

<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 6: Practice, Practice, Practice
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 45:44; however, extra time should be planned for exploration and discussion of the content.</p>
Module Goals
<ul style="list-style-type: none"> • Explain why and how practice is essential to student skill development. • Distinguish between strong and weak practice opportunities for students. • Identify ways to support fluency instruction from K-2 and beyond.
Materials Needed
<ul style="list-style-type: none"> • Foundational Skills Guidance Document • Module 6 Handout • Module 6 Presentation • Module 6 Practice Tasks
Discussion or Task Points
<ul style="list-style-type: none"> • Discussion at 13:08 Look over the list on the screen. How might you give students the minimum of 5 practice opportunities with a new skill? <ul style="list-style-type: none"> ○ Facilitator look fors <ul style="list-style-type: none"> ▪ Ex. Educators name 5 ways to practice long “i” with magic e words. ▪ Educators identify some commonalities between their practices and the list of potential practice tasks. ○ Additional supporting questions <ul style="list-style-type: none"> ▪ Which of these practice tasks are you already familiar with? ▪ Which ones would you like to know more about? • Discussion at 16:53 What is the error on the practice page? <ul style="list-style-type: none"> ○ Facilitator look fors <ul style="list-style-type: none"> ▪ Educators identify “cow” as being a non-example. ▪ Cow should not be on the short o practice page. The “o” in cow works with the “w” to make the /ow/ sound. ○ Additional supporting questions <ul style="list-style-type: none"> ▪ What errors might be present in materials that are gathered from multiple sources rather than from a common, systematic phonics program? • Discussion at 18:47 Apply the quality criteria to the resource. <ul style="list-style-type: none"> ○ Facilitator look fors <ul style="list-style-type: none"> ▪ Educators might identify “ant” as having a distorted short a

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Educators might point out that many of the words on the page are not decodable, yet.
<ul style="list-style-type: none"> • Discussion at 19:50 Apply the quality criteria to the resource. <ul style="list-style-type: none"> ○ Facilitator look fors <ul style="list-style-type: none"> ▪ Educators might see that this meets the criteria.
<ul style="list-style-type: none"> • Discussion at 20:37 Apply the quality criteria to the resource. <ul style="list-style-type: none"> ○ Facilitator look fors <ul style="list-style-type: none"> ▪ Educators might find this to meet the criteria. ▪ Educators might mention that this could be an activity that moves quickly to another, more substantial task.
<ul style="list-style-type: none"> • Discussion at 21:33 Apply the quality criteria to the resource. <ul style="list-style-type: none"> ○ Facilitator look fors <ul style="list-style-type: none"> ▪ Educators might identify “x-ray” as being an inaccurate identification of the /x/ sounds. “X-ray” actually begins with the /e/ sound.
<ul style="list-style-type: none"> • Discussion at 23.55 Apply the quality criteria to the resource. <ul style="list-style-type: none"> ○ Facilitator look fors <ul style="list-style-type: none"> ▪ Educators might surface the idea that students are only sorting by visual discrimination rather than actually decoding the words. ▪ Educators might suggest that the students read the words to a partner before gluing them into the category.
Connect to Practice Tasks
<ul style="list-style-type: none"> • Option A: Try one of the fluency resources from Achieve the Core (or your own materials) this week and note observations about impact. https://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=1153 • Option B: Find 3 sample worksheets (from your own materials or those found online) – evaluate their quality using the guidelines from this module.
Additional Resources
<p>Achieve the Core: 3 Part Fluency Series How will this learning series impact your instruction? UnboundEd Podcast: Dr. David Paige What is the importance of fluency with your students?</p>