Decodable Text Routine

Decodable Text offers important learning opportunities for students. Sentences/passages/books must be read with the teacher multiple times BEFORE being used for independent reading.

Routine	Instructional Pathway	Instructional Purpose
Pre-reading	1. Using the word bank from the back of the decodable, and Fundations sound cards, review the targeted phonics skill. 2. Select 5-7 words and write them on a white board while students blend/read the words. Alternately, words can be written on an automaticity grid. Students chorally read the grid, stop and fix any errors. 3. Write the high-frequency words on index cards. Hold up each card, tell students the word and students repeat the word. Then, mix up the cards and students chorally read the words. 3. Next, have students chorally read each line of the word bank from the back of the book.	Reteach the target skill and help students prepare for transferring the skills in isolation to the skill within text. Helps add in the application of the skills and the success of the reading.
First Read	1. Read the title aloud to students. 2. Chorally read the text.	Students can hear a fluent read. The teacher can note specific needs for decoding (student or whole group)
Comprehension Check	1. Teacher models retelling the story in sequence. 2. Students practice retelling with partners.	Reinforces that reading is for making meaning.
Second Read	1. Have the students echo read the text. The teacher will read a sentence with good expression and intonation and students will echo what the teacher has read. Make sure students are tracking what they are reading with their finger.	Echo read for more support. This time allows the students to hear fluent models, and the teacher to monitor accurate decoding and automaticity. Note- do not expect student reading to sound as fluent as the teacher model. Fluency should be prioritized starting in late first grade as decoding with automaticity is solid.

Third Read	1. Students individually whisper read the text. If more support is needed, follow step 2 below. 2. Students individually whisper read a few lines of the text at a time. Choral read one line together. Continue in this manner until the text is finished. OR 2. Students partner read, alternating lines to the end of the text.	Allows students to all work independently. The teacher can monitor individual needs. Reading work is on the students. The teacher can listen to each pair and note any challenges (what and where). Patterns (sight words, sound/spelling patterns, etc) can be noted and shared whole group.
Comprehension Check	3. Ask comprehension questions and have students find the answer or information that supports their answer in the text.	Reinforces that reading is for making meaning. 1-2 Questions focusing on basic comprehension of key ideas/details from text
● Who are the characters? ● How many things did they get (scared of or worried) about all together? ● What did the characters (worry) about? ● Reread page ___, when it says, "Dad helped them," who is "them"? ● Reread page __, why does ____ say, "It is like home"? ● How many questions do the characters ask in this story? ● ____helps ____ , in what ways? **Possible text dependent generic questions to include:** What is the title of this [story/text/passage]? Who are the characters in this story? (fiction) What problem do they have? How do they solve it? (fiction) What is this text mostly about? (informational)		1-2 Questions focusing on syntax of specific lines of text 1-2 Questions focusing on use of pronouns, punctuation, or another text specific print concepts or text features that match the given text. 1-2 Questions that are text dependent.