



FOREST HILLS
PUBLIC SCHOOLS

—— *Cultivating Possibility* ——



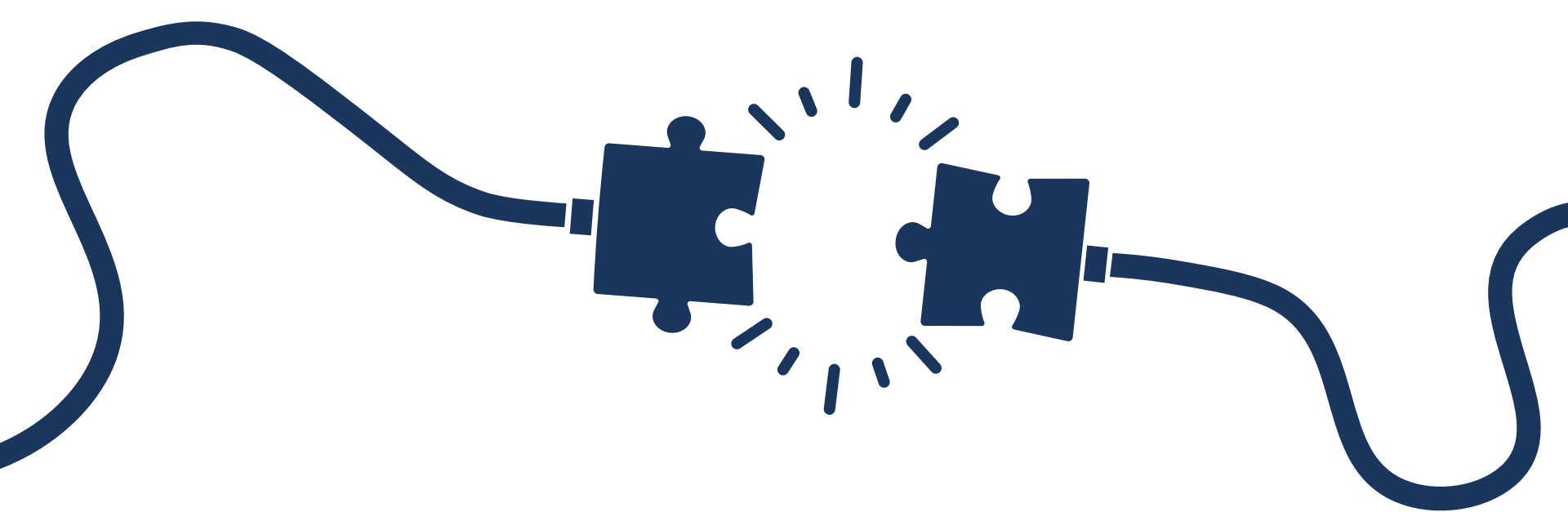
FOREST HILLS
— PUBLIC SCHOOLS —

UFLI Foundations

**Literacy Intervention Professional Learning
Part 1**

All learners achieving individual potential

OCTOBER 9, 2024



Let's Connect!

**Select a sticker
that you connect
with. Be ready to
share out why you
chose that
particular sticker.**





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)



FOREST HILLS PUBLIC SCHOOLS

Cultivating Possibility

District Continuous Improvement Goals

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



AGENDA

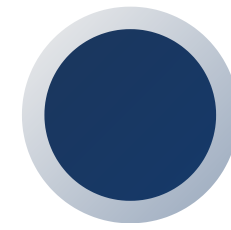
- Connection & Overview
- Essential Background Knowledge
- Implementation Guidance
- Progress Monitoring
- Organize & Integrate

OUTCOMES/PURPOSE

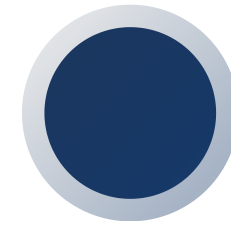
- Deepen our understanding of the science of reading research that informs UFLI Foundations.
- Provide implementation guidelines.
- Organize and integrate UFLI Foundations to meet the needs of your WIN students.

Our Community Agreements

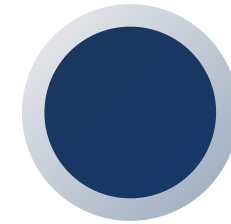
We can count on you!
You can count on us!



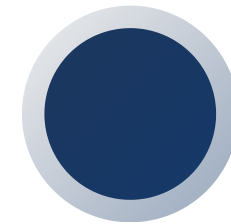
**Cultivate a supportive
environment of curiosity and
openness to change**



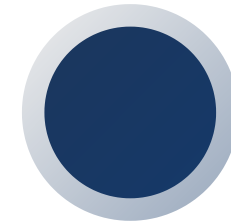
Practice flexibility



**Celebrate small and
large successes**



Stay engaged



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

1 Promote a spirit of inquiry:



Tell me more about...

Seek first to understand....

NORMS OF COLLABORATION

Adapted from the 7 Norms of Collaboration @hj_dewaard

7 Norms of Collaboration by H.J. DeWaal is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. Based on a work at <https://bit.ly/1UjCq5S>.

So...

As you wrote in...

3

2 Pause.....think....



Take a moment...

I'll reread before posting...

Turn to wonder...?

Listen to understand....

Paraphrase

4 Probe for specifics



Ask questions to clarify understanding

Please tell me more...

I'm curious about why....



Do you mean...

Then, you think that....

5 Put ideas

out there



Here is one idea..

Another possible approach is...

Another consideration might be.....

One thought I have...

