

How and When To Use Decodable Readers Appropriately

Presented at

Literacy Promises Conference

Provo, Utah

March 24-25, 2022

Presented by Linda Farrell

Linda@Readsters.com
703-535-7355

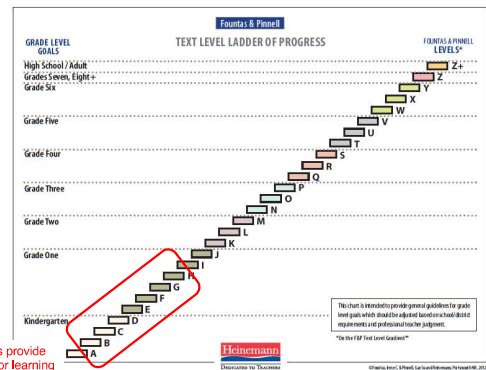
Differences between Decodable and Leveled Readers - Briefly



Leveled Readers



Fountas & Pinnell Reading Levels



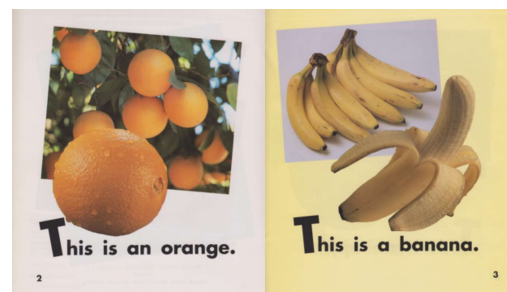
Decodable readers provide stronger practice for learning early reading skills.

Early Leveled Readers General Leveling Criteria

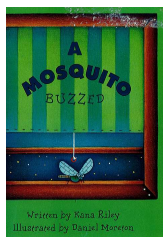
- Early and emergent leveled readers:
 - are often predictable
 - are about familiar subjects
 - have strong support for text from the pictures
 - may include a number of high frequency words
 - repeat words, with support from pictures for the repeated words
 - provide something for students to discuss after reading the book

Early Emergent Leveled Reader from Houghton Mifflin

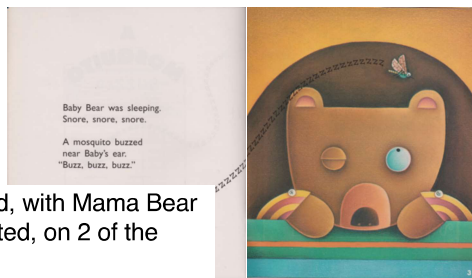
The first 3 words on each page are predictable. The last word is the same as the picture.



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*
© Houghton Mifflin 1995

© 2009 Readsters, LLC 7

How Leveled Readers Are Used

- These are the basis of small guided reading groups.
- Students use pictures and context to "read" 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.

readsters

© 2009 Readsters, LLC 8

Pre-Primer and Primer Leveled Books

Pre-primer and primer leveled books are *Guided Reading Levels A-D* (Fountas & Pinnell, 1996)

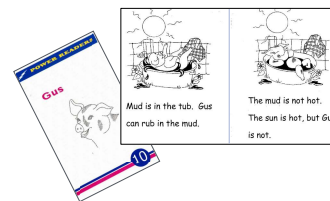
"Assumption at this level: When students encounter an unknown word in print, they can easily use context from known words and illustrations along with language pattern cues and early word analysis skills for successful decoding."

– From *Reading Inventory for the Classroom*
Flynt & Cooter, 2001

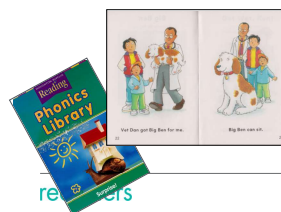
readsters

© 2017 Readsters, LLC 9

readsters



Decodable Readers



readsters

© 2009 Readsters, LLC 10

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.

readsters

© 2009 Readsters, LLC 11

How Decodable Readers Are Used

- Students learn to read words by (1) reading heart words they have practiced and (2) utilizing phonics patterns.
 - Almost all the words in the decodable books will be heart words that *have been taught* or have phonics patterns that *have been taught*
- When students don't know a decodable word, they sound it out using their knowledge of grapheme-phoneme patterns
- Developing a habit of reading accurately occurs before reading with fluency is expected
- After students read with accuracy, the teacher may decide to have them re-read one or more times to develop fluency.

