



Henry County R-I School District

Comprehensive K–12 Literacy Plan

2026–2027 School Year

Comprehensive Literacy Plan (CLP) Literacy Team:

Title Reading Teachers: Kim Burkhart & Laura Hunter

Administrators: Travis Goosen, Brad Forrest & Whitney Bowers

Community Members/Parents: Kevin Jester

Classroom Teachers: Valerie Lynn, Felicia Melton, Fallon Gosnell, Andrea Wilson & Dana Brown

Special Education: Carrisa Johnson & Jennifer McKnight

Board Approved :

October 13, 2026

I. Purpose

The Henry County R-1 School District is committed to ensuring that every student develops the literacy knowledge and skills necessary to succeed academically, pursue postsecondary opportunities, enter the workforce, and become a confident, independent, lifelong learner.

The Comprehensive K–12 Literacy Plan establishes a district-wide framework for literacy instruction from kindergarten through graduation. The plan is designed to create consistency in literacy expectations while allowing teachers to respond to the developmental and individual needs of their students.

The district will work collaboratively to:

- Develop strong foundational reading skills in the early grades.
 - Build increasingly sophisticated reading, writing, speaking, listening, and language skills throughout K–12.
 - Ensure students can comprehend and analyze increasingly complex texts.
 - Develop students' ability to communicate effectively through writing and discussion.
 - Identify literacy difficulties early and provide timely intervention.
 - Use assessment data to guide instruction and monitor student growth.
 - Integrate literacy across all content areas.
 - Provide students with meaningful opportunities to read and write for authentic purposes.
 - Engage families and the community as partners in literacy development.
 - Prepare every graduate to use literacy skills successfully beyond high school.
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II. District Literacy Vision

Every Henry County R-1 student will graduate as a capable, confident, and independent reader, writer, communicator, and critical thinker who can apply literacy skills across academic, personal, civic, and career settings.

Literacy development is a shared responsibility across the entire district. Students will experience a progression of literacy instruction that begins with foundational skills and develops toward sophisticated comprehension, analysis, communication, research, and disciplinary literacy.

III. District Literacy Mission

Henry County R-1 will provide high-quality, evidence-based literacy instruction and appropriate support to ensure that every student has the opportunity to reach his or her full potential.

Through collaboration among teachers, administrators, students, families, and community partners, the district will establish a culture in which literacy is valued as the foundation for learning and lifelong success.

IV. Guiding Principles

1. Every Student Can Grow

The district maintains high expectations for every student while recognizing that students enter school with different experiences, strengths, and instructional needs.

2. Literacy Development Is a K–12 Responsibility

Literacy instruction does not end when students learn to decode. Students must continue developing reading, writing, speaking, listening, vocabulary, and critical-thinking skills throughout their education.

3. Instruction Will Be Evidence-Based

Teachers will utilize instructional practices supported by current research and aligned with Missouri Learning Standards and state literacy expectations.

4. Instruction Will Be Explicit and Systematic

When students are learning new skills, teachers will provide clear modeling, guided practice, feedback, and opportunities for independent application.

5. Assessment Will Inform Instruction

Assessment will be used to identify student strengths and needs, determine appropriate instructional responses, monitor growth, and evaluate the effectiveness of instruction.

6. Intervention Will Be Timely and Targeted

Students experiencing literacy difficulties will receive additional support based on identified needs rather than waiting for difficulties to become more significant.

7. Literacy Belongs in Every Classroom

Reading, writing, vocabulary, speaking, listening, and critical thinking will be intentionally developed in English/language arts as well as mathematics, science, social studies, electives, and career and technical education.

8. Students Need Authentic Literacy Experiences

Students should regularly read, write, discuss, research, and communicate for meaningful purposes.

V. K–12 Literacy Continuum

The district will maintain a clear progression of literacy skills.

Kindergarten–Grade 2: Building the Foundation

Primary emphasis will be placed on:

- Oral language
- Phonological and phonemic awareness
- Letter-sound relationships
- Phonics
- Decoding
- Encoding and spelling
- High-frequency words
- Vocabulary
- Fluency
- Listening comprehension
- Reading comprehension
- Sentence and paragraph writing

Students will receive systematic opportunities to apply foundational skills to connected text.

Grades 3–5: Expanding Independence

Instruction will increasingly emphasize:

- Reading increasingly complex literary and informational texts
- Fluency

- Vocabulary
- Background knowledge
- Comprehension
- Summarization
- Inference
- Text evidence
- Text structure
- Written responses
- Narrative, informational, and opinion/argument writing
- Research
- Discussion and collaboration

Students will increasingly use reading and writing as tools for learning across subjects.

Grades 6–8: Developing Disciplinary Literacy

Students will develop the ability to read, write, speak, and think within increasingly complex academic disciplines.

Instruction will emphasize:

- Complex text
- Academic vocabulary
- Morphology and word analysis
- Reading comprehension
- Analysis and evaluation
- Evidence-based discussion
- Research
- Note-taking
- Summarization
- Argumentative writing
- Informational writing
- Literary analysis
- Content-area literacy

Teachers in all disciplines will explicitly address the literacy demands of their subject areas.

Grades 9–12: College, Career, and Life Readiness

High school literacy instruction will prepare students to independently apply literacy skills in academic, workplace, civic, and real-world settings.

Students will develop the ability to:

- Analyze complex texts.
- Evaluate arguments and evidence.
- Conduct research.
- Synthesize information from multiple sources.
- Write effectively for different purposes and audiences.
- Develop and defend claims.
- Communicate clearly in academic and professional settings.
- Evaluate the credibility of information and sources.
- Read and interpret discipline-specific texts.
- Apply literacy skills to college and career environments.

