

## **Dyersburg City Schools**

### Foundational Literacy Skills Plan

Last Updated: June 12, 2023

Approved: June 14, 2024

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 district uses the foundational skills curriculum from Imagine Learning-Expeditionary Learning that is grounded in the science of reading and aligned to Tennessee ELA standards as approved by the State Textbook and Instructional Materials Quality Commission. The Foundational Skills Block is one hour long, divided into two major chunks with instruction and student practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension for at least 45 minutes.

15-20 minutes: Whole group instruction

40-45 minutes: Differentiated small group instruction (including independent work time) In the Skills Block, whole group instruction is broken down 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 and phonemic awareness and phonics practice.

In the Skills Block, an instructional practice is a routine used consistently over one or more modules that addresses grade-level standards, ensuring all students have access to grade-level instruction. Work Time (10-15 minutes) is the heart of whole group instruction. This is where students use instructional practice routines to practice newly introduced graphemes (letters), phonemes (sounds), spelling patterns, or skills. Just as with math instruction, building a set of familiar practices supports students as they apply those practices with increasingly complicated content. During the Reflection and Goal Setting (2-3 minutes) portion of whole group instruction, students set goals for their growth as readers. Similar to 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 growth mindset, helping students notice and reflect on: "How did our work today help us become 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 of students 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 working with the teacher engage in purposeful independent rotations.

Students engage in a combination of the following each day:

- **Accountable Independent Reading:** This is a time for students to choose a variety of texts based on interest and/or reading goals. Teachers can use this time, possibly during a rotation or between rotations, to observe and/or confer with students about their reading proficiency goals and monitor fluency and comprehension.
- **Word Work:** This is a time for students to practice morphology-analyzing words and word parts.
- **Vocabulary:** This is a time for explicit vocabulary instruction.
- **Writing Practice:** This builds students' ease with the skills and habits needed to generate ideas on paper-everything from letter formation to spacing to knowing how to begin a sentence and continue a thought.
- **Reading Fluency:** Fluency involves lots of rereading. Teachers use a variety of familiar texts from the Skills Block or from existing classroom libraries for fluency work. Teachers give students texts that are familiar and/or decodable for a given phase.

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

Our district uses the foundational skills curriculum from Amplify-Core Knowledge Language Arts that is grounded in reading science and aligned to Tennessee ELA standards as approved by the State Textbook and Instructional Materials Quality Commission. Students will spend 60 minutes each day engaged in direct systematic foundational skills instruction aligned to CKLA's research-driven scope of system of foundational skills. Each day, students engage in 3-4 "mini lessons" aligned to the systematic scope and sequence of foundational skills in order to allow them adequate time to both learn and practice new skills that ultimately result in fluent reading, comprehension, and writing skills. The CKLA scope and sequence includes direct instruction and aligned student practice in phonics, grammar, spelling, vocabulary, and writing. There are four guiding principles for the CKLA strand:

- **Explicit Phonics:** Explicit, systematic phonics instruction is a more effective way to teach decoding than "whole language" or whole word methods
- **Synthetic Phonics:** Synthetic phonics (or linguistic phonics), in which instruction is oriented from sound to letter, is an especially powerful way to teach phonics.
- **Repeated Oral Practice:** Repeated oral practice and oral reading are proven methods of improving fluency.
- **Intensive Practice:** Intensive practice with skills-aligned texts is essential in order to build reliability and automaticity in reading Included in CKLA instruction is specific instruction focused on morphology, grammar, spelling, writing and fluency.

Additionally, CKLA engages students in ongoing reading fluency and comprehension practice with decodable readers aligned to the skills students are learning to make meaning from text and to produce the written word. These readers increase in length and complexity as students develop their reading and spelling skills. Likewise, systematic vocabulary supports include embedded "word

work” mini lessons along with highlighted vocabulary terms that are previewed at the beginning of each story during read aloud and independent practice.

### **Additional Information**

The district will support the school in providing professional development for both administrators and teachers in growing all students with specific focus on growing the "at risk" subgroups. In addition to PD, our district will focus on students in the subgroups being placed with a highly effective teacher to improve student growth. Targeted interventions will be provided for all students to address each individual student's deficit. Student growth will be monitored monthly to determine how the students are progressing and adjust as needed.

