p>Conduct ongoing brief conference call meetings with the stakeholder groups to insure implementation of the plan and revise as needed. (These meetings could be organized by one of the organizations in the stakeholder group.)</p>	<p>Evaluation and data collection processes</p> <p>List of additional partners</p> <p>Schedule of conference calls</p>	<p>Staff time Technology resources</p> <p>Staff time</p> <p>Staff time Telephone costs</p>

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Curriculum (North Carolina Standard Course of Study)</b>				
<p>Globally Competitive Students</p> <p>Leadership for Innovation</p>	<p>4. To acquaint families, community groups and businesses with student learning expectations in the North Carolina Standard Course of Study, specifically the Common Core State Standards for Literacy and the Anchor Standards.</p>	<p>After dissemination of materials and delivery training sessions, conduct one additional “in person” and two webinar (one in Spanish) trainer the trainers sessions for stakeholder groups.</p> <p>Create and implement “launch activities”, such as a press conference to reach a broader audience.</p> <p>Continue to implement, evaluate, and revise dissemination activities as needed.</p>	<p>Roster and dates of training Evaluation data analyzed and reported</p> <p>Launch plans completed Launch session schedule and agenda</p> <p>Records of revisions to dissemination activities on an ongoing basis</p>	<p>Staff time Training costs</p> <p>Staff time Launch costs</p> <p>Staff time</p>

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Instruction [(Based on the Responsiveness to Instruction (RtI) Model)]</b>				
Globally Competitive Students  Twenty-first Century Professionals  Twenty-first Century Systems	5. To ensure educator mastery of a problem solving process to address the literacy needs of students	Estimate costs for workshops and secure funding  Form working team(s) of NC DPI staff to discuss instruction strategies for the Responsiveness to Instruction (RtI) continuum  Name leader for each working team	Established and approved budget with funding source(s)  List of working team members  Names of team leaders	Staff time  Staff time  Staff time



State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Instruction [(Based on the Responsiveness to Instruction (RtI) Model)]</b>				
Globally Competitive Students  Twenty-first Century Professionals  Twenty-first Century Systems	5. To ensure educator mastery of a problem solving process to address the literacy needs of students	Develop schedule for training sessions across the state and identify trainers for each site  Design registration process and forms for workshop using 21 <sup>st</sup> Century Skills and Tools  Respond to telephone calls and e-mails about the teacher work sessions within 24 hours of the request  Collect, analyze and report data from participant evaluations from the work sessions using 21 <sup>st</sup> Century Skills and Tools	Written/electronic copy of workshop schedule  Written/electronic registration information  Log of telephone calls and e-mails available  Individual and summative evaluation forms tallied	Staff time Technology resources  Staff time Technology resources  Staff time Technology resources  Staff time Technology resources

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Instruction [(Based on the Responsiveness to Instruction (RtI) Model)]</b>				
Globally Competitive Students  Twenty-first Century Professionals  Twenty-first Century Systems	5. To ensure educator mastery of a problem solving process to address the literacy needs of students	<p>Develop and release Request for Proposals (RFP) for school or district developed professional development on the use of the RtI model when working with students with disabilities, academically/intellectually gifted and English language learners in the regular classroom (separate RFPs)</p> <p>Professional development would be delivered by school and/or district teams during NC DPI sponsored meetings or conferences</p>	<p>Funds and funding sources identified and available</p> <p>Specifications for blended training model (including an administrative component) and evaluation developed and written by ****</p> <p>RFP released</p> <p>Log of questions from prospective bidders</p> <p>Proposal(s) received, reviewed and submitted for approval</p> <p>Deliver of professional development by school and/or district staff</p>	<p>Fiscal needs to be determined</p> <p>Staff time</p> <p>Staff time</p> <p>Staff time</p> <p>Staff time Materials/Supplies Travel Expenses</p>

