

Germantown Municipal Schools

Foundational Literacy Skills Plan

First Approved: November 7, 2023

Approved: June 7, 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 K-2 students spend 45+ minutes focusing on foundational literacy skills daily. We have an approved waiver for Wit and Wisdom K-2 while our foundational skills are taught using materials such as Saxon phonics and decodable readers. Saxon phonics is aligned to TN foundational literacy standards. This program provides daily opportunities for students to review and practice previously learned decoding and encoding skills in addition to daily learning new sounds and spelling rules. Saxon provides explicit, systematic instruction in the following foundational skills:

- Print Concepts
- Phonological Awareness
- Phonics
- Decoding High-Frequency Words
- Oral Reading
- Fluency
- Comprehension
- Encoding Grammar

At each grade level, students gain the knowledge and skills they need to become successful readers.

Kindergarten focuses heavily on phonemic awareness, alphabetic understanding, and producing the most common sounds for consonants and vowels. Weekly, students are provided decodable books that allow them to apply and practice new and previously learned sounds. Daily lessons begin with phonemic awareness activities. Each lesson includes practicing phonetic skills orally and in writing. Comprehension and fluency are primarily assessed through the use of the provided decodable readers. Students' vocabulary and background knowledge are expanded through Wit & Wisdom texts, science and social studies materials, and teacher read-alouds.

First grade begins with a review of letter sounds taught in kindergarten and further expands students' phonetic understanding. Students are introduced to blends, trigraphs, r-controlled vowels, and multiple long vowel patterns beyond the basic -cve pattern. Students also learn spelling rules weekly. Prefixes and suffixes are introduced in first grade. Like kindergarten, daily lessons begin

with phonemic awareness activities. Daily lessons incorporate oral and written practice into the lessons. Decodable books are provided weekly for students to practice learned phonics skills, comprehension, and fluency. Students' vocabulary and background knowledge is expanded through Wit & Wisdom texts, science and social studies materials, and teacher read-alouds.

Second grade reviews first grade foundational skills. The primary focus of second grade phonics instruction is centered around syllable division and morphology. Decodable books provide students opportunities to practice decoding, comprehension, and fluency. Students' vocabulary is expanded through Wit & Wisdom texts, science and social studies materials, and teacher read-alouds.

At each grade level (K-2) students are daily provided time to apply the learned phonics skills in spelling and writing activities.

During Tier 1 instruction and RTI, students have opportunities to meet with our teachers in small groups. These differentiated lessons provide time for our students to apply what they have learned. The focus of these lessons is decoding, fluency, and comprehension.

Our adopted reading curriculum (Wit & Wisdom) includes daily deep dives. These fifteen-minute lessons focus on grammar and vocabulary skills that support students' speaking and writing.

Daily Foundational Literacy Skills Instruction in Grades 3-5

In grades 3-5, students receive daily 30 minutes of integrated foundational skills instruction that includes morphology, grammar, spelling, writing and fluency. Wit & Wisdom deep dives provide students with morphology, vocabulary, and grammar practice that is connected to the texts students are reading. Wit & Wisdom, our adopted high-quality instructional material, is aligned to TN State Standards. Foundational literacy skills are also woven into teachers' daily lessons. Wit and Wisdom provides fluency practice for students. Grammar is taught as part of the writing process. The district has purchased Mountain Language and IXL as additional supplemental resources to support grammar instruction.

Approved Instructional Materials for Grades K-2

Great Minds: Wit & Wisdom (Approved waiver)

Approved Instructional Materials for Grades 3-5

Great Minds: Wit & Wisdom

Supplemental Instructional Materials

In addition to Wit and Wisdom in K-2 (waiver), we use Saxon Phonics for our phonics and foundational skills instruction.

Each of our K-5 schools has a reading resource library where teachers can check out books to use during small group reading instruction. The district has purchased several online literacy resources:

- IXL
- Lexia
- Mountain Language
- Star/AR

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

Tennessee Universal Reading Screener (aimswebPlus) for students in grades K-5.

