

Stewart County Schools

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. Our waiver request for ELA instructional materials for this grade span was approved for Core Knowledge Language Arts and Grades K-2 Expeditionary Learning. Additionally, 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. Foundational skills lessons are approximately fifteen minutes in length. Kindergarten through second grades also use 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. All foundational skills are taught explicitly using a sounds-first, multi-sensory approach, followed by modeling, practice, and ultimately dictation/encoding. Foundational skills instruction across K-2 is supplemented as appropriate with the TN Foundational Skills Curriculum Supplement materials. .

The full literacy block in kindergarten-second grade is one hundred twenty minutes long. Instruction for the strands addressing literature and informational text is focused on knowledge-building texts aligned to the science and social studies standards for each grade level. These texts are explored through reading, writing, speaking, and listening to build vocabulary, comprehension, and thinking skills. Additionally, students build knowledge while practicing current foundational skills by reading decodable texts. These decodables are an evidence-based approach supported by reading science. Continuous improvements are maintained through support provided by the Early Literacy Network and vendor support from the collaboration of our district, TNDOE, and TNTP. Teachers are also completing the Reading 360 foundational skills training and/or the Reading 360 Advanced Literacy training to strengthen knowledge around the science of reading and best practices in the literacy classroom.

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.

Foundational skills lessons are approximately forty-five minutes daily through 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.

Continuous improvements are maintained through support provided by the Literacy Implementation Network and vendor support. Teachers are also completing the Reading 360 foundational skills training and/or the Reading 360 Secondary 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 RTI² and Say Dyslexia requirements.

The Tennessee Universal Reading Screener is our screener for students in K-5. This screener is on the state approved list and is given three times per year. The Tennessee Universal Reading Screener complies with RTI² and Say Dyslexia requirements.

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.

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 Aimsweb, Nessy dyslexia screener, PWRS (phonics

screeners), 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 Aimsweb 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 well by third grade, and an 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 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 provides 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 Literacy Training series developed by the TNDOE, including Early Literacy, Secondary Literacy, and Advanced Literacy. Elements of these trainings and the Reading 360 Refresh materials will be used in PLC across K-5. Teachers will also be involved in learning cycles guided by our district's work with the Early Literacy Network and the Literacy Implementation Network. These cycles are founded on learning walk data and guided by our district's collaboration with TNTP and TNDOE.