6 Pay attention

to self



and



others

feelings

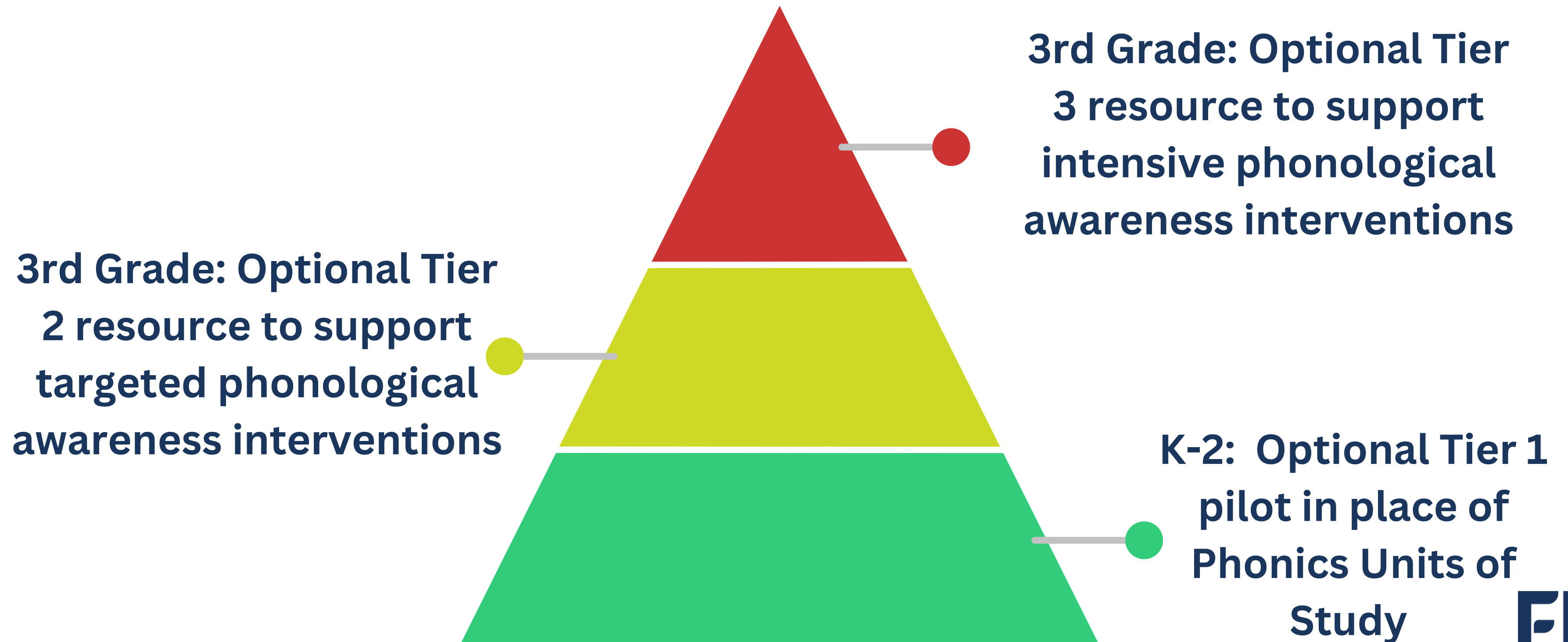
reactions

word choice

7

Presume positive intentions

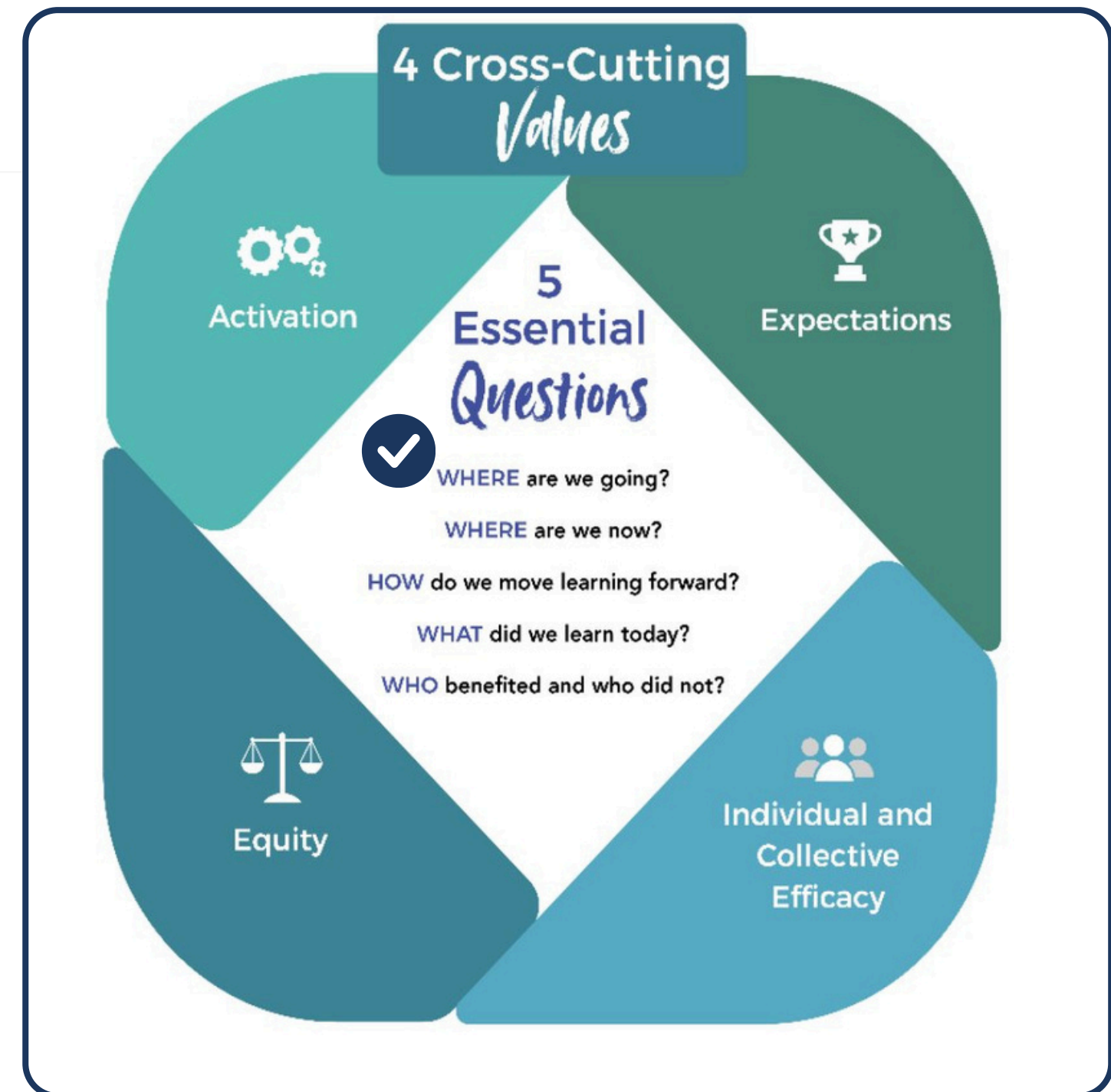






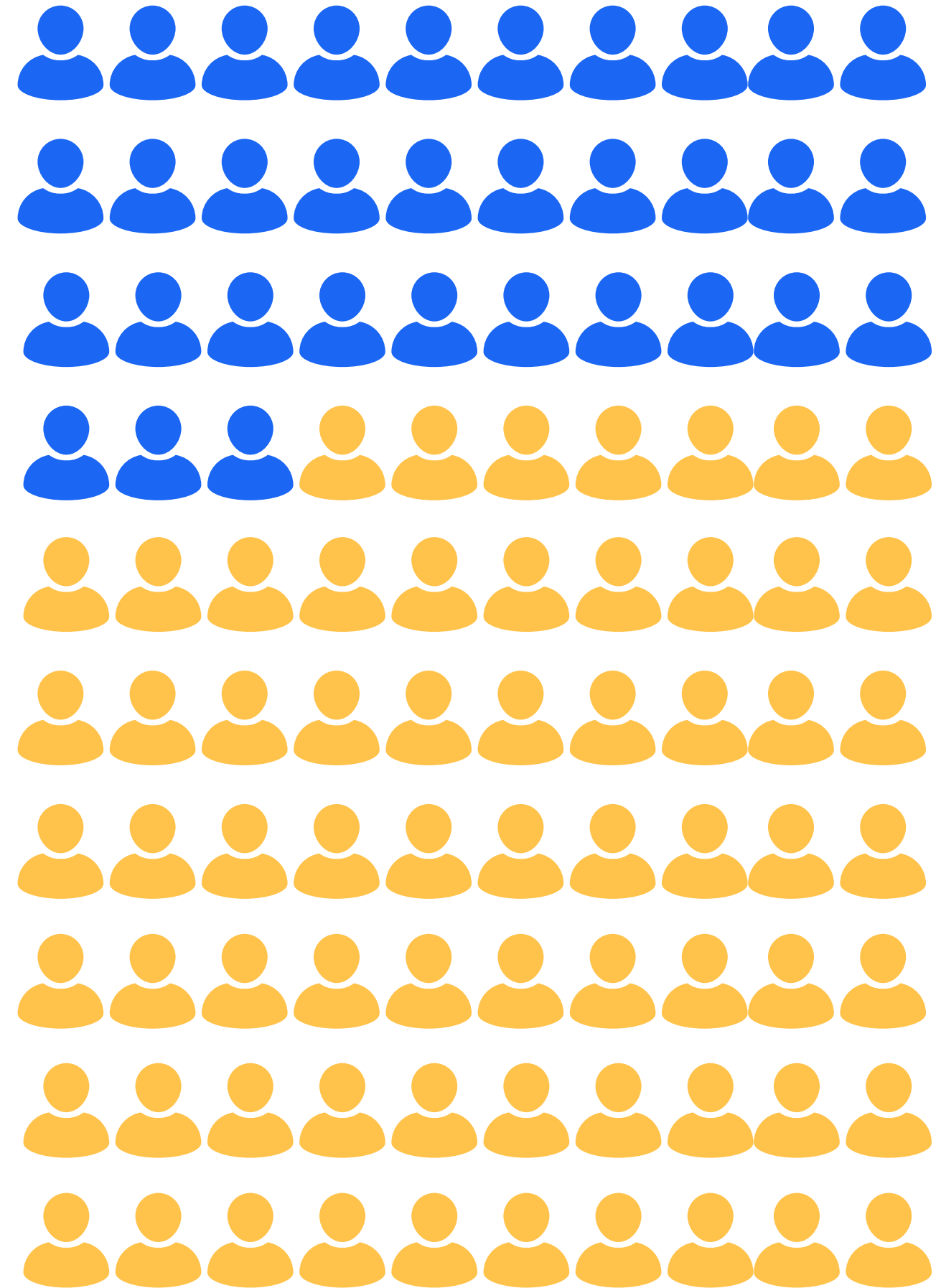
AGENDA

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 - Organize & Integrate



Purpose

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

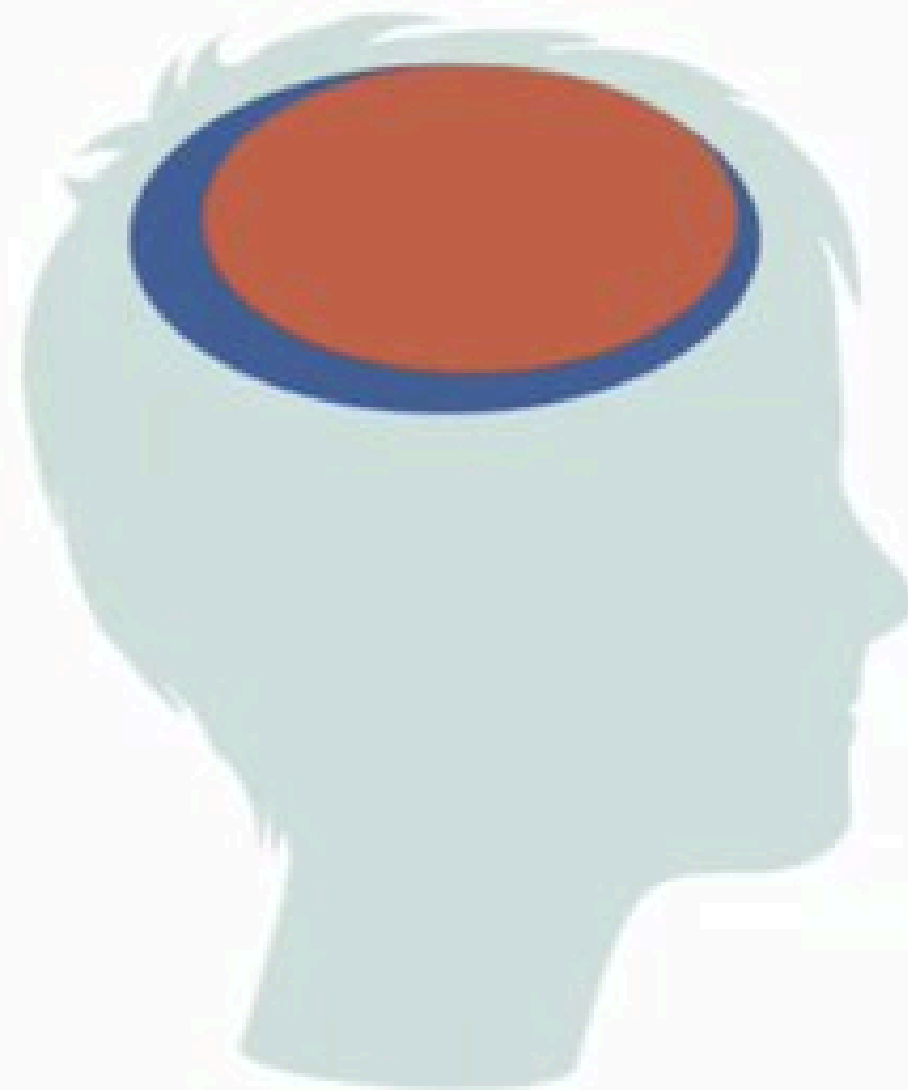


SIMPLE VIEW OF READING

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

Why does automaticity matter?

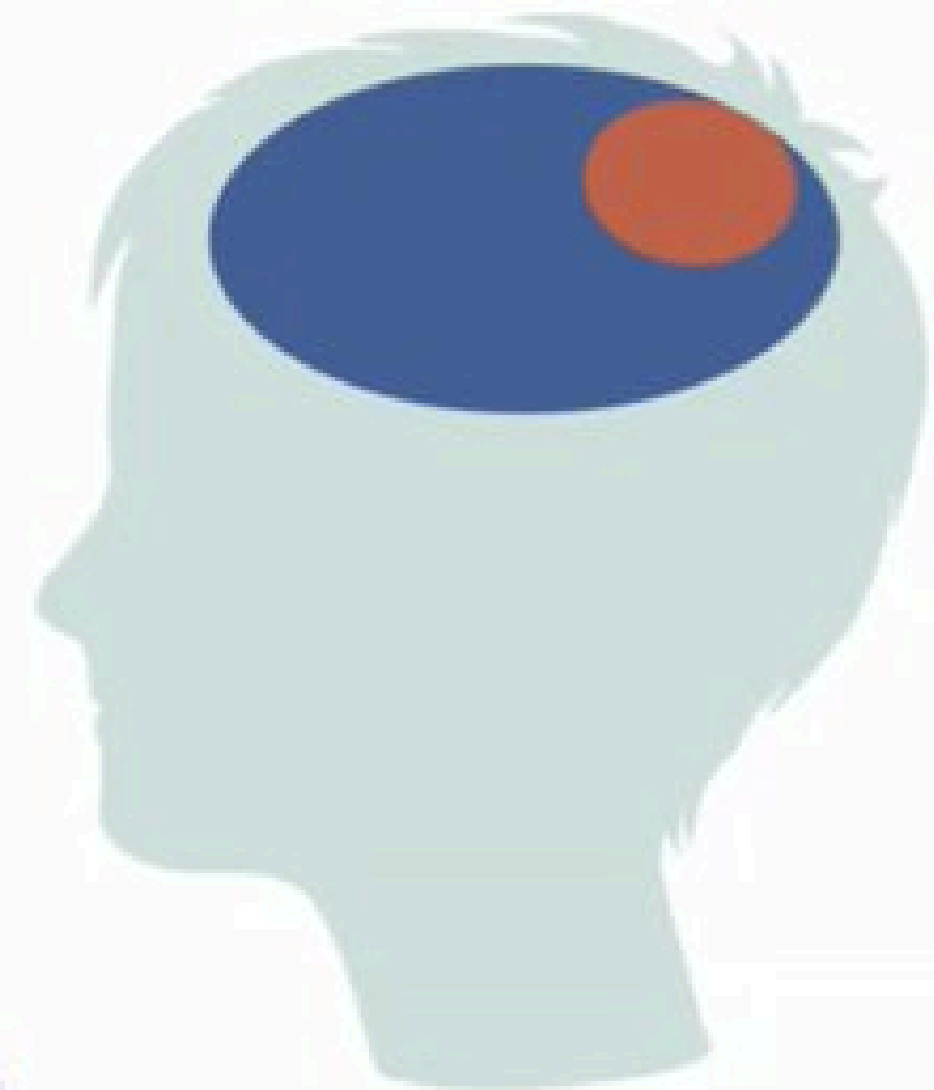
Less Fluent Reader



Automaticity with decoding skills allows a larger share of cognitive load, or working memory, to be devoted to comprehending text.

■ **Decoding**
■ **Comprehension**

More Fluent Reader



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

Alphabet

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /ī/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ō/
13. d /d/
14. c /k/
15. u /ū/
16. g /g/
17. b /b/
18. e /ĕ/
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. y /y/
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 /ă/
55. i_e /ī/
56. o_e /ō/
57. VCe Review 1, e_e /ĕ/
58. u_e /ū/, /yū/
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 (-ild, -old, -ind, -olt, -ost)
73. y /ī/
74. y /ĕ/
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 /ă/
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86. oa, ow, oe /ō/
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88. Vowel Teams Review 1

Other Vowel Teams

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90. oo /ū/
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92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ĕ/, a /ă/

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
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103. un-
104. pre-, re-
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106. Affixes Review 1

Suffix Spelling Changes

107. Doubling Rule -ed, -ing
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Low Frequency Spellings

111. -ar, -or /er/
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114. Alternate /ă/ (ei, ey, eigh, aigh, ea)
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Additional Affixes

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FOREST HILLS
PUBLIC SCHOOLS
Cultivating Possibility

