

Oakview Elementary School Reading Plan

2025-2026

The Five Pillars of Reading Instruction:

Oakview Elementary School prides itself in providing students with high-quality literacy instruction that is based on the South Carolina College and Career Readiness (SCCCR) ELA standards. Students have ample opportunities to actively participate and engage in literacy opportunities through whole group and small group instruction, as well as one-to-one conferencing. The curriculum maps provided by Greenville County Schools address the literary elements that encompass language comprehension and word recognition. Literacy instruction implemented at Oakview is supported by science of reading research and is aligned with best practices.

Teachers dedicate time each day to explicitly teach phonological awareness, phonics, fluency, vocabulary, and comprehension using a variety of standards-based materials. Other authentic opportunities for students to engage in best literacy practices are through shared reading, interactive read aloud, close reading, independent reading, and shared/independent writing lessons. Structured discussions, read-alouds, and collaborative projects are just a few of the ways oral language development takes place in the classroom.

A variety of high quality resources which are aligned with the 2024 SCCCR ELA standards are used to provide students with rigorous instruction in ELA. For example, students in kindergarten through 2nd grade utilize Reading Horizons to address explicit, systematic, and sequential phonics instruction. This is mirrored in 3rd through 5th grade through HMH Structured Literacy which emphasizes the importance of phonological awareness, phonics, vocabulary, and comprehension. Our 4K program utilizes Heggerty Phonemic Awareness which provides systematic and explicit instruction in phonological and phonemic awareness through daily lessons that engage students in listening, rhyming, segmenting, and blending.

Oakview Elementary uses a variety of assessments to identify students who may struggle in reading and writing. Our 4K program

administers MyIGIDs three times a year to capture what students know and can do upon the beginning of school and measure student growth over time. Other assessments used in grades 1st -5th grade to capture student needs and measure for growth are MAP, Mastery Connect Benchmarks, assessments developed by Greenville County Schools, school-developed common formative assessments, as well as AMIRA. The AMIRA program synthesizes students' reading ability across multiple assessment tasks that vary by grade level and provides an Oral Reading Fluency accuracy score. The reading subscores provided by AMIRA are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary.

Through high-quality instruction based on best practices and the science of reading, students at Oakview have ample opportunities to actively participate and engage in authentic literacy experiences. These experiences include explicit instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension so that students can access texts that meet grade-level ELA standards. The reading assessments administered at Oakview detect reading proficiencies and deficits early in order to provide teachers with data needed for differentiated instruction that closes achievement gaps and catapults student success.

Foundational Literacy Skills:

At Oakview Elementary we follow an explicit, systematic, and sequential instruction in word recognition to develop skills that are aligned to the science of reading. Students start with learning the smallest units of sounds and advance to more complex word structures. In our 4K program students are instructed using Heggerty Phonemic Awareness. In kindergarten through 2nd grade, intervention, and our resource program students are using the Reading Horizons program that emphasizes phonological awareness, decoding and encoding, letter-sound correspondences, and most common words instruction. Students in third grade through fifth grade, use the Structured Literacy program through Houghton Mifflin Harcourt.

All students were assessed using the AMIRA benchmarking system. Students are benchmarked to evaluate their ability to decode and

recognize words through phonological awareness, letter-sound correspondence, high frequency words, vocabulary, background knowledge, and word reading accuracy and fluency.

Intervention:

We base our instructional decisions and interventions on the GCS MTSS Framework. Using this framework, we are able to match students to the appropriate level and determine what type of support will be needed.

This year, we are using Amira as our universal screener. This will take place three times a year. The data from Amira will be analyzed by teachers individually and collaboratively in Professional Learning Teams to determine how to best support students. The data will help to inform decisions regarding intervention inside and outside the classroom. Amira is aligned to Scarborough's Reading Rope. Some of the reports that are being used in grade levels K5-5th include: Class Progress Report, Instructional Recommendations, Skills Status, and Skills Diagnostic. Collaboration between classroom teachers, reading interventionists, Literacy Specialist, Instructional Coaches and administration ensures that intervention strategies are aligned with diagnostic data, using the reports above. When a screener or diagnostic assessment indicates a student is below grade level, plans are developed in collaboration with parents to remediate reading difficulties and progress monitoring occurs according to the needs of the student. Greenville County Schools uses the following approved Tier 2 intervention programs: Leveled Literacy Intervention, Reading Horizons, Amira interventions, Lexia Core 5 and Lexia English.

In our Pre-K class instructional decisions are based on a combination of formative and summative assessments incorporated into GCS 4K curriculum maps and resources as well as common formative assessments developed by the teacher. Teachers use myIGDIs data to inform whole group, small group, and individual instruction. An overview of available reports can be accessed [here](#). Teachers use myIGDIs data to inform whole group, small group, and individual instruction. An overview of available reports can be accessed [here](#). Each day, students receive phonics instruction using the Heggerty Phonics Curriculum. Teachers have access to Heggerty Phonemic Awareness assessments through the Heggerty PA online platform. Assessment results can be used to monitor student

progress with phonological and phonemic awareness skills, and to plan for instruction. Our 4K teacher uses myIGDIs data to inform whole group, small group, and individual instruction.

