

DIBELS® Summit 2009

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# MAXIMIZING THE IMPACT OF DECODABLE READERS



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10:00-11:30

# WHAT ARE DECODABLE READERS?

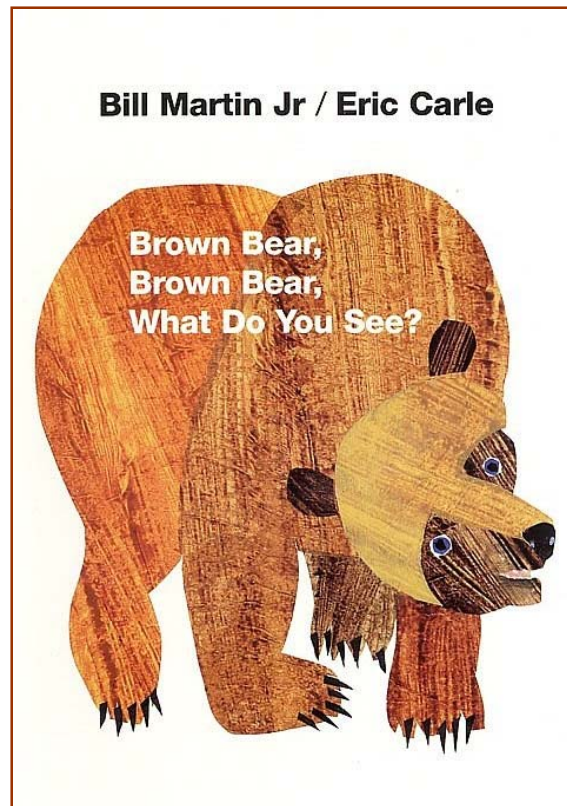
## Carefully constructed, controlled text

- constrained by phonics patterns
- limited and repeated sight words
- scaffolding sequence
- short, but meaningful (plot)
- an application opportunity
- differs from patterned, predictable text
- differs from leveled text



# What Kind of Text is This?

## What are the cognitive demands of this text?



- Brown Bear, Brown Bear,  
What do you see?
- I see a \_\_\_\_\_ looking at me!
  - REDBIRD
- \_\_\_\_\_ what do you see?
  - YELLOW DUCK
  - BLUE HORSE
  - GREEN FROG
  - PURPLE CAT
  - WHITE DOG

# AN APPLICATION OPPORTUNITY

"Well-written and engaging texts that include words that children can decipher give them the chance to apply emerging skills with ease and accuracy"

(Snow, Burns, & Griffin, 1998, p. 195)

# THE COMPREHENSIBILITY FACTOR

- Interest is triggered by a comprehensible text
  - (Harp & Mayer, 1997; Schraw, 1997; Schraw & Lehman, 2001)
- Interest wanes if the “plot” is incomprehensible
- What makes a text comprehensible?

# PROMISING RESEARCH

inconclusive as yet

“This study suggests that readers with knowledge of the alphabetic principle, given the same phonics instruction, will apply it more (and with more accuracy and independence) in a highly decodable context”

(Mesmer, 2005)



“Reading decodable text provides a bridge between phonics instruction and the reading of trade books”



(Moats, 2000, p. 148)

# ALIGNMENT

“The decodable text must be tied to the sequence of letter-sound associations you are teaching”

(Susan Hall, 2006, p. 242)

# A RELIABLE ROUTINE

- Teach and practice the phonics pattern
- Teach and practice the high frequency words
- Preteach key vocabulary
  - Helps the word “stick” in mental lexicon (Juel & Deffries)
- Distribute the books
- Preview the title and discuss predictions
- Read the story silently (or quietly to self)
- Read the story aloud several times
- Discuss the story, applying it to the reader

# READY? OR NOT?

Read the book only after the phonics pattern and sight words have been mastered

# SUCCESS WITH SIGHT WORDS

- Analyze the sight words in the decodable text
- Preteach the sight words
  - Examine which parts of the word are phonetic
  - See, say, trace, write
  - Flashcards: words, phrases, sentences
  - Provide ongoing review and practice of sight words
  - Word walls, sorting activities, flashcards, etc.

