

# Curriculum & PD Report Guidance

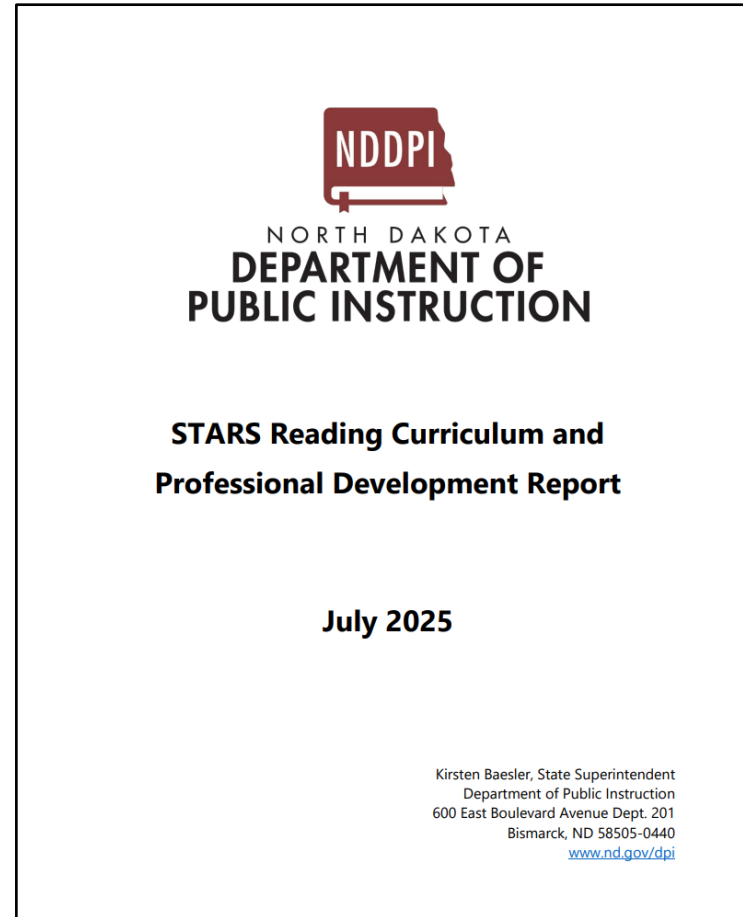
**September 2025**

# Agenda

- North Dakota Century Code
- STARS Report General Information
- Report Sections
  - Professional Development
  - Curriculum
  - Intervention
- Q & A

# Guidance

Visit the NDDPI SoR PD & Curriculum Report Page to find the Report Completion Guidance document.



# **NDCC 15.1-21-12.1 Reading curriculum - Content - Professional development - Reports to legislative management.**

1. Beginning July 1, 2022, each school district and nonpublic school shall ensure the portion of its curriculum that is related to reading:
  - a. Is scientifically based, evidence based, and research based;
  - b. Focuses on: (1) Phonemic awareness; (2) Phonics; (3) Fluency; (4) Vocabulary; and (5) Comprehension; and
  - c. Uses systematic direct instruction for students in kindergarten through grade three to ensure all students obtain necessary early reading skills.

# **NDCC 15.1-21-12.1 Reading curriculum - Content - Professional development - Reports to legislative management.**

2. Before the 2022-23 school year, each teacher who teaches kindergarten through grade three at a school district or nonpublic school, and each principal of a public or nonpublic school with kindergarten through grade three, shall attend teacher-approved, professional development training that includes training in the topics provided under subsection 1.

# NDCC 15.1-21-12.1 Reading curriculum - Content - Professional development - Reports to legislative management.

3. Each teacher or principal hired...shall complete training...within one year of placement in the grade level.
4. Has integrated reading instruments used to diagnose reading development and comprehension; and (**Assessment**)  
Has integrated evidence-based resources to support reading development and comprehension (**Curriculum and Intervention**).
5. Provide assistance to schools to maintain compliance.
6. Monitor implementation and compliance.
7. Provide reports to the legislature.

# General Comments

Each annual report stands alone on current information.

We do not open the report for resubmissions, but I'm happy to answer questions via phone or email as you prepare it.

Missing information is just that – if it did not appear on the report, it cannot be considered during the review.

