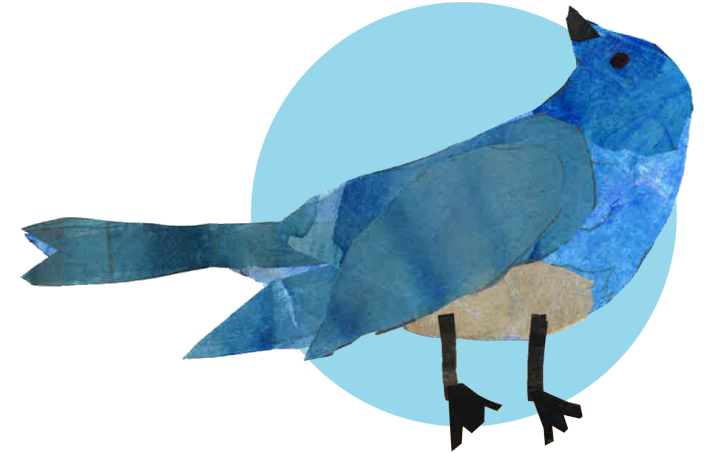




K-2 Skills Block Note Catcher

MAKE A COPY & SAVE TO YOUR DRIVE

Charleston County Public Schools



Launch Sessions:

Table of Contents	Links
Session 1: Skills Block Fundamentals	Kiddom: https://app.kiddom.co/login
Session 2: Assessments Part 1	Demo account: eldemo@kiddom.co
Session 3: Assessments Part 2	Password: demo
Session 4: Scope + Sequence	<i>Resource Manual:</i>
Session 5: Teacher-Led Instruction	Curriculum-Tools_K2-Skills-Block_Resource-Manual-0220_200304_131019 (6).pdf
Session 6: Instructional Practices	<i>Implementing the K-2 Foundational Skills Block Video:</i>
Session 7: Small Group Instruction	https://eleducation.org/resources/implementing-the-k-2-reading-foundations-skills-block
Session 8: Materials + Management	

Session 1: Skills Block Fundamentals

Learning Target(s)
<ul style="list-style-type: none">● I can describe the structure and components of the EL Education K-2 Reading Foundations Skills Block.● I can explain the phases of reading and what reading behaviors look like in each phase.
Notes
<ul style="list-style-type: none">● What implications does the progression of skills from the Pre-Alphabetic to the Consolidated Phase have for students and their learning experiences during the Skills Block?● What new learning do you have about the phases and microphases?● What questions do you still have about the phases and microphases?
Important Links
<p>Describing the Learner: Microphases Orange Crew (Grade 1): Describing the Learner: Microphases Blue Crew (Grade 1): Describing the Learner: Microphases</p>

Orange Crew (Grade 2): [Describing the Learner: Microphases](#)

Session 2: Assessments Part 1

Learning Target(s)		
<ul style="list-style-type: none">• I can describe the assessments in the skills block.• I can access the materials for all of my grade-level priority Benchmark Assessments.• I can describe how to administer at least one of my grade-level priority Benchmark Assessments.		
Notes		
<p>What, So What, Now What Note-catcher</p> <p>Directions: After reading the document, select three key pieces of information and record each piece of information in the 'What column. In the corresponding 'So What' column, reflect and record why each particular point is important to you. Finally, in the 'Now What' column, jot down ideas about the implication for you and your role in regards to this curriculum implementation.</p>		
What?	So What?	Now What?

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Important Links

Resource Manual: <https://drive.google.com/file/d/1oREZWq9PrNKsJPrRb3uJVdIOkJEulens/view?usp=sharing>

Session 3: Assessments Part 2

Learning Target(s)	
<ul style="list-style-type: none">I can determine a student’s phase and microphase using Benchmark Assessment data.I can group students based on microphase data.	
Notes	
Grouping Students:	
Group	Students
Early Partial Alphabetic	<ul style="list-style-type: none">AmirJayden
Middle Partial Alphabetic	<ul style="list-style-type: none">Ashad
Late Partial Alphabetic	<ul style="list-style-type: none">SayuriJadaAshantiBenitoKennedyAidenOctavioJaxsonDestinyEmmaSakiVioletKaleb

