Developing Equitable Instructional Practice in Literacy: A Focus on K-2 Foundational Skills

Learning Forward Annual Conference
Setting the Stage
Introductions

Adrianne Sublett
Introductions

Tori Filler
Who We Are:
Student Achievement Partners is a nonprofit organization dedicated to improving K-12 student achievement through evidence-based action.

We believe that challenging academic standards are the foundation for improved outcomes for all students. Our actions aim to improve academic achievement for students who face barriers of racism or poverty.

We support individual classroom teachers, districts, states, partner organizations, publishers, and many others to provide students with the rigorous academic experience they deserve.
What We Believe:
All students, regardless of background, have the right to a high-quality, rigorous, standards-aligned education.

How We Work:
In our efforts to meet this mandate, we maximize both the influence and impact of our work by adhering to the following principles:

- We hold no intellectual property.
- We do not accept fees from publishers.
Stand Up If...

You teach Kinder - Grade 2
This is your first time in St. Louis
You coach teachers in Grades K-2
You speak two or more languages
You are a building leader
You know which city hosted the 1904 World Fair and the 1904 Summer Olympics
Hello
my name is

Name
Hometown
Role
Your favorite book to read or teach
<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting the Stage</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Why foundational skills?</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Learning Together</td>
<td>2 hours 30 minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>The Foundational Skills Observation Tool</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Observing with the FSOT</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Planning for Next Steps</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Closing</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
Objectives

- Identify the essential research-based elements of aligned, high-quality foundational skills instruction
- Describe how the Foundational Skills Observation Tool supports content-focused feedback in service of excellent and equitable foundational skills instruction
- Analyze a foundational skills lesson using the Foundational Skills Observation Tool and practice developing content-focused feedback
- Evaluate foundational skills instruction in your setting and identify ways to incorporate content-focused tools and resources to improve instruction
Four Corners: Reflecting on Your Foundational Skills Experience

Which of the below most closely reflects how are you feeling about excellent and equitable foundational skills instruction in your setting right now?

- Putting together a jigsaw puzzle
- Building a plane while flying it
- Navigating a new place
- Herding kittens
Why Foundational Skills
Thinking About Foundational Skills

- **BUILDING KNOWLEDGE**
  - Volume of Reading
  - Culminating Tasks
  - Research
  - Academic Language

- **EVIDENCE-BASED DISCUSSION & WRITING**
  - Questions
  - Tasks
  - Language
  - Speaking & Listening
  - Writing

- **HIGH-QUALITY TEXTS**
  - Complexity
  - Quality
  - Range

- **FOUNDATIONAL SKILLS**
  - Practice Opportunities
  - Extensions
  - Pacing
  - Assessments
  - Adapting Instruction

**ACCESS FOR ALL STUDENTS**
Every Child Walks Through the Door on the First Day of School Expecting...

Discuss:
What do you remember about learning to read?

...to learn to read!
1. Select an article excerpt to read.
2. After reading, move to your designated corner of the room to discuss with like-article colleagues. Discuss:
   - New learning
   - Wonderings/pushback
   - Connections
3. After discussing in like-article groups, return to your home team to discuss across articles. How does your article speak to instructional equity?

<table>
<thead>
<tr>
<th>Article</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jigsaw: Learning to Read: A Primer Part One</td>
<td><a href="http://go.info.amplify.com/hubfs/CFER/Primer/PrimePt1_LearningToRead.pdf?t=1509466645927">http://go.info.amplify.com/hubfs/CFER/Primer/PrimePt1_LearningToRead.pdf?t=1509466645927</a></td>
</tr>
<tr>
<td>Amplify, Meeting the Challenges of Early Literacy Phonics Instruction</td>
<td><a href="https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf">https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf</a></td>
</tr>
<tr>
<td>APS: Ending the Reading Wars: Reading Acquisition From Novice to Expert</td>
<td><a href="https://journals.sagepub.com/doi/pdf/10.1177/1529100618772271">https://journals.sagepub.com/doi/pdf/10.1177/1529100618772271</a></td>
</tr>
<tr>
<td>Emily Hanford</td>
<td></td>
</tr>
</tbody>
</table>
Structured Phonics Works

- **National Reading Panel:** Meta-analysis concluding positive effects of systematic teaching of PA and phonics (2000)

- **Institute of Education Sciences:** IES no further need to review what the evidence shows about the effectiveness of structured phonics programs

- Looking for more? David Liben paper “Why Structured Phonics Program is Effective”
We know getting kids reading by Grade 3 means they are...

**Set up for success**

Paige et. al (2018)

**A path analytic model linking foundational skills to Grade 3 state reading achievement**

Solid on foundational skills = 70% chance passing the state assessment
Explicit teaching of alphabetic decoding skills is helpful for all children, harmful for none, and crucial for some.

Snow & Juel (2005)
“We have no way of sorting out ahead of time who needs phonics, who would gain some benefit, and who would do fine without it.”

Tim Shanahan
Distinguished Professor Emeritus at the University of Illinois at Chicago
Equitable Instruction: Early Reading Accelerators

**ACCURATE DECODING AND FLUENCY**

Use systematic foundational skills instruction to solidify fluent reading of grade-level text by grade 3.

**VOCABULARY AND KNOWLEDGE**

Ensure students have access to complex texts with rich vocabulary and knowledge of the world through read aloud.
Jot to Yourself

WHAT

Jot a note to yourself:
What role do foundational skills play in instructional equity?
Why does this work matter to you?
Learning
Four Buckets of Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics & Word Recognition
- Fluency
The Four Buckets

1. Review the definitions of the four major buckets of foundational skills.
2. Match the tasks to each of the four buckets.

