EXPLICIT & SYSTEMATIC DECODABLE PASSAGES R-CONTROLLED & DIPHTHONGS R-Controlled Vowels: ir First Day Second Read: artner Read Name: R-Con First Day Day 2 Name: Christing First Day Before Reading Teacher Lesson Plan **During Reading** antrolled vowel ir. Read Today, we are going to Before Reading: Circle the words with r-controlled vowel in. It was the bird. The /ir/ sound in th and a new skir the letters ir. Can you th During Reading: Re When she got Focus Skills a /ir/ sound? a mess. Her It was the first day of first grade. Kirster had a new (Shirt) She and on the bus. There were a lot of kins and a new (skir)) She got on the bus. There were a lot of kids. she fell in the Girl) Her new (shir) Wa During rang and the Reading when she got off the bus, she fell in the fire were a lot of kias. The many sharps of many sharps of many sharps of lines to the bus. The many sharps of many sharps of lines to the ball. want to cry/ Decodable When she got off the bus, she fell in the airly Her new chirt was a mess. She was so upset. The bell was a mess with a fine tank in the fine of the bus the bus and the fine of the bus the bu skit skirt stat start Words Just thi a mess. Her new skiri was a mess. She was so upser. I ne bell a mark to now we have an in the new order to now we have a mess. She was so upser. I ne bell a mark to now we have a mind she are in the new order. I ne bell a mark to now we have a mind she are in the new order. I just to now we have the new order. swirl whirl dirty thi the grass. rang and the orner kids wern inside. (Nirster) teacher. K first firm thirst th Blending Lines At to cry," she said. She sat in the grass. Just then, there was a "Peep! Peep!" A Gird was in wing Kinetan ran to get the teachen. like first a chirp girl birthda Just then, there was a "Peept Peept Peept" Abirdwas in the teacher and help for the hird a get the teacher will like finesh *adjust review were her other irster and the teacher got help for the bird lines to said day peep After Re according to your phonics chirping stirr scope & skirts After Reading: Answer the questions about the story. sequence as Before Her new shir needed Kirsten did I. What grade was Kirsten in? Reading After Readin Irregular High Kirsten was in first Frequency (Heart Words) 2. What was in the grass? Acad In the grass was Defi FXG Think a bird with a R-Controlled Vowels: ir Created by: © Christina Winter

EXPLICIT PRACTICE

EXPLICIT DIRECTIONS FOR BEFORE, DURING, AND AFTER READING

Mom and Seth

Before Reading: Circle the words with the diphthong ou. **During Reading:** Read together.

Seth and his Mom went to a cabin in the mountains. The cabin was near a big round lake and a lot of trees. "Our cabin is perfect!" said Seth. Seth liked it in the mountains. "No," Mom said. "I found a mouse in the bedroom! I will try not to think about it." "We can go for a hike around the lake," said Seth.

Seth and his Mom began the hike. Splash! Splash! Splash! Trout jumped up in the lake. Each time a trout jumped up, it made a loud splash. Seth's Mom did not like the trout. She was afraid. "What if a trout jumps out and lands on me?" she said. "This is not your place, Mom," said Seth. Mom agreed. "A big hotel is better for me," she said.

After Reading: Answer the questions about the story.

I. Where did Mom and Seth go?

They went to

2. What was in the lake?

In the take

Diphthongs: ou

Name:

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AFTER READING
COMPREHENSION QUESTIONS