Early Full Alphabetic	<ul style="list-style-type: none"> • Wells • Nevaeh
Middle Full Alphabetic & Late Consolidated Alphabetic	<ul style="list-style-type: none"> • Malik • Brooklyn • Johnai

Important Links

Resource Manual: <https://drive.google.com/file/d/1oREZWq9PrNKsJPrRb3uJVdIOkJEulens/view?usp=sharing>

Spelling Annotation Guide: <https://drive.google.com/file/d/1EWW2osmyHKvJOT-CqRTq8EHd3sEPfZPK/view?usp=sharing>

Spelling Analysis & Scoring Sheet: <https://drive.google.com/file/d/1nPrwVLhQuafvzf1DOnDCKVOVPx3N8YY/view?usp=sharing>

Decoding Scoring Sheet: https://drive.google.com/file/d/1TpBCwM6sR2Msgjw82_NSJCP9OfE0CE5W/view?usp=sharing

Cycle Assessment Video: <https://vimeo.com/159828967>

1st Grade Class Benchmark Data: <https://drive.google.com/file/d/1xtFsW1qalf0wRwS8mD64G5d6CexJrrya/view?usp=sharing>

Session 4: Scope + Sequence

Learning Target(s)

- I can describe the Skills Block scope and sequence and learning letters.

Notes

Reviewing the Scope & Sequence:

1. What do the standards say are a priority for your students?
2. What do you think these standards will look, sound, and feel like in action?

Letter Story "a":

1. How is the letter introduced?
2. How could you add your own expertise to this read aloud?

Important Links

[K-2 Scope & Sequence Snapshot](#)

[Kindergarten Scope + Sequence](#)

[1st Grade Scope + Sequence](#)

[2nd Grade Scope + Sequence](#)

[Kindergarten Year at a Glance](#)

[1st Grade Year at a Glance](#)

[2nd Grade Year at a Glance](#)

[Letter Story "a"](#)

Session 5: Teacher-Led Instruction

Learning Target(s)
<ul style="list-style-type: none">I can analyze the components of the curriculum to begin to make strategic choices to inform my planning.
Notes
<p>When does teacher-led instruction happen?</p> <p>What are the Parts of a Skills Block Lesson?</p> <ol style="list-style-type: none">1.2.3.4.5.
Important Links
<p><i>Skills Block Exploration Task Card:</i> https://docs.google.com/document/d/1pL4f9en4-eUiA7_uydOtBvWI5qUKMaHyXYIIMt45CqY/copy</p> <p><i>Skills Block Lesson Planning Tool:</i> https://docs.google.com/document/d/1iINznszLzzYqWOxxeIPMh0uVPq6HOOpAQ7jI52NCGkSo/copy</p> <p><i>Resource Manual: Getting Started pp. vi-ix:</i> https://www.dropbox.com/s/2oviwtjvid14y87/Getting%20Started.pdf?dl=0</p>

Session 6: Instructional Practices

Learning Target(s)

- I can explain the purpose of key instructional practices found in the K-2 Reading Foundations Skill Block.

Notes

Explore Instructional Practices from your own grade level first.

- Differentiation Pack
- Navigate to a specific lesson on Kiddom
- Videos
 - Video: Chaining, <https://vimeo.com/169277923>
 - Video: Interactive Writing, <https://vimeo.com/168991757>
 - Video: From Engagement Text to Decodable: <https://vimeo.com/168991756>
 - Kindergarten Companion Guide: <https://tinyurl.com/KinderCompanionGuide>
 - First Grade Companion Guide: <https://tinyurl.com/Grade1CompanionGuide>
 - Second Grade Companion Guide: <https://tinyurl.com/Grade2CompanionGuide>

Breakout Discussion Questions:

- What instructional practice(s) did you learn about?
- How/where did you access it/them?
- What skills did the instructional practice contain?
- How will you use it?

