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# FOREST HILLS

## PUBLIC SCHOOLS

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*Cultivating Possibility*

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11:00-12:30pm

Materials

UFLI Manuals

Sticky notes

Tabs

Sound Cards

Student Sample (Progress Mo.)

Bookmarks

Sample PM template

Notecards - Reflections

Student progress monitoring examples:

[https://docs.google.com/document/d/1UuiMfzYJA\\_ihiFpZcgz-XQksOQu110i59z26q2bBDW8/edit?usp=sharing](https://docs.google.com/document/d/1UuiMfzYJA_ihiFpZcgz-XQksOQu110i59z26q2bBDW8/edit?usp=sharing)

Prompt bookmarks:

<https://docs.google.com/document/d/1AzWcG1dJtc32Zj-AXYUWA3Ea-P1QC-nvBz6d08GAuzk/edit>



**FOREST HILLS**  
— PUBLIC SCHOOLS —

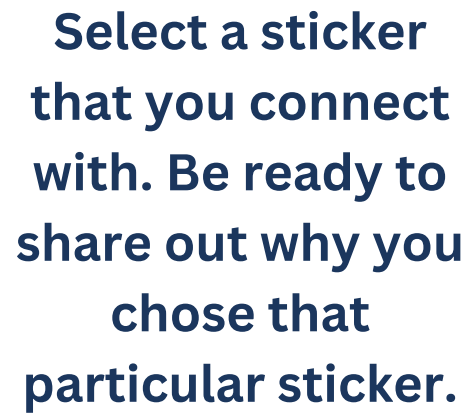
# UFLI Foundations

## Literacy Intervention Professional Learning Part 1

*All learners achieving individual potential*

**OCTOBER 9, 2024**

11:00-11:20 connection & overview



FH



**FH**  
FOREST HILLS  
— PUBLIC SCHOOLS —

**Vision**  
*All learners achieving individual potential*

**Guiding Principles**

- CARING
- COLLABORATION
- OPEN COMMUNICATION
- DIVERSITY AND INCLUSIVENESS
- HIGH EXPECTATIONS
- LEARNING
- RESPECT
- TRUST

**Mission**  
In partnership with our community, Forest Hills Public Schools will provide all learners with opportunities to acquire the knowledge, skills and experiences necessary to build meaningful and productive lives.

(Kamil, et al., 2008)  
(Bean, 2015)

# FH

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## FOREST HILLS PUBLIC SCHOOLS

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*Cultivating Possibility*

District Continuous Improvement Goals

- Increase District MTSS Implementation Capacity (PBIS)
- Improve Literacy Intervention Outcomes

Goal/purpose - improving literacy intervention outcomes.

Goal: we want to make available intensive and individualized interventions for struggling readers that can be provided by trained specialists to ensure equitable learning opportunities and success for all students (Kamil, et al., 2008).

Goal: Ensure teachers are provided quality continued education and researched best practices as well as focused time to receive help with specific classroom needs (Bean, 2015).



## AGENDA

- Connection & Overview
- Essential Background Knowledge
- Implementation Guidance
- Progress Monitoring
- Organize & Integrate

## OUTCOMES/PURPOSE

- Deepen our understanding of the science of reading research that informs UFLI Foundations.
- Provide implementation guidelines.
- Organize and integrate UFLI Foundations to meet the needs of your WIN students.

**FH**

Purpose

# Our Community Agreements

We can count on you!  
You can count on us!



