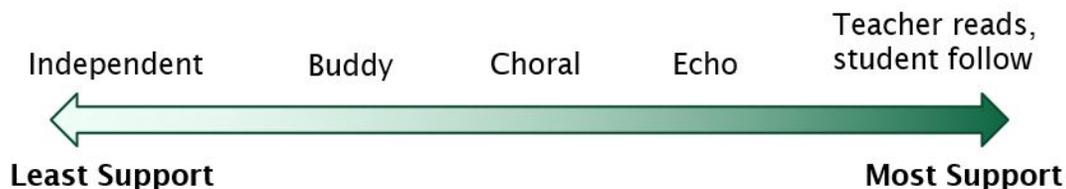


# STUDENT ACHIEVEMENT PARTNERS

## Decodable Readers Protocol

Decodable readers offer a wealth of learning opportunities for students. The protocol below demonstrates the varied ways in which these texts can be used in the classroom to practice sound and spelling patterns, and high-frequency words taught in phonics/foundational skills lessons. Adjust this protocol by closely monitoring student progress and varying the level of teacher support as needed.



*Note for teachers of English Language Learners (ELLs):*

The Decodable Reader Protocol is designed to give students repeated practice with new sound and spelling patterns in the context of meaningful and phonetically controlled text. This repetition is important for all early readers, but even more critical for English Language Learners, who often need additional support to master the code of English. While this protocol provides “baked-in” supports that benefit all students (repeated readings, choral/echo/buddy reading, explicit attention to phonics patterns, and a focus on pronouns and word parts), teachers of ELLs should also be prepared to support phoneme articulation, decoding, vocabulary, morphology, syntax, and knowledge demands as needed. Additional focus on these skills will benefit ELLs who frequently struggle with these elements of foundational literacy skills. You will find guidance on these topics in the Appendix. For additional information on why these supports are valuable for ELLs, please see the research [here](#). For more in-depth guidance on delivering instruction on these foundational skills, please see the [Foundational Skills Guidance Document](#).

Read #	Format	Notes	Instructional Purpose <i>Italicized comments indicate moves that are especially supportive of English Language Learners (ELLs).</i>
<b>Before Reading / As needed</b>	Whole Class or Small Group Preview	Clarify possible unknown vocabulary or knowledge demands.  <i>Guide students in discussing new ideas and concepts they may encounter.</i>	Support comprehension and vocabulary growth.  <i>Attend to students' articulation of phonemes and highlight student language cognates when possible.</i>  <i>Provide ELLs with additional contextualization to help with comprehension. This could include attending to and eliciting students' background knowledge to support new learning.</i>
<b>1st Read</b>	Echo or Choral	Lead echo/choral reading Note: Which students are struggling? Which words present hesitations?  Follow with basic comprehension questions. <i>Invite students to discuss answers with others before sharing.</i>	Students can hear a fluent read. Teacher can note specific decoding needs (student or whole group). <i>Use an echo read or consider a teacher-led read (teacher reads, students follow along) for the highest level of support.</i>  Reinforces that reading is for making meaning.
<b>2nd Read</b>	Students read independently or with a buddy	Allow time for independent or buddy reading (one student reads, one follows along, and then switch.) Monitor for decoding challenges.  Follow with more time for comprehension questions. Vary who is called on.	Allows students independent practice. Teacher can monitor individual needs. <i>Consider pulling a small group of students who present significant challenges with accurate decoding for an additional echo/choral read.</i>  Gives time to assess any and all comprehension needs—it is important that all students are fully comprehending before moving on. <i>While some words may be unfamiliar for ELLs, ensuring that students understand the gist of the text is important.</i>
<b>3rd Read</b>	Echo or Choral	Lead echo/choral reading Note: Which students are struggling? Which words still present hesitations?	Echo read if more support is needed. This time allows students to hear a fluent model 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 in late first grade and all of second grade as decoding with automaticity is solid.
<b>4th Read</b>	Students read independently or with a buddy	Review whole group challenges with sight words or sound spelling patterns from student reading time. Monitor for decoding challenges during independent/buddy reading.	Reading work is on the students. Teacher can listen to each pair and note any challenges (what and where). Patterns (sight words, sound/spelling patterns, etc.) should be noted and shared whole group. <i>If possible, partner ELL students in linguistic partnerships in which students at different English language proficiencies (but the same home language) work together. If not possible, pair ELL students with more fluent readers. That way, increased support can be provided if a student is the "echo" in an echo reading partnership.</i>  Note: Buddy reading can also be a center activity.
<b>Later Reads</b>	Foundational Skills Games and Activities	Text-based games and tasks that reinforce phonics patterns and support student having fun with language.	

## Appendix: Supports for English Language Learners

Additional activities to support English Language Learners can include:

- Before reading, clarify possible unknown vocabulary or knowledge demands with student-friendly definitions. (Clarifying vocabulary can also be done during and after reading if necessary.)
- During the first reading, use an echo read or consider a teacher-led read (teacher reads, students follow along) for the highest level of support.
- During whole-class, independent, or buddy reading, consider pulling a small group of students for an additional echo or choral read when additional practice would be helpful. An echo or choral read will reinforce the sound and spelling patterns shown in the text. Because the purpose of decodable readers is to have students practice specific patterns in context, it is critical that students hear these focus patterns articulated correctly.
- During buddy reading, if possible, partner ELL students in linguistic partnerships. If not, pair ELLs with a fluent reader. Extra support can be provided if an ELL student is the “echo” in an echo reading partnership.
- Encourage use of new vocabulary words in discussion after teacher has modeled the use of the word in context, in meaningful ways. (For example: “Be sure to use the word ‘mash’ in your answer.”)
- If decodable text has complex syntax, extract sentence and use a [juicy sentence protocol](#) to break apart its elements and analyze its meaning.
- Focus teacher attention on students’ articulation of phonemes. To support this, provide each student with a mirror and produce target sounds in isolation while paying close attention to the lips, tongue, throat, and air flow.
- When applicable, use the pictures in a text as visual references for vocabulary words within the text.