

Chattanooga Charter School of Excellence

Foundational Literacy Skills Plan

Approved: May 29, 2021

Updated: January 3, 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

Currently, our K-2 teachers utilize the Core Knowledge Language Arts (CKLA) Curriculum with complete fidelity. CKLA consists of a “Skills Block” and a “Knowledge Block.” The “Skills Block” is an uninterrupted, 60 minute block of time designed for phonics instruction, which includes phonics, phonemic awareness, and phonological awareness. During the “Skills Block”, teachers also work on other foundational literacy skills. The “Knowledge Block” is an uninterrupted, 60 minute block that utilizes foundational literacy skills while also focusing on Science and Social Studies standards.

Kindergarten: 180 minutes of ELA daily + 45 minutes of RTI daily

- 60 minutes of Core Knowledge Skills (Foundational Skills)
- 60 minutes of CKLA (TN standards)
- 30 minutes of Small Group Instruction
- 30 minutes of Writing Instruction
- 45 minutes of RTI

1st Grade: 180 minutes of ELA daily + 45 minutes of RTI daily

- 60 minutes of Core Knowledge Skills (Foundational Skills)
- 60 minutes of CKLA (TN standards)
- 30 minutes of Small Group Instruction
- 30 minutes of Writing Instruction
- 45 minutes of RTI

2nd Grade: 180 minutes of ELA daily + 45 minutes of RTI daily

- 60 minutes of Core Knowledge Skills (Foundational Skills)
- 60 minutes of CKLA (TN standards)
- 30 minutes of Small Group Instruction
- 30 minutes of Writing Instruction
- 45 minutes of RTI

See Appendix A for sample of daily schedule

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our current schedule for students in grades 3-5 is similar to K-2. Teachers in grades 3-5 are departmentalized. In 3rd Grade, we have two teams of two teachers. One of the teachers focuses on Literacy while the other focuses on Mathematics and Science. The Literacy teacher utilizes the Core Knowledge Language Arts (CKLA) Curriculum with complete fidelity. Teachers in Grades 4-5 have one team of four teachers per grade level. One of the teachers focuses on Literacy: ELA/Reading, one of the teachers focuses on Literacy: ELA/Writing. One of the teachers focuses on mathematics and the last teacher focuses on Science and Social Studies. The Literacy teachers in grades 4-5 utilize the Core Knowledge Language Arts Curriculum (CKLA) with complete fidelity.

For example, in our third grade classrooms, the scholars recently completed a unit on Native Americans. The first two lessons are reviewing the previously taught topics in the previous grade bands. After the two review days that activate prior knowledge of the topic, scholars are then introduced to new vocabulary that not only is discussed in the single lesson but will permeate throughout the whole unit. (this includes vocabulary station work as well as independent reading) Students in this grade band are switching from learning to read to reading to learn. As the daily read aloud is introduced and taught, students chorally read as well as listen as the teacher reads. Thus ensuring proper pronunciation and understanding of the topic being read. As the lesson progresses, the students will learn the meaning of the vocabulary words outside of the content as well as in the content provided. Root words as well as prefixes and suffixes are introduced in this grade level. In the time block given, scholars will not only expand upon their vocabulary, but they will also build upon their previous knowledge of Native Americans. Small groups as well as independent stations are utilized with fidelity and where differentiation and scaffolded comprehension questions occur. Students use their word knowledge as they engage in group discussion and writing activities.

3rd Grade: 150 minutes of ELA daily + 45 minutes of RTI daily

- 90 minutes of Core Knowledge Skills (Foundational Skills)
- 60 minutes of CKLA (TN standards) & Writing
- 45 minutes of RTI

4th Grade: 180 minutes of ELA daily + 45 minutes of RTI daily

- 60 minutes of Literacy: ELA/Reading (Foundational Skills)
- 60 minutes of Literacy: ELA/ Writing
- 60 minutes of CKLA (TN standards) Science & Social Studies
- 45 minutes of RTI