Cultivate a supportive  
environment of curiosity and  
openness to change



Practice flexibility



Celebrate small and  
large successes



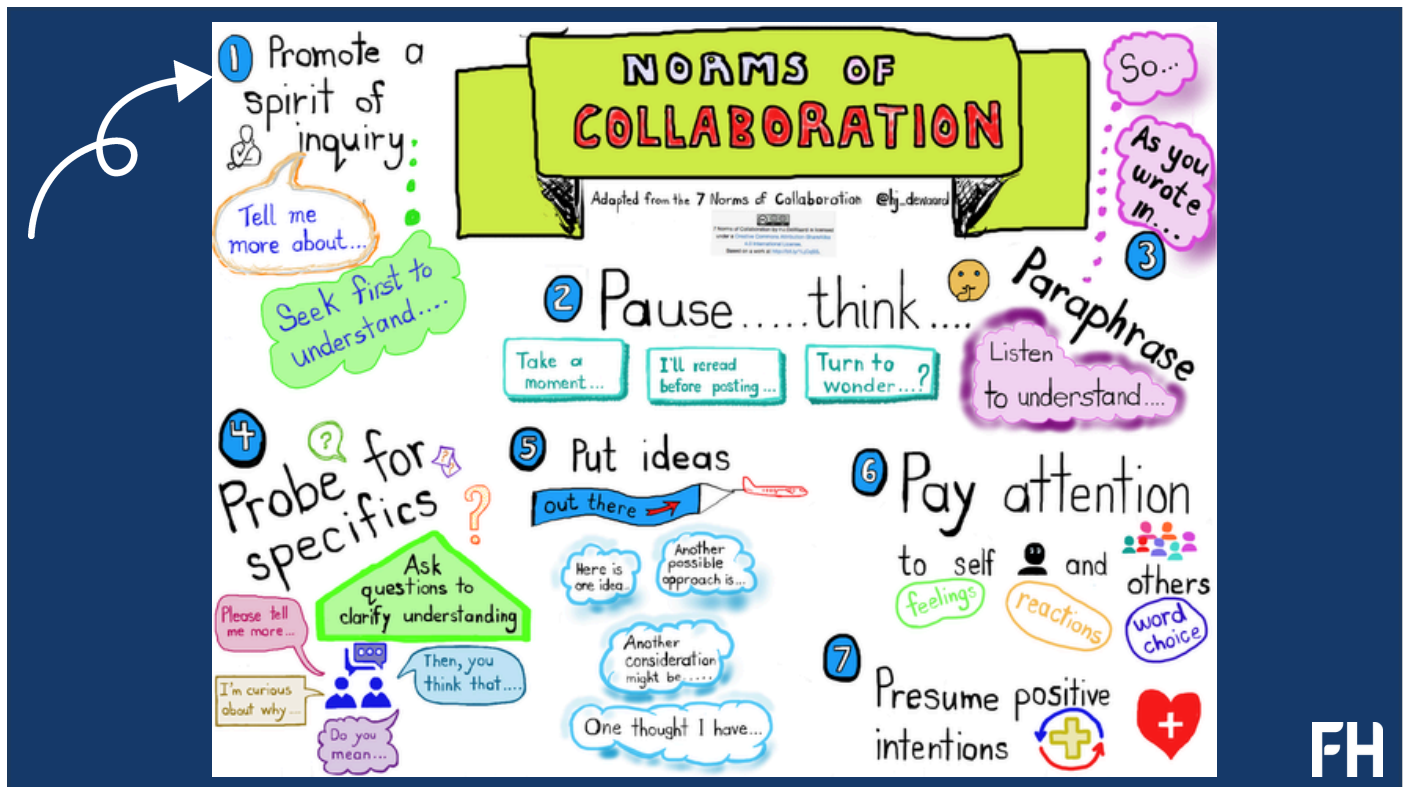
Stay engaged



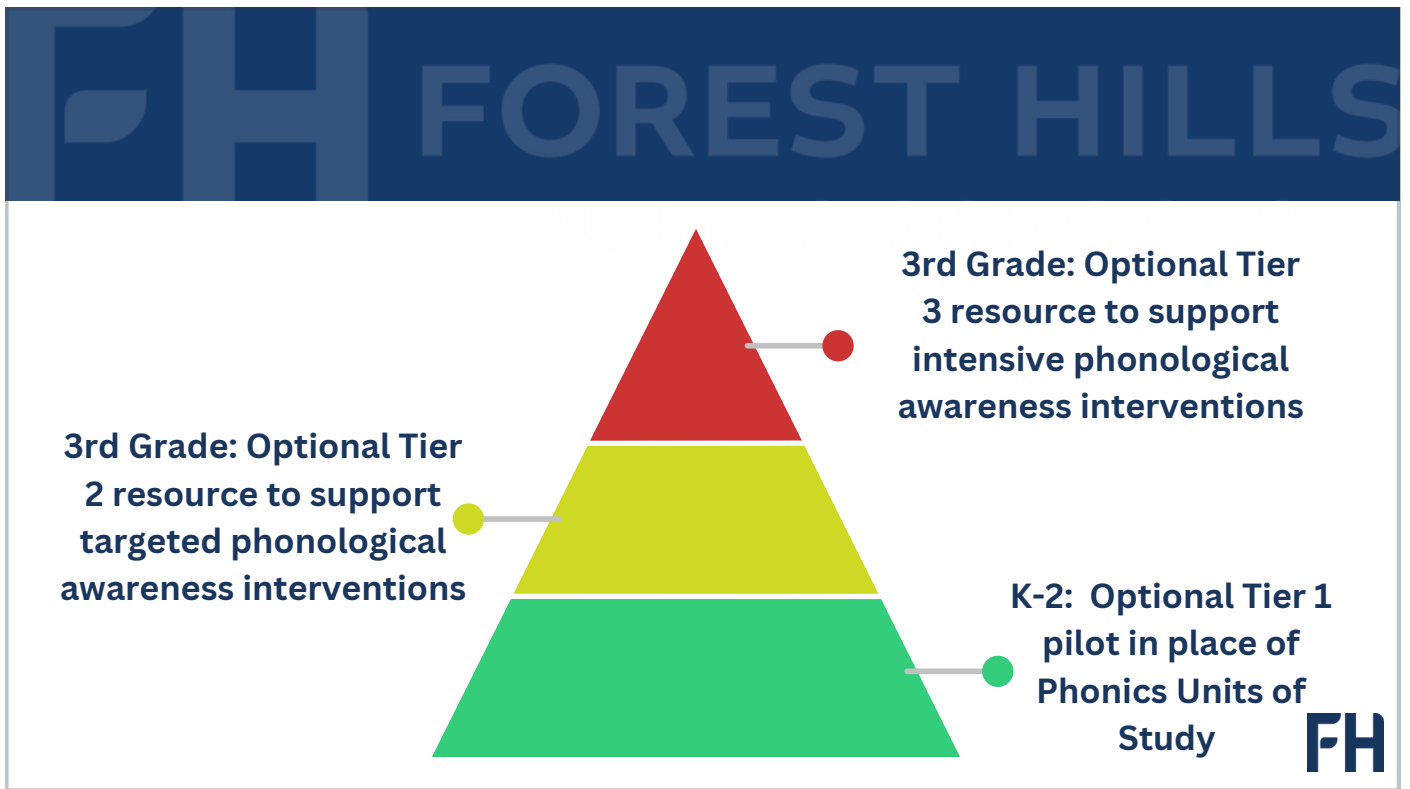
Promote a professional  
learning community grounded  
in joy, fun, and trust

**FH**

- A moment to read through
- Environment of curiosity - educated minds are curious minds!



