

## Cotter Public Schools Literacy Plan

<p>K-6 Curriculum Goals</p>	<p>Curriculum Goals:</p> <ol style="list-style-type: none"><li>1. Sharpen the focus and strengthen literacy instruction.</li><li>2. Create a community collaboration.</li><li>3. Build a culture of reading for all students</li><li>4. Develop authentic and purposeful systematic literacy evaluation and assessments.</li><li>5. All students will be actively engaged in their learning.</li><li>6. Explicitly teach ELA standards using a Curriculum Map(Guaranteed and Viable Curriculum that aligns with the Science of Reading and the adequate minutes required.</li><li>7. Response to Intervention (RTI) Common grade level intervention times set into schedule for all levels of learning</li></ol>
<p>K-2</p>	<ul style="list-style-type: none"><li>● All students K-2 will be screened for reading difficulties (Act 1063 dyslexia requirements)<ol style="list-style-type: none"><li>1. Phonological and phonemic awareness</li><li>2. Sound symbol recognition</li><li>3. Alphabet knowledge</li><li>4. Decoding skills</li><li>5. Rapid naming</li><li>6. Encoding skills</li></ol></li><li>● Ensure adequate time for literacy instruction<ul style="list-style-type: none"><li>*Phonological Awareness (10 minutes)</li><li>*Phonics (30 minutes)(letter ID, decoding, handwriting, encoding)</li></ul></li></ul>

\*Comprehension (40 minutes)

Read aloud and shared reading

Oral Language

Vocabulary

\*Small Group Reading (meet with skill-based groups to address foundational gaps and support core instruction; RF, L, RI, RL standards are covered.

\*Writing

- Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, vocabulary, writing, speaking, and listening.

\*Utilize texts to build students' background knowledge in each content area

\*Create a collaborative environment that fosters curiosity and learning through talk and inquiry.

- Provide classroom teachers with a strong, systematic and explicit phonemic awareness program (Heggerty Phonemic Awareness)
- Provide classroom teachers with a strong, systematic and explicit phonics program (Benchmark Reading workshop, Phonics, and Word Study with digital pieces)
- Develop intervention plans for students identified at risk for reading difficulties
- Establish a progress monitoring for each tier of instruction with a multi-tiered support (Burst intervention)
- Integrate literacy skills in content areas (science, social studies, math) through activities that involve the reading comprehension, vocabulary, writing, speaking, and listening
- Utilize texts to build students' background and topical knowledge in each content area Benchmark Workshop (Core program)

	<ul style="list-style-type: none"><li>● Create a collaborative environment that fosters natural curiosity and learning through small group instruction</li></ul>
3-6	<ul style="list-style-type: none"><li>● Screen all 3-6 struggling reading for reading difficulties<ul style="list-style-type: none"><li>*Phonological and phonemic awareness</li><li>*Sound symbol recognition</li><li>*Alphabet knowledge</li><li>*Decoding skills</li><li>*Rapid naming</li><li>*Encoding skills</li></ul></li><li>● Ensure adequate time for literacy instruction<ul style="list-style-type: none"><li>*Word study (basis in morphology)-language and reading foundational standards are covered (Bottom of Scarborough's Rope)</li><li>*Comprehension</li><li>*Small group reading (30 minutes) with emphasis on skill based groups to address foundational gaps and support core instruction</li><li>*Writing</li><li>*Handwriting (Cursive 3rd grade)</li></ul></li><li>● Develop intervention plans for students identified at risk for reading difficulties<ul style="list-style-type: none"><li>*Administer diagnostic assessments to determine specific skill deficits</li><li>*Provide evidence-based interventions through a multi-tiered system of support</li></ul></li></ul>

\*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
- Utilize a written communication map that is aligned to the Science of Reading (Continual process that is built on standards)
- Ensure adequate time for literacy instruction
- Develop intervention plans for students identified at risk for reading difficulties
- Integrate literacy skills in content areas (science, social studies, math) through activities that involve reading comprehension, writing, speaking, and listening
- Utilize texts to build students' background and topical knowledge in each content area
- Students should be reading grade-level texts in all content areas throughout each school day
- Use robust domain-specific vocabulary

7-8

- 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
  - \*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
- Offer strategic Reading course for students identified as struggling readers
- Resources to use in Strategic Reading are Readworks and Newsela
- Ensure students are reading grade-level texts (articles, excerpts, books) in all content areas multiple times each week
- Use robust domain-specific vocabulary development
- Utilize grade-appropriate text
- Create an environment that fosters curiosity and learning through collaborative communication
- Develop a process for content-area teachers to advocate for struggling readers
- Develop a decision-making tree to determine appropriate support for struggling learners

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

