



# Connect & Calibrate: "Norming" the K-2 Foundational Literacy Walkthrough Tool

Early Literacy Department  
School Leadership Series  
September 2020



# Pres Early Literacy



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# Virtual Norms

- Make sure you are in a quiet area.
- **Mute** your microphone when you are not speaking
- When speaking, keep your points clear and concise.
- Use the **chat** feature to capture questions, when possible.
- Use the **Raise Hand** feature to signal that you'd like to comment verbally during the session. Once you've been called to share, please lower your hand.



# Objectives

Leaders will

- **Expand** their knowledge of foundational literacy instruction and components within the 120-minute comprehensive literacy block.
- **Explore** the indicators of the revised tool and engage in dialogue about observed Wonders-aligned literacy instruction.
- **Be able to** examine and support foundational literacy practices and behaviors expected in the 120-minute comprehensive literacy block.

# Agenda

## **I. Expectations for ELA Instruction**

## **II. Instructional Components**

- a. Whole Group Instruction
- b. Teacher-led Small Group Instruction
- c. Literacy Workstations or Centers

## **III. K-2 Foundational Literacy Walkthrough Tool**

- a. Observation of Instruction
- b. Discussion of Tool Indicators

## **IV. Attendance Survey**

## **V. Adjourn**

# Icebreaker

On this squirrel scale,  
how do you feel today?



# Expectations for ELA Instruction

## **120-minute** Comprehensive Literacy Block

- Foundational Skills Instruction
- Meaning-based Instruction



## Instructional Components

- Explicit Whole Group Instruction
- Teacher-Led Small Group Instruction
- Literacy Workstations



A photograph of a male teacher with a beard, wearing a light blue striped shirt and khaki pants, standing at the front of a classroom. He is smiling and gesturing with his hands. Several students are seated at desks, with their hands raised in the air, indicating an interactive or question-and-answer session. The classroom has a blue wall and a chalkboard with some faint writing at the top. The text "Whole Group Instruction" is overlaid in the center of the image.

# Whole Group Instruction



# Whole Group Instruction

- Engages **ALL** learners
- First step in the **learning process**
- Students exposed to **key concepts** and **new information**
- Builds on **previously learned skills**
- Lessons are **dynamic** and **engaging**
- Base line for **learning** and **assessment**
- Provides knowledge to **practice independently**

# Whole Group Instruction: GRR



## TEACHER RESPONSIBILITY

*Focus Lesson*

*Guided  
Instruction*

*Collaborative*

*Independent*

## STUDENT RESPONSIBILITY

“I do it”

“We do it”

“You do it  
together”

“You do it  
alone”

**I Do:** Teacher explains and models what students are learning to do.

**We Do:** Teacher and students work together and share the instruction.

**They Do:** Students practice collaboratively.

**You Do It Alone:** It's time for the students to work individually and/or independently.

# Wonders whole group instruction includes:

- Phonemic Awareness
- Phonics
- Spelling Instruction
- High Frequency Words
- Grammar
- Vocabulary
- Shared Reader (KK & 1st)
- Decodable Reader Lesson ( 2<sup>nd</sup> Grade )
- Structural Analysis (1st & 2nd Grades only)



# Quick Check!



**Which of the following is not a part of the gradual release of responsibility model?**

- a. guided practice**
- b. collaborative practice**
- c. model with direct instruction**
- d. teacher practice**
- e. independent practice**

# Teacher-Led Small Group Instruction





# Small Group Instruction

- **Follows** whole group instruction
- **Solidifies** the concepts learned in whole group
- **Individualized** instruction at the teacher table
- **Helps** students master the content
- **Monitors** student progress





# Small Group Instruction



## Teacher-Led Small Group Instruction includes:

- **Text Reading Lessons**
  - Leveled Reader
  - Decodable Reader
  - Shared Reader
  - Genre Passage Selection
  - Literature Anthology
- **Skills-Focused Lessons**
  - Explicit, systematic and focused specific skills (GRR)
  - Differentiated lessons by ability levels
  - Interactive and targeted on critical skills
  - Based upon lesson formats and content from the core reading program (Wonders)

# Quick Check!



Small group instruction is informed  
by whole group instruction.

- a. TRUE
- b. FALSE

Respond in the chatbox.

# Literacy Workstations



# How are Literacy Workstations or Centers defined in SCS?

- Opportunities for students to *independently* engage in a variety of meaningful, standards-aligned literacy tasks while the teacher works with a small group of students

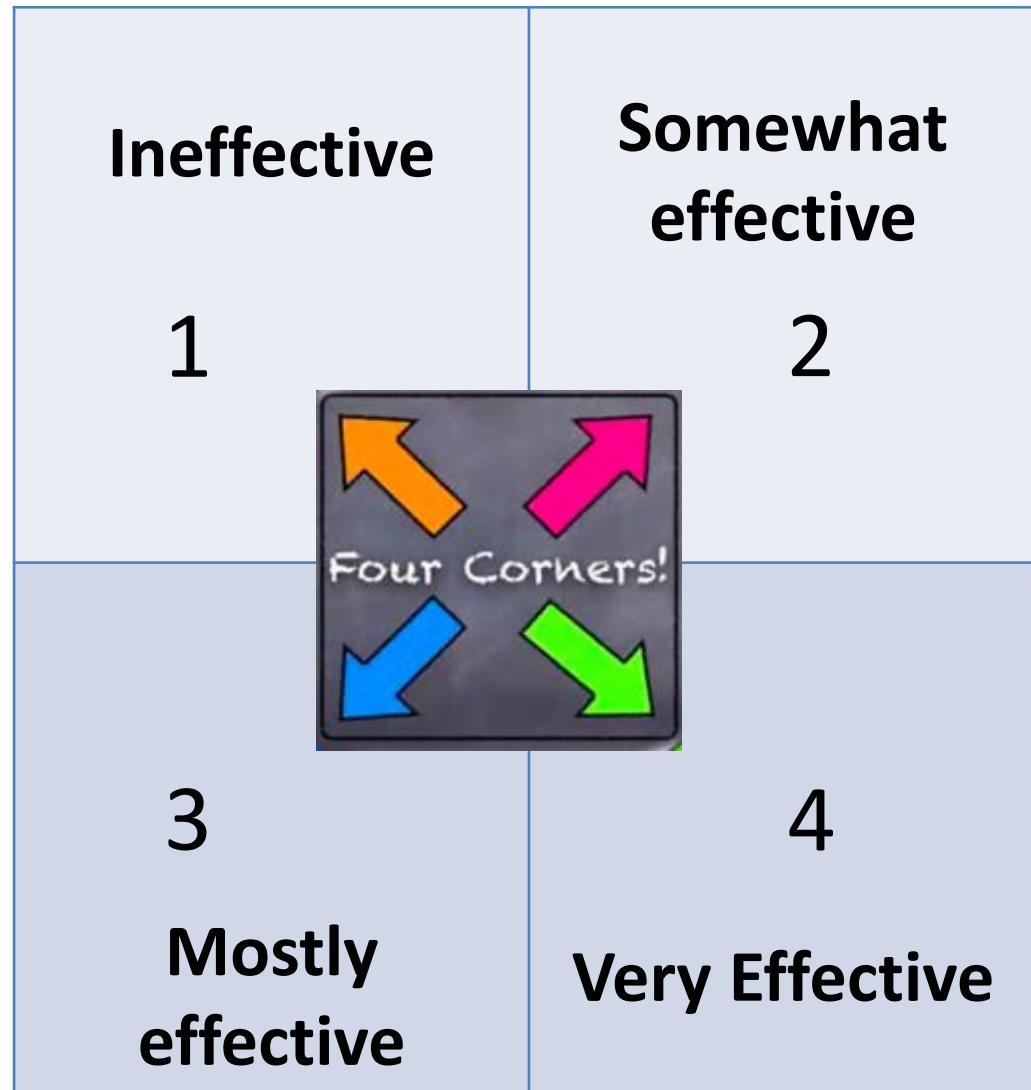


# Literacy Workstations or Centers



How would you rate workstation implementation in your building?

Respond in the chatbox.



# Literacy Workstations or Centers

- **Grow** from whole group instruction
- **Practice** and **apply** literacy skills
- **Expand** literacy skills
- Independent and/or collaborative **practice**
- **Multiple activities** at various workstations
- Tasks address **newly learned** or **review** literacy skills



# Quick Check!



How many minutes should be allocated for the K-2 comprehensive literacy block?

- a. 60 minutes
- b. 90 minutes
- c. 120 minutes
- d. none of the above

Respond in the chatbox.

# Quick Check!



Which of the following represents one of the 3 major components of the 120-minute comprehensive literacy block?

- a. **Teacher-led small group instruction**
- b. **Explicit whole group instruction**
- c. **Literacy work stations or centers**
- d. **all of the above**

Respond in the chatbox.

# K-2 Foundational Literacy Walkthrough Tool



# K-2 Foundational Skills Walkthrough Tool

Click the link in the chat box to access the revised K-2 Foundational Literacy Walkthrough Tool.



## K-2 Foundational Literacy Walkthrough Tool

Teacher Name & School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Start & End Time: \_\_\_\_\_ Observer: \_\_\_\_\_

The SCS K-2 Foundational Literacy Walkthrough Tool describes the expectations for foundational literacy teaching and learning during the 120-minute block. With attention to the District-wide Instructional Practices, the components and indicators on this tool align with best practices for effective foundational literacy instruction.

Observed (✓) Description Comments

### COMPONENTS: Whole Group Instruction

NOTE: The whole group components indicated on this tool are not listed sequentially and might not occur daily. The sequence and frequency of instructional components will vary.

#### Explicit Phonemic Awareness Instruction

Teacher models orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes).

