

Clinton City Schools
Foundational Literacy Skills Plan
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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

In the K-2 master schedule CCS far exceeds the minimum 45 minutes requirement to devote to foundational literacy. The breakdown of exact time follows:

- Phonemic Awareness and Phonics = minimum 30 minutes daily
- High Frequency Words and Vocabulary Development 20 minutes Daily
- Fluency = 20 minutes daily primarily practiced in small group reading
- Comprehension = 20-30 minutes daily

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. Wilson Language is used in Kindergarten to teach all of the above as well as the adopted reading series, Houghton Mifflin Harcourt Into Reading. Wilson Language is used in 1st and 2nd grade to teach phonemic awareness, phonics, and fluency. Student get additional practice using Houghton Mifflin Harcourt Into Reading. The primary instructional tool used for comprehension in these two grades is Houghton Mifflin Harcourt Into Reading. Wilson Language/Foundations uses foundational skills as the primary method of instruction and has a designated block of time (30-45 minutes daily) 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 of the Day). During that instruction, teachers explicitly teach a sound, the students practice the sound aloud (learning how to produce pure and accurate sounds), the teacher models the letter/s combination, says the keyword, and produces the proper sound. He she will model 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 the second nine weeks of first grade, students will learn how to encode & decode words with r-controlled vowels. See below. ar Car ar or horn or 1.FL.PWR.3c Students have the opportunity for meaningful practice...visual, auditory, and kinesthetic (using both large and small muscles) in daily systematic and explicit instruction. Students have the repeated opportunities to activate muscle memory when using decodable texts (sentences and paragraphs) that are aligned

with the sounds taught in explicit instruction. Weekly Check-ups and Unit Assessments are given to monitor progress and adjust instruction.

Our improvements for next year/s are grounded in the continued designated time for teachers to collaborate as they solve problems of practice (refine the opportunities to develop and practice writing skills, for example) and as they internalize the instructional plan through unit-level and lesson-level preparation. Another example of alignment to TN state standards is in Foundations Kindergarten level. In an activity called Echo/Find Words students encode and decode regularly spelled CVC words (K.FL.PWR.3d). In this activity students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. The teacher dictates the word. Students echo the word. The word is then tapped together using the fingers. Students then must find magnetic letter tiles to build the word on their personal magnetic boards. One student will come to the front of the class to find the letters at the letter display board. When all students have formed the word with their tiles, the teacher asks someone to spell it orally, and have the students provide a sentence with the word. The teacher then directs students to “clear the deck” or “spell it away”. Students return each tile to the correct alphabetical position on their magnetic boards. An option to this activity is to have students spell the word(s) either white boards or writing paper.

Daily Foundational Literacy Skills Instruction in Grades 3-5

For grades 3-5, a minimum of 30 minutes daily is committed to teaching foundational skills at these grade levels using an integrated approach. The following materials are used to teach morphology, grammar, spelling, writing, and fluency.

- Morphology/vocabulary – Sadlier Vocabulary and iReady (15 minutes daily)
- Comprehension – iReady and Sadlier Progress
- Fluency - iReady and Sadlier Progress (45 minutes daily)
- Grammar – HMH Into Reading (10 minutes)
- Spelling – HMH Into Reading (5-10 minutes)
- Small Group – (45-60 minutes)
- Writing – Teacher written prompts using the SRSD method taught by TDOE. (2 full days in the ELA block are dedicated to the writing process. Writing is evidenced based from the texts read.)

In 2022-2023 school year, we will begin to implement Houghton Mifflin Harcourt Into Reading for grades 3-5. Our district 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 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 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 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. For example, when the American Revolution is studying in fourth grade using our adopted Social Studies curriculum, our teachers integrate several literary texts from Sadlier Progress on the same topic. The unit is planned to ensure that students learn how the craft and structure of a piece of literature contributes to their understanding of it. Another piece on the topic is then read for the purpose of integrating knowledge and ideas from one or more texts. Close reading steps are followed for each text read. Questions and activities to reinforce all RL standards have been created (summarizing, vocabulary – including roots and affixes, theme, story elements/character traits, structural elements of the texts read, point of view, compare & contrast for example). As well, literal and inferential short constructed response items and writing prompts have been created so that students must draw evidence from the sources read. In the 2021-2022 school year our third grade students will implement Foundations which has been described above.

