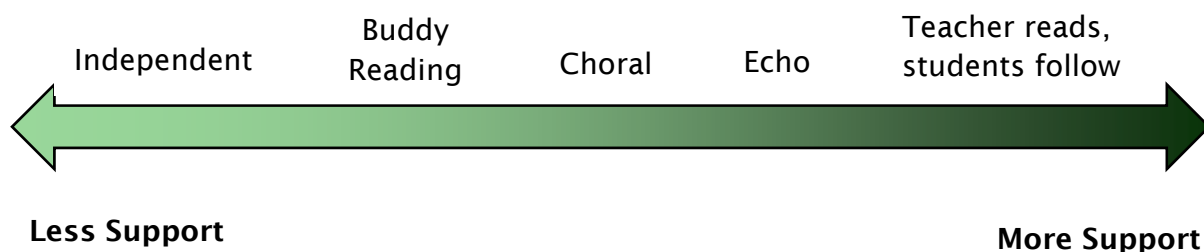


Decodables Protocol

Decodable Readers offer a wealth of learning opportunities for students and are a valuable resource connected to systematic phonics instruction. Decodable readers rely on taught sound and spelling patterns and high frequency words, rooted in the scope and sequence of a foundational skills program. These resources can support students to develop fluency by first focusing on accuracy and automaticity while decoding words and then build towards rate and expression when ready. The protocol below demonstrates the varied ways in which these texts can be used in the classroom. By adding a sequence of multiple reads, comprehension questions, and foundational skills tasks and games, teachers are able to make better use of these resources. A sample has been provided. *Note: More than one read can happen in a given lesson. Adjust this protocol by closely monitoring student progress and varying the level of teacher support as needed.*



Read #	Format	Notes	Instructional Purpose
1st Read	Echo or Choral	Lead echo/choral reading. <i>Note: Which students are struggling? Which words present hesitations?</i> Follow with basic comprehension questions.	Students can hear a fluent read. Teacher can note specific needs for decoding (student or whole group). Reinforces that reading is for making meaning.
2nd Read	Students read independently or with a buddy	Allow time for independent or buddy reading (1 student reads, 1 follows along, and then switch). Monitor for decoding challenges. Follow with more time for comprehension questions. Cold call, varying who is called on.	Allows students to all work independently. Teacher can monitor individual needs. Gives time to assess any and all comprehension needs. It is important that all students are fully comprehending before moving on.
3rd read	Echo or Choral	Lead echo/choral reading <i>Note: Which students are struggling? Which words still present hesitations?</i>	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. <i>Note: Do not expect student reading to</i>

			<i>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.</i>
4th read	Students read independently or with a buddy	Review whole group challenges with sight words or sound and 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 and spelling patterns, etc.) should be noted and shared whole group. <i>Note: Buddy reading can also be a center activity.</i>
Later reads	Foundational Skills Games and Activities	Text-based games and tasks that reinforce phonics patterns and support student fun with language.	See sample below.

Sample Decodables Protocol with Content

Comprehension Questions (sample)		
Comprehension questions should be used for the 2nd or 3rd reads. Allow time for students to return to the text to answer questions.		
Sample Questions	Instructional purpose	
<ul style="list-style-type: none"> Who are the three characters? How many things did they get scared of or worried about all together? What insect did the boys worry about? Reread page 7; when it says, "Dad helped them," who is "them"? Reread page 8; why does James say, "It is like home"? How many questions do the boys ask in this chapter/book? Dad helps James and Sam in two different ways; what are these ways? 	1-2 questions focusing on basic comprehension of key ideas/details from text 1-2 questions focusing on syntax of specific lines of text 1-2 questions focusing on use of pronouns, punctuation, or another text specific print concepts or text features that match the given text. Possible text-dependent generic questions to include: <ul style="list-style-type: none"> What is the title of this [story/text/passage]? Who are the characters in this story? (fiction) What problem do they have? How do they solve it? (fiction) What is this text mostly about? (informational) 	
Sample Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
1	<ul style="list-style-type: none"> What letter is making the vowel sound in every word If you put an "e" at the end of "Sam" what word do you get? Pronounce it. If you take away the first letter of the fourth word what letter can you replace it with that gives you something you can eat? What letter can you add to the third word to make it rhyme with the 6th word? 	<ul style="list-style-type: none"> reinforcing vowel sounds "magic e" phoneme substitution rhyming, phoneme addition

2	<ul style="list-style-type: none"> • Which word is the same spelled forwards and backwards? • If you take away the first letter of the first word and replace it with the first letter of the second word you get something sweet, what is it? Pronounce it. • Does the letter “a” make the same sound in Sam as it does in James? 	<ul style="list-style-type: none"> • word play, initial and ending sound • phoneme substitution • comparing sounds (CVC vs CVCe)
3	<ul style="list-style-type: none"> • There are two ways the /e/ sound is spelled on this page, what are they? • What word ends with a /z/ sound? • What letters are making the /a/ sound in the first word on this page? 	<ul style="list-style-type: none"> • vowel sound and spelling • final consonant sounds • vowel sound and spelling
4	<ul style="list-style-type: none"> • How many words can you make by taking away the first letter of the 5th word on this page and adding another different letter? The added letter does not have to be from this page. • What are the words you see twice on this page? What vowel sound do they have? 	<ul style="list-style-type: none"> • phoneme manipulation • attention to words, vowel sound
5	<ul style="list-style-type: none"> • What word on this page rhymes with a number? • What word on this page if you take away the second letter gives you something you can do with your mouth? 	<ul style="list-style-type: none"> • rhyming • phoneme deletion
6	<ul style="list-style-type: none"> • Take away the last letter of this word and add an “l” at the end and it gives you something you take when you are sick. What is the word? • Change the first letter of this word from an “f” to a “t” and it makes something that is on a car. What is the word? 	<ul style="list-style-type: none"> • phoneme manipulation • initial sounds