A manageable foundation year

Purpose

Hawaiʻi SCALE Foundation Year helps teachers put literacy learning into practice. Teachers begin with a manageable set of resources, apply selected strategies in real lessons, examine students' responses and improve their teaching with colleagues. The programme works within existing school PD and complements teachers' ongoing Hawaiʻi coursework.

Three connected settings

Assigned Hawaiʻi coursework stays in its established course environment. Three optional SCALE webinars offer explanations and applications. Six adaptable school meetings connect learning to classroom trials and student work. These meetings are a Reading Ways implementation plan, not the official Hawaiʻi course sequence. SCALE does not import course responses or award course credit or certification.

The working rhythm

Plan six 45-minute meetings across the year, with a classroom trial between meetings. Start with one meaningful lesson and one useful tool. Teachers do not need to complete every resource or watch every webinar before beginning. Use existing department, team or school PD time; agree dates that fit the school calendar.

Your first outcome

By the end of the first month, each participating teacher should have selected a reading challenge, found a suitable foundation resource, planned a small trial and agreed what anonymized student response to bring back. Treat this as a manageable developmental commitment, not a compliance score.

Using this guide

Pages 2–4 cover setup, resources and optional learning. Pages 5–10 provide the six cycles. Page 11 provides repeatable protocols. Page 12 covers platform help and next steps. The matching HTML edition provides flexible reading and navigation; the PDF is for printing and offline planning.

First month setup and responsibilities

Before the first meeting

Confirm the participating school, groups and SCALE programme with Reading Ways. Name the site leader and a facilitator for each group. Verify that teachers can sign in to the correct group and that the foundation resources are published. Resource reactions, short comments and group discussions should be enabled deliberately during setup. A pack assignment alone does not publish resources or appoint a facilitator.

Week 1

Agree the six meeting dates and protect 45 minutes for each. Choose an initial reading focus from current teaching. Confirm that teachers have suitable texts, editable or printable resources, and accessible participation options. Identify the school support contact and how unresolved access issues reach Reading Ways.

Weeks 2–4

Run Cycle 1, allow a classroom trial, and collect a short account of what happened. Ask teachers to bring a lesson purpose, a resource choice and anonymized work to the next meeting. Check whether the planned trial was realistic and adjust expectations before adding more tools.

Distinct responsibilities

The principal protects time and resources and checks that the facilitator is supported. The site leader coordinates the programme and resolves school-level implementation issues. The coach or facilitator prepares meetings, invites evidence-based conversation and provides feedback within explicitly assigned permissions. Teachers select, try, adapt and evaluate tools. One person may hold several responsibilities, but a job title does not create platform access.

Privacy and authority

Principal status does not automatically expose private teacher reflections. Reflection review, private feedback, discussion facilitation, school administration and pack assignment are separate permissions. Ask for the minimum scope needed. Keep identifiable student work in approved school systems; discuss anonymized work locally and share de-identified summaries online.

The foundation index

Texts and reading

Text Set Planning Template; Text Set Examples; Disciplinary Annotation Signposts; Close Reading and Discussion Pairing; Primary Source Evaluation.

Words and language

Choosing Instructional Vocabulary; Living Word Wall; Morphology Organizer; Concept Map; Frayer Model; Tools for Identifying CALS in Text; Connectives Chart.

Talk writing and understanding

Think Pair Share; Talk Moves Prompts & Responses; Sentence Frames; Because But So; RAFT Writing Strategy; Exit Slip.

Six starting tools

Begin with Text Set Planning and the relevant subject's Annotation Signposts; Choosing Instructional Vocabulary and Living Word Wall; Think Pair Share and a suitable Sentence Frame. These six sit within one 18-family foundation collection. The three strands are ways to find tools, not three packs to activate.

Choose a version deliberately

Open the resource, read its purpose and choose the recommended adaptation or an available alternative that fits the lesson. Read any example label: a subject title does not mean a template is filled in. For Annotation Signposts, use a matching subject front/back pair. Use the generic Morphology Organizer without unreviewed reference lists. Frayer is an alternative to Concept Map when examples and non-examples better serve the concept.

A defensible selection

Ask a teacher to name the learning purpose, point to the text or task, explain why this tool fits, and identify the student thinking it should reveal. Available PDF and Word formats serve different practical needs. Neither the number of downloads nor visible worksheet completion establishes instructional quality.