Teacher engages students in guided practice of orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)

Students collaboratively practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)

Students independently practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)

#### Explicit Phonics Instruction

Teacher models associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes)

Teacher engages students in guided practice of associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in reading and writing activities (in and/or out of context)

Students collaboratively practice associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in reading and writing activities (in and/or out of context)

Students independently practice associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in reading and writing activities (in and/or out of context)

#### Structural Analysis

Teacher models breaking words into their basic parts (e.g., base word, prefix, suffixes, roots) to determine word meanings

Teacher engages students in guided practice of breaking words into their basic parts (e.g., base word, prefix, suffixes, roots) to determine word meanings

Students collaboratively practice breaking words into their basic parts (e.g., base word, prefix, suffixes, roots) to determine word meanings

Students independently practice breaking words into their basic parts (e.g., base word, prefix, suffixes, roots) to determine word meanings

#### Spelling Instruction

Teacher models applying knowledge of letter-sound correspondence to spell prescribed words

Students practice applying knowledge of letter-sound correspondence to spell prescribed words (orally and/or in writing)

#### High-Frequency Words Instruction

Teacher models reading, spelling, and writing HFWS (in and out of context)

Teacher engages students in guided practice reading, spelling, and writing HFWS (in and out of context)



## K-2 Foundational Literacy Walkthrough Tool

Students collaboratively practice reading, spelling, and writing HFWS (in and out of context)

Students independently practice reading, spelling, and writing HFWS (in and out of context)

#### Explicit Grammar Instruction

Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in speech.

Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in reading.

Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in writing.

#### Working with Decodable Readers (Grade 2 only)

Teacher models fluent reading

Students practice reading (choral/echo/whisper)

Students respond to literal comprehension questions

Teacher reviews high frequency words

Teacher reviews the words and letter-sounds for the phonics skill

Students partner read with a focus on fluency

### COMPONENTS: Small Group Instruction

#### Teacher-Led Instruction – Text Reading Lesson

Choose the text used during observation:  Leveled Reader  Decodable Reader  Genre Passage  Other \_\_\_\_\_

Teacher models fluent reading

Teacher references/models word attack strategies (segmenting & blending, chunking word parts, rereading, etc.)

Students practice reading (choral/echo/whisper)

Students respond to literal questions about informational or literary texts (about characters, settings, events, key ideas & details)

Students practice their knowledge of vocabulary in context or out of context

Students are engaged in close reading activities

Students practice applying their knowledge of foundational skills in purposeful writing activities

Teacher provides corrective feedback, when needed

#### Teacher-Led Instruction - Skills-Focused Lesson

Teacher introduces/explains skills explicitly and directly

Teacher models/demonstrates skill application

Students practice skills in application.

Teacher provides corrective feedback, when needed

#### Literacy Work Stations or Centers

Students are assigned varied tasks.

Students engage in tasks aligned to the current/previously taught literacy skills

Stations address literacy skills and strategies (e.g., Phonological/Phonemic Awareness, Phonics/Word Study, Fluency, Grammar, Writing, Vocabulary, Comprehension, Technology, Science, Social Studies)

Station tasks maintain student engagement for the allotted time & additional tasks are available for early finishers

Teacher briefly circulates at the beginning/during stations to ensure accurate student practice.



## K-2 Foundational Literacy Walkthrough Tool

Indicator/Component	Description	Comments
	Appropriate Time Scheduled for the Comprehensive Literacy Block (120 minutes; see master schedule or teacher's daily schedule)	
	Standards/Objectives (instruction and tasks are aligned to the standards/objectives for the grade)	
	Engagement/Multi-sensory Strategies (e.g., movement, games, activities, songs, chants, digital tools, word cards, etc.)	
	Monitor Progress/CFU (e.g., hand signals, exit tickets, questioning, response boards, learning reflections, TPE, etc.)	
	Tools & Resources used are grade-appropriate and aligned to the curriculum	
Check all that apply:	Overall did this lesson address the three major components of an effective foundational literacy lesson (i.e., whole group, teacher-led small group, and literacy workstations)? <input type="checkbox"/> Whole group instruction <input type="checkbox"/> Teacher-led instruction <input type="checkbox"/> Literacy work stations or centers	
Yes/No	Overall did this lesson reflect the SCS expectations for foundational literacy instruction?	

NOTES:

**How are the expectations  
for foundational literacy instruction and  
the walkthrough tool aligned?**

# Phonemic Awareness



the ability to hear, identify, and  
manipulate the smallest units of sound,  
or **phonemes**





## K-2 Foundational Literacy Walkthrough Tool

Teacher Name & School:	Grade:	Date:	Start & End Time:	Observer:
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Observed (✓)	Description	Comments
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### COMPONENTS: Whole Group Instruction

NOTE: The whole group components indicated on this tool are not listed sequentially and might not occur daily. The sequence and frequency of instruction is determined by the teacher.

<input type="checkbox"/>	<b>Explicit Phonemic Awareness Instruction</b>	
	Teacher models orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes).	
	Teacher engages students in guided practice of orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes).	
	Students collaboratively practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes).	
	Students independently practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes).	

<input type="checkbox"/>	<b>Explicit Phonics Instruction</b>	
	Teacher models associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes).	
	Teacher engages students in guided practice of associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in reading and writing activities (in and/or out of context).	
	Students collaboratively practice associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in reading and writing activities (in and/or out of context).	
	Students independently practice associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in reading and writing activities (in and/or out of context).	

<input type="checkbox"/>	<b>Structural Analysis</b>	
	Teacher models breaking words into their basic parts (e.g., base word, prefix, suffix, roots) to determine word meanings.	
	Teacher engages students in guided practice of breaking words into their basic parts (e.g., base word, prefix, suffix, roots) to determine word meanings.	
	Students collaboratively practice breaking words into their basic parts (e.g., base word, prefix, suffix, roots) to determine word meanings.	
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<input type="checkbox"/>	<b>Spelling Instruction</b>	
	Teacher models applying knowledge of letter-sound correspondence to spell prescribed words.	
	Students practice applying knowledge of letter-sound correspondence to spell prescribed words (orally and/or in writing).	

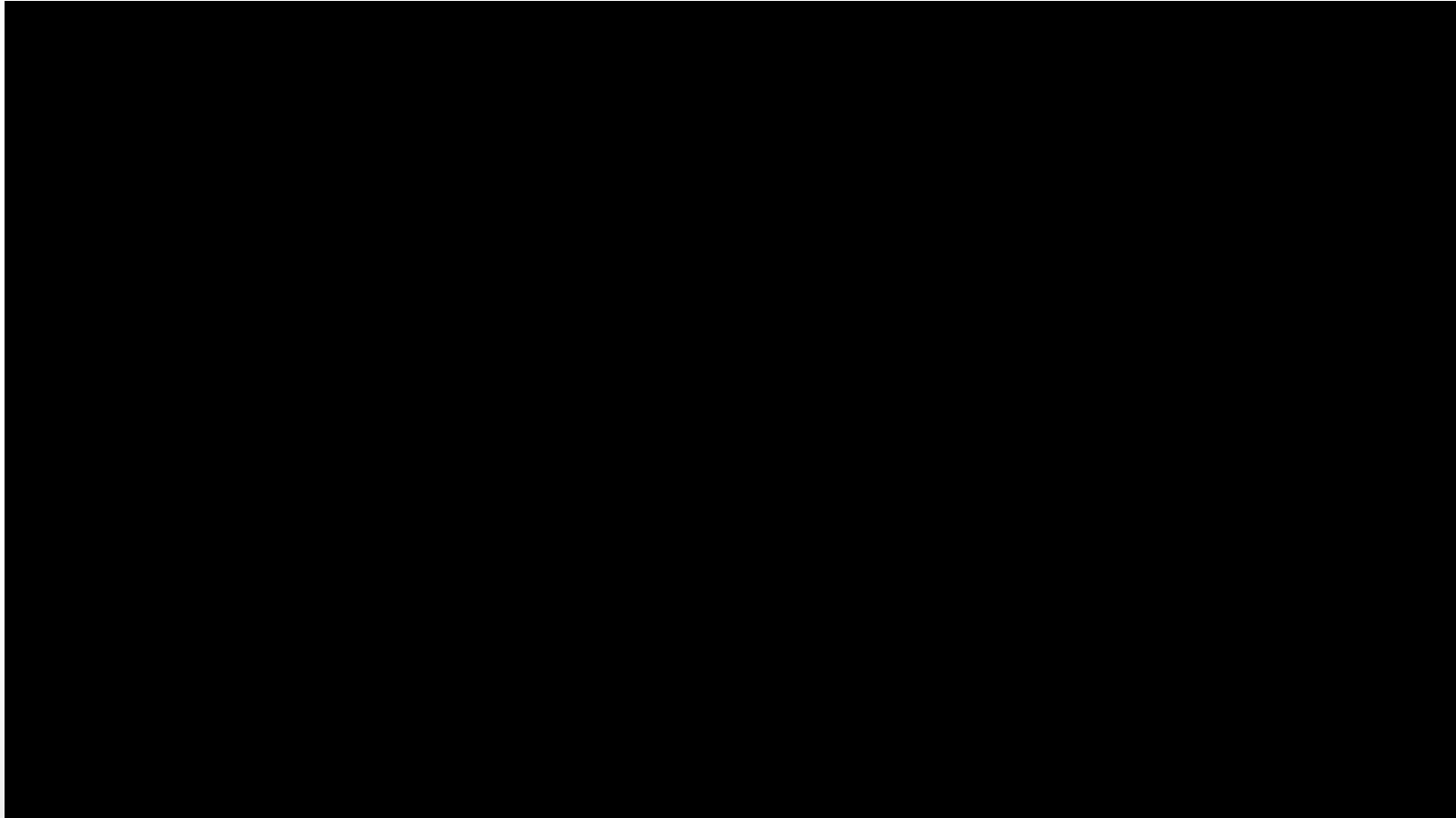
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	Teacher models reading, spelling, and writing HFWS (in and out of context).	
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# Phonemic Awareness

# Whole Group Instructional Practices



## Explicit **Phonemic Awareness** Instruction





# K-2 Foundational Literacy Walkthrough Tool

## Explicit Phonemic Awareness Instruction

### Tool Indicators

### Actions

Teacher **models** orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes).

