### TASK

Reading decodable text

**Recommended time for use:**
- As students show proficiency with blending and can demonstrate the ability to handle a larger amount of text without needing support, e.g., students reading about 30 wcpm in their decodable book (typically by middle of grade 1 for children who are progressing at benchmark level).

### PREPARATION

Prepare a copy of the story specified in the Lesson Map for each student.

### DESCRIPTION OF SIGNALING PROCEDURE

Use appropriate signals to elicit unison student responses.

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<th>Steps</th>
<th>Explanation/Script</th>
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<tr>
<td><strong>Focus</strong></td>
<td>Touch under the first word of the page (pause). Read the page.</td>
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<td><strong>Wait time</strong></td>
<td>Monitor and allow sufficient time for middle level strategic students to read the page.</td>
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<td><strong>Signal for student response</strong></td>
<td>Stop. Go back to where you started (pause). Touch under the first word (pause). Read.</td>
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<td>Tap every 1-2 seconds to set the pace.</td>
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* Teacher taps at a rate of about a word each 2 seconds when first introducing this template. As students become more fluent, teacher increases the rate at which students read by decreasing the pause between each tap. The teacher can tell what an appropriate pace is by testing some middle and lower performers individually.

**EXAMPLE**
- (Page 1) Dad and I walk to the park. We take large steps that lead to the grass.
- (Page 2) We see dogs. These dogs jump and bark. We see them catch balls and roll over.
- (Page 3) A baby wakes up from its nap. Her mother picks her up.

Say: **Touch under the first word of the page.** Monitor. **Begin reading to yourself.** Pause for an appropriate length of time. After students have read to themselves, say: **Stop. Go back to where you started. Touch under the first word.** Pause. **Read** (tap). Repeat the procedure until all text has been read.
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| **1. EXPLAIN TASK**  
Briefly name and explain the task to students prior to starting the activity. | Say: You’ll read this story a page at a time. When you finish reading the story, I’ll call on individuals to take turns reading sentences. |
| **2. MODEL RESPONSE**  
(Model only the first couple of times you do this template.)  
Say: I’ll show you how to read the first two sentences. My turn. Use the signaling procedure and the example above to model reading decodable text using 1-2 sentences of text. | |
| **3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES**  
Elicit whole group response. | Say: Your turn to read the story. You’ll read each page to yourself first. Then you’ll read it together as a group.  
It’s your turn to read as a group.  
Using the signaling procedure above, have students read the decodable text with only students responding. |
| **4. CORRECTION PROCEDURE**  
To correct students:  
Say: My turn. That word is _____. Your turn. What’s the word? ____ Go back to the beginning of the sentence.  
If one or more students misidentifies a word or does not respond, model the word, have students say the word, then return to the beginning of the sentence and use the signaling procedure above to have students read the sentence.* | * This template assumes that students have had sufficient practice reading regular and irregular words in word list exercises from the Lesson Maps over days prior to introduction of story so that they will be able to read all words in the story with no more than 2 seconds to figure out the word. If you have students in your group who have not had sufficient practice, you may have to modify this procedure. Waiting for these children to figure out a response would cause the majority of the students to wait excessively. Present this task in a smaller group with those students who need the extra time prior to presenting the story in the larger group. Allow them more time to figure out the word on the first reading of the story, then repeat the story with just a 2 second pause for each word. |
| **5. INDIVIDUAL TURNS TO FOCUS ON ACCURACY**  
When the group has read the story correctly, provide individual turns. Call on students to read a sentence or two at a time, while other students read along silently touching under each word being read. Establish a goal for each page of making no more than three errors per hundred words (97% accuracy). Provide correction procedure and have students reread any page they read with less than 97% accuracy (more than 3 errors per 100 words). | |
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<td>Keep track of errors. Provide motivation for accurate reading. Call on all students to read in an unpredictable order. Praise correct responses.**</td>
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** These procedures are designed to set up students for success. If you have students who won’t succeed, do not call on them or just call on them for sentences that contain easier words. Have these students reread the decodable text later in small groups. Try to establish a schedule where these students can read the story in a smaller group first so that they can fully participate in the group exercise.

| 6. PRACTICE TO BUILD FLUENCY | Use one of the following options to have students reread the story at least two more times: 1. Provide extra choral reading practice using the signaling procedure above. 2. Provide extra individual turn reading practice using the procedure above. 3. Partner Read – Students read with a partner following procedure below. Say: You’re going to practice reading a story with a partner. When you are the listener, touch under each word your partner is reading and read along silently to yourself. If the reader makes a mistake, say the correct word. When you are the reader and your partner corrects you, repeat the correct word. Then go back to the beginning of the sentence and read the sentence again. Take turns reading pages with your partner. During partner reading, each student should have their own copy of the decodable book. Teacher moves from pair to pair listening and monitoring. |