

# Using Decodables and Leveled Text

Not if, but when?

# How Should I Use Leveled Text with Beginning Readers?

- Use as a **read aloud**:
  - Ask about text, pictures while reading the book out loud or after the book has been read.
- Use the book to **develop oral language** and **vocabulary**
- Use for choral reading.
- Use the book to **develop concepts of print**:
  - top/bottom and left/right
  - capital letters and punctuation
  - cover page, title etc.



## Use Decodable Readers for **Independent Reading** until students meet the following criteria:

1. Accurately read one-syllable real and nonsense words out of context with the following spelling patterns, without sounding them out:
  - a. Short vowels, digraphs, and blends
  - b. Silent e
  - c. R-controlled vowels
2. Accurately read familiar 2-syllable words with short vowels, r-controlled vowels, silent e, or schwa
3. Accurately read 50 high frequency words, out of context, with spelling patterns that haven't been taught
4. Read at least 35 words a minute in decodable text, with no more than one error

# How Should I Use Decodable Text with Beginning Readers?

- Use decodable texts to give beginning readers opportunities to apply the phonics patterns being taught with connected text.
- The words in the text have been previously taught so students can successfully read the words in the passage by applying learned skills. This helps build the good habit of accurate reading.
- The opportunities to practice reading and rereading decodable texts are typically included at the end of every phonics lesson.
- Text reading practice should occur about 10-20 minutes a day depending on the age of the student.



