EXPLICIT & SYSTEMATIC DECODABLE PASSAGES Short a, CVC The Bag The Bag Day 2 Short a, CVC Before Reading: First Read: **During Reading:** The Bag The Bag Before Reading: Circle the words with the short a sound. Dad had a b Dayl During Reading: Read together. A rat was ir Today, we are going to learn th The /a/ sound in this passage i Dad had a bag, "I can pack the bag)" letter a. Can you think of any "Aaaa! Ar A rat was in the bag. Focus Skills short lal? Dad ran. 7 "Aaad! A rat! The bag has a rat!" Dad and th Decodable Dad ran. The rat ran as Dad ran! Words After Readin Blending Lines Dad and the rat ran and ran! can cat rat ran bag rag gab cab *adjust review After Reading: Answer the questions about lines to according to your phonics I. What was in Dad's bag? Dad had a bag scope & sequence as Dad ran Before needed Irregular High Reading Frequency was in (Heart Words) 2. What did Dad do after he saw the rat?

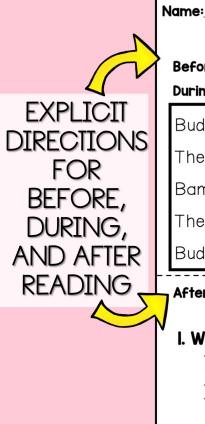
can you think

Dad ran.

Convicting Winter- mraw.

Created by: O Christina Winter

EXPLICIT PRACTICE



The Bus

Before Reading: Circle the words with the short u sound.

During Reading: Read together.

Bud was on the bus.

The bus was fun. It was fun for the kids.

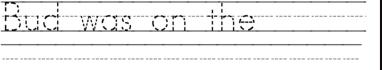
Bam! The bus hit a rock!

The kids got off the bus and had to run.

Bud put on his hat. It was hot to run in the sun.

After Reading: Answer the questions about the story.

I. What was Bud on?



2. Who put on a hat?

put on a hat.

Short u. CVC

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Day

QR CODES

TO HEAR THE

PASSAGE

CONTROLLED

IEXT

FOLDABLE

TO ALLOW

STUDENTS TO

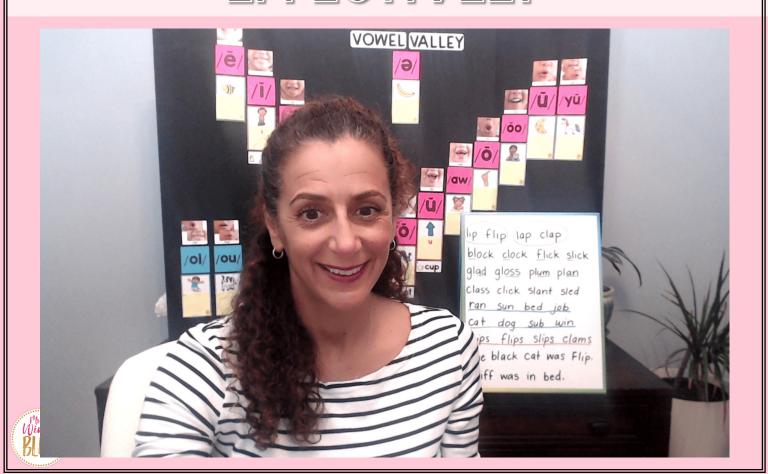
FOCUS ON

PASSAGE

AFTER READING
COMPREHENSION QUESTIONS



INSTRUCTIONAL VIDEO: HOW TO USE BLENDING LINES & DECODABLE TEXT EFFECTIVELY



TEACHER INFO & TIPS

Planning for Small Group Lessons

Teacher Guide

	Activity	Purpose	
	Read Together	The four approaches to and reading included in these lesson plans wary in the amount of teacher support. From most t least amount of teacher support the approaches are echo reading, choral reading, partner reading, and whisper reading.	
During Reading		The first reading, provides you with the chance to correct any missed sounds or words and should include the most amour of teacher support. Repeated readings a	

After

Reading

There are 5 questions f
1. Answer targets phoni
2. Student must use text
their answer
3. Addresses higher lev
4. Addresses higher lev
5. Prompts students to

Vriting about reading d

understanding of a text about what they read th

Using the Printables

You can also differentiate for needs by choosing to best passage option for your students' needs.

