

Partnering with Families and Caregivers

Science of Reading

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF EARLY LEARNING



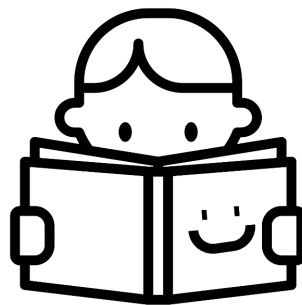
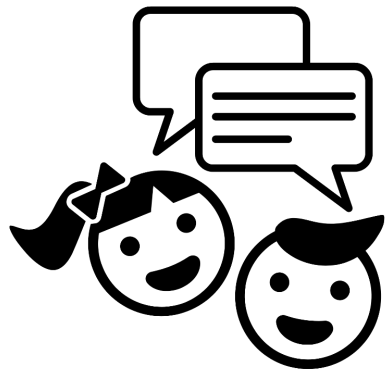
One of the most important gifts we can give our children is to help them learn to read and write so that they can succeed in school and beyond.

Reading Rockets:
[Reading 101: A Guide for Parents](#)



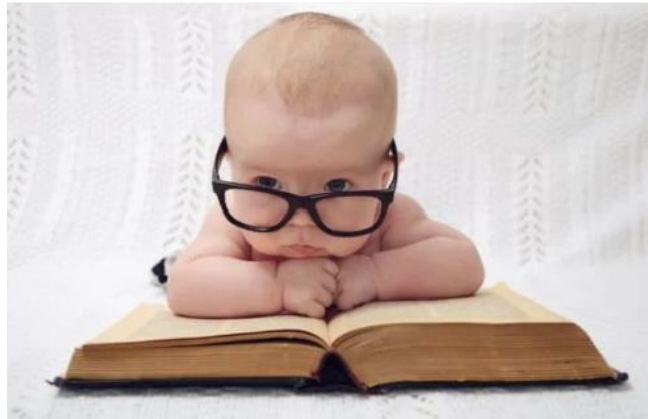
True or False?

**Children learn to read,
the same way they learn to talk.**



FALSE

Infants learn to speak by listening to and repeating sounds made by adults and connecting them to meanings.



Children do not naturally develop reading skill through exposure to text.

What are the next steps to language development?



Excellent Public Schools Act

- The Excellent Public Schools Act became law in July 2012 and was implemented in 2013-2014.
- During the summer of 2021, Senate Bill 387 was written to align literacy instruction with the Science of Reading and to modify the implementation of the NC Read to Achieve Program in order to attain statewide reading proficiency by the third grade.

This legislation is titled: Excellent Public Schools Act 2021



I've heard about the Science of Reading, but what does it mean?

Science of Reading means evidence-based reading instruction practices that address the acquisition of language, phonological and phonemic awareness, phonics and spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students.

SB 387 Part II

What IS the Science of Reading?

- A body of research from multiple disciplines
- 1,000's of studies supported by hundreds of millions of research dollars
- Research based on
 - HOW we learn to read
 - What goes wrong when students don't learn
 - What kinds of instruction work best for most students



Dr. Louisa Moats

What the Science of Reading is NOT?

- a program of instruction
- a one-size fits all approach
- a specific component of instruction
- a political agenda
- an ideology
- a philosophy

Dr. Louisa Moats



What the Research Tells Us

Statistical analysis to consider:

- Research shows that children who don't learn to read by the end of 3rd grade are likely to remain poor readers for the rest of their lives, and they're likely to fall behind in other academic areas, too.

APM Reports. Hard Words: Why aren't kids being taught to read? Emily Hanford. September 10, 2018.

- People who struggle with reading are more likely to drop out of high school, to end up in the criminal justice system, and live in poverty.

APM Reports. Hard Words: Why aren't kids being taught to read? Emily Hanford. September 10, 2018.

- The inability to read and understand health information accounts for \$232 billion spent in health care costs each year. Studies have linked low literacy to problems with use of preventive services, delayed diagnosis, adherence to medical instructions, and more.

Library Journal. How Serious Is America's Literacy Problem? Amy Rea. April 29, 2020.



Language Essentials for Teachers of Reading and Spelling (LETRS®)

North Carolina literacy professional development for administrators, instructional coaches, and pre-kindergarten - 5th grade teachers, including exceptional education and English language teachers.

