

Phonics Instructional Routine: Decoding Words in Connected Text

Preparation/Materials: Several pairs of sentences containing unfamiliar words with previously taught letter sounds. Highlight all words that may need to be decoded (e.g., Lisa will **stop** at the store. She **must** get **stamps**.)

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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
- 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 sentences.

TEACHER MODELS TASK

Listen and watch.

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

I will read two sentence.

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

“Lisa will /s..t..o..p/ **stop** at the /s..t..ore/ **store**.”

Next, I will read the sentence.

“Lisa will **stop** at the **store**.”

Then, I will repeat this for the second sentence.

“She /m..u..s..t/ **must** get /s..t..a..m..p..s/ **stamps**.”

“She **must** get **stamps**.”

Finally, I will read both sentences.

“Lisa will **stop** at the **store**. She **must** get **stamps**.”

TEACHER & STUDENTS PRACTICE TASK TOGETHER

We will read two sentences.

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

- “Lisa will /s..t..o..p/ **stop** at the /s..t..ore/ **store**.”

Next, we will read the sentence.

- “Lisa will **stop** at the **store**.”

For the second sentence, remember, read words that you know quickly and sound out the more difficult highlighted words.

- “She /m..u..s..t/ **must** get /s..t..a..m..p..s/ **stamps**.”
- “She **must** get **stamps**.”

Finally, we will read both sentences.

- “Lisa will **stop** at the **store**. She **must** get **stamps**.”

Yes. We correctly read,

“Lisa will **stop** at the **store**. She **must** get **stamps**.”

STUDENTS PRACTICE TASK

Your turn.

You will read two sentences.

Read the words that you know quickly and sound out the more difficult highlighted words.

“Lisa will /s..t..o..p/ **stop** at the /s..t..o..r..e/ **store**.”

Next, read the sentence.

“Lisa will **stop** at the **store**.”

For the second sentence, remember, read the words that you know quickly and sound out the more difficult highlighted words.

“She /m..u..s..t/ **must** get /s..t..a..m..p..s/ **stamps**.”

“She **must** get **stamps**.”

EMPOWERING TEACHERS

STUDENTS PRACTICE TASK (continued)

Now, read both sentences.

“Lisa will stop at the store. She must get stamps.”

Yes. You correctly read,

“Lisa will stop at the store. She must get stamps.”

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 the words that are highlighted, reading all other words quickly, and rereading the sentence(s). 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) and use less challenging words to decode.