**Phonics Outline Template-Universal Reading**

<table>
<thead>
<tr>
<th>Color Coding:</th>
<th>Where We Are</th>
<th>TO DO</th>
<th>Staff Development/Needed Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red-Not in Place</td>
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<tr>
<td>Orange-Purpose Building (80% Buy-in)</td>
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<tr>
<td>Yellow-Infrastructure (Planning)</td>
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<tr>
<td>Green-Initial Implementation (We are all trying it out)</td>
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<tr>
<td>Blue-Full Implementation (Well-established)</td>
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**School:** ________________

Phonics student outcomes are based on **state or local standards**

**Systemic and Systematic:** Staff understands the need for consistency within/ across grade levels

Agreed upon phonics/spelling **scope and sequence** using common curriculum resources

**Staff teaches phonics within an agreed upon **Instructional Framework** with documented research- evidence based instructional practices and procedures for each key instructional routines/practices-**See detailed Instructional Framework Handout**

- **Focus Lesson-Explicit Instruction, modeling, demonstrating**
- **Guided Instruction-Flexible grouping based on data, differentiated, scaffolding, feedback**
- **Collaborative Learning Opportunities** Group learning, purposeful student talk, authentic and aligned to target skill/strategy
- **Independent- Student applies to novel tasks, relevant, authentic, student choice**
- **Student Coaching/Conferring** Teacher/student conversation, feedback, goal setting

**Staff has a common understanding of current research on effective phonics instruction with agreed upon practices such as systemic and systematic:**

- **explicit phonics instruction**
- **word study/knowledge of letter-sound patterns**
- **word work/ word solving strategies**
- **word recognition-automaticity with high frequency/sight words**
- **Spelling instruction** in sound-letter relationships connected to decoding (reading/spelling connection)

**Multiple reading-writing/spelling learning opportunities**

Numerous **opportunities to practice reading texts** that contain a high proportion of words that conform to taught sound-letter relationships

Provide a sequence of texts to deliver **cumulative review of previously taught patterns**

**Staff analyzes phonics data** and makes decisions based on common assessments

Collaborative structures and protocols are in place for co-planning and data analysis

Staff has established **culturally responsive practices** and **family engagement** protocols