



Teaching with Decodable Texts

Sample Agenda

1. Introductions & Our Why
2. Explore & Review Decodables
3. Demo Lesson
4. Debrief
5. Planning & Lesson Internalization
6. Q&A

Opening Reflection

1. What is one success you have had in your intervention / literacy instruction work this year?

2. What is one challenge that you've experienced in your intervention / literacy instruction work this year?

Explore Decodables

NOTICINGS	WONDERINGS	IMPLICATIONS
What do you notice about the books?	What questions do you have?	How can you apply these books to your literacy intervention work?



Instructional Routine for Decodable Chapter Books

Focus	Step	Materials	Instructions*
Pre-Reading	Review Phonics Concepts (10 minutes)	Educator Companion Decodable Chapter Book	1. Review phonics concepts as outlined in the pacing guide and the corresponding pages of the educator companion. 2. Model using the phonics rule(s) to decode some of the preview words from the phonics guide.
	Phonics Practice (3 minutes)		3. Students practice reading the words on the phonics guide page that follow the phonics rule. 4. Students annotate words that follow the phonics rule if they need further reinforcement. (Optional)
	High- Frequency Word Practice (2 minutes)		5. Diagnostically preview all high-frequency words so that you can eliminate the ones students already know and focus on the ones that we need to reinforce.
	Challenge Words (2 minutes)		6. Read aloud all challenge words to the students. Pause on challenge words that are also vocabulary words to discuss meaning. Read the challenge words aloud with the student (choral read) the second time.
	Vocabulary (5 minutes)	Educator Companion Vocabulary Cards	7. Introduce the first word to students by holding up the card and saying the word. Have students repeat the word. Then, say the sentence that includes the word. 8. Make the real-world connection that uses the word (on the back of the card). 9. Ask the question associated with the word. 10. Think-Pair-Share: Students discuss their answers to the question. Encourage students to use the word in their response. 11. Repeat steps 4-7 with the second word.
Reading	Focus for Reading (2 minutes)	Decodable Chapter Book	12. Explain that we are going to read a chapter together and that the student will be able to use their strategies/the phonics concept we practiced to read the chapter.
	Oral Fluency Practice (10 minutes)		13. Students read the chapter. While they read aloud, the teacher will take notes on fluency.
	Partner Reading (10 minutes; if time)		14. Students practice oral reading fluency by reading the text aloud to a partner. They will switch off page by page.

	permits)		
After Reading	Discussion (5 minutes)	Educator Companion Proofreading Checklist	15. Ask comprehension questions for that chapter. If the student struggles to answer the comprehension questions, have them go back and do a repeated read of the chapter or read the chapter aloud to them while the student tracks the text and follows along. Then, ask the comprehension questions again.
	Written Response (10 minutes — extension if time permits)		16. Assign one question from the comprehension section of the educator companion as a written response to reading prompt. Provide necessary scaffolds such as sentence stems and proofreading checklists. 17. Have students self-edit their responses using the proofreading checklist.

***Note:** Instructional routines can be customized for varying school schedules and will be taught/broken down/modeled in accompanying professional development.

PLANNING TEMPLATE

Focus	Step	Materials	Notes
Pre-Reading	Review Phonics Concepts (__ minutes)	Decodable Series: _____	Phonics Concepts to Review:
	High- Frequency Word Practice (__ minutes)	Decodable Book: _____	High-Frequency Words to Focus On:
	Challenge Words (__ minutes)	_____	Challenge Words to Focus On:
	Vocabulary (__ minutes)	Chapter: _____	Vocabulary Word #1: _____ Vocabulary Word #2: _____

Reading	Focus for Reading (__ minutes)	Decodable Book: _____	How do you want students to read the book? <input type="checkbox"/> In partners <input type="checkbox"/> Independently <input type="checkbox"/> 1:1 with an adult Notes on fluency:
	Oral Fluency Practice (__ minutes)	Chapter: _____	
	Partner Reading (__ minutes)	_____	
After Reading	Discussion (__ minutes)	Educator Companion Proofreading Checklist	Comprehension Question #1: _____ _____ Comprehension Question #2: _____ _____
	Written Response (10 minutes — This is an extension if time permits)		Written Response Prompt:

LESSON INTERNALIZATION

What are some barriers to success? What are some solutions to those barriers?	
What tools will I need to make to support the students as they try this work?	
Kids will not master anything instantly, so how will I know if I am being successful?	