

Cotter School District Literacy Plan

	<p style="text-align: center;">Curriculum Goals:</p> <ol style="list-style-type: none">1. Sharpen the focus and strengthen literacy instruction.2. Create a community collaboration.3. Build a culture of reading.4. Develop authentic and purposeful systematic literacy evaluation and assessments.5. All students will be actively engaged in their learning.
K-2	<ul style="list-style-type: none">● All students K-2 will be screened for reading difficulties (Act 1063 dyslexia requirements)<ol style="list-style-type: none">1. Phonological and phonemic awareness2. Sound symbol recognition3. Alphabet knowledge4. Decoding skills5. Rapid naming6. Encoding skills ● Ensure adequate time for literacy instruction<ul style="list-style-type: none">*Phonological Awareness (10 minutes)*Phonics (30 minutes)(letter ID, decoding, handwriting, encoding)*Comprehension (40 minutes)<ul style="list-style-type: none">Read aloud and shared readingOral LanguageVocabulary*Small Group Reading (meet with skill-based groups to address foundational

	<p>gaps and support core instruction; RF, L, RI, RL standards are covered.</p> <ul style="list-style-type: none"> *Writing ● Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, vocabulary, writing, speaking, and listening. <ul style="list-style-type: none"> *Utilize texts to build students' background knowledge in each content area *Create a collaborative environment that fosters curiosity and learning through talk and inquiry.
3-6	<ul style="list-style-type: none"> ● Screen all 3-6 struggling reading for reading difficulties <ul style="list-style-type: none"> *Phonological and phonemic awareness *Sound symbol recognition *Alphabet knowledge *Decoding skills *Rapid naming *Encoding skills ● Ensure adequate time for literacy instruction <ul style="list-style-type: none"> *Word study (basis in morphology)-language and reading foundational standards are covered (Bottom of Scarborough's Rope) *Comprehension *Small group reading (30 minutes) with emphasis on skill based groups to address foundational gaps and support core instruction *Writing

	<p>*Handwriting (Cursive 3rd grade)</p> <ul style="list-style-type: none"> ● Develop intervention plans for students identified at risk for reading difficulties <ul style="list-style-type: none"> *Administer diagnostic assessments to determine specific skill deficits *Provide evidence-based interventions through a multi-tiered system of support *Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support ● Integrate literacy skills in content areas through activities that involve reading comprehension, writing, speaking, and listening ● Create an environment that fosters curiosity and learning through collaborative communication
7-8	<ul style="list-style-type: none"> ● Reading instruction should continue in middle school to support reading proficiency. At this grade band, the focus shifts from foundational reading with an emphasis on phonemic awareness and phonics to morphology and etymology ● Utilize a written curriculum map <ul style="list-style-type: none"> *Advanced phonics, morphology, etymology structure of the English language ● Ensure students are reading grade-level texts in all content areas multiple times each week ● Create an environment that fosters curiosity and learning through collaborative communication ● Develop a decision making tree to determine appropriate support for

	struggling learners
High School	<ul style="list-style-type: none"> ● Utilize curriculum that aligns to the Science of Reading <ul style="list-style-type: none"> *Morphology, etymology, structure of the English language *Utilize grade-appropriate text ● Offer Critical Reading Course <ul style="list-style-type: none"> *Utilize evidence-based intervention program taught by a highly-skilled reading teacher *Monitor student progress *Ensure class size is conducive to the needs of struggling readers *Consider making this a requirement for identified students ● Offer Academic Reading Course for credit <ul style="list-style-type: none"> *Utilize evidence-based intervention program to help students identified with dyslexia markers *Monitor student progress *Ensure a class size is conducive to the needs of struggling readers ● Create an environment that fosters curiosity and learning through collaborative communication ● Develop a decision making tree to determine appropriate support for struggling learners