Features of Explicit & Systematic Instruction

Behavior Specific Praise

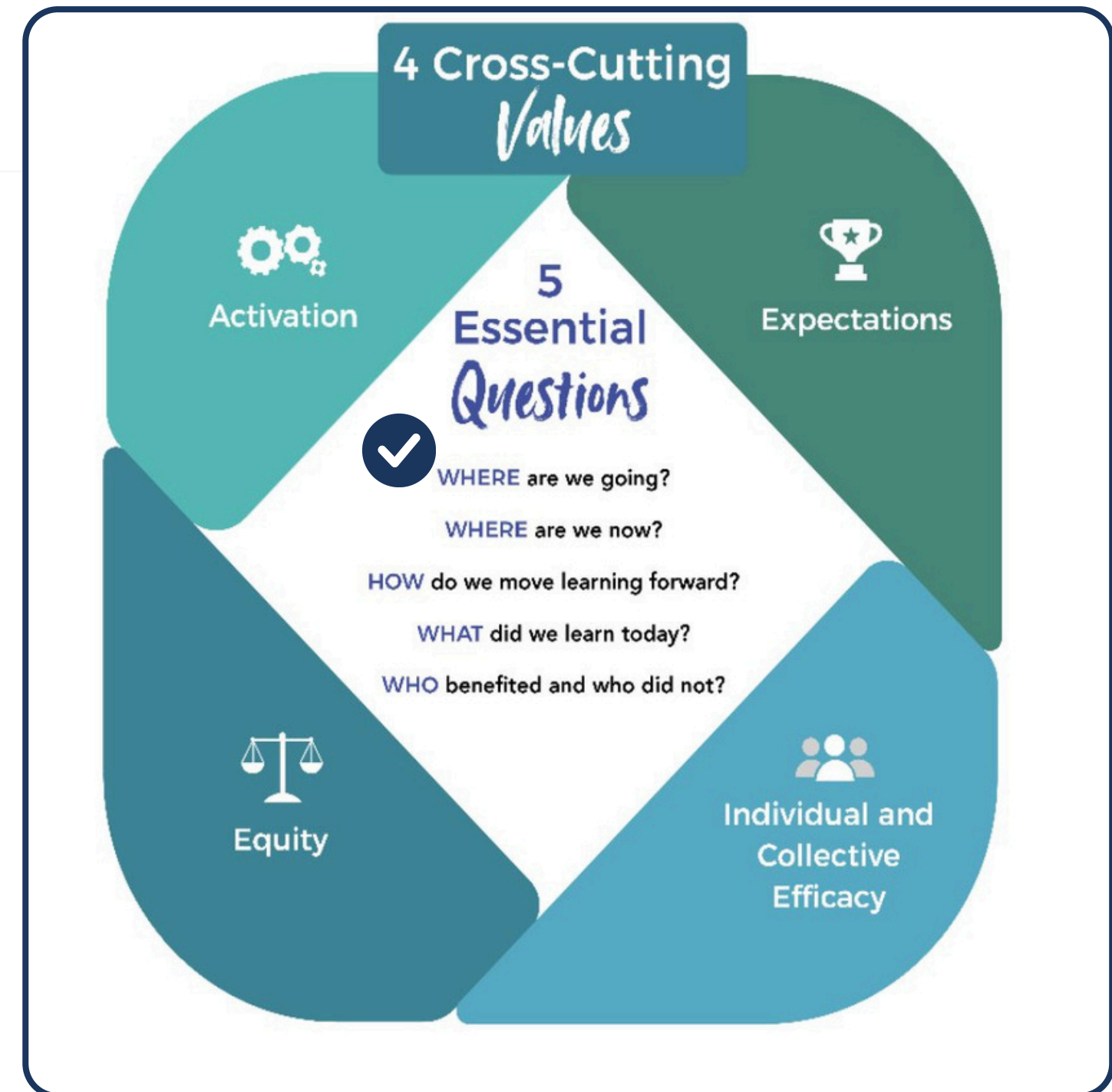
Opportunities to Respond

Corrective Feedback



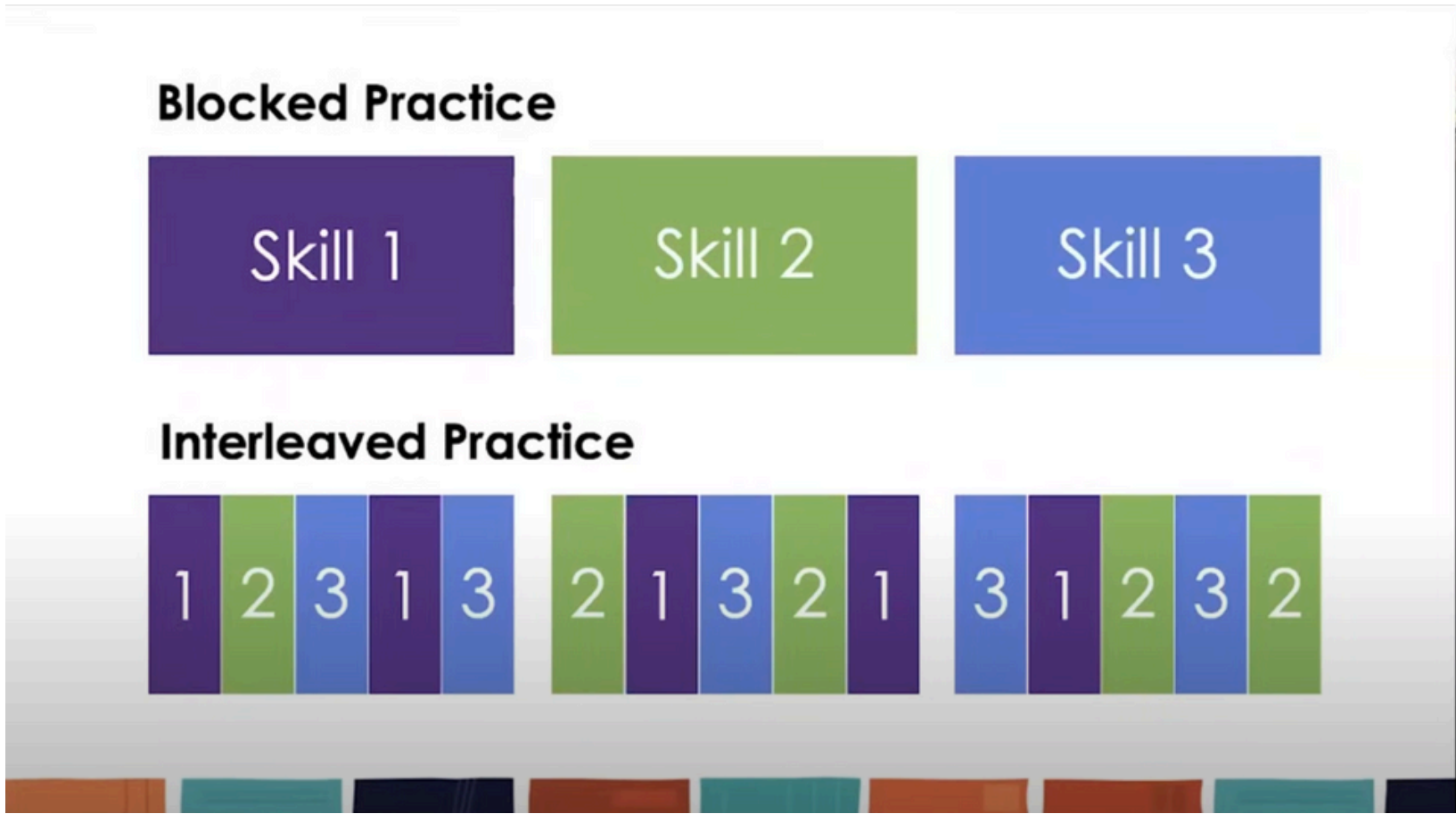
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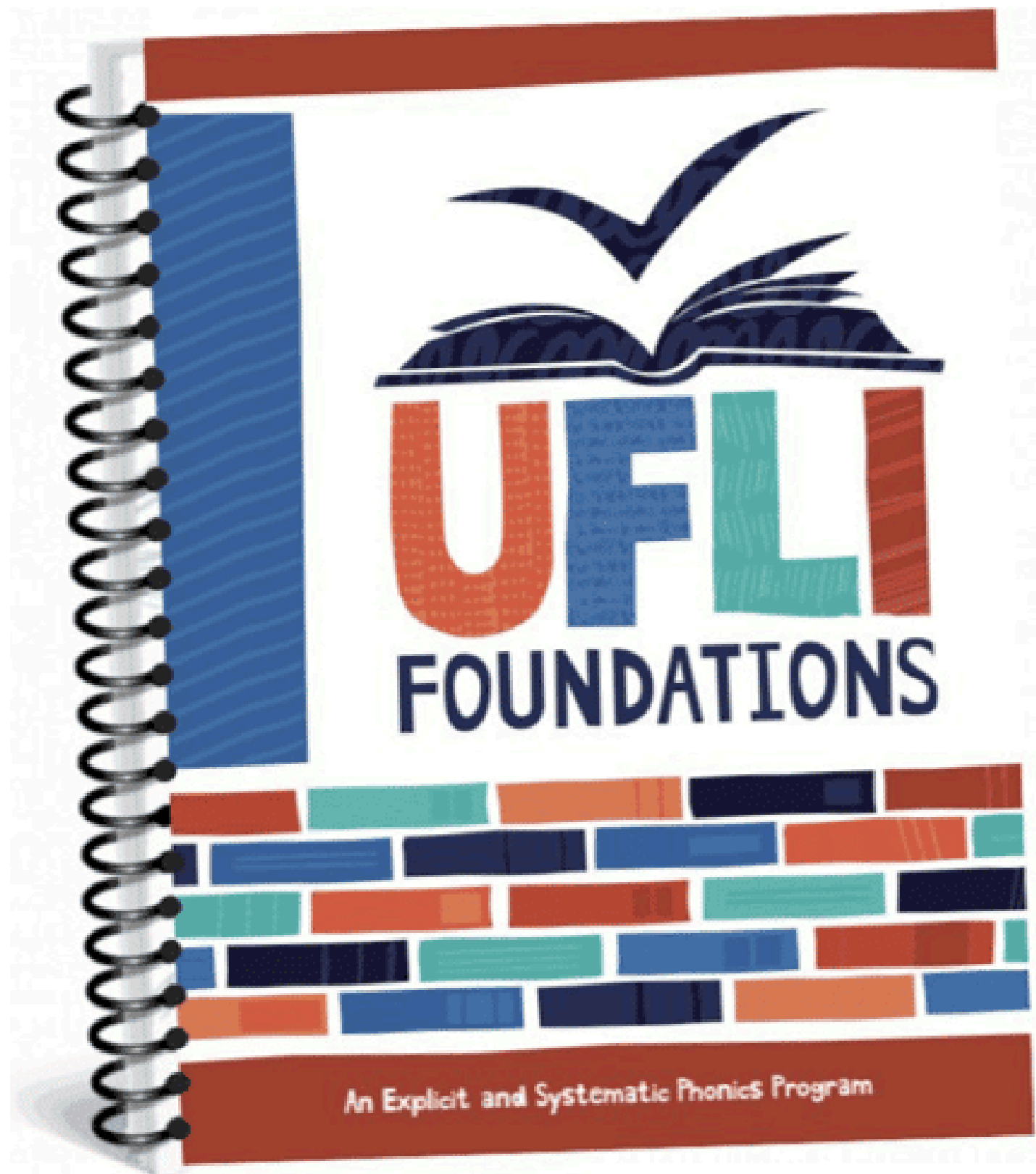