Components of Foundational Skills

<table>
<thead>
<tr>
<th>Print Concepts</th>
<th>Phonological Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the organization and basic features of print.</td>
<td>Identify and manipulate units of oral language - such as words, syllables, onset/rime, and phonemes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phonics and Word Recognition</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know and apply sound and spelling patterns and word analysis skills in order to recognize and decode words in print.</td>
<td>Read with sufficient accuracy, rate, and expression to support comprehension.</td>
</tr>
</tbody>
</table>
**1. Fluency**

**2. Phonological Awareness**

**3. Phonics & Word Recognition**

**4. Phonics & Word Recognition**

**5. Phonological Awareness**

**6. Print Concepts**

---

**Teacher:** Let's go back with our partners and reread this text for a third time this week. This time let's pay attention to reading with expression!

1. **"The Crocodile"**
   by Lewis Carroll

   How doth the little crocodile
   Improve his shining tail,
   And pour the waters of the Nile
   On every golden scale!

   How cheerfully he seems to grin!
   How neatly spreads his claws,
   And welcomes little fishes in,
   With gently smiling jaws!

**Teacher:** Repeat the word after me: ship

**Students:** ship

**Teacher:** Show me on your fingers. How many sounds do you hear in the word ship?

**Students:** 3!

**Teacher:** Can you show me where I would start to read on this page?

**Teacher:** Great! Now, move your fingers until I can see one word. Can you show me two words?
# The Structure of K-5 FS Standards

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Concepts</td>
<td>Print Concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonological</td>
<td>Phonological Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics &amp;</td>
<td>Phonics &amp;</td>
<td>Phonics &amp;</td>
<td>Phonics &amp;</td>
<td>Phonics &amp;</td>
<td></td>
</tr>
<tr>
<td>Word Recognition</td>
<td>Word Recognition</td>
<td>Word Recognition</td>
<td>Word Recognition</td>
<td>Word Recognition</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Fluency</td>
<td>Fluency</td>
<td>Fluency</td>
<td>Fluency</td>
<td>Fluency</td>
</tr>
</tbody>
</table>

**Phonics & Word Recognition**: prefixes, suffixes → syllabication and morphology

**Fluency**: Grade level text with purpose and understanding
More Nuance

Pause to take a look at each grade level. What is the relative emphasis of your work? How does this compare to your experience?

- **Print Concepts**
  - Kindergarten (K)
  - Grade 1
  - Grade 2 (Complete)

- **Phonological Awareness**
  - Kindergarten (K)
  - Grade 1
  - Grade 2 (Complete)

- **Phonics and Word Recognition**
  - Kindergarten (K)
  - Grade 1
  - Grade 2

- **Fluency**
  - Kindergarten (K)
  - Grade 1
  - Grade 2

*This visual shows each content focus area by grade. The darker the shading, the greater the emphasis on that component.*

Though higher level PA skills are often needed and continue to develop through Grade 5 for many readers.
Four Buckets of Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics & Word Recognition
- Fluency
Four Buckets of Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics & Word Recognition
- Fluency
Hello, my name is...

Directions:
Replace the first sound of each word in the sentence “Hello my name is __” with the sound that appears on the screen.

For example: “Bello by bame bs Bori.”
Phonological Awareness

Phonemic Awareness
Identify and manipulate individual phonemes (sounds) in words
There are about \textbf{44} phonemes in the English language.

**Phonemic Awareness**

*Identify and manipulate individual phonemes (sounds) in words*

- Phonemes in isolation
- Identify initial, ending, or middle phonemes
- Blend phonemes into words
- Segment words into phonemes
- Delete phoneme
- Substitute phoneme
- Reverse phoneme

Task on the last slide
Task:

1. Distribute the pieces of paper around your group.
2. Read your game and get ready to explain it.
3. Group share: model/explain your task and identify:
   - Phonological Awareness or Phonemic Awareness?
   - What skill are students practicing?
4. Challenge - How could you change any of these games to resonate with your students even more (e.g., change to Marvel characters, use a current pop song)?

Phonological Awareness

- Rhyming
- Alliteration
- Words in Sentences
- Syllables
- Onset/Rime
- Phonemes

Phonemic Awareness

- Phonemes in isolation
- Identify initial, ending, or middle phonemes
- Blend phonemes into words
- Segment words into phonemes
- Delete phoneme
- Substitute phoneme
- Reverse phoneme
Small Group PA

What specific skills are students practicing?

What do you notice about how the teacher supports these students?

What wonderings do you have?
Zooming in on Articulation - The Schwa

Articulation Features of /b/
Lips are pressed together and the air “pops” out
<table>
<thead>
<tr>
<th>Voice On/Off</th>
<th>Stretch the Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ON</strong></td>
<td></td>
</tr>
<tr>
<td>/l/</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>OFF</strong></td>
<td></td>
</tr>
<tr>
<td>/h/</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>/j/</td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Articulation

1. Partner A selects a sound for Partner B.
2. Partner B describes the articulation features of selected sound without looking at the chart.
3. Partners confer with the chart.
4. Switch.

