

CHOOSING AND USING DECODABLE TEXTS

Online Resources

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Guided Reading Phonics Scope and Sequence

GUIDED READING LEVEL	RECOMMENDED PHONICS SKILL	NOTES	MY DECODABLE READERS
A	Alphabet (Basic letter sounds and introducing the alphabet principle)	Children read patterned text to learn concepts of print and some basic high-utility sight words, such as <i>I, can, see</i> .	
B	Alphabet (Basic letter sounds, highlighting awareness of short-vowel sounds and securing knowledge of all consonant sounds)	Children read patterned text, but the phonics instruction includes the reading of simple 2- and 3-letter short-vowel words with blending.	
C	Alphabet (Basic letter sounds and emphasizing the concept of blending sounds to read words using one or more short vowels)	Children read patterned text with some short-vowel VC and CVC words.	
D	Short vowels <i>a, i</i> (Full blending and mastery are expected from here on)	Children begin reading texts that contain larger numbers of decodable words. Instruction can also include inflectional endings, consonant blends, and plurals.	
E	Short vowels <i>o, u, e</i>	Instruction can also include consonant digraphs.	

GUIDED READING LEVEL	RECOMMENDED PHONICS SKILL	NOTES	MY DECODABLE READERS
F	Final e (Use minimal contrasts to help children grasp the new concept: <i>hat/hate</i>)	Reinforce consonant blends and consonant digraphs.	
G	Long vowels a, e (Multiple spelling from here on)	Contrast short- and long-vowel sounds.	
H	Long vowels o, i, u	Instruction can also focus on introducing simple multisyllabic words.	
I	r-controlled vowels <i>er, ir, ur, ar, or, ore</i> Diphthongs <i>oi, oy, ou, ow</i> Variant vowels <i>oo, au, aw</i>	Instruction can also focus on introducing simple multisyllabic words (e.g., words with inflectional endings, simple prefixes, compound words).	
J-M	Two- and three-syllable words	Review one-syllable words with short vowels, final e, long vowels, complex vowels, diphthongs, and r-controlled vowels to ensure mastery.	

Fluency Activity Checklist

Below are some additional routines and activities that will be helpful in building children's fluency using the decodable readers and other classroom books.

Also, continue to model fluent reading as you read aloud, pointing out specific aspects of fluency.

- Focus on intonation and phrasing.
- Teach children how to use end marks to change how they read a sentence and remind them to read dialogue the way the character would have said the words.
- Pull out sentences from weekly readings, model one aspect of fluent reading (e.g., intonation using end marks, phrasing based on prepositions), and have children repeat/mimic your model. Continue to reinforce that skill throughout the week's readings.

ROUTINE AND ACTIVITY	WHAT TO DO
<input type="checkbox"/> Echo Read	<p>Introduce the echo-reading procedure you will use to model fluency and practice repeated readings. Use one of the week's stories to model.</p> <p>In echo reading, you read a phrase or sentence in the text, then children repeat it, mimicking your rate and intonation.</p> <p>Use this technique to introduce children to a new text in future lessons.</p>
<input type="checkbox"/> Choral Read	<p>Introduce the choral-reading procedures you will use to model fluency and practice repeated readings. Use one of the week's stories to model.</p> <p>In choral reading, you guide children in an "out-loud" oral reading of a text as a group. Remind them to "keep their voices with yours" as you read with them.</p> <p>Use this technique to engage children in repeated readings of future connected text passages.</p>
<input type="checkbox"/> Oral Recitation Lesson	<p>This fluency technique focuses on comprehension. Introduce one of the stories you are reading with children this week. Read it aloud. Discuss it and co-create a story summary with children. Then select one prosodic element to model in the text, such as using end punctuation to vary voice. Then have children practice reading sections of the text both on their own and with your support. Finally, have them read sections of the text aloud for the class. Monitor each child's reading rate and word accuracy.</p>

ROUTINE AND ACTIVITY	WHAT TO DO
<input type="checkbox"/> Reader's Theater	<p>One of the most engaging ways to build fluency is through the use of Reader's Theater passages. Children select parts to practice and read aloud for the class. If no Reader's Theater passages are available, choose a selection from the week that contains a lot of dialogue or is easily divided into individual parts.</p>
<input type="checkbox"/> Audiobook Modeling	<p>Throughout the year, provide children with audio recordings of books to listen to fluent models. Explain to children that they will listen to how a good reader reads aloud and can use this model to improve their own fluency.</p> <p>Select an audiobook at or a bit above children's reading level. Have children listen to the audio recording as they follow along in the print book. Tell them to stop at the end of each page or spread and reread using the same pace, phrasing, and expression. They can listen to the page as many times as needed to practice. Finally, have children read the book and record their reading.</p>
<input type="checkbox"/> Oral Reading Modeling	<p>Explain to children that in order to be fluent readers, they need to pay attention to and practice the traits of skilled readers. These include reading at the correct speed, reading the words in a text with ease, and raising and lowering their voice appropriately when reading.</p> <p>Select a short story or passage from the week. Read it aloud expressively. Discuss the passage. Create a one- to three-sentence summary. Discuss elements of the text, such as reading dialogue as if it is spoken and the difference between statements, exclamations, and questions.</p> <p>Then prompt children to practice reading the selection with partners and independently. Select children to listen to and record notes regarding their intonation, rate, and accuracy.</p>
<input type="checkbox"/> Repeated Readings Chart	<p>Having children occasionally chart their own reading progress can be highly motivating.</p> <p>Have children read one of the week's stories for one minute. Have them mark where they stopped when the time ran out. Ask them to count the number of words read. If available, guide them to chart the number on a graph. Then, have children independently practice reading the passage over the next couple days. At the end of the week, have them reread the passage for one minute and mark where they stopped. Prompt them to compare how much further they were able to read.</p>

Word-Sort Template

Teacher: Write the word-sort words and categories in the boxes. See the example on the following page.

Word-Sort Sample: Short a

__at	__an	cat
mat	sat	bat
hat	fan	can
pan	ran	man

Word-Building Template

Teacher: Write the word-building letters in the boxes. Use no more than 10 letters.
See the example on the following page.

Word-Building Sample: Short a and o



a

o

s

t

m

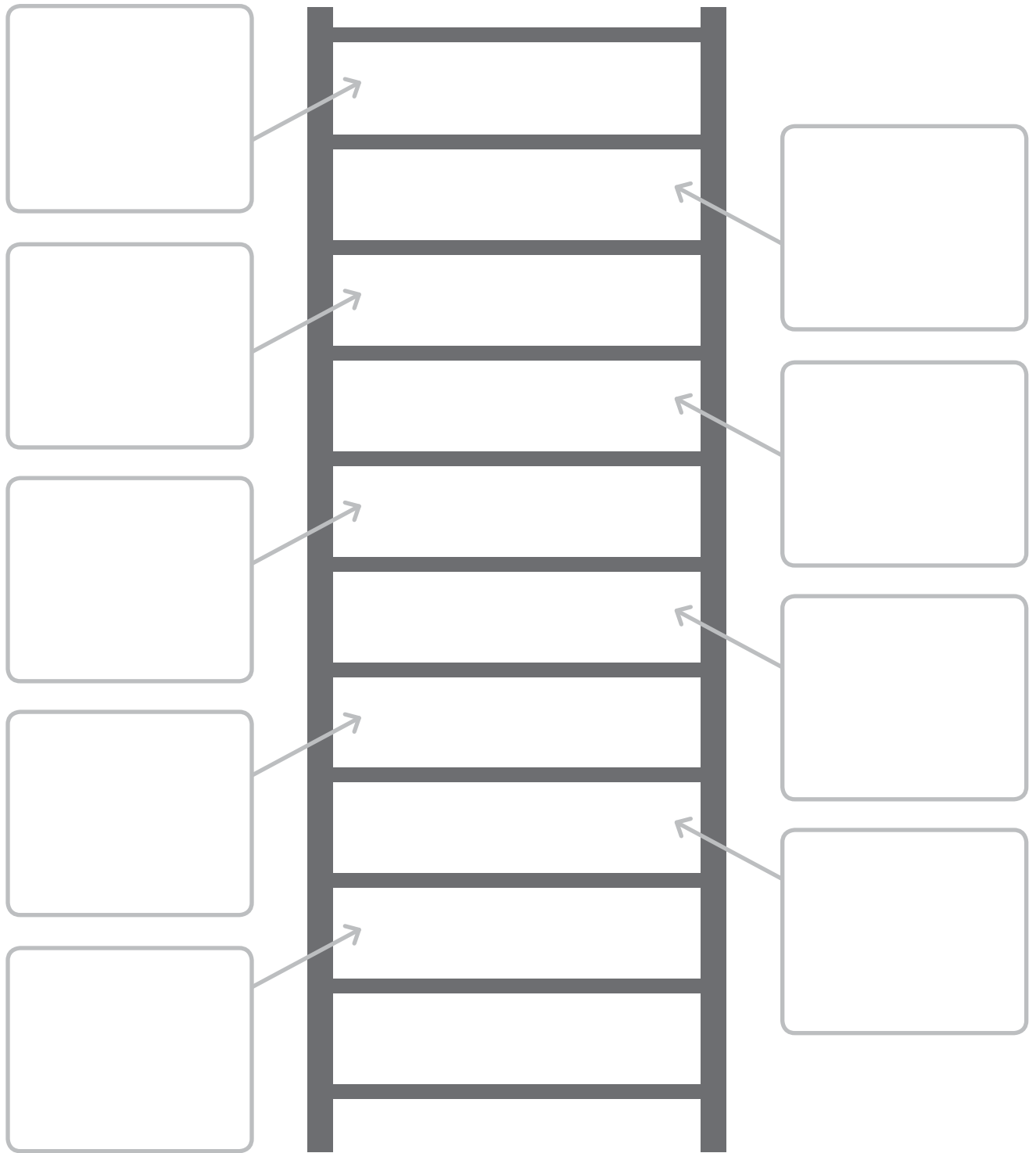
p

n

Words: sat, mat, map, mop, top, tap,
pat, pan, man

Word Ladder Template

Read the clues, then write the words.
Start at the bottom and climb to the top.



Read, Build, Write Template

Read each word. Build it with letter cards. Then write the word.

Read	Build	Write

Teacher: Write high-frequency words in the first column. See the example on the following page.

Read, Build, Write Sample

Read each word. Build it with letter cards. Then write the word.

Read	Build	Write
the		
is		
like		
see		

t h e i s l i k e

Blending Line Templates for Grades K-2

KINDERGARTEN

Line 1 (letter-sounds)	
Line 2 (new skill, minimal contrasts)	
Line 3 (new skill)	
Line 4 (review words)	
Line 5 (challenge words)	
Line 6 (connected text)	
Line 7 (connected text)	

GRADE 1

Line 1 (minimal contrasts— new to known)	
Line 2 (vary initial sound)	
Line 3 (vary final sound)	
Line 4 (mixed set, target skill)	
Line 5 (review words for mastery)	
Line 6 (review words for mastery)	
Line 7 (challenge words)	
Line 8 (connected text)	
Line 9 (connected text)	

Blending Line Template (continued)

GRADE 2

Check Foundational Skills

Line 1	
Line 2	
Line 3	

Transition to Longer Words

Line 4	
Line 5	

Challenge

Line 6	
Line 7	

Reading in Context

Line 8	
Line 9	

Blending Line Samples for Grades K-2

KINDERGARTEN

Line 1 (letter-sounds)	h i a d
Line 2 (new skill, minimal contrasts)	hat sat mat cat
Line 3 (new skill)	has hat his hit
Line 4 (review words)	did mad fan can
Line 5 (challenge words)	hats hits fans maps
Line 6 (connected text)	Dad has a hat.
Line 7 (connected text)	I hid it!

GRADE 1

Line 1 (minimal contrasts— new to known)	hat hate tap tape bit bite
Line 2 (vary initial sound)	bake take cake hide side slide
Line 3 (vary final sound)	cake came made make bite bike
Line 4 (mixed set, target skill)	game race page time smile price
Line 5 (review words for mastery)	sing catch bank when which lunch
Line 6 (review words for mastery)	spring flip stop brick grass clap
Line 7 (challenge words)	tapping taping backing baking shaking liking
Line 8 (connected text)	Jane came over to skate with us.
Line 9 (connected text)	Mike likes to ride his bike.

Blending Line Template (continued)

GRADE 2

Check Foundational Skills

Line 1	lap clap back black lip flip
Line 2	rip drip cab crab tuck truck
Line 3	top stop sell smell sack snack

Transition to Longer Words

Line 4	spell spelling stack stacking cross crossing
Line 5	spot spotless frost frostbite drop droplets

Challenge

Line 6	classroom slippery springtime flashlight streetcar grasshopper
Line 7	playground blizzard president dragonfly crossword breakfast

Reading in Context

Line 8	Brad put a green and red flag on his truck.
Line 9	Stan got to swim on his trip to Florida.

Sound (Elkonin) Boxes

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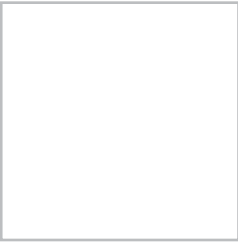
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Dictation Template: Kindergarten

Letter-Sounds

Listen to each picture name. Write the first letter of the picture name on the line.

1.  _____

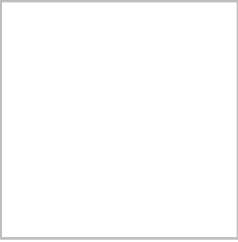
picture

2.  _____

picture

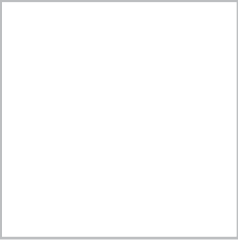
Words: Guided Practice

Listen to each picture name. Write the letter for each sound in a separate box.

3. 

--	--	--

picture

4. 

--	--	--

picture

Words and Sentence: Independent

Write the word and sentence that you hear.

5. _____

6. _____

Dictation Template: Grade 1

Words: Guided Practice

Listen to each picture name. Write the letter for each sound in a separate box.



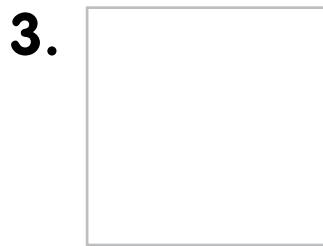
picture

--	--	--



picture

--	--	--



picture

--	--	--	--

Words and Sentence: Independent

Write each word and sentence that you hear.

