

## Hickman County Schools

### Foundational Literacy Skills Plan

Approved: May 18, 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

Our district uses the TN Foundational Skills Curriculum Supplement for our foundational skills curriculum. This curriculum is approved by the state Textbook and Instructional Materials Quality Commission and is aligned to the Tennessee ELA standards and to the research of the Science of Reading. This curriculum uses foundational skills as the primary form of instruction. Students in grades K-2 spend a minimum of 45 minutes per day in foundational skills instruction which includes activities that build phonological awareness and provides phonics practice and fluency practice, in addition to comprehension and vocabulary work (“word work”). During that instruction, teachers explicitly teach a sound, the students practice the sound aloud, the teacher models writing the sound, the students refer to their individual code chart on which they write the sound, then students apply the skill in independent practice (individually or in small groups).

For example, during the second quarter of first grade, students will learn how to decode separated digraphs (for example, like and same) and vowel digraphs (for example, seed and boat) and will be able to learn and use the most common spellings for each sound. Students have the opportunity to strengthen their knowledge of this learning when using decodable texts that are aligned with the sounds taught in explicit instruction.

Our district also uses McGraw Hill Wonders for our reading curriculum. This curriculum is approved by the state Textbook and Instructional Materials Quality Commission and is aligned to the Tennessee ELA standards and to the Science of Reading. Students spend 45 minutes per day listening and responding to read alouds and reading and answering comprehension questions both orally and in writing. Students also participate in small group instruction during this time with the classroom teacher on strengthening their reading skills.

Our improvements for next year include providing a continued, designated time for teachers to collaborate while becoming more deeply knowledgeable about this curriculum and its impact on our instructional practices (for example, refining opportunities which allow students to develop and practice writing skills). Teachers will also internalize the instructional plan through unit-level and lesson-level preparation.

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

For grades 3-5, teachers are departmentalized and students have dedicated literacy blocks of 90 minutes per day. Our curriculum resources were chosen from the list approved by the state Textbook and Instructional Materials Quality Commission. While third grade curriculum has integrated foundational skills, grades 4 and 5 do not. Teachers use 95% Group materials as their supplemental foundational skills instruction curriculum. While the block of time for literacy is the same each day, the daily schedule varies with the daily lessons. Each day does provide components for knowledge-building and includes explicit instruction and opportunities for students to apply their knowledge through reading, writing, thinking, speaking, and listening tasks. Our adopted materials also engage students in the work of morphology, vocabulary acquisition, fluency, and comprehension, which are embedded within the curriculum and not taught in isolation.

In grades 3-5, teachers are currently using the 95% Group Multisyllable Routine Cards, which takes 5 minutes of instructional time and teaches students to decode using the six syllable types.

As we plan for the 2021-2022 school year, we will be providing our teachers in grades 3-5 with professional learning in the full use of the 95% Group resources including Vocabulary curricula which teaches morphology with special attention to affixes, Latin roots, and Greek combinations and follows the TN ELA Foundational Standards. This instruction will take 30 minutes per day and will follow the scope and sequence indicated within these resources. By providing our students with explicit, systematic morphology instruction, students will not only learn to be more proficient at decoding multisyllabic words and adding to their vocabulary banks, but will also be able to more effectively determine the meaning of unfamiliar words based on word parts.

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

McGraw Hill - K-5 Wonders

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

Great Minds - 3-5 Wit and Wisdom

### **Additional Information about Instructional Materials**

The curriculum implemented in grades K-3 is McGraw Hill Wonders while grades 4 and 5 have implemented Great Minds Wit and Wisdom. Both of these publishers are included in the list of materials approved for adoption by the state. Additionally, our district fully implements all components of the Tennessee Foundational Skills Curriculum Supplement resources in grades Preschool through second grade including all Sounds First instruction. Beginning in school year 2021-2022, our grades 3-5 teachers will be using the 95% Group materials in order to provide our students with 30 minutes of daily instruction in decoding multisyllabic words, morphology (affixes, Latin roots, and Greek combination), and vocabulary acquisition, which will help to ensure students in these grades become more proficient readers.

