



**BUILDING A STRONG
FOUNDATION FOR
LIFELONG LITERACY
SUCCESS**
*FACILITATOR'S GUIDE:
OVERVIEW*

PUBLIC CONSULTING GROUP

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Building a Strong Foundation for Lifelong Literacy Success

Introduction

The course Building a Strong Foundation for Lifelong Literacy Success is designed to be completed asynchronously; however, it can also be facilitated in professional learning communities (PLC). This companion guide is designed to provide course facilitators with everything needed to support participants in improving literacy outcomes of each of the students they serve through the implementation of high-quality literacy instruction aligned with reading science. This companion guide identifies and guides the actions from the course planning and goal-setting stages, through the completion of course modules, and into coaching cycles focused on ensuring the identified research-aligned instructional practices are brought to life in classrooms.

This guide overview and each module guide can be printed for reference and planning purposes but is also designed to house helpful live links to articles and videos within the Learning Management System (LMS) for ease of reference for course facilitators.

Note that throughout the guide, the term *facilitator* will be used to reference the instructional leader of coursework, although we know these course facilitators may include a wide variety of roles within a school system (e.g., instructional coaches, professional learning coordinators, lead teachers, specialists).

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ONLINE SUPPORT MODULES

- Module 1: Understanding the Science of Reading
- Module 2: Building Oral Language and Phonology
- Module 3: Exploring Phonics and Word Study
- Module 4: Creating Fluent Readers
- Module 5: Developing Vocabulary
- Module 6: Increasing Reading Comprehension

COLORADO
Department of Education

Course Overview

The content within Building a Strong Foundation for Lifelong Literacy Success provides educators with the knowledge required to successfully develop all students in becoming proficient readers; beginning with an understanding of the science of reading and progressing through each of the key components of comprehensive literacy instruction. Each of the six modules (see Table 1.1) provides an in-depth look into a component of literacy instruction, including any supporting bodies of evidence and instructional routines and practices, bridging this critical content for educators to their local context and bringing this research to life in classrooms.

Course Outcomes

For a complete list of course objectives, see the course outlines located in the opening for each module.

Building a Strong Foundation for Lifelong Literacy Success (45 hours)					
Understanding the Science of Reading	Building Oral Language and Phonology	Exploring Phonics and Word Study	Creating Fluent Readers	Developing Vocabulary	Increasing Reading Comprehension
The Scientific Approach to Reading Instruction	Language Foundations of Reading	Phonics and Systematic Word Study: A Critical Component of Effective Literacy Instruction	Introduction to Fluency	Introduction to Vocabulary Development	Introduction to Comprehension
Introduction to Reading Research	Language-Rich Environment	Phonics and Early Reading Instruction	Effective Fluency Practices	Effective Vocabulary Instruction	Text Structures and Text Features
Effective Instructional Practices	Introduction to Phonology	Teaching Beginning Phonics and Spelling	Fluency Assessment	Teaching Morphemes for Meaning	Sentence Structure and Syntax
Understanding Reading Assessment	Digging Deeper into Phonological Awareness	Syllable Structure of English: Six Syllable Types		Multifaceted Vocabulary Knowledge	Introduction to Comprehension Strategies
	Phonological Awareness Development in Speakers of Other Languages	Irregular and High-Frequency Words		Supporting Vocabulary Development	Beyond the Strategies: Methods to Support Comprehension
	Phonemic Awareness	Morphology: Word Parts and Word Building		Assessing and Supporting Vocabulary Growth	Assessing Comprehension
	Effective Phonological Awareness Instruction	Adolescent Intensive Intervention			
	The Phoneme-Grapheme Connection	Assessing Phonics and Spelling			
	Assessing Phonological Awareness				

Each module also includes an introduction with a pre-assessment and closing activities, including “Put It into Practice” and a post-assessment.

Table 1.1 Online Course Content Overview

Pacing Options

- Each module contains sections that are intended to address a topic within the module. These sections are approximately 1–2 hours in length.
- Take under consideration the format of your PLC. What amount of time is dedicated for each PLC session?
- Options might include the following (additional information related to the delivery of online content through synchronous and asynchronous models can be found in the next section of the guide):
 - Assign some sections to be completed asynchronously, and design your PLC around the learning, conducting a follow-up of the asynchronous online content for a deeper understanding.
 - Conduct a section of online content synchronously where the PLC works through the learning and activities together.
 - Consider having participants complete the first and last sections of the online content asynchronously as these sections include an overview or application with a pre- and post-assessment for participants to understand where they began and how their knowledge evolved after conducting the module.
- See [Appendix A](#) for additional pacing recommendations.

Suggestions of how you can pace the learning through a PLC (Synchronous)			
1 hour per week; synchronous	2 hours per week; synchronous	3 hours per week; synchronous	6 hours full day; synchronous
45 weeks	22 weeks	15 weeks	7.5 days

Suggestions of how you can pace the learning through a PLC (Asynchronous + Synchronous) <i>(First and last sections completed asynchronously)</i>			
1 hour per week; synchronous	2 hours per week; synchronous	3 hours per week; synchronous	6 hours full day; synchronous
≈ 33 weeks	≈ 16 weeks	≈ 8 weeks	≈ 5 days

Facilitation and Coaching

Online Course Delivery

The coursework content is organized within an online Learning Management System (LMS). This platform includes several key elements to support participant learning and engagement:

- **Handouts:** Downloadable documents serving as educational resources containing critical information for the section content. Throughout this companion, you can directly access handouts by clicking on the link.
- **Worksheets:** Downloadable documents that participants complete and upload into their portfolio.
- **Videos:** Explanations and discussions of content from educators and experts in the field and classroom footage relating to the content.
- **Check for Understanding Quiz and Pre-/Post Assessments:** Quizzes and pre-/post-assessments consisting of multiple-choice questions with immediate feedback provided.
- **Interactive Checks for Understanding:** Multimedia activities with features like drag-and-drop or multiple-choice questions.
- **Reflection:** Opportunities for participants to apply the content to their local context.
- **Submit and Compare:** Participants submit an answer to a prompt and then compare with an answer within the learning management system.

