

Perea Elementary School

Foundational Literacy Skills Plan

Approved: May 24, 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

When reviewing our grades K-2 master schedule, our Kindergarten through second-grade students spends a total of 120 minutes per day receiving explicit instruction and student practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students receive 30 minutes of explicit phonics instruction, 30 minutes of listening and learning, and 60 minutes of guided reading instruction daily.

During the explicit Phonics instruction block, we use all aspects of the Foundations curriculum. In Kindergarten, students spend a total of 16 weeks, minimum, learning letters, sounds, vowels, letter formation/ pencil grip, and building phonemic awareness skills (i.e. blending, segmenting, and manipulation of sounds); more time is spent on those skills if remediation is necessary per the unit test results. After these 16 weeks, students begin phonics instruction by learning advanced blending and segmenting principles and strategies in addition to being introduced to sight/ trick words for the remainder of the year. Simultaneously, students begin reading stories in narrative form, where they learn comprehension skills and content vocabulary (i.e. character, setting, main events). Students are also practicing reading fluency with both echo and choral reading. In first grade, students continue with the Foundations curriculum because it reinforces what was learned in kindergarten and progresses further into the study of word structure, with a large emphasis on spelling skills (i.e. CVC, CCVC, root words, prefixes, suffixes, etc.) sentence construction, and the spelling/ usage of more advanced sight/ trick words. In second grade, students continue by learning syllable rules/ types, vowel rules, sentence punctuation, and reading controlled stories with fluency, expression, and comprehension. Students are being prepared for the rigor of state tests through learning how to ascertain the central message and facts in both fiction and nonfiction stories.

During the 30 minute Listening and Learning block in grades K-2, we use the Core Knowledge Language Arts (CKLA) curriculum, which gives students additional necessary practice with building the background knowledge and vocabulary skills necessary to analyze grade level fiction and nonfiction texts. In addition, students also are building their oral comprehension skills through CKLA's focus on Tennessee speaking and listening standards.

During the 60 minutes Guided Reading block in grades K-2, students are tiered according to reading levels, as diagnosed by the Diagnostic Reading Assessment, 3rd Edition (DRA3) program. After

reading levels are diagnosed, students are placed into small groups of no more than five students per group to receive a total of 40 minutes of direct instruction at their instructional level with a teacher practicing reading strategies and receiving additional tiered phonics instruction necessary to build more capacity in them to read fluently through effective decoding strategies as well as comprehend what they are reading. Students will have additional phonics practice during the 20 minutes independent practice time during Guided Reading.

Our improvements for next year are grounded in improving two major areas we believe will have a significant impact on student outcomes: altering the master schedule for next school year to ensure teachers have time to collaboratively plan for Tier 1 blocks (i.e. Phonics, Listening & Learning) and to have Guided Reading happening schoolwide at the same time daily to allow for teachers to really hone in on one particular tier of students rather than all three as they currently do

Daily Foundational Literacy Skills Instruction in Grades 3-5

When reviewing our master schedule for grades 3rd - 5th, our students will spend a total of 120 minutes per day receiving explicit instruction and student practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students receive 30 minutes of explicit phonics instruction, 30 minutes of listening and learning, and 60 minutes of guided reading instruction daily.

Our school is only grades K-3 currently, and we plan to continue using all aspects of the Foundations curriculum through 3rd grade. Third-grade students will continue building upon what they learn in first grade by mastering how to identify word parts (syllables, base words, suffixes) and exceptions to the six syllable types. There is an emphasis on students learning how to read and spell grade level words using an understanding of vowel teams, r-controlled vowels, phonetically regular words, words with silent letters, and Latin suffixes. Students will also learn how to construct coherent sentences and use the context of a text to construct meaning that they will then write about and explain personal connections to. Lastly, students will learn the advanced skill of cursive writing in third grade.