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Articulation Features (Notice in the Mirror)</th>
<th>Is Your Voice On or Off?</th>
<th>Can You Stretch the Sound?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>Lips are pressed together and the air “pops” out (Note this is the same as /p/.)</td>
<td>On</td>
<td>No</td>
</tr>
</tbody>
</table>
Considering Pronunciation

“When children are learning to decode, pronunciation differences that are due to accent or dialect variation should not be interpreted as decoding problems. Teachers should listen to their students carefully as they are speaking and reading aloud in order to determine where to provide judicious feedback on pronunciation. Teachers should also accept children’s pronunciations as they practice orally blending or reading words containing sounds that are new to them, purposefully focusing on the skill of fluent decoding.”

-Pamela Spycher, WestEd

Unpack this quote. What does this mean for you and your work?
When To Provide “Judicious Feedback”

Goal = making meaning

For example:

Pronouncing d as ‘di’ could cause problems with accurate blending or decoding - and so this is a good time for feedback!

If similar pronunciation of the short ‘e’ and short ‘i’ (as in pen and pin) is not interfering with meaning making - no feedback is needed.

What are these two objects?
Connecting Sounds to Letters

Learning to decode means asking students to connect phonemes to graphemes.

If they haven’t learned to hear sounds, we’ve made it far more difficult for them to do this!
Four Buckets of Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics & Word Recognition
- Fluency
Hints on Pronunciation for Foreigners

I take it you already know
Of tough and bough and cough and dough?
Others may stumble but not you,
On hiccup, thorough, laugh and through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?
Beware of heard, a dreamful word
That looks like beard and sounds like bird,
And dead: it’s said like bed, not bead-
For goodness’ sake don’t call it “deed”!
Watch out for meet and great and threat
(They rhyme with suite and straight and debt.)
Some Graphemes Have Multiple Phonemes

cart
hazard
warm
Many Phonemes Have Multiple Graphemes
So, just how irregular is English?

"Given that only [ ] of English words are totally irregular, there is tremendous value in teaching students to use a phonemic approach to spelling. At least [ ] of English words can be encoded exactly as they sound, while another [ ] have only one unpredictable letter."

(Moats, 2005)

Discuss: What %s do you think are behind these boxes? WHY?
### Standards

#### Scope & Sequence

<table>
<thead>
<tr>
<th>1.1 Foundational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students gain a working knowledge of concepts of print, alphabetic principles.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Pre K</th>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop beginning phonics and word skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Associate some letters with their names and sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Identify familiar words and environmental print.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Demonstrate basic knowledge of one-to-one letter-sound correspondence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Associate the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Identify common consonant digraphs, final-e, and common vowel teams.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Unit 2

- Blending and reading three-sound short vowel words
- Segmenting and spelling three-sound short vowel words
- Phonemic awareness skills: sound manipulation (initial, final, medial)
- Sentence dictation procedures: Capitalization, period, word spacing
- Sentence proofreading procedures

Sample words: *cat, sip, log, fox*

#### Unit 3

- Concept of consonant digraph, keyword and sounds: *sh, ch, th, wh, ck*
- Spelling of *ck* at the end of words
- Sentence dictation prosody
- Narrative vs. expository
- Prosody with echo reading

Sample words: *hill, p*
Knowledge of the Code in Service of Reading and Writing

Letter to Sound (reading)

In this direction, students see the letter and identify the sound.

Sound to Letter (spelling)

In this direction, students hear the sound and identify the corresponding letter(s).
Can you rank these graphemes in order of most common to least common?

<table>
<thead>
<tr>
<th>Spellings for the Sound /k/</th>
</tr>
</thead>
<tbody>
<tr>
<td>(64%) Spelled ‘c’ as in cat</td>
</tr>
<tr>
<td>(22%) Spelled ‘k’ as in kid</td>
</tr>
<tr>
<td>(10%) Spelled ‘ck’ as in black</td>
</tr>
<tr>
<td>(1%) Spelled ‘cc’ as in soccer</td>
</tr>
<tr>
<td>(3%) All other spellings (not yet taught)</td>
</tr>
</tbody>
</table>
Resource Exploration (Choice)

English Phonemes/Graphemes Chart

Phoneme/Phonics Transfer

Spanish Cantonese Vietnamese
Hmong Korean Khmer

Sound Transfers

Phonics Transfers

This chart indicates areas where a positive transfer of sounds and symbols occurs for English Language learners from their native languages into English. A "transfer" identifies a positive transfer. "Approximate" indicates that the sound is similar.

<table>
<thead>
<tr>
<th>Sound Transfers</th>
<th>Spanish</th>
<th>Cantonese</th>
<th>Vietnamese</th>
<th>Hmong</th>
<th>Korean</th>
<th>Khmer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
</tr>
<tr>
<td></td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
</tr>
<tr>
<td></td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
</tr>
<tr>
<td></td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
</tr>
<tr>
<td></td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
</tr>
<tr>
<td></td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
</tr>
<tr>
<td></td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
</tr>
<tr>
<td></td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
</tr>
<tr>
<td></td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
</tr>
<tr>
<td></td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
</tr>
<tr>
<td></td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
</tr>
<tr>
<td></td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
<td>Approximate</td>
</tr>
</tbody>
</table>

Pgs. 8-11

Pgs. 12-16
Resource One

Consonant Sounds and Spellings

**phonemes**

/p/

/b/

/t/

**graphemes**

How common

<table>
<thead>
<tr>
<th><strong>p</strong></th>
<th><strong>pp</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>pot</td>
<td>napping</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>b</strong></th>
<th><strong>bb</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>rubbing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>t</strong></th>
<th><strong>tt</strong></th>
<th><strong>ed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>top</td>
<td>sitting</td>
<td>asked</td>
</tr>
</tbody>
</table>
Resource Two

Phonics Transfers: Sound Transfers

This chart indicates areas where a positive transfer of sounds and symbols occurs for English Language Learners from their native languages into English. This symbol (✓) identifies a positive transfer. “Approximate” indicates that the sound is similar.

