

Suggested Daily Lesson Sequence - The 5-Step Plan

Step 4 of 5 – The importance of listening to the child read



4. Practise Reading Decodable Text and Traditional Children's stories to build fluency decoding words in connected text.

An important part of every lesson is **oral reading** of connected text. To ensure that children are transferring their decoding skills to text and becoming fluent, teachers must listen to children read orally, provide corrective feedback, and provide opportunities for repeated reading of text. We encourage the use of both decodable texts and more traditional children's books.

Decodable texts give children the opportunity to practise reading the phonetically regular patterns that they have been learning in other steps of the lesson and serve as a bridge to more traditional text. The struggling reader may not make the connection between the words with the final "e" pattern, for example, that they constructed on the sound board earlier in the lesson and the same pattern seen in text, unless the teacher is listening to the child read and able to point out the connection if the student falters.

There are a variety of decodable texts available, such as *Primary Phonics* (Makar, 1995), *Dr. Maggie's Phonics Readers* (Allen, 2003), *Dandelion Readers* (Reis-Frankfort and Tweedie, 2008) and *Fitzroy Readers* (Berryman and O'Carroll, 1976) and many of the new basal programs have a separate set of decodable readers that can be used to reinforce the patterns that have been taught, especially during the early stages of instruction.

As noted earlier, it is also important to give students an opportunity to transfer their decoding skills to texts that are not phonetically controlled. Such texts can come from the anthologies in the core curriculum or popular in-class reader sets, including both narrative and expository text. Initially, teachers may need to provide varying degrees of support when the children are reading books that are not phonetically controlled, including doing more of the reading, alternating reading with the student, or just supplying unknown words. The child's reading level and interests can be a guide in selecting these books for oral reading practise.

It is important to remember, as noted in the Report of the National Reading Panel (2000a), that "fluency is one of several critical factors necessary for reading comprehension." (p. 11). To develop the fluency necessary to support good comprehension, students need to have ample opportunity to practise their decoding skills by reading and rereading a wide variety of texts with corrective feedback from the teacher.



Teacher Tips:

Store word cards in recipe boxes sorted by vowel and syllable types so you can reuse them more easily in the future.

The high-frequency words can be stored alphabetically.



Reference:

Teaching Tutorial: Decoding Instruction

Benita A. Blachman and Maria S. Murray

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