During the 30 minute Listening and Learning block in grades 3-5, we use the Core Knowledge Language Arts (CKLA) curriculum, which gives students additional necessary practice with building the background knowledge and vocabulary skills necessary to analyze grade level fiction and nonfiction texts. In addition, students also are building their oral comprehension skills through CKLA's focus on Tennessee speaking and listening standards.

During the 60 minutes Guided Reading block in grades 3-5, students are tiered according to reading levels, as diagnosed by the Diagnostic Reading Assessment, 3rd Edition (DRA3) program. After reading levels are diagnosed, students are placed into small groups of no more than five students per group to receive a total of 40 minutes of direct instruction at their instructional level with a teacher practicing reading strategies and receiving additional tiered phonics instruction necessary to build more capacity in them to read fluently through effective decoding strategies as well as comprehend what they are reading. Students will have additional phonics practice during the 20 minutes independent practice time during Guided Reading.

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teachers have time to collaboratively plan for Tier 1 blocks (i.e. Phonics, Listening & Learning) and to have Guided Reading happening schoolwide at the same time daily to allow for teachers to really hone in on one particular tier of students rather than all three as they currently do

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

Foundations, Wilson Learning is our supplemental material for explicit Phonics instruction.

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

Students are screened during the school year to identify those who need instructional support through interventions. If screening results indicate students are not meeting grade-level skills, those students receive appropriate interventions in addition to differentiated instruction in the classroom to meet their needs. While waiting upon the identification of the state's universal screener, Perea Elementary School is currently using the i-Ready Diagnostic to screen reading skill deficiencies. All students take the i-Ready Diagnostic three times annually in the fall, winter, and spring. Diagnostic Results reports are used to help determine student eligibility for RTI Tier 1, 2, and 3 instruction in reading using criterion-referenced Grade-Level Placements and national percentile ranks.

Intervention Structure and Supports

Teachers use i-Ready for Tier 2 intervention support and our Reading Interventionist uses Barton for our Tier 3 students. Teachers also use progress monitoring data, classroom assessments, professional observation, and diagnostic assessments to ascertain student growth, benchmark students' achievement in grade-level standards and plan instruction to target student learning goals. Staff regularly review student data to help inform the literacy instruction that is most appropriate for all students. Intervention services are considered for students who score in the lowest quartile (25th percentile and below).

Results from assessments are frequently disaggregated and analyzed during Data Team meetings reviewing the program and classroom level performance and are monitored for grade-level growth or lack thereof. This analysis occurs to further adapt/modify curriculum and planning. The results guide instructional decision-making. As well, this analysis identifies students in need of additional instruction and time to reach grade-level proficiency in reading. This is an opportunity to identify students who require extensions. Students enter and exit interventions throughout the school year to ensure that students are working toward proficiency where the data supports.

Intensive Support for One-on-One Instruction

Teachers use i-Ready Tools for Instruction, a series of easy-to-use lesson plans that are part of the i-Ready Diagnostic reports, they can be used by a teacher or an intervention specialist as targeted lessons for individual students.

Progress Monitoring

Tier-II and Tier III progress monitoring should take place at a frequency of at least every other week.

After students complete the i-Ready Diagnostic, educators may administer i-Ready Growth Monitoring assessments every four to eight weeks (depending on the tier) to determine if instructional adjustments need to be made. Teachers can also conduct ongoing progress monitoring to assess the mastery of smaller skills along the way as students work toward achieving their larger instructional goals. i-Ready's online Lesson Quizzes and student independent work can be used.

Tier I: Core Reading Program

To reduce the number of students at risk for reading problems in Tier I, high-quality, comprehensive reading/language arts instruction based on assessment data is provided for all students.

The goal of Tier I instruction is to ensure that the majority of students' needs can be met in the general education classroom through the implementation of research-based programs and practices that focus on the five essential reading components. This instruction is intended to reduce the number of students at risk for reading failure. Since instruction at this tier targets students who are above, at, or slightly below grade level, differentiated instruction is critical. The Tier I classroom can be organized homogeneously or heterogeneously, depending on the curriculum. In both organizational groupings, differentiated instruction based on individual needs should occur daily.

