

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"> • Model and help children practice reading and writing words in isolation that include your phonics letter-sound target(s). • Review high frequency words by reading or writing these words. Analyze these words letter-sound relationships as necessary.
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"> • <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). • <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. • <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. • <i>Prompting:</i> <ul style="list-style-type: none"> • Decodable words <ul style="list-style-type: none"> • “Look at the word.” • “Say each sound.” • “Slide through the sounds.” • For words with many features beyond a child’s abilities: “That word is <u>XXX</u>.” • For high frequency words: “Remember, in this word the letter(s) <u>XXX</u> represent <u>XXX</u>.”
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.