Overview

**Our goal is to supplement, not supplant the curriculum.** Teachers don't need more to teach. Instead, they need organizational structures and instructional strategies that enhance the materials adopted by their schools or districts.

**Fill-in the gaps.** After thirty years of research, application, and refinement, Nancy Fetzer's Literacy Connections has crafted school-wide routines, methods, and strategies that dovetail with any adoption or framework.

**This is not a canned program, but “HOW-TO” unique routines to plan and implement into any curriculum.** This program contains standards-based reading and writing explicit direct-instruction lessons packed with best teaching practices that are fully integrated into the science, social studies, and language arts curriculum. This is not a scripted program, but a unique process that guides all students to read, write, listen, and speak with high-levels of proficiency.

**Deliver lessons that engage all students,** whether English language learners, special education, general education or gifted and talented.

**Utilize researched-based strategies** to deliver multi-modal, direct-instruction techniques. Integrate academic oral language, dynamic engagement methods, and higher-level cognitive thinking to increase rigor and access.

**Our professional development is tailored** to meet the needs of each school or district. All routines, strategies and techniques bridge from one grade level to the next to provide common school-wide structures necessary for a continuum of learning.

**We conduct on-site demonstration lessons** so your staff will observe the Fetzer’s strategies with your own students and your own curriculum. We have found this invigorates and motivates teachers with methods and tools that are effective, and provides a clear and motivational picture so teachers are excited to implement the techniques immediately in their own classrooms.

**Online Training Videos provide schools with a vehicle to ensure implementation and capacity** of the Fetzer techniques. Schools are dynamic organizations with constant changes, making implementation of new strategies difficult. Don't fret over new staff members or teachers switching grade levels. The videos are the solution!
Primary Grades (K-2)

Oral language development and dynamic engagement techniques support all areas of focus.

Learn HOW to teach EVERY child to read! End the high numbers of students that move through the grade levels without the proper skills to independently comprehend text. Empower teachers to systematically utilize a unique weekly lesson plan and practice portfolios brimming with instructional strategies that include phonemic awareness, phonics, fluency, spelling, writing, and comprehension using your decodable books.

Increase academic oral language skills with highly engaging pre-reading techniques! Word Masters is a fast-paced activity that introduces robust vocabulary, while Movie Scripts bridges the vocabulary words to academic oral language using a movie script twist. Another pre-reading activity is Lecture Notes. Unique interactive Lecture Notes construct narrative and expository text structure elements and sophisticated oral language practice to frontload students with background knowledge to access the language arts, science or social studies core curriculum.

Implement emergent writing strategies and deliver the metacognitive skills necessary for students to segment and write unknown words, as well as to write sight words. Once these skills are mastered students then learn the explicit steps to write complete cohesive and coherent sentences, and finally powerful paragraphs.

Utilize the plan, talk and write format that systematically and specifically instructs students through the writing process. During these lessons, students develop academic language through systematic writing instruction to plan, revise, and edit their writing. This instructional model has a specific design: The teacher begins with step-by-step, explicit instruction that creates a routine of learning. Students then practice the strategy with immediate and corrective feedback from the teacher. After many lessons, the teacher then slowly releases students to the partner level, and finally independent writing.

Learn daily phonemic awareness cues and practices that connect to fun stories and chants for phonics and spelling instruction.

Use our dynamic two-week ELA lesson format to increase academic vocabulary, reading comprehension skills, and the three types of writing (narrative, informative/explanatory, and opinion) that connect to the focus texts in your curriculum.
Upper Grades (3-8)

Oral language development and dynamic engagement techniques support all areas of focus.

Eliminate duplicating organizers. Students make simple organizers to plan, orally rehearse, and then write engaging narratives, interesting information, dynamic descriptions, succinct summaries, insightful responses to literature, and convincing opinion/argumentative essays. Bridge from highly supportive writing lessons that slowly release to independent writing.

Utilize the Sentence Builder and Pattern Blueprint Cards to develop more complex and sophisticated sentences that connect to students’ essays. Incorporate grammar, mechanics, vocabulary, and usage as meaningful and necessary skills for complete and coherent sentences.

Understand, analyze, and evaluate narrative and expository text in social studies, science, and language arts.

Learn the unique and dynamic text structure chants for students to identify the most important parts of narratives, information, and opinions. Adhere text structure post-its to books/articles to increase comprehension. Circle and label text structure elements in compositions to revise for organization and purpose.

