

JULY 2020

K-3 LIT BITS

State Board Approves K-3 Literacy Assessment List

On July 9, 2020, the State Board of Education approved the following formative/diagnostic assessments for districts and charters to choose from for the 2020-2021 school year:

- Istation
- Northwest Evaluation System (NWEA) Measures of Academic Progress: Growth plus Reading Fluency
- STAR Early Literacy or STAR Reading Plus STAR Early Literacy
- I-Ready (pending finalization of EVAAS data verification)

The purpose of these assessments is to ensure that Kindergarten, first, second, and third grade students are assessed with valid and reliable measures in order to identify potential reading difficulties and inform instruction, per general statute 115C-83.6. Identified reading difficulties can then be addressed through appropriate instructional supports and services. The Office of K-3 Literacy will provide additional updates if the State Board of Education approves additional vendors or otherwise modifies the above list.

For the 2020-2021 school year, the assessment tool selected by the district will be administered to all fourth-grade students no later than the tenth day that school buildings are open, per Senate Bill 704, Section 2.7.(d). This is a one-time assessment; districts should work with their selected vendor to include this service in their licensing agreement. Statute does not require fourth-grade students to be assessed after taking the assessment at the beginning of the school year. Districts are not required to purchase an additional fourth grade assessment tool.

Funding allotted through PRC 085 will be available for expenditure on SBE- approved assessments. Consistent with allowable uses for 2019- 20, funds in PRC 085 may also be used for expenses associated with the reading assessment, and for instructional supports and services to address reading deficiencies.

The allocation for the Early Grade Reading Proficiency funds by the public school unit will be posted on the FBS website as soon as the final amounts are calculated. This allotment will be posted to PRC085 in a future revision.

PLEASE NOTE (to clarify questions we have received):

Information regarding expectations for benchmark dates (BOY, MOY, EOY) will be forthcoming.

Current law requires LEAs and charters to conduct a one-time make-up, third grade reading assessment to incoming fourth graders. This assessment must be completed within ten days after school buildings are opened for in-person instruction. The assessment may be given remotely. Schools should conduct the assessment early in the school year so as to best inform reading instruction. LEAs should select the one-time fourth grade assessment for diagnostic purposes from the [SBE approved Read to Achieve local Alternative Assessment list](#) (approved annually each September) or as provided in the [K-3 Literacy 2020-2021 assessment memo](#). Charter schools maintain their current assessment flexibility and may use a diagnostic system from the list or one of their own choosing. As provided each school year, the Grade 3 SBE Approved Read to Achieve local Alternative Assessment list will be approved by the SBE at the September meeting.

Birth - 3rd Grade Reading Definition

On July 9, 2020 the State Board of Education adopted the following definition of High Quality Reading Instruction:

A comprehensive approach to literacy encompasses reading, writing, speaking, and listening and occurs in a safe, nurturing, and culturally responsive environment. Learning to read is a continuum of knowledge and skills, beginning at birth with oral language development and progressing to the development of written language skills and knowledge of the world that continues until adulthood.

High quality reading instruction is grounded in the current science of reading regarding the acquisition of language (syntax, semantics, morphology, and pragmatics), phonological and phonemic awareness, accurate and efficient word identification and spelling, word knowledge, and comprehension. High quality reading instruction includes explicit and systematic phonics instruction, allowing all students to master letter-sound relations, and it is guided by state-adopted standards and informed by data so that instruction can be differentiated to meet the needs of individual students. Ultimately, the purpose of high quality reading instruction is to empower all children to become deep readers who have the foundational skills and word and world knowledge to read and understand increasingly complex text.

K-3 Literacy Hot Summer Topics

Hot Summer Topics is a video series based on the body of research known as the science of reading. Each week the K-3 Literacy team will release a short, informational video (with notes) on the [K-3 Literacy Padlet](#) and on [YouTube](#). These videos will provide a brief professional learning experience focused on the science of reading, explicit/systematic instruction, Institute of Education Sciences (IES) practice guides, instructional routines, implementation drivers, and assessment. By subscribing to the NCDPI YouTube channel, you will receive notifications when the videos become available on the K-3 Literacy Playlist each week. Feel free to share the K-3 Literacy Hot Summer Topics with your colleagues and friends!



