

Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.




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**DECODABLES
IN TIER 2 AND
TIER 3
INTERVENTION**



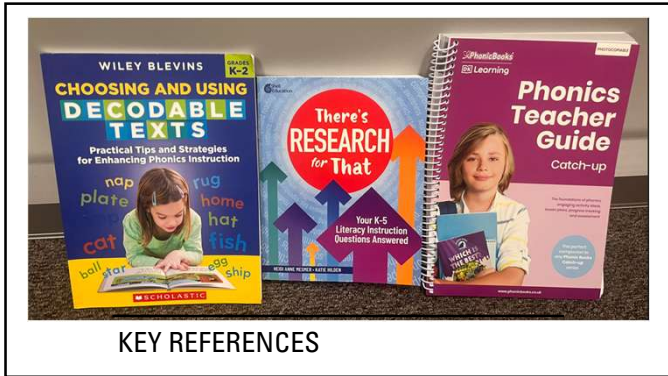
Alison Clarke
Speech Pathologist

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SESSION OUTLINE

- Defining decodable/accountable text
- Ways to use decodables:
 - Before reading
 - During reading
 - After reading
- Tour of Phonic Books suitable for ages 8 and up published since 2020.
- A few other publishers' less well-known decodables
- Hi-lo or transitional texts – Fox Kid, Barrington Stoke, High Noon, Rhino, Firecracker...
- Questions/discussion


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KEY REFERENCES

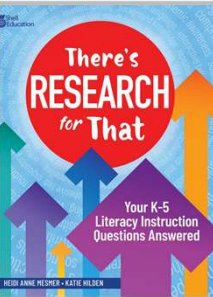
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WILEY BLEVINS P6



“A decodable text is a story or book that is controlled based on the phonics skills taught up to that point in the scope and sequence, with an emphasis on the new target skill for that instructional cycle (e.g. week of instruction). That is, **the majority of the words in a decodable text can be sounded out based on the sound-spelling relationships children have learned** – giving them loads of opportunities to apply those skills to real reading experiences”.

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HEIDI-ANNE MESMER & KATIE HILDEN P56

- “Instead of thinking about books as either decodable or not decodable, we believe that teachers should think about books on a continuum from highly decodable, with many words that the student knows or could decode, to least decodable, with very few, if any, words that the reader might be able to decode” (p56)
- “Within the context of interventions or one-on-one tutoring, decodable text is not highly influential... In a carefully specified intervention, explicit, systematic phonics instruction with a skilled teacher is more powerful than text.” BUT “Use highly decodable texts when students do not have a knowledgeable teacher by their side” (p60)

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WAYS TO USE: BEFORE READING

- Teach automatic recognition of relevant/target sound-spelling relationships
- Teach print tracking
- Teach relevant high-frequency words with harder spellings
- Teach independent blending
- Check/pre-teach any high-frequency words beyond current phonics knowledge
- DO NOT pre-read the book aloud to the student.
- Avoid books with lots of words beyond student's oral vocabulary
- If the student has a choice of which book/set to read, maybe that helps with motivation?
- Talk the book up! Say you'll be asking questions about it later.

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WAYS TO USE: DURING READING

- Aim = ACCURACY, using a sounding-out (not guessing!) strategy.
- Prompt, pause and praise self-correction, before offering correction.
- Provide missing sounds (not words), encourage flexing/pronunciation correction as relevant
- Reread at conversational rate for a very slow reader (under 90WPM). We speak at around ~150 WPM, and that's how fast our brains like to process language. 60WPM is too slow for comprehension/enjoyment, so reread with expression/discuss/elaborate.
- Take turns to read a sentence or page if it's a hard slog.
- Aim for 5 X specific praise/positive reinforcement for every correction.

