

Black Creek Elementary
Reading Plan 2025-2026 School Year

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards

At Black Creek Elementary, instruction in the six components of reading—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—is delivered through a coherent system aligned to the Science of Reading and South Carolina College- and Career-Ready Standards.

Instruction & Integration

Oral language is strengthened through structured discussions, retellings, and presentations embedded in **SAVVAS MyView**. Phonological awareness and phonics are explicitly taught in daily, systematic lessons using **UFLI Foundations**, supported by blending routines, dictation, and decodable text practice. Fluency is cultivated through repeated, echo, and choral readings, as well as modeled fluent reading, progressing from decodable texts in early grades to complex grade-level texts in upper grades. Vocabulary instruction is explicit and contextual, with students applying new words in speaking, reading, and writing. Comprehension instruction is built into **MyView** anchor texts and bridge lessons, where teachers model strategies such as main idea, inference, compare/contrast, and text structure through think-alouds, questioning, and graphic organizers.

Assessment System

Student progress is measured through a comprehensive assessment system. **UFLI Foundations** assessments are used to monitor mastery of phonics and phonological awareness skills. **SAVVAS MyView** weekly and unit assessments measure vocabulary and comprehension. Technology-based diagnostics, including **i-Ready Reading**, are administered three times per year to benchmark student growth in phonics, fluency, vocabulary, and comprehension. For students requiring intensive support, additional diagnostic measures are administered to guide Tier 3 placement and progress monitoring.

Use of Data

Assessment data is reviewed regularly in **PLCs** and intervention meetings to drive instruction. Teachers at Black Creek Elementary use i-Ready Teacher Toolbox resources to plan Tier 2 interventions. Tier 3 support is guided by intensive diagnostic data, with progress monitored every three weeks. Interventionists also implement Project Read, a multisensory language arts curriculum designed for classroom and small group settings. The program emphasizes responsive instruction and direct teaching, progressing from letter-sound recognition to words, complex reading, and sentence writing. Project Read uses visual, auditory, kinesthetic, and tactile strategies to support diverse learners. Flexible grouping, reteaching, and scaffolded support for multilingual learners and students with IEPs ensure targeted instruction that accelerates growth and addresses individual needs.

Alignment to Standards and Science of Reading

All core reading materials and instructional practices at Black Creek Elementary are aligned with the Science of Reading and South Carolina ELA standards. **UFLI Foundations** provides explicit, systematic instruction in phonemic awareness and phonics, while **SAVVAS MyView** develops vocabulary, fluency, and comprehension through complex texts and writing integration. Data from technology-based assessments and diagnostic tools ensures timely identification of needs, while intervention programs provide layered support for students who require additional practice. This comprehensive system ensures that every Black Creek Elementary student receives evidence-based literacy instruction designed to help them meet or exceed grade-level expectations.

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Section B: Foundational Literacy Skills, Continued

Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Explicit and Systematic Instruction

Word recognition—including phonological awareness, phonics, and decoding—is taught explicitly and systematically across PreK–5th grade using structured literacy principles. In **PreK**, the **HighScope Curriculum** develops oral language and early phonological awareness through rhymes, songs, syllable play, and letter exploration within developmentally appropriate routines. Beginning in **K–2**, **UFLI Foundations** serves as the core program for systematic phonics and phonological awareness, following a cumulative scope and sequence with daily routines in blending, segmenting, dictation, and decodable text application. In grades 3–5, students transition to **SAVVAS MyView Literacy** as their core literacy program, with an emphasis on word study, morphology (prefixes, suffixes, roots), and multisyllabic decoding strategies, ensuring upper elementary students continue to strengthen word recognition while applying these skills in authentic reading and writing tasks.

