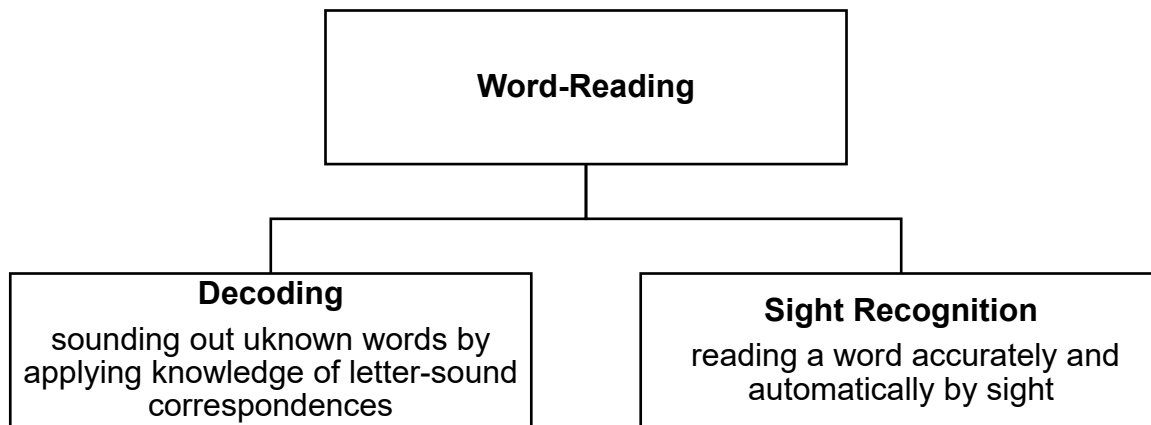


Word-Reading

Word-Reading

Word-reading (also known as word-recognition or word-identification) is the ability to read real words accurately and automatically by sight or through the process of decoding¹ (See Figure 1). *Decoding* occurs when individuals apply their knowledge of the alphabetic principle (i.e., sound-symbol relationships) to read words². It is also used to describe how individuals read words by using other types of orthographic knowledge such as syllabication rules, position constraints, morphology, syntax, etc.^{2,3}

Figure 1. Two Ways Individuals Read Words



Note. Adapted from Kearns et al. (2019)¹

When individuals are first learning to read, they use decoding to sound out new words^{1,4}. Decoding is less efficient than recognizing words by sight (i.e., it is slower and uses more cognitive resources); however, repeated decoding practice is necessary for individuals to recognize words by sight (a more efficient process that uses fewer cognitive resources).

Key Word-Reading Terminology

Reading teachers should know the following terminology^{2,3,5}:

- **6 Syllable Types** – there are six types of syllables in words
 - **Open** – syllable that has a short vowel sound and ends with a consonant sound (e.g., cat, top, crab)
 - **Closed** – syllable that ends in a long vowel sounds spelled with a single letter (e.g., me, go, mi in mi-grate)

- **Silent e** – a syllable where a vowel is followed by a consonant and then an e, the e indicates that the vowel makes its long sound (e.g., make, plane, theme)
- **Vowel Team** – a syllable that includes two adjacent letters (i.e., a vowel digraph) that represent a vowel sound (e.g., team, pain, clown)
- **R-Controlled Vowel** – a syllable that includes a vowel that is controlled by r (e.g., car, fort, her, bird, turn)
- **Consonant-le** – a syllable that includes a consonant and is followed by the letters le (e.g., ble in bubble, ple in purple)
- **Blend** – two adjacent letters in a word that each retain their own sound (e.g., the fr in frog /f/ /r/ /ɔ̃/ /g/, or the mp in camp /c/ /ă/ /m/ /p/)
- **Blending** – putting individual sounds together from left to right to make a whole word (e.g., /k/ /ă/ /t/ → cat)
- **Chunking** – blending words by putting chunks of words together (e.g., /k/ + /ăt/ → cat)
- **Digraph** – two adjacent letters that represent one phoneme
- **Grapheme** – a single letter (e.g., a, c, k) or combination of letters (e.g., ch, sh, ay, ow, igh) that represents a phoneme
- **High-Frequency Word** – word that appears most commonly in the English language; two common high-frequency words lists are the Dolch Word List⁶ and Fry Word List⁷.
- **Irregular Word** – a word that does not adhere to the common or predictable phoneme-grapheme correspondences or syllable types (e.g., was, one, said, have)
- **Orthography** – a system for written language
- **Phoneme** – the smallest unit of sound in spoken language
- **Phonics** – a method for teaching students the relationships between phonemes and graphemes
 - **Vowel Digraphs** – represent vowel sounds (e.g., ai represents /ā/, ew represents /ū/)
 - **Consonant Digraphs** – represent consonant sounds (e.g., ch represents /ch/, ff represents /f/)
- **Position Constraints** – when the spelling of a phoneme is constrained or governed by its position in a word
 - **Example:** ai is typically used to spell /ā/ in the middle of words (e.g., rain, main) and ay is typically used to spell /ā/ at the end of words (e.g., tray, may)
- **Regular/Decodable Words** – words that have the most common or predictable phoneme-grapheme correspondences (e.g., at, dog, bug, chip, tree)
- **Sight Word** – a word that an individual can read accurately and automatically

