

# How and When To Use Decodable Readers for Maximum Effectiveness

## MS Literacy Live!

Virtual Presentation

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Presented by:

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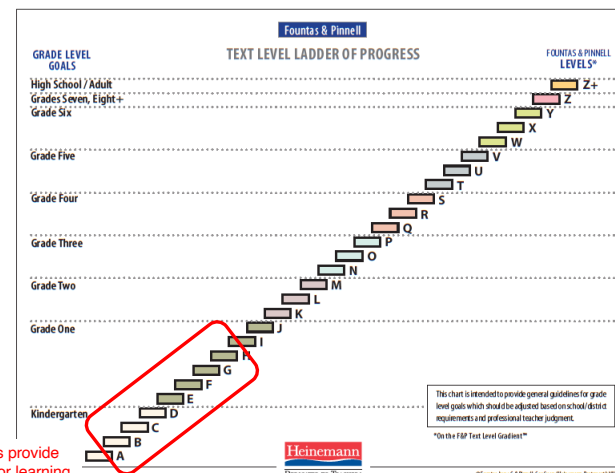
# Differences between Decodable and Leveled Readers - Briefly



# Leveled Readers



# Fountas & Pinnell Reading Levels



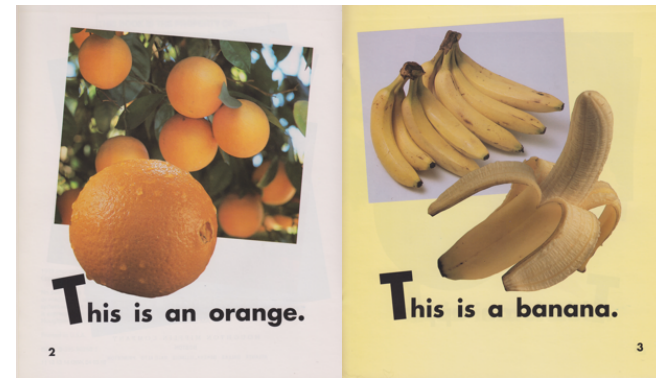
Decodable readers provide stronger practice for learning early reading skills.

## Early Leveled Readers General Leveling Criteria

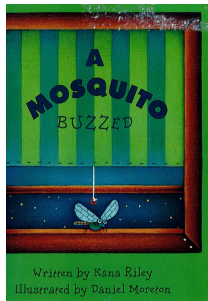
- Early and emergent leveled readers:
  - are often predictable
  - are about familiar subjects
  - have strong support for text from the pictures
  - may include a number of high frequency words
  - repeat words, with support from pictures for the repeated words
  - provide something for students to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

## Early Emergent Leveled Reader from Houghton Mifflin

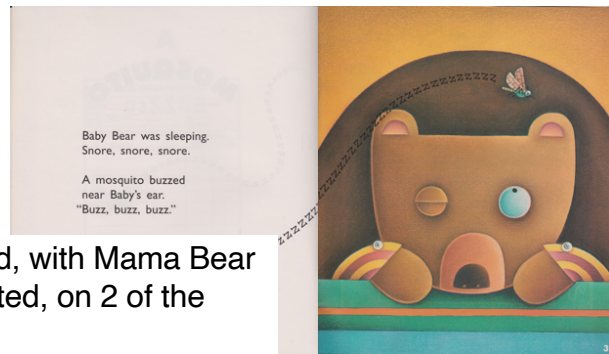
The first 3 words on each page are predictable.  
The last word is the same as the picture.



## 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.

## How Leveled Readers Are Used

- Students use pictures and context to "read" words they can't decode or haven't memorized.
  - All words are in the students' vocabularies.
- Accuracy when reading is not as important as comprehension.
- Often, reading errors that do not affect meaning are not corrected.

