

Phonics Correlation Map

Evidenced Based Practice (EBPs) in Reading The following skills should be taught explicitly, systematically, and from simplest to most complex within a meaningful context, relevant, real world reading; not in isolation.	High Leverage Practices (HLPs)	Reflection Questions
Phonics		
• phoneme-grapheme correspondence • Systematic instructional sequence— easier to more complex (e. g., teach s, m, t, d, a before ch, th) • Evidence-based methods of phonics instruction (e.g., synthetic, analogy, successive blending, manipulatives). • Explicit and direct teaching of decoding skills. • Alphabetic principle, or the insight that letters and sounds work together systematically to form words. • Six syllable types and syllable division patterns • Common orthographic rules and patterns. • Etymology of English words. • Use of pseudoword reading for assessment	HLP6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. InTASC 6(c,l), 7(d,l); CEC ISCI 4 S8; ISCI 5 S11; ISCI 5 S15; ISCI 5 S21 HLP12. Systematically design instruction toward specific learning goals. InTASC 7(b,c,f,k); CEC IGC 5S24; IGC5S14; IGC5S16;IGC5S17 HLP15. Provide scaffolded supports. InTASC 1(a) 4(a), 7(c), 8(b); CEC IGC5S23; ISCI 5 K2;IGC5S2; IGC 5S4 HLP16. Use explicit instruction. InTASC 8(e,l); CEC IGC5S23; ISCI 5 K2;IGC5S2; IGC5S4	HLP6. <i>How do we use student phoneme-grapheme assessment data to analyze instruction?</i> HLP12. <i>How am I systematically designing phonics instruction or how to identify the components of a systematic phonics program?</i> HLP15. <i>How do I scaffold instruction while teaching phonics?</i> HLP16. <i>How do I include direct instruction, modeling, guided practice, and</i>

	<u>HLP20.</u> Provide intensive instruction. InTASC 2(a,c), 8(l); CEC IGC5S23; ISCI 5 K2;IGC5S2; IGC5S4 <u>HLP22.</u> Provide positive and constructive feedback to guide students; learning and behavior InTASC 6(d,l) 8(i); CEC 4.4; IGC2S4; IGC5S12	<i>independent practice (I do, we do, you do) into a phonics lesson in whole group, small group and/or individual settings?</i> <i>How am I using explicit instruction in the context of meaningful reading?</i> <i>How am I explicitly teaching comprehension during phonics instruction?</i> <u>HLP20.</u> <i>How am I providing multiple and varied opportunities for practice of phonics?</i> <u>HLP22.</u> <i>How am I providing positive and instructive feedback to students to develop a student's confidence and metacognitive abilities in reading?</i>
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