Optional webinars and classroom connections

Jacy Ippolito

How Can We Support Disciplinary Literacy Through Coaching? Recording length 41 minutes 8 seconds. Connect disciplinary inquiry, text selection and collaborative improvement with Text Set Planning, Text Set Examples, Annotation Signposts and Primary Source Evaluation. After viewing, choose one reading move to model and one student response to examine with a colleague.

Dianna Townsend

Academic Vocabulary for Adolescent Learners. Recording length 24 minutes 3 seconds. Connect vocabulary selection and meaningful use with Choosing Instructional Vocabulary, Living Word Wall, Morphology Organizer, Concept Map and Frayer. Plan repeated use of a small set of words in reading, discussion and writing.

Emily Phillips Galloway

More Than Words: Supporting Language Minoritized Students’ Academic Language Development and Literacy Success. Recording length 45 minutes 1 second. Connect language demands and sustained explanation with CALS, Connectives, Close Reading and Discussion, Talk Moves, Sentence Frames, Because But So and RAFT. Choose a passage and identify a language demand beyond an unfamiliar word.

Make viewing optional and purposeful

A facilitator can suggest a whole recording or discuss a relevant idea before a meeting. Do not require all recordings before a classroom trial. Use the reflection prompts displayed with the actual session. A submission records a response; it is not proof that a person watched a video. Recording captions are currently labeled draft and require accuracy review; do not describe them as fully verified.

Keep the environments distinct

Course requirements, deadlines and submitted coursework remain in the established Hawaiʻi course environment. SCALE reflections and discussions concern classroom application in the selected school group. Do not copy another teacher’s private course response into SCALE. Research supporting an instructional practice does not by itself validate a particular worksheet.

Cycle 1 Establish a focus

Prepare

Bring a current lesson purpose, a text students will read and an initial student response or a carefully labeled anticipated response. Choose one reading challenge that can be investigated through a small trial. Have the six starting tools available.

5 minutes Reconnect

Agree participation norms: describe before judging, ask for evidence, make room for different interpretations and protect student and teacher privacy. Each teacher names one question about students' reading.

10 minutes Examine an idea or example

Model how Text Set Planning or Annotation Signposts can serve a specific purpose. Ask teachers to find and justify a resource using its actual recommended version. Separate the tool's intended purpose from evidence that it worked.

15 minutes Examine student work

Read the task and initial student response together. Describe what the response shows and what remains uncertain. Avoid treating missing work as proof of low effort or inability. Identify a question that the next trial can help answer.

10 minutes Plan the next trial

Select one tool, text and teaching move. Decide whether students will think individually, work with a partner or contribute to a shared representation. Plan how individual thinking will remain visible. Name the anonymized work or notes to bring back.

5 minutes Record a commitment

Record the lesson, tool, planned date and evidence to examine. Between meetings, teach the lesson and make a short note about what students actually did. A brief resource comment can describe usability; a discussion post can explain the trial in more detail.

Cycle 2 Develop words and concepts

Prepare

Bring the chosen text, a small set of important words and anonymized explanations from a vocabulary trial. Optional connection: Townsend. Use Choosing Instructional Vocabulary, Living Word Wall or the generic Morphology Organizer.

5 minutes Reconnect

Recall the reading purpose and the previous commitment. Briefly name what was tried and any practical obstacle. Do not spend the meeting comparing how many resources people used.

10 minutes Examine an idea or example

Compare words that are central to the concept with words needing only brief access support. Inspect one labeled word relationship or verified word family. Ask how students will use the words to explain an idea, not only repeat definitions.

15 minutes Examine student work

Look at students' explanations, word connections and misconceptions. Which meanings are accurate in context? Which relationship was assumed but not explained? Compare a confident answer with the evidence it contains. Separate spelling resemblance from a meaningful morphological relationship.

10 minutes Plan the next trial

Choose one repeated encounter with the words in reading, talk or writing. Adjust a word-wall link, example/non-example or question. Offer accessible cards, text lists, oral explanation or drawing without reducing the conceptual demand.

5 minutes Record a commitment

Name the words, next lesson and evidence to collect. Between meetings, keep a short initial/later explanation pair where possible. Record what changed in teaching and what remains uncertain; do not claim vocabulary growth from participation counts.

