

ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes



Teacher Model

1. Teacher: *It's time for What Word? I will say the sounds in a word. Then you will say the word. Listen.* (One sound at a time, say the sounds in the first word in the Word Bank, stretching continuous sounds and keeping stop sounds short. Pause for thinking time.) *What Word?*

Students: (Say the word.)



Student Practice

2. Teacher: *Listen.* (Say the sounds in the next word in the Word Bank one sound at a time, stretching continuous sounds and keeping stop sounds short. Pause for thinking time.) *What Word?*

Students: (Say the word.)

Repeat Step 2 with remaining words.

3. Teacher: (Have individuals use each word in an oral sentence, as time allows.)

Teacher: *Making sounds stretch and connect helps you read words.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students do not respond correctly, scaffold by gradually shortening the length of each sound until students respond with the correct word. If necessary, provide the word and ask them to repeat it.

MATERIALS

- Lesson Word Bank

ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

- Lesson Word Bank



Teacher Model

- 1. Teacher:** *It's time for Say It Slowly. I will say a word. Then you will say each sound in the word, one sound at a time. The first word is* (word from Word Bank). *Listen to me say the word again slowly.* (Say the sounds in the word one at a time, stretching continuous sounds and keeping stop sounds short. Connect sounds when possible.) *Say it slowly with me.*

Teacher and Students: (Cue students to say each sound with you by holding up one finger at a time. Stretch continuous sounds and keep stop sounds short.)

Teacher: *Now it's your turn to say it slowly by yourselves.* (Continue to cue students, as before.)

Students: (Students say one sound at a time, stretching continuous sounds and keeping stop sounds short.)



Student Practice

- 2. Teacher:** *Listen.* (Say the next word in the Word Bank.) *Say it slowly.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students do not respond correctly to some words, repeat Step 1 (Teacher Model).

- Teacher Key Word Cards for lesson
- Teacher and Student Letter Cards (lowercase letters)
- Lesson Word Bank

ROUTINE 3—New Sound

Phonics: Introducing New Sound



Teacher Model

1. Teacher: *It's time for New Sound.* (Show students the letter, or letter pattern, on your Key Word Card.) *Listen as I say the sound for this letter* (or letter pattern). (Say the sound.) *Say the sound.*

Students: (Say the sound.)

Teacher: (Show students the picture on the Key Word Card.) *Our key word for this letter* (or letter pattern) *is* (key word). *Say* (key word).

Students: (Say the key word.)

2. Teacher: *Say the new sound again.*

Students: (Say the new sound.)

3. Teacher: *I will build a word with this letter* (or letter pattern). (Model by saying the word from the Word Bank sound by sound, then build the word with the Teacher Letter Cards.)



Student Practice

4. Teacher: *Now you will use your Letter Cards to build*

words. Spell the word (word).

Students: (Spell word with Letter Cards.)

Teacher: *Now check to see if that's right. Push each letter card as we say the sound. Then say the word and our new sound again.*

Students: (Push each Letter Card forward while saying the sound for that letter. Repeat word and new sound.)

Repeat Step 4 until students sound out and spell all the words.

5. Teacher: *Let's practice with all of the Key Word Cards you've learned. When I hold up a card, say the name of the picture and then the sound.* (Show the letter side of each card.)

Students: (Say each picture name and sound.)

Teacher: *Knowing the sounds that go with letters* (or letter patterns) *helps you read new words.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students do not respond correctly, model and repeat.

- Partner Practice Book page for lesson
- Prompting question from lesson plan
- Blackline Master 1

ROUTINE 4—Think, Talk, and Write

Phonics: Developmental Spelling



Teacher Model

- 1. Teacher:** *It's time for Think, Talk, and Write. We will think, talk, and write about the story we just read. Listen to my question. It will help us think about the story.*

(Ask prompting question and discuss possible answers. Think aloud for students, modeling how to develop answers that are complete, descriptive sentences related specifically to the story. Students may refer to story.)

Students: (Discuss possible answers.)

- 2. Teacher:** (Only as needed, model how to write words and sentences.)



Student Practice

- 3. Teacher:** *Now think of your own answer to the question.* (Pause.) *What are you going to write?* (Encourage descriptive sentences.)

Students: (Answers should vary.)