## Pre-Primer and Primer Levelled Books

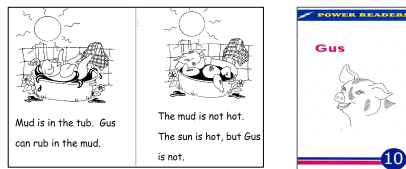
Pre-primer and primer levelled books are *Guided Reading Levels A-D* (Fountas & Pinnell, 1996)

"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

## 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.



## Decodable Readers



## 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.

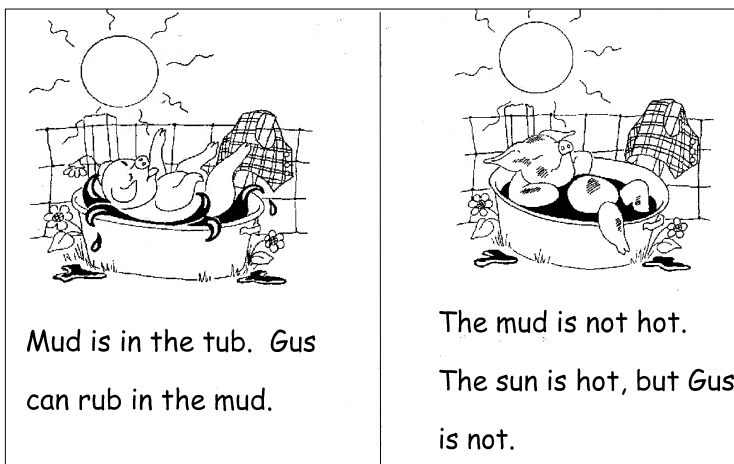
## How Decodable Readers Are Used

- 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.

## How Is Comprehension Taught?

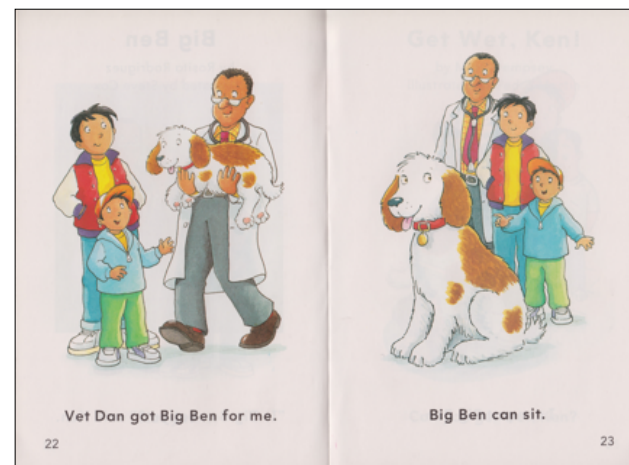
- **Comprehension is taught through reading orally** to students and discussion of the read-aloud books *read by the teacher*.
- **When using decodable books**, the teacher may want to check for literal comprehension, but not spend time on questions beyond that.

## 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

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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

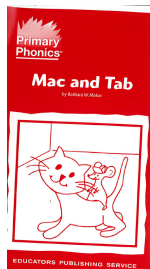


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## Preview: Primary Phonics – Set 1, Book 1

### Mac and Tab



Inside cover  
has all words

### Mac and Tab

#### Focus Concept: Short a

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

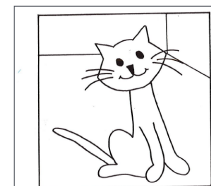
#### Sight Words

a and are for in is on the

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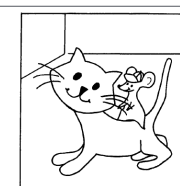
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## Preview: Primary Phonics – Set 1, Book 1



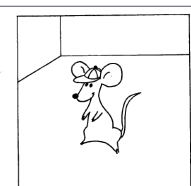
Tab is a cat.

1



Tab has a pal.  
The pal is Mac.

2



Mac is a rat.  
Mac has a cap.

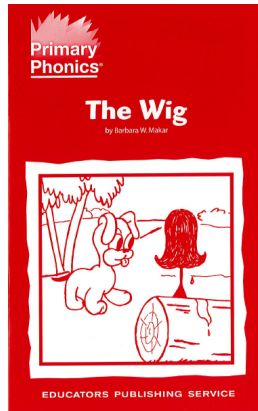
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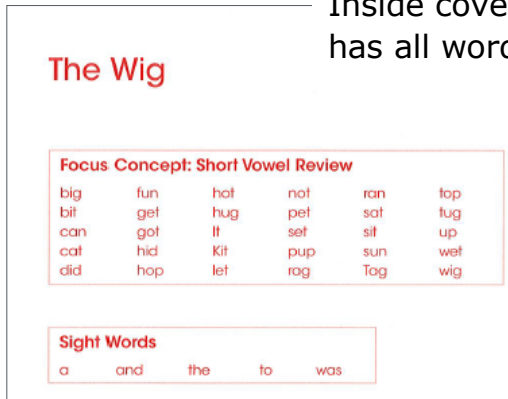
# Preview: Primary Phonics – Set 1, Book 10

