Decodable Text & Leveled Readers: Matching Text Type to Student Need

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“We are what we repeatedly do. Excellence is not an act but a habit.”

-Aristotle

We are little more than the sum of our habits.
Who we are and what we do depends largely on behaviors and routines we carry out with little thought.

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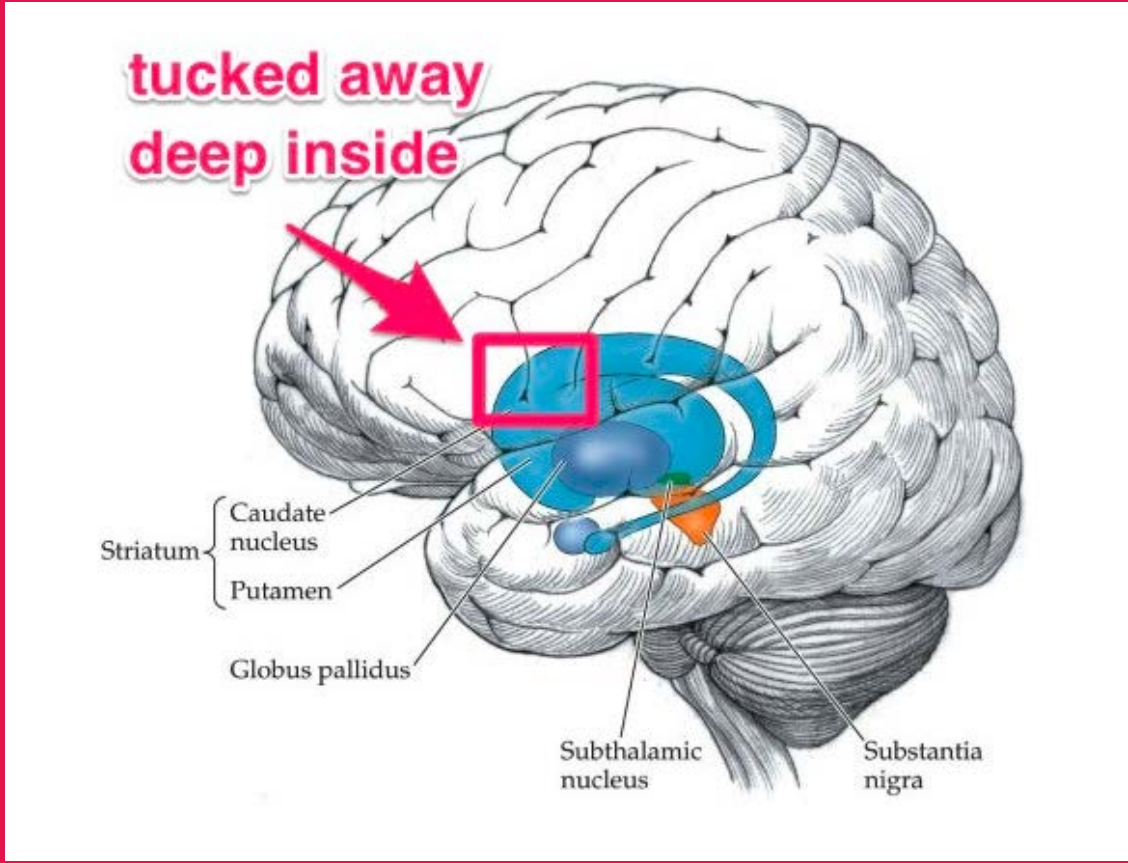
Our Brain Establishes Habits



