

Literacy Support Plan
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"> • Utilize a curriculum map that aligns with the Science of Reading • Provide classroom teachers with a <u>strong, systematic and explicit</u> phonemic awareness program <ul style="list-style-type: none"> ○ Heggerty ○ 95% Group Intervention • Provide classroom teachers with a <u>strong, systematic and explicit</u> phonics programs <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 • Screen all K-2 students for reading difficulties (Act 1063 dyslexia requirements) and any 3 – 4 student who shows difficulty in reading <ol style="list-style-type: none"> 1. Phonological and phonemic awareness (DIBELS FSF, PSF) 2. Sound symbol recognition (DIBELS NWF) 3. Alphabet knowledge (DIBELS LNF, NWF) 4. Decoding skills (DIBELS NWF, ORF) 5. Rapid naming (AR RAN) 6. Encoding skills (DSA) • 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 ○ Oral Language ○ Vocabulary • Small Group Reading (60 minutes) Meet with skill-based groups every day to address foundational gaps and support core instruction; RF, L, RI, or RL standards are covered. • Writing (30 minutes) • Grades 3-4: Departmentalized setting <ul style="list-style-type: none"> ○ Vocabulary and Word Study (30 minutes) - (based in morphology) ○ Comprehension (25 minutes) ○ Writing (20 minutes) • Develop intervention plans 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 (Sunday System)

- Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support
 - Progress monitor at-risk students with DIBELS two times a month
 - Progress monitor some-risk students with DIBELS once a month
 - 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.