

Oneida Special School District
Foundational Literacy Skills Plan

Approved: June 1, 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 a foundational skills curriculum as provided by McGraw Hill Education Wonders. This curriculum is aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. The designated block of time for foundational skills is 45 minutes daily for grades K-2. This instructional time includes phonemic awareness, phonics, and fluency practice in addition to vocabulary and comprehension instruction.

This instruction includes activities daily in each foundational skill area that allow all students in each classroom access to grade level standard practice. Each activity follows the basic learning paradigm of model, lead and test. This paradigm allows for the explicit teaching of phonics, followed by guidance with the students by the teacher. Last, it gives the children a chance for independent practice. Each activity in McGraw Hill Wonders is presented using teacher routines. These routines allow students to become accustomed to the way in which skills are presented and allow students to focus on the content presented rather than the routines of the classroom. The McGraw Hill curriculum not only allows explicit instruction, but also provides a systematic scope and sequence.

An example of one of the activities within a first grade lesson is students are presented with a phonemic awareness activity in which they pronounce the word leg by enunciating each sound in the word: /l/, /e/, g. The teacher then models how to combine those sounds. "leg". Now, we guide students by presenting sounds and allowing whole class response. Finally, we release this activity individually.

During this same lesson, students will explicitly be taught the /e/ sound and its spellings of e and ea. The words read and head are used as model words. This sound is connected to decoding as well as to encoding through dictation and then applied through student writing.

For the 2021-2022 school year, we will be adding the Souday System to our small group instruction. Students will be given an entrance exam and placed within a continuum of phonics instruction, and students will be instructed by their teacher on their individual foundational skills level during small group instruction in grades K-2. The Souday System will be utilized for whole group systematic beginning phonics instruction in Pre-K-Kindergarten.

Daily Foundational Literacy Skills Instruction in Grades 3-5

In grades 3-5, 30 minutes will be set aside for foundational skills literacy instruction. In these grades, with McGraw Hill wonders curriculum as the guide, the teachers use routines established by the district to explicitly teach the foundational literacy standards. For example, in 3rd grade Unit Two, Week 1, students are asked to decode words with long I spelled I, ie, igh, i_e, and y as well as decode words with long e: e, ea, ee, e_e, ie, ey, and y. Along with long u spelled u, u_e, and ew. During the phonics/fluency section of Wonders, the teacher will explain using the five and cube sound spelling cards for the long I sound and the long u sound. The teacher will explain that both the long I sound and the long u sound can be spelled in several different ways. Point to each spelling on the cards and provide sample words: for example, I as in find; ie as in pie. The teacher will then model by writing the words find, pie, right, bite, fly, unit, use, and few on the board and underline the long I or long u spelling in each word. Then, model blending the words and run their finger under each word as they sound it out. The teacher provides sentences that contain these words, and have students read them. The teacher then provides guides practice by providing students with a list of words on the board and students pronounce each word. Teachers then transition to longer words by reading multisyllabic words in the next exercise. This connects to the Tennessee State's foundational literacy standard: Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text.

After word work, students are given explicit instruction in using grade level phonics to encode words. Using a well-established dictation routine within our district, each teacher has a designated dictation time during the foundational skill time. The teacher says the word, and students repeat the word chorally. Students use their fingers as a tapping method to tap all the phonemes within the given word. Teacher asks how many sounds in the given word and students respond. Students spell the word on their paper, but are allowed to ask this key question: What spelling is used for ___ vowel sound? Teachers then write the word on the board and students make needed corrections in a different color. Dictation routine ends with students writing a sentence. This connects to the state's foundational literacy standard: Know and apply grade level phonics and word analysis skills when encoding words; write legibly.

During the foundational skills time, fluency is also practiced. For example, in Fifth Grade, Unit 3, Week 1 the fluency 10 minute daily drill includes an assignment out of the Reading/Writing Companion. The teacher asks students to model using intonation as they read aloud the first two pages of "A Reluctant Traveler". Students have partners and alternate reading paragraphs in the passage, modeling the intonation the teacher used. Students are provided with daily fluency practice by using the online Differentiated Genre Passage, "Potluck or Potlatch?" This connects to the state's foundational literacy standard: Read with sufficient accuracy and fluency.

Vocabulary is explicitly taught during this time as well through the Expand Vocabulary Daily Routines. For example, in grade 5, Unit 3, week 1, the students are given the vocabulary words by practicing the target vocabulary. (i.e. What do you feel appreciation for?-Vocabulary word is appreciation). On day 2, students are given related words. Teachers help students generate different forms of target words by adding, changing, or removing inflectional endings. On day 3, teachers reinforce the words by completing sentence stems. On day 4, students use the words in

connection with writing by writing sentences in their writer's notebooks using the target vocabulary. On day 5, students are asked to create word squares for each vocabulary word and day 6 they build vocabulary by discussing important academic words. On Day 7 students examine adages, and day 8 they use context clues to identify meanings of words. On Day 9, students use word webs to determine words with similar or opposite meanings to vocabulary words. On day 10, morphology of words are studied. By looking at each root word and its meaning as well as what happens when different prefixes and suffixes are added to words and how this changes the meanings of words. This connects to the state's foundational literacy standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade level content.

