

1. Sound-by-Sound Blending*

- ◆ Write the spelling for the first sound.
- ◆ Have students say the sound.
- ◆ Write the spelling for the second sound.
- ◆ Have students say the sound.
- ◆ If the second sound is a vowel, blend through the vowel making a blending motion with your hand.
- ◆ Write the spelling of the next sound.
- ◆ Have students say the sound.
- ◆ If it is the last sound in the word, make the blending motion as students blend and read the word. If it is not the last sound, continue writing the spellings and asking students for the sounds.
- ◆ Have students reread the word naturally, as they would say it.
- ◆ Complete a line, and have students reread the words in the line naturally, as they would say them.
- ◆ Have students use selected words in sentences and extend the sentences.
- ◆ Review the blended words using the Developing Oral Language activities.

**When first doing Sound-by-Sound Blending, ask for the sound as you point to each spelling. After students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.*

2. Sounds-in-Sequence Dictation

- ◆ Say the word, use the word in a sentence, and then repeat the word.
- ◆ Have students say the word.
- ◆ Have students say the first sound.
- ◆ Have students check the **Sound/Spelling Cards** and say the spelling. (Early in the process, physically point to and touch the appropriate card and spelling.)
- ◆ If there are multiple spellings for the sound, have students ask "Which spelling for this sound?"**
- ◆ Have students write the spelling.
- ◆ Complete the spelling of the word with the remaining sounds and spellings.
- ◆ Proofread after each line.
 - Write the word for the line on the board, or have a student write it.
 - Have students proofread the spelling of the word.
 - If the word is incorrect, have students circle it and correct it by writing the word above or next to the original word.

***Early on you will need to encourage students to ask "Which spelling?" Dictation is an instructional activity—not a test. As the year progresses, students should be able to use their knowledge of the cues on the **Sound/Spelling Cards** to identify the correct spelling.*

3. Whole-Word Blending*

- ◆ Write the whole word.
- ◆ Point to each spelling in the word, and have students give the sound for each.
- ◆ Make the blending motion from left to right, and have students blend the sounds and say the word.
- ◆ Have students reread the word naturally, as they would say it.
- ◆ Complete the line, and have students reread the words on the line naturally, as they would say them.
- ◆ Have students use selected words in sentences and extend the sentences.
- ◆ Review the words using the Developing Oral Language activities.

**When first doing Whole-Word Blending, point to each spelling and ask for the sound. After students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.*



4. Blending Sentences

◆ Sound-by-Sound

- Blend each word using the sound-by-sound blending routine.
- Write the nondecodable, high-frequency sight words in their entirety, and underline them with a straight line. Write the decodable, high-frequency sight words in their entirety, and draw a squiggly line underneath them. If necessary, have students blend the decodable, high-frequency sight words.
- After all the words have been blended or read, have students reread the sentence naturally, as they would say it, with expression and intonation.

◆ Whole-Word Blending**

- Write each word and blend it using the whole-word blending routine.
- Write the nondecodable, high-frequency sight words in their entirety, and underline them with a straight line. Write the decodable, high-frequency sight words in their entirety, and draw a squiggly line underneath them. If necessary, have students blend the decodable, high-frequency sight words.
- After all the words have been blended or read, have students reread the sentence naturally, as they would say it, with expression and intonation.

***As students become more automatic in blending, write the whole sentence and have students read the words, stopping to blend only those words that cannot be read quickly and automatically.*



5. Closed Syllables

Introduction—Single-Syllable Words

- ◆ Write a CVC word; for example, *cat*.
- ◆ Tell students that every syllable must have a vowel sound and a vowel spelling.
- ◆ Have students identify the vowel spelling in the target word. Write a “v” under the vowel spelling.

cat
v

- ◆ Tell students that when a single vowel spelling is followed by a consonant spelling, the vowel sound is usually short. This is called a *closed syllable*.

Multisyllabic Words

- ◆ Write a multisyllabic word with a VCCV pattern on the board; for example, *picnic*.
- ◆ Remind students that every syllable must have a vowel sound and a vowel spelling.
- ◆ Have students identify the vowel spellings in the word. Write a “v” under each vowel spelling.

picnic
vv

- ◆ Have students identify the consonant spellings between the vowels. Write a “c” under each consonant spelling.

picnic
vccv

- ◆ Tell students that when they see a vowel-consonant-consonant-vowel spelling pattern, they should usually divide the word between the two consonant spellings. Put a dash between the consonant spellings.

pic-nic
vc/cv

- ◆ Cover the second syllable. Tell students that when they see a vowel spelling followed by a consonant spelling, the vowel is usually short. This is called a *closed syllable*, and the vowel sound is usually short.
- ◆ Have students blend the first syllable using the whole-word blending strategy. Then uncover the second syllable, and blend it.
- ◆ Blend the syllables together to read the word.
- ◆ Review: If a word has two consonant spellings in the middle, divide between them. The vowel in the closed syllable is usually short.
- ◆ Note that these are syllable generalizations. Remind students that after they read the word, they should ask themselves, “Does it sound right or does it make sense?” If not, students should try the long-vowel sound.

6. Open Syllables

Introduction—Single-Syllable Words

- ◆ Write a word with a CV pattern on the board; for example, *he*.
- ◆ Tell students that every syllable must have a vowel sound and a vowel spelling.
- ◆ Have students identify the vowel spellings in the target word. Write a “v” under the vowel spelling.

he
v

- ◆ Tell students that when a single vowel spelling is not followed by a consonant, the vowel sound is usually long. This is called an *open syllable*.

