

Bledsoe County Schools
Foundational Literacy Skills Plan
Approved: May 27, 2021

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 uses Amplify's Core Knowledge Language Arts, a foundational skills curriculum grounded in the science of reading and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. This curriculum uses foundational skills as the primary form of instruction and has a designated block of time (60 minutes daily) for foundational skill instruction in grades K-2. Cecil B. Rigsby, Mary V. Wheeler, Pikeville Elementary has literacy blocks that are 120 minutes in duration in grades K-2 with a 60 minute daily designated block for foundation skills instruction. The foundational skills instruction contains activities and practices that teach the following foundational skills: phonological awareness (recognize rhyming words, blend and segment compound words, blend, segment, and count syllables, blend and segment onset-rime, blend, segment, and count phonemes, segment compound words, and isolate individual phonemes) and phonics (identify individual letter sounds, decode regular words, decode words with common rime families, identify sounds for letter combinations, decode one-syllable words with letter combinations, identify common spellings for long and short vowel sounds, know and apply final -e conventions, read words with r-controlled vowels, read words with l-controlled vowels, read words with inflected endings, read words with prefixes and suffixes, read two-syllable words with various syllable types, read multi-syllable words, and apply grade-level phonics and word analysis in text).

The scope and sequence of the curriculum is based on research of effective instruction for struggling readers. The guidelines for the sequencing of skills is: teach preskills before the new skill or strategy is presented, introduce high-utility skills before less useful ones, introduce easy skills before more difficult ones, separate strategies and information likely to be confused, introduce new information at a realistic rate, and provide adequate practice and review. For example, students learn basic letter-sound correspondences for consonants and vowels and the VCe rule before they are required to decode words with the VCe pattern in them.

Our improvements for next year are grounded in continuing our work with transitioning from lesson planning to lesson internalization through unit-level and lesson-level preparation. We will continue to use the IPG for our walk-through observations and use bi-weekly PLC's for lesson and unit preparation.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for grades three (3) through five (5) grounded in reading science and aligned to Tennessee ELA standards. The district adopted Amplify's Core Knowledge Language Arts for grades three through five. The curriculum materials are selected from those approved by the state Textbook and Instructional Materials Quality Commission.

During the integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lesson, our students receive a total of 90 minutes of ELA instruction. All daily instruction includes components for knowledge-building for about 60 minutes per day and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. Our adopted curriculum also engages students in work around fluency, vocabulary, and comprehension. The fluency, vocabulary, and comprehension skills are not taught in isolation, but are embedded within the lesson to ensure continuity, cohesion, and connection.

For example, our third graders completed the unit on Light and Sound. The unit integrates the skills of spelling, dictionary skills, grammar, and morphology with the scientific knowledge of light and sound. Students will review and learn spelling with "a_e", will become proficient in the application of guide words, will learn conjunctions as a part of speech, and learn new suffixes. The integration of the above skills will be learned while increasing the students' knowledge of light and sound.

Our improvements for next year are grounded in continuing our work with transitioning from lesson planning to lesson internalization through unit-level and lesson-level preparation. We will continue to use the IPG for our walk-through observations and use bi-weekly PLC's for lesson and unit preparation.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify - K-5 Core Knowledge Language Arts

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

Bledsoe County Schools uses AimswebPlus for benchmarking and progressing monitoring in grades K-5. AimswebPlus is on the state approved list and complies with RTI² and Say Dyslexia requirements. The screener is used to assess reading and math in the fall, winter, and spring for grades Kindergarten through 5th grade.

Intervention Structure and Supports

Bledsoe County Schools utilizes Rode to the Code, Multisyllabic Routine Cards, Corrective Reading, Elements of Reading, 95% Group Comprehension, Road to Reading, Recipe for Reading, Reading Mastery, Foundations, and SPIRE for reading intervention in grades K-5 for students either identified at-risk for a significant reading deficiency. Universal screening data as well as student student

classroom performance, TCAP results, prior intervention outcomes (if applicable), and teacher observation data is used during RTI data team. This data is used to determine placement, intensity, and scheduling of students into Tier II, Tier III, remediation, or enrichment. Students who are placed in Tier III receive the most intense intervention daily for at least 45 minutes and are progress monitored bi-weekly. Students who are placed in Tier II received intervention daily for 30 minutes and are progress monitored bi-weekly. The universal screener and diagnostic assessment will determine the specific deficit the student will be provided support and progress monitored on. Students receiving Tier II or Tier III intervention will be provided a focused intervention on Letter Naming, Letter Sounds, Nonsense Word Fluency, Passage Reading Fluency, or Reading Comprehension. RTI data team meetings will be conducted every 4.5 weeks to evaluate student progress and either continue the intervention, change the intervention, or change Tier placement.

Parent Notification Plan/Home Literacy Reports

Our district notifies parents in grades K-5 if their child is “at-risk” for or has a significant reading deficiency (as evidenced by students scoring in the 0-25th percentile) immediately after district schools complete the fall universal screening. Students’ scores are communicated in parent-friendly language with a letter, a “reading at home” brochure, and a student scores report from the universal screener. Each of these forms of communication provides a clear explanation of student skill gaps and the depth and extent of student needs. The parents are told what intervention their student will receive and the amount of time each day the student will receive services. This is accompanied with a description of the importance of being able to read by the end of 3rd grade.

Bledsoe County School District defines how students are assessed and what a “significant reading deficiency” means. Parents are subsequently notified of their child’s progress, or lack of progress after the first data team meeting which is scheduled at 4 and a half weeks after school has begun. In the parent notifications/communications, notes from the data team meeting include the intervention(s) and any changes being made if the child is not showing sufficient progress as evidence by progress monitoring and universal screening data, as well as recommended activities (that do not require purchased resources) that will support students in the area of deficit (activities are not tailored by child, but tailored by skill deficient generally).

These communications are sent to parents with students in grades K-3 three times annually and are shared in grades 4 and 5 annually.

Professional Development Plan

Teachers in our district will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is as follows:

May – June 2021 PreK-5 teachers will engage in Week 1 of the Early Literacy Training series, asynchronously. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure that participating educators earn a completion certificate prior to starting Week 2 in July.

July 2021 Our district will be offering the cohort-based in-person training of the Early Literacy Training series for all teachers in grades PreK-5. The participating teachers will also include interventionists, preschool teachers, and special education teachers. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. During the summer of 2022 we plan to include any teachers in grades K-5 who did not participate this summer.

In conjunction with the 360 Early Literacy Training series, PreK-5th grade teachers will receive the following literacy professional development: PLCs, focused professional development from the district, vendor, and Edu 20/20, and academic walks using the IPG tool.