Due to the varied opportunities to learn within the LMS, there are multiple paths that facilitators can use to optimize participant understanding and application of the online course content.

Facilitators should choose the delivery option for the online content best suited to their participant's specific needs, which may differ from section to section within a module.



Asynchronous, Flipped Learning: Online content for a module or a section within a module is completed asynchronously during the identified course timelines. This flipped learning option allows in-person sessions to focus on making connections to the local curriculum and planning for implementation of new or changing instructional routines and practices aligned with the content. It is recommended that this model be used as much as possible as it allows for more in-depth exploration of topics and application during any scheduled in-person sessions.



Synchronous Learning: Online content for a module or a section within a module is completed synchronously during scheduled, in-person sessions. When using this option, you will schedule longer in-person sessions to ensure that plenty of time is allotted during the in-person session for both the online course work and to make connections to the local curriculum and planning for implementation of new or changing instructional routines and practices aligned with the content. It is recommended that this model be

used only when necessary. You might select this option for sections with topics that have been identified as prioritized areas of need based on observation and data gathered (pre-assessments, polls, etc.) that indicate multiple misconceptions across participants needing strategic support.

Course facilitators may also opt for a hybrid version of the online content—portions of sections or modules may be completed synchronously at the in-person session while the remaining sections or subsections are completed asynchronously prior to the in-person session. When using this hybrid module, clear communication on what must be completed asynchronously prior to the in-person session will be critical. Remember that the asynchronous, flipped learning model is going to allow for in-person sessions to focus on local context applications and how the newly learned content will be transferred into practice and should be used to the maximum extent that meets the needs of a group of participants. Throughout the guide, you may see the above icons within different activities indicating that the provided activity or guidance is specific to whether participants are completing the section of content asynchronously or synchronously.

The Role of the Coach

While the actions of a facilitator may differ depending on the needs of their location, the role of the facilitator remains the same—supporting participants in ensuring all students receive high-quality, scientifically based literacy instruction. To do this, facilitators must support each participants’ deep understanding of course content and how this content translates into their day-to-day instructional routines. This support occurs through the intentional and targeted support of the online coursework in addition to supplemental learning opportunities occurring outside of the online modules described in the previous section.

The facilitator can supplement the online coursework with other asynchronous learning opportunities (e.g., discussion threads) as well as additional synchronous learning opportunities that occur during scheduled professional learning sessions or through instructional coaching models. It is recommended that facilitators conduct at least one in-person session for each section within the module, although in some cases it may be that facilitators cover multiple sections of a module within one in-person session. The remainder of this facilitator’s companion focuses on learning opportunities and collaborative practices in addition to online coursework to facilitate deeper understanding of content and develop long-term, research-aligned instructional practices that build a foundation for literacy success for all students.

Models for Course Design

Just like research guides instructional practice with our students, there is also a robust body of evidence guiding professional learning for adults. Driving the course content within the online modules and the guidance provided through the facilitator companion are multiple models based on the bodies of research driving professional learning design and delivery. Table 1.2 highlights key models used within the course design.

Concept/Principle	What is it?
Universal Design for Learning	Universal Design for Learning (UDL) is a “framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.” UDL guidelines provide any educator with a tool for ensuring that learning experiences provide multiple means of: engagement, representation, and action and expression.
Principles of Andragogy/Adult Learning Theory (see Appendix B)	Andragogy emphasizes a variety of different factors when thinking about adult learning experiences, including the following: <ul style="list-style-type: none"> ● Self-concept ● Experience ● Readiness to learn ● Problem-centered orientation ● Internal motivation ● The need to know
Standards for Professional Learning	The Standards for Professional Learning “describe the conditions, content, and processes for professional learning that leads to high-quality leading, teaching, and learning for students and educators” and includes standards related to the following: <ul style="list-style-type: none"> ● Rigorous content (content that leads to improved student outcomes) ● Transformational processes (elements that support sustained changes in knowledge, skills, practices and mindsets) ● Conditions for success (context, structures and cultures providing a foundation for professional learning)
Science of Learning	The science of learning includes a body of evidence related to how humans learn and identifies strategies that support learning, such as retrieval, spaced practice, interleaving and feedback.
Implementation Science	Implementation science focuses on methods that support the transfer of research finding and evidence into practice.
Knowledge and Practice Standards for Teachers of Reading	The Knowledge and Practice Standards (KPS) developed by the International Dyslexia Association (IDA) identify the knowledge and skills that all teachers need to teach all students to read proficiently.

Table 1.2 Key Models in Course Design

Facilitator Preparation for the Course

There are several critical actions facilitators should take prior to facilitating any content-related activities or coaching.

- **Schedule time for completing coursework, and ask clarifying questions:**

In the article “Teaching Reading is Rocket Science”, Dr. Louisa Moats references an article researching the Peter Effect—the idea that those preparing others in becoming expert teachers of reading cannot effectively provide their students with knowledge that they themselves do not have. The findings of the research provide compelling evidence for facilitators to ensure they have scheduled ample time to support their own deep understanding of the course content prior to facilitating/coaching sessions.

- Block uninterrupted work time to complete online course work prior to participants.
- Identify contact for any clarifying questions related to the course content.