OR CODES TO HEAR THE PASSAGE

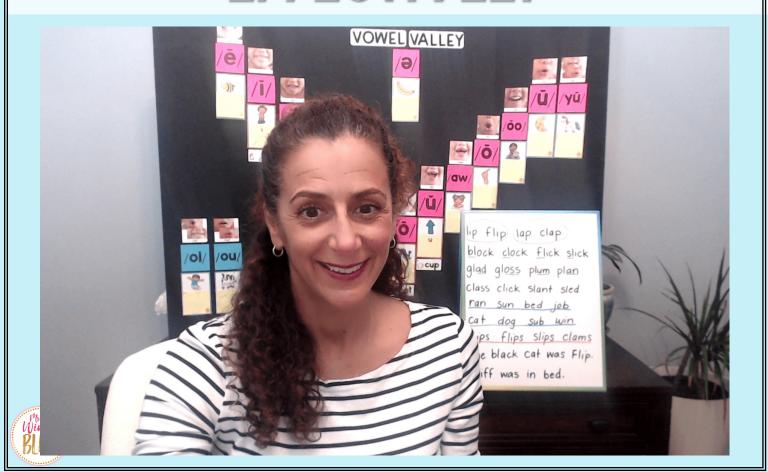
Day

CONTROLLED TEXT

FOLDABLE TO ALLOW STUDENTS TO

FOCUS ON PASSAGE

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



TEACHER INFO & TIPS

Suggested Pacing for Activities

Day I - Total time: 20 minutes

Activity

Focus Skill

Planning for Small Group Lessons

Teacher Guide

Activity		Purpose	
	Read Together (6 minutes)	The four approaches to and reading included in these lesson plans vary in their amount of teacher support. From most to least amount of teacher support he opproaches are eith reading, whoral 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 amoun of teacher support. Repeated readings ar proven to increase student readina fluence.	

Have children blend Have children blend	Teacher Guide		
corrected sound		Activity	Purpose
There are 5 questions f 1. Answer targets phoni		Focus Skill (1 minute)	This statement explicitly introdusound (/a/) and spelling for the
2. Student must use text their answer 3. Addresses higher lev 4. Addresses higher lev 5. Prompts students to connection. These questions are de check student comprehistudents to discuss que before discussing as a		Decodable Words & Blending Lines (3 minutes)	This section provides a list of 1 words in each passage. These should be introduced through B prior to reading. See Decoable Activities & A Word About Blen for more ideas and info. Blending Lines: Line 2: wary beginning sound Line 3: vary ending sound
Writing about reading d understanding of a text. about what they read th comprehension skills, b	Before		Line 4: mixed set target skill Line 5&6: review words Line 7: challenge words Line 8&9: connect to text
and phonics skills to wr echristins w	Reading	Irregular High Frequency Words (Heart Words)	This section lists the irregular t frequency words students will t before reading. Look over these words before the lesson to decide which new words should be introduced to students

Planning for Small Group L

		(Thinde)	
Les		Decodable Words & Blending Lir (3 minutes)	
introdu	Before Reading	Irregular High Frequency Words (Heart Words) (3 minutes)	
ist of t These ough B		Preview & Predict (1 minute)	
codable ut Blen	During Reading	Read Together : Choral Read or Read (6 minutes)	
v skills ound d skill	After Reading	Comprehension Questions (6 minutes)	
gular t ts will r	i · .	6Ctristica Winter	

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

Using the Printables

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

Two options are included:

th options also include a dotted line that runs right below the pas

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

with sentence stems Max and Rat

After

Reading

vithout a sentence stem Max and Rat

rords to students.

Differentiating for Student Success

Below Level Students 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

2nd read: Echo read- teacher reads the passage line by line and students repeat after.

3rd read: Teacher and student whisper read together

el Students

dels of a fluent reader



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

recording on a laptop, computer or other listening device. Audio recording routine for CVC & Blends passages:

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

ng routine for Digraphs & beyond: **Decodable Words** ther reads to student, student follows along al read-teacher and student read together in ding voice. **Activity Ideas** sper read-teacher and student whisper read to

Suggested Pacing

for Activities

Review blending lines or focus on lines you didn't get to the previous day.

Review Irregular High Frequency Words

Preview & Predict : review the title of the

passage and academic word Read Together: Whisper Read or Partne

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.

Day 2 - Total time: 20 minutes Activity

(3 minutes)

Write & Retell

Before Reading

During Reading

After Reading

- 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

R-Controlled Vowels: ir First Day

Teacher Lesson Plan

Before

Reading

Focus Skills

Today, we are going to learn the sound /er/ as in bird. The /er/ sound in this passage is spelled with the letters ir. Can you think of any other words with the /er/ sound?

