



Quick Start Guide for Teaching with Decodable Texts

PHONICS, FLUENCY, COMPREHENSION
for older striving readers

Pre-Reading

FOCUS: PHONICS AND VOCABULARY



REVIEW phonics rules associated with the focus of the decodable text.

(Use concise, student-friendly language.)



PRACTICE reading words that follow the phonics rules.



PREVIEW regular and irregular high-frequency words.

(Take note of irregular high-frequency words students cannot identify by sight or phonics pattern.)



HIGHLIGHT challenge words with interactive oral reading.

(Teacher reads the word, student tracks the text then repeats the word.)



TEACH vocabulary using an instructional routine.

(Introduce - connect - define - question - share)



SUMMARIZE what happened in the last chapter.

(If continuing on with the story.)

Reading

FOCUS: FLUENCY PRACTICE



PROSODY

Model fluent reading with the first 1-2 pages with expression and appropriate pacing.



PRACTICE

Encourage students to read as much as possible.
(You can fill in the challenge words for them!)



PHRASED READING

Use finger or a pencil to scoop text into meaningful phrases (3-4 words at a time) instead of tracking the text one word at a time.



ACCURACY

If you notice a miscue, take note of it, wait for the student to finish the page, and then use corrective feedback to empower students to re-read with accuracy.



REPEATED READING

After students read the text once, have them summarize what they read. Instruct them to read the chapter again if their summary lacks key information.

After Reading

FOCUS: KNOWLEDGE-BUILDING AND COMPREHENSION



BOOK

What happened in the book?
What was this text mostly about?



HEAD

What surprised you?
What did this make you think of?



HEART

How did reading this make you feel?
Which characters did you connect with the most?

YOU CAN ALSO...

Ask comprehension questions.

Review vocabulary.

(Return to examples from the text.)

Provide opportunities for scaffolded written response to reading.