

## **Scott County Schools**

### **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**

K-2 students in Scott County Schools selected Amplify's Core Knowledge Language Arts, a foundational skills curriculum grounded in reading science and aligned to the Tennessee State ELA standards and on the list approved by the State Board/State Textbook Commission. This curriculum uses foundational skills as the primary form of instruction. Our students spend 120 minutes in a literacy block daily and 60 minutes for foundational skills in K-2 daily. Teacher instruction is explicit with use of the CKLA teacher guide to ensure a clear objective, modeling with clear examples, verbalizing the thinking process, providing opportunities to practice as well as giving feedback. The practices below will enable students to meet requirements of the ELA Tennessee Academic Standards Our foundational skills instruction contains activities and practice that teach the following foundational skills: phonological ( identify words that rhyme, counting the number of syllables in a name, etc.) ,and phonemic awareness (recognizing which set of words begin with the same sound, isolating and saying the first or last sound in a word, combining/ blending the separate sounds in a word to say the word, or breaking a word into separate sounds, etc.), phonics (identify individual letter sounds, decode regular words, decode one-syllable words with letter combinations, read single-syllable words with short vowel spellings, or read words with prefixes and suffixes, etc.). During instruction, our teachers explicitly teach a sound, and the students practice the sound aloud so they are able to learn how to produce its pure sound. Our teachers also model writing the sound and the students also write the sound. Independent practice is done individually or in a small group. Phonics instruction and decoding is also done in small groups based on need. Fluency (able to read with speed, accuracy, and good expression) vocabulary (understanding what the words mean when reading and listening or use when writing or speaking), and comprehension (understanding of what is being read and making meaning of the text). Our teachers understand that reading fluency, vocabulary, and comprehension are all related; as students become more fluent, they enjoy reading more, can read material in less time, and will better understand what they are reading.

The CKLA teacher's guide provides many suggestions to improve fluency, vocabulary, and comprehension. Reading fluency is improved by read alouds, paired readings, choral reading, and encouraging students to do much independent reading in increasing challenging books, which also improves comprehension and vocabulary. The scope and sequence of the curriculum is based on research of effective instruction for struggling readers. Skills are taught from simple to complex. Pre-

skills should be taught before a new skill/strategy is taught, easy skills before more difficult ones, new skills at a realistic rate with enough review and practice. Our improvements for next year include providing a designated time for teachers to collaborate to solve problems, share ideas of what works for them, and discuss ways to develop and practice writing skills.

### **Daily Foundational Literacy Skills Instruction in Grades 3-5**

Scott County Schools has an integrated literacy block for grades in 3-5 in the science of reading and aligned to Tennessee ELA standards. Our curriculum materials, Core Knowledge Language Arts (CKLA), were 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 lessons, our students receive a total of 90 minutes of ELA instruction each day. 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 a minimum of 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.

A daily lesson sequence in grades 3-5 CKLA may include briefly activating prior knowledge and read independently and/or aloud in partners or whole group. 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 with both discussion and writing and write a response to an inferential question that requires students to use evidence from the text to support their answer. Students also receive vocabulary instruction where teachers provide explicit support for vocabulary needed to access the complex text. In some lessons, the students may study the root words to understand how they can use parts of words to determine meaning. Students use their word knowledge as they engage in group discussion and writing activities. So foundational skills instruction is embedded in all aspects of this 90-minute block and is dedicated to developing students' holistic literacy approach to fluency, vocabulary, and comprehension coherently as recommended by research.

We would like to improve next year by improving the pacing of ELA lessons in grades 3-5 are getting their full practice time for reading, writing, and discussion.

### **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**

Wonders from McGraw Hill is our ELA supplementary in K-2.

### **Universal Reading Screener for Grades K-5. This screener complies with RTI<sup>2</sup> and Say Dyslexia requirements.**

The Scott County School District administers the NWEA MAPS Universal Screening tool three times per year to assess students in grades K-8 in both reading and math. EasyCBM is used for progress monitoring. EasyCBM complies with RTI<sup>2</sup> and Say Dyslexia requirements. STAR Early Literacy is used to assess reading and math in the fall, winter, and spring for Pre-K.

### **Intervention Structure and Supports**

In the fall, students are given a universal screener to determine which students have a significant reading deficiency or are "at-risk." score between the 0-25th percentile. The data team, made up of the classroom teacher, principal, instructional coach, and RTI<sup>2</sup> director and meet every 4 1/2 weeks and review universal screener data to determine which students' need to be placed in Tier II or Tier III reading intervention or if a change in placement or interventionist needs to be addressed. The data team also looks at other variables( attendance, engagement) Students who perform between the 11th and 25th percentile are placed into Tier II intervention and students who perform at the 10th percentile or below are placed into Tier III intervention. Students classified as Tier II or Tier III are given a diagnostic assessment to determine specific deficits in order to best assign students to a small group with an intervention that will narrow skill gaps. Students receive daily, small-group intervention 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 nit they are studying in Tier I instruction.