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

Upon the release of the Tennessee Department of Education Universal Screening Assessment, we will plan to utilize those resources with our students and will provide professional learning to all of our teachers and interventionists on the use of those assessments and the data they provide.

### **Intervention Structure and Supports**

In the fall, all students are assessed using Aimsweb to determine which display reading deficiencies or are considered 'at-risk'. Our grade-level teachers, interventionists, and building administrators review the universal screener data to determine which students performed at or below the 25th percentile and those students are classified as needing assistance from Tier II and Tier III instruction. A diagnostic assessment is given to students who qualify for services in Tier II and Tier III to determine specific areas of deficit so that students are placed in appropriate small groups with targeted interventions to close skill gaps. Students receive small group interventions each day for a minimum of 45 minutes in the area of their assessed deficit. Our schools have research-based options for reading intervention support for students who are 'at-risk' or who have been identified as having reading deficiencies. The foundational skills curriculum we currently use contains an assessment and remediation guide which allows teachers to implement specific activities to directly address skill gaps for RTI groups. If that intervention is not sufficiently meeting student needs and closing learning gaps, teachers can use a more comprehensive intervention (such as Heggerty or Wilson Reading) as an option. School data teams meet every 4 ½ weeks to monitor student progress and to determine the need for changes in interventions or in the personnel providing interventions. The data team takes into account student attendance and engagement as part of the decision making process. Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. These students are also screened using additional survey level assessments to determine if they have characteristics of dyslexia. Students who demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Our district uses myLexia, a research-based supplemental program, as one intervention for students with characteristics of dyslexia. Families are notified that the myLexia from Lexia Learning Systems is a research-based supplemental program which is based on the Orton-Gillingham approach of systematic, explicit, sequential, phonics-based instruction and is considered a strong support for those students. Intervention takes place daily during a grade-level time in the master schedule which is dedicated solely for RTI. When students are in their RTI groups, they work on activities and assignments that make them stronger in that particular skill. For example, students who need instruction in comprehension may read a new text and answer scaffolded questions, all related to the knowledge-building unit they are studying in Tier I instruction. For students who need fluency support, they may receive intervention using the myLexia program.

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

Our district notifies parents of students in grades K-5 upon completing benchmark assessments if their child is identified as "at-risk" for significant reading difficulties (as evidenced by students scoring in the 0-25th 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. 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. The district defines 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, 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-3 three times per year, after each benchmark, and are shared with parents of students in grades 4 and 5 annually. Additionally, our ELA curriculum contains parent letters in the younger grades that provide families with information regarding the foundational skills and knowledge building for the coming unit that will inform parents as they work with their student. Families can better understand how to support their student through questions about their texts and through an awareness of what foundational skills their child is learning.

### **Professional Development Plan**

All of our administrators and teachers in grades K-2 will complete both the asynchronous and the in-person early literacy implementation summer training provided by TDOE during the summer. This includes all regular education teachers, special education teachers, and interventionists. Additionally, the training has been offered to all teachers and administrators in grades 3-5 and most will be joining in the summer training.

Teachers of grades K-3 who are currently using the McGraw Hill Wonders curriculum will have professional learning during summer 2021 and fall 2021 to utilize the unit plan protocol and the lesson plan protocol. Teachers of grades 4 and 5 will have similar training as they plan for year two of implementation of Great Minds Wit and Wisdom. This will include time spent in PLCs and in half day or full day planning embedded within the school day to allow teachers to fully meet the intent of the planning guides and to effectively plan for each unit of study.

For teachers in grades 3-5, the district will provide explicit and ongoing training in the effective use of the 95% Group resources to be used in all classrooms as outlined above.

Our district is participating in the five-year Implementation Network, along with other districts across the state, and the network focus begins at grade 5, so this will allow us to provide targeted professional learning to these teachers based on the insights gained from the use of literacy walks and the Instructional Practice Guide (IPG) Coaching Tool. We have applied to participate in the Early Literacy Implementation Network and hope to be accepted into the network in order to support our teachers in full and effective implementation of the TN Foundational Skills Curriculum Supplement which we currently use.