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Instruction [(Based on the Responsiveness to Instruction (RtI) Model)]</b>				
Globally Competitive Students  Twenty-first Century Professionals  Twenty-first Century Systems	5. To ensure educator mastery of a problem solving process to address the literacy needs of students	Develop and release Request for Proposals (RFP) for school or district developed professional development on the use of the RtI model when working with LD, AIG and LEP students in the regular classroom (separate RFPs)  Inform schools/LEAs of these professional development opportunities	Processes for schools and LEAs to access online training developed  Registration information completed and released  Staff at DPI to serve as school/LEA contact(s) for professional development assigned  Log of phone calls and e-mails responded to within 24 hours	Staff time Electronic resources  Staff time Electronic resources  Staff time Electronic resources

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Instruction [(Based on the Responsiveness to Instruction (RtI) Model)]</b>				
Globally Competitive Students  Twenty-first Century Professionals  Twenty-first Century Systems	5. To ensure educator mastery of a problem solving process to address the literacy needs of students	Provide technical assistance to schools in implementing professional development on the RtI Model  Collect, analyze and report evaluation data from the professional development	Monitor participation and completion of online course (depending on funding source)  Individual evaluation forms tallied  Summative evaluation data completed	Staff time Electronic resources   Staff time Electronic resources

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Instruction [(Based on the Responsiveness to Instruction (RtI) Model)]</b>				
Globally Competitive Students  Twenty-first Century Professionals  Twenty-first Century Systems	5. To ensure mastery of a problem solving process to address the literacy needs of students	<p>Explore feasibility and costs for converting existing reading (face-to-face) trainings to online, blended professional development modules in teaching foundations of reading for teachers in grades K-5 (to include phonemic awareness, phonics, vocabulary, fluency and comprehension) and available to 6-12 educators on an as-requested basis</p> <p>Revise the existing modules as needed (including technology-based instructional practices)</p> <p>Post online modules on the web</p>	<p>Notes from review of modules</p> <p>Revised modules</p> <p>Modules posted</p>	<p>Staff time Copies of existing modules</p> <p>Staff time Technology resources</p> <p>Staff time Technology resources</p>

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Instruction [(Based on the Responsiveness to Instruction (RtI) Model)]</b>				
Globally Competitive Students  Twenty-first Century Professionals  Twenty-first Century Systems	5. To ensure mastery of a problem solving process to address the literacy needs of students	Determine school/LEA interest in piloting the online modules  Conduct an electronic meeting with volunteers to review specifications, time line and requirements; then secure participation agreements  Review and report all evaluation data from pilot schools/LEAs  Revise modules as needed, depending on evaluative data  Post final modules on the web for Statewide access	Invitations to pilot distributed  Meeting conducted  Participation agreements received at DPI  Individual school/LEA data compiled  Summative data compiled  Revised modules completed  Final modules posted	Staff time Technology resources  Staff time Technology resources  Staff time Technology resources  Staff time Technology resources

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Instruction [(Based on the Responsiveness to Instruction (RtI) Model)]</b>				
Globally Competitive Students  Twenty-first Century Professionals  Twenty-first Century Systems	5. To ensure mastery of a problem solving process to address the literacy needs of students	Request evaluation data from participants  Review and revise modules as necessary	Evaluation data collected as schools/LEAs complete modules  Schedule of revisions completed	Staff time Technology resources  Staff time Technology resources

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Formative and Summative Assessment</b>				
<p>Globally Competitive Students</p> <p>Twenty-first Century Professionals</p> <p>Innovation for Leadership</p> <p>Twenty-first Century Systems</p>	<p>6. To provide educators with tools to provide ongoing assessment, use the data to plan instruction and determine students' academic strengths, needs, and status in meeting the North Carolina Standard Course of Study</p>	<p>Expand the Governor's Formative Assessment Initiative</p> <p>Expand NC FALCON, the online professional development modules for the formative assessment process</p> <p>Explore options for including SMARTER balanced assessment items in Phase II of NC FALCON and other formative/summative assessment initiatives and decide on best inclusion in formative assessment</p>	<p>List of participating schools</p> <p>Phase II of NC FALCON available</p> <p>Overview of options and recommendations</p>	<p>Staff time Funding requirements and sources to be determined</p> <p>Staff time Funding requirements and sources to be determined</p> <p>Staff time Funding requirements and sources to be determined</p>

