Facilitator’s Guide

Session 1: Introduction to Literacy Learning and Development

Overview of Session – This session is designed to build participants’ awareness of the complexities of the reading process. Because teachers are proficient readers, they are sometimes surprised by and insensitive to how complicated the process really is. By becoming more attuned to this, teachers can become better able to provide instruction and guidance to students who are learning to read. Several activities are included to help participants gain insight into the complexities of reading and to experience reading from the perspective of a novice reader, with follow-up discussions of the characteristics of proficient readers and why some children may have difficulty learning to read. The importance of teacher knowledge, a recurring theme throughout the sessions, is emphasized.

This session also serves as a point of departure for the remaining sessions. As such, a model is presented to depict the interrelationships of the domains covered in the remaining sessions (motivation, alphabettic, word learning, vocabulary, and comprehension). This model is re-visited occasionally in subsequent sessions, as both a “You are Here” kind of guidepost and as a way of focusing participants on the important connections across the various aspects of early literacy development.

- Approximate time: 1 ½ hours
- Additional materials:
  - My Shadow handout
  - Slide handouts (To be distributed at end of session.)

NOTE: You will always know when your mic is open by looking for the microphone icon next to your name in the attendees box of the control panel. We will remind participants that the session will be recorded.
Throughout this and all sessions, facilitators are encouraged to use the “Raise Hand” feature to let the presenter know if there is someone in the room who wishes to make a comment, ask a question, etc.

<table>
<thead>
<tr>
<th>Slide</th>
<th>Video/Activity/Discussion/Book/Pages/Handout</th>
<th>Notes/ Prompts/Activity/Facilitator Role (FR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td>A</td>
<td>Demonstrates the constructive and active nature of reading. <strong>Activity</strong>: “Sam walked slowly on the way to school…” Segments of the “Sam” story will be brought up one at a time and participants will be asked to share their thinking as the story unfolds. <strong>FR</strong>: If necessary, restate what is being shared in the room so presenter may respond.</td>
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<td>3</td>
<td>A</td>
<td>Ambiguous newspaper headlines. Demonstrates how literate people are skilled problem-solvers. <strong>Activity</strong>: “Landfills refuse refuse…” Confusing headlines will be shown one at a time and participants will be encouraged to share their insights regarding what we do when we read. <strong>FR</strong>: If necessary, restate what is being shared in the room so presenter may respond.</td>
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<tr>
<td>4</td>
<td>A</td>
<td>Taking the perspective of a child who has limited experiences with print. <strong>Activity</strong>: <code>&lt;%{^$#} +#%</code>&gt;` Participants will be asked to think about what a beginning kindergartner who had very limited book experience would need to understand in order to profit from a shared reading experience with a text as unfamiliar to them as this text is to competent readers. <strong>FR</strong>: If necessary, restate what is being shared in the room so presenter may respond.</td>
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<td>5</td>
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<td>Translation and discussion for slide #4</td>
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<td>6</td>
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<td>Model for Literacy Learning and Development  This graphic is intended to depict the interrelationships of the domains covered in the remaining five sessions (motivation, alphabetics, word learning, vocabulary, and comprehension).</td>
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<td>7</td>
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<td>Characteristics of proficient readers.</td>
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|   |   | Video. *My Shadow.* First grader working 1-1 with tutor, using a variety of word-solving strategies as he reads. Connects to characteristics of proficient readers. (Time = 9:00)
|   |   | **Video:** Link provided in materials box. Video is divided at mid-point, where we will stop for discussion.
|   |   | **Handout:** Text for *My Shadow.*
|   |   | **Discussion Q:** As participants view the video of the child reading the book *My Shadow,* they’ll be encouraged to think about the characteristics of proficient readers, the sources of information the child uses to help identify unfamiliar words, and what the teacher must know and do to support the child’s development toward proficiency. Participants will be encouraged to take notes as they view the video. After viewing, we’ll provide time for group discussion.
|   |   | **FR:** Handout the text for *My Shadow* before viewing the video. Encourage participants to share their thoughts with one another when the video stops. If necessary, restate what is being shared in the room so presenter may respond.
| 8 | V, D, H | **Effective Early Literacy Instruction**
|   |   | General questions related to literacy instruction. **Discussion Qs** are right on the slide.
|   |   | **FR:** Encourage discussion. If necessary, restate what is being shared in the room so presenter may respond.
|   |   | **Reading Difficulty**
| 9 | D | Reasons why some children have difficulty learning to read
|   |   | Early reading difficulties
|   |   | Later and late emerging reading difficulties
|   |   | **Teaching Matters**
| 10 |   | Important teacher insights and preparation for optimal teaching.
| 11 |   | Research evidence on teachers and student achievement
| 12 |   | Influence of teacher practice vs program use on achievement
| 13 |   | Evidence for “research-based” reading interventions/programs