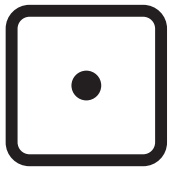
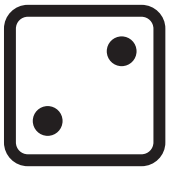
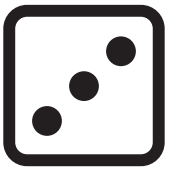
Roll and Read

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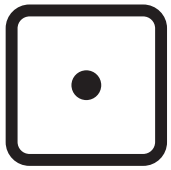
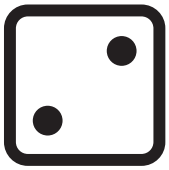
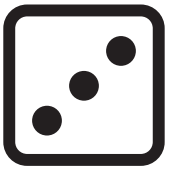
Roll and Read

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Roll It, Read It

First

Middle

Last

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Roll It, Read It

First

Middle

Last

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Decoding and Encoding Prompting Guide

If a student...	Then...	Examples
stops at an unknown word and doesn't try or looks at you	remind them to keep their eyes on the words.	"Look at the word and all the letters."
skips an unknown word and just keeps going	remind the student to read each word.	"Read that sentence again." Point to the word they skipped.
attempts an unknown decodable word, but makes an error	tell student to try again. point out the error and ask them to fix it. blend the word together. give explicit information about the error.	"Try saying each sound again." "What sound does that spell?" Point to a spelling. "Let's say each sound and then blend." "*Ch* spells /ch/. Try the word again."
confuses the vowel sound	tell student to try a different sound for the vowel. for long vowel patterns, tell student to look across the word to determine the correct sound.	"What sound is most common for the letter *e*? Try it." "Flip the vowel sound and try a different sound." "Look across the word. What spelling do you notice? What sound should you try for the vowel?"
attempts an unknown word that is not yet decodable	give explicit information about the not-yet-decodable part. break the word into decodable parts together. give the word.	"In this word, *ch* spells /ch/. Try the word again." "Let's break the word into parts. Decode each part. Now, put them together." "This word is [say word]. Your turn!"
doesn't know how to start writing a word	break the task into smaller parts.	"The word is ___. What word? What's the first sound. Write it."
misses a sound while spelling a word	compare what the student wrote to the word you said. point out the error and tell the student to fix it.	"You wrote *map*, I said *mat*. /t/." "You were trying to spell the word *black*. You spelled the word /b/ /a/ /k/ *back* (point to letters). What sound is missing? What letter spells that sound?"
uses the wrong spelling for a sound	tell the spelling rule or convention.	"In this word, the /k/ sound is at the end which often means it is spelled *-ck*. The /k/ sound in this word is spelled *-ck*."
misspells an irregular high-frequency word	give information about the irregular spelling.	"Remember, in *there* /air/ is spelled *ere*."'
misreads an irregular high-frequency word	give information about the irregular spelling.	"In this word, *o* spells /u/ and *f* spells /v/. /uf/. *Of*. You try."

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Decoding Planning Template

Date:	**Group members:**
Targeted need: ☐ Decoding in text ☐ Vowel sounds ☐ Encoding ☐ High frequency words	**Target phonics skill:**
Group is ready for texts with more meaning: ☐ Yes ☐ No	
Text: **Other materials:**	

Lesson Plan

Review	**Review previously learned sound-spelling correspondences (or high frequency words).**	**Write the spellings or words here:**
Explicit instruction	**Teach the sound-spelling, decoding or encoding skill, or irregular high frequency word(s).**	**Write explicit language here:**
Practice	**Select an appropriate activity:** ☐ Hear, Say, Spell ☐ Decode It! ☐ Partner Check ☐ Pre-taught vocabulary word practice ☐ Which One? ☐ Roll It, Read It ☐ Word building ☐ Map It! ☐ Quick Find	**Write out the directions for the activity here:** Write word list if you need it:
Application	**Read in controlled text or write dictated sentences.**	**Write how you will introduce the text and a text-dependent question to ask.** Write dictated sentence(s):

Next steps

Who was successful (90% or more correct during practice and application)?	**Who needs more application** (success at practice, but not during application)?	**Who needs more practice** (less than 80% correct during practice)?
During independent or partner time, this group should work what focus skill:_____ **using what materials:** ☐ Decoding learning app ☐ Re-reading decodables ☐ Listening to eBooks ☐ Partner game _____		

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