


EachChildOurFuture

Decodable Texts in Phonics

Connected Texts to Build Automaticity



Building Bridges for Educators: The Heart of the Matter August 2022

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Today's Objectives

- **Connect** the use of **decodable texts** to the development of **automaticity with word recognition**.
- **Learn** how decodable texts fit as a component of explicit and systematic phonics instruction.
- **Recognize** the role of both decodable texts and grade level rich texts in comprehensive literacy instruction.

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Why Use Decodable Texts?

Connect the use of **decodable texts** to the development of **automaticity with word recognition**.

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What is a Decodable Text?

- Highly controlled vocabulary
- High frequency words that have been taught
- Focus on a new phonics pattern
- May have some words with phonics patterns previously taught
- Scope and sequence of spelling patterns





ss


Did not a cob. The cob had no gas. Did not read.
 Can the cob get? No, no not
 can't see. The cob has no gas. The gas has no. Did not
 get gas in the gas cop. The cob has gas now. Can the cob
 get? Yes, yes.

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Benefits of Connected Decodable Texts


-  Increase Accuracy of Reading
-  Build Comprehension
-  Provide Practice Opportunities
-  Lead to Fluent and Automatic Reading




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Goal: Fluent & Automatic Reading for Comprehension


Print Concepts




Phonological Awareness





Phonics and Word Recognition



Word Knowledge









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Fluency is the Link


Decoding / Word Recognition




Fluency



Comprehension



Hasbrouck and Hougen, 2020 in Fundamentals of Literacy Instruction and Assessment Prek – 6.



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When To Use Decodable Texts

Decodable texts are appropriate at **certain times**, for direct practice of **isolated phonics skills** in connected texts.

- **Phonics Instruction (Word Recognition)**
- Based on Ehri’s Phases of Word Recognition – **Prealphabetic, Later Alphabetic**

The Simple View of Reading

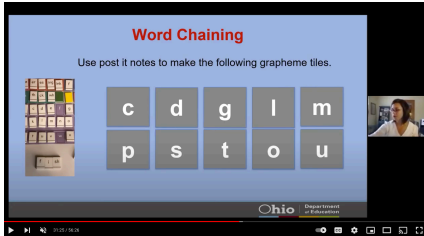
| | | | | |
|--|---|--|---|-----------------------|
| Word Recognition <small>The ability to translate printed letters into spoken language</small> | × | Language Comprehension <small>The ability to understand spoken language</small> | = | Reading Comprehension |
|--|---|--|---|-----------------------|



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Resources to Watch and Share – Decoding and Word Recognition

[The Strands of Word Recognition](#)
(Carolyn Turner)



<https://www.youtube.com/watch?v=09VidCuslo&t=1881s>

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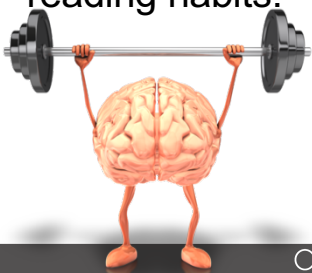
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“We are what we repeatedly do. Excellence is not an act but a habit.”
-Aristotle

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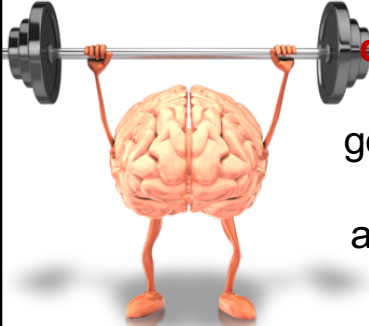
The texts we choose play a major role in training the brain and developing reading habits.



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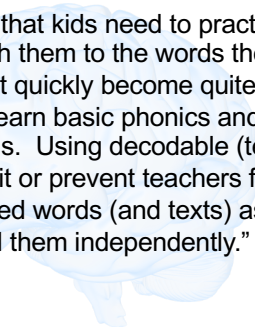
When we use **decodable texts**, we train the brain in the good habit of using our knowledge of letters and sounds to decode words resulting in accurate reading.



