

Warren County Schools

Foundational Literacy Skills Plan

Approved: May 19, 2021

Updated May 24, 2022

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 district uses Benchmark Advance which is a foundational skills curriculum grounded in the science of reading and aligned to the Tennessee ELA standards. Benchmark Advance is an approved curriculum by the state Textbook and Instructional Materials Quality Commission. This curriculum uses foundational skills as the primary form of instruction with an integrated approach with a 45-60 minute block of time for grades K-2. This instructional time includes activities that build metacognitive, comprehension, vocabulary, shared readings and phonological awareness/phonics mini-lessons. In Warren County, all elementary schools have a minimum of 120 minute literacy block, with a 60 minute focus on foundational skills. The foundational skills are then integrated within a knowledge building portion of the curriculum. The foundational block of time begins with a shared reading. During shared reading, the teacher reads the story/rhyme aloud to the students then the students read with the teacher focusing on fluency. In addition, vocabulary is discussed, grammar (ex. Punctuation), emphasizing previous taught phonics skills (circle short i words in the reading), and a short writing (ex. My favorite character from the story is...). The next component in the block are the phonological awareness/phonics mini-lessons. The teacher begins with phonological awareness using the sound that will be taught in the phonics lesson. The teacher then explicitly teaches the sound, the students practice by orally blending and segmenting the sound, the teacher models how to write the sound (or dictate a sentence in grades 1-2), then students apply the skill in their decodable reader. Activities in small groups are designed to reteach/reinforce the foundational lessons. The phonics lessons are followed by the first-reading of the grade level text. The teacher models the reading and models metacognitive strategies and focuses on vocabulary and fluency which are essential for comprehension. Benchmark Advance incorporates teaching foundational skills through explicit and systematic phonics instruction that will build for a successful transfer. The scope and sequence is researched-based and purposeful that includes a spiral review with repetition cycle, frequent application to real reading and writing experiences, and built in differentiation for efficient use of instructional time. K-1 focuses on building the foundation skills and grade 2 begins the transition of multisyllabic words.

For example, our first grade students completed a unit An example of a phonological awareness/phonics lesson in the fourth unit of the first grade curriculum, the students will know how to decode consonant digraphs (th, sh, ng, ch, tch, wh, inflectional ending -ing and -es),

consonant blends, and short vowels. Students will work with phoneme identification, spelling-sound correspondences, blending words with digraphs and/or blends with elkonin boxes/mats, reading words with digraphs in their decodable text, and a handwriting practice page that emphasizes the new learning.

Our improvements for next year are implementing the high-quality instructional materials the district adopted to focus on implementing research based instruction and supporting teachers in this transition. Particular focus will be on the delivery of explicit instruction and integrating the instruction into authentic practice through unit planning. With this in mind, we will focus on unit and lesson planning in a collaborative environment with district ELA coaches.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for grades three through five grounded in reading science and aligned to Tennessee ELA standards. The district adopted Benchmark Advance for grades 3-5. The 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 foundations foundational skills within daily lessons, our students receive a total of 90 minutes third through fifth grade of ELA instruction. All daily instruction includes components for knowledge-building for about 60 minutes each day (text sets focus on one concept in each 3-week unit to build knowledge and vocabulary) and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. The foundational component in grades 3-5 focus on building word curiosity and increased talk about words that leads to active and improved word learning, frequent and strong application to authentic reading, and tools to tackle increasingly new and complex words while reading. Third grade will continue with multisyllabic words and syllable types from second grade. Third grade will focus on syllable types and morphology. Fifth grade will take it deeper to focus on morphology with Greek and Latin roots. The 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, our fourth grade students completed a unit on Government in Action. The unit integrates modal auxiliaries, form and use the progressive tense, commas and quotations in direct quotes, open syllables, vowel teams, vowel-r syllable patterns with the knowledge of government and citizenship roles from towns, state, and federal level. The integration of the foundational skills will be learned while increasing the students' knowledge of government.