With McGraw Hill Wonders, supports are also explicitly in place for comprehension. The foundational skills practiced during the first 30 minutes of the reading block are skills needed to enhance the students understanding of the unit's anchor text as well as the paired selections. During each reading of text, supports are in place to aid in student's understanding of each selection. For example, teachers are provided with a Close Reading Routine in Fifth Grade, Unit 3, Week 1 that helps the student in reading "A Reluctant Traveler". During the first read, teachers are given DOK 1-2 questions as well as strategies for differentiated reading for approaching, on level, beyond, and English Language Learners. An evidence-based approach is used to teach foundational skills. Explicit supports for fluency vocabulary and comprehension are in place.

Approved Instructional Materials for Grades K-2

McGraw Hill - K-5 Wonders

Approved Instructional Materials for Grades 3-5

McGraw Hill - K-5 Wonders

Additional Information about Instructional Materials

Our district will train all PK-2 teachers in an Orton-Gillingham based methodology of teaching foundational skills by training all teachers in the Sunday System. All classrooms PK-2 will be provided with these supplemental materials that will place all students on a continuum of foundational skills learning. Teachers will be able to focus instruction during small group reading instruction to a students' zone of proximal development.

Foundational Skills Instruction is taught in Grades K-5 by using the English Language Arts Textbook, McGraw Hill Wonders, which was chosen from the list approved for adoption by the state board pursuant to 49-6-2202.

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

Oneida Special School District uses the Northwest Evaluation Association as our benchmarking system for grades K-5. Our school also utilizes the easyCBM benchmarking tool in grades K-5.

Intervention Structure and Supports

In the fall, students are given a universal screener (NWEA-MAP) to determine which students have a significant reading deficiency or who are considered at-risk. Students who fall below the 25% on this nationally normed screener are then given the easycbm curriculum based measures on grade level. Any student who falls below the 25% in any of the skill-deficit areas, are classified as in need of receiving Tier II or Tier III instruction.

The universal screening process at Oneida Elementary is a two-pronged approach. First, students are given the Northwest Evaluation Association benchmark exam, otherwise known as MAP. This benchmark exam is a nationally normed benchmark with a focus on foundational skills in grades K-1. In grades 2-5, there is a focus on standards based reading items. If a student places below the 25% in reading, they are screened using EASY CBM on grade level. If a child places below the 25% in any area of their on-grade level skill deficit areas on easy-cbm, they are placed into an academic intervention to focus on that specific area of need.

Placement assessments within certain research-based curriculum are given to students to aid in placement criteria for Tier II intervention. Several research based options are available for our students who are identified at-risk. These interventions are chosen to support the deficit area that the student is deemed most at-risk as well as placing that student within their zone of proximal development within the reading continuum. Finding the students' deficit is important, however, finding how that student best learns is equally so. The methodology in which is incorporated into different intervention programs of study should be carefully examined when placing students into tiered interventions.

Once students are placed into an academic intervention for reading, students are given survey level assessments as provided in the Say Dyslexia Bill to aid in the child's placement. This screener assesses the following areas: phonological awareness, phonemic awareness, alphabet knowledge, sound/symbol recognition, decoding skills, encoding skills, and rapid naming. Each deficit area is assessed using a screener that is recommended within the Dyslexia Manual provided by the Tennessee State Department of Education. The dyslexia screener results are shared with parents via a letter that is accompanied by resources on how to obtain parent education in dyslexia and recommendations for their child.

The dyslexia screener is used to better inform instruction within the student's academic intervention. The students who display the characteristics of dyslexia are placed into an intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Our district has several research based programs that utilize the Orton-Gillingham methodology. These programs include: SPIRE, Phonics First, and Wilson Reading System.

RTI2 Reading Intervention Structure

Students who are identified at-risk after the universal benchmark screening is complete and then assessed using the skills based screener, are then given a placement test within a specific intervention that matches the skills deficit as indicated as the area of most need within the skills based screener given. This assessment will indicate where the student places along the continuum of study within the intervention. All students who are identified at risk in the early grades have

deficit areas in foundational skills. Interventions are aligned to address these specific areas of needs. The dyslexia screener is given that identifies specific characteristics of dyslexia. Students who are shown with minimal risk of dyslexia are given a systematic way of teaching phonics as represented in SRA's Reading Mastery and Corrective Reading. Students who are shown to be most at risk are taught using the most highly systematic way of teaching phonics available within our district, which would include the Orton-Gillingham model of reading instruction used in the reading interventions: SPIRE, Phonics First, and Wilson Reading System. RTI Instructions who are non-certified staff who are trained in direct instruction are used in the implementation of Reading Mastery and Corrective Reading. These staff are also trained in the Orton-Gillingham model of reading instruction, however, these groupings are given written daily lesson plans by the reading specialist and student outcomes are monitored more closely through fidelity of implementation and through student responses as well as progress monitoring.

