



Beaufort County School District

2021-2022 Literacy Plan

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Beaufort County School District - Vision, Mission and Core Beliefs

Mission

The Beaufort County School District, through a personalized learning approach, will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

Vision

We will work with families and our diverse community to ensure that students perform at an internationally competitive level in a learning environment that is safe, nurturing and engaging.

Core Beliefs

1. Every student can learn using his or her valuable and unique talents and skills.
2. Learning takes place when the physical, emotional, social and intellectual well-being of all students is assured at every level and during every transition.
3. High expectations of the school community positively impact student success.
4. Early childhood learning experiences form the foundation of future school success.
5. Students learn best when they are engaged and provided with opportunities for problem solving and active participation.
6. All students are entitled to learning experiences to become competent and confident in the skills and knowledge needed to become successful and productive citizens.
7. Investment, involvement and connection of all members of the school community are essential to a student's success.
8. Frequent informal and formal assessment aligned to clearly defined learning objectives will provide improved student achievement.
9. The collection, analysis and use of data from a variety of sources are critical to making decisions.
10. Students should be prepared to compete and contribute in a changing global and multilingual society.

Mission and Vision of an Effective Literacy Program

Beaufort County School District is committed to providing an effective literacy program across all content areas which prepares students to effectively contribute to a rapidly changing society. Students must be able to analyze and use information to communicate, create, collaborate and critically think in order to possess the understanding, skills and dispositions needed for successful entry into college, career or military service.

Student Outcomes

Beaufort County School District educators use Enrich to manage assessment data. Through Enrich, literacy data is reported and educators analyze the data to prioritize instructional needs and set goals at the district, school and classroom levels.

Beaufort County School District gathered and analyzed district student literacy data to determine the district's challenges and develop a literacy plan aligned to our district initiatives. The prevailing district literacy challenges include:

- Needed strategic focus in teaching and learning:
 - Foundations of Reading
 - Informational Text
 - Text Dependent Analysis(Writing)
- Literacy achievement gaps among demographic groups
 - SPED
 - ESOL
 - African American students
- Summer loss in literacy achievement
 - Average decline of 25% in student reading “on-grade level” from end of year to beginning of year (Elementary) as measured by Fountas and Pinnell.

Beaufort County School District Reading Data and Projected Performance

Grade Level	Winter 2018	Winter 2019	Winter 2020	Winter 2021	Winter 2022
Kindergarten	55.5%	48.8%	44.0%	57.8%	
First Grade	48.3%	49.2%	42.7%	45.6%	
Second Grade	49.6%	46.8%	46.1%	45.0%	
Third Grade	52.5%	50.0%	48.1%	51.6%	
Fourth Grade	54.9%	55.7%	54.0%	47.2%	
Fifth Grade	55.5%	53.9%	55.7%	51.9%	
Sixth Grade	52.0%	55.4%	50.3%	52.0%	
Seventh Grade	56.5%	53.7%	57.0%	52.9%	
Eighth Grade	59.6%	61.6%	59.0%	55.3%	

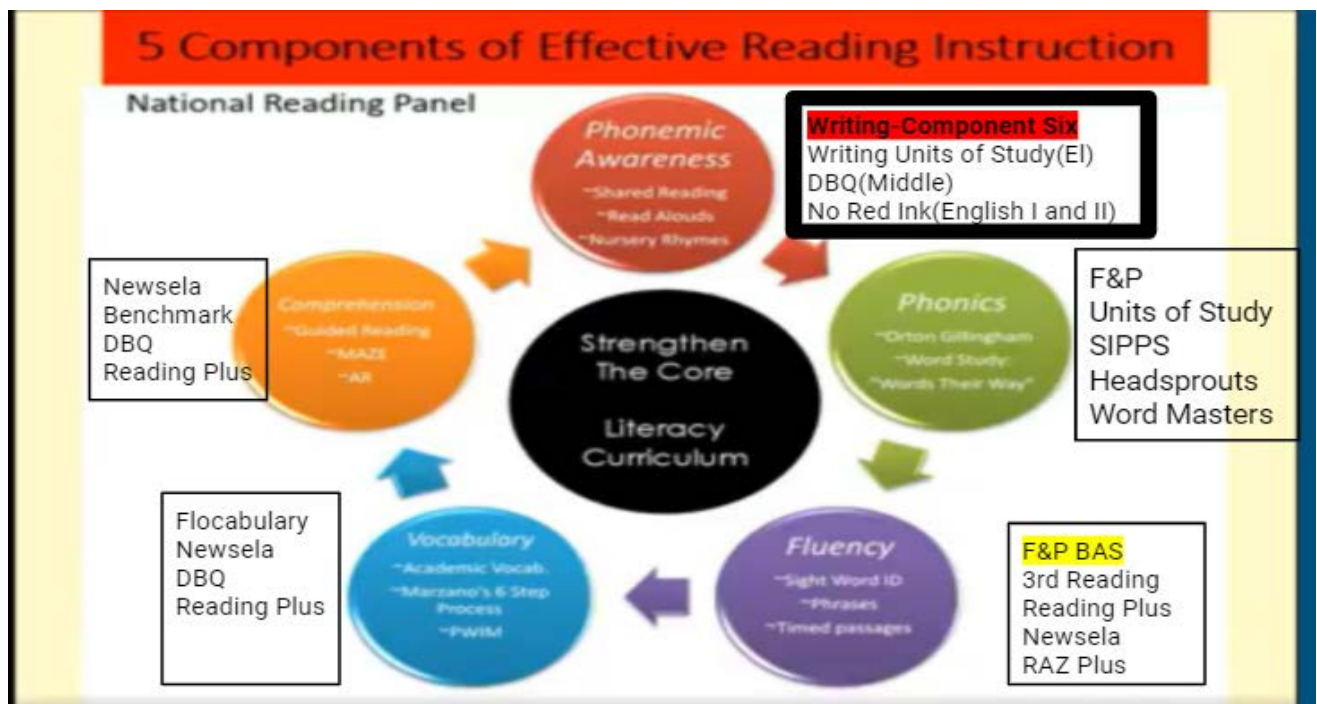
Percent of students on grade level in reading (at or above the 50th percentile as measured by MAP)

Every K-12 classroom will include exemplary literacy components:

- Significant time (75%) engaged in reading and writing practice that is aligned to the critical thinking required by grade level standards
- Classroom instruction will include on grade level text and Higher Order Questions as a model/example.
- Assignments that give students the opportunity to master content aligned to grade level standards, engage in important content specific practices, and build knowledge of the world in some way.
- A variety of print resources that include a broad range of reading levels and genres from which students may choose.
- High-quality, rigorous differentiated instruction of reading and writing standards that are authentic and transferable.
- A prevalence of dynamic/flexible grouping based on students' strengths and weaknesses.