Our students are also screened using additional survey level assessments to determine if they have characteristics of dyslexia. Students wo do demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law's requirements. Our district uses a research-based supplemental program as one intervention for students students with characteristics of dyslexia. Our district notifies families of students who demonstrates characteristics of dyslexia and the program used to support those students, as it is based on the Orton-Gillingham approach of systematic, explicit, sequential phonics-based instruction and is considered a strong support for those students.

Reading Mastery and Corrective Reading are some of the intervention materials used to remediate students in the intervention groups. CKLA, our ELA curriculum contains an assessment and remediation guide in which teachers can find activities that directly address targeted skill gaps. These can be tailored to the needs of the RTI group of students.

The CKLA Assessment and Remediation Guide provides multiple additional resources for teachers to use as they support students on their path to mastery of grade-level foundational skills such as samples of lessons provided along with lesson templates to guide planning lessons that meet specific needs of individual students/groups.

Word/Chaining Lists, articles for reteaching which are engaging and designed to be teacher-facilitated, and games for reinforcement to help students apply and practice targeted skills. Additional resources such as comprehension thinking and reading charts, sound articulation charts, decoding strategies, and a concepts of print checklist.

Besides receiving additional instruction, students also complete Easy CBM progress monitoring probes weekly. The results of the progress monitoring probes along with the data team's recommendations are used to adjust each student's intervention plan. Some examples of changes made to the plan to support struggling readers are: changes to the skill, changes to the intervention materials, the intervention time (early in the day or later in the afternoon), the person implementing the intervention materials, the student grouping strategy, and preferential seating.

### **Parent Notification Plan/Home Literacy Reports**

The Scott County School District notifies parents of students in grades K-5 if their child is "at-risk" for a significant reading deficiency based in the results of the NWEA MAPS universal screening tool. A parent notification letter is sent home directly following the first data team meeting in which students who perform at the 25th percentile and below are placed into a Tier II or Tier III intervention. The parent letter explains that the student is administered the universal screening tool three times per year and that the child is experiencing challenges.

The letter identifies the skill area in which the student is struggling (phonological awareness, phonics, reading fluency, reading comprehension, or written expression). The letter also identifies the intervention used, the tier placement, the amount of time each day the student will spend receiving reading intervention, an explanation of how the intervention will be implemented, and some tips for the parent or guardian to help the student at home. The letter also explains the importance of being proficient in reading by the end of their third grade. The initial parent letter is sent home when a student qualifies for intervention. An additional letter is sent home monthly, after each data meeting, to inform the parents of the student's progress.

In addition to the initial parent letter, we plan to send home NWEA MAPS family report that includes an explanation of how to read the scores. Both the initial parent letter and the NWEA MAPS family report will be sent home when a student performs at the 25th percentile and below.

The classroom teacher will provide no-cost reading activities to families to support their child at home. The activities will be aligned to the students' area of deficiency and/or grade level content. The letter does remind the parent/guardian to contact the teacher for activities to be completed at home.

### **Professional Development Plan**

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

April/May 2021 - All teachers in grades Pre-K-5 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 early a completion certificate prior to starting Week 2 in June.

June 2021 - Our district has registered for the cohort-based, in-person training offered as Week 2 of the Early Literacy Training series for teachers in grade Pre-K - 2 along with some grade 3-5 teachers. The participating teachers will also include interventionists, special education teachers and elementary instructional coaches.

July 2021 - grades 3-5 teachers will participate in one day of professional learning this summer focused on leveraging the writing, grammar, and morphology embedded within the CKLA materials.

K-2 teachers will also participate in ongoing PLC's throughout the 2021-2022 school year focused on effective internalization and delivery of the CKLA Foundational Skill lessons using internalization templates developed in partnership with the LIFT network.

We plan to provide grades 3-5 teachers with additional training during the summer of June 2022. They will also participate in ongoing PLC's throughout the 2021-2022 school year focused on effective internalization and delivery of their CKLA Foundational Skills lessons.

### **Additional Information about this Foundational Literacy Skills Plan**

The Pre-K teachers will attend the 2 week Reading 360 Early Literacy Skills training.

The Pre-K director has purchased Amplify-CKLA ELA program for Pre-K and in addition, will receive materials and will receive training on May 24 in order to implement the program with fidelity.