

**Instructional Framework for Building Foundations that Last:
P – 3 Literacy Alignment with David Matteson
Everett Public Schools**

	Big Ideas	PreK	Kindergarten	First Grade	Second Grade
Getting Started	Becoming a reader and a writer is a developmental process. All children are somewhere on the developmental continuum.	As teachers begin using the approaches modeled in David Matteson’s presentations and texts, the following materials, resources and strategies are provided to guide instruction in the implementation process. Here are some key ideas to remember as we implement BFTL (Building Foundations That Last): <ul style="list-style-type: none">• Our focus is on building comprehension and meaning.• Literacy includes not just reading and writing. It also includes listening, speaking, pictures and developing strong thinkers.• We want children to see themselves as readers and writers.• Emphasize the use of oral language, telling stories, writing to communicate, and connecting reading to writing. Teacher knowledge of literacy development and their students is what impacts student achievement.			

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Instructional Resources		<ul style="list-style-type: none"> ▪ Emergent Classroom Packet (<i>Emergent Story Card</i>, three teacher guides-phonics, comprehension, spelling; poster of <i>Emergent Story Card</i> (front & back) ▪ DM The Early Learning Continuum for Writing ▪ DM P-3 Literacy Alignment Overview ▪ DM Quarterly Writing Benchmarks (PreK-1) ▪ DM Anchor Papers (PreK-1) ▪ Yellow Books - <i>My Pictures & Stories</i> ▪ Teacher Guide – <i>My Pictures and Stories</i> 	<ul style="list-style-type: none"> ▪ Emergent Classroom Packet (<i>Emergent Story Card</i>, three teacher guides-phonics, comprehension, spelling; poster of <i>Emergent Story Card</i> (front & back) ▪ DM The Early Learning Continuum for Writing ▪ DM Quarterly Writing Benchmarks ▪ DM Anchor Papers ▪ Yellow Books - <i>My Pictures & Stories</i> ▪ Teacher Guide – <i>My Pictures and Stories</i> ▪ Student Writing Journals (DM Kinder journals in pilot stage) 	<ul style="list-style-type: none"> ▪ Early Classroom Packet (<i>Early Story Card</i>, three teacher guides-phonics, comprehension, spelling; poster of <i>Early Story Card</i>-front & back) ▪ Teacher Guide – <i>My Pictures and Stories</i> ▪ DM Quarterly Writing Benchmarks ▪ DM Anchor Papers ▪ Student Writing Journals 	<ul style="list-style-type: none"> ▪ Early Classroom Packet (<i>Early Story Card</i>, three teacher guides-phonics, comprehension, spelling; poster of <i>Early Story Card</i>- front & back) ▪ Teacher Guide – <i>My Pictures and Stories</i> ▪ DM Quarterly Writing Benchmarks ▪ DM Anchor Paper ▪ Student Writing Journals

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Language Development	<p>Language development is fundamental in becoming a reader and a writer.</p> <p>Narrative elements are a structure for learning, building oral language through stories that are meaningful.</p> <p>Modeling personal narrative supports rich language opportunities and ability for children to develop their own language within stories based on their own lives.</p>	<p>Focus on oral interaction (teacher-to-student) with 3, 4, and 5-year-old children</p> <p><i>Teacher tells own personal stories, orally using...</i></p> <ul style="list-style-type: none"> Descriptive words (i.e. variety of verbs, adjectives) & high level vocabulary Animation, expression and gestures to engage students in the narrative Feelings incorporating labeling emotions Teaching objectives from the <i>Levels of Student's Oral Language</i> from the <i>Early Literacy Continuum for Writing</i> to guide your instruction Words or short phrases to label objects in the picture Main narrative elements and elaboration (orally adding details with character, setting and significant event) of story from winter break through June. 	<p><i>During the first nine weeks:</i></p> <ul style="list-style-type: none"> Use the teaching objectives from the <i>Early Literacy Continuum for Writing –Levels of Student Oral Language</i> to guide your group and individual interactions <p><i>Teacher tells own personal stories, orally using...</i></p> <ul style="list-style-type: none"> Descriptive words (i.e. variety of verbs, adjectives) & high level vocabulary when telling stories Animation, expression and gestures to engage students in narrative/story Feelings and identifying emotions Encourage students to orally label objects in pictures with words or short phrases 	<p><i>Throughout the day, embed the following to promote language development:</i></p> <ul style="list-style-type: none"> Use descriptive words (i.e. variety of verbs, adjectives) Use high level vocabulary when telling stories or discussing a topic Use animation, expression and gestures to engage students in narrative/story Show feeling and identify emotions Use GLAD Strategies to develop academic vocabulary 	<p><i>Throughout the day, embed the following to promote language development:</i></p> <ul style="list-style-type: none"> Use descriptive words (i.e. variety of verbs, adjectives) Use high level vocabulary when telling stories or discussing a topic Use animation, expression and gestures to engage students in narrative/story Show feeling and identify emotions Use GLAD Strategies to develop academic vocabulary

