

# Grainger County Schools K-5 Foundational Literacy Skills Plan 2023.24



## Part 1: Daily Foundational Skills Instructional Time Grades K-2

GCS adopted HMH Into Reading for the K-2 Reading Curriculum during the 2020.21 school year. HMH was on the state-approved ELA adoption list and was approved by the Textbook and Instructional Materials Quality Commission, and all instruction is aligned to the TN State Standards. In Grainger County, Kindergarten through 2nd graders receive a minimum of 150 minutes of core reading instruction including 45 minutes of whole group foundational skills instruction and an additional 45-60 minutes of small group application of foundational skills.

Grade	Whole-Class Instruction			Small Group Instruction
<b>Kinder- garten</b>	Reading and Vocabulary: 15-30 minutes	Foundational Skills: 45 minutes	Writing Workshop: 30 minutes (writing and grammar)	45-60 minutes -Reading (decodables) -Word Work -Writing -IREAD (digital foundational skills work) -Targeted Skill Practice
<b>Grades 1 &amp; 2</b>	Foundational Skills: 45 minutes (foundational skills and vocabulary instruction)	Reading Workshop: 20-30 minutes	Writing Workshop: 20-30 minutes (writing and grammar)	

Each lesson for students in kindergarten through Grade 2 includes foundational skills instruction. Throughout each module, students engage in daily systematic instruction to build skills in phonological awareness, phonics, fluency, and spelling to develop a strong foundation for reading and writing. They also have opportunities to apply these skills to decodable texts. Following instruction in each of the strands, students engage in small-group learning based on lesson content, students' learning needs, and student data provided by Into Reading assessments and reports. Into Reading's phonics lessons follow a scope and sequence based on evidence from research from the Science of Reading.

Foundational skills instruction and routines in Kindergarten include:

- **phonological awareness** to practice identifying, blending, segmenting, and manipulating sounds in oral language.
- **phonics** to explicitly teach sound spellings, practice decoding using sound-by-sound blending and spell words through dictation.
- **word work** to distinguish between sounds by sorting words and to practice spelling by building and changing words.
- **alphabet knowledge**, including letter recognition and upper- and lowercase letter forms.
- lessons to build automaticity with **reading and spelling high-frequency words**.
- **decodable text** lessons to practice reading words with learned sound spellings and high-frequency words in context.

Foundational skills instruction in grades 1 & 2 include:

- **Phonological Awareness** lessons to have children identify, produce, and manipulate the sounds in spoken words and syllables.
- **Phonics lessons** to introduce sound spellings that help children associate consonants, consonant blends, digraphs and trigraphs, short and long vowels, vowel digraphs and diphthongs, and other common vowel spellings with the sounds they represent and to read words with these sound spellings.
- **Make Minutes Count** options to support children in targeted small-group instruction, based on need.
- **Fluency** lessons to practice reading fluently with appropriate rate, intonation, phrasing, and expression and to practice self-correcting using context and decoding skills.
- **Spelling** lessons to help children make decoding-encoding connections and practice handwriting skills.
- **Read Decodable Text** lessons to practice decoding words and recognizing high-frequency words in context and to reinforce fluency skills.
- **High-Frequency Words** lessons to teach and practice reading, spelling, and using high-frequency sight words.

Instruction within the literacy block specifies the minutes spent on different sections like the foundational skills section. All K-5 teachers and instructional coaches attended the state-provided two-week Foundational Skills training during the initial training year. New teachers in K-5 complete the online Early Literacy Training provided by the state.

<b>Kindergarten</b>	<a href="#">GK HMH Foundational Skills Scope and Sequence.pdf</a>
<b>1st Grade</b>	<a href="#">G1 HMH Foundational Skills Scope and Sequence.pdf</a>
<b>2nd Grade</b>	<a href="#">G2 HMH Foundational Skills Scope and Sequence.pdf</a>

[Artifact 1: GCS K-2 Master Schedule](#)

## Part 2: Daily Foundational Skills Instructional Time Grades 3-5

GCS adopted Great Minds Wit & Wisdom for grades 3-5 during the 2020.21 school year. Wit & Wisdom was selected from the state-approved ELA adoption list and was approved by the Textbook and Instructional Materials Quality Commission. Instruction is aligned to TN state standards. In Grainger County, 3rd-5th graders receive 90 minutes of integrated reading instruction with at least 30 minutes of daily embedded foundational skills instruction. Although daily instruction is not the same each day, all daily instruction includes the following components:

- **Welcome (5 minutes):** Students independently engage in a task that prepares them for the lessons' learning.
- **Launch (3 minutes):** The teacher introduces the lesson's Content Framing Question, and students interact with it in a meaningful way by unpacking terminology, or making connections to the Focusing Question, Essential Question, and/or text. The teacher ensures student understanding of the Learning Goals.
- **Learn (60 minutes):** Through a variety of instructional routines and tasks, teachers support students as they engage in productive struggle as they develop skills and knowledge needed to answer the lesson's Content Framing Question. Students listen, read, write, think and speak about the text during the learn section of the lesson. Vocabulary, comprehension, and fluency instruction is embedded in this section of the lesson.
- **Land (10 minutes):** The teacher facilitates student reflections on how they met lesson goals and answered the Content Framing Question.
- **Wrap (2 minutes):** Closing activities
- **Deep Dive (15 minutes):** The teacher explicitly teaches vocabulary, morphology, and grammar.