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Formative and Summative Assessment</b>				
Globally Competitive Students  Twenty-first Century Professionals  Innovation for Leadership  Twenty-first Century Systems	6. To provide educators with tools to provide ongoing assessment, use the data to plan instruction and determine students' academic strengths, needs and status in meeting the North Carolina Standard Course of Study	Continue to involve LEAs in the development of the Instructional Improvement System	Records of LEA use of secure and non-secure item banks in science and social studies to develop benchmarks at the LEA, school and classroom levels  Records of LEA use of secure and non-secure item bank in mathematics and English language arts to develop benchmarks at the LEA, school and classroom levels	Staff time Funding requirements and sources to be determined  Staff time Funding requirements and sources to be determined

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Formative and Summative Assessment</b>				
Globally Competitive Students  Twenty-first Century Professionals  Innovation for Leadership  Twenty-first Century Systems	6. To provide educators with tools to provide ongoing assessment, use the data to plan instruction and determine students' academic strengths, needs and status in meeting the North Carolina Standard Course of Study	Continue to involve LEAs in the development of the Instructional Improvement System  Continue refinement and extension of the Online Writing Instruction System	Written/electronics procedure for teachers to access repository where students load work and receive feedback  System examined for needed changes by  Long-range plans for expansion developed	Staff time Funding requirements and sources to be determined  Staff time Funding requirements and sources to be determined

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Formative and Summative Assessment</b>				
Globally Competitive Students  Twenty-first Century Professionals  Innovation for Leadership	7. To enhance the skills of administrators to establish teacher expectations for implementing the North Carolina Standard Course of Study with fidelity and thereby improving student achievement	Work with NC DPI Educator Recruitment and Development to establish a meeting time and agenda for meeting with executives  Develop specific agenda content for executives  Develop schedule and assign staff to make presentations  Develop materials for administrators' meeting  Analyze and report summative evaluation data (and comments) from the executives	Meeting request to discuss options  Copy of agenda  Schedule of meetings and assignments  Copy of materials to be used  Evaluation summary	Staff time  Staff time  Staff time Printing costs Travel costs  Staff time Printing costs  Staff time

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Formative and Summative Assessment</b>				
Globally Competitive Students  Twenty-first Century Professionals  Innovation for Leadership  Twenty-first Century Systems  Healthy Responsible Students	8. To teach and encourage students to set and assess progress toward their personal learning goals	Develop student ownership module as part of the NC Falcon formative assessment process to be used in the classroom and school	On-Line Module	Staff time Printing/web costs

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Next Steps (to Begin After Approval of the Plan by the State Board of Education)</b>				
Globally Competitive Students  Twenty-first Century Professionals  Innovation for Leadership  Twenty-first Century Systems  Healthy Responsible Students	9. To communicate the State’s literacy plan to educators, businesses, families and community stakeholders	Assign staff to develop a brochure and talking points to highlight and summarize the State Literacy Plan to be distributed at all presentations and available to LEAs and DPI partners  Request that the State Superintendent and Chairman of the State Board of Education discuss the State Literacy Plan with LEA superintendents at a quarterly meeting  Request that the Chairman of the State Board of Education write and post a blog about the importance of literacy, the North Carolina State Standards and the State Literacy Plan	Brochure developed          Information shared with superintendents          Blog posted	Staff time Technology resources Printing costs          Staff time          Time for the Chairman of the State Board of Education Technology resources

For additional information on working with parents, families and communities, please go to <http://www.ncpublicschools.org/parents/toolkit/> to access *Toolkit to a Guide to Effective Parent, Family, and Community Involvement in North Carolina Schools*.