## The Wig



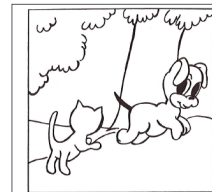
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Inside cover  
has all words



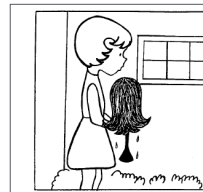
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# Preview: Primary Phonics – Set 1, Book 10



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

1



Peg has a wig.  
The wig is wet.

2



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

3

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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

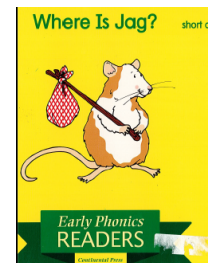


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# Preview: Continental Press– Short Vowels

## Where Is Jag?



**BEWARE:** Words are more difficult.

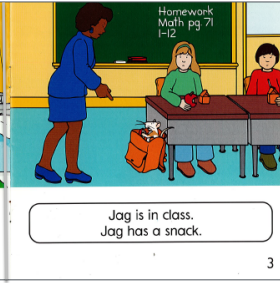
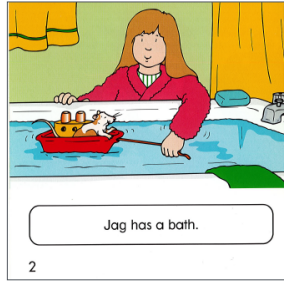
Notice: blends, digraphs, short u in 'fun', vowel team in 'eat'.

WORD LIST			
<b>Sound Words</b>			
Pam	hand	van	ask
has	bath	ran	back
Jag	class	fast	glad
can	snack	sad	
<b>Other Words</b>			
fun	in	is	
with	her	go	
eat	a	for	

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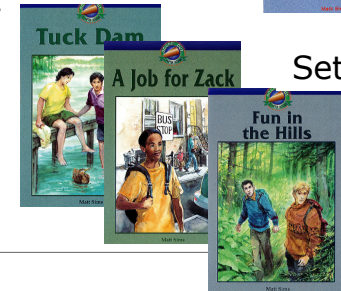
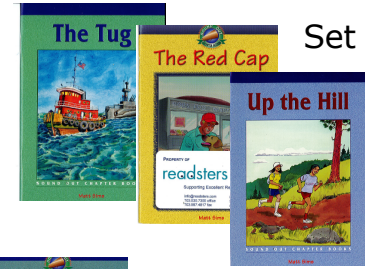
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## Preview: Continental Press– Short Vowels



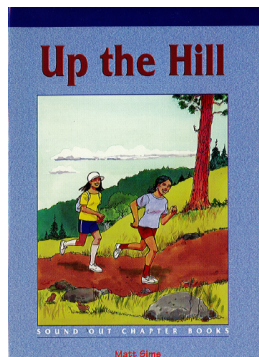
## Preview: High Noon Books – Short Vowels

- 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



## 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

## 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.

1

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.

2



Jan was in her red hot rod.

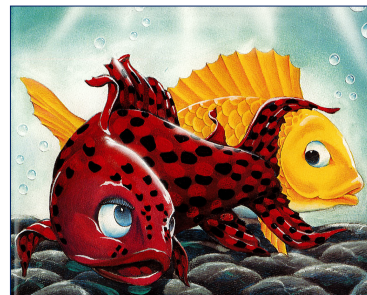
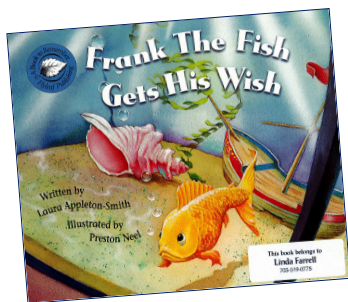
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## Preview: Flyleaf Books

- 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.



