

Parking Lot Questions and Responses

Questions	Responses
Can we have a resource that provides us with sound models for pronunciations?	The Rollins Resources YouTube page has a handful of videos that are a great complement to phonics instruction. Here is one video that covers phoneme pronunciation: https://youtu.be/F31s7iZPZnU
Is this a supplement or replacing corrective reading?	Replacing
How can this work with IEP goals?	Phonics Data and IEP goals related to Phonics and like Reading Skills
Does the lesson need to be redone if 90% don't pass?	In the Checking Up (Oral Teacher Directed Activity) you'll ask students to read part 1 of the story. As students read, teachers will listen and mark errors in the student book. If 90% of the students make 2 errors or fewer, you may move on to the next lesson. If not, the lesson will need to be repeated.
Are we permitted to change the level a student is working on if we feel the diagnostic level is not a true representation of their skill? Since it is computer based they could have rushed or guessed correctly?	Use data, diagnostic 2 is coming so wait to change and proctor students you suspect during Diagnostic 2 for reliable data.
With caseload sizes push-in schedules, and intervention, block times, how are teachers supposed to address IEP goals and use this program as intended without flexibility?	These questions would need to be directed to those overseeing the Phonics for Reading implementation.
What happens if the diagnostic report doesn't have the linked phonics level?	The Diagnostic Report recommends a Phonics for Reading level to students who are placing below grade level in the phonics domain. The recommendations are dependent on how far below grade level students perform. If a student doesn't receive Phonics for Reading as a recommendation, they may not need it as a support (determined by their Phonics performance on the Diagnostic.)
Where can we get the student materials?	Shipped to school first week of January
Where can teachers get access to the digital resources? (teacher guides)	Lakisha Baxter or Russell Washington Registered attendees received email 1/19/23
What happens if materials needed exceed previous order as placement / enrollment fluctuate (i.e. students paper vs. Electronic may differ)?	Every school received more than enough materials for all students within Sped only. Running out should not be an issue.
We did not order enough – How can we get more?	OSS has extra; they will look at student numbers and delivery amount before giving more

Are we allowed to use recommended teacher toolbox intervention resources (if students place out of phonics for reading but qualifies for reading special education services / to not use corrective reading past level 3 of phonics for reading?)	These questions would need to be directed to those overseeing the Phonics for Reading implementation.
Will this replace Reading Mastery?	Yes
Scenario: 2 nd Grade student using Foundations in class. Gets pulled out with 3 rd graders. Should 2 nd grader use Phonics for Reading too?	Phonics for Reading is for students in grade 3 and higher only
Can I have a video of a lesson with a teacher and student?	Anita Archer videos are shared in Padlet.
Will we use D1 or D2 data for placement?	D1 because you should start before students take D2
When will teachers get the digital resources?	Email sent 1/19/23
What I-Ready report is used for placement?	Admin export
No idea materials were being delivered. Unsure of where they are or if they were delivered.	Delivered first week of January