

Partnering with Parents and Caregivers: Read, Lead, Succeed

*Office of Early Learning
North Carolina Department of Public Instruction*



AN INTRODUCTION TO THE SCIENCE OF READING FOR PARENTS AND CAREGIVERS

The Science of Reading

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**

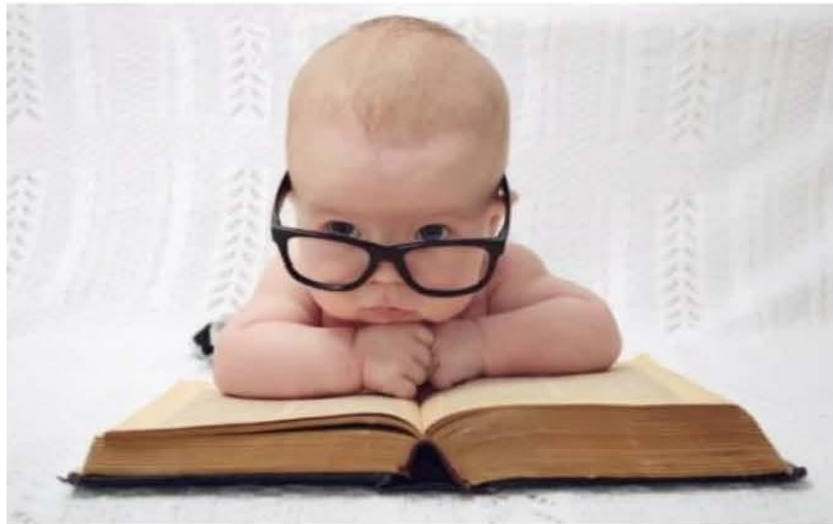


True or False?

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



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



What is a Structured Literacy Approach

- Explicit, systematic teaching
- Formal and informal assessments are used to develop and inform individualized student instruction
- Applies current science of reading research



Senate Bill 387 Part II: Science of Reading



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.

What is the Science of Reading?

- A body of research from multiple disciplines
- Thousands 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 kind of instruction works best for most students



Dr. Louisa Moats

What the Science of Reading is NOT

- A program of instruction
- A one size fits all approach
- Phonics alone or a single component of instruction
- A political agenda
- An ideology
- A philosophy

Adapted from Dr. Louisa Moats



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

North Carolina Literacy Professional Learning for Administrators, Instructional Coaches, and Pre-Kindergarten - 5th Grade Teachers, including Exceptional Education and English Language Teachers



[State Superintendent Truitt's message on changing North Carolina's educational status quo](#)



