

# Q & A Flow Checklist for Multi-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 in a sentence. \_\_\_\_\_

C: Repeat the word. \_\_\_\_\_

T: How many syllables? \_\_\_\_\_

C: Show # of syllables. \_\_\_\_\_

(If 2-way word, say: \_\_\_\_ is a "2-way word.")

T: Say word with syllable breaks for spelling: \_\_\_\_\_ **\*\*syllables spoken in "say to spell" when 2-way word**

C: Repeat word with syllable breaks (in *say to spell* pronunciation when needed). \_\_\_\_\_

T: Says 1<sup>st</sup> syllable (only segment a syllable when "say to spell" or more than one phonogram option)

C: (students say & write 1<sup>st</sup> syllable):

\_\_\_\_\_

2<sup>nd</sup> syllable: \_\_\_\_\_

3<sup>rd</sup> syllable: \_\_\_\_\_

Etc.

## RECODE:

T: Put your finger under the 1<sup>st</sup> syllable. Read it. (*say to spell if necessary*) \_\_\_\_\_

C: Reads syllable & teacher writes on board: \_\_\_\_\_

T: Ask for phonogram when more than one option within the syllable. \_\_\_\_\_ ("Which PH did we use for the \_\_\_\_ sound?")

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

T: Does your word look like mine? \_\_\_\_\_

## DECODE:

Markings: (first mark as say to spell when needed)

T: L to R-Points to each phonogram and asks, "Do we need a marking?" \_\_\_\_\_

C: Use hand motions to note which marking.

T: Which marking? Why? (after all markings go back and identify the phonograms that are pronounced differently in speech and add spelling caps)

After marking:

Sound the word: \_\_\_\_\_

Read the word: \_\_\_\_\_

Word being taught: \_\_\_\_\_

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