

<p>Student Achievement Partners Foundational Skills Mini-Course Tennessee Facilitator Guide <i>Learn how phonological awareness and phonics connect to early reading</i></p>
Module
Module 1: Foundational Nut and Bolts
Session Recommendations
<p>For an optimal professional learning experience, an in-person approach, led by a facilitator, is best. If in person is not an option, then a synchronous virtual learning experience, led by a facilitator, is recommended. Ideally, teachers, coaches, administrators, and supervisors should engage in the sessions together. The run time of the video is 35:18; however, extra time should be planned for exploration and discussion of the content.</p>
Module Goals
<ul style="list-style-type: none"> • Identify the components of foundational skills. • Distinguish key areas of focus by grade level. • Understand the structure and content of the Foundational Skills Mini-Course.
Materials Needed
<ul style="list-style-type: none"> • Foundational Skills Guidance Document • Module 1 Handout • Module 1 Presentation • Module 1 Practice Task
Discussion or Task Points
<ul style="list-style-type: none"> • Discussion at 7:40: Word sort <ul style="list-style-type: none"> • Facilitator look fors <ul style="list-style-type: none"> ▪ Do educators understand or have misconceptions about the words associated with foundational skills? • Additional supporting questions <ul style="list-style-type: none"> ▪ Which words were tricky for you? Why? ▪ Which of these do students struggle with the most? • Discussion at 11:02: What do you hope to get out of this course? <ul style="list-style-type: none"> • Facilitator look fors <ul style="list-style-type: none"> ▪ What are educators' hopes for the course? • Additional supporting questions <ul style="list-style-type: none"> ▪ If you are a new educator or new to your role, what are your biggest concerns about teaching or supporting foundational skills? ▪ If you are an experienced educator or leader, how might this course help you support students and teachers? • Discussion at 22:45: Identify the appropriate grade level of a task. <ul style="list-style-type: none"> • Facilitator look fors <ul style="list-style-type: none"> ▪ How well are educators able to identify which task belongs with the specific grade? • Additional supporting questions <ul style="list-style-type: none"> ▪ How might your understanding of the vertical progression of foundational skills support your students?

Connect to Practice Tasks

- Option A: Use the “Features of a Structured Foundational Skills” Checklist to evaluate your school/classroom/district’s approach to foundational skills.
- Option B: Use the “Features of a Structured Foundational Skills” Checklist to evaluate an open resource.

Additional Resources

- [What the Science Says About How Kids Learn to Read](#)
 - 3:53
 - The debate on how to teach early reading has raged for a century. But for the last few decades, the cognitive science has been clear: Teaching young kids how to crack the code – teaching systematic phonics – is the most reliable way to make sure that they learn how to read words. In the video, reporter Sarah Schwartz offers an overview of the important findings on early reading.