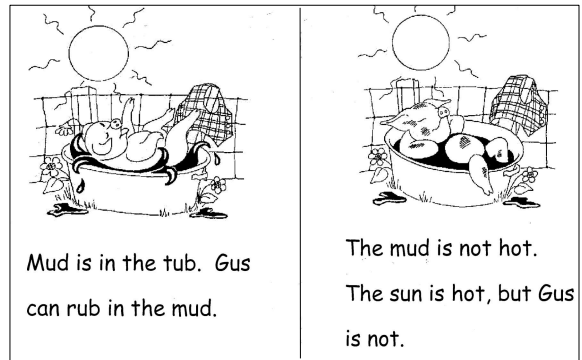
readsters

© 2009 Readsters, LLC 12

How Is Comprehension Taught?

- **Comprehension is taught through oral reading** to students and discussion of the read-aloud books *read by the teacher*.
- **When using decodable books**, the teacher may want to check for literal comprehension, but not spend time on questions beyond that.

Decodable Book from *Power Readers*



From *Power Readers* by Susan Ebbers, published by Sopris West. Used with permission.

Decodable Book from Houghton Mifflin



From Houghton Mifflin Phonics Library, Grade 1, Theme 2 "Surprise" © 2001

Comparison of Decodable and Leveled Readers

Comparison of Instructional Purpose and Word Identification Strategies

	Decodable Readers	Leveled Readers
Early Reading Instructional Purpose	Students practice reading words with spelling patterns they have already learned and with high frequency words they have learned. The primary focus is accuracy .	Used to teach students to read by exposure to words. Getting the meaning is more important than reading words accurately.
Word Identification Strategies	Sounding the word out is the only strategy for reading unfamiliar words.	Students use various guessing strategies to "solve" unfamiliar words.

Usefulness for Beginning Readers

Decodable Readers

- Use to give beginning readers practice reading words spelled with phonics patterns you have taught and high frequency words you have taught.
- Use to develop habit of accurate reading.
 - Expect students to read with 100% accuracy before asking them to read with fluency.
 - Have students re-read for fluency after they achieve 100% accuracy.
- Expect literal comprehension.
 - Many better materials exist to develop language comprehension.

Leveled Readers

- Use with beginning readers as a read-aloud or for echo reading.
 - Do not expect beginning readers to read these independently.
- Ask students about the text and pictures after you have read the book or during the time you are reading the book.
- Use to help students develop concepts of print, such as:
 - Text moves from top to bottom / left to right.
 - Sentence begins with a capital letter and ends with a period.
 - Words have spaces between them.
 - Where to find the title, author, etc.
 - Locating the most frequent words such as the, is, a, I, etc.

Usefulness for Beginning Readers

Decodable Readers

Decoding

- practice reading:
 - phonics patterns
 - high frequency words
- develop accuracy
- literal comprehension

Leveled Readers

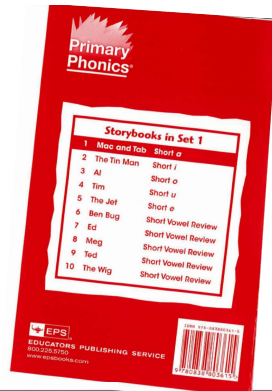
Language Comprehension

- read-alouds or for echo reading
- oral discussion
- develop concepts of print

Sample Decodable Readers

Preview: Primary Phonics – Short Vowels

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



Preview: Primary Phonics – Set 1, Book 1

Mac and Tab



Inside cover has all words

Mac and Tab

Focus Concept: Short a

cat	ham	mat	pat	Tab
cap	had	mad	pan	
has	Mac	nap	rat	

Sight Words

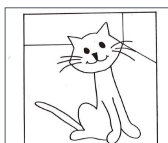
a and one for in is on the

© 2008 by Barbara W. Makin and Sons, Inc. No part of this book may be reproduced or stored in any form or by any electronic or mechanical means, including photocopying, without permission in writing from the publisher.

