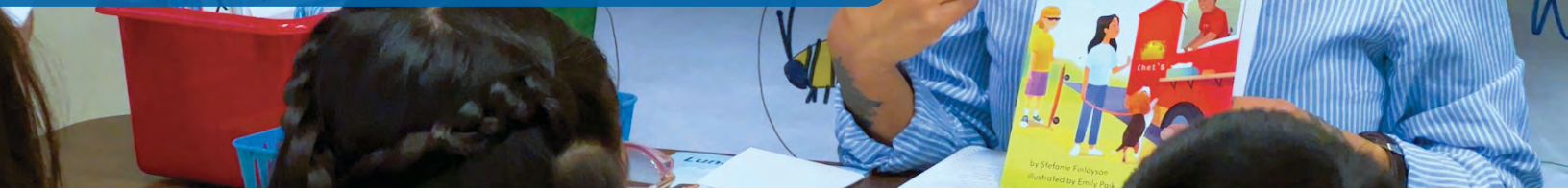


# Science of Reading

## Putting Research into Action



## The Science of Decodables: What the Research Says and How to Use Them Effectively

Use the checklists below to support you in applying what you learned about the importance of using decodables in your reading instruction.

### To set students up for success with decodable texts, my instruction:

- Begins with a book walk (not a picture walk) before reading the text, which includes:
  - Reading the title**
  - Decoding new or tricky **high-frequency words**
  - Decoding new or challenging **decodable words** (e.g., Sort words into “I can read” or “I cannot read” categories)
  - Modeling any **nondecodable story word**

### When teaching with decodable texts, my instruction:

- Uses decodables that **align with my foundational skills scope and sequence**
- Allows students’ **phonics skills to drive word reading**
- Prompts students to look at the word to decode it** (not at the ceiling, a picture, or the teacher)
- Encourages students to **track print by placing one reading finger under each word**
- Breaks up the text over multiple days of instruction** based on student needs
- Includes **several rereads of the text**