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“It’s just common sense that kids need to practice the transfer of what we teach them to the words they are reading in a text. Decodable text quickly become quite meaningful and less stilted as kids learn basic phonics and some high frequency irregular words. Using decodable (text) for practice does not prohibit or prevent teachers from exposing kids to lots of other printed words (and texts) as long as kids are not expected to read them independently.”
 - Louisa Moats



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“Decodability is a critical characteristic of early reading text...it increases the likelihood that students will use a decoding strategy and results in immediate benefits, particularly in regard to accuracy.”
 - Cheatham & Allor, 2012



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Practice Makes Automatic

Think about learning a new skill... What is the level of the practice?



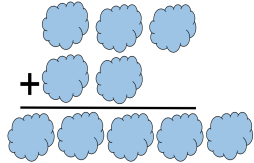
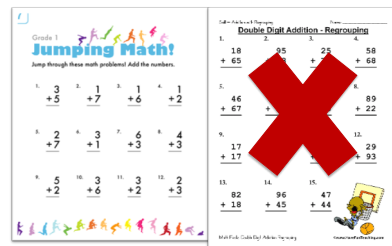

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Practice Makes Automatic

I teach single digit addition... I practice...

$3 + 2 = 5$

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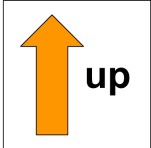
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Practice Makes Automatic

I teach


Short u

| | |
|-----|------|
| cut | plug |
| cub | club |
| but | rut |
| run | fun |
| lug | slug |
| mud | spud |




I practice

5 Gus the Duck



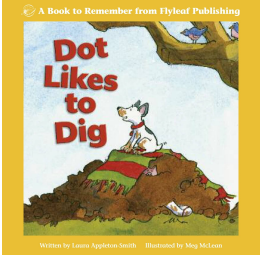
Gus runs in the mud.




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So Why Use Decodable Texts?

- Aligned with the scope and sequence of the phonics instruction.
- Connected to the content being taught.
- Only contain patterns and HFW that have been taught.
- Allows for explicit teaching and then practice of the skill.





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So Why Use Decodable Texts?

I teach..

Short u

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| ub | ud | ug | um | un | ut | cup |
| cub | bud | bug | bum | bun | but | pup |
| hub | cud | dug | gum | fun | cut | bus |
| nub | dud | hug | hum | gun | gut | |
| rub | mud | jug | sum | nun | hut | |
| sub | | lug | | pun | jut | |
| tub | | mug | | run | nut | |
| | | pug | | sun | rut | |
| | | tug | | | | |

I practice...





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Resources to Watch and Share – Decoding and Word Recognition

Spelfabet

Why Use Decodable Texts Over Predictable Texts?



<https://www.youtube.com/watch?v=livrP3r7ibk&t=9s>

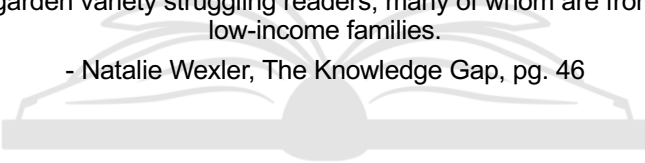


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Helpful for All, Harmful for None

If all children were taught phonics this way, as many as 95% would become proficient decoders. This includes many children who are diagnosed as dyslexic, along with many garden variety struggling readers, many of whom are from low-income families.

- Natalie Wexler, *The Knowledge Gap*, pg. 46



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How To Use Decodable Texts

Learn how decodable texts fit as a component of explicit and systematic phonics instruction.