The fluency, vocabulary, and comprehension skills are not taught in isolation, but are embedded within the lesson to ensure connection. As a text-based curriculum, Wit & Wisdom teaches vocabulary both implicitly and explicitly using words in the core and supplementary texts. Through repeated readings of complex, knowledge-building texts, students learn many new vocabulary words including content-specific, academic, and text-critical vocabulary. Wit & Wisdom reinforces learned foundational skills to a lesson's reading or writing tasks about complex text. For example, some writing lessons have teachers review previously taught sound-spelling patterns that students are frequently misspelling, then give students time to edit their text-based writing based on those patterns. Wit & Wisdom provides fluency practice with selected passages from core texts. Students learn to read grade-level complex text through repeatedly reading short text excerpts from module texts which helps students to understand the texts and communicate more effectively about them. Deep Dives explicitly instruct language skills including conventions of English, language and style, and vocabulary. Foundational skills are embedded throughout the curriculum based on a consideration of the language demands of the major module writing tasks and the language found in the core texts.

GCS started using Quill during the 2022.23 school year to supplement the grammar and writing available in Wit and Wisdom. Quill is an interactive grammar and writing program. Data from the implementation year showed an increase in grammar and writing scores on TCAP, so the program is continuing to be utilized to supplement grammar and writing in grades 3-5.

#### [Artifact 2: GCS Grades 3-5 Master Schedule](#)

### Part 3: Adopted Foundational Skills Curriculum Grades K-2

#### HMH Into Reading K-2

### Part 4: Adopted Foundational Skills Curriculum Grades 3-5

#### Great Minds Wit and Wisdom 3-5

### Part 5: Additional Information i-Ready (K-5); iRead, AMIRA and (K-2)

In 2022-23 GCS purchased i-Ready for 2nd and 3rd grades to use for tutoring groups. Based on the success with i-Ready, GCS purchased i-Ready for all K-5 grade levels for the 2023-24 school year. i-Ready is being used during RTI time, flex classes, or general education classes as a supplement. GCS recommends that each student in K-5 use i-Ready for 45 minutes per week with a 70% pass rate on assignments as recommended by i-Ready. i-Ready is:

- an online program for reading that helps determine student's needs, personalize their learning, and monitor progress throughout the school year.
- personalizes instruction to provide students with lessons based on their individual skill level and needs, so students can learn at a pace that is just right for them.
- includes each major domain of reading. Instruction starts with the lowest domain and builds as student's progress.
  - phonemic awareness
  - phonics
  - high-frequency words
  - vocabulary
  - comprehension

During the 2020-21 textbook adoption year, GCS purchased two supplemental products for K-2 that accompanied the HMH curriculum: iRead and Amira. These two foundational skills products can be used in literacy stations or for extra practice at home. Students use iRead to:

- Build foundational skills at an independent digital center
- Reinforce foundational skills during whole-or small-group instruction by interacting with iRead Interactive Learning Tools

- Apply foundational skills to printable Decodable Books during small-group instruction, independent reading, or at home.

HMH iRead is used in classrooms as a supplemental resource for reinforcing foundational skills. The other HMH digital tool, *Amira*, can be used in K-2 classrooms. Amira provides 1:1 reading practice and administers oral reading fluency assessments. Teachers use these products at their discretion.

## Part 6: Universal Screener

In 2023-24 GCS switched to aimswebPlus as its universal reading screener in K-3, and i-Ready as the universal screener for grades 4-5. Both universal screeners will be administered 3x a year (fall, winter, spring). The screeners comply with the requirements outlined in the TN RTI<sup>2</sup> Framework and comply with the state dyslexia screening requirements.

## Part 7: RTI<sup>2</sup> Reading Intervention Structure

In 2023-24 GCS switched to aimswebPlus as its universal reading screener in K-3, and i-Ready as the universal screener for grades 4-5. The benchmark screeners are used to identify which students are “at risk” or scoring below the 25th percentile. Students identified as needing additional Tier II or III instruction are given additional diagnostic assessments as needed to drill down to identify each student’s specific reading deficits. Additional reading diagnostic tools include: PASS, PWRS, and additional dyslexia screeners. Instructional Coaches at each school lead RTI<sup>2</sup> meetings to review data and lead the RTI<sup>2</sup> team in making data-based for all students needing RTI<sup>2</sup> instruction including students who have characteristics of dyslexia and to determine if a student qualifies for an ILP-D. Other RTI<sup>2</sup> team members may include: (classroom teachers, RTI<sup>2</sup> instructors, special education case managers, school administrators, school psychologists, and/or speech pathologists). Students may also be given a specific intervention program screener to aid in correct placement within a specific program. All of these assessments are used to help the RTI<sup>2</sup> Team identify each student’s greatest area of need in reading and determine a student’s intervention placement.

