

Sound by Sound Blending

- Write the spelling for the first sound
- Have students say the first sound
- Write the spelling for the second sound
- Have students say the sound
- If the second sound is a vowel, then have students blend through the vowel – making a blending motion with your hand (always blend through the vowel)
- Continue writing the spellings, sounding and blending (using the blending motion)
- Have students read the word naturally (briefly extend with sentences)
- As soon as students are comfortable with the routine, drop verbal cues

Whole Word Blending

- Write the whole word
- Point to each spelling and have students give the sounds of each spelling
- Make the blending motion from left to right and have student blend the word
- Have the students use selected words in sentences and extend the sentences

Closed Syllables

- Write a CVC word (cat)
- Remind students that every syllable must have a vowel Have students identify the vowel spellings (write a “V” under the spelling)
- Tell students that when a single vowel spelling is followed by a consonant the vowel sound is usually short

Multiple Syllables

- Write a multisyllabic word with VCCV pattern (picnic)
- Remind students that every syllable must have a vowel
- Write a “v” under each vowel spelling

Open Syllables

- Write a word with a CV pattern (he)
- Remind students that every syllable has a vowel
- Have students identify vowel spellings in the target word
- Write a “v” under the vowel spelling
- Tell students that when a single vowel spelling is not followed by a consonant, the vowel is usually long

Sounds in Sequence Dictation

- Say the word, and use it in a sentence
- Have students say the word and count the sounds
- Have students check the sound spelling wall cards as you physically touch the cards and say the sounds of each sound of the word
- If there are multiple spellings for the sound have the students ask “which spelling for the sound?”
- Have students write the spelling and continue with the remaining sounds/spellings
- When students have completed the words, have them proofread the word
- Have students proofread by circling any errors, and rewriting the word correctly above the misspelled word

Whole Word Dictation

- Say the sound, use the words in a sentence, and then repeat the word
- Have the students say each sound and use the sound spelling cards and find each spelling
- When students have completed the words, have them proofread the word or line
- Have students proofread by circling any errors, and rewriting the word correctly above the misspelled word

Sentence Dictation

- Say the sentence
- Dictate one word at a time (using either sounds in sequence or whole word)
- Remind students to use capitals and punctuation
- Proofread

Collaborative Conversations and Handing Off

- Review rules and roles for partner talk
- Ask text dependent questions and have students discuss with partners
- Once students are following rules of speaking and listening, hand off responsibility and become a facilitator

(Not the leader of the class conversations)