Curiosity and inquiry - hand in hand



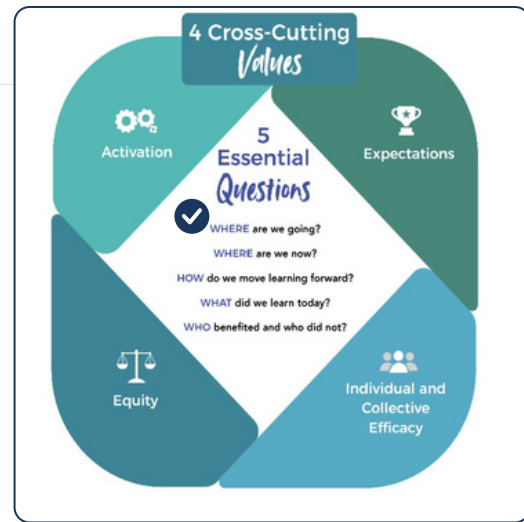
K-2 opted in, aligned with current research and trainings

Teachers have stated UFLI is "the thing we needed that has been missing"



## AGENDA

- ✓ Connection & Overview
  - Essential Background Knowledge
  - Implementation Guidance
  - Progress Monitoring
  - Organize & Integrate

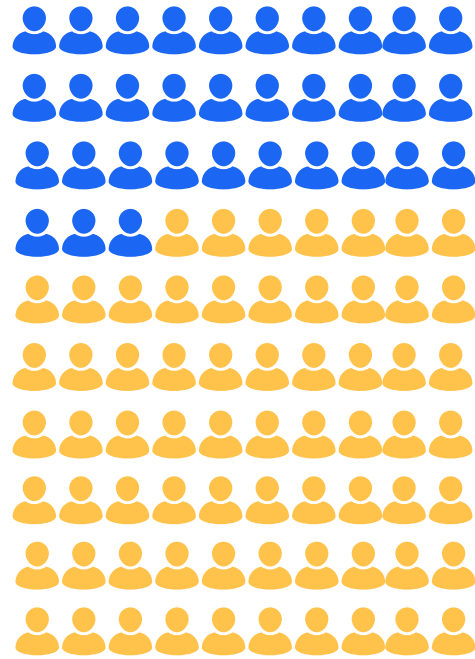


11:10-11:20 Essential Background Knowledge

Today's learning will live in question 1 - "Where are we going?"

# Purpose

Only 33% of 4th graders performed at or above proficient level in 2022.



(The Nation's Report Card, 2022.)

FH

## 11:10-11:20 Essential Background Knowledge

NAEP achievement levels are performance standards that describe what students should know and be able to do.

33% of 4th graders were proficient or higher

- 70% had decoding needs
- 10% Language comp
- 20% needed LC & Decoding

Looking at subgroups:

21% Hispanic students at/above

19% F/R lunch at/above

11% students with disabilities at/above

10% MLL at/above

34% of students were not recognized by NAEP because their scores fell below basic need for equitable instruction

# SIMPLE VIEW OF READING

$$\begin{array}{ccccc} \text{D} & \text{X} & \text{LC} & = & \text{R} \\ \text{Decoding} & & \text{Language} & & \text{Reading} \\ & & \text{Comprehension} & & \text{w/ Meaning} \end{array}$$

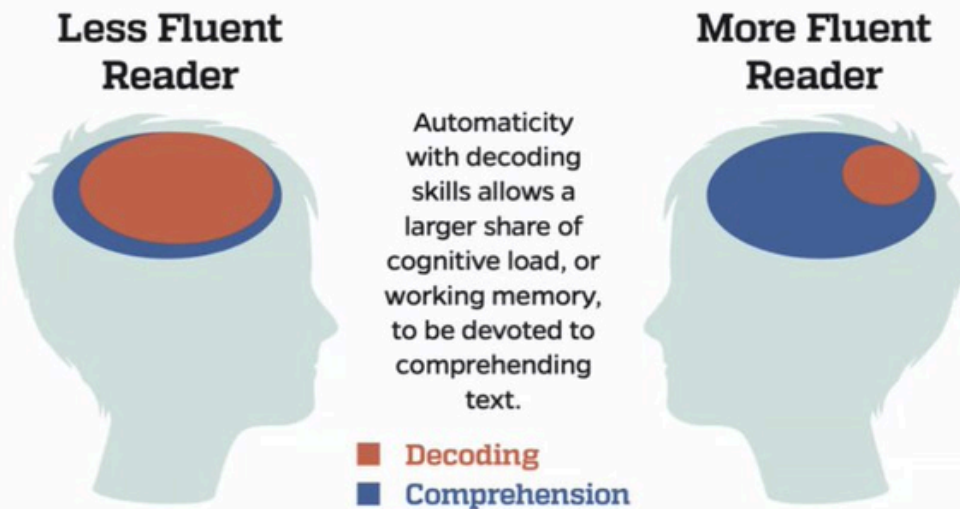
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(Farrell, n.d.)

The Simple View of Reading is considered a multiplication problem, not addition, because it states that reading comprehension is the product (result of multiplication) of two key components: decoding and language comprehension, meaning that both skills are necessary and must work together to achieve successful reading comprehension.

If either skill is lacking, the overall reading comprehension will be significantly impacted, just like in a multiplication equation where if one factor is zero, the product is also zero.

# Why does automaticity matter?



Automaticity is the ability to do things without conscious thought or attention to details

An effortless response pattern or habit

usually the result of learning, repetition, and practice

allows attention to be focused elsewhere

Why does automaticity matter? Cognitive load representation is shown in the picture - more fluent readers have more brain space to read with meaning!