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Explicit, Systematic Phonics Instruction

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

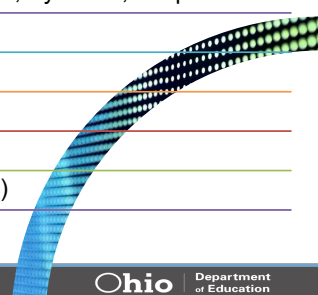
Linda Farrell, Plain Talk 2019

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Phonics Interventions – Must Haves

- Scope and Sequence
- Teaches: Letters & Sounds, Graphemes, Syllables, morphemes
- Connects to word meanings
- Uses connected decodable text
- Dictation
- Blending Drills
- Explicit Instruction (I do, we do, you do)
- Practice to mastery and fluency



Blevins, A Fresh Look at Phonics

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Example of Systematic & Explicit Instruction

Focus on sound-spellings

Blend and read words with sound-spelling pattern

| | | |
|-------------------------|----------------------------|--|
| stick | truck | black |
| tuck in bed stock up | her black and red socks | The black truck sped on the track. |

Read decodable text with sound-spelling pattern

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Resources to Watch and Share – Decoding and Word Recognition

ODE RIMP Code Videos

[Explicit Intervention in Decoding](#)

Explicit Intervention in Decoding

- Intervention focus for phonics uses data from an informal phonics decoding survey to determine the highest level of decoding skills mastered and teach the next skills in the progression.
- Use of connected text (decodable readers) is critical to developing phonics skills

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4 The gull adds fluff.

5 The gull has eggs.

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6 The gull sits still.

7 The gulls fuss.

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One Process to Use Decodable Texts

1. Guide students to highlight the targeted pattern words in the text.
2. Have students read only the highlighted words so that they practice the words in isolation before reading whole sentences.
3. Have students read the whole passage using their highlighted copy.
4. Give students a clean copy of the text (with no highlighting) and have them read the whole passage.

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Ways to Read Decodable Texts



- Echo Reading
- Choral Reading
- Read Aloud (one on one or small group)
- Whisper Reading
- AVOID Round Robin Reading

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Read Like and Artist



- Use a paint brush to track.
- Build prosody, rate, and expression

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Decodable Texts as a Component of Reading Instruction

Recognize the role of both decodable texts and grade level rich texts in comprehensive literacy instruction.

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Multiple Text Approach

Decodable Text Sources




Decodable:

- Matches Phonics Sequence
- Transfer skills to text, to build fluency, confidence, and automaticity



Grade Level:

- Exposure to complex text with support.
- Teacher scaffolding to give students access to text.



Read Alouds:

- Dive into concepts beyond students' reading levels
- Complex vocabulary and language structure
- Build listening comprehension

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The Simple View of Reading

The Simple View of Reading

Word Recognition
The ability to transform print into spoken language

X

Language Comprehension
The ability to understand spoken language


=

Reading Comprehension

Decodable Texts

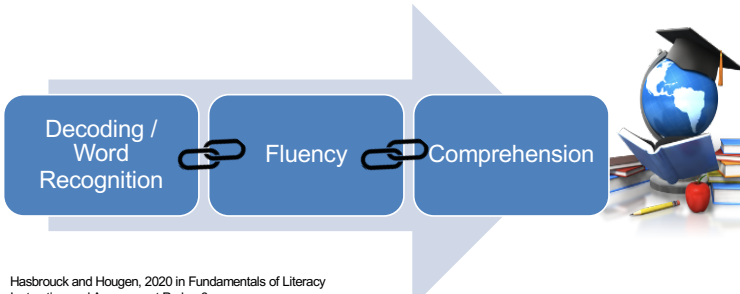
Grade Level Texts & Read Alouds

Grade Level Rich Texts Across Content Areas




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Fluency is the Link




Hasbrouck and Hougen, 2020 in Fundamentals of Literacy Instruction and Assessment Prek – 6.



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Most of the time, the lowest rungs on a ladder are the best ones for learning to climb. I always hate to ask a child to jump to the top rungs without them.

- Marianne Wolf, Reader Come Home, Quoting a Veteran Teacher



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Questions or Comments?

Email Michelle Elia
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community with us!**
#MyOhioClassroom



Celebrate educators!
#OhioLovesTeachers

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