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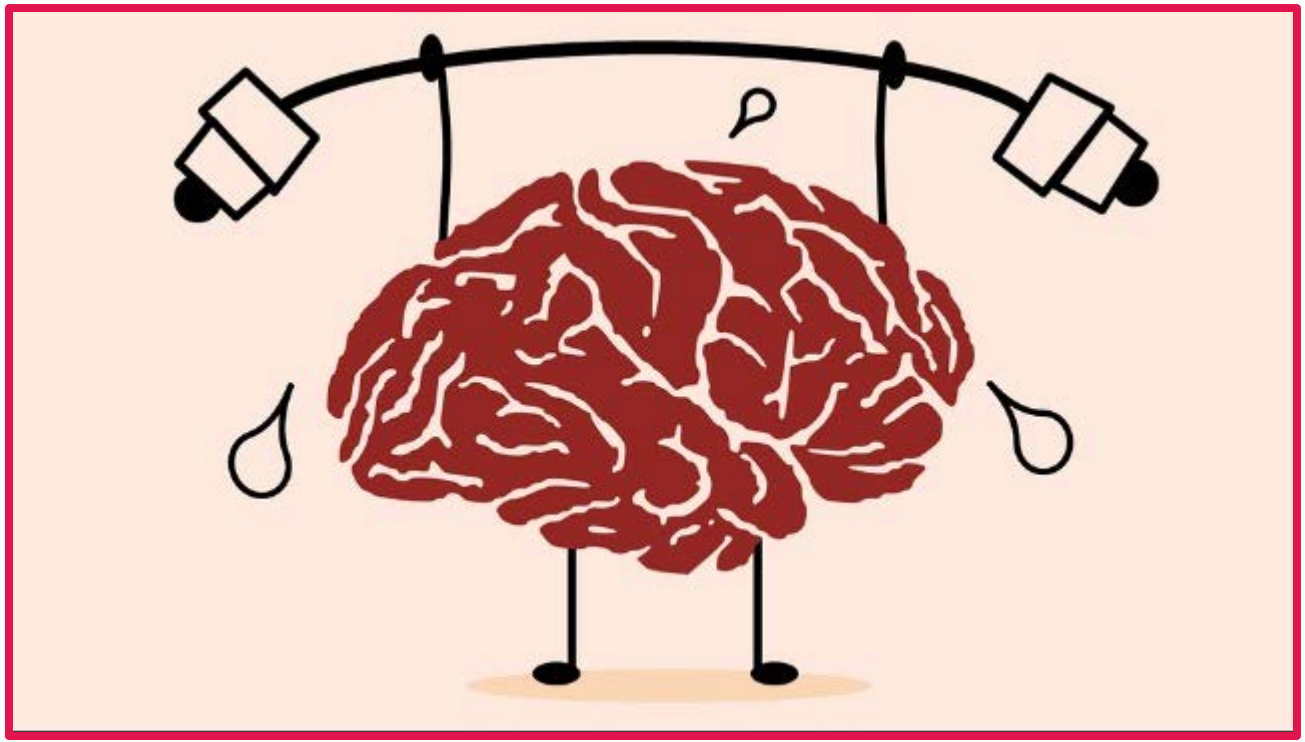
The texts we choose play a major role in training the brain and developing reading habits.



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When we use decodable text . . .

we train the brain in the **good habit** of using our knowledge of letters and sounds to decode words resulting in **accurate reading**.

Is Accuracy Really That Important?

You Bet!

Read this Passage: 80% Accuracy

_____ is a _____ fact of _____ history. Although founded for the express interests of a _____ denomination, the _____ charter _____, "No _____ _____ are to be accounted a _____ to hinder the election of any _____ to any office among the _____ of the _____, or to _____ persons from _____ as _____, or in any manner abridge their _____ or immunities." _____ has been a necessity as well as a _____. _____ has never had the _____ of a _____ great patron, the established _____ as an academy for the _____, or the fixity of a _____ curriculum. _____ became a necessity at an _____ date to attract the _____ _____ of various student interests and _____ support. That _____ remains.

Read This Passage: 90% Accuracy

_____ is an ever-present fact of _____ history. Although _____ for the express interests of a single denomination, the original _____ reads, "No religious _____ are to be accounted a disability to hinder the _____ of any individuals to any office among the _____ of the _____, or to debase persons from admittance as pupils, or in any manner abridge their privileges or immunities." _____ has been a necessity as well as a principle. _____ has never had the impress of a single great patron, the established position as an academy for the privileged, or the fixity of a technical _____. _____ became a necessity at an early date to attract the broad allegiance of various student interests and financial support. That truth remains.

