



Curriculum & PD Report Response to Scores

December 2, 2025

Agenda



Overview

ND Century Code

General report
information



Report Review

Professional Development

- Report Format
- Compliance/Implementation

Curriculum

Assessment



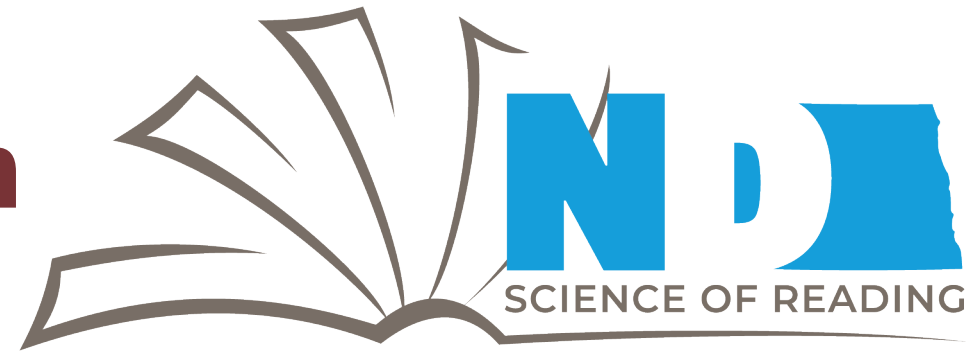
Report Response

Professional Development

Curriculum

Assessment

Contact Information



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Local REA Representatives for Science of Reading

RRVEC – Janet O’Hara

NCEC – Angela Henry

WERC – Amy Liebel

NESC – Erin Lacina

CREA – Lyndsi Engstrom

SEEC – Kerri Whipple

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** which 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 reports for resubmission, but we do troubleshoot and are happy to meet with you about your report details.
- Previously unsubmitted reports will be reviewed as they come in.
- Missing information can not be reviewed.

Years Approved

STARS

State Automated Reporting System

Reading Curriculum Content and Professional Development 2025 - 2026

Status: SUBMITTED

10/30/2025

by [REDACTED]

Approval Status:

Approved 11/10/2025
by Brenda Ehrmantraut for 2
years.

Sections

Reading Curriculum Content
and Professional Development

Main Contact

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Report Again List



Search This Website



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

Education Programs

- ☐ Academic Support Programs
- ☐ Adult Education & GED
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- ☐ Federal Title
- ☐ Indian Education
- ☐ Literacy
- ☒ **Science of Reading**

Annual Report

Events

Guidance and Fast Facts

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Professional Development
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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.

Join one of the following upcoming webinars hosted by the NDDPI and NDREAs to:

- Learn about the report review and the next-due date assignments
- Understand what steps the school can take to achieve a three-year reporting assignment
 - December 18, 2024, at 9:00 a.m.
 - [Join the meeting](#)
 - January 16, 2025, at 1:00 p.m.
 - [Join the meeting](#)

Guidance for Using the STARS Platform to Complete the Report

- [District Superintendent Help Guide for Granting Access to STARS Report Submission](#)
- [Reading Curriculum Report Guidance](#) Updated August 2024

Reporting Due Dates by Building

- [Public School Reading Curriculum & PD STARS Report Due Dates](#) Updated 12.12.24
- [Nonpublic School Reading Curriculum & PD STARS Report Due Dates](#) Updated 12.12.24

Report Again List

Public School Reading Curriculum & PD STARS Report Due Dates

District	School	Next Report Due
Alexander 2	Alexander Public School	2025
Anamoose 14	Anamoose Elementary School	2026
Apple Creek 39	Apple Creek School	2025
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 Elementary School	2026
Belcourt 7	Turtle Mountain Community Elementary School	2026
Belfield 13	Belfield Public School	2025
Beulah 27	Beulah Elementary School	2025
Billings Co 1	DeMores Elementary School	2025
Billings Co 1	Prairie Elementary School	2025
Bismarck 1	Bismarck K-5 Virtual Academy	2025
Bismarck 1	Centennial Elementary School	2025

Scoring Response Report

2025-2026 Curriculum & Professional Development Report Feedback
 The 2025-26 Curriculum & Professional Development report in STARS has been reviewed.
 The comments and scores for AAB **SAMPLE** are presented in the following chart.

AAB SAMPLE	AAB District SAMPLE	11-111
Professional Development Score	Professional Development Comments	
1	Spreadsheet was not submitted. Spreadsheet was not submitted. Could not review	
Curriculum Score	Curriculum Comments	
2	Mixed demonstration of intervention supports. Interventions are not aligned to the core. Program zzz is not aligned with SOR for third grade	
Assessment Score	Assessment Comments	
1	Dyslexia screener was not selected from the approved list.	
Lowest Score & Final Determination	1	
Report again in	2026	

Keep Your Records

Recommendations:

- Districts – Keep a virtual file for this report in the district records for future reports
- Maintain a file of “evidence” of completion
- Establish a process with onboarding to ensure that anyone new to a K-3 position has met this law.