Tier II: Strategic Supplemental Intervention (iReady)

Additional instructional support (i.e. programs, strategies, procedures) is provided to students who, according to assessment data, are not making adequate progress in Tier I.

The goal of Tier II instruction is to provide sufficient additional assistance to enable students to improve their skills in order to be successful in Tier I instruction. This is often accomplished through specific preteaching, reteaching, and targeted review. In Tier II, instruction is more intensive, more explicit, and more focused than it is in Tier I. In addition, group size is smaller and instructional time is increased beyond the core reading block. Tier II reading instruction will be directly tied to core classroom instruction.

Tier III: Intensive Intervention (Barton)

Intensive instructional support is provided for students who are significantly below grade level and who may have severe

Parent Notification Plan/Home Literacy Reports

Parents will receive their student's iReady data scores at the conclusion of each benchmark period. Additionally, a Family Engagement Event will be scheduled led by the Instructional Coaches with support of the SEL Coaches and Family Engagement Coordinator to unpack the reports and assist the families in crafting goals for the subsequent benchmark assessments.

We will support our families with understanding the following areas:

- Letter names (the alphabet)
- Letter sounds and word parts (phonological awareness)
- Sounding out words (decoding)
- Reading words and sentences in the same way you speak (fluency)
- Spelling

Teachers will notify families of a student's academic performance for Foundational Skills on a formal basis 3X/year - with Family-Teacher Conferences (after Quarter 1 and another after Quarter 2) as well as EOY meeting to be held at the beginning of Quarter 4.

Families will be provided with the following resources/activities to further the at home learning experience:

- Please continue reading each night at home using the Guided Reading booklet, books brought from school or any books around the house. Read a book together every day.
- Practice sounding out words and talking about letters and sounds
- Order a copy of FREE early reader books (decodables) shipped right to your home. Families seeking to order booklet packs for their kindergarten, 1st, or 2nd grade students can do so at this link.
- Practice reading the same words and stories over and over to build fluency
- Check out these videos that target foundational skills for students in grades Pre-K-2
<https://bestforall.tnedu.gov/course/foundational-skills>

Improvement in Plan:

- P/T Conferences calendared and scheduled 2X/year after Fall and Winter Benchmark assessments. Ps will receive a printed report of their child's iReady and DRA3 data at the P/T conference to review and keep.
- Parents will receive weekly newsletters that detail phonics objectives for the week and will list the trick words (read: sight words) that align to Foundations lessons to support foundational literacy skills.
- Host an interactive Phonics night during Quarter 1 for Family Engagement, which details "look fors" in Foundations letters, how to complete written work, and what skills need to be mastered for 3rd grade proficiency.

Professional Development Plan

In SY2122, Teacher In-Service will include 2 days of Foundational literacy skills and instructional procedures.

State Literacy Training (May + June 2021) will be included as rigorous training for foundational skills

Early Reading Training

Coaching Cycles will allow Instructional Coaches to facilitate our staff's lesson preparation for the Phonics curriculum and the use of resources for literacy intervention. The "Cycles" will provide coaches and Lead teacher's the opportunity to identify "thinking steps" for student mastery with literacy standards and the key task, or exit ticket, for the corresponding lesson. Below is a sample calendar, to illustrate the frequency of Coaching Sessions with teachers and the frequency of grade-level meetings.

Coaching Roundtables

These sessions will provide teachers the opportunity to review observations

and receive feedback on a SMART goal that was identified between teacher and coach. This will provide teachers the time to identify misconceptions with literacy content, pull academic language that is tied to objectives, and identify resources needed for upcoming lessons. Additionally, Roundtables will integrate data analysis of student work 1-on-1 between coach and teacher or with another teacher on the grade level team to discuss the process of questioning and feedback that happens in real-time.

Additional Information about this Foundational Literacy Skills Plan

We do have a copy of the Family Newsletter and Family Engagement Event PowerPoint to support our intentional engagement with Families.