

Essential Element	Instructional Routines
Warm- up and review prior skills	<p>Practice for fluency of prior lessons on sounds, letters, word games or word sorts, reread familiar decodable text to listen for fluency (phrasing and intonation)</p> <p><u>** Order of elements within the lesson plan may vary with what stage the student(s) data indicates is needed from introductory through guided and independent using gradual release.</u></p>
Learning Goal	Today we are going to learn...
Phonological/ Phonemic Awareness	Sound manipulation activities
Direct Instruction New Phonics Pattern	<p><i>Direct, explicit instruction</i> on the new letter or letter patterns representing the target sound (phoneme-grapheme mapping- Teacher model/student echo</p> <p>“I Do, We Do, You Do” moving from direct explicit to gradual release.</p> <p><i>(First routines with sound to letters – Say the sound and name/spell the sound)</i></p> <p><i>(Instruction moving to Word Building - Routines tap the sounds, use chips for multimodal engagement, name/spell the sounds)</i></p>

	<p>Move from sound to symbol using <i>tiles and then to writing</i> the letters which make the sound.</p> <p><u>Phonics/Spelling Focus:</u></p>
Connect to Word Meaning	<p><i>Student Friendly Definitions</i></p> <p>Using meaning clues with pictures, phrases, or sentences.</p>
Writing	<p><u>Dictation</u> of letters introduced, words with the pattern or dictation of sentence with word(s) containing the pattern.</p> <p><i>The final application for older students:</i> student generates own sentence with word or words containing the pattern taught.</p>

Apply to Text	<u>Decodable Text</u> - Find words in text that have the patterns taught and read text decoding words which contain the patterns.
----------------------	--