



Exploring Authentic, Decodable and Leveled Texts

Florida Organization of Instructional Leaders
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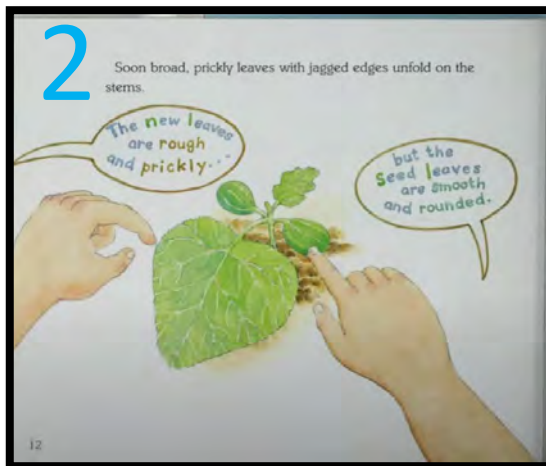
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Guess that Text!

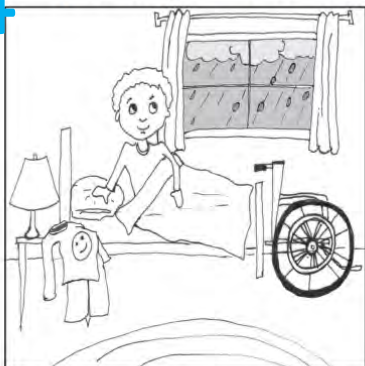




1 Kate and Mitch wanted to do something fun. Kate hatched a thrilling plan. She snatched a bucket and some poles from the hutch. "Let's go!" Kate yelled. Kate and Mitch went to the lake beyond the ditch.



4 Splashing in Puddles



"BRRRIIIING!" Tim's alarm clock rings. Time to wake up. Tim sits up in bed and looks outside. What a gray, rainy day. Dark clouds hide the sun. There is too much rain this spring. Tim can't wait for summer.

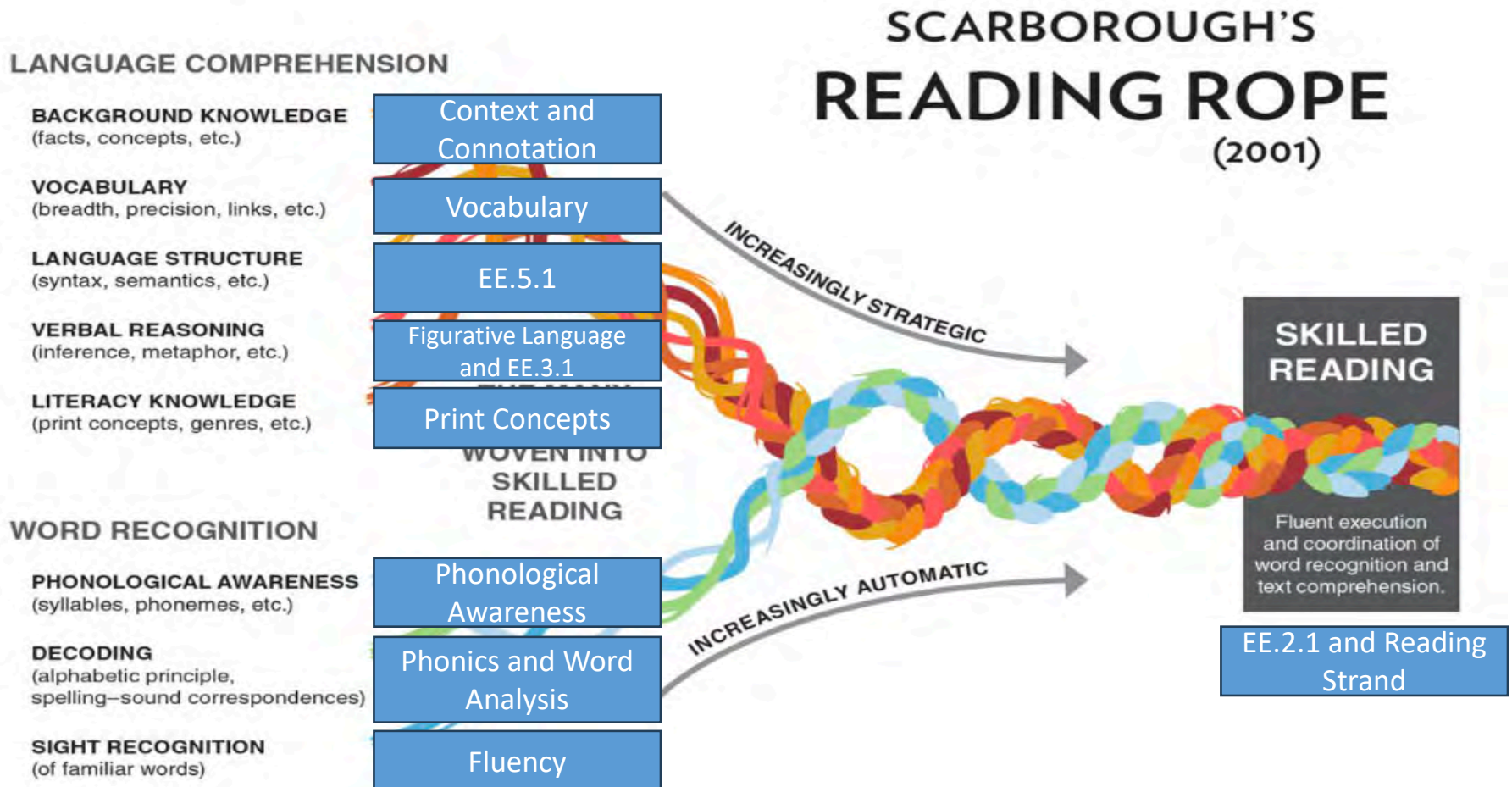
5 King and Ash are best pals. To have fun, King and Ash sing songs. King brings Ash a book of songs. "Which song should we sing?" asks King. "Let's pick a quick song and then a long song," said Ash. King and Ash sing their songs.