# ENCOURAGE INDEPENDENT READING

- Use finger to narrow and focus attention (Ehri)
- Be persistent
  - Make several attempts at unknown words
    - Aim for student-achieved success
    - Develop the habit of perseverance
    - Develop self-efficacy and autonomy

# ERROR CORRECTION

## BE KIND, PLEASE REWIND

- Re-read the misread word
- Re-read the whole misread sentence
- Possibly re-read the whole page (if it is short) or paragraph
- Do this to enable text comprehension

# AFFIRM WHAT THEY DID RIGHT

- Student reads nap for nab
  - You said the first two sounds correctly!
- Student reads *where* for *were*
  - Yes, it does begin with the sound /w/
- Student reads *when* for *then*
  - Yes, it does end with /en/

# ACTIVE READING STRATEGIES

- Choral reading: Everyone together, in unison
- Choral reading with emphasis: Pre-select specific words to be read with extra emphasis and meaning
- Cloze reading: When teacher stops, students say the next word in the sentence
- Echo reading: Readers echo the leader
- Partner reading: Students read together

# READING WITH A PARTNER

- Use finger to point the way
- Read loudly enough for partner to hear
- Partner helps only when asked
  - Reader must make several attempts first
- Partner is encouraging and helpful
- Partner signs the book (if consumable)

# DISPLAY DECODING TIPS

- Teacher-made
- Sound cards



/ă/ apple

## Reading Tips

Point to the word.  
Sweep under the word.  
Say each sound slowly.  
Say the sounds faster.

## Reading Tips

See



Say

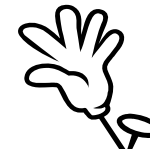
and  
Listen



Repeat

1 2 3

Get help



# PERSONALIZE CONSUMABLE TEXT

- This book belongs to.....
- Get signatures from each “readee”
- Highlight rhyming words in the same color
  - ***bat cat sat mat pat***
- Underline words that contain the phonics pattern
  - ***morning, chores, corn, storm, born***
- Draw a heart for each high frequency word, “I know it by heart”



***from***

# SMALLER GROUPS, DEEPER NEEDS

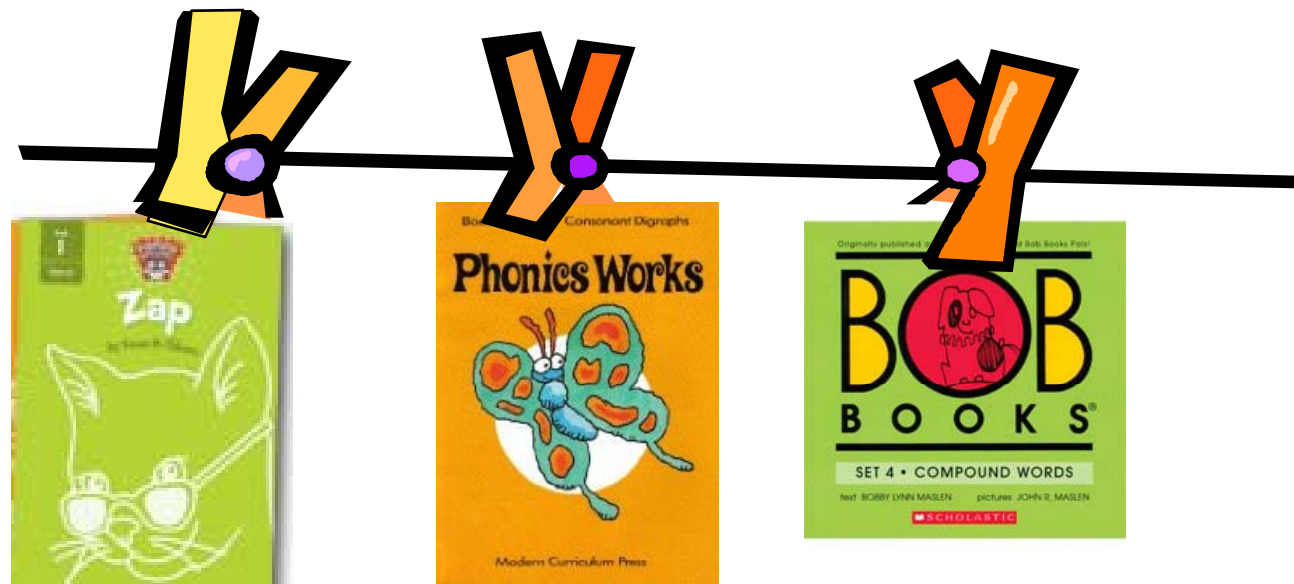
- The deeper the need, the smaller the group
- Avoid mental exhaustion and the frustration factor
  - increase the frequency of group meetings, but reduce the length of time
- Develop accuracy first, then increase rate
- Engaging, affirming (active reading strategies)
- Maintain a perky pace
- Many opportunities to practice with texts that align with decoding skill