Balanced Literacy for all students to include daily instruction and/or practice in:

- Writing
- Vocabulary
- Comprehension
- Fluency
- Phonics
- Phonemic Awareness



In Every Child, Every Day, Allington and Gabriel(2012) suggest six things that every child should do, every day, to improve student achievement.

- Read something of choice
- Read something accurately
- Read something they understand
- Write about something meaningful
- Talk with peers about reading and writing
- Listen to a fluent adult read

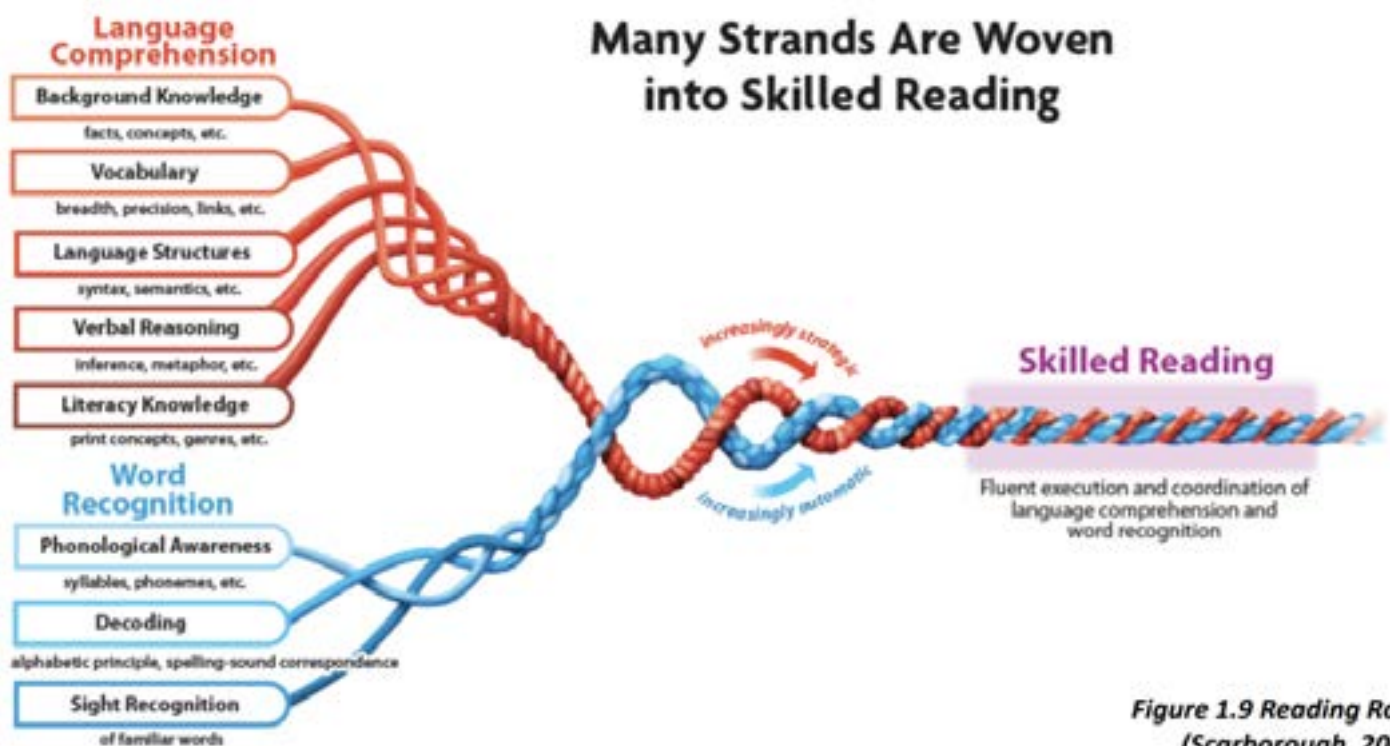


Figure 1.9 Reading Rope
(Scarborough, 2001)

English Language Arts Priority Standards 2021

Please see appendix or click link for [Vertical Articulation Document of these standards](#)

Inquiry
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
Standard 4: Synthesize information to share learning and/or take action.
Principles of Reading (Informational and Literary)
Standard 1: Demonstrate understanding of the organization and basic features of print (concepts of print).
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemic awareness).
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words (phonics).
Standard 4: Read with sufficient accuracy and fluency to support comprehension.
Meaning and Context (Literary and Informational)
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
Standard 6: Summarize key details and ideas to support analysis of thematic development. Standard 6: Summarize key details and ideas to support analysis of central ideas.
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats and in visual, auditory, and kinesthetic modalities. Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and visual, auditory, and kinesthetic modalities.
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures and how their relationships shape meaning and tone in print and multimedia texts.

Language, Craft, and Structure (Literary and Informational)

Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain- specific vocabulary.

Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.

Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning and style.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

Standard 13(12): Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex texts over time.