# Report Display in a Reporting Year



## STARS

State Automated Reporting System

### Reading Curriculum Content and Professional Development 2025 - 2026

Due Date: 10/1/2025  
Status: NOT SUBMITTED  
Approval Status: Not Approved

#### Sections

Reading Curriculum Content and Professional Development

#### Main Contact

Contact: Brenda Ehrmantraut  
Email:   
Phone: 701.228.1800

[STARS Home](#) > [Reading Curriculum Content and Professional Development](#) > Reading Curriculum Content and Professional Development


### Reading Curriculum Content and Professional Development

Each elementary building will submit a report.

Professional Development		
Please enter the NDCC 15.1-21-12.1 aligned reading instruction training status for each principal and teacher		
	Total Number In Building	Number That Have Completed Training
K-3 Principals	0	0




# Report Display in a Non-reporting Year



# STARS

State Automated Reporting System



NORTH DAKOTA  
DEPARTMENT OF  
PUBLIC INSTRUCTION

**Reading Curriculum  
Content and Professional  
Development 2025 - 2026**

**Status:** NOT APPLICABLE

**Sections**

**Reading Curriculum Content  
and Professional Development**

**Main Contact**

**Contact:** Brenda Ehrmantraut

[STARS Home](#) ▶ [Reading Curriculum Content and Professional Development](#) ▶ Reading Curriculum Content and Professional Development

## Reading Curriculum Content and Professional Development

Report again October 2026

The school's Reading Curriculum Content and Professional Development STARS Report has been reviewed. Based on the information submitted, the school will be required to submit its next data report on or before October 1, 2026.

Schools are reminded that in years in which they are not required to provide updated data reports to the state, they should maintain current local records of professional development. Schools should continue to ensure use of curriculum and assessments that align with ND's literacy laws.

# Where to See School Due Dates

## NDDPI Website Report Due Dates

The screenshot shows the NDDPI website interface. At the top, the logo for the North Dakota Department of Public Instruction is visible, along with social media icons and a search bar. A navigation menu includes links for Data, Districts/Schools, Educators, Education Programs (highlighted), Policy/Guidelines, Families/Community, Partners, and Superintendent. A left sidebar lists various programs, with 'Science of Reading' and its sub-item 'Annual Report' highlighted. An orange arrow points from this sidebar item to the main content area. The main content area is titled 'Reading Curriculum & PD Annual Report' and includes a brief description of the reporting requirement. Below this, a section titled 'Guidance for Using the STARS Platform to Complete the Report' contains links to a help guide and STARS report guidance. A section titled 'Reporting Due Dates by Building' lists links for public and nonpublic school due dates, both updated 7.8.25. At the bottom, there are expandable sections for 'Reading Curriculum and Professional Development Report' and 'Webinars'.

**NDDPI NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION**

Search This Website

Data ▾ Districts/Schools ▾ Educators ▾ **Education Programs ▾** Policy/Guidelines ▾ Families/Community ▾ Partners Superintendent

Home / Education Programs / ND Science of Reading / Reading Curriculum & PD Annual Report

## Reading Curriculum & PD Annual Report

By October 1 each year, North Dakota K-3 public and nonpublic elementary schools will report to NDDPI what training they have approved for individual teachers and principals and what curriculum and assessments are in use.

### Guidance for Using the STARS Platform to Complete the Report

- [District Superintendent Help Guide for Granting Access to STARS Report Submission](#)
- [STARS Reading Curriculum Report Guidance](#) Updated July 2025

Reporting Due Dates by Building

- [Public School Reading Curriculum & PD STARS Report Due Dates](#) Updated 7.8.25
- [Nonpublic School Reading Curriculum & PD STARS Report Due Dates](#) Updated 7.8.25