Educators Publishing Service, a division of School Specialty Publishing, a member of the School Specialty Family
Printed in USA

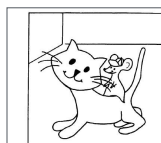
ISBN 978-0-8388-0361-5
5 6 7 CUB 12 11 10

Preview: Primary Phonics – Set 1, Book 1



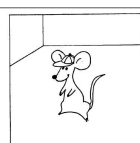
Tab is a cat.

1



Tab has a pal.
The pal is Mac.

2

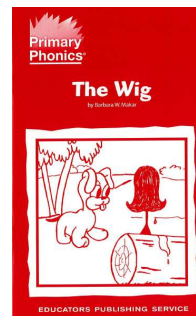


Mac is a rat.
Mac has a cap.

3

Preview: Primary Phonics – Set 1, Book 10

The Wig



Inside cover has all words

The Wig

Focus Concept: Short Vowel Review

big	fun	hot	not	ran	top
bit	get	hut	pot	sat	top
com	got	it	set	at	up
not	hat	rot	pat	sun	well
old	hop	let	rog	tag	wig

Sight Words

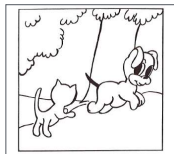
a and the to was

© 2008 by Barbara W. Makin and Sons, Inc. No part of this book may be reproduced or stored in any form or by any electronic or mechanical means, including photocopying, without permission in writing from the publisher.

Educators Publishing Service, a division of School Specialty Publishing, a member of the School Specialty Family
Printed in USA

ISBN 978-0-8388-0370-7
5 6 7 CUB 12 11 10

Preview: Primary Phonics – Set 1, Book 10



Tag is a pup.
Kit is a cat.
Kit ran to get Tag.



Peg has a wig.
The wig is wet.



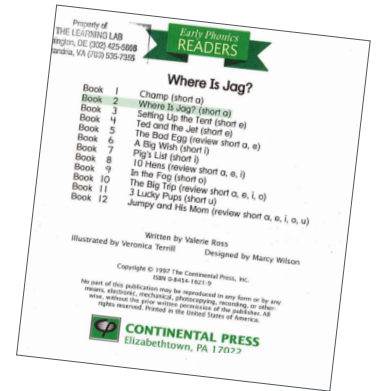
Peg set the wig
on a big log.
The log is in the sun.
It is hot in the sun.

readsters

© 2009 Readsters, LLC 25

Preview: Continental Press– Short Vowels

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



readsters

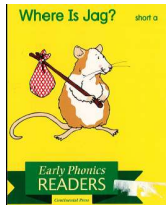
© 2009 Readsters, LLC 26

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	

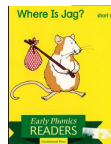
Other Words

fun	in	is
with	her	go
eat	a	for

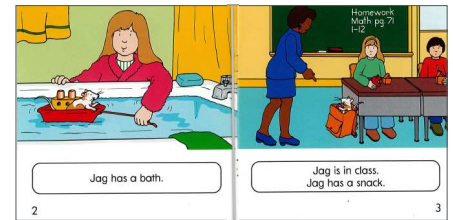
readsters

© 2009 Readsters, LLC 27

Preview: Continental Press– Short Vowels



Pam has fun with Jag.
Jag can eat in her hand.



Jag has a bath.