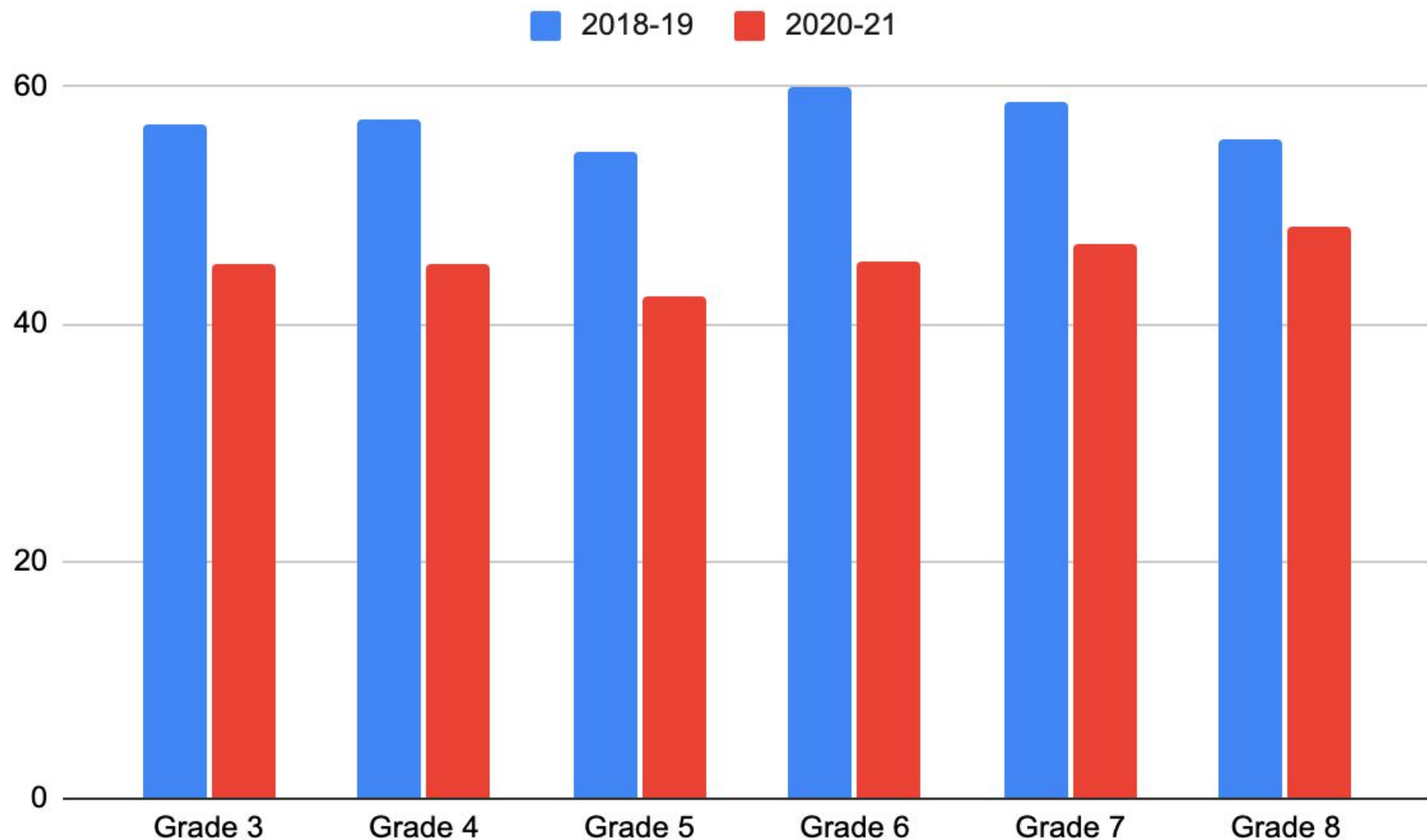
The Science of Reading

Tools and Resources to Support Your Literacy Instruction



2018-19 vs. 2020-21 EOG Reading Data

Percent Proficient

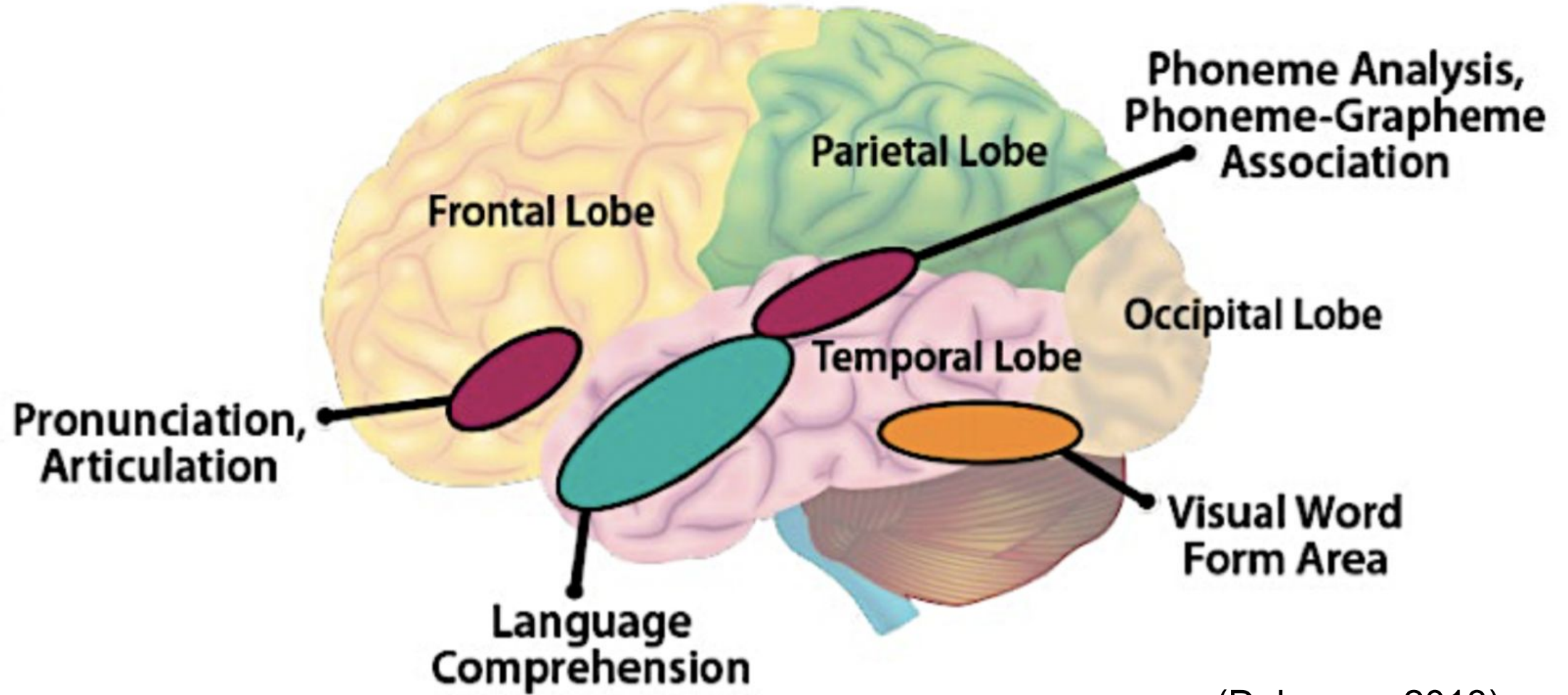


This is what we know broadly:

Statistical analysis to consider:

- Research shows that children who don't learn to read by the end of third 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 to 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.

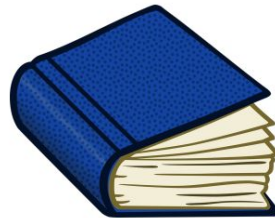
The Reading Brain



(Dahaene, 2013)

LETRS Overview

- ❑ Administrator LETRS Training
- ❑ Early Childhood LETRS Training
- ❑ K-5 LETRS Training



