

## Guidelines for Effective Phonics Instruction

Keep the following in mind as you teach the alphabetic principle and phonics:

<i>Guidelines</i>		<i>Details</i>
<b>1</b>	Introduce letter-sound correspondences in a sequence.	<ul style="list-style-type: none"> <li>Start with frequently used letter-sound correspondences that can be combined to make words that students can decode.</li> <li><u>Examples:</u> the consonants <i>b, s, t, d</i> and the short vowels <i>a, i</i> (<i>bat, sat, bad, sad, sit, bit, tab</i>)</li> </ul>
<b>2</b>	Introduce only a few new letter-sound correspondences at a time.	<ul style="list-style-type: none"> <li>Base the rate of introduction on the needs of students.</li> </ul>
<b>3</b>	Introduce letter sounds that are auditorily and/or visually similar at different times to avoid confusion.	<ul style="list-style-type: none"> <li><u>Examples:</u> <i>b /b/</i> and <i>p /p/</i>, <i>m /m/</i> and <i>n /n/</i></li> </ul>
<b>4</b>	Regularly review and practice previously learned concepts, preferably at the start of a new lesson.	<ul style="list-style-type: none"> <li>Students need lots of practice to achieve automaticity.</li> </ul>
<b>5</b>	Use a Gradual Release of Responsibility model (Pearson & Gallagher, 1983).	<ul style="list-style-type: none"> <li>This model shifts the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner.</li> <li>also referred to as an <i>I do it, We do it, You do it</i> approach</li> <li>Remember that students learn letter-sound correspondences at different rates.</li> </ul>
<b>6</b>	Use a strong cuing system to teach letter-sound associations.	<ul style="list-style-type: none"> <li>Use memorable picture cues to associate the first sound of the picture to the letter.</li> <li>Tap into multiple modalities to support learning: action cues, songs, stories.</li> </ul>
<b>7</b>	Correct pronunciation is critical as teachers model the individual sounds associated with each letter.	<ul style="list-style-type: none"> <li>Inaccurate pronunciation can lead to difficulties with reading and spelling for students.</li> <li>Slow down and enunciate clearly.</li> <li>Be careful not to over-enunciate or extend sounds (e.g. avoid adding “uh” to sounds like <i>/b/</i>, <i>/d/</i> <i>/k/</i>).</li> </ul>
<b>8</b>	Help students blend letter sounds to make and read words, and segment letter sounds to spell words.	<ul style="list-style-type: none"> <li>Use engaging, multisensory blending and segmenting activities to provide significant practice.</li> </ul>

<b>9</b>	Progress from VC (short vowel, consonant) and CVC (consonant, short vowel, consonant) words to longer words with 4-5 letters that include blends and digraphs.	<ul style="list-style-type: none"> <li>• Continue to use one-syllable words throughout kindergarten and grade 1.</li> </ul>
<b>10</b>	Provide practice using decodable text that consists of words with letter-sound patterns that have already been taught and only a few sight words.	<ul style="list-style-type: none"> <li>• Phonics practice using decodable text is critical for improving decoding skills.</li> </ul>
<b>11</b>	Create a classroom environment that is “alive” with word learning.	<ul style="list-style-type: none"> <li>• Make learning public by posting letter charts, word walls, and other visuals</li> <li>• Encourage students to be curious about words and become word watchers and “detectives”.</li> </ul>
<b>12</b>	Differentiate and scaffold instruction.	<ul style="list-style-type: none"> <li>• Determine pace of instruction, the amount of whole group/small group instruction, and decisions about who needs supplemental or intervention instruction based on individual student needs</li> <li>• Use flexible grouping and regroup students according to their needs.</li> </ul>
<b>13</b>	Progress monitor on a regular basis.	<ul style="list-style-type: none"> <li>• Use informal assessment and curriculum-based measures to determine if students are reaching benchmarks for foundational reading skills.</li> </ul>