

Multi-Sensory Routine

See It: Provide a written representation of the word. This could be on individual index cards or a PowerPoint shown on a projector. It is important to be sure that the student is looking at the word and not the teacher while echoing.

Hear It, Say It: The teacher says the word, and the student repeats with eyes on the word. Be sure that the student is pronouncing the word correctly. The student should echo/say the word about four times.

Trace It: Younger students will benefit from tracing the letters on the card. Students should say letter sound (for phonetic words) or letter name (for non-phonetic words) while tracing then underscore while saying the whole word. Be sure eyes are on the word, not the teacher or the surface on which he/she is tracing.

Move It: Students can move grapheme tiles or counters while saying letter sound or name. Students can also tap letter sound/name on arm while saying. Students can skywrite letters with a big arm motion. Students should look at the written representation of the words while moving.

Feel It: Looking at the written word, students ghostwrite the word while saying letter sound (phonetic words) or letter name (non-phonetic words) on a textured surface (sandpaper, plastic canvas, salt tray) then underscore and say the whole word. Be sure that the student is looking at the written representation, not the teacher or the surface on which he/she is ghostwriting.

Write It: Students should write the word or record the word in a notebook of words the student is working on. If handwriting fluency is a problem for the student, have him/her write it about four times. You can also give sentences for dictation or have the student create sentences using the words.

Read It: After the student has had multiple practices with the words, have the student read the words to the teacher. Work for automaticity. If the student hesitates or sounds the word out, put the word back into the stack to work on again (ghostwriting). Words should stay in the reading deck for several times. After the student has mastered each word, place it in a review deck that is pulled out periodically to check mastery. If the student hasn't mastered the word, place in back in the practice deck.

Spell It: Read each word in the practice deck to the student and have him/her spell the word. When the student has written the word, immediately put the card down and have the student check his/her spelling. The student should correct the spelling if it is incorrect and practice the spelling correctly with eyes on the word. If the student spells the word correctly about four times, place the word in the review deck. If students struggle with phonology, have them orally segment before spelling.

Basic Guidelines

- Maintain a perky pace.
- Adjust the number of words that you work on each week to the needs of the student.
- Use diagnostic data (such as the Quick Phonics Screener) to determine which words to work on. Focusing on a pattern is beneficial. You can also create a personalized list and work on words that the student has misread or misspelled in other classroom work.
- Always keep a few words in the deck that you know the student will be successful on.
- Master words that have wide differences before working on discrimination of words that have small distinctions (thought, though).
- Don't do all of the routines in a single session. Spread them out over the course of the week. About 10 minutes a day is good unless you are having the students create their own sentences; this will take more time.
- Be sure that the student is looking at the correct spelling of the word while working.
- Review words that the student has read and spelled correctly. Don't review all the words each week, but show the student how big the review deck is. One-and-done doesn't work with struggling readers, and they will be motivated by success.
- Provide immediate corrective feedback. The student should be responsible for making corrections.
- The middle finger or first two fingers should be used for tracing and ghostwriting.
- If possible, create connected text for the student to read that uses words from the practice deck.
- Focus on both reading and spelling.
- Work for mastery. Don't be in a hurry or try to add too many words at one time. Provide a lot of practice but also provide variety.