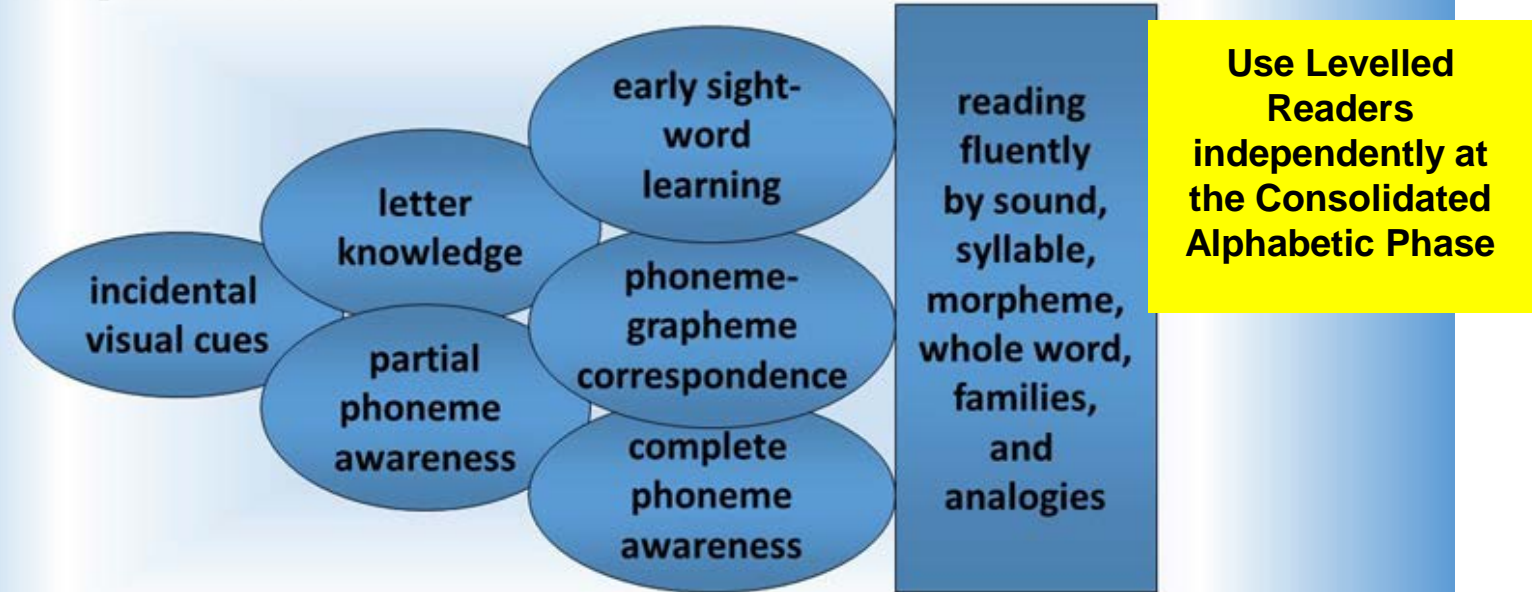
# Guiding Decodable Text Reading

1. Intentionally prepare students for text reading
2. Review words, phrases and sentences that students will read in the story.
3. Use sound-blending technique if students need practice and then encourage whole word reading.
4. Vary approaches to text reading. Promote techniques such as reading aloud with teacher, partner reading etc.
5. Conduct several readings of the same text .

# Transfer to Text Process

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	PASSAGE 1		PASSAGE 2		PASSAGE 3
Highlight Skill Words	X		X		
Read Highlighted Words	X				
Read Passage with Highlighted Words	X	X	X		
Read clean Copy of Passage		X		X	X

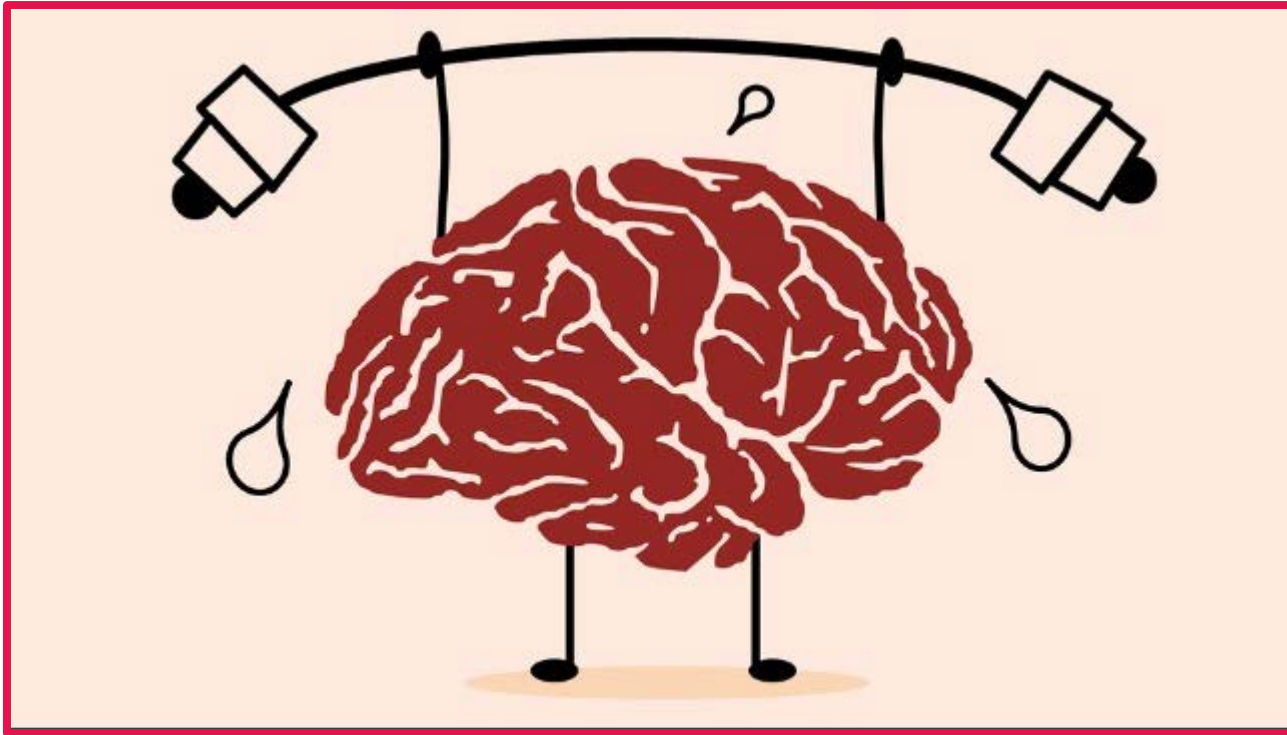
# Ehri's Phases of Word-Reading Development



Prealphabetic → Early Alphabetic → Later Alphabetic → Consolidated Alphabetic

Use Decodable Texts during the earlier Phases or use Levelled Text as a read aloud.

