

FREE RESOURCE · LIZZIE HETZER

Rethink *and* Revise

A Roadmap to Brave Change in K–2 Reading Instruction

"Which teaching practices should we continue, and which should we change — or even let go of?"

INSIDE: ALL 25 REVISION MOVES

- **Chapter 2: Assessment Revisions** · 6 moves
- **Chapter 3: Whole-Class ELA Revisions** · 6 moves
- **Chapter 4: Foundational Skills Revisions** · 7 moves
- **Chapter 5: Small-Group Reading Revisions** · 6 moves

IF YOU'VE READ THE BOOK

Use each page alongside the chapter to reflect on your current practice. Circle where you are for each move, then use the reflection lines to plan your next steps.

IF YOU HAVEN'T READ IT YET

Each move names a specific practice worth rethinking in K–2 reading. Use this to find what you're curious about — then pick up the book for the how and the why.

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Assessment Revisions

Move beyond guided reading levels to choose and use assessments that help you better understand the profiles of your readers.

Whether you've read this chapter or not — circle where you are for each move: Already doing · Working on it · Want to try · Want to learn more. Then use the reflection lines below.

1 Take a Look at What Assessments Are Already in Place

Take stock of existing assessments to uncover underutilized resources, see where tools overlap, and avoid duplicating efforts.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

2 Find the Right Tools to Assess Early Skills

Prioritize the skills that really make a difference as students start their reading journeys.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

3 Find the Right Tools to Assess Decoding

While decoding in isolation isn't the ultimate goal, asking students to decode words in isolation can provide valuable assessment information about students' phonics knowledge.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

4 Find the Right Tools to Assess the Transfer of Phonics to Reading

While listening to and observing readers read connected text is important, doing so with insight into a child's phonics knowledge is even more helpful.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

5 Find the Right Tools for Assessing Reading Fluency

As phonics knowledge grows, fluency checks can reveal how well students transfer that knowledge into accurate, automatic, and expressive reading.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

6 Consider the Complexity of Comprehension

While listening to readers and talking with them about books is a useful endeavor (and shouldn't be abandoned), running records and leveled reading assessments aren't the only way to do this.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

My next brave move: _____

What I'm already doing well: _____

What I can let go of: _____

Whole-Class ELA Revisions

Consider powerful ways to build comprehension not only through strategies, but also through study-centered reading, meaningful discussion, and connected writing.

Whether you've read this chapter or not — circle where you are for each move: Already doing · Working on it · Want to try · Want to learn more. Then use the reflection lines below.

1 Reframe the Daily Schedule

Rather than trying to squeeze a new approach into your existing time frames, take a moment to go back to the drawing board to build a schedule that supports your goals from the start.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

2 Enrich Units by Planning for More Than Strategies

Instead of putting skills and strategy at the center of planning, begin with rich topics and texts.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

3 Choose Topics for Study-Centered Units Wisely

If you have the opportunity to make choices about or revisions to the topics you study, take on that responsibility with care.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

4 Select Text Sets for Powerful Reading and Learning Experiences

Consider a variety of criteria and possibilities as you revise a text list or select texts for a study-centered unit.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

5 Plan to Address Skills and Strategies—Without Overdoing It

Understand your grade level's standards and consider key reading strategies—always in the service of helping students make meaning of the topics, texts, and vocabulary at hand.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

6 Connect Language and Writing Instruction Within Study-Centered Units

Plan for a variety of oral language and writing opportunities—discussions, short writing, process-based writing projects, and interludes that honor students' interest and choice.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

My next brave move: _____

What I'm already doing well: _____

What I can let go of: _____

Foundational Skills Revisions

Fine tune foundational skills routines with thoughtful fidelity to strong instructional practices.

Whether you've read this chapter or not — circle where you are for each move: Already doing · Working on it · Want to try · Want to learn more. Then use the reflection lines below.

1 Examine High Frequency Word Practices

Double-check that your curriculum addresses high frequency words in ways that connect to students' phonics knowledge.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

2 Evaluate and Adjust Pacing for Fit

Make informed decisions as you understand your program's sequence and pace of teaching.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

3 Remove Time Wasters—Even in Published Curricula

Be picky about how you spend phonics time.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

4 Consider Small Changes That Can Have Bigger Effects

Fine tune keywords, blending routines, and practice drills when you need to.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

5 Create Flow with a Brisk Pace, Well-Oiled Routines, and Clear Language

Dive into the nitty gritty to refine your delivery.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

6 Work to Get the Most Participation You Can

Get the maximum reach from your teaching by working toward the maximum level of participation.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

7 Clean the Closets of Phonics Activities That You Don't Need

Inventory additional phonics activities and decide what to clear out, cut, and keep.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

My next brave move: _____

What I'm already doing well: _____

What I can let go of: _____

Small-Group Reading Revisions

Form and teach differentiated groups based on students' evolving reading skills. Refine instructional routines and classroom systems to support meaningful learning for all.

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1 Group Students Based on Skill-Based Reading Profiles

Focus on specific skills students need, rather than an overall instructional reading level.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

2 Choose Intentional Routines for Beginning Code and Decoding Skills

For students whose main goal is phonics, offer small-group routines that include the opportunity to learn and practice phonics in isolation and connected text.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

3 Choose Intentional Routines to Bridge Decoding and Fluency

When Strong Decoders need to develop fluency, support practice reading aloud texts that offer an opportunity to grow.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

4 Choose Intentional Routines to Develop and Deepen Comprehension

Lead small groups that support understanding of at or above grade-level text (rather than instructional reading level) for students who have strong phonics and fluency.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

5 Maximize Students' Time with the Teacher by Creating Larger Groups

Instead of capping group size at 4–6 students, meet with larger groups when it is possible and makes sense.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

6 Think Carefully About What the Rest of the Students Are Doing

Consider the practice that will best support students' reading profiles when kids are working without a teacher's guidance.

- ☐ Already doing
☐ Working on it
☐ Want to try
☐ Want to learn more

My next brave move: _____

What I'm already doing well: _____

What I can let go of: _____