Two options are included:

h options also include a dotted line that runs right below the pa old the printable on the dotted line when reading the stor udent to focus on reading the passage. When the stude imprehension questions or writing portion of the lesson

vithout a sentence stem

Max and Rat

with sentence stems

Max and Rat

Planning for Small Group Les

Frequency Words (Heart Words) (3 minutes)

leacher Guide				
	Activity	Purpose		
	Focus Skill (1 minute)	This statement explicitly introdu sound (/a/) and spelling for the		
Before	Decodable Words & Blending Lines (3 minutes)	This section provides a list of I words in each passage. These prior to reading. See Decodible Activities & A Word About Bler for more ideas and info. Blending Lines: Line I: known skill to new skills Line 2: vary beginning sound Line 3: vary beginning sound Line 3: vary beginning sound Line 4: mixed set forget skill Line 4: mixed set forget skill Line 4: mixed set forget skill Line 8: 4: connect to fext.		
Reading		This section lists the irregular t		

pefore the lesson to decide which new words should be introduced to students

rords to students.

Differentiating for Student Success

An audio recording of each passage is included to provide additional support for students who need it. Students can listen and follow along with their own copy of the passage to preview the passage before meeting in a small or whole group setting. Students can scan the QR code on each passage page using an iPad, tablet or Chromebook to quickly access the audio recording (no log in required). Alternatively, you can use the audio recording files included to pull up the audio recording on a laptop, computer or other listening device.

> ther reads to student, student follows along al read- teacher and student read together in

> sper read-teacher and student whisper read to

day 1. In this case, have students reread at

tivity independently or in a center on day 2. Au

also be utilized during these independent wo

may display mastery of a target skill at

Audio recording routine for CVC & Blends passages: 1st read: Teacher reads to student, student follows along 2nd read: Echo read- teacher reads the passage line by line and students repeat after.

ding voice.

el Students

dels of a fluent reader

ng routine for Digraphs & beyond:

Introducing Irregular High Frequency Words

memorization doesn't work for all students. Using orthographic mapping strategies, the science-based heart word method teaches students to sound out the parts of irregular words that do follow phonics rules. Students then only need to learn a small portion of the word that is the "tricky part" by heart.

For some students, irregular words can be committed to memory after only 1-4 exposures. Struggling readers may need 20+ exposures before the word can be automatically recognized.

Visit the following blog posts for more information on each introducing irregular high frequency words to students using the Heart Words

· Heart Words: A Better Way to Teach Sight Words

· Tips for Teaching Heart Words

. How to Teach Sight Words Using the Heart Word Method

Suggested Pacing for Activities

Day I - Total time: 20 minutes

	Activity		
	Focus Skill (1 minute)		
	Decodable Words & Blending Lir (3 minutes)		acted Desire
Before Reading	Irregular High Frequency Words (Heart Words) (3 minutes)	sugge for	ested Pacing · Activities
	Preview & Predict	Day 2 - Tota	ıl time: 20 minutes
	(1 minute)		Activity
During Reading	Read Together : Choral Read or Read		Review Focus Skill (1 minute)
	(6 minutes)		Review blending lines or focus on lines you didn't get to the previous day.
		Before Reading	(3 minutes)
After Reading	Comprehension Questions	before Redding	Review Irregular High Frequency Words

A Word about **Blending Lines**

the new skill for a decodable passage. Blending lines should be used ing the I do. We do. You do format.

I do: Teacher models blending the first word
 We do: Students join the teacher in chorally reading the rest of the words on the list. Provide corrective feedback as needed.

 You do: Tap a word and have a student read independently ord at a time. In some cases, using phoneme addition, substitution stion will connect words in a blending line. (Ex. hat — hate. Write

and hat on your whiteboard show students and blend the word er. Then tell students, "Now I'm going to gdd an e to the end of

ting Lines Lesson Format

known skill to new skills — moves student from a known word to a word with the target skill (Ex. red, read) vary beginning sound - varies the beginning sounds of each word, focuses on target skill.

vary ending sound – varies the ending sound of each word, focuses on target skill.

mixed set target skill - mix of words that all focus on target

k6: review words – some may be in decodable passo challenge words - included for high level readers, some may be in decodable passage.

blending lines differ slightly. For example, the first line

During Reading

After Reading

ho need continued practice with building fluency can ading the passage with a partner or whisper reading. U scordings to provide students with independent practice ise at a center.