Writing

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Professional Learning Opportunities

By providing job-embedded literacy professional learning opportunities, student literacy achievement (language, writing, reading, listening and speaking) will increase across content areas. Current research and data will be utilized to plan high quality professional development for educators in an effort to ensure all students have access to quality teachers who are prepared to teach to the levels of rigor required by SCCCRS. The district will maximize opportunities for collaboration and professional learning both vertically and horizontally, while providing professional development in the following areas:

Focus	Training	Dates/Time	Audience
Foundations of Reading Intervention	Systematic Instruction in Phonics, Phonemic Awareness and Sight Words	Access long range plan here	Elementary interventionist must attend, but others are welcome
Reading Fluency and Comprehension Intervention	Reading Plus		Middle School ELA- all who serve students reading below grade level Elementary Intervention
Tier I	Scholastic Literacy		All participating Schools (BES, BLES, BRES, HHSCA, JSES, LIES, MOES, PRES, RSIA, MCRES, SHES, WBES, WBMS)
Foundations of Reading Reading Comprehension Tier I	i-Ready		All elementary ELA teachers
Reading Comprehension Tier I-Teacher instructional resources	Newsela		2-12 teachers
Foundations of Reading Reading Comprehension Practice at Home	Learning A-Z RAZ Headsprouts		Pk-5
Writing	No Red Ink		6-12

Previous Areas of Professional Development will continue to be important and supported through our Literacy Coaches:

- Student Centered Coaching - [Year Round Plan](#)
- Conferring with students to include Goal Setting and Documentation in order to gauge reading and writing instructional next steps.
- Document Based Questions & Text Dependent Analysis

Assessment

Educators in Beaufort County School District will provide continuous feedback to students as they acquire skills and processes for understanding and ownership of their learning. Focusing on student understanding and transfer of learning is critical. This is accomplished by providing instruction and student feedback through multiple formative and summative assessments including, but not limited to:

- Teaching Strategies Gold (pre-kindergarten)
- KRA (kindergarten)(State Mandated)
- Running Record Benchmark System (Fountas & Pinnell) (K-5)
 - Text Level
 - Accuracy
 - Fluency
 - Comprehension
 - Genre
- Measures of Academic Progress (MAP Growth) (2-9)(State Mandate)
- Measures of Academic Progress (MAP Fluency) (K-1)(State Mandate-MTSS Dyslexia Screener)
- SC Ready (3-8)(Federal Mandate)
- End of Course for English II(State Mandated)
- TDA Writing Practice (No Red Ink, DBQ Project, etc.)
- Each school must administer a base-line writing piece by September 24th. This data will be used to write individual(school based) writing plans.
- Performance Matters standards based common assessments(tied to units in Rubicon) to be analyzed at least quarterly.
- Letter, Sound, Sight Word, Concepts of Print

Reporting Running Records:

For consistency across the district, our recommendation is to administer text reading level assessment on an ongoing basis to maximize instructional time. This allows teachers to officially report text reading data two times a year and record appropriate reading level information on report cards using multiple data sources (MAP, Text Reading Assessments, other classroom assessments). The adopted reading assessments are designed to be formative and used to drive ongoing instructional decisions.

We recommend using Above, At, or Below to record text reading level so parents are not confused by equated levels, specific assessment terminology unfamiliar to them.

Report Card:

Reading Level should be reported in terms of *Above*, *At*, or *Below* Grade Level based on MAP data, Text Reading data, and other classroom observations. e.g. Your child is reading _____ (Above, At, Below) grade level.

Merging Fountas and Pinnell Benchmark Assessment Systems 1-2 with 3:

Fountas and Pinnell has updated the Benchmark Assessment System to Edition 3. The books are the same (with a few edits), but the Comprehension Conversation protocol has changed. The literacy coach at each school will assist in discarding the old reading record materials, and will provide each teacher with a master copy electronically.

Reporting data in Enrich

- Text Level
- Accuracy %
- Fluency rubric score
- Genre
- Comprehension level (Proficient, Approaching Proficiency, Limited Proficiency, and Not Proficient)

Glossary of Assessments:

KRA: The KRA determines each child's readiness level from an evaluation of four domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. The KRA provides a snapshot of students' abilities at the beginning of the school year.

Pre-Kindergarten: GOLD Assessment System: Combines ongoing, authentic observational assessment for all areas of development and learning with intentionally focused performance-assessment tasks for selected predictors of school success in the areas of literacy and numeracy. The system documents children's development and learning over time, identifies children who would benefit from further evaluation or services and guides planning and instruction through three checkpoints (fall, winter & spring).

K-5 Fountas/Pinnell: Consists of a series of carefully designed benchmark books that measure the level of difficulty at which a student is able to read fiction and nonfiction texts. The books range in difficulty from those for beginning readers (A) to those for advanced readers (Z). Included are diagnostic assessments for the following components of reading ability: Comprehension within, beyond and about the text, writing about

reading, fluency, phonemic awareness, letter names, early literacy behaviors, phonics and word analysis and high frequency word reading.

Grades K-9 MAP (Measures of Academic Progress): A formative assessment that is given to all students in kindergarten through eighth grade and is optional for high school students. This test is given three times each year in the fall, winter and spring. Reading and math are assessed during each of those administrations and language usage is given during the fall and spring. Science is optional during each administration to our students in grades three through eighth.

Grade K-1 MAP Fluency (Measures of Academic Progress): Monitor oral reading fluency, literal comprehension, and foundational reading skills from season to season and year to year. Quickly screen students at risk of reading difficulty, including characteristics of dyslexia.

Grades 3-8 South Carolina State Assessment: We are currently making the transition to *SC Ready* for the 2015-2016 school year. The assessment covers ELA, Math and Writing.

Grades 9-12 EOCEP: The Education Accountability Act of 1998 requires the development of end-of-course examinations in gateway or benchmark courses. The program is called End-of-Course-Examination Program (EOCEP). The examinations, which count 20 percent of the students' final grade in each gateway or benchmark course, currently include Algebra 1/Intermediate Algebra, English 1, U.S. History and the Constitution and Biology 1/Applied Biology 2.

Grades 9-12 SAT: The SAT tests the reading, writing and math skills students learn in school and are critical for success in college and beyond. An 800 is a perfect score on each section, with a 2400 as a perfect overall test score. The questions are rigorously researched and tested to make sure students from all backgrounds have an equal chance to do well. SAT also provides opportunity for students to connect to scholarship opportunities, place out of certain college courses and learn more about academic strengths.

Grades 9-12 ACT: The ACT includes four subject-area tests (English, Math, Reading and Science) plus a 30-minute writing test. ACT results are accepted by four-year colleges and universities in the U.S.