4. _____

5. _____

6. _____

Grade 1 Phonics: Transfer Chart for Writing Notebook

Skill	Mastery	Examples
Short <i>a</i>		
Short <i>i</i>		
Short <i>o</i>		
Short <i>u</i>		
Short <i>e</i>		
<i>l</i> -blends		
<i>s</i> -blends		
<i>r</i> -blends		

Skill	Mastery	Examples
Digraph <i>sh</i> , Digraph <i>th</i> (both sounds)		
Digraph <i>ch</i> , <i>tch</i> , Digraph <i>wh</i>		
Digraph <i>ng</i> (also cover <i>nk</i>)		
Final <i>e</i> (<i>a_e</i> , <i>i_e</i>)		
Final <i>e</i> (<i>o_e</i> , <i>u_e</i> , <i>e_e</i>)		
Single-Letter Long Vowels <i>e</i> , <i>i</i> , <i>o</i>		
Long <i>a</i> (<i>ai</i> , <i>ay</i>)		

Grade 1 Phonics: Transfer Chart (continued)

Skill	Mastery	Examples
Long e (<i>ee, ea</i>)		
Long o (<i>oa, ow</i>)		
Long i (<i>y, igh</i>)		
Long u (<i>u, ew, ue</i>)		
<i>r</i> -Controlled <i>ar</i>		
<i>r</i> -Controlled <i>er, ir, ur</i>		
<i>r</i> -Controlled <i>or, ore, oar</i>		
Short <i>oo</i> [<i>book</i>], Long <i>oo</i> (<i>oo, ou, ew, ue, u_e</i>) [<i>room</i>]		

Skill	Mastery	Examples
Diphthong /ou/ (<i>ou, ow</i>)		
Diphthong /oi/ (<i>oi, oy</i>)		
Complex Vowel /â/ (<i>au, aw, a[k], a[l], a[l]</i>)		
<i>r</i> -Controlled <i>are, air, ear</i>		
Long <i>i</i> and <i>o</i> (<i>i[l], i[nd], o[l]</i>)		
Long <i>i</i> and <i>o</i> (<i>ie, oe</i>)		
Long e (<i>y, ey, ie, ei</i>)		

Comprehension Questions

Book Title: _____

1.	This question focuses children's attention on a word with the new phonics skill.
2.	This question directs children's attention to text details and requires them to provide text evidence to support their answer.
3.	This is a higher-order thinking question.
4.	This is a higher-order thinking question.
5.	This question connects the story to children's lives.

Decodable Text Lesson Planner

Book Title:

Focus Phonics Skill:

Decodable Words With Phonics Skill:

New High-Frequency and Story Words:

BEFORE READING

Academic Vocabulary Word About the Book:

- **Define:**
- **Example:**
- **Ask:**

English-Learner Supports (e.g., vocabulary to preteach):

DURING READING

Technique (choral read, echo read, whisper read):

AFTER READING

Comprehension Questions:

1. (focus on word with phonics skill)
2. (detail with text evidence)
3. (higher-level question)
4. (higher-level question)
5. (connect to children's lives)

Writing Prompt:

Fluency Plan:

Cut along dotted line.

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Let's Grow Them

by Nancy Leber and Amy Levin



My Words

are
grow
let's
yes
you

and
big
can
dig

in
sit
will

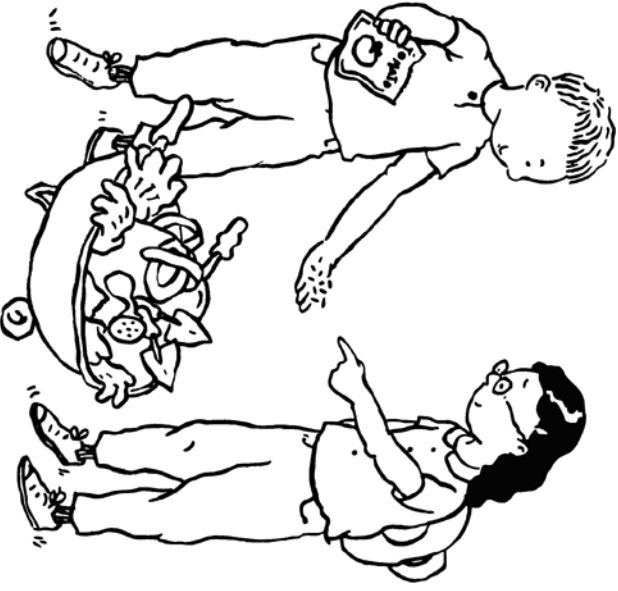
-en
Ben
ten

-et
get
wet

italics = new high-frequency and story words

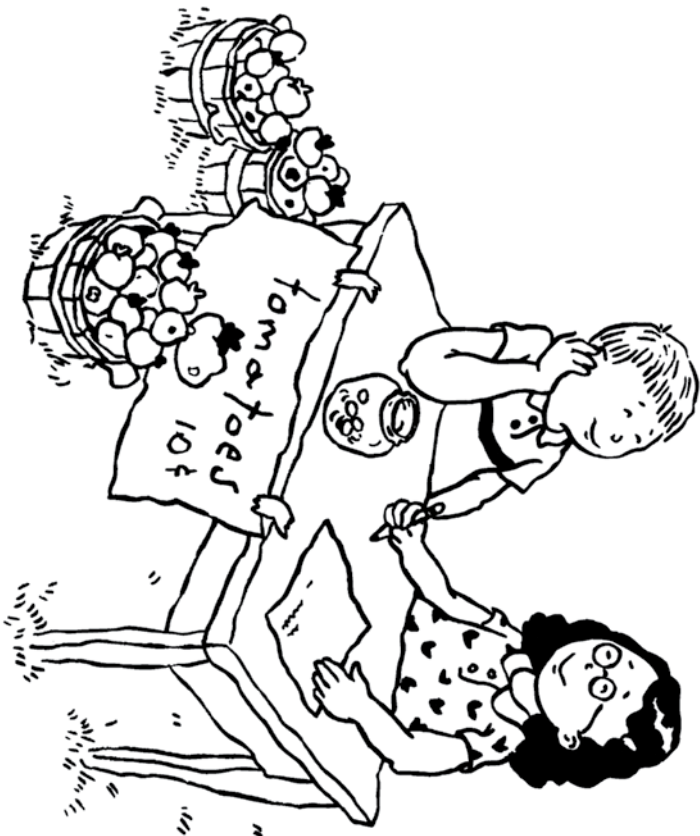
"What's that?" said Jess.

"Ten seeds," said Ben.



Cut along dotted line.

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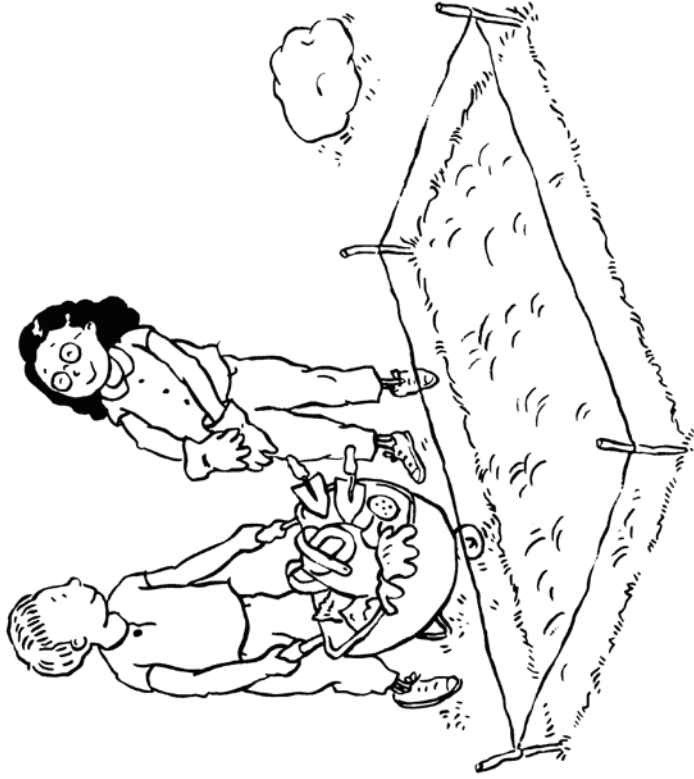
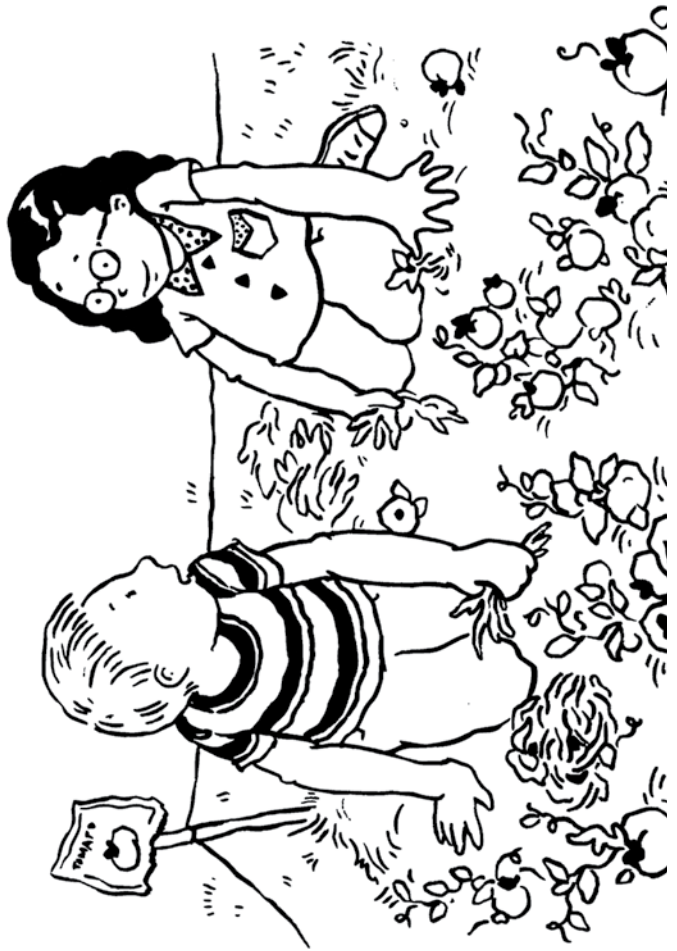


See the big, red tomatoes.



Cut along dotted line.

"Will they get red?" said Jess.
"Yes," said Ben. "You will see."



"Let's grow them," said Ben.



Ben and Jess dig and dig and dig and dig.



"They will get big," said Ben.

Cut along dotted line.

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Cut along dotted line.

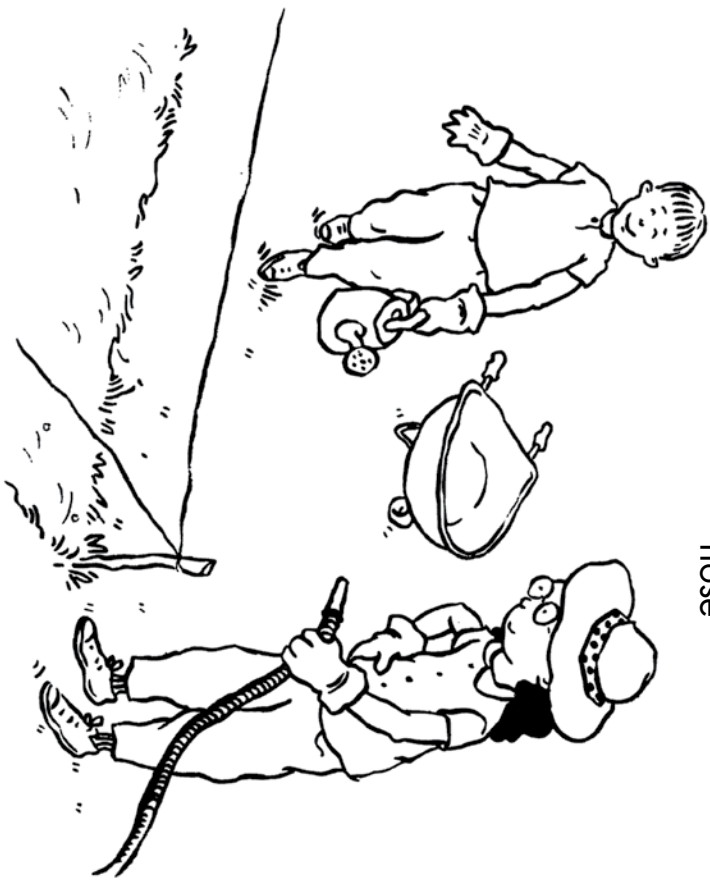
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“Will they get big?” said Jess.



The  are in!
seeds



Ben gets a can.

Jess gets a  hose.

"They will grow," said Ben.