Multisyllabic Words*

- ◆ Write a multisyllabic word with a VCV pattern on the board; for example, *beyond*.
- ◆ Remind the students that every syllable must have a vowel sound and a vowel spelling.
- ◆ Have students identify the vowel spellings in the target word. Write a “v” under each vowel spelling.

beyond
vv

- ◆ Have students identify the consonant spelling between the vowels. Write a “c” under the consonant spelling.

beyond
vcv

- ◆ Tell students that when they see a vowel-consonant-vowel spelling pattern, they should usually divide the word before the consonant spelling. Put a dash before the consonant spelling. The *be* is an open syllable, and the vowel sound is long.

be-yond
v/cv

- ◆ Cover the second syllable. Tell students that when they see a vowel spelling that is not followed by a consonant spelling, the vowel is usually long. We call this an *open syllable*.
- ◆ Have students blend the first syllable using the Whole-Word Blending routine. Then uncover the second syllable and blend it.
- ◆ Blend the syllables together to read the word.

- ◆ Review: If a word has a consonant spelling between two vowel spellings, divide the word before the consonant spelling. When a vowel spelling is not followed by a consonant spelling, the vowel is usually long.

*Note that these are syllable generalizations. They do not work in all cases. Remind students that after they read the word they should ask themselves, "Does it sound right or does it make sense?" If not, students should try the short-vowel sound.

7. Whole-Word Dictation

- ◆ Say the word, use the word in a sentence, and then repeat the word.
- ◆ Have students say the word.
- ◆ Tell students to think about each sound they hear in the word.
- ◆ Have students write the word. Remind them to check the **Sound/Spelling Cards**.
- ◆ Proofread after each line.
 - Write the word on the board, or have a student write it.
 - Have students proofread the spelling of the word.
 - If the word is incorrect, have students circle it and correct it by writing the word above or next to the original word.

8. Sentence Dictation

- ◆ Say the sentence.
- ◆ Dictate one word at a time following the Sounds-in-Sequence or Whole-Word Dictation routine, depending upon your students.
- ◆ Remind students to use a capital letter at the beginning of each sentence and to use end punctuation.
- ◆ Write (or have a student write) the sentence on the board.
- ◆ Have students proofread. Have them
 - check for spelling.
 - check for capitalization and end punctuation.



9. Reading a Decodable Story

- ◆ Teach nondecodable, high-frequency sight words.
- ◆ Have students read the title, browse the story, and then discuss what they think the story is about.
- ◆ Have students read a page silently, and then read the page aloud.
- ◆ Have students apply their knowledge of spelling and syllabication patterns to blend decodable words. Tell them to refer to the **Sound/Spelling Cards** as necessary.
- ◆ Repeat this procedure for each page.
- ◆ Have students respond to the story. Have them
 - discuss unfamiliar words.
 - retell the story.
 - respond to your questions by pointing to the answers.
- ◆ Reread the Decodable Story (partner reading, choral reading, turn-taking, and so on) to build fluency.

10. Words with Prefixes and Suffixes

- ◆ Tell students that words can be made up of several different meaningful parts.
- ◆ Have students identify the base or root word, and discuss its meaning.
- ◆ Teach the meaning of the prefix or suffix.
 - Explain that a prefix is a group of letters attached to the beginning of a base or root word. These letters have a specific meaning, and a prefix changes the meaning of the word. For example, the prefix *un-* means "not" or "the opposite of," *mis-* means "wrong" or "bad," and *re-* means "again."
 - Explain that a suffix is a group of letters attached to the end of a base or root word, and a suffix changes the word's part of speech. For example, *-ful* changes a noun to an adjective and means "to be full of," as in *beauty* and *beautiful*. The suffix *-ness* changes an adjective to a noun and means "state of being," as in *sick* and *sickness*.
- ◆ Have students reassemble the word by thinking aloud about the meaning of its parts: the base or root word and any prefixes or suffixes. Have students give the meaning of the word.
- ◆ Have students read the word again.
- ◆ Have students use the word in a sentence.
- ◆ Review the words in the activities provided.
- ◆ Have students explain how to figure out the meanings of the words using the same affix.



A. Handing-Off

- ◆ Have students sit so they can see each other.
- ◆ Take a seat and be part of the group.
- ◆ Encourage students to use classroom books to refer to in order to make a point.
- ◆ Have students choose to hand-off the discussion to others in the class.
- ◆ Getting Started
 - Model handing-off by offering comments on the Decodable Story, the style of the writer, or the connection to another book the class has read.
 - Use discussion starters such as "I didn't know that . . ."
or "This story made me think of . . ."
or "Your idea made me think of . . ."
 - Participate in the discussion by raising your hand.
 - Seed new ideas as you participate in the discussion; for example, "As I was reading this story, I was reminded of . . ."
or "What did that part remind you of?"
or "This part of the story gave me a whole new idea about . . ."
 - Wait for students to respond to each other; don't feel the need to jump in if there are a few moments of silence. Think time is good.
- ◆ Have students take responsibility for the discussion.
- ◆ Use handing-off periodically to check understanding of the text and concepts at the end of a section of the text or at the end of the reading for the day.
- ◆ Build the idea of handing-off into all classroom discussions.