### Reading Curriculum and Professional Development Report

### Webinars

# Where to See School Due Dates

## NDDPI Website Report Due Dates



NORTH DAKOTA  
DEPARTMENT OF  
PUBLIC INSTRUCTION

### Public School Reading Curriculum & PD STARS Report Due Dates

District	School	NEXT DUE
Anamoose 14	Anamoose Elem School	2026
Apple Creek 39	Apple Creek School	2026
Ashley 9	Ashley Public School	2025
Barnes County North 7	Barnes County North Public School	2025
Beach 3	Beach K-12 Virtual Academy	2025
Beach 3	Lincoln Elem School	2026
Belcourt 7	Turtle Mountain Community Elem School	2026
Belfield 13	Belfield Public School	2025
Beulah 27	Beulah Elem School	2025
Billings Co 1	DeMores Elem School (Medora)	2025
Billings Co 1	Prairie Elem School (Belfield)	2025

# Report Reviews: 1-, 2-, or 3-Year Assignment

- During review, each section will be assigned a 1, 2, or 3

The lowest of the three numbers determines the next reporting year.

- Professional Development
- Curriculum and Intervention
- Assessment

## **Broad Determinants:**

1. Incomplete information. Unaligned evidence.
2. General picture of implementation is acceptable, but the format of the submitted details needs correction. Strong plans are submitted (for PD or Curriculum Review), but enough is left to complete that a check on progress in two years is necessary.
3. Details and format provide a satisfactory picture of implementation that is aligned with the law.

# **Professional Development Report**

**Staff Summary Chart**

**Local Spreadsheet Upload**

**Compliance or Implementation Issues**

**Report format / details**

# PD Chart

## Reading Curriculum Content and Professional Development

Each elementary building will submit a report.

### Professional Development

Please enter the NDCC 15.1-21-12.1 aligned reading instruction training status for each principal and teacher in the correct column.

	Total Number In Building	Number That Have Completed Training	Number That Are Engaged In Ongoing Training	Number That Are Not Yet Trained	Total Complete	Total Ongoing	Total Not Trained
K-3 Principals	1	1	0	0	100.00 %	0.00 %	0.00 %
K-3 Teachers Of Reading	5	5	0	0	100.00 %	0.00 %	0.00 %
K-3 Teachers Of Other Content	2	0	0	2	0.00 %	0.00 %	100.00 %
K-3 Staff Total	8	6	0	2	75.00 %	0.00 %	25.00 %

Optional: Enter information regarding prioritization of professional development for all staff.

Uploaded Files

# Spreadsheet Upload

**COMMON MISTAKE:**  
Not including ALL current staff on the spreadsheet

	A	B	C	D				
1	<b>ND K-3 Educator and Principal Reading Prof</b>							
2	Building		District		Year			
3	Enter school here		Enter district here		Current school year			
4								
5	Last Name	First Name	Position <small>Click in cell for dropdown menu</small>	Course <small>Click in cell for dropdown menu If course is not listed, select "other" and provide an uploaded document that clearly demonstrates alignment with ND law.</small>	Status <small>Click for dropdown menu</small>	Local Evidence on File <small>Click in cell for dropdown menu</small>	Date Completed	Met Requirement <small>Click for Dropdown</small>
6	EXAMPLE	Person	kindergarten teacher	LETRS I (Units 1-4)	Completed	Transcript with Course and Passing Grade	4/19/2022	Yes
7								
8								
9								
10								
11								
12								
13								
14								
15								

# PD Red Flags

## Any staff who has not completed trainings

- Teachers of reading – critical
- Teachers of other – short course
- Principals – leader-based knowledge