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Next Steps to Begin After Approval of the Plan by the State Board of Education</b>				
<p>Globally Competitive Students</p> <p>Twenty-first Century Professionals</p> <p>Innovation for Leadership</p> <p>Twenty-first Century Systems</p> <p>Healthy Responsible Students</p>	<p>10. To communicate the State's literacy plan to educators, businesses, families and community stakeholders - continued</p>	<p>Request that the State Superintendent address the Literacy Plan in her opening comments on all list serves hosted by DPI</p> <p>Distribute an announcement about the link to the plan on the DPI list serves (teachers, administrators, partners and media). Include professional organizations and education partners on the announcements.</p> <p>Distribute electronic notice to public libraries asking them to make the plan available to families and the general public</p> <p>Explore options for airing Public Service Announcements (PSAs) regarding literacy and web banners</p>	<p>Comments posted on list serves</p> <p>Announcement posted</p> <p>Request sent</p> <p>Notice distributed</p> <p>Copy of PSA agreement and video of the presentation</p>	<p>Time for the State Superintendent</p> <p>Technology resources</p> <p>Staff time</p> <p>Technology resources</p> <p>Staff time</p> <p>Technology resources</p> <p>Staff time</p> <p>Production costs</p> <p>Travel costs</p>

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Next Steps (to Begin After Approval of the Plan by the State Board of Education)</b>				
Globally Competitive Students  Twenty-first Century Professionals  Innovation for Leadership  Twenty-first Century Systems  Healthy Responsible Students	10. To determine the extent to which DPI LEAs use the State Literacy Plan and the level of fidelity to the plan	Request that DPI staff who present at content area professional meetings/conferences address the State Literacy Plan in their session(s)  Assign staff to develop an online survey that will determine if LEAs have used the Literacy Plan  Include a continuum of options for LEAs to rate their fidelity of implementation  Distribute survey statewide to all LEAs  Review, analyze and report LEA survey results	Request distributed  Survey developed  Continuum developed  Survey and continuum distributed  Results reported	Staff time Technology resources  Staff time  Staff time Technology resources  Staff time Technology resources  Staff time Technology resources

State Board Goal(s)	Objective	Recommended Strategies	Outcome Measure(s)	Resources Needed
<b>Next Steps to Begin After Approval of the Plan by the State Board of Education</b>				
Globally Competitive Students  Twenty-first Century Professionals  Innovation for Leadership  Twenty-first Century Systems  Healthy Responsible Students	10. To determine the extent to which DPI LEAs use the State Literacy Plan and the level of fidelity to the plan - continued	Use survey results to determine what additional actions are necessary (by DPI) to ensure that each LEA has its own plan for implementing the North Carolina Standard Course of Study by 2012-2013 (2011-2012 for Information and Technology Essential Standards)  Work with the State Superintendent's Leadership team to ensure that NC DPI staff know and understand the State Literacy Plan	Action steps developed and implemented          Sessions for DPI staff completed	Staff time Electronic resources          Staff time Electronic resources

# APPENDICES

# **Common Core Anchor Standards (CCS)**

## **College- and Career-Readiness Anchor Standards (CCR)**

The Standards below define what students should understand and be able to do by the end of each grade. They correspond to the College- and Career-Readiness (CCR) Anchor and grade-specific standards and are necessary complements - the former providing broad standards, the latter providing additional specificity – that together define the skills and understanding that all students must demonstrate.

### **College- and Career-Readiness Anchor Standards for Reading K-12**

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## **College and Career Readiness anchor Standards for Writing K-12**

The Standards for K-12 define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) Anchor Standards by number. The CCR and grade-specific standards are necessary complements — the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

\*These broad types of writing include many subgenres.

([http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)).

## Recommendations for Reading Instructional Practices and Routines K-12

The challenge that confronts teachers and administrators is the need to view the evidence that they read through the lens of their particular school and classroom settings. They must determine if the instructional strategies and routines that are central to the materials under review are a good match for the particular children they teach. That is, are the instructional practices likely to provide their students with the types of experiences that research predicts will result in successful reading? The list of best practices in literacy presented previously may be used to frame questions that will be useful when considering whether there is a good fit between the program or approach under examination and a particular school or classroom setting. The International Reading Association recommends teachers and administrators ask the following questions when reviewing materials:

- Does this program or instructional approach provide systematic and explicit instruction in the particular strategies that have been proven to relate to high rates of achievement in reading for the children I teach?
- Does the program or instructional approach provide flexibility for use with the range of learners in the various classrooms where it will be used? Are there assessment tools that assist teachers in identifying individual learning needs? Are there a variety of strategies and activities that are consistent with diverse learning needs?
- Does the program or instructional approach provide a collection of high-quality literary materials that are diverse in level of difficulty, genre, topic, and cultural representation to meet the individual needs and interests of the children with whom it will be used?

