

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

To strengthen comprehension, students engage in a variety of SIOP (Sheltered Instruction Observation Protocol) strategies—including read-alouds, class discussions, written responses, close reading, and the use of graphic organizers—to promote deep understanding and meaningful engagement with texts.

Both formative and summative assessments are routinely administered in all areas of reading instruction to monitor progress toward grade-level goals. Examples of these are exit tickets, unit assessments, checkpoints and iReady Inform/FastBridge diagnostics. Assessment data are used to identify student strengths and areas for growth, guiding instructional adjustments to ensure all students achieve success with grade-level standards.

Section B: 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.

The Science of Reading defines word recognition as the integration of decoding, phonological awareness, and sight word recognition. Together, these three components equip students with the skills necessary to recognize words in print accurately and efficiently. Through structured literacy instruction, students systematically build their abilities, progressing from simple to more complex skills. Explicit phonics instruction (Heggerty and CKLA Skills) enables students to connect phonemes to graphemes and blend them to read words. As their proficiency increases, fluency develops through consistent practice with decodable texts.

MyIGDIS assessment, FastBridge Nonsense Word, Sight words and/or CBMreading assessments are used to monitor students' progress in these areas, providing valuable insights that guide instructional decisions and support continued growth. Once students have established a strong foundation in decoding, phonological awareness, and sight word recognition, they are prepared to integrate these skills with language comprehension—laying the groundwork for strong reading comprehension.

Section C: 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.

At North Charleston Creative Arts Elementary (NCCAE), both universal screener data and diagnostic assessment data are utilized to inform instructional decisions for all students. The school administers KRA for kindergarten, MyIGDIs for PreK, FastBridge earlyReading for grades K–1, and iReady for grades K–5. These assessments are administered at the beginning, middle, and end of the school year to identify students who are not yet reading on grade level and to pinpoint specific areas of literacy need.

Assessment results guide the development of targeted intervention plans. Students demonstrating weaknesses in foundational skills receive interventions focused on phonological awareness and phonics, while those needing support beyond foundational skills receive interventions targeting fluency and comprehension. NCCAE utilizes programs such as *Sound Sensible* and *Magnetic Reading* to address these needs, along with intervention support embedded in both iReady and the CKLA reading curriculum.