- 4. Teacher:** *Write your sentence on paper. If you don't know how to spell a word, say all the sounds in the word and write letters to go with the sounds you hear.*

Students: (Write sentence on paper or on blackline master.)

During independent time, students may draw a picture to go with their writing.

Teacher: *Knowing how to write sentences and match sounds to letters makes you better writers and readers.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

Assist students as needed to develop complete, descriptive sentences that answer the question. To assist students with spelling, first analyze the error. If the word is an irregularly spelled word (e.g., *was*) or includes a pattern that has not been taught, provide the spelling to the student. Monitor student ability to apply taught letter-sound combinations, reminding students of key words or providing other scaffolding as needed.

- Chart for lesson
- Partner Practice Book page for lesson

ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis



Teacher Model

- 1. Teacher:** *It's time for Write, Sound, and Say Words. You will write words and use sounds to read the words. Watch me first.* (Point to the first word on the chart. Do NOT say the word. Write the word on a board or chart paper.)

Listen while I say the sounds. (Say the sound as you touch each letter, holding your finger on the letter for 2–3 seconds for a continuous sound, or tapping the letter quickly for a stop sound.) *Let's do it together. Say the sounds when I touch the letter. Remember to say each sound as long as I touch it. Sound the word.*

Students: (Say the sounds as they point to each letter.)

Teacher: *Say the word.*

Students: (Say the word.)



Student Practice

- 2. Teacher:** (Point to the next word on the chart. Do NOT say the word.) *Write the word. Say the sounds of the letters as you write.*

Students: (Copy the word from the chart.)

Teacher: *Say each sound as long as I touch it. Sound the word. Touch each letter as before.*

Students: (Say the sounds.)

Teacher: *Say the word.*

Students: (Say the word.)

Repeat Step 2 with all the words.



Partner Practice

- 3. Teacher:** *Now it's time to read the words with your partner. First Readers, get ready to read. Second Readers, get ready to coach. After the First Reader reads, it is the Second Reader's turn to read. If you make a mistake, keep practicing the row until it is easy. Use your finger to help your coach follow along.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students make mistakes, repeat Step 1. Then have them repeat the line. Scaffold by providing the key word or by saying the word slowly.

Teacher: *When you are reading and you don't know a word, you can sound and say to help you figure it out.*

ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart for lesson



Teacher Model

- 1. Teacher:** *It's time for Sound and Say Words. You're going to say the sound of an underlined word part and then use sounds to figure out words. Listen as I sound and say the first word.* (Point and say the sound for the underlined letter(s). Then say the word.)



Student Practice

- 2. Teacher:** (Point to underlined letter(s) of next word.) *Sound it.*
Students: (Say underlined sound as you point to the underlined letter(s).)
Teacher: (Pause.) *Now say the word.*
Students: (Say the word.)
Repeat Step 2 with all of the words. If students make an error, make the correction and repeat the row.
Teacher: *When you are reading and don't know a word, you can sound and say to help you read it.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students make mistakes, repeat Steps 1–2. Then have them repeat the line. If students say an incorrect sound, provide the key word. If needed, use the scaffold below. Have students with poor phonemic awareness skills say all of the sounds in each word. This skill was taught in Routine 5—Write, Sound, & Say Words.

- 3. Teacher:** *Use sounds you know to read the words. Listen to me sound and say the first word.* (Say the sounds as you move your finger from letter to letter. Stretch and connect continuous sounds, modeling how to “make the sounds touch.”) *Now let's do it together. Say the sounds when I touch each letter. Remember to say each sound as long as I touch it. Sound the word.*
Students: (Say the sounds as you point to each letter in the word.)
Teacher: *Say the word.*
Students: (Say the word.)

- Blackline Master 2
- Lesson Word Bank

ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis



Teacher Model

- 1. Teacher:** *It's time for Sound and Spell Sort. First I'll say the word slowly.* (Say word sound by sound, encouraging students to say sounds with you.) *Now I'll write letters that go with the sounds.* (Repeat sounds and write letters on whiteboard. Think aloud with questions like, What letter makes the [name sound] sound?) *Write the word on the first line at the top of your paper.*

Students: (Write the word.)

