

**Lauderdale County Schools**  
**Foundational Literacy Skills Plan**  
**Approved: May 11, 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**

Lauderdale County Schools follows the Science of Reading, an established body of work that reveals how students learn to read and what kinds of instruction are most likely to benefit all learners. A convergence of research supports that learning reading is not a natural process and must be taught explicitly. Students in Grades K-2 are provided 65-75 minutes of Core foundational skills instruction utilizing a state-approved foundational skills curriculum. Additionally, students in K-2 are provided 10-15 minutes of explicit phonemic awareness instruction using the Heggerty Phonemic Awareness Curriculum. The lessons focus on phonemic awareness skills, letter-sound recognition, and language awareness.

The Skills Block is one hour long, divided into two major chunks:

- 15–30 minutes: Whole group instruction
- 30 minutes: Differentiated small group instruction (including independent work time)

In the Skills Block, whole group instruction is broken into three parts: Opening, Work Time, and Reflection and Goal Setting. During the Opening (3-5 minutes), students engage in a familiar instructional practice that connects to prior learning or warms them up for the Work Time. In the Skills Block, an instructional practice is a routine used consistently over one or more modules that addresses grade-level standards, ensuring that all students have access to grade-level instruction as a whole group.

Work Time (10-15 minutes) is the heart of whole group instruction. Whole group is where students use instructional practice routines to practice newly introduced graphemes (letters), phonemes (sounds), spelling patterns, or skills.

During the Reflection and Goal Setting (2-3 minutes) portion of whole group instruction, students set goals for their growth as readers. Like the other components of the K-2 Language Arts Curriculum, there is a focus on students' habits of character in the Skills Block. The lesson's Closing often emphasizes a growth mindset, helping students notice and reflect on: "How did our work today help us become even more proficient readers?"

During differentiated small group instruction (12-15 minutes per group), teachers work with a group of students to teach new material, reteach, or extend based on students' needs. The teacher meets with approximately three groups per day. Students reading below grade level meet with the teacher every day. Students reading at or above grade level meet with the teacher one or two times per week.

Each day, students who are not working with the teacher engage in purposeful, independent rotations. Students engage in a combination of the following each day:

- Accountable Independent Reading
- Word Work
- Writing Practice
- Reading Fluency:

Students in grades K-2 receive 90 additional minutes of literacy instruction with a knowledge-building curriculum anchored in the science of reading and is aligned to the Tennessee ELA standard. All daily instruction includes components for knowledge-building (to build and improve the ability to comprehend complex texts and apply the knowledge as they listen, read, write, think and speak) for 60 minutes per day and additional foundational skills instruction for 30 minutes per day that includes fluency, grammar, morphology, and spelling embedded within the lesson

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

Students in grades 3-5 are provided 90 minutes of literacy instruction utilizing a knowledge-building curriculum that is anchored in the science of reading, aligned to Tennessee ELA standards. The curriculum materials, Wit & Wisdom ELA, are selected from those approved by the state Textbook and Instructional Materials Quality Commission. Although the daily routine is not the same each day, all daily instruction includes components for knowledge-building (to build and improve the ability to comprehend complex texts and apply the knowledge as they listen, read, write, think and speak) for 60 minutes per day and foundational skills instruction for 30 minutes per day that includes fluency, grammar, morphology, and spelling. The fluency, vocabulary, and morphology skills are not taught in isolation but are embedded within the lesson to ensure continuity, cohesion, and connection.

A core lesson sequence in grades 3-5 Wit & Wisdom includes a framework of text-specific content questioning to engage students in the module content and in the process of reading complex texts. Students engage in daily work around reading, understanding, and analyzing complex text. Students articulate their learning through speaking and writing about their knowledge of the topic of study. Students also have regular practice examining the crafts of writing, speaking, and listening, and through Craft Questions: students develop responses to the texts they read and grow their critical thinking skills. Some daily lessons give students targeted fluency practice through the reader's theater, poetry readings, and student-led declamations. In addition to directly addressing grade-level reading, writing, speaking, and listening standards, Core lessons provide embedded instruction in grade-level foundational reading skills such as spelling, language, and vocabulary. Additionally, each day, students participate in isolated practice with grade-level foundational reading

skills in Deep Dives. The Deep Dives focus on vocabulary, morphology, and language conventions pertinent to the core lessons.