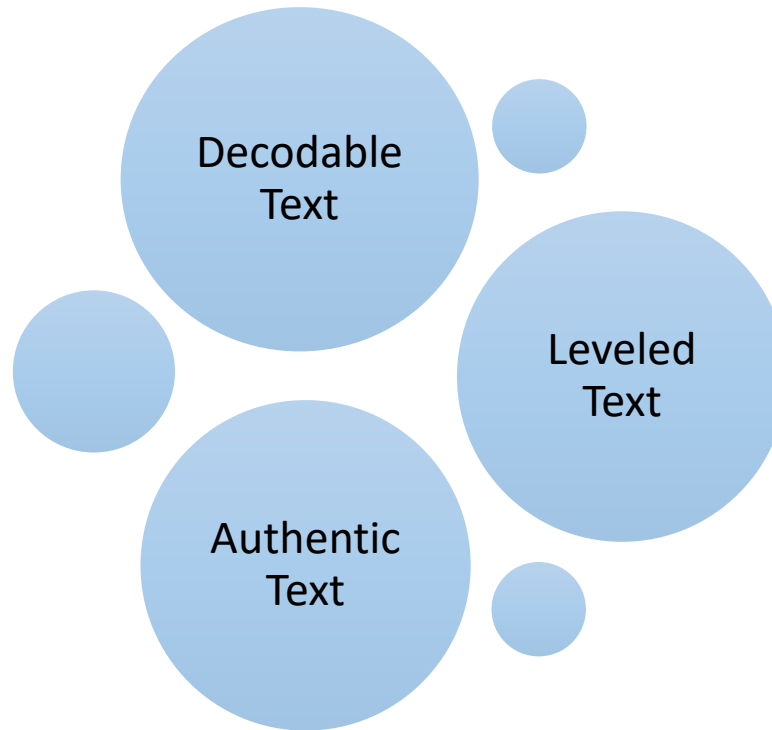
Objectives

- Distinguish between three different text types by their specific characteristics: authentic, decodable, leveled.
- Identify instructional opportunities that can be found within each type of text.
- Select the appropriate text type and instructional focus based on identified student needs.

Scarborough's Reading Rope



Types of Text in a Primary Classroom



Decodable Text: What is it?

Text that limits words to those containing letter-sound correspondences and spelling patterns that have been previously taught (plus high frequency words).

King and Ash are best pals. To have fun, King and Ash sing songs. King brings Ash a book of songs. "Which song should we sing?" asks King. "Let's pick a quick song and then a long song," said Ash. King and Ash sing their songs.


The pup is up! The pup is on us. It's fun. Mom said the pup can sit on the mat in the sun. The pup did not sit on the mat. The pup is in the mud!

Characteristics

- Large portion of phonetically regular words with some high frequency irregular words (ex. *said*)
- Less complex sentence structure
- May contain vocabulary that fits a targeted phonetic pattern (ex. *jug*)
- Tends to be more accessible (easier to read)

Leveled Text: What is it?

Text that is characterized and categorized by the level of difficulty within the text, based on criteria determined by the leveling system.