Years Approved 1, 2, or 3

What does it mean?

1. Incomplete information. Unaligned evidence.
2. General picture of implementation is acceptable, but format of 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 provided a satisfactory picture of implementation that is aligned with the law.

Professional Development Review

Chart

Spreadsheet

Compliance or Implementation Issue

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.							
<div></div>							
Uploaded Files							

Spreadsheet Upload

	A	B	C	D	E	F	G	H
1	ND K-3 Educator and Principal Reading Professional Development Tracking Sheet							
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								

Local Evidence

Local Evidence on File	
Local Evidence on File Click in cell for dropdown menu	Date Completed
<i>Transcript with Course and Passing Grade</i>	<i>4/19/20.</i>
<input type="text"/>	
Course Certificate of Completion	
Transcript with Course and Passing Grade	
Other local records	

Local Professional Development

- Must align with the law
- Complete the justification form.
- Must include each teacher by name on the spreadsheet, not a "everyone took this on 8/16"

Professional Development Justification to Meet the Requirements of NDCC 15.1-21-12.1

Justification Components

A school district or nonpublic school may submit a statement of justification for a local professional development program that addresses how the training meets the law. It is recommended that schools request this information from their professional development vendor in the contracting phase to ensure training aligns with North Dakota law.

Alignment with Science of Reading Components

- The training must align with scientifically based, evidence-based, and research-based best practices.
- The training must focus on phonemic awareness, phonics, fluency, vocabulary, comprehension, and systematic direct instruction methods.
- According to Administrative Rules in Chapter [67-31-01](#), "systematic direct instruction" means the carefully planned sequence of instruction, with organization of material that follows a developmentally appropriate order within a pre-established routine. Systematic and direct instruction is explicit, follows a gradual release process, and allows opportunities for practice and feedback."

Duration and Delivery Format

- Provide information on the total instructional hours and whether the training was delivered in-person, online, or through a blended approach, as a concentrated event, or provided over a period of time.

Course Title and Provider

- Name the professional development program and organization providing the training.

Submission Process

Prepare the Documentation

- Create one PDF document that contains the justification statement and any supplementary materials, such as an agenda or detailed syllabus, that support the justification. Please do not include all training materials, only those necessary to clarify alignment with the law.

Submit to the STARS Curriculum & PD Report in the Required Reporting Year

- Upload the prepared justification document via the "Upload" button in the professional development section of the STARS annual report.

NOTE: In addition to the local justification, a spreadsheet confirming individual staff attendance and completion of the course is required.

Support and Assistance

For questions or further guidance, please contact dpiliteracy@nd.gov. The NDDPI is committed to supporting schools in meeting the reading curriculum and professional development requirements to enhance student literacy outcomes.

PD Red Flags

Any staff who have 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 (contrary practices, curriculum company presentations, brief agenda items on back-to-school pd days or other local trainings.