- **Understand participant strengths and needs, and set goals:**

While the online coursework will be the same across sites with the overarching goal of improving literacy outcomes for students, the actions of facilitators will be largely dependent on the strengths, needs and specific goals identified throughout course planning. Multiple walkthrough look-for documents and coaching guides are available in the facilitation guides to support coaches in identifying baseline data in specific focus areas to drive goal setting. During baseline data collection, facilitators are encouraged to anonymize data shared with participants and to use this information solely as a measure of current strengths and needs. If pre-observations of adult learners is not feasible, facilitators should create a pre-course reflection survey that asks questions about why they are taking the course, their current level of understanding and confidence regarding evidenced-based reading, overall goals they hope taking the course will fulfill, the amount of time they can devote to the coursework each week, etc.

- Conduct instructional observations and gather baseline data to identify specific strengths, needs, and goals.

- **Set the stage with participants:**

Facilitators, in collaboration with other administrators and instructional leaders, as appropriate, should clearly communicate with participants prior to the onset of any coursework related to the expectations and commitments of course participation. This communication should include course timelines, dates for in-person professional learning sessions and other information that you have reviewed throughout the introduction of this companion guide (e.g., flipped learning and synchronous vs asynchronous learning expectations, absences for in-person learning, coaching cycles).

- Identify and communicate:
 - Timelines
 - Course expectations and format
 - In-person session dates
 - Coaching cycles

- **Organize and prepare materials:** Facilitators have everything required to facilitate coursework within this facilitator companion and through their LMS access. If activities required for a specific activity selected are additional (e.g., sticky notes, pipe cleaners), they have been carefully chosen to be materials that are likely already available within the school setting. Additionally, facilitators might consider other organizational strategies and materials that may support facilitators and participants alike through the duration of the course.

- *Visual aids and references:* Module 1 of the course introduces several conceptual models that form the foundation for the remaining coursework.

Facilitators might choose to create posters for ease of repeated reference during activities across modules. Recommended images include the Simple View of Reading, Scarborough’s Reading Rope and the Four-Part Processing Model of Word Recognition. If facilitators do not have access to a poster maker, they might choose to print off multiple copies of each image, place them in page protectors and make them available to each table of participants during in-person sessions.

- *System for submitting work:* If facilitators plan to review any work completed through the online module (e.g., handouts) or other additional activities they may assign, they may wish to set up a system for ease of participant submission and their own access. Facilitators might set up specific folders within their own digital work suites (e.g., intranet folders, Google drives, Sharepoint folders) with clear labels.

NOTE: If facilitators plan to review work that is a portion of the online coursework, participants will upload to both the LMS and to the location identified by the facilitator. Facilitators do not have the capability to access individual work within the LMS directly.

- Create posters or handouts of conceptual models for reference that will be used throughout the course.
- Set up a system for participants to submit work for facilitator review.

- **Schedule time for planning and monitoring participant performance:**

It is recommended that facilitators set aside adequate planning time throughout the duration of the course. This time can be spent in the following ways:

- conducting baseline instructional observations and walkthroughs related to a specific focus
- planning for anticipatory activities prior to in-person learning sessions
- planning for in-person sessions (e.g., identifying sections of online content that will be covered asynchronously, identifying activities that will be conducted during in-person sessions)
- planning for coaching cycles following completion of

- Gather baseline data related to upcoming content applications.
- Block uninterrupted work time for session planning.
- Plan for upcoming coaching cycles.
- Communicate with participants related to course progress or questions.
- Review submitted work.

- a section or module
- checking in with participants related to course progress and clarifying questions
- monitoring any course work submitted for review

Planning and Facilitating In-Person Professional Learning

In-person learning sessions provide facilitators with the opportunity to deepen participant understanding of content within each module. Additionally, these in-person sessions provide a valuable opportunity to support participants in making connections between the course content and their own current practices and in goal-setting and planning to align and enhance their instructional practice to align with reading science. Just like in the classroom, there are key moves for facilitators before, during and after in-person sessions that can maximize participant engagement and understanding, leading to well-informed instructional practices and classroom shifts aligned with course content.

Before In-Person Sessions

Facilitators can use the session planner found in Appendix C to support planning activities.

- **Prepare participants:** Prior to each in-person session, it is recommended that facilitators provide participants with several key pieces of information:
 - Date, time and location of the in-person session
 - Objectives and essential questions related to the content that will be covered
 - Content and assignments that should be completed asynchronously within the online module prior to the in-person learning session
 - Directions for submitting any specified work directly for the facilitator to review
- **Gather additional information:** Coaches should gather any other information that may be relevant to the content of any specific session to support planning. For example, polling participants' self-reported knowledge on a topic or pulling data sets related to student performance in a specific area (e.g., nonsense word fluency) can be helpful in identifying areas of focus and discussion during in-person sessions. Additionally, gathering baseline data on current instructional practices and their alignment to reading science can also support planning.
- **Plan anticipatory and engagement opportunities:** Leading up to the in-person session, facilitators can support engagement in learning, build background knowledge for topics and support participant understanding of synchronous learning content. Anticipatory activities

- Communicate with participants:
 - Date and time of in-person session
 - Objectives and essential questions for content of session
 - Required online coursework prior to the session
 - Directions for submitting any specific work for review

- Identify baseline data related to implementation of instructional practices relevant to the session content
- Identify and gather any additional data that may be helpful in session planning

might include the following:

- Conducting an online discussion related to a key reading
 - Modeling the use of key vocabulary within a module during classroom visits, consultation with participants, etc. (A glossary of course terms can be found in [Appendix D](#).)
 - Modeling key instructional practices and strategies and inviting participants to observe
- **Monitor and review participant engagement and performance:** Prior to a session, review any participant work that you assigned to be submitted for your review. This review will allow you to identify misconceptions that may need to be addressed during the in-person session and help in understanding what activities may be best suited for a session.