- 2. Teacher:** *Now I'll say the second word slowly.* (Say word sound by sound, encouraging students to say sounds with you.) *Listen as I write the letters that go with the sounds.*

Teacher: *Write the word on the other line at the top of your paper.*

Students: (Write the word.)

Teacher: *Now we're going to spell and sort words. You'll write a word under the first word you wrote if it*

is a word with (say one lesson feature). *Write the word under the second word if it is a word with* (say other lesson feature).



Student Practice

- 3. Teacher:** *Listen as I say the word. Does this word go under (first word) or under (second word)? Write the word where it belongs.*

Repeat Step 3 with remaining words in Word Bank.

Teacher: *We learn to write and spell by listening to sounds in words and matching sounds to letters.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students struggle to spell a word, say the word again slowly, emphasizing each sound. Assist students in matching the correct letter, reminding them of key words. If students struggle to sort correctly, assist them by repeating the featured word and then the current word, emphasizing the shared feature.

- Teacher and Student Look and Say Word Cards for lesson

ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words



Teacher Model

- 1. Teacher:** *It's time for New Look and Say Words. You can't always sound out Look and Say Words, so we're going to look at the letters and practice saying each word until you remember it and can say it quickly.* (Hold up first Teacher Look and Say Word Card. Say the word and a sentence that includes the word.)
What word?

Students: (Say the word.)

Repeat Step 1 with each new Look and Say Word Card.



Student Practice

- 2. Teacher:** *Now we'll practice all the Look and Say Words you've learned. When I hold up a word, look at the word. When I tap the word, say the word.* (Hold up first Look and Say Word Card. Pause and then tap.)

Students: (Say the word when you tap the card.)

Repeat Step 2 until students can say all the words as you tap them.



Partner Practice

- 3. Teacher:** *Now it's your turn to read the words on your Look and Say Word Cards with your partner. First Readers, get ready to read. Second Readers, mix up the words and get ready to coach. When First Readers have read all the words, it is the Second Readers' turn.*

Teacher: *You can't sound out some words, so you need to be able to say them when you see them.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students make an error, repeat the process until they can say the word correctly. Scaffold by removing previously learned words. Place the new words in front of the group and have students repeat the new words several times. Then mix up the new words and flash them. Finally, mix the new words with the review words and flash them again.

ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIALS

- Lesson Word Bank



Teacher Model

- 1. Teacher:** *It's time for Look and Say Words. Remember to look at each word when I point to it and say the word when I tap it.* (Point to the first word on the chart.) *What word?* (Tap the first word on chart.)

Students: (Say the word.)

Repeat with all words on the chart. If students make an error, correct it and repeat the row.

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students make an error, say the correct word and repeat the row.

ROUTINE 10—Read the Groups/Read the Words

Word Recognition: Structural Analysis



Teacher Model

1. Teacher: *It's time for Read the Groups* (or Read the Words). *Remember to look at each word when I point to it and say the word when I tap it.* (Point to the first word on the chart.) *What word?* (Tap the first word.)

Students: (Say the word.)



Student Practice

2. Teacher: (Tap the next word.)

Students: (Say the word.)

Repeat Step 2 with all words in each row. If students make an error, correct it and repeat the row.

Teacher: *When you can say these words quickly, it will be easier for you to read them when you see them.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students make an error, say the correct word and repeat the row.

Note: This routine is called Read the Groups when students read words that have the same base but different suffixes. It is called Read the Words when they read words that have varied bases and suffixes.

ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart for lesson



Teacher Model

- 1. Teacher:** *It's time for Read the Parts.* (Point to chart.)
To read these long words, say each underlined part.
Then say the whole word. Listen to me. (Say each underlined part. Then say the word.)



Student Practice

- 2. Teacher:** *Read the parts.*
Students: (Say each underlined sound as you point to it.)
Teacher: (Pause.) *Say the word.*
Students: (Say the word.)
Repeat Step 2 with all the words in each row. If students make an error, correct it and repeat the row.

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students make a mistake, repeat Step 1 and Step 2. Then go back and repeat the line. If students say an incorrect sound, scaffold by reminding them of the key word. If needed, sound each syllable. Then repeat Step 2.

ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review



Partner Practice

1. Teacher: *It's time for Read Carefully. Be sure to look at all the letters in these words, because many of these words look a lot alike. First Readers, get ready to read. Second Readers, get ready to coach. After the First Readers read, it is the Second Readers' turn.*

Teacher: *When you can say these words quickly, it will be easier for you to read them when you see them in books.*

MATERIALS

- Partner Practice Book page for lesson

CORRECTIVE FEEDBACK AND SCAFFOLDING

Monitor students' reading carefully, encouraging students to assist each other. Remind them to repeat lines until they can read them easily and make no mistakes.

ROUTINE 13—Build Sentences

Word Recognition: Application



Teacher Model

1. Teacher: *It's time for Build Sentences.*

You will use Word Cards to build and read the sentences on the chart. Watch as I build the first sentence. (Point to the first sentence on the chart. Do NOT read the sentence aloud. Build the sentence with Word Cards.)

Listen while I read the sentence. (Touch each word as you read the sentence.) *Let's do it together. Say each word as I touch it. Wait until I touch the word to say it.*

Students: (Read the sentence.)



Student Practice

2. Teacher: (Point to the next sentence on the chart. Do NOT read the sentence aloud.) *Build this sentence with your Word Cards.*

Students: (Build the sentence with their Word Cards.)

Teacher: *Now let's read the sentence together. Put your finger on each word as we read.*

MATERIALS

- Chart for lesson
- Teacher and Student Word Cards (Sound and Say/ Look and Say) for lesson

Students: (Say the words as they point to each word.)

Repeat Step 2 with all the sentences. If students make an error, correct and repeat the sentence.



Partner Practice

3. Teacher: *Now it's time to read the sentences with your partner. First Readers, get ready to read. Second Readers, get ready to coach. After the First Reader reads, it is the Second Reader's turn to read. If you make a mistake, keep practicing the sentence until it is easy. Use your finger to help your coach follow along.*

Teacher: *Practicing reading sentences will make it easier for you to read books.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students mispronounce a Look and Say Word, provide the word. If they mispronounce a Sound and Say Word, help them sound and say the word.

MATERIALS

- Chart for lesson
- Partner Practice Book page for lesson
- Bookmark (optional)

ROUTINE 14—Read the Story

Word Recognition: Application



Teacher Model

- 1. Teacher:** *It's time for Read the Story. First let's discuss what to do when you come to a word you don't know. You will use a strategy to help you. A strategy is a plan for doing a task. The strategy you will use when you come to a hard word is called Sound, Read, and Check.*
- 2. Teacher:** (Read aloud the six steps of the strategy. Then have students recite the steps.)
- 3. Teacher:** (Model how to use the steps of the Sound, Read, and Check strategy. You may use a word and sentence from the lesson, or you may prefer to choose a word and sentence from another book. Encourage students to participate in the process.)



Partner Practice

- 4. Teacher:** *Now it's time to read the story with your partner. First Readers, get ready to read. Second Readers, get ready to coach. After the First Reader reads, it is the Second Reader's turn to read. If you make a mistake, keep practicing the sentence until it is easy. When it is your turn to read, use your finger to help your coach follow along. Remember to use the Sound, Read, and Check strategy if you come to a word you don't know.*
Teacher: *Remembering to sound, read, and check will help you become better readers and writers.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

Monitor students' reading carefully, encouraging them to assist each other. Remind students to repeat sentences until they can read them easily and make no mistakes.

- Chart for lesson
- Bookmark (optional)

ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading



Teacher Model

- 1. Teacher:** *It's time to use the Sound, Read, and Check strategy to help you read some hard words. Remember, a strategy is a plan for doing a task. You can use this strategy when you're reading and come to a word you do not know.*
- 2. Teacher:** (Read aloud the six steps of the strategy. Then have students recite the steps.)
- 3. Teacher:** (As needed, model how to use the steps of the Sound, Read, and Check strategy with the word and sentence on the chart. Encourage students to participate in the process.)
- 4. Teacher:** (Have students practice applying the strategy to the hard word and sentence on the chart. You may choose additional words and sentences for extra practice.)
Teacher: *Remembering to sound, read, and check will help you learn to read more words.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

Scaffold Steps 1–3 of the strategy by reminding students that this process is the same one used in Sound and Say and Say the Parts. Use feedback and scaffolding techniques from those routines. Scaffold Step 5 of the strategy by having students think about the meaning of the sentence and ask themselves if their word makes sense.