

**Memphis Scholars Caldwell Guthrie &
Memphis Scholars Florida Kansas
Foundational Literacy Skills Plan**

Approved: May 26, 2021

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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

Daily Foundational Literacy Skills Instruction in Grades K – 2

Memphis Scholars uses Expeditionary Learning (EL) Skills Block, a structured phonics curriculum that is designed to build a solid foundation in letter and sound correspondence to teach foundational literacy skills. This curriculum is from the list of approved instructional materials and aligned to TN standards. The goal of this program is to ensure that students have the skillset they need to read grade level text independently by the start of the 2nd grade. Teachers utilize 45 minutes of the 150-minute K – 2 daily literacy block to teach the Skills Block curriculum. The curriculum is divided into 4 sections titled microphases and further subdivided into early, mid and late categories within each microphase. Students take the EL Benchmark assessment the first two weeks of the year to appropriately place them in the right microphase. Throughout the year they will have subsequent benchmark tests to assess their progression.

The first microphase, pre alphabetic, begins with students identifying the letters in their name, learning to position their mouth correctly to form specific sounds, speaking in simple sentences, responding to simple questions and being taught these skills using a multi-sensory approach. By the end of this microphase students will begin to explore letter sounds, identify letters, identify syllables orally, understand concepts of print, explore word segmentation, and identify and replicate rhyming patterns.

Partial alphabetic is the second microphase and it begins with identifying letters and sounds, forming letters, decoding and spelling CVC words & VC words, recognizing digraphs, exploring phonetic blending, segmenting, and isolating beginning, medial and end sounds. The partial alphabetic phase ends with decoding and spelling words with initial and final consonant blends, decoding and spelling words with a short e and words with three to four phonemes. Additionally, at this stage students will begin to recognize sight words.

The third microphase is full alphabetic, in this stage students begin to decode and spell double consonant words, compound words, one and two closed syllable words, read and spell words with the s as a suffix, understand possessives, and increase their depth of sight word knowledge. This

stage ends with students decoding and spelling words with vowel teams, y suffixes, and long vowels spelled CVCe. Students also will learn to accurately spell sight words and have knowledge of additional spelling patterns.

The fourth and final phase is Consolidated Alphabetic, it begins with students understanding and forming contractions and affixes, doubling suffixes, and easily recognizing sound patterns. In the middle of this phase students spell and decode words with prefixes and suffixes, spell and decode consonant words with le, and chunk letter patterns to form larger words. By the end of this phase students add on the ability to spell and decode words schwa, spell and decode homophones, and read multisyllabic words.

In addition to the phonics and phonemic awareness instruction that comprises the EL Skills Block, students in K – 2 will also take part in a 45 minute EL Module lesson daily. The Module lessons expose students to authentic text. The texts serve as a vehicle for implementing the knowledge gained during the Skills block while also teaching reading comprehension and providing a place to practice reading fluency.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Daily Foundational Literacy Skills Instruction in Grades 3 – 5

Memphis Scholars implements the Expeditionary Learning (EL) curriculum for students in grades 3 – 5, this curriculum is from the list of approved instructional materials and aligned to TN standards. Students in these grades will have 120 - 150 minutes of ELA instruction daily. The instructional block will include 60 minutes of EL Module lessons. The module lessons are designed to explore interesting topics centered on Science, Social Studies, and Literature. The modules utilize authentic text and develop students reading comprehension, fluency and writing skills. In addition to the 60-minute module component students also engage in a remediation/enrichment block utilizing the EL ALL Block curriculum. The ALL Block allows students to have additional time to read independently, practice writing skills, increase vocabulary acquisition, and practice grammar, morphology, and spelling in context. The ALL Block is conducted in small groups and individual workstations allowing the practice of these skills to occur on students' individual learning level. Similar to K – 2 implementation, 3 – 5 teachers value the EL resources, exposure to real life topics, and flexibility to target individual student needs. The growth area in regard to implementation is increasing the frequency of EL professional development and working teachers to implement a structure for lesson plan internalization.

Approved Instructional Materials for Grades K-2

Open Up - K-5 Expeditionary Learning

Approved Instructional Materials for Grades 3-5

Open Up - K-5 Expeditionary Learning

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

Memphis Scholars will use the MAP (Measures of Academic Progress) as our K-5 universal reading screener. Our district will also administer the TN Universal Reading Screener (aimswebPlus) to students in third grade for the Spring Benchmark.

Both the Tennessee Universal Reading Screener and the MAP screener comply with RTI² and Say Dyslexia requirements. The MAP screener is used to assess reading in the fall, winter, and spring for grades Kindergarten – 5th grade.

Intervention Structure and Supports

Memphis Scholars will use Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) for reading intervention in grades K – 5. Universal screening data, classroom performance, NWEA Map, and STEP data will be used during RTI Data Team Meetings to determine if the student will be recommended for placement in RTI and if so the tier and frequency of intervention. Students who are placed in Tier II will receive 30 minutes of intervention each day and are progress monitored bi-weekly. Students placed in Tier III will receive 45 minutes of intervention each day and are progress monitored bi-weekly. SIPPS moves students through a structured experience prioritizing phonological awareness, spelling, sounds, and sight words. Once students practice these discrete skills, they then apply those while engaging with a chosen text. RTI meetings will be held twice each quarter to review data, discuss student progress, and decide if any changes need to be made to each student's intervention plan.

Parent Notification Plan/Home Literacy Reports

Memphis Scholars will identify students who are “at risk” for a significant reading deficiency or identified with a significant deficiency in reading (as evidenced by scoring in the lowest 10% on the universal screener) and notify their parents. Score reports that use parent friendly language will be sent home and each parent will be invited to a student support team meeting to discuss their student's initial test results in grades K - 5. The reading teacher, interventionist, and a member of the school's instructional leadership team will be present in the meeting. In the meeting parents will be asked to share the strengths, concerns and goals they have for their student as it pertains to reading and success in school. The interventionist and classroom teacher will discuss the proposed intervention plan including the tier, frequency of intervention, progress monitoring dates, and goals. In addition to the school staff sharing ways that they will be supporting students at school; recommendations will also be made to the parents for ways that they can support at home. The importance of students being able to read proficiently by the end of 3rd grade will be emphasized in each meeting and communication. After each RTI data meeting communication will be shared with each student's parents regarding their progress and any changes to their intervention plan. All students at Memphis Scholars also participate in NWEA MAP testing three times a year in Reading and Math. After each testing administration family reports will be shared with parents and discussed at parent teacher conferences. These reports provide very detailed information related to students' current performance and the skills they would need to master to move to the next performance band.

Professional Development Plan

All K - 5 teachers at Memphis Scholars will participate in the Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. During Summer Teacher Professional Development, the network's literacy specialists will facilitate a series on teaching foundational literacy. This training is designed to build upon the knowledge gained in the Reading 360 PD and contextualize its application within the Skills Block curriculum. Memphis Scholars teachers will also receive intra year professional development on the implementation of Expeditionary Learning from Great Minds. Throughout the year coaches and literacy specialists will lead teachers through weekly data meetings, STEP analysis, and bi-weekly classroom observation feedback cycles to constantly increase the effectiveness of instruction in service of increasing student outcomes.