Types of Text

- Decodable Text
- Predictable Text
- Leveled Text

Premise for Decodable Text

- Students will learn to read words by using phonics patterns.
- Beginning readers should read words they have been taught to decode **so that they do not develop the habit of guessing the word based on the picture or the content**.
- Beginning readers need to **develop the habit of reading accurately.**

Power Readers from Voyager Sopris
http://store.voyagersopris.com/power-readers/

Characteristics of Decodable Text

- Include words with **phonics patterns students have been explicitly taught**.

- Include **high frequency words** and story words **students have been explicitly taught.**

- Start with CVC words and move on to more complex spelling patterns.

- **Focus on teaching decoding** not comprehension.

Decodable Text: The Gig (short i)

Din! Din!
Tip hit the tin lid.
Din! Din! Din!
Jig! Jig!
The pig did a jig.
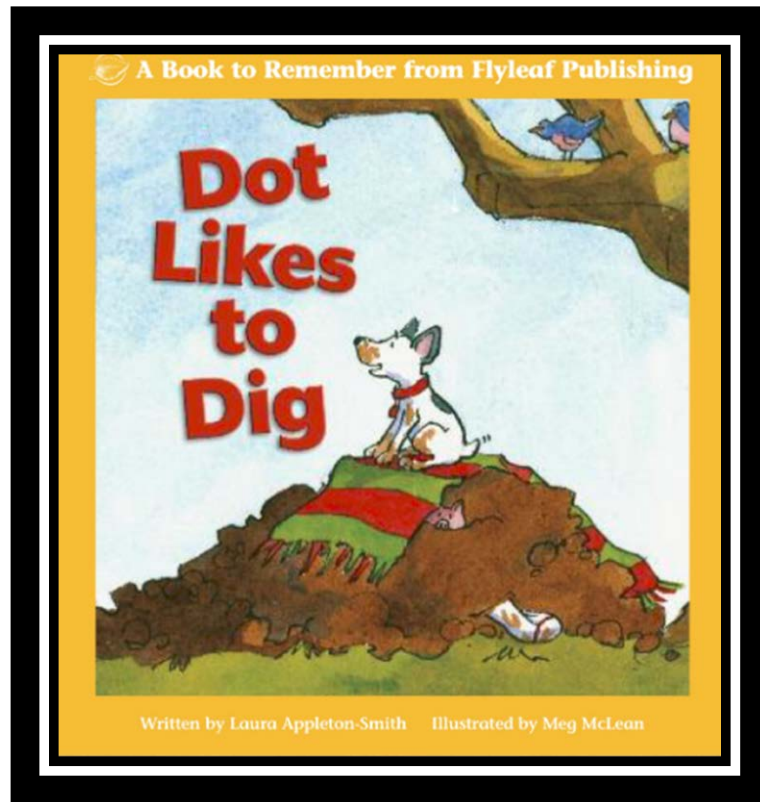Jig, jig, jig!
Yip! Yip!
Kit did yip!
Yip, yip, yip!
Tip hit the tin lid.
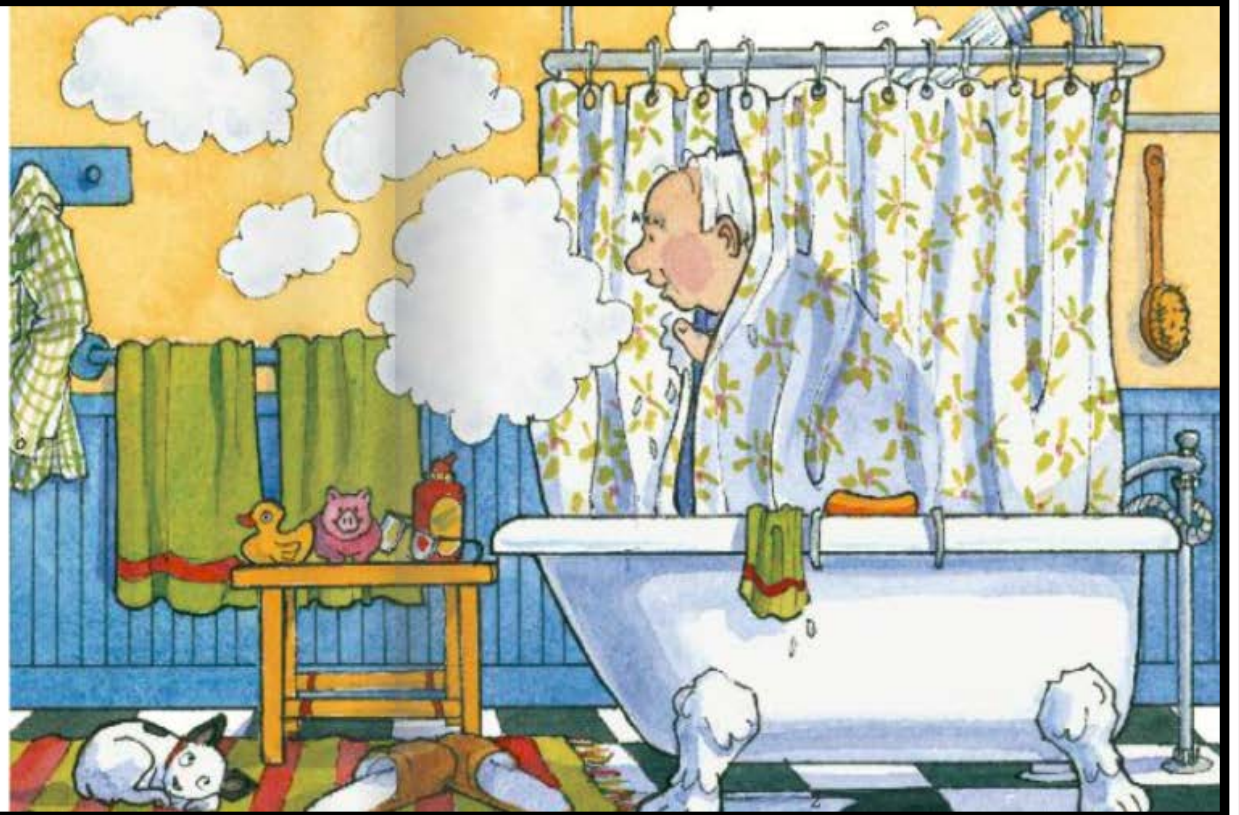The pig did a jig, and Kit did yip!
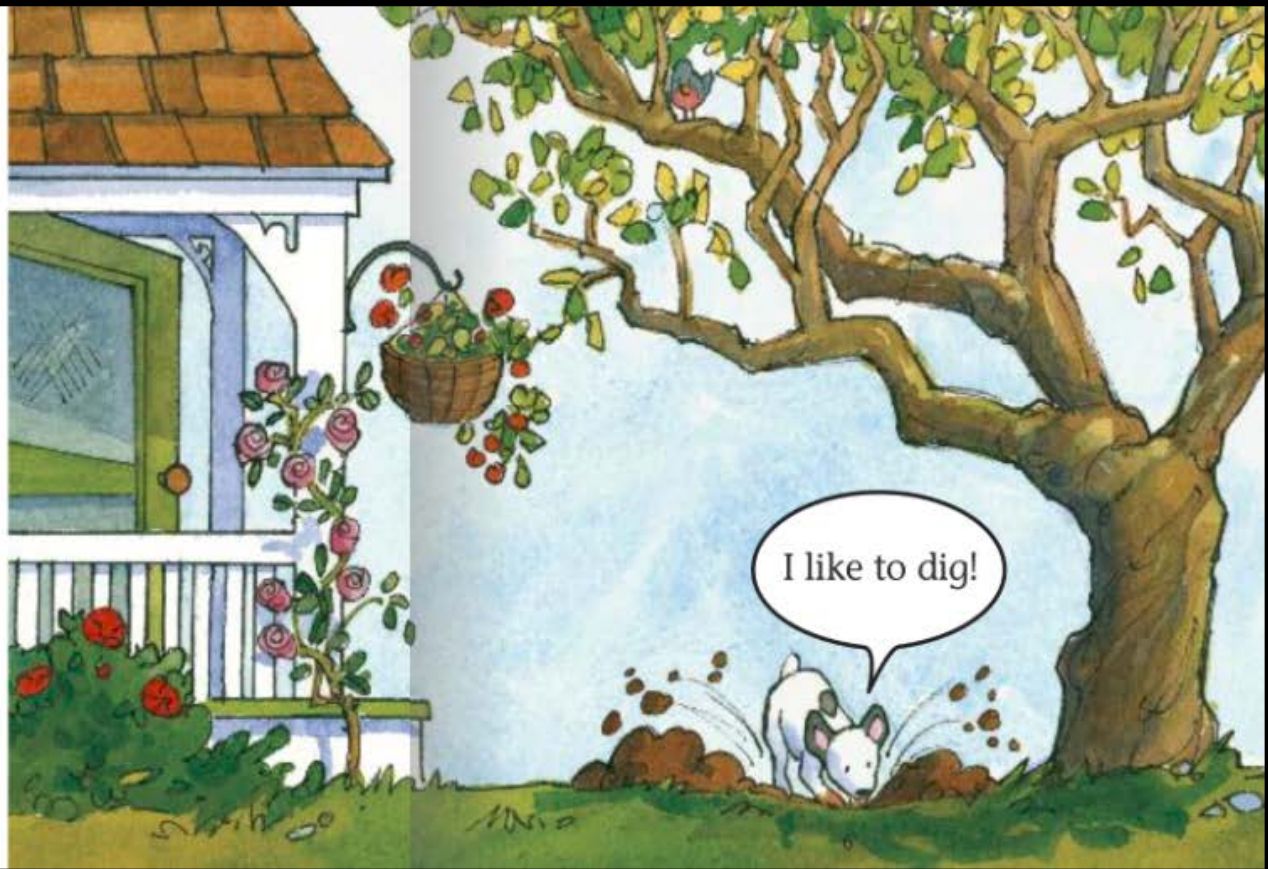
Let's take a look at another text . . .