Preview & Predict : review the title of the passage and academic word Read Together: Whisper Read or Partne

(3 minutes)

Write & Retell

Suggested K-2 Scope & Sequences

scope & sequence. If your school already has a scope & sequence for introducing target skills to students, then you will use that to plan the order you use these decodable passages with your class

If you do not have a scope & sequence provided by your school, I have created a research-based suggested scope & sequence for Kindergarten. 1st grade, and 2nd grade. These scope & sequences are included in the



Decodable Words Activity Ideas

- Word Ladders Students can build a word ladder or word chain changing one phoneme in the word to create the next word.
- Word Building Students create a series of words using a limi
- set of letter cards. This activity creates flexibility with student knowledge of letter sounds and builds reading & spelling skills. Word Sorts - After mastering a phonics skill, sorting words by their
- phonics patten is a great way to review.
- Word Mapping Word mapping is a physical way to represent the relationship between phonemes (sounds) and graphemes (letters). Using word mapping activities helps students store words into their sight word memories.

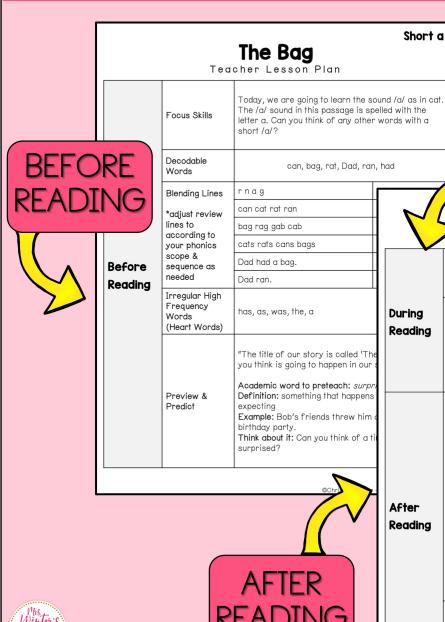
Visit the following blog posts for more information on decodable word

- · Practice Activities for Phonics Skills
- · Using Word Sorts for Phonics Instruction
- Phoneme-Grapheme Word Mapping Activities



EXPLICIT LESSON PLANS

Short a



DURING READING

Short a

The Bag

Teacher Lesson Plan

During Reading	Read Together	First Read: Choral Read Echo Read	Second Read: Partner Read Whisper Read
	Routine for when a word is missed:	Point to the missed sound- State the spelling and soun Have children repeat the s Have children blend the wo corrected sound Reread sentence with corr	d ound ord again with
After Reading	Comprehension Questions	What was in Dad's bag? (written answer)	phonics skill word
		What did Dad do after he saw rat? (written answer)	the text evidence
		How do you think the rat got in the bag? (oral answer)	higher level
		Why did the rat run after Dad? (oral answer)	higher level
		Have you ever found somethin surprising place? (oral answer)	g in a text-to-self connection
	Write & Retell	What happened after Dad saw what was in the bag?	



2 DIFFERENTIATED VERSIONS OF EVERY PASSAGE

Name: The Bag Before Reading: Circle the words with the short a sound. During Reading: Read together. Dad had a bag. "I can pack the bag." A rat was in the bag. "Aaaa! A rat! The bag has a rat!" Dad ran. The rat ran as Dad ran! Dad and the rat ran and ran! After Reading: Answer the questions about the story. I. What was in Dad's bag? Name: The Bag **Before Reading:** Underline the words with the short a sound. During Reading: Take turns reading with a partner. Dad had a bag. "I can pack the bag." A rat was in the bag. Short a. CVC "Aaaa! A rat! The bag has a rat!" Dad ran. The rat ran as Dad ran! After Reading: What happened after Dad saw what was in the bag?

Short a, CVC

The Bag

Before Reading: Circle) the words with the short a sound.

During Reading: Read together.

Dad had a bag. "I can pack the bag."

A rat was in the bag.

"Aaaa! A rat! The bag has a rat!"

Dad ran. The rat ran as Dad ran!

Dad and the rat ran and ran!

I. What was in Dad's bag?

Short a, CVC

After Reading: Answer the questions about the story.

2. What did

Before Reading: Underline the words with the short a sound.

During Reading: Take turns reading with a partner.

Dad had a bag. "I can pack the bag."

"Aaaa! A rat! The bag has a rat!" Dad ran. The rat ran as Dad ran!

Dad and the rat ran and ran!

A rat was in the bag.

After Reading: What happened after Dad saw what was in the bag?

SECONDARY
RULED WITHOUT
SENTENCE STEMS

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