

Dyersburg City Schools
Foundational Literacy Skills Plan

Daily Foundational Literacy Skills Instruction in Grades K-2

Our district uses the foundational skills curriculum from iLC-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 explicit instruction and student practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

- 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. 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 as a whole group. 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 who are 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 analyze words and word parts.
- **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

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.

Approved Instructional Materials for Grades K-2

iLC - K-5 Expeditionary Learning

Approved Instructional Materials for Grades 3-5

Amplify - K-5 Core Knowledge Language Arts

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

TN Universal Reading Screener-aimswebPlus

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 utilizes phonological awareness and phonics interventions that include but are not limited to Haggerty (Phonemic Awareness), Soudy System and TN Foundational Skills Curriculum. Specifically, 3-5 utilizes phonics and fluency based interventions that include but are not limited to Primary Phonics, Ultimate Phonics, Rigby Bookweb, Read Naturally, Readers Theater, and Amplify Reading Phonics.

Universal screening data as well as student classroom performance, TCAP results, 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 Tier III, Tier II, Remediation, or Enrichment. Students who are placed in Tier III receive the most intense intervention daily for at least 30-45 minutes and are progress monitored weekly. Students who are placed in Tier II receive intervention daily for at least 30 minutes 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 Tier II or Tier III intervention 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 when a student is not showing progress.

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 (as evidenced by students scoring in the 0-25th percentile) immediately after district schools complete the fall universal screening. 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 a description of the importance of being able to read by the end of 3rd grade.

The district defines 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 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.

Our district is working on a plan to have teachers participate in Course III of Reading 360 Early Literacy Training series.

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, TNTP and Academic Walks using the IPG.

Additional Information about this Foundational Literacy Skills Plan