

STEM Preparatory Academy
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

N/A, We only have a 5th grade class. The form does not allow for me to skip this section nor does it allow for me to not upload something for question 6. The upload is the schedule for 5th grade, as we are grades 5-12.

Daily Foundational Literacy Skills Instruction in Grades 3-5

STEM Prep has an integrated literacy block for grades five (5) thru eight (8) grounded in reading science and aligned to Tennessee ELA standards. Our curriculum materials are culturally relevant and designed by Achievement First (AF) NavLit. During the integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lessons, our students receive a total of 120 minutes of ELA instruction. The breakdown is as follows: a. 60 minutes are dedicated to close reading, complex text and evidence based research and writing which includes explicit morphology and spelling instruction. b. 60 minutes is geared towards guided reading and a separate intervention block that is 60 minutes long. An example of the foundational skills being addressed during each of these blocks of time may be seen below.

Achievement First:

- FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text
- Students read independently during the ELA block and teachers are able to provide coaching to support them in applying decoding knowledge to grade level texts
- There is a separate intervention block when students who need additional support in decoding grade level text may receive explicit instruction in decoding skills and phonics.
- 5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
- The ELA block consistently has students write daily with spelling instruction for grade level words.
- 5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

- Students in class read and reread grade level texts including both nonfiction and literature with Lexile range of 750-920 to develop both strong comprehension and fluency.
- Outside the daily ELA block, students receive intervention which may include repeated reading to improve comprehension and fluency.
- During the ELA block teachers will coach students to reread to develop stronger comprehension and to use context clues to establish the meaning of unknown words.
- 5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
- Students will have daily opportunities to discuss texts and teachers are given training and coaching on how to encourage and support students in using the conventions of standard English grammar and usage.
- Students have daily opportunities to write and explicit instruction in grammar and opportunities to edit their work based on teacher feedback.
- There are several tasks given that require students to write multiple cohesive paragraphs on topic
 - 5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies;
 - 5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
 - 5.FL.VA.7c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will receive daily vocabulary instruction on two tier-2 vocabulary words. This instruction is based on the work of Isabel Beck from the University of Pittsburgh.
- Students will receive direct instruction to unpack figurative language including devices such as similes and metaphors and then consistently be given opportunities to apply this knowledge to unpack the meaning of texts both in discussion and in response to text dependent questions.
 - This includes daily direct instruction on tier 2 vocab for approximately 10 minutes daily. Vocabulary instruction is based on the evidence based practices developed by Isabel Beck and is dedicated to developing students' holistic literacy approach to fluency, vocabulary, and comprehension coherently as recommended by research.

Approved Instructional Materials for Grades K-2

Approved waiver for other materials

Approved Instructional Materials for Grades 3-5

Approved waiver for other materials

Additional Information about Instructional Materials

We are using Achievement First curriculum. The Waiver is apart of the Charter authorization.

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

We will use multiple screeners including: NWEA MAP assessment, Wilson reading screeners as well as the state universal screening option.

Intervention Structure and Supports

Tier II- LLI and Just Words LLI: The LLI systems are designed to be used with small groups of students who need intensive support to achieve grade-level competencies in both reading and writing. It also provides strong support for students who are acquiring English as an additional language and are receiving classroom reading instruction in English. You may also decide to include students who are identified as having special needs if the content of LLI meets the educational program specifications for the student.

Each level within LLI provides:

- A combination of reading, writing, and phonics/word study
- Emphasis on teaching for comprehending strategies
- Explicit attention to genre and to the features of fiction and nonfiction texts
- Special attention to the disciplinary reading, literature inquiry, and writing about reading
- Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work"
- Close reading opportunities
- Help for students in expanding their vocabularies
- Explicit teaching for fluent and phrased reading
- Opportunities to write about reading to learn a variety of writing strategies
- Built-in level-by-level descriptions and competencies from The Fountas & Pinnell Literacy Continuum, PreK–8to monitor student progress and guide teaching
- Communication tools for informing parents about what children are learning and how they can support them at home
- Online resources for assessment, record keeping, lesson instruction, and home-to-school connections.

Just Words: Just Words® is a highly explicit, multisensory decoding and spelling program for students in grades 4–12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The program is designed for students with below-average decoding and spelling scores and should be combined with other literature-rich programs. Just Words aligns with a school or district's Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework of instruction by delivering a Tier 2 intervention

addressing a sophisticated study of word structure with explicit teaching of “how English works” for both decoding and spelling automaticity. It is designed for students who can benefit from the targeted word study focus without requiring the more comprehensive intervention of the Wilson Reading System®. Tier III--WRS Wilson Reading System: The Wilson Reading System (WRS) is an intensive Tier 3 program for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery. From the beginning Steps of the program, students receive instruction in: Word structure for automatic decoding and spelling Word recognition and spelling of high frequency words, including irregular words Vocabulary Sentence-level text reading with ease, expression, and understanding Listening comprehension with age-appropriate narrative and informational text Reading comprehension with narrative and expository text of increasing levels of difficulty Organization of information for oral or written expression Proofreading skills Self-monitoring for word recognition accuracy and comprehension Data teams use progress monitoring data during weekly meetings to assess student progress and make instructional decisions regarding material, duration and intensity