<table>
<thead>
<tr>
<th>Sound Transfers</th>
<th>Spanish</th>
<th>Cantonese</th>
<th>Vietnamese</th>
<th>Hmong</th>
<th>Korean</th>
<th>Khmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/ as in bat</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>/k/ as in cake, kitten, peck</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>/d/ as in dog</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>/f/ as in farm</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>/g/ as in girl</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>/v/ as in ham</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>/j/ as in jet, page, ledge</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Resource Exploration (Choice)

1. Select a resource to review with a shoulder partner.
2. Review and discuss:
   a. What is new learning for you?
   b. How could you imagine using this resource to support instruction?
What About Early Reading?
Connection to Instructional Practice

APMreports.
At a Loss for Words
How a flawed idea is teaching millions of kids to be poor readers

Jigsaw
Create a group of about 4. Select one section of the piece to read:

- The origin
- Scientists take on three-Cueing
- Picture Power & That is not reading
- Balanced literacy & Mapping the Words

Read your selected section and get ready to share the big ideas with your team (sharing will happen in order - ‘The origin’ will start).
Modeling Instruction After What We Know About Proficient Readers

Equity is not served by teaching students to rely on the methods of poor readers (clues), rather than teaching them what strong readers know (code).

Alice Wiggins

UnboundEd
Connection to **Materials**

But, what texts do we use for this work?
What about reading?

Practice of foundational skills can be in context (in the context of reading connected text) or out of context.

**IN CONTEXT**

A Nap and a Map

\[\text{beet, cheek, knee, seen, sleep, meet, flee, free}\]

\[\text{The tree is green.}\]

**OUT OF CONTEXT**

(out the context of connected text)
Comparing Two Early K Texts

Leveled Reader

My garden has seeds. My garden has birds. My garden has sun. My garden has water. My garden has rabbits. My garden has weeds.

Decodable Reader

My dad had a hot ham. Hap hid it. Dad did not see it. Dad had to sit. Dad had a hot pan. Dad had a tin can. Hap hid the ham. See it in my hat?

BOTH OF THESE TEXTS ARE CONTROLLED!

Compare the leveled text and the decodable reader. What do you notice? What are the implications for students?
What can happen when we rely on leveled texts with our earliest readers?
Level A: Early Kindergarten

High-Frequency Words

Picture Cue Words

I go to the park.

I go to the movies.

I go to the zoo.

I go to the library.
Level D: Late Kindergarten

I water the carrot plants.
Grow, carrots, grow!

I water the pepper plants.
Grow, peppers, grow!

I water the tomato plants.
Grow, tomatoes, grow!

Grow, vegetables, grow!
I want to make a salad!
Level F: Early 1st Grade

Molly the monkey
likes to climb.
She climbs almost everything.

Molly likes to climb a tree.
She climbs the branches
to the top.

Molly likes to climb a ladder.
She climbs the steps to the top.
Plants Make Food

Fruits are full of energy from the sun.

First, plants are special because they make their own food.
No other living thing can do this.
Plants make food using water, air, and sunlight.

Plants store the food they make in their leaves.
They store it in their roots and stems.
They store it in their fruits and seeds.
We eat these parts of some plants to get energy.
So do many other animals.
High-Frequency Words

What Are Dragonflies?
Dragonflies are flying insects with long bodies and two pairs of wings. They come in every color of the rainbow. Some dragonflies have colorful stripes. Some even change color over time.

What Makes an Insect a Dragonfly?
A dragonfly has a large head; a long, skinny body; and two pairs of wings.

Amazing Dragonflies

Bzzt! You’re walking by a pond when something zooms past your head. It’s bigger than a bumblebee. It’s faster than a butterfly. It’s an amazing dragonfly!
Decodable Texts Are One Part of a Healthy Reading Diet for Early Readers

Equitable Instruction: Early Reading Accelerators

**ACCURATE DECODING AND FLUENCY**
Use systematic foundational skills instruction to solidify fluent reading of grade-level text by grade 3.

**VOCABULARY AND KNOWLEDGE**
Ensure students have access to complex texts with rich vocabulary and knowledge of the world through read aloud.
<table>
<thead>
<tr>
<th>Complex Text</th>
<th>Volume of Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complex texts listened (and re-listened) to as read alouds</strong></td>
<td><strong>K-2: Decodable texts with taught sound and spelling patterns &amp; high-frequency words to support “accurmaticity”</strong></td>
</tr>
</tbody>
</table>

Additional volume of reading with support as needed (e.g., repeated reads, echo/choral reading)
Decodable Reader Protocol

Review the Decodable Reader Protocol and sample lesson.

Discuss with a shoulder partner:

- An A-Ha
- A Wondering
- An Amendment
All Together Now!

Hear it

Say it

Read it

Spell it

out of context

in context (decodable reader)
What about Sight Words?
“Sight Words”

High Frequency Words? Sight Words? Is There a Difference?

by Dr. Deb Glaser | Sep 3, 2017 | Blog | 0 comments

Read the article and then discuss:

1. **So, is there a difference** between high frequency words and sight words?
2. **What content knowledge would you need** to follow through on Dr. Glaser’s recommendations?
3. **What connections can you make to your own instructional materials?**
Observing High Frequency Word Instruction

Compare this instruction to what you read about in Dr. Glaser’s blog.