Literacy instruction will be embedded within English/language arts, science, social studies, mathematics, electives, and career and technical education.

VI. Core Components of the District Literacy Program

A. Foundational Skills

K–5 students will receive developmentally appropriate instruction in:

- Phonological awareness
- Phonemic awareness
- Phonics
- Decoding
- Encoding
- Word recognition
- Spelling
- Syllable patterns
- Morphology

Students beyond the primary grades who demonstrate foundational skill gaps will receive targeted instruction addressing those needs.

B. Fluency

Students will develop:

- Accuracy
- Automaticity
- Appropriate rate
- Phrasing
- Expression
- Reading stamina

Teachers will use appropriate modeling, guided reading, repeated reading, partner reading, and opportunities for meaningful independent reading.

C. Vocabulary

Vocabulary instruction will occur throughout K–12.

Teachers will explicitly teach:

- Academic vocabulary
 - Domain-specific vocabulary
 - Multiple-meaning words
 - Morphology
 - Word relationships
 - Contextual meaning
 - Greek and Latin roots when developmentally appropriate
 - Vocabulary application in speaking and writing
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D. Comprehension

Students will learn to:

- Activate and build background knowledge.
- Ask and answer questions.
- Determine central ideas and themes.
- Identify important details.
- Make inferences.
- Summarize.
- Analyze text structure.

- Determine author's purpose.
- Evaluate evidence.
- Compare and synthesize texts.
- Monitor their own understanding.

Expectations for comprehension will increase as students progress through grade levels.

VII. Writing Across K–12

Writing will be treated as both a communication skill and a tool for learning.

Students will regularly engage in:

- Narrative writing
- Informative/explanatory writing
- Opinion/argument writing
- Research writing
- Short constructed responses
- Extended written responses
- Reflection
- Authentic writing for real audiences

Writing instruction will include:

Planning → Drafting → Revising → Editing → Publishing/Sharing → Reflection

Students will develop increasing independence in:

- Organization
 - Development
 - Evidence
 - Elaboration
 - Word choice
 - Sentence structure
 - Grammar
 - Spelling
 - Conventions
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VIII. Disciplinary Literacy

Beginning in the elementary grades and increasing through high school, students will learn that different disciplines use literacy in different ways.

Mathematics

Students will:

- Read mathematical problems.
- Explain mathematical reasoning.
- Interpret information.
- Use precise mathematical vocabulary.
- Construct written explanations.

Science

Students will:

- Read scientific texts.
- Interpret data and diagrams.
- Develop explanations.
- Write scientific arguments.
- Use evidence.
- Conduct research.

Social Studies

Students will:

- Analyze primary and secondary sources.
- Determine perspective and bias.
- Evaluate evidence.
- Compare historical accounts.
- Construct evidence-based arguments.

Career and Technical Education

Students will:

- Read technical materials.
- Follow written directions.
- Interpret workplace documents.
- Complete authentic forms and applications.
- Communicate professionally.
- Research career-related information.

All content areas will contribute to students' development as readers, writers, speakers, listeners, and critical thinkers.

IX. Assessment Framework

Comprehensive Literacy Plan (CLP)

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Vision for Literacy Plan:

"Every student will become a strong reader, writer, and thinker."

We want all students to enjoy reading and writing, and to feel confident using words to learn, share ideas, and express themselves. Our goal is to help every student build the reading and writing skills they need to succeed in school and in life. We believe all students can learn, and we will support them every step of the way.

Screening	Title I Intervention	Whole Group	Small Group	Special Education	Data Collection
STAR (Renaissance) - Given 3 times year BOY, MOY, and EOY - All students grade K-6 and 7th grade RSP students in 26-27 then each year a grade level will be added for students that have an active RSP - Measures - Phonological Awareness - Phonics - High-Frequency Words - Vocabulary - Comprehension Overall - Comprehension: Literature - Comprehension: Informational Text - Literacy Task Grades K-6 - Passage Reading Fluency - Mixed Letter Name Fluency - RAN	Barton System K-6 tutoring system for children, teenagers, or adults who struggle with reading, writing and spelling due to dyslexia or a learning disability	Rooted in Reading - Grades K-2 - Phonics - Comprehension - Retelling	RTI Instruction Group students based on their STAR CAT and skills to work on in small group	Nessy - Grades K-3 - Based on their ability level	STAR(Renaissance) - BOY, MOY, EOY - Progress Monitoring every two weeks for RSP and RTI groups - Quarterly as needed
	LETRS in-depth knowledge and tools that can be used with any reading program.	CKLA - Grades K-3 - Reading - Writing	Decodable Books	IXL - Grades K-12 - Based on their ability level	Dyslexia Screener - Grades K-3 - Measures if students are at risk for dyslexia
	Heggerty Grades K-2	Side By Side Grades 3-6	Reading A-Z Grades K-6		STAR Grades K-6

	• One grade level below • Teaches Phonological Awareness	• Comprehension • Vocabulary	• Based on ability level • AR		• BOY, MOY, EOY
	Orton-Gillingham a direct, explicit, multisensory, and sequential method designed to teach reading, writing, and spelling, especially to individuals with dyslexia.	Heggerty • Grades K-2 • Teaches phonological awareness			AR • Grades • Students meet their individual points based on their ability level
		Common Lit • Grades 7-12 • Reading • Writing • Comprehension • Vocabulary			RSP • All Students Grades K-5 are screened • Students Grades 6+ if continues to meets eligibility