Decodable and Leveled Readers: Matching Text Types to Student Needs

Literacy Academy
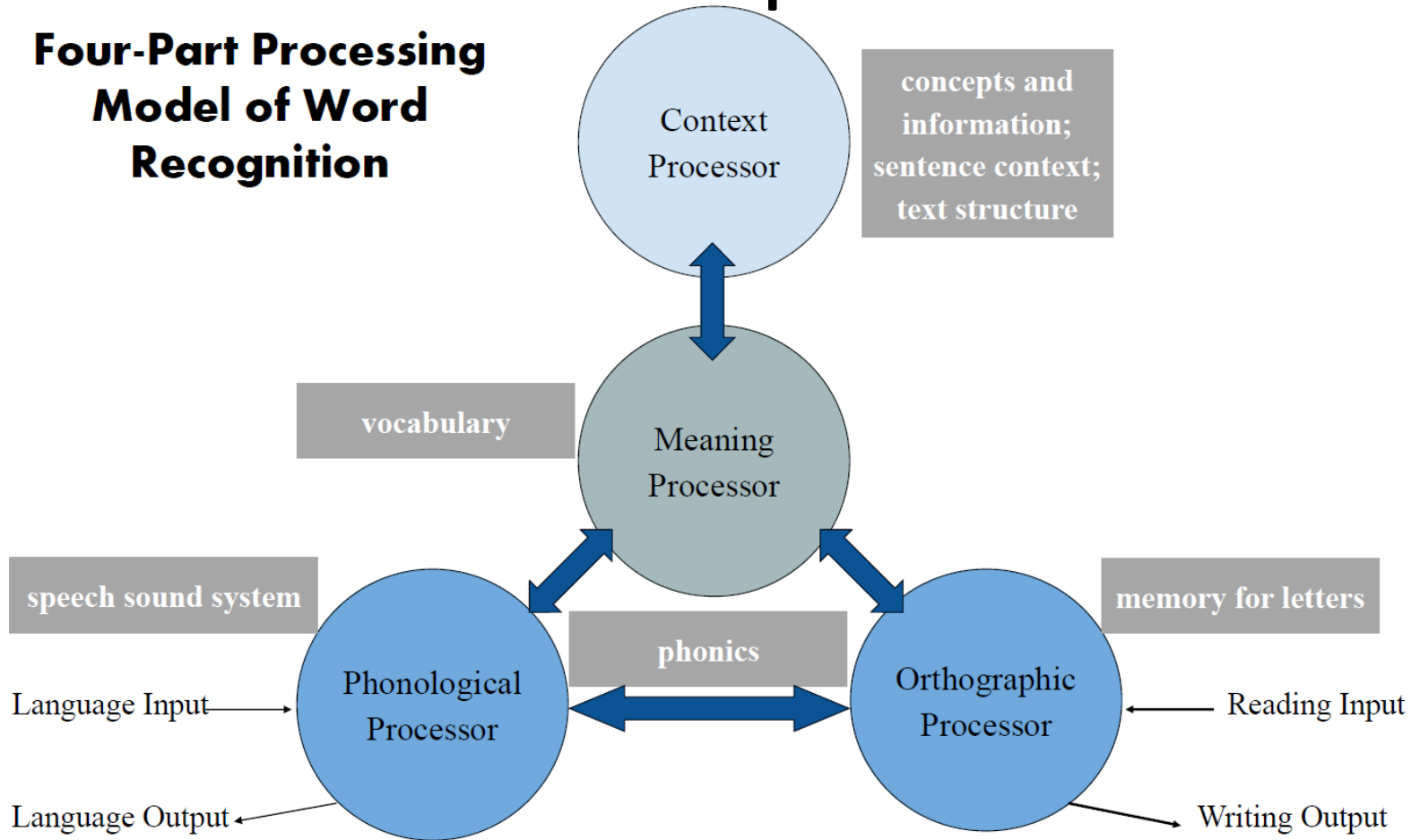
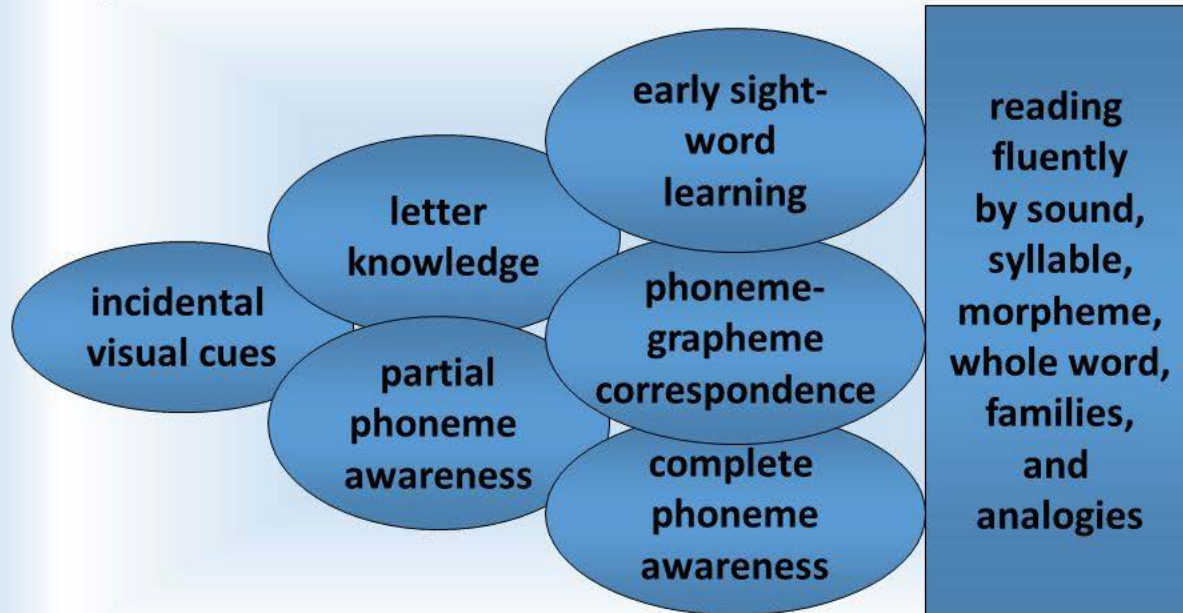March 18, 2019