Professional Development Support

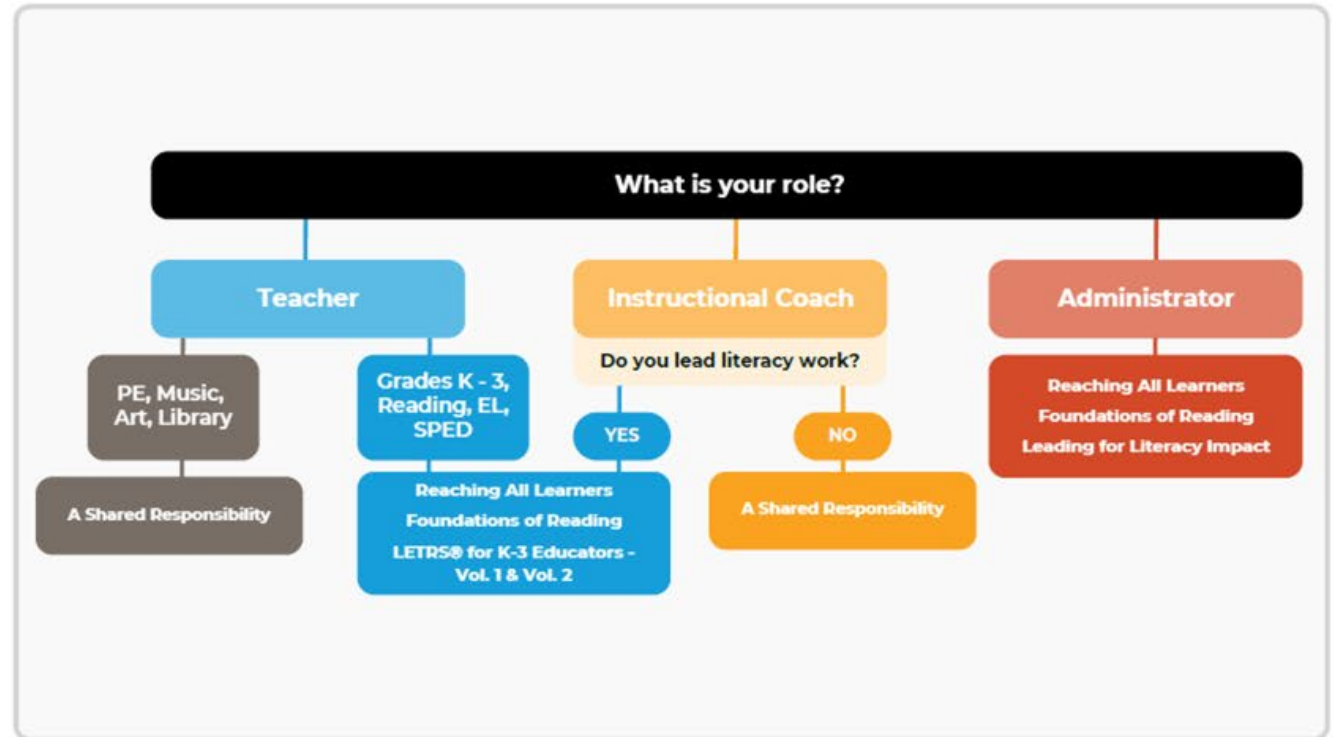
- Things to consider:
- needs/fit
- time
- cost

Professional Development Support

- Things to consider:
- needs/fit
- time
- cost

Professional Development Decision-Making Flowchart

Offerings are listed in order from least to most intensive time commitment.
NDCC 15.1-21-12.1 guidance and additional professional development resources [here](#).



Questions? Please contact your REA.

Can't find something? Check out NDSOR resources from SEEC and CREA. These offerings are available through state resources. Individuals and teams are welcome to seek out other training opportunities as they see fit.

Updated 10-2025

Questions?



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 'save' a list of curriculum options will appear:

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

Explain how you reviewed this section.

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)
- Lindamood Phoneme Sequencing (LIPS) by Gander 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

North Dakota Science of Reading

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, this Guide is intended to serve as a 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 Practices in Literacy Instruction

Just as research is evident on the practices that support the development of skilled reading, research is also clear on the methods and strategies teachers should no longer use in literacy instruction. Methods that are counter to research are known as "contrary practices." The National Center for Teacher Quality (NCTQ) has identified nine contrary practices in literacy instruction. The NCTQ reviews curricula information from teacher preparation programs to assess the level to which their instruction aligns with research. Programs that use contrary practices lose a letter grade from their overall score within the rating system.

The nine contrary practices identified by the NCTQ are summarized below. The full report, including the full explanation of content contrary to research-based practices, can be found in the NCTQ report in Appendix C.

1. **Three-Cueing System:** Three-cueing describes an instructional strategy for reading words that uses meaning/structure/visual (MSV) information. Students may be given cues to look around the page, and the teacher may ask, "What do you think the word could be," "Look at the picture to think about what the word might be," and "Look at the first letter to help you guess what the word is." These word-solving techniques represent missed opportunities for students to practice decoding words using their phonics knowledge.
2. **Miscue Analysis:** When teachers use miscue analysis, they look for strategies that students use when they read words that may be similar in meaning but differ in their sound-spelling patterns (orthography). This is often used to guide students to focus on the context and pictures rather than the letters on the page. Instead, teachers should use informal diagnostic assessments to find skill gaps.
3. **Running Records:** This assessment practice often uses a leveled passage to determine the student's reading level. This level is used within a system that assigns a number or letter to identify the level of a book. These levels are used to assign reading materials to students, organize students into similar groups, and report on growth as students move from one level to the next. These assessments often include miscue analysis. Studies show inconsistent results in scoring these assessments. Instead, teachers should use information from curriculum-based measures to inform instruction.
4. **Balanced Literacy Models:** Balanced literacy often includes practices that are both supported in research and practices that do not follow research. Small group guided reading and independent reading of predictable leveled texts are hallmarks of this approach. Instruction is often provided in the whole-word memorization of high-frequency words (aka popcorn words, bubble gum words, star words). Balanced literacy often uses implicit teaching of foundational skills rather than explicit instruction. The use of context clues and three-cueing are often taught as a way to decode new words. This contrasts with a structured literacy approach where foundational skills are taught explicitly. Oftentimes, the goal of instruction in balanced literacy classrooms is comprehension and using context cues rather than decoding. Conversely, structured literacy uses explicit, systematic instruction that follows a clear scope and sequence of the progression of early literacy skills based on how the early reading brain learns and uses prior knowledge about phoneme-grapheme correspondences to teach students how to read high-frequency words.