# EXTRA PRACTICE FREE ONLINE

## **Starfall Reading**

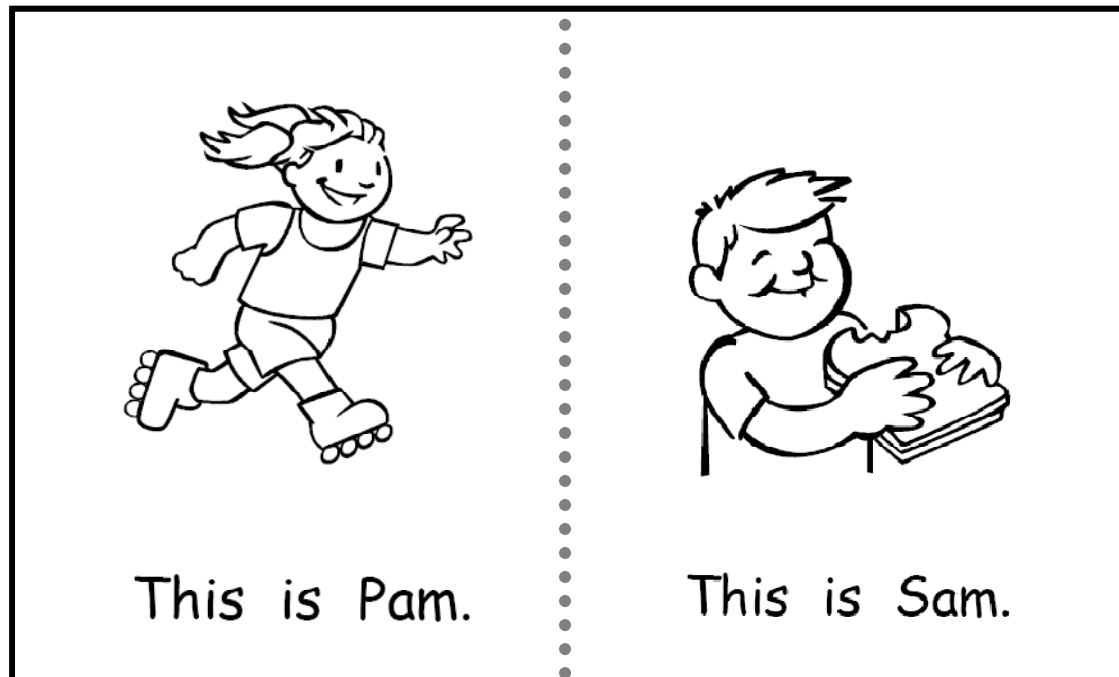
- by Blue Mountain Arts
  - [www.starfall.com](http://www.starfall.com)
- Useful for computer centers
- Individualized instruction for intensive learners

Build Anticipation to Read Independently  
After a specific code has been mastered, make  
code-specific books available.



Hang books on clothesline or display in pocket charts

# INTENSIVE LEARNERS NEED PRACTICE



Permission to use for teaching purposes only

[http://www.hubbardscupboard.org/printable\\_booklets.html](http://www.hubbardscupboard.org/printable_booklets.html)

# PRACTICE AT HOME

## Home-School Continuity

- Send the story home with students (blackline master)
- As homework, students read the story 2 or 3 times
- Each time they read, students get a signature
  - Option: Read to someone on the phone (lifeline) or to a pet

# HOME-SCHOOL DISCONTINUITY

## Immigrant Latino Literacy Notions

Reese & Gallimore, 2000 (and see Fuller, 2007)



perceived age of  
reason = 5 yrs

intelligence is  
fixed from birth

literacy begins  
with formal  
schooling

few books in home,  
few (if any) bedtime  
stories

Parents shift their  
perceptions of literacy and  
adopt a bedtime story model  
from reading homework  
assigned by unbiased,  
sensitive teachers

# SET GOALS, MONITOR PROGRESS

Tangible and unyielding goals are  
the focus of high-performing schools

Carter, 1999, p.5

# ASSESSMENTS

- Based on needs revealed by data
  - Comprehensive reading program assessments
  - DIBELS data
  - Fluency norms
  - Phonics screeners, surveys
  - Encoding results

# ORAL READING FLUENCY




## DIBELS benchmarks

	Words correct per minute (benchmark)		
Grade	Beginning	Middle	End of Year
K	n/a	n/a	n/a
1 <sup>st</sup>	n/a	20+	40+
2	44+	68+	90+
3 <sup>rd</sup>	77+	92+	110+

