

## Phonics Instructional Routine: Decode and Write Words

Preparation/Materials: Words with two or three phonemes (e.g., sad, me, mat, fat, fit) written on word cards, paper and pencil for each student

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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 and write words.

### TEACHER MODELS TASK

*Display the word card for “sad.”*

Listen and watch.

I will say each sound slowly.

*/sss/ /aaa/ /d/*

I will blend the sounds.

**“sad”**

*Turn over the word card for “sad.”*

I will say “sad” slowly and hold up 1 finger for each sound.

*/sss/ /aaa/ /d/*

Now I will write each letter as I say its sound slowly.

*/sss/ /aaa/ /d/ “sad”*

I have read and written “sad.”

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

*Display the word card for “sad.”*

Let’s say each sound.

*/sss/ /aaa/ /d/*

Blend the sounds and read the word.

- **“sad”**

*Turn over the word card for “sad.”*

Say “sad” slowly and hold up 1 finger for each sound.

- */sss/ /aaa/ /d/*

On your paper write each letter as we say its sound slowly.

- */sss/ /aaa/ /d/*

Read the word.

- **“sad”**

Yes. We have read and wrote “sad.”

### STUDENTS PRACTICE TASK

Students read and write from their paper.

Your turn. Put your finger on the “s”.

Say each sound slowly.

*/sss/ /aaa/ /d/*

Now blend the sounds.

**“sad”**

Turn your paper over.

Say “sad” slowly and hold up 1 finger for each sound.

*/sss/ /aaa/ /d/*

**Now write each letter as you say its sound slowly.**

/sss/ /aaa/ /d/

**Read the word.**

“sad”

**Yes. You read and wrote the word “sad.”**

#### **INDEPENDENT PRACTICE**

*When students consistently decode and write the word, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.*

#### **SCAFFOLDING SUGGESTION FOR ERRORS**

*Verify that students are saying the correct sound for each letter and are writing the correct letter for each letter-sound. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a word with two phonemes (e.g., at, it he).*

#### **Adaptations using this Instructional Routine:**

- Use letter-sound cards as a visual aid to spell and/or transfer the word to paper.
- Use words with four or five phonemes (e.g., brain, street).

**Below are links to FCRR Student Center Activities which provide additional independent practice for this skill.**

- [P.037 Three-In-One](#)
- [P.038 Digraph Delight](#)
- [P.039 Make-A-Word](#)