Suggested Pacing of UFLI Foundations Lesson Implementation

Monday	Tuesday	Wednesday	Thursday	Friday
Concept 1 Day 1	Concept 1 Day 2	Concept 2 Day 1	Concept 2 Day 2	Review Assessment



Suggested Schedule for a 2-Day Lesson	
Step	Time
Day 1	
Step 1: Phonemic Awareness	2 minutes
Step 2: Visual Drill	3 minutes
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Step 5: New Concept	15 minutes
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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



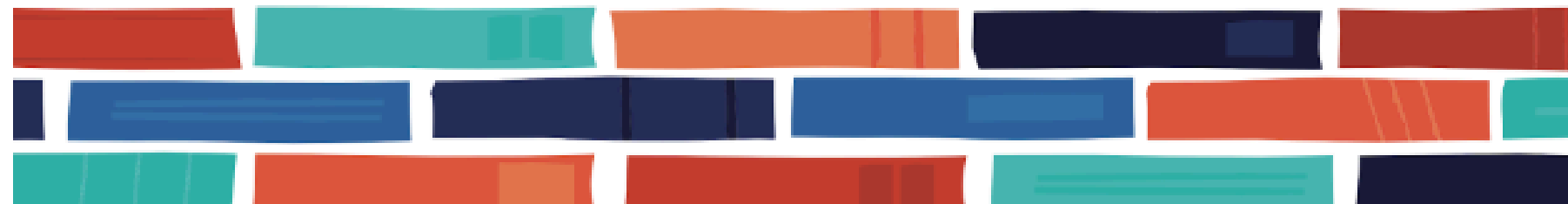
UFLI Foundations Toolbox



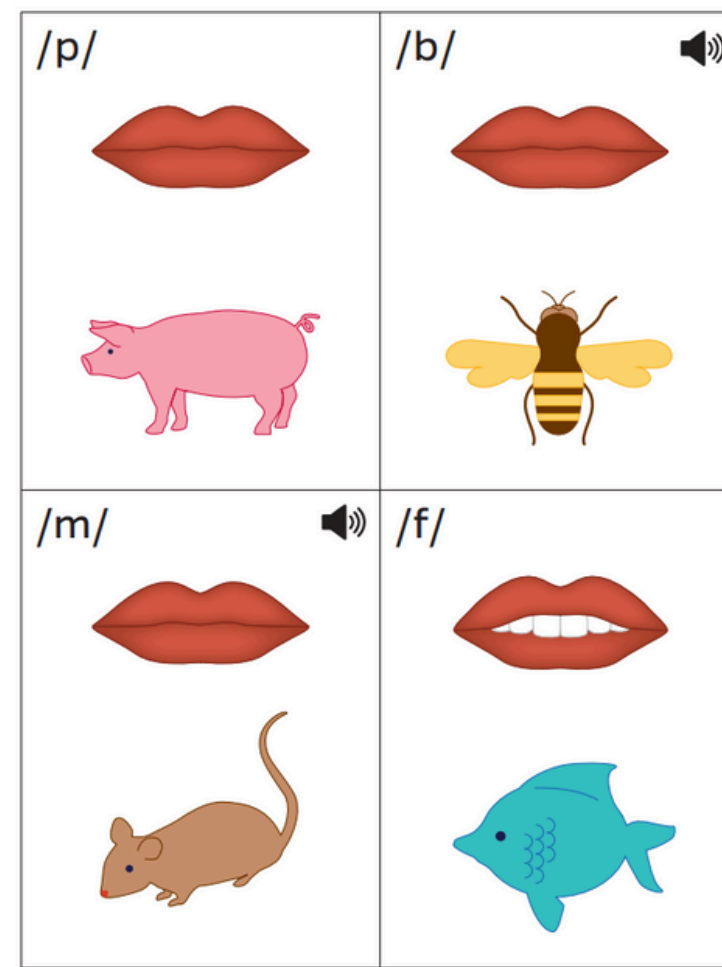
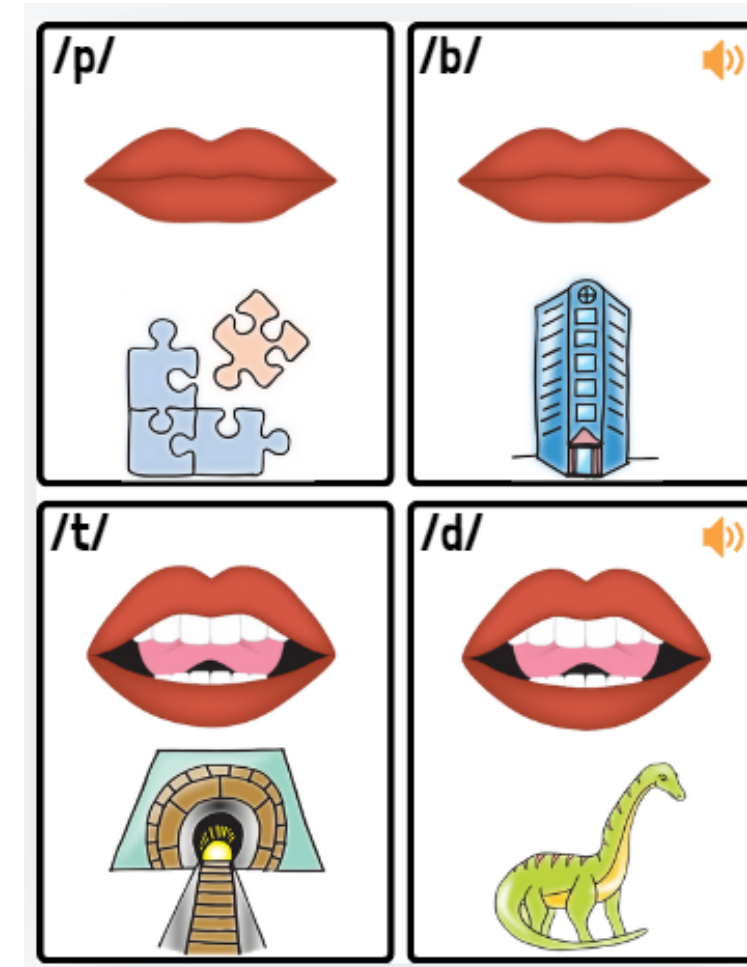
Preview a Lesson:
Teacher
Modeling



Lesson 43
-all, -oll, -ull



UFLI Foundations Toolbox



Sound Wall/Cards

(Spear-Swerling, 2018)

(Novelli et al., 2023)

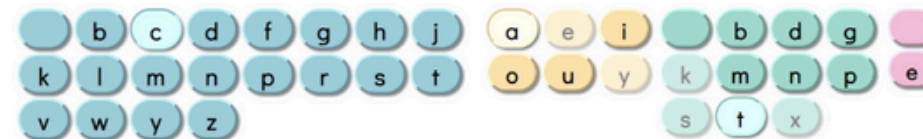
(Rollins Center for Language and Literacy, 2017)

UFLI Foundations Toolbox

Blending Drill

?

cat



bat
mat
sat
mat
ma
m

LET'S SUM THINGS UP!

