

Sundance Newbridge Publishing

North Carolina Literacy Instruction Standards Correlation (2023)

Grades K–2

Standard	Decoder Kids Content Grades 1–2	Decoder Kids Phonics Grades K–2
1) Reading Materials		
Intentional opportunities and instructional support for students to access, read, and interpret a variety of types and modes of text		
The teacher:		
Creates and maintains an inviting, well-resourced, and purposefully organized classroom library that contains a wide-range of		
Texts and media that reflect the diversity of students' interests, backgrounds, languages, and experiences	✓	✓
Texts that expose students to academic language across content areas	✓	✓
Text sets that include multiple genres, used to support students to build knowledge about particular content area topics	✓	✓
Texts and media that students can self-select to take home and/or access digitally	✓	✓
Provides and supports daily opportunities for students to select, read, and interpret text by		
Engaging students in interactive read alouds	✓	
Providing support and feedback related to selecting texts		
Supporting students during independent reading of both assigned and self-selected text	✓	✓
Supporting and providing feedback on students' oral reading and their use of a variety of reading strategies for comprehension	✓	✓
Engaging students in higher-order discussions of text	✓	✓
Selects high-quality text with features appropriate to teachers' instructional goals and students' needs, by		
Selecting texts for instruction that are tightly-aligned to learning goals for foundational reading and reading comprehension	✓	✓
Intentionally pairing increasingly complex texts and tasks for a variety of purposes		
Creating text sets that include multiple genres, modalities, and media		
Incorporating a variety of disciplinary-specific texts that support students to build disciplinary knowledge and language	✓	
2) Phonological Awareness		
Explicit instruction and intentional opportunities to develop awareness of the segments of sound in oral language		
The teacher:		
Supports students to build phonological and phonemic awareness in K-1, and as needed in later grades by		

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Providing opportunities for students to listen for and play with sounds in words during read alouds and other instructional activities		✓
Explicitly teaching, modeling, and providing guided practice focused on recognizing segments of sound in speech and how they link to letters		✓
Explicitly teaching, modeling, and providing guided practice focused on manipulating segments of sounds in speech, including isolating and manipulating individual phonemes		✓
Engaging students in instructional activities that involve blending and segmenting sounds in words		✓
3) Phonics		
Systematic and explicit instruction in letter-sound relationships and sound-spelling patterns		
The teacher:		
Provides systematic and explicit word reading and spelling instruction, based on students' observed and assessed needs by		
Teaching letter-sound relationships and common sound-spelling patterns, aligned with students' decoding and encoding needs	✓	✓
Teaching students to blend letter sounds and common sound-spelling patterns to accurately read and pronounce individual words and words in connected text	✓	✓
Teaching students to recognize common word parts through morphology instruction	✓	✓
Modeling the use of word reading knowledge and strategies during read alouds	✓	✓
Providing and supporting opportunities for students to apply knowledge of taught letter-sound relationships and common word parts while reading individual words and connected texts	✓	✓
Supporting students to apply knowledge of taught letter-sound relationships and common sound-spelling patterns while writing	✓	✓
Provides feedback to students while reading to promote successful decoding by		
Prompting students to pay attention to individual letters, groups of letters, and word parts in words	✓	✓
Prompting students to recognize and apply taught letter-sound relationships, sound-spelling patterns, and word parts	✓	✓
Prompting students to monitor for meaning as they apply knowledge of letter-sound relationships, sound-spelling patterns, and word parts	✓	✓
4) Academic Language & Vocabulary		
Intentional instructional opportunities for students to learn and use academic language skills, including vocabulary knowledge, across content areas		
The teacher:		
Provides multiple opportunities for students to encounter and actively engage with new vocabulary by		
Creating content-rich, conceptually coherent text sets that align to content area standards	✓	✓
Supporting students in interacting with words across a variety of contexts and modalities, including reading, text-based and content-area discussion, and writing	✓	✓