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Hasbrouck & Tindal Oral Reading Fluency Data 2017

This table shows the oral reading fluency rates of students in grades 1 through 6, based on an extensive study by Jan Hasbrouck and Gerald Tindal that was completed in 2007. The results of their study are published in a technical report entitled, "An update to compiled ORF norms," which is available on these websites:

- **ERIC website:** eric.ed.gov/?id=ED54994
 - **IES website:** ies.ed.gov/ipeds/data/technical-reports
- This table can help you assess the oral reading fluency of your students relative to their peers. Students scoring 10 or more words below the 50th percentile using the average score of two sequential readings from grade-level materials need a fluency-building program. Teachers can also use the table to set long-term fluency goals for struggling readers.

- Related information:**
- **Essential Components of Reading:** readnaturally.com/components
 - **Correlation between Oral Reading Fluency and Overall Reading Achievement:** readnaturally.com/correlation
 - **Read Naturally Tools for Assessing Fluency:** readnaturally.com/assessment-tools
 - **Read Naturally Intervention Programs That Develop Fluency:** readnaturally.com/fluency-interventions

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90	97	116	127	2.0
	75	95	111	121	1.9
	50	79	85	91	1.6
	25	66	74	81	1.3
2	90	111	131	148	1.2
	75	84	109	124	1.3
	50	50	84	100	1.6
	25	36	59	72	1.1
3	90	134	161	166	1.0
	75	104	137	139	1.1
	50	83	97	112	0.9
	25	59	79	91	1.0
4	90	153	168	184	1.0
	75	125	143	160	1.1
	50	94	120	133	1.2
	25	75	95	106	0.9
5	90	179	183	195	0.5
	75	153	160	169	0.5
	50	121	133	146	0.8
	25	87	109	119	1.0
6	90	185	195	204	0.6
	75	159	166	173	0.4
	50	132	145	146	0.3
	25	102	116	122	0.3

*WCPM = Words Correct Per Minute **Average words per week growth



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WAYS TO USE: AFTER READING

- Check comprehension and any difficult vocabulary
- Timed reread of part or whole – get a PB
- Targeted word-level skills – Sound swaps, word ladders, reading and spelling activities
- Check for retention with a spelling quiz, or try sentence level dictation esp for homophones e.g.
 - The ship shop had a **sail sale**
 - The **male** fox ran with the **mail** bag.



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TOUR OF DECODABLES SUITABLE FOR AGES 8 AND UP PUBLISHED SINCE 2020



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- Book 1a: Tom and Matt (s, a, l, i, m)
- Book 1b: The Artist (s, a, l, i, m)
- Book 1c: Sam (s, a, l, i, m)
- Book 2a: The Top (p, h, a, p)
- Book 2b: The Top of the Top (p, h, a, p)
- Book 2c: The Top of the Top (p, h, a, p)
- Book 3a: The Mail (s, a, l, i, m)
- Book 3b: The Mail (s, a, l, i, m)
- Book 3c: The Mail (s, a, l, i, m)
- Book 4a: The Van (s, a, l, i, m)
- Book 4b: The Van (s, a, l, i, m)
- Book 4c: The Van (s, a, l, i, m)
- Book 5a: The Mail (s, a, l, i, m)
- Book 5b: The Mail (s, a, l, i, m)
- Book 5c: The Mail (s, a, l, i, m)
- Book 6a: A Day (s, a, l, i, m)
- Book 6b: A Day (s, a, l, i, m)
- Book 6c: A Day (s, a, l, i, m)
- Book 7a: The Mail (s, a, l, i, m)
- Book 7b: The Mail (s, a, l, i, m)
- Book 7c: The Mail (s, a, l, i, m)
- Book 8a: The Mail (s, a, l, i, m)
- Book 8b: The Mail (s, a, l, i, m)
- Book 8c: The Mail (s, a, l, i, m)

MOON DOGS EXTRAS SET 1

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Moon Dogs Extras Set 2

Moon Dogs Extras Set 2 Activities

Books 1a, 1b and 1c: CVC
 Books 2a, 2b and 2c: VCC, CVCC
 Books 3a, 3b and 3c: CCVC
 Books 4a, 4b and 4c: CCVCC
 Books 5a, 5b and 5c: ch
 Books 6a, 6b and 6c: sh
 Book 7a, 7b and 7c: th, ng
 Book 8a, 8b and 8c: ck, qu

