

## Using Decodable Readers Appropriately

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Presented by

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## The Basic Idea behind this Presentation

Decodable readers are for practicing accurate reading in text that includes only words with foundational skills\* that have already been taught.

\*including non-decodable high frequency words that have already been explicitly taught

## Differences between Decodable and Leveled Readers - Briefly



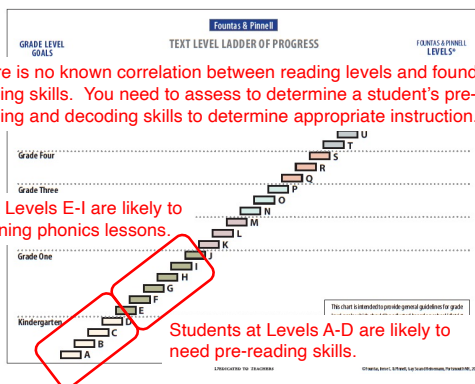
## Leveled Readers



## Why Decodable Readers instead of Leveled Readers

There is no known correlation between reading levels and foundational reading skills. You need to assess to determine a student's pre-reading and decoding skills to determine appropriate instruction.

Students at Levels E-I are likely to need beginning phonics lessons.

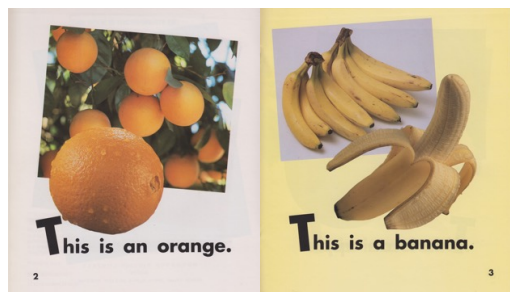


## Early Leveled Readers General Leveling Criteria

- Early and emergent leveled readers:
  - are often predictable
  - are about familiar subjects
  - have strong support for text from the pictures
  - may include a number of high frequency words, which are repeated
  - Include pictures to support words that are not high frequency words
  - provide something for students to discuss after reading the book

## Early Emergent Leveled Reader from Houghton Mifflin

The first 3 words on each page are predictable.  
The last word is the same as the picture.



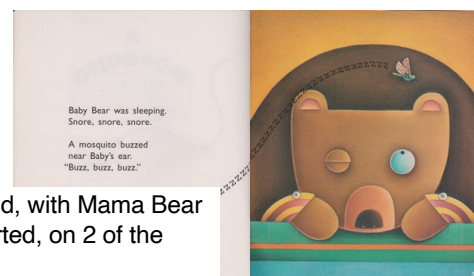
readsters Source: *Food to Eat*  
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## Emergent Leveled Reader from Houghton Mifflin



Previewing the title page helps students guess the word "mosquito".



This page is repeated, with Mama Bear and Papa Bear inserted, on 2 of the remaining 7 pages.

readsters Source: *A Mosquito Buzzed*  
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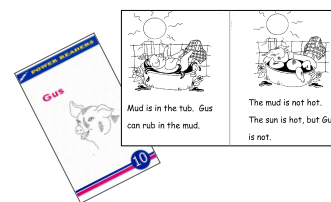
## How Leveled Readers Are Used

- These are the basis of small guided reading groups.
- Students use pictures and context to "solve"(guess) words they can't decode or haven't memorized.
- Accuracy is not as important as comprehension.
- Often, reading errors that do not affect meaning are not corrected.

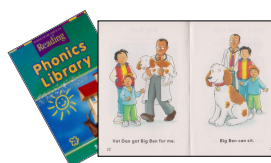
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## Decodable Readers



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## Decodable Readers Criteria

- Include only:
  - words with phonics patterns *that have been taught*
  - high frequency words *that have been taught*.
- Start with CVC words and move slowly to more complex spelling patterns.
- Focus on teaching accurate reading more than comprehension.
- Pictures support the story, but not the specific words.
- Subject matter is secondary to the decodability of the words.