Suggested Scope and Sequence

There is no one agreed upon scope and sequence for word-reading instruction and intervention; however, word-reading instruction can begin once students have mastered with several consonant and vowel letter-sound correspondences⁵. Instruction should begin with words that have one-to-one phoneme-grapheme correspondences (words without digraphs or more complex syllable types such as silent e). Additionally, students should first read words in isolation (e.g., lists), before they read words in sentences and text⁵.

Tier 1 (General Education/Core Instruction) should include approximately 30-40 minutes of word-reading instruction daily during the mandated 90-minute core reading block. Tiers 2-3 (Supplemental Intervention) should be provided during the school day and should be **in addition to** the mandated 90-minute core reading block. Supplemental reading intervention lessons typically include several different lesson segments that address multiple components of reading (e.g., phonological awareness, letter-sound correspondences, decoding, spelling). Decoding instruction should be one of the segments included in a supplemental reading intervention.

To determine a starting point for instruction/intervention in decoding, analyze assessment data from reading measures that assess both real and nonsense (pseudo) words. Nonsense word assessments help educators identify the letter-sound correspondences students know and do not know automatically; however, they nonsense words should not be included in instructional activities. For additional information about how to analyze errors from assessments to guide instruction, see the NCII's training module on [Informal Academic Assessment: Using Data to Guide Intensive Instruction](#).

Once assessment data has been analyzed, a starting point for instruction should be determined. Schools/educators that do not already have a pre-existing program that adequately covers decoding skills or those that want to supplement their pre-existing programs can view the sample the suggested scope and sequence guides listed below:

- [UFLI Suggested Scope and Sequence](#)
- [Keys to Literacy Systematic Scope and Sequence](#)
- [UO CTL Curriculum Maps \(See Alphabetic Principle\)](#)

Explicit, Systematic Instruction in Word-Reading Skills

To develop accurate and automatic word-reading skills, students need explicit, systematic instruction in reading regular words, irregular words, high-frequency words, and other orthographic patterns (e.g., position constraints, syllable types)³. In this section, we briefly describe each skill and provide a routine that teachers can use to

explicitly and systematically teach word-reading without a pre-existing program or curriculum. It also addresses how to incorporate adequate practice, cumulative review, and multisensory approaches to maximize student engagement during word-reading instruction. Throughout each lesson, students should have frequent and multiple opportunities to respond and teachers should use procedures that engage all students, such as choral responses, and should limit calling on individual students. Lessons should include multisensory elements, such as letter tiles, virtual manipulatives, etc. It is important to clearly explain and demonstrate how to use the multisensory procedure before expecting students to use it independently. Additional examples of explicit, systematic word-reading instruction can be found on the [Word-Reading Resources section](#) of this toolkit.

Regular Word-Reading

Regular word reading involves teaching students to read words that incorporate their most common letter-sound correspondences. Teachers should begin by teaching students to read simple regular words (e.g., VC and CVC words that begin with continuous sounds) and then progress to more difficult single-syllable regular words (e.g., CCVCC, CCCVC). [Click here to view a basic progression for regular word-reading skills](#). Students should be able to read simple, regular words before moving on to words with consonant and vowel digraphs or other orthographic conventions.