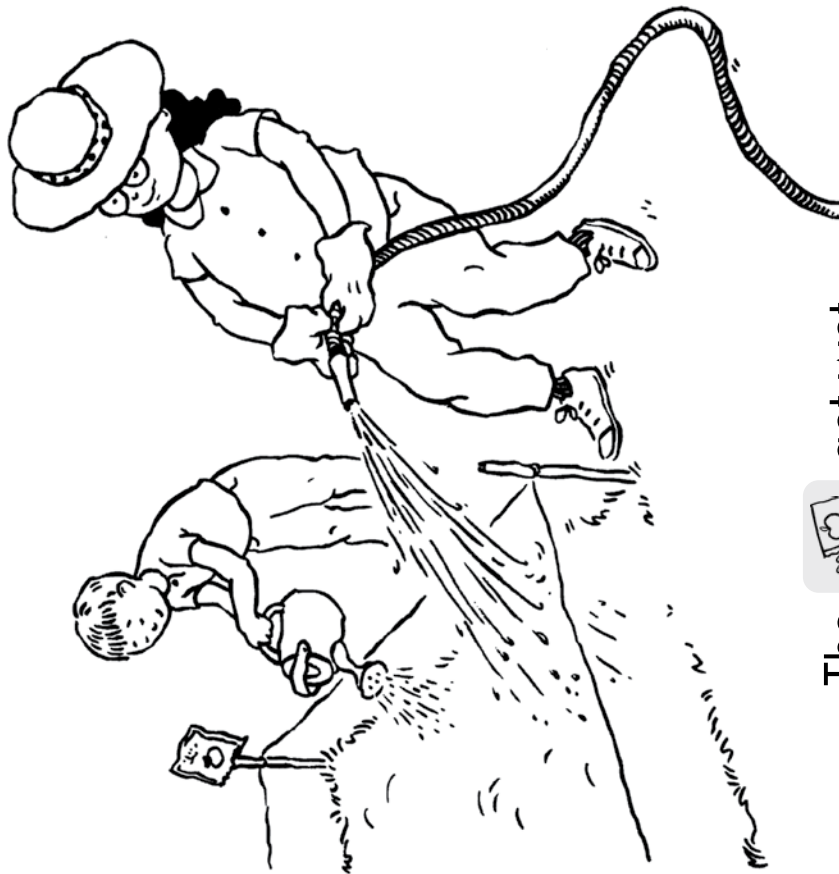


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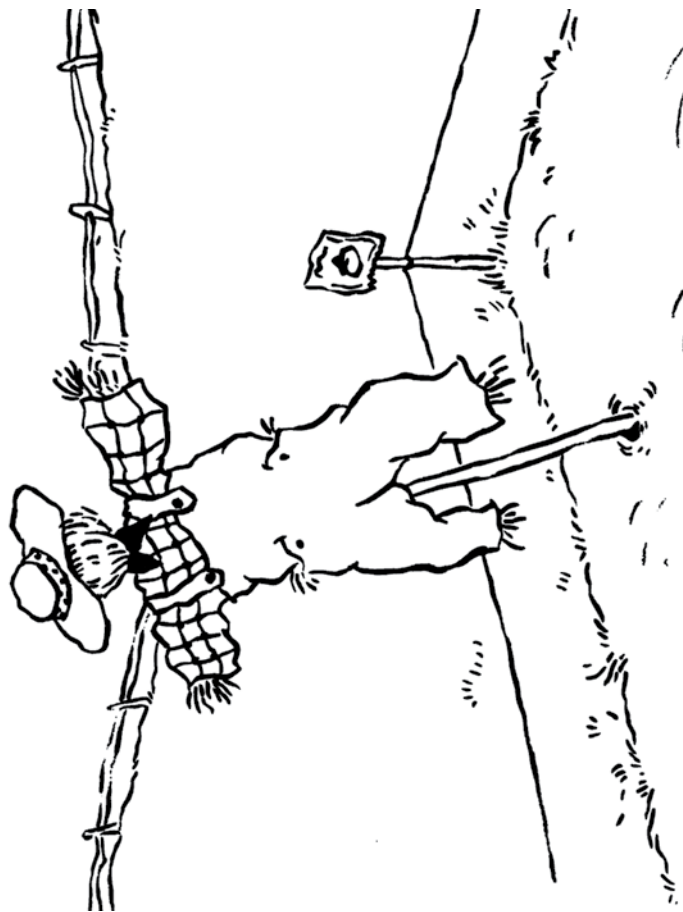
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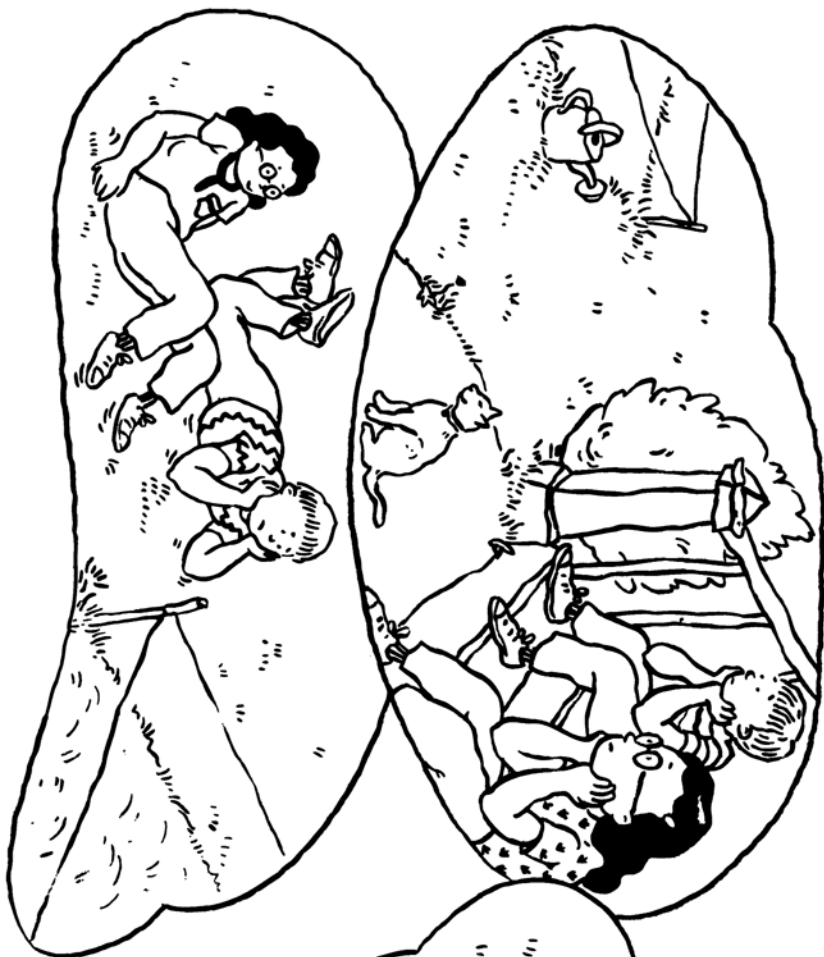


The  get wet.
seeds

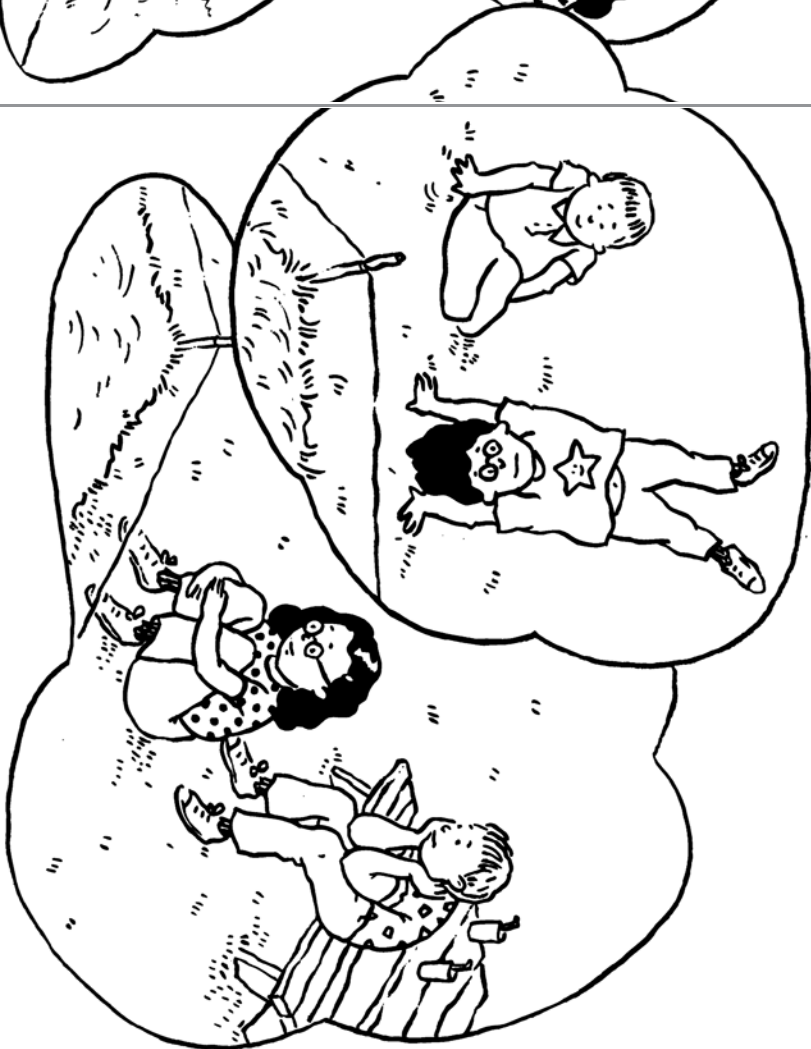


"Will the  grow?" said Jess.
seeds

Ben and Jess sit and sit.



They sit and sit.



Cut along dotted line.

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Cut along dotted line.

My Words

his
missed
then
 and
 at
Uu
 mud
 stuck

bit
 cap
 Dad
 fell
 get

-ub
 tub

got
 had
 in
 leg
 on

-ug
 bug

-um-
 drum
 gum

-un-
 bun
 fun

-us-
 bus
 Gus

italics = new high-frequency and story words

No Fun for Gus!

by Nancy Leber and Amy Levin



Gus missed the bus.
"This is no fun," said Gus.



Brumm! Brumm! Brumm!
"This is fun!" said Gus.



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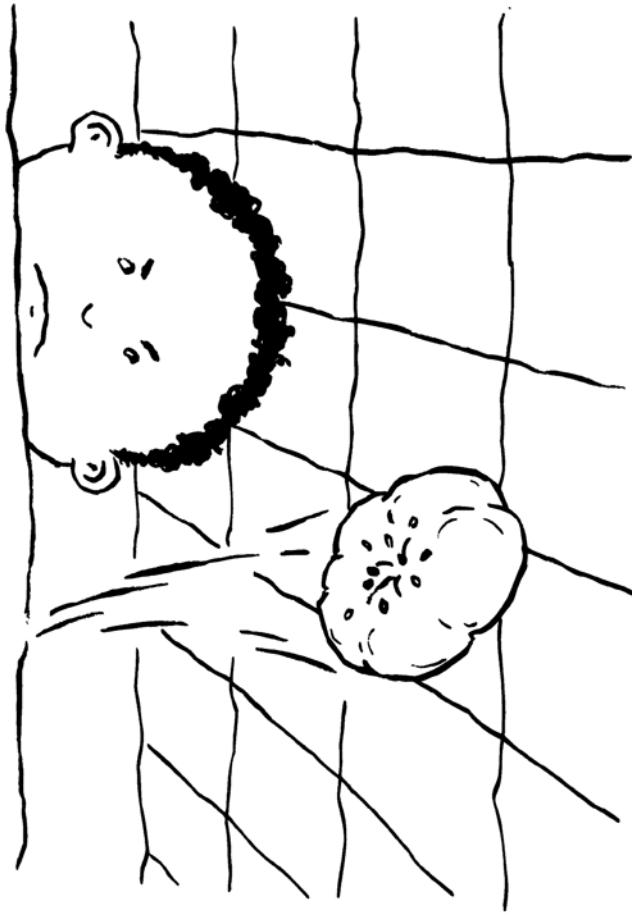
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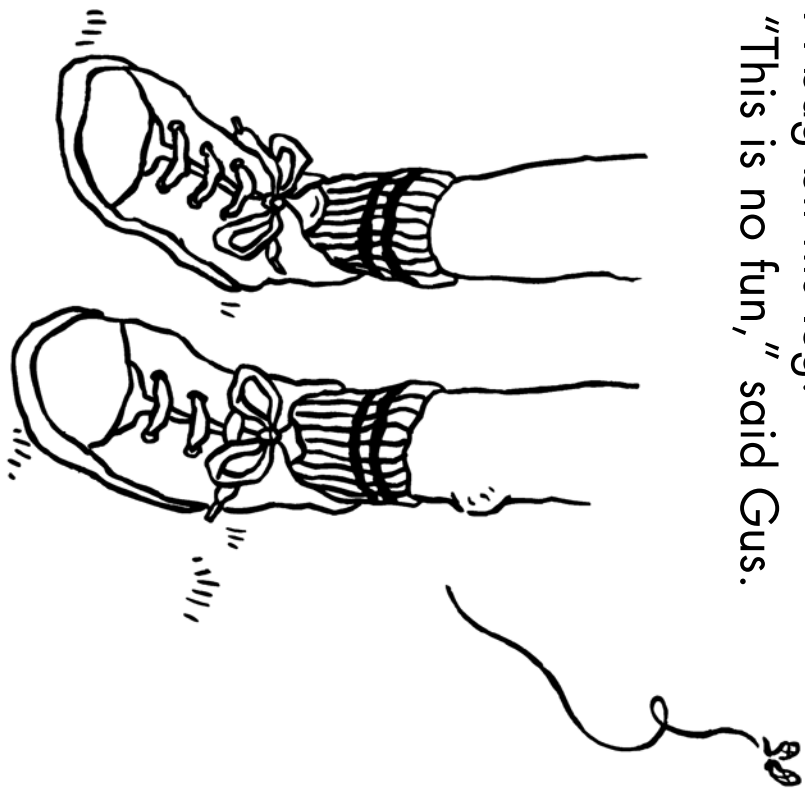
Cut along dotted line.

"The drum!" said Dad and Gus.



His bun fell at lunch.
"This is no fun," said Gus.

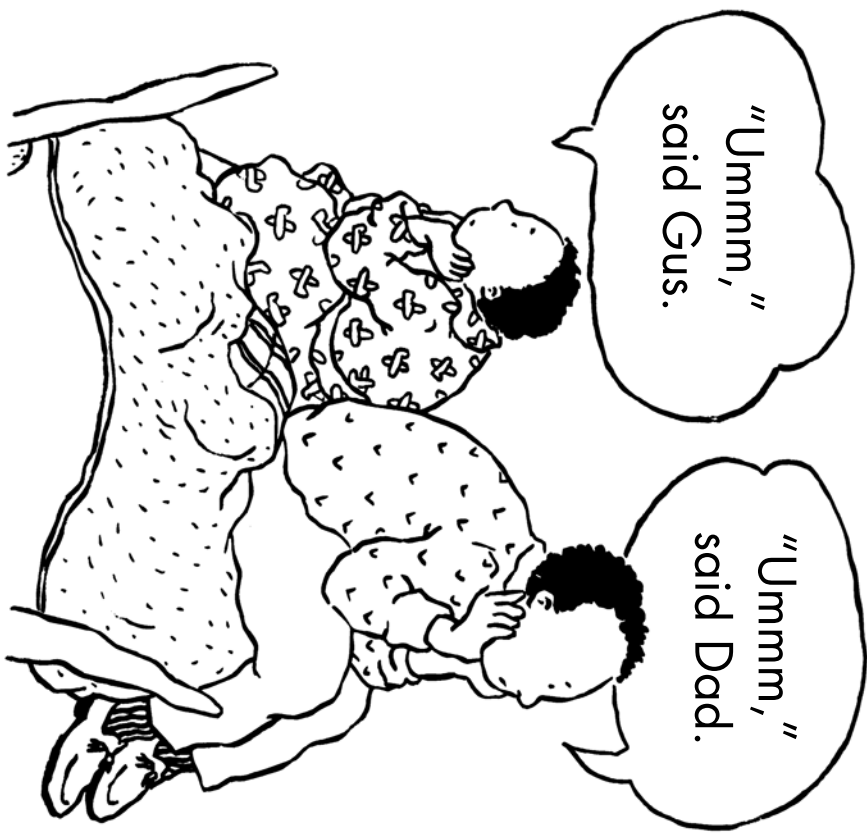




A bug bit his leg.
 "This is no fun," said Gus.

Cut along dotted line.

