

<p><b>Student Achievement Partners Foundational Skills Mini-Course</b>  <b>Tennessee Facilitator Guide</b>  <i>Learn how phonological awareness and phonics connect to early reading</i></p>
<b>Module</b>
<a href="#">Module 1: Foundational Nut and Bolts</a>
<b>Session Recommendations</b>
<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>
<b>Module Goals</b>
<ul style="list-style-type: none"> <li>• Identify the components of foundational skills.</li> <li>• Distinguish key areas of focus by grade level.</li> <li>• Understand the structure and content of the Foundational Skills Mini-Course.</li> </ul>
<b>Materials Needed</b>
<ul style="list-style-type: none"> <li>• <a href="#">Foundational Skills Guidance Document</a></li> <li>• <a href="#">Module 1 Handout</a></li> <li>• <a href="#">Module 1 Presentation</a></li> <li>• <a href="#">Module 1 Practice Task</a></li> </ul>
<b>Discussion or Task Points</b>
<ul style="list-style-type: none"> <li>• Discussion at 7:40: <a href="#">Word sort</a> <ul style="list-style-type: none"> <li>• Facilitator look fors           <ul style="list-style-type: none"> <li>▪ Do educators understand or have misconceptions about the words associated with foundational skills?</li> </ul> </li> <li>• Additional supporting questions           <ul style="list-style-type: none"> <li>▪ Which words were tricky for you? Why?</li> <li>▪ Which of these do students struggle with the most?</li> </ul> </li> </ul> </li> <li>• Discussion at 11:02: What do you hope to get out of this course?       <ul style="list-style-type: none"> <li>• Facilitator look fors           <ul style="list-style-type: none"> <li>▪ What are educators' hopes for the course?</li> </ul> </li> <li>• Additional supporting questions           <ul style="list-style-type: none"> <li>▪ If you are a new educator or new to your role, what are your biggest concerns about teaching or supporting foundational skills?</li> <li>▪ If you are an experienced educator or leader, how might this course help you support students and teachers?</li> </ul> </li> </ul> </li> <li>• Discussion at 22:45: Identify the appropriate grade level of a task.       <ul style="list-style-type: none"> <li>• Facilitator look fors           <ul style="list-style-type: none"> <li>▪ How well are educators able to identify which task belongs with the specific grade?</li> </ul> </li> <li>• Additional supporting questions           <ul style="list-style-type: none"> <li>▪ How might your understanding of the vertical progression of foundational skills support your students?</li> </ul> </li> </ul> </li> </ul>

### **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.