



## K-2 Non-Decodables Protocol for Reinforcing Learning

This protocol is a model for how to hold children accountable for words with patterns they already know, paying close attention to new words to see if they can grow their phonics knowledge. It's important students develop the habit of using decoding—focusing on the word itself—as their first tool for figuring out what unknown words might be.

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Read No.	Format	Notes	Instructional Implications	Differences and Similarities from Decodables
1	Read aloud while students follow along.	<p>Be sure children finger point to each word as you read. Keep this up until they're accustomed to following along reliably.</p> <p>You should read with expression but at a somewhat slower rate than normal. A good way to think of it is at about three-quarter speed.</p>	<p>Students will hear a fluent reading modeled while they see and hear words with phonics patterns they know and ones they don't.</p> <p>Weaker readers will have a better chance of developing an initial understanding of the text, a potential issue even with a text designed to be at their level.</p>	<p>As with the decodables, seeing and hearing the word while focusing on the word through finger pointing will help students learn phonic patterns. With more phonics patterns present that students haven't learned, the slower pace will help students focus better on these words.</p>
2	Read aloud (with student's finger pointing). This time, stop to explain any words or references students might not know, asking first if they can figure these out from context.	<p>After the meaning of the word is explained, ask students to look at the word again and whisper read the word, spell it, and say its meaning to themselves.</p> <p>When this is completed, repeat the same procedure with a partner.</p> <p>Chose children randomly for these questions so everyone knows they may</p>	<p>Much research shows that word learning is best done when meaning, spelling, and pronunciation are locked together as much as possible and students read and spell the word aloud.</p> <p>Support for vocabulary will help comprehension and support English-language learners and other students with smaller vocabularies.</p>	<p>The teacher read-aloud instead of the choral read with the decodables supports comprehension. This time, the students' following along is primarily for vocabulary growth as well as holding students accountable for following along for learning how to pronounce words and patterns new to them.</p> <p>Some of these books may be more complex than decodables, and comprehension at this</p>

	<p>For informational text, ask students what they think this reading is mostly about.</p> <p>For literary narratives, ask what happened in the story.</p>	<p>have to answer questions and has an obligation to think.</p>	<p>Students should get the gist of the text or a sense of its main idea before addressing more specific or complex questions.</p>	<p>level will make further reads more fruitful and support more inferential and specific questions in later reads. True of the decodables as well but less support for decoding here generally makes these readings less accessible.</p>
3	<p>Children buddy-read, taking turns by paragraph or page. When one child is reading, the other is following along with a finger.</p> <p>Pairs who finish early should pick their favorite part and continue the same system.</p>	<p>Consider taking the weakest readers and “buddying” with them.</p> <p>If not, listen in to see how these readers are doing.</p> <p>Some children always finish before others. Be sure the pairs know this before they start so they don’t rush through.</p>	<p>This provides another swing through the text to further support mastery of phonics patterns and reading fluency. Of course, this helps with comprehension as well.</p>	<p>As these texts could be more complex than decodables (and will by definition have phonics patterns students don’t know), the buddy read provides more support before students read on their own.</p>
4	<p>Format for discussion (or written response) is up to you.</p> <p>You could mix it up by taking the weakest readers with you, the strongest readers work individually, and others work in pairs.</p> <p>Suggested basic questions follow this chart.</p>	<p>By now, many students will have a good sense of the text and be ready for more inferential questions.</p> <p>Responses can be in writing, in discussion, or a mix.</p> <p>Be sure to go over the children’s answers and provide feedback. Be sure to ask them to return to the text for evidence and reread the portion of the text that provides it.</p>	<p>Starting comprehension questions after vocabulary work and multiple reads helps support all children’s comprehension and develops confidence.</p> <p>Bringing students back to the text means more chances to learn phonics patterns through reading and hearing the words yet again. It also reinforces an emphasis on text evidence.</p>	<p>The fourth and fifth reads of the text are the independent reads. They address decoding and fluency and especially finding out who is still struggling in these areas.</p>
5	<p>Point out words with phonics patterns new to students.</p>	<p>Best done in buddy pairs. Ask each pair to find as many words as they can with a phonics pattern they have <i>not learned</i> and then try to determine what letters or combinations of letters make each sound in the word.</p>	<p>This reinforces the alphabetic principle, introduces students to new phonics patterns, and grows a greater understanding of the different types of texts students will be reading in these years.</p>	

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