Evidence-Based Materials and Methods

- **PreK: HighScope** builds early oral language and phonological awareness through play-based, interactive experiences aligned to early literacy development.
- **K–2: UFLI Foundations** provides explicit, systematic phonological awareness and phonics instruction. **SAVVAS MyView** reinforces vocabulary, comprehension, and fluency alongside decodable and authentic texts.
- **3–5: SAVVAS MyView** builds advanced word recognition through morphology, word analysis, spelling patterns, and application in reading/writing.
- **Instructional methods across all grades follow structured literacy principles: explicit modeling, I Do/We Do/You Do, cumulative review, corrective feedback, and connected text practice.**

Assessment System

- **UFLI Foundations assessments (K–2)** measure mastery of phonological awareness and phonics skills.
- **SAVVAS MyView weekly and unit assessments (K–5)** track comprehension, vocabulary, and word recognition application.
- **i-Ready Reading Diagnostic (K–5, 3x/year)** provides comprehensive data on phonics, phonological awareness, and word recognition.
- **Project Read** is used as a multisensory language arts curriculum in classroom and small group settings. Emphasizes direct and responsive instruction. Lessons progress from letter-sounds to words, to complex reading and writing sentences. Incorporates visual, auditory, kinesthetic, and tactile strategies to meet the needs of diverse learners.
- Data is reviewed in PLCs and intervention meetings to guide instruction. **i-Ready Teacher Toolbox** resources are used for Tier 2 small groups, while Tier 3 plans are developed from diagnostic data with progress monitoring every two weeks.

Teacher Professional Learning and Support

Teachers at Black Creek Elementary receive professional learning through **LETRS**, which equips them with research-based knowledge of the Science of Reading and the development of word recognition. Coaching, PLCs, and modeling support the implementation of **UFLI Foundations** in K–2 and **MyView** in grades 3–5, ensuring fidelity and consistency. PreK teachers are supported in implementing **HighScope** with intentional focus on early literacy foundations. Interventionists receive additional training and support in **Project Read** to strengthen their use of multisensory, direct, and responsive instruction in small group and classroom settings. Ongoing professional learning ensures that all teachers and interventionists are confident in delivering explicit, systematic, and evidence-based instruction aligned to the Science of Reading.

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Section C: Intervention

Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

Assessment and Intervention System at Black Creek Elementary

Universal Screeners

At Black Creek Elementary, all students in grades K–5 take the **i-Ready Reading Diagnostic** three times per year (fall, winter, spring) to measure proficiency in phonological awareness, phonics, fluency, vocabulary, and comprehension. In PreK, early literacy growth is documented using the **HighScope assessment system**, which monitors oral language, phonological awareness, and early print knowledge. These screeners identify students who may not be meeting grade-level proficiency.

Diagnostic Assessments

Students flagged by the screener receive further diagnostic assessments to determine whether their primary need is in word recognition or language comprehension.

- **Word Recognition: UFLI Foundations skill checks (K–2).**
 - Interventionists also implement **Project Read**, a multisensory program that supports the development of phonological awareness, phonics, and word recognition skills.
- **Language Comprehension: SAVVAS MyView** weekly/unit assessments, running records, and **i-Ready** comprehension domain results

Data Analysis in PLCs

Weekly **PLC Unit/Weekly Lesson Internalizations** are used to:

- Identify *what students need to know* (aligned to standards and unit goals).
- Determine *how we know they have learned it* (evidence from SAVVAS and i-Ready).
- Plan *what to do if they did not learn it* (reteach in small groups, provide intervention).

Tiered Pathways and Intervention

- **Tier 1 (Core Instruction):**
 - All students receive explicit, systematic instruction through *UFLI Foundations* (K–2) and *SAVVAS MyView* (K–5).
 - Within Tier 1, teachers use **small groups** to reteach or extend grade-level skills. These groups use varied techniques and texts and may be teacher- or student-led.
- **Tier 2 (Classroom-Based Intervention):**
 - Conducted by the classroom teacher for students needing extra support beyond Tier 1. Targets skill deficits identified through i-Ready, UFLI checks, or SAVVAS assessments.
 - Delivered through differentiated small-group lessons within the reading block, using i-Ready Teacher Toolbox lessons, SAVVAS supports, and UFLI routines.
- **Tier 3 (Pull-Out Intervention):**

Daily 30-minute sessions outside the classroom for students with significant reading difficulties.

