

Lake County Schools

Foundational Literacy Skills Plan

Last Updated: July 11, 2022

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 will implement curriculum that is aligned with Tennessee state standards during the 2024-2025 school year. This curriculum meets the literacy components of phonemic awareness, fluency, phonics, vocabulary, and comprehension. The primary focus of the literacy block in grades K-2nd is foundational skills. The literacy block will be 150 minutes daily. The kindergarten and 1st grade literacy blocks are broken into 10 minutes of shared reading, 20 minutes of phonics, 65 minutes of reading, 15 minutes of read-alouds, and 40 minutes of writing and grammar. Second grade literacy block is broken 15 minutes of read-alouds, 75 minutes of reading and phonics, and 60 minutes of writing and grammar.

Also, students are provided with 40 minutes of literacy instruction during Response to Intervention (RTI). During the literacy block instruction, teachers will explicitly teach all of the literacy components. In addition to the 150 minutes literacy block and 40 minutes of RTI, all faculty and staff in our building (K-2) will incorporate literacy skills throughout the day. One example is the use of flash cards (letters, sounds, vocabulary, sight words, etc.) during transition times (waiting on restroom, cafeteria, etc.). Also, we are incorporating literacy skills into our physical education classes as well as during mealtimes in the cafeteria. Our goal is to immerse our students in literacy throughout the school day as much as possible.

Benchmark Advanced is aligned with Tennessee Academic Standards. It includes a minimum of 45 minutes of instruction daily and is the primary form of instruction. The curriculum includes explicit instruction and student practice in each of the following--fluency, vocabulary, phonemic awareness, phonics, and comprehension.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has adopted the Advanced Benchmark Education curriculum which is grounded in the science of reading and aligned to the Tennessee ELA standards. It is approved curriculum materials by the state Textbook and Instructional Materials Quality Commission. Using an evidence-based approach, daily lessons consisting of foundational skills will be integrated within the 90-105-minute ELA block. The literacy block for 3rd and 5th grades is broken into sixty minutes of reading and word

study and 30 minutes of writing and grammar. The literacy block for 4th grade is broken into 50 minutes of reading and word study and 30 minutes of writing and grammar. The daily instruction includes components for building knowledge using complex texts and applying that knowledge as students listen, read, write, think, and speak about the text. The adopted curriculum also engages students in work around fluency, vocabulary, and comprehension. These skills are embedded within the lesson to ensure consistency, cohesion, and connection.

Benchmark Advanced is aligned with Tennessee Academic Standards. It includes a minimum of 30 minutes of foundational instruction embedded and includes morphology, grammar, spelling, writing, and fluency.

Additional Information

K-5 teachers will engage in High Quality Instructional Materials (HQIM) where they will utilize the Instructional Practice Guide (IPG) to gauge their teaching practices as their lesson and unit prep. Teachers will engage in a cycle of continuous improvement that includes shared learning, lesson planning and practice, and analyzing and responding to student learning. Teachers will aim to make it through Phase 1 of early implementation of the HQIM curriculum where they have strong practices in students' culture of learning and Core Action One which is high quality text at the center of instruction. Our goal is for the majority of the lesson to be grounded in the text with a growth mindset to move through the various phases of the planning phase, early implementation (Phase 1), consistent implementation (Phase 2), deepening ownership of implementation (Phase 3), and the ideal state (Phase 4).

Approved Instructional Materials for Grades K-2

Benchmark Advance

Approved Instructional Materials for Grades 3-5

Benchmark Advance

Universal Reading Screener for Grades K-5

STAR Literacy Suite Pre-K
Tennessee Universal Reading Screener (aimswebPlus) K-5

Our district uses the Tennessee Universal Reading Screener. This screener complies with universal screening requirements established in TN RTI2 Framework Manual. It is given three times yearly fall, winter, and spring. It also complies with the Dyslexia screening requirements established in 549-1-229. It assesses phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding and encoding skills, and rapid naming.

Intervention Structure and Supports

In the fall, all students are given our universal reading screener to determine which students have a significant reading deficiency or are "at-risk". We test our students three times a year; fall, winter,

and spring. Data is reviewed by grade-level teachers, interventionists, the instructional coach, and principal to determine which students score between the 0-40th percentile. Using the data, students are classified as Tier II or Tier III and receive instructions based on a diagnostic assessment that determines specific deficits. Students are assigned to small groups based on the skill deficit and interventions are using explicit instruction. Daily small group intervention consists of at least 30-45 minutes daily in their area of greatest deficit.

Our recently adopted ELA curriculum contains several assessments in phonics and word recognition, phonological awareness, foundational skills, fluency quick checks, comprehension quick checks, language quick checks, print concepts intervention, for grades K-5. Teachers have access to the intervention guide and assessment guide to locate activities that directly address specific skill gaps. The needs for the RTI groups can be tailored using these guides. If the intervention is proven to be ineffective, another intervention such as 95% Group or Orton-Gillingham are options. Every 4.5 weeks, data teams meet to determine if a change in the intervention or the interventionist is necessary. Other variables such as attendance, behavior, and engagement are considered as a part of the decision-making process before a change is made to the program or provider.

In addition to survey level assessments and universal reading screening, students are screened to determine if they have characteristics of dyslexia. Intervention takes place daily during a grade-level time in the master schedule just for RTI. Based on the assessments, students work on activities and assignments to close their skill gaps.

For the 2024-2025 school year, there will be two full time reading interventionists at the K-2 school who will also oversee four educational assistants. The 3-5 school will have one full time interventionist who will also oversee four educational assistants.

Parent Notification Plan/Home Literacy Reports

After the district's schools complete the fall universal screener, all K-5 students' parents are notified immediately. Students' scores are communicated in parent-friendly language that provides a clear explanation of the scores, skill gaps, and the depth and extent of the student's needs. Intervention and the amount of time each day that the student will receive services are provided. In addition, a description of the importance of being ready by the end of the third grade is stated and information is given about promotion pathways.

The district defines how students are assessed and what "a significant reading deficiency" means. After the 4.5-week data team meetings, parents are notified of their child's progress, or lack of progress. In the parent notification letter, changes are noted using the evidence of progress monitoring and the universal screening data. Recommended activities (that are at no cost to the parent) that support the area of deficit are sent home. These communications are sent to parents three times annually.

The newly adopted ELA curriculum has Home-School Connection Letters available in various languages to assist with the grade-level curriculum. Also, Heidi Songs are available for phonics and high-frequency words.

Professional Development Plan

All K-5 ELA teachers will be trained in foundational skills using Orton-Gillingham Souday System LPL, Souday System 1, and Souday System 2 and the remediation portions of the Benchmark Advanced Curriculum. This program focuses on phonics, phonemic awareness, phonological awareness, fluency, vocabulary, and dyslexia instruction. Teachers will also be trained in the Benchmark Advanced curriculum. This program focuses on reading, phonics, phonemic awareness, word study, vocabulary, fluency, and morphology.

All K-5 teachers will participate in week one of the Reading 360 training. This training includes all aspects of early literacy instruction.

Teachers will receive training during in-service on the instructional practice guide to help them build capacity around the IPG.