Table 1. Sample Explicit Regular Word-Reading Lesson Segment

| Regular Word-Reading Lesson Segment: New Skill Introduction and Practice | | |
|---|---|--|
| Skill | decoding regular VC and CVC words with the letters m, a, t, p, n | |
| Prerequisite Skills | blending VC and CVC words orally; recognition of m, a, t, p, n letter-sound correspondences | |
| Materials | letter tiles for each student; sound boxes for each student ; whiteboard, dry erase markers | |
| Introduction & Purpose | <i>Today, we're going to practice reading words with letters and sounds we've already learned. This is going to help us become better readers and spellers.</i> | |
| Explicit Instruction | <u>Step 1:</u> <u>Modeling</u> <u>(I Do)</u> | <i>Look at this word.</i> Teacher points to the word mat that has been formed with letter tiles. Each letter tile is in a sound box. <i>I'm going to show you how to sound out this word. Watch me. /m/ /ă/ /t/. The</i> |

| | | |
|-----------------------------|---|---|
| | | teacher touches each letter as the sound is said. <i>What word? Mat.</i> |
| | <u>Step 2:</u> <u>Guided</u> <u>Practice</u> <u>(We Do)</u> | <i>Let's sound out this word all together. Touch each letter as you say the sounds. Teacher and students touch each letter and say each sound, /m/ /ă/ /t/. What word? Mat.</i> |
| | <u>Step 3:</u> <u>Independent</u> <u>Practice</u> <u>(You Do)</u> | <i>Your turn. Touch each letter as you say the sounds. Students touch each letter as they say each sound, /m/ /ă/ /t/. What word? Students say, 'mat.'</i> |
| | <u>Repeat Steps</u> <u>1-3</u> | Repeat steps 1-3 for 3-4 additional one syllable words (e.g., tap, pat, tan, man, map). Once students begin to demonstrate they understand the skill and require less scaffolding, move to additional independent practice. |
| | <u>Step 4:</u> <u>Independent</u> <u>Practice</u> <u>(You Do)</u> | <i>Now that I've shown you how to read some new words and we've practiced reading these words, it's your turn to practice reading some of these words on your own.</i> The teacher writes the previously practiced words on the board or on flash cards. The teacher points to each word and says, "What word?" or provides a similar cue/signal. |
| Lesson Segment Notes | <ul style="list-style-type: none"> • During guided and independent practice, provide immediate corrective feedback when students make an error. Return to modeling (step 1) and then have students practice again: <ul style="list-style-type: none"> ○ <i>Let's try that again. My turn. Listen to me say each sound and then blend the sounds together.</i> The teacher touches each letter while saying each sound and then repeats the whole word. <i>Your turn. Say each sound.</i> Students say each sound. <i>What word?</i> Students say the word. | |

Irregular, High-Frequency Words

Some common high-frequency words are irregular, meaning that their letters do not match their sounds. Teachers can support students’ word-reading skills by teaching common irregular words by using strategies that incorporate repeated practice reading and spelling the word⁸. Table 2 below provides a sample of how irregular, high-frequency words can be taught explicitly using the spell-out strategy.

Table 2. Sample Explicit Irregular, High-Frequency Word-Read Lesson Segment

| Irregular High-Frequency Word-Reading Lesson Segment: New Skill Introduction and Practice | | |
|--|---|---|
| Skill | Reading irregular, high-frequency words: one, are, your | |
| Prerequisite Skills | N/A | |
| Materials | irregular word list for beginning readers ; dry erase boards; dry erase markers | |
| Introduction & Purpose | <i>Today, we’re going to practice reading words some new words that we see every day. These words are tricky words because their letters don’t always match their sounds. Learning these words will help us become better readers and spellers.</i> | |
| Explicit Instruction | <u>Step 1:</u> <u>Modeling</u> <u>(I Do)</u> | <i>Look at this word. Teacher points to the word one written on the whiteboard. This word is ‘one.’ It is spelled O. N. E.</i> |
| | <u>Step 2:</u> <u>Guided Practice</u> <u>(We Do)</u> | <i>Let’s say it all together. What word? Teacher and students say, “one.” Let’s spell one. Teacher and students say, “O. N. E.”</i> |
| | <u>Step 3:</u> <u>Independent Practice</u> <u>(You Do)</u> | <i>Your turn. What word? Students say, “one.” Spell one. Students spell one.</i> |
| | <u>Step 4:</u> <u>Multisensory Practice</u> | <i>Now, let’s practicing spelling one on our whiteboards. Everyone, spell one on your whiteboard.</i> |