Objectives

- Review the research behind how students learn to read

- Learn the difference between 3 different text types for beginning readers

- Match text types to readers based on their stage of development

- Learn a routine for using decodable text

Example

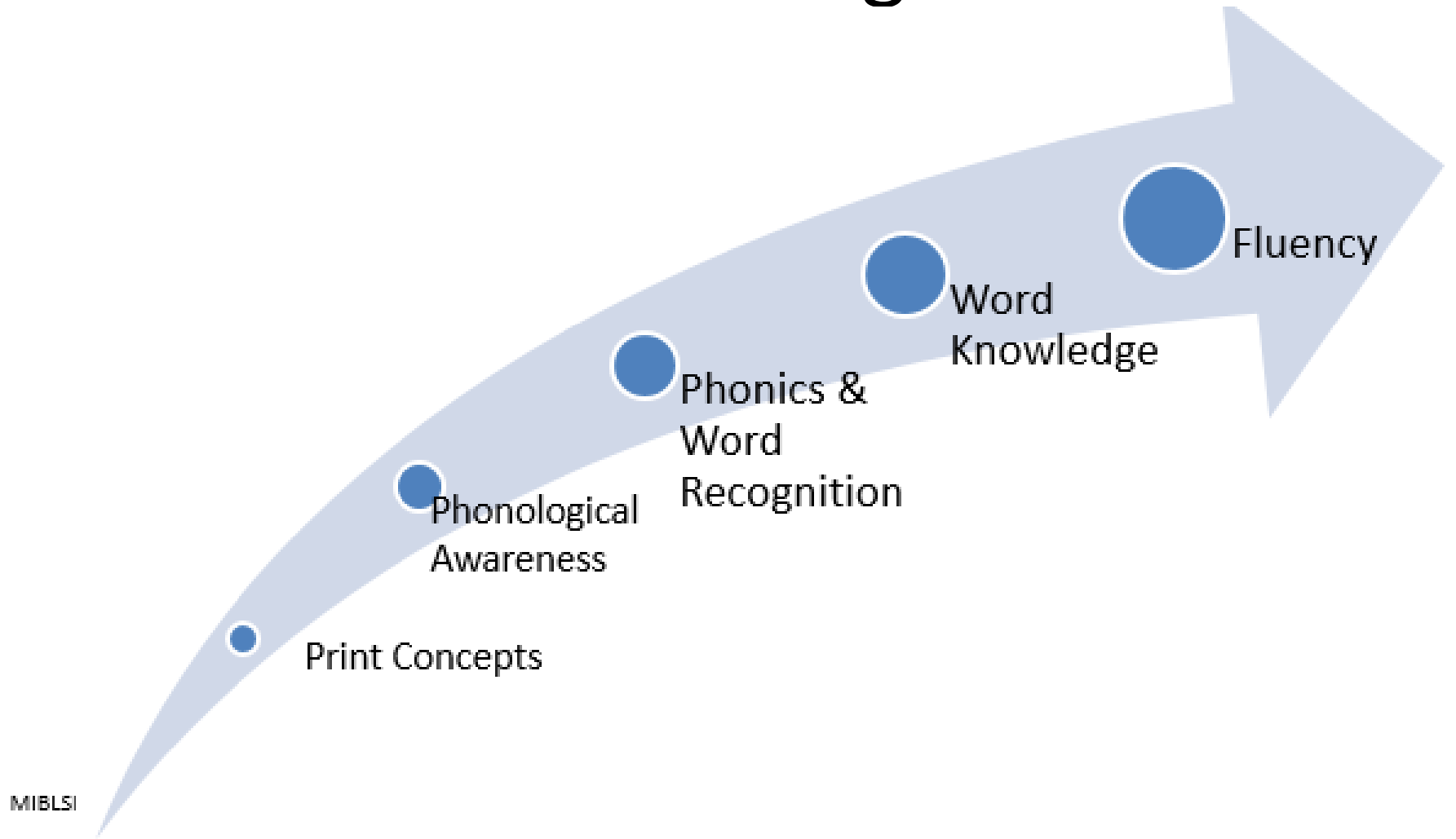## Four-Part Processing Model of Word Recognition