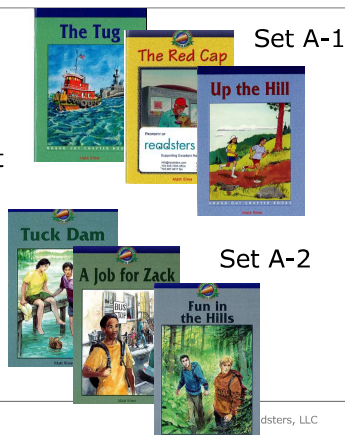
Jag is in class.
Jag has a snack.

readsters

© 2009 Readsters, LLC 28

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

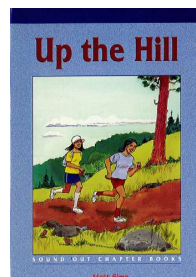


readsters

© 2009 Readsters, LLC 29

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

readsters

© 2009 Readsters, LLC 30

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

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.



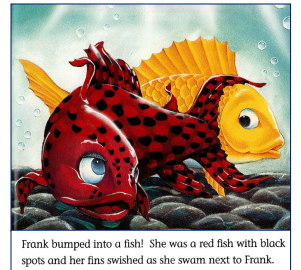
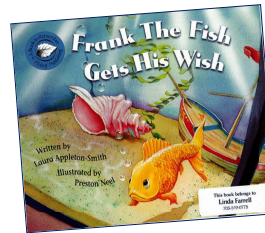
Jan was in her red hot rod.

Preview: Flyleaf Books

- Flyleaf Books are the most beautiful and the best stories.
- They are also the most expensive.

Preview: Flyleaf Books

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



Reading Series 2/Book 1

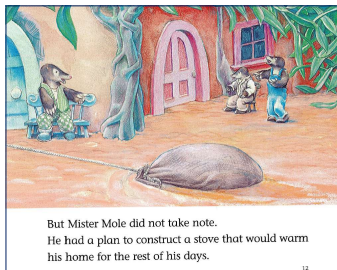
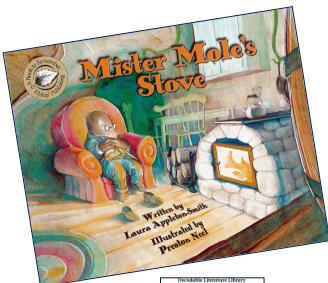
Introduces "sh" letter combination

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

Frank bumped into a fish! She was a red fish with black spots and her fins swished as she swam next to Frank.

Preview: Flyleaf Books

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



But Mister Mole did not take note. He had a plan to construct a stove that would warm his home for the rest of his days.

When To Use Decodables

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
- Students read decodable books during lessons 2–5 times a week (as often as possible)
 - Reading decodable books allows students to read for accuracy
 - Re-read for rate, if the teacher thinks that will help

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!

Decodable Readers Are NOT for Guided Reading in the Traditional Sense

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

Preparing Decodable Text for Small Group Practice

Select and Prepare the Text: Select a Text To Use

- Decide which text to use.

Text without pictures

The Bath

Mom said to Chad, “You are a mess. You got into that mud at the picnic.”
 Mom said to Dad, “Fill the bathtub for Chad, but do not get the bathmat wet.” 32

Mom said, “Chad, get in the bath. It is hot.”
 Chad did not wish to get in the bath.
 “Your red truck is in the bathtub with Batman and Robin,” said Mom. 32

Chad said, “I will not get in the bathtub.”
 Mom said, “Chad, I will not discuss this. I will not beg. Get in the bath.”
 Chad ran and hid in the red van. The van was in the shed. 40

“Where is Chad? Where did Chad run off to?” Mom said. She was a bit mad.
 Dad said, “Did he vanish? A hot bath will not kill him. Wetness is not bad for him.” 34

“I will check the bed. Chad is not in the bed,” said Dad.
 Mom said, “I will check on the back deck. Well, he is not on the deck.” 29

Dad said, “I will check the shed. I bet he hid in the van.”
 “There you are, Chad! You hid in the van,” said Dad.
 Dad luck for Chad. Chad had a bath and it was not hot. 38

Simple Book

Mud is in the tub. Gus can rub in the mud.

The mud is not hot. The sun is hot, but Gus is not.

