Decodable

Problem:
1. Not introducing the high-frequency words first
2. Not reading decodable multiple times
3. Not browsing first (though, a full clues, problems, wonderings is not needed)
4. Comprehension questions not used
5. Teacher reads aloud first and diminishes the decoding experience
6. Students are reading silently
7. Teacher omits retell
8. Slow transitions are used / poor pacing
9. Teacher not monitoring to ensure that students are tracking
10. Not highlighting HFW (High Frequency Words) before the 1st read

Solutions:
1. Print sight word list that corresponds w/decodable
2. Post sight words of the day
3. Follow/review routine card
4. View training video on decodable book procedures

Purpose:
1. It is important that the teacher introduce the High-Frequency Words first because it promotes fluency with non-decodable words.
2. It is important that students read the decodables multiple times. The reason this is important is that it helps students develop automaticity and fluency.
3. It is important that the teacher monitors students’ tracking. The reason this is important is that student engagement will be higher.