



## Instructional Routines

### Daily Cumulative Review

Phonemic Awareness, Phonetic Word Decoding, Phonetic Word Encoding

15 minutes

Purpose & Standards/ Time Allocation	Instructional Routine Protocol and Script For all routines, see error correction script at the bottom	Resources
<p><b>Phoneme to Grapheme (Symbol to Sound):</b></p> <p><b>2 minutes</b></p> <p>The student will respond with automatic verbal recognition of phonemes when presented with a grapheme.</p> <p><b>SOL Objectives:</b> K.6b- The student will develop an understanding of basic phonetic principles - Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.</p>	<p><b>Teacher states the objective and has students repeat:</b>  <i>I can say the sounds when I see the letters.</i></p> <p><b>Instructional Routine and Script:</b></p> <p>Teachers may use cards or Card Deck in materials.</p> <p><b>T:</b> <i>“Eyes on me...”</i> [holds up letter card]</p> <p><b>T:</b> <i>“What sound?”:</i></p> <p><b>S:</b> Produce the sound in choral response example “a says /a/”</p> <p><b>T:</b> Repeat with up to 30 cards/repetitions for effective pacing. *When there is a miscue, put the card back in the stack, so that it comes up again.</p> <p><b>T:</b> <i>Good job saying the letter sounds. Knowing our letter sounds helps us blend real and nonsense words.</i></p> <p><b>Teaching tip:</b> Model and ensure students are “clipping” consonant stop sounds and liquid sounds, examples: /d/-not /d/ /u/, /p/-not /p/ /u/, /b/-not /b/ /u/, /r/-not /er/. (If not, see Error Correction below.)</p>	<p>Card Deck</p> <p><b>Pacing Goal: 20 Opportunities to Respond (OTRs) in 2 minutes</b></p>
<p><b>Phoneme to Grapheme (Sound to Symbol):</b></p> <p><b>2 minutes</b></p> <p>The student will write the grapheme when they hear the phoneme to demonstrate accuracy of sound/symbol relationship.</p>	<p><b>Teacher states the objective and has students repeat:</b>  <i>I can write the letters that make the sounds I hear.</i></p> <p><b>Instructional Routine and Script:</b></p> <ul style="list-style-type: none"> <li>• <b>T:</b> Use the Scope and Sequence to call out sounds.</li> <li>• <b>T:</b> <i>Eyes on me, the sound is....</i></li> <li>• <b>S:</b> Repeat the sound</li> <li>• <b>S:</b> Say <i>“[letter name] says [letter sound]”</i> while</li> </ul>	<p>Paper/pencil</p> <p>White board/marker</p> <p><b>Pacing Goal: 10-15 OTRs in 2 mins</b></p>

<p><b>SOL Objectives:</b> K.6b- The student will develop an understanding of basic phonetic principles - Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. K.10a, 1.11a-The student will print legibly in manuscript - Print capital and lowercase letters of the alphabet independently.</p>	<p>simultaneously writing the letter(s) on the white board or some other student-choice medium and underline the letter with the line of placement.</p> <ul style="list-style-type: none"> <li>• <b>T:</b> <i>Good job writing the letters that make those sounds. Knowing the symbols for these sounds help you read and spell.</i></li> </ul>	
<p><b>Identifying Short Vowel Sounds:</b></p> <p><b>3 mins</b></p> <p>The student will be able to isolate and target vowel sounds.</p> <p><b>SOL Objectives:</b> K.6b- The student will develop an understanding of basic phonetic principles - Match consonant and short vowel, and initial consonant digraph sounds to appropriate letters.</p>	<p><b>Teacher states the objective and has students repeat:</b> <i>I can show I know the vowel sounds.</i></p> <p><b>Instructional Routine and Script:</b></p> <p><b>T:</b> <i>Let's warm-up our vowel sounds with some exercises.</i></p> <p><b>T:</b> Hold up vowel cue cards and elicit students to respond.</p> <p><b>S:</b> Respond with kinesthetic cue and the vowel name and sound.</p> <p><b>T:</b> <i>Now let's find our vowel sounds in words and syllables. Those vowels can't hide from you!</i></p> <p><b>T:</b> <i>Watch my lips as I say "..."</i> Say v, vc, or cvc syllables.</p> <p><b>S:</b> Repeat sound while doing the visual cue, hold up vowel card, say name and sound at the same time.</p> <p><b>T:</b> <i>Good job saying the vowels! Vowels help us read all words. You can use the vowels you know to help you read words!</i></p>	<p>Vowel cards (only short vowels previously taught)</p> <p><b>Pacing Goal: 20-30 OTRs in 3 mins</b></p>
<p><b>Segmenting/ Blending:</b></p> <p><b>3 minutes</b></p> <p>The student will orally decode phonetic CVC real/nonsense words and/or syllable chunks, using continuous blending, by scooping the sounds then saying them fast. <a href="#">Blending Sounds up to nt</a></p> <p><b>SOL Objectives:</b> 1.5, 2.4-The student will apply phonetic principles to read and spell.</p>	<p><b>Teacher states the objective and has students repeat:</b> <i>I can blend sounds into real or pretend words.</i></p> <p><b>Instructional Routine and Script:</b></p> <p><b>T:</b> <i>Now we will put the sounds we know together to make syllables and words. Sometimes putting sounds together will create real words or parts of larger words, syllables. Sometimes it will create nonsense words. You will decide. Is it a real word or part of a larger word? Thumbs up. Is it a nonsense word? Thumbs down.</i></p> <p><b>T:</b> <i>Our strategy is: First we scoop the sound to sound it out slowly (model scooping each sound) and then blend the sounds together fast to make a syllable or word (model sweeping quickly across the letters).</i></p> <p><b>T:</b> <i>Follow along on your blending board (or scoop and blend on white board/paper) and scoop with me. Teacher models scooping sounds. Sound it out.</i></p>	<p>Blending Boxes</p> <p><a href="#">Word Decoding Scaffolds</a></p> <p><b>Pacing Goal: 10-15 OTRs in 3 mins</b></p>