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Fine Motor	<p>Fine motor control is fundamental in becoming a good writer.</p> <p>Intentional support is needed for children to help them develop eye-hand coordination.</p> <p>Intentional support is needed for children to develop surface features such as spacing and directionality.</p> <p>The ability to create pictures that are recognizable provides ongoing opportunities to retell stories.</p> <p>Developing automaticity with letter formation and writing letters promotes fluency and ease with writing.</p>	<ul style="list-style-type: none"> ▪ Use <i>Levels of Student Work</i> from the <i>Early Literacy Continuum for Writing</i> to assess fine motor & plan fine motor instruction and practice ▪ Fine-motor control is a major focus for first half of year. Provide other opportunities for drawing shapes and using in pictures. ▪ Aim to have students independently drawing a story by winter break. ▪ Begin drawing circles in first nine weeks. Then add square and rectangle next. The triangle should be added last. ▪ Use small pencils (i.e. golf pencils) ▪ Model and provide practice drawing basic shapes (circle, rectangle, oval, square, triangle) ▪ Model examples of adding detail to pictures (i.e. adding a smile/frown, showing how to draw a person) ▪ Demonstrate use of basic shapes in creating recognizable pictures to facilitate retelling the story ▪ Encourage crossing out for making changes in writing rather than using erasers 	<p><i>During the first nine weeks:</i></p> <ul style="list-style-type: none"> ▪ Use <i>Levels of Student Work</i> from the <i>Early Literacy Continuum</i> to evaluate fine motor & plan fine motor instruction and practice ▪ Use small pencils (i.e. golf pencils) ▪ Model examples of adding detail to pictures (i.e. adding a smile/frown, showing how to draw a person) ▪ Model and provide practice drawing shapes (circle, rectangle, oval, square, triangle) <p><i>After first nine weeks:</i></p> <ul style="list-style-type: none"> ▪ Encourage crossing out for revision, rather than use of erasers ▪ Work on developing writing fluency and automaticity, by focusing on writing with ease, writing lowercase letters and using consistent spacing. 	<ul style="list-style-type: none"> ▪ For students with fine motor difficulties, see the Kindergarten suggestions ▪ Work on developing writing fluency and automaticity, by focusing on writing with ease, writing lowercase letters and using consistent spacing. ▪ Encourage crossing out for revisions in writing rather than using erasers. 	<ul style="list-style-type: none"> ▪ For students with fine motor difficulties, see the Kindergarten suggestions ▪ Work on developing writing fluency and automaticity, by focusing on writing with ease, writing lowercase letters and using consistent spacing. ▪ Encourage crossing out for revisions in writing rather than using erasers.

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Playing at Reading	<p>Stories and informational texts carry meaning with or without print.</p> <p>“Playing at reading” is a critical step and is an important part of early literacy instruction.</p> <p>“Playing at reading” is helping children see themselves as readers.</p> <p>Children learn the elements of narrative story through playing at reading.</p> <p>Children develop their ability to use pictures to predict critical aspects of the story over time.</p>	<p><i>To help students see themselves as readers...</i></p> <ul style="list-style-type: none">▪ Demonstrate “reading the story” with wordless books▪ Encourage children to “read a story” with wordless books▪ Demonstrate “reading the pictures” in books with text, letting students know you may “read the story” without using text	<p><i>To help students see themselves as readers...</i></p> <ul style="list-style-type: none">▪ Demonstrate “reading the story” with wordless books▪ Encourage children to “read a story” with wordless books or books with print▪ Demonstrate “reading the pictures” in books with text, letting students know you may “read the story” without using text	<ul style="list-style-type: none">▪ Continue to demonstrate the use of pictures to predict critical aspects of the story.	<ul style="list-style-type: none">▪ Continue to demonstrate the use of pictures to predict critical aspects of the story.

