

Decodable Readers



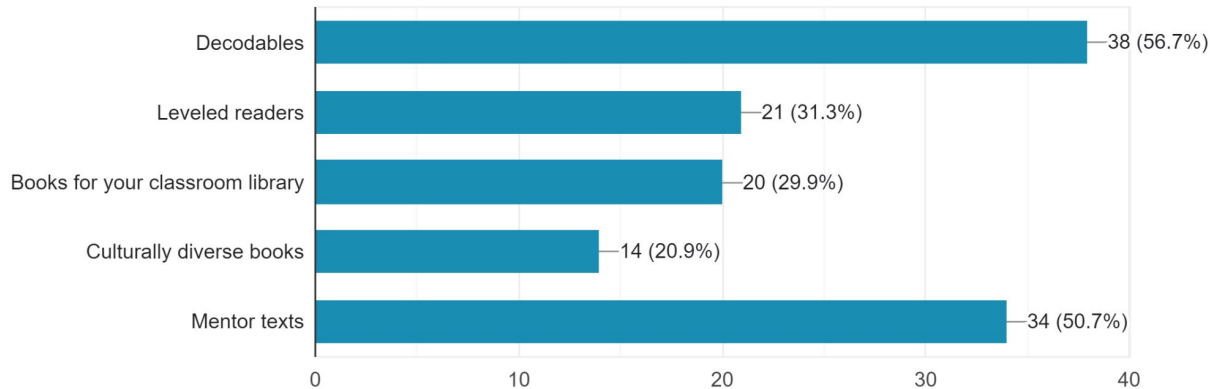
Education Committee Meeting
February 13, 2025

Needs Assessment

- To promote consistency among grade level classrooms across the district, in January 2024, elementary teachers completed an ELA Book Survey.
- Data was used to determine resources teachers currently use and what their needs were.

Which of the following ELA resources are you in need of? (Select all that apply)

67 responses



Why Do We Need Decodable Readers?

- Students need decodable readers because they provide a controlled environment where beginning readers can practice applying their phonics skills to decode words
- Builds confidence and fluency by focusing on letter-sound relationships that they have already been taught
- Allowing for systematic development of reading abilities before transitioning to more complex text

Simply Stated: Decodable Readers are designed to effectively teach foundational reading skills, supporting student success by aligning with both the Science of Reading and best teaching practices.

How Decodables Support the Science of Reading

- Systematic and Explicit Phonics Instruction
- Orthographic Mapping
 - The process we use to permanently store words into long-term memory
- Build Fluency and Enhance Vocabulary
- Differentiation for Diverse Learners
- Builds Confidence

“Science of Reading research indicates that at least 50% of a phonics lesson should be spent on applying a skill to reading and writing. It’s in the application that the learning sticks. Decodable texts are the critical application tool.” —Wiley Blevins

What To Look For in a Decodable Reader?

- Decodability
- Cultural/Diverse Representation
- Science of Reading Alignment
- Language Accessibility
- Access Formats
- Lesson Plan/Teacher Resources
- Text Type Variety
- Background Knowledge Building

Samples

- Dynamite Decodables (Benchmark Education)
- Heggerty Decodables
- Jump Rope Readers (Fountas & Pinnell)
- Just Right Reader*
- Magnetic Reading Foundations Decodables (iReady)
- Ready, Set, Read (Foundations)

Timeline

- Initial Program Feedback Meetings with Teachers: November 2023
- ELA Book Survey: January 2024
- Decodable and Guided Reading Research: March-May 2024
 - Administrator Focus Group: Principal, Special Education Program Supervisor, ELA 7-12 Program Supervisor, ESL/Bilingual Program Supervisor, Director of Curriculum & Instruction
- Just Right Reader Pilot: March 2024
 - K-2 classroom teachers, Special Education, ESL/Bilingual
- Building Administrator Meeting: May 2024
- Solicit Teacher Feedback: Summer 2024 at PD Sessions
- Teacher Focus Group: January 2025

Decodable Readers: Teacher Focus Group

- Focus Group consisted of: Program Supervisors, building administrators, general education teachers K-2, Special Education teachers: in-class support, self-contained, pull-out resource, ESL/Bilingual teachers
- In groups, rotated through stations to view each sample of decodables
- Using the rubric, discussed and rated each sample
- Provided feedback: Sweet & Sour T-Chart
- Collaborative discussion, share-out
- Reached consensus

The Winner: *Ready, Set, Read* by Foundations

SWEET

- Direct alignment to *Foundations*
- Contains a non-fiction connection
- Topics and characters were aligned
- Culturally diverse

SOUR

- Font size



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- Ed Committee: February 2025
- Motion for Board of Education To Approve Usage and To Purchase Materials: February 2025
- Purchase Materials: March 2025
- Roll-Out Implementation: May-June 2025