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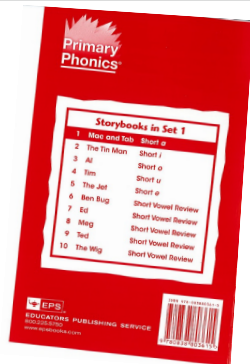
## Sample Decodable Readers

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## Preview: Primary Phonics – Short Vowels

- 10 books in the set
- 1 book for each short vowel
- 5 books with all 5 short vowels



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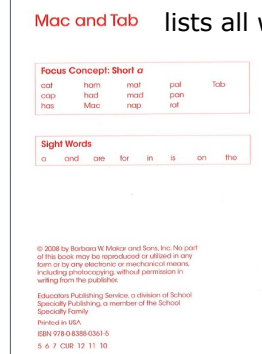
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## Preview: Primary Phonics – Set 1, Book 1

### Mac and Tab



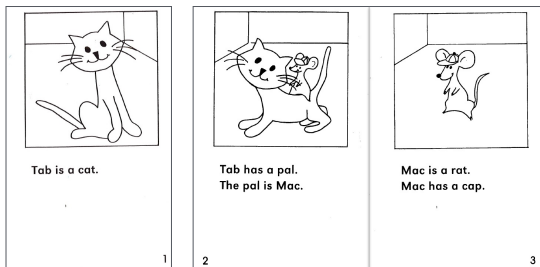
Inside cover  
lists all words



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## Preview: Primary Phonics – Set 1, Book 1

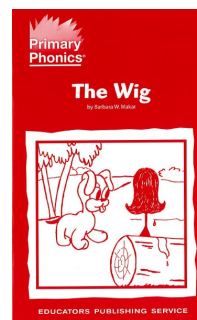


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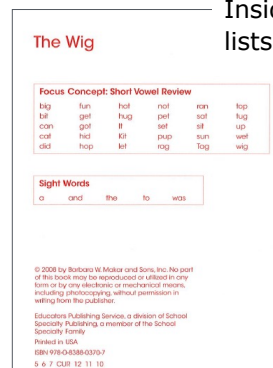
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## Preview: Primary Phonics – Set 1, Book 10

### The Wig



Inside cover  
lists all words



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## Preview: Primary Phonics – Set 1, Book 10



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## Preview: Continental Press– Short Vowels

- 12 books in the set
- 1 or 2 books for each short vowel
- 4 review books

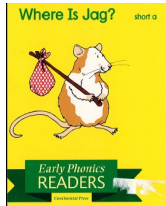


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## Preview: Continental Press– Short Vowels

### Where Is Jag?



**BEWARE:** Words are more difficult.

Notice: blends, digraphs, short u in 'fun', vowel team in 'eat'.

#### WORD LIST

##### Sound Words

Pam	hand	van	ask
has	bath	ran	back
Jag	class	fast	glad
can	snack	sad	

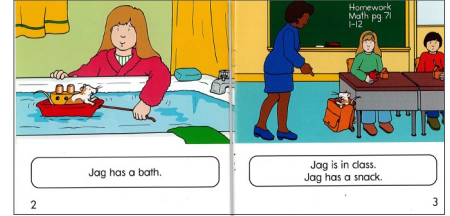
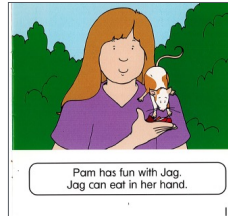
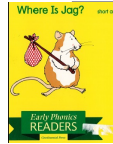
##### Other Words

fun	in	is
with	her	go
eat	a	for

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## Preview: Continental Press– Short Vowels

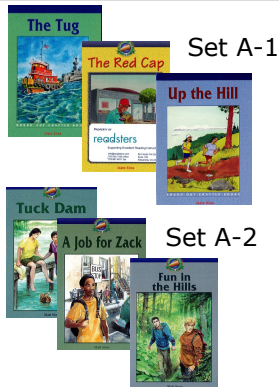


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## Preview: High Noon Books – Short Vowels

- 2 sets of books
  - Set A-1
  - Set A-2
- 6 books in each set
- 3 books with short vowels
- 3 books with long vowels