Approved Instructional Materials for Grades K-2

Houghton Mifflin Harcourt - K-2, 4-5 Into Reading, Tennessee

Approved Instructional Materials for Grades 3-5

Houghton Mifflin Harcourt - K-2, 4-5 Into Reading, Tennessee (Grades 4 and 5)

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

We administer the Tennessee Universal Reading Screener, aimswebPlus, to all students in grades K-5.

Intervention Structure and Supports

Clinton City Schools uses an all-hands-on-deck approach for each grade level in addressing RTI needs. Every grade level has a 45-minute block embedded into the daily school schedule. All instructional assistants work together with the teachers to address students' unique learning needs. For example, in a grade level with four classes, there may be 9-10 intervention/acceleration groups when you include all staff involved. The grouping is flexible and is adjusted monthly in the RTI meeting. All students receive 45 minutes of intervention/enrichment based on the needs of the Universal Screener. Students that score below the 10th percentile at administered survey level assessments to identify specific deficit areas. Both Tier 2 and Tier 3 receive 45 minutes of RTI daily providing a support level beyond the expectation level for Tier 2. Students that receive Tier 2 instruction have scored between the 11th and 25th percentile. Tier 3 instruction is provided to students who have scored the 10th percentile and below. Informal

intervention groups are maintained for students that score the 40th percentile and below. All Tier 3 students receive a multisensory, research-based approach to intervention. Tier 3 students receive intervention in groups of three students to one adult. For example, students in Tier 3 ELA use SPIRE as it is multisensory and research-based. Sound Sensible and Foundations Intervention are used at the Tier 3 level as well. In Mathematics, Tier 3 is addressed using Touch Math strategies with Ready Lessons on the student's instructional level. Clinton City Schools uses a number of intervention programs aimed at providing the support they need to increase their performance closer to grade-level expectations.

Parent Notification Plan/Home Literacy Reports

Clinton City Schools notifies parents in grades K-6 if their child is “at-risk” for or has a significant reading deficiency as evidenced by students scoring in the 0-25th percentile on the universal reading screener. 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, following a monthly RTI meeting. During each monthly meeting, data teams discuss the existing intervention plans and make decisions based on the needs of the individual student. Parents receive monthly notifications/communication describing student progress and outlining any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data. Schools provide a resource document with recommended activities (that do not require purchased resources) that will support students in their area of need.

These communications go out to parents with students in grades K-6 each grading period. Additionally, a School Home Connect newsletter is provided monthly to all students with recommendations of how families can support their readers. Teacher newsletters, in the primary grades, outline the foundational skills and knowledge domains for the coming week that will inform and equip parents to work with the child. The school and district websites have links in the parent tabs that support foundational and ELA skills using family-friendly language and activities.

Professional Development Plan

CCS teachers have been provided professional development activities in the foundational skills beginning with Foundations, a Wilson Language Product. All teachers PreK-3 continue to receive ongoing, job imbedded PD on phonics instruction. Regularly scheduled collaborative days and PLCs are used to deepen understanding in early foundational skills. All teachers PreK-6th grade have received training on research-based vocabulary instruction based on the work of Beck and McKeown. Intermediate teachers have additionally received instruction on syllabication and its use in decoding and the craft of writing.

CCS teachers will attend the professional development training provided by TDOE on foundational skills instruction grounded in a phonic-based approach. This training will be equivalent to one week of extensive training. Phonological awareness, phonemic awareness, phonics, fluency, and

vocabulary will be covered in this training. Teachers must demonstrate competency at the conclusion of the training.

Additional Information about this Foundational Literacy Skills Plan

Clinton City Schools is continuing our focus on Foundational Literacy. As we have worked to implement Foundations across grades K-3, our plans will always be driven by data and solid instruction.