See appendix for Literacy Assessment Plan

Instructional Plan

Beaufort County School District is committed to maximizing and protecting instructional time at all levels. Elementary daily literacy instruction will include 120 minutes, inclusive of reading and writing workshop in grades pre-kindergarten through fifth grade. In grades six through eight, daily literacy instruction will include 60 minutes daily inclusive of reading and writing workshops. High school literacy instruction will include 90 minutes daily on a semester schedule.

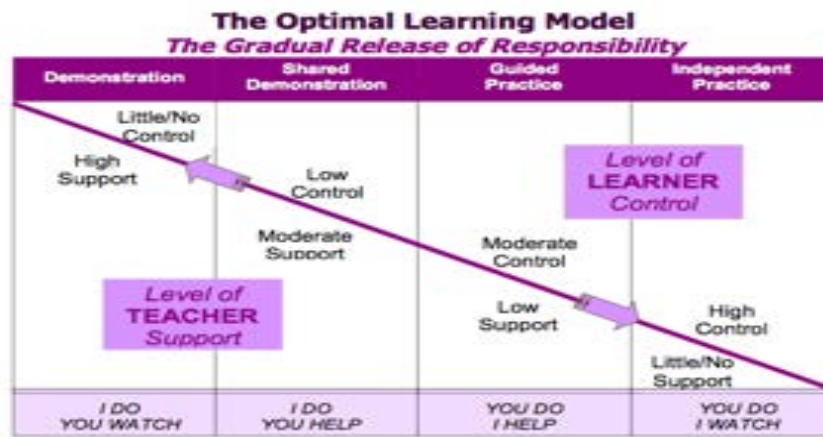
In order to meet the expectations of the South Carolina Standards, teachers will utilize texts with increased complexity, including a balance of informational and literary texts. The goal is that by fourth grade the balance will be an appropriate 50/50. This shift to include more informational texts will require teachers to use an integrated, interdisciplinary instructional approach, which includes close reading experiences with a wide variety of text types. Students will apply reading and writing across the day in all content areas.

Grade Span	Types of Text referenced in SC ELA Standards	Types of Text referenced in an SC Ready data review
K-5	<p>"By the end of fifth grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama.</p> <p>Fiction: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths</p> <p>Literary nonfiction: personal essays, autobiographical and biographical sketches, and speeches</p> <p>Poetry: narrative poems, lyrical poems, humorous poems, and free verse</p> <p>"By the end of fifth grade, students read informational (expository, persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts."</p>	<p>Students need experience with Texts at various lengths, such as shorter, more complex texts.</p> <p>Students need to determine relevant sources for topics.</p> <p>Speeches</p> <p>Poems</p>

Grade Span	Types of Text referenced in SC ELA Standards	Types of Text referenced in an SC Ready data review
6-12	<p>"By the end of eighth grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama.</p> <p>Fiction: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths</p> <p>Literary nonfiction: personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches</p> <p>Poetry: narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics</p> <p>By the end of eighth grade, students read informational (expository, persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, research reports, contracts position statements, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, book, movie or product reviews, journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia informational texts."</p>	<p>Students need experience with Texts at various lengths, such as shorter, more complex texts.</p> <p>Students need to determine relevant sources for topics.</p> <p>Speeches</p> <p>Poems</p>

A comprehensive balanced literacy framework, based upon ongoing assessment data analysis, drives instructional decision-making. The balanced literacy framework requires well-tailored and intentional teaching. The balanced literacy framework emphasizes the integration of authentic reading and writing experiences so students learn how

to use literacy strategies and skills to support their literacy development. It includes Shared Reading/Writing, Guided Reading/Writing, and Independent Reading/Writing. Through explicit standards-based modeling and practice, students are able to reinforce the strategies and skills necessary to become proficient readers and writers. Overall, the balanced literacy framework optimizes learning opportunities.



(Pearson and Gallagher, 1993)

Reading instruction is monitored at school sites by the school administrative teams. Principals will monitor the implementation of the Reading Instructional Framework through classroom walkthroughs and reviewing teacher planning. Reading coaches model lessons, provide professional development, analyze data, coach teachers, coaching cycles and support teachers with planning for instruction during PLCs.

Teaching for student understanding utilizing the Understanding by Design curriculum mapping model is exhibited in pedagogical practices that focus on outcomes to ensure curriculum, instruction and assessment align. Beaufort County School District’s essential curriculum maps(located in Rubicon Atlas) are divided into units of study and clearly identify the learning targets for what students are expected to know and be able to do at the completion of each course or grade level. Curriculum maps are used as a springboard for planning regarding student learning and teaching practices. The maps are continually evaluated and refined by teachers, curriculum specialists and administration to ensure they reflect curriculum standards and the content and skills students are required to master. Teachers are expected to use the curriculum maps to deliberately plan for student learning. ([Link to Rubicon Atlas](#))

The most important part of supporting students who struggle is to make sure our core instructional program is strong and that we are following our Instructional Vision. This is especially important with how we use data to form small groups and our commitment to making sure small groups happen as much as possible. The overall goal of our intervention structure is to ensure that every student in our school is making academic and social progress regardless of their need level, cognitive ability, or behavioral challenges. [Link to Intervention Document](#)

Additional intervention will be provided for those students not successfully demonstrating grade-level proficiency. Intervention can be provided by the classroom teachers and/or by staff outside of the classroom. Interventions will supplement, not supplant, daily literacy instruction. School master schedules include daily intervention and enrichment time. Students who are reading below grade level in first through fifth grades will attend an intensive summer reading program.

Literacy Coach Support(PK-8)

Schools are supported by Literacy Coaches. Coaches help ELA teachers in lesson planning, co-teaching, modeling lessons, and providing professional development. ELA teachers are supported in understanding the depth of the standards and how to effectively teach the standards based on student data through professional learning communities.

Considerations for planning for PLCs:

- Teachers should always leave having planning completed for future instruction.
 - Monthly Writing PLC-
 - At least quarterly PLC with Performance Matters
 - K-2 student data on progression toward reading proficiency
 - Monthly data check-in for students reading below grade level(with interventionist and teachers)

Literacy coaches are expected to attend monthly teacher leader meetings that include professional development.