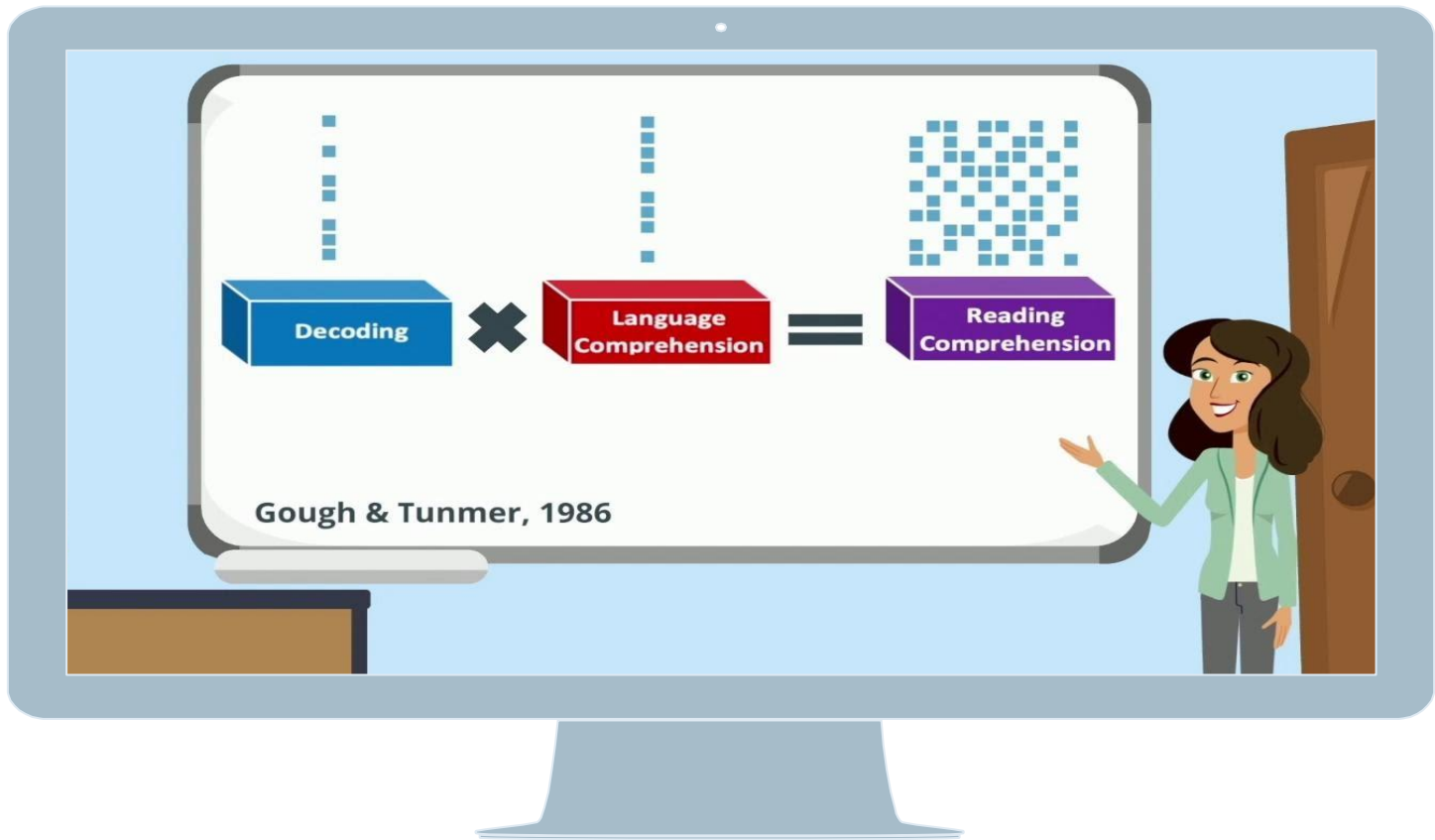
Science of Reading

Many Strands Are Woven into Skilled Reading



Scarborough's Reading Rope (2001)

Reading Model: Simple View of Reading



Listen to What Teachers and Coaches Are Saying About LETRS® ...

“I wish I had this information as a beginning teacher.”

