

Cocke 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 a foundational skills curriculum grounded in reading science 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 skills instruction in grades K-2. Our Academic Coaches and teachers have worked this year to develop guides for each unit that highlights standards/skills that are new in blue and spiraled standards/skills in black. These are included as an appendix to our pacing guides. These are to be used by teachers to ensure that all Tennessee State Standards have been taught during the school year.

One hour is committed to foundational skills instruction and one hour is committed to knowledge. Important elements in the CKLA foundational skills lessons include: decoding and encoding, explicit teaching of letter-sound correspondences, a systematic approach to phonics, focus on phonemes, staircase of complexities, and deliberate consistent practice. We will also be using the state training on foundational skills in supplement to our CKLA.

CKLA includes foundational skill instruction that has a designated block of time. Sixty minutes of daily foundational skills instruction is required in K – 2 classrooms. The CKLA Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics, and word recognition and language skills, including conventions of English, spelling, and grammar. In addition, lessons include fluency practice, reading comprehension, vocabulary, and writing instruction. During instruction, teachers explicitly teach a sound, the students practice the sound aloud, and the teacher models writing the sound. Then the students refer to their individual code chart on which they write the sound, and students apply the skill in independent practice.

We plan to continue to improve in our implementation of CKLA for next school year. Common PLCs for teachers in grades K – 2 will allow time for teachers to collaborate and solve problems of practice. We also hope to implement knowledge learned from the Tennessee Early Literacy training which teachers will complete this summer.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our 3-5 schedules reflect a minimum of reading, grammar, morphology, writing.

Our district has integrated CKLA for our literacy block in grades three through five. The CKLA curriculum has been aligned with Tennessee state standards and meets all foundational skills requirements. The CKLA program that we have chosen meets the approved curriculum by the state Textbook and Instructional Materials Quality Commission. The integrated ELA block provides an evidence-based approach to applying foundational skills within daily lessons. Our students receive a total of thirty minutes of foundational skills instruction daily which is isolated or embedded. The daily foundational skills instruction is aligned to the Tennessee State standard and includes morphology, grammar, spelling, writing, and fluency. An evidence-based approach is used to teach foundational skills. The foundational literacy skills are not taught in isolation but are embedded within the lesson to ensure connection, continuity, and cohesion.

For example, the fifth grade students will be beginning the domain on Chemical Matter. They will begin this domain by recalling prior knowledge and reading independently and/or aloud. After the daily read-aloud, or independent reading in on-grade level, complex text, the students may summarize the content through a think-pair-share model, unpack the most essential vocabulary (“word work”), respond to a series of scaffolded questions, and write a response to an inferential question that requires students to use evidence from the text to support their answer. In the vocabulary lessons teachers provide explicit support for vocabulary needed to access the complex text. Students will be able to use word knowledge skills as they engage in group discussion and writing activities. Foundational skills instruction is embedded in all aspects of the ninety minute block and is dedicated to developing students’ holistic literacy approach to grammar, spelling, writing, fluency, and comprehension as recommended by research.

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

Additional Information about Instructional Materials

We will be supplementing the foundational skills piece with any additional materials received at the Read 360 training this summer.

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

Beginning in August, students will be given the universal screener (AIMSwebPlus or Study Island) to determine which students have a reading deficiency that is significant and are “at-risk”. School RTI2 data teams including RTI2 school leaders, classroom teachers, and principals will review universal screener data to determine which students score between the 0-25th percentile. These students will be placed into Tier II or Tier III instruction. These students will be given a diagnostic assessment to determine specific learning needs. Students will then be placed in small-group interventions for at least forty-five minutes in the area of greatest deficit.

In grades K-1 all students are given AIMSwebPlus as the Universal Screener. Students in grades 2-5 are given Study Island as a standards based universal screener (nationally normed). Specific students are then identified and given the AIMSwebPlus as a skills based screener.

Intervention Structure and Supports

Research-based interventions are available for reading intervention support. Schools have strategic interventions such as Exact Path and S.P.I.R.E. These interventions as well as CLKA Reading can be tailored to the needs of RTI2 group students. Data teams meet every four and a half weeks to determine if changes need to be made with either the intervention, person providing the intervention, or the amount of time in the intervention. Data teams also take into consideration other variables such as participation and attendance in the data team meeting before a change is made to the intervention or provider.

Students who are determined to have characteristics of dyslexia according to screening criteria will also receive a researched based intervention. Our district notifies families of students who demonstrate characteristics of dyslexia. They will be notified which intervention their child will be using for support, either CKLA Reading or S.P.I.R.E. Students will work in a systematic, explicit, and phonics-based intervention.

Parent Notification Plan/Home Literacy Reports

Our district notifies parents in K-5 immediately after the fall universal screener has been completed and students have been identified as "at-risk" for having a significant reading deficiency. Students' scores are communicated in parent-friendly language that provides a clear explanation of student skills gaps. Parents are informed which intervention their child will receive and the amount of support daily. Also in the letter is an explanation of the importance of reading by the end of third grade.

Parents are notified of their child's progress, or the lack of progress, after each four and a half week data meeting. The notification/communication states any changes being made to the intervention based on the student's progress monitoring and universal screening data. Recommended activities to support students in the area of deficit are also communicated to parents.

The ELA curriculum contains parent letters in the younger grades that outline the foundational skills and knowledge domains for the coming domain. Families can better understand how to support their student(s) through questions about text and through an awareness of what foundational skills their child(ren) is (are) learning within the classroom.

Additionally, the CKLA curriculum contains parent letters in the younger grades that outline the foundational skills and knowledge domains for the coming week that will inform and equip parents to work with the child. 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. Each school has sets of decodable texts and other books that can be sent home for additional practice between student and parent. We have also partnered with Save the Children to build an ABC Bus (Arts, Books, and Creativity). This bus will travel around the district both during the

school year and summer to offer opportunities to families to interact with their child and state standards.

Professional Development Plan

Cocke County will offer two weeks of the state training on foundational skills. Other teachers will be offered to complete the online modules throughout next school year and attend the one week training next summer (2022). We are also a part of the Early Literacy Network and the Implementation Network, which will focus on providing professional development and refinement with high quality instructional materials.

Additional Information about this Foundational Literacy Skills Plan

We will work with teachers over the next year to blend the materials and information from the state training into the CKLA curriculum.