	Book #	Target Letter-Sound Correspondence	Book Title
VC, CVC Words	1	Consonant /s/ sound spelled s[1] Consonant /m/ sound spelled m[1] Short /a/ sound spelled a	I Am Sam
	2	Consonant /k/ sound spelled c	Cam and Sam
	3	Consonant /n/ sound spelled n[1]	Ann Can
	4	Consonant /k/ sound spelled k, ck	C and K
	5	Consonant /t/ sound spelled t[1]	Can You See 3?
	6	Consonant /p/ sound spelled p	Pam Likes to Nap
	7	Short /o/ sound spelled o	Can I See Tom?
CVCC/CCVC Words (Blends)	8	Consonant /g/ sound spelled g[1]	We Can't Stop!
	9	Consonant /d/ sound spelled d[1]	Dot and Dan
	10	Short /i/ sound spelled i	Dot Likes to Dig
	11	Consonant /r/ sound spelled r	To the Top
	12	Consonant /l/ sound spelled l[1]	On a Log
	13	Consonant /h/ sound spelled h	Hal Likes Hats
	14	Consonant /f/ sound spelled f[1]	Fran Can Flip
Compound Words	15	Short /e/ sound spelled e	Ted Can Do Tricks
	16	Short /u/ sound spelled u	My Wagon Is Red
	17	Consonant /b/ sound spelled b	The Sunset Pond (Companion[2])
	18	Consonant /j/ sound spelled j	Jen's Best Gift Ever (Companion[2])
	19	Consonant /kw/ sound spelled qu	We Can Get Fit
	20	Digraph /th/ sound spelled th	This and That (Companion[2])
	21	Consonant /y/ sound spelled y	Scamp Gets a Bath
Multisyllabic Words	22	Schwa /ə/ sound spelled a	It Is Halloween! (Companion[2])
	23	Consonant /ks/ sound spelled x	Fred and Max in the Sandbox
	24	Consonant /w/ sound spelled w	Will Is Up at Bat (Companion[2])
	25	Consonant /z/ sound spelled z[1]	I Like Soccer
	26	Letter-sound review	I Can Mix Colors
	27	Consonant /v/ sound spelled v	Vivid (Companion[2])
	28	Long /ē/ sound spelled ee	Meg and Jim's Sled Trip (Companion[2])
	29	Digraph /ng/ sound spelled ng	A Cricket Sings
	30	/ng/ sound spelled n[k]	Stink Bug

Dot Likes to Dig

A Book to Remember from Flyleaf Publishing

Read the Book

Jen's Best Gift Ever Companion

Read the Book

Stink Bug

Read the Book

A Book to Remember from Flyleaf Publishing

Written by Laura Appleton-Smith   Illustrated by Meg McLean

Flyleaf Publishing www.FlyleafPublishing.com |

Dot naps
on the mat.

Dot likes to
dig and dig!

I like to dig!

Dot likes socks.

tip, tap,
tip, tap

dig, dig,
dig

Dot likes pigs.

Dot sits on top.