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

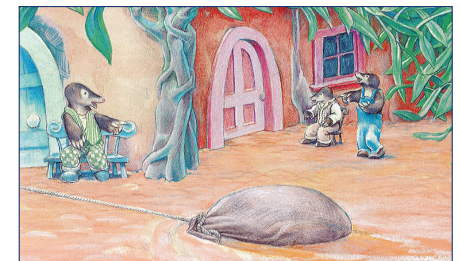
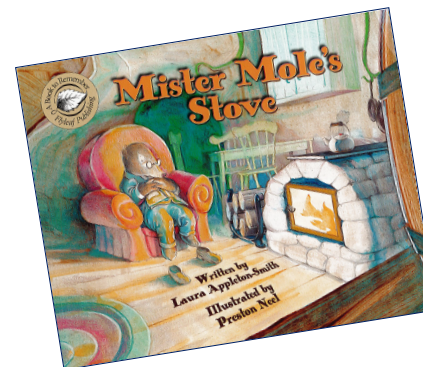
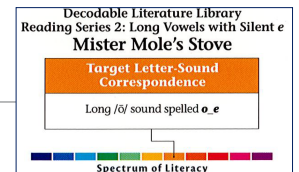
### Reading Series 2/Book 1

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

## Preview: Flyleaf Books

- Silent -e with long o book.



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.

12



## When To Use Decodable Readers

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## When To Use Decodable Readers

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- Use decodable readers during phonics lessons:
  - After a lesson teaching a phonics pattern and/or heart words
  - After students have practiced reading words 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

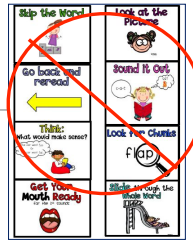
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- Student can select any book they like for “free” reading time
  - If you have leveled books, this might be a good time to let students look at them
  - If student want to read decodable books during “free” reading time, that is just fine!
- Decodable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

## What To Do When Students Don't Read Accurately

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## 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

## 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.

## 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

## 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.

## 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 bathtub wet." 32

Mom said, "Chad, get in the bath. It is hot."  
 Chad did not wish to get in the bath.  
 "Your red duck 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.  
 Bad luck for Chad. Chad had a bath and it was not hot. 38

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### Book

 <p>Mud is in the tub. Gus can rub in the mud.</p> <p style="text-align: center;">4 11</p>	 <p>The mud is not hot. The sun is hot, but Gus is not.</p> <p style="text-align: center;">5 13</p>
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## Select and Prepare the Text: 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 bathtub wet." 32

**B** Mom said, "Chad, get in the bath. It is hot."  
 Chad did not wish to get in the bath.  
 "Your red duck 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 shed. 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.  
 Bad luck for Chad. Chad had a bath and it was not hot. 38



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- Divide the text into sections
- Give each section a letter
- Count the words in each section and write the number at the end of each section

## Select and Prepare the Text: Define and Number Sections

### Simple Book

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

 <p>Mud is in the tub. Gus can rub in the mud.</p> <p style="text-align: center;">4 11</p>	 <p>The mud is not hot. The sun is hot, but Gus is not.</p> <p style="text-align: center;">5 13</p>
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## Select and Prepare the Text: Define and Number Sections

### More Complex Book

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

<b>Kim</b>	
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. <span style="float: right;">26</span>	Kim got her pack. She put her cap and a can of pop in the pack. Then Kim got in her van. <span style="float: right;">38</span>
B Kim got up out of bed. She fed her cat. Then she had ham and eggs. <span style="float: right;">1</span> →	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. <span style="float: right;">26</span>

## Reading and Tracking Accuracy

## Overview of Oral Reading Practice with Decodable Text

- Each student in the group has a turn to read a section.
- The student gets 3 chances to read the section with 100% accuracy.
  - If the student doesn't read with 100% accuracy, he stops and reads a different section the next time.
  - If there is time, the teacher can give him another chance to read the section with a missed word.
- After the student reads the section with 100% accuracy, the next student reads the next section.

