Moving Towards Reading on Grade Level by 3rd Grade
Module 3: Phonics & Word Recognition
Facilitator Guide

Participant Outcomes:
- Understand Phonics & Word Recognition and the classroom practices/resources to move students towards mastery.
- Identify whether classroom materials are satisfactory in providing resources to teach Phonics & Word Recognition.
- Identify next steps in moving students who are deficient in Phonics & Word Recognition towards mastery.
- Locate resources to assist students who need more support in the area of Phonics & Word Recognition.

Learning Forward Standards: The following Learning Standards are addressed in this module. See https://learningforward.org/standards-for-professional-learning for additional information.
- Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Important Notes			
• **All PowerPoint slides have notes to assist the facilitator.** • All materials can be printed or provided digitally. • HIDDEN slides contain optional activities and can be used at the discretion of the facilitator. • Gather supplies and connect to the internet. • Check all links to verify they are working. • Determine agenda and workshop length based on time constraints (Half-day, full day, after school, etc.)			
Slide	**Notes**	**Time** All times are estimates.	**Materials**
(1 & 2 are hidden slides)	The hidden slides list the materials that may be needed for the module and icons that indicate special features on PowerPoint slides.	N/A	N/A
Slides 3-12	These slides are introductory in nature and are used at the beginning of each module. Slide 11 introduces participants to the foundational skill focus for this module and slide 12 notes the handouts that can be used with this module.	5-10 minutes	• Guidance Document • Foundational Standards Glossary • Notetaker • Pre-Post Assessment
13	Understanding the Brain and the Impact on Instruction	5 minutes	• Guidance Document
14-19	Phonics Defined	5+ minutes	• Guidance Document • Heather Handout
20	Participants will participate in a jigsaw activity around the ILA Phonics Brief.	20 minutes	• ILA Phonics Brief
21	This slide reminds teachers to assess students at the beginning of the year to determine needs and strengths.		

Slide	Notes	Time All times are estimates.	Materials
22	Give each participant a copy of the Phonics Standards and have them highlight/annotate the different skills/areas found in the Phonics Standards using the terms at the top.	10 minutes	• Phonics Handout • Highlighters
23 Hidden Slide	Use any optional activities to clarify components of the Phonics Standards.	TBD	• Materials for any activities
24	This slide introduces participants to the next portion of the module: Instruction Matters, Materials Matter and Time Matters. Have participants locate this section in their guidance document.	Time will vary depending on the facilitator's choices of possible examination of materials found within the guidance document.	• Guidance Document
25-39	We will begin with Instruction Matters. • Slide 25: Balanced Literacy • Slide 28: Four Principles of Effective Interventions • Slide 34: Diverse Populations Tips • Slide 36: Read Alouds Suggestions for Phonological Awareness • Slide 37: Social Emotional Read Alouds • Slide 38: Phonics Scope and Sequence	Time will vary depending on the facilitator's choices of possible examination of materials found within the guidance document.	• Handout: Four Principles of Effective Interventions • Diverse Populations Tips found in Guidance Document • Read Alouds found in Appendices of Guidance Document • Handout for Social Emotional Read Alouds
39-41	This slide introduces participants to the next portion of the module: Materials Matter. Have participants locate this section in their guidance document. Follow notes on slides.	10 minutes	• Guidance Document
42-43	This slide introduces participants to the next portion of the module: Time Matters. Have participants locate this section in their guidance document. Follow notes on slides.	5 minutes	• Guidance Document
44-50	These slides provide information on Assessment.	5-10 minutes	Possible Handouts Slide 46: Overview of Informal Reading Assessments (Reading Rockets)
51	This slide gives participants a chance for a pulse check on their current implementation of Phonics & Word Recognition.	3 minutes	The "pulse check" can be found in the Guidance Document.
52	This slide allows participants to work on the Notetaker & Next Steps handout given at the beginning of the module. Allow participants time to write their next steps needed for implementation. (The pulse check may provide some ideas.) Have participants share their next steps with the whole group.	3 minutes	Handout "Notetaker & Next Steps" given out at the beginning of the module.
53-61	Share Resources	10 minutes	
62	Have participants fill out the "post" portion of the Pre/Post Assessment.		Pre-Post Assessment
63-65	References		