

## **Claiborne County Schools**

### **Foundational Literacy Skills Plan**

**Approved: June 1, 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 K-2 teachers use CKLA skills to provide foundational skill instructional daily. Our teachers teach one skills lesson a day for 60 minutes. Our teachers use CKLA Knowledge for reading, writing, listening, and speaking. Our teachers teach one knowledge lesson a day for 60 minutes. CKLA curriculum is aligned to TN State Standards and is approved by the state Textbook and Instructional Materials Quality Commission. Our teachers use CKLA to provide explicit instruction and student practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension daily. CKLA begins phonics instruction by starting with sounds first, then attaching those sounds to spellings. CKLA's synthetic phonics approach begins by teaching the most common or least ambiguous spelling for a sound (basic code spelling); later, it teaches spelling alternatives for sounds that can be spelled in several different ways. The system is kept simple at first, and complexity is added bit-by-bit as students gain confidence and automatize their reading and writing skills. In CKLA, all 150 spellings for the 44 sounds in English will be taught in an intentionally sequenced progression from Kindergarten through Grade 2. In K-2, the program teaches children 150 spellings for the 44 sounds of English. It introduces an average of 5-10 letter-sound relationships within each unit of instruction; each unit lasts approximately 2-3 weeks. The program provides daily phonics lessons. The lesson formats vary, but in every lesson, there is practice in the basic letter-sound relationship(s) of focus, which includes a relatively intensive set of activities to further practice these relationships (e.g., approximately 15 minutes daily of writing, spelling, and word-level reading and word sorting, using sound-spellings that was just taught). Then, each day, children are provided the chance for extended practice through independent and/or small group reading or writing activities. These opportunities for comprehensive practice reflect naturalistic activities where children are building other skills, such as grammatical skills related to sentence activities, genre writing, or reading and reading comprehension. For example, children may be responding to questions from texts, using words in sentence-level work, or applying their knowledge of sound-spelling correspondence within the plan, draft, and edit processes of various writing genres that they are taught.

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

Our 3rd-5th grade teachers use Wit and Wisdom for an hour and a half of ELA instruction each day. Wit and Wisdom curriculum is aligned to TN State Standards and is approved by the state Textbook and Instructional Materials Quality Commission. Wit & Wisdom is a comprehensive English language

arts curriculum. Each Wit & Wisdom module centers on studying rich and engaging texts curated to build student knowledge of important arts, history, and sciences ideas. The approach is integrated and text-based: daily reading, writing, speaking, listening, grammar, fluency, and vocabulary study is based on—and draws on evidence from—exceptional texts. 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. All of our 3rd-5th grade students also receive 30 minutes of RTI2 time to focus on skill needs based on AIMS Web assessment data. We utilize SPIRE, Read Live, Fast Forward, and Great Leaps to close skill needs.

### **Approved Instructional Materials for Grades K-2**

Amplify - K-5 Core Knowledge Language Arts

### **Approved Instructional Materials for Grades 3-5**

Great Minds - 3-5 Wit and Wisdom

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

AIMS Web Plus

### **Intervention Structure and Supports**

In the fall, students are given a universal screener (AIMSWEB) to determine which students have a significant reading deficiency or are “at-risk”. Our interventionist, classroom, teachers, school administrators, school psychologist, and district RTI Supervisor review universal screener data to determine which students need intervention support to close learning gaps. 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 30 to 60 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. 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 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. Families are notified that the SPIRE curriculum is 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. 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 the SPIRE program. We host yearly literacy nights where we share the benefits of children being able to read by the end of 3rd grade, as well as provide take-home reading activity kits, books, and information on how to support your child as they learn to read. The interventionist helps parents understand how to read benchmark and progress reports, as well as how parents and guardians can help at home. We will be adding Google Meet Video Sessions for 2021-2022, where the Elementary Supervisor shares ideas and tips on how parents can support their learning at home. She'll share foundational skill activities that are both fun and educational.

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

Our district notifies parents in grades K-8 if their child is "at-risk" for or has a significant reading deficiency (as evidenced by students scoring in the 0-25th percentile or teacher recommendation when a child performs above the 25th) 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 the child, but tailored by skill deficit generally). These communications go out to parents with students in grades K-8 three times 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**

All K-5 teachers and administrators are participating in the State Early Literacy Training. We are continuing to partner with the LIFT network to provide support to K-8 ELA teachers in using both CKLA and Wit and Wisdom.

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

We are continuing to work with the LIFT Network to improve and our grow our students.