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Engaging students in reviewing and using new vocabulary over time through repeated reading of read aloud texts and in the context of other reading, writing, and oral language activities	✓	
Explicitly teaches high-utility academic words and strategies for figuring out the meaning of unknown words in text by		
Carefully selecting a variety of high-quality literary and informational texts for interactive read alouds	✓	
Selecting a small set of high-utility general-academic and discipline-specific words to teach from texts for instruction that are important for comprehending the text and building knowledge	✓	
Providing child-friendly definitions of selected words during interactive read alouds and other reading activities	✓	
Teaching strategies to derive the meaning of unfamiliar words, including context clues, morphology, and using reference materials, as appropriate	✓	
Supporting students in actively processing word meanings through answering questions about taught words, using the words in writing and discussion, and representing word relations through semantic mapping	✓	
Planning reading, writing, and discussion activities that provide multiple opportunities for students to encounter and interact with taught words and academic language	✓	
5) Fluency		
Intentional opportunities for students to hear models of fluent reading and to develop oral reading fluency		
The teacher:		
Fosters students' oral reading fluency with a variety of increasingly complex texts by		
Selecting texts for fluency instruction that increase in complexity and length across the school year	✓	✓
Providing regular and varied opportunities for students to hear fluent oral reading of literary and informational texts	✓	✓
Modeling oral reading fluency, including accuracy, automaticity, and prosody with a variety of texts	✓	✓
Using multiple approaches and participation structures to foster oral reading fluency, including repeated reading of familiar texts, choral reading, partner reading, and echo reading to support comprehension	✓	✓
Supporting students in setting and monitoring progress toward goals for oral reading fluency related to accuracy, automaticity, and prosody	✓	✓
Providing multiple and varied opportunities for students to practice and receive feedback from adults on their oral reading accuracy, automaticity, and prosody	✓	✓
Supporting students to select and engage in wide reading of connected text, for increasing amounts of time	✓	✓
6) Comprehension: Discussion & 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:		
Engages and supports students in discussions of text meaning and interpretation by		

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Intentionally selecting complex texts that contain rich content and language worthy of discussion	✓	
Analyzing the features, structures, and content of selected texts to identify affordances and challenges of the text	✓	
Identifying and sharing learning goals to set the purpose for the discussion	✓	
Constructing a variety of initial and follow-up questions to engage students in higher-order discussion before, during, and after reading	✓	
Creating, introducing, and using discussion routines and structures	✓	
Incorporating talk moves that students can use to extend the discussion and build upon one another's ideas	✓	
Facilitating extended whole-group discussions	✓	
Providing opportunities for student-led small-group discussions	✓	
Engages and supports students in shared and independent writing about ideas within and across texts by		
Intentionally planning explicit instruction and a variety of opportunities for students to write in response to reading across content areas	✓	
Implementing writing activities and tasks to support text interpretation that include opportunities for extended writing, summary writing, note taking, and answering questions	✓	
Providing meaningful purposes and tasks that engage students in writing in response to a variety of literary and informational texts	✓	✓
Engaging students in discipline-specific writing to communicate their learning as they read about and investigate the natural, social, and designed world	✓	
7) Comprehension: Strategy Instruction		
Explicit instruction and modeling of how to use text structure and strategies to support comprehension during interactive read-alouds		
The teacher:		
Explicitly teaches and supports students to flexibly use a repertoire of reading comprehension strategies by		
Intentionally selecting increasingly complex texts that provide opportunities to use the comprehension strategy being taught	✓	
Planning explicit comprehension strategy instruction that provides information about what the strategy is, how to use it, and when and why readers use the strategy		
Describing, modeling, and providing opportunities for students to practice using a variety of reading comprehension strategies, including making predictions, activating prior knowledge, setting reading goals, visualizing, questioning, making inferences, and summarizing	✓	
Modeling for and teaching students to monitor comprehension and to use strategies to repair comprehension when they do not understand what they read		
Modeling and teaching students to monitor their understanding and to flexibly use the metacognitive strategies they have been taught while reading increasingly complex texts		
Describes, models, and provides opportunities for students to practice identifying a variety of text structures and features of increasingly complex text by		

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Intentionally selecting increasingly complex texts that reflect the text structure being taught		
Providing instruction on common structures of literary texts, including key story elements		
Teaching common structures of informational text, including cause-effect, description, sequence, compare-contrast, and problem-solution		
Building students' knowledge of features of informational text including captions, diagrams, index, and table of contents	✓	
Engaging students in using a variety of tools and strategies to visualize and use text structure to support comprehension		
8) 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:		
Supports students in building and connecting conceptual knowledge by		
Creating and using text sets in instruction that are conceptually or topically related	✓	
Providing knowledge-building experiences before, during, and after reading to support text comprehension	✓	
Supporting students to build knowledge within and across read alouds that provide repeated exposure to semantically related vocabulary	✓	
Integrating reading, writing, and oral language into disciplinary instruction for a variety of purposes, including engaging in disciplinary practices	✓	
Supports students in extending and applying knowledge by		
Increasing students' exposure to a variety of informational texts to develop world and disciplinary knowledge	✓	
Providing opportunities for students to engage in inquiry-based learning and problem solving across content areas	✓	
Providing meaningful purposes and tasks for students to connect, communicate, and apply their knowledge through writing and structured academic discussions	✓	
9) Writing		
Explicit writing instruction and meaningful opportunities to write for a variety of purposes and audiences		
The teacher:		
Creates a community of writers that is positive, supportive, and structured by		
Developing routines for writing instruction and practice that include daily time for students to write		
Providing opportunities for students to make interest-based choices about their writing	✓	
Planning and supporting opportunities for students to collaborate on writing	✓	✓
Making students' writing visible through supporting them to publish and share their writing, both within the classroom and for audiences beyond the classroom	✓	
Supporting students in setting and achieving writing goals to begin developing independence		
Providing opportunities to give and receive feedback and self-reflect throughout the writing process		