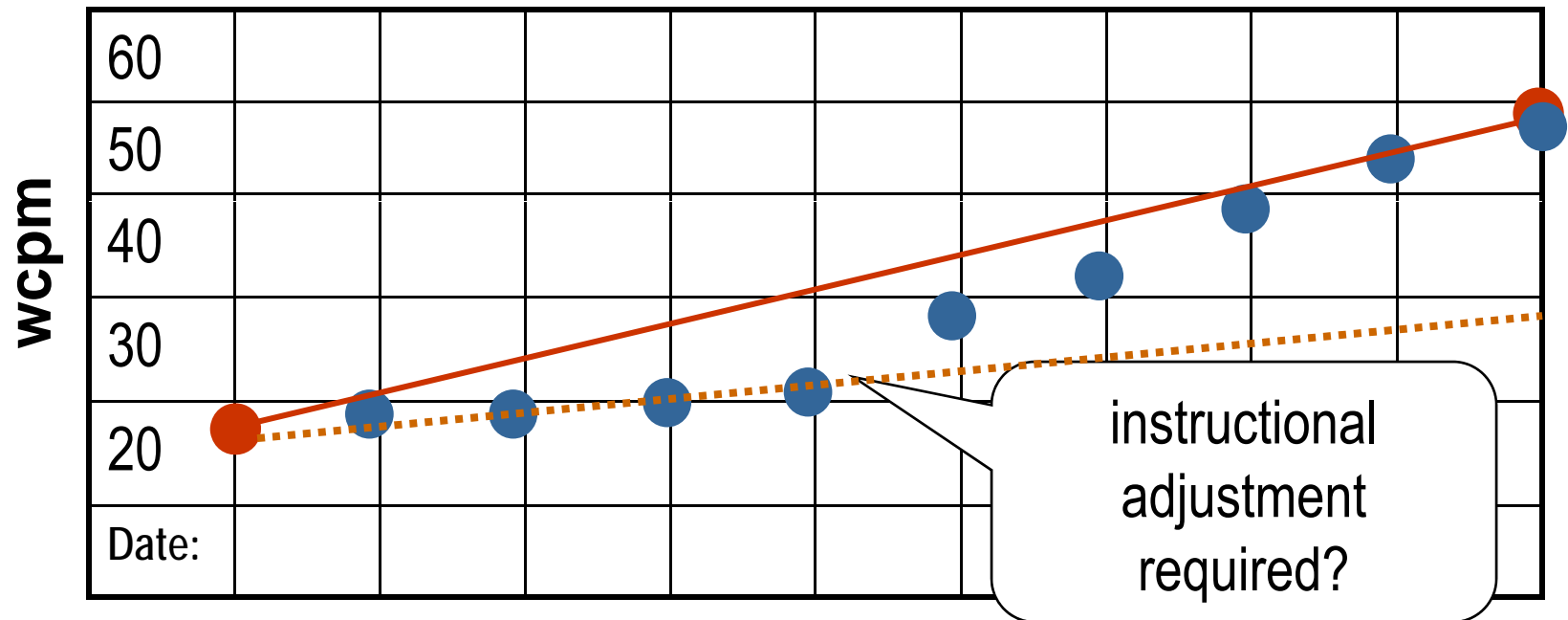
# CHART RATE AND ACCURACY

Book	Alpha Skill	Date	WCPM
The Map	/ă/	9-13-09	36 (-3)
Pop!	/ö/	9-24-09	38 (-4)

# CHART MASTERY: SIGHT WORDS

Book	HFWs	by heart
The Map	a	
""	to	
Pop	the	
""	said	

# FIRST CREATE AN AIMLINE THEN MONITOR PROGRESS



**Fluency recorded every two weeks**

# REVIEW OR REVISIT THE TEXT

- Break whole class into partnerships
- Partners select a book they have previously read
- Partners re-read together

# CORNER CLUBS

- Give the class a choice of 4 books to re-read
- Students go to the corner that displays their preference
- Each “corner club” discusses why they selected that book
- The corner club re-reads the book
- Point out how much fluency has improved over time

# SAMPLE DECODABLE READERS

- *Primary Phonics*, Educators Publishing Service
- *Power Readers* (2007) & *Turbo Readers* (in press) Sopris West
- *Primary Readers*, Modern Curriculum Press (Pearson)
- *Fun Phonics*, Sizzy Books
- *Bob Books*, Lakeshore Learning
- *Dr. Maggie's Phonics Readers*, Creative Teaching Press & Lakeshore Learning



# SUMMARY

- Select comprehensible books that align with skills
- Use brief assessments to guide instruction
- Differentiate according to need
- Teach the phonics pattern and sight words well
- Ensure that the first attempt to read is successful
- Use active reading strategies to engage the learner
- Provide multiple opportunities to re-read the book
- Keep a perky pace

# THANK YOU & BEST WISHES!

- Email: [susan@readingway.com](mailto:susan@readingway.com) or [sebbbers@berkeley.edu](mailto:sebbbers@berkeley.edu)
- Publications:
  - Vocabulary Through Morphemes: Suffixes, Prefixes, and Roots for Intermediate Grades
  - Power Readers (consumable interactive decodables with pre-reading and post-reading material)
  - Turbo Readers (in press) advanced decodables
  - Daily Oral Vocabulary Exercises [Academic Language] (in press)