

Sevier County School System
Companion to the
Tennessee Curriculum Standards
(Revised 2009)

K-8 Reading/Literature

for Use by Teachers
of Grades K-6 Reading
and Grades 7-8 Literature

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Sevier County School System
Local Guidelines and Expectations
K-8 Reading/Literature
(Revised 2009)

According to the No Child Left Behind Act of 2001, appropriate instruction in reading must include the “essential components of reading instruction.” This refers to the definition of Essential Components of Reading Instruction in NCLB, which states:

The term “essential components of reading instruction” means explicit and systematic instruction in

1. phonemic awareness,
2. phonics,
3. vocabulary development,
4. reading fluency, including oral reading skill, and
5. reading comprehension strategies.

The reading policy for Tennessee includes these essential components as well as the Three Tier Model for Reading Instruction. The following is taken from the state’s reading policy:

Tier I addresses the needs for the majority of students. Using flexible grouping and targeting specific skills, classroom teachers are provided with the training and tools they need:

- a) a core reading program based on scientific reading research,
- b) ongoing assessments and benchmark testing of students to determine instructional needs at least three times per year(fall, winter, and spring),
- c) ongoing professional development and support to provide teachers with the necessary tools to ensure every student receives quality reading instruction.

Tier II addresses the needs of those students where focused instruction within the classroom is not enough. These students require additional instruction beyond the usual time allotted for core reading instruction. Tier II gives the students an additional thirty minutes of intensive small-group reading instruction daily. The aim is to support and reinforce skills being taught by the classroom teacher.

Tier III addresses the small percentage of students who have received Tier II instruction and continue to show marked difficulty in acquiring necessary reading skills. These students require instruction that is more explicit, more intensive, and specifically meets their individual needs. It is suggested that students at this level receive an additional thirty minutes per day of intensive, even smaller group reading instruction.

The State of Tennessee’s K-8 Reading Curriculum correlated to the Sevier County Standards Based Curriculum Correlations is the adopted curriculum guide to be used in reading instruction with the Sevier County School System. Macmillan McGraw-Hill Treasures is the adopted textbook series for use in Grades K-6, and Holt Elements of Literature is the adopted textbook series for use in Grades 7-8.

PLACEMENT

Classroom teachers must administer diagnostic assessments to new students for placement purposes within the first two weeks of the date of student enrollment. The first inventory test given should match the grade level assignment of the student.

- a. These tests are included in the Macmillan McGraw-Hill Screening, Diagnostic, Placement, Assessment Book and the Holt Assessment book in the teacher resource package. Placement inventory tests are not timed.

- b. Failure to master 70% of the skills on the test will result in the student being given another test of a lower grade level.
- c. During the year, the tests are to remain in the student's reading folder.

IMPLEMENTATION OF INSTRUCTION

Macmillan McGraw-Hill Treasures and Holt Elements of Literature are designed for the heterogeneous classroom with reading selections and activities designed for use by students with a wide range of ability levels.

- A. Adherence to the system guidelines for time-on-task and the adopted text as specified per grade level is required.
- B. The Tennessee Curriculum Standards in conjunction with the Sevier County Standards Based Curriculum Correlations contain the guidelines for the skills and objectives to be taught and must be incorporated into daily lesson plans.

MATERIALS

- A. Macmillan McGraw-Hill Treasures (K-6) and Holt Elements of Literature (7-8) are the adopted texts for classroom instruction and will be the key implementation tools.
- B. A Teacher Resource Package is provided for each teacher at grade level and is the property of the Sevier County Board of Education.
- C. A copy of the Tennessee Curriculum Standards and Sevier County Standards Based Curriculum Correlations can be accessed at www.sevier.org.
- D. For **grades 1 and 2 only**, Macmillan McGraw-Hill Treasures weekly assessment tests will be provided by the system and are consumable. These should be kept on file for only the six weeks period in which they are given.
- E. Macmillan McGraw-Hill Treasures unit/benchmark tests will be ordered by the system and are consumable for grades 1-3 only. The unit/benchmark tests are **non-consumable** in grades 4-6. Teachers will be responsible for answer sheets in grades 4-6.
- F. Supplemental materials, such as TCAP Coach (grades 3-8), Accelerated Reader, and/or reading intervention software programs, may be integrated into the Macmillan McGraw-Hill and Holt programs.

TESTING/RECORDKEEPING

- A. In addition to the Macmillan McGraw-Hill and Holt testing programs, the teacher may create his/her own tests to assess to retest particular skills.
- B. Teachers will use the results of testing along with professional judgment to monitor progress and the need for reteaching, acceleration, enrichment, or extension, as well as to determine placement in Tier II or III.
- C. Progress must be documented on the Individual Student Record Sheets, which must be placed in the student's official cumulative folder at the end of the year or upon his/her transfer to another school. This record is an official component of the cumulative record.
- D. Students must master 75% or more of the skills listed in the Tennessee Curriculum Standards for the students' level of instruction.
- E. Students who fail to demonstrate mastery of a skill must be given at least one opportunity for reteaching and retesting.