## Tracking Accuracy in Decodables

*Tracking Accuracy with Decodable Text* packet available for free at:

[www.readsters.com](http://www.readsters.com)

Or email me at:  
[michael@readsters.com](mailto:michael@readsters.com)

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TRACKING ACCURACY WITH  
DECODABLE TEXT

Taken from  
Readsters ORAL READING TRACKING  
CHARTS Version 4.2/18

The full tracking charts packet is available for free  
download at Readsters website: [www.readsters.com](http://www.readsters.com)

Directions .....1  
Tracking Chart ..... 2  
Routine Scripts ..... 3

# Blank Decodable Readers Tracking Chart

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Decodable Readers Tracking Chart

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

Name or # of Passage or Book: \_\_\_\_\_

Date: \_\_\_\_\_

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

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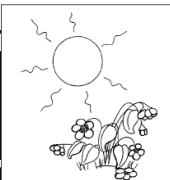
# Decodable Readers Tracking Chart

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Decodable Readers Tracking Chart


Name: **Sammy Sample**

Date: 9-14 9-15

Name or # of Passage or Book	Words Read Correctly							
	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total	# correct / total
Sun and Mud - P 1	10 / 10	9 / 11						
Sun and Mud - P 4		10 / 11						
		11 / 11						



The sun is up.  
It is hot, hot, hot, hot.  
1 10



Mud is in the tub. Gus can rub in the mud.  
4 11

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# Suggested Routine for Practice

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Oral Reading for Accuracy with Decodable Text Routine Scripts

Each student in the small group will need a copy of the decodable material being read. Each student will need his or her Tracking Chart and pencil.



The teacher will need a copy of the material being read with total word counts for each section or page that will be read by an individual student.

Note: T means teacher.  
S means an individual teacher.  
SS means all students.

Repeated Routine

**Set Up Tracking Chart**

- Everyone, turn your paper sideways (showing how).  
SS turn Tracking Chart paper.
- Everyone, pencil on Name of Passage box (showing where).  
SS put pencil on box.
- Everyone, write name of passage.  
SS write name.
- Everyone, turn your paper back (showing how).  
SS turn paper back.
- Everyone, pencil on Date box (showing where).  
SS put pencil on Date box.
- Everyone, write date.  
SS write date.

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Oral Reading for Accuracy with Decodable Text

Repeated Routine

**Individual Turns Reading Aloud**

- Everyone turn to (or find) section/page.
- Everyone, pencil under first word.  
T checks that all SS have pencil in correct place.
- Write your section has a certain number of words.  
T checks that all SS have pencil in correct place.  
Write name of passage in the top box on your chart (showing where).  
S writes total # of words in section/page on chart.
- Now read.  
S reads section/page.  
SS track and check.  
When S has finished reading:  
4. Check?  
SS show thumbs up for all correct or "helping hand" for needs help.  
S has a total of 3 turns to read with 100% accuracy if needed.  
5. Depending on how S read, use the appropriate step:  
  - S makes errors on 1st or 2nd read:  
a. name of passage you read # words correctly.  
b. Write # correct, slash total # of words, on your Chart (showing where).  
T uses PEC to have S correct errors.
  - c. Read again.
- Repeat Steps 2-5 with the same S.  
  - S reads 100% accuracy on the 1st, 2nd, or 3rd reading:  
a. name of passage you were 100% accurate on your section/page read.  
b. Write # correct on your Chart (showing where).
  - S makes errors on 3rd reading:  
a. name of passage you read # words correctly.  
b. Write # correct on your Chart (showing where).  
T uses PEC to have S correct errors.
  - c. You can try for 100% accuracy again next time.

Repeat Steps 1-5 to give each student a turn to read a section/page.

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# Suggested Routine for Practice

Oral Reading for Accuracy with Decodable Text Routine Scripts

Each student in the small group will need a copy of the decodable material being read. Each student will need his or her Tracking Chart and pencil.



The teacher will need a copy of the material being read with total word counts for each section or page that will be read by an individual student.

Note: T means teacher.  
S means an individual teacher.  
SS means all students.

Repeated Routine

**Set Up Tracking Chart**

- Everyone, turn your paper sideways (showing how).  
SS turn Tracking Chart paper.
- Everyone, pencil on Name of Passage box (showing where).  
SS put pencil on box.
- Everyone, write name of passage.  
SS write name.
- Everyone, turn your paper back (showing how).  
SS turn paper back.
- Everyone, pencil on Date box (showing where).  
SS put pencil on Date box.
- Everyone, write date.  
SS write date.