Some bats eat fruit.
Some bats that eat fruit
are only awake at night.
But many are only
awake in the day.
This is a fruit bat.

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A tractor is on a farm.

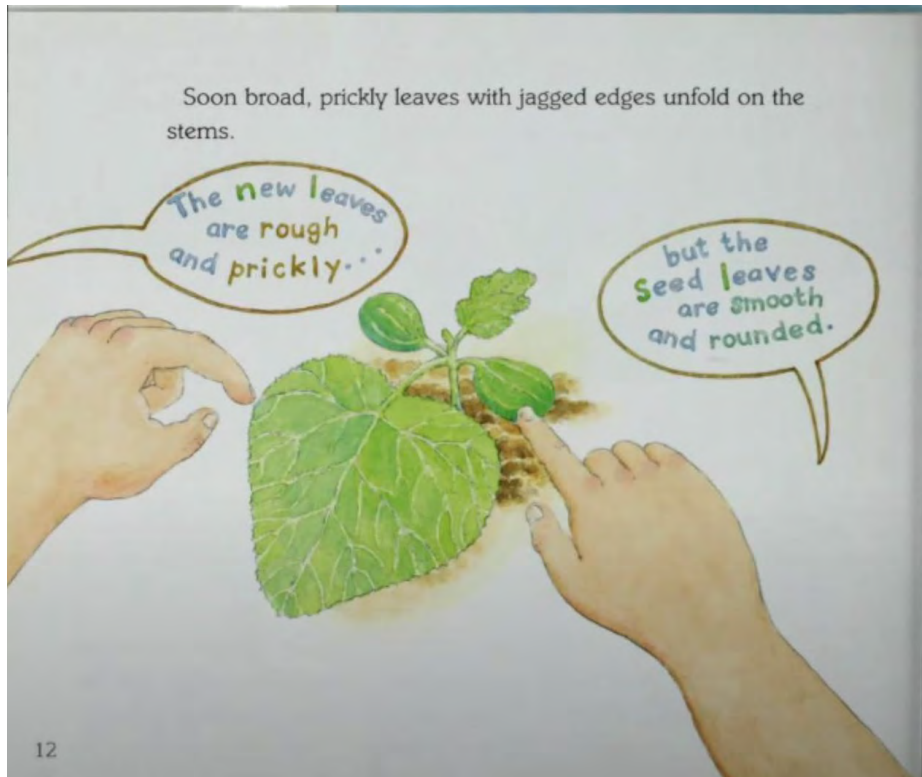


Characteristics

- Proportion of phonetically regular words varies, depending on system
- Often predictable at lower levels
- Early levels may contain repetitive sentence patterns composed of mostly high frequency words and rely on context clues
- Accessibility will vary depending on background knowledge

Authentic Text: What is it?

Any text that was written and published for the public.



Characteristics

- Use of phonetically regular words and irregular words is not purposeful
- More complex sentence structure and use of sophisticated vocabulary
- Tends to be less accessible (harder to read) so often used as a read aloud text in the primary years

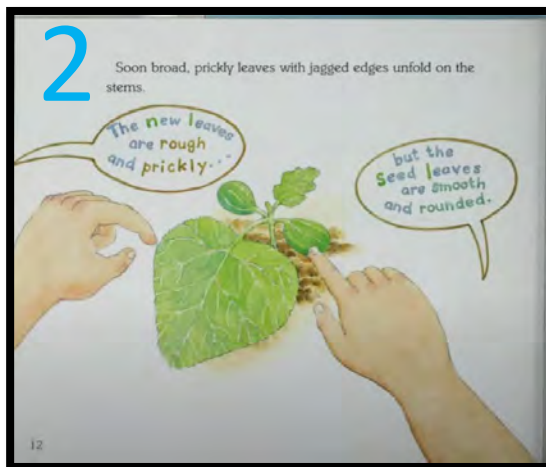


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Guess that Text!



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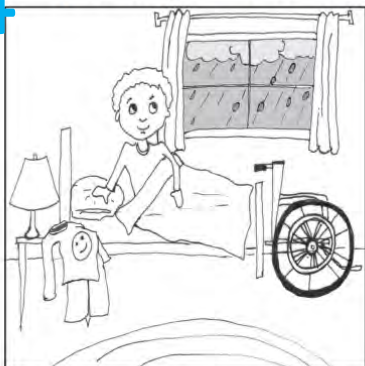


A tractor is on a farm.