5th Grade: 180 minutes of ELA daily + 45 minutes of RTI daily

- 60 minutes of Literacy: ELA/Reading (Foundational Skills)
- 60 minutes of Literacy: ELA/ Writing
- 60 minutes of CKLA (TN standards) Science & Social Studies

The implementation of the read aloud as well as the in depth and content rich lessons help provide the scholars with a well rounded literacy education. During the small group time, grouped scholars work together to read and understand stories related to the CK topic that is being taught. This is where students who still need extra support in their phonics skills receive the extra help in foundational skills specifically for that group. Foundational skills instruction is embedded in all aspects of the literacy blocks and is dedicated to developing students' holistic literacy approach to fluency, vocabulary, and comprehension coherently as recommended by research.

See Appendix A for sample of daily schedule

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify - K-5 Core Knowledge Language Arts

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

We use i-Ready for our universal screener in K-5 which also includes a dyslexia screener, which abides by TN code 49-1-229. We also administer AIMS Web Plus to our 3rd students for the Spring Benchmark.

Intervention Structure and Supports

Our RTI² Reading Intervention Structure is very clear and specific. Currently, we use i-Ready as our universal screener. After students take the i-Ready diagnostic in August, the data is analyzed to determine which students classify as Tier I, Tier II and Tier III. All Tier III students are placed in a small group with heavy focus on foundational literacy skills. Reading RTI takes place 5 days a week for 45 minutes. During this time, students are placed with other scholars with similar learning needs and assigned to a teacher, who has been trained in foundational literacy interventions. Students are assessed frequently to ensure that instruction continues at their instructional need. For our students that are classified as Tier II, RTI support takes place with their classroom teacher. RTI instruction for Tier II also takes place 5 days per week for 45 minutes. During this time, classroom teachers group students according to similar needs and use a variety of approved resources to instruct and fill gaps in learning. These resources include: CKLA Intervention Tool Kit, the i-Ready teacher toolbox, i-Ready Tools for Instruction, and Sounds to Spelling curriculum.

School level data teams, made up of the principal, assistant principal, instructional coaches, scholar success coach, grade level teachers, and the school counselor, meet every 4 ½ weeks to determine if a change in the intervention or the person providing the intervention is needed. The data team

also looks at other variables, such as attendance, classroom participation, etc.. as part of the decision making process. Additionally, after each i-Ready diagnostic (taken three times a year), data teams meet to see if any students, who may not have been in the RTI process, now warrant additional interventions and support.

Parent Notification Plan/Home Literacy Reports

We send home a parent letter with information after each i-Ready diagnostic and benchmark assessment (3 times per year). Not only will parents be informed on how their child performed on the assessment including the depth and extent of student need, but they will also be informed on the additional services their child will be receiving and how the student's skills gaps will be addressed during intervention.

Another support we are implementing to support our families is data conferences. Our teachers conduct "data chats" with our families to ensure parents are well informed of how to read the data as well as ways to support literacy at home. In addition to assessment information, we will also provide information to all families in English and Spanish with the importance of 3rd grade reading proficiency, literacy tips, no-cost reading intervention activities to do at home, and current literacy research/important information.

Professional Development Plan

Professional development will play a key role in the success of our literacy skills plan. We will have monthly PLC meetings for K-2 and 3-5 plus individual and small group coaching sessions depending on the support needed. These PLC meetings will be centered around utilizing the foundational literacy skills in different settings.

Other professional development trainings will be led by CCSE's Principal and Literacy Coach, using materials from online modules and Core Knowledge Leadership training, which was offered onsite, at CCSE in June, 2021. Teachers are required to implement important aspects into their classrooms-administration and the academic coach will follow up to ensure implementation matches the training. Follow up training and coaching will be made available for those teachers who need more support.

Seventeen of our teachers, along with our principal and assistant principal have successfully completed the Tennessee Early Literacy Training. Instructional Staff, who have not already completed the Literacy Success Act Training at Chattanooga Charter School of Excellence will participate in the free, online Reading 360 Early Literacy Training series developed by the Tennessee Department of Education.