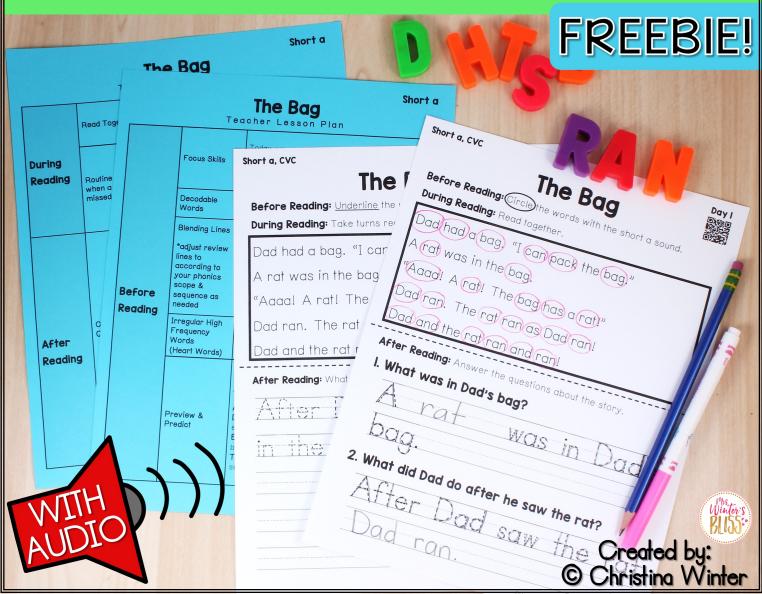
EXPLICIT & SYSTEMATIC DECODABLE PASSAGES



EXPLICIT PRACTICE

EXPLICIT DIRECTIONS FOR BEFORE, DURING, AND AFTER READING

The Itch

Before Reading: Circle the words with the ch digraph.

During Reading: Read together.

Name:

Meg's cat Chip had an itch. The itch was big. The itch was bad. Itch! Itch! Itch! "Sit, Chip. Dad will fix the itch." Chip was much too quick. Chip ran! Chip hid. Meg had a plan. "Chip! Chip! A fish for Chip!" It was a trick. Chip ran to Meg. Sniff! Sniff! "Quick, Dad! Pick up Chip!" Dad got him. Dad had a scrub for Chip. The

After Reading: Answer the questions about the story.

scrub got rid of the itch. Chip was glad!

^VI. Who had an itch?

____had an itch.

2. What did they use to trick Chip?

They used

ch Digraph

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AFTER READING
COMPREHENSION QUESTIONS

QR CODES TO HEAR THE PASSAGE

Day I

CONTROLLED TEXT

FOLDABLE
TO ALLOW
STUDENTS TO
FOCUS ON
PASSAGE



TEACHER INFO & TIPS

Planning for Small Group Lessons

Teacher Guide

Activity		Purpose	
	Read Together	The four approaches to oral reading included in these lesson plans vary in their amount of teacher support. From most to least amount of teacher support the approaches are either 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 proven to increase student readina fluence.	

Planning for Small Group Les

Fhere are 5 questions at 1. Answer targets phori 2. Student must use text their answer 3. Addresses higher lev 4. Addresses higher lev 5. Prompts students to

check student compreh students to discuss que before discussing as a
Writing about reading of understanding of a text about what they read to

comprehension skills, be and phonics skills to wr

Before Readina

rregular High Frequency Words (Heart Words) (3 minutes)

Decodable Words & Blending Lines (3 minutes)

vords to students.

Teacher Guide

Purpose This statement explicitly introdusiond (/a/) and spelling for the

This section provides a list of t words in each passage. These should be introduced through B prior to reading. See Decodable Activities & A Word About Blen

ine 2: vary beginning sound ine 3: vary ending sound ine 4: mixed set target skill

ine 5&6: review words

ine 8&9; connect to text

This section lists the irregular

or more ideas and info

fore reading. Look over these words

efore the lesson to decide which new vords should be introduced to students

Suggested Pacing for Activities

Day I - Total time: 20 minutes

	Activity	
	Focus Skill (1 minute)	
	Decodable Words & Blending Lir (3 minutes)	•
Before Reading	Irregular High Frequency Words (Heart Words) (3 minutes)	•
	Preview & Predict (1 minute)	•
ouring Reading	Read Together : Choral Read or Read (6 minutes)	

Comprehension Questions

Suggested Pacing for Activities

	Activity
	Review Focus Skill (1 minute)
	Review blending lines or focus on lines you didn't get to the previous day. (3 minutes)
Before Reading	Review Irregular High Frequency Words (Heart Words) (3 minutes)
	Preview & Predict : review the title of the passage and academic word (1 minute)
During Reading	Read Together: Whisper Read or Partner Read (6 minutes)
After Reading	Write & Retell (6 minutes)

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

\$6: review words – some may be in decodable passage challenge words - included for high level readers, some may be in decodable passage.

\$9: connect to text - preview sentences from the passage

blending lines differ slightly. For example, the first line is a

Using the Printables

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

Two options are included:

with sentence stems Max and Rat

After

Reading



Introducing Irregular

udent to focus on reading the passage. When the stude imprehension questions or writing portion of the lesson

old the printable on the dotted line when reading the stor

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



. How to Teach Sight Words Using the Heart Word Method

Differentiating for Student Success

Below Level Students

After Reading

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.

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.

3rd read: Teacher and student whisper read together

ng routine for Digraphs & beyond:

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

ding voice. sper read-teacher and student whisper read to

el Students

may display mastery of a target skill at 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 dels of a fluent reader

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

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

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

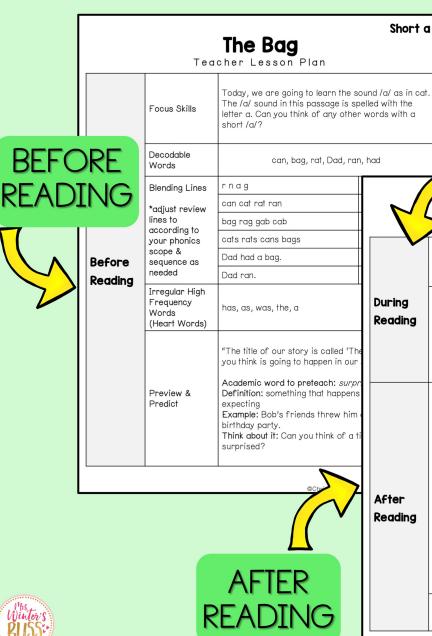
If you do not have a scope & sequence provided by your school, I have created a research-based suggested scope & sequence for Kindergarten. 1st grade, and 2nd grade. These scope & sequences are included in the





EXPLICIT LESSON PLANS

Short a



DURING READING

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-spelling State the spelling and sound Have children repeat the sound Have children blend the word again with corrected sound Reread sentence with correct word	
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?	



Short a

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! I. What was in Dad's bag? Name: The Bag **Before Reading:** Underline the words with the short a sound. 2. What did 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? PRIMARY RULED WITH SENTENCE STEMS



Short a, CVC

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

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!

A rat was in the bag.



Short a, CVC

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