- Teacher models articulation of phonemes
- Teacher models identifying phonemes
- No letters only, sounds (phonemes)

Teacher engages students in **guided practice** of orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)

- Teacher says words and/or phonemes and students listen and identify phonemes
- Students identify phonemes
- Wonders digital activities
- No letters only, sounds (phonemes)

Students **collaboratively practice** to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)

- Wonders digital activities
- Work with a partner
- No letters only, sounds (phonemes)

Students **independently practice** to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)

- Wonders practice book
- Wonders digital activities
- No letters only, sounds (phonemes)

# Phonics

the relationship between **sounds** and  
**letters**



## K-2 Foundational Literacy Walkthrough Tool

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#### Explicit Phonics Instruction

- Teacher models associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes).
- Teacher engages students in guided practice of associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in reading and writing activities (in and/or out of context).
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- Students independently practice associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in reading and writing activities (in and/or out of context).

#### Structural Analysis

- Teacher models breaking words into their basic parts (e.g., base word, prefix(es), suffix(es), roots) to determine word meanings.
- Teacher engages students in guided practice of breaking words into their basic parts (e.g., base word, prefix(es), suffix(es), roots) to determine word meanings.
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#### Spelling Instruction

- Teacher models applying knowledge of letter-sound correspondence to spell prescribed words.
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#### High-Frequency Words Instruction

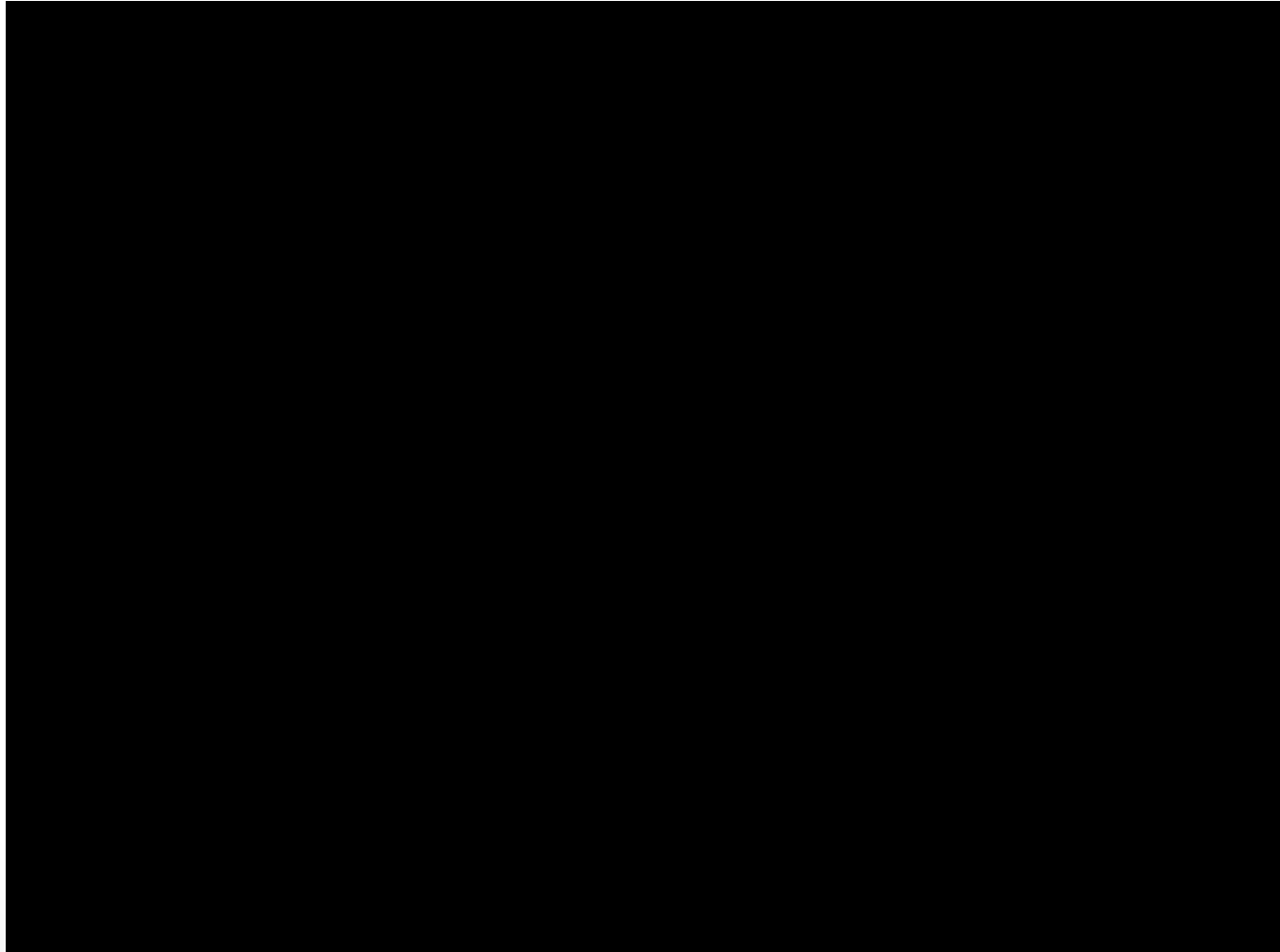
- Teacher models reading, spelling, and writing HFWS (in and out of context).
- Teacher engages students in guided practice reading, spelling, and writing HFWS (in and out of context).

# Phonics

# Whole Group Instructional Practices



## Explicit **Phonics** Instruction







# K-2 Foundational Literacy Walkthrough Tool

## Explicit Phonics Instruction

### Tool Indicators

### Actions

Teacher **models** associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes)

- Explains phonics generalizations/rules
- Use word building cards
- Articulation of letter sounds
- Blend sounds
- Connect letters to sounds/spelling patterns
- Wonders digital activities

Teacher engages students in **guided practice** of associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in *reading* and *writing* activities (in and/or out of context)

- Build and blend words
- Choral or echo read words, text and/or sentences
- In context: passages, poems, sentences, songs
- Students write in response to dictated words
- Wonders digital activities

Students **collaboratively practice** associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in *reading* and *writing* activities (in and/or out of context)

- In context: passages, poems, sentences, songs
- Out of context: words, lists of words
- Partner reading words, text and/or sentences
- Work with a partner writing words
- Wonders digital activities

Students **independently practice** associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in *reading* and *writing* activities (in and/or out of context)

- Write words and/or sentences with the targeted phonics skill
- Wonders practice book
- Wonders digital activities

# Structural Analysis

A procedure for breaking words into their basic parts (e.g., **base word, prefixes, suffixes, roots**) to determine word meanings



## K-2 Foundational Literacy Walkthrough Tool

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<input type="checkbox"/>	<b>Structural Analysis</b>	
	Teacher models breaking words into their basic parts (e.g., base word, prefix, suffix, root) to determine word meanings	
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Structural Analysis

# Whole Group Instructional Practices

## Structural Analysis Instruction





# K-2 Foundational Literacy Walkthrough Tool

## Structural Analysis Instruction

### Tool Indicators

### Actions

Teacher **models** breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings.

- Explains phonics generalizations/rules
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- Blend sounds
- Connect letters to sounds/spelling patterns
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Students **collaboratively practice** breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings.

- In context: passages, poems, sentences, songs
- Out of context: words, lists of words
- Partner reading words, text and/or sentences
- Work with a partner writing words
- Wonders digital activities

Students **independently practice** breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings.

- Write words and/or sentences with the targeted phonics skill
- Wonders practice book
- Wonders digital activities

# Spelling

the process of representing language by  
means of a **writing** system



## K-2 Foundational Literacy Walkthrough Tool

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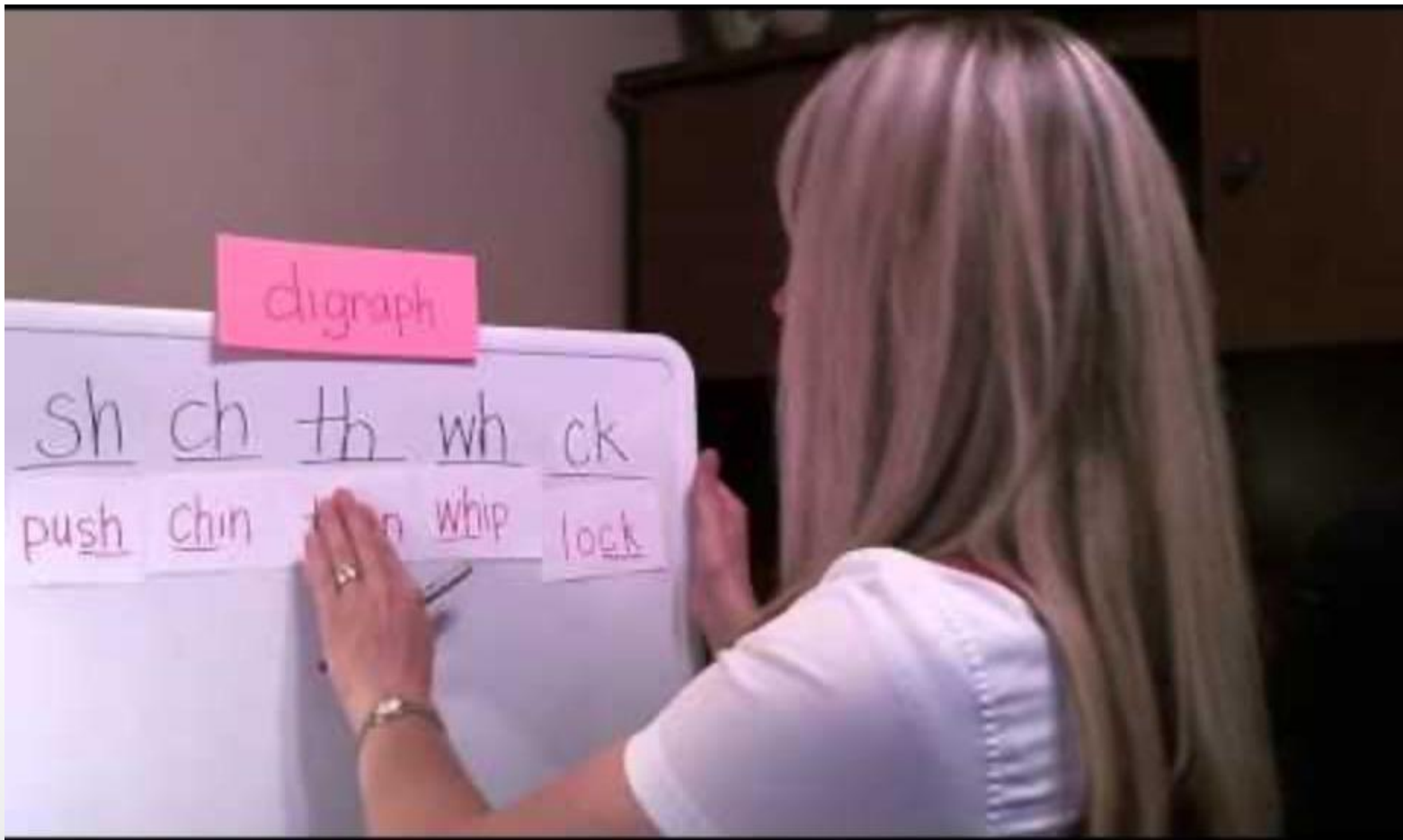
# Spelling



