

Teaching Matters

Foundational Literacy Matters

Unlock Brighter Futures through Literacy

FLM is a 12-week intervention designed to “jumpstart” early reading by focusing on building core teaching practices. This innovative approach grew out of our evidence-based early literacy model, Early Reading Matters. FLM uses cycles of support that target students who are most in need of support to move them from pre-reading to beginning proficiency.

FLM is a standalone offering for grades K-1 that provides professional development for teachers seeking to improve the reading outcomes of students who have not become readers by the second marking period of K and 1st grade. Learning cycles include data analysis, lesson demonstration, one-on-one coaching, planning, progress monitoring, and intervisitation.

Our Goals

- **Provide differentiated support** to meet the needs of new and experienced urban teachers
- **Build capacity** to implement best practices and strategies to address the needs of a wide range of students
- **Facilitate personalized and blended learning** that emphasize content-rich curriculum and resources





What's Included

- 12 days of coaching
- Access to asynchronous and synchronous learning through our Learning Management System
- Coaches will support teachers in delivering 3 lessons weekly
- Data analysis and support structures
- Early Reading Matters reading behaviors tool

Our approach provides critical support for educators in high-impact pedagogical practices building key foundational skills (e.g., phonics, phonemic and phonological awareness, orthographic mapping) within the context of the curricula and curricular tools teachers use.

Our Impact

We measure and quantify our impact by using formative and summative measures throughout the cycle of instruction that offer precise information on which skills students need support with and how to plan targeted lessons that address students' needs.

FLM will:

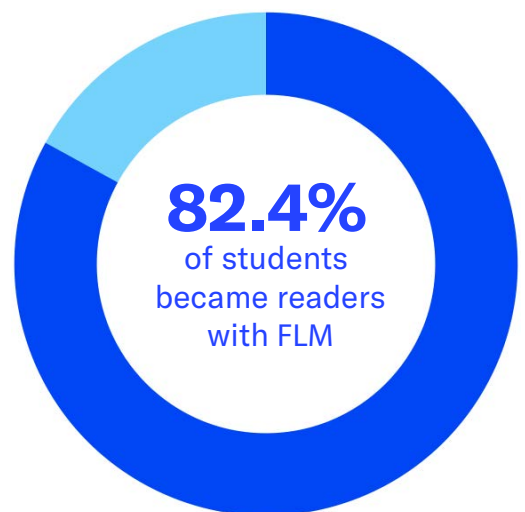
- Immediately improve children's access to effective instruction during the critical K-1 years for long term returns
- Help school leaders, and K and 1st grade teams improve procedures and assessments that monitor students' progress in key phonics, phonological and phonemic, and foundational literacy skills
- Ensure that 70% of students move from pre-readers to beginning readers by the end of the program



Our Fantastic Results


During the course of the 2020-2023 school years, Teaching Matters was awarded funding from multiple foundations to implement FLM in 40 schools throughout Districts 10, 9, and 28 in NYC. **Hundreds of kindergartners and 1st graders who were non-readers in February became readers in April after receiving FLM** - that's nearly 83% of children who participated!

FLM provides teachers with the resources, practices, tools, and skills to make learning individualized for each student. Ultimately, by getting children on track to read in the earliest grades, FLM will change the life trajectories of some of our city's most vulnerable students.



| Visit | Coaching Activities | Teacher Activities |
|-------|---|---|
| 1 | Coach conducts needs assessment focused on reading challenges in K and 1, identifying students who are non-readers and their teachers | Teachers prioritize students who are non-readers for Jumpstart targeted small group instruction |
| 2 | Implement professional development workshops on foundational supports and pedagogical practices for pre-reader instruction and assessment | Administer assessments |
| 3 | Demonstrate model pre-reader lesson with small group of students | Select a strategy to implement based on observation and student needs/data analysis |
| 4 | Lead analysis of benchmark, diagnostic, and screening assessment data alongside leadership and teacher team | Analyze data Plan pre-reader center for their classrooms |
| 5 | Lead teacher and grade team support in effective lesson planning and execution using Early Reading Matters lesson resources Provide guidance in monitoring student progress based on small group instruction | Practice pre-reader lesson with support from coach and Early Reading Matters (ERM) lesson resources |
| 6 | Provide guidance for teachers and school leaders in the selection of high-quality pre-reader and emergent guided literacy texts aligned to high quality curriculum | Recognize the characteristics of high quality texts for guided literacy instruction and how to sequence them |
| 7 | Support through observation, feedback, and co-teaching of teacher lessons in action Provide guidance in progress monitoring using Early Reading Matters protocol | Develop skills in implementing guided pre-reader lesson Monitor student progress with support |
| 8 | Support through observation, feedback, and co-teaching of teacher lessons in action | Refine guided literacy practices based on progress monitoring |
| 9 | Provide observation, feedback, and co-teaching of teacher lessons in action. Lead meetings on norming of the reading benchmark assessment | Monitor student progress with support |
| 10 | Provide guidance on completing and gathering post-cycle student assessment data | Independently assess their students to determine growth, remaining reading challenges, and next steps |
| 11 | Lead data analysis and planning session with participating teacher teams | Learn how to collaboratively use data to plan guided literacy cycles that include effective teaching strategies and progress monitoring |
| 12 | Lead school-level progress meeting using a three-part Early Reading Matters protocol. Guide teachers and school leaders in decision-making | Teachers and leaders participate in processes that can be continued independently to evaluate progress and establish next steps |

Partner with us today!

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learn more about
Jumpstart!**