| | | |
|------------------------------------|--|--|
| | <p><u>Repeat Steps 1-3</u></p> | <p>Repeat steps 1-3 for 2-3 additional irregular, high-frequency words.</p> |
| | <p><u>Step 5: Independent Practice (You Do)</u></p> | <p><i>Now that I've shown you how to read some new words and we've practiced reading these words, it's your turn to practice reading some of these words on your own.</i></p> <p>The teacher writes the previously practiced words on the board or on flash cards.</p> <p>The teacher points to each word and says, "What word?" or provides a similar cue/signal.</p> |
| <p>Lesson Segment Notes</p> | <ul style="list-style-type: none"> • During guided and independent practice, provide immediate corrective feedback when students make an error. Return to modeling (step 1) and then have students practice again: <ul style="list-style-type: none"> ○ <i>Let's try that again. This word is [say word]. Your turn. What word?</i> Students say the word. • Lessons can be adapted to include any kind of multisensory element, such as letter tiles, virtual manipulatives, etc. It is important to clearly explain and demonstrate how to use the multisensory procedure before expecting students to use it independently. | |

Other Orthographic Patterns

Students also benefit from being explicitly taught common orthographic patterns, such as the six syllable types^{3,5,8}. Table 3 below provides an example of how to teach the CVCe syllable type.

Table 3. Sample Explicit Silent-e Syllable Type Lesson Segment

| <p>Silent e Syllable Type Lesson Segment: New Skill Introduction and Practice</p> | |
|--|--|
| <p>Skill</p> | <p>Decoding silent-e words with the long a vowel sound</p> |
| <p>Prerequisite Skills</p> | <p>Decoding regular CVC words</p> |
| <p>Materials</p> | <p>Dry erase boards, dry erase markers, letter tiles</p> |

| | | |
|--|--|---|
| <p>Introduction & Purpose</p> | <p><i>Today, we're going to practice reading words some new words have a pattern. The new pattern is called silent e. Learning this pattern will help us become better readers and spellers.</i></p> | |
| <p>Explicit Instruction</p> | <p><u>Step 1:</u> <u>Modeling</u> <u>(I Do)</u></p> | <p><i>Look at this word. Teacher points to the word can written on the whiteboard. Let's sound this out. Students and teacher sound out, "can." Yes. This word is can.</i></p> <p><i>Now, I'm going to add an e to the end of can. Teacher writes an e at the end of can to form the word cane. This is a silent e. When we see words that have a consonant, then a vowel, another consonant and then an e, the e tells us that the vowel makes its long sound or name. The teacher writes CVCe over top of the word cane.</i></p> <p><i>What happens to the vowel when there's an e at the end of a CVC word? Students and teacher say, "it makes its long sound or name."</i></p> <p><i>Watch me sound this word out. /k/ /ā/ /n/. cane. I don't say the sound for e because it's silent.</i></p> |
| | <p><u>Step 2:</u> <u>Guided Practice</u> <u>(We Do)</u></p> | <p><i>Let's try this together. Look at this word. Teacher points to 'cane.'</i></p> <p><i>Does it have a consonant, vowel, consonant, and silent e? Teacher and students say, "yes." So, what sound does the letter a make? Students and teacher say, "/ā/." Yes. /ā/.</i></p> <p><i>Let's sound it out. Students and teacher say, "/k/ /ā/ /n/." What word? Students and teacher say, "cane."</i></p> |
| | <p><u>Step 3:</u> <u>Independent Practice</u> <u>(You Do)</u></p> | <p><i>Your turn. Does this word have a consonant, vowel, consonant, and silent e? Students say, "yes." What sound does the letter a make? Students say, "/ā/."</i></p> <p><i>Sound it out. Students say, "/k/ /ā/ /n/." What word? Students say, "cane."</i></p> |

