How and When To Use Decodable Readers for Maximum Effectiveness

MS Literacy Live!
Virtual Presentation
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Differences between Decodable and Leveled Readers - Briefly

Decodable readers provide stronger practice for learning early reading skills.

Leveled Readers

Fountas & Pinnell Reading Levels

Decodable readers provide stronger practice for learning early reading skills.

https://benchmarkeducation.com/reading-level-conversion-chart.html
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

Emergent Leveled Reader
from Houghton Mifflin

Source: A Mosquito Buzzed
© Houghton Mifflin 1995

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

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 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

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 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.
Primary Phonics – Short Vowels
- 10 books in the set
- 1 book for each short vowel
- 5 books with all 5 short vowels
Primary Phonics – Set 1, Book 10

The Wig

Focus Concept: Short Vowel Review

big fun hot not ion top
bit get hug pat set tug
can got ill set ill up
cat had hit pup sun not
clip hip let reg wig

Sight Words

a and the to was

Inside cover has all words

Primary Phonics – Set 1, Book 10

Continental Press– Short Vowels

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

Continental Press– Short Vowels

Where Is Jag?

BEWARE: Words are more difficult.

WORD LIST

Sound Words
Pam bath van ask
has bath ran ask back
Jag class fast glad
can snack sad

Other Words
fun in is
with her go
eat a for
Preview: Continental Press – Short Vowels

Pam has fun with Jog. Jog can sail in her hand.

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

Set A-1
Set A-2

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

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.

**Jen 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.

Preview:
Flyleaf Books

- Silent -e with long o book.
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 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

• 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 students 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
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

Select and Prepare the Text: Define and Number Sections

Text without pictures

1. Divide the text into sections
2. Give each section a letter
3. 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

1. For simple books, each page is 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
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.

<table>
<thead>
<tr>
<th>Kim</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
</tr>
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<td>B Kim got up out of bed. She fed her cat. Then she had ham and eggs.</td>
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</table>

| Kim got her pack. She put her cap and a can of pop in the pack. Then Kim got in her van. |
| 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. |

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

Or email me at:
michael@readsters.com
Decodable Readers Tracking Chart

Name: Sammy Sample

Sun and Mud – P 1
Date: 9/14
Words Read Correctly: 9 / 11

Sun and Mud – P 4
Date: 9/15
Words Read Correctly: 9 / 11

Sammy Sample
Date: 10/10
Words Read Correctly: 10 / 10

Date: 10/11
Words Read Correctly: 10 / 11

Date: 11/4
Words Read Correctly: 11 / 11

Date: 11/15
Words Read Correctly: 11 / 11

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 their own 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:
1. Everyone, turn your paper sideways (showing how).
2. Everyone, pencil on Name of Passage box (showing where).
3. Everyone, write: Passage name.
4. Everyone, turn your paper back (showing how).
5. Everyone, pencil on Date box (showing where).
6. Everyone, write: Date

SS. turn tracking chart paper.
SS. pencil on Date box (showing where).
SS. turn pencil case box.
SS. write date.
Suggested Routine for Practice

Oral Reading for Accuracy with Decodable Text

Individual Turns Reading aloud

1. Everyone turn to (or read) sentencepage.
2. Everyone, pencil under first word.
   - check that s is have pencil on correct place
3. Circle, your section has _words in section.
   Write _words in section_ in the top box on your chart (showing where),
   write total of 8 words in section/page on chart.
4. Now read.
   - read sentence/page. 1st, odd, and even.
   - check and stick.
   - When S. has finished reading:
     1. Checkers?
     - share 'unbreakable' for all correct or helping hand for needs help.
     - has total of 3 turns to read with some accuracy if needed.
5. Depending on how S. read, use the appropriate step:
   - S. makes errors on the 1st or 2nd read:
     1. Underline or circle words.
     2. Write inaccurate words incorrectly on your chart (showing where).
     3. Uses pen to have s. correct errors.
     4. Read again.
     5. Repeat steps 2-5 with the same S.

Positive Error Correction Guidance

Optional Reading and Tracking 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.

#### Optional Practicing for Rate/Prosody

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

- Students start Phonics instruction once Pre-Reading Skills are mastered.

