



Tennessee Foundational Skills Curriculum Supplement Assessment and Remediation Guide Quick Start Guide

Overview

The Assessment and Remediation Guide (ARG) is a supplement to the TN Foundational Skills Curriculum Supplement (TNFSCS) that provides opportunities for reteaching and reinforcement of the skills taught in each unit and depends on strong instruction and use of in-curriculum assessments from the TNFSCS. Struggling students benefit when the ARG is utilized for instruction intended to reteach and reinforce objectives not mastered from using the TNFSCS, allowing for continuity between the core classroom and supplemental instruction.

The units in the TNFSCS and this guide build skills incrementally, meaning that mastery of the skills taught in earlier units are required for success in later units as the skills build upon each other. Students who struggle to master earlier skills will face increasing challenges with each new unit if they progress without adequate mastery of previous unit objectives.

Some students may only require targeted reinforcement of skills, while other students may require comprehensive reteaching spanning multiple units. Regardless, remediation should occur in order, addressing weaknesses from the earliest point in the progression first.

Learning is optimized when instruction is facilitated by a teacher with training and experience in sounds-based instructional strategies. Instruction from the ARG is most effective when used in either one-on-one or small group settings. A small teacher to student ratio maximizes individual learning, particularly through increased opportunity for immediate (reinforcing or corrective) feedback for each student.

The guide includes resources to support:

- Assessing, reviewing, reinforcing, and reteaching foundational skills;
- Determining skills gaps through assessment and progress monitoring;
- Selecting activities to reinforce or reteach skills at varying levels of depth; and
- Accessing supplementary resources for use in differentiated groups or intervention.

What It Is and Is Not

What It Is...	What It Is Not...
A guide intended for (or most effective with) small group or one-on-one group settings	A guide intended for whole group instruction
A guide used in addition to the core lesson and targeted support stops to provided additional support	A guide used in lieu of lessons in the TNFSCS
A guide used intentionally and strategically to meet specific needs of students as determined by confirming the earliest point of code weakness	A guide used with entire class... and/or cover to cover
A resource that is most effective when instruction is facilitated by a teacher with expertise related to early	A resource that can be handed to someone with limited early literacy expertise to follow as a script or lesson plan

literacy instruction and specific knowledge of the students	
An opportunity to use consistent language between tier 1 remediation and other tiers of instruction when used by educators supporting different tiers of instruction	A resource that can be used without communication between the TNFSCS teacher and the teacher using the ARG

Organization

The kindergarten and first-grade ARGs include separate guides for each skills unit, while the second-grade guide includes one comprehensive guide for the year. Depending on the severity of a student’s instructional need, three structures are provided for reinforcement and reteaching, with corresponding lesson plan templates for each:

- Guided reinforcement should be used when students demonstrate incomplete mastery of specific skills. This is intended to be quick, in the moment teaching in addition to the targeted support stops. These reinforcement lessons are approximately 10-15 minutes.
- Explicit reteaching should be used when students require explicit instruction in a component area of literacy; either initial explicit instruction was missed or did not suffice to produce student understanding. Think of it as a repair job. These lessons are approximately 30 minutes.
- Comprehensive reteaching should be used when students require explicit instruction across multiple component areas of literacy. These students tend to have instructional needs preventing them from keeping up with the lesson sequence in the TNFSCS Teacher Guides. Think of it as a rebuilding job. These lessons are approximately 45 minutes.

Preparation steps for reinforcement and reteaching include:

- Determine student need by confirming the earliest point of code weakness.
- Determine level of instructional need (guided, explicit, comprehensive) and find corresponding lesson template.
- Plan for instruction using sample remedial lessons and templates ensuring students are appropriately scaffolded or challenged.
- Select which instructional resources (activities and games) will invite students to apply and strengthen the target skills.
- Plan how to integrate progress monitoring within instruction as much as possible and make careful observations of each student daily to inform future instructional decisions.

It is highly recommended some consideration be given to ensure language is consistent between the TNFSCS lessons and these reinforcement and reteaching lessons. For example, the classroom lessons may use the term “chaining.” In the reinforcement/reteaching lessons from the ARG, the teacher would be mindful of using the same language of “chaining.” Additionally, teachers will want to understand when letters are introduced in kindergarten, so that the reteaching lessons support the work in TNFSCS with common pacing and expectations.