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 K-2 LIS are anchored by 12 components: 1) Reading Materials, 2) Phonological Awareness, 3) Phonics, 4) Academic Language & Vocabulary, 5) Fluency, 6) Comprehension: Discussion & Writing, 7) Comprehension: Strategy Instruction, 8) Comprehension: Knowledge-building, 9) Writing, 10) Observation & Assessment, 11) Small Group Instruction, and 12) Engagement. Grounded in these 12 components of literacy instruction, the LIS can be used to ensure that all K-2 teachers across North Carolina have a common understanding and delivery of literacy instruction.

This document outlines the K-2 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 K-2 .

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**	Before reading, the teacher identifies the instructional goals of the standards-aligned lesson and invites students to read a wide-range of texts and media from their classroom library, to help build their background knowledge around the topic being studied. After the interactive read aloud, the teacher invites students to participate in collaborative conversations with diverse partners about the text, with the teacher and their peers, as a whole class and/or in small groups. The teacher also invites children to participate in wide reading, by allowing them to select texts related to the topic being studied. While students are reading their self-selected texts, the teacher supports them and provides them feedback on their oral reading as well as their use of reading strategies for comprehension.	**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
Phonological Awareness		
Explicit instruction and **intentional** opportunities to develop awareness of the **segments of sound** in oral language	Before an interactive read aloud, the teacher explains that a syllable is a unit of speech, either a word or part of a word, that includes a vowel or vowel sound. The teacher models identifying, counting, and segmenting syllables with a few words from the interactive read aloud. During and/or after an	**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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	interactive read aloud, the teacher explicitly identifies academic (Tier II) words and invites students to practice identifying, counting, and segmenting syllables. The teacher provides whole group and individual feedback as needed. As an extension, or during a time of transition, the teacher invites students to play a quick game of "Guess My Word." The teacher explains that he/she will say a word - one sound at a time. Then when signaled, the students will state the word. The teacher models the example below and then provides an opportunity for students to practice guessing the teacher's word (e.g., Teacher: /l/ - /e/ - /g/; Students: "leg"). The teacher provides individual feedback as needed.	**Intentional:** deliberate, purposeful; done by design **Segments of Sound**: components of speech that include words, syllables, onset-rime units, phonemes, etc.
Phonics		
Systematic and **explicit instruction** in **letter-sound relationships** and **sound-spelling patterns**	After the teacher explicitly teaches a specific sound-spelling pattern, he/she models a closed sort with words he/she has selected. The teacher models the closed sort stating the target sound-spelling pattern (e.g., -at), decoding the word written on a card, and then placing the card in the correct "Does" or "Does Not" pile by thinking aloud, "The word (state the word) goes in the *"Does"* pile because…," or "the word (state the word) goes in the *"Does Not"* because…". The teacher then invites students to work in pairs to complete a new word sort based on the same target sound-spelling pattern modeled, but with different words. Each pair	**Systematic:** a logical sequence of learning focused on the presentation of new skills based on previously mastered skills. Teaching from the known to the unknown and from easier to harder, with instruction driven by continuous assessment through progress monitoring **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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	works together to decode each word. The students then sort the words into two piles: "Does" or "Does Not", as the teacher monitors the class and provides specific feedback, as needed.	**Letter-Sound Relationship (Alphabetic Principle):** the concept that letters and letter combinations represent the phonemes (individual sounds) of spoken language; Systematic and predictable relationships between written letters and spoken sounds **Sound-Spelling Patterns:** the mapped pattern between speech sounds and the letter groups that represent them
Academic Language and Vocabulary		
Intentional instructional opportunities for students to learn and use **academic language** skills, including **vocabulary knowledge**, across content areas	After the second reading of an interactive read aloud focusing on words with multiple meanings, the teacher creates a word web on chart paper (or on the board) by placing the target word in the middle of a diagram. The teacher then adds a separate branch for each meaning of the target word. Each branch will include the word/phrase and a visual representation of the word/phrase (e.g., if the word is "well," there might be four branches: one for each meaning of "well" with a visual representation of each). The teacher invites students to help construct a definition of each meaning and to create a sentence/phrase that includes the target word. The teacher posts the chart and models referencing the chart, as needed, to help students accurately use the target word.	**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 opportunities for students to hear models of fluent reading and to develop **oral reading fluency**	The teacher introduces a Readers' Theater script with good dialogue, based on the topic/concept being studied. The teacher models reading the entire script aloud, changing his/her voice for each character and playing out the character's role, so students know when there has been a change in speaker. The teacher then assigns each student a partner/small group and a specific role to read and play. Throughout the week, students are provided an opportunity to independently practice their lines orally as well as rehearse the entire script with their partner/group, as the teacher circulates and provides feedback as needed. At the end of the week, students perform their Readers' Theater script for an audience as determined by the teacher.	**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 before, during, and after **interactive read-alouds**	The teacher chooses a topic from a content area's standard(s) and intentionally selects a variety of complex texts that contain rich content and language worthy of discussion. The teacher then introduces the topic through interactive read alouds and wide reading opportunities, where the teacher engages students in text-based, higher-order discussions before, during, and after	**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,

