

## **Rogersville City School**

### **Foundational Literacy Skills Plan**

**Approved: May 15, 2021**

**Updated: June 29, 2022**

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**

Grades K-2 at Rogersville City School schedules 60 minutes of foundational skills instruction daily. The daily foundational skills are aligned with TN standards and will be the primary form of instruction. Reading will include explicit instruction for student practice in fluency, vocabulary, phonemic awareness, phonics, and comprehension. K-1 uses the "HMH Into Reading Series" that builds and reinforces students' foundational skills through explicit instruction of sounds, letters, and words including direct instruction in vocabulary strategies. 2nd grade use "Wit and Wisdom" which foundation skills is the primary form of instruction. "Wit and Wisdom" includes explicit instruction in phonics, phonological awareness, decoding, spelling, and vocabulary through complex texts that are read aloud to the students. As they listen to challenging texts students develop their knowledge and language to read and think about complex text independently.

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

Students in Grades 3-5 use the Wit and Wisdom curriculum as their reading basal. Thirty minutes of Foundational Skills are embedded daily into the curriculum which includes explicit supports for fluency, vocabulary, and comprehension. Wit and Wisdom takes an integrated approach to literacy. Each module includes: morphology, fluency, reading, thinking, speaking, listening, writing, vocabulary, and grammar which ties into the Essential Question. Teachers leverage content knowledge through the texts to support students with developing academic conversations or writing meaningfully and purposefully. Students learn to read grade level complex text through repeatedly reading short, well-chosen text excerpts from module texts. Practicing these fluency excerpts builds students' overall fluency skills while scaffolding understanding of specific module texts. For example Wit an Wisdom modules build fluency through and explicit introduction to fluency in Module 1 (Grades 2-5) including Anchor Charts. The primary TN Standard that is connected to Fluency work is the FL.f.5: Read with sufficient accuracy and fluency to support comprehension. It is the Reading Foundational Skills Standard that Wit and Wisdom curriculum addresses directly, because attention to fluency aids students' comprehension of complex texts and scaffolds mastery. Vocabulary is taught both implicitly and explicitly using words in the core and supplementary texts. Vocabulary building is the key to understanding any complex text and to learning as a whole. The vocabulary taught includes: content specific vocabulary, academic vocabulary, and text-critical vocabulary.

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

Houghton Mifflin Harcourt - K-2, 4-5 Into Reading, Tennessee

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

Great Minds - 3-5 Wit and Wisdom

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

Tennessee Universal Reading Screener

### **Intervention Structure and Supports**

Each student at Rogersville City School is benchmarked 3 times a year in reading using the universal reading screener. A collaborative team of grade level teachers and principals will review the data and determine which students score between the 0-25th percentiles. These students demonstrating need are classified as in need of Tier II or Tier III instruction/intervention. During data meetings, the team determines the best group placement for the student based on specific skill deficits. Students receive daily, small-group intervention for 45 minutes in his/her greatest area of deficit. Students in tiers II and III will be progress monitored every 2 weeks to check progress. If gains are being made, no changes will be made to groupings. If a student shows no progress or even regresses, the team will discuss an alternative placement for the child, or perhaps, an alternative intervention.

We have researched-based options for reading intervention support available to our students who are "at-risk" and/or who have been identified as having a significant reading deficiency. If an intervention is not proving to be effective, an alternative intensive intervention (such as Leveled Literacy Intervention) is an option. Data teams meet every 4 ½ weeks to determine if a change in the intervention or a change of the interventionist is warranted. The team also considers other variables (such as attendance and engagement) before a change is made to the program or provider.

Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. All students who are flagged for dyslexia are screened using the Shaywitz Dyslexia Screener. Students who are considered "at-risk" for dyslexia receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Our district uses specific interventions for these at-risk students that are dyslexic-specific. Our district notifies families of students who demonstrate characteristics of dyslexia. Families are notified that the Leveled Literacy Intervention is used to support these students and is considered a strong dyslexic-specific curriculum.

Intervention takes place daily during a grade-level time in the master schedule just for RTI. In RTI groups, students work daily on strengthening skill deficits. The intervention used is tailored to student need.

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

Rogersville City notifies parents if their students in Grades K-5 are at risk for a significant reading deficiency or has a significant reading deficiency based on the universal reading screener which is given three times a year. This letter will be sent home three times a year in grades K-3 and annually in Grades 4-5. A detailed report is sent home explaining scores in parent-friendly language. (An afterschool training is conducted by staff to help parents understand the reports too.) New staff is also trained on how to explain the reports to parents as well. RCS has developed a letter that provides clear explanation of student skill gaps and the depth and extent of student needs. The letter will also provide information about how skill gaps will be addressed during intervention along with no cost activities to families to help support their children at home.

The letter strongly explains the importance of reading proficiency by the end of 3rd grade.

### **Professional Development Plan**

Teachers in grades K-5, ESL, and Special Ed. are required to take the five day online Foundational Skills Professional Development provided by the state. This professional development provides deep training to teachers on Foundational Skills instructional grounded in a phonics based approach. The training will focus on phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. At the end of the five day online training teachers will be required to demonstrate knowledge and competency. Over half of our teachers have registered for the additional five days of in person training in June or July 2021.