Oh, my!
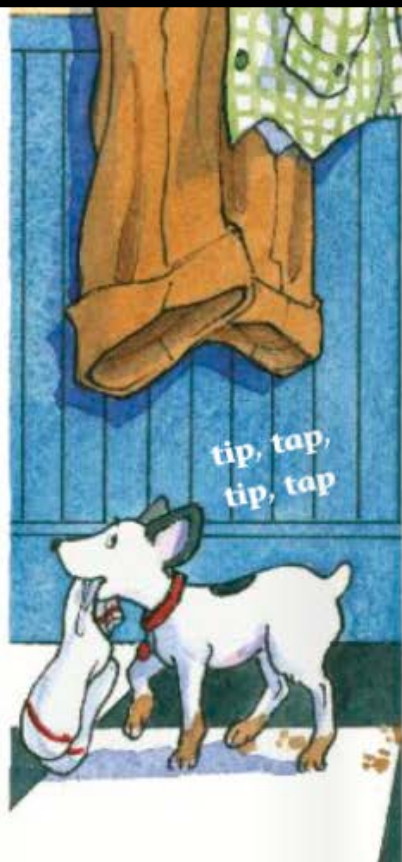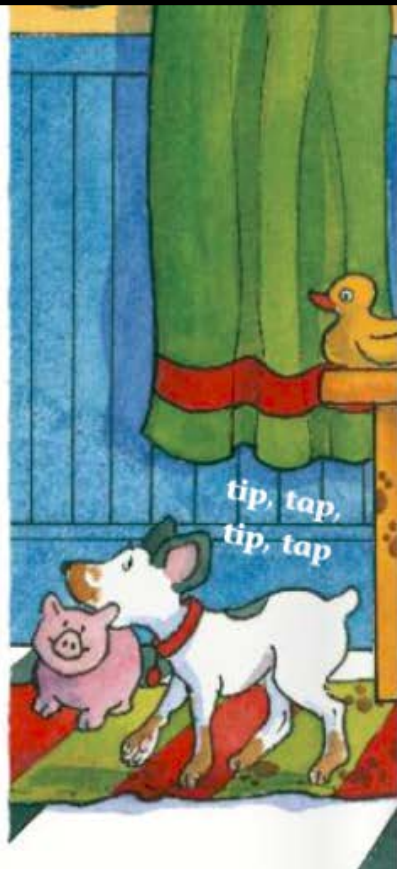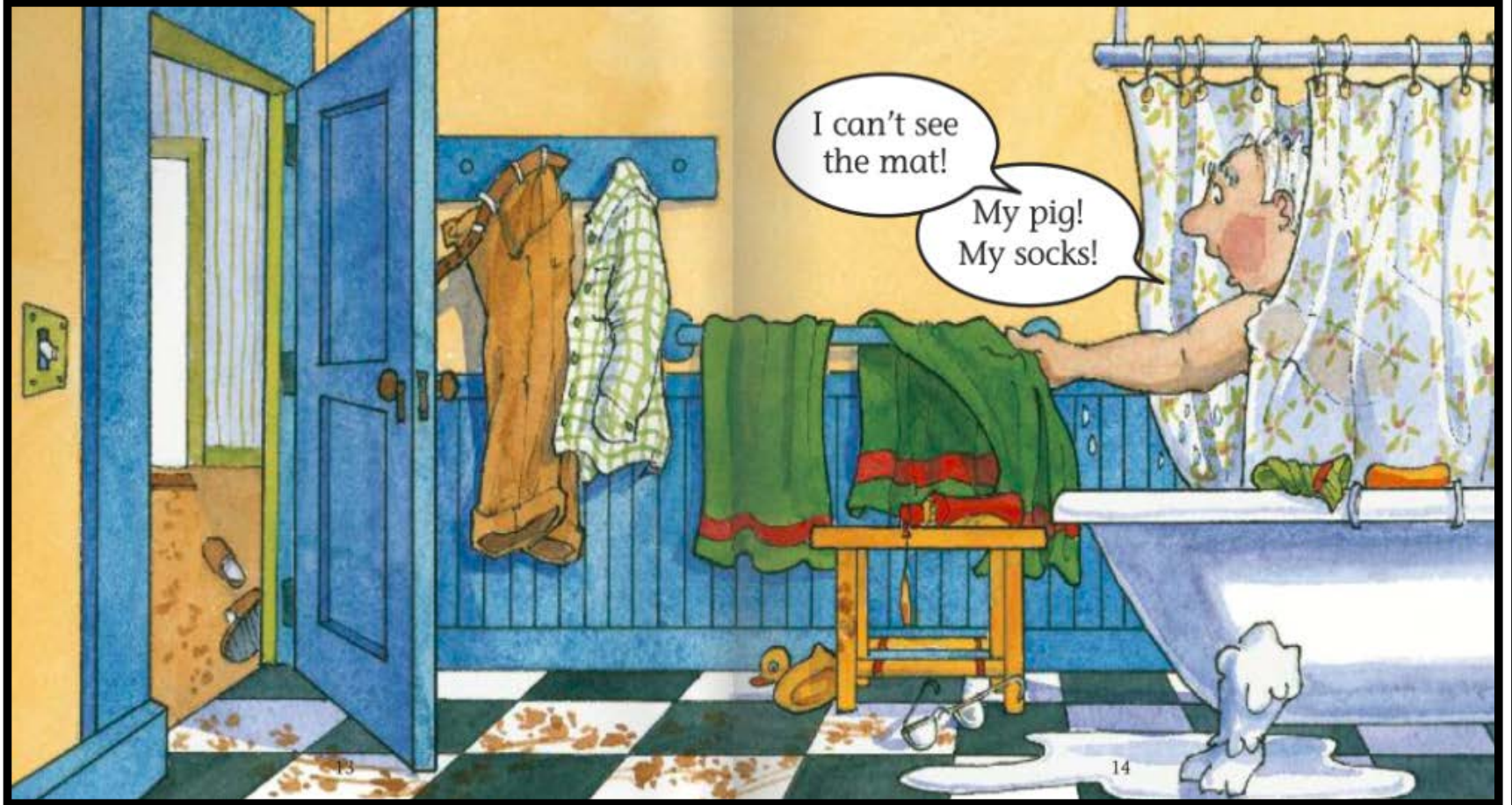
Dan is not mad.