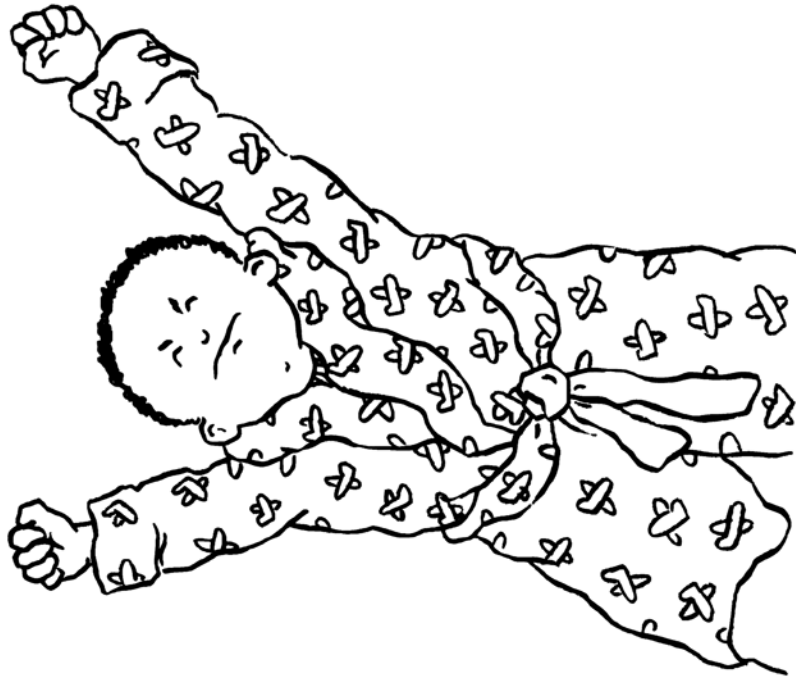
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"Ummm,"
 said Gus.

"Ummm,"
 said Dad.

"WHERE IS MY DRUM?" said Gus.



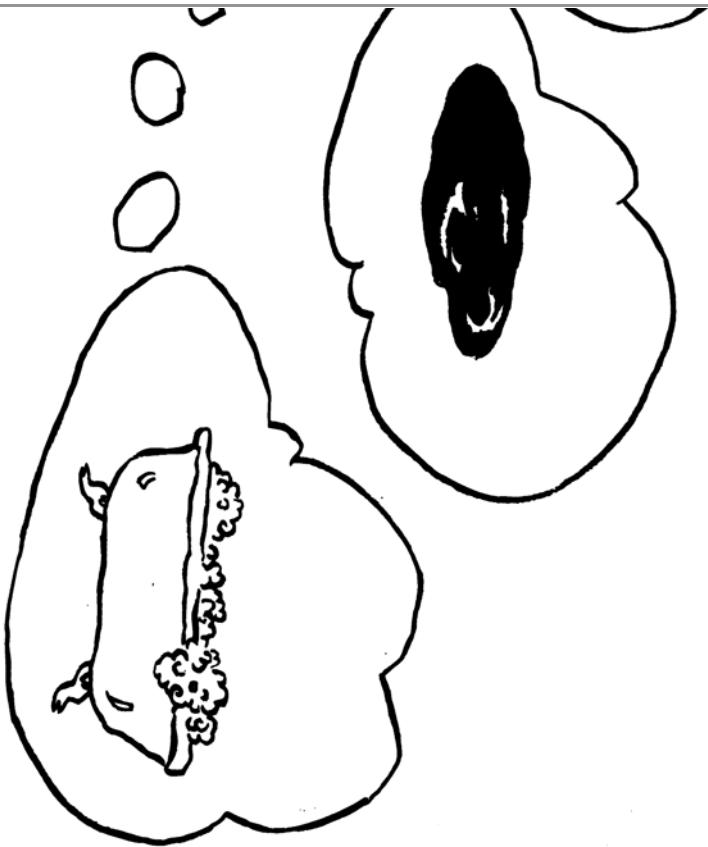
Gum got stuck on his cap.
"This is no fun," said Gus.



Then Gus fell in the mud.
"This is no fun," said Gus.



"I fell in the mud.
Then I had to get in the tub."



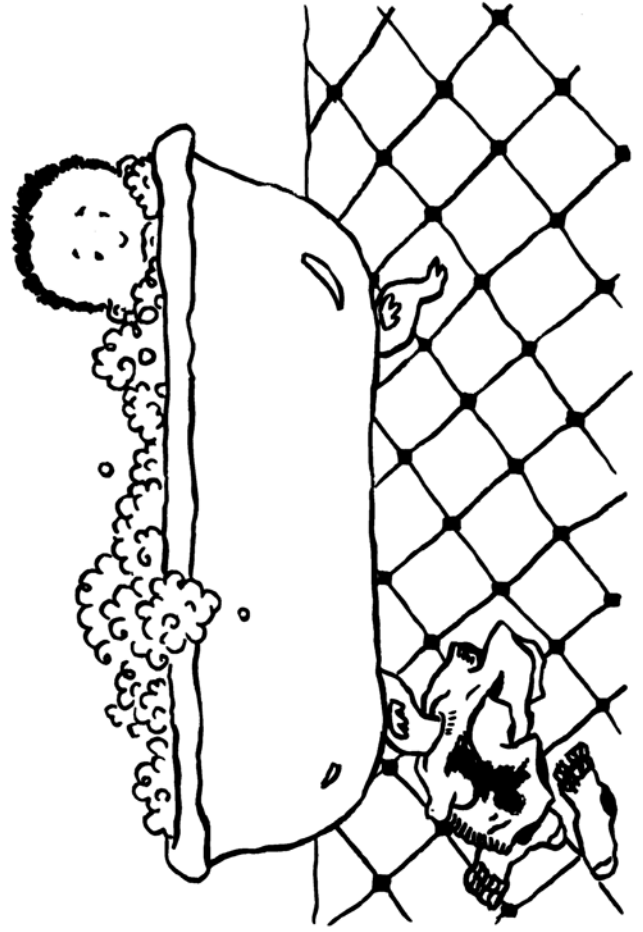
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"A bug bit my leg.
Gum got stuck on my cap."



"Get in the tub," said his dad.
"This is no fun," said Gus.



"I missed the bus.
My bun fell at lunch."



"Where is my drum?"
"THIS IS NO FUN!" said Gus.



Cut along dotted line.

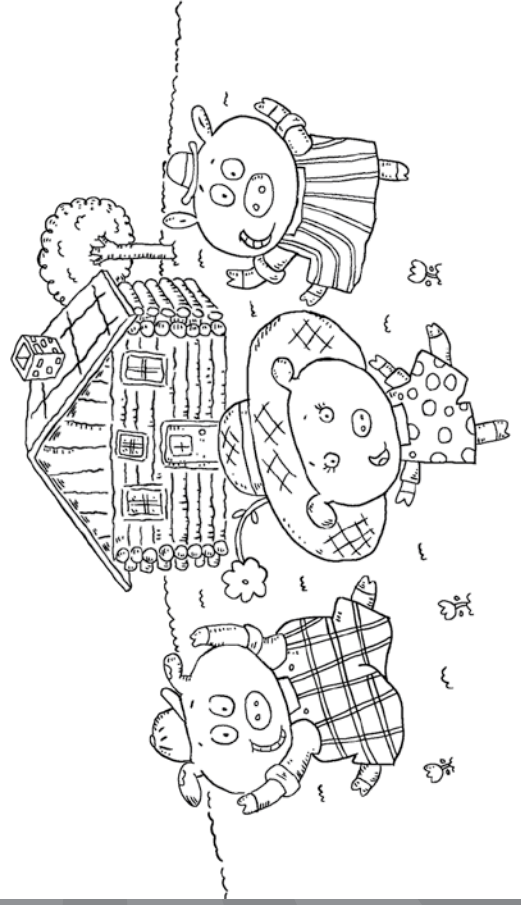
My Words

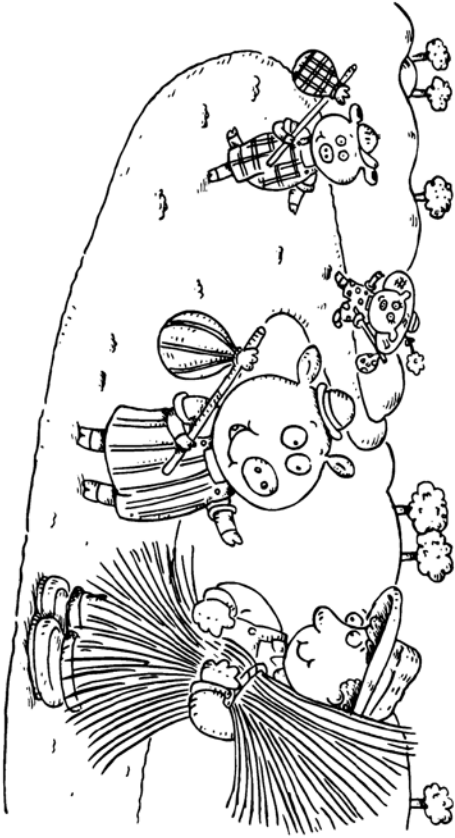
away I'll one over toes

ealeaped
mean
please
read**ee**feet
free
see
sleep
three**-eat**eat
heat

The Three Little Pigs

a retelling by Gail Tuchman

**Story Words:** blow, chimney, Wolf*italics* = new high-frequency and story words

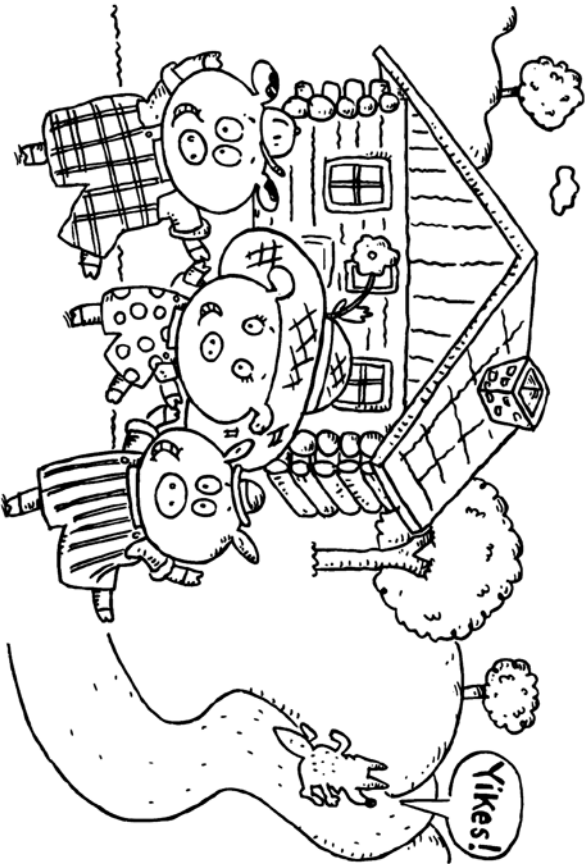


Three little pigs set out to see
the land. Pig One met a man with
cut grass and said, "Please sell me
some grass to make a home."

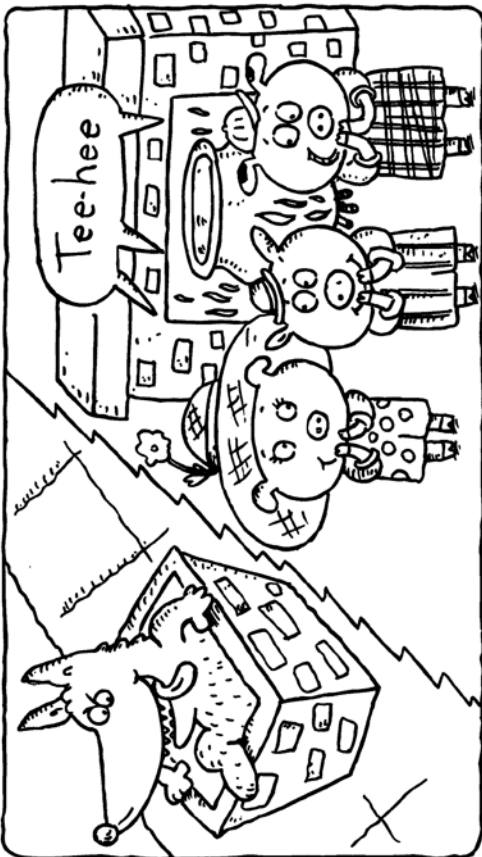
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But Mean Wolf leaped out and
ran free. He did not come back for
the little pigs three.