- Identify key vocabulary relevant to the session content, and embed the use of vocabulary in collaboration and discussion leading up to the session
- Review any submitted work
- Engage participants in online discussion by posing questions related to the session content

During In-Person Sessions

During in-person sessions, facilitators can select from a menu of activities within each module guide to deepen participant understanding of content, reflect on the alignment of current practices and instructional tools with reading science and support the implementation of research-based practices into current instructional routines. Before beginning any activities, facilitators should review the learning objectives and essential questions found in the section overview related to the online course work of the section that will be the focus of the in-person session. The facilitator guides for each module will highlight the learning objectives and essential questions using the following icons:



Learning Objectives: What are participants expected to know or do following completion of the section(s)?



Essential Questions: What are the overarching questions guiding participant learning?

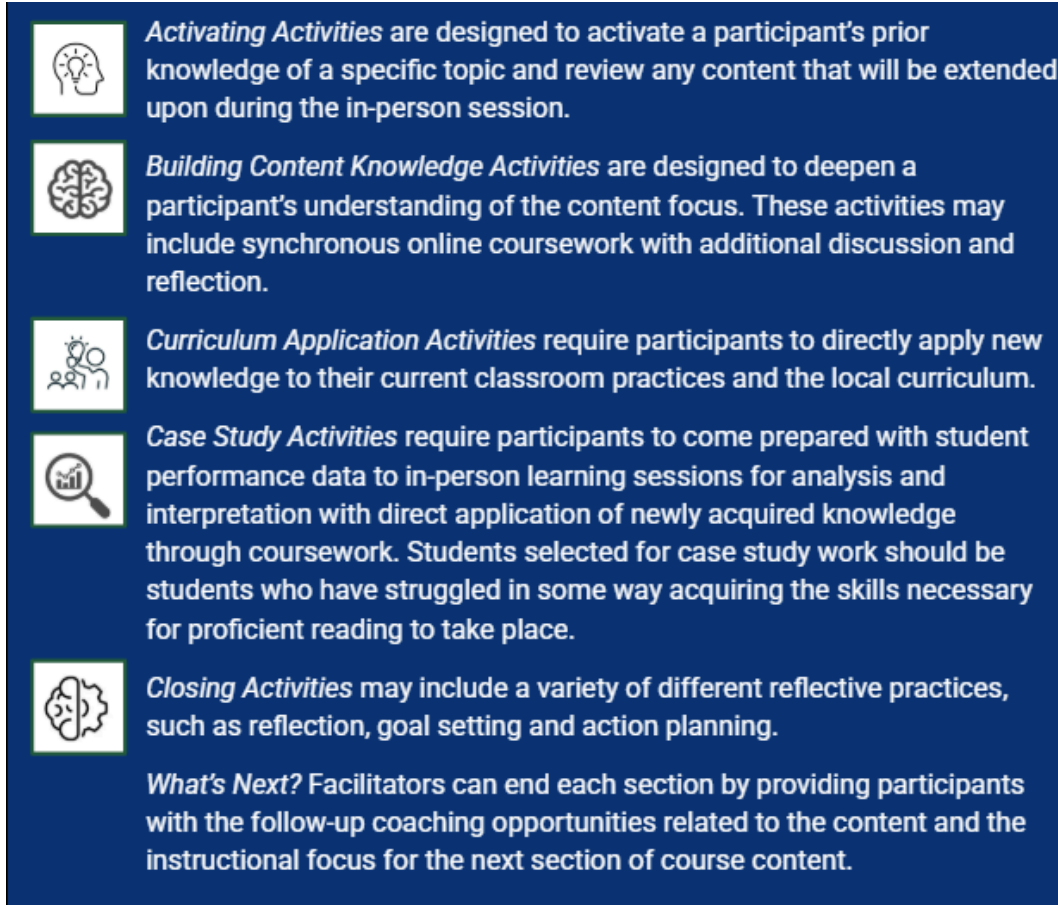
Learning Activities: The activities for sections are designed to create opportunities to deepen participant knowledge of the content. Sample learning activities are identified for each learning model selected for a section(s) designed to build and strengthen content knowledge of a specific topic or support participants in understanding how their current curriculum and instructional tools align with newly learned content. It's important to note that specific time allocations for activities are not provided because this can vary significantly depending on the depth of discussion and whether a flipped, asynchronous model or a synchronous model is being utilized. Facilitators should determine the timing for activities and discussions based on the specific needs of each session.





The Learning Management System (LMS) icon indicates that the activity requires participants to access or engage within the learning management system in some way or another. The specific location within the online course work is specified by the module section and subsection where it can be found.


Key Navigation Icons Used in Each Module


Throughout each facilitator guide, you will see the following icons/symbols to assist facilitators in navigating each module and ways to leverage the varied deeper learning opportunities throughout each module:




 **Activating Activities** are designed to activate a participant's prior knowledge of a specific topic and review any content that will be extended upon during the in-person session.

 **Building Content Knowledge Activities** are designed to deepen a participant's understanding of the content focus. These activities may include synchronous online coursework with additional discussion and reflection.

 **Curriculum Application Activities** require participants to directly apply new knowledge to their current classroom practices and the local curriculum.

 **Case Study Activities** require participants to come prepared with student performance data to in-person learning sessions for analysis and interpretation with direct application of newly acquired knowledge through coursework. Students selected for case study work should be students who have struggled in some way acquiring the skills necessary for proficient reading to take place.