You are one incredible team.



WORD



PHRASE



SENTENCE



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

~ Malala Yousafzai





FOREST HILLS
— PUBLIC SCHOOLS —

UFLI Foundations

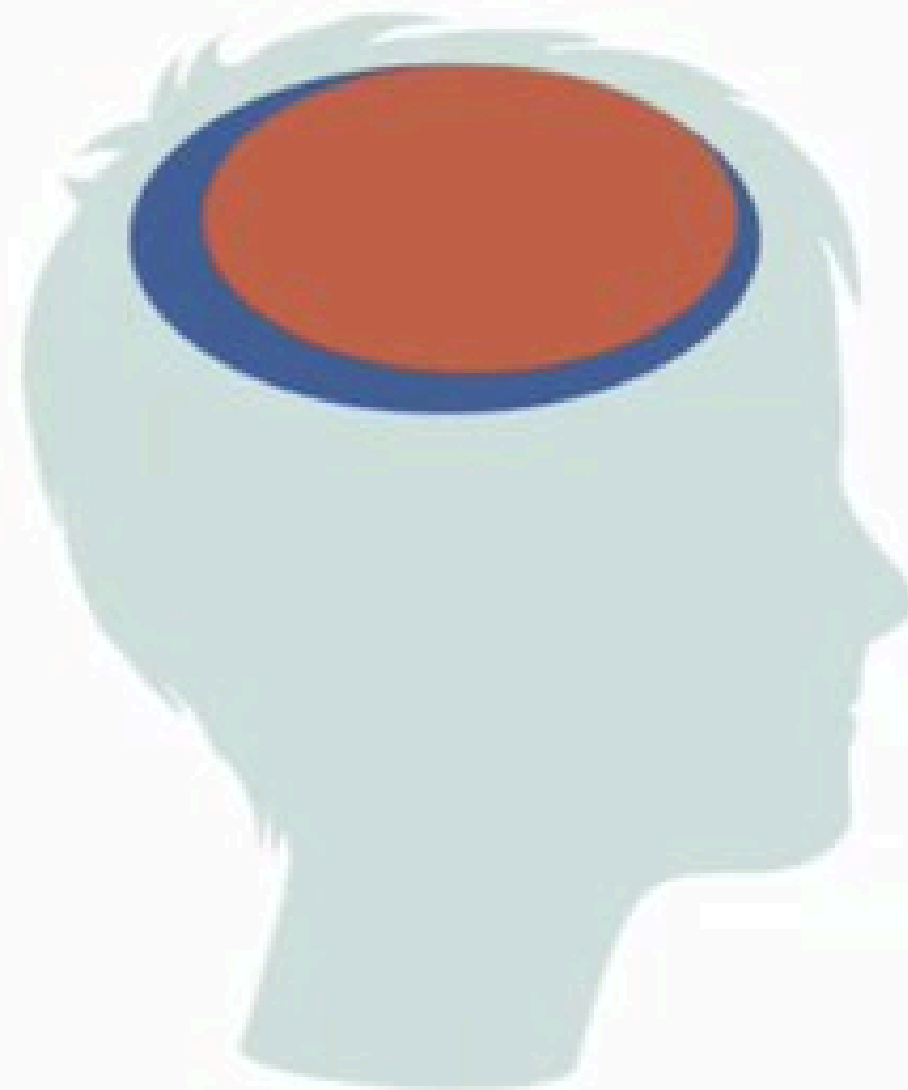
**Literacy Intervention Professional Learning
Part 2**

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OCTOBER 15, 2024

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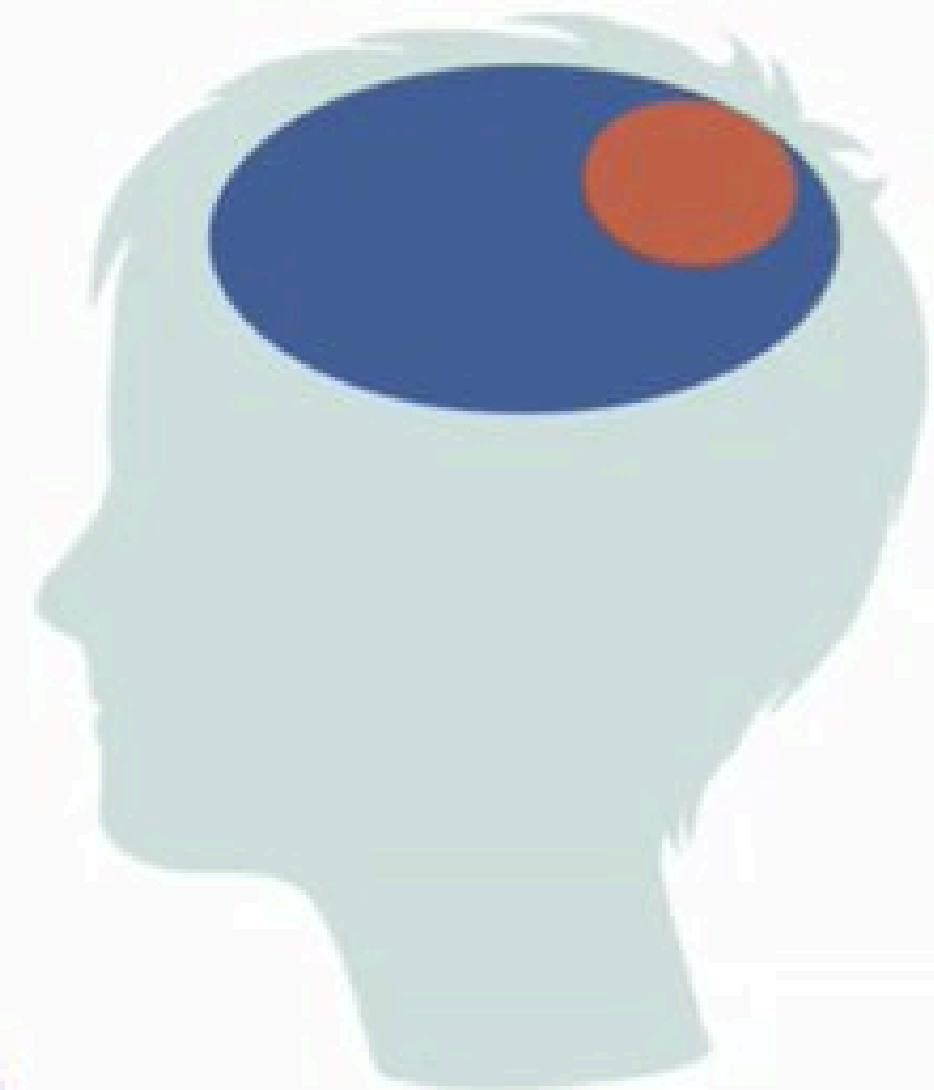
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PUBLIC SCHOOLS
— Cultivating Possibility —

