

STUDENT
ACHIEVEMENT
PARTNERS

Module 5 Handout:

Early Reading

Decodable Text vs. Leveled Readers

What are the differences between decodable texts and leveled readers?

Decodable Text

Pat and Ted had lunch with Meg's tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim's milk is on Tom.



Leveled Reader

Things move
in many ways.



The top goes
around and
around.



The yo-yo
goes up and
down.



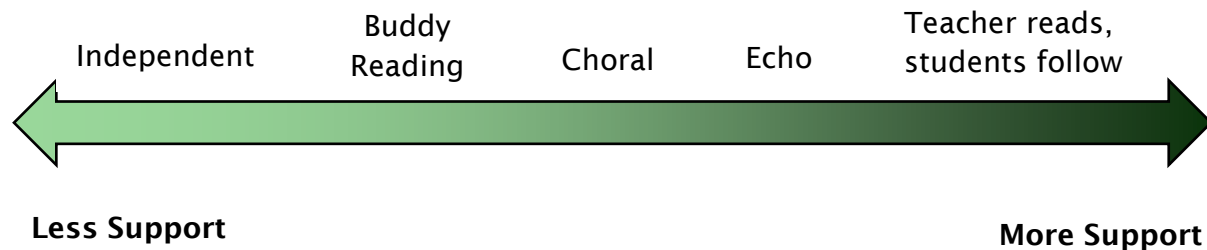
The people
go in and out.



Decodables Protocol

*Decodable Readers offer a wealth of learning opportunities for students. The protocol below demonstrates the varied ways in which these texts can be used in the classroom. A sample has been provided. **Note:** More than one read can happen in a given lesson.*

Note: Adjust this protocol by closely monitoring student progress and varying the level of teacher support as needed.

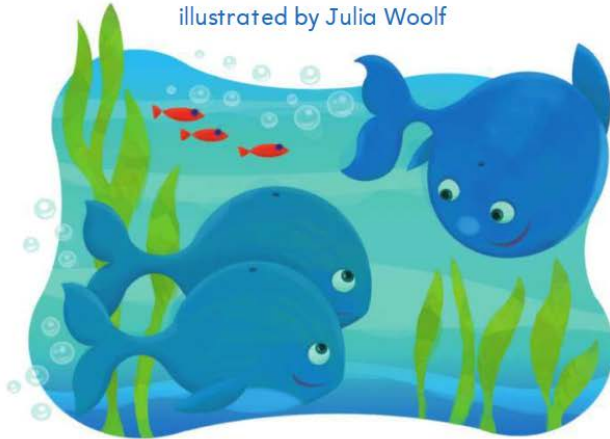


Read #	Format	Notes	Instructional Purpose
1st Read	Echo or Choral	Lead echo/choral reading. <i>Note: Which students are struggling? Which words present hesitations?</i> Follow with basic comprehension questions.	Students can hear a fluent read. Teacher can note specific needs for decoding (student or whole group). Reinforces that reading is for making meaning.
2nd Read	Students read independently or with a buddy	Allow time for independent or buddy reading (1 student reads, 1 follows along, and then switch). Monitor for decoding challenges. Follow with more time for comprehension questions. Cold call, varying who is called on.	Allows students to all work independently. Teacher can monitor individual needs. Gives time to assess any and all comprehension needs. It is important that all students are fully comprehending before moving on.
3rd read	Echo or Choral	Lead echo/choral reading <i>Note: Which students are struggling? Which words still present hesitations?</i>	Echo read if more support is needed. This time allows students to hear a fluent model and the teacher to monitor accurate decoding and automaticity. <i>Note: Do not expect student reading to sound as fluent as the teacher model. Fluency should be prioritized in late first grade and all of second grade as decoding with automaticity is solid.</i>

4th read	Students read independently or with a buddy	Review whole group challenges with sight words or sound and spelling patterns from student reading time. Monitor for decoding challenges during independent/buddy reading.	Reading work is on the students. Teacher can listen to each pair and note any challenges (what and where). Patterns (sight words, sound and spelling patterns, etc.) should be noted and shared whole group. <i>Note: Buddy reading can also be a center activity.</i>
Later reads	Foundational Skills Games and Activities	Text-based games and tasks that reinforce phonics patterns and support student fun with language.	See sample below.

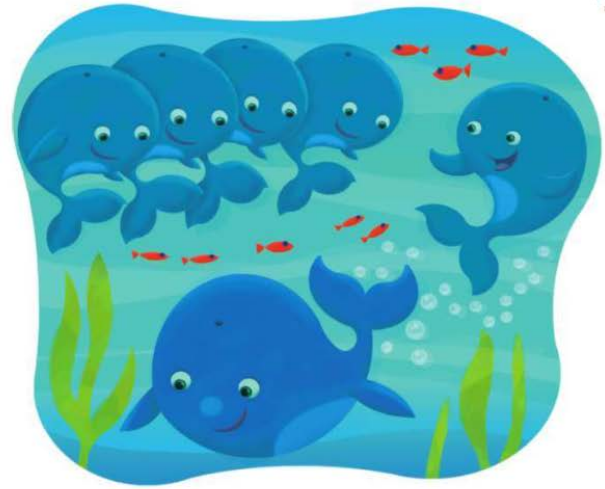
Dave and the Whales

by Andrew Hathaway
illustrated by Julia Woolf



Dave is a whale. Dave is fast.
"Let's play," Dave yelled. "Chase me! Chase, chase, chase me!"