More Complex Book

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.

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

Text without pictures

The Bath

A Mom said to Chad, “You are a mess. You got into that mud at the picnic.”
 Mom said to Dad, “Fill the bathtub for Chad, but do not get the bathmat wet.” 32

B Mom said, “Chad, get in the bath. It is hot.”
 Chad did not wish to get in the bath.
 “Your red truck is in the bathtub with Batman and Robin,” said Mom. 32

C Chad said, “I will not get in the bathtub.”
 Mom said, “Chad, I will not discuss this. I will not beg. Get in the bath.”
 Chad ran and hid in the red van. The van was in the she 40

D “Where is Chad? Where did Chad run off to?” Mom said. She was a bit mad.
 Dad said, “Did he vanish? A hot bath will not kill him. Wetness is not bad for him.” 34

E “I will check the bed. Chad is not in the bed,” said Dad.
 Mom said, “I will check on the back deck. Well, he is not on the deck.” 29

F Dad said, “I will check the shed. I bet he hid in the van.”
 “There you are, Chad! You hid in the van,” said Dad.
 Dad luck for Chad. Chad had a bath and it was not hot. 38

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

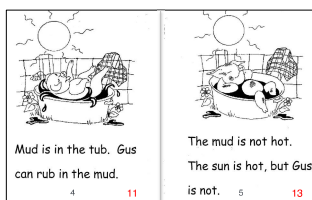
2. Label each section with a letter

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



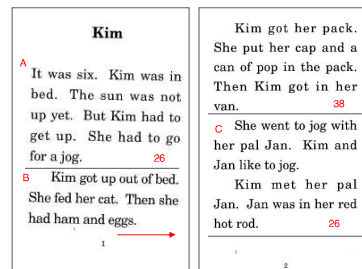
readsters

© 2009 Readsters, LLC 43

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.



readsters

© 2009 Readsters, LLC 44

readsters

Overview of Reading Decodables during Phonics Practice

readsters

© 2009 Readsters, LLC

Overview of Procedure for Oral Reading Practice with Decodable Text

- Each student in the group has a turn to read a section.
 - All students track with their fingers as the student reads
- When the student finishes reading, the teacher says, "You read [x] words correctly," then records the student's score on the chart.
 - **If student reads accurately, with no self corrections or sound-by-sound reading,** the teacher calls on the next student to read the next section
 - **If student misreads any words, self-corrects, or reads sound-by-sound,**
 - the teacher points to the word(s) missed, self-corrected, or read sound-by-sound and asks the student to read the word(s), or helps the student read if necessary
 - the student gets 2 more times to achieve 100% accuracy while reading the same section
 - The teacher calls on the next student to read after the 3rd attempt, no matter the score

readsters

© 2009 Readsters, LLC 46

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.

readsters

© 2009 Readsters, LLC 47

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.

readsters

© 2009 Readsters, LLC 48

Tracking Charts for Decodable Reading

Decodable Readers Tracking Chart

readsters

Decodable Readers Tr

Name: **Sammy Sample**

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

The sun is up.
It is hot, hot, hot, hot.

Mud is in the tub. Gus can rub in the mud.

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.

Mud is in the tub. Gus can rub in the mud.

The mud is not hot. The sun is hot, but Gus is not.

Optional Reading and Tracking Prosody

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.

readsters

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
Reading #1	10 / 10	9 / 11	11 / 13	14 / 14	
Reading #2		10 / 11	13 / 13 😊	14 / 14 😊	
Reading #3		11 / 11			

Tracking Accuracy in Decodables

Tracking Accuracy with Decodable Text packet available free: 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.

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

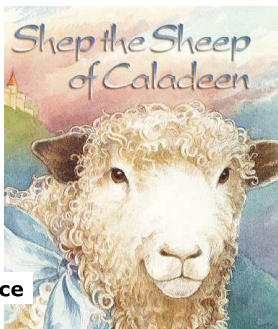
Do I Use Decodable Texts with Advanced Phonics Instruction?

