



STRUCTURED LITERACY PLAN

This structured literacy plan for Mariemont City Schools, based on the five pillars of reading, will help ensure that students develop strong reading skills from kindergarten through high school, setting them up for academic success and lifelong learning. Regular assessment and adjustments will be made to meet the specific needs of students and to stay aligned with best practices in literacy instruction. Evidence-based resources and interventions are utilized.

THE FIVE PILLARS OF READING



Phonemic Awareness:

The ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.



Phonics:

Understanding the relationship between letters (graphemes) and sounds (phonemes) and using this knowledge to decode words.



Fluency:

The ability to read text accurately and quickly with appropriate expression.



Vocabulary:

A rich vocabulary is essential for comprehension and overall language development.



Comprehension:

The ability to understand, analyze, and interpret text.

KINDERGARTEN AND GRADE 1

Phonemic Awareness

- Daily activities focusing on rhyming words, blending sounds, and segmenting words into individual sounds.
- Use of songs, games, and manipulatives to reinforce phonemic awareness.
- Use of an evidence-based curriculum to build phonemic awareness.

Phonics

- Introduction to letter-sound correspondence.
- Systematic and explicit phonics instruction using an evidence-based phonics program.
- Regular practice in blending and segmenting sounds to read and spell words.

Fluency

- Read-alouds to model fluent reading.
- Skill-based small group instruction.
- Repeated readings of short passages to build fluency.

Vocabulary

- Daily read-alouds with discussions about word meanings.
- Explicit instruction of high-frequency words.
- Vocabulary-building activities related to science, social studies, and literature.

Comprehension

- Interactive read-alouds with discussions about story elements.
- Simple story retelling and sequencing exercises.
- Introduction to basic comprehension strategies like making predictions and asking questions.

Assessment and Intervention

- Regular assessment of literacy skills with targeted, evidence-based interventions for struggling students.
- Ongoing professional development for teachers in structured literacy instruction.

GRADES 2 AND 3

Phonemic Awareness

- Continued practice and reinforcement of phonemic awareness skills.
- Advanced activities like phoneme substitution and manipulation.

Phonics

- More advanced phonics instruction, using an evidence-based phonic curriculum, including vowel patterns, diphthongs, and affixes.
- Regular assessment of phonics skills and targeted interventions.

Fluency

- Independent reading time with a focus on building fluency.
- Partner reading and performance readings.
- Introduction to expression and intonation patterns.

Vocabulary

- Vocabulary expansion through reading and word study.
- Use of context clues to determine word meanings.
- Enhance vocabulary by recording and reviewing new words.

Comprehension

- Introduction to more complex comprehension strategies such as inferencing and summarizing.
- Reading groups with discussions on text analysis.
- Regular assessment of reading comprehension skills.

Assessment and Intervention

- Regular assessment of literacy skills with targeted, evidence-based interventions for struggling students.
- Ongoing professional development for teachers in structured literacy instruction.

GRADES 4 AND 5

Phonemic Awareness

- Maintenance of phonemic awareness skills as needed.
- Transition to more advanced literacy skills.

Phonics

- Continued phonics instruction with a focus on multisyllabic words.
- Word analysis and word recognition activities.

Fluency

- Continued independent reading with a focus on higher-level texts.
- Emphasis on oral presentations to build expression and confidence.

Vocabulary

- Advanced vocabulary instruction, including Greek and Latin roots and affixes.
- Integration of vocabulary into content areas.

Comprehension

- Advanced comprehension strategies, including text structure analysis and critical thinking.
- Literature circles and book clubs to promote discussion and analysis.

Assessment and Intervention

- Regular assessment of literacy skills with targeted, evidence-based interventions for struggling students.
- Ongoing professional development for teachers in structured literacy instruction.

MIDDLE AND HIGH SCHOOL (GRADES 6-12)

Phonemic Awareness and Phonics

- Phonemic awareness skills are maintained, but the focus shifts to vocabulary and comprehension.
- Address phonics needs on an individual basis.

Fluency

- Emphasis on silent reading and comprehension.
- Continued practice of oral presentations and public speaking.

Vocabulary

- Vocabulary development continues, including Greek and Latin roots and affixes and SAT/ACT prep.
- Encourage independent reading of a variety of texts.

Comprehension

- Advanced comprehension strategies, including textual evidence analysis and synthesis.
- In-depth literary analysis and critical thinking activities.

Literacy Across Content Areas

- Integration of literacy skills into all subject areas.
- Cross-curricular projects and research assignments.

Assessment and Intervention

- Regular assessment of literacy skills with targeted, evidence-based interventions for struggling students.
- Ongoing professional development for teachers in structured literacy instruction.

STAFF TRAINING

- LETRS Trained
- LETRS Facilitators
- Foundations Trained
- Foundations Facilitator
- Orton-Gillingham trained through the Orton-Gillingham Academy
- Orton-Gillingham trained through Hamilton County ESC