It is OK, Dot.
I am not
mad.

Phonics Skills in "Dot Likes to Dig"

Target Letter-Sound Correspondence
Short /i/ sound spelled *i*

Previously Introduced Letter-Sound Correspondences:
Consonant /s/ sound spelled *s*
Consonant /m/ sound spelled *m*
Short /a/ sound spelled *a*
Consonant /k/ sound spelled *c*
Consonant /n/ sound spelled *n*
Consonant /k/ sound spelled *k, ck*
Consonant /z/ sound spelled *s*
Consonant /t/ sound spelled *t*
Consonant /p/ sound spelled *p*
Short /o/ sound spelled *o*
Consonant /g/ sound spelled *g*
Consonant /d/ sound spelled *d*

Prerequisite Skills are foundational phonics skills that have been previously introduced.

Target Letter-Sound Correspondence is the letter-sound correspondence introduced in the story.

High-Frequency Puzzle Words are high-frequency irregular words.

Decodable Words are words that can be decoded solely on the basis of the letter-sound correspondences or phonetic elements that have been introduced.

High-Frequency Puzzle Words	
her	see
like	she
likes	the
my	to
oh	yes

Bold indicates new high-frequency word.

Decodable Words	
am	naps
and	not
can't	OK
Dan	on
dig	pig
Dot	pigs
I	sits
is	socks
it	tap
mad	tip
man	top
mat	

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Supercharged Readers

Supercharged Readers from Voyager Sopris is a set of decodable chapter books. These books are appropriate Tier 1 for students in grades 1 and grade 2.

https://www.voyagersopris.com/product/supercharged-readers

Decodable Text

STRENGTHS

- Students can sound out every word.
- Text provides opportunity for students to apply their phonics and leads to decoding automaticity.
- Builds good habits.
- **NO GUESSING!**
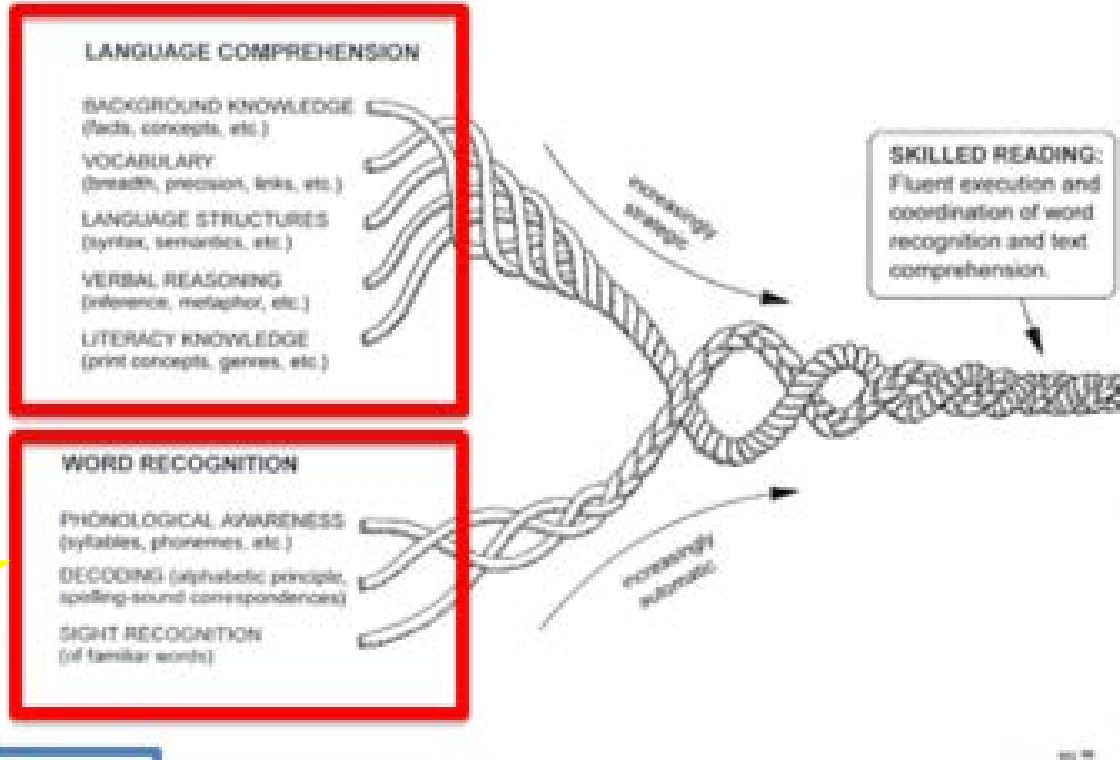- **NO PICTURE CLUES!**
- **NO MEMORIZATION!**

