LIS Defined:
Instructional Examples & Glossary

North Carolina Department of
PUBLIC INSTRUCTION

Division of Academic Standards

LIS Defined: Instructional Examples & Glossary

On October 7, 2021, the North Carolina State Board of Education approved the Literacy Instruction Standards (LIS) as outlined in Section V of SB 387: Excellent Public Schools Act of 2021. The LIS serve as a framework for the development and alignment of curriculum and instruction for all public schools. These standards are defined as a level of quality and equity to be used consistently within core literacy instruction statewide.

While the NC Standard Course of Study (NCSCOS) sets student expectations, the LIS and their associated instructional practices set expectations for teaching literacy. The Grades 3-5 LIS are anchored by eleven components: 1) Reading Materials, 2) Phonics, 3) Academic Language & Vocabulary, 4) Fluency, 5) Comprehension: Discussion & Writing, 6) Comprehension: Strategy Instruction, 7) Comprehension: Knowledge Building, 8) Writing, 9) Observation & Assessment, 10) Small Group Instruction, and 11) Engagement. Grounded in these eleven components of literacy instruction, the LIS can be used to ensure that all 3-5 teachers across North Carolina have a common understanding and delivery of literacy instruction.

This document outlines the 3-5 LIS (2021) in a format that includes an instructional example of what each LIS may look like in practice. The LIS appear in the left column with glossary terms in bold. The middle column contains an instructional example of the LIS. The right column is the glossary. The purpose of this document is to provide instructional examples that incorporate practices from each LIS for grades 3-5.

The instructional examples are not intended to be the curriculum, nor do they indicate the whole of a curriculum to be written by a Public School Unit (PSU). The instructional examples do not include all of the LIS practices listed for each LIS and do not serve as the only method for addressing the LIS. The examples and glossary terms in this document are intended to assist in the planning of local curriculum and classroom instruction. Educators should use their professional judgment when developing curriculum and instruction that utilize the LIS and their accompanying practices and when adapting and aligning the instructional examples for their content area's Standard Course of Study (NCSCOS). *Please note:* While the LIS have been developed by grade bands, they should be used in tandem with appropriate grade-level texts of increasing complexity in order for students to fully meet the demands of the NCSCOS.

The LIS will be fully implemented in all districts beginning in the 2024-2025 school year.

Literacy Instruction Standard	Instructional Examples	Glossary
Reading Materials		
Intentional opportunities and **instructional support** for students to **access**, read, and **interpret** a variety of **types** and **modes of text**	As a culminating task for a text in a text set, the teacher instructs students to conduct a research project on a topic. The research must answer the essential question for the lesson(s). Using wide reading sources compiled by the teacher, students choose the sources and information that would best support their research. Knowledge gained from the text set would support their understanding of the wide reading resources and vice-versa. The teacher models and discusses how text selection is key to providing a detailed and comprehensive picture of a particular topic. The teacher ensures this discussion entails how an author's point of view and perspective impacts how information is provided. This discussion should inform how information taken from those sources is considered and utilized in the research.	**Intentional:** deliberate, purposeful; done by design **Instructional Support:** a system of temporary scaffolds that ensure that all students can meet high expectations and rigorous standards as they work towards independence **Access:** ability to obtain, examine, retrieve, or make use of **Interpret:** to explain or tell the meaning of; present in understandable terms **Types of Text:** a particular genre or subgenre **Modes of Text/Text:** forms of communication that we read, view, and listen to and that we create in order to share meaning; Many texts are multimodal, integrating images, written words and/or sound
Phonics		
Explicit instruction in **sound-spelling patterns** and common **word parts**	The teacher reads a list of derivatives with a common "trait" (e.g., adaptable, compressible, attachable, comfortable) and guides students to notice the similar sounds and sound-syllable correspondence. he teacher then asks students to apply this to an additional list of words with the same	**Explicit Instruction:** a way of teaching where the teacher selects an important objective, specifies the learning outcome, designs structured instructional experiences, explains directly, models the skills being taught, and provides scaffolded practice and feedback to help a student achieve mastery

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	"trait." The teacher facilitates class discussion on what that specific "trait" does to the meaning of a word. Finally, the teacher has students apply their learning to a text, reading a text selection and filling out a 3-column chart. The first column is for the word that contains the "trait." The second column requires students to write the pronunciation of the word. The third column is for writing the inferred meaning of the word. The teacher has students keep a running journal, adding to it each time they come across a new word that contains the "trait."	**Sound-Spelling Pattern:** the pattern between speech sounds and the letter groups that represent them **Word Parts:** letters, onsets, rimes, syllables that, when combined, create words with meaning. Word parts include affixes (prefixes and suffixes), base words, and word roots
Academic Language and Vocabulary		
Intentional instructional opportunities for students to learn and use **academic language** skills, including **vocabulary knowledge**, across content areas	Prior to a close read, the teacher models how students could use a four square graphic organizer to determine the meaning of a word chosen from the text. The teacher models writing the word in context, identifying the explicit details that can be used to support understanding of the word (context, word parts, word relationships), explaining how that detail helps determine the meaning of the word (e.g. "How does the information provided here help me determine the meaning of this word?") , and writing a self-determined interpretation of what that word means (e.g., Based on this information, I think the meaning of _____ is…). The teacher then instructs students to independently use this organizer to determine the meaning of additional pre-determined words.	**Intentional:** deliberate, purposeful; done by design **Academic Language:** the oral and written language of school that is necessary for thinking about and communicating content within and across disciplines **Vocabulary Knowledge:** the knowledge of words as well as the meaning of words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships); involves word learning strategies