## Scope & Sequence At-a-Glance: All Concepts (K-2)

### Alphabet

1. a /ə/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /i/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /d/
13. d /d/
14. c /k/
15. u /u/
16. g /g/
17. b /b/
18. e /e/
19. VC & CVC Practice (all)
20. -s /s/
21. -s /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
30. v /v/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

### Alphabet Review & Longer Words

- (incl. CVC, CCVC, CVCC, CCVC, & CCCVC)
35. Short A Review (incl. Nasalized A)
  36. Short I Review
  37. Short O Review
  38. Short A, I, O Review
  39. Short U Review
  40. Short E Review
  41. Short Vowels Review (all)

### Digraphs

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk /ŋk/
53. Digraphs Review 2 (incl. CCCVC)

### VCe

54. a\_e /ə/
55. i\_e /i/
56. o\_e /o/
57. VCe Review 1, e\_e /e/
58. u\_e /u/, y\_u /y/
59. VCe Review 2 (all)
60. \_ce /s/
61. \_ge /j/
62. VCe Review 3, VCe Exceptions

### Reading Longer Words

63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

### Ending Spelling Patterns

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-lid, -old, -ind, -olt, -ost)
73. y /j/
74. y /ē/
75. -le
76. Ending Patterns Review

### R-Controlled Vowels

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

### Long Vowel Teams

84. ai, ay /ā/
85. ee, ea, ey /ē/
86. oa, ow, oe /ō/
87. ie, igh /ī/
88. Vowel Teams Review 1

### Other Vowel Teams

89. oo, u /oo/
90. oo /ū/
91. ew, ui, ue /ū/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ē/, a /ō/

### Diphthongs

95. oi, oy /oi/
96. ou, ow /ow/
97. Vowel Teams & Diphthongs Review

### Silent Letters

98. kn /n/, wr /r/, mb /m/

### Suffixes & Prefixes

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

### Suffix Spelling Changes

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

### Low Frequency Spellings

111. -ar, -or /er/
112. air, are, ear /air/
113. ear /ear/
114. Alternate /ə/ (ei, ey, eigh, aigh, ea)
115. Alternate Long U (ew, eu, ue /yū/; ou /ū/)
116. ough /aw/, /ō/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/; gn /ŋ/, gh /g/; silent t

### Additional Affixes

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2



UFLI Foundations was developed based on a large body of evidence for specific elements of language to be addressed, specific methods that are effective for addressing them, and researched around lesson components that make a lesson structure that is easy for teachers to use and effective for meeting student needs.

UFLI is explicit and systematic. It's been carefully designed to ensure students have the background knowledge they need to be successful learning new skills and concepts.

It is also an educative curriculum. It's designed to provide learning for teachers as they teach the lessons.

# Features of Explicit & Systematic Instruction

Behavior Specific Praise

Opportunities to Respond

Corrective Feedback

((Moats, 2020.)

(Kamil et al., 2008)

Systematic:

Logically sequenced

Builds on prior knowledge

Moves forward in manageable steps

Explicit:

Clear & direct teaching

Frequent checks for understanding

Active participation

(Explanation "I do", guided practice "we do", independent practice "you do")

Features of explicit and systematic instruction:

opportunities to respond

"repeat this sound, let's count the sounds in this word, what about this one?"

behavior specific praise (verbal statement with positive feedback and states what about the response was correct, "nice job following directions the first time", "great job saying the ooo in cool", "good thinking to try a new vowel sound")

corrective feedback

specific, brief, and immediate

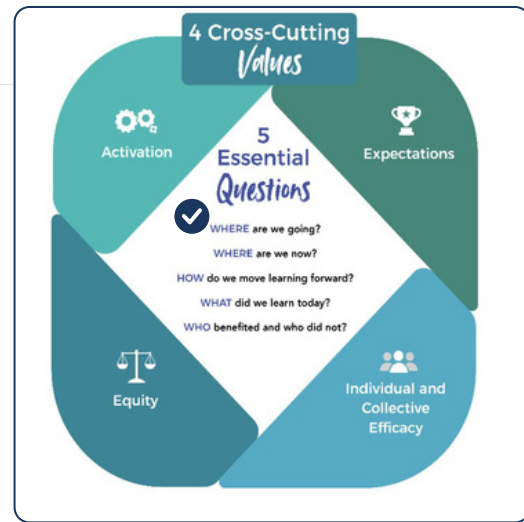
should always include a prompt that gets the correct response (This is the word m/a/t/mat. What

word is it?)



## AGENDA

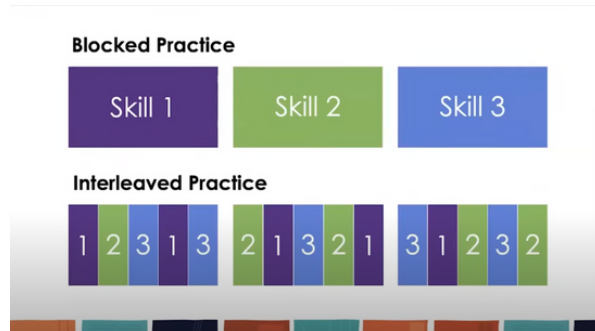
- ✓ Connection & Overview
- ✓ Essential Background Knowledge
  - Implementation Guidance
  - Progress Monitoring
  - Organize & Integrate



FH

11:20-11:50 Implementation & Structure of UFLI

| Suggested Pacing of UFLI Foundations Lesson Implementation |                           |                           |                           |                      |
|------------------------------------------------------------|---------------------------|---------------------------|---------------------------|----------------------|
| Monday                                                     | Tuesday                   | Wednesday                 | Thursday                  | Friday               |
| <b>Concept 1</b><br>Day 1                                  | <b>Concept 1</b><br>Day 2 | <b>Concept 2</b><br>Day 1 | <b>Concept 2</b><br>Day 2 | Review<br>Assessment |



| Suggested Schedule for a 2-Day Lesson |            |
|---------------------------------------|------------|
| Step                                  | Time       |
| <b>Day 1</b>                          |            |
| Step 1: Phonemic Awareness            | 2 minutes  |
| Step 2: Visual Drill                  | 3 minutes  |
| Step 3: Auditory Drill                | 5 minutes  |
| Step 4: Blending Drill                | 5 minutes  |
| Step 5: New Concept                   | 15 minutes |
| <b>Day 2</b>                          |            |
| Step 5: New Concept (review)          | 3 minutes  |
| Step 6: Word Work                     | 6 minutes  |
| Step 7: Irregular Words               | 6 minutes  |
| Step 8: Connected Text                | 15 minutes |