Cycle 3 Read and organize thinking

Prepare

Bring an annotated passage or concept representation and the question it was intended to answer. Choose Annotation Signposts or Concept Map; use Frayer as an alternative for defining a concept boundary. Optional connection: Ippolito.

5 minutes Reconnect

Name the idea students needed to understand. Briefly explain why the chosen annotation or organizer suited that purpose.

10 minutes Examine an idea or example

Model one annotation that links a text detail to an inference, or one concept-map arrow with a meaningful label. Ask what an unlabeled line or copied sentence leaves unclear.

15 minutes Examine student work

Compare an individual note with a shared representation where available. Identify what each reveals and conceals. A polished group product does not establish that every member understands it. Ask whose explanation is missing and how to hear it.

10 minutes Plan the next trial

Revise one prompt or connection label. Decide when students should work alone and when collaboration will help test ideas. Include an individual explanation after group work. Provide a text-based or oral alternative to a visually complex diagram.

5 minutes Record a commitment

Record the reading move, representation and individual evidence to bring. Between meetings, collect a small sample that includes different interpretations, not only the neatest work. Summarize findings online without student identifiers.

Cycle 4 Develop talk and language

Prepare

Bring a discussion question, the relevant text and brief anonymized notes showing students' reasoning. Choose Think Pair Share, Talk Moves, Sentence Frames or a CALS/Connectives focus. Optional connection: Galloway.

5 minutes Reconnect

Recall the purpose and identify one participation or explanation challenge. Distinguish who spoke from what the group learned.

10 minutes Examine an idea or example

Try a prompt such as What is your evidence? or Can you explain that connection? Compare an optional frame with a fully scripted answer. The frame should support the reasoning move while students supply the idea and evidence.

15 minutes Examine student work

Read a short transcript, teacher notes or students' written explanations. Look for reasoning, engagement with another idea and use of the text. Notice whose contributions were taken up. Avoid interpreting silence alone as lack of understanding.

10 minutes Plan the next trial

Adapt the tool for partners or whole-class discussion. Provide thinking time, a written or oral rehearsal option and a way to contribute without public speaking. Plan one follow-up that presses for explanation instead of simply more turns.

5 minutes Record a commitment

Record the question, support and evidence to examine. Between meetings, collect an individual response as well as a discussion note. Evaluate whether the language support helped students express demanding thinking and when it can be reduced.

Cycle 5 Write and revise

Prepare

Bring a short draft and a revision, along with the task and feedback. Connect reading and discussion to purposeful writing through RAFT, Sentence Frames or Because But So. Optional connection: Galloway.

5 minutes Reconnect

State the audience and purpose of the writing. Name the idea or evidence students needed to communicate.

10 minutes Examine an idea or example

Compare three separate completions of a Because But So stem, or a RAFT choice with a genuine audience and purpose. Ask how the writing makes students’ reasoning visible. Do not use the three connectives as a required narrative chain.

15 minutes Examine student work

Compare initial and revised writing. Identify a specific change in evidence, organization, explanation or qualification. Distinguish a corrected surface error from a deeper revision. Ask which feedback the student used and what the revision still leaves unclear.

10 minutes Plan the next trial

Choose one feedback focus linked to the learning purpose. Plan time for students to read, discuss and act on it. Offer a model, oral rehearsal or accessible writing method as appropriate; preserve the student’s ownership of the claim.

5 minutes Record a commitment

Record the task, feedback move and comparison to bring. Between meetings, retain a small anonymized draft/revision pair locally. Online, share a de-identified account of the teaching decision and what the comparison suggests.

Cycle 6 Consolidate and choose next steps

Prepare

Bring evidence from repeated use of one or two tools, including an adaptation that did not work as intended. Gather practical feedback from teachers and the facilitator. A foundation-only next year remains a valid choice.

5 minutes Reconnect

Recall the year’s focus and the questions the team wanted to resolve. Separate work completed from conclusions supported by the evidence.

10 minutes Examine an idea or example

Review how a tool was adapted across lessons. Identify what remained essential and what changed for the text, subject or participation format. Avoid turning one successful routine into a requirement for every classroom.

15 minutes Examine student work

Compare selected responses across trials with attention to task differences. Describe what appears more developed, what remains difficult and what cannot be inferred. Do not attribute change to SCALE alone or compare teachers using activity totals.