Current as well prospective instructional coaches will participate in the district's [Student Centered Coaching](#) series to ensure capacity building of district and school-based coaches. The course work will be considered complete once instructors earn their coaching endorsement from the state department of education.

Coaches are integral to supporting Multi-Tiered Systems of Support (MTSS) is a three tiered approach used by Beaufort County School District to address deficits and provide additional support to learners. Three tiers of instruction are available to enhance learning in a particular content area or behavior. Students receive extra support from their classroom teacher through differentiation (Tier I). If more support is needed, the student receives differentiated support in addition to classroom instruction (Tier II). If further assistance is required, concentrated support is provided (Tier III) ([Click HERE to view the Beaufort County MTSS Reference Guide](#)).

It is the responsibility of the school principal to ensure all students, including students with disabilities, have access to quality literacy instruction. Furthermore, it is the responsibility of the Individualized Education Program (IEP) team to address the unique needs of the student.

It is the responsibility of the school principal to ensure that all students, including students who are Limited English Proficiency (LEP), have access to appropriate literacy instruction. All activities focus on assisting LEP students to acquire the English skills necessary to be successful. The goal is to graduate students who are fully English proficient in all language areas (reading, speaking, listening, writing and comprehension). Teachers will be trained in Sheltered Instruction Observation Protocol (SIOP), a research-based and validated instructional

model proven effective in addressing the academic needs of English language learners. In addition, it is imperative that ESOL teachers participate in district literacy training.

The Beaufort County School District is dedicated to ensuring that our students are digitally literate and engaged 21st century learners. Our goal is to continue to promote and graduate highly successful students who are well equipped to pursue their goals and contribute as global citizens. In providing students with the tools and training that will enable them to think critically and creatively, communicate effectively, and participate in problem-based and collaborative learning, students will possess the life skills needed to become productive adults and leaders in our local and global communities.

Parent and Family Involvement

Beaufort County School District will reach out to parents and community members to provide information and establish partnerships to enhance and support student growth in literacy. School leadership teams, literacy coaches and teachers will engage in activities to encourage community participation and understanding of the literacy initiative. District-wide activities may include, but are not limited to:

- Sharing literacy strategies with family members
The schools will provide families with information about how they can support their student's success as readers and writers (e.g. model before, during and after reading strategies).
- Communicating with non-English speaking families
The school district will communicate with non-English speaking family members including multiple forms of native language outreach about literacy activities (ESOL parent nights, newsletters, videotapes, and websites).
- Informing families of their student's progress
The schools will provide families with information specific to their children as readers and writers (report cards, progress reports and parent conferences).

Reading Celebrations:

Read Across America- Wednesday, March 2, 2022

Read Aloud Day- February 2, 2022

Mandatory Third Grade Retention

Act 284 (Read to Succeed) requires that, beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment SC READY. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. The Read to Succeed Team is

aware of research around third grade retention and is currently researching models and solutions in other states and among stakeholders in South Carolina.

[Third Grade Retention Guidance Document](#) (DOC - updated November 2020)

[SC Ready Assessment: A Brochure for Parents and Students](#)

- Informing families about available resources
The schools will provide families with information about resources to help students improve as readers and writers (newsletters, websites, media releases).

Read to Succeed Reading Plans (state, district, and school)

The Read to Succeed legislation (Act 284) requires that each school district and individual school complete a literacy reflection tool and set goals. District and School Reading Plans 2021 - 2022: DUE OCTOBER 15, 2021. The format for the Read to Succeed Reading Plans has changed. All districts and schools should submit their reading plans via the survey links below. Updated information (including survey links, directions, and hard copies of each literacy tool) may be found below:

- [Directions for Completing District and School Reading Plans](#) (Word)
- [District Reading Plan Survey](#) (Formstack)
- [Elementary and Primary School Reading Plan Survey](#) (Formstack)
- [Middle and Secondary School Reading Plan Survey](#) (Formstack)

School and Community Partnership

Partnerships with local businesses, agencies, universities and colleges will enhance student exposure to career pathways and real life applications of literacy. Valuable and authentic opportunities will be provided to students through community tutors, mentors, internships, field trips, showcases, apprenticeships, community service and speakers. Currently, community organizations, agencies and businesses support programs to positively impact students across all subject areas and promote literacy skills. Partners include:

- **River of Words** - Beaufort County schools participate in this national program that authentically

integrates environmental science, language and visual arts in an effort to develop students' appreciation of the local watershed and sense of place. Students study alongside master naturalists and return to their classes to work with community artists and authors. Community Partners for this project include: The Pat Conroy Literary Center, Port Royal Sound Foundation, Arts Council of Coastal Carolina

- **The United Way of the Lowcountry** - Volunteer tutors are selected to work with students in grades pre-kindergarten through third grade. The volunteers perform various duties based on the age group with whom they work. All tutors receive initial training from a literacy professional in conjunction with the University of South Carolina Beaufort.
- **Beaufort County Public Library**- We partner each summer with the library to have a community wide summer reading program.
- **Pat Conroy Literary Center**- Supports students and teachers as readers and writers through engaging discussions of the reading and writing process. As well as, provides our school system access to authors.