After a school-based team has reviewed multiple sources of data and identifies reading skill deficits in need of intervention, parents will be notified of the student’s performance and the need for intervention. Parents will also be notified when a student is found to have characteristics of Dyslexia or qualify for an ILP-D. As with all students who are placed in intervention, a Student Intervention Plan will be sent home, progress monitoring will take place, and parents will receive information about progress every 4.5 weeks. ILP-Ds will be developed for students who qualify for an ILP-D. School RTI<sup>2</sup> data teams meet to monitor/review/discuss student progress, and adjustments are made as needed (change in intervention, RTI<sup>2</sup> instructor, or time). The RTI<sup>2</sup> data team uses multiple sources of data including progress monitoring data, fidelity checks data and attendance records to help guide the decision making process. Tier II students are progress monitored every other week and Tier III students are progress monitored every week or every other week. Students are progress monitored using a probe that matches their greatest area of need in reading.

Students receive 30-45 minutes of reading tiered intervention per day to address their area of greatest skill deficit. Intervention times are scheduled in each school to meet the grade level/tier guidelines in the state RTI<sup>2</sup> manual. This time is in addition to the reading instruction that takes place during core reading instruction.

Grainger County uses reading interventions that are researched based for RTI<sup>2</sup> small group instruction. We provide tiered intervention in phonemic awareness, phonics, fluency, comprehension, and written expression and encoding. Examples of Intervention programs used with students who have a reading skill deficits include:

- Sound Sensible: Provides instruction in phonological awareness, phonemic awareness, sound-symbol recognition
- S.P.I.R.E.(Orton-Gillingham based program used primarily with students with characteristics of dyslexia) Provides instruction in phonological awareness, phonemic awareness, alphabetic knowledge,

sound-symbol recognition, decoding, encoding).

- Linda-Mood Bell: Addresses phonological awareness, phonemic awareness, alphabetic knowledge, sound-symbol recognition, decoding, encoding
- Sonday System: Offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.
- Corrective Reading Decoding: Provides intensive and accelerated reading intervention. The Direct Instruction program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers.
- WonderWorks: Provides instruction in fluency and comprehension
- Soar to Success: Provides instruction in fluency and comprehension

#### [Artifact 3: Intervention Schedule](#)

### Part 8: Parent Notification Plan: Home Literacy Reports

Home Literacy Reports are sent to parents at the beginning of every school year. Home Literacy Reports include information on:

- the benchmark screening process (3x a year) and explanation of student scores
- the expectations for notifying parents throughout the school year about student progress
- explanation of the importance of being able to read by the end of 3rd grade
- reading activities for families to do with their children at home

After a school-based team reviews multiple sources of data in the screening process and identifies reading skill deficit(s) in need of intervention, parents will be notified of the student's performance and the need for intervention. A benchmark report that details the student's performance on the screener is sent home with every student.

Parents of students who score below the 25th percentile and are placed in a Tier 2 or 3 group are also provided with a copy of the Student Intervention Plan that details specific areas of concern, data-based decision tier placement, prescribed intervention program, name of interventionist, length of daily intervention instruction, and list of RTI<sup>2</sup> team involved in making the plan. Parents are notified when a student is found to have a characteristic of Dyslexia, and are placed in a Tier 2 or Tier 3 reading intervention group for basic reading skills and/or when students qualify for an ILP-D. Information about Dyslexia will be sent with the initial notification letter. This parent notification process is repeated with each benchmark screening (3 times a year).

Progress monitoring data and information about student progress is sent to parents every 4.5 weeks. Data teams note any changes being made in a student's RTI<sup>2</sup> placement.

#### [Artifact 4 RTI<sup>2</sup> Initial Screening Letter K-3](#)

#### [Artifact 5 RTI<sup>2</sup> Initial Screening Letter 4th-5th](#)

#### [Copy of GCS Student Intervention Plan](#)

#### [Copy of Dyslexia Parent Notification Letter](#)

#### [Copy of Dyslexia Overview](#)

## Part 9: Professional Development Plan for Teachers

Grainger County teachers in grades PreK-5 and instructional coaches participate in ongoing literacy training.

- New teachers are expected to complete the Early Literacy Training when hired.
- On GCS staff and in-service days, ELA grade level teachers meet to collaboratively plan units and lessons, analyze data, and learn more about best literacy practices.
- ELA teachers attend training with i-Ready and NIET throughout the school year.
- ELA teachers meet each year to collaboratively score student writings.
- Every Fall Semester some ELA teachers and instructional coaches attend the WSCC Literacy Conference.
- In December each year, some ELA teachers and instructional coaches attend the East TN Federal Programs Conference and or the TN Literacy Conference.
- The District K-5 ELA Lead meets with teachers during flex to work with or coach teachers as needed throughout the school year.
- Grainger County is participating in offerings from the ELA Core office to strengthen literacy implementation.