

**Stewart County Schools**  
**Foundational Literacy Skills Plan**

**Approved: May 27, 2021**

This Foundational Literacy Skills Plan has been approved by the Tennessee Department of Education and meets the requirements of the *Tennessee Literacy Success Act*. All portions of the Foundational Literacy Skills plan were submitted to the department and approved. To view the supplemental artifacts, please contact the district directly.

**Daily Foundational Literacy Skills Instruction in Grades K-2**

Kindergarten through second grade students devote sixty minutes daily to foundational skills instruction. All foundational skills instruction is grounded in reading science and aligned to the Tennessee state ELA standards. Kindergarten and first grade use the Heggerty curriculum to teach phonological awareness skills including rhyming, onset/rime, blending/segmenting syllables, blending/segmenting phoneme, and manipulating phonemes. Heggerty lessons are approximately fifteen minutes in length. Kindergarten through second grade uses Foundations by Wilson Language for foundational skills instruction in phonics, fluency, vocabulary, and semantics. Foundations lessons are approximately forty-five minutes daily and are based on Orton-Gillingham principles. This is an evidence based curriculum founded in reading science that follows a systematic scope and sequence of foundational skills. Skills are taught explicitly using a sounds-first, multi-sensory approach, followed by modeling, practice, and ultimately dictation/encoding.

The full literacy block in kindergarten-second grade is one hundred twenty minutes long. In 2021-2022 instruction will include implementation of the Wit and Wisdom literacy curriculum. This is a knowledgebuilding curriculum that teaches standards across the literacy strands and is aligned to the Foundations curriculum used specifically for foundational skills. The link between Foundations and Wit and Wisdom is the decodable text practice through Geodes texts. The texts are aligned to knowledge being built through Wit and Wisdom with embedded foundation skills aligned to the scope and sequence of Foundations.

Improvements for next year include full implementation of the Wit and Wisdom curriculum along with Geodes. Teacher support will be provided through vendor and instructional coaching. All teachers are also completing the Reading 360 foundational skills training to strengthen knowledge around the science of reading and best practices in the literacy classroom. We will use the TN Foundational Skills Resources to supplement our instruction when necessary and provide additional reinforcement for struggling readers.

**Daily Foundational Literacy Skills Instruction in Grades 3-5**

Our district uses an integrated literacy block in grades 3-5 with instruction that is grounded in reading science and aligned to the TN state standards for ELA. Grade three uses Foundations by Wilson Language for foundation skills instruction. Foundations lessons are approximately forty-five

minutes daily and are based on Orton-Gillingham principles. This is an evidence based curriculum founded in reading science that follows a systematic scope and sequence of foundational skills. Skills are taught explicitly using a sounds-first, multi-sensory approach, followed by modeling, practice, and ultimately dictation/encoding. Grades three through five adopted Guidebooks as the curriculum for their integrated ELA block. These materials were selected from those approved by the state Textbook and Instructional Materials Quality Commission.

Foundational skills are taught alongside standards from all literacy strands using high quality texts, questioning, and writing tasks. In third grade students receive 120 minutes of daily literacy instruction, and in fourth and fifth grade students receive 90 minutes of daily literacy instruction. All daily instruction integrates foundational skills such as word composition, sentence composition, fluency, grammar, vocabulary, and comprehension via reading and writing tasks. Vocabulary and comprehension strategies are explicitly taught and modeled. Teachers use a gradual release to move from explicit instruction to student practice. Foundational skills are reinforced through small group instruction in both Tier 1 and Response to Intervention time.

Our improvements for 2021-2022 include full implementation of Guidebooks with support provided through the Literacy Implementation Network and vendor support. All teachers are also completing the Reading 360 foundational skills training to strengthen knowledge around the science of reading and best practices in the literacy classroom.

