

EMPOWERING TEACHERS

Phonics Instructional Routine: Decoding Words in Connected Text

Preparation/Materials: Connected text containing high frequency words and words with previously taught letter sounds. Underline all words that may need to be decoded (e.g., The pig is fat.).



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under the underlined letter or word
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words that are in print are in “quotation marks”
- Sounds are noted using / /

TEACHER EXPLAINS TASK

We are going to read a sentence.

TEACHER MODELS TASK

Display a large copy of text so it is visible to students.

Listen and watch.

I will read a sentence.

First, I will read words that I know quickly and sound out the more difficult words that are underlined.

Slide your finger under each word as you read aloud.

“The /p..i..g/ pig is /f..a..t/ fat.”

Now, I will read the whole sentence.

“The pig is fat.”

TEACHER & STUDENTS PRACTICE TASK TOGETHER

We are going to read a sentence.

First, we will read words that we know quickly and sound out the more difficult words that are underlined.

Teacher slides finger under each word as teacher and students read aloud together.

- “The /p..i..g/ pig is /f..a..t/ fat.”

Now, we will read the whole sentence.

- “The pig is fat.”

Yes. “The pig is fat.”

STUDENTS PRACTICE TASK

Your turn to read the sentence.

First, read the words that you know quickly and sound out the more difficult words that are underlined.

Teacher slides finger under each word as students read aloud.

“The /p..i..g/ pig is /f..a..t/ fat.”

Now, read the whole sentence.

“The pig is fat.”

Yes, you correctly read, “The pig is fat.”

INDEPENDENT PRACTICE

When students consistently decode unknown words in connected text, provide individual turns using other sentences. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are segmenting and blending words that are underlined, reading all other words quickly, and rereading the sentence. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, shorten the sentences (2-3 words) throughout the entire text.