

REVIEW AND READ DECODABLE LESSON (up to 20 minutes)

Best for children who need some review of phonics concepts and support while reading

Introduce the text <i>1 min</i>	Introduce the text with a one-sentence connection to prior knowledge or a reason for reading beyond just doing school.
Prepare for reading with review <i>3 min</i>	<ul style="list-style-type: none">• Model and help children practice reading and writing words in isolation that include your sound-spelling target(s).• Review high-frequency words by reading or writing these words. Analyze these words' sound-spelling relationships as necessary.
Read and give support based on needs <i>5–10 min</i>	<p>Remind children to say each sound in the word and slide through the sounds to decode a word.</p> <p>Example of supporting different group needs:</p> <ul style="list-style-type: none">• <i>For children who may benefit from more time with individual letters:</i> Use echo-reading (read each line/page and then have children repeat after you while tracking the print).• <i>For children who may be ready to read independently:</i> Read the first page together. Watch to ensure children are tracking print. Encourage children to whisper-read independently. Listen in on children's reading and prompt as needed.• <i>For children who are reading independently:</i> Point out and model reading a few of the challenging words to support more fluent reading. Encourage children to whisper-read independently.• <i>Prompting:</i><ul style="list-style-type: none">• Decodable words<ul style="list-style-type: none">• "Look at the word."• "Say each sound."• "Slide through the sounds."• For words with many features beyond a child's abilities: "That word is ____."• For high-frequency words: "Remember, in this word the letter(s) ____ represent ____."
Ask questions <i>3 min</i>	Ask a series of questions to check children's understanding. Relate the questions to the original purpose for reading when appropriate.
Send off <i>1 min</i>	Remind children how they can use their knowledge of phonics at other times of day.