

Decoding and Word Recognition

LESSON MODEL FOR

Decoding Text

Benchmarks

→ Ability to accurately and fluently apply phonics knowledge to reading decodable text.

Strategy Grade Level

→ Kindergarten-Grade 1 and/or Intervention

Prerequisites

→ Introduced sound/spellings
→ All single consonants, short vowels, consonants digraphs, /k/ ck, / ng
→ Introduced irregular words a, he, of, out, the, to, too

Grouping

→ Small group
→ Whole class
→ Individual

Materials

→ Decodable text

Method for Reading Decodable Text

Decodable text is usually a small book or passage in which most of the words are wholly decodable and the majority of the remaining words are previously taught irregular words. These emergent reader texts provide an opportunity for students to practice and apply newly acquired phonics knowledge and to develop fluency and automaticity. In this sample lesson model, a sample story is used to represent decodable text found in a typical beginning reading program. The same model can be adapted and used to enhance the reading of decodable texts connected to any commercial reading program.

Review Irregular Words

Students should be able to automatically and accurately read all previously taught irregular words found in this story: *a, he, of, out, the, to, too, and was.*

Teach/Model

Pass out the decodable book to each student. Say: Today we're going to read a book together. First I will read with you, and then you will get a chance to read on your own. Show the front cover of the book and say: The name of a book is called the title. Point to the title. Say: *The title of this book is (name of book).* Now you point the title. Monitor as students point to the title of the book. Ask: *What's the title of this book?* (Name of book) Say: Yes, (name of book). Say: *A person who writes a book is called the author.* Point to the author's name and say: *(author's name) is the author of this book.* Now you point to the author's name. Monitor students as they point to the author's name. Ask: *Who is the author of this book?* (Author's name) Ask: *What does an author do?* (Writes books) Say: *The person who makes the pictures that go with a story is called an illustrator.* Point to the illustrator's name and say: *(name) is illustrator of this book.* Now you point to the illustrator's name. Monitor students as they point to the illustrator's name. Ask: *Who is the illustrator of this book?* (Name) Ask: *What does an illustrator do?* (Makes the pictures that go with a story)

Browse the Book

Say: Now it's time to browse the book. When we browse a book, we look at the illustrations and words to get an idea of what the story is about. We also look for any difficult words. Allow students to quickly browse through the book. Have them share any difficult words they may have encountered while browsing. As they share these words, print them on the board. Then model blending the words using sound-by-sound or continuous blending.



Whole Group: Read the Book One Page at a Time

Lead students in reading each page twice before moving on to the next page—first with a whisper read, then with a choral read. Say: Now we will read the book. We'll read it one page at a time. First you will whisper read a page to yourself and then we'll read aloud the same page together. Whisper Read: Say: Watch as I whisper read the first page. "While reading, be sure to track, or move your finger, under each word. Say: Now it's your turn to whisper read. Everyone point under the first word of the page. Pause for students to place their finger under the first word and then say: Whisper read the page to yourself. Remember to point to each word as you read. Ready, begin. Monitor students as they whisper read the page, providing help for specific students when needed. Choral Read: When more than half of the students have finished whisper reading the first page, say: Now let's read aloud the same page together. Go back to the beginning of the page and point under the first word. Pause for students to place their finger under the first word and then say: Now everyone read aloud. Remember to point to each word as you read. Ready, begin. Choral read the first page with students, ensuring that all students are responding and tracking under the words as they read. Read the rest of the book with students in the same manner first whisper reading then choral reading each page.

CORRECTIVE FEEDBACK

If a student or students misidentify a word, model the correct response for the entire group.

Individual Turns: Read the Entire Book

Say: Now we'll read the entire book, but this time I'll call on individual students to take a turn reading aloud. When someone is reading aloud, I want you to read along silently and point to each word as it being read. Have students take turns reading aloud a sentence or two at a time as the group listens and follows along. To encourage attentiveness, randomly call on students to read. Provide corrective feedback as needed.

Respond to Literal Questions

Encourage students to respond to the story. Ask literal questions about the story, such as: When did Sam get out of bed? (He got out of bed at six.) What did Sam eat for breakfast? (He had ham and eggs.) What color is Sam's van? (The van is red.) Who is Jan? (Jan is Sam's pal.) What do Jan and her dog like to do? (They like to jump.) When answering questions, students should show what sentence or page supports their answers. Responses should be in complete sentences. Support vocabulary development by asking questions such as: Sam got in a van. What are names of other types of transportation? (Cars, trucks, buses)

Partners: Reread the Entire Book

Assign students reading partners. Say: You're going to practice reading the book two more times with your partner. You will take turns reading a page at a time. When you are the listener, remember to read along silently and point to each word as it is being read. If your partner makes a mistake, say the correct word. If you are the reader and your partner corrects you, stop. Be sure to repeat the word and then go back to the beginning of the sentence and reread it. Allow students time to practice reading the book. Monitor students, listening to each pair read. If needed, provide more practice in small groups.

OBSERVE & ASSESS

Questions or Observation	Benchmarks
(Select a sentence.) Can you read this sentence out loud?	Student can read text accurately and fluently.