Decodable Words

first, shirt, skirt, dirt, bird

vary

mixed

review

revie

challe

conne

conne

Blending Lines

skit skirt stat start known to new skill swirl whirl dirty thirty vary

first firm thirst third *adiust review chirp girl birthday smirk were her other teacher said day peep cry chirping stirring shirts

lines to according to your phonics scope & sequence as needed Her new shirt was a mess.

Irregular High Frequency Words (Heart Words)

was, for, the, of, want, said, and, a

Kirsten did not go in.

Preview & Predict

you think is going to happen in our Academic word to preteach: upset Definition: to feel very sad

"The title of our story is called 'Fir

Example: Adam was upset when he the party.

Think about it: What are some thing upset?

rolled Vowels: ir

First Day

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-s State the spelling and sound Have children repeat the so Have children blend the work corrected sound Reread sentence with corrected.	ound rd again with
After Reading	Comprehension Questions	What grade was Kirsten in? (written answer) What was in the grass? (written answer) How do you think Kirsten felt wishe fell in the dirt? (oral answer) How do you think Kirsten felt wishe helped the bird? (oral answer)	higher level
		Have you ever helped an animal How did you help it?	connection
	Write & Retell	What happened when Kirsten got off the bus?	



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2 DIFFERENTIATED VERSIONS OF EVERY PASSAGE

Name: First Day Before Reading: Circle) the words with r-controlled vowel ir. During Reading: Read together. It was the first day of first grade. Kirsten had a new shirt and a new skirt. She got on the bus. There were a lot of kids. When she got off the bus, she fell in the dirt. Her new shirt was a mess. Her new skirt was a mess. She was so upset. The bell rang and the other kids went inside. Kirsten did not go in. "I just want to cry," she said. She sat in the grass. Just then, there was a "Peep! Peep! Peep!" A bird was in the grass. It had a broken wing. Kirsten ran to get the teacher. Kirsten and the teacher got help for the bird. "I will like first grade!" Kirsten said. After Reading: Answer the questions about the story. I. What grade was Kirsten in? First Day Before Reading: Underline the words with r-controlled vowel ir. 2. What wa During Reading: Take turns reading with a partner. It was the first day of first grade. Kirsten had a new shirt and a new skirt. She got on the bus. There were a lot of kids. When she got off the bus, she fell in the dirt. Her new shirt was a mess. Her new skirt was a mess. She was so upset. The bell R-Controlled Vow rang and the other kids went inside. Kirsten did not go in. "I just want to cry," she said. She sat in the grass. Just then, there was a "Peep! Peep!" A bird was in the grass. It had a broken wing. Kirsten ran to get the teacher. Kirsten and the teacher got help for the bird. "I will like first grade!" Kirsten said. PRIMARY RULED WITH SENTENCE STEMS

R-Controlled Vowels: in



Before Reading: Circle the words with r-controlled vowel ir. During Reading: Read together.

It was the first day of first grade. Kirsten had a new shirt and a new skirt. She got on the bus. There were a lot of kids. When she got off the bus, she fell in the dirt. Her new shirt was a mess. Her new skirt was a mess. She was so upset. The bell rang and the other kids went inside. Kirsten did not go in. "I just want to cry." she said. She sat in the grass.

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After Reading: Answer the questions about the story.

I. What grade was Kirsten in?

2. What wd

R-Controlled Vow

me:_____

First Day

Before Reading: <u>Underline</u> the words with r-controlled vowel in. **During Reading:** Take turns reading with a partner.

It was the first day of first grade. Kirsten had a new shirt and a new skirt. She got on the bus. There were a lot of kids. When she got off the bus, she fell in the dirt. Her new shirt was a mess. Her new skirt was a mess. She was so upset. The bell rang and the other kids went inside. Kirsten did not go in. "I just want to cry," she said. She sat in the grass.

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After Reading: What happened when Kirsten got off the bus?

SECONDARY RULED WITHOUT SENTENCE STEMS

R-Controlled Vowels: in

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