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Behavior Specific Praise

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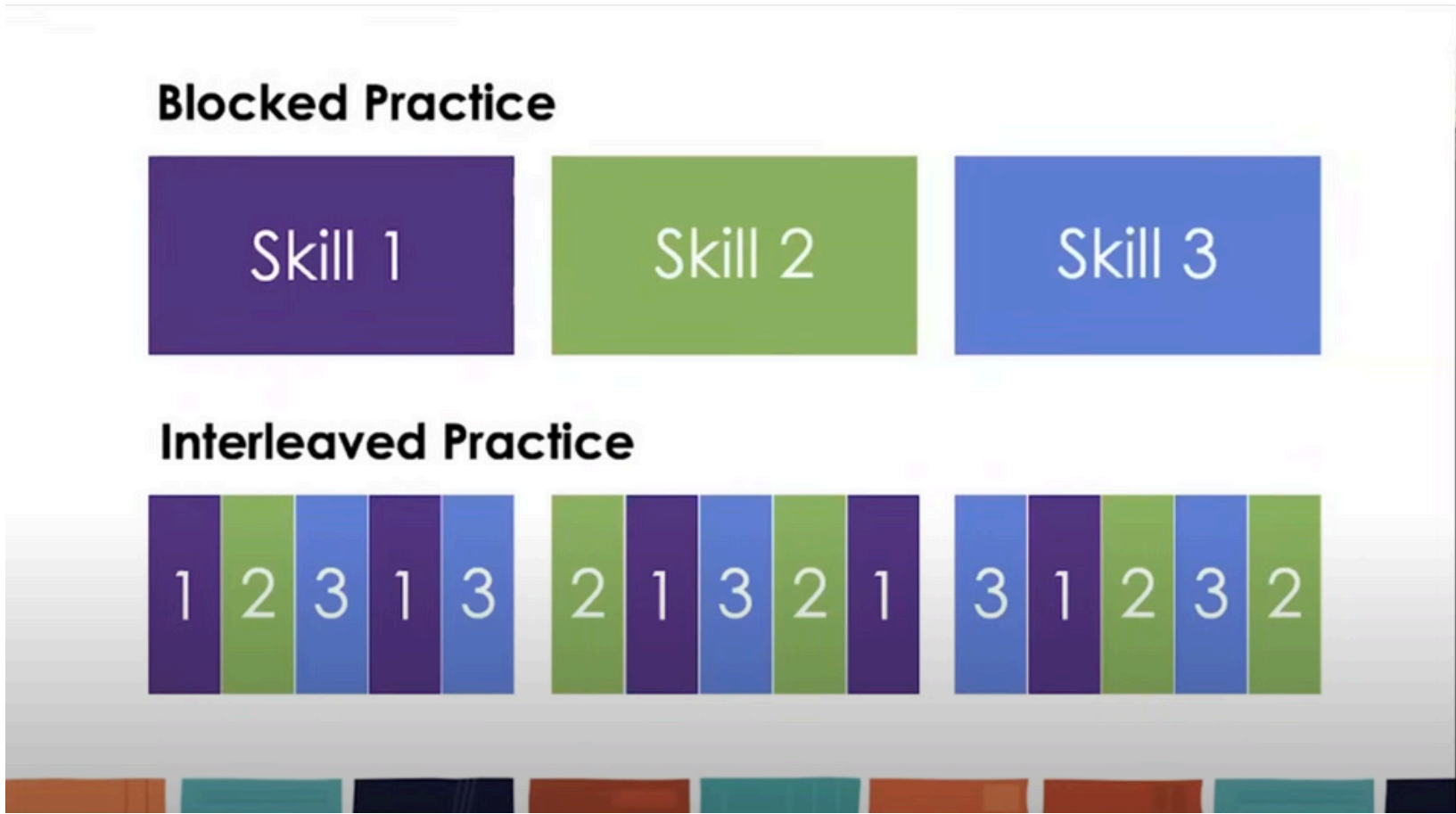
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(Morrow et al, 2019)

(Kamil et al., 2008)

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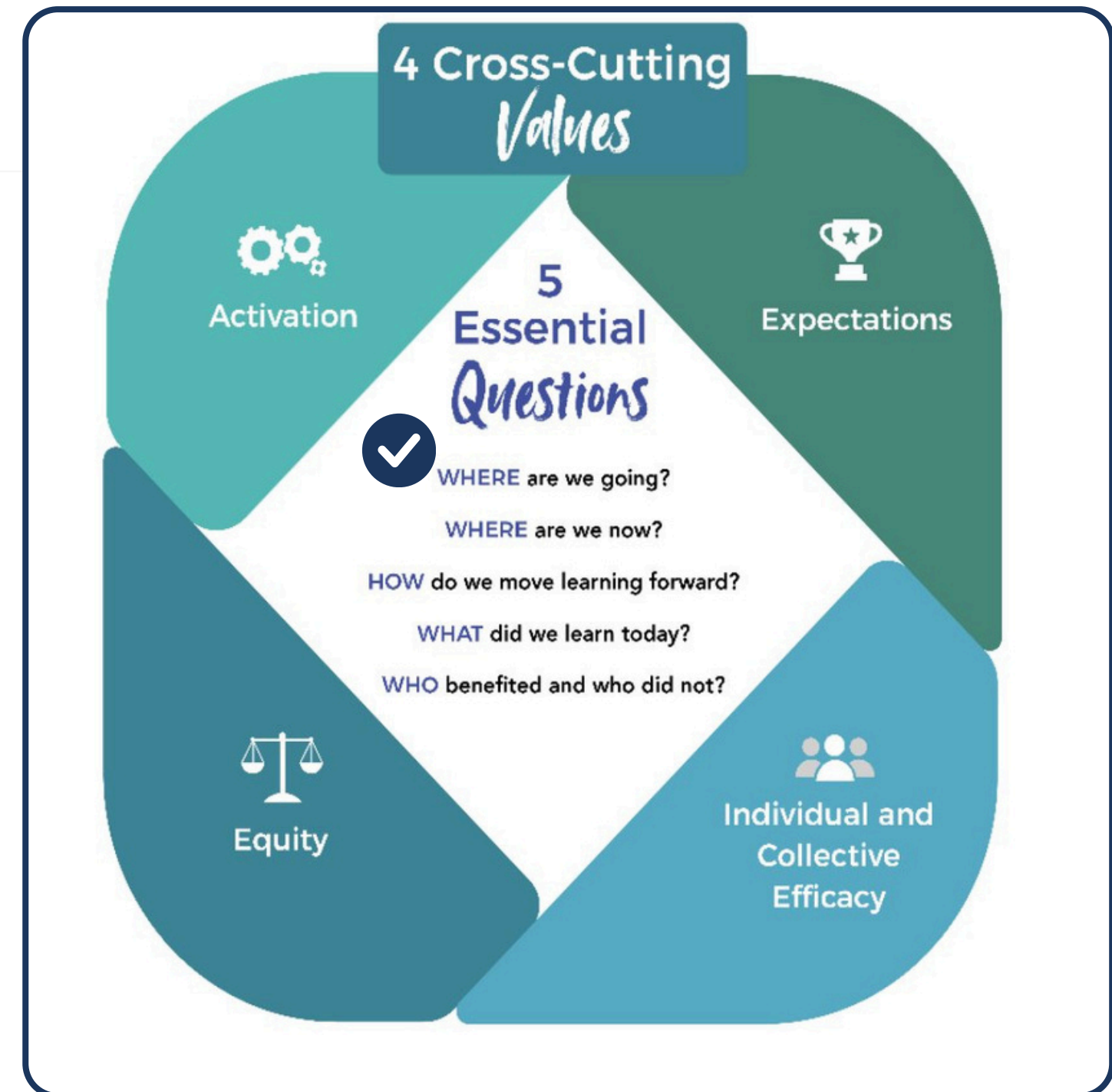


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Progress Monitoring

JFLI Foundations

Lesson #	Concept	Keywords	Grapheme Placement (beginning, middle, end)			New Irregular Words (*temporarily irregular)	High Frequency Words Addressed	
							Dolch	Fry
Digraphs								
42	FLSZ Spelling Rule (ff, ll, ss, zz)	Jeff <u>will</u> 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 / <u>th</u> /	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

Progress Monitoring Template

Collecting Data

- Share template
- Grade sample student responses

Name, _____		
Date, or _____		
Lesson _____		
Number _____		
<div></div> <div>1. _____ _____</div> <div>2. _____ _____</div> <div>3. _____ _____</div>	<div>New Concept Points: ____ / ____</div> <div>Total Points: ____ / ____</div>	
	<div></div> <div>1. _____ _____</div> <div>2. _____ _____</div>	
	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	