# Whole Group Instructional Practices



## Spelling Instruction





# K-2 Foundational Literacy Walkthrough Tool

## Spelling Instruction

### Tool Indicators

### Actions

Teacher **models** applying knowledge of letter-sound correspondence to spell prescribed words

- Blend sounds in words
- Stretching sounds in words
- Writing the spelling pattern
- Reading spelling words
- Sorting words
- Pronouncing the sounds
- Wonders digital activities

Students **practice** applying knowledge of letter-sound correspondence to spell prescribed words (orally and/or in writing)

- Word dictation
- Listen for the spelling sound
- Stretching sounds in words
- Blend sounds in words Stretch words to pronounce
- Chorally read words
- Chorally spell words
- Write spelling words
- Sort words
- Pronounce sounds
- Wonders digital activities
- Orally generate additional words

# High Frequency Words

Words that **appear most often** in grade  
level texts



## K-2 Foundational Literacy Walkthrough Tool

Teacher Name & School:	Grade:	Date:	Start & End Time:	Observer:
------------------------	--------	-------	-------------------	-----------

*The SCS K-2 Foundational Literacy Walkthrough Tool describes the expectations for foundational literacy teaching and learning during the 120-minute block. With attention to the District-wide Instructional Practices, the components and indicators on this tool align with best practices for effective foundational literacy instruction.*

Observed (✓)	Description	Comments
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### COMPONENTS: Whole Group Instruction

*NOTE: The whole group components indicated on this tool are not listed sequentially and might not occur daily. The sequence and frequency of instructional components will vary.*

<input type="checkbox"/>	<b>Explicit Phonemic Awareness Instruction</b>	
	Teacher models orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes).	
	Teacher engages students in guided practice of orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)	
	Students collaboratively practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)	
	Students independently practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)	
<input type="checkbox"/>	<b>Explicit Phonics Instruction</b>	
	Teacher models associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes)	
	Teacher engages students in guided practice of associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in reading and writing activities (in and/or out of context)	
	Students collaboratively practice associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in reading and writing activities (in and/or out of context)	
	Students independently practice associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in reading and writing activities (in and/or out of context)	
<input type="checkbox"/>	<b>Structural Analysis</b>	
	Teacher models breaking words into their basic parts (e.g., base word, prefix, suffix, roots) to determine word meanings	
	Teacher engages students in guided practice of breaking words into their basic parts (e.g., base word, prefix, suffix, roots) to determine word meanings	
	Students collaboratively practice breaking words into their basic parts (e.g., base word, prefix, suffix, roots) to determine word meanings	
	Students independently practice breaking words into their basic parts (e.g., base word, prefix, suffix, roots) to determine word meanings	
<input type="checkbox"/>	<b>Spelling Instruction</b>	
	Teacher models applying knowledge of letter-sound correspondence to spell prescribed words	
	Students practice applying knowledge of letter-sound correspondence to spell prescribed words	
<input type="checkbox"/>	<b>High-Frequency Words Instruction</b>	
	Teacher models reading, spelling, and writing HFWS (in and out of context)	
	Teacher engages students in guided practice reading, spelling, and writing HFWS (in and out of context)	

High  
Frequency  
Word

# Whole Group Instructional Practices



## High Frequency Words Instruction





# K-2 Foundational Literacy Walkthrough Tool

## High Frequency Words Instruction

### Tool Indicators

### Actions

Teacher **models reading, spelling, and writing HFWs** (in and out of context)

- Say the high frequency words
- Displays high frequency word cards
- Reads the word and uses it in a sentence
- Spells the word
- Writes the word in the air
- Visual vocabulary cards

Teacher engages students in **guided practice reading, spelling, and writing HFWs** (in and out of context)

- Say the high frequency words
- Spell the high frequency words
- Write the high frequency words
- Wonders digital activities
- Read sentences with high frequency words

Students **collaboratively practice reading, spelling, and writing HFWs** (in and out of context)

- Read sentences with high frequency words
- Write sentences with high frequency words
- Orally spell high frequency words
- Use the high frequency word in conversation
- Wonders digital activities

Students **independently practice reading, spelling, and writing HFWs** (in and out of context)

- Wonders practice book
- Wonders digital activities

# Grammar

The set of rules that **explain how words are used and put together in language**



# Explicit Grammar



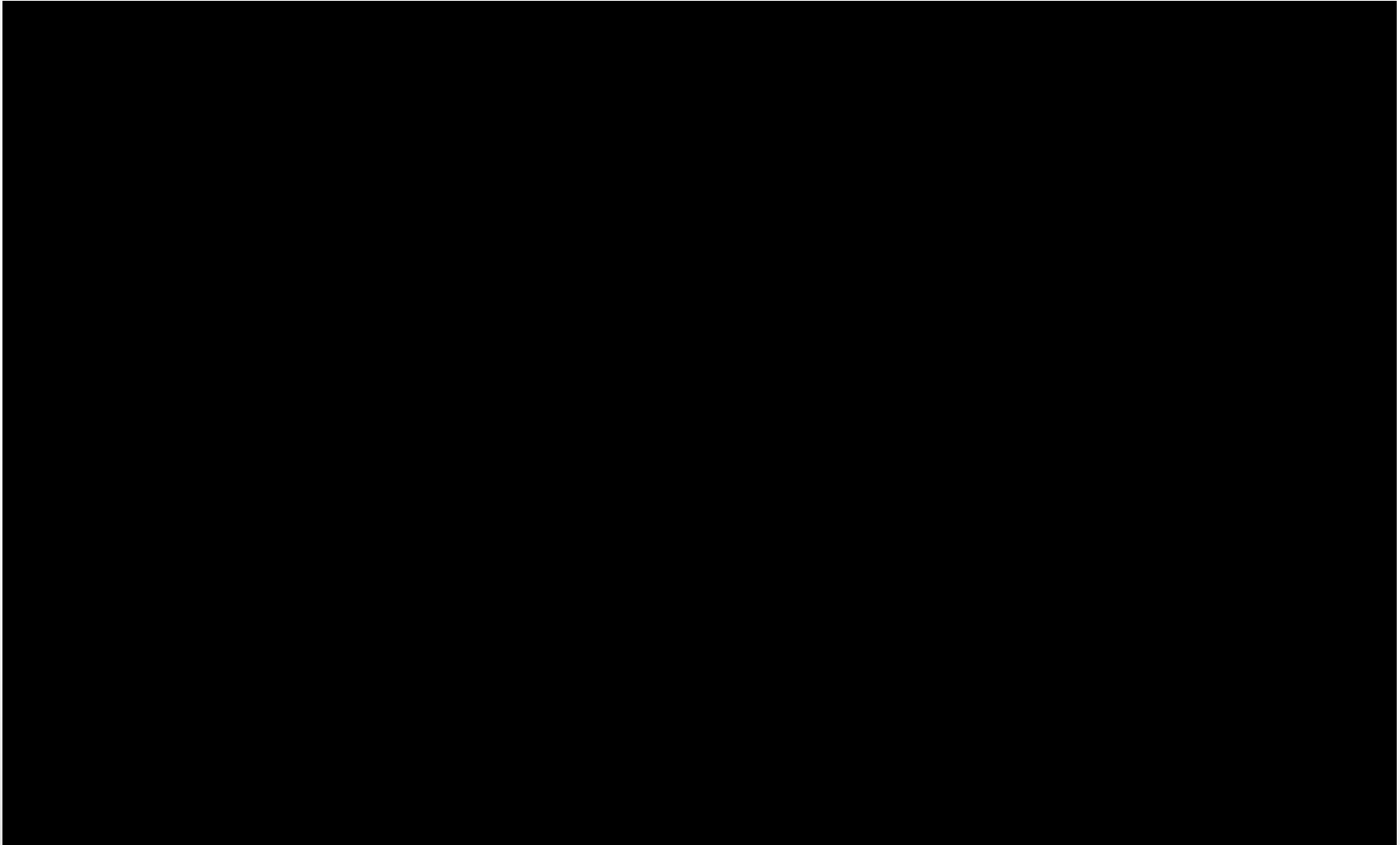
## K-2 Foundational Literacy Walkthrough Tool

	Students collaboratively practice reading, spelling, and writing HFWs (in and out of context)	
	Students independently practice reading, spelling, and writing HFWs (in and out of context)	
<input type="checkbox"/>	<b>Explicit Grammar Instruction</b>	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in speech.	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in reading.	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in writing.	
<input type="checkbox"/>	<b>Working with Decodable Readers (Grade 2 only)</b>	
	Teacher models fluent reading	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal comprehension questions	
	Teacher reviews high frequency words	
	Teacher reviews the words and letter-sounds for the phonics skill	
	Students partner read with a focus on fluency	
<b>COMPONENTS: Small Group Instruction</b>		
<input type="checkbox"/>	<b>Teacher-Led Instruction – Text Reading Lesson</b>	
Choose the text used during observation	<input type="checkbox"/> Leveled Reader <input type="checkbox"/> Decodable Reader <input type="checkbox"/> Genre Passage <input type="checkbox"/> Other _____	
	Teacher models fluent reading	
	Teacher references/models word attack strategies (segmenting & blending, chunking word parts, rereading, etc.)	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal questions about informational or literary texts (about characters, setting, events, key ideas & details)	
	Students practice their knowledge of vocabulary in context or out of context	
	Students are engaged in close reading activities	
	Students practice applying their knowledge of foundational skills in purposeful writing activities	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	<b>Teacher-Led Instruction - Skills-Focused Lesson</b>	
	Teacher introduces/explains skills explicitly and directly	
	Teacher models/demonstrates skill application	
	Students practice skills in application.	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	<b>Literacy Work Stations or Centers</b>	
	Students are assigned varied tasks.	
	Students engage in tasks aligned to the current/previously taught literacy skills	
	Stations address literacy skills and strategies (e.g., Phonological/Phonemic Awareness, Phonics/Word Study, Fluency, Grammar, Writing, Vocabulary, Comprehension, Technology, Science, Social Studies)	
	Station tasks maintain student engagement for the allotted time & additional tasks are available for early finishers	
	Teacher briefly circulates at the beginning/during stations to ensure accurate student practice.	

