

Q & A Flow Checklist for 1-Syllable Words as taught in Literacy Essentials

Teacher's Name: _____

The class always responds chorally in this dialogue.

ENCODE:

T: Say the word: _____

T: Use word in a sentence. _____

C: Repeat the word. _____

T: What sounds do you hear in the word?

*Initially teacher segments the word and then asks the class to segment it. As students gain more skills the teacher does not have to give the initial segmenting.

**Teacher always does initial segmenting for a two-way word.

C: Say the sounds in the word. ____

T: What is the first sound? _____

(When more than one phonogram option, the teacher says: "We will use _____ to spell the sound ____.")

C: (Students say and write, telling which PH when there is more than one option)

T: What is the 2nd sound? ** Gives which phonogram if more than one option or if 2-way pronunciation is needed.

C: (students say and write, telling which phonogram if there is more than one option)

3rd sound. _____

Etc.

RECODE:

T: What is the first sound? (say 2-way when necessary) _____

Which phonogram did we use? (if more than one option) _____

C: Say phonogram and teacher writes on board: _____

**Repeat the above for each sound until the entire word is on the board.

T: Does your word look like mine?

DECODE:

Markings: teacher points left to right across the word on the board.

T: Point to each phonogram and ask, "Do we need a marking for this phonogram?" "How do we mark?" "Why do we mark it?"

C: Use hand motions to note which marking.

After completing markings:

Sound it: _____

Read it: _____

Word being taught:
