



Sample Scope and Sequence of Professional Learning Engagement

This overview represents the services for one client of the professional learning partner.

Curriculum or Content Area	UFLI Foundations
Type of Professional Learning	Ongoing for Teachers
Total Cost Range¹	<input type="checkbox"/> Less than \$50,000 <input checked="" type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$100,001 - \$500,000 <input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$1,000,000+
District Context	<ul style="list-style-type: none">• Context: Urban charter school network (six campuses, 2100 students, PreK-8th grade)• Number of participants: 30• Goal of engagement: To build a greater understanding of the curricular and assessments the network had purchased (including UFLI Foundations) and how they all fit into the MTSS process.

¹ Includes any travel related expenses, etc.

Sample Scope and Sequence

Timing (you may choose to use specific days/months or frequency)	Participants	Name of PL (either specific workshop title, coaching, etc) and format (Virtual, in-person, hybrid)	Description
Month 1: Sessions 1-3	PreK-8th school and instructional leaders, interventionists, special education coordinators, coaches, and teachers	<p align="center">The Foundations of Literacy (In-Person Session)</p>	<p>Session 1 (Foundation for Literacy and Assessment): To kick off our engagement, participants learn about the brain processes involved in reading and the types of assessments used to measure and predict reading success. This session focuses on building a common language and understanding of literacy across the instructional team before engaging in a deep analysis of end of year literacy data from the prior academic year. Participants leave the session knowing the purpose of the curriculum and assessments at their school (including UFLI), and how each fit into the MTSS process</p> <p>Session 2 (Foundation for Phonemic Awareness): Participants learn about the current research on phonemic awareness instruction and how to analyze phonemic awareness</p>

			<p>assessment data. This session focuses on the alignment of UFLI with current phonemic awareness research and how to implement the UFLI phonemic awareness instructional routines.</p> <p>Session 3 (Foundation for Word Reading): Participants learn about the current research on decoding instruction and how to analyze decoding assessment data (both universal screener and diagnostic data). This session focuses on the alignment of UFLI’s decoding routines to current research and how to use UFLI for word-level instruction, including the explicit instruction of sound spelling correspondences, decoding, and encoding.</p>
<p>Month 2: Sessions 4-6</p>	<p>PreK-8th school and instructional leaders, interventionists, special education coordinators, coaches, and teachers</p>	<p>Planning and Teaching with UFLI (In-Person Session and Practicum)</p>	<p>Session 4 (Planning for Phonemic Awareness): Participants use real or sample phonemic awareness data to plan the phonemic awareness section of a UFLI lesson, including any necessary scaffolding or differentiation needs. In preparation for teaching a lesson to students, participants observe and provide feedback on a video lesson of</p>

			<p>the phonemic awareness portion of a UFLI lesson, in addition to practice-teaching their lesson with a colleague and receiving feedback on their instruction.</p> <p>Session 5 (Phonemic Awareness Practicum and Planning for Decoding and Encoding): Participants teach the phonemic awareness section of a UFLI lesson to a student, receive feedback from a peer, and reflect on their implementation. Participants then use decoding data to plan for, scaffold, and differentiate the visual drill, auditory drill,, decoding, and encoding sections of a UFLI lesson. Participants observe a lesson video and then prepare to teach their lesson to a student through a role play exercise.</p> <p>Session 6 (Decoding and Encoding Practicum): Participants teach sound/spelling correspondence, decoding, and encoding sections of a UFLI lesson to a student, receive feedback from a peer, and reflect on their instruction.</p>
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<p>Month 3: Session 7</p>	<p>PreK-8th school and instructional leaders, interventionists, special education coordinators, coaches, and teachers</p>	<p>Long-Term Planning (In-Person Session)</p>	<p>Session 7 (Putting it All Together): Participants use feedback from the prior sessions and diagnostic data to develop an instructional vision for specific students using the UFLI curriculum. Participants create an action plan for UFLI implementation and set goals for their individual instruction, team collaboration, and building implementation.</p>
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<p>Type of Professional Learning</p>	<p>Ongoing for Teachers</p>
<p>Total Cost Range²</p>	<p> <input checked="" type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$100,001 - \$500,000 <input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$1,000,000+ </p>
<p>District Context</p>	<ul style="list-style-type: none"> Context: First-year teachers (alternatively certified) teaching in urban school districts and charter schools (Grades K-3rd) Number of participants: 15 Goal of engagement: To build a greater understanding of structured literacy and how to implement, scaffold, and differentiate the UFLI Foundations curriculum with learners of varying needs.