Ehri's Phases of Word-Reading Development

early sight-word learning

letter knowledge

incidental visual cues

phoneme-grapheme correspondence

partial phoneme awareness

complete phoneme awareness

reading fluently by sound, syllable, morpheme, whole word, families, and analogies

Prealphabetic ⟶ Early Alphabetic ⟶ Later Alphabetic ⟶ Consolidated Alphabetic

Decoding

Print Concepts

Phonological Awareness

Phonics & Word Recognition

Word Knowledge

Fluency

MIBLSI

Progression of skills needed for fluency

Types of Text for Early Readers

- Leveled Text

- Predictable Text

- Decodable Text

Leveled Text

The level of text is determined by

- Difficulty of vocabulary
- Difficulty of concepts
- Number of different words
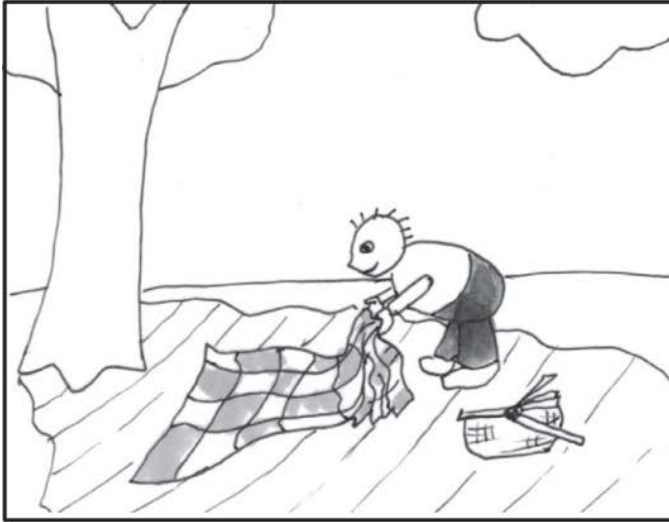- Size and type of font

Leveled Text Continued

The belief system behind leveled texts is that students learn by repeated exposures to words and that students should be able to figure out words using context and pictures.
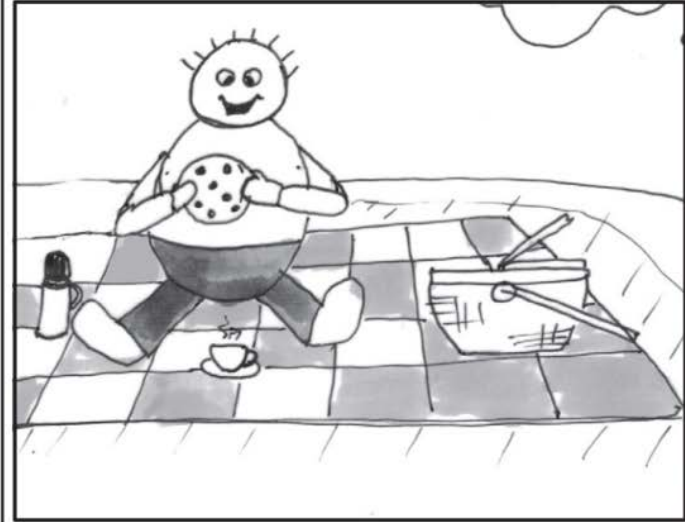
Students often appear to be reading because they memorize the text.