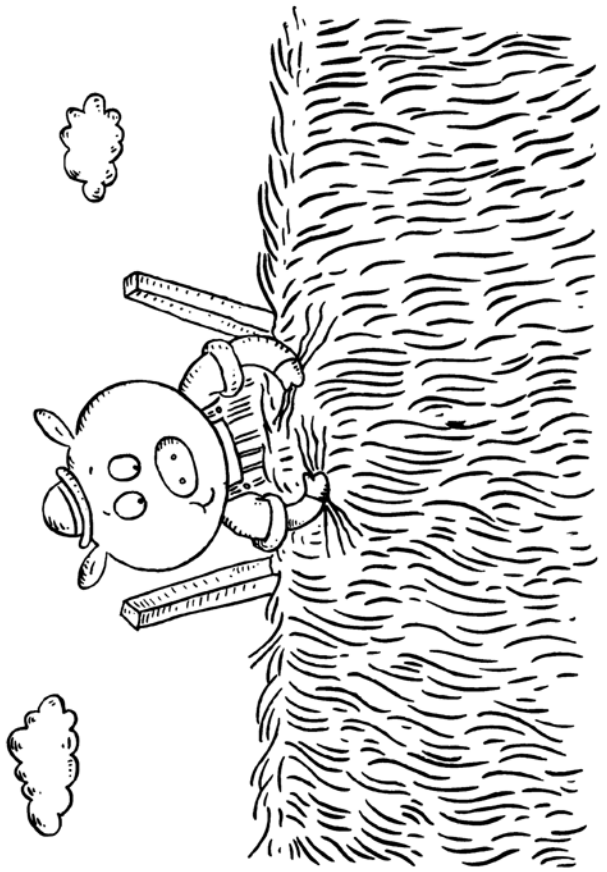


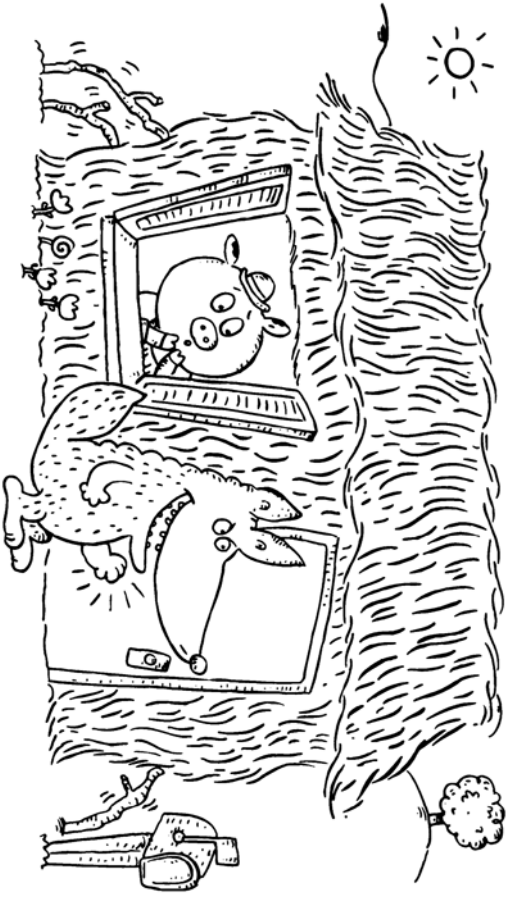
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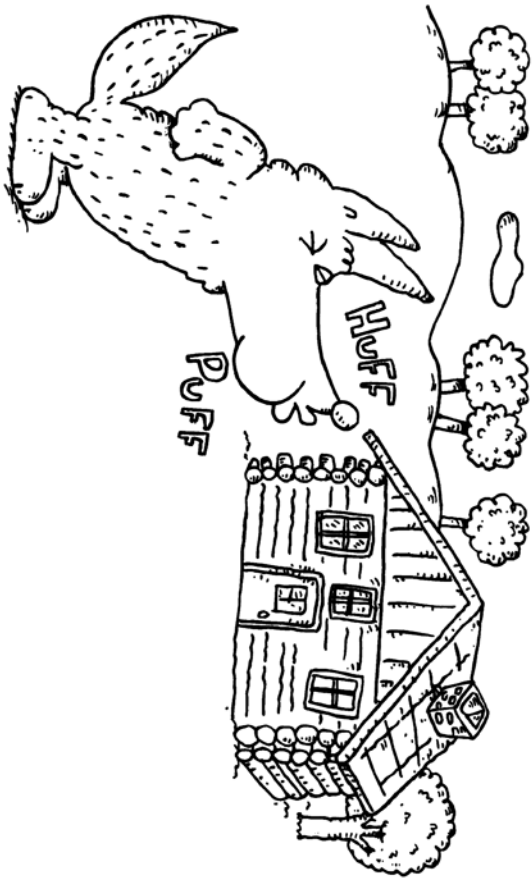
"Here I come down the chimney," he yelled. "It's time to eat."
 "Yes, it is," said the pigs as they put a big pot on the flames.

"Grass won't work," said the man.
 But Pig One made a home of grass where he could sleep.





Mean Wolf came by. He said,
"Little pig, let me in from the heat."
"No," said the Pig. "Not by the
toes on my feet, feet, feet."

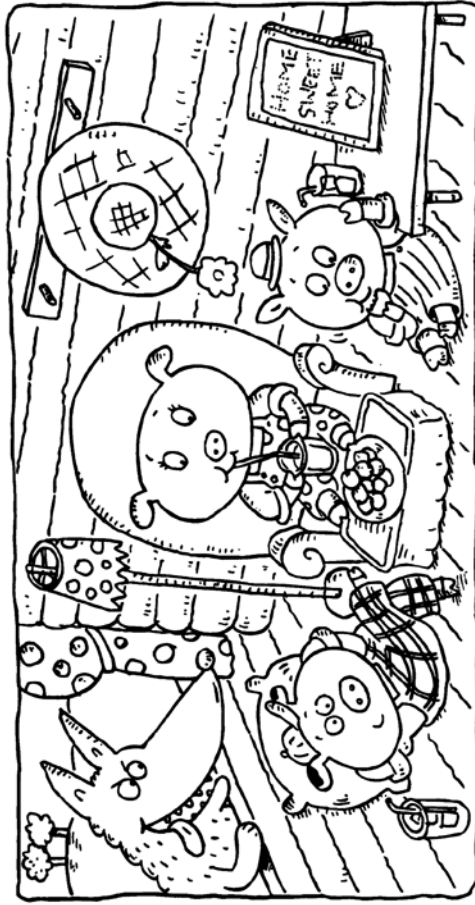


He huffed and puffed but he
could not blow the home down.
Mean Wolf was mad!

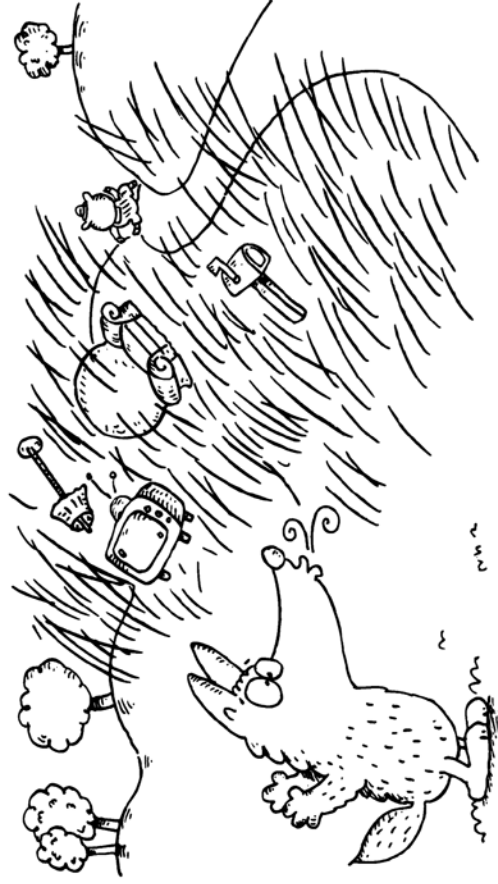
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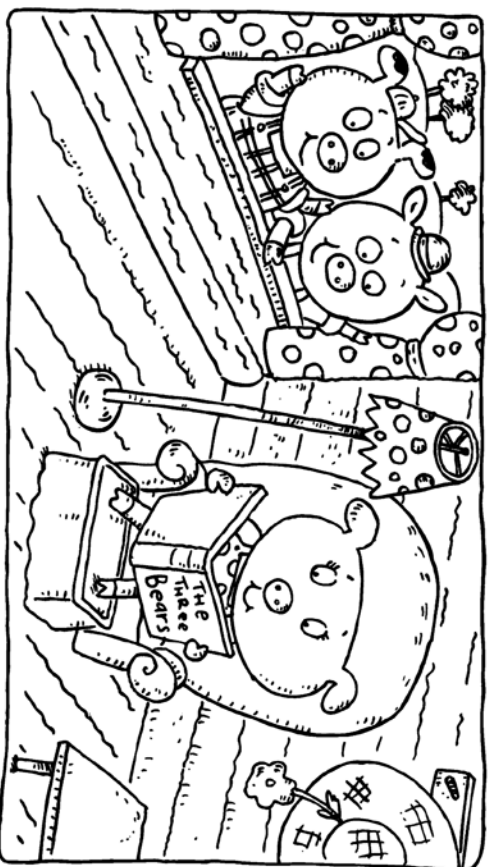
Mean Wolf came by and said,
 "Little pigs, let me in from the heat."
 "No," said the pigs. "Not by the
 toes on our feet, feet, feet."



"Then I'll huff and I'll puff and
 I'll blow your home down," said
 Mean Wolf. So he did and the pig
 ran away.



Pig Two met a woman with sticks
and said, "Please sell me some
sticks to make a home."
"Sticks won't work," she said.

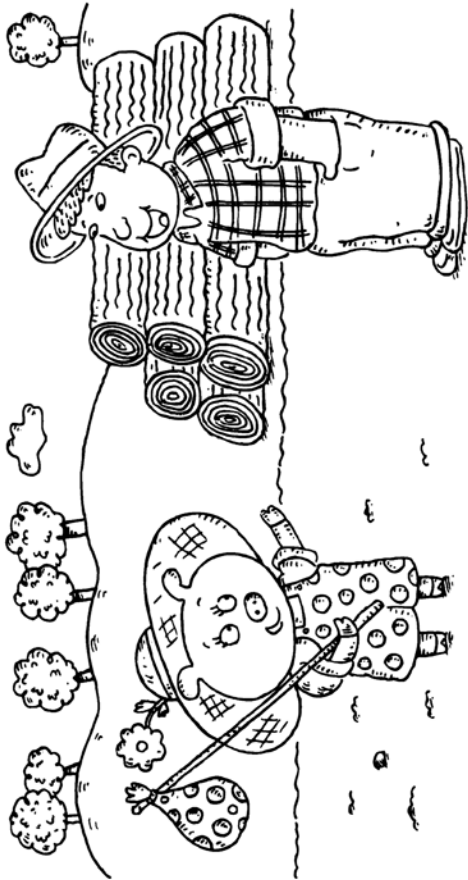


Pig Three made a home of logs
where she could eat and read and
sleep. Pigs One and Two came over.

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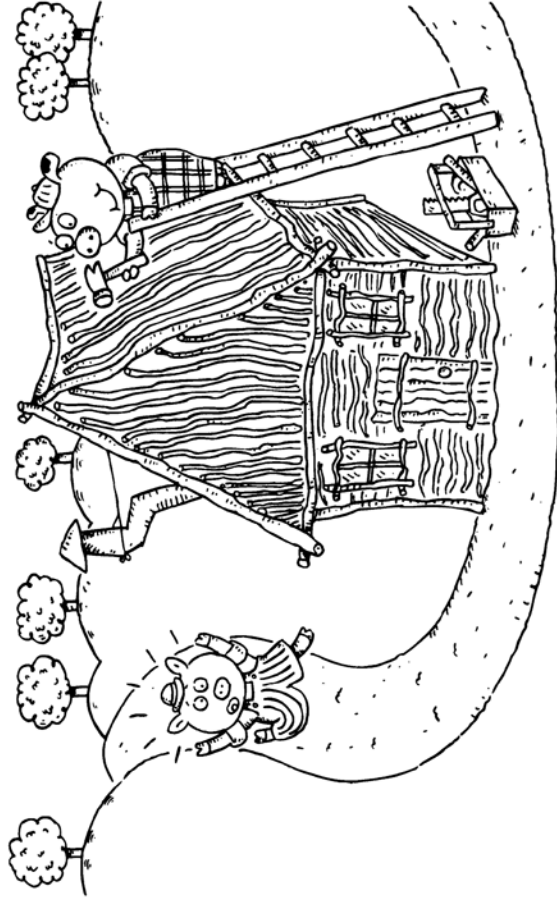
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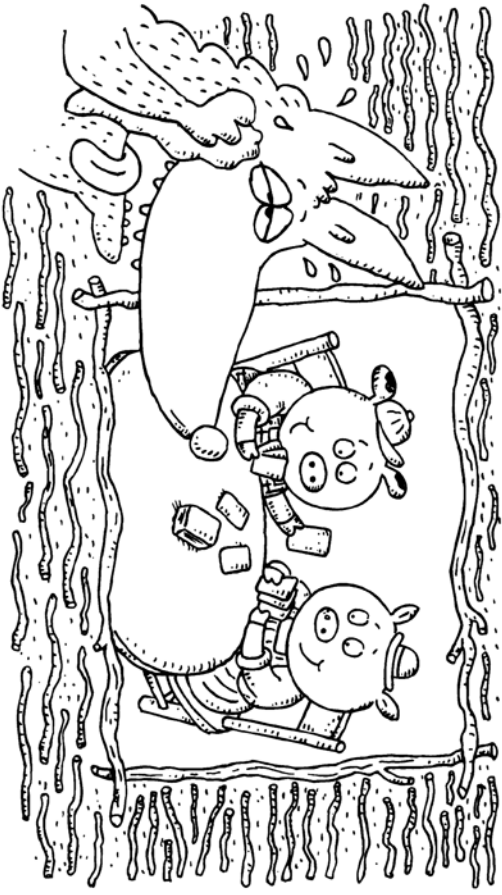


Pig One met a man with logs
and said, "Please sell me some logs
to make a home."

"Logs are best!" the man said.

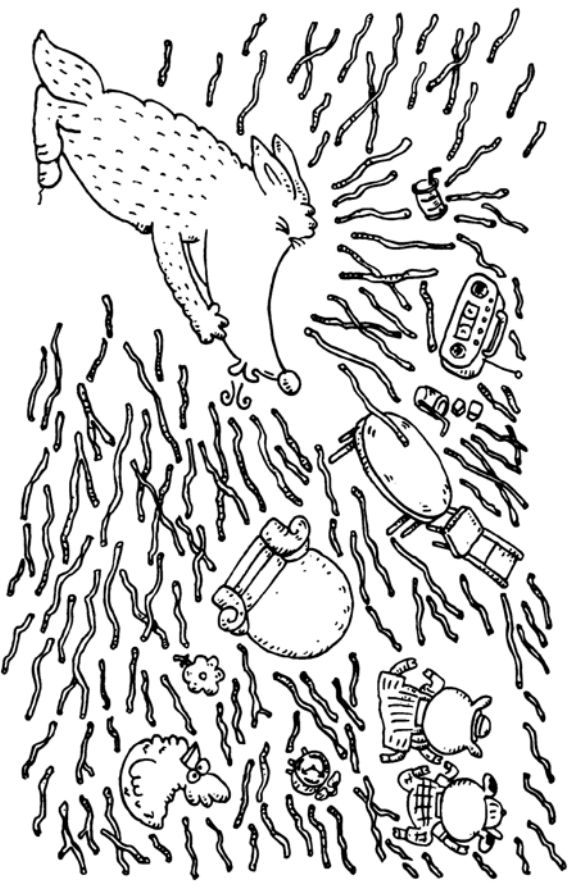


But Pig Two made a home of
sticks where he could eat and sleep.
Pig One came running in.



Mean Wolf came over and said,
"Little pigs, let me in from the heat."
"No," said the pigs. "Not by the
toes on our feet, feet, feet."

"Then I'll huff and I'll puff and
I'll blow your home down," said
Mean Wolf. So he did and the pigs
ran away.