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Appendix A - Literacy Assessment Plan

Kindergarten

Subtests	Area Assessed	Administered by	Beginning of Year	Mid-Year	End of Year
KRA	Kindergarten Readiness	Classroom Teacher or instructional assistant	First 45 days		
Dominie Sentence Writing & Spelling Or Words Their Way	Concepts of Print(Dominie) Phonics & Conventional Spelling	Classroom Teacher	n/a	Sentence A	Sentence B
Calkins “On-Demand” Writing Pieces OR Scholastic Literacy	Writing	Classroom Teacher	Pre and Post Assessment for Each of the Units		

Fountas & Pinnell	Text Reading Accuracy & Comprehension Additional Assessments Letter Recognition Phonological Awareness	Classroom Teacher	See notes below Ongoing Continuous Assessment Instructional Level Reported: <u>Week 6</u>	Ongoing Continuous Assessment Instructional	Ongoing Continuous Assessment Instructional Level Reported: <u>Week 37</u> <u>Week 33 for Summer Reading Students</u>
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NOTES:

- **Successful completion of a Text Reading level includes: Accuracy, Comprehension and Fluency. A child’s inability to meet any of these three criteria requires the child to receive additional instruction before moving to the next text level.**

First Grade

Subtests	Area Assessed	Administered by	Beginning of Year	Mid-Year	End of Year
Sentence Writing & Spelling Or Words Their Way	Phonics & Conventional Spelling	Classroom Teacher	Sentence A	Sentence B	Sentence C
Calkins “On-Demand” Writing Pieces OR Scholastic Literacy	Writing	Classroom Teacher	Pre and Post Assessment for Each of the Units		
Fountas & Pinnell Text Reading Instructional Level	Accuracy, Comprehension & Fluency	Classroom Teacher	Ongoing Continuous Assessment Instructional Level Reported: <u>Week 6</u>	Ongoing Continuous Assessment Instructional	Ongoing Continuous Assessment Instructional Level Reported: <u>Week 37</u>

					Week 33 for Summer Reading Students
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NOTES:

- **Successful completion of a text level includes: Accuracy, Comprehension and Fluency.**
- **A child’s inability to meet any of these three criteria requires the child to receive additional instruction before moving to the next text level.**

Second, Third, Fourth & Fifth Grade

Subtests	Area Assessed	Beginning of Year	Mid-Year	End of Year
Fountas & Pinnell Text Reading Fourth and Fifth grade- Students scoring on or above grade level expectations according to MAP (for the past three testing cycles) will not require a formal running record	Reading, Accuracy & Comprehension	Ongoing Continuous Assessment Instructional Level Reported: <u>Week 6</u>	Ongoing Continuous Assessment Instructional	Ongoing Continuous Assessment Instructional Level Reported: <u>Week 37</u> <u>Week 33 for Summer Reading Students</u>
Calkins “On-Demand” Writing Pieces OR	Writing	Pre and Post Assessment for Each of the Units		

Scholastic Literacy		
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NOTES:

- **Successful completion of a text level includes: Accuracy, Comprehension and Fluency.**
- **A child’s inability to meet any of these three criteria requires the child to receive additional instruction before moving to the next text level.**
- **Fourth and Fifth grade- Students scoring on or above grade level expectations according to MAP (for the past three testing cycles) will not require a formal running record**

Table E.1. MAP Growth Out Scores Corresponding to SC READY Scores when MAP Growth is taken in Spring—ELA/Reading

SC READY ELA								
Grade	Level 1: Does Not Meet		Level 2: Approaches		Level 3: Meets*		Level 4: Exceeds	
3	100–358		359–451		452–539		540–825	
4	100–418		419–508		509–592		593–850	
5	100–449		450–557		558–652		653–875	
6	100–454		455–575		576–667		668–900	
7	100–511		512–614		615–704		705–925	
8	100–537		538–642		643–737		738–950	

MAP Growth Reading								
Grade	Level 1: Does Not Meet		Level 2: Approaches		Level 3: Meets*		Level 4: Exceeds	
	RIT	Percentile	RIT	Percentile	RIT*	Percentile	RIT	Percentile
K**	100–149	1–25	150–161	26–60	162–171	61–85	172–350	86–99
1**	100–167	1–24	168–181	25–60	182–192	61–84	193–350	85–99
2**	100–178	1–25	179–193	26–62	194–204	63–85	205–350	86–99
3	100–188	1–25	189–203	26–62	204–214	63–85	215–350	86–99
4	100–198	1–30	199–211	31–64	212–221	65–85	222–350	86–99
5	100–203	1–28	204–218	29–67	219–228	66–87	229–350	88–99
6	100–204	1–22	205–220	23–62	221–230	63–84	231–350	85–99
7	100–210	1–30	211–224	31–66	225–235	67–87	236–350	88–99
8	100–213	1–33	214–227	34–68	228–238	69–87	238–350	88–99

Bolded numbers indicate the cut scores considered to be at least “proficient” for accountability purposes (i.e., “meets” grade level).
 Spring cut scores were extrapolated from the Grade 3 cohort using 2015 MAP Growth norms.

Appendix B - Beaufort County School Goals

District Goal #1: The percentage of K-8 students meeting Reading and Math MAP growth targets will increase annually.

- The percentage of kindergarten through ninth grade students meeting Reading and Math MAP growth targets as measured from Fall to Spring will increase at least 1% annually for 5 years.

District Goal #2: The Beaufort County School District will improve the ACT composite score of 18.3 annually with a 5-year goal of 20 to match South Carolina expectations, and an ultimate goal of 22.0 to meet ACT expectations.

District Goal #3: The Beaufort County School District will improve the cohort graduation rate of 83.3% annually with a 5-year goal of 90%.

District Goal #5: The percentage of students meeting criteria on SC Ready will increase annually.

- Percentage of students scoring Approaches/Meets/Exceeds:
 - Reading: from 78.5% to 87.7% by 2019-2020
- Percentage of students scoring Meets/Exceeds:
 - Reading: from 44.6% to 56.9 by 2019-2020

District Goal #6: The percent of high school students performing at the proficiency level on the End-of-Course exams will increase from 77.8% annually with a 5-year goal of 90%.

District Goal #7: The percent of high school students successfully completing Advanced Studies credit (Advanced Placement, International Baccalaureate, Dual Enrollment) will increase annually.

District Goal #8: The percent of high school students earning a silver or higher certification on WorkKeys will increase from 67.7% annually with a 5-year goal of 75%.

District Goal #9: The percent of highly qualified teacher retention will increase from 82% to 85% by the end of the 2019-20 school year.

District Goal #10: The percent of STUDENT DISCIPLINE will decrease from 26.4% to 16% by the end of the 2019-2020 school year.

District Goal #11: The percent of TCL College Ready students will increase from 54.5% to 70% by Fall 2020.