Our improvement for next is grounded in the implementation of the high quality materials and the integration of literacy skills and knowledge and planning in a unit concept. In addition, teachers will be provided professional development focused on foundational skills as part of the Early Literacy training provided by the state of Tennessee.

Approved Instructional Materials for Grades K-2

Benchmark - K-5 Advance

Approved Instructional Materials for Grades 3-5

Benchmark - K-5 Advance

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

For grades K-10, Warren County Schools uses Aimsweb Plus as a universal screening tool for Reading.

For grades K-8, Warren County Schools uses Aimsweb as a universal screening tool for Math.

Intervention Structure and Supports

For grades K-10, Warren County Schools students are given a universal screener (AIMSWEB PLUS), three times a year, to determine which students have a significant deficiency or are at risk. Warren County School grade-level teachers, principals, interventionists, and school psychologists review the data to determine which students score in the 1-25th percentile range. Those students identified as have a need are classified as Tier II or Tier III. Students identified as Tier II or Tier III are given Survey Level Assessments (SLA's) using AIMSWEB Plus to determine the specific skill deficits and appropriate progress monitoring levels. Students are then assigned to a small group with an intervention that will narrow skill gaps. Students receive daily, small-group intervention for 30-45 min (depending on their Tier level, 30 for Tier II and 45 for Tier III) in their greatest deficit. Warren County Schools uses researched based options for reading intervention support for students who are at risk and/or have been identified with a significant reading deficit. We utilize Lexia for our students with reading deficits in both Tier II and Tier III. The curriculum within the program contains remediation guides and assessments in which teachers can find activities that directionally address skill gaps. Lexia can be tailored to the needs of each 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 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 the provider. Our students receive daily, explicit instruction in their area of deficit in small groups using research-based materials and strategies. These students, along with students new to the district, are also screened using the PASS and PWRS to determine if they exhibit 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 notifies families of students who demonstrate characteristics of dyslexia. Families are notified that Lexia curriculum is used to support those students, as it is based on an approach of systematic, explicit, sequential, phonics-based instruction and is considered strong support for those students. *In the representative schedules, RTI is represented as WIN time or Tier Time

Parent Notification Plan/Home Literacy Reports

Warren County Schools notifies parents in grades K-5 if their child is at-risk for or has a significant reading deficiency (a score at or below the 25th percentile on the universal screener) immediately

after the fall screener is completed by the district. Student's scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and the extent of the student needs. A letter is sent home to the parent to inform them of the tier the student will be placed in, the frequency of the intervention, the duration of the intervention, and the intervention type. Parents are informed monthly of the student's progress in RTI2 by a copy of the student intervention plan which shows progress monitoring level as well as progress. Parents are also given a description of the importance of being able to read by the end of the 3rd grade. 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 grades K-5 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 children are learning.

Professional Development Plan

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

April 2021-All classroom teachers PK-5, ESL, Sped Interventionists, and Reading Interventionist have the opportunity to participate in Week 1 of the Early Literacy Training series, asynchronously. This training will focus on foundational reading development and instruction is grounded in a phonics-based approach. We will ensure that participating educators earn a completion certificate prior to starting Week 2 work in either June or July, depending on their Week 2 cohort.

June-July 2021-Our district will host three cohort-based, in-person training offered as Week 2 of the Early Literacy Training series for all teachers in grade Pre-k through five. The participating teachers will also include interventionists, special education teachers, ESL teachers, and elementary instructional coaches, and principals if they choose to attend. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.

We plan to include any new teachers or teachers who were unable to attend summer of 2021 in grades PK-5, ESL, interventionists, special education, and instructional coaches during the summer of June 2022.

In July of 2021, the ELA coaches will engage in work around the IPG tool and unit and lesson prep. This training will then be delivered to teachers during the 2021-2022 school year through PLCs and walkthroughs using the IPG tool.

We are partnering with NIET for the 2021-2022 school year to provide coaching and support to our district and school level coaches and leaders. This will consist of 18 professional development days.

Warren County is also part of the PK-2 Early Literacy Network for 2021-2022 and 2022-2023 school years.