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Provides explicit writing instruction by		
Providing opportunities for students to participate in interactive writing		
Explicitly teaching students how to correctly hold a pencil, handwriting, spelling, sentence construction, and typing (as appropriate) to support fluent writing		
Supporting students to understand different purposes for writing and providing opportunities for them to write for a variety of meaningful purposes and audiences across content areas	✓	
Selecting and providing opportunities for students to study models of high-quality writing and supporting them to practice features of high-quality writing		
Teaching students components of the writing process, including researching, planning, drafting, revising, and editing, and supporting them to flexibly use those components when writing		
Teaching students strategies for different components of the writing process using a gradual release model		
Intentionally integrating writing across content areas to provide opportunities for students to use writing as a tool for building and communicating knowledge	✓	
Providing opportunities for students to use digital tools as they engage in the writing process		
10) Observation & Assessment		
Ongoing observation and assessment of students' language and literacy skills to design responsive instruction		
The teacher:		
Uses a variety of observation and assessment tools to gather data to guide literacy instruction by		
Intentionally observing students during instruction and cooperative learning tasks to gather information about their reading, writing, and language use	✓	✓
Using screening data to identify students who need additional instructional support and/or enrichment	✓	✓
Using diagnostic assessment tools, as needed to identify students' specific instructional needs	✓	✓
Using a variety of formative, benchmark, and progress monitoring assessment tools and practices to guide and adjust whole-class and small-group instruction over time	✓	✓
Organizes instruction and provides multiple forms of feedback based on ongoing observation and assessment by		
Providing timely, specific, and formal feedback on skills and standards	✓	✓
Analyzing instructional practices and making needed adjustments to improve student outcomes	✓	✓
Supporting students to actively engage in the formative assessment process through self-assessment and data analysis		
Providing differentiated and/or individualized literacy instruction to target students' observed and assessed language and literacy needs	✓	✓
Collaborating with additional school personnel, including specialists, to conduct additional assessments, as needed		
Collaborating with additional school personnel, including specialists, to select, plan, and/or provide enrichment or intensive, systematic instruction for students who need additional support		

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11) 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:		
Provides small group literacy instruction by		
Using ongoing observation and assessment data to create flexible small groups targeting students' demonstrated literacy needs	✓	✓
Differentiating small group instruction by varying instructional time, content, and levels of support, based on students' observed and assessed needs	✓	✓
Making sure students use small-group instructional time engaged in reading and writing, with multiple opportunities to practice and review targeted skills	✓	✓
Providing cooperative learning structures and routines for students to read, write, and discuss texts	✓	✓
Providing explicit instruction and feedback targeting students' observed and assessed needs in specific literacy skills	✓	✓
12) Engagement		
Intentional efforts to foster literacy engagement as students learn and use reading, writing, and oral language within ELA and content-area instruction		
The teacher:		
Creates and maintains a positive literacy learning environment by		
Engaging students in setting, monitoring, and achieving goals	✓	✓
Providing opportunities for students to reflect on their learning	✓	✓
Supporting students in seeing themselves as successful readers and writers	✓	✓
Beginning to build students' independence and autonomy	✓	✓
Provides authentic and relevant literacy experiences by		
Selecting interesting texts and tasks that are meaningful to students	✓	✓
Engaging students in solving meaningful problems, and answering questions about the social, natural, or designed world	✓	
Providing opportunities for students to communicate with specific audiences for a variety of meaningful purposes	✓	✓
Establishing and facilitating opportunities for students to collaborate with partners and small groups	✓	✓
Presenting students with regular opportunities to make constrained choices about texts and reading and writing tasks		
Differentiating instruction based on individual learner needs of content, process, and product	✓	✓