Appendix E - Glossary of Terms

There are numerous high progress literacy instructional components that exist within the structures of Reader's/Writer's Workshop. These strategies are consistent with best practices and include the following:

- **Debriefing/sharing** provides students an opportunity to reflect upon and articulate what they have noticed about the work they have completed and the strategies they have used. Students may also choose to talk about the books they are reading or the pieces they have written. Sharing also offers teachers the opportunity to follow up on mini-lessons and to recognize students for their work.
- **Guided and strategy reading** provides opportunities for students to apply the skills and strategies inherent in strategic reading with increasing independence. Teachers continue to guide the process, but students are expected to take more responsibility and to engage in independent problem solving within a small group setting. Teachers support individuals and the group by matching books with readers and scaffolding the reading process.
- **Independent reading** provides opportunities for children to practice independent reading strategies with “just right” books. Reading large quantities of texts of their choice allows students get to know themselves better as readers. Paired with one-on-one conferences, independent reading encourages students to take responsibility for their growth as readers.
- **Independent writing** provides opportunities for students to develop their own writing processes while composing their own texts. Students are given opportunities to write in different genres for a variety of purposes and audiences. This structure allows students to apply their knowledge of print conventions and writer's craft. They are given opportunities to generate ideas, draft, revise, edit and publish. They also learn to articulate their decisions and processes as writers through conferring with other writers.
- **Interactive writing** provides opportunities for teachers and students to collaboratively develop text and "share the pen" to write. Students learn and participate in the writing process, learn concepts of print and understand that reading and writing are reciprocal processes. This structure allows students to apply letter-sound knowledge and spelling patterns in context. In addition, this structure provides texts students can revisit and read independently.
- **Literature study groups** provide opportunities for students to hold grand conversations about books they choose. Consequently, students learn the value of responding to literature aesthetically (Rosenblatt, 1995). They learn about language through author studies, genre studies and craft studies. Through rich conversations about high quality literature, students learn that literature can be both informative and transformative.
- **Mini-lessons** offer teachers the opportunity to provide short, focused lessons (5-10 minutes) based on students' needs. During mini-lessons, teachers offer advice about what students are doing as readers and writers. Teachers may demonstrate a strategy, build background knowledge, highlight well-crafted writing, or model a procedure. The effectiveness of the lessons may be increased by connecting a series of mini-lessons.
- **Read-aloud** provides daily opportunities for children to become immersed in text. It enables students to hear the right language from texts they cannot yet read on their own or might not have chosen to read. Teachers strategically choose books to share for a variety of purposes across the curriculum.
- **Reading conferences** offer teachers and students opportunities to learn and apply reading strategies in an intimate setting. Reading conferences provide opportunities for teachers to match readers with texts and to hold conversations about the reading process and the content of the book, reader-to-reader.

During reading conferences, teachers use running records, miscue analysis, interview self-assessments, and/or student-watching notes to gain insight into the students' strengths, needs and interests.

- **Shared reading** provides opportunities for students to learn strategies successful readers utilize and how the reading process works. The reading occurs within the context of a large group with the teacher orchestrating the process.
- **Shared writing** provides opportunities for teachers and students to work together to compose texts with the teacher serving as the scribe. It allows the teacher to demonstrate how the writing process works by focusing on features of composing, written expression and print conversations while modeling a variety of text types. The co-created text can then serve as written language references for the classroom.
- **Writing conferences** offer teachers and students opportunities to learn and share their experiences with the writing process. Conferences are writer-to-writer conversations that allow teachers to assess and teach students individually in a continual effort to move them forward. Conferences also provide opportunities for teachers to match students with mentor writers and texts.
- **Word study** provides direct and explicit instruction in the foundations of reading including phonemic awareness, phonics, vocabulary, roots and affixes and word origins.

Phoneme

The smallest unit of sound in a word that is represented by graphemes (letters).

Phoneme	Grapheme(s)	Example(s)
/b/	b, bb	big, rubber
/d/	d, dd, ed	dog, add, filed
/f/	f, ff, ph, gh	fish, puff, phone, tough
/g/	g, gg	go, egg
/h/	h	hat
/j/	j, g, ge, dge	jet, cage, barge, judge
/k/	c, k, ck, ch, cc, que	cat, kitten, duck, school, occur, antique, cheque
/l/	l, ll	leg, bell
/m/	m, mm, mb	mad, hammer, lamb

Grapheme

A letter or a number of letters that spell a phoneme (sound) in a word.

Phoneme	Grapheme(s)	Example(s)
/n/	n, nn	no, dinner, knee, genome
/p/	p, pp	pie, apple
/r/	r, rr, wr	run, merry, write
/s/	s, ss, ss, c, ce, se	sun, mouse, dress, city, ice, science
/t/	t, tt, ed	top, letter, stopped
/v/	v, ve	vet, give
/w/	w	wet, win, swim
/y/	y, l	yes, onion
/z/	z, zz, ze, s, se, x	zip, fizz, sneeze, laser, is, was, please, Xenon, xylophone

Phoneme

The smallest unit of sound in a word that is represented by graphemes (letters).

Phoneme	Grapheme(s)	Examples
Long Vowels		
/ā/	a, a, e, ay, ai, oy, ei	bacon, lake, day, train, they, eight, vein
/ē/	e, e, e, ea, ee, ey, ie, y	me, these, bear, feet, key, chief, baby
/ī/	i, i, e, igh, X, ie	find, ride, light, fly, pie
/ō/	o, o, e, oa, ou, ow	no, note, boat, soul, row
/ū/	u, u, e, ew	human, sue, few, chew
Other Vowel Sounds		
/oo/	oo, u, ou, u	book, put, could
/ōō/	oo, u, u, e	moon, truth, rule

Grapheme

A letter or a number of letters that spell a phoneme (sound) in a word.

Phoneme	Grapheme(s)	Examples
Vowel Diphthongs		
/ow/	ow, ou, ou, e	cow, out, mouse, house
/oy/	oi, oy	coin, toy
Vowel Sounds influenced by r		
/ar/	ar	car
/er/	ar, er, ar, are	air, chair, fair, hair, bear, care
/ir/	ir, er, er	mirror, here, cheer
/or/	or, ore, oor	for, core, deer
/ur/	ur, e, er, ear, or, ar	burn, fur, fern, heard, work, dollar

Phoneme

The smallest unit of sound in a word that is represented by graphemes (letters).