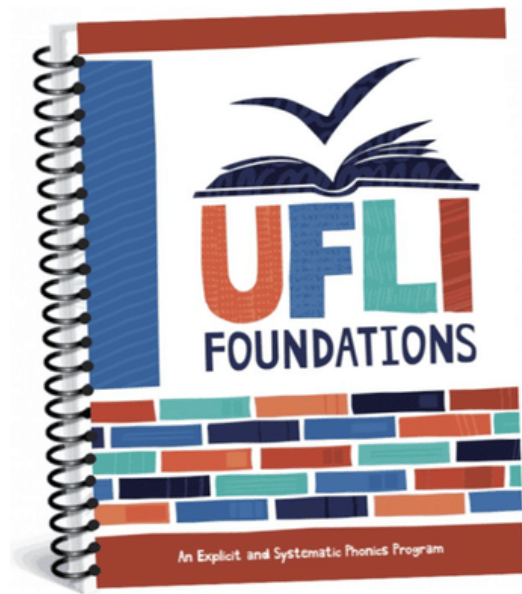
**FH**

Blocked practice - doing something over and over again until it's mastered.

Interleaved practice - introducing the concept and maybe not mastering yet, but introducing other concepts and coming back around in a spiral fashion to continue practicing skills.

When skills are closely related, like the skills needed to read words, interleaving practices tend to be more powerful.

Note: each section is timed. Try to stick to the time! Set a timer if needed.



## Flag Pages:

- Implementation Guidance 16-36
  - especially 21-22
- Articulation 13-15
- Word chain steps 15
- Suggested schedule 21
- Correction procedure 24, 25, 26, 28
- Encoding/decoding prompts 30
- Scope & Sequence (all concepts) 40



11:50-12

In the manual, mark:

Implementation Guidance 16-36; especially p 22 (core lesson features)

Articulation, 13-15

word chain steps p. 15

correction procedure p 24, 25, 26, 28

and encoding/decoding p. 30

(reminder: encoding converts sounds to symbols, while decoding converts symbols to sounds)



## UFLI Foundations Toolbox



**Preview a Lesson:  
Teacher  
Modeling**



**Lesson 43**  
**-all, -oll, -ull**



**FH**

Kelly - 11:20-11:50

Suggestion: Pass out the Lesson Planning & Implementation Support doc and UFLI manual and open to page 164. Invite teachers to follow along during the modeling.

Modeling with coach voiceovers (steps 1-5, pause for clarity and questions; steps 5-8)

<https://ufl.edu/foundations/toolbox/42-53/>

Before modeling, coach reads blurb from page 21 (steps 1-4), model steps 1-4

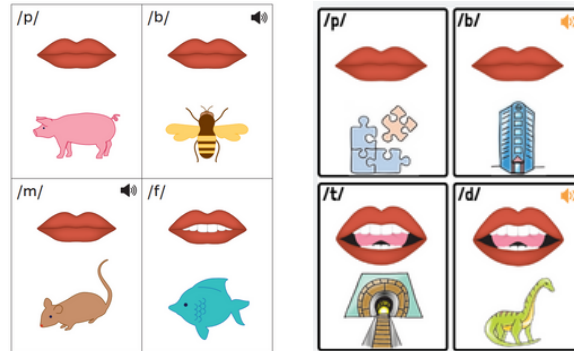
voiceover: step 5; step 5 is repeated on day 2  
model step 5

voiceover: step 5; step 5 is repeated on day 2  
model step 5

voiceover steps 6-7  
model steps 6-7

voiceover step 8  
model step 8  
Process/Questions 10 min

## UFLI Foundations Toolbox



(Spear-Swerling, 2018)

(Novelli et al., 2023)

(Rollins Center for Language and Literacy, 2017)

## Sound Wall/Cards



11:50-12

### Resource Review

Pass out sound wall cards

<https://drive.google.com/file/d/1GUjbkbJ8uTtt85XoxFB41dcU8e22r4Y6/view?usp=sharing>

No research currently supports the effect of sound walls; research does support the use of articulatory gestures.

(Novelli et al., 2023)

A focus on mouth movements for letter sounds and word pronunciation (Rollins Center for Language and Literacy, 2017).

Inclusion of classroom sound walls, structured the same through the K-2 program, showing pictures that symbolize the sound and mouth formation (Spear-Swerling, 2018).

Can laminate, put on a ring, keep wrapped up, etc.

# UFLI Foundations Toolbox

## Blending Drill

? cat

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

bat  
mat  
sat  
mat  
ma  
m

FH

Blending Board: Bookmark

# LET'S SUM THINGS UP!

You are one incredible team.



**WORD**



**PHRASE**



**SENTENCE**



**FH**

Notecards: Each para writes down a 2-3 sentence reflection for master's project :)

- Indicate if you would be interested in discussing teaching a lesson together where I can observe you teaching a lesson (whether with kids or practice) and I can help coach you in order for you to feel confident and set up for success in using this resource.

“One child, one teacher, one book, one  
pen can change the world.”