 - Uses intensive, evidence-based resources such as **Project Read**, **UFLI routines**, and **fluency passages**.
 - Designed to address foundational skill gaps and accelerate progress toward grade-level proficiency.

Progress Monitoring and Instructional Adjustment

- **Tier 1:** Monitored through classroom formative assessments, SAVVAS weekly/unit tests, and teacher observations.
Tier 2: Progress monitored every 2–3 weeks using UFLI checks, SAVVAS assessments, or i-Ready growth checks.
- **Tier 3:** Progress monitored bi-weekly with project read and other HQIM resources, and targeted fluency/comprehension probes.
Data informs regrouping, instructional adjustments, and movement between tiers, ensuring flexible and responsive support.

Teacher Professional Learning

Teachers receive ongoing professional learning in *LETRS* to deepen knowledge of the Science of Reading. PLC coaching, modeling, and collaboration support teachers in:

- Delivering Tier 1 small groups effectively.
- Implementing Tier 2 classroom interventions with fidelity.
- Coordinating with interventionists to align Tier 3 pull-out supports.

Section D: Supporting Literacy At Home

Describe the system in place to help parents in your school understand how they can support the student as a reader and writer at home.

Family and Community Engagement in Literacy at Black Creek Elementary

Communication with Families

Black Creek Elementary uses multiple communication methods to keep parents informed of their child's reading and writing progress. Teachers provide updates through progress reports, report cards, and parent-teacher conferences. Families also receive ongoing updates through classroom newsletters and school-wide communication tools. Interventionists share progress monitoring data for students receiving additional support, ensuring parents understand both growth and areas of continued focus.

Parent Workshops and Training Opportunities

Parent workshops are provided throughout the year to strengthen the home-school partnership. These sessions, often led by reading and math interventionists, focus on strategies and interventions families can use to support literacy and student achievement at home. In PreK and 4K, parent sessions are also offered to help families build early reading and math skills.

Take-Home Materials and Resources

Parents are provided with practical resources to use at home, including decodable books, vocabulary cards, reading fluency passages, comprehension question stems, and writing prompts. Materials are designed to be user-friendly, aligned with classroom instruction, and adaptable to a variety of home environments.

Guidance for Parents on Literacy Strategies

During workshops and through take-home packets, families receive guidance on specific strategies such as:

- Modeling fluent reading and using echo reading to build fluency.
 - Asking text-dependent questions to support comprehension.
 - Engaging children in oral retelling and summarizing activities.
- Using sentence starters and writing prompts to encourage written expression.
Practicing phonics and sight word recognition with decodable texts and word games.

Accessibility and Cultural Responsiveness

Black Creek Elementary ensures literacy support for families is accessible, culturally responsive, and available in home languages when needed. Parent communications are translated into Spanish, and interpreters are available at workshops and conferences. Materials are designed to reflect diverse family backgrounds and include examples that connect school literacy practices with real-life contexts. Flexible scheduling is used to maximize participation for families with varied work schedules

Section E: Progress Monitoring

Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading

Progress Monitoring and Data-Driven Decision Making at Black Creek Elementary

Progress Monitoring Tools and Frequency

Black Creek Elementary uses a variety of progress monitoring tools to track students' reading achievement and growth across grade levels:

- **UFLI Foundations weekly lesson assessments** (K–2) to measure phonological awareness, letter-sound recognition, phonics, decoding, and sentence writing.
- **SAVVAS MyView weekly progress checks** (K–5) to monitor comprehension, vocabulary, and application of reading skills.
- **i-Ready Reading practice and learning path** (K–5), with students engaging in at least 15 minutes of daily online practice. i-Ready provides continuous feedback on student growth and is benchmarked through fall, winter, and spring diagnostics.
- **Teacher-created data sheets** are maintained to track progress, identify patterns of growth, and highlight areas in need of reteaching.

