

Literacy Support Plan 2021 - 2022
Lawrence County School District – Walnut Ridge Elementary

Grade Band	Curriculum Goals <i>*align with literacy needs and the science of reading</i> Curriculum-Related Literacy Supports
K - 4	<ul style="list-style-type: none"> ❖ Teachers will utilize a curriculum map that aligns with the Science of Reading ❖ Classroom teachers will be provided with a <u>strong, systematic and explicit</u> phonemic awareness program: <ul style="list-style-type: none"> • Heggerty • 95% Group Intervention ❖ Classroom teachers will be provided with a <u>strong, systematic and explicit</u> phonics program: <ul style="list-style-type: none"> • SuperKids Reading Program (K and 1st) • 95% Group Intervention • Benchmark Education Company Word Study Vocabulary (2nd – 4th) • 95% Group Multi-syllable Routine Cards ❖ All Kindergarten through 2nd grade students will be screened for reading difficulties (Act 1063 dyslexia requirements) and any 3rd or 4th grade student who shows difficulty in reading. Screeners will include: <ul style="list-style-type: none"> • Phonological and phonemic awareness (DIBELS FSF, PSF) • Sound symbol recognition (DIBELS NWF) • Alphabet knowledge (DIBELS LNF, NWF) • Decoding skills (DIBELS NWF, ORF) • Rapid naming (AR RAN) • Encoding skills (DSA) ❖ A daily schedule will ensure adequate time for literacy instruction <ul style="list-style-type: none"> • K-2 Literacy Instructional Block includes the following: <ul style="list-style-type: none"> ○ Phonological Awareness (10 minutes) ○ Phonics (30 minutes) (letter ID, decoding, handwriting, encoding) ○ Comprehension (40 minutes) <ul style="list-style-type: none"> ▪ Read Aloud and Shared Reading ▪ Vocabulary ▪ Oral Language ○ Small Group Reading (60 minutes) Meet with skill-based groups every day to address foundational gaps and support core instruction ○ Writing (30 minutes) • Grades 3-4: Departmentalized setting <ul style="list-style-type: none"> ○ Vocabulary and Word Study (based in morphology) ○ Comprehension ○ Writing ❖ Intervention plans will be developed for students identified at-risk for reading difficulties <ul style="list-style-type: none"> • Administer diagnostic assessments to determine specific skill deficits <ul style="list-style-type: none"> ○ 95% Group Phonological Awareness Screener Inventory ○ 95% Group Phonics Screener Inventory ○ Level II Dyslexia Evaluation • Provide evidence-based interventions through a multi-tiered system of support (RTI) • 95% Group Interventions • Dyslexia Intervention (Sonday System and Take Flight) ❖ Progress monitoring will take place within a multi-tiered system of support: <ul style="list-style-type: none"> • At-risk students two times a month (DIBELS) • Some-risk students once a month (DIBELS) • Progress monitor and regroup for intervention every three weeks using data from 95% Group PASI and PSI

- ❖ Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, vocabulary, writing, speaking and listening
 - Utilize texts to build students' background and topical knowledge in each content area (read-alouds, SuperKids Magazines)
- ❖ Create a collaborative environment that fosters curiosity and learning through talk and inquiry
- ❖ Create a culture of reading
 - One School, One Book
 - Literacy Themed Events
- ❖ Provide and attend professional development in the science of reading
 - RISE professional development at the NEA Co-op
 - ADE Summit
- ❖ Employ a dyslexia therapist with a Dyslexia Endorsement
- ❖ Employ a literacy instructional facilitator

**NSLA funds, as well as professional development funds, are used to purchase materials to aide classroom teachers in implementing the science of reading and provide opportunities for faculty to attend professional development related to the science of reading.