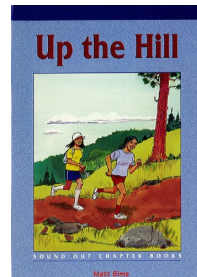


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## Preview: High Noon Books – Short Vowels

### Up the Hill



#### High Frequency Words

a	like	that
and	me	the
be	my	then
by	no	they
do	of	to
down	out	was
for	put	we
from	said	went
go	saw	when
have	see	with
her	she	you
I	so	

Only lists  
high  
frequency  
words

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## Preview: High Noon Books – Short Vowels



A chapter book to appeal  
to older readers!

#### Contents

Kim .....	1
Sun Up .....	4
A Jog .....	8
Up the Hill .....	13
Jan Is Hot .....	17
The Hot Rod .....	22

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## Preview: High Noon Books – Short Vowels



The text is more complex.

#### Kim

It was six. Kim was in bed. The sun was not up yet. But Kim had to get up. She had to go for a jog.

Kim got up out of bed. She fed her cat. Then she had ham and eggs.

Kim got her pack. She put her cap and a can of pop in the pack. Then Kim got in her van.

She went to jog with her pal Jan. Kim and Jan like to jog.

Kim met her pal Jan. Jan was in her red hot rod.



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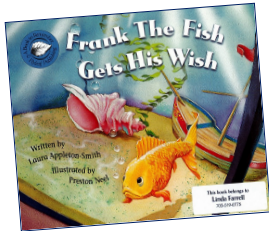
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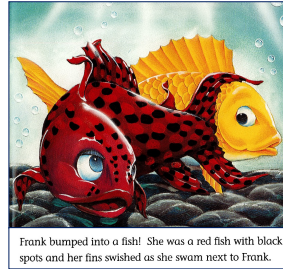
## Preview: Flyleaf Books

The most beautiful with the best stories.  
Also, the most expensive.

- Short vowel book after students are reading with reasonable accuracy and rate.



Reading Series 2/Book 1  
Introduces "sh" letter combination  
Frank the Fish Gets His Wish is decodable with the knowledge of the 26 phonetic alphabet sounds and the ability to blend those sounds together, plus the "sh" phonogram. A word list in the back of the book introduces the vocabulary used in

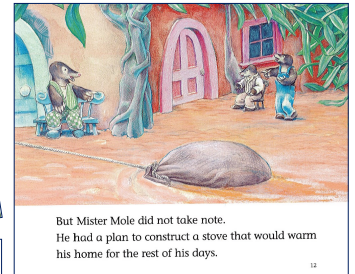
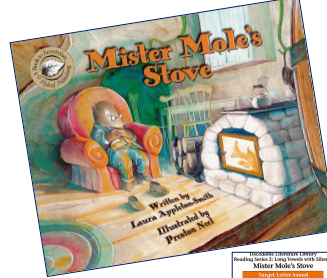


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## Preview: Flyleaf Books

- Short vowel book after students are reading with reasonable accuracy and rate.



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## When To Use Decodables

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## When To Use Decodable Readers

- Use decodable readers during phonics lessons:
  - **After a lesson** teaching a phonics pattern and/or heart words
  - **After students have practiced** reading words with the targeted phonics pattern in isolation and in sentences
  - Generally, students read decodable books during lessons 2–5 times a week (**as often as possible**)

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## Decodable Readers Are for Accuracy – Rate Is Secondary

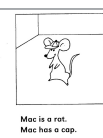
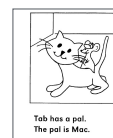
- Reading decodable books allows students to read for accuracy
- Re-read for rate, if the teacher thinks that will help

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## A Warning about Sound-by-Sound Readers

- Students who read sound-by-sound are not ready for decodable readers beyond easy CVC decodable readers.
- They should read decodable readers only after they have demonstrated some ability to read whole words in isolation.