Megan, 1st grade teacher, Davie County

“Teachers are excited about what they are learning. It has been great hearing teachers make connections with what they see and learn from LETRS. Through LETRS we are really able to dig deep into the data and use it to better inform our instruction.”

Lindsey, Instructional Support Specialist, Union county

“We have a much deeper understanding now of why it is so important to build that phonological awareness with our children.”

Rebecca, Instructional Coach, Columbus County

“LETRS activities have helped me identify some of the weaknesses of my struggling readers.”

Tyler, 3rd grade teacher, Columbus County

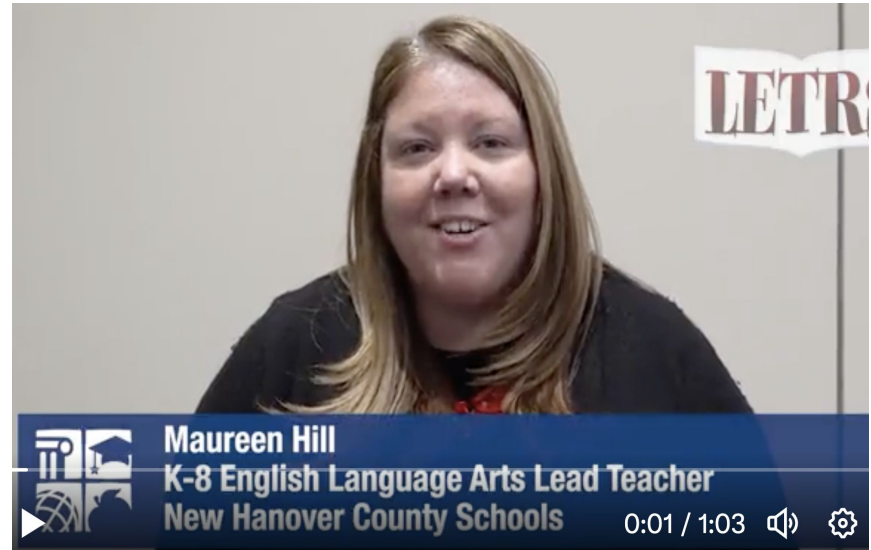
“LETRS has really given us a common language across the building, which supports our alignment and helping our children with their current reading skills level, regardless of grade level, standards, or complexity.”

Amy, Instructional Support Specialist, Union County

Why LETRS®?

“LETRS training not only gives our teachers those skills, but it’s going to empower them to make those instructional decisions to make a difference in the lives of all of our students.”

[CLICK FOR VIDEO](#)



A Few Key Points of Read to Achieve Legislation

- K, 1st, 2nd, and 3rd grade students shall be assessed with valid, reliable, formative and diagnostic reading assessments
- The reading assessment data will be used to identify root causes for difficulty with reading development and determine actions to address them.
- Parents will be notified if their child is not reading at grade level and possible retention or exemption for good cause. (Good cause exemption will be covered shortly.)
- Parents will be notified of retention and the reason their child is not eligible for a good cause exemption.
- Parents will be notified of a description or plan for reading interventions and supports.

Support: Literacy at Home



NC Digital Children's Reading Initiative

The North Carolina Department of Public Instruction Office of Early Learning has developed and released “Literacy at Home.” This digital resource provides literacy activities at each grade level, pre-kindergarten through fifth grade. Families and communities may access this resource for activities that specifically target the literacy skills of phonemic awareness, phonics, fluency, vocabulary, reading comprehension, and oral language. When children grow in each of these foundational areas they are well on their way to becoming proficient readers.

Support: Literacy at Home



Pre-K



Kindergarten



1st Grade



2nd Grade



3rd Grade



4th & 5th Grades



Online Libraries







SB 387 Legislation

Simply select the grade level suggested by your child's teacher and enjoy the shared literacy learning.

Support: mCLASS® Home Connect® Website

mCLASS® Home Connect® En Español

This site provides resources for families to practice and reinforce important literacy skills with their children who are being assessed with mCLASS reading assessments. For more information on how to navigate this site, [click here](#).

 Phonological Awareness 9 activities	 Phonics 13 activities	 Accurate and Fluent Reading 42 activities	 Reading Comprehension 73 activities
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What Can Parents and Caregivers Do to Support Their Child?

