

Bartlett City Schools

Foundational Literacy Skills Plan

Approved: May 7, 2021

Updated: May 26, 2022

Updated: October 25, 2023

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

Bartlett City Schools uses a foundational skills curriculum (Wonders, McGraw Hill) 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 (120 minutes minimum to 150 minutes maximum) for foundational skills instruction in grades K-2. This instructional time includes activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary work (“word work”). During that instruction, teachers explicitly teach a sound, the students practice the sound aloud (learning how to produce pure sound), the teacher models writing the sound, the students refer to their individual code chart on which they write the sound, then students apply the skill in independent practice (small group or individual).

For example, in kindergarten. Letter-sound relationships are introduced in Unit 1, Week 1, and are applied to simple VC and CVC words. As the sequence progresses through kindergarten and into grades 1 and 2, students encounter more sophisticated sound-spelling patterns and more complex words, including multi-syllabic words. The weekly lessons in grades 3-6 help students read multi-syllabic words.

Another example in Grade 2 Unit 3, Week 5: The daily phonics lessons target long u spelled u_e, ew, ue, and u, which is also the focus of the daily spelling lessons. The vocabulary lesson on page T342 includes the word music, which contains the long u sound.

Our improvements for next year are grounded in designated time for teachers to collaborate as they internalize the instructional plan for unit level and lesson level preparation.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Bartlett City Schools has an integrated literacy block for grades three (3) through five (5) grounded in reading science and aligned to Tennessee ELA standards. Our curriculum materials (Wonders, McGraw Hill) are 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 minimum of 90 minutes and a maximum 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 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.

Wonders provides many opportunities for rich, grade-appropriate, and meaningful discussion of complex texts every week. Teachers lead students in a close reading routine of the Shared Read in the Reading/Writing Companion, and the selections in the Literature Anthology. They read short, complex texts and stories multiples times and are prompted to ask and answer questions; visualize; reread; make, confirm, and correct predictions; summarize; synthesize, or make inferences. The teacher models (Talk About It and Teacher Think Aloud), and then guides students as they reread and answer text-dependent questions. At the beginning of every week or Genre Study, students in all grades build background by talking about the Essential Question and Weekly or Genre Study Opener. There are Build Background videos and/or additional photographs each week to help children build knowledge. When students in Grades 1-6 are doing a close read, the teacher uses a multiple-step instructional model for teaching think aloud. First, the teacher models the think aloud. The second time it appears in the lesson, the teacher models and the student does a think aloud. The third time it appears, the student does the think aloud on his or her own. Wonders includes both direct and indirect strategies to build vocabulary. Students build vocabulary indirectly by listening to, reading, and discussing fiction and nonfiction texts.

Wonders builds a strong foundation with daily, explicit, and systematic phonics instruction. A variety of materials require students to use their knowledge of grade-level phonics patterns and word analysis skills in weekly Spelling, Writing, Shared Reads, and Decodable Readers. McGraw Hill includes research based white papers for all students inclusive of grades 3-5: All Students Phonics instruction has been shown to have a statistically significant positive impact across all student categories (NICHHD, 2000, p. 2-160). An example would be in Grade 4: Grade 4 Unit 2, Week 4: The Phonics lesson targets r-Controlled Vowels /är/ and /ôr/. These vowel sounds are reinforced in the reads. These vowel sounds are also targeted in the daily Spelling lessons. In the edit and proofread lesson, students will edit and proofread their compare/contrast essay about two animals they chose, and the phonics and spelling lessons, this week and throughout the year will help them as they edit and proofread.

Approved Instructional Materials for Grades K-2

McGraw Hill - K-5 Wonders

Approved Instructional Materials for Grades 3-5

McGraw Hill - K-5 Wonders

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

iReady will be our universal screener. It complies with the dyslexia screening requirements established in § 49-1-229 and with the universal screening requirements established in Tennessee's RTI² framework manual.

We will also administer the Tennessee Universal Reading Screener (aimswebPlus) to our students in third grade for the Spring Benchmark.

Intervention Structure and Supports

In the fall, students are given a universal screener (iReady) to determine which students have a significant reading deficiency or are "at-risk". Students are screened three times per year in September, December, and May. Our grade-level teachers and principals review universal screener data to determine which students score between the 0-25th percentile. Those students demonstrating need are classified as in need of Tier II or Tier III instruction. 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 for at least 45 minutes in their area of greatest deficit.

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. Bartlett City Schools uses Fountas and Pinnell, Great Leaps, Road to the Code, and Road to Meaning to meet varied student needs. In addition, our recently adopted ELA curriculum 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 Mastery Connect and SPIRE) become an option. Data teams meet every 4 ½ 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 district uses a research-based supplemental program as one intervention for students with characteristics of dyslexia. Our district notifies families of students who demonstrate characteristics of dyslexia through an RTI Initial letter. Families are notified through the RTI Coaches and classroom teachers that specific interventions (Fountas & Pinnell, Road to the Code, and Road to Meaning) are being used. Say Dyslexia is also posted on the Bartlett City Schools web page with resources listed.

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. For students who need fluency support, they may receive intervention using Fountas & Pinnell, Great Leaps, and Edgenuity K-5 Path Blazer program.

Parent Notification Plan/Home Literacy Reports

Our district 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 the district’s 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. 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 ½ 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 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 plan for providing PD for all K-5 teachers is as follows : Reading 360 Early Literacy Training Summer 2021- K-5 teachers will begin the first wave when available in mid-May to sign-up for the Week 1 of the Early Literacy Training (Reading 360) 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 earn a completion certificate. The mandatory training will require teachers to demonstrate knowledge and competency. Certificates may be uploaded for flex credit. Spring 2022 – All teachers grades Pre-K through grade 5 not participating in the Summer 2021 offering will engage in Week 1 of the Early Literacy Training (Reading 360) 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 earn a completion certificate.