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# Suggested Routine for Practice

Oral Reading for Accuracy with Decodable Text

Repeated Routine

**Individual Turns Reading Aloud**

- Everyone turn to (or find) section/page.
- Everyone, pencil under first word.  
T. checks that all SS. have pencil in correct place.
- name, your section has # words in section.  
Write # words in section in the top box on your chart (showing where).  
S. writes total # of words in section/page on chart.
- Now read.  
S. reads section/page.  
SS. track and check.

When S. has finished reading:

- Checkers?  
SS. show 'thumbs up' for all correct or 'helping hand' for needs help.
- S. has a total of 3 turns to read with 100% accuracy if needed.
- Depending on how S. read, use the appropriate step:
  - S. makes errors on the 1st or 2nd read:
    - name, you read # words correctly.
    - Write # correct / total # correct on your Chart (showing where).  
T. uses PEC to have S. correct errors.
    - Read again.

Repeat Steps 2-5 with the same S.

# Positive Error Correction Guidance

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Oral Reading for Accuracy with Decodable Text  
Positive Error Correction

**Individual Turns**  
Positive Error Correction

- S. misreads a word in the passage section:
  - You read # words correctly.
  - On line line # of misread word, reread the word that was misread word.  
S. rereads word.  
\* Indicate word position by:
    - 1st/last
    - 2nd/3rd or 2nd from last/3rd from last
    - Between word before misread word and word after misread word

If S. misreads a single-syllable word again:

- You read 1st/middle/last sound(s) correctly.
- Touch & Say the 1st/last - sound that was misread sound.  
S. uses Touch & Say to read the syllable.
- same name, read the word.  
S. reads the word.

Continue with Repeated Routine.

If S. misreads a multi-syllable word again:

- You read 1st/middle/last syllable(s) correctly.
- Touch & Say the 1st/middle/last - syllable that was misread syllable.  
S. uses Touch & Say to read the syllable.
- same name, read each syllable, then read the word.  
S. reads each syllable, then the whole word.

Continue with Repeated Routine.

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# Positive Error Correction Guidance

Oral Reading for Accuracy with Decodable Text  
Positive Error Correction

**Individual Turns**  
Positive Error Correction

- S. misreads a word in the passage section:
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- You read 1st/middle/last sound(s) correctly.
- Touch & Say the 1st/last - sound that was misread sound.  
S. uses Touch & Say to read the syllable.
- same name, read the word.  
S. reads the word.

Continue with Repeated Routine.

If S. misreads a multi-syllable word again:

- You read 1st/middle/last syllable(s) correctly.

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# Optional Reading and Tracking for Rate/Prosody

# Optional Practicing for Rate/Prosody

Repeated reading increases rate for most students.

- If students need to practice for rate or prosody, the teacher can have students read the section again
- Track these second readings for accuracy, but you can put a symbol by the box to show appropriate rate or prosody.

