



Champion Implementation Planning Time

With your Curriculum Associates Regional Literacy Consultant Nora Leary

Overcoming Obstacles & Thriving as the Underdogs ? It's a Philly Thing...



Whether it's Phonics or Football - You Got This, Champions!

Today's Meeting Objective

**Plan for a
Successful *Phonics*
for Reading
Implementation**

- 1** Identify and Group Students for Program
- 2** Select your Staff & Instructional / Monitoring Model
- 3** Take an Inventory of *Phonics for Reading* Resources
- 4** Share Plan and Expectations for Implementation
- 5** Next Steps and Resources

Today's Resources

- <https://i-ready.padlet.org/nleary2/philly-love-project-2023-ca09ffrnedm36qs7>
- <https://forms.gle/5BptqNFu1YW6S1R78>

The screenshot shows a Padlet board titled "Philly Love Project 2023" by Nora Leary. The board is organized into several columns and rows of resource cards. At the top right, there are logos for "i-Ready PHONICS for Reading" and "Philly LOVE Project".

- Begin Here:** A card titled "Philly Love Project Planning Document" featuring a PDF icon and a table titled "Student Groupings by Placement Level and Assigned Teacher".
- Phonics for Reading Resources:** A card titled "Phonics for Reading Educator Guide" featuring the i-Ready logo and a PDF icon.
- Dr. Anita Archer Pfr Videos:** A card titled "Teach with Fidelity" featuring a video player with a play button and a duration of 03:45. Below the video is a comment section with "Add comment".
- Share Your Questions Here:** A card titled "Philly Love Project PD Event (1.19.23) Parking Lot Question Responses" featuring a PDF icon and a table titled "Parking Lot Questions and Responses".
- Strategies (Remote or ...):** A partially visible card at the bottom right.

At the bottom left of the board, there is a comment from "Nora Leary" dated 1m ago.

1

Identify and Group Students for Program

- District administrators used a Diagnostic Results Reading Export to identify students placing One or More Grade Levels Below in Phonics across schools, class, and grades.
- Champions will use that data to **identify students in grades 3+ receiving Special Education.**
- Champions will then **sort those students into groups of 10 or fewer by their Phonics for Reading levels.**

Each student at Grade 3 or higher . . .	
who places here on the <i>i-Ready Diagnostic</i> will start here in <i>PHONICS for Reading</i> .
Phonics Level K or Level 1	First Level
Phonics Level 2	Second Level
Phonics Level 3	Third Level

Frequently Asked Question



What if a teacher feels that a student's I-Ready Diagnostic Phonics placement level isn't right?

- In addition to using professional expertise and judgment – teachers should **refer to other data points** to get a better idea of a student's Phonics level.
- Teachers can check a student's **I-Ready Historical Diagnostic Data** to notice trends in Phonics performance over time.
- Teachers can also collect data from the **Phonics for Reading Placement Test** that is included with the program.
- Teachers should carefully **monitor students during Diagnostic 2** to ensure accurate data is collected.

2

Select your School Staff & **Instructional Model**

- **Assign each student group to a Special Education teacher** who can instruct Phonics for Reading four or five days a week.
- Depending on your school's intervention structure and schedule Champions & building administrators need **decide how much time teachers have for Phonics for Reading instruction.**
- If educators teach Phonics for Reading 20-30 minutes a day (i.e., half of a lesson) or 45-60 minutes a day (i.e., a full lesson) each level can be completed in these time frames:

<i>PHONICS for Reading Levels</i>		If you teach it ...	You will complete it ...
First Level	<ul style="list-style-type: none"> • Short vowels • Consonants • Blends • Digraphs 	20–30 minutes a day	in 12 weeks
		45–60 minutes a day	in six weeks
Second Level	<ul style="list-style-type: none"> • Vowel combinations • <i>r</i>-controlled vowel sounds • Compound endings • CVCe words 	20–30 minutes a day	in 14 weeks
		45–60 minutes a day	in seven weeks
Third Level	<ul style="list-style-type: none"> • Vowel/letter combinations • Prefixes and suffixes • Minor consonant sounds • Minor vowel sounds 	20–30 minutes a day	in 16 weeks
		45–60 minutes a day	in eight weeks

2 Develop a School **Progress Monitoring Model**

- **All Students Should Begin Phonics for Reading Instruction the Week of February 13th.**
- Identify how and when teachers should collect and share student Phonics for Reading data.
- Create Phonics for Reading Report Groups in I-Ready and use Diagnostic Phonics data to measure growth after each diagnostic assessment.
- In addition to assessing and providing immediate corrective feedback throughout the lessons – teachers also have access to the following resources for monitoring progress:

Progress Monitoring Resources	Levels / Pages...
Checking Up (Oral, teacher-directed accuracy check; Formal measure of students' skills.	All levels after every third or fourth lesson.
Individual Education Plans (Long-term and short-term objectives can be set for individual students.)	In each Teacher's Edition Appendix
Placement Test Forms (Can be used as a pre-test and post-test when a student completes a level or portion of a level to gauge growth).	In each Teacher's Edition Appendix
Letters of Progress to be shared with family members three times throughout a level.	In each Teacher's Edition Appendix

Frequently Asked Question



Is Phonics for
Reading replacing
Corrective Reading
and Reading
Mastery?

■ **Yes.**

3 Take an Inventory of *Phonics for Reading* Resources

- All student books were delivered the first week of January.
- All digital teacher edition books were emailed to registered attendees on January 19th.
- Teachers will need to have the following books ready for students in each group level:

Each student at Grade 3 or higher . . .	
who places here on the <i>i-Ready Diagnostic</i> will need this many <i>PHONICS for Reading</i> books.
Phonics Level K or Level 1	All three books: First Level, Second Level, and Third Level
Phonics Level 2	Two books: Second Level, Third Level
Phonics Level 3	One book: Third Level

Frequently Asked Question



What if we do not have enough books for students?

- OSS has extra; they will look at student numbers and delivery amount before giving more.

Frequently Asked Question



What other materials do teachers need for a successful implementation?

- Teachers will want to have a board or screen to guide the Sound Drill activity.
- Teachers should also download metronome app. The recommended app is The Metronome by Soundbrenner (Free). This will support the 120 bpm brisk pacing needed for Sound Drill intervention.

4

Share Plan and Expectations for Implementation

- When your Phonics for Reading school plan is finalized (before February 13th) please share student groups with assigned teachers, ensure materials are set, and communicate implementation and monitoring expectations.
- As a reminder, all students should **begin phonics for reading instruction the week of February 13th** so that Champions can check level progression and the student data collected will be comparable.
- Please use the following form to share your implementation plan details with the district and your dedicated Phonics for Reading PD Consultants:

<https://forms.gle/5BptqNFu1YW6S1R78>

5 Next Steps and Resources

- Champions should have connected with their cohorts and dedicated Phonics for Reading PD Consultant at the Philly Love Project PD Event.
- Your dedicated Phonics for Reading PD Consultant should have provided you with upcoming dates that they will visit your school to provide coaching and support. Keep an eye out for more communication from them as visit dates approach.
- Check the Philly Love Project Padlet for PfR resources, videos, responses to FAQs, and other updates: <https://i-ready.padlet.org/nleary2/philly-love-project-2023-ca09ffrnedm36qs7>

Thank You So Much
for Being a
Champion and
Integral Part of the
Philly Love Project!

i-Ready
PHONICS
for Reading

Philly
LOVE
Project