**YES**  
One vowel sound, 4-word sentences, 10 consonants, 2 heart words.

**NO**  
Five vowel sounds, 6-word sentences, 9 heart words.

**Kim**  
It was six. Kim was in bed. The sun was not up yet. But Kim had to get up. She had to go for a jog.  
Kim got up out of bed. She fed her cat. Then she had ham and eggs.

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## Decodable Readers Are Primarily for Instruction – Let Students Select Any Book for Free Reading

- Student can select any book they like for “free” reading time
  - If you have leveled books, this might be a good time to let students look at them
- Decodable books are useful for centers when students are beginning readers
- If student want to read decodable books during “free” reading time, that is just fine!

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## Decodable Readers Are NOT for Guided Reading in the Traditional Sense

- Decodable books have two instructional purposes:
  - Read for accuracy
  - Re-read for prosody in not achieved during the first read
- Most decodable books do not have much depth for discussions (more later)

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## Preparing Decodable Text for Small Group Practice

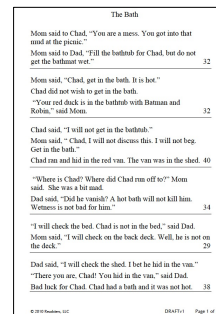
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## Select and Prepare the Text: Select a Text To Use

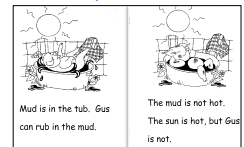
- Decide which text to use.

### Text without pictures

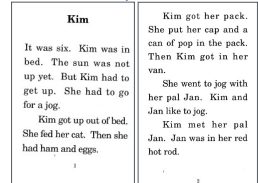


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### Simple Book



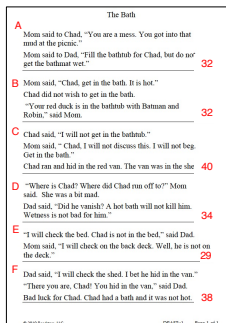
### More Complex Book



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## Select and Prepare the Text on a Page Define and Number Sections

### Text without pictures



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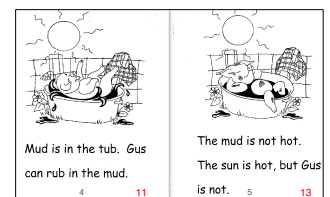
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1. Divide the text into sections
  - Enough sections so each student can read one or two sections
  - Sections should be a length that is not too taxing for students to read
2. Label each section with a letter
3. Count the words in each section and write the number at the end of each section

## Select and Prepare a Simple Decodable Book: Define and Number Sections

1. For simple books, each page can be a section.
2. The section is identified by the page number, so there is no need for a section number.
3. Count the words on each page and write the number at the bottom of each page.

### Simple Book



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## Select and Prepare a More Complex Text: Define and Number Sections

### More Complex Book

1. For more complex books, sections may be one or more paragraphs.
2. Label each section with a letter.
3. Count the words in each section and write the number at end of each section.

Kim	
A	It was six. Kim was in bed. The sun was not up yet. But Kim had to get up. She had to go for a jog. 26
B	Kim got up out of bed. She fed her cat. Then she had ham and eggs. 1
Kim got her pack. She put her cap and a can of pop in the pack. Then Kim got in her van. 38	
C	She went to jog with her pal Jan. Kim and Jan like to jog. Kim met her pal Jan. Jan was in her red hot rod. 26

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## Reading Decodables during Phonics Practice

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## Every Student Has a Decodable Readers Tracking Chart

Page 11 in your handout

Name:		Date:		Words Read Correctly out of Total Words									
Reading	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total
#1													
#2													
#3													

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## Small Group Practice

- Each student in the group reads a different section.
- Each student in the group has a turn to read his/her section.
  - All students track with their fingers as the student reads.
- The teacher helps only if the student asks for help, or if the student is obviously not going to figure out the word.
- When the student finishes reading, the teacher says, "You read [x] words correctly," then records the student's score on the chart.

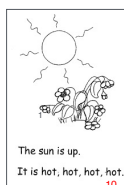
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## If the Student Reads all Words Correctly

- If the student reads all the words correctly
  - the teacher marks the student's chart and calls on the next student.