MOON DOGS EXTRAS 2

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Same sequence as Magic Belt, That Dog



Mel on Mars

Mel on Mars Activities

Book 1: Dom Gets Lost (CVC, CVCC)
 Book 2: Mel Lands on Mars (CVCC)
 Book 3: Lost in the Dust (CVCC)
 Book 4: Hunted at the Dump (CCVC and -ed)
 Book 5: Trust Dr Kim (CCVCC)
 Book 6: Catch that Torch ('ch' and 'tch')
 Book 7: Will the Ship Crash? ('sh')
 Book 8: The Myth of the Earth Planet ('th')
 Book 9: The Quest for Quock Rocks ('ck' and 'qu')
 Book 10: The Winged Thing with Fangs ('ng')
 Book 11: The Whispering Wind ('wh' and -ing)
 Book 12: Out of the Rubble ('le')

MEL ON MARS

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Same sequence as Magic Belt, That Dog



Get Out of the Game

Get Out of the Game Activities

Book 1: Zap! (CVC, CVCC)
 Book 2: Bugs! (CVCC)
 Book 3: Bats in the Mist (CVCC)
 Book 4: Filled Up (CCVC and -ed)
 Book 5: Must Drink (CCVCC)
 Book 6: Giltch ('ch' and 'tch')
 Book 7: Crash and Bash ('sh')
 Book 8: Find the Path ('th')
 Book 9: Run Quick! Rats! ('ck' and 'qu')
 Book 10: Wings, Kings and Fangs ('ng')
 Book 11: What's Going On? ('wh' and -ing)
 Book 12: The Last Puzzle ('le')

GET OUT OF THE GAME

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Same sequence as Magic Belt, That Dog




Phonic Books The Fact Files 1 Phonic Books The Fact Files 1 Activities

THE FACT FILES

- Book 1: CVC, CVCC
- Book 2: CVCC
- Book 3: CVCC
- Book 4: CCVC and -ed
- Book 5: CCVCC
- Book 6: 'ch' and 'tch'
- Book 7: 'sh'
- Book 8: 'th'
- Book 9: 'ck' and 'qu'
- Book 10: 'ng'
- Book 11: 'wh' and -ing
- Book 12: 'le'

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Same sequence as Magic Belt, That Dog






Phonic Books The Fact Files 2 Phonic Books The Fact Files 2 Activities

THE FACT FILES 2

- Book 1: CVC, CVCC
- Book 2: CVCC
- Book 3: CVCC
- Book 4: CCVC and -ed
- Book 5: CCVCC
- Book 6: 'ch' and 'tch'
- Book 7: 'sh'
- Book 8: 'th'
- Book 9: 'ck' and 'qu'
- Book 10: 'ng'
- Book 11: 'wh' and -ing
- Book 12: 'le'

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PET SITTERS Same sequence as Alba, Totem

Pet Sitters Pet Sitters Activities

- Book 1: CVC, CVCC
- Book 2: CCVC
- Book 3: CCVCC
- Book 4: sh, ch, tch, th
- Book 5: ck, ng, qu, wh, le, -ed
- Book 6: ay, ai, a, a-e
- Book 7: ee, ea, y, e, ey
- Book 8: o, ow, oa, o-e
- Book 9: er, ir, ur
- Book 10: ow, ou
- Book 11: igh, y, i, i-e
- Book 12: oo, u, u-e, ew

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Same sequence as Dandelion Split Vowels

- Book 1: The Shape Game (a-e)
- Book 2: These Things (e-e)
- Book 3: Bike Ride (i-e)
- Book 4: A Good Nose (o-e)
- Book 5: A Useful Bag (u-e)
- Book 6: A Place to Hide (All spellings)