	<p><b>S:</b> Say sound for each letter(s) while scooping the sounds with their finger or marker.</p> <p><b>T:</b> <i>Say the word.</i></p> <p><b>S:</b> Read the word with automaticity.</p> <p><b>S:</b> Use a thumbs-up to acknowledge whether the syllable is a real word or a syllable for a multisyllabic word.</p> <p><b>T:</b> <i>Good job saying the letter sounds. Knowing our letter sounds helps us blend real words and syllables.</i></p> <p><b>For real words connect to the semantic network:</b></p> <p>Connect the phonological-orthographic processor (word reading) to the semantic network (word meaning) by asking students to picture the object the word represents in their mind, if it is a real word. This can also be used to aid students who have difficulty with real/nonsense words by asking: <i>Can you picture it?</i></p> <p>If it is a nonsense word, but is a syllable of a multisyllabic real word, you can also make a connection by saying, <i>“I hear this syllable in the word...”</i></p> <p>For ELs a tangible object or picture can be provided as a scaffold. Try to do this for at least several words each day, as semantic memory will enhance orthographic memory and recall.</p>	
<p><b>Orthographic Mapping</b></p> <p><b>5 minutes</b></p> <p>The student will use a visualizing process for letter sequence and match it to the sound of the letter or cluster of letters to decode and spell the word chorally.</p> <p><b>SOL Objective:</b> 1.5, 2.4-The student will apply phonetic principles to read and spell.</p>	<p><b>Teacher states the objective and has students repeat:</b> <i>I can use the sounds I hear to spell words or syllables, and reread what I wrote.</i></p> <p><b>Instructional Routine and Script:</b></p> <p><b>T:</b> Select a word card.</p> <p><b>T:</b> <i>Now we are going to practice picturing letter-sounds in our minds and writing them to spell words and read words and syllables. I will say a word. You repeat the word, and plan it out in your boxes by tapping or sliding a token. Then you will write the letters that make each sound the word boxes.</i></p> <p><b>T:</b> <i>The word is _____. Repeat it.</i></p> <p><b>S:</b> Repeats the word.</p> <p><b>T:</b> <i>Tap it or slide it</i></p> <p><b>S:</b> Finger taps or slides one token per phoneme while saying the sounds.</p> <p><b>T:</b> Say it again to yourself and picture the letters that make each sound. (Provide wait time.) Now write each letter.</p> <p><b>S:</b> Write the word.</p> <p><b>T:</b> <i>Good job writing the word. Now read the word you wrote.</i></p> <p><b>S:</b> Students chorally read the word.</p> <p><b>T:</b> Ask students to recall a specific letter (ex: “What was the last letter you heard and wrote?”)</p> <p><b>S:</b> Chorally responds: <i>____(letter sound) spells ____ (letter name).</i> Example: /t/ spells t.</p>	<p><a href="#">Blending Boxes</a> (or any Elkonian Boxes for Phoneme-Grapheme Mapping)</p> <p>Word Deck</p> <p><b>Pacing Goal:</b> <b>7-10 words in 5 minutes</b></p>

	<p><b>T:</b> <i>Let's change letters to make new words. Remember, changing one letter changes the whole word, so we will change a letter and read the new word we made.</i> (ex: "Take out the "c" and put in an "m." <i>What does the word say now?</i>)</p> <p><b>T:</b> <i>Yes, great job! It says ....!</i> (ex: mat)</p> <p><b>T:</b> Repeat procedure by substituting various phonemes in various positions (initial, medial, ending placement, using target phonetic concepts. Repeat to make 5-10 new words.</p> <p><b>T:</b> <i>Nice work sequencing and matching the letters to the sounds to help you spell and read!</i></p> <p><b>Periodically connect to the semantic network:</b> Connect the phonological-orthographic processor (word reading) to the semantic network (word meaning) by asking students what the new word means or for examples/nonexamples.</p>	
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**Error Correction Procedure:**

Miscues are immediately corrected with "I do, we do, you do"

**I Do** (teacher model)

*T: Listen [repeat sound/word]*

**We Do** (guided choral response)

*T: Say it with me.*

**You Do** (independent response)

*T: Your turn.*

*S: Chorally respond*

**Teacher praises:** *Good job saying \_\_\_\_.*

**Teaching tips for effective error correction:**

- Correct at the point of error with a voice over.
- This error correction procedure can be used when reading at the letter/sound, word or sentence level.
- If reading at the sentence level, voice over at the point of error to correct the misread word. However, ensure that the sentence is also modeled and reread by students in its entirety.
- In a group setting, this does not need to single out students. It can be done chorally to avoid stigmatization.
- Always end by repeating the praise statement and having the correct pronunciation be the last thing the students hear.