Name: Sammy Sample		Date: 9-14		Words Read Correct									
Reading	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total
#1	10 / 10												
#2													
#3													



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## If the Student Reads Misreads Any Words

- If the student misreads any words
  - the teacher marks the student's chart and tells the student how many words s/he got right.
  - The teacher points to each word the student missed and helps him/her read it correctly.
  - The student gets two more chances to read the section correctly

Name: Sammy Sample		Date: 9-14		Date: 9-15		Words Read Correct									
Reading	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total		
#1	10 / 10	9 / 11													
#2		10 / 11													
#3		11 / 11													



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## If the Student Reads Any Words Correctly, but Sound-by-Sound

- **If the student reads any word sound-by-sound:**
  - the teacher records the number read correctly and the number read sound-by-sound.
  - The teacher gives the student 2 more chances to read correctly without s-b-s.

Name: **Sammy Sample**

Name or # of Passage or Book	Sun and Mud - P 1				
Date	9-14				
Words Read Correctly					
Reading	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total
#1	10 / 10	1 SSS			
#2	10 / 10				
#3					



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## Focus for Reading

- **Goal:** The student should read all words without self-correcting and as whole words (without reading sound-by-sound)
- **Time:** Time does not matter; let the student try to figure out the word.
  - Exception: If the student takes more than 20 seconds to figure out a word, give him/her the word
- **No 3-second Rule:** Let the student finish the section before saying anything.
- **Tell The Student The Number Of Words Read Correctly** after the student finishes the section.

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## Can Students Read Decodables to One Another?

- Yes, after they have read a book aloud to you and you are confident they will practicing accurate reading.
- Remember "Practice Makes Permanent"
- We want students to make accurate reading permanent.

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## Practice Makes Permanent

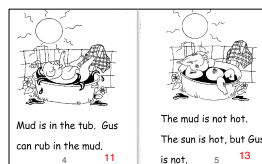
- Remember "Practice Makes Permanent"
- We want students to make accurate reading permanent.

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## What about Comprehension?

- When students are learning to decode, save deeper, extended comprehension discussions for read-alouds.
- Most decodable books don't have much depth to discuss.
- When a book is completed with reasonable prosody, ask one or two literal questions and move to the next book.
  - If the question is appropriate, ask students to find the answer in the text and call on someone to read it aloud.



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## Optional Reading and Tracking Prosody

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## Optional Practicing for Prosody

Repeated reading increases rate for most students.

- If students need to practice for prosody, the teacher can give students a smiley face (or other symbol) when prosody is achieved.
- Smiley faces are given only for 100% accuracy.
- Students can have a second chance to read for prosody if accuracy was achieved without prosody.

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Decodable Readers Tr

Name: Sammy Sample

Name or # of Passage or Book	Sun and Mud - P. 1	Sun and Mud - P. 4	Sun and Mud - P. 2	Sun and Mud - P. 5
Date	9-14	9-15	9-15	9-16
Words Read Correct				
Reading	# correct / total	# correct / total	# correct / total	# correct / total
#1	10 / 10	9 / 11	11 / 13	14 / 14
#2		10 / 11	13 / 13	14 / 14
#3		11 / 11		

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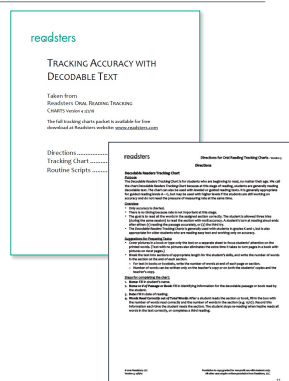
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## Tracking Accuracy in Decodables

Tracking Accuracy with Decodable Text packet available free: [www.readsters.com](http://www.readsters.com)

Login or create a password in the lower right side of the Home page.

- Select the 'Resources' tab
- Select 'Materials' from the drop-down menu
- Under 'Accuracy', click the 'click here' hyperlink.