Often there is not carry over to new texts.
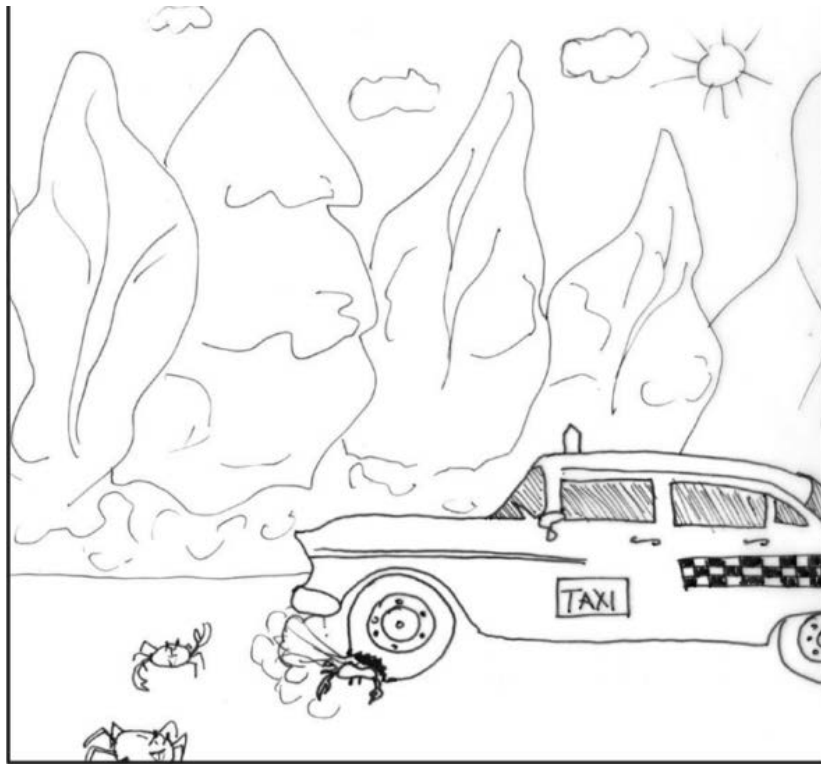
Ben has
a mat.

Ben sat on
his mat.

The crabs walk to the sea.

There are crabs on the grass.

There are crabs in the street.

They have hard shells.

They can pop tires.

Visual Memory Hypothesis

- Basis for Whole Word Approach

Typical Classroom Practices
➢ Leveled text
➢ Repeated Readings
➢ Flash cards
➢ Shape outlines
➢ Writing spelling words 10x
➢ Rote repetition

Predictable Text

- Shares many of the characteristics of leveled text.

- These texts can be highly engaging

- Often first books "read" by early readers

Predictable Text Example

This is the house that Jack built.
This is the cheese that lay in the house that Jack built.
This is the rat that ate the cheese
That lay in the house that Jack built.
This is the cat that chased the rat
That ate the cheese that lay in the house that Jack built.

This is the dog that worried the cat
That chased the rat that ate the cheese
That lay in the house that Jack built.
This is the cow with the crumpled horn
That tossed the dog that worried the cat
That chased the rat that ate the cheese
That lay in the house that Jack built.

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

Sequence of Text

- Words (real and pseudo)

- Phrases

- Sentences

- Story

Decodable Text Example

<u>No Gas</u>

Dad had a cab. The cab had no gas. Dad was mad.
Can the cab go?   No, no, no!

Jan is sad. Jan can go find gas. The gas has tax.   Dad will
get gas in the gas cap. The cab has gas now. Can the cab
go?   Yes, yes, yes!

Decodable Text

- Code-based
- Includes letter and sound combinations that students have been explicitly taught
- Follows a scope and sequence
- Provides the opportunity for accuracy and fluency
- Provides more opportunities for success
- Teacher prompts student to tap the sounds and map the sounds to the spelling pattern

- "The cat sat on a lap."

Leveled Readers

- Meaning-based
- Includes some patterns that students have been taught and some that have not been explicitly taught
- Provides fluency practice for students who are accurate decoders
- Prompting tends to promote memorizing whole words and guessing strategies

- "I like to play at home."