Supplemental screeners used include:

- Star Early
- Star Benchmark
- MVPA Benchmark Assessments

Intervention Structure and Supports

All Intervention schedules and supports are aligned with expectations outlined in the TN RTI² manual. In August, students are given a universal screener. This screener helps identify students who have a significant reading deficiency. RTI coaches identify students who score between the 0-40th percentile and complete additional drill-down assessments as needed to determine a student's specific skill deficit(s). Students scoring in this range are placed into a Tier 2 or Tier 3 intervention group. These small groups (Tier II & III) meet daily for 45 minutes. Instruction focuses on the explicit area of deficit. Data teams meet regularly and use progress monitoring data to inform decisions about duration, material, and intensity changes when a student is not showing progress.

RTI coaches also utilize the Crosswalk and additional screeners as needed as tools to identify students for characteristics of dyslexia. Students who meet state criteria for characteristics of dyslexia may be given an ILP-D in TN-Pulse to ensure that the team is offering dyslexia-specific support, providing accommodations as needed, and monitoring progress. Systematic phonics instruction is provided which includes multi-sensory strategies. Those working with our ILP-D students have received OG training.

Lexia (online program) is also used to provide specific and differentiated foundational skills support to students receiving intervention. SPIRE is a resource used with our Tier 3 and ESE students.

Various intervention groups include phonemic awareness, phonics, fluency, comprehension, and written expression. During the literacy block, teachers also work with students in small groups providing additional skill support.

Parent Notification Plan/Home Literacy Reports

After students have completed the universal screener, RTI coaches notify parents in writing if their child scored in the 0-40th percentile. These notifications are called a Home Literacy Report and provide parents an explanation of the specific skill deficit(s) in which their child will receive focused intervention during the daily RTI period including the depth and extent of student need. Parents will be informed of what intervention (curriculum, online program, technique) their child will receive. Parents are also notified about the importance of being able to read proficiently by the end of third grade and the pathways to 4th grade. The letters also communicate with parents ways they can support their child's reading journey at home at no cost (sight word flashcards, reading to child

every night, listening to their child read, rhyming games). These communications are provided to parents of K-5 students three times a year.

Tier 1 teachers also communicate with parents how they can help their child at home with foundational skills and reading in their weekly notes which are posted in Schoology and/or email.

Parents also receive an update every 4 ½ weeks concerning their child's progress following the school's RTI data team meeting. If the student has not demonstrated progress with a particular intervention, the team will determine what changes to make.

Professional Development Plan

Literacy focused professional development is offered throughout the year.

- June-July: Early Literacy Training
 - All teachers in grades Pre-K through 5 who have not already completed the Early Reading Training (ERT) course will successfully complete the course before the beginning of school. Teachers can also complete the Early Literacy training (Week 2).
- August: Analysis of Star Data
 - Teachers in Kindergarten will administer the Star Early benchmark to their students. Students in 1-5 will complete the fall Star Reading benchmark. Data will be analyzed to help determine next steps both in whole class and small group instruction. Parents are notified concerning their child's strengths and deficits.
- August- May: PLCs Weekly
 - Teachers will meet in grade-level PLCs to prepare for future instruction, create CFAs, analyze data, and plan for reteaching/enrichment.
- September: Analysis of District Universal Screener Data
 - District, school, and classroom level data will be analyzed by teachers and leaders to identify student deficits. This information will be used by teachers and RTI coaches to help guide instruction and to create and meet the needs of RTI groups.
- September: Orton Gillingham Training
 - While many of our K-2 teachers have received OG training, our goal is to provide every K-2 teacher, RTI coach, and reading interventionist with this training.
- December: Analysis of Star Benchmark Data
 - Teachers in Kindergarten will administer the Star Early benchmark to their students. Students in 1-5 will complete the fall Star Reading benchmark. Data will be analyzed to help determine next steps both in whole class and small group instruction. Parents are notified concerning their child's strengths and deficits.
- January: Analysis of District Universal Screener Data
 - District, school, and classroom level data will be analyzed by teachers and leaders to identify student deficits. This information will be used by teachers and RTI coaches to help guide instruction and to create and meet the needs of RTI groups.
- May: Analysis of Star Benchmark Data
 - Teachers in Kindergarten will administer the Star Early benchmark to their students. Students in 1-5 will complete the fall Star Reading benchmark. Data will be analyzed

to help determine next steps both in whole class and small group instruction.
Parents are notified concerning their child's strengths and deficits.