In addition to examining the match between the instructional approach or program and the children they teach, administrators and teachers also must consider the match between the instructional approach or program and the resources available for implementation (e.g., Hayes, 1997; Richardson, 1994). Questions such as the following may help teachers and administrators assess appropriateness of resources and professional development opportunities:

- What instructional personnel will be required to effectively implement the program or instructional approach? That is, can the program be implemented by a classroom teacher alone, or will it require additional instructional personnel within or outside the classroom?
- What types of professional development will be necessary for effective implementation of the program or instructional approach?
- What adjustments to existing academic programs and practices will be necessary for effective implementation of the program or instructional approach?

[http://www.reading.org/Libraries/Position\\_Statements\\_and\\_Resolutions/ps1055\\_evidence\\_based.sflb.ash](http://www.reading.org/Libraries/Position_Statements_and_Resolutions/ps1055_evidence_based.sflb.ash)

x

## **Implementation and Use of the State Literacy Plan**

Information on the following pages on the status of implementation is adapted from the State Implementation and Scaling Up of Evidence-Based Practices (SISEP) and can be found at <http://sisep.fpg.unc.edu/tools>. The site also provides detailed resources, tools and references on

- why to focus on implementation when scaling programs in education,
- what are the characteristics of effective practices to scale throughout classrooms,
- who is needed to scale up effective practices and
- how to successfully implement and scale programs so that every student can benefit.

Please note that SISEP is one of several technical assistance centers funded by the U.S. Department of Education and its Office of Special Education Programs. The SISEP Center is focused on developing State capacity for large-scale implementations of evidence-based practices to produce good outcomes for all students. The SISEP Center works in collaboration with existing TA Centers to coordinate efforts, maximize benefits to states, and maximize the use of resources in each State.

Educators are strongly encouraged to use this site to monitor and evaluate the status of implementing any new initiative to ensure full implementation with fidelity.

**North Carolina State Literacy Plan**  
**Sample Survey of Implementation and Use by LEAs**  
(to be in electronic format and distributed online)

LEA Person Responding: \_\_\_\_\_

Position: \_\_\_\_\_ LEA: \_\_\_\_\_

1. Have you received and reviewed the 2012 edition of the North Carolina Literacy Plan?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If your answer is yes, please continue with the survey. If you have not previously seen the Plan, it is available online at \*\*\*\*

2. Was the Plan useful to you in developing an LEA plan?

\_\_\_\_\_ Yes \_\_\_\_\_ No

3. If yes to Number 2, which section(s) of the Plan were most useful to you? Please name the sections.

4. We will (please check one)

\_\_\_\_\_ adapt and use the State Literacy Plan as our LEA plan

\_\_\_\_\_ use some of the components of the State Literacy Plan in our LEA plan

\_\_\_\_\_ develop a separate literacy plan

5. What is the status of your LEA in developing a strategic literacy plan (either State Literacy Plan or LEA plan)? Please check one.

\_\_\_\_\_ **Exploration Stage:** actively considering the use of the State Literacy Plan/LEA plan but has not yet decided to actually begin using one. The group may be assessing needs, getting buy in, finding champions, contacting potential purveyors, or any number of things but have not decided to proceed.

\_\_\_\_\_ **Installation Stage:** has decided to use a particular innovation and is actively working to get things set up to use it. The group may be writing the plan, re-organizing a unit to do the new work, contracting with a purveyor, working on referral sources, working on funding sources, purchasing equipment, finding space, hiring trainers and coaches, or any number of things but the first practitioner has not begun working with the first client/consumer using the State Literacy Plan/LEA plan.