3



4 **Splashing in Puddles**



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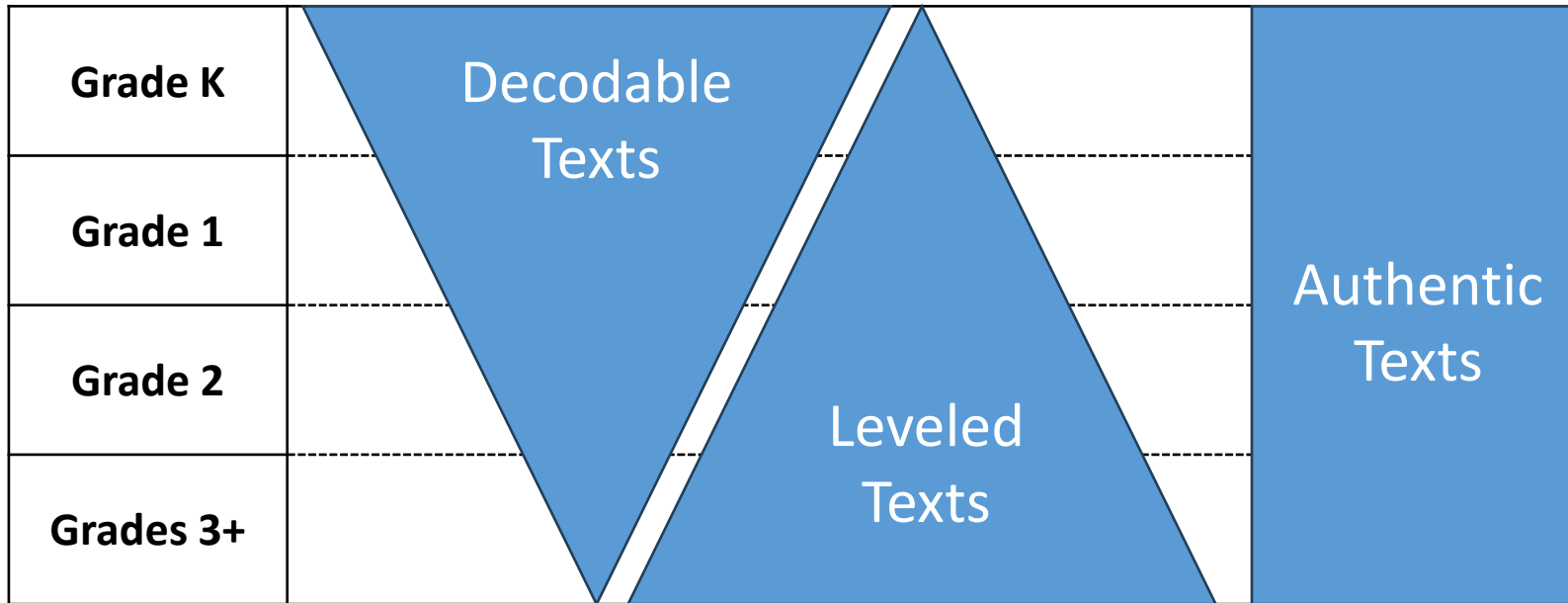
5 King and Ash are best pals. To have fun, King and Ash sing songs. King brings Ash a book of songs. "Which song should we sing?" asks King. "Let's pick a quick song and then a long song," said Ash. King and Ash sing their songs.

But the others didn't agree. They began to argue. "A snake!" "A rope!" "A fan!" "A cliff!"