~ Malala Yousafzai



**FH**

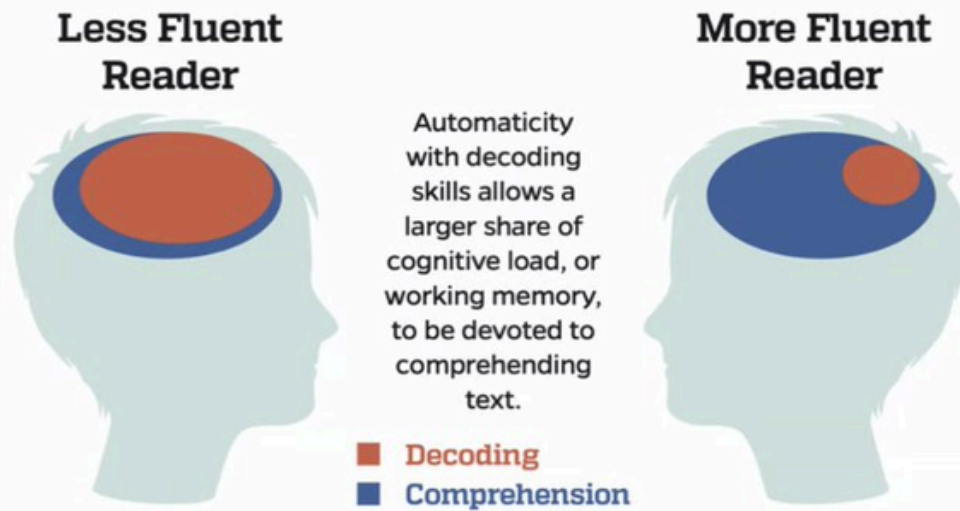
It only takes 1 child, 1 educator, 1 reader, or 1 writer to change the world. Taking the time to meet with us today is part of making that difference. Thank you for your time and effort today!



11:45-12:30

Some review, putting you back in the frame of mind. The goal today is to make sure that you feel set up for success if asked to use this as a WIN program and know that this team wants to make sure you feel confident when using a new resource.

# Why does automaticity matter?



11:45-11:50

Review: Automaticity is the ability to do things without conscious thought or attention to details.

Why does automaticity matter? Fluent readers have more brain space to read with meaning!

UFLI focuses on the decoding component of reading, allowing readers to gain strong basic reading skills in order to think less about how to read and more about what they are reading.

## Scope & Sequence At-a-Glance: All Concepts (K-2)

### Alphabet

1. a /ə/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /i/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ɒ/
13. d /d/
14. c /k/
15. u /u/
16. g /g/
17. b /b/
18. e /e/
19. VC & CVC Practice (all)
20. -s /s/
21. -z /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
30. v /v/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

### Alphabet Review & Longer Words

- (incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review (incl. Nasalized A)
  36. Short I Review
  37. Short O Review
  38. Short A, I, O Review
  39. Short U Review
  40. Short E Review
  41. Short Vowels Review (all)

### Digraphs

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk /ŋk/
53. Digraphs Review 2 (incl. CCCVC)

### VCe

54. a\_e /ə/
55. i\_e /i/
56. o\_e /ɒ/
57. VCe Review 1, e\_e /e/
58. u\_e /u/, y\_u/
59. VCe Review 2 (all)
60. \_ce /s/
61. \_ge /j/
62. VCe Review 3, VCe Exceptions

### Reading Longer Words

63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

### Ending Spelling Patterns

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-lid, -old, -ind, -olt, -ost)
73. y /j/
74. y /ē/
75. -le
76. Ending Patterns Review

### R-Controlled Vowels

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

### Long Vowel Teams

84. ai, ay /ā/
85. ee, ea, ey /ē/
86. oa, ow, oe /ō/
87. ie, igh /ī/
88. Vowel Teams Review 1

### Other Vowel Teams

89. oo, u /oo/
90. oo /ū/
91. ew, ui, ue /ū/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ē/, a /ō/

### Diphthongs

95. oi, oy /oi/
96. ou, ow /ow/
97. Vowel Teams & Diphthongs Review

### Silent Letters

98. kn /n/, wr /r/, mb /m/

### Suffixes & Prefixes

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

### Suffix Spelling Changes

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

### Low Frequency Spellings

111. -ar, -or /er/
112. air, are, ear /air/
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117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/; gn /ŋ/, gh /g/; silent t

### Additional Affixes

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2



11:45-11:50

Review: UFLI is explicit and systematic. It's been carefully designed to ensure students have the background knowledge they need to be successful in learning new skills and concepts.

It is also an educative curriculum, designed to provide learning for educators as you teach the lessons.

# Features of Explicit & Systematic Instruction

**Behavior Specific Praise**

**Opportunities to Respond**

**Corrective Feedback**

(Morrow et al., 2019)  
(Kamil et al., 2008)

11:45-11:50

Behavior specific praise (verbal statement with positive feedback and states what about the response was correct, "nice job following directions the first time", "great job saying the ooo in cool", "good thinking to try a new vowel sound")

Corrective feedback

specific, brief, and immediate

should always include a prompt that gets the correct response (This is the word m/a/t/mat. What word is it?)

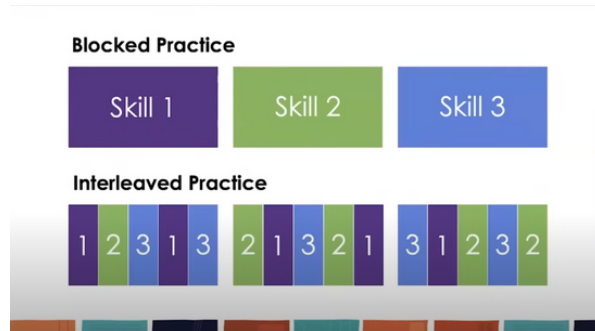
Opportunities to respond

"repeat this sound, let's count the sounds in this word, what about this one?"

Provide feedback that values growth over achievement (Kamil et al., 2008).