# Whole Group Instructional Practices



## Grammar Instruction





# K-2 Foundational Literacy Walkthrough Tool

## Grammar Instruction

### Tool Indicators

### Actions

Teacher uses the gradual release of responsibility to give **students opportunities to practice applying** the grammar skill in **speech**.

- Teacher models using the grammar skill in speech
- Engage in talk and turn with a partner
- Orally generate sentences
- Orally identify the grammar skill

Teacher uses the gradual release of responsibility to give **students opportunities to practice applying** the grammar skill in **reading**.

- Teacher models the grammar skill in reading
- Sentence writing
- Read a section of the text and identify the grammar skill
- Chorally, echo, and independently read sentences
- Wonders grammar digital tools

Teacher uses the gradual release of responsibility to give **students opportunities to practice applying** the grammar skill in **writing**.

- Teacher models the grammar skill in writing
- Wonders practice book
- Writing sentences
- Write with a partner
- Wonders grammar digital tools



### K-2 Foundational Literacy Walkthrough Tool

Decodable Readers in whole group

2<sup>nd</sup> grade only

	Students collaboratively practice reading, spelling, and writing HFWs (in and out of context)	
	Students independently practice reading, spelling, and writing HFWs (in and out of context)	
<input type="checkbox"/>	<b>Explicit Grammar Instruction</b>	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in speech.	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in reading.	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in writing.	
<input type="checkbox"/>	<b>Working with Decodable Readers (Grade 2 only)</b>	
	Teacher models fluent reading	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal comprehension questions	
	Teacher reviews high frequency words	
	Teacher reviews the words and letter-sounds for the phonics skill	
	Students partner read with a focus on fluency	
<b>COMPONENTS: Small Group Instruction</b>		
<input type="checkbox"/>	<b>Teacher-Led Instruction – Text Reading Lesson</b>	
Choose the text used during observation	<input type="checkbox"/> Leveled Reader <input type="checkbox"/> Decodable Reader <input type="checkbox"/> Genre Passage <input type="checkbox"/> Other _____	
	Teacher models fluent reading	
	Teacher references/models word attack strategies (segmenting & blending, chunking word parts, rereading, etc.)	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal questions about informational or literary texts (about characters, setting, events, key ideas & details)	
	Students practice their knowledge of vocabulary in context or out of context	
	Students are engaged in close reading activities	
	Students practice applying their knowledge of foundational skills in purposeful writing activities	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	<b>Teacher-Led Instruction - Skills-Focused Lesson</b>	
	Teacher introduces/explains skills explicitly and directly	
	Teacher models/demonstrates skill application	
	Students practice skills in application.	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	<b>Literacy Work Stations or Centers</b>	
	Students are assigned varied tasks.	
	Students engage in tasks aligned to the current/previously taught literacy skills	
	Stations address literacy skills and strategies (e.g., Phonological/Phonemic Awareness, Phonics/Word Study, Fluency, Grammar, Writing, Vocabulary, Comprehension, Technology, Science, Social Studies)	
	Station tasks maintain student engagement for the allotted time & additional tasks are available for early finishers	
	Teacher briefly circulates at the beginning/during stations to ensure accurate student practice.	

# Teacher-led Small Group: Text Reading

Lesson that enables a teacher to use **text**  
for specific teaching purposes & to  
monitor student progress



K-2 Foundational Literacy Walkthrough Tool

	Students collaboratively practice reading, spelling, and writing HFWs (in and out of context)	
	Students independently practice reading, spelling, and writing HFWs (in and out of context)	
<input type="checkbox"/>	<b>Explicit Grammar Instruction</b>	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in speech.	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in reading.	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in writing.	
<input type="checkbox"/>	<b>Working with Decodable Readers (Grade 2 only)</b>	
	Teacher models fluent reading	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal comprehension questions	
	Teacher reviews high frequency words	
	Teacher reviews the words and letter-sounds for the phonics skill	
	Students partner read with a focus on fluency	
<b>COMPONENTS: Small Group Instruction</b>		
<input type="checkbox"/>	<b>Teacher-Led Instruction – Text Reading Lesson</b>	
Choose the text used during observation	<input type="checkbox"/> Leveled Reader <input type="checkbox"/> Decodable Reader <input type="checkbox"/> Genre Passage <input type="checkbox"/> Other _____	
	Teacher models fluent reading	
	Teacher references/models word attack strategies (segmenting & blending, chunking word parts, rereading, etc.)	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal questions about informational or literary texts (about characters, setting, events, key ideas & details)	
	Students practice their knowledge of vocabulary in context or out of context	
	Students are engaged in close reading activities	
	Students practice applying their knowledge of foundational skills in purposeful writing activities	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	<b>Teacher-Led Instruction – Skills Focused Lesson</b>	
	Teacher introduces/explains skills explicitly and directly	
	Teacher models/demonstrates skill application	
	Students practice skills in application.	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	<b>Literacy Work Stations or Centers</b>	
	Students are assigned varied tasks.	
	Students engage in tasks aligned to the current/previously taught literacy skills	
	Stations address literacy skills and strategies (e.g., Phonological/Phonemic Awareness, Phonics/Word Study, Fluency, Grammar, Writing, Vocabulary, Comprehension, Technology, Science, Social Studies)	
	Station tasks maintain student engagement for the allotted time & additional tasks are available for early finishers	
	Teacher briefly circulates at the beginning/during stations to ensure accurate student practice.	

Teacher-led  
Small Group:  
Text Reading  
Lesson



# Leveled Reader

Fantasy

## Kate Saves the Date!

by Lily Ryan

illustrated by Steven Mach



Mc  
Graw  
Hill  
Education

PAIRED  
READ

Use a Calendar

### Kate Saves the Date!

What makes the text complex?

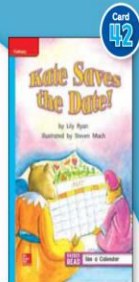
#### Foundational Skills

##### Identify High-Frequency Words

Children can practice reading high-frequency words *away*, *now*, *some*, *today*, *way*, and *why*.

##### Decode words with long *a*

Children can practice reading words with the long *a* sound to connect to text.



ON LEVEL

Genre: Fantasy  
GR F • Lexile 220L  
Word Count: 202



**Essential Question** *How do we measure time?*

#### Foundations for Close Reading

Refer to the Close Reading Routine on Card B.

#### Pages 2-3

**Phonics** Write and say the word *gate*. Have children listen for the long *a* sound and note the *a\_e* spelling. Have children find a word on page 2 with the long *a* sound and *a\_e* spelling. *Kate*

**High-Frequency Words** Have children find the high-frequency word *today* on page 3. Have children use *today* in another sentence about what they read on pages 2 and 3. **Possible response:** *Amy will not come today.*

**Comprehension Check** What event is Kate looking forward to? *Kate is looking forward to a party with her friend Amy.* On page 2, *Kate asks if the party is today and if Amy will come today.* Have children cite text evidence that supports their answer.

Remind children that when characters in a story are speaking to one another, the words that they say are called dialogue. Point out the dialogue on page 2. Ask one child to read what Kate says. Ask another child to read what Mommy says.

#### Pages 4-5

**High-Frequency Words** Have children find the high-frequency word *way* on page 5. Have partners reread the sentence with *way* to each other.

#### Pages 6-7

**High-Frequency Words** Have children find the high-frequency word *away* on page 6. Have partners reread the sentence with *away* to each other.

**Comprehension Check** Look at the picture on page 7. How does Mommy help Kate? *Mommy shows Kate a calendar. It shows all the days.*

#### Pages 8-9

**Phonics** Have children find a word on page 8 and on page 9 with the long *a* sound and *a\_e* spelling as in *Kate*. *date*, *save*

**High-Frequency Words** Have children find the high-frequency words *now* and *why* on page 9. Have children use *now* and *why* in other sentences about what they read on pages 8 and 9.