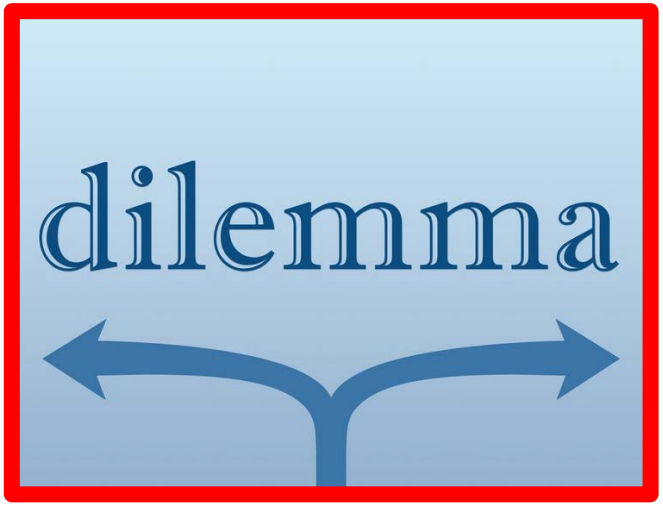
Read This: Diversity and Bucknell University

Diversity is an ever-present fact of Bucknell's history. Although founded for the express interests of a single denomination, the original charter reads, "No religious sentiments are to be accounted a disability to hinder the election of any individuals to any office among the teachers of the institution, or to debase persons from admittance as pupils, or in any manner abridge their privileges or immunities." Diversity has been a necessity as well as a principle. Bucknell has never had the impress of a single great patron, the established position as an academy for the privileged, or the fixity of a technical curriculum. Diversity became a necessity at an early date to attract the broad allegiance of various student interests and financial support. That truth remains.

Two Key Goals of Beginning Reading

1. Teach students to use their knowledge of letters and sounds to decode words. This requires practice and application of the skills they are learning in phonics. **(DECODABLE TEXT)**
2. Help students develop the language, knowledge, & literary appreciation, which makes reading productive and rewarding. To this end, text needs to be engaging and authentic. **(PREDICTABLE TEXT & EARLY LEVELED READERS)**

Decodable Text



Leveled Text

How Do We Choose?

Goals for the Session:

- Understand how the brain learns to read.
- Understand the role of explicit, systematic phonics instruction in early reading.
- Understand the premise & characteristics of different types of text:
  - Decodable Text
  - Predictable Text/Early Leveled Readers
- Understand how the premise and characteristics of each text type fill a different purpose in early reading.
- Understand when and how to use different text types in beginning reading instruction.

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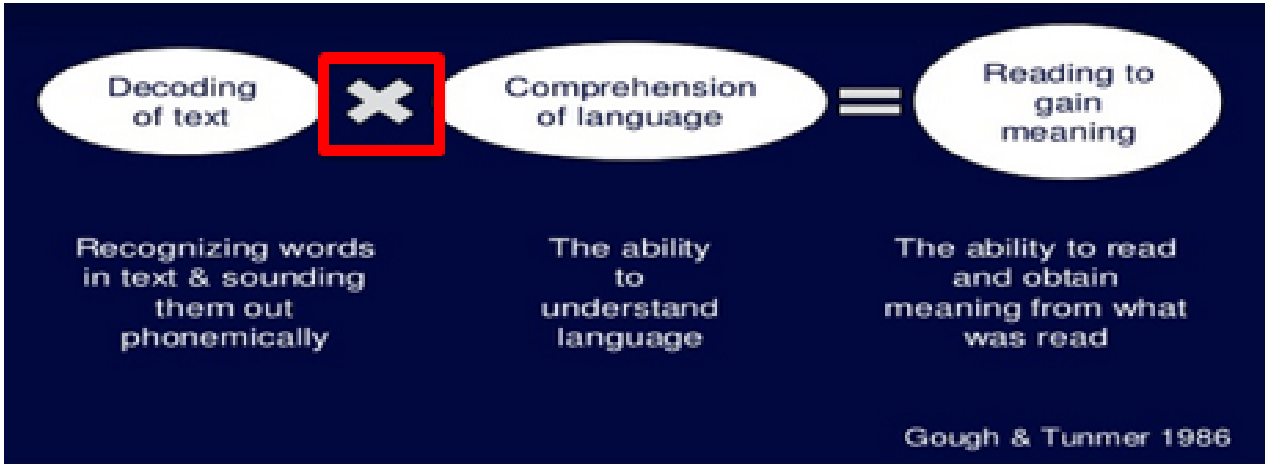
How the Brain Learns to Read