 **Closing Activities** may include a variety of different reflective practices, such as reflection, goal setting and action planning.

What's Next? Facilitators can end each section by providing participants with the follow-up coaching opportunities related to the content and the instructional focus for the next section of course content.

After In-Person Sessions

After each session, the coach and other instructional leaders continue to support a deepened understanding and application of learned content contributing to improved student outcomes. After in-person sessions, facilitators might model instructional practices, observe and coach participants, arrange model classroom visits or facilitate peer observation and reflections.

Sustaining Practices

Data-Collection and Analysis

Throughout the duration of the course, an important role of the facilitator is to support the ongoing, effective implementation of the research-based practices identified throughout the course. Ongoing data collection related to student performance in targeted areas and teacher implementation of practices identified on walkthrough look-for documents will provide facilitators with evidence of effective implementation of research-based instructional practices in literacy over time. Additionally,

the analysis of this data to identify patterns of strengths and opportunities for growth will help support the identification of what professional learning needs to be made available to individuals and groups of educators.

Ongoing Professional Learning

Another important practice in sustaining improved student learning that results from the implementation of research-based instruction over time is ongoing professional learning experiences. As educators participate in additional learning experiences, including synchronous and asynchronous learning sessions and coaching cycles, they will continue to deepen their knowledge and practice. Across sections of modules, there are menus of activities to select from for in-person learning sessions. Activities that are not selected for use at one in-person session might be selected at a later date to embed within other learning sessions. Additionally, the look-for documents can be used at any time throughout the school year to drive ongoing coaching cycles.

Additional Considerations for Facilitators and Coaches

Facilitation Protocols and Engagement

You will find a variety of facilitation protocols and suggestions for increased engagement throughout each module's facilitator guide. Descriptions of these strategies are provided in the guide's appendix.

Absence

If you have a team member who is absent, they can complete the section asynchronously. This will allow them to catch up with the rest of the professional learning group.

Multimedia

There are two types of multimedia that will be used within the LMS. Interactive storylines include various activities, such as scenarios to consider or drag-and-drop features to explore. Also included are traditional videos that may highlight experts speaking on a specific topic or of classroom instruction. These can be projected for the whole group, and if there is a drag-and-drop feature, it can be completed as a large group. You also have the option to have participants view and complete all multimedia independently during your 1-hour session.

Job-Embedded Professional Learning Through Coaching Cycles

Coaching is a form of job-embedded professional development. Below are effective coaching techniques to support the educators' development of effective instruction. Each module facilitation guide has sample walkthrough look-for documents and companion coaching guides following these techniques.

Carefully crafted statements or questions invite reflection and create an open dialogue on teaching practices. The following coaching stems can be used strategically, based on observations of the classroom or viewing classroom lesson plans.

Guidelines when providing feedback and crafting questions include the following:

- **Use Descriptive Feedback**

- Describe what the teacher is doing.
- Describe what the students are doing.
- Be careful with vague terms such as *on task*, *hands on*, *engaged* and *appropriate*. These terms should be collectively defined and understood by all.

- **Use Clarifying Stems**
 - Please give me more information about ...
 - Tell me if this captures your ...
 - Is that idea different from ...
 - I'd be interested in hearing more about ...
 - Give me an example of ...
 - What might you see happen if ...

- **Ask Questions**
 - Questions are asked in order to seek further understanding of what was observed and to foster inquiry.
 - Ask questions for understanding and clarity. Ask questions that seek more information in order to get a fuller picture. Remember, the questions should be based on the observation. What you saw, heard or noticed can provide the basis for further questions.

- **Paraphrase**
 - Paraphrasing allows the listener an opportunity to restate what was heard, to acknowledge and/or clarify what was said and to facilitate new thoughts. The paraphrase is usually shorter (but not always) than the original speaker's statement and captures the underlying message of the speaker.

- **Offer Feedback**
 - Effective feedback should do the following:
 - Be actionable and answer the following question
 - *What instructional practice will the teacher do as a result of the observation?*
 - Be timely and answer the following questions:
 - *When does the teacher receive feedback based on the observation, and how soon should the teacher take the necessary steps to act on the feedback?*
 - Start with the teacher's strengths observed by the leader.
 - Employ craftful use of description, clarifications and questions, and paraphrasing, as mentioned earlier.
 - There should be a follow-up to actions taken as a result of feedback. Follow-up actions answer the following question:
 - When and how will the leader support teacher efforts?

This could include making a plan to visit again or arranging a peer observation.

Appendix A: Pacing Recommendations

These modules are designed for individual participants to complete asynchronously, but they can also be integrated into a school or district professional development plan. Each module is divided into lessons and subsections, with each lesson taking between 30 minutes and 2 hours to complete. They can be completed individually or as part of a professional learning community (PLC), in either small or large groups with a facilitator or coach.

While asynchronous learning offers the flexibility for individuals to learn at their own pace, there are significant benefits to social learning settings. Participants can engage in discussions about the concepts and apply them to their specific contexts and curriculum. Therefore, as a school or district, you might want to consider using these modules as a foundation to enhance the collective learning of your education staff. Here are some suggestions for how you can structure your learning.

Weekly Professional Learning

Many schools and districts incorporate professional learning into their weekly schedule. If you allocate 1 hour per week for professional learning, you can divide the modules into 1-hour segments. The PLC can work through the modules together with a facilitator, pausing to discuss implications for their classrooms. With approximately 45 hours of content spread out over a school year, each module's introduction and closing activities can be completed independently, freeing up approximately 12 hours of PLC time for the meaty content.