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

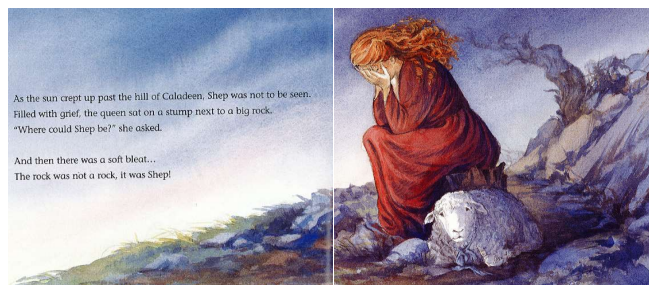
Many decodable books are available for advanced vowel patterns.

Flyleaf has the most beautiful books and excellent stories.

For long e practice



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



How To Keep Students Engaged

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.

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.

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)

Usefulness of Leveled Readers for Beginning Readers

- Use with beginning readers as a read-aloud or for echo reading.
 - Do not expect beginning readers to read these independently.
 - Ask students about the text and pictures after you have read the book or during the time you are reading the book.
- Use to help students develop concepts of print, such as:
 - Text moves from top to bottom and left to right.
 - Sentence begins with a capital letter and ends with a period.
 - Words have spaces between them.
 - Where to find the title.
 - Locating the most frequent words such as the, is, a, I, etc.

What If I Have To Use Leveled Readers?

If You MUST Use Leveled Readers for Guided Reading

- Read the text to the students and they can turn the pages in their books as you turn your page.
 - Do not have students guess the words
- Use the text you read, and even the pictures, as a starting point for oral discussions.

Eliminate These Guessing Strategies for Decoding

- If you don't know a word:
 - Look at the picture
 - Look at the first letter and guess based on context
 - Read to the end of the sentence and determine what word fits
 - Look for parts of the word you know from other words



Use Leveled Readers to Teach Concepts of Print & Basic High Frequency Words

After you read a leveled book to the group, consider teaching / practicing the following:

- Concepts of print (students do not have to know letter names)
 - Count the words (words have spaces between them)
 - Find the period, question mark, comma, etc.
 - Find the capital letter
 - Point to the first word / last word on the page
 - Find the page number
- Basic high frequency words (student DO need to know all letter names in high frequency words).
 - Find all the 'the', 'a', 'you', 'is' . . .

readsters

© 2009 Readsters, LLC 67

Students Misread a Word

- When a student misreads a word in a sentence, *always* have the student re-read the sentence for accuracy.
 1. Stop the student **at the end of the sentence**.
 2. Tell the student how many words he read correctly in the sentence.
 3. Point to the word the student misread and ask the student to re-read the word.
 - ~ If the student can't sound the word out, give it to him.
 - ~ For heart words, have the student look at the first letter, or give the word to him.
 4. Have the student **re-read** the entire sentence.

readsters

© 2009 Readsters, LLC 68

Students Don't Know a Word

- Do not give a word to student if he/she doesn't ask.
- When a student doesn't know a word:
 - Teach him to try to sound it out
 - If he can't sound it out, teach him to ask for help.
 - For decodable words, help the student sound them out
 - For words that are not decodable, tell him what the word is
- Have the student re-read the sentence after finishing
 - Develops stamina
 - Gives the student practice reading the problem word
 - Insures that the student finishes reading accurately

readsters

© 2009 Readsters, LLC 69

Students Skip or Add a Word

- When a student skips or adds a word:
 1. Tell the student "You skipped XX words" or "You read all the words and added XX words."
 2. Have the student re-read the sentence, touching each word so he/she reads the exact words in the sentence correctly.