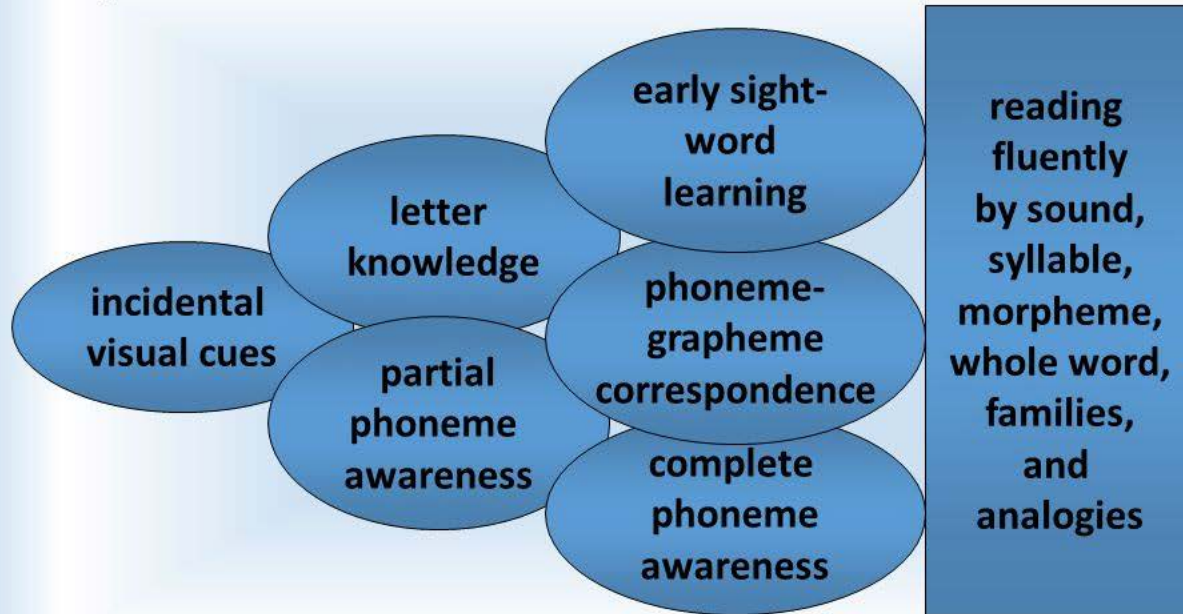# Beginning First Grade Reading

Leveled Reader

It was time to take the books back to the library. "We had ten books, " said the teacher. "But now we have nine! We must find the lost book."

Controlled Reader

Chuck the duck is sick. He has a chill and a bad neck. His back is bad and he can not quack. Zack and Mom get Chuck in to see the vet.

Ehri's Phases of Word-Reading Development

Prealphabetic → Early Alphabetic → Later Alphabetic → Consolidated Alphabetic

Ovals contain: incidental visual cues; letter knowledge; early sight-word learning; partial phoneme awareness; phoneme-grapheme correspondence; complete phoneme awareness; reading fluently by sound, syllable, morpheme, whole word, families, and analogies

Routines

Day 1
- Highlight words with focus pattern
- Read highlighted words
- Read text chorally

Day 2
- Read text with highlighted words
- Read a clean copy of the text

Day 3
- With a new passage, highlight words with the focus pattern
- Read the whole passage

Day 4
- Read the same passage as Day 3 but with a clean copy

Day 5
- Read a new passage without highlighting

Transfer to Text Process:

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.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Passage 1		Passage 2		Passage 3
1. Highlight Skill Words	X		X		
2. Read Highlighted Words	X				
3. Read Passage with Highlighted Words	X	X	X		
4. Read Clean Copy of Passage		X		X	X

Read & Rereading Routines
Vary approaches to text reading

Several readings of the same text, using different text-reading procedures, help consolidate word recognition and support comprehension.

Partner reading – Explicitly teach how to:

- Decide who reads first
- What the partner does while other reads

  (e.g. put a dot under each word that is read)
- How to correct when an error is made
- What to do if partners finish before the rest of the class

When students have read the text two or more times, pair students, assign them roles of "reader" and "coach," and ask the reader to retell the story to the coach. Then, reverse the roles so that each student has an opportunity to retell.

Consolidating Skills

- Have students write about the story using words with phonics pattern

- Ask comprehension questions about the story- identify the story grammar elements

- Have students reread previously read text.

Instruction should focus on reading words, not learning words

If a child memorizes ten words, the child can only read ten words, but if the child learns ten sounds the child will be able to read 350 three sound words, 4,320 four sound words and 21,650 five sound words.

Resources

- West Virginia Phonics
- Bob Books
- Power Readers and SuperCharged Readers
- Reading A-Z (make sure to access the decodable readers)
- Core Reading programs have some decodable text but the key is knowing which texts are decodable and which are leveled.