**Possible response:** *Why, what a nice calendar! Now Kate circles the date.*

**Comprehension Check** Look at the picture on page 9. Why does Kate circle May 7 on the calendar? Have children locate evidence in the text that supports their answer. **This marks the day that Amy will come.** On page 8, *Mommy asks, "What is the date of Amy's visit?"* On page 9, *Kate saw the date. Then Mommy told her to save the date.*

#### Pages 10-11

**Phonics** Have children find three words in the last paragraph on page 11 with the long *a* sound and *a\_e* spelling as in *date*. *late*, *saved*, *Kate*

**High-Frequency Words** Have children find the high-frequency word *some* on page 11. Have children use *some* in another sentence about what they read on page 11. **Possible response:** *Kate and Amy did some dancing.*

**Comprehension Check** Look at the picture on page 11. What happens at the end of the story? Have children cite text evidence to support their answer. *Amy came to visit. Kate and Amy danced. The text on page 11 says that no one was late and the party was great. The picture on page 11 shows Kate and Amy dancing and a cake on the table.*

#### Write About Reading


**Inform** Have children write a response to the text using the **Essential Question**. *How do we measure time with a calendar?* Have them use evidence in the text to support their ideas. **Children's responses may vary but should include that Kate measures the days with a calendar. She looks at the days of the week to know how long it is until her friend Amy visits.**

#### PAIRED READ "Use a Calendar"

#### Read

Have children read "Use a Calendar." Ask children what type of text "Use a Calendar" is. How can they tell? **It is nonfiction. It tells me facts about the parts of a calendar.**

#### Reread to Compare Texts

 Have partners talk about each photograph on pages 13 and 14. Ask: What does each photograph show? How do the photos help you understand the texts? **Children's responses will vary but should include that the photographs show real calendars. They help me understand how months and dates are organized on a calendar. Have partners share their findings.**

#### Write About Reading

**Inform** Have children write about how a calendar works. Ask: How did a calendar help Kate? Have partners use evidence from the texts to support their writing. Ask volunteers to share their writing with the class. **Children's responses will vary, but should include that a calendar shows the days and months. You can use a calendar to see dates. A calendar helped Kate understand when her friend Amy was going to visit.**

Wonders



# Decodable Reader

WEEK 2



### COMPREHENSION

What is Gus doing on page 42? (He is sitting up and begging.) What does he want (a treat)

Reading/Writing Companion, pp. 42-43



### COMPREHENSION

Why is a bath good for Gus? (It keeps him clean and healthy.) Why does the boy hug Gus? (to show Gus that he cares about him)

Reading/Writing Companion, pp. 44-45

### Focus on Fluency: Accuracy and Rate

Have partners practice reading the words in the story accurately. Encourage them to track the print as they sound out **decodable** words and read sight words quickly.

Remind children to pay attention to punctuation marks, so that they read sentences with the correct tone. Then have them read the story again and focus on rate by reading a bit more quickly and making the text sound more like speech.

Listen in: If children struggle with accuracy, have them start again at the beginning of a sentence and correct any errors they make. If they struggle with rate, model an appropriate rate as you read each sentence, and then have them repeat.

### Respond to Text



**Talk About It** Have children discuss what they learned about taking care of a pet. Use this sentence frame to focus discussion and help them cite text evidence: I learned that dogs need \_\_\_\_\_.

### Decodable Readers

Have children read "Wet Gus" (pp. 13-18) to practice decoding words in connected text.



Unit 7 Decodable Reader



Use the following scaffold with Respond to Text.

#### Beginning

Point to the dog on pages 44-45. Dogs need a bath. Dogs need a place to sleep. Have children repeat the sentence and point to the pictures.

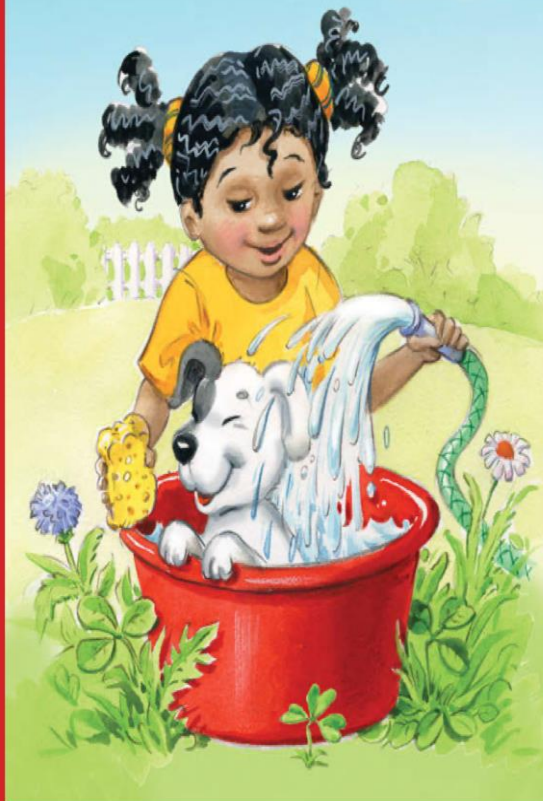
#### Intermediate

Guide children to point to evidence as they tell what dogs need. Provide a sentence frame: Dogs need to play; to run; baths; a place to sleep.

**Advanced/Advanced High** Have partners name things dogs need. Have them use complete sentences while speaking and pointing to the text to show evidence.

SHARED READ T145

## Wet Gus



WEEK 2

### BUILD WORDS WITH /g/ AND /w/

#### OBJECTIVES

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words.

**I Do** Display Word-Building Cards *g, e, t*. These are letters *g, e,* and *t* that stand for /g/, /e/, /t/. I'll blend them: /geet/, get. Repeat with final /g/ and the word bag and initial /w/ and the word wag.

**We Do** Distribute Word-Building Cards *g, e, t, u, b, a, r, w, i, n*. Show how to make the word get and have children do the same. Replace the *e* with a *u* and have children do the same. Let's blend: /guut/, gut. Now we have read gut.

**You Do** Have children change the *b* in bag to the letter *r* and read the new word, rag. Repeat with the words wag and wig. Point out that by changing one letter we make a new word.

### REREAD THE DECODABLE READER

#### OBJECTIVES

Read emergent-reader texts with purpose and understanding.

#### Focus on Foundational Skills

Review the high-frequency words of *and* and *they* with children. Review the letter-sound correspondences for /w/ *w* and /g/ *g*. Guide children to blend sounds to read *web* and *gas*.

#### Read the Decodable Reader

Have children read "Wet Gus" and "See a Bug?" Point out the high-frequency words of *and* and *they* as well as words that begin or end with /g/ and with /w/. If children struggle sounding out words, model blending.



Unit 7 Decodable Reader

#### Focus on Fluency

Have partners read "Wet Gus" and "See a Bug?" Guide them to focus on their accuracy. Children can give feedback on their accuracy to their partners. Then have them focus on fluency. You may wish to have them reread "I Hug Gus!" (pages 38-45) in the Reading/Writing Companion.

### SOUND/SPELLING FLUENCY

Display the following Word-Building Cards: *h, e, t, r, b, l, bl, cl, fl, sl, k, ck, u, g,* and *w*. Have children chorally say each sound. Repeat and vary the pace.

SHARED WORK T171

# Teacher-Led Small Group Instruction

What are the **teacher** and **student** actions in this scenario?

Mr. Memphis is working with a small group of 1st graders using a decodable reader, Pam Can.

The lesson begins with a review of high frequency words, the letter a and the short a sound.

Students are guided in blending the sounds in the words: *can, pack, tan, bag*.

Students are guided in reading the decodable reader, pointing out the high frequency words and words with the short a sound. Mr. Memphis asks: Who are the characters? Where is the setting?

Mr. Memphis models blending for students struggling to blend the sounds.

With a partner, students read “Pam Can!” As students are reading the text, Mr. Memphis guides them to focus on accuracy and rate.

Students provide feedback to their partners.

# Teacher-Led Small Group: Text Reading



## Tool Indicators

## Actions

Leveled Reader. Decodable Reader. Genre Passage. Other \_\_\_\_\_

Teacher models fluent reading	<ul style="list-style-type: none"><li>• Model fluent reading (speed, accuracy, prosody)</li></ul>
Teacher <b>references/models</b> word attack strategies (segmenting & blending, chunking word parts, rereading, etc.)	<ul style="list-style-type: none"><li>• Stretch out the word</li><li>• Look for chunks in the word</li><li>• Connect the word to a known word</li><li>• Reread the word in the text</li></ul>
Students practice <b>reading</b> (choral/echo/whisper)	<ul style="list-style-type: none"><li>• Choral reading fluently</li><li>• Echo the teacher's fluent reading</li><li>• Whisper read independently</li><li>• Read with a partner</li></ul>
Students <b>respond to literal questions</b> about informational or literary texts (about characters, setting, events, key ideas & details)	<ul style="list-style-type: none"><li>• Teacher asks literal questions: Who are the main characters? What happened at the beginning, middle, end of the story? What is the main idea in this story?</li></ul>
Students practice their knowledge of <b>vocabulary in context or out of context</b>	<ul style="list-style-type: none"><li>• Visual vocabulary cards</li><li>• Reading vocabulary words</li><li>• Working with partners to write sentences using vocabulary words</li><li>• Matching definitions and context sentences to visual vocabulary cards</li></ul>

# Teacher-Led Small Group: Text Reading

## Tool Indicators

## Actions

Students are engaged in **close reading** activities

- Rereading the text
- Identify key details
- Generate their own questions
- Use text features to understand the text
- Retell the text

Students practice applying their knowledge of foundational skills in purposeful **writing** activities

- Write in response to the reading
- Write the targeted phonics skill
- Wonders practice book

Teacher provides **corrective feedback**, when needed

- Teacher offers support for student miscues (blending)

# Teacher-led Small Group: Skills-focused

Lesson that allows teachers to provide  
focused instruction in **specific skills**



## K-2 Foundational Literacy Walkthrough Tool

	Students collaboratively practice reading, spelling, and writing HFWs (in and out of context)	
	Students independently practice reading, spelling, and writing HFWs (in and out of context)	
<input type="checkbox"/>	<b>Explicit Grammar Instruction</b>	
	Teacher uses the <i>gradual release of responsibility</i> to give students opportunities to practice applying the <i>grammar skill</i> in <i>speech</i> .	
	Teacher uses the <i>gradual release of responsibility</i> to give students opportunities to practice applying the <i>grammar skill</i> in <i>reading</i> .	
	Teacher uses the <i>gradual release of responsibility</i> to give students opportunities to practice applying the <i>grammar skill</i> in <i>writing</i> .	
<input type="checkbox"/>	<b>Working with Decodable Readers (Grade 2 only)</b>	
	Teacher models fluent reading	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal comprehension questions	
	Teacher reviews high frequency words	
	Teacher reviews the words and letter-sounds for the phonics skill	
	Students partner read with a focus on fluency	
<b>COMPONENTS: Small Group Instruction</b>		
<input type="checkbox"/>	<b>Teacher-Led Instruction – Text Reading Lesson</b>	
Choose the text used during observation	<input type="checkbox"/> Leveled Reader <input type="checkbox"/> Decodable Reader <input type="checkbox"/> Genre Passage <input type="checkbox"/> Other _____	
	Teacher models fluent reading	
	Teacher references/models word attack strategies (segmenting & blending, chunking word parts, rereading, etc.)	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal questions about informational or literary texts (about characters, setting, events, key ideas & details)	
	Students practice their knowledge of vocabulary in context or out of context	
	Students are engaged in close reading activities	
	Students practice applying their knowledge of foundational skills in purposeful writing activities	
<input type="checkbox"/>	<b>Teacher-Led Instruction - Skills-Focused Lesson</b>	
	Teacher introduces/explains skills explicitly and directly	
	Teacher models/demonstrates skill application	
	Students practice skills in application.	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	<b>Station, Multi-Station, or Centers</b>	
	Students are assigned varied tasks.	
	Students engage in tasks aligned to the current/previously taught literacy skills	
	Stations address literacy skills and strategies (e.g., Phonological/Phonemic Awareness, Phonics/Word Study, Fluency, Grammar, Writing, Vocabulary, Comprehension, Technology, Science, Social Studies)	
	Station tasks maintain student engagement for the allotted time & additional tasks are available for early finishers	
	Teacher briefly circulates at the beginning/during stations to ensure accurate student practice.	

