

Smithson Craighead Academy
Foundational Literacy Skills Plan

Approved: June 7, 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 reading block is 120 min daily. Here is the breakdown of the block.

Students will receive 30 minutes of phonemic and phonological awareness, and fluency, through LiPS.

40 minutes on

Direct instruction based on the TN standards (I Do)

20 minutes on Whole Group Practice (We Do)

30 minutes Independent practice based on the standard(You Do)

During Centers/skill-based small groups, students will receive 30 minutes of fluency, vocabulary, and comprehension support.

Students will be provided with standards based instruction, according to their level of need, either Individualized, small group instruction, and whole class instruction within the needed skill area. Instruction may include, but is not limited to:

- Leveled Reading Groups
- Reading Wonders- Spelling patterns, Sight
- Words, Vocabulary, Comprehension
- LIPS
- ELL Services
- SPED Services
- Daily Journal Writing/Writing Projects
- Daily Read Alouds
- Daily Language

- Grammar
- Spiral Review
- Read connected text daily
- Phonological Awareness:
 - Daily sound/symbol correspondence, blending
 - Teach how to read words in isolation and in text.
- Teach Word parts
- Sound/symbol correspondence
- Reading Comprehension
- Choral Reads
- Set the stage for learning:
 - Communicate lesson goals to students and focus on how we can reach the student through engaging and relative topics.
 - Teacher modeling with plenty of classroom practice with the focus on a gradual release of responsibility.
 - Evaluate, support, check by asking questions
 - Provide feedback both positive and constructive improvements,
 - During Narrative and Info Text provide examples of real life examples when teaching.
 - Using IReady diagnostic assessments to ascertain the needs of all students and adjust lessons accordingly
 - Daily Writing with progression towards sentence structure to paragraphs using topics that are of interest to students.

Fluency practice

Word work

phonics/phonemic awareness (LIPS)

Sentence development (daily writing practice)

The changes for next year will be in professional development for improving literacy teaching. Additionally, a comprehensive literacy curriculum is planned for 2021-2022.

Introduction of 360 Program methods. Integrate LiPs program at onset of school year, and ongoing professional development

Daily Foundational Literacy Skills Instruction in Grades 3-5

All instruction is aligned with the TN State Standards and include morphology, spelling, writing and fluency. Evidence based methods of instruction are used as outlined in LiPS, our phonics/phonemic awareness, and spelling program and Reading Wonders, our primary ELA curriculum for fluency, comprehension, and vocabulary. Students receive 30 minutes of fluency, phonological, and phonemic awareness instruction in addition to spelling through LiPS. Students receive grammar/writing/ instruction 20 minutes a day through Reading Wonders. During small groups, students receive an additional 20 minutes of foundational skills through spelling and decoding words based on specific vowel and consonant patterns, high-frequency word fluency, vocabulary instruction and comprehension support. Foundational skills are taught in isolation, but are also embedded through the majority of the lessons in ELA. LiPS Phonics Reading Wonders-Spelling patterns, Grammar taught in conjunction with writing I-ready. Currently, our school instructs up to grade four. We do not have grade five.

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

We also use LiPs Phonics.

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

Easy CBM

I-Ready

Intervention Structure and Supports

In the fall, students are given universal screeners: Easy CBM and IReady to determine which students have a significant reading deficiency or are at-risk. Our grade-level teachers and principals review universal screener data to determine students who score at least one grade level below their current grade. Those students demonstrating need are classified as in need of Tier II or Tier III instructions. Diagnostic data is used to determine specific skill deficits in order to best assign students to small groups with an intervention that will narrow skill gaps. Students receive daily, small-group instruction for 60 minutes in their areas of greatest deficit. Students classified as Tier II or Tier III receive reading intervention in small groups (ranging in size from 6-12 students) which are taught by two certified teachers. We have research-based options for reading intervention support available to our students who are "at-risk" and/or who have been identified with a significant reading deficiency. We use the Reading Wonders curriculum, as well as the IReady reading program which monitors skill gaps of groupings of students as well as provides lessons and activities that directly address skill gaps. If interventions are not proving to be effective, more comprehensive strategic

interventions (small group instruction through centers, targeted skill remediation, specific IReady lessons, one-on-one intervention) become an option. Grade level data teams meet every two weeks to determine if a change in the intervention or the person providing the intervention is warranted. During this time, teams review bimonthly student assessment data and determine changes in groupings or interventions. 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 do demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Our district uses IReady's dyslexia screener, and notifies families of students who demonstrate characteristics of dyslexia. As required by the "Say Dyslexia" law (T.C.A. § 49-1-229), these survey-level assessments for reading explicitly measure characteristics of dyslexia to include: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills. Intervention takes place daily during a grade-level time in the master schedule designated just for RTI. When students are in their RIT groups, they work on activities and assignments that make them stronger in that skill. See examples below: Deficit Specifics Intervention Phonological Awareness Has difficulty in identifying Rhyming Words /initial consonant Tier III Instruction provided using LiPS to address rhyming words and initial consonant Phonemic Awareness Difficulty in identifying letters and the sounds they make Tier III instruction provided using LiPS phonics & IReady phonics program and Reading Wonders & IReady phonics lessons High Frequency Words Identifying words like A, I, to, us, me, you " "

Parent Notification Plan/Home Literacy Reports

Our district notifies parents in grades K-4 if their child is "at-risk" or has a significant reading deficiency (as evidenced by students scoring at least one grade level below their current grade) immediately completing our fall universal screening. Students' scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs (see sample parent letter in attachments). Parents are told what intervention their student will receive and the amount of time each day (60 minutes) the students 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 are subsequently notified of their child's progress every 4 ½ weeks via progress reports or report cards. In the parent notifications/ communication, data teams note any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data as well as recommended activities (free, no-cost resources provided by TDOE and Reading 360 initiative) that will support students in the area of deficit. These communications go out to parents with students in grades K-4 at least quarterly. Finally, our district engages our parents in supporting reading interventions at home. We host a Literacy Night during the fall semester to inform and educate our parents on how to read reports, check IReady portal, and introduce parents to free reading resources. Parents have access to IReady reports that identify domains of strength and weakness. So, for example, parents receive notification of the 1) deficit (e.g., phonological awareness), 2) specific skill deficit (e.g., has difficulty identifying rhyming words) and 3) intervention. Parents have access to bimonthly IReady assessment data, so they can understand how their students are progressing overall and on specific skill deficits. In addition,

teachers communicate with parents regularly on reading skill progress including via emails, phone calls, and Class Dojo messaging and updates.

Professional Development Plan

LiPS: The Lindamood Phoneme Sequencing® (LiPS®) Program develops phonemic awareness, reading, spelling, and speech. Students discover the physical characteristics of each phoneme and use this kinesthetic feedback to verify sounds within words. Reading 360 Professional development materials and trainers are provided by TNDOE to align with the new state initiative Reading Wonders K-4 Curriculum that addresses foundational skills