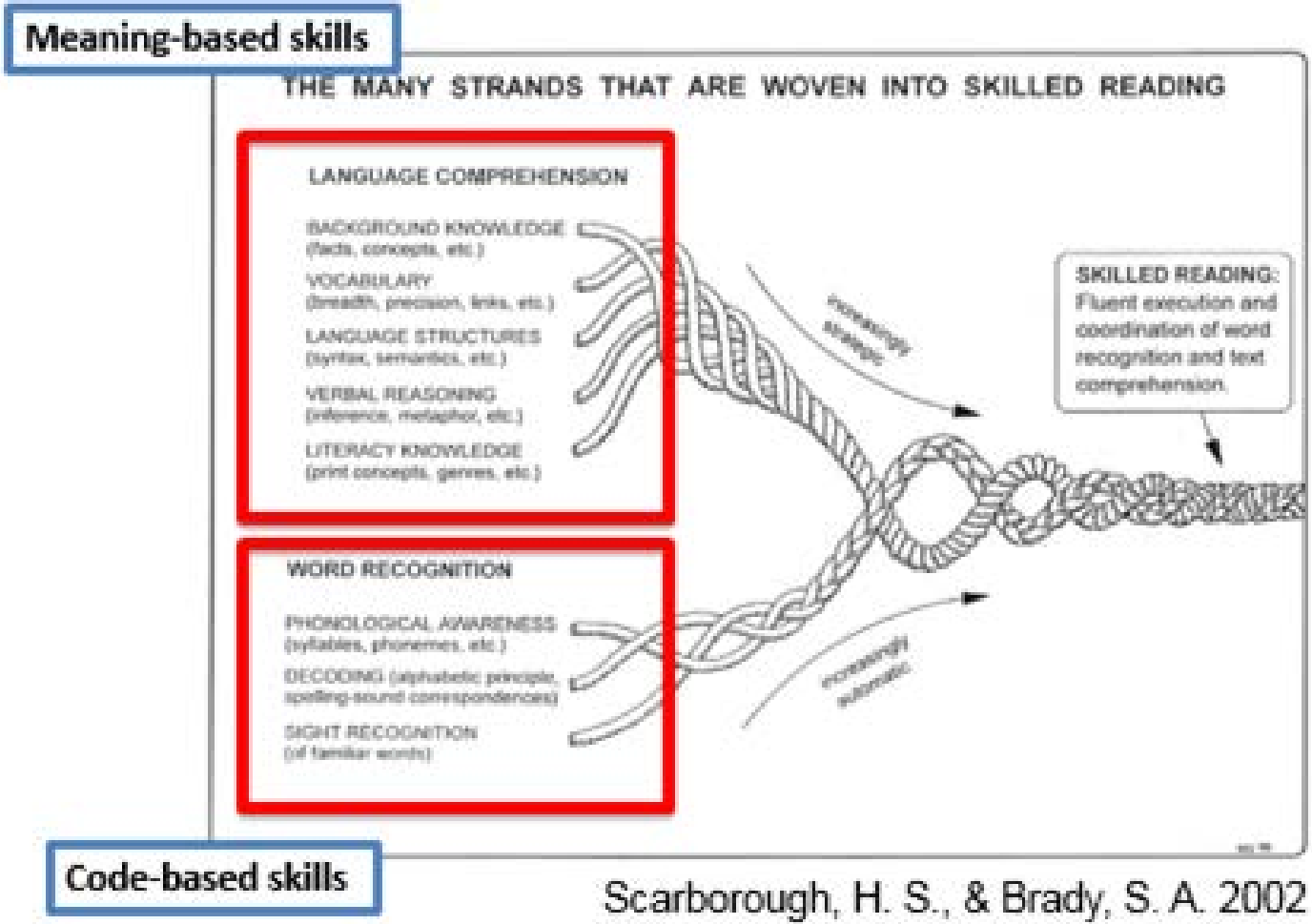
- Simple View
- Reading Rope
- Ehri’s Phases
- The Changing Emphasis of the Big Ideas of Reading