\_\_\_\_\_ **Initial Implementation Stage:** staff begins to use the State Literacy Plan/LEA plan and work with schools on its implementation

\_\_\_\_\_ **Full Implementation Stage:** Full Implementation lasts only as long as the 50% criterion is met

## How to Know a Good Adolescent Literacy Program When You See One: Quality Criteria to Consider\*

Policymakers, educators, parents, and other concerned stakeholders need to make informed decisions about literacy programs for struggling readers. No one program will solve the problem of low literacy levels that are prevalent among large numbers of middle and high school students. Yet, while more research needs to be done, there is widespread agreement about the key components of effective literacy intervention programs. It is critical that those in positions to make decisions about designing and implementing programs consider the following:

- Programs should be appropriate for both the reading level and the age level of the students involved.
- Programs should be flexible enough to allow for students' different learning styles, abilities, backgrounds, and interests.
- It is unlikely that any single program will address all the literacy needs of a school; schools are complex institutions composed of many different types of students who require different types of instruction.

In order to assess any literacy program, the following questions should be addressed:

- For what reading level is the program designed?
- Is there independent research about the program? If so, what does it say about the program's effectiveness?
- Has the program been demonstrated to be effective with the age group(s) and reading level(s) of the students in question?
- What sort of support (such as training) does the program offer the teacher?
- What is the cost, both direct and indirect, of the program?
- To what extent does the program require changes in the structure of the school or district?

Other considerations include how the program addresses the key reading elements outlined in research – motivation, fluency, vocabulary, comprehension, phonics and phonemic awareness, writing, and assessment.

Examples of such considerations include evaluating whether the program includes the components described below.

1. Motivation requires an explicit rationale that compels students to use reading to gain knowledge – the ultimate goal of any literacy program should be for students to use reading as a strategy for learning and a cooperative learning environment designed for students to discuss readings.
2. Fluency uses repeated readings, in which students read and reread passages, and• Includes guided readings accompanied by feedback to correct errors.
3. Vocabulary addresses strategies to learn new words through frequent contact with the same words (repetition), verbal and written use of learned vocabulary words (active engagement), learning vocabulary through direct instruction and read-aloud sessions and the use of technology to build vocabulary skills.
4. Comprehension skills require before, during, and after reading activities designed to access what the student knows about a particular topic, teaching components that enable students to evaluate a text

based on its structure and discern relative importance of parts of the text and to make connections between different portions of the text, teacher modeling that shows and teaches students effective strategies and opportunities for students to generate and answer questions that encourage higher-order thinking about reading passages .

5. Phonics and Phonemic Awareness provide direct instruction using explicit instruction plans, frequent practice of words in the context of their meaning and an emphasis on word recognition.
6. Writing must include writing about what the student reads and providing an audience for students' writing, and an environment in which writing is viewed as a five-stage process that requires outlining, drafting, revising, rewriting and publishing.
7. Assessment will require professional development to allow teachers to become skilled in determining and correcting the reading needs of students, making assessment a regular extension of instruction, monitoring student performance on a regular basis and including components to diagnose students' initial ability and also to assess how students are progressing.

\*This section is taken from Alliance for Excellent Education, *How to Know a Good Adolescent Literacy Program When You See One: Quality Criteria to Consider*. Issue Brief (Washington, DC: Alliance for Excellent Education, May 2004. Full brief is available online at [www.teacher.scholastic.com/products/read180/pdfs/CriteriaforAdolescentLiteracyPrograms.pdf](http://www.teacher.scholastic.com/products/read180/pdfs/CriteriaforAdolescentLiteracyPrograms.pdf)

## Comparison of Reading Strategies

In addition to reading printed text, today’s learners also use a variety of sources from the Internet to enhance their knowledge. While some literacy skills are the same for both printed text and the Internet, there are some differences as well.