Read science/social studies textbooks and articles while simultaneously taking notes that identify the central idea and supporting details, followed by a critical analysis of the texts.

Develop the list and draw, question, then react reading routine while reading narratives and information to increase depth and complexity of text.

Implement a unique ELA two-week lesson plan that integrates vocabulary, comprehension, and writing. Utilize a menu of standards-based reading and writing activities to raise achievement levels. Focus questions tied to cognitive operations, in-depth understandings of text for response and evaluation, and a constant integration of written language are a few of the many activities covered.

Use a systematic approach to implement test-taking strategies that seamlessly weave into our ELA, science, and social studies’ routines. Learn how to tackle prompts, tasks, and stimuli to answer questions, write constructed responses, and full-writes.
Nancy Fetzer, M.A., is a nationally recognized curriculum expert and staff development trainer. She is an award winning teacher who has authored and illustrated many books, manuals, and videos. After years of research, application, and refinement, Nancy has crafted schoolwide methods and strategies that dovetail with any adoption or framework. She provides the “how-to” methods for curriculum implementation in today’s diverse classrooms. This is not a scripted program, but a unique process that guides all students to read, write, listen, and speak with high-levels of proficiency.

For well over a decade, Fetzer has worked directly with schools and districts inserviceing staffs to utilize her explicit direct-instruction strategies, packed with academic language development and student engagement techniques. Her dynamic workshops include classroom demonstration lessons (grades K-8), highly effective multi-sensory instructional tools, and an infusion of ideas utilizing best teaching practices. “Everyone loved her! I have been a principal and staff developer for almost twenty years, and I have never seen teachers so enthusiastic about new learning. She has a clear, structured model that allows teachers to digest material, see it in practice, put it into action, and then reflect.” Lois R. DeKock, Ed.D., Principal, Bancroft Community School, La Mesa-Spring Valley School District.

Teachers marvel at Fetzer’s ability to enter their classrooms, engaging every student with her positive behavior techniques, systematic step-by-step instruction, and academic language development. Her lessons immediately impact student learning. “Our achievement continues to improve. We have met our goals since receiving the training. Results are evident as you visit classrooms and see student work on display. Teachers were more excited about improving their practices than I have ever seen them before! They couldn’t get enough and felt they could immediately return to their classroom and implement the new strategies.” Linda Sheehan, Principal, Ross Elementary School, Anaheim City School District.

Nancy is a unique staff trainer that designs workshops and demonstration lessons to meet the specific needs of all students. Teachers immediately and positively react to her engaging presentation style and respect her vast experience as a classroom teacher. “It is difficult to find a presenter with strategies that are of value for the diverse student populations we serve at our school. Every teacher has found the strategies to be valuable whether with Title I, English Learners or Gifted Students.” Carol Anderson-Woo, Principal, South/West Park School, Tracy School District.
Mrs. Kelly Morrow, M.A., is currently acting as a Teacher on Special Assignment (TOSA) in the Hacienda La Puente Unified School District at a school-wide Title I Achieving, and Gold Ribbon school. She is a passionate educator with experience providing support in differentiated instruction, coaching teachers and classroom management. Kelly is amicable and intuitive, with the ability to effectively communicate with students, parents and staff to create an environment of collaboration. Kelly continues to focus on creating engaging learning experiences that are inclusive for all students at every grade level.

Prior to the district adopting new ELA curriculum, Kelly was able create supplemental curriculum for her K-8 staff to better implement the Common Core Standards and continue to increase student achievement. Many of these reading and writing strategies are based on the programs Nancy Fetzer has created and implemented. Kelly provides support for teachers by creating meaningful and engaging professional development exercises demonstrating these in the classroom to further support the teachers and students. Her lessons include not only the content of the state standards needing to be taught, but a variety of engagement strategies for students and a gradual release of responsibility model.

Kelly has been in charge of her sites CAASPP testing preparation. She has provided teachers with professional development on how to prepare students to be successful on the CAASPP exam. Some of the strategies include teaching a systematic approach for tackling informational text, how to respond to the Constructed Response Questions and Performance Tasks which are all based on Nancy’s programs.

Before becoming a TOSA, Kelly taught 2nd grade for four years and 1st grade for five years. During this time she was a grade level leader and part of the sites leadership team providing input on creating a systematic approach to teaching reading to students. In 2010, Kelly was voted Teacher of the Year by her staff and administration. Kelly has participated in a variety of professional developments including Foundational Skills training and Leadership Collaborative from the LA County Office of Education, Nancy Fetzer, and Kagan.