| | | |
|------------------------------------|--|--|
| | <p><u>Repeat Steps 1-3</u></p> | <p>Repeat steps 1-3 with 2-3 additional CVCe words (e.g., tap → tape, cap → cape, fat → fate) with the silent e pattern and long a vowel sound.</p> |
| | <p><u>Step 4: Independent Practice (You Do)</u></p> | <p><i>Now that I've shown you how to read some new words and we've practiced reading these words, it's your turn to practice reading some of these words on your own.</i></p> <p>The teacher writes the previously practiced words on the board or on flash cards.</p> <p>The teacher points to each word and says, "What word?" or provides a similar cue/signal.</p> |
| <p>Lesson Segment Notes</p> | <ul style="list-style-type: none"> • During guided and independent practice, provide immediate corrective feedback when students make an error. Return to modeling (step 1) and then have students practice again: <ul style="list-style-type: none"> ○ <i>Let's try that again. Does this word have a consonant, vowel, consonant, and silent e? Students say, "yes." What sound does the vowel make? Students say the long vowel sound. Good. What word? Students say the word.</i> | |

Multisyllabic Word Reading

Once students have begun to develop proficiency with reading single-syllable words, instruction should focus on teaching students to read multisyllable words. There are several key features for effective multisyllabic word reading instruction, which include teaching⁸:

- common affixes (prefixes, suffixes) in isolation, before having students read those affixes in whole words. Click here for a list of the most common prefixes and suffixes.
- students to divide words into their syllables by identifying vowel sounds; each syllable of a word has a vowel sound (e.g., pro – tec – tion).
- strategies for decoding multisyllable words (e.g. structural analysis, syllable division principles, flexible strategy for reading big words)

Additional information and resources for multisyllabic word reading are available in the [Word-Reading Resources section](#) of this toolkit.

Word-Reading Extension and Practice Activities

A crucial element of all word-reading instruction is providing students with multiple opportunities to extend their learning and practice previously learned skills. Practice and extension activities help students become more automatic with their word-reading, which is necessary for text comprehension. Without appropriate guided and independent practice, students will not be able to acquire skills to mastery-level and they will not be able to retain those skills over time.⁹ Practice should be provided AFTER a skill has been modeled/demonstrated (I Do) and teachers should provide affirmative or corrective feedback during practice activities. The following sections describe various extension and practice opportunities that should be included in supplemental reading instruction and intervention. Additional extension and practice activities are provided in the [Word-Reading Resources section](#) of this toolkit.

Remember:

- These practice activities are useful for warm-up, cumulative review, or during student centers.
- These activities do NOT explicitly model word-reading skills.
- Teachers may have to model/demonstrate how to complete these activities, before allowing students to use them during guided or independent practice.

Decodable Text Reading

Once students have begun reading words in isolation, they need opportunities to apply their decoding skills to sentences and passages^{3,5,8}. Decodable texts differ from other types of text (e.g., leveled text, predictable text) because the majority of words in the text can be sounded out if students know the letter-sound correspondences. For example, students who have learned how to decode CVC words with short vowel sounds would benefit from reading decodable texts that incorporate CVC words with short vowel sounds. Students should read decodable text with feedback from a teacher or more proficient peer. When students do not know how to read a word, they should be prompted to “sound it out” if the word is decodable. Click here to view a list of [Decodable Text Sources](#) from the Reading League¹⁰.

Word Work

Students can also practice their word-reading skills with various word work activities such as sorting, word-building, word chains, etc.^{3,5} A sample word-building activity is located in Table 4 below.

Table 4. Sample Word-Building Activity

| | |
|------------------------------------|---|
| <p><u>Word Building</u></p> | <p>Now, let’s use our letter tiles and sound boxes to make some of the words we practiced reading today. <i>Watch me. The first word is mat. As I say each sound, I’m going to move a letter tile into each sound box.</i> The teacher says, /m/ /ă/ /t/ and moves the m, a, and t into each sound box.</p> <p><i>Everyone, let’s do this all together.</i> The teacher and students say ‘mat’ and move one letter for each sound into their sound boxes.</p> <p><i>Now, let’s turn mat into pat. Watch me.</i> The teacher replaces the m with the p.</p> <p><i>Your turn. Turn mat into pat.</i> Students replace the m with the p.</p> <p>Continue with other words: pat → pan → man → map → nap → tap</p> |
|------------------------------------|---|

Dictation

Teachers should provide multiple opportunities for students to practice spelling the patterns and words learned during word-reading instruction³. Spelling helps strengthen the connections between letters and their sounds and leads to more automatic word-recognition skills. Teachers should have students write words in isolation and in sentences. This can be done on paper, dry erase boards, with technology, etc.