Student progress is evaluated every 4.5 weeks by the school support team. This team includes the school guidance counselor, the reading coordinator, the math coordinator, and the child's teacher. The child's teacher presents any concerns within the classroom, grades, and assessments within the classroom are examined. The student's progress in intervention is evaluated by examining the fidelity of the intervention and instruction through attendance records of the student and teacher as well as lesson progress. If benchmarking data is available for the fall, winter, or spring term and is new to the team, this is examined. The benchmarking data includes Northwest Evaluation Association as well as Easy-CBM measures in all skill areas for the student's grade. Rate of Improvement is examined using the Tennessee Department of Education's Rate of Improvement tool. The student's rate of improvement is compared to that of a typical student in that deficit area and grade. If the student is not making adequate progress, a number of solutions are examined. Here are some of the following solutions we use as a school district; smaller intervention group size, change instructors, increase the number of intervention minutes, or change the intervention.

Parent Notification Plan/Home Literacy Reports

Home Literacy Reports are sent home after each benchmark assessment from Northwest Evaluation Assessment to all students in grades K-5. The Northwest Evaluation Assessment occurs three times per year in grades 3-5. This family report includes all historical data for their child as well as where their child will be in the future if they continue to achieve the same amount of growth. Probable tests scores in reading on the ACT as well as TN Ready tests are shared with parents through this report. Beginning in the 2020-2021 school year, we will begin to assess all Kindergarten and First Grade students using the Easy CBM test during our benchmarking window. Students will be assessed in the following skill areas: Phonemic Awareness, Letter Names, Letter Sounds, Word Reading Fluency, and Passage Reading Fluency. These reports will be shared with parents 3 times per year.

For students who are identified as "at-risk" for a significant reading deficiency on the universal screener in grades K-5, a letter is sent home that accompanies the benchmark assessment information that includes information about the importance of a student being able to read proficiently at the end of the third-grade level and reading intervention activities that the parent can use at home to improve reading proficiency. Along with this, the child's parents will receive the

intervention information that their child is placed within the school system and how the child can support that intervention work at home. At-risk children and those most at-risk who are placed into academic interventions will receive a letter indicating the progress or non-progress of their child every 4.5 weeks as well as their child's specific rate of improvement within their deficit area as indicated by the easyCBM assessment. Within this letter, parents will receive a clear explanation of skill gaps and the depth and extent of the students' needs. Parents will be provided with information about how these gaps will be addressed during intervention. For students who are identified with the characteristics of dyslexia, parent notification is given that indicates which of the characteristics of dyslexia are the deficit area of the child as well as information and resources regarding dyslexia which parents can access. Parents will be provided shared activities at no cost to the families that will support these areas of deficits.

Professional Development Plan

In 2010-2011, our school district partnered with the Elgin Coaching Team. These coaches provided our district with explicit instruction in foundational skills including; phonemic awareness, phonological awareness, phonics, fluency and vocabulary training for grades K-5. They provided intensive coaching for teachers, principals, and reading coaches. On-going coaching was provided for five years. Explicit routines were embedded within our district that allowed students to focus on decoding text. Decodable texts and decodable text routines were highly emphasized. The use of cuing or MSV strategies were eliminated from our educational structure. A systematic phonics continuum is established for every student at our school using this structure. Students are progressing at different rates within that continuum as well as learning through different learning styles.

For the 2020-2021 school year, each teacher in grades PK-5 will complete the state's Read 360 Foundational Skills Literacy course titled: Tennessee Early Reading Course Unit 1 in August and September provided through asynchronous learning.

On-going literacy instruction is provided by our literacy coordinator, Denise May. She has an Educational Specialist degree in Reading. She consults with other school districts as well as with the Elgin Reading Foundation. She has received a certificate of completion from the Institute on Becoming an Effective Direct Instruction Trainer from the National Institute For Direct Instruction, is a Phonics First Level I teacher as recognized by the International Dyslexia Association, and has completed practicum training in Wilson Reading System. She leads our professional learning communities on the examination of school benchmarking data. For this school year, Mrs. May will lead professional learning communities in the examination of data, completing a book study with *Equipped for Reading Success* by David A. Kilpatrick, Ph.D., and helping guide teachers in using the unit prep protocol. These meetings coupled with on-going full coaching cycles will provide teachers with a support system needed to reach all students.