Data Analysis and Use

Progress monitoring data is analyzed at multiple levels:

- **Classroom Level:** Teachers review UFLI, SAVVAS, and i-Ready reports weekly to determine what skills students have mastered, what gaps remain, and what instructional adjustments are needed.
- **Grade-Level PLCs:** During Unit and Weekly Lesson Internalizations, teachers analyze class and grade-level data, share “aha moments,” and collaboratively plan reteach strategies and small-group lessons.
- **Interventionists:** Partner with teachers to review Tier 3 student data and ensure interventions are aligned to student needs.
- **School Leadership Teams:** Regularly review data to monitor progress toward grade-level expectations and provide coaching and support where needed.

Adjusting and Intensifying Interventions

When students do not show adequate progress:

- Teachers first adjust **Tier 2 classroom interventions** by modifying group size, increasing instructional time, or trying alternative strategies or texts.
- After **6–8 weeks of Tier 2 instruction**, students who continue to show limited progress are referred for **Tier 3 pull-out intervention** with an interventionist. At this stage, additional diagnostics (Core Phonics Survey, PAST, fluency/comprehension probes and Project Read diagnostics) may be administered
- Instruction is then intensified with daily 30-minute sessions, more frequent progress monitoring, and increased alignment to the student's specific needs.

School-Level Data Review and Accountability

- **MTSS/RTI Teams** meet regularly to review intervention data, evaluate what strategies are working or not working, and make placement decisions.
- **Data Team Meetings** with leadership, teachers, and interventionists ensure that accountability is shared and progress toward grade-level proficiency is continuously monitored.
Continuous Improvement Process: Teams reflect on instructional practices, analyze what strategies contributed to growth, and make adjustments for students, classrooms, and grade levels. This reflection ensures that data is not only used to monitor progress but also to strengthen instructional effectiveness school-wide.

Section F: Teacher Training

Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

Professional Development in Literacy at Black Creek Elementary

Science of Reading and Structured Literacy Training

Black Creek Elementary ensures that teachers receive high-quality professional development grounded in the Science of Reading. Currently, all resource teachers, interventionists, new teachers, and 4th–5th grade teachers are participating in **LETRS (Language Essentials for Teachers of Reading and Spelling) training**. This professional learning builds teacher knowledge in the components of foundational literacy—phonological awareness, phonics, fluency, vocabulary, and comprehension—and equips staff to apply structured literacy practices across grade levels.

In addition, interventionists receive ongoing training and support in **Project Read**, which strengthens their ability to deliver multisensory, direct, and systematic instruction. These sessions ensure interventionists can consistently apply evidence-based strategies to address the needs of students with significant reading difficulties.

Additional professional learning sessions are provided by the literacy coach and district to ensure alignment to state standards and evidence-based reading instruction.

Job-Embedded Support Structures

To ensure professional learning transfers into practice, Black Creek Elementary provides multiple job-embedded supports:

- **PLC Lesson Internalizations:** Weekly PLCs focus on unpacking unit and weekly lessons, analyzing standards, and discussing how students will demonstrate mastery. PLCs serve as a venue for teachers to connect professional learning with day-to-day instructional planning.
- **Coaching Cycles:** The literacy coach provides individualized and small-group coaching cycles, which include co-planning, modeling lessons, co-teaching, and feedback conversations.
- **Peer Observations and Learning Labs:** Teachers have the opportunity to observe peers within the school and at other schools, allowing them to see structured literacy practices in action. These “learning labs” strengthen shared understanding and build consistency across classrooms.
- **Collaborative Planning:** Peer planning sessions are facilitated by the literacy coach to ensure teachers apply their training in phonological awareness, phonics, fluency, vocabulary, and comprehension to upcoming lessons.