Reading
Component



Online
Component

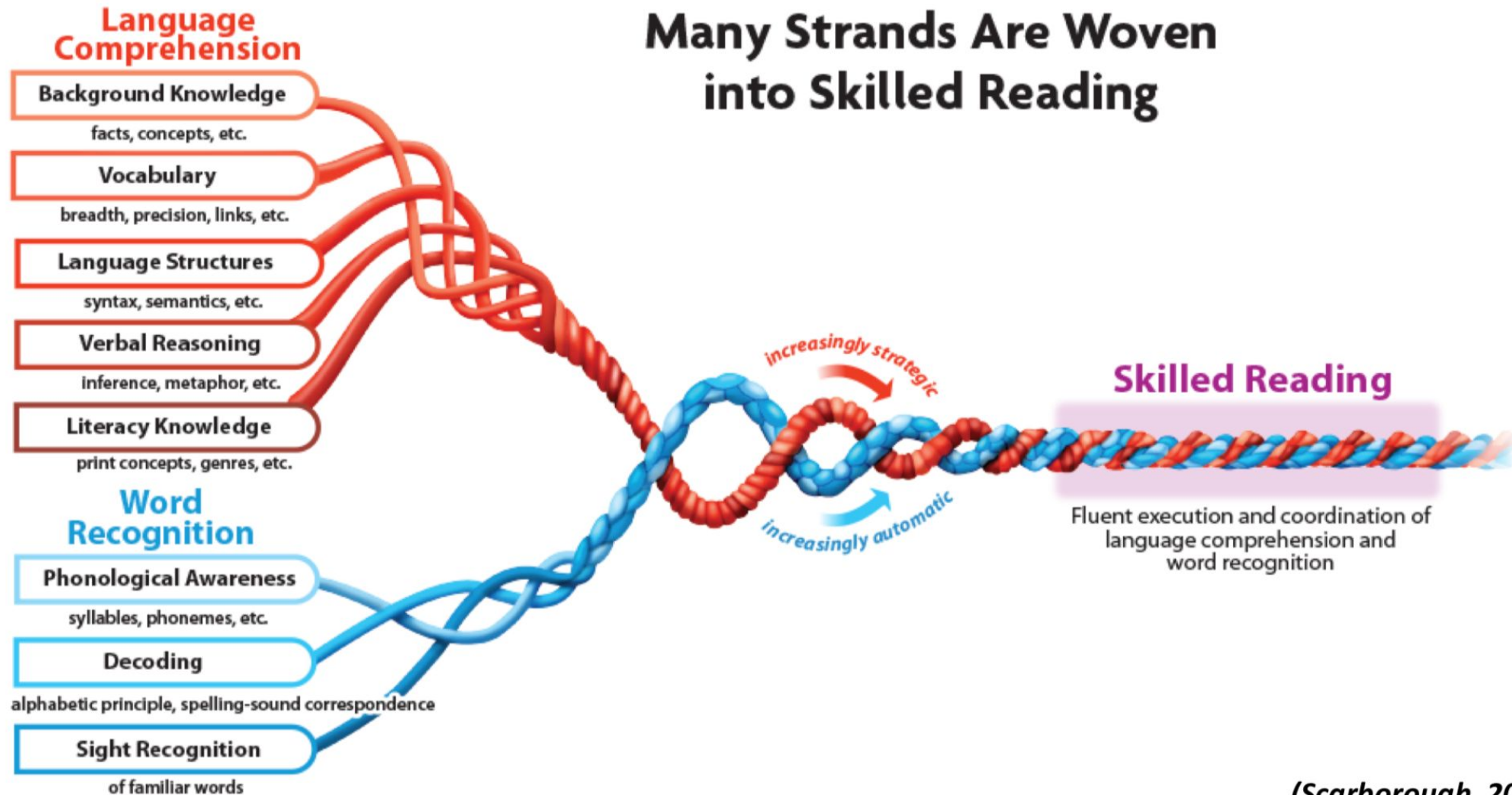


Bridge to
Practice
Activity



Get ready for
the Unit
Assessment

Scarborough's Reading Rope



(Scarborough, 2001)

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 that data and use it to better inform our instruction”

Lindsey, Union County Instructional Support Specialist

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