The intention is to build a strong and supportive learning community. Educators must build relationships, foster collective responsibility, promote ownership of literacy, and reflect on the community's learning and growth (Morrow et al., 2019).

| Suggested Pacing of UFLI Foundations Lesson Implementation |                           |                           |                           |                      |
|------------------------------------------------------------|---------------------------|---------------------------|---------------------------|----------------------|
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| <b>Concept 1</b><br>Day 1                                  | <b>Concept 1</b><br>Day 2 | <b>Concept 2</b><br>Day 1 | <b>Concept 2</b><br>Day 2 | Review<br>Assessment |



| Suggested Schedule for a 2-Day Lesson |            |
|---------------------------------------|------------|
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| Step 7: Irregular Words               | 6 minutes  |
| Step 8: Connected Text                | 15 minutes |

**FH**

11:45-11:50

Review: Each concept is taught over 2 days. The 5th could be used for small group review or reinforcement, or individual student review/reinforcement, depending on the assessment findings.

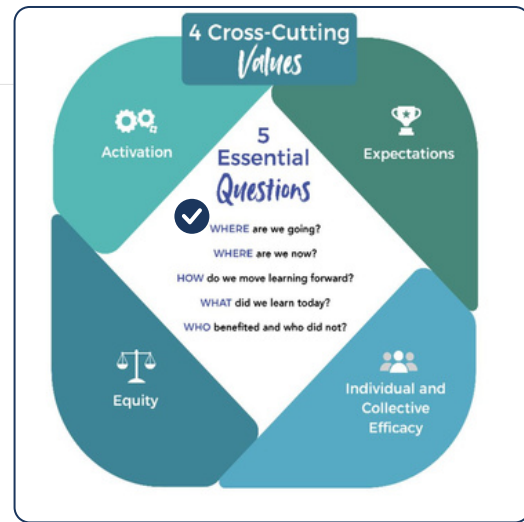
Review: UFLI uses interleaved practice - spiraling skills continuously for mastery.

Review: Each section is timed. Try to stick to the time! Set a timer if needed.



## AGENDA

- ✓ Connection & Overview
- ✓ Essential Background Knowledge
- ✓ Implementation Guidance
  - Progress Monitoring
  - Organize & Integrate



FH

12:00-12:10

# Progress Monitoring

| JFLI Foundations |                                     |                      |                                                |  |   | High Frequency Words Addressed                  |                                                |                                                           |
|------------------|-------------------------------------|----------------------|------------------------------------------------|--|---|-------------------------------------------------|------------------------------------------------|-----------------------------------------------------------|
| Lesson #         | Concept                             | Keywords             | Grapheme Placement<br>(beginning, middle, end) |  |   | New Irregular Words<br>(*temporarily irregular) | Dolch                                          | Fry                                                       |
| Digraphs         |                                     |                      |                                                |  |   |                                                 |                                                |                                                           |
| 42               | FLSZ Spelling Rule (ff, ll, ss, zz) | Jeff will pass Buzz. |                                                |  | X | your, want*                                     | off, tell, want, well, will, your              | add, miss, off, spell, still tell, want, well, will, your |
| 43               | -all, -oll, -ull                    | call, roll, pull     |                                                |  | X | go*, no*, so*                                   | all, call, full, fall, go, no, pull, small, so | all, call, go, no, small, so                              |
| 44               | ck /k/                              | duck                 |                                                |  | X | goes, says                                      | black, goes, pick                              | back                                                      |
| 45               | sh /sh/                             | sheep                | X                                              |  | X | she*, we*                                       | she, we, wish                                  | she, we                                                   |
| 46               | Voiced th /th/                      | this                 | X                                              |  |   | they*, their                                    | that, their, them, then, they, this            | than, that, their, them, then, they, this                 |
| 47               | Unvoiced th /th/                    | thumb                | X                                              |  | X | were                                            | were, with                                     | were, with                                                |
| 48               | ch /ch/                             | chicken              | X                                              |  | X | talk, walk                                      | much, walk                                     | much, such, talk, walk                                    |

FH

12:00-12:10  
Review p. 355

# Progress Monitoring Template

## Collecting Data

- Share template
- Grade sample student responses

|                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Name, _____                                                                                                                                                                                        |                                                                                                                                                |                                                                                                       |  |
| Date, or _____                                                                                                                                                                                     |                                                                                                                                                |                                                                                                                                                                                          |  |
| Lesson Number _____                                                                                                                                                                                |                                                                                                                                                |                                                                                                                                                                                          |  |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">  </div> 1. _____<br>2. _____<br>3. _____ | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> New Concept Points: ____ / ____<br/> Total Points: ____ / ____ </div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">  </div> 1. _____<br>2. _____ |  |
|                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                                                          |  |
|                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                                                          |  |
|                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                                                          |  |
|                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                                                          |  |
|                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                                                          |  |
|                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                                                          |  |
|                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                                                          |  |
|                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                                                          |  |
|                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                                                          |  |
|                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                                                          |  |

**FH**

12:00-12:10

# Progress Monitoring: Sample Spelling Assessment

| UFLI Foundations Spelling Assessment Sample Student Responses |                  |                     |                                               |                                                |                    |              |
|---------------------------------------------------------------|------------------|---------------------|-----------------------------------------------|------------------------------------------------|--------------------|--------------|
| Lesson #                                                      | Concept(s)       | GPSs/ Regular Words | Irregular Words (*review)                     | Sentences (new concept words are <b>bold</b> ) | New Concept Points | Total Points |
| 43                                                            | -all, -oll, -ull | all<br>roll<br>pull | no<br>so                                      | Go get the <b>ball</b> from him.               | 4                  | 11           |
| Sample Student 1                                              |                  |                     | Sample Student 2                              |                                                |                    |              |
| Regular Words:<br>all<br>roll<br>pull                         |                  |                     | Regular Words:<br>all<br>roll<br>pull         |                                                |                    |              |
| Irregular Words:<br>no<br>so                                  |                  |                     | Irregular Words:<br>no<br>so                  |                                                |                    |              |
| Sentence:<br>Go <u>git</u> the <u>bal</u> <u>frum</u> him.    |                  |                     | Sentence:<br>Go get the ball <u>frum</u> him. |                                                |                    |              |
| New Concept Points: ____/ 5                                   |                  |                     | New Concept Points: ____/ 5                   |                                                |                    |              |
| Total Points: ____/11                                         |                  |                     | Total Points: ____/11                         |                                                |                    |              |

Book: p. 355



12:00-12:10

Mini assessment for each lesson.

