

Lewis County Schools

Foundational Literacy Skills Plan

Last Updated: April 2, 2024

Approved: June 14, 2024

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

Our district uses a research-based foundational skills curriculum that's grounded in reading science and aligned to the Tennessee State ELA Standards and is approved by the state Textbook and Instructional Materials Quality Commission. McGraw-Hill Wonders is a flexible program that focuses on foundational skills, developing close reading skills, differentiating instruction with scaffolded support, engaging students digitally, and informing instruction through assessment. Wonders uses foundational skills as the primary form of instruction and has a designated block of time (75-85 minutes daily) we use 45 minutes for foundational skills instruction in grades K-2.

During instructional time teachers use activities that build phonological and phonemic awareness, phonics practice, and fluency practice in addition to comprehension, writing, and vocabulary or word work. Teachers explicitly teach a sound, students practice the sound aloud, teachers model writing the sound, students refer to their individual code chart on which they write the sound, and then students apply the skill in independent practice within small groups or individually. All consonants, short and long vowel sounds are taught and practiced in kindergarten. The lessons are linked to target sounds with phonemic awareness, sound-spelling relationships, and handwriting in grades 1 and 2. Additional reading practice is also incorporated in 20 to 30 minutes literacy block where Science and Social Studies connections are made. The decodable readers reinforce phonics instruction and offer opportunities for students to practice fluency independently in school and home. Skills are taught in a systematic, comprehensive, sounds-first approach and build over time. Activities included phonological awareness building, phonics practice, and fluency practice in addition to comprehension and vocabulary work.

Our district partners with the Governor's Early Literacy Foundation K-3 so our students receive free books throughout the year, which is part of TDOE's literacy initiative. It is aligned to Tennessee's academic standards and focuses on key areas like language and literacy, math and science, social and emotional learning, physical development, and health and safety. Our kindergarten and 1st grade classes participate in Early Learning Groups (ELG) daily. Kindergarten ELGs last 45 minutes

and 1st grade are 30 minutes in length. During ELGs the students are placed in small groups and work on foundational skills using research-based materials.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our 3rd grade classes are self-contained, and 4th and 5th grade classes are departmentalized. The ELA classes also use Wonders from McGraw-Hill. Materials in reading, writing, speaking, listening, and language are targeted to support foundational reading development and are aligned to the Tennessee ELA Standards, and is approved by the Textbook and Instructional Materials Quality Commission. Students receive 90 minutes of ELA instruction (45 minutes of foundational skills) and are engaged in fluency, morphology, vocabulary, grammar, spelling, writing, and comprehension during this block. Later in the day, students engage in non-fiction reading through the 60-minute block of science or social studies.

In grades 3rd and up, a weekly phonics lesson helps students decode multisyllabic words and is integrated with reading instruction. Teachers model the writing process and keep a running record of each child's progress. Many classrooms incorporate the use of writing journals that demonstrate improvement in writing skills and vocabulary skills throughout the school year. Materials require students to analyze texts in order to make meaning and build understanding and to analyze the knowledge and ideas across the texts. Tasks support students' ability to complete culminating tasks to demonstrate knowledge of a topic. Students apply the learning in decodable readers, practice building and blending words with the target skill, and work with spelling words containing the target-sound spelling. The lessons include components for knowledge-building through comprehension of complex texts. Students listen, read, write, think, and speak about the texts. The lessons also include foundational skills instruction that includes fluency, vocabulary, and comprehension skills. These skills are embedded within the lesson to ensure continuity, cohesion, and connection in order for students to master reading skills.

Additional reading practice is also incorporated in the 60 minutes of Science or Social Studies each day as these two subjects are on a rotating schedule. The teachers make connections between the disciplines when possible as an important transition takes place in 3rd grade where students go from learning to read to reading to learn. The non-fiction reading is more difficult for young readers and placing it within the subject of science and social studies provide high interest material for readers.

Additional Supports

Lewis County schools are dedicated to improving student literacy. Our district has a heightened focus on the identified subgroup. We provide support through many avenues using staffing, materials, and scheduling. These supports include:

- Dual certified classes to help with instructional rigor for the identified subgroup
- More inclusive practices with Tier I instruction for the identified subgroup
- Intensive intervention through high dosage/low ratio tutoring for the identified subgroup
- Use of supplemental programs in combination with our HQIM (Wonders) to support the identified subgroup

- Schedules created to provide minimal disruptions in core classes for the identified subgroup
- Analysis of student data with the focus on helping the identified subgroup
- Addition of an assistant principal (shared between the elementary school – K-2 and the intermediate school 3-5 - to help the principal be more present in classrooms to help with the identified subgroup

Approved Instructional Materials for Grades K-2

McGraw Hill Wonders

Approved Instructional Materials for Grades 3-5

McGraw Hill Wonders

Supplemental Instructional Materials

- Literacy Footprints
- Jennifer Serravallo
- Heggerty Phonics
- Secret Stories
- The Writing Revolution
- Quick Reads
- Best for all Central
- Words Their Way Linda Hoyt
- Interactive Read Alouds