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Fluency		
Intentional and authentic instructional opportunities to build **oral reading fluency** and silent reading proficiency to support comprehension of increasingly complex, grade-appropriate text	The teacher performs a close reading of a story that contains dialogue. The teacher models how an understanding of the text should reflect the connection between its content, the rate in which it is read, and the expression of the reader. The teacher rereads the story, this time prompting students to echo read. The teacher stops throughout the echo read to ask students probing questions as to why the teacher's rate and prosody change during certain sections. The teacher instructs students to partner read a selection in order to apply this learning to their own reading and answer additional text-dependent questions to ensure that students are reading for understanding as much as they are for rate and accuracy. The teacher instructs partners to provide feedback to one another on their use of rate, accuracy, and prosody. The teacher then supports students in selecting and engaging in wide reading of connected texts in order to further practice their fluency independently.	**Intentional:** deliberate, purposeful; done by design **Oral Reading Fluency:** the ability to read connected text with appropriate rate, accuracy, and expression (prosody)
Comprehension: Discussion and Writing		
Intentional instructional opportunities for students to **construct meaning** through **higher-order** discussion and writing about/in response to the ideas within and across texts	The teacher intentionally selects a complex text that contains rich content and language worthy of discussion. The teacher then engages students in discussion of a close reading, focusing on how key details in a text support the main idea. The teacher asks students to elaborate and add onto the	**Intentional**: deliberate, purposeful; done by design **Construct Meaning:** making sense of a text by connecting one's own knowledge and experiences **Higher-Order:** level of thinking that

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	presented ideas, using their class discussion sentence stems, such as: "I agree/disagree with ____ because ____" and "I was thinking about what ____ said, and now I am wondering ____?" Other stems could be centered on the following ideas: answering, questioning, adding onto, agree/disagree, seeking clarification, restating, and supporting. Following the discussion, the teacher instructs students to write an explanatory paragraph that states the main idea, recounts key details from the text, and explains how those key details support the main idea.	includes 'transfer' of knowledge to new contexts, 'critical thinking' and 'problem solving'; may include Bloom's Revised Taxonomy, Depth of Knowledge, ACTFL, etc.
Comprehension: Strategy Instruction		
Explicit instruction in **text structure** and **strategies to support comprehension**	The teacher assesses prior knowledge by co-creating an anchor chart with the class that contains common signal words for informational text structures (description, sequence/chronology, cause/effect, problem/solution, compare/contrast). The teacher then models how identifying signal words can help to identify the text's structure. As part of this instruction, the teacher ensures that students understand that signal words must be considered in context. The teacher instructs students to think about their understanding of how a signal word is being used in order to fully comprehend how or if that word contributes to the text's structure. The teacher then instructs the students to	**Explicit Instruction:** a way of teaching where the teacher selects an important objective, specifies the learning outcome, designs structured instructional experiences, explains directly, models the skills being taught, and provides scaffolded practice and feedback to help a student achieve mastery **Text Structure:** different ways of organizing the information in texts depending on their purpose. Common text structures include compare-contrast, problem-solution, cause-effect, time sequence (timeline), description, chronology, and story structure

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	work in pairs and read different texts from a text set on a shared topic that utilizes different text structures. Student pairs discuss the structures of their two texts and how they identified each structure. For signal words that supported their determination, students add them to the class anchor chart using sticky notes. The teacher brings the class back together and uses a Venn diagram to collaboratively compare and contrast the structures of the two texts, debriefing students' findings.	**Comprehension Strategies:** instructional techniques, routines, and procedures that help readers make sense of texts and strengthen the cognitive skills involved in reading comprehension, including summarization, prediction, inferring word meanings from context, etc.
Comprehension: Knowledge-Building		
Intentional and ongoing instructional opportunities for students to **build and connect knowledge** to support their understanding of ideas within and across text	The teacher performs a close reading with text from a text set that builds knowledge of a specific topic from multiple points of view. The teacher prefaces the reading by questioning students about how a personal opinion or bias can influence how a story is told. The teacher pauses at different points in the story and asks students to discuss with partners some of the following types of questions: Who is telling the story? How does this affect the events of the story? Why do you think the narrator described the events the way he/she did? This part of the story made me think/feel _____, because _____. Following the reading, the teacher instructs students to select 5 excerpts from the story that express a particularly strong statement about the chosen topic and explain how the author's point of view may have impacted that statement.	**Intentional:** deliberate, purposeful; done by design

Build/Connect Knowledge: activating and connecting to what students already know and expanding upon it with new content and concepts; types of knowledge used in cognitive processes include factual, conceptual, procedural, and metacognitive |

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	The teacher has students repeat this task with the other texts from the text set. After each consecutive text, the teacher instructs students to add to a graphic organizer that summarizes their findings about the topic and connects to the knowledge they gained from previous texts in the set. As a cumulative task, students are asked to formulate their own opinion of the topic and write an opinion piece to convince a reader of their perspective using explicit details from the texts.	