Parent Notification Plan/Home Literacy Reports

All parents of STEM students will be notified of the importance of reading on grade level and the disparate life outcomes associated when they do not. Students who receive LLI every day and in groups of the recommended size (3 to a group for the Primary Systems and 4 to a group for Intermediate) are given a running record every week to week-and-a-half. Teachers use the running records during bi-weekly parent conferences. Bi-Weekly communication provides clear explanation of the exact skill gap to be practiced. This also provides parents with explicit at home activities that they can engage with their student and material that are free. This information will be provided to parents every progress report and report card cycle meaning that parents will be informed 8 times a year (or approx every 4.5 weeks). Listed below are a variety of parent letters that will be shared with parents parents of STEM students will be notified of the importance of reading on grade and the disparate life outcomes associated when they do not. Students who

- Introductory Parent letters in English, French, Haitian/Creole, Spanish and Hmong. I attached an English and Spanish version.
- Letters that explain what the students will be learning at each F&P Level in the particular LLI system in English, French, Haitian/Creole, Spanish and Hmong. I attached an English and Spanish version.
- LLI Exit Letter in English, French, Haitian/Creole, Spanish and Hmong.
- Student Achievement Log
- LLI Communication Sheet

Professional Development Plan

5th grade teachers have been invited and signed up to engage in the Reading 360 Early Literacy Training provided by the state, LLI, Just Words and WRS. Week 1 is Online self-paced modules. All 5th grade teachers will complete the online modules. Reading 360 Early Literacy Training (Week 2) is an In-person cohort-style training applying the theoretical knowledge gained in the online modules to foundational skills curriculum and instruction. Analysis of district universal screener data training will take place in Summer (July/August) of 2021. 5th grade teachers will be trained in how to read assessments and review EOY data to determine trends in co-hort and individual student performance. This will inform classroom practices and inform initial RTI2/3 groups. Weekly PLC's are used for Teacher collaboration for unit- and lesson-level prep. Using protocols developed in partnership with a professional learning vendor, teachers will collaborate to prepare at the unit- and lesson-level. This will be lead by Academic Deans. The Center for Research in Educational Policy (CREP) at the University of Memphis conducted scientific studies that assessed the efficacy of Fountas & Pinnell's Leveled Literacy Intervention (LLI) and confirmed that it is effective in significantly improving the literacy achievement of struggling readers and writers in grades K-5. All 5th grade teachers will be trained in LLI. In each lesson, students read texts that have been carefully structured to present vocabulary words that students need to know in order to deal with literate language (academic vocabulary). Through direct vocabulary instruction after reading, their knowledge of words is deepened. Students also study the morphology, or meaning units of words through direct instruction. They become aware of their own word learning and the strategies they need to learn new words. The lesson structure provides for explicit teaching of fluency in six dimensions: pausing, phrasing, word stress, intonation, rate, and integration. Students revisit texts to practice fluent reading; teachers use a range of routines to support fluency. Since the texts provided to students are within their control (with teacher support or at an easy level), it is possible to read them with fluency on first readings and during rereading. This training will be hosted by Wilson certified instructors and occur in August and be monitored by monthly. Teachers will demonstrate mastery by completing online professional development modules. Wilson Language Training and Wilson® Accredited Partners have received accreditation by the International Dyslexia Association. They are authorized to offer professional learning for Wilson's programs, based on the instructor's specific credentials for each program and level. A credentialed Foundations® Presenter, Just Words® Presenter or Wilson® Credentialed Trainer is on staff or under contract with the Partner to deliver professional learning. Just Words aligns with a school or district's Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework of instruction by delivering a Tier 2 intervention addressing a sophisticated study of word structure with explicit teaching of "how English works" for both decoding and spelling automaticity. As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery. From the beginning Steps of the program, students receive instruction in: Word structure, in depth, for automatic decoding and spelling Word recognition and spelling of high frequency words, including irregular words Vocabulary, word understanding, and word-learning skills Sentence-level text reading with ease, expression, and understanding

Additional Information about this Foundational Literacy Skills Plan

The PD Plan includes all PD's provided for teachers. Those that are apart of requirements and those that are not. The ones that are required are indicated. The ones listed for foundational literacy trainings include Reading 360 Early Literacy Training, LLI Literacy training, Just Words Intervention and Wilson Reading Systems, Guided Reading. Each of these have explicit training in one or more of the following foundational literacy skills involving: Phonological and Phonemic Awareness, Vocabulary, Fluency, Spelling.