What do you notice? What do you wonder?

How can you apply what you see to your own instruction?
Connecting to Instructional Materials

<table>
<thead>
<tr>
<th>Feature</th>
<th>Yes?</th>
<th>No?</th>
<th>Not Sure?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins with a sequence of phonological awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear required sequence of phonics patterns including letter recognition, letter formation, letter sounds, letter/sound patterns, and morphology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct explicit instruction in each of the above components</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment every week/5 days followed by differentiation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading, writing/spelling integrated: hear it, say it, read it, spell it correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics patterns taught in and out of context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words containing taught phonics patterns in decodable or mostly decodable texts (though does not have to be limited to only these)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abundant materials for students who need more work and students who need far more work, including materials that can be done independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 - 60 minutes of instruction/practice a day, depending on student needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Take two minutes to fill out the chart **independently**.
2. As you are ready, turn to a shoulder partner to compare notes:
   - Are these elements in your materials?
   - Are there places where the enacted curriculum is different than what’s written in your curriculum (e.g., because of time, priorities, implementation, etc.)?
Reflecting

<table>
<thead>
<tr>
<th>New Learning</th>
<th>Made Me Feel Stuck</th>
<th>Want to Know More About</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Getting to Know the Foundational Skills Observation Tool
Student Achievement Partners Observation Tools for K-2

Instructional Practice Guide

Foundational Skills Observation Tool
Meet the Foundational Skills Observation Tool

1. **Read** through the introductory page (Page 1) of the tool.

2. **Share** with a shoulder partner:
   - **One thing that stood out** to you
   - **One question** you have
Meet the Foundational Skills Observation Tool

- Content-focused tool that can be used for coaching, planning, reflection, collaboration, professional learning

- Designed for use with K-2 instruction utilizing a systematic foundational skills program

- Can be used with whole group, small group, centers, or independent tasks
FS Observation Tool Structure

- **Page 1:** Introduction
- **Page 2:** All indicators 1-pager
- **Pages 3-4:** Indicators with rating language and “What to Look for”
- **Page 5:** Beyond the Lesson: Discussion Guide

STUDENT ACHIEVEMENT PARTNERS | ACHIEVETHECORE.ORG
## FS Observation Tool: Design

### Aligned Content

The indicators in this section represent the intentional and explicit focus of the lesson.

<table>
<thead>
<tr>
<th>Indicator/Rating</th>
<th>What To Look For</th>
<th>Notes</th>
</tr>
</thead>
</table>
| AC1. The foundational skill(s) observed in the lesson reflects grade-level standards.² | The following area(s) of focus may be observed; please check all that apply:  
- Phonological Awareness (K–1)  
- Print Concepts (K–1)  
- Phonics and Word Recognition (K–2)  
- Fluency (K–2)  
All elements may not be addressed in each lesson.  
Refer to the Reading Foundational Skills standards as needed. | |
| Always | Often | |
| Sometimes | Rarely/Never | |

| AC2. The foundational skill(s) observed in the lesson is part of a systematic scope and sequence. | Classroom displays and/or student work that show past and current foundational skills foci, connections made by teacher to previously taught skills |
| Always | Often | |
| Sometimes | Rarely/Never | |

**Look Fors:**  
- not exhaustive  
- not a checklist

**Category of indicators (lens for observation)**

**Evidence of indicators**

**Companion resources**
A focus on evidence.
(not evaluation)

Ratings Updates:
- Expanded ratings on many indicators
- Removed numbers (not an evaluation tool)

### Aligned Content

The indicators in this section represent the intentional and explicit focus of the lesson.

<table>
<thead>
<tr>
<th>Indicator/Rating</th>
<th>What To Look For</th>
<th>Notes</th>
</tr>
</thead>
</table>
| **AC1. The foundational skill(s) observed in the lesson reflects grade-level standards.** | The following area(s) of focus may be observed; please check all that apply:  
- Phonological Awareness (K–1)  
- Print Concepts (K–1)  
- Phonics and Word Recognition (K–2)  
- Fluency (K–2)  
All elements may not be addressed in each lesson.  
Refer to the Reading Foundational Skills standards as needed. | |
| Always | Often | Rarely/Never |

| AC2. The foundational skill(s) observed in the lesson is part of a systematic scope and sequence. | Classroom displays and/or student work that show past and current foundational skills foci, connections made by teacher to previously taught skills | |
| Always | Often | Rarely/Never |
Bucket Experts

Select a group of indicators to get to know more closely, ensuring representation at your table.
- Aligned Content (2) + Assessment & Differentiation (2)
- Teacher-Directed Instruction (4)
- Student Practice (4)

Review the indicators and “What to Look Fors” for your group of indicators. For each, discuss:
- A title/phrase to capture essence of the indicator
- Any additions to the What to Look for Column?
Bucket Experts

Share across all four buckets of indicators.

This might sound like: “AC1 is the grade-level standards indicator so you’re looking for things like…”

Early finisher?
- Are there indicators you are still unsure about?
- Are there indicators that feel less observable during a classroom observation?
How Can We Use the FSOT?

