**Handout 2**

**Instructional Sequences**

**Spelling Multisyllabic Words: Instructional Sequence 1**

**(pp. 9-10)**

1. Use words containing suffixes, prefixes and/or sound combinations that have been taught.
2. Students use a routine to decode a word.
3. Students say each syllable.
4. Students write the word.

**Spelling Multisyllabic Words: Example of Instructional Sequence 1**

**(p. 9)**

Target Word: **normally**

1. Students have been taught the suffix -ly and the “or” sound.
2. Ask students to use the routine they learned to read the word.
3. Ask students to think about or say the three syllables (nor/mal/ly) before writing it.
4. Ask students to spell other multisyllabic words that include the -ly suffix and the “or” sound.
5. After practicing several words with these sounds, students write the words from memory.

**Spelling Multisyllabic Words: Instructional Sequence 2**

Dictate a word from the current lesson or a previous lesson’s word.

1. Use a routine to decode the target word.
2. Put up one finger as you say each part of the word.
3. Write the word as you say each syllable.
4. Compare your spelling to the correct spelling.
5. Cross out any misspellings.
6. Rewrite the misspelled word.

**Spelling Multisyllabic Words: Example of Instructional Sequence 2**

1. Ask students to use the routine you taught them to decode multisyllabic words. Be sure to monitor and assist as they implement the routine.
2. Ask students to think about the parts of the word, **nor/mal/ly** and put up one finger for each part they hear.
3. Ask students to write each part of the word as they say it again, **nor/mal/ly**.
4. After all students have written the word, write it on the chalk board, overhead, chart paper or Smartboard board. Ask students to compare their spelling with the correct spelling
5. Ask students to cross out any mistakes they made.
6. Ask students to rewrite the word if they misspelled it.