

Memphis Delta Preparatory Charter School

Foundational Literacy Skills Plan

Approved: June 1, 2021

Updated: June 29, 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 Kindergarten, first, and second grade students use the Core Knowledge Language Arts Curriculum (CKLA) which provides comprehensive materials to teach reading, writing, speaking and listening skills. This curriculum is designed to cover a two-hour content block with a designated block of time (60 minutes daily) spent on foundational skills instruction in grades K-2. During this instructional time, students are given opportunities to practice activities that build phonological awareness, phonics skills, and fluency competencies in addition to comprehension and vocabulary. Within the hour, teachers explicitly teach a sound, followed by students practicing the sound aloud. After the teacher models writing the sound, students refer to their individual code chart (consonant/vowel chart) on which the student traces or writes the sound. Students then apply the skill in independent practice.

For example, during the second unit, our first graders will learn how to decode separated diagraphs and vowel diagraphs and students will be able to learn and use the most common spellings for each sound. (ex. /ee/ spelled 'ee', /ae/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e'). Students have opportunities to show mastery of these skills when using decodable texts that are aligned to the sounds taught during explicit instruction.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our third, fourth, and fifth grade students use the Core Knowledge Language Arts Curriculum (CKLA) which provides comprehensive materials to teach reading, writing, speaking, and listening skills. The curriculum at this grade band is designed to cover a 90 minute content block. 60 minutes per day are designated to knowledge building in order to build and improve the ability to comprehend complex texts and apply that knowledge as they listen, read, write and speak. 30 minutes per day are spent on foundational skills instruction, including fluency, grammar, morphology, spelling, and writing. CKLA also engages students in work around fluency, vocabulary, and comprehension.

For example, our third graders begin the year with a domain on Classic Tales. They begin by briefly activating prior knowledge and read independently/or aloud. After the daily read aloud (or independent reading in on-grade level, complex text), the students summarize the content through a turn and talk/think-pair-share model, unpack the most essential vocabulary, respond to a series of scaffolded questions, and write a response to an inferential question that requires the use of

evidence from the text to support their answer. During vocabulary lessons teachers provide explicit support for vocabulary needed to access the complex text. Within the Classic Tales unit students review short vowels sounds and multi-syllabic words. 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 as recommended by research.

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

Additional Information about Instructional Materials

Our school has adopted an approved curriculum for ELA instruction; however, we have chosen to supplement the curriculum in several ways. Our school will use the Lifelong Readers Curriculum 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 through second grade. We use the oral drill activities from the curriculum which introduces common sounds and spellings (consonants, short vowels, r-controlled vowels, silent-e, diagraphs, y-rule) found in the majority of children's literature. We will also use Writing City.

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

Measures of Academic Progress Suite (MAP)

Intervention Structure and Supports

In the fall (August/September), winter (January/February), and spring (April/May), students are administered a universal screener, MAP, to determine which students have a significant reading deficiency or are "at-risk". Our grade-level teachers and instructional leadership team reviews universal screener data to determine which of our students score below the 25th percentile. The students who demonstrate need based on this threshold are classified as in need of Tier II or Tier III instruction. Students in Tier II or III are given a diagnostic assessment to determine specific needs 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. Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. Intervention takes place daily during a grade level time in the master schedule specifically designed for RTI. When students are in RTI groups, they work on activities and assignments that target skill growth and development in the specific area of need. For example, students who need instruction in decoding words may spend time practicing decoding words with sounds that have been previously introduced during their Tier I instructional time. Students scoring below the 25th percentile on any of the MAP benchmark assessments are identified and administered additional diagnostic assessments to further examine foundational and comprehension literacy deficits. Survey level assessments are additionally administered to

determine whether students have characteristics of dyslexia. Specifically, kindergarten and first grade students are screened for Dyslexia using EasyCBM letter names, letter sounds, phoneme segmenting, word reading fluency, the Rapid Automatized Naming (RAN) and Phonics Word Reading Survey (PWRS) Extension Encoding (kindergarten only). Second through fifth graders scoring below the 25th percentile on any of the MAP assessments are administered the EasyCBM letter sounds, phoneme segmenting, word reading fluency, Passage Reading Fluency, in addition to the RAN. Students in second through fifth grade are screened automatically if they score below the 10th percentile rank on the Passage Reading Fluency Test or if requested by a teacher or parent.

Parent Notification Plan/Home Literacy Reports

Our school notifies parents in grades K-5 if their child is considered “at-risk”, as evidenced by students scoring in the 0-25th percentiles, immediately following the administration of the fall universal screening. The student scores are communicated in parent-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. Parents are informed of the intervention their child will receive, as well as the amount of daily time devoted to intervention services. Parents are further informed of the importance of being able to read on grade level text by the end of third grade.

Subsequently, parents are notified of their child’s progress, or lack of progress, semi-quarterly. In the parent notification of progress, the parent 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. Parents are additionally provided with recommendations for home activities and interactions to support the growth of skills in area of deficit. Parent communication is 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 parent letter for parents of students in grades K-2 that outlines the foundational skills and knowledge domains that both inform and equip parents to work with their child.

Professional Development Plan

All K-5 licensed teachers will complete the Week 1 of the Early Literacy Training series asynchronously throughout June and July 2021. This training will focus on foundational reading development and phonics. We will ensure all educators receive a certificate of completion. In July, two Memphis Delta Prep teachers will participate in the week 2 in-person training of the Early Literacy series. These participating teachers will bring the key learning back to all teachers during summer training. The training will emphasize the application of strong instruction in phonological awareness, phonemic awareness, phonics, fluency and vocabulary. Teachers will additionally participate in the free content training provided by our in house Instructional Coaches. The training will focus on content deep dives (content knowledge), lesson execution practice, and content specific data analysis around each of the following components: phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. The training will not include MSV nor cuing strategies.

Our plan for providing PD for all K-5 teachers is as follows:

-July 2021 – All teachers of grades kindergarten through five within our school will engage in execution practice of our approved foundational skills curriculum. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. Teachers will spend at least 5 days learning how to teach the curriculum at a high level to help set students up for success. Each day, leaders will give feedback to teachers during and after their execution of skills learned that day. They will then get to execute again using the feedback provided. A daily exit ticket will also be given to help leaders decide how to cater development and practice for the following day and to measure teacher’s growth and success of daily skills taught. Upon completion of the summer training, teachers will demonstrate their knowledge and capacity of each area through execution of each component for leaders. Further training and content practice will be designed based on these results.

-December 2021 – All teachers of grades kindergarten through five within our school will engage in data analysis of our approved foundational skills curriculum. During this training, teachers will learn how to analyze student data and will work with student data to apply the skill in real time. The training will additionally focus on how to make data-driven decisions to ensure teachers understand how to use student reading-level data to identify and address student’s specific learning needs. The participating teachers will also include interventionists and special education teachers.