Supporting Literacy at Home:

Oakview Elementary supports literacy instruction and achievement at home in a variety of ways. The literacy specialist and interventionist host a Parent Reading Workshop annually. This workshop focuses heavily on the components of reading instruction referenced in Scarborough's Reading Rope and provides families with tips and strategies to work on these elements at home in a fun and engaging way. The parent reports generated through AMIRA also provide families with guidance on how to best support their child's literacy development. Literacy education for families is also provided in teacher newsletters, as well as The Acorn, Oakview's bi-monthly newsletter. Another way we support families in strengthening the home-to-school literacy connection is through conferences with parents where specific strategies are modeled for parents and resources are provided for supplemental practice.

Progress Monitoring:

Students are progress monitored in a variety of ways to ensure reading growth and achievement for all students. All students in third grade and identified students in all other grades utilize AMIRA for reading tutoring throughout each week. The data collected from the tutoring sessions provides progress monitoring data that is used by classroom teachers and interventionists to determine if extra support is needed in a Tier 2 or Tier 3 setting. The expected growth within AMIRA is an ARM growth of $>.1$ per month (to accelerate rate) OR to reach the 25th%ile or higher on the ARM percentile. In addition to AMIRA, students in kindergarten and second grade complete skills checks, lesson activities, and post skill checks throughout the week in Reading Horizons. Teachers use this data to determine flexible groups of extended support or enrichment in their classroom. Finally, students in grades second through fifth utilize the Mastery Connect Benchmark assessment three times a year to provide ongoing data around skills and standards mastered throughout the year. This progress monitoring data is analyzed frequently by teachers and

coaches to determine instructional shifts and additional supports that may need to be in place for students. Schools monitor student progress utilizing the MTSS & Amira Data Protocol and GCS Intervention Progress Monitoring Data Sheet for 2024-2025 and the Greenville Progress Monitoring document. Interventions are documented in the Intervention Connection System (ICS). Students identified as needing Tier 2, targeted interventions are progress-monitored monthly. Those needing Tier 3, intensive intervention are progress-monitored every two weeks. Students identified as reading above grade level are progress-monitored to ensure expected growth is maintained or exceeded for grade-level proficiency. All students below benchmark receive daily interventions in addition to Tier 1 core instruction.

Teacher Training:

Oakview Elementary will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills. These trainings include: LETRS, HMH Structured Literacy, and Reading Horizons. Teachers will collaborate in weekly PLC meetings.

Our school will participate in LETRS training this school year and next. LETRS is a research-based, in-depth professional development that focuses on the science of reading. This training equips teachers with a deep understanding of how students learn to read and how to implement effective reading instruction. This school year teachers will complete Units 1-4, which cover the foundational aspects of reading instruction, such as phonemic awareness, phonics, and the basics of structured literacy. Next school year teachers will move on to Units 5-8, which dive deeper into advanced literacy skills like comprehension, vocabulary, and the application of reading strategies for older students. All GCS 4K and preschool special education teachers (3s and 4s) have completed or are currently participating in LETRS for Early Childhood (not LETRS).

We will use the Houghton Mifflin Harcourt (HMH) curriculum which is aligned with structured literacy principles. Structured literacy focuses on explicit, systematic instruction in the essential components of reading, including phonological awareness, decoding, fluency, vocabulary, and comprehension. Teachers will use the HMH curriculum to provide tiered

reading instruction tailored to students' needs. The curriculum will ensure a consistent approach to literacy instruction across all grade levels, ensuring students receive high-quality instruction based on the science of reading.

In grades K5 and 1st, teachers will use Reading Horizons. Reading Horizons uses a structured approach to teaching phonics, emphasizing how letters and sounds combine to form words. Students are taught specific phonetic patterns and rules that guide them in decoding words. The program introduces letters, blends, digraphs, and other phonetic structures in a systematic and cumulative way, ensuring mastery at each level before moving on.

Teachers, Instructional Coaches, the Literacy Specialist, and members of administration will meet in grade-level Professional Learning Communities (PLCs) on a weekly basis. Teachers will share best practices, review student data, and discuss strategies for improving reading instruction. Members of the PLC will work through LETRS materials together, discussing how to apply the science of reading in their classrooms. PLCs will also focus on using the HMH curriculum effectively, analyzing student progress and identifying areas where instruction may need adjustment. The PLC format allows teachers to receive ongoing support, reflect on instructional practices, and adjust strategies based on student outcomes.

By focusing on high-quality professional development, collaborative learning through PLCs, and research-based literacy instruction, the school will build teacher capacity to support reading achievement for all students.