Rebecca, Columbus County Instructional Coach

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

Tyler, 3rd grade teacher Columbus County

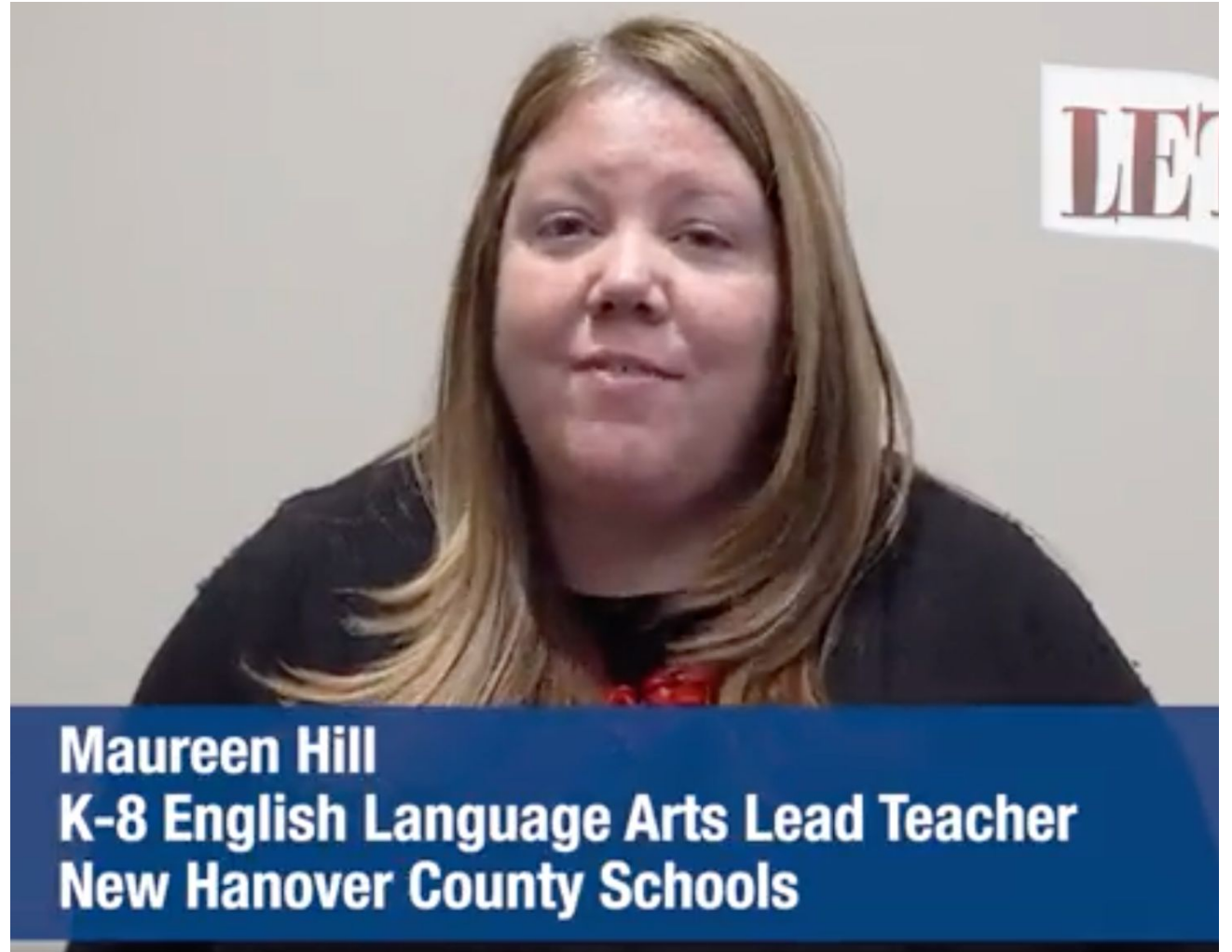
“LETRS has really given us a common language across the building, which supports our alignment and helping our children with their current reading skills level regardless of grade level, standards, or complexity.”

