

Blythe Academy of Languages Reading Plan

2024-2025

Five Pillars of Reading Instruction:

At Blythe Academy, literacy instruction is grounded in the 2024 SCCCR ELA standards and reflects best practices informed by the science of reading research. Instruction occurs in various Tier 1 settings, including whole group, small groups, and strategy groups, ensuring that all students receive appropriate support in developing their reading skills.

Blythe's curriculum maps focus on both aspects of Scarborough's Reading Rope: language comprehension and word recognition. These maps emphasize the importance of phonological awareness, phonics, fluency, vocabulary, and comprehension, which are essential components of literacy instruction. Dedicated time is allocated daily for language and word study components, using a variety of standards-based materials.

Instructional practices include shared reading, interactive read-alouds (IRA), close reading, shared writing, and independent reading and writing. These practices not only reinforce reading and writing skills but also promote oral language development through structured discussions, read-alouds, and collaborative projects.

Blythe Academy uses a combination of curricular resources from Greenville County Schools (GCS) to support literacy instruction:

- HMH Into Reading provides comprehensive coverage, with an emphasis on phonological awareness, phonics, vocabulary, and comprehension.
- Heggerty Phonemic Awareness for 4K offers systematic and explicit instruction in phonological awareness through engaging daily lessons.
- Reading Horizons for K5-1st focuses on explicit, systematic, and sequential phonics instruction.

For reading assessment, Blythe Academy utilizes a range of tools to monitor students' progress:

- myIGDIs (Early Literacy) is used in 4K to assess early literacy skills in the fall, mid-year, and spring.
- MAP is administered to 1st graders to track growth.
- Mastery Connect benchmarks for grades 2-5, along with GCS-developed unit assessments, ensure students are on track to meet grade-level expectations.
- School-developed common formative assessments provide additional insights into student progress.
- Amira benchmark assessments are aligned to Scarborough's Reading Rope and offer detailed subscores in areas like decoding, phonological awareness, high-frequency words, background knowledge, and vocabulary. The Amira Reading Mastery (ARM) score synthesizes students' reading abilities across

multiple assessment tasks, comparing their performance to grade-level expectations and providing an Oral Reading Fluency accuracy score.

Foundational Literacy Skills:

Blythe Academy prioritizes explicit, systematic, and sequential instruction for word recognition to ensure that students develop literacy skills in a logical and progressive manner. Starting with foundational skills, instruction begins with the smallest units of sound and gradually builds toward more complex word structures, aligning with best practices from the science of reading.

At Blythe Academy, this instructional approach is supported by a variety of resources. For PreK students, Heggerty Phonemic Awareness provides systematic, daily lessons that explicitly teach phonological and phonemic awareness. This early focus on sound recognition and manipulation lays a critical foundation for later reading success.

For students in K5 through 1st grade, Reading Horizons plays a key role in teaching phonological awareness, decoding and encoding strategies, and letter-sound correspondences. The program also emphasizes high-frequency words and uses multi-sensory learning approaches to engage students and reinforce their understanding of word recognition skills. By focusing on both the decoding of unfamiliar words and the encoding of words in writing, students develop a well-rounded ability to recognize and use words.

In addition, HMH Structured Literacy provides support across grade levels, focusing on phonological awareness, phonics, vocabulary, and comprehension. This structured literacy approach ensures that students receive explicit instruction in decoding and encoding words, which is vital for reading fluency and comprehension.

Amira benchmark assessments are used throughout the school to monitor student progress. These assessments evaluate students' proficiency in key areas of word recognition, including decoding, phonological awareness, letter-sound correspondence, high-frequency words, vocabulary, and word reading accuracy. Amira also assesses background knowledge and fluency, giving teachers comprehensive data to guide instruction and provide targeted support where needed.

Intervention:

At Blythe Academy, universal screener data and diagnostic assessments are used to determine targeted pathways of intervention, focusing on either word recognition or language comprehension for students in PreK-5th grade who have not demonstrated grade-level reading proficiency. These instructional decisions and interventions align with the GCS MTSS (Multi-Tiered System of Supports) Framework, ensuring that students receive the level and type of support appropriate to their needs.

For students in K5-5th grade, the Amira universal screener plays a key role in identifying specific areas of need. Amira's data is aligned with Scarborough's Reading Rope, helping teachers distinguish whether a student's reading difficulties stem from

word recognition (phonological awareness, decoding, high-frequency words) or language comprehension (background knowledge, vocabulary). Based on Amira's Class Progress Report, Instructional Recommendations, Skills Status, and Skills Diagnostics reports, teachers can make informed decisions about targeted interventions both within the classroom and through supplemental programs such as RTI and Resource services.

