

Bradley County Schools
Foundational Literacy Skills Plan

Approved: May 16, 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

120 minute minimum daily literacy block

K-1: 90 minute foundational skills minimum

2nd: 60 minute foundational skills minimum

The primary focus of instruction in Kindergarten is for students to develop strong phonemic awareness in order for phonics instruction to be successful. Phonemic awareness activities provide students with practice in discriminating the sounds that make words. Oral blending and segmentation are used for teaching phonemic awareness. Students also explicitly and systematically explore the alphabetic principle to understand how sounds relate to letters and writing.

In 1st grade, students are provided explicit and systematic phonics instruction to learn sound/spelling relationships and combine the sounds represented by letters to blend and pronounce words. The connection between the blended words and the word meaning is constantly reinforced so that students recognize that the sounds they have blended are indeed the word they know from spoken language. Knowledge of sounds and spellings, coupled with blending, develops independent readers by the end of 1st grade.

By 2nd and 3rd grade, students have had much practice and application of phonics instruction but need more practice with fluency and comprehension. Through the use of decodables, students focus on critical phrasing, intonation, and expression that support meaning. As students move from decoding words to reading sentences fluently, they are expected to point out in the text where they find answers to comprehension questions. As the emphasis moves from phonics to morphology, students learn to identify and read meaningful chunks of words rather than individual spellings. This word analysis also supports the development of vocabulary.

Daily Foundational Literacy Skills Instruction in Grades 3-5

120 minute minimum daily literacy block

3rd: 30 minute foundational skills minimum

4th-5th: 20 minute foundational skills minimum

By 2nd and 3rd grade, students have had much practice and application of phonics instruction but need more practice with fluency and comprehension. Through the use of decodables, students focus on critical phrasing, intonation, and expression that support meaning. As students move from decoding words to reading sentences fluently, they are expected to point out in the text where they find answers to comprehension questions. As the emphasis moves from phonics to morphology, students learn to identify and read meaningful chunks of words rather than individual spellings. This word analysis also supports the development of vocabulary.

As students have more practice with morphology in 4th and 5th grades, they apply their word knowledge to unfamiliar words to expand their vocabulary and understand multisyllabic words.

Approved Instructional Materials for Grades K-2

McGraw Hill - K-5 Wonders

Approved Instructional Materials for Grades 3-5

McGraw Hill - K-5 Wonders

Additional Information about Instructional Materials

BCS utilizes Open Court Reading as a supplement to Wonders.

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

iReady is a nationally normed, skills-based universal screener. Used in conjunction with the PASS, PWRS, and RAN, Bradley County Schools ensures that students are screened for the characteristics of dyslexia (phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, encoding skills, and rapid naming).

Intervention Structure and Supports

Tier 2

-iReady: To assist with RTI Tier 1 instruction, each student is provided with an online learning path that focuses on domain-level instruction for 30–49 minutes per subject per week to support students in getting to grade-level proficiency.

-Heggerty-Developed in 2003 by Dr Michael Heggerty, the Heggerty Phonemic Awareness Curriculum is a systematic 35 week program of daily lesson plans that provide a high level of explicit modelling and student engagement. Each level of the Heggerty Phonemic Awareness Curriculum focuses on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness.

-OCR Intervention Guide/OCR English Learners Guide-Open Court Reading© is a core reading program for grades K–6 developed by SRA/McGraw-Hill that is designed to teach decoding, comprehension, inquiry, and writing in a logical progression. Part 1 of each unit, Preparing to Read, focuses on phonemic awareness, sounds and letters, phonics, fluency, and word knowledge. Part 2,

Reading and Responding, emphasizes reading literature for understanding, comprehension, inquiry, and practical reading applications. Part 3, Language Arts, focuses on writing, spelling, grammar, usage, mechanics, and basic computer skills.

Tiers 2 & 3

-Corrective Reading-Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted.

-EIR-Early Intervention in Reading (EIR)[®] is a program designed to provide extra instruction to groups of students at risk of failing to learn to read. The program uses picture books to stress instruction in phonemic awareness, phonics, and contextual analysis, along with repeated reading and writing. In grades K, 1, and 2, the program is based on whole-class instruction, with additional small group instruction provided to struggling readers. In grades 3 and 4, the program consists of small group instruction for 20 minutes, four days a week.

-Read Naturally/Read Live-The Read Naturally[®] program is a supplemental reading program that aims to improve reading fluency, accuracy, and comprehension of students in elementary, middle, or high school or adults using a combination of texts, audio CDs, and computer software.

Tier 3

-Reading Mastery-Reading Mastery is a direct instruction program designed to provide explicit, systematic instruction in English language reading. The program begins by teaching phonemic awareness and sound-letter correspondence and moves into word and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding while teaching students the skills necessary to read and comprehend and to learn from expository text. Lessons are designed to be fast-paced and interactive

Parent Notification Plan/Home Literacy Reports

Following analysis of data at the beginning of the school year, the BCS intervention coordinator works with school-level intervention specialists and coordinators to notify parents of students who are identified as needing intervention and of the upcoming support that will be provided. Bradley County Schools notifies parents in grades K-5 if their child is "at-risk" if they have 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 that provides a clear explanation of student skill gaps and the depth and extent of student needs. Parents are notified of the intervention their student will receive and the amount of time each day the student will receive services. This is coupled with a description of the importance of being able to read by the end of 3rd Grade. (See attached artifacts) The district defines how students are assessed and what a "significant reading deficiency" means. Each 4.5 weeks, the intervention specialist notifies parents regarding student progress or of lack of progress in the current intervention by sending a visual (graph) along with a clear explanation of how their child

performed. In the parent notifications/communication, data teams note the intervention(s) and any changes being made if the child is not showing sufficient gains as evidenced 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 deficit generally). These communications go out to parents with students in grades K-5 three times annually. Additionally, our ELA curriculum contains parent letters in grades K-5 that outline the foundational skills and knowledge domains for the coming week that will inform and equip parents to work with their child(ren). Families can better understand how to support their student(s) through questions about their texts and through an awareness of what foundational skills their child(ren) are learning.

Professional Development Plan

Bradley County Schools has been providing K-5 teachers with professional development on foundational skills for the past 6 years. At the onset of each school year, new teachers in grades K-5 are trained by the district's ELA coordinator. Throughout the year, the ELA coordinator conducts learning walks in K-5 classes and provides "in the moment" feedback to teachers. K-5 teachers are encouraged to utilize McGraw Hill's foundational skills professional development suite to earn self-selected PD hours. Additionally, BCS has partnered with TDOE to provide two cohorts with foundational skills training via Reading 360.

Additional Information about this Foundational Literacy Skills Plan

BCS has been an early adopter of strong foundational literacy. We are excited to see the direction our state is moving in this area.