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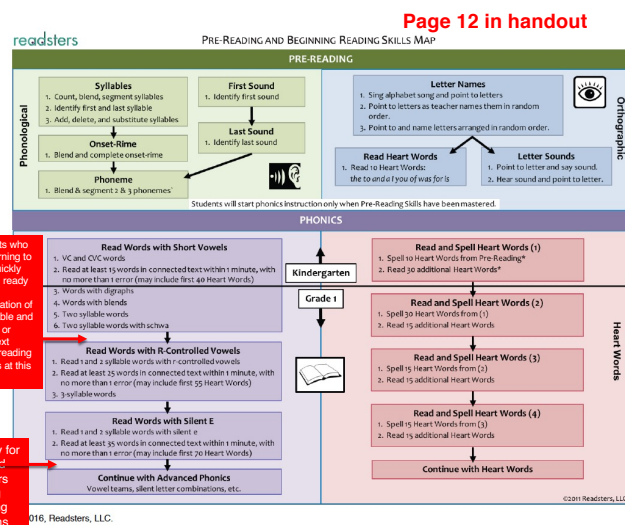
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## When Are Students Ready for Leveled or Other Text during Reading Instruction?

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## Do I Use Decodable Texts with Advanced Phonics Instruction?

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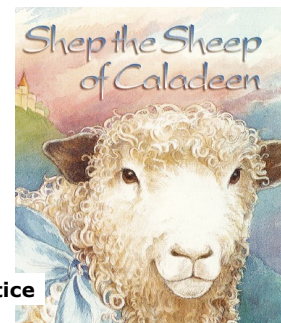
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## For Intervention Instruction, Use Decodable Text to Practice the Pattern Being Taught

Many decodable books are available for advanced vowel patterns.

Fileleaf has the most beautiful books and excellent stories.

For long e practice

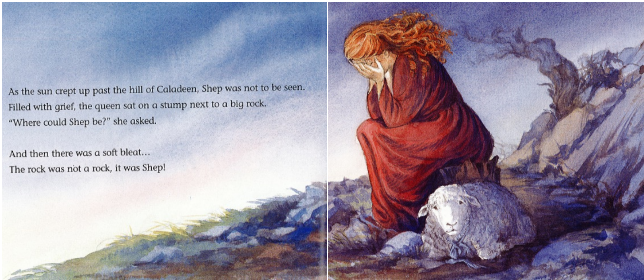


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## For Intervention Instruction, Use Decodable Text to Practice the Pattern Being Taught, Even for Advanced Vowels



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## How To Keep Students Engaged

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## Tracking and Checkers

- When one student reads, the other students track with their fingers.
- After the student finishes reading, the teacher asks "Checkers?"
  - Student give a thumbs up if the student read accurately.
  - Students give a 'helping hand' if students made any mistakes.
- After that, the teacher gives feedback to the student and completes the tracking chart.

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## Learning Is Motivating

- When students are learning to decode, it is satisfying, and even exciting, to read accurately.
- The content of decodable texts may not be interesting to you, but they are interesting to many students who are learning to decode because the students are reading themselves.

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## The Tracking Charts Are Motivation

- Students love to see their progress.
- Almost all students improve with re-reading.
- If students are making too many mistakes, the text is too difficult
  - This usually means that the student hasn't mastered reading words out of context during the phonics lesson.
  - It might mean that the lesson is too difficult for the student
  - If short vowel words are difficult, check pre-reading skills (letter names, letter sounds, blending & segmenting & manipulating sounds)

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## List of Recommended Decodable Books