Progress Monitoring: Sample Spelling Assessment



UFLI Foundations Spelling Assessment Sample Student Responses

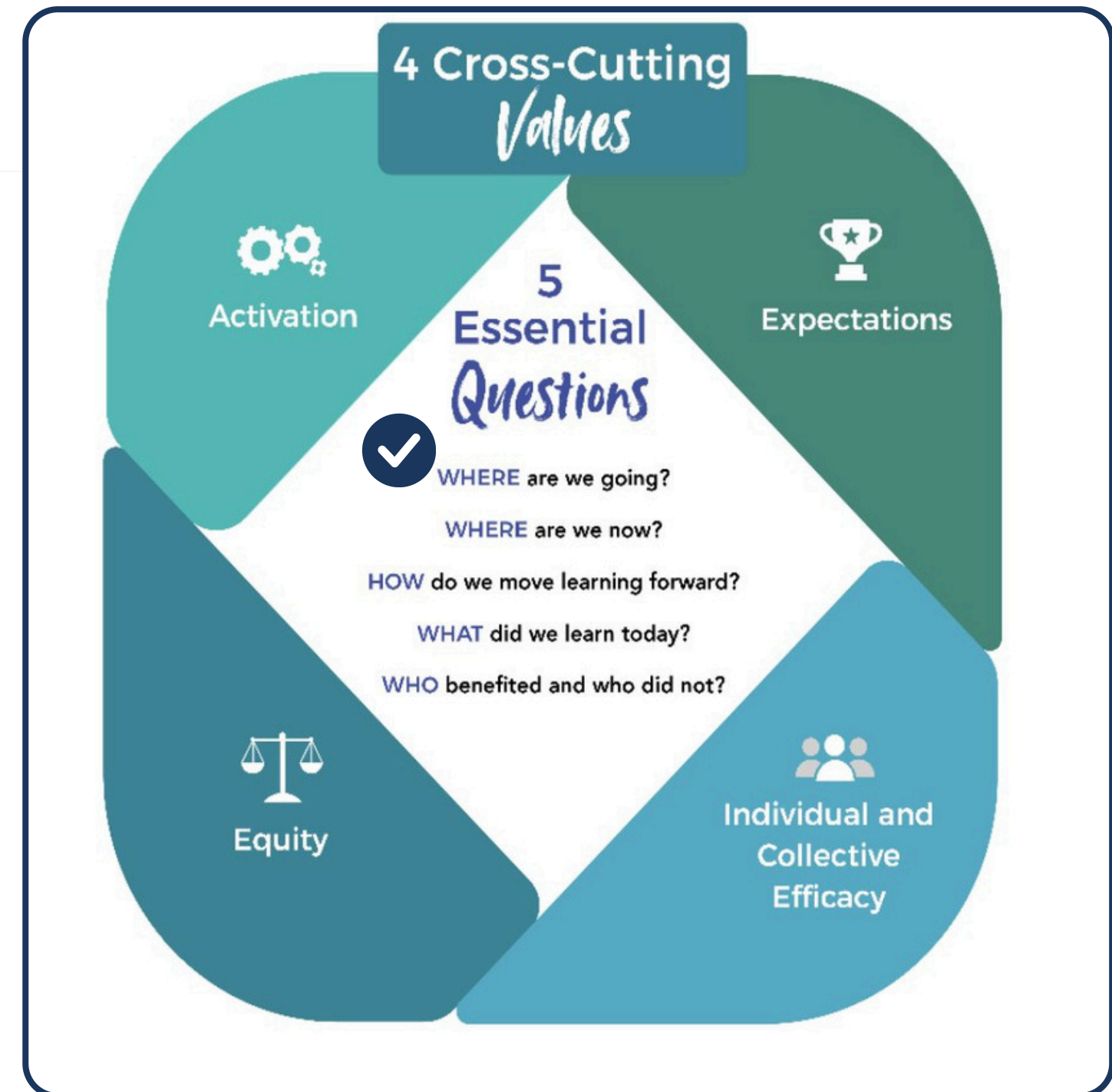
Lesson #	Concept(s)	GPSs/ Regular Words	Irregular Words (*review)	Sentences (new concept words are bold)	New Concept Points	Total Points
43	-all, -oll, -ull	all roll pull	no so	Go get the ball from him.	4	11

Sample Student 1	Sample Student 2
Regular Words: all roll poll Irregular Words: no so Sentence: Go git the bal frum him.	Regular Words: all roll pull Irregular Words: no so Sentence: Go get the ball frum him.
New Concept Points: ____ / 5 Total Points: ____ / 11	New Concept Points: ____ / 5 Total Points: ____ / 11



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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!

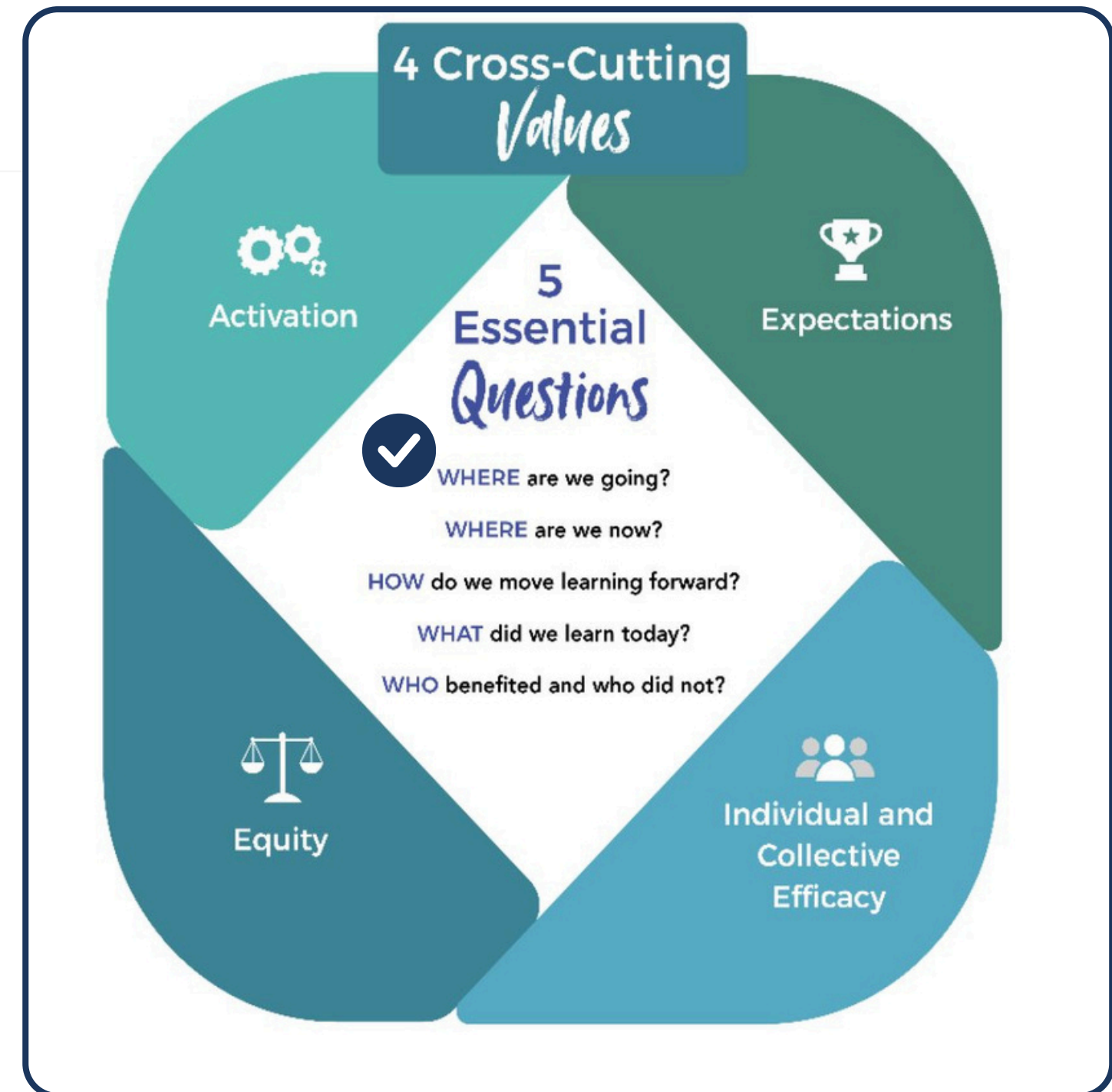
Later:

- Review FHPS UFLI Resource Hub
- Watch UFLI YouTube Videos



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Share





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, Sailing, 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>

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