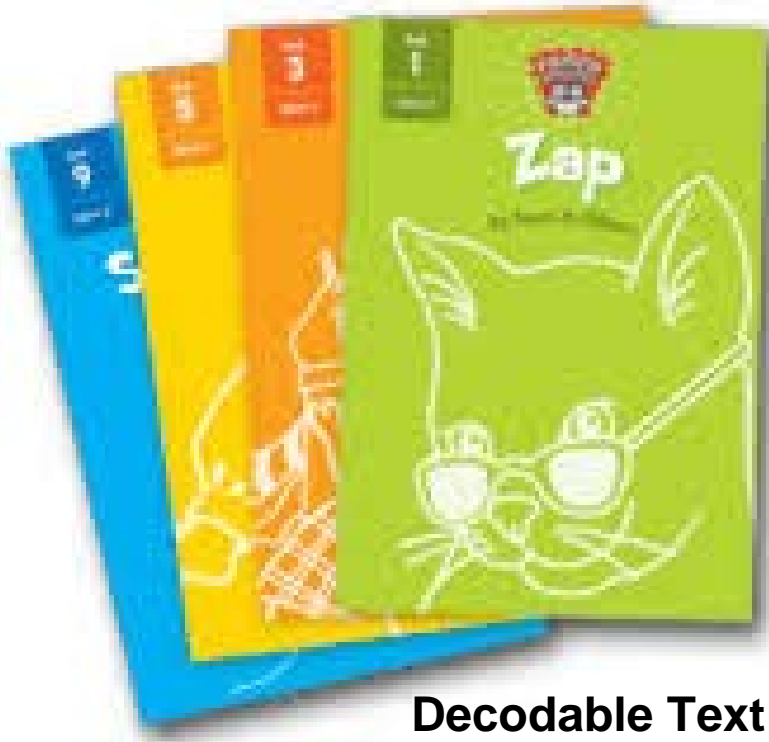
REMEMBER: The texts we choose play a major role in training the brain and developing reading habits.



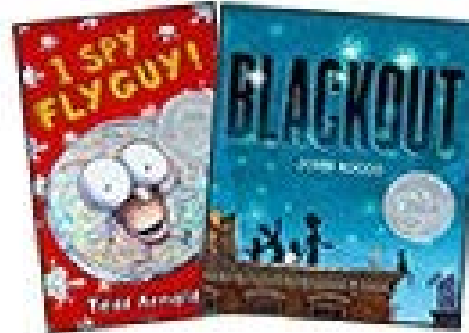
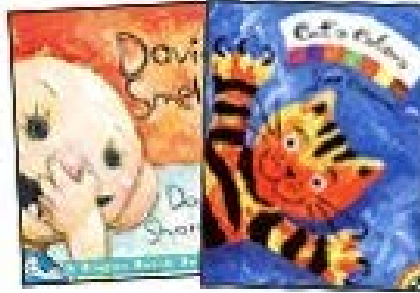