Grapheme

A letter or a number of letters that spell a phoneme [sound] in a word.



Phoneme	Grapheme(s)	Examples
Consonant Digraphs		
/θ/ (not voiced)	th	thumb, thin, thing
/ð/ (voiced)	th	this, feather, then
/ŋg/	ng, n	sing, monkey, sink
/ʃh/	sh, ss, ch, ti, ci	ship, mission, chef, motion, special
/ch/	ch, tch	chip, match
/zh/	ge, s	garage, measure, division
/wh/ (with breath)	wh	what, when, where, why

Phoneme	Grapheme(s)	Examples
Short Vowel Sounds		
/a/	a, au	hat, laugh
/e/	e, ea	bed, bread
/i/	i	if
/o/	o, a, au, aw, ough	hot, want, haul, draw, bought
/u/	u, o	up, ten

PHONICS CONTINUUM

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)



■ GET READY 1. Information i. Phonograms

Consonants				
b	/k/cat c /s/cell	d	f	gum g /j/gem
h	j	k	l	m
n	p	qu /kw/	r	smell s /z/rose
t	v	w	x /ks/	z

Vowels + y					
ă cat	ě pet	ĩ sit	õ dog, ũ son	ũ cup	yet ĩ gym
ā a ba-sic	e	i	o	u	y
õ wand	ē be-gin	ĩ kind, si-lent	õ cold, o-pen	ũ mu-sic	ĩ my ē ba-by

Silent e + ey					
ā a_e	ē tree	ĩ pipe, pie	õ hope	ũ cube	ē key
cake	ee, e_e	i_e, ie	o_e, oe	u_e, ue	ey
	here	ē thief	hoe	clue	ā prey

R controlled			
ern	bird	turn	barn
er	ir	ur	ar
	/ĩ-r/ wire		/ā-r/ care, /er/ dollar
/er/ pearl	/ā-r/	/or/ pour	corn
/ē-r/ ear hear	air	/ou-r/ our sour	or
/ā-r/ bear, /ar/ heart	chair	/er/ hu-mour	/er/ motor

Vowel diphthongs & teams								
õ	õ	oi	oy	couch	ou cow	food	ā vein	ā eight
au	aw			ou	ow	oo	ei	eigh
sauce	saw	coin	boy	õ, ew, ũ	õ grow	cook	ē receipt	ĩ height
ā	ā	ē eat	ĩ	ĩ pie	õ	ũ	ũ juice	õ, õ, ew
ai	ay	ě ea head	igh	ē ie thief	oa	ew	ui	ough
rain	play	ā steak	light	ew view	boat	new	ĩ squish	ow, ũ, õf

Consonant Teams								
ch	sh	this	wh	ng	k	j	n	r
chip	sheep	th	when	ring	ck	dge	kn	wr
		thin			pick	bridge	knot	wrap
ch	sh	sh ses-sion	sh		f	n	n	m
tch	ti	si	ci	nk	ph	/f/-rough	gn	mb
catch	na-tion	zh fu-sion	so-cial	pink	phone	gh light	gnat	lamb
						/g/-ghost		

2 sounds = ■, 3 sounds = ■, 4+ sounds = ■, silent = ■

Root: a word part to which affixes (prefixes and suffixes) may be added to create related words.



	Root	Definition
1	audi-	hear
2	bene-	good
3	bio-	life
4	chrono-	time
5	cred-	believe
6	dict-	say
7	duc	-lead
8	fid-	truth/faith
9	flex-	bend
10	gen-	birth

	Root	Definition
11	geo-	earth
12	graph-	write
13	greg-	group
14	jur-, jus-	law
15	log-	speech/ thought
16	luc-	light
17	manu-	hand
18	mand-	order
19	mis-, mit	send
20	omni-	all
21	-pathy	feel

	Root	Definition
22	phil-	love
23	phon-	sound
24	photo-	light
25	port-	carry
26	scrib-	write
27	sens-, sent-	feel
28	spec-, spect-, spic-	look
29	tele-	far off
30	terr-	earth
31	vac-	empty
32	vid-, vis-	see

Suffix:

a word part added to the end of a root word or base word.

Suffix	Definition
1 -able, -ible	can be done
2 -acy	state/quality
3 -al, -ial	pertaining to/of
4 -ary	relating to quality or place
5 -ate	become
6 -dom	place/state of being
7 -ed	past tense
8 -er, -or	one who
9 -en	become
10 -er	comparative
11 -ess	female
12 -ful, -ous	full of
13 -ic, -ical	pertaining to
14 -ily, -ly	make or become
15 -ing	present participle
16 -ion, -tion, -sion	act of, process
17 -ish	having the quality of
18 -ism	belief/doctrine
19 -ist	one who
20 -ity, -ty	quality of
21 -ize, -ise	make or become
22 -less	without
23 -ly	characteristic of
24 -ment	state/result of an action
25 -ness	state of
26 -ology	study, science
27 -s, -es	more than one, plural
28 -ship	position held
29 -ward	in the direction of
30 -y	having the quality of



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Prefix:

a word part that can be added to the beginning of a root word or base word.

Prefix	Definition
1 anti-	against
2 auto-	self
3 bi-	two
4 circum-	around
5 co-, com-, com-	with/ together
6 contra-	against
7 de-	opposite
8 dis-	reversal/ opposite
9 en-, em-	cause to
10 e-, ek-	out
11 in-, im-, il-, ir	not
12 inter-	between
13 macro-	large
14 micro-	small
15 mid-	middle
16 mis-	wrong/ wrongly
17 mono-	one
18 non-	not
19 poly-	many
20 post-	after
21 pre-	before
22 re-	back/gain
23 semi-	half/partly
24 sub-	under/ below
25 super-	above/ beyond
26 syn-	with/ together
27 trans-	across
28 tri-	three
29 un-	not
30 uni-	one



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