WEAKNESSES

- Interest
- Engagement
- Story
- Vocabulary

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

increasingly strategic

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly automatic

Decodable Text

Code-based skills

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

The Reading Rope

State Support Team 3

Let's Look at Predictable Text

This is an orange.

This is a banana.
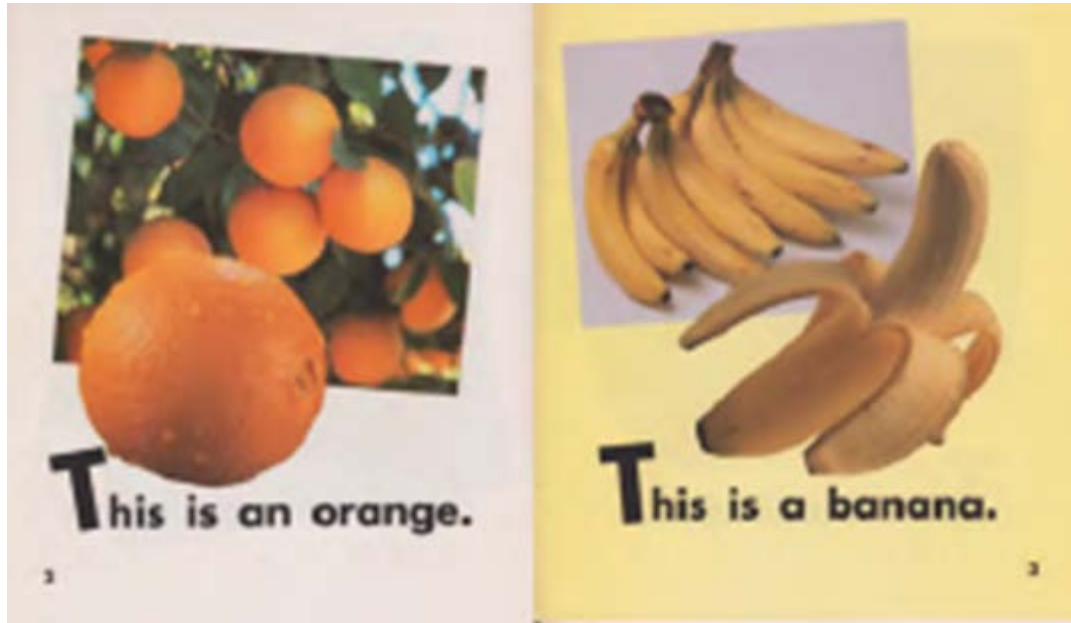
Source: Food To Eat, Houghton Mifflin

Predictable or Patterned Text:

• Repetitive or cumulative text patterns

• Matching text to illustrations

State Support Team 3

Level AA Text: Animals Nap

A dog naps.   3

A bat naps.

A horse naps.   5

A lizard naps.   7

A giraffe naps.   9

Source: Reading A-Z

State Support Team 3

Predictable Text

STRENGTHS

1. More authentic language patterns for young readers.
2. Constructed around the repetition of language.
3. Supported with beautiful pictures or illustrations.
4. Allow for a level of early success unmatched in other text.
5. Enjoyable and Engaging!

WEAKNESSES

1. Design too supportive, allowing children to memorize the words or to figure them out from the pictures in place of, rather than in support of, decoding from print.
2. Not suited for beginning reading instruction where the goal is reading words accurately.

State Support Team 3

Let's Look at Leveled Text

Premise of Leveled Readers

- Have some characteristics of predictable text.
- Students learn to read through exposure to repeated words
- When students don't know a word, they are prompted to look at the picture to "read" the word.
- All reading needs to be "content" driven (sometimes referred to as "authentic").

Characteristics of Leveled Readers

In lower leveled books for emergent, beginning, or struggling reader:

- Words are familiar to student
- Pictures support the words
- Words are repeated
- A significant portion of the words are high frequency words.

State Support Team 3

How Are Books Leveled?

