

USD 475 Framework for Teaching Phonics

6 T's (common features of effective elementary literacy instruction)	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Time	<ul style="list-style-type: none"> ▪ 15-30 minutes per day of systematic and explicit phonics instruction ▪ Emphasis begins 2nd semester 	<ul style="list-style-type: none"> ▪ 20-25 minutes per day of systematic and explicit (direct) phonics instruction 	<ul style="list-style-type: none"> ▪ 20-25 minutes per day of systematic and explicit (direct) phonics instruction 	<ul style="list-style-type: none"> ▪ 15-20 minutes per day of direct instruction to individual or small groups for remediation needs ▪ Phonics instruction should not be taught in isolation to the whole group ▪ Word work/word study should be the focus integrated with vocabulary instruction 		
Texts	<p>Teachers are expected to use the following resources:</p> <ul style="list-style-type: none"> ▪ District adopted materials (Get Ready Books/Take Home Books/Phonics Practice Readers-Harcourt, Fast Track Phonics/Word Power-SFA) <p>Additional resources that are recommended:</p> <ul style="list-style-type: none"> ▪ <u><i>My Writing Words</i></u> booklet for K-2 ▪ <u><i>Words Their Way</i></u> by Bear, Invernizzi, Templeton & Johnston ▪ 4 Blocks materials and resources 			<p>Teachers are expected to use the following resources:</p> <ul style="list-style-type: none"> ▪ District adopted materials (Take Home Books-Harcourt, Word Power-SFA) <p>Additional resources that are recommended:</p> <ul style="list-style-type: none"> ▪ 4 Blocks resources such as: <u><i>4 Blocks Phonics, Building Big Words, Making Words, & Making Bigger Words</i></u> ▪ <u><i>Words Their Way</i></u> by Bear, Invernizzi, Templeton & Johnson 		
Teaching	<ul style="list-style-type: none"> ▪ Phonics instruction should be explicit (direct) and systematic using texts which include rhyme, alliteration, song and repetitive text ▪ The gradual release of responsibility model should be followed as a model of instructional delivery ▪ Shared reading activities with big books (or other large print materials), overhead transparencies, classroom phonics sets should be available in a variety of instructional levels ▪ Word Wall activities as introduced in Harcourt Brace, SFA and 4 Blocks and use of First Grade and Second Grade District Word Lists ▪ Individual, small group or whole group instruction is effective ▪ Inventive spelling should be phased out in second grade ▪ Classroom should be rich with environmental print to encourage children to use print to identify areas and supplies 					
Talk	<ul style="list-style-type: none"> ▪ Daily conversations that are purposeful need to occur that are engaging, motivating, and interactive between the teacher and students (Think Alouds/Read Alouds) and between students and their peers (Think-Pair-Share) ▪ Common language related to phonics should be understood and used consistently 					
Tasks	<ul style="list-style-type: none"> ▪ The instructional sequence for phonics instruction should be followed and is in place in the Harcourt Brace series and the <i>Success For All</i> model. ▪ *The instructional sequence from Harcourt Brace and Success For All has been provided in the phonics section of the Literacy Handbook. ▪ Students should have many opportunities to practice the relationships they are learning through their reading and writing and through activities such as building words, word sorts and use of manipulatives. 					

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	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Testing	<ul style="list-style-type: none"> ▪ Not to mastery ▪ DIBELS (Dynamic Indicators of Early Literacy Skills) (Date of full implementation has not been determined) ▪ Teacher observations 	<ul style="list-style-type: none"> ▪ IRIs/Running Records-miscue analysis ▪ DIBELS (Dynamic Indicators of Early Literacy Skills) (Date of full implementation has not been determined) ▪ Decoding Inventory-<u>Words Their Way</u> (recommended not required) ▪ Teacher observations 	<ul style="list-style-type: none"> ▪ IRIs/Running Records-miscue analysis ▪ Assess students performing below grade level using DIBELS (Dynamic Indicators of Early Literacy Skills) (Date of full implementation has not been determined) ▪ Decoding Inventory-<u>Words Their Way</u> (recommended not required) ▪ Teacher observations 			

6/30/2005