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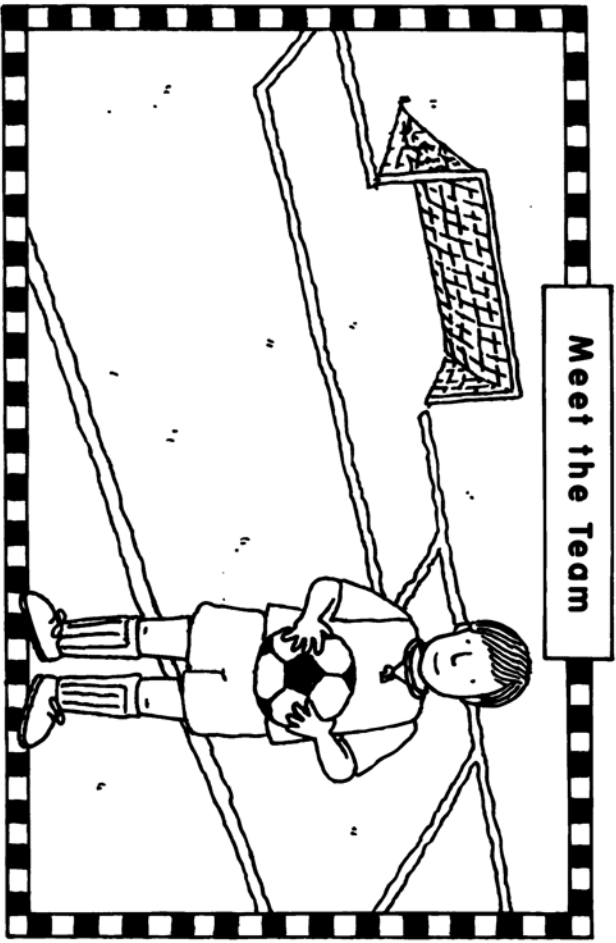
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My Words*first together*boom
boot
noon
root**oo**scoop
shoot
soon
zoom**Story Words:** Daniel, field, force,
goalie, player, soccer*italics* = new high-frequency and story words

Root for the Team

by Nancy Leber





Daniel is a soccer coach. He leads a team and tells the players what to do. The team will meet at noon.

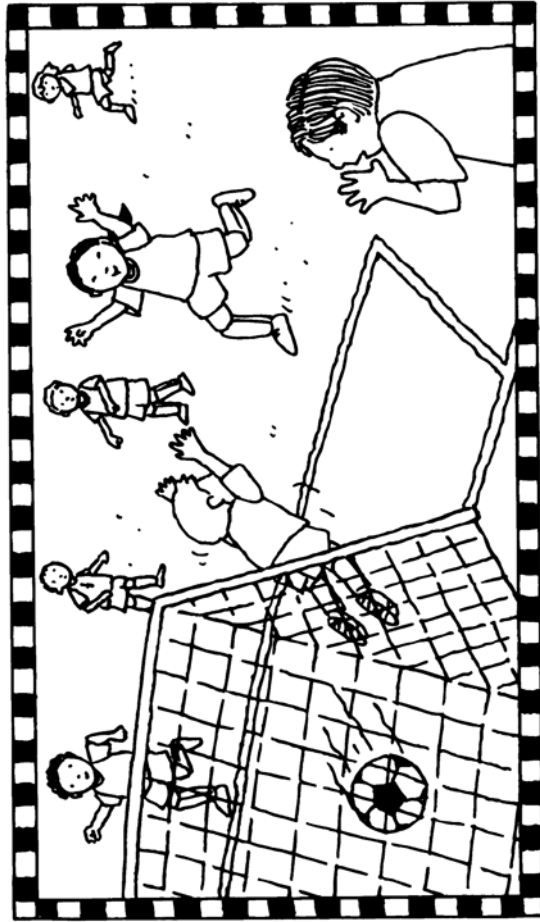


"You worked together," says the coach. "Now you are a good team!"
"Hooray!" screams the team.

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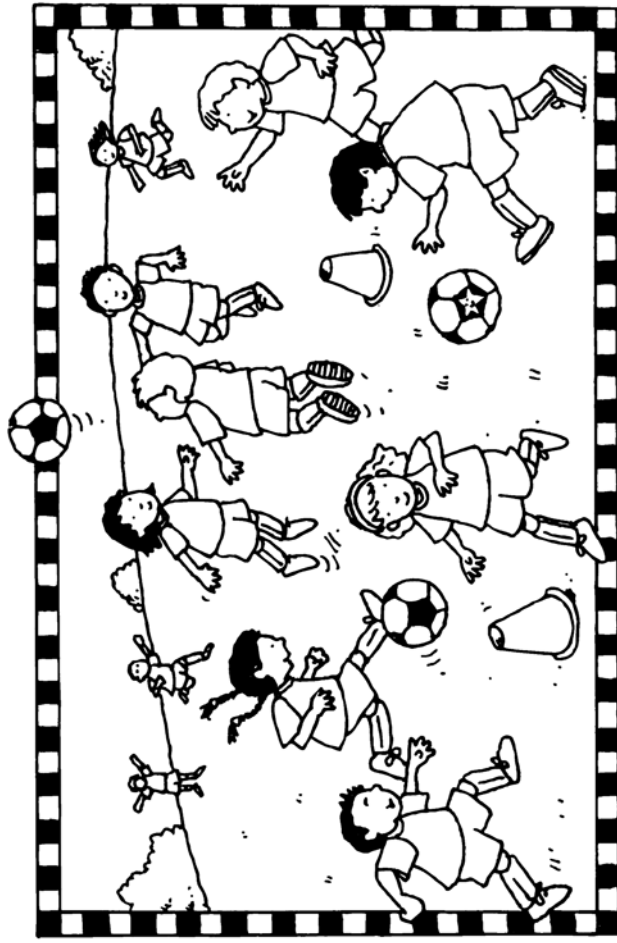
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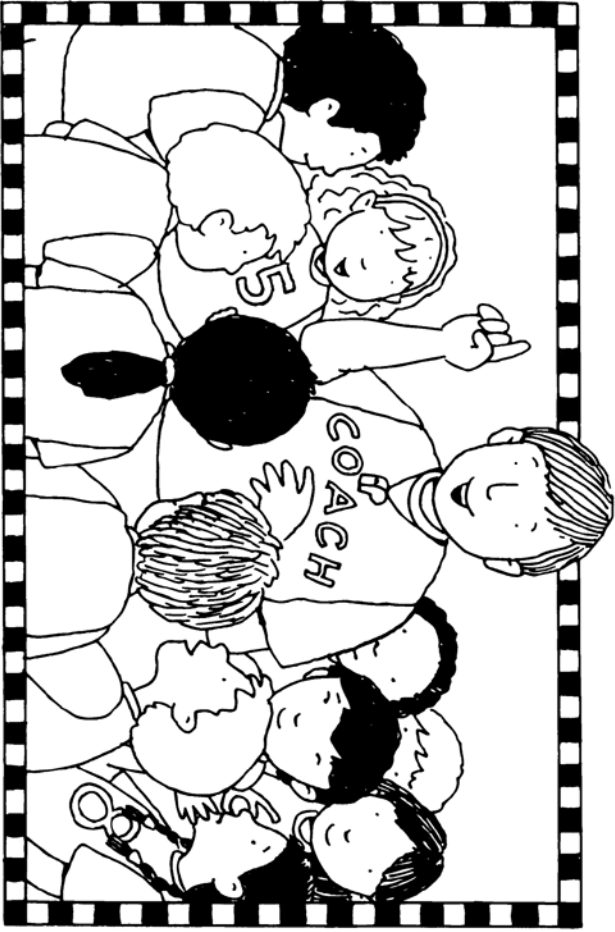


Soon the Strike Force is near the goal. They scoop up the ball, but the other team is in the way. The ball gets in!

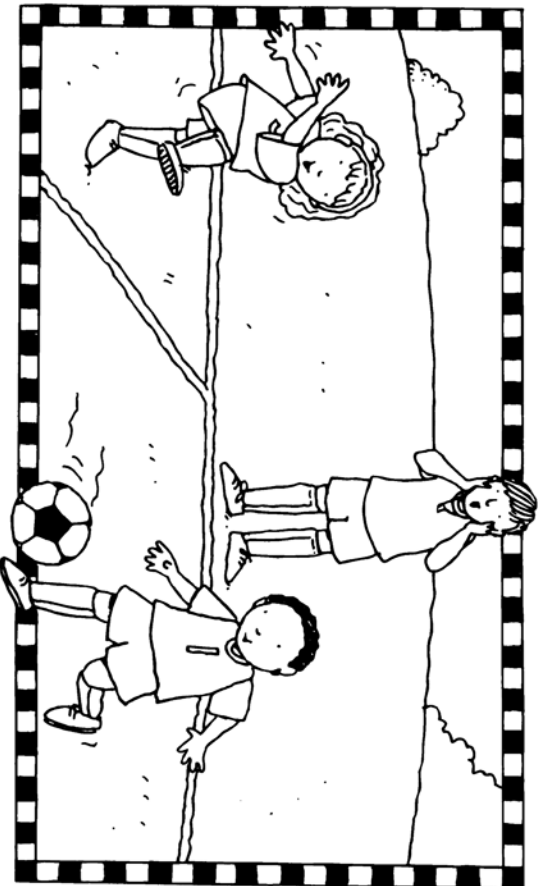
The coach roots for his team.



The players on the team come to the field. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. The Strike Force is here.



The coach wants the team to play well. "Let's work together and soon we will be a good team," he says.

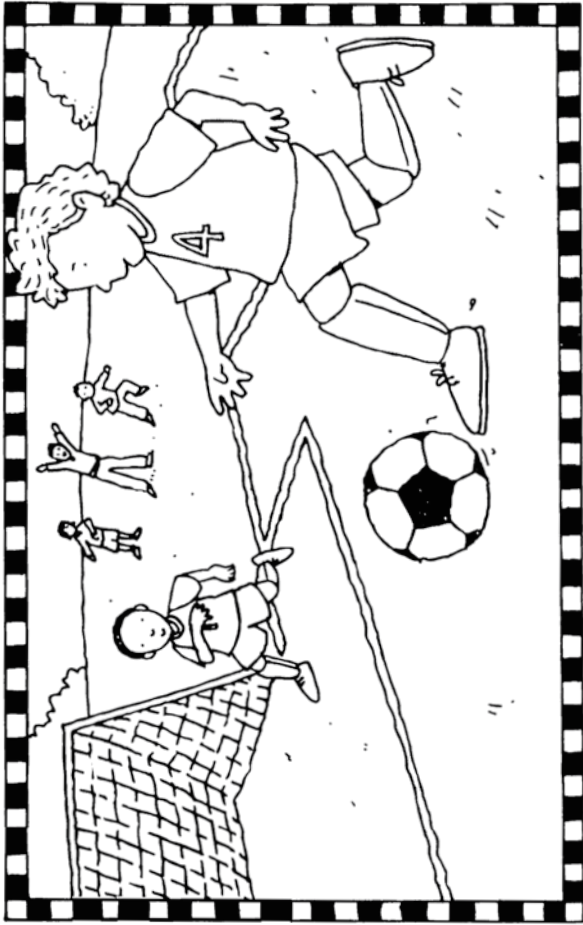


The Strike Force goalie kicks the ball back to his team. The players pass the ball to each other. "Boot the ball!" calls the coach.

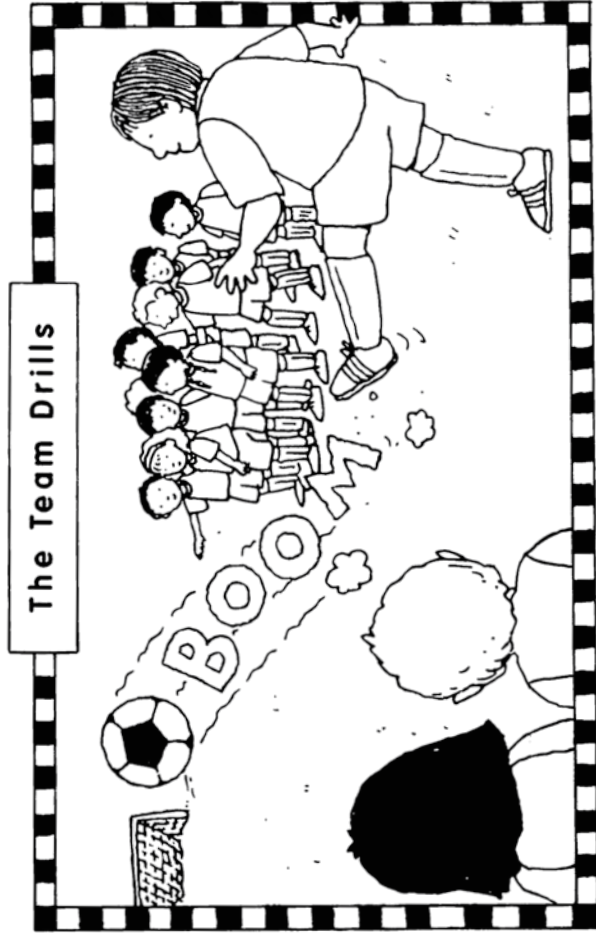
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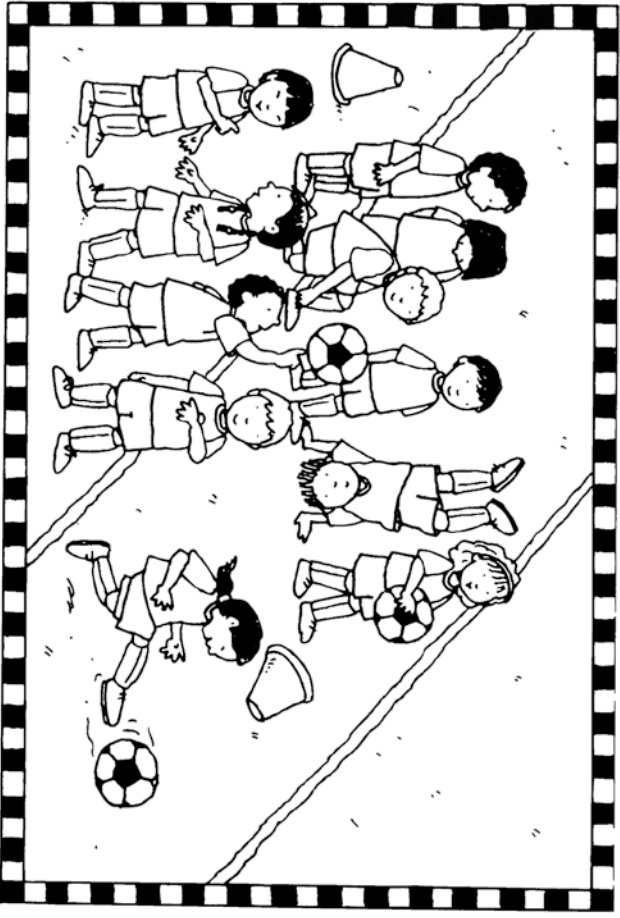
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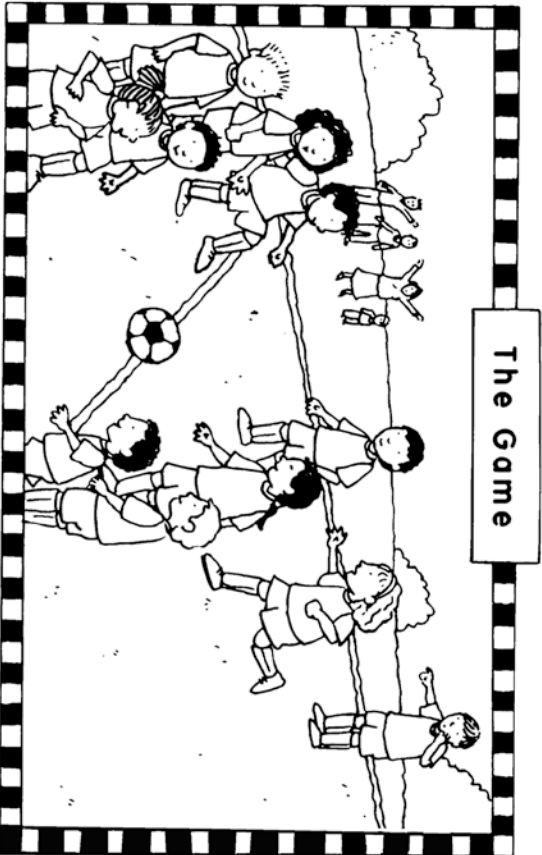
The teams run to the ball.
 The Strike Force gets to it first and
 kicks. Then the other team gets to it
 and shoots.