MOON DOGS SPLIT VOWEL SERIES

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DRAGON EGGS

Same sequence as Talisman 1, Rescue, Island Adventure

- Book 1: Lost in the Waves (ay, ai, a, a-e, ea, ey)
- Book 2: Tree Beast (ee, ea, y, e, ie, e-e, ei)
- Book 3: Frozen Solid (ow, oa, oe, o-e, o)
- Book 4: The Sky Worm (er, ir, ur, or, ear)
- Book 5: Lost and Found (ow, ou & oi, oy)
- Book 6: Confusing Routes (oo, ue, u-e, ew, ou, u)
- Book 7: Finding the Light (igh, ie, i-e, i, y)
- Book 8: Falling Waters (a, aw, awe, au, ai, ough)
- Book 9: A Daring Raid (air, ara, ear, ere, eir)
- Book 10: Breaking the Charm (ar)



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HIDDEN IN PARIS

Same sequence as Titan's Gauntlets
A little easier than Talisman 2

- Book 1: Fortune Hunters (u, ue, u-e)
- Book 2: A Rough Ride (u, o, ou)
- Book 3: Something Goes Missing (s, ss, se, c, ce)
- Book 4: Middle of the River (l, ll, le, al)
- Book 5: All that Jazz (j, g, ge)
- Book 6: Found and Lost (f, ff, ph)
- Book 7: A Frosty Adventure (-ture)
- Book 8: A Useful Function (-tion)
- Book 9: Crucial Timing (-cial, -tial)
- Book 10: A Surprising Vision (-sion)



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DARK WATERS

Same sequence as Amber Guardians

- Book 1: Suffixes (-s, -es, -ed, -ing)
- Book 2: Suffixes (-ful, -less, -ness, -er, -est, -ly, -en, -ish, -y, -able, -ible)
- Book 3: Prefixes (un-, in-, im-, ir-, il-, dis-, mis-)
- Book 4: Prefixes (re-, pre-)
- Book 5: Prefixes (uni-, tri-, quad-)
- Book 6: Prefixes (super-)
- Book 7: Prefixes (magna-, mini-, micro-)
- Book 8: Root words (cap, man, spec, viv)
- Book 9: Root words (mem)
- Book 10: Root words (ject, tract, struct, labor, fact, form)



Phonic Books Dark Waters



Phonic Books Dark Waters Activities

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OTHER TITLES FOR OLDER LEARNERS

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FOX KID



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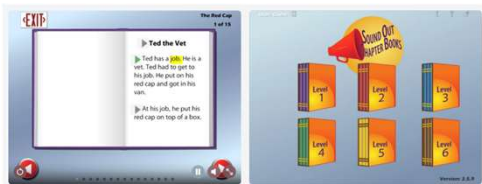
SOUND OUT CHAPTER BOOKS



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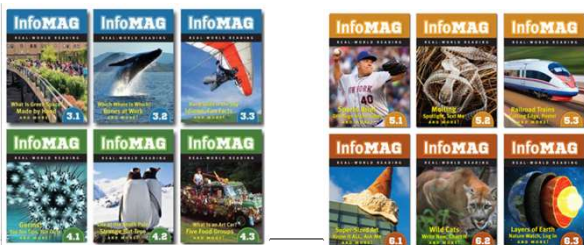
SOUND OUT CHAPTER BOOKS APP

- [Sound Out Chapter Book "The Red Cap" iPad app](#) (not sure if Google Play includes freebie)



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SOUND OUT INFOMAGS



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When Edwin got home from work, he dropped his bag on the floor and plopped on the couch. What a busy day I had," he sighed. "I am exhausted." Edwin's roommate walked in. "What made your day so busy?" he asked. Edwin explained.

"It started this morning when I dropped off some letters at the post office. The line was so long that I ended up running late for work. Then, at work, I had so many meetings. It felt like they were never going to end. I planned to come home for lunch, but I was so busy I skipped that trip. I grabbed a sandwich and a drink from the store on the corner. As I was jogging back to the office, I tripped and dropped my drink. But I was too busy to go back and get new one. When my day was finally over, I hopped in my car and drove home."

"What are you planning to do this evening?" Edwin's roommate asked. "Nothing!" Edwin responded, "I will be sitting right here on this couch, resting."

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LET ME KNOW IF YOU'D LIKE TO READ SPECIFIC BOOKS ON OUR COMFY WAITING ROOM COUCHES



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QUESTIONS/DISCUSSION

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