## Report details

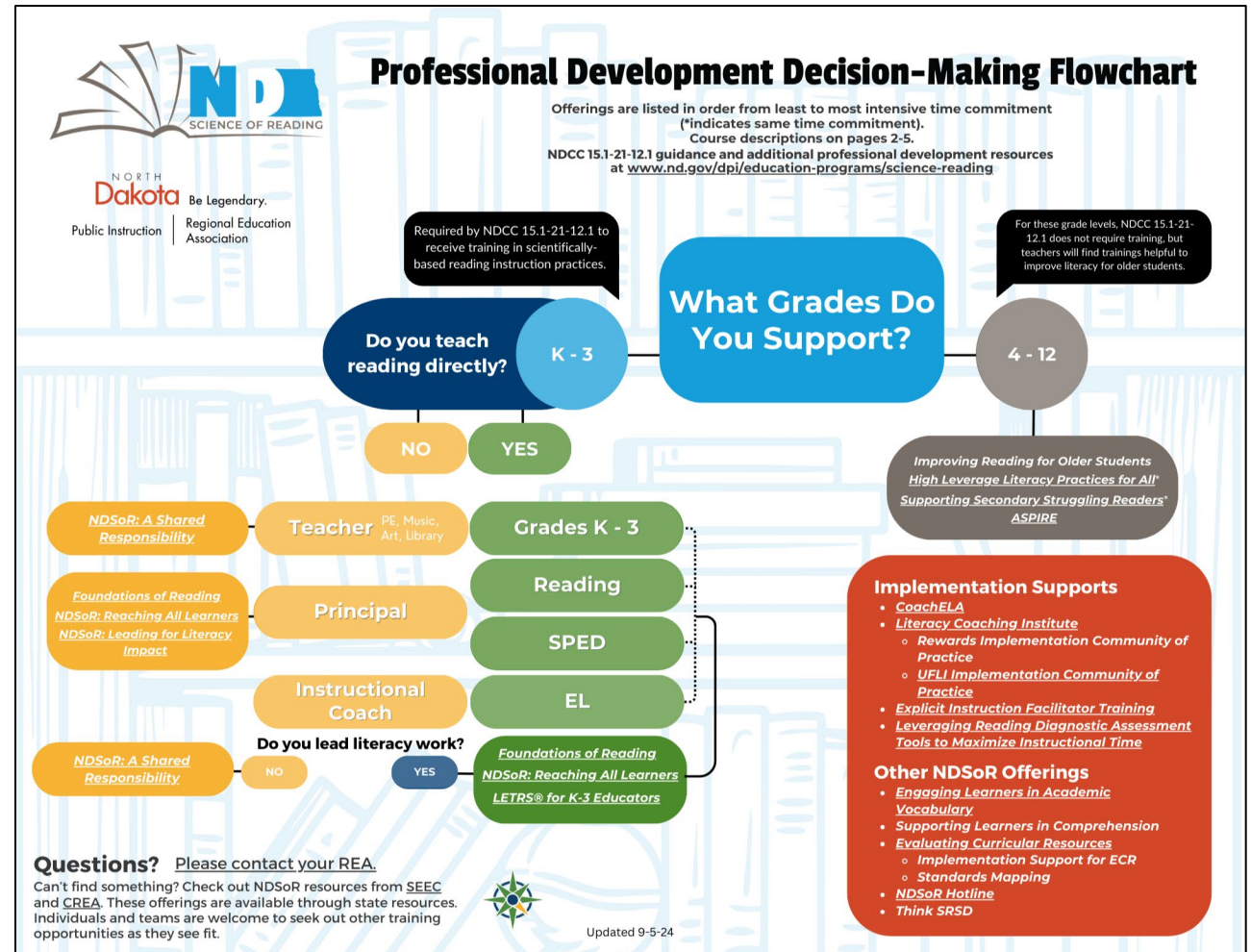
- No spreadsheet
- Mismatch between the summary chart and the spreadsheet details
- Local PD agendas or grouped PD plans (everyone will..., everyone did...)
- Individual certificates or records uploaded
- Unknown, unexplained training (either contrary practices or curriculum company presentations).



# Professional Development Support

## Things to Consider:

- Needs/fit
- Time
- Cost



# Curriculum Review – Core & Intervention Dropdown Menu

## 2. CURRICULUM

- A. Core and Supplemental Curriculum (Required) Select "Add Core Curriculum". This will display a list of core and supplemental curricula options. Select each curriculum used in your building.

Enter one curriculum at a time and select all grade information that applies to this curriculum.

Curriculum:	[Select]
Grades:	[Select]

Select 'save' to enter. After hitting 's'

95% Group Core Phonics by 95% Group for phonemic awareness and phonics. (K-5)

Anira by Houghton Mifflin Harcourt for phonemic awareness, phonics, and fluency (K-5)

Bookworms by Open-Up Resources (K-5)

Core Knowledge Language Arts (CKLA) by Amplify (Pre-5)

EL Education by Open-Up Resources (K-5)

Enhanced Core Reading Instruction (ECRI) for phonemic awareness and phonics fluency (K-2)

Geodes by Great Minds for fluency (K-2)