# Teacher-led Small Group: Skills-Focused Lesson



# Differentiated Lessons



## DIFFERENTIATED INSTRUCTION • SMALL GROUP

### On Level

#### Phonics

##### BLEND WORDS WITH /g/ g AND /w/ w

###### OBJECTIVES

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words.

**I Do** Display Word-Building Cards g, a, p. This is the letter g. It stands for /g/. Say it with me: /g/. This is the letter a. It stands for /a/. Say it with me: /aaa/. This is the letter p. It stands for /p/. Say it with me: /p/. I'll blend the sounds together to read the word: /gaaap/. gap. Repeat the routine with final /g/ and the word bug and initial /w/ and the word wag.

**We Do** Use Word-Building Cards to form the words get, hog, and web. Guide children to blend the words sound by sound to read each word. Ask children to identify changes in the letters to create new words.

**You Do** Write the following words and have children form and blend the words sound by sound to read each word:

bat got wig win leg get bug snug

##### REREAD THE DECODABLE READER

###### OBJECTIVES

Read emergent-reader texts with purpose and understanding.

###### Focus on Foundational Skills

Review the high-frequency words of and they with children. Review the letter-sound correspondences for /w/ w and /g/ g. Guide children to blend sounds to read web and gas.

###### Read the Decodable Reader

Have children read "Wet Gus" and "See a Bug?" Point out the high-frequency words of and they as well as words that begin or end with /g/ and with /w/. If children struggle sounding out words, model blending.

###### Focus on Fluency

Have partners read "Wet Gus" and "See a Bug?" Guide them to focus on their accuracy. Children can give feedback on their accuracy to their partners. Then have them focus on fluency. You may wish to have them reread "I Hug Gus" (pages 38-45) in the Reading/Writing Companion.



Unit 7 Decodable Reader

## DIFFERENTIATED INSTRUCTION • SMALL GROUP

### Approaching Level

#### Phonics

##### SOUND-SPELLING REVIEW

TIER 2

###### OBJECTIVES

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

**I Do** Display Word-Building Card u. Say the letter name and the sound it stands for: u /u/. Repeat for h, e, f, r, b, l, k, and c.

**We Do** Display Word-Building Cards one at a time and together say the letter name and the sound that each letter stands for.

**You Do** Display Word-Building Cards one at a time and have children say the letter name and the sound that each letter stands for.

##### CONNECT g TO /g/ AND w TO /w/

TIER 2

###### OBJECTIVES

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

**I Do** Display the guitar Sound-Spelling Card. The letter g stands for /g/ at the beginning of guitar. What is this letter? What sound does it stand for? I will write g when I hear /g/ in these words: girl, see, game, fan, gum.

**We Do** Get begins with /g/. Let's write g. Have children write g when they hear /g/: gap, pan, go, gills, rock. Repeat for final /g/: hog, rug, deck, man, leg.

**You Do** Have children write g if a word begins or ends with /g/: dog, pit, big, gab, get. Repeat for initial /w/ using the window Sound-Spelling Card and these words: wet, wind, toy, we, tree, walk, pop, with.

##### BLEND WORDS WITH /g/ g AND /w/ w

###### OBJECTIVES

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

**I Do** Display Word-Building Cards g, e, and t. This is the letter g. It stands for /g/. This is the letter e. It stands for /e/. This is the letter t. It stands for /t/. Listen as I blend all three sounds: /geet/. get. The word is get. Repeat for dog.

**We Do** Let's blend to make words. Make the word gum. Let's blend: /guummm/, gum. Have children blend to read the word. I will change the letters to make the word get. Let's blend and read /g/ /ooo/ /t/ /gooot/, got.

**You Do** Distribute sets of Word-Building Cards with g, a, b, o, u, and f. Write: gab, go, bug, fog. Have children form the words and then blend and read the words. Repeat the routine for /w/ w: wet, wig, we, wed, win, wag, and web.

## DIFFERENTIATED INSTRUCTION • SMALL GROUP

### Beyond Level

#### Phonics

##### REVIEW

###### OBJECTIVES

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

**I Do** Display the guitar Sound-Spelling Card. The letter g stands for the /g/ sound you hear at the beginning of guitar. Say guitar, emphasizing the /g/. Repeat the routine with the window Sound-Spelling Card.

**We Do** Display the gate, goat, game, web, and watch Photo Cards. Have children say the name of each picture together with you. Then ask children to share words that begin or end with /g/ or begin with /w/.

**You Do** Write the words hug, get, tag, wet, win, and wag. Have partners read each word. Ask them to write the words on their Response Boards, underlining the letter in each word that stands for /g/ or /w/.

**Fluency** Have children reread the story "I Hug Gus" for fluency.

**Innovate** Have children create a new page for "I Hug Gus" by adding something else the narrator might do with Gus the cat.

#### High-Frequency Words

##### REVIEW

###### OBJECTIVES

Read common high-frequency words by sight.

**I Do** Use the Practice Book Build Your Word Bank High-Frequency Word Cards for water and these. Introduce the words using the Read/Spell/Write routine.

**We Do** Display the Practice Book High-Frequency Word Cards for they, my, to, is, the, and of. Have children help you create sentence frames using both sets of word cards.

**You Do** Have partners write sentences using the Build Your Word Bank High-Frequency words water and these on their Response Boards. Have them read their sentences.

On Level

Approaching Level

Beyond Level



# Skills-Focused



DIFFERENTIATED INSTRUCTION • SMALL GROUP

## Beyond Level

### Phonics

#### REVIEW

##### OBJECTIVES

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

**I Do** Display the *nest* Photo Card. The letter *n* stands for the /n/ sound you hear at the beginning of *nest*. Say *nest*, emphasizing /n/. Say the sound with me: /nnn/.

**We Do** Display the *nose*, *nut*, and *net* Photo Cards. Have children say the name of each picture. Repeat the names, emphasizing /n/. Then ask children to share other words they know that begin with /n/.

**You Do** Write and display the words *Nan*, *nap*, *tin*, *man*, *Nat*, and *pan*. Have partners read each word. Ask them to write the words on their **Response Boards**, underlining the letter in each word that stands for /n/.

### High-Frequency Words

#### REVIEW

##### OBJECTIVES

Read common high-frequency words by sight.

**I Do** Use the **Practice Book Build Your Word Bank High-Frequency Word Cards** for *then* and *new*. Introduce the words using the Read/Spell/Write routine.

**We Do** Display the **Practice Book High-Frequency Word Cards** for *I*, *can*, *the*, *we*, *see*, *a*, *like*, *to*, and *and*. Have children help you create sentence frames using both sets of word cards.

**You Do** Have partners write sentences using the **Build Your Word Bank High-Frequency Words** *then* and *new* on their **Response Boards**. Have them read their sentences.

WEEK 2

### Vocabulary

#### ORAL VOCABULARY: SYNONYMS

##### OBJECTIVES

With guidance and support from adults, explore word relationships and nuances in word meaning.

Develop oral vocabulary:  
Synonyms

**I Do** Review the meanings of the oral vocabulary words *listen* and *familiar*. Explain that a synonym is a word that means almost the same thing as another word. A *synonym* for *listen* is *hear*. *When you hear something, you know what it sounds like*. He saw the storm clouds and waited to hear thunder. A *synonym* for *familiar* is *well-known*. *When something is well-known, you have seen or heard it often*. That is a well-known song.

**We Do** Think and say a few sentences together using *hear* and *well-known*.

**You Do** Have partners think of two or three sentences that include the words *hear* and *well-known*. Ask partners to share their sentences with the group.

**Gifted and Talented** **Extend** Challenge children to use the new words *hear* and *well-known* to interview a partner. Have the interview be about sounds we hear.

### Comprehension

#### SELF-SELECTED READING

##### OBJECTIVES

With prompting and support, ask and answer questions about key details in a text.

Apply the strategy and skill to read the text.

##### Read Independently

Have children select a fiction story for sustained silent reading. Encourage them to read for ten minutes. Remind children to:

- Set a purpose for reading.
- Use details in the text and illustrations to help them understand the story.
- Make pictures in their minds about what happens in the story.

For more practice with concepts of print, use **Practice Book** p. 500.

##### Read Purposefully

Before reading, have children choose an illustration of an important detail. After reading, ask them to display it and explain how it helped them understand the story.

##### Open-Ended Writing

Have children write a poem about noisy sounds or pretty sounds.

# Kindergarten

## RECOGNIZE ALLITERATION

TIER

2

### OBJECTIVES

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**I Do** Say the first line of "The Carpenter": *Hey hammer, Ho hammer*. Point out that each word in the line begins with the same sound, /h/. Tell children that when two or more words in a line begin with the same sound, it is called *alliteration*.

**We Do** Say an alliterative sentence, such as *Summer sun is simply super*. Ask children what sound they hear at the beginning of the words. (/s/) Say the following alliterative phrases. Have children identify and say the initial sound for each phrase: *ten tall trees, many merry mice, big blue buses*. (/t/, /m/, /b/)

**You Do** Have children create their own simple alliterative phrases. Then ask them to identify the initial sound for each phrase.

