EMPOWERING TEACHERS

Phonics Instructional Routine: Decoding Words in Connected Text
Preparation/Materials: Decodable text with words containing previously taught letter sounds. Underline all words that may need to be decoded.

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Sounds are noted using / /

- **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"

Steps	Instructional Example
TEACHER EXPLAINS TASK	**We are going to read short sentences.**
TEACHER MODELS TASK	**Listen and watch.** **I am going to read some sentences. I will sound out the words that are circled. All other words, I will read quickly.** *Slide your finger under the words as you read. Read "The" and "is" quickly. Segment and blend "pig" and "fat" since they are circled, and then reread the whole sentence. "The pig is fat."* **"The /piiig/ pig is /fffaaat/ fat. The pig is fat."** *Repeat steps for each sentence.*
TEACHER & STUDENTS PRACTICE TASK TOGETHER	**Sound out the words that are circled. Quickly read all other words.** *Each student has a copy of the text.* • **"The /piiig/ pig is /fffaaat/ fat. The pig is fat."** **Yes. The pig is fat.** *Repeat steps for each sentence.*
STUDENTS PRACTICE TASK	**Your turn.** **Sound out the words that are circled. Quickly read all other words.** "The /piiig/ pig is /fffaaat/ fat. The pig is fat." **Yes. 'The pig is fat."** *Repeat steps for each sentence.*
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 sounding out words that are circled, 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, use texts with short sentences (2-3 words) throughout the entire text.*