Magnetic Reading Foundations by Curriculum Associates (K-2)

Open Court by McGraw Hill (K-5)

Peer Assisted Learning Strategy (PALS) Reading by Lynn and Doug Fuchs/Vanderbilt (K-2)

Really Great Reading by Really Great Reading (K-5)

SuperKids by Zaner-Bloser (K-2)

UFLI Foundations 2022 by University of Florida Literacy Institute for phonemic awareness, phonics, and fluency. (K-2)

Vocabulary Surge: Unleashing the Power of Words by 95% Group for vocabulary (2-8)

Wit & Wisdom 2023 for vocabulary and comprehension by Great Minds (k-5)

Wit and Wisdom and Geodes by Great Minds (K-8)

Enter one curriculum at a time and select all grade information that applies to this curriculum.

Curriculum:	[Select]
Grades:	Kindergarten: <input type="checkbox"/> Grade 1: <input type="checkbox"/> Grade 2: <input type="checkbox"/> Grade 3: <input type="checkbox"/>

# Curriculum Review – Core & Intervention Not on List

If the curriculum used in your building does not appear on the list, enter the name and grade levels in the text box provided.

Are you using other Core materials not on this list for reading instruction?

- ☒ No  
☐ Yes

If yes, please provide the names of the other Core materials and grade levels.

# Curriculum Review - Intervention

**B. Intervention Curriculum (Required)** Select "Add Intervention Curriculum" and repeat the same process of selecting from the list and identifying grade levels.

Enter one curriculum at a time and select all grade information that applies to this curriculum.

Curriculum:	[Select]	
Grades:	[Select]	Grade 3: <input type="checkbox"/>

Select 'save' to enter. After hitting 's

- Comprehensions: Teacher's Guide and manipulatives 2011 by 95% Group (3-6)
- Corrective Reading Decoding & Comprehension 2008 by McGraw Hill (3-12)
- Lindameed Phoneme Sequencing (LIPS) by Gandar Publishing (K-3)
- Path to Reading Excellence in School Sites (Press 2018) by MN Center for Reading Research (K-5)
- Phonics for Reading 2024 by Curriculum Associates (3-12)
- Reading Mastery Transformations 2021 by McGraw Hill (Prek-5)
- S.P.I.R.E 4th Edition with S.P.I.R.E. Sounds Sensible 2024 (K-8)
- SIPPS by Collaborative Classroom (K-12)
- Sound Partners by Voyager Sopris (K-3)
- Story Champs 2.0 by Language Dynamics Group (Prek-2)
- Word Connections 2022 by University of Texas at Austin (3-5+)
- Word Flight 2023 by Foundations in Learning (2-8)

# Curriculum Support

## Curriculum Materials Considerations for North Dakota Schools

### How to Use this Guide

This Guide was developed to support school districts in making informed investments in evidence-based curriculum materials. Please note the following considerations while using this tool:

- There is *no* perfect curriculum.
- The first and most important step in aligning a system to the science of reading is to build educator and administrator knowledge. Without professional knowledge about reading instruction related to the science of reading, even the most robust curriculum material(s) will not lead to maximum gains in student learning.
- This Guide is not a comprehensive review of all curriculum materials, nor should it be used in isolation. Rather, it is intended to serve as part of a comprehensive process, including a gap analysis that includes documentation of the current system, including curriculum materials, as well as assessment and instructional practices.
- The Guide is a living document based on the ND SOR Leadership Team's research and experiences working with school districts, partners, and emerging evidence. It will be updated and changed over time. Please note the date published in the bottom right corner.

