A Closer Look at EVIDENCE-BASED LITERACY INSTRUCTION

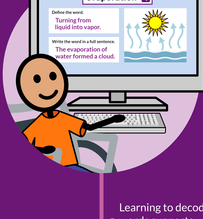
PHONOLOGICAL AWARENESS

- Develops the ability to distinguish sounds in words
- Leads to stronger decoding and encoding skills
- Additional instruction benefits struggling readers, who often have deficits in these areas
- Provides the foundation for successful reading development

PHONICS

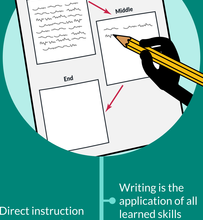
- Connects knowledge of the sounds in words to the correlating letters and spelling patterns
- Multiple spelling patterns, or graphemes, can represent each sound
- Explicit, systematic instruction enables students to orthographically map phoneme-grapheme correspondences and apply learned skills
- Many high-frequency words, such as *see*, *in*, *how*, and *that*, are decodable and should be taught that way
- Words that follow irregular spelling patterns, such as *was*, *there*, *you*, and *of*, can be taught as sight words

VOCABULARY



- Learning to decode words supports vocabulary acquisition
- Knowing how word elements make up words helps students determine meanings
- Intentional, direct instruction is essential for building a student's word bank
- Use context to provide definitions, actively engage students in deciphering word parts and meanings, and provide multiple exposures to content about the word
- Making connections and deeply understanding meanings of word parts are more helpful than memorization

WRITING



- Writing is the application of all learned skills
- Direct instruction ensures students understand how to organize, develop, and compose thoughts/ideas
- Teacher modeling and graphic organizers are powerful tools
- Actively monitor and provide feedback to students on their writing
- Scaffold writing instruction based on students' needs so they receive differentiated instruction and assignments on their instructional level

Empower Students With Strategies for Success

Focus your literacy instruction on evidence-based practices to improve skills that students can use in school and life.

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