Books are leveled based on the following criteria:

- Length of words
- Number of different words
- Size and font and layout
- Difficulty of vocabulary and content
- Predictability of words
- Complexity of language and syntax

Levelled Books **DO NOT** have specified phonics patterns based on a scope and sequence from easiest to hardest.
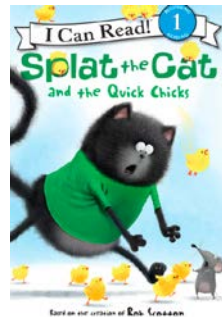
BOOK LIST
Guided Reading Level F Book List
GRADES K-2

Level A Text: Little Chimp Big Chimp
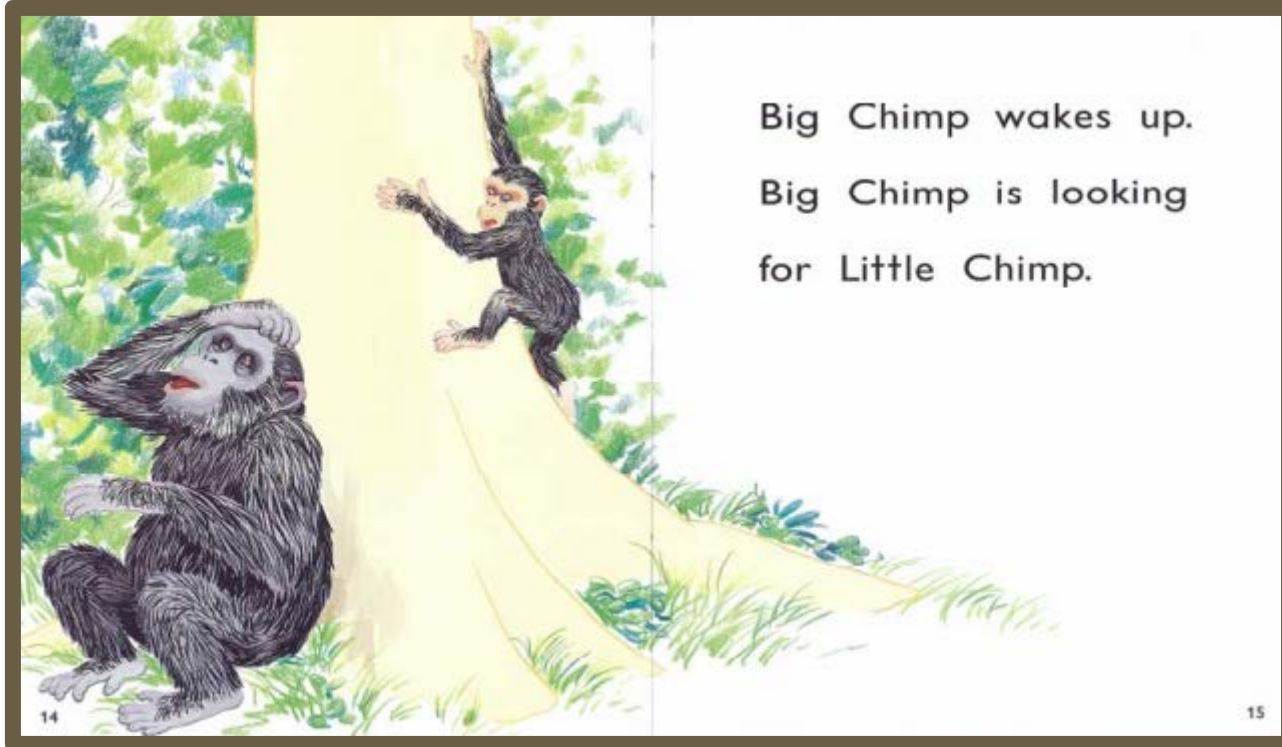
Big Chimp wakes up.
Big Chimp is looking
for Little Chimp.

Rigby PM Stars Individual Student Edition Red level (3-5)

Characteristics of Texts at Earliest Levels

- Simple factual texts
- Picture books
- Text and concepts highly supported by pictures
- One line of text on each page
- Familiar, easy content
- Repeating language patterns (3-6 words per page)
- Short, predictable sentences
- Almost all vocabulary familiar to children – strongly high-frequency word based

I have red peppers.

I have yellow squash.

An Example of a Slightly More Advanced Level

Pig said, "Fix it, Fox.."

Fox put the pot in the box.

2

Mouse said, "Fix it, Fox."
Fox put the pan in the box.

3

Cat said, "Fix it, Fox."
Fox put the pen in the box.

