

Appleseeds Evidence-Based Foundational Skills for Massachusetts

Implementation Guide for Teachers

Beginning-of-Year Logistics for Teachers

- Bookmark and consult the link to the [Appleseeds Evidence-Based Foundational Skills for Massachusetts web-based materials](#). This houses easy-to-access links to all currently available resources and will continue to be updated with additional resources.
- Actively participate in the district professional learning plan including both the initial training and ongoing support.
- Communicate additional support needs to building leaders.
- Review the district and school plan and expectations.
 - Scope and sequence
 - Scheduling
 - Assessment and progress monitoring including feedback for students
 - Communication with families and take-home materials
 - Feedback for teachers
- Develop daily schedules in accordance with district and school scheduling guidance.
 - Be patient yet persistent. It may take some time to learn new routines and resources and master the pacing.
- Review the district's established roles and responsibilities for procuring and distributing materials and communicate this plan with teachers
 - To get started with Unit 1, consult the Introduction section of Unit 1 Teacher Guide for a complete list of materials needed for each grade level.
 - If the grade level coordinator or teachers are responsible for printing:
 - Print the Teacher Guide for Unit 1.
 - Print decodables for all students. (These can be projected, but it is highly recommended that students have printed copies.)
 - Print sound cards and spelling cards on cardstock and laminate if possible.
 - There is no need to print the entire student workbook as teachers will determine which pages students need as they prepare, plan, and execute lessons.
- Prepare to teach the unit.
 - Read and annotate the overview and introduction to the unit to gain a better understanding of goals of the unit and the components used within the unit.
- Prepare to teach the lesson.
 - Read and review the Sounds-First portion of the lesson.
 - Read and annotate the lesson objectives and note the lesson standards.
 - Review the teaching lesson "At a Glance" for an overview of exercises, materials needed and estimated times.
 - Note if there are any advanced preparations required for this lesson.
 - Review and practice new routines that will be introduced in upcoming lessons prior to teaching it to students.
- Participate in processes for ongoing feedback, support, and reflection with other educators.

Scheduling Guidance

- **How might teachers implement the Appleseeds in their classrooms daily?**
 - If I have 75 minutes scheduled for foundational skills...
 - Then I will do Appleseeds as written.
 - If I have 60 minutes scheduled for foundational skills...
 - Then I will separate the Sounds First component (15 minutes) and do it during another part of my day (Ex. morning meeting, lining up for lunch, brain break after math lesson).
 - I will do the remainder of the lesson during my 60-minute foundational skills block.
 - If I have 45 minutes scheduled for foundational skills...
 - Then I will separate the Sounds First component (15 minutes) and do it during another part of my day (Ex. morning meeting, lining up for lunch, brain break after math lesson).
 - I will do the remainder of the lesson during my 45-minute foundational skills block. However, the practice opportunities (Ex. extra chaining, phrase reading, or rereading of decodables) will be moved to another part of my day (Ex. small group, independent reading).
 - If I have 30 minutes scheduled for foundational skills...
 - Then I will separate the Sounds First component (15 minutes) and do it during another part of my day (Ex. morning meeting, lining up for lunch, brain break after math lesson).
 - I will do the remainder of the lesson during my 30-minute foundational skills block.
 - Work with decodables and practice might be moved to small groups.

Ongoing Considerations

- **Have you carved out PLC and/or planning time for unit and lesson preparation?** Reading the manual and preparing the lessons are critical for successful implementation of Appleseeds. The introductions to each unit are a great starting place for planning. The format provides information for not only lesson preparation but also for building your own content knowledge about the specific skills taught and routines used in the lesson. Knowing the contents of each unit and lesson allows you to stay focused; every minute counts! To support all learners, the Appleseeds Multilingual Learner Implementation Guide K-2 should be used during every unit and lesson preparation protocols.
- **How are you ensuring students are receiving the instruction and supplemental support needed?** Each unit is meant for mastery. The Assessment and Supplemental Support Guide provides assessment information; each unit also includes embedded assessments. The guide includes baseline diagnostics, ongoing progress monitoring, and intervention strategies to reinforce daily foundational skills instruction. Using the provided assessments will allow you to know the current progress of each student and where extra support might be needed.
- **How can you ensure that students are engaged in a systematic approach to phonics?** Following Appleseeds with integrity will ensure that students receive daily foundational skills instruction that is rooted in sounds first and the absence of cueing with opportunities to take the skills lesson to application in reading and writing. Trust the progression of foundational skills and routines; these will provide continuity for students as they move to the next grade level.
- **How are you managing the balance between Appleseeds and the district adopted knowledge building curriculum?** Both foundational skills and knowledge building are critical in early literacy. It is essential that students receive daily instruction for both.
- **How are the decodables being utilized?** For internalization of the foundational skills, students must have the opportunity to practice the skills within a text. Because decodables are controlled for the foundational skills taught, they allow for students to practice acquired skills – without the need to guess or use cues for words that have patterns that have not been taught.