



Moving Towards Reading on Grade Level by 3rd Grade

One Day Presentation

Facilitator Guide

Participant Outcomes:

- Understand the Foundational Standards and the classroom practices/resources to move students towards mastery.
- Identify whether classroom materials are satisfactory in providing resources to teach the Foundational Standards.
- Identify next steps in moving students who are deficient in Foundational Standards towards mastery.
- Locate resources to assist students who need more support in the Foundational Standards.

Learning Forward Standards: The following Learning Standards will be address 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 provided to assist the facilitator.**
- All materials can be printed or provided digitally. It is at the facilitator’s discretion.
- HIDE any slides that may not be applicable to grade levels you are presenting to or optional activities you do not want to do.
- 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.)
- Gather supplies.

Slide	Notes	Time	Materials
		All times are estimates.	
(1 & 2 are hidden slides)	The hidden slides list the materials that may be needed for the presentation. Slide 2 shows icons that will appear to indicate when special features are present.	N/A	N/A
Slides 3-12	These slides are introductory in nature. Slide 10-11 introduces participants to the foundational standards and slide 12 notes the handouts that can be used with the presentation.	5-10 minutes	Guidance Document Notetaker Pre-Post Assessment
13	Understanding the Brain and the Impact on Instruction	5 minutes	Guidance Document
14-15	These slides provide definitions of Print Concepts.	5 minutes	Guidance Document
16	This slide reminds teachers how to assess students at the beginning of the year to determine needs and strengths.	3 minutes	
17-31	These slides look at each standard/subskill of print concepts and optional activities to go with each.	20+ minutes	Guidance Document
32-33	Instruction should include read aloud opportunities so students can make a connection between the language we speak and the printed form.	5+ minutes	Optional Read Aloud Lists for Print Concepts & Social Emotional Standards

Slide	Notes	Time <small>All times are estimates.</small>	Materials
34	Materials Matter for Print Concepts – see notes.	5+ minutes	Guidance Document
35-36	Assessment option for Print concepts. Facilitator can take participants to the website to view. See notes.	Time will vary depending on the facilitator's choices of possible examination of assessment.	
37	Resources for Print Concepts	10+ minutes	
38	Have participants record notes for Print Concepts on the Notetaker	5 minutes	Notetaker
39-45	Standard #2: Phonological Awareness Standard defined	10 minutes	Phoneme Handout PA Stairstep Handout Continuum activities cut up
46	This slide reminds teachers how to assess students at the beginning of the year to determine needs and strengths.	3 minutes	
47-61	These slides look at each standard/subskill of print phonological awareness and optional activities to go with each.	20+ minutes	
62	Materials Matter for Phonological Awareness – see notes.	5 minutes	Guidance Document
63	Instruction should include read aloud opportunities so students can engage with texts that help build phonological awareness skills.	5 minutes	Optional Read Aloud Lists for Phonological Awareness
64-65	These slides offer assessment options for Phonological Awareness. Facilitator can take participants to the website to view possible options for assessment. See notes.	Time will vary depending on the facilitator's choices of possible examination of assessment.	
66	Resources for Phonological Awareness	3 minutes	
67	Finalize notes for Phonological Awareness on the Notetaker		Notetaker Handout
68-73	Standard #3: Phonics & Word Recognition Introductory slides		Handout: Heather
74	ILA Literacy brief small group activity: 7 Ingredients for Success and 10 Common Causes of Phonics Instructional Failure.	20+ minutes	Copies of ILA Literacy Brief for each participant.
75	This slide reminds teachers how to assess students at the beginning of the year to determine needs and strengths.	3 minutes	
76	Give each participant a copy of the Phonics Standards and identify common themes using the terms at the top. See slide notes.	10 minutes	Phonics Standards Handout Highlighters
77 Hidden Slide	Use any optional activities to clarify components of the Phonics Standards.	TBD	Materials for any activities. See slide notes for specifics.
78	Materials Matter for Phonics & Word Recognition – see notes.		Guidance Document
79	Instruction should include read aloud opportunities, so students build word knowledge.		Optional Read Aloud Lists for Phonics & Word Recognition
80-83	Assessment option for Phonics & Word Recognition. Facilitator can share possible Phonics assessments with participants.	Time will vary depending on the facilitator's choices of possible examination of assessment.	
84	Finalize notes for Phonics on the Notetaker	3 minutes	Notetaker

85	Share resources for Phonics & Word Recognition	3 minutes	
----	------------------------------------------------	-----------	--

Slide	Notes	Time <small>All times are estimates.</small>	Materials
86-87	Standard #4: Fluency Standard defined	3 minutes	
88	This slide reminds teachers how to assess students at the beginning of the year to determine needs and strengths.	3 minutes	
89-95	These slides look at each standard/subskill of Fluency with optional activities to go with each.	20+ minutes	Guidance Document Handout: Additional Standards that address using context.
96	Small Group Activity – see slide notes.	20+ minutes	Fluency articles for each small group.
97	Instruction should include read aloud opportunities, so models of fluent reading are present in the classroom.	3 minutes	Read Aloud Lists for Fluency
98	Materials Matter for Fluency – see notes.		Guidance Document
99-102	Assessment options for Fluency. The guidance document offers additional information around assessment and the rubric on slide offers a rubric for assessing fluency.	Time will vary depending on the facilitator's choices of possible examination of assessment.	Guidance Document Multidimensional Fluency Scale
103-107	Resources for Fluency	Time will vary depending on the facilitator's choices of possible examination of resources.	
108	Finalize notes for Fluency on the Notetaker		Notetaker
109-118	These slides provide insight into Instruction Matters. <ul style="list-style-type: none"> Slide 111: Four Principles of Effective Interventions Slide 117: Diverse Populations Tips 	Time will vary depending on the facilitator's choices of possible examination of materials found within the guidance document.	<ul style="list-style-type: none"> Handout: Four Principles of Effective Interventions Diverse Populations Tips found in Guidance Document
119-	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
120--121	These slides are additional resources available for the Foundational Standards.	5-10 minutes	
122-129	Have participants fill out the “post” portion of the Pre/Post Assessment.	5 minutes	Pre-Post Assessment
130	Fill out Post Assessment		
131	References		