

Bryan County Schools Literacy Frameworks



BCS Grades K-2 Literacy Framework							
Segment 1: FOUNDATIONS							
Literacy Components	Format	Time	Instructional Materials				
Phonological Awareness Daily expectation in K-1	Whole Group	10 Minutes	District-Provided Program: Heggerty				
Concepts of Print Daily expectation in Kindergarten		Up to 30 Minutes	District-Provided Program: UFLI • Developing Decoders • Secret Stories				
Phonics Daily expectation in K-2							
Fluency Daily expectation in K-2	Whole Group and/or Small Group	5-10 Minutes	See Practices Matrix and Grade Level Unit UPOs for Instructional Guidance				
Print Handwriting Daily expectation in K-2			See State-Provided Guidance and Grade Level Unit UPOs for Instructional Guidance				
Segment 2: TEXTS AND LANGUAGE							
District-Provided Materials: BCC Units							
Literacy Components	Format	Time	Instruction	Literacy Components	Format	Time	Instruction
INTERPRETING Texts • Context • Structure & Style • Techniques • Research & Analysis	Whole Group and/or Small Group	30 Minutes	See Practices Matrix and Grade Level Unit UPOs for Instructional Guidance	CONSTRUCTING Texts • Context • Structure & Style • Techniques • Research & Analysis	Whole Group and/or Small Group	30 Minutes	See Practices Matrix and Grade Level Unit UPOs for Instructional Guidance
INTERPRETING Language • Syntax • Vocabulary				CONSTRUCTING Language • GUM • Syntax • Vocabulary			
Segment 3: DIFFERENTIATED INSTRUCTION							
Designed by teachers and/or PLCs	Small Group	Up to 30 Minutes Daily	Instruction and resources vary based on literacy needs of students				

- All K-2 classrooms should allow for a minimum of 135 minutes for ELA instruction daily.
- The literacy segments can occur in any order based on teacher discretion, but components are to be utilized daily.
- Instructional materials and practices should be selected strategically to meet planned learning targets.
- The BCS Literacy Framework should be used to plan daily integrated reading and writing instruction based on the GELAS and the BCS Teaching and Learning Guides.

Sources: GaDOE [System for Effective School Instruction](#), [The Annenberg Institute](#), [Georgia's K-12 ELA Practices](#)

BCS Grades 3-5 Literacy Framework							
Segment 1: FOUNDATIONS							
Literacy Components		Format	Time	Instructional Materials			
Phonics Daily expectation in 3-5		Whole Group and/or Small Group	Up to 20 Minutes	● Secret Stories (3rd Grade) ● See Practices Matrix and Grade Level Unit UPOs for Instructional Guidance			
Fluency Daily expectation in 3-5							
Cursive Handwriting Daily expectation in 3-5			5-10 Minutes	See State-Provided Guidance and Grade Level Unit UPOs for Instructional Guidance			
Segment 2: TEXTS AND LANGUAGE							
District-Provided Materials: BCC Units							
Literacy Components	Format	Time	Instruction	Literacy Components	Format	Time	Instruction
INTERPRETING Texts ● Context ● Structure & Style ● Techniques ● Research & Analysis	Whole Group and/or Small Group	30 Minutes	See Practices Matrix and Grade Level Unit UPOs for Instructional Guidance	CONSTRUCTING Texts ● Context ● Structure & Style ● Techniques ● Research & Analysis	Whole Group and/or Small Group	30 Minutes	See Practices Matrix and Grade Level Unit UPOs for Instructional Guidance
INTERPRETING Language ● Syntax ● Vocabulary				CONSTRUCTING Language ● GUM ● Syntax ● Vocabulary			
Segment 3: DIFFERENTIATED INSTRUCTION							
Designed by teachers and/or PLCs	Small Group	Up to 30 Minutes Daily	Instruction and resources vary based on literacy needs of students				

- All 3-5 classrooms should allow for a minimum of 120 minutes for ELA instruction daily.
- The literacy segments can occur in any order based on teacher discretion, but components are to be utilized daily.
- Instructional materials and practices should be selected strategically to meet planned learning targets.
- The BCS Literacy Framework should be used to plan daily integrated reading and writing instruction based on the GELAS and the BCS Teaching and Learning Guides.

Sources: GaDOE [System for Effective School Instruction](#), [The Annenberg Institute](#), [Georgia's K-12 ELA Practices](#)

BCS 6-12 Literacy Framework

Segment 1: INTERPRETING TEXTS

Segment 2: CONSTRUCTING TEXTS

District-Provided Materials: [BCC Units](#)

Literacy Components	Format	Instructional Practices & Strategies	Literacy Components	Format	Instructional Practices & Strategies	
Texts ● Context ● Structure & Style ● Elements of Techniques ● Research & Analysis	Whole Group	See Practices Matrix and Grade Level Unit UPOs for Instructional Guidance	Texts ● Context ● Structure & Style ● Elements of Technique ● Research & Analysis	Whole Group	See Practices Matrix and Grade Level Unit UPOs for Instructional Guidance	
	Small Group					Small Group
Language ● Syntax ● Vocabulary	Individual Practice			Language ● GUM ● Syntax ● Vocabulary		Individual Practice
Segment 3: DIFFERENTIATED INSTRUCTION						
Designed by teachers and/or PLCs	Small Group/ Individual Practice	Instruction and resources vary based on literacy needs of students.				

- The literacy segments can occur in any order based on teacher discretion, but all of the components of Segments 2 and 3 are to be utilized daily.
- Instructional materials and strategies should be selected strategically to meet planned learning targets.
- The BCS Literacy Framework should be used to plan daily integrated reading and writing instruction based on the GELAS and the BCS Teaching and Learning Guides.

Sources: GaDOE [System for Effective School Instruction](#), [The Annenberg Institute](#), [Georgia's K-12 ELA Practices](#)