### Table of Contents

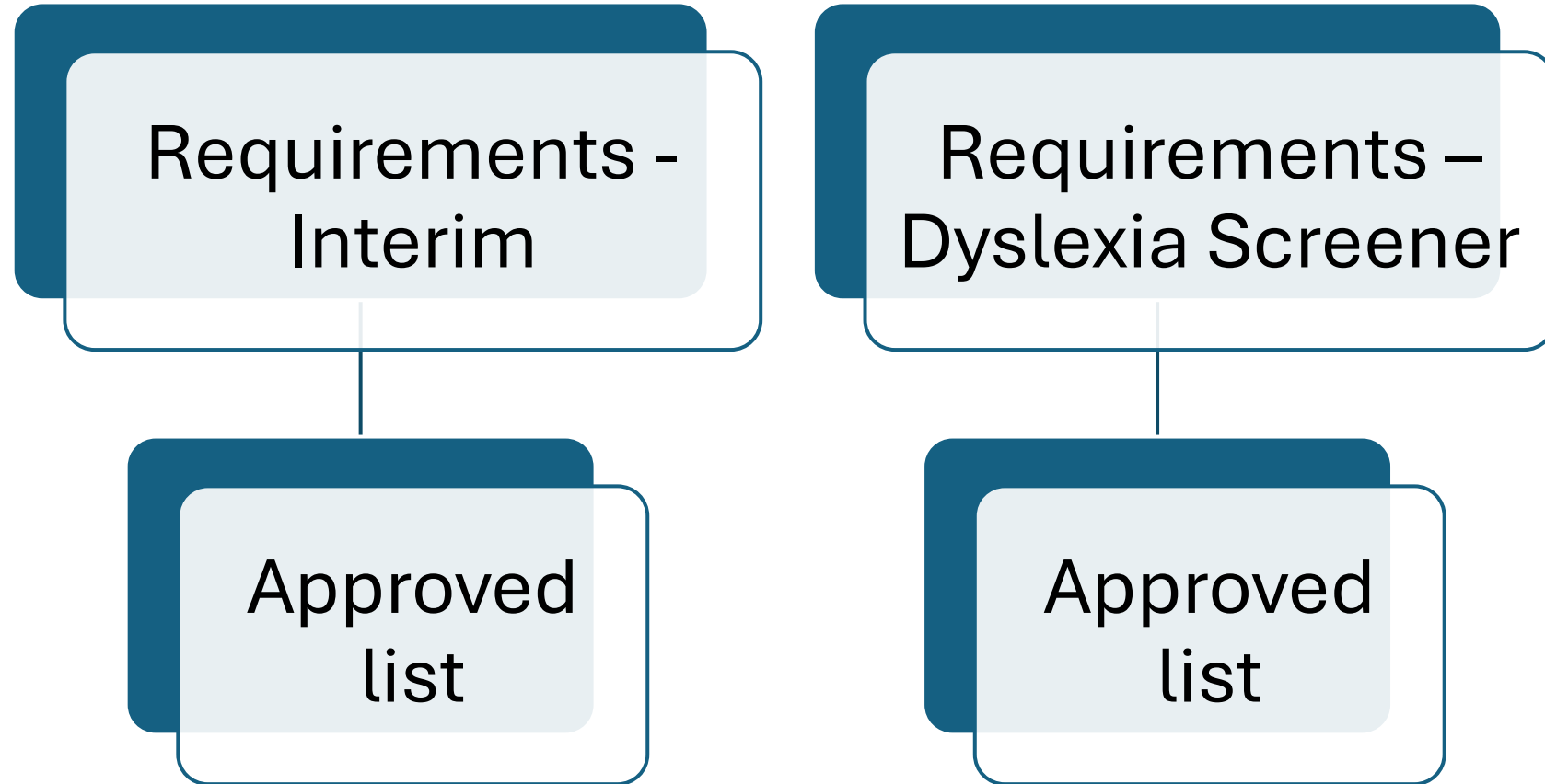
The Guide is organized into the following six sections:

- [Section 1](#) Introduction to the Science of Reading (SOR)
- [Section 2](#) Leading and Making Curriculum Materials Decisions
- [Section 3](#) Curriculum Material Types
- [Section 4](#) Core & Supplemental Material Recommendations
- [Section 5](#) Intervention Material Recommendations
- [Section 6](#) Resources for Further Investigation

## Contrary to Research-based Practices

- Three-cueing systems
- Running records
- Miscue analysis
- Balanced literacy models
- Guided reading
- Reading Workshop
- Leveled texts
- Embedded/implicit phonics
- Leveled Reading Assessments such as Developmental Reading Assessment (DRA), Benchmark Assessment System (BAS), Informal Reading Inventory (IRI), or Qualitative Reading Inventory (QRI)

# Assessment Review



# Questions?



# Contact Information

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