4

As Levels Advance Characteristics Change

- Familiar content that expands beyond home, neighborhood, and school
- Some longer stretches of dialogue
- Some longer sentences – more than ten words – with prepositional phrases, adjectives, and dialogue
- More details in the illustrations
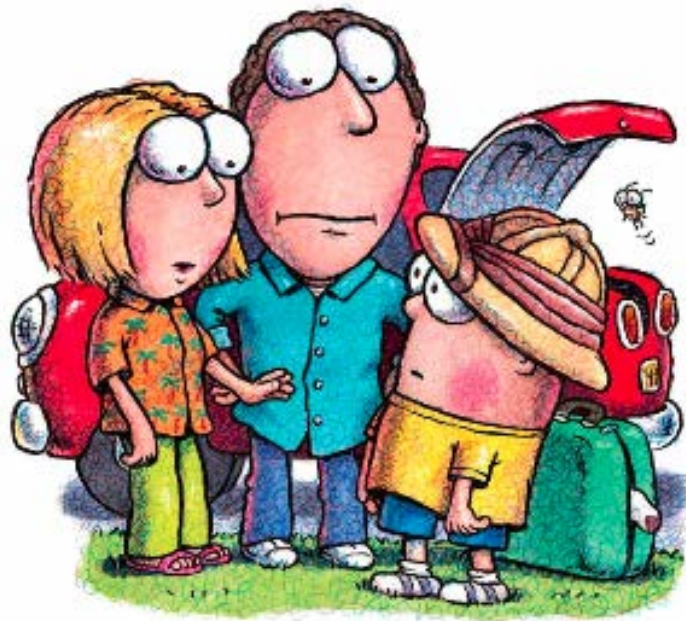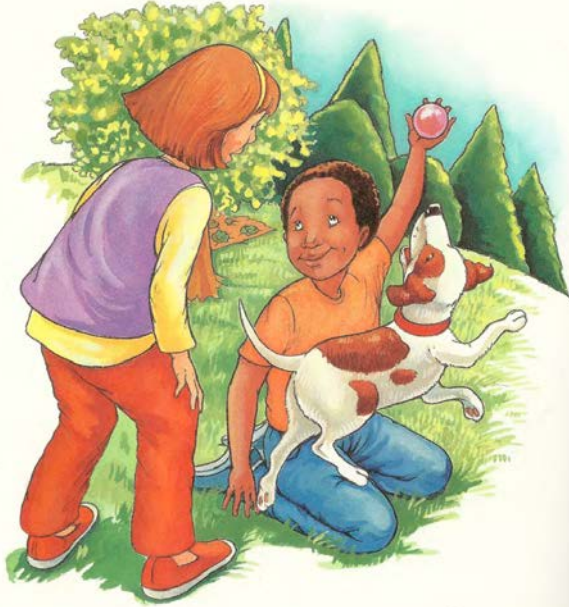- Most texts three to eight lines of text per page
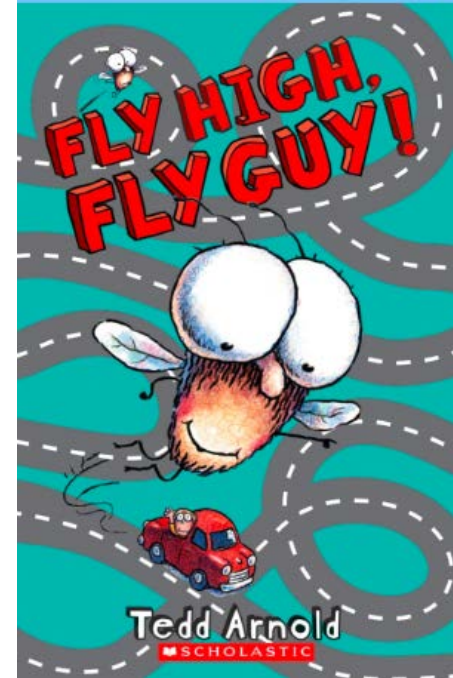
Chapter 1

One day Buzz said,
"It's time to take
a road trip."

Fly Guy wanted to go, too.
"He's too little," said Mom.
"He might get lost."

Higher Levels = More Complex Spelling Patterns

"Please help me find my cat, Puff."

4

"We will help," said Burt.
"True Blue can hunt for clues.
True Blue can find Puff."

5

"That is Puff's tag," said Mary Sue.

"Good dog," said Burt. "I told you
True Blue could hunt for clues."

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Leveled Text

STRENGTH

- Leveled texts are texts that are made for the student to interact with for a "real life" purpose.
- The earliest leveled books include pictures that are highly supportive of the meaning of the story.
- Leveled texts are created using natural speech patterns that can lift the level of oral language for students.

WEAKNESS

- Leveled Books **DO NOT** have specified phonics patterns based on a scope and sequence.
- Texts do not consistently increase word level demands as levels increase.
- New words and phonics patterns are used at too fast a pace for beginning readers.