- Self-reflection
- Lesson planning
- PLC time

- Lesson observation & debrief
- Co-planning
- Goal setting

- Build common language and vision
- Learning walks
- Professional learning
Analyze Lesson Using the FSOT
What does equitable, standards-aligned, high-quality foundational skills instruction in the classroom look like?
Observation Background

Grade 1 - October
Review The Lesson Plan

<table>
<thead>
<tr>
<th>At a Glance</th>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introducing the Sound</strong></td>
<td>Hearing Medial Sounds</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>Introducing the Spelling</strong></td>
<td>Teacher Modeling</td>
<td>Vowel Code Flip Book; Spelling Card for ‘i_e’ &gt; (bite); Individual Code Chart; green markers</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Digraph Dictation</td>
<td>Worksheet 6.1</td>
<td>15</td>
</tr>
<tr>
<td><strong>Reading Time</strong></td>
<td>Partner Reading: “The Swim Meet”</td>
<td>Gran Reader; Worksheet 6.2</td>
<td>20</td>
</tr>
<tr>
<td><strong>Take-Home Material</strong></td>
<td>Tricky Word Practice</td>
<td>Worksheet 6.3</td>
<td>*</td>
</tr>
</tbody>
</table>

Our Observation Today

- Introduce i_e
- Writing i_e
- Decodable text

Review the lesson plan from the curriculum this teacher will use.

Make notes on AC1 & AC2.
Sound and Spelling Pattern Focus: i_e

AC1. The foundational skill(s) observed in the lesson reflect grade-level standards.

Grade 1 students:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Know the spelling-sound correspondences for common consonant digraphs.
   b. Decode regularly spelled one-syllable words.
   c. Know final -e and common vowel team conventions for representing long vowel sounds.

AC2. The foundational skill(s) observed in the lesson is part of a systematic scope and sequence.

Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- Read one-syllable words in the Vowel Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- Read and write long vowel sound spelled with the vowel digraph ‘i_e’ /ie/ (RF.1.3c)
- Read and understand decodable text in the story “The Swim Meet” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- Ask and answer questions, orally and in writing, about the story “The Swim Meet,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- Use narrative language to describe characters, events, and facts from “The Swim Meet” (RL.1.3)
- Talk about the illustrations and details from “The Swim Meet” to describe its characters, setting, and events (RL.1.7)
- Read and understand decodable text in “Gran’s Trips” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- Identify and use end punctuation, including periods, when writing answers to questions about the story, “The Swim Meet” (L.1.2b)
- Build simple and compound sentences orally in response to prompts (L.1.1j)
Low Inference Notes

Describe what is taking place without drawing conclusions or making value judgements.

During each observation plan to script as much as you can including:

- What is the teacher doing? What are students doing?
- Note tasks/materials

Low-Inference Transcript

School: ___________________________  Date: _______________________
Teacher: ___________________________  Class/ Grade: __________________
Focus for the visit: ___________________________________________________

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Part One: Direct Instruction

*Observe with the TD1 indicator in mind.*
Objective
Introducing i_e
Lesson Part One: Direct Instruction

Reflect with your shoulder partner.

What evidence did you collect for TD1?

What wonderings do you have?
Anchor chart - ee, a_e, i_e

Teacher states lesson focus with connection to previously taught skill (a_e)

- Today we're going to learn a new magic E sound, just like E makes A say its own name, it's A when they're in a team. This magic E sound is i.

Teacher models "magic e" with example word 'bike'

- Teacher: "There is an i, we leave a space for another sound, and then magic e."
- Teacher: "You'll also be seeing me do this a lot with my fingers because this i only says i when it's working as a team with magic e. Magic e makes i say its own name. So if we spell i, like this, with space for a sound in the middle and maybe a sound in the beginning."

Teacher phoneme support /b/

- Teacher: Make sure when you're saying it's not, buh. You can't actually say the real sound very loudly, the last part is a puff of air. Say "buh."
Wonderings

**Wonderings:**

- Chart with picture cue and letter cards had the target word already correctly spelled. How could students have been provided with additional decoding practice opportunities? (TD3)

- Alex's misconception ('biek') a missed opportunity? (AD2)
Connections to Materials

Advance Preparation

We recommend that in today's lesson you begin a chart for the digraphs taught in this unit. As you introduce each new digraph, add a new line and list two or three example words.

- Explain that the word bike contains four letters (‘b’, ‘i’, ‘k’, ‘e’) but only three sounds (/b/, /ie/, /k/).
- Now write the word time on the board and explain that this is another example of the ‘i’-space-‘e’ spelling for the /ie/ sound.
- Draw a V-shaped mark under time as you did with bike. Ask students to read the word time with you.
- Ask students to help you spell the word pine.
- Explain to students that if you left the word like this, it would be pronounced pin. To spell pine, you need to add the letter ‘e’.
- Remind students that ‘i’ and ‘e’ work together to stand for the /ie/ sound.
Lesson Part Two: Whiteboards

Observe the next section of the lesson with the **Student Practice** indicators in mind.

<table>
<thead>
<tr>
<th>Indicator/Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SP1.</strong> Students practice with materials and written/oral tasks that are aligned to targeted content and skills.</td>
</tr>
<tr>
<td>○ All</td>
</tr>
<tr>
<td><strong>SP2.</strong> Students practice target skills in the context of decodable text.</td>
</tr>
<tr>
<td>○ All</td>
</tr>
<tr>
<td>○ Not applicable (early Kindergarten)</td>
</tr>
<tr>
<td><strong>SP3.</strong> Students engage in multiple opportunities to work out of context.</td>
</tr>
<tr>
<td>○ All</td>
</tr>
<tr>
<td><strong>SP4.</strong> Students actively participate in the content of the lesson.</td>
</tr>
<tr>
<td>○ All</td>
</tr>
</tbody>
</table>
Writing with i_e
Lesson Part Two: Whiteboards

Reflect with your shoulder partner.