The Simple View of Reading



1	X	0	=	0
0	X	1	=	0
.50	X	.50	=	.25

The Reading Rope



Scarborough, H. S., & Brady, S. A. 2002

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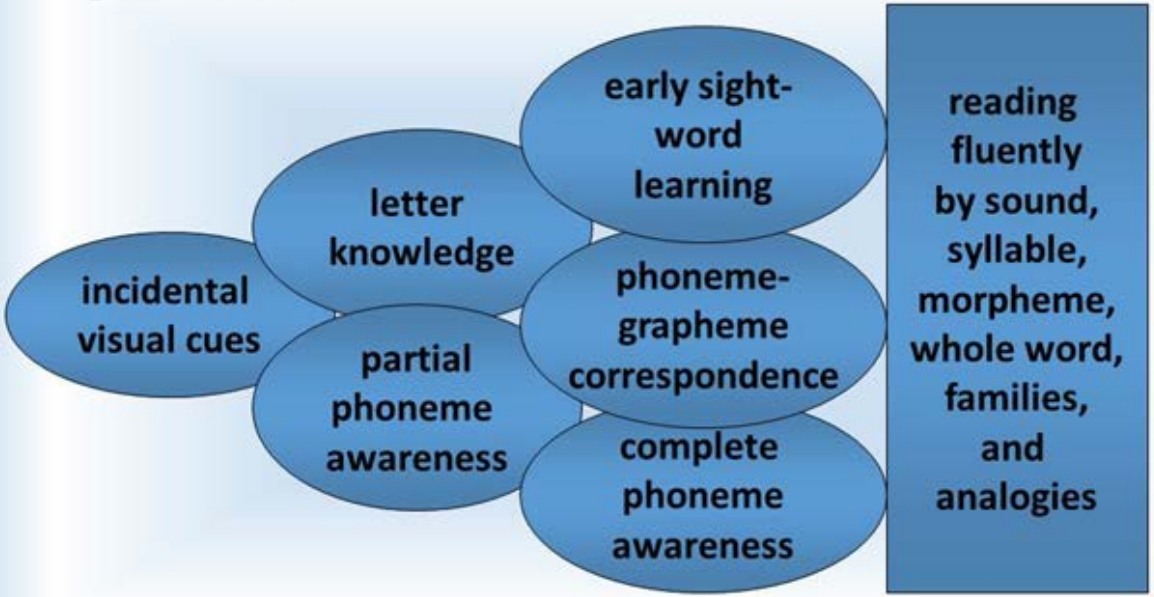
Ehri's Phases of Word-Reading Development



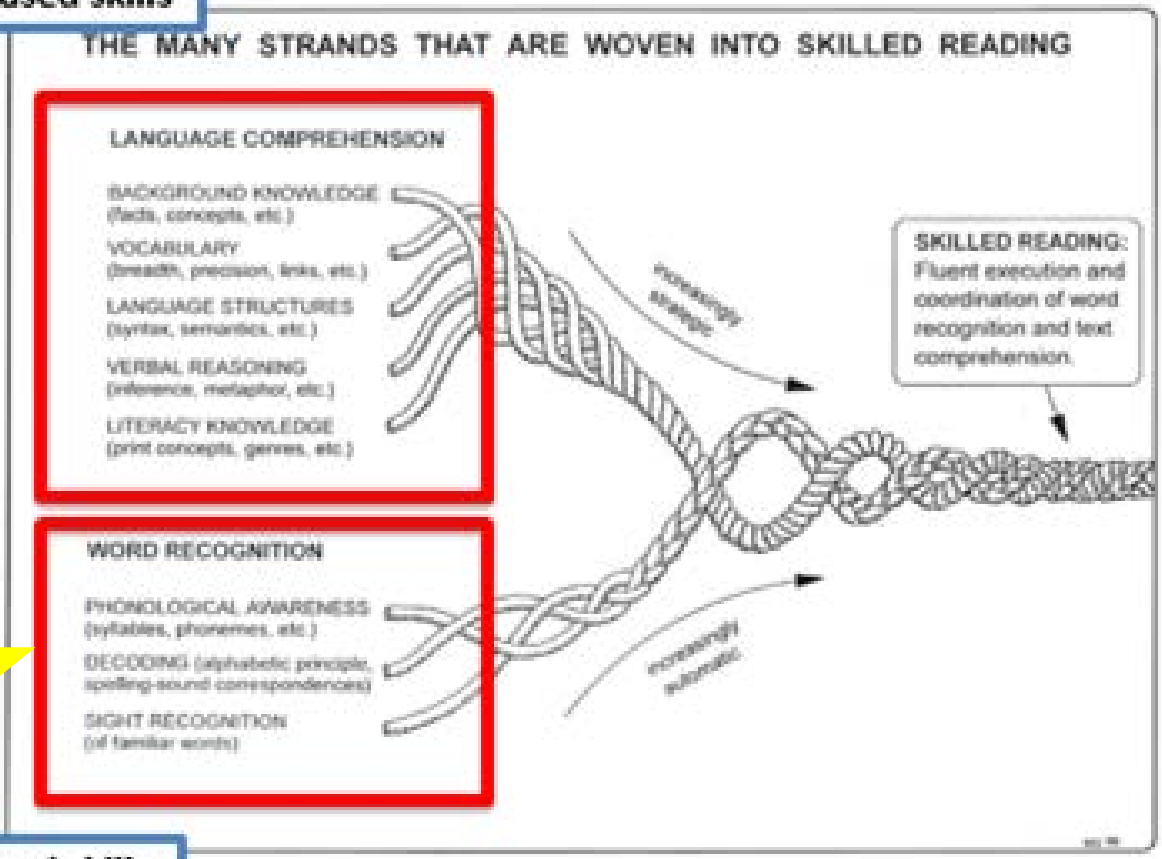
Prealphabetic → Early Alphabetic → Later Alphabetic → Consolidated Alphabetic