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Instruction	<p>Teaching is the amount of support needed for learning to occur.</p> <p>Learning occurs within quality relationships.</p> <p>Our instruction should provide exemplars of proficiency and beyond.</p>	<p><i>Use A GRADUAL RELEASE OF RESPONSIBILITY FOR LEARNING:</i></p> <p>“To, With, and By” (<i>I do, we do, you do</i>) model is essential for children to develop proficiency.</p> <ul style="list-style-type: none">• TO = Modeling writing to students• WITH = Using journals as an instructional tool in small groups and one-on-one• BY = Independent writing by children	<p><i>USE A GRADUAL RELEASE OF RESPONSIBILITY FOR LEARNING:</i></p> <p>“To, With, and By” (<i>I do, we do, you do</i>) model is essential for children to develop proficiency.</p> <ul style="list-style-type: none">• TO = Modeling writing to students• WITH = Using journals as an instructional tool in small groups and one-on-one• BY = Independent writing by children	<p><i>USE A GRADUAL RELEASE OF RESPONSIBILITY FOR LEARNING:</i></p> <p>“To, With, and By” (<i>I do, we do, you do</i>) model is essential for children to develop proficiency.</p> <ul style="list-style-type: none">• TO = Modeling writing to students• WITH = Using journals as an instructional tool in small groups and one-on-one• BY = Independent writing by children	<p><i>USE A GRADUAL RELEASE OF RESPONSIBILITY FOR LEARNING:</i></p> <p>“To, With, and By” (<i>I do, we do, you do</i>) model is essential for children to develop proficiency.</p> <ul style="list-style-type: none">• TO = Modeling writing to students• WITH = Using journals as an instructional tool in small groups and one-on-one• BY = Independent writing by children

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Modeled Writing	<p>Modeling your own personal stories increases interest and relationship with the teacher.</p> <p>Modeling can build classroom community and a safe learning environment for taking risks with writing.</p> <p>Modeling your own personal stories increases student interest and engagement, and furthers student/teacher relationships.</p>	<ul style="list-style-type: none"> Provide brief, daily, modeled writing, starting with pictures and labels Model thinking and planning the story in your mind, prior to drawing and writing Include use of shapes to create recognizable objects within picture, to facilitate story writing and retelling Model use of visual detail in pictures (facial expression, details important to story) Include narrative story elements in drawings (character, setting, action or significant event) Include other features in pictures (labels, speech bubbles, thought bubbles) Demonstrate labeling in the picture & then moving to writing below the line Model a variety of writing forms (i.e. labels, list, sign, letter note, nametag) Model use of the <i>Emergent Story Card</i> poster as a resource for writing and self-assessment Use modeled writing prior to working with small writing groups using the yellow books (see <i>My Pictures & Story Teacher’s Guide</i>—“Using My Pictures & Stories Book”) 	<ul style="list-style-type: none"> Provide brief, daily, modeled writing including pictures Model thinking and planning the story in your mind, prior to drawing and writing Include use of shapes to create recognizable objects within picture; facilitates story retelling Model use of visual detail in pictures (facial expression, details important to story) Include narrative story elements in drawings (character, setting, action or significant event) Include other features in pictures (labels, speech or thought bubbles) Demonstrate labeling in the picture & writing below the line Model a variety of writing forms (i.e. labels, list, sign, letter, note, nametag) Model use of <i>Emergent Story Card</i> for... <ol style="list-style-type: none"> developing narrative elements using letters and high frequency words Model use of spelling approximations Include word work within modeled writing 	<ul style="list-style-type: none"> Provide brief, daily modeled writing Model sketching a two, three, and then four part plan before writing (Beginning/Middle/End) Use <i>First Grade Quarterly Writing Benchmarks</i> to identify skills for modeling Model the writing process (i.e. developing topic, adding onto story, rereading your writing, carrying story over from one day to next, etc.) Model using all story elements or topic with details Model use of <i>Early Story or Expository Card</i> for... <ol style="list-style-type: none"> developing narrative elements or topic using blends for writing words in stories, and spelling high frequency words with automaticity Model use of conventions (see <i>First Grade Quarterly Benchmarks</i> for expectations and teaching points) Include word work within modeled writing 	<ul style="list-style-type: none"> Provide brief, daily modeled writing Model how to plan with some words and phrases (may still use sketches) Use <i>Second Grade Quarterly Writing Benchmarks</i> to identify skills for modeling Model the writing process (i.e. developing topic, revising as you go, carrying story over from one day to next, etc.) Model using all story elements or topic w/ details Model use of <i>Early Story or Expository Card</i> for... <ol style="list-style-type: none"> developing narrative elements or topic using blends for writing words in stories, and spelling high frequency words with automaticity Model use of conventions (see <i>Second Grade Quarterly Benchmarks</i> for expectations and teaching points) Include word work within modeled writing