Internet readers are reading expository text in a hypertext format where ideas are connected by links, headings, icons, and graphics. Yet, Internet reading appears to apply similar reading strategies as those used with print text reading. Figure 2 describes the reading strategies identified in the comprehension model and compares how these strategies are used when reading on the Internet. An additional strategy (navigate) has been added to the model to describe the skills needed by the Internet reader to not only make meaning from text but to also be able to locate the information within an Internet text ([http://www.readingonline.org/newliteracies/jaal/9-03\\_column/](http://www.readingonline.org/newliteracies/jaal/9-03_column/)).

Comparison of Reading Strategies		
	Print	Internet
Activate prior knowledge	Reader recalls experiences and information related to the topic	Similar strategies used
Monitor and repair comprehension	Reader adjusts rate depending on the purpose of the reading	Skimming and scanning become critical for reading sheer volume of text
Determine important ideas	Reader analyzes text to determine which parts are important for developing an understanding of the text	Similar strategies used
Synthesize	Reader sifts important from unimportant details to determine the kernel of the idea	Similar strategies used
Draw inferences	Reader reads between the lines, using background knowledge and text to help fill in the gaps	Similar strategies used
Ask questions	Questions give purpose to reading by motivating the reader to continue	Guiding questions must be in forefront of reader’s mind or getting lost or sidetracked is likely
Navigate	Reader uses the feature of print text to search for information (e.g., table of contents, glossary, headings)	Reader figures out features of the Internet in order to search for information (e.g., pop-up ads, downloading).

([http://www.readingonline.org/newliteracies/jaal/9-03\\_column/](http://www.readingonline.org/newliteracies/jaal/9-03_column/)).

## Summary Chart of Writing Performance Expectations

<b>Writing Rubric of the World-Class Instructional Design and Assessment (WIDA) Consortium*</b>			
<b>Grades 1-12</b>			
<i>*Adapted from ACCESS for ELLs Training Toolkit and Test Administration Manuals, Series 103 (2007-08)</i>			
<b>Level</b>	<b>Linguistic Complexity</b>	<b>Vocabulary Usage</b>	<b>Language Control</b>
6 Reaching**	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text: cohesion and organization.	Consistent use of just the right word in just the right place: precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-level assessments.
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended texts: cohesion and organization.	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.

**Writing Rubric of the World-Class Instructional Design and Assessment (WIDA) Consortium\***

**Grades 1-12 - continued**

*\*Adapted from ACCESS for ELLs Training Toolkit and Test Administration Manuals, Series 103 (2007-08)*

<b>Level</b>	<b>Linguistic Complexity</b>	<b>Vocabulary Usage</b>	<b>Language Control</b>
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original is limited to simple text; comprehensibility may be impeded by errors.
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impede in original text.

\*\*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

## Summary Chart of Speaking Performance Expectations

<b>Speaking Rubric of the World-Class Instructional Design and Assessment (WIDA) Consortium*</b>			
<i>*Adapted from ACCESS for ELLs Training Toolkit and Test Administration Manuals, Series 103 (2007-08)</i>			
<b>Level</b>	<b>Linguistic Complexity</b>	<b>Vocabulary Usage</b>	<b>Language Control</b>
1 Entering	Single words, set phrases or chunks of memorized language.	Highest frequency vocabulary from school setting and content areas.	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar.
2 Beginning	Phrases, short oral sentences.	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident.	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrase and short, simple sentences.
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail.	General and some specific language related to the content area; may grope for needed vocabulary at times.	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse.

**Speaking Rubric of the World-Class Instructional Design and Assessment (WIDA) Consortium\*- continued**

*\*Adapted from ACCESS for ELLs Training Toolkit and Test Administration Manuals, Series 103 (2007-08)*

<b>Level</b>	<b>Linguistic Complexity</b>	<b>Vocabulary Usage</b>	<b>Language Control</b>
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity.	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident.	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference.
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas.	Technical language related to the content area; facility with needed vocabulary is evident.	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and maybe typical of those an English-proficient peer might make.

\*\* English proficiency level 6 is not included in the speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.