81



Dave's pals watch. Not one whale is as fast as Dave is. Dave did not get his pals to chase him. "Why chase Dave?" asked Jake. "We can't catch him."

82



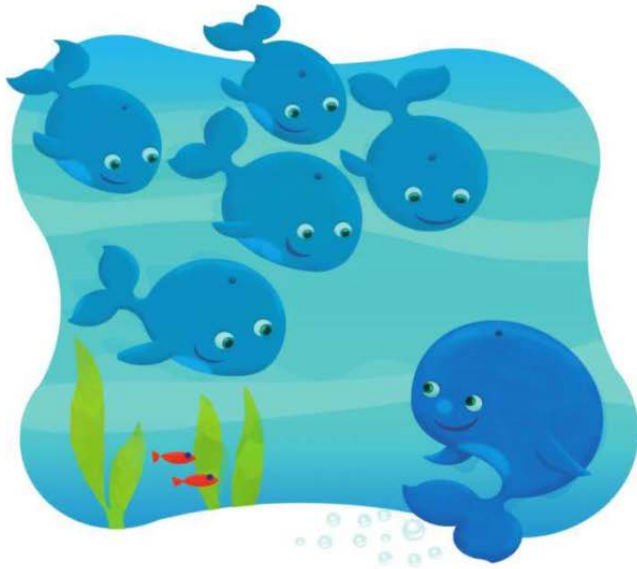
Dave made waves as big as hills.
"Let's make waves!" yelled Dave. "Why?" asked Lane. "We can't make waves as big as Dave's." Dave did not get his pals to make waves.

83



Dave is sad. His pals will not play with him.
"I get it," said Dave. "I am fast and can make big waves. But, I can't sing!"

84



"Let's sing!" yelled Dave.
Two whales came. Three whales
came. Then four and five whales
came.

85



"Sing, whales!" yelled Dave. "Let's
make a tape. Let's name it Dave
and the Whales! It will be a big
hit!"

86

Source: Journeys, Houghton Mifflin Harcourt

Decodables – Content Specific Protocol Questions and Tasks

Grade: Early 1st Grade Sample

Text: Dave and the Whales	
Comprehension Questions (sample)	
Comprehension questions should be used for the 1 st or 2 nd reads. Allow time for students to return to the text to answer questions.	
Question	Instructional purpose
<ul style="list-style-type: none">• Reread page 82. When the story says, “We can’t catch him” who is “him”?• The author says Dave’s waves were “as big as hills.” What do you think he meant? (<i>support students as needed</i>)• Why won’t the other whales chase Dave? What do they do instead?• How does Dave feel at the end of the story? How do you know?	<ul style="list-style-type: none">• Ask and answer questions about key details in a text.• Retell stories, including key details, and demonstrate understanding of their central message or lesson.• Describe characters, settings, and major events in a story, using key details.• Use illustrations and details in a story to describe its characters, setting, or events.• Syntax, sentence structure and/or pronoun use <p>Possible text dependent generic questions to include:</p> <p>What is the title of this [story/text/passage]?</p> <p>Who are the characters in this story? (fiction)</p> <p>What problem do they have? How do they solve it? (fiction)</p> <p>What is this text mostly about? (informational)</p>

Foundational Skills Games and Activities

Page	Question/Tasks	Instructional Purpose
81	<ul style="list-style-type: none"> If you change the first letter of Dave you can make a word that means to keep your money and not spend it. Say the word. What letter did you use? 	<ul style="list-style-type: none"> Riddle; phoneme substitution
82	<ul style="list-style-type: none"> Hi-five your partner if the word has an /ae/ sound in it: pals fast Dave catch chase 	<ul style="list-style-type: none"> Phoneme awareness/discrimination short and long a vowel sounds
83	<ul style="list-style-type: none"> Glue these sounds together and point to the word they make. /m/ /ae/ /d/ /l/ /ae/ /n/ /m/ /ae/ /k/ <p>We found the words made, Lane and make. What's the same about these words? Whisper to your partner.</p>	<ul style="list-style-type: none"> Blend phoneme and read using known sound-spelling patterns
84	<ul style="list-style-type: none"> We're going on a sound hunt! Are there more short a or long a sounds on this page? Go! 	<ul style="list-style-type: none"> Discrimination short and long a vowel sounds
85	<ul style="list-style-type: none"> How many number words can you find on this page? Go! 	<ul style="list-style-type: none"> High frequency words "two, three, four, five"
86	<ul style="list-style-type: none"> Can you find a word that rhymes with something sweet you eat with frosting on top? Hint: Some people blow candles out on top of this dessert. <p>Challenge: How many other words can you say that rhyme with 'make' and 'cake'?</p>	<ul style="list-style-type: none"> Rhyming with long a vowel sound