# 1<sup>st</sup> Grade

## ORAL VOCABULARY: MULTIPLE-MEANING WORDS

### OBJECTIVES

Use sentence-level context as a clue to the meaning of a word or phrase.

#### I Do

Explain to children that many words have more than one meaning. The specific meaning we need depends on how the word is used in a sentence.

*The word train can mean "a line of railroad cars." The train moved quickly down the track. The word train can also mean "to teach." I will train my dog to sit.*

*Here's another example. The word care can mean "to feel love for or interest about someone." I care about my sick aunt. The word care can also mean "to keep something in good condition." I take care of myself by eating healthy food.*

#### We Do

Have partners use the word *train* in two sentences. Ask them to choose a different meaning for the word in each sentence. Then have them take turns asking each other questions using the word *care*.

#### You Do

Have partners share their sentences and questions with the group. Ask them to explain the meaning of the target word in each sentence.



**Extend** Have partners perform a short skit using the words *train* and *care* as many times as they can. Challenge them to present both meanings of the words in the skit.

## REVIEW VOCABULARY WORDS

### OBJECTIVES

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

**I Do** Use the **Visual Vocabulary Cards** to review the key selection words ***adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor,*** and ***nighttime***. Point to each word, read it aloud, and have children chorally repeat it.

**We Do** Ask these questions and help children record and explain their answers.

- What is one funny thing you have ***dreamed*** about at night?
- When can you see ***moonlight***?
- What is something that makes you ***grumble***?
- What is one event that you have ***enjoyed***?

**You Do** Have children work in pairs to respond to these questions and explain their answers.

- What can you see in the ***nighttime*** sky?
- Where do your ***neighbors*** live?
- Where would you like to go to have an ***adventure***?
- When was a time you felt ***delighted***?

Have children choose words from their writer's notebook and use an online thesaurus to find synonyms.

# Teacher-Led Instruction: Skills-Focused Lesson

## Tool Indicators

## Actions

Teacher introduces and **explains skills explicitly and directly**

- Introduces the targeted skill
- Explains routine and purpose
- Explains the task and its purpose

Teacher **models**/demonstrates skill application

- Display word building cards
- Articulate sounds
- Blend sounds together
- Provide written examples
- Display high frequency word cards
- Read and spelling the high frequency words

Students **practice skills** in application.

- Students say or write words with the same letter-sound or sound-spelling pattern
- Students apply skills in oral or written sentences or phrases

Teacher provides **corrective feedback**, when needed

- Teacher offers support for student miscues (blending and building additional words)

# Literacy Workstations

Activities or tasks that provide opportunities for students to **independently** engage in a variety of meaningful, standards-aligned literacy tasks while the teacher works with a small group




## K-2 Foundational Literacy Walkthrough Tool

	Students collaboratively practice reading, spelling, and writing HFWs (in and out of context)	
	Students independently practice reading, spelling, and writing HFWs (in and out of context)	
<input type="checkbox"/>	<b>Explicit Grammar Instruction</b>	
	Teacher uses the <i>gradual release of responsibility</i> to give students opportunities to practice applying the <i>grammar skill</i> in <i>speech</i> .	
	Teacher uses the <i>gradual release of responsibility</i> to give students opportunities to practice applying the <i>grammar skill</i> in <i>reading</i> .	
	Teacher uses the <i>gradual release of responsibility</i> to give students opportunities to practice applying the <i>grammar skill</i> in <i>writing</i> .	
<input type="checkbox"/>	<b>Working with Decodable Readers (Grade 2 only)</b>	
	Teacher models fluent reading	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal comprehension questions	
	Teacher reviews high frequency words	
	Teacher reviews the words and letter-sounds for the phonics skill	
	Students partner read with a focus on fluency	
<b>COMPONENTS: Small Group Instruction</b>		
<input type="checkbox"/>	<b>Teacher-Led Instruction – Text Reading Lesson</b>	
Choose the text used during observation	<input type="checkbox"/> Leveled Reader <input type="checkbox"/> Decodable Reader <input type="checkbox"/> Genre Passage <input type="checkbox"/> Other _____	
	Teacher models fluent reading	
	Teacher references/models word attack strategies (segmenting & blending, chunking word parts, rereading, etc.)	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal questions about informational or literary texts (about characters, setting, events, key ideas & details)	
	Students practice their knowledge of vocabulary in context or out of context	
	Students are engaged in close reading activities	
	Students practice applying their knowledge of foundational skills in purposeful writing activities	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	<b>Teacher-Led Instruction - Skills-Focused Lesson</b>	
	Teacher introduces/explains skills explicitly and directly	
	Teacher models/demonstrates skill application	
	Students practice skills in application.	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	<b>Literacy Work Stations or Centers</b>	
	Students are assigned varied tasks.	
	Students engage in tasks aligned to the current/previously taught literacy skills	
	Stations address literacy skills and strategies (e.g., Phonological/Phonemic Awareness, Phonics/Word Study, Fluency, Grammar, Writing, Vocabulary, Comprehension, Technology, Science, Social Studies)	
	Station tasks maintain student engagement for the allotted time & additional tasks are available for early finishers	
	Teacher briefly circulates at the beginning/during stations to ensure accurate student practice.	


Literacy  
Workstations





# Let's Explore More!



## Word Sorts



Work with a partner.  
Use your spelling list to make word cards. 




Sort your word cards into the four groups: *u\_e*, *u*, *ew*, and *ue*.


! Think of other words with long *u*. Write these words on index cards and sort your words again.






**You need**

- > index cards
- > pencil
- > Weekly Spelling List



PHONICS/WORD STUDY




Symbols	Descriptions
	Workstation task is purposeful.
	Check if the task limits the use of worksheets.
	Underline student engagement and collaboration.
	Use an exclamation mark when you see something exciting or surprising.
	Circle any type of manipulatives.

# Wonders Workstation Activity cards

## Key Details

Key details help you understand a story.  
You can find key details in pictures.




- Read a story with a partner. 
- Choose a picture from the story. Fill in a chart like the one shown. Write three key details the picture shows.
- Find another picture. Add it to the chart.

Illustration	What It Shows

**You need** 20 minutes

- > paper
- > pencils, crayons, or markers

**READING**

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## At Play

**You need** 15 minutes

- > paper
- > pencils, crayons, or markers



I like to play soccer.

- Draw a picture of yourself at play.
- Write a sentence to tell what you are doing. 
- Tell a partner about the picture.

## Illustrate Your School

**You need** 20 minutes

- > paper
- > pencils, crayons, or markers

- Draw your school.
- Add key details about your school. 
- Trade with a partner.
- Find key details. Write them under the picture.



**READING**

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# Choice Board



## word work choiceboard

short e book



Draw pictures of words that have the short e sound like in net or nest. Write a sentence to go with your picture.

short e label, cut,  
and glue



Color and label the pictures. Cut out the pictures with the short e sound and glue.

short e word  
search



tythenykre

Illustrate the pictures with the short e sound and find in the word search. Then write a sentence about one of the words.

short e bingo



Can you find 3 short e words in a row?

short e cube  
game



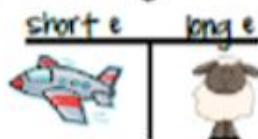
Roll the cube. Add a sound to build a word. Who will fill their grid first?

short e  
pound, tap, & stamp



Build words using tiles or use letter stamps to blend and stretch each word.

short/long e sort



Sort the pictures/says that begin or end with the short e sound.

short e back to  
back



Give clues to your partner. Can he/she guess the short e picture?

mystery square



Use the letters in the square to build short e words. Can you find 10?

# Literacy Workstations or Centers

## Tool Indicators

## Actions

Students engage in tasks aligned to the current/previously taught literacy skills

- Provide purposeful tasks that align to the foundational/grammar standards
- Limit the use of worksheets/workbook pages
- Wonders workstation task cards

Stations address **literacy skills and strategies** (PA, Phonics/Word Study, Fluency, Grammar, Writing, Vocabulary, Comprehension, Technology, Science, Social Studies)

- Ensure that all station tasks align to the academic standard for that station
- Tasks are purposeful, meaningful and grade level appropriate
- Students engaged with literacy manipulatives, word cards, letter tiles, literacy games
- Wonders workstation task cards

Station tasks maintain student **engagement** for the **allotted time** & **additional tasks** are available for early finishers

- Wonders workstation activity cards
- Extension activities aligned to the current/previously taught literacy skills

Teacher briefly **circulates** at the beginning and/or during stations to ensure accurate student practice

- Rotate among stations quickly to ensure students are practicing accurately
- Clarify any student misconceptions
- Provide feedback and/or prompting



### K-2 Foundational Literacy Walkthrough Tool

Overall

Yes/No/Not sure/No	Description	Comments
	Appropriate Time Scheduled for the Comprehensive Literacy Block (120 minutes: see master schedule or teacher's daily schedule)	
	Standards/Objectives (instruction and tasks are aligned to the standards/objectives for the grade)	
	Engagement/Multi-sensory Strategies (e.g., movement, games, activities, songs, chants, digital tools, word cards, etc.)	
	Monitor Progress/CFU (e.g., hand signals, exit tickets, questioning, response boards, learning reflection, TPS, etc.)	
	Tools & Resources used are grade-appropriate and aligned to the curriculum	
Check all that apply.	Overall did this lesson address the three major components of an effective foundational literacy lesson (i.e., whole group, teacher-led small group, and literacy workstations)? <input type="checkbox"/> Whole group instruction <input type="checkbox"/> Teacher-led instruction <input type="checkbox"/> Literacy work stations or centers	
Yes/No	Overall did this lesson reflect the SCS expectations for foundational literacy instruction?	

NOTES:

# Module 1: Look Fors

In addition to **performance-based objectives**, the following should be “looked for” during informal observations:

1. Whole group instruction
2. Teacher-led small group instruction
  - a. Text Reading Lesson
  - b. Skills-focused Lesson
3. Literacy workstations or centers



# Questions





# Attendance Survey

- Insert the QR code and enter the survey link into the chat box



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thank you!