Full-Day Professional Development

Some schools and districts dedicate full- or half-day professional learning sessions. Each module can be easily completed within one day. This approach can be enhanced by assigning educators to cohorts, with a facilitator leading discussions to debrief the lessons.

Hybrid Approach

As the modules are designed for asynchronous completion, schools or districts can assign lessons to be completed independently, with a deadline, in preparation for a PLC meeting dedicated to debriefing and discussing the modules or lessons.

Assigning Modules Based on Role

While it's recommended that all educators responsible for literacy instruction complete each module, there may be educators whose roles are not directly related to primary literacy instruction but could benefit from specific modules. For instance, educators teaching math, science, social studies or traditional special classes, such as art, physical education or music, might find Module 5 Developing Vocabulary and Module 6 Increasing Reading Comprehension most beneficial. Although the modules are designed to be taken sequentially, building on previous knowledge, rearranging the order might encourage buy-in. Module 1 Understanding the Science of Reading is encouraged for all educators.

The models outlined in the course Building a Strong Foundation for Lifelong Literacy Success can provide the foundation for professional learning at a school or district level. They can be used to

support the learning through PLCs much like a book study but better as they include access to resources and interactive elements to enhance learning.

Appendix B: Adult Learning Theory

Purpose: A quick reference designed to support school leaders as they plan professional learning

User: School leaders, principals, assistant principals, literacy coaches/interventionists, and any designated literacy leader

A very important consideration when developing professional learning is to take into account how adults learn versus how children learn. The art and science of teaching children is called *pedagogy*. The art and science of teaching adults is called *andragogy*. The lead researcher in andragogy is Malcolm Knowles (1996), who identified four principles of adult learning:

1. Adults learn best when they are involved in the planning of their learning and how they will be evaluated in their understanding of the learning. Data is a great guide in motivating adults in wanting to participate in their learning.
 - Ask your staff: What are your learning and development goals? After training is complete, ask for feedback on what worked, what didn't and how it could be improved. Don't be afraid to try different approaches to meet diverse needs.
 - Embed opportunities for autonomy/efficacy/agency: Provide opportunities for staff to pace their own learning and collaborate with peers to learn together. Ask your staff how they learn best, and encourage them to come to you with ideas for meeting their learning needs.
2. Adults learn best through authentic experiences as the basis for their learning.
 - Use scenarios or case studies based on real student data from their interim/benchmark data.
 - Connect learning to their personal experiences by having them share examples or offer dilemmas for collaborative problem-solving.
3. Adults learn best when professional learning is pertinent with an immediate impact on their job.
 - Again, the use of authentic data should drive professional learning.
 - Embed ideas and tips that can be implemented right away or in their day-to-day experiences.
 - Divide learning into digestible (bite-sized) chunks by breaking up learning so staff feels accomplished as they progress through each segment.
4. Adults learn best when it is problem-centered. Picking real problems they face in their teaching will lead to higher engagement.
 - Embed engaging collaborative learning structures that ensure all staff can contribute.
 - Include interactive elements and even gamification elements as much as possible, such as protocols, exercises, activities or role-play.

Knowles, M. (1996). *Andragogy: An emerging technology of adult learning*. In R. Edwards, A. Hanson, P. Raggatt (Eds.), *Boundaries of Adult Learning*. Routledge Press.

Appendix C: Course Facilitator Session Planner

Course Facilitator Session Planner

Module: _____ Section(s): _____

Date of in-person session (following completion of asynchronous online coursework): _____

Time: _____

(Remember to allot enough time for any online coursework that will be completed synchronously.)

Information to consider for planning (e.g., Will participants submit any work for review? What do I need to follow up on from any previous sessions?): _____

In-Person Session Planning

(Reference specific module facilitation guide for specific activity details.)

BEFORE SESSION ACTIONS	DURING SESSION ACTIVITIES	AFTER SESSION ACTIONS

Session Notes/Follow-Up Reminders

Appendix D: Glossary of Course Terms

Term	Definition
academic language	Words that are traditionally used in academic dialogue and text; specifically, words that are not necessarily common or frequently encountered in informal conversation
accent	The stressed syllable that is spoken louder, longer and/or higher in tone
affix	A word part that holds meaning that is placed at the beginning or end of a root, stem, or word, or in the body of a word, to modify its meaning; refers to both suffixes and prefixes
alphabetic principle	The understanding that letters are used to represent speech sounds
argumentative text	A type of text specifically crafted to feature an author’s opinion or a claim related to a particular subject and to support that opinion or claim by offering reasons or evidence; also known as opinion text
automaticity	The learned capacity to use a skill on demand
background knowledge	The information students gain by reading and studying, or information given to students by a teacher
base word	The main meaning part of the word that can stand alone
benchmark	The level of predictive future success
blending	Sequentially merging individual sounds together to make whole words
bound morpheme	Used exclusively alongside other morphemes, such as affixes, most roots and other combining forms
breve	The diacritical mark for the short vowel sound
CBM (curriculum-based measurement)	An assessment designed to screen or predict an individual student’s later success in reading based on what effective readers can do at that specific time in their reading development
choral reading	A strategy whereby students read aloud in unison as a whole class, in a small group or in pairs along with the teacher or a more-proficient reader
closed syllable	A syllable that ends in a consonant that is preceded by a single-letter vowel
closed word sort	A type of word sort in which the categories are provided for students; sometimes a word bank is also provided, or students can retrieve words from the text
cohesive devices	Linking or transitional words that enable readers to navigate between keywords, clauses, phrases, sentences and paragraphs to make meaning