It is time to drill. "If you are not
 close to your team, make a long
 kick," says the coach. "Come see."
 Boom! He kicks the ball.



Now the team works on long kicks.
 “When you kick, put your toes
 down,” says the coach.

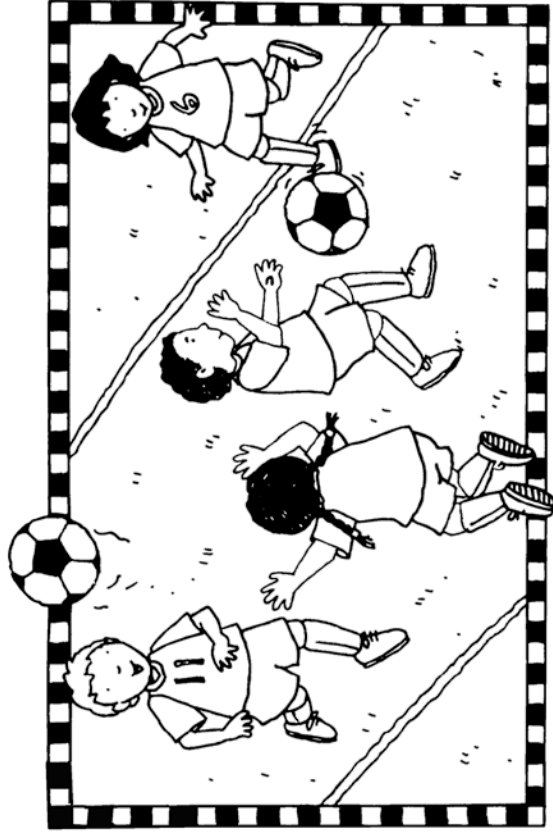


Now it is time for the game.
 The two teams line up for the kickoff.
 The coach talks to his players from
 the sideline.

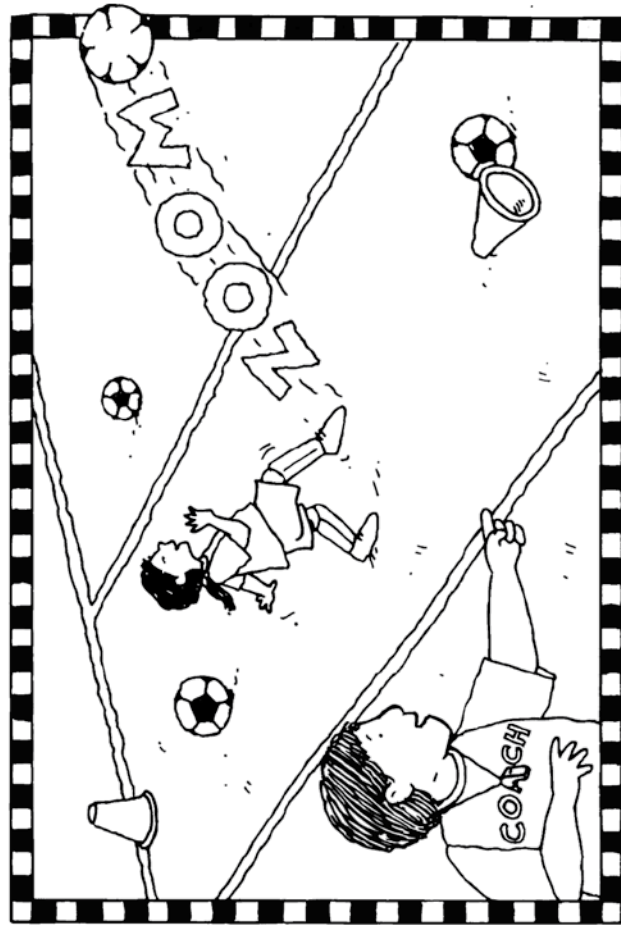
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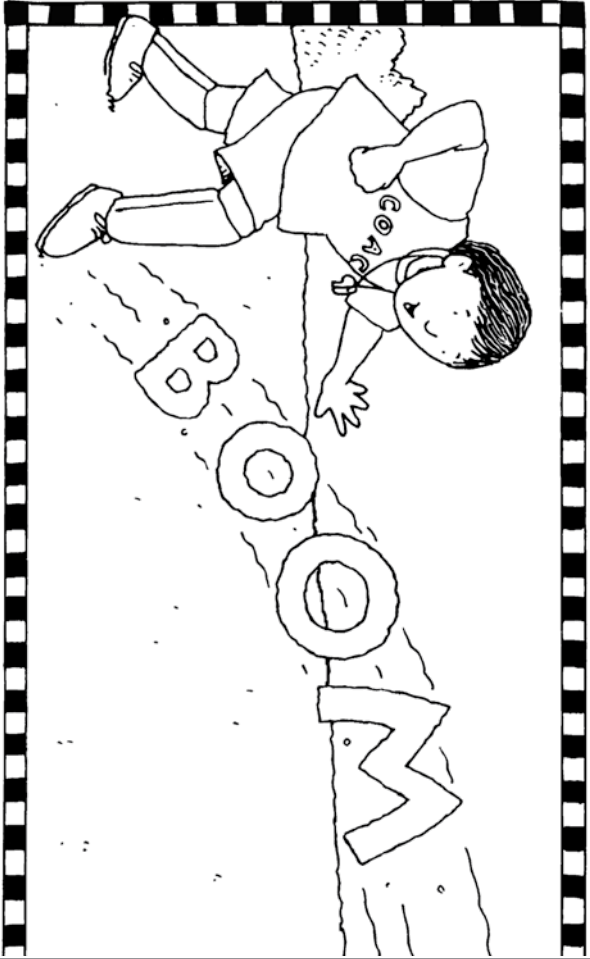
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The players do the chip shots over and over. "Let's work together and soon we will be a good team!" the coach calls out.



Jane runs to the ball.
Boom! She kicks it.
Z-o-o-m! It goes far!



"Here is a way to shoot if a player is in your way," says the coach. He shows the team how to make a chip shot.



"Scoop up the ball like this when you kick." The coach leans back and slips his toes under the ball.

Cut along dotted line.

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My Words

every

near

ou

out

about

around

ground

house

round

sprouts

ow

brown

down

how

now

All Around the Farm

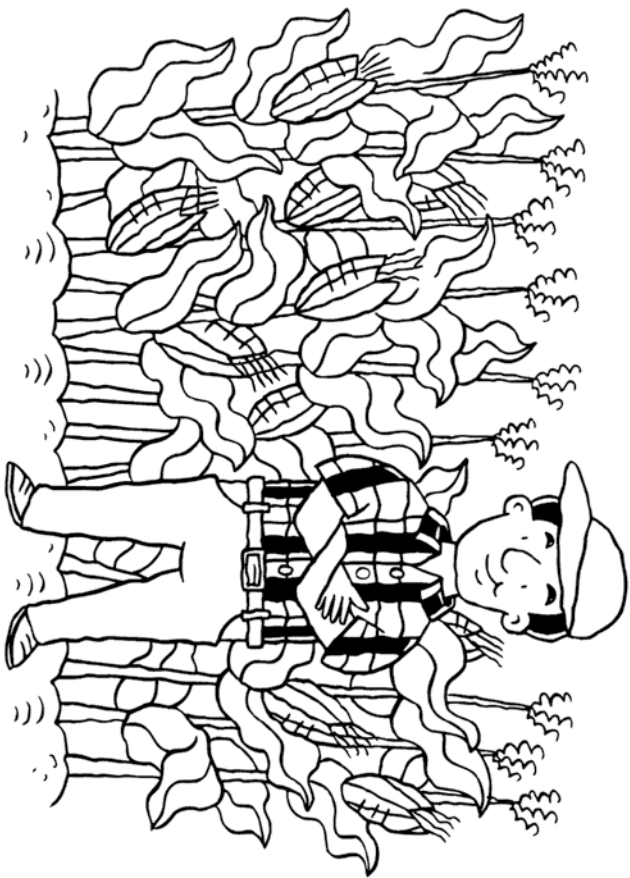
by Amy Levin



Story Words: California, corn,
farm, farmer, machine

italics = new high-frequency and story words

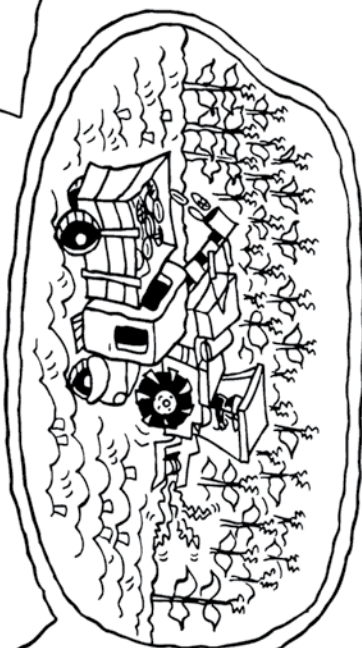
Steve is a farmer. Steve grows corn on a farm in California. He likes life on the farm.



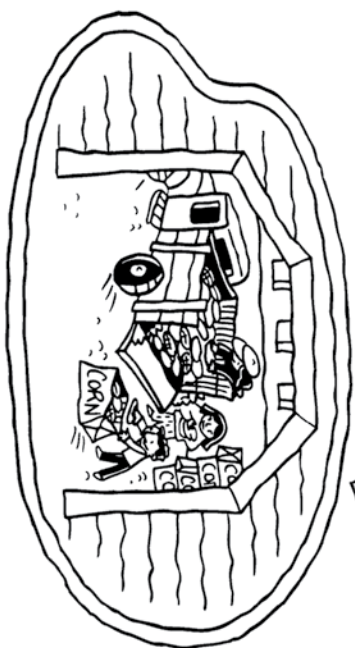
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3. pick the corn

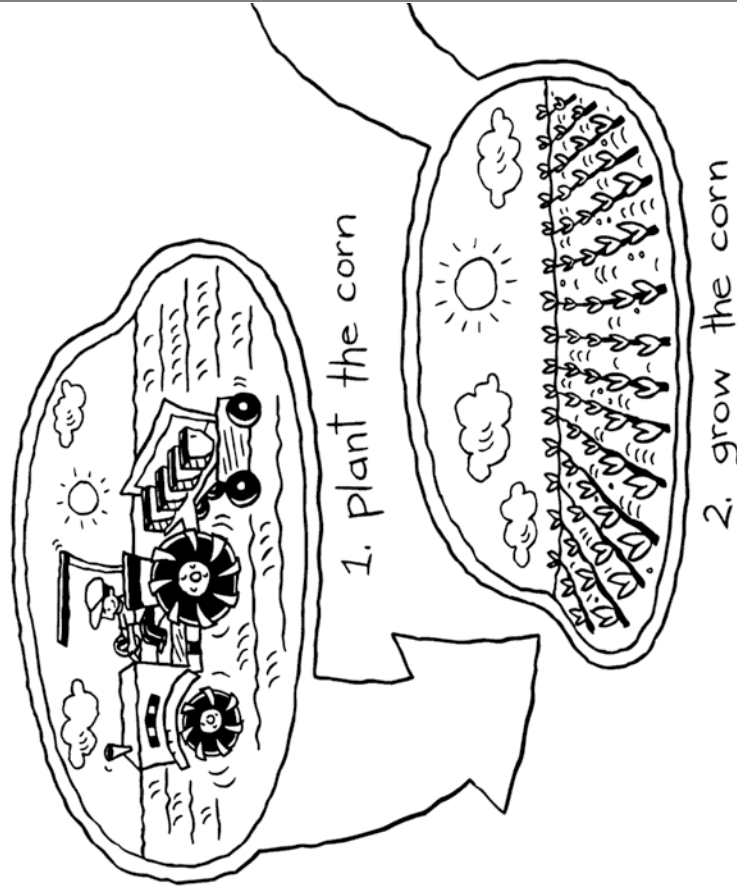


4. pack the corn

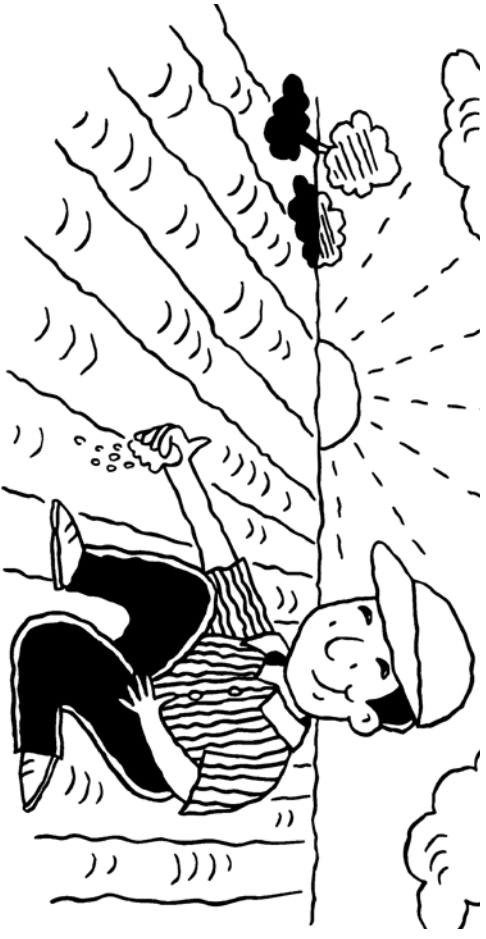


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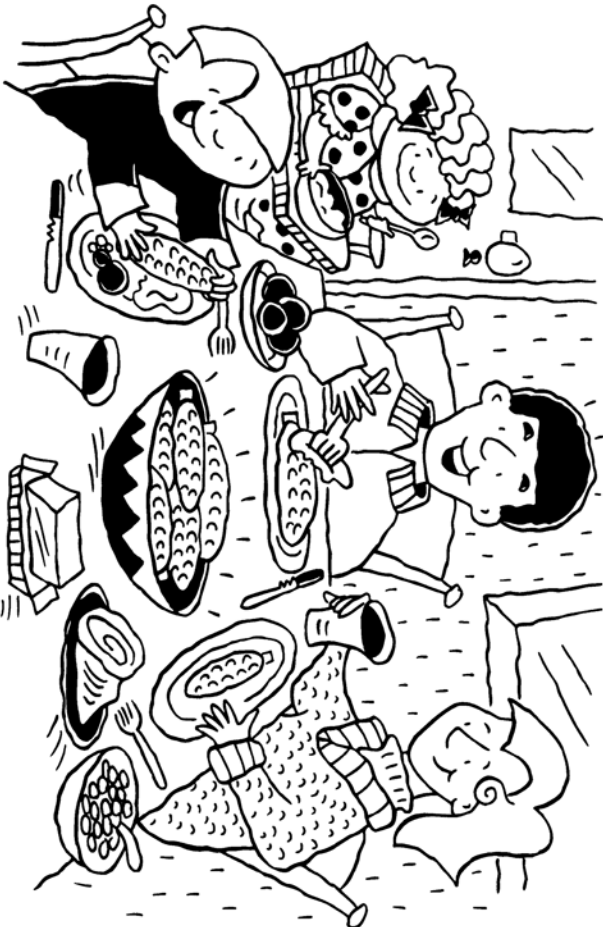
How does the corn get from the farm to your house?