Additional Word-Reading Resources

Additional resources such as video clips, commercial word-reading programs, practice activities, books, articles, etc., are available in the [Word-Reading Resources section](#) of this toolkit.

Commercial Word-Reading Programs

The resources listed below are examples of commercial programs that address word-reading skills. These programs are not endorsed by the Indiana Department of Education nor the Indiana University system.

- [Road to Reading](#)
- [Sound Partners](#)
- [Lindamood Phoneme Sequencing \(LiPS\)](#)
- [Reading Mastery](#)
- [Early Intervention in Reading \(EIR\)](#)

- [Wilson Language Basics: Foundations](#)
- [Enhanced Core Reading Instruction](#)
- [Targeted Reading Intervention \(TRI\)](#)
- [Leveled Literacy Intervention](#)
- [mClass Intervention \(formerly Burst Reading\)](#)

Indiana English/Language Arts Standards that Correspond to Word-Reading

1. Reading Foundations (RF)
 - RF.4: Phonics – Decode and read words by applying phonics and word analysis skills.
2. Writing (W)
 - W.6: Conventions of Standard English – Demonstrate command of the conventions of standard English.

| Grade | Standard | Description |
|-------|----------|--|
| K | K.RF.4.1 | Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/). |
| K | K.RF.4.2 | Blend consonant-vowel-consonant (CVC) sounds to make words. |
| K | K.RF.4.3 | Recognize the long and short sounds for the five major vowels. |
| K | K.RF.4.4 | Read common high-frequency words by sight (e.g., a, my). |
| K | K.RF.4.5 | Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written. |
| 1 | 1.RF.4.1 | Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. |
| 1 | 1.RF.4.2 | Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. |
| 1 | 1.RF.4.3 | Apply knowledge of final –e and common vowel teams (vowel digraphs) representing long vowel sounds. |
| 1 | 1.RF.4.4 | Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said). |
| 1 | 1.RF.4.5 | Read words in common word families (e.g., -at, -ate). |
| 1 | 1.RF.4.6 | Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't). |

| Grade | Standard | Description |
|-------|----------|--|
| 2 | 2.RF.4.1 | Students are expected to build upon and continue applying concepts learned previously. |
| 2 | 2.RF.4.2 | Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. |
| 2 | 2.RF.4.3 | Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. |
| 2 | 2.RF.4.4 | Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.). |
| 2 | 2.RF.4.5 | Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock). |
| 2 | 2.RF.4.6 | Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. |

References

1. Kearns, D. M., Hancock, R., Hoefft, F., Pugh, K. R., & Frost, S. J. (2019). The neurobiology of dyslexia. *TEACHING Exceptional Children*, 51(3), 175-188. <https://doi.org/10.1177/0040059918820051>
2. Scarborough, H. S., & Brady, S. A. (2002). Toward a common terminology for talking about speech and reading: A glossary of the "phon" words and some related terms. *Journal of Literacy Research*, 34(3), 299-336. https://doi.org/10.1207%2Fs15548430jlr3403_3
3. Moats, L. C. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Brookes.
4. Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(1), 5-51. <https://doi.org/10.1177%2F1529100618772271>
5. Foorman, B., Coyne, M., Denton, C. A., Dimino, J., Hayes, L., Justice, L., Lewis, W., & Wagner, R. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE 2016-4008). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf
6. Dolch, E. W. (1936). A basic sight vocabulary. *The Elementary School Journal*, 36, 456-460. <https://psycnet.apa.org/doi/10.1086/457353>
7. Fry, E. (1980). The new instant word list. *The Reading Teacher*, 34(3), 284-289. <https://www.jstor.org/stable/20195230>
8. Honig, B., Diamond, L., Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Consortium on Reading Excellence in Education. Arena.
9. Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.
10. The Reading League. (2020, November). Decodable text sources [web resource]. <https://www.thereadingleague.org/wp-content/uploads/2020/11/Decodables-Update-November-2020.pdf>