**Here is how I use my decodable “file cabinet.”**

1. On Fridays, I plan for next week by referring to my decodable file cabinet and running off the stories I need for next week. It has saved me countless hours of searching. It is EXTREMELY convenient!

2. On Monday, I teach the new vowel concept of the day or week, for example, **igh**.

3. I show students a card with **igh** on it, and I teach them the sound, spelling, and mouth formation.

4. I put 5 phrases that contain **igh**, taken from the decodable stories, on the board. We read those together.

5. We drill 5 **igh** words in isolation that I prepared on index cards.

6. The students spell 5 words containing **igh**, either on paper, using magnets, or on whiteboards.

7. I introduce the **igh** decodable story. I set my timer for 2 minutes, and students attempt to read and reread the story independently. I listen in to their whisper reading.

8. We choral reread the story and do a quick SWBST together - somebody wanted but so then.

9. Students partner reread the story - each taking turns reading portions aloud. They want to do well when reading with a peer! I love to hear students say, "sound it out!"

10. Students then reread to self, highlighting all the words with the phonetic element we are studying - in this case, **igh**.

11. When they enter the reading room on Tuesday, they fluently reread yesterday's **igh** story to self, we drill yesterday's 5 index cards, they write 5 words with **igh**, and we are ready for the next phonetic element, or perhaps another day with **igh**!

12. Once we accumulate 5 stories, the stories are stapled and sent home for additional practice!

13. I frequently and randomly spiral back to review past concepts using the accumulated index cards.