Steve rises before the sun comes up and goes out to the fields. There is a lot to do every day on a farm.



He bends down to feel the rich
brown ground. The sun is up now,
and it feels hot on his back. It's
a good day to plant some corn!



When the sun goes down, it's
time for a yummy farm meal. There is
meat, beets, beans, and lots of corn!

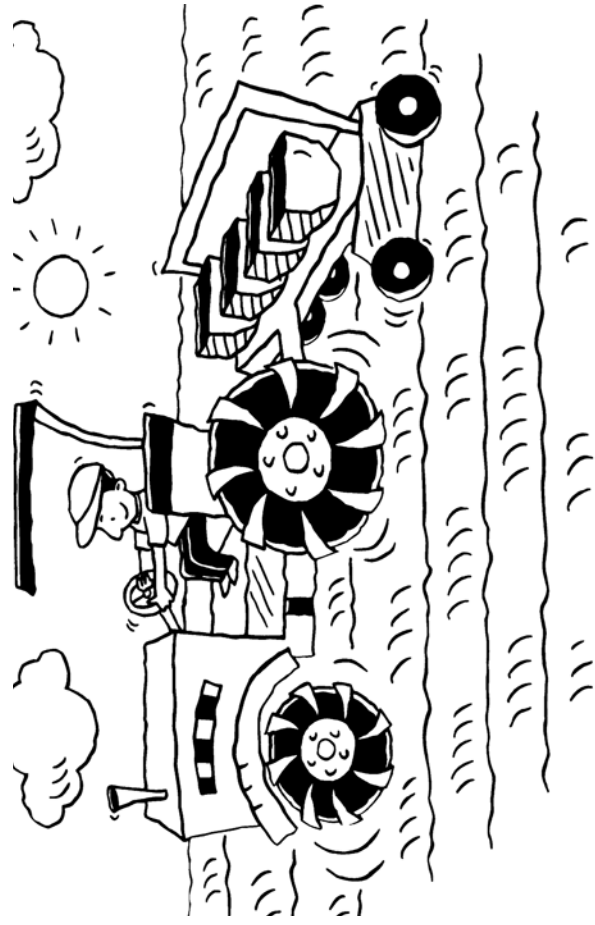
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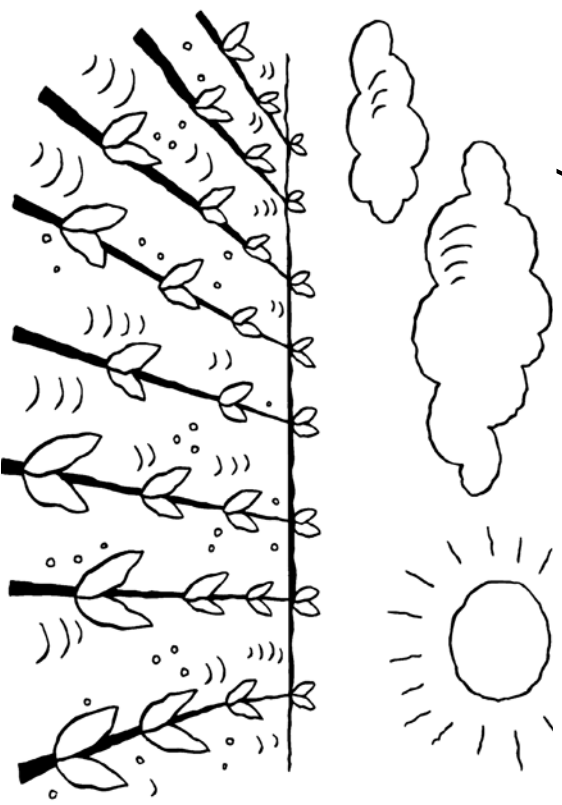


Then Steve puts each box on a big truck. This truck will take the corn to places near and far.

Steve uses a machine to help him.
It drops each seed into the ground.
A wheel packs the seeds down deep.

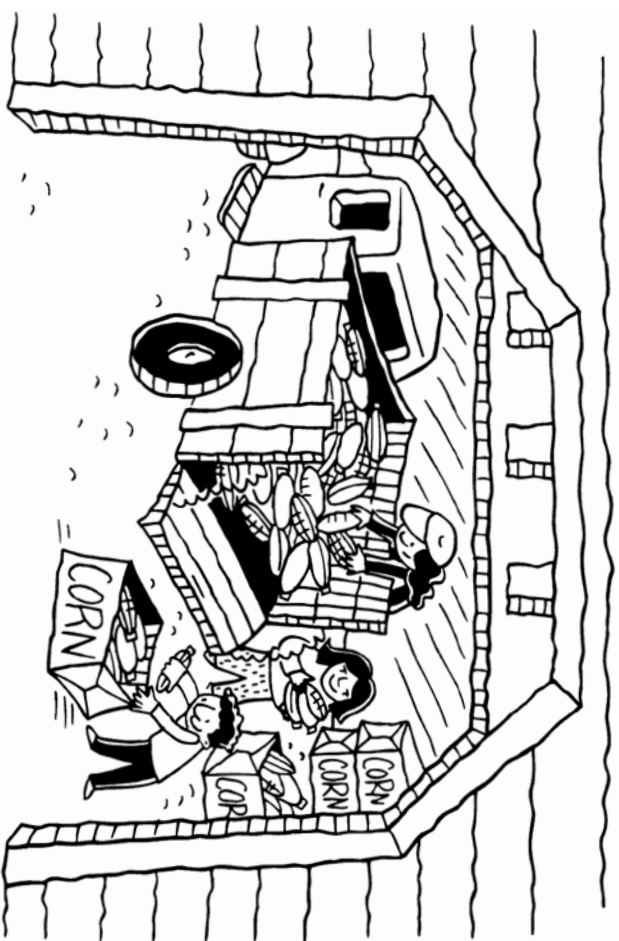


The corn seeds need a lot of sun and water. Soon sprouts will come out. Then the corn will grow until it is very tall.



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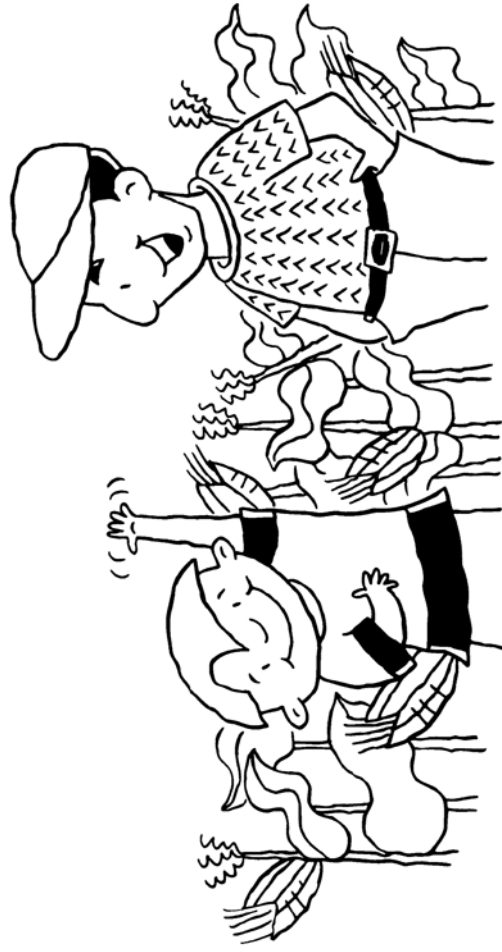
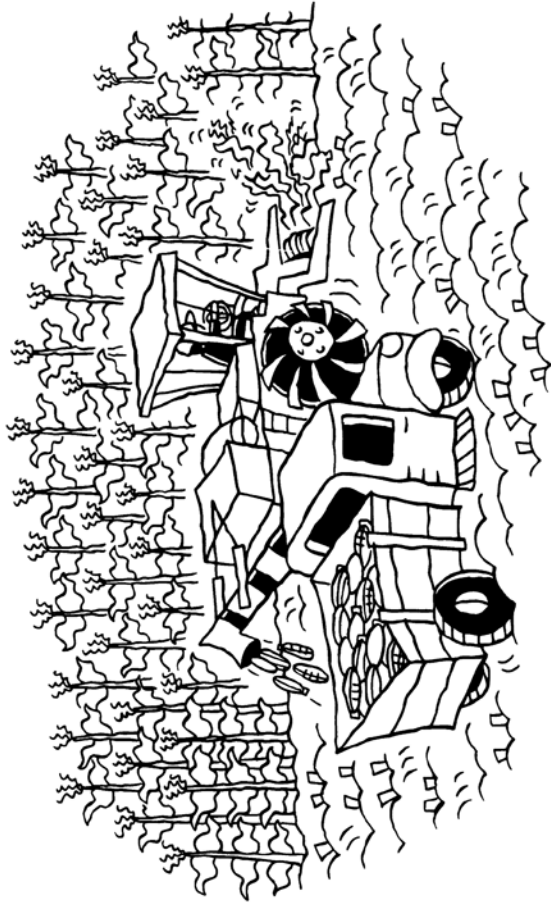
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Big and little ears of corn fill a truck! The truck takes them to a shed where the corn is packed in boxes.

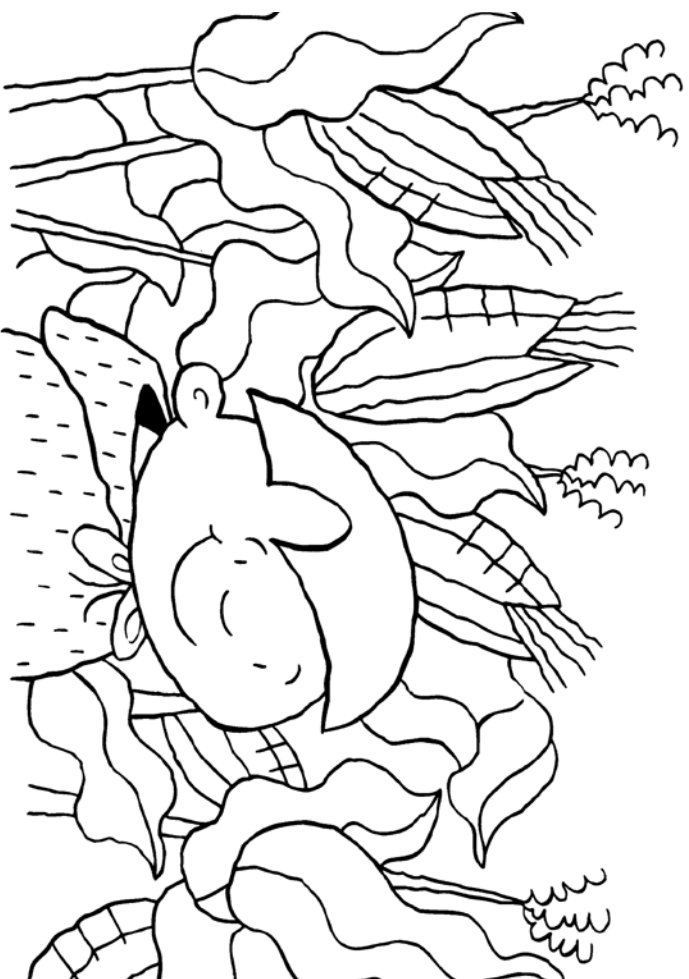
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Steve uses a big machine to pick the corn. It goes up and down the tall fields, picking corn along the way.



Look how tall it is now! Steve will teach his son about growing corn. One day his son can help him.

Now Steve wants to see if the
corn is ripe. He rips off an ear
of corn to take a look at it.



He peels back the thick green husk.
The corn inside is round and yellow.
It is ready to pick!



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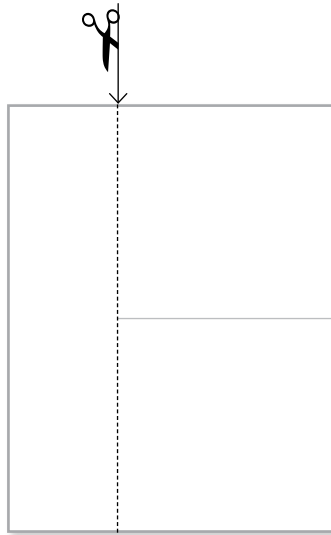
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How to Make the Mini-Books

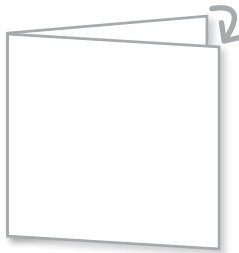
Follow these steps to copy and assemble the mini-books:

1. Remove the book pages.

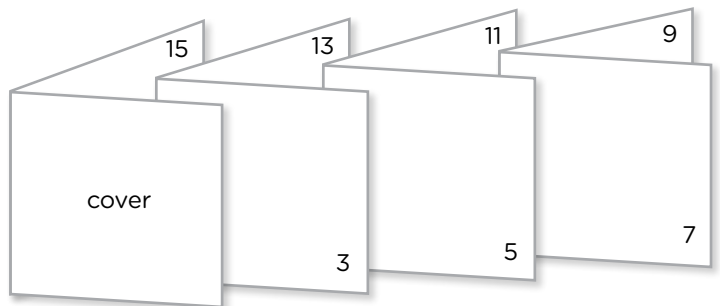
(You can also download PDF versions online; see page 5 for information on how to access.)
Make double-sided copies on 8½-by-11-inch paper. Cut along the dashed line.



2. Fold each page along the center line.



3. Place the pages in order, starting with the cover.



4. Staple the pages along the book's spine.