Changing Emphasis of the Big Ideas of Reading

Big Ideas	K	1st	2nd	3rd	4th	5th
Phonemic Awareness	Blend & Segment	Phoneme Analysis (Addition, Deletion & Substitution)				
Phonics	Sounds/ Basic Phonics	Advanced Phonics & Multisyllabic			Multi-Syllabic & Word Study	
Fluency	Sounds & Words	Words & Connected Text			Connected Text	
Vocabulary	Listening		Listening & Reading		Reading	
Comprehension	Listening		Listening & Reading		Reading	

The Reading Rope

Meaning-based skills



Explicit Systematic Instruction

Code-based skills

Scarborough, H. S., & Brady, S. A. 2002

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Explicit, Systematic, Phonics Instruction

1. A well defined scope and sequence of phonics skills is taught starting with the easiest skills and building to more complex skills.
2. Each skill is taught directly without any assumption that the student will learn the skill on his/her own.
3. Students practice skills to mastery before learning the next skill.
4. Cumulative skill practice is included in the lesson progression

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Well-Defined Scope and Sequence

1. Pre-Reading Skills

Phonological (identify, blend, segment, manipulate)

1. Syllables
2. Onset-Rime
3. Phonemes

Orthographic

1. Letter Names
2. Letter Sound
3. A few high frequency words

2. Basic Phonics

(short vowels)

1. Short Vowels (CVC & VC)
2. Digraphs
3. Blends
4. Two Syllable Words

More High Frequency Words

3. Advanced Phonics

1. R-Controlled Vowels
2. 3 + Syllables
3. Open syllables
4. Silent E
5. Vowel Teams

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Explicit Phonics Lesson Sequence

- **Develop Phonemic Awareness**: Variety of PA activities help students make sense of the alphabetic principle and develop their phonics skills. Letters are incorporated into this explicit instruction.
- **Introduce Sound/Spelling**: Phonics elements are explicitly taught in isolation.
- **Blend Words**: Blending includes explicit instruction and practice in sounding out and reading words. Routines include sound-by-sound, continuous, spelling-focused and whole word blending.
- **Build Automatic Word Recognition**: Activities focus on rapid and effortless decoding and reading of words in isolation, phrases and sentences.
- **Apply to Decodable Text**: Opportunities to practice reading and rereading decodable texts. Texts contain a high proportion of words that are made up of previously taught sound/spelling correspondences.
- **Word Work for Decoding and Encoding**: A range of activities that lead students to practice sound/spelling patterns by building, manipulating, and sorting words.

Words Students Might Read: Words & Phrases

1. **Teach/practice letter sounds**
   a. n, p, o, r, m, s, t, a
2. **Practice Heart Words**
   a. see to do are
   b. I to an the a of you was
      for is of
3. **Practice Blending Words**
   a. p-o-t, t-a-n, r-o-t, m-o-p
4. **Practice Reading Whole Words**
   a. Sam Tom pop not tot pot man tan
      pat rat sap tap top
5. **Practice Reading Phrases**
   a. on the mop Tom and Sam for the rat

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What Students Might Read: Sentences

6. Practice Reading Sentences

I am Tom.

The map is for Sam.

The rat sat on the mop.

Do you see a top?

You are not on the mop.

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What Students Might Read: Decodable Text

7. Practice Reading Decodable Text

Pam is a tot. Tom is a tot. Mom is not a tot.

Pam and Mom see a mat.

Pam sat on the mat. A rat sat on the mat.

Pam ran to tom. Tom ran for Mom.

Mom ran for a mop and a pot.

The rat ran.

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