**“Personally, based on my own experience as a primary grade teacher, I would use all of these kinds of text.”**

Dr. Tim Shanahan

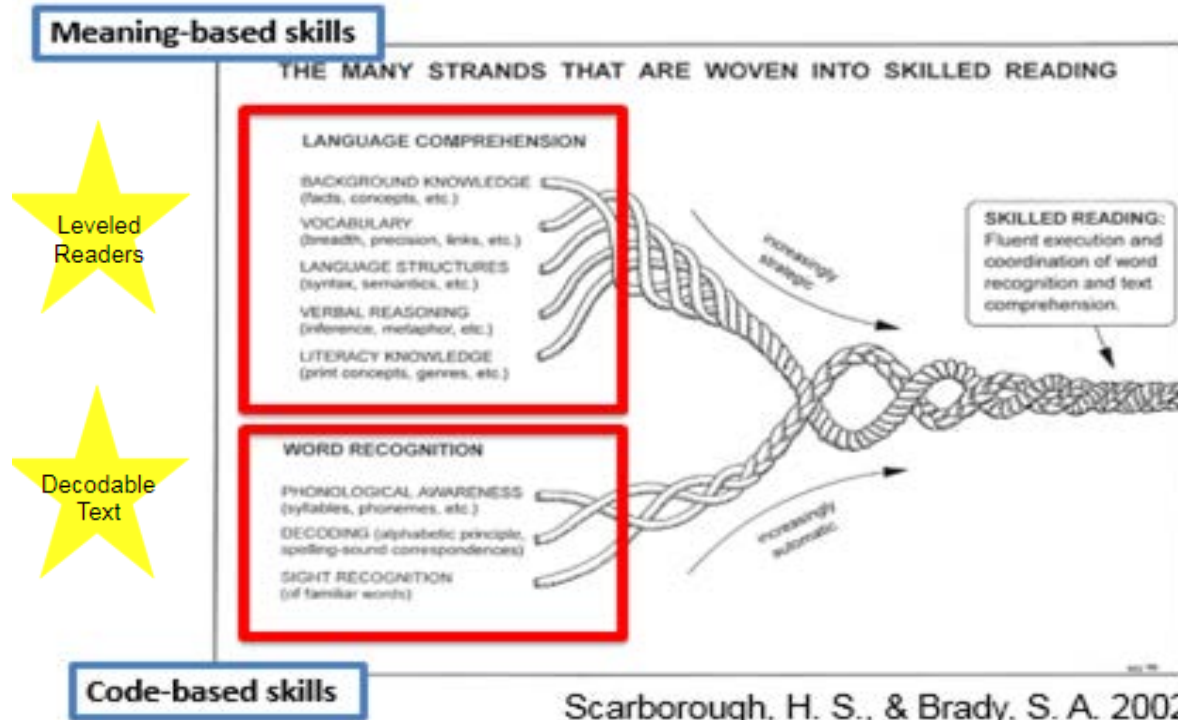


**Decodable Text**



**Leveled Text**

# Be intentional about the text you choose and when and how you and your students use it!



## The Reading Rope

# Information & Resources:

Tim Shanahan: Which Texts for Teaching Reading?

<http://www.readingrockets.org/blogs/shanahan-literacy/which-texts-teaching-reading-decodable-predictable-or-controlled-vocabulary>

David J. Chard & Jean Osborn: Phonics and Word Recognition Instruction in Early Reading Programs: Guidelines for Children with Reading Disabilities <http://www.readingrockets.org/article/phonics-and-word-recognition-instruction-early-reading-programs-guidelines-children-reading>

Readsters Oral Reading: Tracking Accuracy with Decodable Text

<https://www.readsters.com/wordpress/wp-content/uploads/2011/01/Decodable-Tracking-Chart-Packet-v4-2.2.18.pdf>

Readsters:

<https://www.readsters.com/>

Text Project: Beginning Readers

<http://textproject.org/classroom-materials/students/beginningreads/>

Text Project: Ready-Readers

<http://www.textproject.org/classroom-materials/students/ready-readers/>

Read aloud Favorites

<http://www.textproject.org/classroom-materials/read-aloud-favorites/>

# Readsters List of Decodable Texts

readsters

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	28 decodable readers with activities in each book	K & 1 – regular Intervention 1 - 3	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>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>FLYLEAF BOOKS TO REMEMBER ARE OUR FAVORITES!</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 2 - 5	Academic Therapy Publications Academictherapy.com

Compiled by Readsters  
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