

Trousdale County

Foundational Literacy Skills Plan

Last Updated: June 2, 2022

Approved: June 14, 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

Trousdale County School District uses CKLA (skills strand) foundational skills state-approved curriculum aligned to the Tennessee State Standards grounded in the simple view of reading (SVR). This is a scientific theory that a student's ability to understand written words depends on how well they sound out (decode) the words and understand the meaning of those words. Foundational skills instruction is the primary form of instruction consisting of comprehensive, explicit, and systematic phonics programs designed to build decoding, fluency, and writing/spelling skills. K-2 students receive a minimum of sixty minutes of daily explicit instruction in foundational skills that involve phonemic awareness, phonics, fluency, vocabulary, and comprehension. Within a unit of instruction (typically one to three weeks), students are given opportunities to practice and use these in word-reading, sentence-reading, and text-reading tasks, as well as within writing tasks. Children will read books ranging from fifty to one hundred pages (on average) that utilize only the sound-spelling patterns taught to date. A three-principle design is used during foundational skills instruction.

- Design Principle 1 is blending a synthetic phonics approach with support for word patterns and high-frequency words. This model reflects explicit and systematic phonics instruction. In CKLA, children are first taught to relate a single spelling to each of the forty-four sounds of English. CKLA seeks to minimize the challenges of this approach (i.e., that children will encounter exceptions to what they know) by teaching children the most common and least ambiguous spelling for each sound of English (e.g., a e is taught for a long "a" sound because there are few exceptions).
- Design Principle 2 is combining word-level instruction with engaging text (and writing activities) that reinforce letter-sound targets creating a mastery-oriented and motivating approach to building strong readers. The CKLA phonics program is uniquely designed with the cognitive science of practice in mind: it explicitly weaves in all three dimensions of systematic practice across lessons, units, and grades. The program provides daily lessons during those 2-3 weeks in the 5-10 letter-sound relationships of focus, thus organizing lessons to maximize practice.

- Design Principle 3 is an aligned system of progress monitoring and instructional planning is critical to effective instructional differentiation. Children are given assessments of their core knowledge each year as an initial placement process.

From that, children are placed into a unit of instruction and, if this unit is below grade level, are given recommended added or supplementary differentiated instruction using the Assessment and Remediation Guide (A&R Guide). The A&R Guide tracks each specific unit of instruction and provides ideas for added or differentiated instructional activities around all key skill areas within kindergarten and first grade. In second grade, the remediation materials emphasize activities to focus on automaticity supporting comprehension and fluency in later grades.

Further, the A&R Guide provides specific progress-monitoring tools to allow teachers to consider children's broader progress and response to the curriculum (with, again, suggestions and guidance on differentiation, depending on the results of these tools). Additionally, students receive from 50-75 minutes in Grades K-2 each day building their knowledge during the instructional Read Aloud block.

Daily Foundational Literacy Skills Instruction in Grades 3-5

In Grades 3-5, Trousdale County School District implements an integrated literacy block, which is grounded in an evidence-based approach, and aligned to Tennessee ELA standards. Our curriculum materials (Open up Expeditionary Learning) were selected from those on the approved Tennessee Adopted Textbook List. The Expeditionary Learning curriculum is research-based and builds students' capacity for three dimensions of high achievement: mastery of knowledge and skills, character, and high-quality student work. Our daily schedule of instruction includes components for knowledge building through complex texts and using that knowledge as they read, listen, think, speak, and write. This literacy block includes explicit support through a combination of foundational skills (fluency, grammar, morphology, spelling, and writing) and components of the knowledge-based building. Vocabulary, comprehension, and fluency are embedded within the lessons taught to ensure continuity, cohesion, and connection. Third-grade students spend 65 minutes daily in foundational skills instruction. EL Education's Grades 3-5 comprehensive literacy curriculum is 90 minutes per day of content-based literacy: Module lessons (60 minutes of daily instruction): explicitly teach and formally assess all Tennessee standards for English Language Arts and Literacy. An additional language and literacy block with 30 minutes of built-in foundational skills is provided for students in grades 4 and 5 which include additional practice and differentiated support for all students. The module lessons work together to help students develop literacy skills as they build knowledge about the world. Five key areas are addressed: independent reading; additional work with complex text; reading and speaking, fluency/grammar, usage, and mechanics; writing practice; and word study/vocabulary. EL's approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous, project-based learning expeditions, case studies, projects, fieldwork, and service-learning inspire students to think and work as professionals, contributing high-quality work to authentic audiences beyond the classroom. Classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk (and think) more. Lessons have an explicit purpose, guided by learning targets for which students take ownership and responsibility. Student engagement strategies and activities serve to differentiate instruction and maintain high expectations to bring

out the best in all students, cultivating a culture of high achievement. Student ownership of learning drives achievement and focuses students on reaching standards-based learning targets. Students continually conduct learning assessments and improve the quality of their work through models, reflection, critique, rubrics, and expert assistance. Staff members conduct ongoing data inquiry and analysis, examining factors including student work and results of formal educational assessments. Using this approach promotes educational equity. Teachers use data wisely, boldly shape school structures to best meet student needs, celebrate the joy in learning, and build a school-wide culture of trust and collaboration.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Imagine Learning EL Education (formerly LearnZillion Expeditionary Learning)