Term	Definition
cold read	The reading of a passage during an assessment that has not been seen or read before by a student
combining form	A form of a word that only appears as part of another word
compound word	A type of word formation that involves combining complete word-forms or base words into a single compound form; it has its roots in the Anglo-Saxon layer of our language
concept sort	A type of word sort that helps students learn and understand their vocabulary words
connected phonation	Producing phonemes without stopping between the individual sounds; can be sustained for a long time, such as the sound of <i>m</i> or <i>s</i>
consonant	A class of speech sounds that are not vowels and that are formed with the mouth partially closed and the airflow obstructed by the lips, teeth and tongue
consonant digraph	Two consonants coming together to make a new sound
conversational language	The language of everyday communication in oral and written forms
decodable text	Text that focuses on the phonetic code and presents words to students that follow the concepts that they have been taught
decoding	The process of converting written language into spoken words
derivational suffix	Suffix that changes the meaning, makes new words and often makes the word a different part of speech
diacritical mark	A mark placed on top or near a letter to indicate a specific pronunciation
diagnostic assessment	A tool to determine specific skill weaknesses in order to design instruction to address those specific skill weaknesses
digraph	Two adjacent consonants (a consonant digraph) or two adjacent vowels (a vowel digraph) in the same syllable representing a single speech sound (e.g., <i>sh</i> in <i>wish</i> , <i>ee</i> in <i>feet</i>)
diphthong	Two adjacent vowels in the same syllable whose sounds blend together with a slide or shift during the production of the syllable, such as <i>ou</i> in <i>ouch</i>
direct vocabulary instruction	Instruction in vocabulary that is deliberate and explicitly taught
discourse	The organizational conventions of connected text

Term	Definition
echo reading	A strategy whereby a more proficient reader, usually the teacher, reads a section of the text aloud, and then the student reads that same section of text aloud
encoding	The process of spelling a word
ethos	A persuasive technique in which the writer or speaker appeals to the audience’s morals, making the audience more likely to trust them
evidence-based practice	A practice, program, strategy, activity and/or intervention that is grounded in research and has evidence to show that it is effective at producing results and improving outcomes when implemented
expository text	A type of text that explains and provides information; also known as informational text
final stable syllable	A syllable with a reliable stable pronunciation that is often the final syllable in English words
finger tapping	A strategy used to map the sounds on to the fingers as a support to spelling
fluency errors	Errors made during a fluency read, including any words that are replaced, skipped, articulated incorrectly or read out of order
free morpheme	A word that can stand alone without affixes, such as a base word and some roots
formative assessment	A tool to guide instruction and support the adjustment of instructional strategy throughout the year (e.g., quizzes, written responses, exit tickets)
gradual release of responsibility model of instruction	“I Do, We Do, You Do”; teacher models, guided practice together, student practices independently
grapheme	The letter or letters that represent the phoneme
grapheme-phoneme correspondence	The foundational sound-letter relationship in reading and spelling
grapho-syllabic	The letter-syllable relationship
high-frequency word	One of the words that occur most often in written English
homophone	A word that sounds like another word but has a different spelling and meaning (e.g., <i>bare</i> and <i>bear</i> , <i>fourth</i> and <i>forth</i>)
hot read	The reading of a passage during an assessment that has been seen and practiced multiple times to achieve fluency mastery

Term	Definition
independent reading vocabulary	Words that are acquired through reading deep, reading wide and reading in volume
independent vocabulary	Words that are learned by being taught morphemes, context clues and how to use dictionaries and online tools
indirect vocabulary	Words that are learned through lecture, conversation, discussion and Read Alouds
inflectional suffix	A suffix that provides a grammatical signal of some kind; does not change the basic meaning of the word; and changes number, tense, person or comparison of the base word; there are a total of eight inflectional suffixes
informational text	A type of text that explains and provides information; also known as expository text
irregular word	A word that has an unexpected spelling because its orthographic representation does not match its pronunciation
lexical quality hypothesis (LQH)	<p>Holds that word knowledge has four primary linguistic dimensions:</p> <ul style="list-style-type: none"> • Pronunciation (phonological form) • Spelling (orthographic written form) • Meaning (semantic properties) • Morpho-syntax (roots, affixes, grammatical qualities; how the word works in a sentence)
lexicon	A person’s existing vocabulary
listening vocabulary	The words we need to know in order to understand what we hear
literary text	A type of text that provides a narrative (or story) following a similar story arc, including exposition, rising action, climax, falling action and resolution; also known as narrative text
logos	A persuasive technique in which the writer or speaker appeals to the audience using logic or reason
macron	The diacritical mark for the long vowel sound
mental model	Level of comprehension processing that goes beyond the literal comprehension of text, indicated by a rich and highly integrated process
metalinguistic awareness	The ability to think about and reflect on language
minimal pair	When words differ in only one speech sound and all of the others are identical
mnemonic strategy	A learning strategy that aids in retention