Writing

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Explicit writing **instruction** and **meaningful** opportunities to write for a variety of **purposes** and **audiences**	As a culminating task for a text set, students are instructed to collaboratively create an informational website on a topic with a partner. The teacher shows students a model informational site and has them explore its available features, its information within, and its effectiveness with communicating its message. Through gradual release, the teacher starts by showing students how main ideas can be determined from the information given and can be used to create a basic outline for the site. The teacher then guides students through this, discussing how facts, images, and structure all support the topic. Finally, students are instructed to complete the outline independently, the results of which are discussed as a class.	**Explicit Instruction:** a way of teaching where the teacher selects an important objective, specifies the learning outcome, designs structured instructional experiences, explains directly, models the skills being taught, and provides scaffolded practice and feedback to help a student achieve mastery **Meaningful:** having a purpose or significance; authentic and relevant **Purposes:** the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **Audiences:** the people who watch, listen to, view, and/or read something presented

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	The teacher then instructs partners to create their own outlines and establish what information should be taken from the texts and what are the most effective ways to communicate that information on the website. The teacher provides students with a rubric to guide their thinking for the final product. The teacher instructs students to work through the writing process, receiving feedback from the teacher. The teacher has students publish and present their informative sites to the class and creates a resource hub that contains the class' work for students to use as reference in the future.	
Observation and Assessment		
Ongoing observation and assessment of students' language and literacy skills to design **responsive instruction**	The teacher assigns a cumulative task for a close reading that requires students to create a digital informational presentation. Based on observed and assessed needs during classroom discussion, the teacher determines the class needs additional explicit instruction on a particular element of the rubric. The teacher creates a non-model presentation that includes distracting fonts or animation, extended video clips, poor image quality, and/or distracting sound effects. The teacher facilitates discussion around why these examples were ineffective and how they could have been more deliberate. The teacher models the creation and use of multimedia, guides students through creating	**Ongoing Observation and Assessment:** a combination of formal and informal techniques teachers use continuously to frequently evaluate students, so instruction can be adjusted to help them reach targeted achievement goals **Responsive Instruction:** making teaching decisions based on students' performance to directly shape how future instruction is provided

North Carolina Department of
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Division of Academic Standards

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	an example, and then supports students as needed while they practice creating examples with a partner. As part of the formative assessment process, the teacher instructs students to revise and draft their presentation based on the provided feedback and classroom discussion. The teacher directs students to self-assess using the rubric and identify which parts can be supported more clearly and effectively. The teacher holds teacher-student conferences to discuss their self-assessments, what went well, and what the opportunities for growth are.	
Small Group Instruction		
Personalized small group **instruction**, integrating a variety of grouping approaches, that targets students' needs in specific literacy skills and grade-level standards based on observation and assessment	The teacher uses fluency data from lesson observations, student work, diagnostic assessments, and progress monitoring to assign students with similar strengths and needs to flexible groupings for targeted instruction. In order to increase student understanding of text, the teacher provides explicit small group instruction for the personalized fluency groups' needs (e.g., word recognition and/or decoding, reading rate, and prosody). The instruction, time, content, and level of support vary, based on the students' needs. While providing instruction, the teacher provides specific and timely feedback based on student responses. The teacher then instructs students to	**Personalized Instruction:** instructional approaches/strategies intended to make each student's educational experience responsive to his or her talents, interests, and needs

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	collaboratively apply the learning taken from the small group to a partner reading. The teacher provides guidance and expectations for this routine, so that partner reads effectively build students' individual needs and culminate in a better understanding of the text. The teacher continues to meet with each small group and adjusts groupings to reflect student progress and current needs.	
Engagement		
Intentional efforts to foster literacy **engagement** as students learn and use reading, writing, and oral language within ELA and **content-area instruction**	As a culminating task, the teacher instructs students to take a stance of their choice on a question related to a topic from the text. The teacher instructs students to write a letter to a targeted audience, with the goal of convincing them as to why their stance is the appropriate one and how/why they should take action. The teacher then instructs students to find a classmate that has a differing stance and read their letter to their partners as if that was who the letter was to. Following this activity, the teacher provides students with the opportunity to either change stances or stick with their original stance in response to the assertions that were made. The teacher facilitates a class discussion on the stances that were taken, changes in stances that were made, and the reasonings why they were made.	**Intentional:** deliberate, purposeful; done by design **Engagement:** the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of desire they have to learn and progress in their education; includes intellectual, emotional, behavioral, physical, social, cultural engagement **Content-Area Instruction**: development of the ability to read, write, and comprehend information in and across content areas

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