Phonemic Play Instructional Practice:

Say:

1. "Say *bag*." Pause. "Now say it again, but instead of /g/ say /t/." (*bat*)
2. "Say *bed*." Pause. "Now say it again, but instead of /d/ say /t/." (*bet*)
3. "Say *sit*." Pause. "Now say it again, but instead of /t/ say /k/." (*sick*)
4. "Say *cat*." Pause. "Now say it again, but instead of /t/ say /b/." (*cab*)
5. "Say *pin*." Pause. "Now say it again, but instead of /n/ say /l/." (*pill*)
6. "Say *ham*." Pause. "Now say it again, but instead of /m/ say /d/." (*had*)

Important Links

[Phonemic Segmentation Video](#)

[Spelling to Compliment Reading Video](#)

[Living the Lesson Decodable](#)

Session 7: Small Group Instruction

Learning Target(s)

- I can analyze the components of the curriculum to inform my planning for small group instruction and independent rotations.

Notes

Daily Example: Independent Rotations (40–45 minutes)				
Whole Group Work Time (15–20 minutes)				
	Group 1	Group 2	Group 3	Group 4
Rotation 1	Work with Teacher	Word Work	Accountable Independent Reading (AIR)	Fluency
2–3 minute transition				
Rotation 2	Word Work	Work with Teacher	Fluency	Accountable Independent Reading (AIR)
2–3 minute transition				
Rotation 3	Writing Practice	Fluency	Work with Teacher	Word Work

Look at the rotation schedule. What do you notice? What do you wonder?

Planning Steps:

- Review the data from Session 2 (below)
- Choose a microphase group

- Use the Cycle Planner to plan a week (5 days) of instruction (<https://curriculum.ededucation.org/content/skills-block-small-group-and-rotations-resources>)

Final Benchmark Student Groupings

Group	Students
Early Partial Alphabetic	<ul style="list-style-type: none"> ● Amir ● Ashad (Miscue analysis revealed need to reteach) ● Jayden ● Benito (Miscue analysis revealed need to reteach) ● Sayuri (Miscue analysis revealed need to reteach) ● Saki (Miscue analysis revealed need to reteach)
Late Partial Alphabetic	<ul style="list-style-type: none"> ● Jaxson ● Destiny ● Emma ● Jada ● Ashanti Kennedy Aiden Amador Davion Violet
Early Full Alphabetic	<ul style="list-style-type: none"> ● Wells ● Kaleb (Decoding Early Full Alphabetic) ● Octavio (Decoding Early Full Alphabetic)
Middle Full Alphabetic & Late Consolidated Alphabetic	<ul style="list-style-type: none"> ● Malik (Decoding Early Consolidated Alphabetic) ● Nevaeh (Decoding Middle Full Alphabetic) ● Brooklyn ● Jada

- Fill out the Planning Template (below)

PLANNING TEMPLATE:

Student Led Small Groups _Week of _____

	Word Work	Writing	Accountable Independent Reading
Microphase _____			
Microphase _____			
Microphase _____			
Microphase _____			

Important Links

Cycle Planners: <https://curriculum.ededucation.org/content/skills-block-small-group-and-rotations-resources>

Skills Block Video: <https://vimeo.com/341807522>

Session 8: Materials + Management

Learning Target(s)
<ul style="list-style-type: none">• I can identify the materials I will use to implement the curriculum.• I can make a plan for managing students and materials in the Skills Block.
Notes
<p>YCC pg. 175-179</p> <ul style="list-style-type: none">• What is similar to what I'm currently doing?• What is new learning that I want to apply?• What is my next step?
<p>Self-Management in the Skills Block:</p> <p>Essentials for Small Group Differentiated Instruction:</p> <p>Classroom Materials:</p>
Links:
<p><i>Cycle Planners:</i> https://curriculum.eleducation.org/content/skills-block-small-group-and-rotations-resources</p> <p><i>Blog Post:</i> EL Education Blog Post 3- Management in Skills Block</p> <p><i>Comprehensive List of K-2 Cycle Word Lists:</i></p> <p>https://files.eleducation.org/web/resources/GK_2-Student-Facing-Cycle-Word-Lists_-Differentiated-Small-Group-Instruction-and-Independent-</p>

[Rotations -EL-Education-Curriculum-Blog.pdf](#)

On Your Own:

Topic	Readings	Videos
Skills Block		Skills Block Overview Screencast: https://vimeo.com/251820834 Implementing the K-2 Skills Block: https://eleducation.org/resources/implementing-the-k-2-reading-foundations-skills-block