readsters

© 2009 Readsters, LLC 70

Xavier, 3rd Grade – Didn't get decodable reading practice for accurate reading

ReadingRockets.org
Looking at Reading Interventions



readsters

© 2009 Readsters, LLC

List of Recommended Decodable Books

Name	Description	Grades	Publisher
Power Readers by Susan Ebbers	28 decodable readers with activities in each book	K & 1 – regular Intervention 1 - 3	Sopris West Sopriswest.com
Supercharged Readers by Susan Ebbers	32 decodable readers with activities in each book	1 & 2 – regular Intervention 2 - 4	Sopris West Sopriswest.com
Primary Phonics	5 sets of 10 books each	K & 1 – regular Intervention 1 - 3	Educators Publishing Service Epsbooks.com Also available through resellers.
More Primary Phonics	2 sets of 10 books each		
Early Phonics Readers	2 sets of 12 books each		
Phonics Readers	2 sets of 12 books each	K & 1 – regular Intervention 1 - 3	Continental Press Continentalpress.com
Fun Phonics	20 book set	K & 1 – regular Intervention 1 - 3	Sizzy Books Funphonics.com Free downloads available on website
Easy Words to Read Series / Simple Phonics Readers	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/
Books to Remember Series by Laura Appleton Smith	FLYLEAF BOOKS TO REMEMBER ARE OUR FAVORITES! 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
High Noon Sound Out Chapter Books	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

Decodable Readers Tracking Chart

Name: _____

Name or # of Passage or Book										
------------------------------	--	--	--	--	--	--	--	--	--	--

Date										
------	--	--	--	--	--	--	--	--	--	--

Words Read Correctly

Total Words in Section										
Words Correct Reading #1										
Words Correct Reading #2										
Words Correct Reading #3										

Name or # of Passage or Book										
------------------------------	--	--	--	--	--	--	--	--	--	--

Date										
------	--	--	--	--	--	--	--	--	--	--

Words Read Correctly

Total Words in Section										
Words Correct Reading #1										
Words Correct Reading #2										
Words Correct Reading #3										

Permission to copy granted for non-profit use with students only. All other uses require written permission from Readsters.

PRE-READING

Phonological

Syllables

- Count, blend, segment syllables
- Identify first and last syllable
- Add, delete, and substitute syllables

Onset-Rime

- Blend and complete onset-rime

Phoneme


- Blend & segment 2 & 3 phonemes*

First Sound


- Identify first sound

Last Sound

- Identify last sound



Orthographic



Letter Names

- Sing alphabet song and point to letters
- Point to letters as teacher names them in random order.
- Point to and name letters arranged in random order.

Read Heart Words

- Read 10 Heart Words: *the to and a I you of was for is*

Letter Sounds


- Point to letter and say sound.
- Hear sound and point to letter.

Students will start phonics instruction only when Pre-Reading Skills have been mastered.

PHONICS

Kindergarten

Grade 1



Read Words with Short Vowels

- VC and CVC words
- Read at least 15 words in connected text within 1 minute, with no more than 1 error (may include first 40 Heart Words)
- Words with digraphs
- Words with blends
- Two syllable words
- Two syllable words with schwa

Read Words with R-Controlled Vowels

- Read 1 and 2 syllable words with r-controlled vowels
- Read at least 25 words in connected text within 1 minute, with no more than 1 error (may include first 55 Heart Words)
- 3-syllable words

Read Words with Silent E

- Read 1 and 2 syllable words with silent e
- Read at least 35 words in connected text within 1 minute, with no more than 1 error (may include first 70 Heart Words)

Continue with Advanced Phonics

Vowel teams, silent letter combinations, etc.

Heart Words

Read and Spell Heart Words (1)

- Spell 10 Heart Words from Pre-Reading*
- Read 30 additional Heart Words*

Read and Spell Heart Words (2)

- Spell 30 Heart Words from (1)
- Read 15 additional Heart Words

Read and Spell Heart Words (3)

- Spell 15 Heart Words from (2)
- Read 15 additional Heart Words

Read and Spell Heart Words (4)

- Spell 15 Heart Words from (3)
- Read 15 additional Heart Words

Continue with Heart Words

Students who are learning to read quickly may be ready for a combination of decodable and leveled/other text at this point.

Ready for leveled readers