10 minutes Plan next steps

Choose a priority: deepen the foundation, support new staff, or ask Joshua about a suitable extension. Disciplinary Inquiry, Rich Discussion, Writing and Synthesis, and Word Learning and Language are planned options until reviewed. Reading Ways assigns reviewed packs to individual schools; schools cannot activate them themselves.

5 minutes Record a commitment

Produce a short team summary: focus; tools tried; useful adaptations; student-work evidence and limitations; unresolved need; next-year priority; support requested. Name an owner and review date. Optional coaching companions require a separate assignment; there is no automatic annual pack release.

Protocols for trials work and resource feedback

Resource trial

Before teaching, record the purpose, text, chosen adaptation and the thinking you want to see. Predict a plausible difficulty without presenting it as observed. During the lesson, note what students actually say, write or represent. Afterward, compare the evidence with the purpose and choose one thing to retain or change.

Student work conversation

First read the task and necessary context. Describe the work without evaluating the student. Offer more than one interpretation and point to evidence for each. Ask what the sample cannot tell you. Agree a teaching response and what further evidence would help. Keep the conversation about learning and instruction, not ranking students or teachers.

Resource evaluation

Ask: Could the teacher find and adapt the right version? Were instructions and formats usable? Did the tool elicit the intended thinking? Who could participate and who needed a different route? What preparation did it require? What should change next time? Separate ease of use from evidence of learning.

Choose a feedback route

Use the existing resource reactions and a short comment for quick, exact-version feedback. A useful comment identifies the lesson context, what was tried and a concrete adjustment. Use group discussions for a longer account or a question needing colleagues’ responses. There is no star-rating requirement. Use private feedback for an authorized teacher-specific exchange.

Protect people

Remove names and identifying details from local samples. Use de-identified summaries online rather than uploading student work. Check school policy before any sharing. This guide does not promise a student-work upload feature. Ask permission before sharing a colleague’s private reflection outside its authorized review context.

Read participation records carefully

A submitted reflection establishes that a response was submitted in its recorded context. It does not establish video viewing, instructional quality or impact. A reaction describes a user’s reported experience; counts are not effectiveness scores. Missing activity is a question for support, not a diagnosis.

Platform reference and next year

Choose the correct context

After signing in, use Programs to select the active group and programme, and check the displayed school. Check this context before opening resources, reflections or discussions. Learning (Program modules for a facilitator) opens optional webinar modules and their reflection prompts. The local review candidate currently has a documented resource-isolation defect; it must be fixed before release.

Review and give feedback

An authorized facilitator opens Reflection review in the selected context. Read each response alongside Question 1, 2 or 3. Enter a note in Note to [teacher] and choose Send private feedback. The teacher reads it in Private feedback; opening a note is recorded. Do not copy private feedback into discussions. If the route is absent, ask the administrator to check the specific review scope; a principal title or pack assignment is insufficient.

Facilitate a discussion

Open Group discussions. Choose Start a discussion for a new question, or open a topic and choose Reply to topic or Reply to [person]. Use Post text and Post reply. Link a resource using its application URL. The assigned facilitator can pin or close a topic, hide a post and review reports. Members still require resource authorization. Do not use a local file path or include student identifiers.

Troubleshoot missing content

First check school/group/programme context. Then ask whether the school has the pack, the offering uses the intended package, and the resource is published. Newly assigned resources start as drafts. If reactions or discussions are absent, check their effective feature settings and facilitator assignment. A direct link does not override missing access. For an external original, the external provider’s permissions also apply.

Plan the next year

Use the Cycle 6 summary to select a need, not a quota of new tools. Reading Ways reviews and assigns an appropriate pack to the school; an authorized school administrator then handles publication explicitly. Confirm that other schools remain unaffected. Keep prior activity and package records. Newly joining teachers can begin with the same six starting tools.

Support and edition

Use the signed-in Send feedback route for platform problems, or the school-enquiry link on the Hawaiʻi SCALE homepage for programme support. Include the school/group/programme, resource title and failed step; omit student information. Revision 23 October 2026. Local teacher feedback, prompt-aligned review and discussions were verified. Signed-in Help links and resource isolation remain release blockers; this is a review edition.