### **Approved Instructional Materials for Grades K-2**

Approved waiver for other materials

### **Approved Instructional Materials for Grades 3-5**

LearnZillion - 3-5 Guidebooks

### **Universal Reading Screener for Grades K-5. This screener complies with RTI<sup>2</sup> and Say Dyslexia requirements.**

EasyCBM is our universal screener in K-1 and it is on the state approved list. A benchmark is given three times per year and EasyCBM is used to progress monitor students in Tiers 2 and 3. EasyCBM complies with RTI<sup>2</sup> and Say Dyslexia requirements.

ExactPath is our universal screener in grades 2-5 and is given three times per year. Students who score below the fiftieth percentile are further screened using EasyCBM benchmarks. EasyCBM is also used for progress monitoring in Tiers 2 and 3.

Students who have characteristics of dyslexia are further screened using the Nessy dyslexia screener to assess areas such as phonological awareness, rapid naming, and sequencing.

\*We may use the state universal screening option in 2021-2022 after it is available to review.

### **Intervention Structure and Supports**

Students who are identified as at-risk per the universal screener are further assessed to determine areas of deficit using assessments including EasyCBM, Nessy dyslexia screener, PWRS (phonics

screeener), and PASS (phonological awareness screener). Based on the area of deficit an intervention plan is determined that provides more intensive instruction in the areas of phonological awareness, phonics, fluency, vocabulary, or comprehension. The Foundations curriculum is used for students in K-3 and the Just Words by Wilson Language curriculum is used for students in grades 4-5 for foundational skills intervention. All Wilson Language curriculum resources are based on Orton Gillingham principles and founded in the science of reading. They are explicit, systematic, multi-sensory, and cumulative. Decodable texts are used to provide student practice around specific phonics skills. Comprehension strategies are taught explicitly and modeled using a variety of texts. Students at Tier 2 are provided with 30 minutes of intervention in groups of 3-5 students daily, and students at Tier 3 are provided with 45 minutes of intervention in groups of 1-3 students daily. Students are progressed monitored bi-weekly using EasyCBM probes aligned to the area of deficit and intervention. Data is reviewed monthly at grade-level PLC meetings and the data team then makes appropriate adjustments to interventions and RTI placements.

### **Parent Notification Plan/Home Literacy Reports**

A parent letter is sent home for all students who score below the 25th percentile on the universal screener. Parents are provided with information about the importance of being able to read by third grade, and explanation of universal screening, a description of the RTI framework, and the intervention plan. These letters are sent to parents after each universal screening window in order to inform and update parents of their child's RTI placement. Progress monitoring data is shared with parents throughout the year in the form of printed reports, phone conferences, and in-person conferences for students not making adequate progress.

The Tier 1 curriculum (Foundations, Wit and Wisdom) in grades K-3 provides general parent letters with information and recommended activities to support students' reading development. Each school hosts a literacy night annually that provided free resources and modeling of how parents can support literacy development.

\*In addition to the parents letters attached below, we also provide detailed score reports from the universal screener and parent guides to understanding those reports. Parents of struggling readers are also provided with digital tools with more information about learning resources, characteristics of dyslexia, and other resources specific to their child's area of deficit.

### **Professional Development Plan**

All K-5 literacy teachers, interventionists, and SPED teachers will participate in the Reading 360 Early Literacy Training series developed by the TNDOE. Teachers in grades 4-5 will only complete week one of the training in 2021-2022. Professional development in foundational skills will include:

April/May 2021: All literacy teachers will complete week one of the Early Literacy Training asynchronously.

June 2021: K-3 literacy teachers, interventionists, and SPED teachers will complete week two of the Early Literacy Training.

August 2021: K-2 teachers will participate in vendor-provided training around implementation of Geodes decodables and the Wit and Wisdom curriculum. This training will allow teachers to better

understand how the curriculum is aligned with Foundations foundational skills instruction. Coaching will be provided throughout the year through PLCs and coaching cycles using the foundational skills IPG. Teachers in grades 3-5 will participate in training around the Instructional Practice Guide in order to strengthen implementation of the Guidebooks curriculum. Vendor training and ongoing coaching will be provided to grades 3-5 teachers as part of the Literacy Implementation Network.