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

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**Readers**

**Phonological**

- **Decoding**
  - Blend & segment 2 & 3 phonemes
  - Identify first & last syllable
- **Prosody**
  - Identify first sound
  - Identify last sound
  - Blend & complete onset-rime
  - Last sound, identify last sound
  - Syllables
  - First sound, identify first sound
  - Letter Sounds – Lower Case:
    - Say sound of letter (expressive)
    - Find letter for sound (receptive)
  - Vowel team, silent letter combinations, split vowels, etc.

**Orthographic**

- **Phonemes**
  - Blend & segment 2 & 3 phonemes
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**Grade 1**

- **Decoding**
  - Read words with short vowel pattern
  - Read words with R-controlled vowel pattern
  - Read words with silent E vowel pattern
  - Continue with Heart Words
  - Continue with Advanced Phonics
- **Prosody**
  - Blend & segment 2 & 3 phonemes
  - Identify first & last syllable
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**Students start Phonics instruction once Pre-Reading Skills are mastered.**

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

- **Kindergarten**
  - Read words with short vowel pattern
  - Read words with R-controlled vowel pattern
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  - Continue with Heart Words
  - Continue with Advanced Phonics
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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

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.

I’ll be happy to answer questions:

michael@readsters.com
## List of Recommended Decodable Books

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

**For All Ages**
- Voyager Sopris Supercharged Readers

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- 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

**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:

<table>
<thead>
<tr>
<th>Name or # of Passage or Book</th>
<th>Date</th>
<th>Words Read Correctly</th>
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<td></td>
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<td>Total Words in Section</td>
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<td></td>
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<td>Words Correct Reading #1</td>
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<td>Words Correct Reading #2</td>
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<td>Words Correct Reading #3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name or # of Passage or Book</th>
<th>Date</th>
<th>Words Read Correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Total Words in Section</td>
</tr>
<tr>
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<td>Words Correct Reading #1</td>
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<td>Words Correct Reading #2</td>
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</tbody>
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# Pre-Reading and Beginning Reading Skills Map v6

## Pre-Reading

### Phonological

- **Syllables**
  1. Count, segment, & blend syllables
  2. Identify first & last syllable
  3. Add, delete, & substitute syllables

- **Onset-Rime**
  Blend & complete onset-rime

- **Phoneme**
  Blend & segment 2 & 3 phonemes

### Orthographic

- **First Sound**
  Identify first sound

- **Last Sound**
  Identify last sound

- **Letter Names – Upper & Lower Case**
  - Alphabet Song
  - Name letters (expressive)
  - Find letters (receptive)

- **Letter Sounds – Lower Case**
  - Say sound of letter (expressive)
  - Find letter for sound (receptive)

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

## Phonics

### Decoding

- **Read Words with Short Vowel Pattern**
  1. VC and CVC words (not read sound-by-sound)
  2. Read at least 15 words in decodable connected text within 1 minute, with no more than 1 error
  3. Words with digraphs
  4. Words with blends
  5. 2-syllable words
  6. 2-syllable words with schwa

- **Read Words with R-Controlled Vowel Pattern**
  1. Read 1 & 2-syllable words with r-controlled vowels
  2. Read at least 25 words in decodable connected text within 1 minute, with no more than 1 error
  3. 3-syllable words

- **Read Words with 1 Long Vowel at the End Pattern**
  1. Read 1, 2, & 3-syllable words with long vowel spelled with one letter at the end of a syllable
  2. Read at least 35 words in decodable connected text within 1 minute, with no more than 1 error

- **Read Words with Silent E Vowel Pattern**
  1. Read 1, 2, & 3-syllable words with silent e
  2. Read at least 40 words in decodable connected text within 1 minute, with no more than 1 error

- **Continue with Advanced Phonics**
  Vowel team, silent letter combinations, split vowels, etc.

## Heart Words

- **Kindergarten**
  - 30 additional Heart Words

- **Grade 1**
  - 15 additional Heart Words

- **Grade 2**
  - 15 additional Heart Words

- **Grade 3**
  - 15 additional Heart Words

- **Ready to read non-decodable text during lessons**

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This is a suggested phonics scope & sequence, yours may vary.