

**Rogersville City School**  
**Foundational Literacy Skills Plan**  
**Updated: June 27, 2023**

**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-2 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. Second grade use *Wit and Wisdom* which foundation skills is the primary form of instruction. *Wit and Wisdom* include 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 an 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 and 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 knowledge. 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 instruction 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 RTI2 and Say Dyslexia requirements.**

Tennessee Universal Reading Screener

### **Intervention Structure and Supports**

Each student at Rogersville City School is benchmarked three 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 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 two weeks to check progress. If gains are being made, no changes will be made to groupings. If a student shows no progress or regresses, the team will discuss an alternative group placement for the child, or, 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 will be 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 and the PASS. 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 notifies families of students who demonstrate characteristics of dyslexia. Families are notified that an intervention that meets state guidelines will be utilized to support these students and is considered a strong dyslexic- specific curriculum. For the 23 to 24 school year, RCS will begin utilizing *Individualize Learning Plans for Dyslexia* (ILP-D). Intervention takes place daily during a specific grade-level time in the master schedule. In RTI groups, students work daily on strengthening skill deficits. The intervention utilized is tailored to student needs.

### **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 have a significant reading deficiency. This letter (part of the ILP-D) will be sent home with a detailed report explaining scores in parent-friendly language. 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 will strongly explain 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 days 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.