- Communicate regularly with teachers to be informed about your child's reading development.
- Address any concerns as early as possible.
- Ask, "How can I support my child at home?"
- Make note of important dates such as parent nights/conferences, progress reports and report cards, and assessments.
- Make sure your child is present and on-time for school.

What Can Parents and Caregivers Do to Support Their Child?

- Show that reading is valued. Read to your child, ask your child to read to you, and/or read together.
- It is recommended that children read at home for a minimum of 20 minutes daily.
- Visit libraries, book stores, and yard sales to create a home library.
- Expose your child to different types of reading materials.
- Use the Literacy at Home website to find resources and activities to support your child.

Resource: 5 Questions to Ask



5 QUESTIONS TO ASK YOUR CHILD'S TEACHER ABOUT LITERACY IN THEIR CLASSROOM

1 YOU WANT TO HEAR...

WHEN YOU ASK...
What does literacy time look like in your classroom?

- Curriculum and/or materials aligned to evidence-based literacy practices (science of reading)
- Systematic, explicit, direct
- Teacher directed with opportunities to practice skills until they are clearly mastered

- Students are encouraged to look at all the letters in a word and sound it out to figure out a word the student cannot yet read
- Based on the [Simple View of Reading](#): Word Recognition and Language Comprehension
- Connection between systematic phonics instruction, which is the instruction of connecting sounds to symbols based on an identified scope and sequence/order of teaching, and spelling instruction - instruction starts simple and becomes gradually more complex
- Grade appropriate literature

2 YOU WANT TO HEAR...

WHEN YOU ASK...
What literacy skills will my child learn?

YOU WANT TO HEAR...
Word Recognition Skills are the skills that develop your child's ability to actually read the words on the page! The teacher will teach your child to:

- Hear and play with the sounds in words
- Connect a symbol or letter(s) in words
- Blend sounds together to read a word
- Read words quickly and automatically
- Apply these skills to read grade appropriate text

Language Comprehension Skills are the skills that support your child's ability to make sense of what they read. The teacher will teach your child:

- Vocabulary words that help them understand the language of books and school (academic language)
- The structure of words and sentences to support understanding at the sentence level
- How to use what they know already and what an author says in a text to draw conclusions
- How to use the way a text is organized to understand it better

3 YOU WANT TO HEAR...

WHEN YOU ASK...
How will my child's literacy progress be measured?

- Assessment of literacy skills provides teachers the information they need to continue to support your child in becoming an independent reader.
- Teachers use a variety of formal and informal ways to determine literacy progress. Amplitude DIBELS 8 is the state provided assessment used to determine if a student is progressing appropriately in reading. The following skills are measured to monitor progress in becoming a skilled reader.

- **Phoneme Segmentation:** ability to break apart the sounds in words
- **Correct Letter Sound:** ability to connect sounds to the letter or letters that represent them
- **Words Read Correctly:** ability to blend sounds to read words
- **Word Reading Fluency:** ability to read whole words
- **Oral Reading Fluency:** ability to read grade appropriate text without getting too many words incorrect and at a speed that supports understanding
- **Basic Comprehension:** ability to read grade appropriate text and understand what was read

4 YOU WANT TO HEAR...

WHEN YOU ASK...
How will you determine if additional support is needed and who provides that support?

- Using the DIBELS 8 Universal Screener, educators on a team at the school level will determine if a child needs additional support.
- The team decides what type of support the child needs and will communicate that information to the student's caregiver.
- The support will be provided by an educator who has training in delivering the curriculum and/or materials.

5 YOU WANT TO HEAR...

YOU WANT TO HEAR...
Students' reading progress in literacy is communicated in multiple ways.

- In the fall, winter, and spring parents and/or caregivers should receive information communicating the student's reading skills based on the DIBELS 8 assessment as well as providing resources to support the student at home.
- If necessary, an individual reading plan is developed for students struggling to learn to read. This plan includes the data used to determine the student's need of an individual reading plan, supports for the students will be provided including resources to support the student that can be used at home.
- Parents and/or caregivers should receive a report card and/or interim report each quarter.

5 WHEN YOU ASK...

WHEN YOU ASK...
How and when will you communicate about my child's literacy progress?

