

Cannon County Schools

Foundational Literacy Skills Plan

First Approved: May 21, 2021

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

Cannon County has a dedicated foundational reading skills block for grades K-2 rooted in the science of reading and aligned to Tennessee ELA standards. Our curriculum materials, Core Knowledge Language Arts (CKLA), are selected from those approved by the state Textbook and Instructional Materials Quality Commission. K-2 students will spend 60 minutes daily engaged in direct systematic foundational skills instruction aligned to CKLA's research-driven scope of foundational skills. In addition, Cannon County will use the TN Sounds First Curriculum, which builds fluency, vocabulary, phonemic awareness, and comprehension. Each day, students engage in 3-4 "mini lessons" aligned to the systematic scope and sequence of foundational skills to allow them adequate time to learn and practice new skills that ultimately result in fluent reading, comprehension, and writing skills. The CKLA scope and sequence include direct instruction and aligned student practice in phonics, grammar, spelling, and writing. There are four guiding principles for the CKLA skills strand:

- Explicit Phonics: Explicit, systematic phonics instruction is a more effective way to teach decoding than "whole language" or whole word methods
- Synthetic Phonics: Synthetic phonics (or linguistic phonics), in which instruction is oriented from sound to letter, is a compelling way to teach phonics.
- Repeated Oral Practice: Repeated oral practice and oral reading improve fluency.
- Intensive Practice: Intensive practice with skills-aligned texts is essential to build reliability and automaticity in reading

Additionally, CKLA engages students in ongoing reading fluency and comprehension practice with decodable readers aligned to the skills students learn to make meaning from text and produce the written word. These readers increase in length and complexity as students develop reading and spelling skills.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Cannon County has an integrated literacy block for grades 3-5 anchored in the science of reading and aligned to Tennessee ELA standards. Our curriculum materials, Core Knowledge Language Arts

(CKLA), 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 120 minutes of ELA instruction daily. Although the daily routine 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 90 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 engages students in work around fluency, vocabulary, and comprehension. Fluency, vocabulary, and comprehension skills are not taught in isolation but are embedded within the lesson to ensure continuity, cohesion, and connection. A daily lesson sequence in grades 3-5 CKLA may include briefly activating prior knowledge and reading independently and/or aloud in partners or the whole group. After the daily read-aloud (or independent reading in on-grade level, complex text), the students may summarize the content (through a think-pair-share model), unpack the most essential vocabulary ("word work"), respond to a series of scaffolded questions with both discussion and writing a response to an inferential question that requires students to use evidence from the text to support their answer. Students also receive vocabulary instruction where teachers provide explicit support for vocabulary needed to access the complex text. In some lessons, the students may study the root words to understand how to use parts of words to determine meaning. Students use their word knowledge as they engage in group discussion and writing activities. Therefore, foundational skills instruction is embedded in all aspects of this 90-minute block and is dedicated to developing students' holistic literacy approach to fluency, vocabulary, and comprehension coherently, as recommended by research.

Additional Supports

Cannon County School District is dedicated to improving student literacy with a specific focus on all identified student subgroups through the following methods and supports:

- CIA (Curriculum Instruction and Assessment) monthly meetings with building level administrators to support early literacy implementation at the school level
- Learning walks with TDOE, Learning Loss Coaches, Building administrators, and Supervisor of Instruction
- RTI Educational Assistants at each elementary school
- Schedule changes to reflect support of more intervention for subgroups
- Purchase iReady for elementary level with student specific support
- Professional development iReady specific
- Specific new interventions: Magnetic Reading, Phonics for Reading and Ready Reading
- New principal and assistant principal for one of the elementary schools
- Data from benchmarks will be used to identify students who need extra supports. This support will include more time in RTI, Tutoring, and summer school.

Approved Instructional Materials for Grades K-2

Amplify Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify Core Knowledge Language Arts

Supplemental Instructional Materials

Our district has adopted an approved curriculum for ELA instruction; however, we have chosen to supplement it with 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 crucial for success through second grade. We also use the 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

Tennessee Universal Reading Screener (aimswebPlus) K

i-Ready Suite 1st-5th

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 through i-Ready diagnostic to determine which students have a significant reading deficiency or are “at-risk”. Our grade-level teachers, interventionists, and principals review universal screener data to determine which students score between the 0-40th percentile. 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 through aimswebPlus 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 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. Our recently adopted ELA curriculum, CKLA, SPIRE, Haggerty, i-Ready Tools for Instruction, Magnetic Reading, Ready Reading, and Phonics for Reading. Teachers and interventionists are able to tailor the needs of their RTI group of students. 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.

Additional Information about the CKLA Assessment & Remediation Guide: The Assessment and Remediation Guide provides multiple additional resources for teachers to use as they support students on their path to mastery of grade-level foundational skills:

- **Sample Lessons:** Samples of lessons are provided, as well as lesson templates to guide the planning to build lessons that fit the specific needs of individual students or small groups.
- **Word/Chaining Lists:** The ARG includes words lists and chaining lists that teachers can plan into a lesson for students to use for practicing the mastery of the letter sound correspondences identified as weaknesses.
- **Activities for Reteaching:** The ARG includes activities to be used for reteaching. All of these activities are engaging and designed to be teacher-facilitated. Though there are worksheets for some activities to support structuring instruction, the focus is to provide students with ongoing support and feedback.
- **Games for Reinforcement:** The ARG includes games for reinforcement. The games are designed to help students apply and practice targeted skills.
- **Progress Monitoring Assessments:** Resources for progress monitoring are included the foundational skill strand. The data generated by these assessments can guide and inform instruction for individual student progress. Placement and Student Performance assessments are provided in the Teacher Guide used diagnostically to inform instruction and systematically to contribute to a record of student progress.
- **Additional Resources:** The ARG also includes additional resources such as comprehension thinking and reading charts, sound articulation cards, decoding strategies, and a concepts of print checklist.

Parent Notification Plan/Home Literacy Reports

Cannon County ELA notifies parents in grades K-5 if their child is “at-risk” for or has a significant reading deficiency (as evidenced by students scoring in the 0-40th percentile) immediately after the district’s schools completes the universal screening during the three benchmark windows. 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 and information about promotion pathways. Cannon County ELA 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 child but tailored by skill deficit generally). 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 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

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/May 2024 – All teachers of grades in grades Pre-K through five will engage in Week 1 of the Early Literacy Training series, asynchronously. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure that participating educators earn a completion certificate prior to starting Week 2 work in June.

June/July 2024 – Our district has registered for the cohort-based, in-person training offered as Week 2 of the Early Literacy Training series for all teachers in grade Pre-K through second. The participating teachers will also include interventionists, special education teachers and elementary instructional coaches. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.

K-2 teachers will also participate in ongoing PLCs throughout the 2024-2025 school year focused on effective internalization and delivery of their CKLA Foundational Skills lessons using internalization templates developed in partnership with the LIN network and the UC Core Office.

We plan to provide grade 3-5 teachers with additional training during the summer of June 2024. They will also participate in ongoing PLCs throughout the 2024-2025 school year focused on effective internalization and delivery of their CKLA Foundational Skills lessons.