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Tools and Resources: Early Learning Continuum, Writing Benchmarks, and Writing Anchor Papers		<ul style="list-style-type: none">▪ Use <i>Early Learning Continuum for Writing</i> to assess levels of student work and oral language and to guide instruction▪ Use <i>Prekindergarten Quarterly Benchmarks</i> to determine teaching points▪ Use Quarterly <i>Anchor Papers</i> to...<ol style="list-style-type: none">1. determine expectations2. plan for modeled writing	<ul style="list-style-type: none">▪ Use <i>Early Learning Continuum for Writing</i> to assess levels of student work and oral language and to guide instruction▪ Use <i>Kindergarten Quarterly Benchmarks</i> to determine teaching points▪ First quarter K benchmarks are the same as the end of PreK to ensure all students have had instruction and practice on these foundational skills▪ Use Quarterly <i>Anchor Papers</i> to...<ol style="list-style-type: none">1. determine expectations2. plan for modeled writing3. provide exemplars for students4. assist with scoring student writing	<ul style="list-style-type: none">• Use <i>First Grade Quarterly Benchmarks</i> and <i>Anchor Papers</i> to...<ol style="list-style-type: none">1. determine expectations2. plan for modeled writing3. provide exemplars for students4. assist with scoring student writing• Use <i>Quarterly Writing Benchmarks</i> for previous and following grades to plan appropriate instruction as needed	<ul style="list-style-type: none">• Use <i>Second Grade Quarterly Benchmarks</i> and <i>Anchor Papers</i> to...<ol style="list-style-type: none">1. determine expectations2. plan for modeled writing3. provide exemplars for students4. assist with scoring student writing• Use <i>Quarterly Writing Benchmarks</i> for previous and following grades to plan appropriate instruction as needed

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Independent Writing	<p>All children are writers and are somewhere on the developmental continuum for literacy.</p> <p>Encouraging children to write ideas down validates their feelings, experience, thinking and ability to communicate.</p>	<ul style="list-style-type: none">▪ Encourage students to talk through their stories before drawing/writing▪ Encourage use of labels and pictures▪ Use questions and the Emergent Story Card to draw out the narrative elements in a child’s story▪ Encourage children to add narrative elements and details to their pictures▪ Encourage use of basic shapes, important visual details in pictures▪ As skills develop, encourage children to add labels, speech bubbles, etc. to pictures▪ Encourage use of the <i>Emergent Story Card</i> to sound out and write words▪ Encourage writing below the line after child is using labels in picture▪ Incorporate writing opportunities in centers▪ Revisit and retell the same story over time▪ Provide opportunities for children to share their writing with an audience	<ul style="list-style-type: none">▪ Encourage students to talk through their stories before drawing/writing▪ Encourage use of labels and pictures▪ Encourage writing below the line after child is using labels	<ul style="list-style-type: none">▪ Encourage students to write multiple sentences for a story/topic with appropriate conventions and content. (See <i>First Grade Writing Benchmarks</i> for specifics.)	<ul style="list-style-type: none">▪ Encourage students to write multiple sentences for a story/topic/paragraph with appropriate conventions and content. (See <i>Second Grade Writing Benchmarks</i> for specifics.)
<p><i>Note: Continue to use the adopted curriculum while incorporating these strategies and tools.</i> <i>Everett Public Schools: Good Habits, Great Readers, Wright Skills Phonics, Handwriting Without Tears</i> <i>Head Start: Creative Curriculum, Teaching Strategies GOLD, Handwriting Without Tears</i> <i>ECEAP: Creative Curriculum, Teaching Strategies GOLD, Handwriting Without Tears</i></p>					