

## **Bartlett City Schools**

Foundational Literacy Skills Plan

Last Updated: October 25, 2023

Approved: May 15, 2024

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 and phonemic 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.

BCS follows the RTI/TDOE guidance for 150 minutes during an ELA block. RTI is scheduled for an hour outside of the 150-minute block. A minimum of uninterrupted 90 minutes for Tier I instruction is required.

### 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 Wonders

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

McGraw Hill Wonders

## **Supplemental Instructional Materials**

Our district has adopted an approved curriculum for ELA instruction; however, we have chosen to supplement in several ways. Our district will use the Tennessee Foundational Skills Curriculum Supplement to further address foundational skills in daily instruction. This supplement allows us to focus more deeply on the phonological awareness and advanced phonemic awareness skills that are crucial for success all the way through second grade. We use the daily sounds-first activities as our daily warm up in all elementary schools across the district.

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

We administer the iReady Suite of assessments as our universal reading screener for students in grades K-5.

Our district also administers the Tennessee Universal Reading Screener (aimswebPlus) to 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, scoring below the 15th percentile, or are “at-risk,” scoring between the 16th and 40th percentile. Students are screened three times per year in September, December, and May. Our grade-level teachers and principals review universal screener data and other student data to determine which students fall into these categories and need additional support. 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 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 Barton Reading and Spelling System, Great Leaps, and iReady Instructional Tool-Box to meet varied student needs. In addition, our adopted ELA curriculum contains an assessment and remediation guide in which teachers can find activities that directly address skill gaps. The curriculum has also developed an adaptive learning platform for grades K-5 that focus on phonemic awareness, phonics, and structural analysis. 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 Making Connections 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 Barton Reading and Spelling System and Great Leaps are being used, 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. Dyslexia resources including those from TDOE are 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 Barton Reading and Spelling system and Great Leaps.

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

Our district notifies families in grades K-5 if their child is “at-risk” for or has a significant reading deficiency or is at risk of a significant reading deficiency immediately after the district’s schools complete the fall universal screening. Students’ scores are communicated in family-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. The families 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 and includes information on the promotion pathway to grade 4.

The district defines how students are assessed and what a “significant reading deficiency” means. Families are subsequently notified of their child’s progress, or lack of progress, after the 4 ½ week data team meetings. In the family 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 families with students in grades K-3 three times annually and are shared in grades 4 and 5 annually.

Additionally, the ELA curriculum contains family letters in the younger grades that outline the foundational skills and knowledge domains for the coming week that will inform and equip families 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**

June – July 2023

Various groups will participate in training and collaborate to align curriculum and assessment. The Kindergarten Advisory Team and K-5 curriculum writers will ensure alignment of adopted curriculum and district assessments. Training will be offered for classroom teachers, interventionists, and coaches on the Barton Reading and Spelling System to support foundational literacy skills intervention particularly for characteristics of dyslexia.

August 2024

K-5 teachers and administrators will be updated on the revised Foundational Literacy Skills Plan. New K-5 teachers will attend additional training about literacy instruction requirements, access to the district's HQIM (Wonders), and how to access on-going professional development opportunities related to literacy instruction and intervention. K-2 teachers and literacy coaches will also review access to and materials available for the TN Foundational Literacy Skills Supplemental resources, as well as discuss ways to incorporate those materials.

September 2024

RTI<sup>2</sup> Coaches, school and district administrators, teachers, and other members of the RTI<sup>2</sup> team will participate in a redelivery of state training about data-based decision making.

February 2025

K-5 teachers will collaborate in district PLCs and participate in focused professional development based on feedback from the ELA walk-throughs.

Ongoing FLEX Opportunities

Teachers will have on-going FLEX opportunities through our professional learning management system on a variety of topics related to our district's K-5 curriculum. Webinar sessions will cover curriculum resources and materials, lesson components, differentiated materials, and assessment. Teachers and administrators will continue to access the Reading 360 Early Literacy Training (Week 1 Online) as needed. Teachers who have not previously completed the Reading 360 Early Literacy Training for Week 1 will complete the online self-paced modules.