LIS Defined:
Instructional Examples & Glossary

North Carolina Department of
PUBLIC INSTRUCTION

Division of Academic Standards

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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 6-8 LIS are anchored by 8 components: 1) Reading Materials, 2) Academic Language & Vocabulary, 3) Comprehension: Discussion and Writing, 4) Comprehension: Strategy Instruction, 5) Comprehension: Knowledge-Building 6) Writing, 7) Observation and Assessment, 8) Engagement. Grounded in these 8 components of literacy instruction, the LIS can be used to ensure that all 6-8 teachers across North Carolina have a common understanding and delivery of literacy instruction.

This document outlines the 6-8 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 6-8.

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 Example	Glossary
Reading Materials		
Intentional opportunities and **instructional support** for students to **access**, read, and **interpret** a variety of **types** and **modes** of **text**	The teacher provides students with a constrained set of grade-level texts in a variety of genres and formats that have discipline-specific organization and structure on a particular topic. The teacher asks students to choose a text from this constrained set for independent reading. Before reading, the teacher asks students to create a list of items they already know about the topic and the genre or format. After independently reading, students refer back to their list to confirm, add to, or revise their ideas based on the information they read in the text. The teacher repeats this over time with students choosing different texts each time and adding to what they already know about the topic, genre, and format.	**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
Academic Language and Vocabulary		
Intentional instructional opportunities for students to learn and use **academic language** skills, including **discipline-specific** vocabulary	The teacher selects academic (Tier II) and discipline-specific (Tier III) words from a text that contain multiple affixes (e.g., discontinuously) and writes or projects those words on the board.	**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

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	With prompting from the teacher, the students work collaboratively in small groups to identify the root and the affixes of each word. The teacher asks students to label the meanings of each word part and consult reference materials, if needed. The teacher then has students list as many words containing the roots and affixes that they can think of in order to activate their prior knowledge. Together as a class, the teacher and students combine the different meanings of the word parts in order to determine the definition of the original words.	**Discipline-Specific Vocabulary:** the specialized language around a particular topic needed to successfully comprehend material within a specific discipline (Tier III)
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 disciplines	The teacher models how to write a summary of a discipline-specific text by listing important details from the text. The teacher and class collaboratively complete a graphic organizer that has the following components: main idea, key detail 1, key detail 2, key detail 3, summary statement. The teacher then leads a discussion by using systematic questioning (e.g. what is the central idea of the text? Which details support your analysis of the text?) to engage students in the summary writing process with a new text on a similar topic related to the unit of study.	**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 includes 'transfer' of knowledge to new contexts, 'critical thinking' and 'problem solving'; may include Bloom's Revised Taxonomy, Depth of Knowledge, ACTFL, etc.

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Comprehension: Strategy Instruction		
Explicit comprehension strategy instruction, including **text structure** and **metacognitive** strategies, both general and discipline-specific	The teacher supplies students with several historical texts related to one event or historical period. The teacher models with one text, how a historical text constructs time and causation. The teacher explains the who, what, where, when, and why of the text topic. The teacher also models how to retrieve the main idea from the text in relation to the context of the historical event. The teacher provides students with several texts and a graphic organizer that has the same categories as modeled: text, who, what, when, where, why, and main point. The teacher explains the purpose for reading multiple texts on the same historical topic; they will gain knowledge from multiple perspectives while understanding how historical texts work. The teacher guides students as they practice with partners completing the graphic organizer with one text. The teacher monitors while students independently read each following text and complete the graphic organizer. The teacher guides students to synthesize their learning from all texts read, through a structured discussion with carefully sequenced questioning that elicits the purposes for reading.	**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 **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. **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 **Metacognitive (n. Metacognition):** knowledge of self, task, and genre. Also, awareness and knowledge of one's mental processes that allows one to monitor, regulate, and direct self to a desired end

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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 provides students a set of informational texts that all relate to one essential question for the topic under study. As students read each text in the set, they annotate to make predictions, inferences, and questions related to the topic and essential question. The teacher facilitates structured discourse around the topic and essential question in a fish bowl format, providing sentence frames for students. Students use their annotations during discussion The teacher separates the students in half: one half of students are placed in the inner circle and the other half of students are placed in the outer circle. The teacher facilitates the discussion for the students in the inner circle as the students in the outer circle take notes on the discussion topic by making connections between what their peers are saying and their previous annotations. The teacher flips student roles and repeats the fish bowl a second time. After the fishbowl discussion, the teacher asks students to write a short response answering the essential question based on their readings and discussions.	**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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Writing		
Explicit writing **instruction** that includes **writing processes** and **meaningful** writing opportunities for students to apply and practice strategies	The teacher provides a lab report as a mentor text. The teacher asks students to discuss what components are present, what they mean, and how they contribute to the lab report. The teacher models note-taking for the lab report components on a visual display for the students. The teacher reviews a recent lab done with students and identifies how it has the information related to the components found in the mentor text. The students work collaboratively to write a lab report for this lab. The teacher models how to provide appropriate feedback for revision by using a student sample of one component. The teacher has students exchange lab reports with other groups and asks students to provide feedback for revision, using the model provided by the teacher. The teacher works with small groups to edit and revise each section of their reports as needed.	**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 **Writing Process**: prewriting, drafting, revising/editing, publishing **Meaningful:** having a purpose or significance; authentic and relevant

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Observation and Assessment		
Ongoing observation and assessment of students' language and literacy skills to design **responsive instruction**	To promote inquiry, the teacher assigns a research project for students to gain knowledge around the topic of study. The teacher assigns an essential question for students to use as a basis for their research. To begin the project, the teacher creates an exemplar of the final research project. The teacher explains the main guidelines for the final product and facilitates a discussion about what each guideline should look like. Based on the exemplar, the teacher and students co-create a rubric. During different phases of the research project, the teacher observes and provides feedback to students based on the agreed upon rubric. To participate in the formative assessment process, the teacher encourages students to self-reflect as they go along to make adjustments as needed. As a part of observation, the teacher takes notes on individual students' understanding of the standards and literacy skills to adjust instruction throughout the duration of the project.	**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

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Engagement		
Intentional efforts to foster literacy **engagement** as students learn and use reading, writing, and oral language within **content-area instruction**	At the beginning of a lesson, the teacher shares the learning targets and asks students to write them in their journals. The teacher asks students to determine what it would look like to accomplish those targets. The teacher then co-constructs success criteria for each learning target with students as they write them in their journals. The teacher supplies students with a menu to choose how to demonstrate their learning of the concept. The teacher engages students in metacognitive strategies by asking them to plan, monitor, and evaluate their work. The teacher asks students to choose their activity from the menu and plan for its execution. Using the success criteria, the teacher provides feedback to students while they work to facilitate their monitoring. The teacher asks students to evaluate their final product against the success criteria and make changes as needed.	**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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