

<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 3: Phonics Part 1
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 27:09; however, extra time should be planned for exploration and discussion of the content.</p>
Module Goals
<ul style="list-style-type: none"> • Identify how phonemic awareness connects to phonics instruction • Distinguish how and why phonics patterns must be addressed sequentially
Materials Needed
<ul style="list-style-type: none"> • Foundational Skills Guidance Document • Module 3 Handout • Module 3 Presentation • Module 3 Assignment Handout
Discussion or Task Points
<ul style="list-style-type: none"> • Discussion at 5:40: How might saying that “m” is a picture or symbol of the /m/ sound help students? (Rather than saying that “m” says /m/) <ul style="list-style-type: none"> ○ Facilitator look fors <ul style="list-style-type: none"> ▪ Educators might begin to surface the misconception that students have about letters doing the work. ▪ Our brains make a connection from a written symbol or combination of symbols to a sound. ○ Additional supporting questions <ul style="list-style-type: none"> ▪ How much of a change in your classroom language would this be? ▪ How might you abandon the language of “m” says /m/ and adopt the language of “m” is the symbol for or picture of the /m/ sound? • Discussion at 9:30: Which of the 3 groups will score best on a reading achievement test? <ul style="list-style-type: none"> ○ Facilitator look fors <ul style="list-style-type: none"> ▪ Educators leaning toward group one may believe sounds first instruction is not as important as letter identification and whole words. ▪ Educators leaning toward group two may have more experience with the whole language approach. ▪ Educators leaning toward group three may have the best

understanding of the importance of foundational skills instruction.

- Additional supporting questions
 - Which of these groups most closely compares to the way that you are currently teaching readers?

- Discussion at 18:00: Could you make a word list for students to encode and decode based on what has been taught?
 - Facilitator look fors
 - Educators can craft a list of words that can be encoded and decoded based on what has already been taught.

Connect to Practice Tasks

Read the following scenario, considering what you learned in this module:
Mr. Sanders approaches phonics instruction through differentiated instruction. Instead of whole group lessons, he uses the first 5 minutes of every Guided Reading group to teach phonics content that will help students approach the text they will be reading that day. This way he is individualizing phonics instruction. What might be unintentional challenges of using this approach?
(Participants respond on the Assignment Handout)