UFLI Youtube video to support Progress Monitoring: <https://www.youtube.com/watch?v=MKFJ921Vkj4>

Teachers will look at student sample:

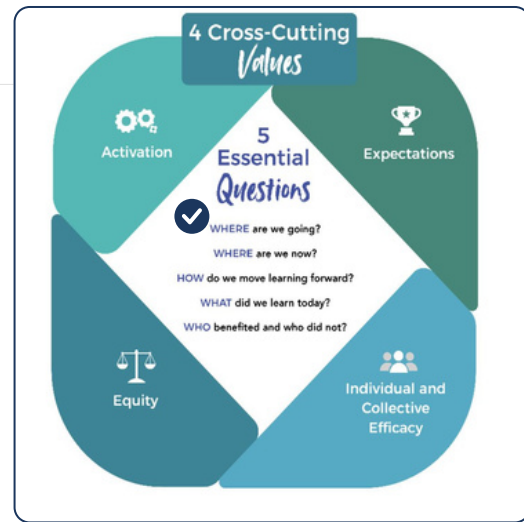
[https://docs.google.com/document/d/1UuiMfzYJA\\_ihiFpZcgz-XQKsOQu110i59z26q2bBDW8/edit?usp=sharing](https://docs.google.com/document/d/1UuiMfzYJA_ihiFpZcgz-XQKsOQu110i59z26q2bBDW8/edit?usp=sharing)

Grade together - explain concept points vs. total points



## AGENDA

- ✓ Connection & Overview
- ✓ Essential Background Knowledge
- ✓ Implementation Guidance
- ✓ Progress Monitoring
  - Organize & Integrate



FH

# Organize & Integrate

## Now:

- Continue Exploring Progress Monitoring (p. 354)
- Read Manual (p. 4-36) or any flagged pages
- Explore UFLI Toolbox & all lesson resources.
- Practice a lesson, ask for feedback.
- Ask questions!

## Later:

- Review FHPS UFLI Resource Hub
- Watch UFLI YouTube Videos



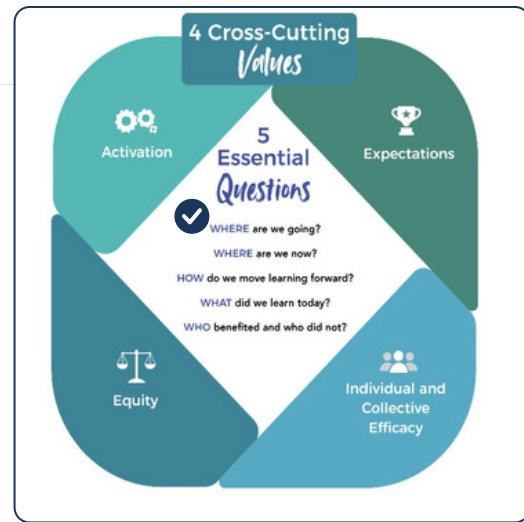
12:10-12:23

Time for review



## AGENDA

- ✓ Connection & Overview
- ✓ Essential Background Knowledge
- ✓ Implementation Guidance
- ✓ Progress Monitoring
- ✓ Organize & Integrate



FH

# Share



**FH**

12:23-12:30

What are you finding? What's standing out to you? What ideas do you have? What are you curious about?



**FOREST HILLS**  
PUBLIC SCHOOLS  
Cultivating Possibility

## Resources

Bean, R. M. (2015). *The Reading Specialist: Leadership for the classroom, school, and community*. The Guilford Press.

Farrell, L. (n.d.). The simple view of reading. Reading Rockets. <https://www.readingrockets.org/topics/about-reading/articles/simple-view-reading>

Kamil, Slinger, Borman, Torgesen, & Dole. (2008). *Improving Adolescent Literacy: Improving Adolescent Literacy: Effective Classroom and Effective Classroom and Intervention Practices*. National Center for Educational Evaluation and Regional Assistance. <https://files.eric.ed.gov/fulltext/ED502398.pdf>

Moats, L. (2020, July 15). Structured literacy: Effective instruction for students with dyslexia and related reading difficulties. International Dyslexia Association. <https://dyslexiaida.org/structured-literacy-effective-instruction-for-students-with-dyslexia-and-related-reading-difficulties/>

Morrow, L. M., Morrell, E., Casey, H. K., & Gambrell. (2019). *Best practices in literacy instruction*. The Guilford Press, a division of Guilford Publications, Inc.

NAEP report card: Reading. The Nation's Report Card. (2022). <https://www.nationsreportcard.gov/reading/nation/achievement/?grade=4>

Novelli, C., Ardoin, S.P. & Rodgers, D.B. Seeing the mouth: the importance of articulatory gestures during phonics training. *Read Writ* (2023). <https://doi.org/10.1007/s11145-023-10487-3>

Rollins Center for Language and Literacy. (2017, November 7). 44 phonemes. YouTube. <https://youtu.be/wBuA589kfMg>

Spear-Swerling, L. (2019a, August 11). Here's why schools should use structured literacy. International Dyslexia Association. <https://dyslexiaida.org/heres-why-schools-should-use-structured-literacy/>