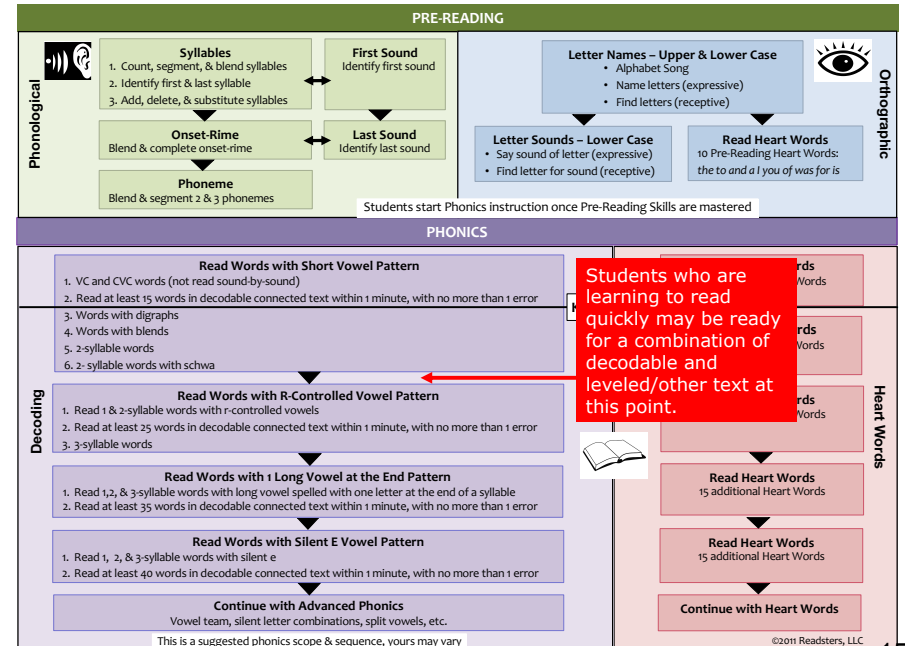
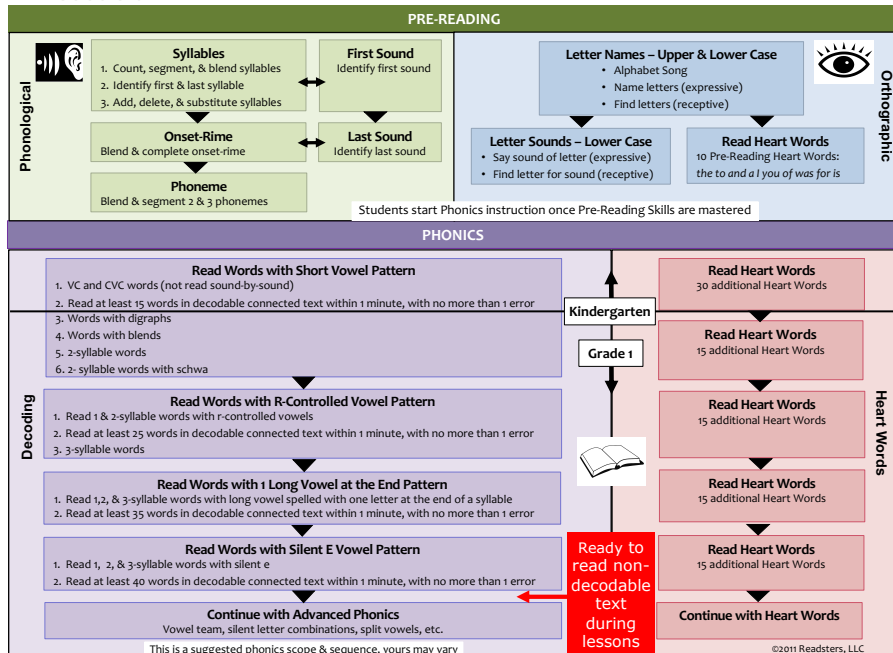
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Decodable Readers Tr

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		

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



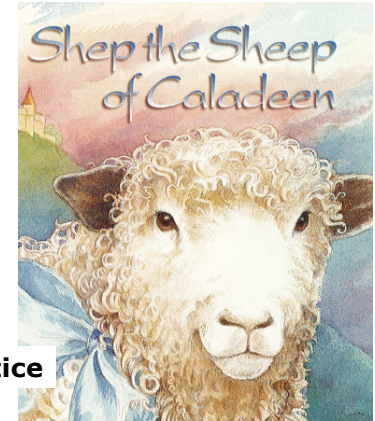
## Do I Use Decodable Texts with Advanced Phonics Instruction?

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

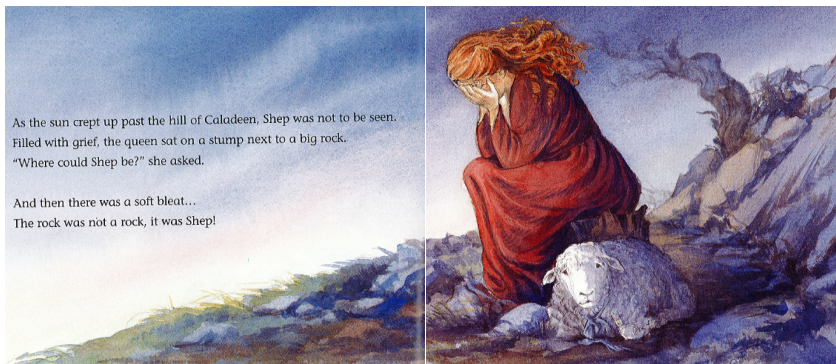
**Many decodable books are available for advanced vowel patterns.**

**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



## How To Keep Students Engaged



## Tracking and Checkers

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- 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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I'll be happy to answer questions:

[michael@readsters.com](mailto:michael@readsters.com)

