

## 2025-2026 Primary and Elementary Reading Plan

The passage of Act 114 updates The Read to Succeed Act by requiring schools and districts to prepare comprehensive reading proficiency plans that are *aligned to the science of reading, structured literacy and foundational literacy skills*. This year's reading plan prompts schools and districts to respond in a narrative format. For more information about reading plan requirements, along with a copy of the directions on how to complete the school reading plan, please visit the reading plan homepage at: <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed/reading-plans-state-district-and-school/>.

District Name	Greenville County
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School Name	Taylor's Elementary
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Principal Name	Heather Dye
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### 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.

Literacy instruction at Taylor's Elementary School is rooted in the **2024 South Carolina College- and Career-Ready (SCCCR) English Language Arts (ELA) Standards** and guided by the **GCS Literacy Framework**, which supports high-quality, evidence-based teaching practices. Instruction is purposefully designed to support all students in becoming proficient readers by integrating the key components of effective reading instruction: **oral language, phonological awareness, phonics, fluency, vocabulary,**

**and comprehension.** These components are taught and assessed in alignment with the **Science of Reading** and through a **Tier 1 instructional model** that includes whole group, small group, strategy groups, and one-on-one conferencing.

At our school, curriculum and instruction are intentionally designed to align with both strands of Scarborough's Reading Rope. On one side, students develop strong word recognition through focused work in phonological awareness, phonics, and fluency. On the other strand, they strengthen language comprehension by building oral language, vocabulary, background knowledge, and reading comprehension. Each day includes dedicated instructional time for both language and word study, ensuring that students gain the foundational skills necessary for decoding while also learning to understand and engage with increasingly complex texts.

Literacy instruction is structured around a balanced literacy block. Students begin with read-alouds and focused lessons that build vocabulary and comprehension, then move into shared reading and close reading experiences to deepen their understanding of challenging texts. Independent reading and small-group instruction allow teachers to differentiate learning and provide targeted support. Mentor texts serve as models of effective writing, helping students see and analyze the techniques that authors use. Writing is equally emphasized through both community writing and independent writing opportunities, which reinforce comprehension and support language development. Oral language growth is nurtured intentionally through structured discussions, collaborative projects, and teacher-led read-alouds that encourage students to use and expand their academic vocabulary.

To support this instruction, we utilize a range of GCS-approved High-Quality Instructional Materials (HQIM). HMH Into Reading serves as our core ELA curriculum, guiding both whole-group and small-group instruction. In Grade 2, HMH Structured Literacy provides a systematic, Science of Reading-aligned approach to phonics, vocabulary, and comprehension. Supplemental resources such as Heggerty Phonemic Awareness (K–5) and Reading Horizons (K–2) provide explicit, sequential support for phonological awareness and phonics instruction. Together, these tools ensure that every student receives clear, systematic, and research-based literacy instruction.

Assessment plays a central role in guiding instruction and monitoring student progress. In first grade, MAP assessments track growth in reading comprehension and foundational skills. Mastery Connect benchmarks (Grades 2–5) provide standards-aligned measures of student mastery, while GCS-developed unit assessments and school-based formative assessments offer regular checkpoints for instructional adjustments. Amira Benchmark Assessments provide comprehensive insights aligned to Scarborough's Reading Rope, including decoding, phonological awareness, word recognition, background knowledge, vocabulary, and oral reading fluency. The Amira Reading Mastery Score synthesizes these results to provide a clear picture of each student's overall reading ability in relation to grade-level expectations.

Through the integration of oral language, phonics, fluency, vocabulary,