measures support consistent instructional decisions. Students are administered a BAS, DRA, IRI, and QRI using a text passage, list, or leveled book. Test administrators track student errors as students read orally and use the error information to find a level (BAS and DRA). These measures do not help teachers find students most at risk for reading failure and do not provide actionable information about foundational skills in reading. Curriculum-based measures are typically administered in one-minute sessions, are low-cost or free, and provide the best information when looking for students struggling with reading acquisition.

Contrary practices definitions adapted from:
Ellis, C., Holston, S., Drake, G., Putman, H., Swisher, A., & Peske, H. (2023). Teacher prep review: Strengthening elementary reading instruction. National Council on Teacher Quality.
https://www.nctq.org/dmsView/Teacher_Prep_Review_Strengthening_Elementary_Reading_Instruction

Questions?



Assessment Review – Approved List

Interim Assessment

State-Approved Vendors

Vendors will be added here as they are approved and will be listed alphabetically.

- Curriculum Associates, LLC
- Edmentum
- NWEA
- Pearson Assessments
- Renaissance Learning, Inc.

Dyslexia Screener





Dyslexia Screeners approved as of July 1, 2024, for MIS01 reporting.

- Amira Learning - Amira
- Amplify Education, Inc. - mClass Dibels 8th Edition
- Curriculum Associates, LLC - i-Ready
- Lexia Voyager Sopris - Acadience
- NWEA Houghton Mifflin Harcourt - MAP Reading Fluency
- Pearson - aimswebPlus
- Renaissance Learning, Inc. - FastBridge
- Renaissance Learning, Inc. - Star CBM

Assessment Support

- ND Educational Hub Course: Using the Academic Tools Chart from the National Center for Intensive Intervention

National Center on
INTENSIVE INTERVENTION
at the American Institutes for Research®

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Academic Screening Tools Chart

This tools chart has three tabs that include ratings on the technical rigor of the tools: (1) Classification Accuracy, (2) Technical Standards, and (3) Usability Features.






The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation. All tools that meet the criteria for review are posted on the chart, regardless of results. The chart represents all tools that were reviewed, not those that were "approved."

Last updated: January 2024. [Click here for a brief summary of the new and improved tools we've released.](#)

[View Chart Resources](#)

 [Print Current Chart View](#)

Legend

-  Convincing evidence
-  Partially convincing evidence
-  Unconvincing evidence
-  Data unavailable
-  Disaggregated data available

FILTER RESULTS




Subject

- ☒ Reading
- ☐ Mathematics

Grade

- ☐ Pre-K
- ☒ Elementary (K-5)
- ☐ Middle School (6-8)
- ☐ High School (9-12)

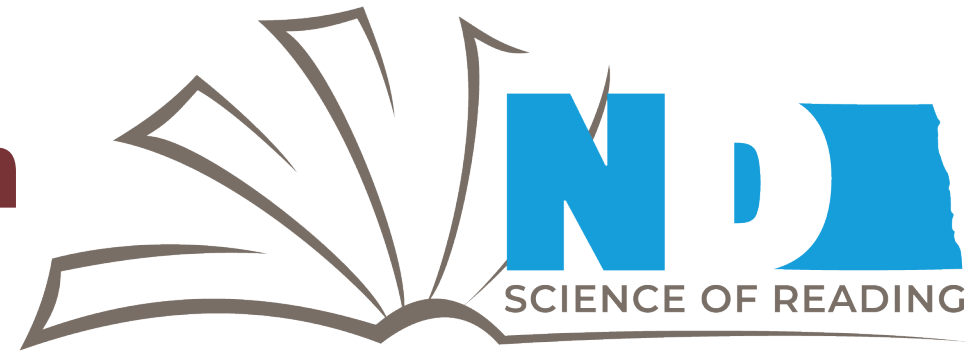
[Apply Filters](#) [Show Advanced Filters](#) [Clear Filters](#)

Compare Tools		Reset Chart		Classification Accuracy		Technical Standards		Usability Features	
All	Title	Area	Grade	Classification Accuracy Fall	Classification Accuracy Winter	Classification Accuracy Spring			
<input type="checkbox"/>	Acadience Reading K-6 (aka DIBELS Next)	Composite Score	Kindergarten						

Questions?



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