Term	Definition
morpheme	The smallest units of meaning in language; morphemes include base words, roots, affixes (prefixes and suffixes) and word parts called combining forms
morphology	A field of language studies that looks at the internal structure of words; words can be related to other words by rules
multisensory strategies	Explicit instructional procedures using visual, auditory and/or tactile-kinesthetic sensory systems
narrative text	A type of text that provides a narrative (or story) following a similar story arc, including the exposition, rising action, climax, falling action and resolution; also known as literary text
nonsense word	An English phonics pattern that is pronounceable but is not a real word (e.g., <i>simp, vit, glap</i>)
open syllable	A syllable that ends with a vowel sound
open word sort	A type of word sort in which students are provided only a list of words; students then create their own categories based on the meaning or relationship of the provided words
opinion text	A type of text specifically crafted to feature an author’s opinion or claim related to a particular subject and to support that opinion or claim by offering reasons or evidence; also known as argumentative text
oral reading fluency	The ability to read connected text with accuracy, at a conversational rate and with appropriate expression
oral vocabulary	Words that we use in speaking or recognize in listening
ORF (Oral Reading Fluency)	An assessment that measures a combination of a student’s reading rate and accuracy
orthographic mapping	A process to permanently store words for immediate retrieval, including the sounds of the words, the spelling of the words and their meaning
orthography	The English spelling system and how letters combine to represent sounds and form words
partner reading	A strategy whereby a more proficient reader is paired with a less proficient reader; the first reader reads aloud while the second reader follows along, providing corrective feedback; the roles are then reversed
pathos	A persuasive technique in which the writer or speaker appeals to the audience’s emotions, making them feel, e.g., sympathy, anger or sorrow
<i>phon</i>	Greek root meaning “with voice or sound”

Term	Definition
phoneme	The smallest unit of spoken sound
phonemic awareness	The ability to detect, identify and manipulate individual speech sounds (phonemes) in spoken words; it comes under the umbrella of phonological awareness
phonetics	The articulation and perception of speech sounds
phonics	A method of instruction where teachers explicitly teach students the relationship between the individual sounds in spoken language and the letters and letter combinations in written language, and how to use these relationships to read and spell
phonogram	The letter or letters that represent the corresponding sound (term is used specifically in the direct instruction of sound-spelling correspondences)
phonological awareness	A broad term that includes the awareness of larger parts of spoken language, including words, syllables, and onsets and rimes as well as the smaller parts, phonemes
phonological memory	The ability to immediately process and recall speech sound information for temporary storage
phonological naming	The ability to efficiently retrieve stored words through phonological information
phonological processing	The processing abilities that relate to the use of phonological information in processing spoken and written language
phonology	The system of rules governing the sequencing and distribution of speech sounds in words
phrase-cued reading	A strategy that involves creating boundaries in text to identify phrasing chunks, such as prepositional phrases
pragmatics	How language is used in social contexts; rules of social discourse
predicate	The action or doing in a sentence
prefix	An affix that is attached to the beginning of a base word or root and creates a new word with a changed meaning
prior knowledge	The knowledge that students already possess
progress monitor	A tool to determine if a student needs further instruction or is ready to move on to the next skill
prosody	The reading of text with meaningful expression

Term	Definition
Rapid Automatic Naming (RAN)	An assessment task that requires a student to look at and name letters, numerals, common objects, shapes or colors as fast as they can
r-controlled vowel pattern	Vowels that change their sound because that are affected by the /r/ sound
reading fluency	How quickly and accurately a student can read
reading vocabulary	Words we know and recognize when used in print
referent pronouns	Pronouns that refer back to something or someone that has already been discussed in the text (e.g., I, he, she, it, you and they)
repeated oral reading	A strategy whereby the student reads the same text three times, typically for 1 minute per reading
research-based practice	Any instruction or intervention practice that has been assessed and found to meet the criteria outlined in levels one through three of the Every Student Succeeds Act (ESSA)
root	The most basic part of a word that must have an affix added to it to make a real word, for example, <i>struct</i> , <i>ped</i> and <i>spec</i>
schwa	The reduced vowel sound in an unaccented syllable
scientifically based research	Research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs
segmenting	The ability to separate a word into its sounds
semantics	The aspect of language concerning word, phrase and sentence meanings and the relationships among word meanings
social language	The language we use in everyday communication for social interactions, emotional expression and play
speaking vocabulary	The words we know and use when we speak
structured literacy	A term used by the International Dyslexia Association to describe instruction that is systematic, explicit and based on the science of reading
student-centered learning (personalized learning)	Systems and approaches that deepen student learning by incorporating each student’s interests, strengths and needs to achieve the goals of active engagement, academic success and preparation for postsecondary opportunities
subject	The who or what is doing the action (the doer) in a sentence

Term	Definition
substitution	A word that replaces or substitutes for a previous word (e.g., “What a movie! I must recommend that!”)
suffix	An affix that is added to the end of a base word or root and creates a new word with a changed meaning or part of speech
summative	Assessments that confirm what students can know and do, typically at the end of a year, semester, course or instructional unit; assessment of learning
surface code	Level of comprehension processing of the exact words and syntax of sentences
syllable	A word or part of a word with one vowel sound
syntactic awareness	The conscious ability to manipulate or judge word order within the context of a sentence through the application of grammatical rules; an important metalinguistic skill that supports text comprehension and writing
syntax	The rules that determine how words are combined in phrases and sentences and how meaning is influenced or enhanced
text-based	Level of comprehension processing that captures the meaning that is explicitly stated in the text and the underlying meaning of those words
transfer effect	The identification of factors, across languages, that play an important role in reading development
transition words	Words that connect phrases or sentences
universal screener	An assessment designed to identify students who are not at the grade-level benchmark according to predictive indicators of later reading achievement
vowel	And unobstructed speech sound that is not a consonant; every syllable must have a vowel sound
vowel variant	A grouping of vowels that produce a sound that is different from the sound of the actual phonemes; for example, <i>ai</i> , <i>ay</i> and <i>ey</i> all make the long <i>a</i> sound
words correct per minute (WCPM)	The number of words read per minute, minus fluency errors
word sort	A type of activity where students categorize words according to their features (affixes, spelling, roots); beginning, middle or ending sounds; or parts of speech; these are usually used in early reading
word study	The study of alphabetic, pattern and meaning layers of English orthography
writing vocabulary	The words we know and correctly use when we write