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

Imagine Learning EL Education (formerly LearnZillion Expeditionary Learning) K-5

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

Amplify Core Knowledge Language Arts (K-5)

### **Supplemental Instructional Materials**

Heggerty K-2

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

Tennessee Universal Reading Screener (aimswebPlus): Grades K-5

### **Intervention Structure and Supports**

Dyersburg City Schools utilizes research-based reading interventions in grades K-5 for students either identified at-risk for a significant reading deficiency or with a significant reading deficiency. Specifically, K-2 uses phonological awareness and phonics interventions including Heggerty (Phonemic Awareness), Souday System and TN Foundational Skills Curriculum. Specifically, 3-5 utilizes phonics and fluency-based interventions that include Primary Phonics, Ultimate Phonics, Souday System, Read Naturally, CKLA Amplify Toolkit Phonics and CKLA Amplify Toolkit Fluency.

Universal screening data as well as student classroom performance, TCAP results, Benchmark assessments and prior intervention outcomes (if applicable) and teacher observation data is used during RTI Data Team Meetings to determine placement, intensity, and scheduling of students into Intervention, Remediation, or Enrichment. Students who are identified as having a significant reading deficiency on the Universal Reading Screener receive the most intense intervention daily and are progress monitored weekly. Students who are at risk of having a significant reading deficiency on the Universal Reading Screener will receive intervention daily and are progress monitored every other week. The Universal Screener (aimswebPlus) will determine the specific deficit the student will be provided support and progress monitored on. Students receiving interventions will be provided a focused intervention on Letter Naming, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, Passage Reading Fluency, or Reading Comprehension. RTI Data

Team Meetings will be conducted every 4.5 weeks to evaluate student progress and determine student programming adjustments when a student is not showing progress.

Intervention time is built into the master schedule. We use an all hands-on deck approach to deploying personnel to provide intervention services. Classroom teachers, special education teachers, interventionists, tutors, and educational assistants are all utilized to provide students targeted intervention services based on their individual area of need.

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

Our district notifies parents in grades K-5 if their child is “at-risk” for or has a significant reading deficiency based on student scores on the TN Universal Reading Screener aimswebPLUS immediately after district schools complete the fall, winter, and spring universal screenings. 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. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. This is coupled with no-cost activities for families to support learning at home and a description of the importance of reading by the end of 3rd grade. Grade 4 promotion pathways are communicated with parents of students completing grade 3 with an achievement level of “approaching” or “below” on the ELA portion of the TCAP test.

Parent meetings are also held either in person or via phone conference to discuss 4th grade promotion pathways. Dyslexia information and resources for students identified with characteristics of dyslexia are included in the parent notification. Parent resources are shared throughout the year in our weekly parent communication folder. Resources from Best for All Central and our TN approved reading curriculum are included in information sent home to parents. In addition, there are Family Literacy Night events during the school year where materials and activities that families may use at home to help improve their students’ overall reading proficiency are shared.

The district defines for families how students are assessed and what a “significant reading deficiency” means. Parents are subsequently notified of their child’s progress, or lack of progress, after the first 4-and-a-half-week data team meetings. In the parent notification/communication, data teams note the intervention(s) and 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 (that do not require purchased resources) that will support students in the area of deficit (activities are not tailored by child but tailored by skill deficit generally). These communications go out to parents with students in grades K-3 three times annually and are shared in grades 4 and 5 annually.

Additionally, the ELA curriculum contains parent letters in the younger grades that outline the foundational skills and knowledge domains for the coming week that will inform and equip parents to work with their child(ren). Families can better understand how to support their student(s) through questions about their texts and through an awareness of what foundational skills their child(ren) are learning.

### **Professional Development Plan**

Teachers in our district have completed or will participate in the Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan is for all K-5 teachers to have both Course I and Course II training including any new teacher to our district.

Our district is working on a plan to have teachers participate in Course III of Reading 360 Early Literacy Training series. K-5 teachers utilize the resources and updates provided by our curriculum vendors to ensure they have the most up to date training in foundational literacy skills instruction.

In conjunction with the Reading 360 Early Literacy Training series, PreK through 4th grade teachers will receive the following professional development: PLCs, Coaching Cycles, focused professional development from district, vendor, and Academic Walks using the IPG.