## 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>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



## Decodable Text Sources (updated May 2020)

### **Best for Young Readers (Grades K-2)**

- [BOB Books](#)
- [Dog on a Log Books](#)
- [Dr. Maggie's Phonic Readers](#)
- [EPS Phonics Plus Readers](#)
- [Flyleaf Emergent Readers](#)
- [Half Pint Readers](#)
- [High Noon Dandelion Launchers](#)
- [InitialLit Readers from MultiLit \(AUS\)](#)
- [Jolly Phonics \(USA\)](#)
- [Junior Learning Decodable Readers](#)
- [Little Learners Love Literacy \(AUS\)](#)
- [Miss Rhonda's Readers](#)
- [Primary Phonics Storybook Sets](#)
- [Pocket Rockets \(AUS\)](#)
- [Sonday System 1 & 2 Readers](#)
- [SPELL-Links Reading Library \(digital\)](#)
- [The Superkids Library](#)
- [Voyager Sopris Power Readers](#)
- [Youkan Reading Decodable Books](#)

### **Best for Older Readers (Grades 3-8)**

- [Agility with Sounds Books \(NZ\)](#)
- [Decodable Adventures](#)
- [High Noon Fantasy Series](#)
- [High Noon Moon Dog Series](#)
- [High Noon Sound Out Chapter Books](#)
- [High Noon Sound Out Nonfiction Series](#)
- [Simple Words Decodable Chapter Books](#)

- [Voyager Sopris Supercharged Readers](#)

### **For All Ages**

- [All About Reading Readers](#)
- [Barton Stand-Alone Books](#)
- [Flyleaf Decodable Literature Library](#)
  - [Series 1](#)
  - [Series 2](#)
  - [Series 3](#)
- [Forward with Phonics Readers](#)
- [Go Phonics Readers](#)
- [Junior Learning Decodable Readers](#)
- [PhonicBooks \(UK\)](#)
- [Piper Books \(UK\)](#)
- [Turning Pages \(UK & AUS\)](#)
- [SLANT System Readers](#)
- [Spalding Readers](#)
- [S.P.I.R.E Decodable Readers](#)
- [SuperBooks Stories](#)
- [95% Group Decodable Passages](#)

### **Teens & Adults**

- [Saddleback TERL Phonics Book Sets](#)
  - [Books for Tweens \(gr. 4-8\)](#)
  - [Books for Teens \(gr. 9-12\)](#)
- [Teen & Adult Phonics \(TAP\) Library](#)

### 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										

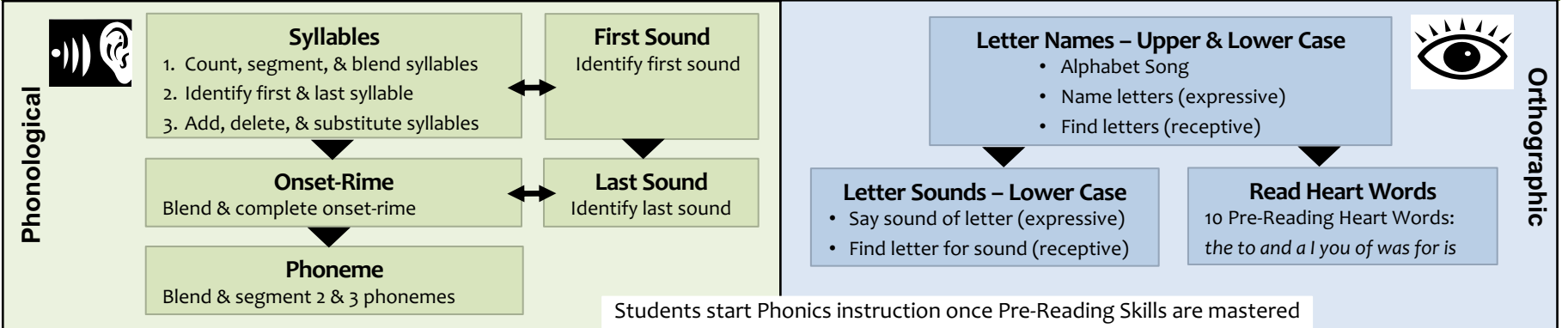
Name or # of Passage or Book										
------------------------------	--	--	--	--	--	--	--	--	--	--

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

**Words Read Correctly**

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

PRE-READING



PHONICS