Amy, Union County Instructional Support Specialist

Why LETRS®?

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

[Click for video](#)



Maureen Hill
K-8 English Language Arts Lead Teacher
New Hanover County Schools

Support

Digital Children's Reading Initiative

Literacy at Home: Digital Children's Reading Initiative



LITERACY AT HOME

NC Digital Children's Reading Initiative



 **OFFICE OF EARLY LEARNING**
NC Department of Public Instruction



Pre-K



Kindergarten



1st Grade



2nd Grade



3rd Grade



4th & 5th Grades



Online Libraries



SB 387 Legislation

Simply select reading level identified by the child's teacher and enjoy the shared reading experience.

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 your home library.
- Expose your children to different types of reading material.
- Use the Digital Children's Reading Initiative website to find resources and materials to support your child.

NC Amplify

Amplify.

Programs ▾

Services

Resources ▾

Community

Support

📍 US ▾

Contact Sales

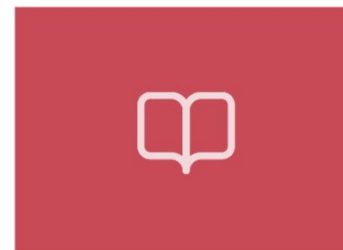
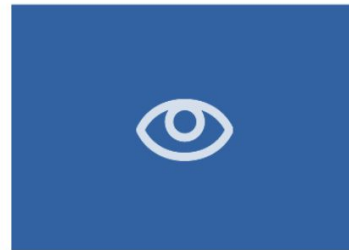
Shop

Login



Welcome, North Carolina educators!

North Carolina's Department of Public Instruction (DPI) selected mCLASS DIBELS 8th Edition as the state's K-3 Literacy Assessment. mCLASS is an integrated literacy system based on the **Science of Reading**. mCLASS has been revised and upgraded from the assessment NC districts have used in the past, based on the latest research and the Science of Reading. It is a valid and reliable assessment, supporting universal literacy screening, screening for risk of dyslexia, and progress monitoring.



2021-22 Read to Achieve Implementation Guide

NORTH CAROLINA
Read to Achieve
Implementation Guide

October, 2021



North Carolina Department of
PUBLIC INSTRUCTION

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Section III: Early Literacy Program & Professional Development

Section IV: Educator Preparation Programs

Section V: Literacy Curriculum and Instruction Aligned to Read to Achieve

Section VI: Literacy Interventions and Individual Reading Plans

Section VII: Reading Camps, Bonuses & Excellent Public Schools Act Funds

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Section XI: Glossary

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NCDPI Office of Early Learning

Early Literacy



Science of Reading

Science of Reading Resources

Introduction and instructional resources to support NCDPI's Science of Reading initiative.

Visit the Science of Reading page →