Grade 3-5 foundational skills instruction is embedded in all aspects of the 90-minute block. It 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**

Great Minds - 3-5 Wit and Wisdom

### **Additional Information about Instructional Materials**

K-2 also uses EL Skills Block and Heggerty Phonemic Awareness curriculum

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

AimswebPlus K-5 as well as the Shaywitz Dyslexia Screener

### **Intervention Structure and Supports**

Students in grades K-5 are administered AimsWebPlus three times a year. The data team looks at AimsWebPlus Composite scores to determine those students who are identified as "high risk" or "moderate risk." Students who score between the 0 and 10th percentile are identified for Tier 3 supports, and students who score between the 11th and 25th percentile are identified for Tier 2 supports. The data teams also consider additional assessment data when determining intervention supports. This data includes EL Skills diagnostic data (K-3), Phonological Awareness Skills Screener, Phonics and Word Study Assessment, and Developmental Spelling Assessment when appropriate. Based on a variety of data sources, students are then assigned a small group intervention focusing on skills deficits. Students receive small group instruction for 30–55 minutes depending on intervention, level of tier, and progress monitoring data.

In the EL Skills Block, approximately 50% of each hour of daily instruction is devoted to differentiated small group instruction. All students need exposure to on-grade-level materials, and this happens during the 30-minute whole group lesson. Each student also needs differentiated instruction and sufficient practice to meet individual needs. This happens during small group and independent work time. The curriculum includes a variety of assessment tools and instructional resources to support this level of differentiation. In addition, the Activity Bank is a collection of activities aligned to standards and specific skills covered in the Skills Block. EL Skills Block Differentiation Packs are stand-alone resources for each grade level. Teachers can use the Assessment Conversion Chart to identify a group of lessons within the K-2 Continuum that would best meet that student's instructional needs. The teacher can refer to the Differentiation Pack to plan activities based on the student's microphase. Teachers in 3-5 utilize the EL Skills Block curriculum for those students with significant skills deficits in early foundational skills.

Progress monitoring data is collected weekly (Tier 3) and bi-monthly (Tier 2) and reviewed every 4.5 weeks to determine if students are responsive to interventions and make appropriate changes when needed based on the RTI2 guidelines. If data indicates a need for a change in intervention, teacher, or duration, the data team makes appropriate recommendations. If intervention is not effective, more comprehensive strategic interventions are provided.

The district established a process screening students exhibiting characteristics of dyslexia. At this time, students in grades K-3 are administered the Shaywitz Dyslexia Screener. Teachers of students in grades 4-5 are asked to complete a dyslexia screener checklist. Based on these results, students considered "at-risk" on the screener are referred to a school psychologist assigned to their school for additional diagnostic screening to identify specific deficits. The district notifies families of students who demonstrate characteristics of dyslexia via a letter. Students are then placed in intervention as outlined in the Say Dyslexia Law. Students in grades K-2 are provided an intervention based on the Orton-Gillingham method (Recipe for Reading) in small group instruction. Other inventions include Lexia Learning, SPIRE, and Wilson Reading

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

Lauderdale County notifies parents/guardians in grades K-5 if their child is "at-risk" or has a significant reading deficit as evidenced by scoring between 0-25th percentile on benchmark/universal screener following the most recent universal screener. Students' scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student literacy needs. The parents are told what intervention their student will receive, and the amount of time they will receive intervention services each day. In addition, parents are informed of the importance of reading at grade level by third grade.

Lauderdale County defines how students are assessed and what a significant reading deficit means. Parents are notified of their child's progress or lack of progress to targeted interventions every 4.5 weeks. Parent communications include a notice of any change in intervention plan and are provided strategies for assisting their child in the home. Parent communications are provided to parents of students in grades K-3 after each benchmark (three times annually) and provided to parents of students in grades 4-5 annually.

### **Professional Development Plan**

K-2 teachers will participate in the Reading360 Early Literacy Training series beginning April 2021 through July 2021. The training has been extended to grades 3-5, ELL, and special education teachers across the district. At this time, Lauderdale County is hosting two cohorts for the in-person training to be held in July 2021.

Additionally, the district has a comprehensive professional development plan built on the district's strategic plans and K-12 literacy vision. This plan includes district-wide professional development days, school-based in-service days, weekly PLCs, collaborative coaching framework, lesson preparation PLCs, student work analysis PLCs, common grade-level planning facilitated by instructional leaders, and video reflection instruction, and facilitated book studies.