What evidence did you collect for the Student Practice indicators?

What wonderings do you have?

<table>
<thead>
<tr>
<th>Indicator/Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SP1. Students practice with materials and written/oral tasks that are aligned to targeted content and skills.</strong></td>
</tr>
<tr>
<td>○ All ○ Most ○ Some ○ Few/No</td>
</tr>
<tr>
<td><strong>SP2. Students practice target skills in the context of decodable text.</strong></td>
</tr>
<tr>
<td>○ All ○ Most ○ Some ○ Few/No ○ Not applicable (early Kindergarten)</td>
</tr>
<tr>
<td><strong>SP3. Students engage in multiple opportunities to work out of context.</strong></td>
</tr>
<tr>
<td>○ All ○ Most ○ Some ○ Few/No</td>
</tr>
<tr>
<td><strong>SP4. Students actively participate in the content of the lesson.</strong></td>
</tr>
<tr>
<td>○ All ○ Most ○ Some ○ Few/No</td>
</tr>
</tbody>
</table>
Whiteboards

- Aligned to target skills (SP1)
- Out of context w/ whiteboards (SP3)
- All students with whiteboards (SP4)
- Wonderings:
  - when will students practice with decodable text? (SP2)
  - when will students have more opportunities to work out of context?
Additional Whiteboard Reflections

TD1. Foundational skill(s) instruction is explicit, clear, and correct.
- Always
- Often
- Sometimes
- Rarely/Never
- Did not observe teacher-directed instruction

TD2. When appropriate, instruction and materials provide opportunities to connect acquisition of foundational skills to making meaning from reading and listening.
- Always
- Often
- Sometimes
- Rarely/Never

- Sound wall & anchor chart
- Continued reinforcement of "v" to represent i and e working as a team
- Wonderings
  - Is use of "v" confusing because it is a letter name?
  - Connection to short i explicit?
- Slates encoding: bite, pine, time
- T used time in a sentence
- Wondering - Missed opportunity to connect 'pine' to meaning?
Lesson Part Three: Decodables

Observe the next section of the lesson with the **Teacher-Directed Instruction** indicators in mind.
Reading with Decodable Text
Lesson Part Three: Decodables

Reflect with your shoulder partner.

What evidence did you collect for the Teacher-Directed Instruction indicators?

What wonderings do you have?
Decodable Readers

<table>
<thead>
<tr>
<th>Indicator/Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>TD1. Foundational skill(s) instruction is explicit, clear, and correct.</td>
</tr>
<tr>
<td>- Always</td>
</tr>
<tr>
<td>- Often</td>
</tr>
<tr>
<td>- Sometimes</td>
</tr>
<tr>
<td>- Rarely/Never</td>
</tr>
<tr>
<td>Did not observe teacher-directed instruction</td>
</tr>
<tr>
<td>TD2. When appropriate, instruction and materials provide opportunities to connect acquisition of foundational skills to making meaning from reading and listening.</td>
</tr>
<tr>
<td>- Always</td>
</tr>
<tr>
<td>- Often</td>
</tr>
<tr>
<td>- Sometimes</td>
</tr>
<tr>
<td>- Rarely/Never</td>
</tr>
<tr>
<td>TD3. The lesson includes adequate time for aligned teacher instruction and student practice of targeted skill(s).</td>
</tr>
<tr>
<td>- Always</td>
</tr>
<tr>
<td>- Often</td>
</tr>
<tr>
<td>- Sometimes</td>
</tr>
<tr>
<td>- Rarely/Never</td>
</tr>
<tr>
<td>TD4. The elements of the lesson are presented in an engaging and child-friendly manner.</td>
</tr>
<tr>
<td>- Always</td>
</tr>
<tr>
<td>- Often</td>
</tr>
<tr>
<td>- Sometimes</td>
</tr>
<tr>
<td>- Rarely/Never</td>
</tr>
</tbody>
</table>

- Text-dependent questions worksheet. Pre-selected question to review at the end whole group (were Josh and Jen sad that they did not win?). (TD2)
- Vocabulary support (T: "what's a lane? Can you point to it in the picture?") (TD2)
- Majority of lesson spent practicing new and/or spiraled skills (TD3)
- All students engaging with other students. No activities with songs, movement or chanting observed (TD4)
Reflect on Assessment & Differentiation Across the Lesson

Reflect with your shoulder partner.

What evidence did you collect for AD1 & AD2?

What wonderings do you have?
Monitoring students reading on the spot feedback:

- plane (Do you see "p"?)
- line: ("So it's not /i/ it's /i_e/")

wonderings -

Data collection?
Small group differentiated text?
● Visual monitoring of student slates
● Dropping teacher voice to hear student "tapping it out"
● Students know if they are accurate (correct spelling given each time) wondering - tracking data?
● Student 1-1 coaching (e.g., "right now it says bit") wondering - Did students require scaffolding given? (full group segmenting of each word, not erasing i_e)
After a short break, we’ll put on our coaching hats and prepare for a coaching conversation with Ms. Cuomo.
Preparing for a Coaching Conversation with Ms. Cuomo

Process solo

_process with your shoulder partner_

_process with your table group_
A Coaching Conversation with Ms. Cuomo

Think about all the notes you collected during Ms. Cuomo’s coaching conversation:

What **indicator-based strengths** did you note in Ms. Cuomo’s practice?

