

# Early Literacy Learning Series

## Discussion Facilitator Guide for Recorded Sessions

[Video Playlist](#)

To utilize these videos as a professional learning opportunity, consider the following recommendations and guidelines:

The Administrative Rules of Montana (ARM) define legal parameters for professional development of educators in the following items:

[10.55.714](#)

[10.57.215](#)

[10.57.216](#)

Although informational, the videos alone do not meet the requirements outlined in ARM and therefore watching them does not qualify for Professional Development Unit Certificates. There are, however, opportunities in which the videos could be utilized strategically by a facilitator to elevate them to a professional learning opportunity.

### **FOR ADMINISTRATORS AT PUBLIC SCHOOLS:**

Consider using these videos with the adjoining discussion questions as a professional learning opportunity for your early literacy staff. At a minimum, these videos, paired with a 20-minute discussion period, could be translated to 1 PDU certificate per video and subsequent discussion.

If you are a registered provider of professional development for your school, you can issue professional development unit certificates to educators who have completed the sessions in compliance with your expectations, district policies, and the Administrative Rules of Montana items provided above. If you are not yet a provider and would like to become one, please visit the ["Provider"](#) webpage.



# Early Literacy Learning Series

## Discussion Questions and Video Links

### [August Early Literacy Learning Series](#)

1. Which three skills support all other domains of development?
2. Language instruction should provide opportunities to develop:

### [August Early Literacy Learning Series \(2nd Hour\)](#)

3. What are the two strands of the Reading Rope that lead to skilled reading?
4. What are the three essential parts of a letter card routine?
5. Note at least two tips for letter formation.
6. Describe your understanding of a sound wall.

### [Early Literacy Learning Series- Print Awareness](#)

7. What three components make up print awareness?
8. List three instructional strategies you can use to enhance print awareness.



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## Discussion Questions and Video Links

### [Early Literacy Learning Series- Phonemic Awareness](#)

9. What are the five components of reading instruction?
10. What is the smallest unit in spoken language called?
11. What is the difference between blending and segmenting phonemes?
12. How many phonemes are in the English language?
13. What is the process that readers use to store written words for quick retrieval?
14. How many phonemes are in each of the following words?
  - a. clap
  - b. them
  - c. teacher
  - d. eight

### [Early Literacy Learning Series- Phonemic Awareness 2](#)

15. What specific phonemic awareness skills do we need to support our students in building?
16. Which two are MOST essential for skilled reading?
17. What are the three descriptors for effective phonemic awareness instruction?



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## Discussion Questions and Video Links

### [Early Literacy Learning Series- Phonics and Decoding](#)

18. What is the Simple View of Reading?
19. What do we call the knowledge of the relationships between phonemes and graphemes?
20. What do phonics support us in doing?
21. Summarize your understanding of phoneme/ grapheme mapping.

### [Early Literacy Learning Series-Vocabulary](#)

22. What are the principles for effective vocabulary instruction?
23. Summarize your understanding of the Frayer Model.

### [Early Learning Series-Decodable Texts](#)

24. What is the purpose of decodable texts? When should we use them?
25. Describe the differences between Decodable Text and Early Leveled Readers.
26. Summarize your understanding of the error correction methods discussed in this video.



# Early Literacy Learning Series

## Discussion Questions and Video Links

### [Early Literacy Learning Series- Special Education and Inclusion in Early Literacy](#)

- 27. Explain the Least Restrictive Environment (LRE)?
- 28. Explain Inclusion.
- 29. Describe at least two benefits of Inclusive Practices.

### [Early Literacy Learning Series- Early Writing with Erica Lembke](#)

- 30. What are the four components of the Simple View of Writing? Give some information about each component.
- 31. What is a CBM? What are some benefits of using a CBM for measuring writing?
- 32. What are the tenets of explicit instruction across writing tasks?



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## Discussion Questions and Video Links

### [Early Literacy Learning Series- Dyslexia](#)

- 33. Explain dyslexia in your own words.
- 34. Which areas of the brain are for reading?
- 35. What might we screen for to determine risk? When can we screen for risk?
- 36. Which two phonological tasks must a student be able to do before they are ready for decoding and spelling instruction?

### [Early Literacy Learning Series- Literacy in Mathematics](#)

- 37. Describe two reasons to integrate literacy and math.
- 38. Respond to the data study about how much instructional time is devoted to each math content area.
- 39. Reflect on your math program. Does the scope and sequence provide enough extension and practice opportunities? If not, how might you provide those?
- 40. In what ways does your program incorporate literacy? Specifically think about vocabulary and discussion.
- 41. Reflect on wait time. What do you do well and how could you improve?



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## Discussion Questions and Video Links

### [Early Literacy Learning Series- Mental Health and the Repercussions of Struggling to Read](#)

- 42. Name at least two negative mental health outcomes that can be connected to struggling to read.
- 43. What mental health concerns have you observed in your students who struggle with reading?
- 44. Consider the supports available in your school or district. Is there a clear process for accessing these supports? Is mental health a component of your school or district's MTSS system? Do you know what to do when you have concerns? Consider these questions and reflect on your comfort level with mental health.
- 45. How might family engagement initiatives support both mental health and early literacy?

### [Early Literacy Learning Series- Reading Comprehension](#)

- 46. Compare and contrast reading comprehension and language comprehension.
- 47. What factors determine reading comprehension?
- 48. What are the four types of vocabulary?
- 49. Explain the three tiers of vocabulary?
- 50. How does morphology support reading comprehension?



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## Discussion Questions and Video Links

### [Early Literacy Learning Series- Early Literacy for Administrators](#)

- 51. In what ways do you leverage student data?
- 52. In what ways do your data practices affect Tier 1 instruction?
- 53. Reflect on your systems. In what ways do they support student learning? Identify any areas that could use revision.
- 54. Identify three areas for professional development in your district.
- 55. Identify three barriers in your role as an instructional leader. What steps can you take in the next day, month and year to move those barriers?

### [Early Literacy Learning Series- Proficiency- Based Learning](#)

- 56. List some features of proficiency-based learning.
- 57. How can proficiency-based learning support early literacy?
- 58. What is a proficiency scale and how do we use it?
- 59. When thinking about a standard, what do the nouns and verbs tell us?
- 60. Where do you look for scaffolding ideas when a student cannot meet a standard?





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## Discussion Questions and Video Links

### [Early Literacy Learning Series- Sound Walls](#)

61. Explain a speech-to-print approach for literacy instruction.
62. List two or more benefits of a speech-to-print approach.
63. How many speech sounds does the English language have?
64. Compare and contrast word walls and sound walls.
65. How does learning about articulation support phonemic awareness, phonics, and spelling?