² Includes any travel related expenses, etc.

Timing	Participants	Name of PL and format	Description
Weekly (12 weeks)	K-3 teachers and interventionists	Structured Literacy for All Learners - Weekly PLC (Synchronous, Virtual)	<p>In a group, teachers participate in weekly live 75-minute Zoom calls with the course instructor(s) to learn about structured literacy routines. Teachers are provided with step-by-step implementation plans to fully integrate strategies into the UFLI curriculum. The sequence of learning for these PLC meetings are as follows:</p> <ul style="list-style-type: none"> • Week 1 (Kick Off): Participants receive an overview of learning science and how these principles apply to literacy instruction. • Week 2 (The Reading Brain): Participants experience how it feels to be a beginning reader, learn about the four components of the reading brain, and examine profiles of students who may struggle to develop word-level reading skills. Participants examine the UFLI scope and sequence to consider how its structure helps students become skilled, fluent readers. • Week 3 (Phonemic Awareness): Participants learn about the current research on phonemic awareness instruction and practice teaching the

			<p>phonemic awareness section of a UFLI lesson.</p> <ul style="list-style-type: none"> ● Week 4 (Phonemic Awareness): Participants learn how to scaffold and differentiate phonemic awareness instruction. ● Week 5 (Phonemic Awareness and Print): Participants learn about the connection between phonemic awareness and print. Participants will also learn practical strategies for correcting student phonemic awareness errors using the articulatory gestures and scripts included in UFLI. ● Week 6 (Sound-Spelling Correspondences): Participants learn about and practice introducing sound-spelling correspondences based on current research and UFLI lesson routines. Participants also analyze student data to determine appropriate lesson placement within the UFLI scope and sequence. ● Week 7 (Decoding and Encoding): Participants learn the relationship between decoding and encoding, and the underlying phonemic awareness skills connected with each. Participants also plan and practice the blending drill in a UFLI lesson. ● Week 8 (Decoding and Encoding):
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			<p>Participants learn about different blending strategies and the rationale for unitization. Participants learn and practice the phoneme-grapheme mapping routine in a UFLI lesson.</p> <ul style="list-style-type: none"> • Week 9 (Decoding and Encoding): Participants learn and practice the Word Work and Connected Text spelling routines in a UFLI lesson. • Week 10 (Irregular Words): Participants learn the difference between irregular words, high frequency words, and sight words. Participants plan and practice the irregular word routine in a UFLI lesson. • Week 11 (Decodable Texts): Participants review the difference between decodable and leveled texts. Participants plan and practice how to use a decodable text in a UFLI lesson. • Week 12 (Closing Out): Participants articulate an instructional vision for working with striving readers using the UFLI curriculum, create an action plan for implementation, and set goals for their individual instruction.
Weekly (12 weeks)	K-3 teachers and interventionists	Weekly Office Hours (Synchronous, Virtual)	This series includes twelve weeks of optional office hours for teachers to receive additional support with UFLI implementation.

Weekly (11 weeks)	K-3 teachers and interventionists	On Your Own Learning (Asynchronous, Virtual)	On their own, teachers log onto our platform weekly to watch short and engaging PD videos that are digestible, manageable, and timely. They also complete readings, participate in discussions, and receive assignments that include planning lessons and trying strategies with students.
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