

<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 4: Phonics – Part 2
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 38:00; however, extra time should be planned for exploration and discussion of the content.</p>
Module Goals
<ul style="list-style-type: none"> • Identify concrete instructional moves to support phonics and instruction in the classroom. • Connect phonics instruction to students’ writing and spelling.
Materials Needed
<ul style="list-style-type: none"> • Guidance Document • Module 4 Handout • Module 4 Presentation • Module 4 Connect to Practice
Discussion or Task Points
<ul style="list-style-type: none"> • Optional/Additional Discussion at 9:18: What were some foundational skill instructional highlights from the video? <ul style="list-style-type: none"> ○ Facilitator look fors (on the next slide) <ul style="list-style-type: none"> ▪ The teacher used pictures to connect initial sounds to ‘m’ and ‘s’. ▪ The teacher connected the picture and word to meaning - “... a sandwich for lunch”. ▪ The teacher gave corrective feedback. ▪ The materials were focused on the specific foundational skills. ○ Additional supporting questions <ul style="list-style-type: none"> ▪ How might the teacher connect the instruction to student practice? ▪ What might these practices look like at other grade levels? • Optional/Additional Discussion at 11:49: What were some strengths of the practice opportunities in the video? What might be the next instructional step? <ul style="list-style-type: none"> ○ Facilitator look fors (on the next slide) <ul style="list-style-type: none"> ▪ The practice opportunity connected directly to the content of the phonics lesson. ▪ Handwriting was embedded. ▪ The teacher was monitoring. ▪ Next step – Let students practice independently. • Discussion at 16:51: How might students write these words? <ul style="list-style-type: none"> ○ Facilitator look fors

- How flexible were educators with their phonics patterns? The more ways educators are able to list, the more readily they can access the phonics patterns that students need.
- Additional supporting questions
 - How does analyzing student spelling and writing give insight into phonics acquisition?

- Discussion at 27:22: What do writing samples tell you about the students? How can student writing serve as an informal assessment?
 - Facilitator look fors
 - Do educators see the connection between the acquisition of phonics and a student's ability to demonstrate the skills in writing and spelling? Writing and spelling are the application of foundational skills.
 - Additional supporting questions
 - How might you use writing samples to differentiate small groups?
 - Give some examples of groups that might be created based upon writing samples.

Connect to Practice Tasks

- Option A: Collect a set of student writing (at least 6 pieces: 2 high, 2 mid, 2 low). Evaluate the inventive spelling – what evidence do you see of taught spelling patterns? Compare this to your phonics scope and sequence and/or your school's approach to phonics: what implications are there for instruction?
- Option B: Use the sample set of student writing (located in the [Practice Tasks](#)) to complete the task in Option A.

Student Achievement Partners Articles/Research

- [At the Foundation of Foundational Skills](#) by Carey Swanson
 - Possible discussion questions
 - What challenges do leveled readers present in supporting students' acquisition of letter-sound correspondences?
 - What from this article can you take forward into your own practice?
- [Why A Structured Phonics Program Is Effective](#) by David Liben and David D. Paige
 - Possible discussion questions
 - What are some of the challenges with phonics knowledge and reading fluency attainment?
 - What evidence supports that structured phonics is the most effective way to ensure students acquire knowledge of the letter-sound correspondences?
 - How might the research from this article impact your own practice?