SUPPORTING YOUR CHILD'S LITERACY AT HOME

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The [MCLASS Home Connect](#) site provides resources for families to practice and reinforce important literacy skills with their children who are being assessed with mCLASS reading assessments.





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NC Department of Public Instruction



5 QUESTIONS TO ASK YOUR CHILD'S TEACHER ABOUT LITERACY IN THEIR CLASSROOM

CONTINUED

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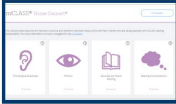
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Resource: Comprehensive Plan for Reading Achievement



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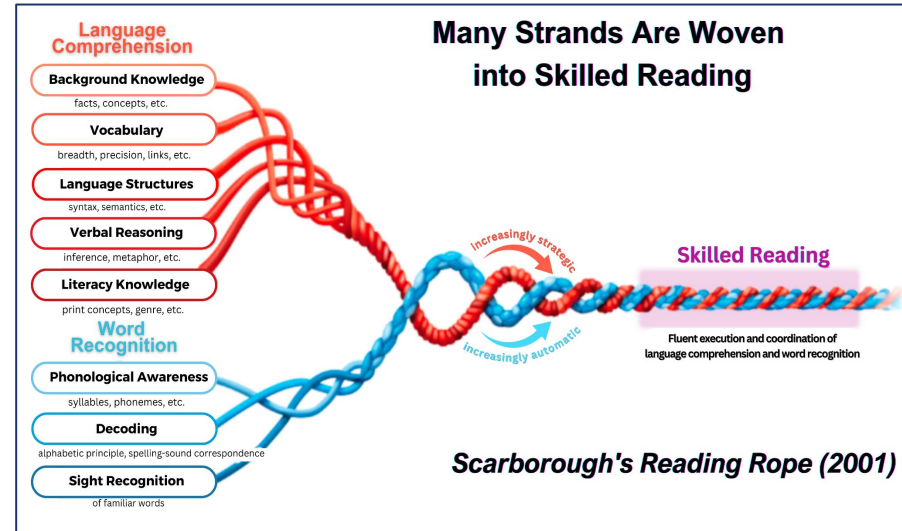
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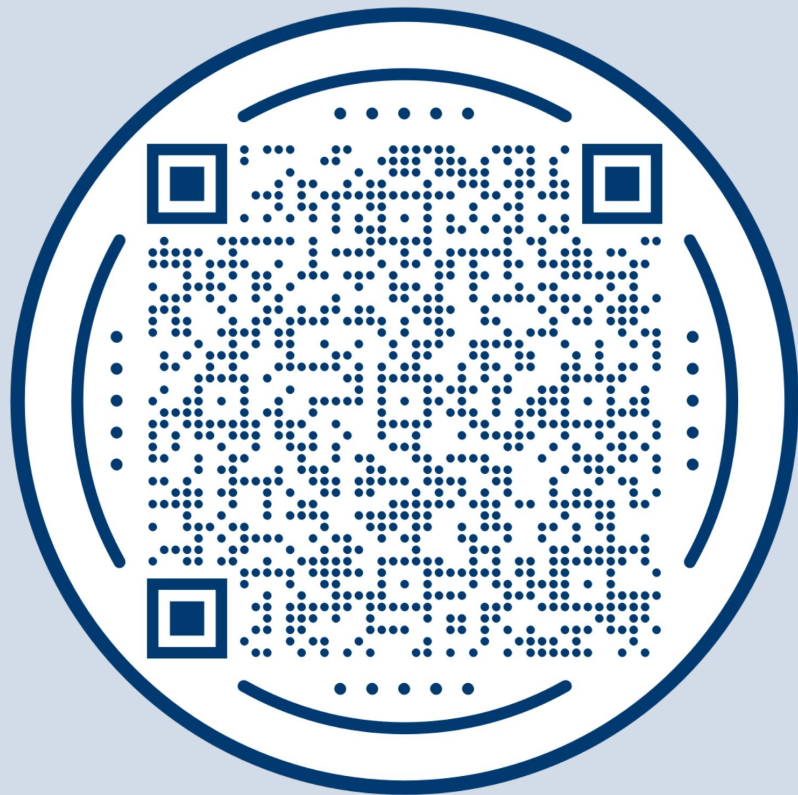
Resource: NC DPI OEL Literacy Webpages

Early Literacy Webpage



Science of Reading Webpage





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