The intervention process follows guidance from the 2024-2025 GCS Tiered Supports document:

- For students who need Tier 2 or Tier 3 interventions, GCS-approved programs such as Reading Horizons, Lexia Core 5, and Amira Interventions are employed to address specific reading challenges.
- For students in Tier 3, these intensive interventions are designed to provide explicit, individualized support, ensuring that gaps in foundational literacy skills are addressed by utilizing Reading Horizons and Amira Interventions.

In PreK, data from myIGDIs (an early literacy screener) and DIAL-4 (administered in the fall) help teachers identify students with potential academic, social-emotional, or developmental needs. Teachers use myIGDIs data to inform whole group, small group, and individual instruction, tailoring their approach based on students' progress in literacy skills. Additionally, the Heggerty Phonemic Awareness assessments provide critical data on students' phonological and phonemic awareness, guiding instructional planning and monitoring student growth in these early literacy skills.

Supporting Literacy at Home:

At Blythe Academy, a system is in place to help parents understand how they can support their child's development as a reader and writer at home. The school provides various resources and opportunities to keep parents informed and engaged in their child's literacy journey.

One key resource is the Amira Parent Reports, which offer personalized strategies for parents and guardians to support their child's literacy development at home. These reports provide clear, actionable steps parents can take to reinforce reading and writing skills, based on their child's specific needs.

In PreK, Heggerty Phonemic Awareness Parent Newsletters are shared with families to highlight activities they can do at home to develop phonological and phonemic awareness. These newsletters encourage parents to engage their children in sound-based games and activities that align with what they are learning in the classroom.

The school also communicates through teacher newsletters, which regularly include tips and suggestions for parents on how to support reading and writing at home. These newsletters may highlight strategies such as setting aside time for daily reading, discussing books, and practicing spelling and Most Common Words in fun and engaging ways.

Additionally, Literacy Night focused on literacy is organized to further educate families on how they can contribute to their child's reading and writing progress. During these events, teachers share important literacy strategies, provide demonstrations and offer materials that parents can use to support their child's literacy development at home.

Progress Monitoring:

At Blythe Academy, progress monitoring of reading achievement and growth is a systematic process that ensures all students are on track to reach grade-level proficiency. The school uses a combination of tools and protocols to assess student progress and make informed decisions about interventions.

Amira progress monitoring is a key component of this system. To accelerate students' reading growth, the goal is for students to achieve an Amira Reading Mastery (ARM) growth of >0.1 per month or to reach the 25th percentile or higher on the ARM percentile. These benchmarks help guide teachers in determining whether students are progressing at the expected rate.

At the school level, student progress is closely monitored through the MTSS & Amira Data Protocol. These tools provide a structured approach for analyzing student data and making decisions about interventions. Teachers and support staff regularly review this data to ensure that interventions are tailored to the students' needs and are effective in moving them toward grade-level proficiency.

Additionally, the school documents all interventions in the Intervention Connection System (ICS). This system tracks the specific interventions implemented for each student, ensuring accountability and allowing for continuous monitoring of student growth over time. Through these combined efforts, the school is able to provide timely and appropriate support to students, ensuring they make steady progress toward meeting grade-level reading standards.

Teacher Training:

At Blythe Academy, teacher training is grounded in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students. The school emphasizes ongoing professional development, collaborative learning opportunities, and targeted training programs to ensure that teachers are equipped with the knowledge and tools needed to deliver effective literacy instruction.

A key component of this training is the LETRS (Language Essentials for Teachers of Reading and Spelling) program, which provides teachers with a deep understanding of the science of reading and how to implement structured literacy practices in the classroom. All 4k teachers are currently participating in LETRS for Early Childhood, which focuses specifically on the foundational literacy skills needed to support early learners. This training equips teachers with the ability to teach phonological awareness, phonics, vocabulary, and comprehension in a structured and systematic way.

In addition to LETRS, Blythe Academy uses Professional Learning Communities (PLCs) as a platform for continuous professional growth. Teachers meet regularly in PLCs to collaborate, share best practices, and analyze student data. These meetings are focused on improving reading achievement through evidence-based strategies aligned with the science of reading. Teachers also use PLC time to review student progress, assess the effectiveness of interventions, and make instructional decisions based on data.