Click Here

Hot Summer Topic #1: The Science of Reading

READ to ACHIEVE
K-3 Literacy Division
NC Department of Public Instruction

Meet Our New K-3 Literacy Consultants



Dr. Angela Preston serves as the K-3 Regional Literacy Consultant for the Southwest region. She has 16 years of experience in education as a special education teacher, graduate assistant, adjunct instructor, implementation specialist, and literacy coach. Angela's career began as a NC public school special education teacher. She earned a bachelor's degree in Special Education from Appalachian State University, a master's degree in special education, and a doctoral degree in special education both from UNC Charlotte. After earning her Ph.D., Angela spent time as an Implementation Specialist with the National Implementation Research Network (NIRN) on the State Implementation and Scaling-up Evidence-based Practices (SISEP) grant supporting state education departments to use evidence-based practices. Most recently, Angela served as the Literacy Coach for a nonprofit organization, Read Charlotte, working to improve literacy outcomes for students across the Charlotte area. Angela's special interests include supporting students identified with or at risk for disabilities, evidence-based practices, explicit instruction, literacy, MTSS, teacher preparation, and implementation science.

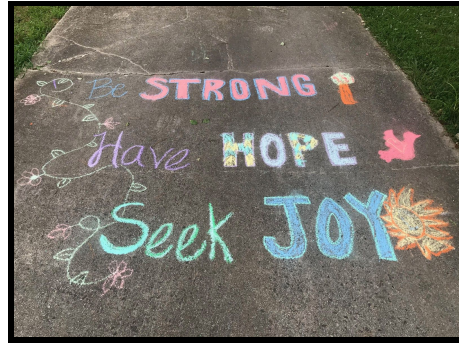


Mary Stanley Derfel serves as the K-3 Regional Literacy Consultant for the Piedmont Triad Region. Mary's 17 years of educational experience include serving as a classroom teacher, a curriculum facilitator, and instructional coach. She received her bachelor's degree in Human Relations from High Point University and then completed a Master's in Education from University of North Carolina at Greensboro in Curriculum and Instruction. In 2008, Mary earned National Board Certification in Literacy: Early and Middle Childhood and renewed this certification in 2018. She is passionate about empowering teachers with knowledge of evidence based instructional practices that positively impact literacy achievement and life outcomes for all students. Her special interests include studying and reading literacy research, as well as, collaborating with educators to bridge research and practice.



Kelley Murray Bendheim serves as the K-3 Regional Literacy Consultant for the Northwest region. She has 17 years of experience in education as a teacher, interventionist, instructional coach, literacy lead, and district Early Learning coordinator. Kelley also served as the Executive Director of a non-profit focused exclusively on supporting the PreK-3 literacy needs of a school district through professional development, PreK expansion, and coaching/professional learning support for district staff. She has her undergraduate degree in Early Childhood Education from James Madison University and her Masters degree in Curriculum and Instruction from Appalachian State University. Currently, Kelley is pursuing her Doctorate in Educational Leadership with a focus on Literacy Exceptionalities from Appalachian State University. Her special interests include reading research, curriculum and instruction, early childhood, connecting communities and schools to support early literacy instruction, and collaborating with colleagues to ensure reading success for students in K-3.

Spreading Hope and Encouragement



*At the end of the day all you need is hope and strength.
Hope that it will get better
and strength to hold on until it does. - Unknown.*



[Click to Play](#)



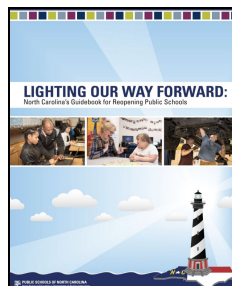
Check Out What's New

On Wednesday, July 15th, the Reading League North Carolina held their launch event! The Reading League's mission is to advance the awareness, understanding, and use of evidence-aligned reading instruction in schools. It was an exciting and informative evening centered around the science of reading. For more information you can visit the Reading League NC website at <http://thereadingleaguenc.org/>.
Check out resources by clicking the pictures or links below:

Instructional Resources



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[Click to see RL NC Launch](#)