

East End Prep

Foundational Literacy Skills Plan

Approved: May 25, 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 school uses Core Knowledge Language Arts (CKLA), 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.

60 minutes of foundational skills instruction daily:

- Foundational skills instruction is demonstrated as the primary form of instruction
- Includes explicit instruction and student practice in fluency, vocabulary, phonemic awareness, phonics, and comprehension.

East End Prep uses the Core Knowledge Language Arts curriculum in K-2. The Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics, and word recognition; language skills, including conventions of English, spelling, and grammar; reading comprehension; and writing instruction. In the earliest Kindergarten Skills units, students are introduced to a range of prerequisite Foundational and Language Skills, which are reinforced through recurring, distributive practice. They quickly transition to reading and writing simple CVC words so that by midway through the year, they are able to read simple stories. As students move from Kindergarten into Grades 1 and 2, they continue to build stronger decoding and word recognition skills, reading increasingly longer and more challenging texts, as well as honing their formal writing skills. The Knowledge Strand is centered around complex narrative and informational read-aloud texts. The Knowledge Strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our school has an integrated literacy block for grades 3-5 grounded in reading science and aligned to Tennessee ELA standards. Our curriculum materials are selected from those approved by the state Textbook and Instructional Materials Quality Commission (Core Knowledge Language Arts curriculum - CKLA). During the integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lessons, our students receive a total of 120 minutes of ELA

instruction. Although the daily schedule is not the same each day, all daily instruction includes components for knowledge-building (to build and improve the ability to comprehend complex texts and apply that knowledge as they listen, read, write, think, and speak) for about 90 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. CKLA in Grades 3–5 is designed around the following principles: 1. Analysis and expression in reading and writing. The core of the CCSS and TN State Standards is the ability to read and write in response to increasingly complex texts. Students in CKLA get daily exposure to these texts. 2. Fostering “wonderful conversationalists”. By discussing engaging, content-rich texts, students develop the ability to present, debate, and build upon each others’ responses. 3. Explicit language instruction. The units in Grades 3–5 offer explicit language instruction with full coverage of the CCSS and TN State Standards. Students learn and apply the conventions of English grammar, punctuation, and spelling through explicit instruction, targeted practice activities, and daily writing. 4. Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure. In Grades 3–5 the teacher remains central to vocabulary acquisition, fostering structured and informal discussions and helping students become accustomed to using complex vocabulary in a scaffolded and supported context. These conversations are combined with increasingly independent exposure to complex text. This combination allows students to build up an internal web of vocabulary which has a common foundation but is unique to the individual. We continue learning words throughout our lives by linking to vocabulary we already understand. The coherent and systematic sequence of knowledge domains gives students a mental encyclopedia of vocabulary and understanding they can access and build upon throughout their lives.

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.

Our school currently uses the NWEA Measures of Academic Progress as our universal screener in grades K-5. After the NWEA MAP universal screener, we will follow up with easyCBM, Lexia, and assessments provided through CKLA Assessment Guide to understand the foundational gaps in struggling readers and to meet the dyslexia screening requirements. These assessments screen for phonological and phonemic awareness, sound-symbol recognition, alphabetic knowledge, decoding skills, encoding skills, and rapid naming.

Intervention Structure and Supports

In the fall, scholars are given a universal screener (NWEA MAP) to determine which students have a significant reading deficiency or are “at-risk”. Our grade-level teachers, coaches and principals review

universal screener data to determine which students score between the 0-25th percentile. Those scholars are then grouped into Tier II and Tier III. Once a scholar is classified as Tier II or Tier III, they are given another assessment (easyCBM, LEXIA and the Assessment Guide from CKLA) to determine common deficiencies. Once those are determined, the scholars are grouped according to their need. Scholars receive small-group intervention for at least 60 minutes a day and up to 240 minutes a week. We have research-based options for reading intervention support available to our students who are “at-risk” and/or who have been identified with a significant reading deficiency. Our ELA curriculum (CKLA) contains an assessment and remediation guide in which teachers can find activities that directly address skill gaps. They can tailor this to the needs of their RTI group of students. If that intervention is not proving to be effective, more comprehensive, strategic interventions (such as Orton-Gillingham, Lexia, Heggerty, and Wilson Words) become an option. Data teams meet every 4 weeks to determine if a change in the intervention or the person providing the intervention is warranted. The data team also looks at other variables (attendance, engagement) as part of the decision making process before a change is made to the programming or provider. Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. These students are also screened using additional survey level assessments to determine if they have characteristics of dyslexia. Students who do demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law’s requirements. Our school uses Orton-Gillingham, a research-based supplemental program, as one intervention for students with characteristics of dyslexia. Our school notifies families of students who demonstrate characteristics of dyslexia. Families are notified that the Orton-Gillingham curriculum is used to support those students, as it is an approach of systematic, explicit, sequential, phonics-based instruction and is considered a strong support for those students. Intervention takes place daily during a grade-level time in the master schedule just for RTI. When students are in their RTI groups, they work on activities and assignments that make them stronger in that skill. For example, students who need instruction in comprehension may read a new text and answer scaffolded questions, all related to the knowledge-building unit they are studying in Tier I instruction.

Parent Notification Plan/Home Literacy Reports

Our school 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 we 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. The parents are told what 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. The 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 4 week data team meetings. In the parent notifications/communication, data teams note any changes being made if the child is not showing sufficient progress 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-3 three times annually and are shared in grades 4 and 5 annually. Additionally,

the ELA curriculum (CKLA) 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.

Professional Development Plan

Our school plans to provide ongoing LETRS training to all teachers in grades K-5. There is a test after each session and a summative assessment that is administered after each unit is completed. Teachers will also be held accountable during their weekly check-ins with the coaches. EEP will provide Orton-Gillingham training to all teachers in grades K-5. It is a requirement to pass the course in order to be considered Orton-Gillingham trained. In addition to the above mentioned plans, EEP mandates that teachers get weekly professional development that allows teachers the opportunity to lesson plan and unit plan with their counterparts, in addition to receiving feedback from the administration.