Name	Description	Grades	Publisher
<b>Power Readers</b> by Susan Ebbers	28 decodable readers with activities in each book	K & 1 – regular Intervention 1–3	Sopris West Sopriswest.com
<b>Supercharged Readers</b> by Susan Ebbers	32 decodable readers with activities in each book	1 & 2 – regular Intervention 2–4	Sopris West Sopriswest.com
<b>Primary Phonics</b>	5 sets of 10 books each	K & 1 – regular Intervention 1–3	Educators Publishing Service Epsbooks.com Also available through resellers.
<b>More Primary Phonics</b>	2 sets of 10 books each		
<b>Early Phonics Readers</b>	2 sets of 12 books each	K & 1 – regular Intervention 1–3	Continental Press Continentalpress.com
<b>Phonics Readers</b>	2 sets of 12 books each		
<b>Phonics Books</b>	Beginning Readers 26 books Catch-up Readers 30 books	K & 1 – regular Intervention 3 & up	Phonic Books Ltd.
<b>Fun Phonics</b>	20 book set	K & 1 – regular Intervention 1–3	Sizzy Books Funphonics.com Free downloads available on website
<b>Easy Words to Read Series / Simple Phonics Readers</b>	ALMOST DECODABLE – Several fun books that are almost decodable: Fat Cat on a Mat – Big Pig on a Dig – Fox on a Box – Ten in a Red Bed – Ted’s Shed–Sam Sheep Can’t Sleep – Toad Makes a Road – Ted and Friends. A small duck is hidden in the illustration on each page, and children love finding the duck.	K & 1 – regular Intervention 1–3	Usborne Publishing Edcpub.com/corp/
<b>Books to Remember Series</b> by Laura Appleton Smith	<b><i>FLYLEAF BOOKS TO REMEMBER ARE OUR FAVORITES!</i></b> DECODABLE – Small books that emphasize specific spelling patterns using a systematic scope and sequence. ALMOST DECODABLE – Lovely stories that emphasize various phonics patterns. 3 reading series at different levels. Our favorite book is Frank the Fish Gets His Wish – every class should have this book.	K – 3 regular instruction and intervention	Flyleaf Publishing Flyleafpublishing.com
<b>High Noon Sound Out Chapter Books</b>	ALMOST DECODABLE – 6 sets of chapter books for older struggling readers. Approximately 6 books in each set. Level 1 focuses on short vowels with one- syllable words. Decoding difficulty increases gradually as levels increase.	Intervention 1–5	Academic Therapy Publications Academictherapy.com

# PRE-READING

Phonological



## Syllables

1. Count, segment, & blend syllables
2. Identify first & last syllable
3. Add, delete, & substitute syllables



## First Sound

Identify first sound

## Onset-Rime

Blend & complete onset-rime



## Last Sound

Identify last sound

## Phoneme

Blend & segment 2 & 3 phonemes

## Letter Names – Upper & Lower Case

- Alphabet Song
- Name letters (expressive)
- Find letters (receptive)



Orthographic

## Letter Sounds – Lower Case

- Say sound of letter (expressive)
- Find letter for sound (receptive)

## Read Heart Words

10 Pre-Reading Heart Words:  
*the to and a l you of was for is*

Students start Phonics instruction once Pre-Reading Skills are mastered

# PHONICS

Decoding

## Read Words with Short Vowel Pattern

1. VC and CVC words (not read sound-by-sound)
2. Read at least 15 words in decodable connected text within 1 minute, with no more than 1 error
3. Words with digraphs
4. Words with blends
5. 2-syllable words
6. 2- syllable words with schwa

## Read Words with R-Controlled Vowel Pattern

1. Read 1 & 2-syllable words with r-controlled vowels
2. Read at least 25 words in decodable connected text within 1 minute, with no more than 1 error
3. 3-syllable words

## Read Words with 1 Long Vowel at the End Pattern

1. Read 1,2, & 3-syllable words with long vowel spelled with one letter at the end of a syllable
2. Read at least 35 words in decodable connected text within 1 minute, with no more than 1 error

## Read Words with Silent E Vowel Pattern

1. Read 1, 2, & 3-syllable words with silent e
2. Read at least 40 words in decodable connected text within 1 minute, with no more than 1 error

## Continue with Advanced Phonics

Vowel team, silent letter combinations, split vowels, etc.

Kindergarten

Grade 1



Ready to  
read non-  
decodable  
text  
during  
lessons

## Read Heart Words

30 additional Heart Words

## Read Heart Words

15 additional Heart Words

## Read Heart Words

15 additional Heart Words

## Read Heart Words

15 additional Heart Words

## Read Heart Words

15 additional Heart Words

## Continue with Heart Words

Heart Words