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	reading. The teacher may provide students with sentence frames as needed. Once students have had the opportunity to discuss their new knowledge around the topic posed, the teacher invites students to create their own page of a class book, "All About _____." The teacher provides prompting and support as needed. The teacher then places the completed book in the classroom library for students to reread.	'critical thinking' and 'problem solving'; may include Bloom's Revised Taxonomy, Depth of Knowledge, ACTFL, etc. **Interactive Read Alouds:** a systematic approach in which the teacher reads texts aloud, introduces new concepts, and facilitates analytical discussions, through the repeated reading of the text
Comprehension: Strategy Instruction		
Explicit instruction and **modeling** of how to use **text structure** and **strategies to support comprehension** during **interactive read-alouds**	The teacher chooses a complex interactive read aloud that provides opportunities for students to learn and practice four comprehension strategies through reciprocal teaching: predicting, questioning, clarifying, and summarizing. Each interactive read aloud will begin with the teacher identifying and defining the comprehension strategy being focused on during that read. The teacher will then model using the strategy before, during, and after reading, through the use of think alouds, anchor charts, and graphic organizers. The teacher repeats the read aloud on four different days, specifically focusing on one strategy at a time, until each has been explicitly taught and practiced. Students continue to practice the four strategies using reciprocal teaching, in small group reading sessions, facilitated by the teacher.	**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 **Modeling:** an instructional technique where a teacher explicitly defines, explains, and demonstrates a strategy, skill, or concept that students will be learning **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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	The teacher has students complete an exit ticket showing their understanding of the strategy as a way for the teacher to monitor their use of the strategy as well as their comprehension of the text.	**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. **Interactive Read-Alouds:** a systematic approach in which the teacher reads texts aloud, introduces new concepts, and facilitates analytical discussions, through the repeated reading of the text
	Comprehension: Knowledge-Building	
Intentional and ongoing instructional opportunities for students to **build and connect knowledge** to support their understanding of ideas within and across texts before, during, and after **interactive read-alouds**	The teacher creates a text set based on a specific topic/concept and displays a graphic organizer with an essential question for students to research. Throughout each interactive read aloud, the teacher strategically pauses and poses text-based questions, engaging students in thinking and talking about their learnings as they connect them back to the essential question (sentence frames are provided as needed). After each interactive read aloud, the teacher models adding new learnings to the graphic organizer. Once all of the interactive read alouds from the text set are completed and the teacher reviews the completed graphic organizer, the class engages in an interactive writing	**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 **Interactive Read Alouds:** a systematic approach in which the teacher reads texts aloud, introduces new concepts, and facilitates analytical discussions, through the repeated reading of the text

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	activity to answer the original essential question posed at the beginning of the unit. The teacher models referencing the graphic organizer for a variety of purposes (e.g., spelling, vocabulary, content knowledge, etc.) as he/she writes.	
Writing		
Explicit writing **instruction** and **meaningful** opportunities to write for a variety of **purposes** and **audiences**	The teacher reads aloud a narrative mentor text and asks students to listen for and notice specific story elements identified by the teacher (i.e. characters, setting, problem, solution) and how the story is written in sequential order. After a text-based discussion on the identified story elements, the teacher models for students how to write a narrative piece that incorporates the story elements previously identified and discussed in the interactive read aloud. The teacher thinks aloud as he/she writes, modeling for students how to correctly hold their pencil, leave spaces, spell unknown words, construct complete sentences, and sequence specific story elements. The students then write their own narrative piece, independently or with a partner, making sure they include the necessary story elements as previously identified in the mentor text/teacher model.	**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 circulates and provides prompting, support, and/or on-the-spot feedback, as needed.	
Observation and Assessment		
Ongoing observation and assessment of students' language and literacy skills to design **responsive instruction**	After the first read of an interactive read aloud, the teacher models orally responding to an everyday question stem (e.g., What is your name?), thinking aloud and referencing a class-created anchor chart on the necessary components to completely answer a question (e.g., restate the question, answer the question, cite text evidence, etc.); serving as the success criteria for this standard/skill. After the second reading of an interactive read aloud, the teacher poses a text-dependent question and assigns each student a partner to collaboratively formulate a response. The teacher reminds students of the model response from the beginning of the lesson as well as the class-created anchor chart that contains the necessary components of a proficient response. Sentence stems are provided, as needed. As the students work together to formulate a response, the teacher monitors the class by listening and taking notes on students' language and literacy skills, specific to the success criteria, and provides feedback to students based on the success criteria displayed on their class-created anchor	**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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	chart. As a formative assessment, the teacher invites students to self-reflect on their responses and encourages them to make adjustments, as needed. The teacher provides differentiated and/or individualized literacy instruction based on observed and assessed language and literacy needs.	
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	After students have been assessed on a specific phonics skill(s) taught, the teacher assigns students to a flexible and targeted group with peers who have demonstrated similar language and literacy strengths and needs. The teacher begins instruction for each group by stating the learning objective and providing explicit instruction on the specific phonics skill being practiced/supported (e.g., matching letter to sound, differentiating between short vowel sounds, etc.). The instruction, time, content, and level of support vary, based on the students' needs. The teacher then provides students time to work with a partner to practice the skill that was demonstrated by the teacher through sound/word sorts, reading an aligned decodable text, and/or dictation practice, while the teacher provides feedback targeting students' observed and assessed needs.	**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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	The teacher continues to meet with each small group, within the literacy block, as needed.	
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 for an interactive read aloud, the teacher poses a question about the social world in which students currently live, as it relates to the text. The teacher instructs students to share their responses through their think-pair-share protocol: 1) Locate assigned partner. 2) Designate partner roles. 3) Think: Identify a predetermined amount of time for students to think/reflect. 4) Pair: Designate who shares first, who summarizes. Switch roles. 5)Share: Teacher calls on 3-5 students to share out to the whole class. After a predetermined amount of time has been provided, the teacher invites students to locate a new partner. This time, the teacher allows students to choose a partner of their choice to repeat the think-pair-share protocol. The teacher asks students to reflect on their original answer and decide whether or not they'd like to keep or change their answer, based on the information provided to them by their first partner. The teacher asks students to explain their reasoning. The teacher then debriefs and leads the final sharing component of the protocol (step 5).	**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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