What **indicator-based missed opportunities** did you observe?

What **questions** do you want to ask Ms. Cuomo?

5 minutes silent/solo work time

5 minutes with a shoulder partner
A Coaching Conversation with Ms. Cuomo

Work in a team of 3-5 to create a poster identifying:

- **Key strengths** from the observation
- **Missed opportunities**
- **Wonderings**

Remember to reference FSOT indicators!
### Feedback Summary

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Opportunities for Growth</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Foundational skills observed in the lesson reflect grade-level standards and systematic scope &amp; sequence</td>
<td>● Making instruction around this new skill even more explicit and clear</td>
</tr>
<tr>
<td>● All students had opportunities to practice target sound and spelling pattern with in and out of context practice that aligned with target skill (i_e)</td>
<td>● Opportunities to present in an even more engaging and child-friendly manner</td>
</tr>
<tr>
<td>● Connecting FS to making meaning</td>
<td>● Collecting formal and informal data &amp; responding to data to adjust instruction</td>
</tr>
</tbody>
</table>
Work-Time Interruption

Review the Beyond the Lesson Guide. Which question(s) do you feel is most applicable to your post-observation coaching conversation with Ms. Cuomo?
A Coaching Conversation with Ms. Cuomo

How does Ms. Cuomo explain her instructional decisions?

What connections can you make to the Decodable Reader protocol?

What might be your response or additional questions for Ms. Cuomo in your coaching conversation?
Reflect on this Process

What did you find **helpful** about using the tool and this process?

What are you **challenged by**, **struggling with** or **questioning**?

Do you feel better prepared to **deliver on the promise of instructional equity** after using this tool? Why or why not?
What Now?
Bonus Resources: Guidance Documents

Table of Contents

Overview ............................................................................................................. 2
Content: The Components of Foundational Skills ..................................... 5
Instructional Moves: The “How” of Foundational Skills ......................... 13
Grade-Level-Specific Guidance for Kindergarten .................................. 19
Grade-Level-Specific Guidance for First Grade ....................................... 24
Grade-Level-Specific Guidance for Second Grade ................................. 28
Appendices .................................................................................................... 32
Bonus Resources: Foundational Skills Mini Course

Module 1: Nuts and Bolts
Module 2: Phonological Awareness
Module 3: Phonics Part 1
Module 4: Phonics Part 2
Module 5: Early Reading
Module 6: Practice, Practice, Practice
Module 7: Assessment
Choice Work Time:

Action Planning

Role-Based Consultancy Protocol
Role-Based Consultancy Protocol

"My materials don't match this work"
"My colleagues don't buy in"
"I don't feel like I know enough about FS to teach them"

Create groups of 4.

2 minute - state the challenge or problem
3 minutes - partners ask questions
5 minutes - partners share suggestions
1 minute - summarize learnings

Use a timer!
Action Planning

Using the FSOT

Teacher:
- Reflect on your own instruction using the FSOT. Create a goal.
- Plan an upcoming lesson using the FSOT as a guide

Coach:
- Reflect on the instruction you see in your building using the FSOT. Flag some things you want to dig into more deeply back at your site or some changes you want to see in the short and long term.
- Make a plan to observe upcoming lessons using the tool or how you might share this tool with teachers or other leaders

District leader:
- Reflect on the instruction you see in your building using the FSOT. Flag some things you want to dig into more deeply back at your site.
- Make a plan to share this tool with colleagues.

Making a plan for continued learning
- Revisit some of the resources or tools we used today
- Spend a bit of time previewing some of the knowledge-building resources shared (FS Mini Course, FS Guidance Document)
- Make a plan for continued learning: When? With who? How?
Choice Work Time:

Action Planning

Using the FSOT
Teacher:
- Reflect on your own instruction using the FSOT. Create a goal.
- Plan an upcoming lesson using the FSOT as a guide

Coach:
- Reflect on the instruction you see in your building using the FSOT. Flag some things you want to dig into more deeply back at your site or some changes you want to see in the short and long term.
- Make a plan to observe upcoming lessons using the tool or how you might share this tool with teachers or other leaders

District leader:
- Reflect on the instruction you see in your building using the FSOT. Flag some things you want to dig into more deeply back at your site.
- Make a plan to share this tool with colleagues.

Making a plan for continued learning
- Spend a bit of time revisiting resources/tools shared today or previewing some of the knowledge-building resources shared (FS Mini Course, FS Guidance Document)
- Make a plan: When? With whom? How?

Be prepared to share your action step(s): from either your action planning or role-based consultancy at the end of this work time!

Role-Based Consultancy Protocol

Create groups of 4.
- 2 minute - state the challenge or problem
- 3 minutes - partners ask questions
- 5 minutes - partners share suggestions
- 1 minute - summarize learnings
Get ready to share your action step with some colleagues:

- Partner 1: Share your action step
- Partner 2: Share a connection, question, or additional consideration with Partner 1
- SWAP!

When you hear a new song, find a new partner.
Closing
Jot to Yourself

WHY

Revisit the note you wrote to yourself at the beginning of the session.

What new ideas do you have about the role that foundational skills play in instructional equity for students? How do you see your work in this?
Team Huddle

Appreciation
Ask
A-Ha
Apology
Thank you!
Take our 3 minute survey!

kicksup.co/2019LF

Session ID: PC206

NOTE: Session ID should be in all CAPS and is case-sensitive.

Your responses power our report