Supplemental Instructional Materials

Children are placed into a unit of instruction and, if this unit is below grade level, they are given recommended added or supplementary differentiated instruction using the Assessment and Remediation Guide (A&R Guide). The A&R Guide tracks each specific unit of instruction and provides ideas for added or differentiated instructional activities around all key skill areas within kindergarten and first grade. In second grade, the remediation materials emphasize activities to focus on automaticity supporting comprehension and fluency in later grades. Further, the A&R Guide provides specific progress-monitoring tools to allow teachers to consider children's broader progress and response to the curriculum (with, again, suggestions and guidance on differentiation, depending on the results of these tools).

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

Tennessee Universal Reading Screener (aimswebPlus)

Supplemental Screeners: Additional Information

Trousdale County uses a variety of data which includes but is not limited to the following: iReady, classroom assessment/placement guidance from the CKLA Curriculum and the CKLA Acceleration & Remediation Guide, teacher observations, and quarterly benchmarks in grades 3-5 to help determine a student's area of deficiency and proper Tier placement.

Intervention Structure and Supports

When school begins, a universal screener is given to all students in grades K-5 to determine which students have a significant reading deficiency or are "at-risk". A data assessment team consisting of the principal, instructional coaches, teachers, and interventionists reviews the universal screeners' data to determine students who score below the 40th percentile based on relative norms. Students identified below the 40th percentile receive support through Tier II or Tier III interventions. Data

from the use of CKLA assessments and i-Ready may be used to support intervention decisions. At-risk students are grouped into either Tier II or Tier III for intensive instruction. Students identified as Tier II receive additional instruction, 30 minutes per day, with bi-weekly progress monitoring. Tier II intervention for grades K-2 uses remediation materials from the CKLA Assessment & Remediation Guide. In grades 3-5, Expeditionary Learning provides ALL Block small group remediation. Flexible scheduling will be used to allocate sufficient time for Tier II push-in small group instruction. Certified staff and trained paraprofessionals under the direct supervision of a certified teacher will be used to deliver Tier II interventions to address specific skill gaps. For students identified below the 16th percentile based upon the relative norm, Tier III students receive sustained, intensive, evidence-based interventions using the CKLA Assessment & Remediation Guide in grades K-2 while ALL Block is used in grades 3-5. Tier III intervention is scheduled for 50 minutes per day and is led by a certified teacher in addition to Tier I instruction. Aimsweb assessment progress monitoring of targeted skills takes place every two weeks to ensure adequate progress and learning occurs. The data team meets every four and half weeks reviewing all available data to determine if a change in the intervention or personnel providing the intervention is warranted. The data team also looks at other variables such as a student's attendance, behavior, and engagement as part of the decision-making process before a change is made to the program or the provider.

Parent Notification Plan/Home Literacy Reports

Our school notifies families in grades K-5 if their child is considered “at-risk”, as evidenced by students scoring in the 0-40th percentile, immediately following the administration of the fall universal screening. The student scores are communicated in family-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. Families are informed of the intervention their child will receive, as well as the amount of daily time devoted to intervention services. Families are further informed of the importance of reading on grade-level by the end of third grade and provided information about the pathway to 4th grade. Subsequently, families are notified of their child's progress, or lack of progress, semi-quarterly. In the family notification of progress, the family is notified of any changes to the intervention if the student is not demonstrating sufficient progress as evidenced by progress monitoring and universal screening data. Families are additionally provided with recommendations for home activities, at no cost to families, and interactions to support the growth of skills in areas of deficit. Home Literacy Reports are sent to K-3 families three times per year and annually for grades 4-5.

Family communication is also sent out when students enter the RTI program, and on a monthly basis to provide updates on student progress. The ELA curriculum we use also includes a family letter for families of students in grades K-2 that outlines the foundational skills and knowledge domains that both inform and equip families to work with their child.

Professional Development Plan

With the purchase of the 2nd edition of CKLA, all teachers, paraprofessionals, instructional coaches, and administrators will participate in professional development on the use of the CKLA Assessment & Remediation Guides. Teachers will participate in a CKLA 2nd edition professional development in the application of the latest curriculum implementation.



Teachers in grades PreK – 5 have participated in the Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. All new hires without the Early Literacy Training must complete this requirement.

The district also has four professional development days during the month of July dedicated to ELA curriculum planning. These four days will provide deep training to teachers on foundational skills instruction grounded in a phonics-based approach including phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. Teachers will be expected to demonstrate knowledge and competency upon completion of these trainings. The school instructional coordinator and coach will facilitate these trainings to ensure appropriate instructional practices abstaining from cueing and MSV strategies.