

## Set You Up, Send You Off Decodable Lesson

*Best for children who need minimal support*

Introduce the text	Introduce the text with a 1-sentence connection to prior knowledge.
Set a phonics purpose	<ul style="list-style-type: none"><li>• Connect the text to the day's phonics lesson by having students remember what they learned in phonics.</li><li>• Remind children of your strategy for using phonics while reading words (for example, tapping).</li></ul>
Start the reading	<ul style="list-style-type: none"><li>• Echo read the first page.</li><li>• If applicable, draw students' attention to the target letter-sound relationship. Model using your strategy for reading the target word.</li></ul>
Listen to reading	<ul style="list-style-type: none"><li>• Have students continue reading the text in a whisper.</li><li>• Listen to students as they read. Prompt students to use the letter-sounds to read.</li></ul>
Release to continue reading	<ul style="list-style-type: none"><li>• If children are using phonics skills and strategies to read words, close out your time together by reminding them to continue to use their skills and strategies in the rest of the book:</li><li>• You can say something like this, "I notice something special about the word "Chad." It starts with the letters <i>c</i> and <i>h</i>, which we learned about this morning. What sound do <i>c</i> and <i>h</i> generally represent when they're together?"</li><li>• Release students to read independently somewhere else in the room.</li></ul>

## Review and Read Decodable Lesson

*Best for children who need some review of phonics concepts and support while reading*

Introduce the text	Introduce the text with a 1-sentence connection to prior knowledge or a reason for reading beyond just doing school
Prepare for reading with review	<ul style="list-style-type: none"> <li>• Model and help children practice reading and writing words in isolation that include your phonics letter-sound target(s).</li> <li>• Review high frequency words by reading or writing these words. Analyze these words letter-sound relationships as necessary.</li> </ul>
Read- Give support based on needs	<p>Remind children to say each sound in the word and slide through the sounds.</p> <p>Example of supporting different group needs:</p> <ul style="list-style-type: none"> <li>• <i>For children who may benefit from more time with individual letters:</i> Use echo reading (read each line/page and then have children repeat after you while tracking the print).</li> <li>• <i>For children who may be ready to read independently:</i> Read the first page together. Watch to ensure children are tracking print. Encourage children to whisper read independently. Listen in on children’s reading and prompt as needed.</li> <li>• <i>For children who are reading independently:</i> Point out and model reading a few of the non-decodable challenge words to support more fluent reading. Encourage children to whisper read independently.</li> <li>• <i>Prompting:</i> <ul style="list-style-type: none"> <li>• Decodable words               <ul style="list-style-type: none"> <li>• “Look at the word.”</li> <li>• “Say each sound.”</li> <li>• “Slide through the sounds.”</li> </ul> </li> <li>• For words with many features beyond a child’s abilities: “That word is <u>XXX</u>.”</li> <li>• For high frequency words: “Remember, in this word the letter(s) <u>XXX</u> represent <u>XXX</u>.”</li> </ul> </li> </ul>
Ask questions	Ask a series of questions to check on children’s understanding. Relate the questions to the original purpose for reading, when appropriate.
Send off	Remind children how they can use their knowledge of phonics at other times of day.

## Teach and Practice Decodable Lesson

*Best for children who need explicit instruction in a phonics concept and support while reading*

Introduce the text	Introduce the text with a 1-sentence connection to prior knowledge.
STEP 1 Teach	<p>Explicitly teach and model, such as:</p> <ul style="list-style-type: none"> <li>● knowledge (e.g., “T represents /t”)</li> <li>● a skill (e.g., blending or segmenting 3-sound words)</li> <li>● a strategy (e.g., stretching sounds to read a word)</li> </ul> <p>Example teaching reading 4-sound words:</p> <ul style="list-style-type: none"> <li>● “Children, you have done a great job hearing and working with 3 sounds in words. Today, we’re going to listen for and say 4 sounds in words so that we can read longer words!”</li> <li>● Oral only:             <ul style="list-style-type: none"> <li>○ Model and have children practice hearing each sound in 4-sound words (segmenting). You say a word, children say each sound.</li> <li>○ Model and have children practice sliding through each sound in 4-sound words (blending). You say each sound, children say the word.</li> <li>○ Tip: Use an extra strategy like tapping, counting, or Elkonin boxes to help children.</li> </ul> </li> <li>● Add letters:             <ul style="list-style-type: none"> <li>○ Model pointing to letters, saying each sound, and then blending to say the word. Have children practice in isolation, using an above strategy.</li> <li>○ If it matches your phonics instruction: have children notice and use knowledge of blends and/or word families to “speed up” their decoding.</li> </ul> </li> <li>● Reflect:             <ul style="list-style-type: none"> <li>○ Ask children to think about how working with 4-sounds is the same or different than 3-sounds.</li> </ul> </li> </ul>
STEP 2 Apply in reading	<ul style="list-style-type: none"> <li>● Have students read the text in a whisper. Listen to students as they read.</li> <li>● Prompt students to use the strategy, knowledge, or skill you just taught.</li> </ul>
STEP 3 Review	<p>Review:</p> <ul style="list-style-type: none"> <li>● connect to learning or activity in another time of day</li> <li>● allow children to demonstrate learning or complete a final task (e.g., read new words with the letter- sound relationship)</li> </ul>