Universal Reading Screener for Grades K-5. This screener complies with RTI2 and Say Dyslexia requirements

i-Ready Suite: Grades K-5

TN-URS: Grade 3

Intervention Structure and Supports

Students in grades K-6 are screened three times a year. Students who score below the 40% are given various diagnostic screeners to determine deficit areas. Lewis County Schools uses the high dosage, low ratio tutoring model for reading and written expression deficits. Each school in the district has scheduled RTI times each day for each grade level. Tier III intervention groups are 45 minutes in length and fidelity monitored 5 times a semester with Tier II groups being 30 minutes in length and monitored 3 times a semester. Students who are receiving Tier II and III interventions are progress monitored every 10 days using the AimsWeb Plus and/or EasyCBM progress monitoring tools. Each school has a data team that meets every 4 ½ weeks to discuss student progress and make changes to student's interventions (duration, materials, intensity) as needed. The teams consist of principals, school RTI Coordinators, guidance counselors, special education and general education teachers, speech pathologist, psychologists, and the District RTI Supervisor.

Dyslexia: The Lewis County School System uses the Aimsweb Shaywitz Dyslexia Screener through the universal screening process to identify students with characteristics of dyslexia. If a student has

scored below the 11% on the Aimsweb universal screener, the student is given the Shaywitz Dyslexia Screener. The data team uses this data from this screener along with teacher input and parent survey information to flag students with dyslexic characteristics.

The intervention materials that are used for Tier II, Tier III and Special Education Interventions are SPIRE/SOUND SENSIBLE, READWELL, WILSON FOUNDATIONS, LIPS PROGRAM AND DISCOVER INTENSE PHONICS S.P.I.R.E.® is a research-proven reading intervention program for our lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic plan. Sounds Sensible® is uniquely effective as phonological awareness and beginning phonics instruction for beginning or struggling readers. It is essential instruction that builds the foundational skills of reading to prevent reading failure before it starts. It provides hands-on instruction in the most reliable indicators of reading success: phonological awareness, alphabet knowledge, and understanding letter-sound relationships, as well as handwriting. Read Well® is a comprehensive research-based, K-3 reading and language arts solution that helps students build the critical skills needed to be successful readers and learners. Read Well uses a flexible approach of, differentiated small-group instruction and individual student practice. It focuses on explicit, systematic instruction for phonemic awareness, phonics, spelling, fluency, comprehension as well as handwriting. Wilson Reading System® is a multisensory, structured language program. Its systematic and explicit instruction is focused on critical foundational skills. It uses research-based materials and strategies that are essential for phonemic awareness, phonic/word study, reading fluency, vocabulary, handwriting and spelling. The LiPS: Lindamood Phoneme Sequencing® Program for Reading, Spelling, and Speech is a comprehensive multisensory program that uses explicit, systematic instruction to develop phonological awareness, decoding, spelling, and reading skills. This program is research-validated and used with our special education students. Discover Intensive Phonics for Yourself is an explicit, systematic phonics program employing a multisensory approach to teaching phonemic awareness, phonics, decoding basic word attack/reading skills and encoding it is based on the Orton-Gillingham principles of instruction.

Parent Notification Plan/Home Literacy Reports

Our district notifies parents of students in grades K-5 upon completing benchmark assessments (3 times each year) if their child is identified as “at-risk” for significant reading difficulties (as evidenced by students scoring in the 0-40th percentile). Student scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. Our schools include an easy-to-read graph showing the skill deficits. The parents are told what intervention their child will receive and the amount of time each day the student will receive services. This is coupled with a description of the importance of being able to read proficiently by the end of 3rd grade and information on the pathway to 4th grade.

The district explains how students are assessed and what a “significant reading deficiency” means. Parents receive notification of their student’s progress, or lack thereof, each 4 ½ weeks, after the school data team meetings. That notification includes any changes being made to the student’s programming if significant progress is not being made, as evidenced through progress monitoring

and universal screening data, copies of all score reports, as well as recommended activities that will support students in the area of deficit, which are free of charge to families. (These activities are tailored by skill deficit area). These communications go out to parents with students in grades K-5 three times per year, after each benchmark. Students who are struggling may have a request for parents to come in for a conference to explain scores and provide resources for parents to support learning at home. A parent may request a conference at any time to discuss scores. Interventionists are accessible on Parent/Teacher Conference nights to assist and support teachers in providing student information for parents.

Professional Development Plan

Lewis County Schools will provide time during June and during July in-service for new teachers to complete the modules of Reading Literacy Training provided by the state department if needed. To date, our K-5 teachers have completed this training. Course 2 of early reading training is recommended for any teacher who has not completed it.

We will continue to reinforce concepts learned from the training in subsequent professional development sessions. Teachers will share successful skills and practices in PLC meetings. Teachers will continue to receive training for iReady and AimsWeb as needed.