Measuring the Impact of Professional Development

The impact of professional development is measured both through teacher practice and student outcomes:

- **Teacher Practice:** Classroom observations, lesson internalizations, and peer observations are used to monitor the implementation of Science of Reading practices. Coaching cycle notes and feedback provide evidence of growth in instructional strategies.
Student Outcomes: Progress monitoring data from UFLI assessments, SAVVAS weekly checks, and i-Ready diagnostics is analyzed to determine how teacher learning is impacting student reading growth. Leadership teams and PLCs review this data to evaluate effectiveness and make adjustments as needed.
- **Continuous Improvement:** Feedback from teachers on PD sessions, combined with student achievement data, informs the planning of future training to ensure alignment with teacher needs and student learning goals.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Comprehensive Assessment System – Multiple, layered assessments (UFLI Foundations, SAVVAS MyView, i-Ready, running records) provide clear data to identify needs and monitor growth. ● Professional Learning Culture – Teachers and interventionists are engaged in LETRS training, coaching cycles, and ongoing Project Read training, ensuring alignment to the Science of Reading. ● Collaborative Practices – PLCs and intervention meetings promote teamwork, data-driven instruction, and accountability for student growth. 	<ul style="list-style-type: none"> ● Consistency of Implementation – Continue to strengthen fidelity across classrooms by ensuring pacing, lesson components, and program routines (UFLI, MyView, Project Read) are fully followed. ● Deeper Use of Data – Expand the use of diagnostic data to not only guide grouping but also to refine daily lesson adjustments for targeted skill gaps. ● Sustained Professional Development – Ensure long-term continuity of LETRS and Project Read training through ongoing refreshers, coaching follow-ups, and peer observations.

Note: The Three questions below are included this year to gauge school-level LETRS implementation
 Eligible teachers for state funded LETRS training:

- K-5 Classroom Teachers
- Reading Coaches
- Reading interventionist
- K-3 Special Education Teachers
- School Administrators

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS	How many eligible teachers in your school are beginning Volume 1 of LETRS this year?
10	22	16

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	How many CERDEP Pre-K teachers in your school have completed EC LETRS?	How many CERDEP Pre-K teachers in your school are beginning EC LETRS this year?
10	2	0

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Section H: Previous School Year SMART Goals and Progress Toward Those Goals

- Please provide your school's goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<p><u>St. John's Elementary Goal Goal #1 (Third Grade Goal):</u> <u>Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 33.0 % to 28.0 % in the spring of 2025.</u></p>	<p>The 2025–2026 school year marks the inaugural opening of Black Creek Elementary in Darlington County School District. Formed through the consolidation of two existing schools, Black Creek begins without historical school-level data but with a strong commitment to evidence-based instruction, professional learning, and student achievement.</p>
<p><u>By Spring 2025 St. John's Elementary will increase the percentage of students in grades 3-5 scoring "Meets or Exceeds" in ELA's Writing and Communication section on SC READY by 5%.</u></p>	<p>The 2025–2026 school year marks the inaugural opening of Black Creek Elementary in Darlington County School District. Formed through the consolidation of two existing schools, Black Creek begins without historical school-level data but with a strong commitment to evidence-based instruction, professional learning, and student achievement.</p>
<p><u>By Spring 2025 St. John's Elementary will increase the percentage of students in grades K-2 on track for success in ELA by 5% as measured by NWEA Map.</u></p>	<p>The 2025–2026 school year marks the inaugural opening of Black Creek Elementary in Darlington County School District. Formed through the consolidation of two existing schools, Black Creek begins without historical school-level data but with a strong commitment to evidence-based instruction, professional learning, and student achievement.</p>

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

All schools serving students in third grade MUST respond to the third grade reading proficiency goal. *Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level.* Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.

Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year. (Data pulled from the School Improvement Plan)

<u>Goals</u>	<u>Action Steps</u>
<p><u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 [previous school year 2025] as determined by SC READY from 50 % to 55 % in the spring of [previous school year].</p> <p><u>Baseline data was from St. John’s Elementary Data: SC Ready 24-25 Third grade was 50.5% meets and exceeds.</u></p>	<ol style="list-style-type: none"> 1. Strengthen Core Instruction <ul style="list-style-type: none"> ● Use SAVVAS MyView in grades 3–5 with a focus on comprehension, vocabulary, and written response skills aligned to SC READY standards. 2. Targeted Interventions <ul style="list-style-type: none"> ● Provide Tier 2 small-group instruction using i-Ready Teacher Toolbox resources at least 4–5 times weekly. ● Deliver Tier 3 daily pull-out sessions using Project Read, UFLI routines, and fluency passages to close foundational gaps. ● Progress monitor students in Tier 2 every two weeks and Tier 3 weekly to adjust instruction. 3. Data Driven Instruction <ul style="list-style-type: none"> ● Review i-Ready diagnostics, classroom assessments, and mock SC READY results in PLCs to guide reteaching and flexible grouping. ● Identify at-risk third graders early and provide targeted support in comprehension and vocabulary. 4. Professional Learning and Support <ul style="list-style-type: none"> ● Provide ongoing coaching, modeling, and PLC collaboration to ensure instructional consistency. ● Offer additional professional development on SC READY-aligned questioning, text-based evidence, and writing skills.

<p>Current Goal #2: <u>Increase the percentage of third through fifth graders scoring Meets and Exceeds in the spring of 2026 as determined by SC Ready results from 47.8% to 53.4%</u></p> <p>Baseline data was from St. John's Elementary Data: SC Ready 24-25 3-5</p>	<ol style="list-style-type: none">1. Strengthen Core Literacy Instruction<ul style="list-style-type: none">● Implement SAVVAS MyView in grades 3–5 with fidelity, ensuring daily practice in comprehension, vocabulary, and written responses.● Emphasize SC READY-aligned skills such as text-based evidence, inferencing, and constructed responses.2. Data-Driven Instructional Planning<ul style="list-style-type: none">● Use i-Ready diagnostics, SAVVAS assessments, and benchmarks to identify gaps and guide reteaching.● Conduct PLC data reviews every week to adjust grouping, pacing, and targeted instruction.3. Tiered Interventions<ul style="list-style-type: none">● Tier 2: Provide small-group instruction 4–5 times per week using i-Ready Teacher Toolbox resources.● Tier 3: Deliver daily 30-minute pull-out sessions with Project Read, UFLI routines, and fluency passages to close foundational gaps.4. Professional Learning and Coaching<ul style="list-style-type: none">● Continue LETRS training for teachers and interventionists to strengthen structured literacy practices.● Provide ongoing coaching cycles, PLC collaboration, and modeling on comprehension strategies, SC READY item types, and writing instruction.
<p>Current Goal #3: <u>Increase the percentage of Kindergarten through second graders scoring Meets and Exceeds in the spring of 2026 as determined by Iready from 28.2% to 43.8% as determined by Black Creek Elementary's School Improvement Plan based on NWEA end of year results</u></p> <p>Baseline data was from St. John's Elementary Data:NWEA Map</p>	<ol style="list-style-type: none">1. Strengthen Foundational Literacy Instruction<ul style="list-style-type: none">● Implement UFLI Foundations with fidelity in K–2 to ensure systematic and explicit instruction in phonological awareness, phonics, and word recognition.● Incorporate daily structured practice in decoding, encoding, and oral reading fluency.2. Use of Assessment Data<ul style="list-style-type: none">● Administer i-Ready diagnostics three times per year and use growth monitoring to track student progress.● Conduct skill checks from UFLI and classroom assessments to identify students needing reteaching or targeted support.

	<ul style="list-style-type: none">• Review data in PLCs every week to adjust instruction and grouping. <p>3. Family Engagement in Early Literacy</p> <ul style="list-style-type: none">• Host parent workshops on phonological awareness, phonics games, and reading at home.• Provide take-home resources such as decodable books, high-frequency word lists, and reading fluency practice passages.• Encourage family participation in tracking student reading growth.
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