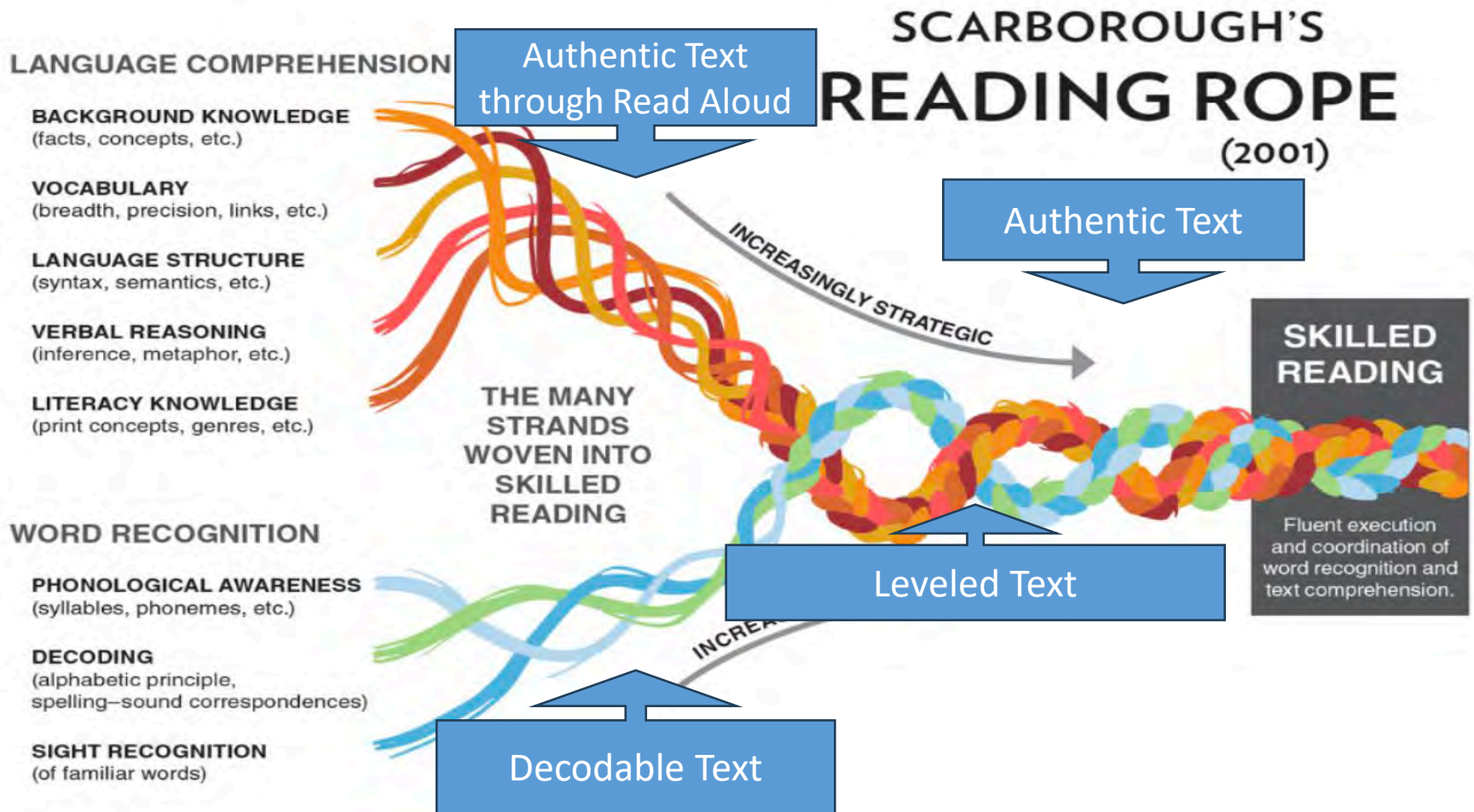
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Types of Text: Utilizing Text to Support All Readers



Types of Texts: Utilizing Text to Support All Readers



Decodable Text: Instructional Opportunities

- To provide students an opportunity to practice known phonics skills in text
- To develop word reading accuracy and comprehension of text at a literal level
- To encourage segmenting and blending so there is no need for guessing unknown words using context or picture clues

Decodable Text: Let's Practice!

What is an opportunity for instruction in this text?

Kate and Mitch wanted to do something fun. Kate hatched a thrilling plan. She snatched a bucket and some poles from the hutch. "Let's go!" Kate yelled. Kate and Mitch went to the lake beyond the ditch.

Excerpt from *Catching Fish*, University of Florida Literacy Institute

Decodable Text: Instructional Opportunities




1. Provide explicit instruction on the target phonics skill.
2. Give students a copy of a word list containing words with the targeted skill. Ask students to underline the target skill and practice decoding the words.
3. Provide students with a copy of the connected decodable text and identify words with the target phonics skill.
4. Allow students time to practice reading the decodable text.
5. Give students corrective feedback as necessary, prompting students to use previously taught phonics and decoding strategies at the point of difficulty.

Leveled Text: Instructional Opportunities

- To practice explicitly taught phonics skills
- To provide opportunities that focus on comprehension strategies to address the Reading strand of the B.E.S.T. ELA Standards
- To develop background knowledge around a topic
- To support oral language development when combined with vocabulary instruction and discussion

Leveled Text: Let's Practice!

What is an opportunity for instruction in this text?



"BRRRIIIING!" Tim's alarm clock rings. Time to wake up. Tim sits up in bed and looks outside. What a gray, rainy day. Dark clouds hide the sun. There is too much rain this spring. Tim can't wait for summer.

Excerpt from *Splashing in Puddles*, Reading is Fundamental

Leveled Text: Instructional Opportunities



**Then I go to the
petting farm where I
feed the animals.
They are so friendly
and cute.**

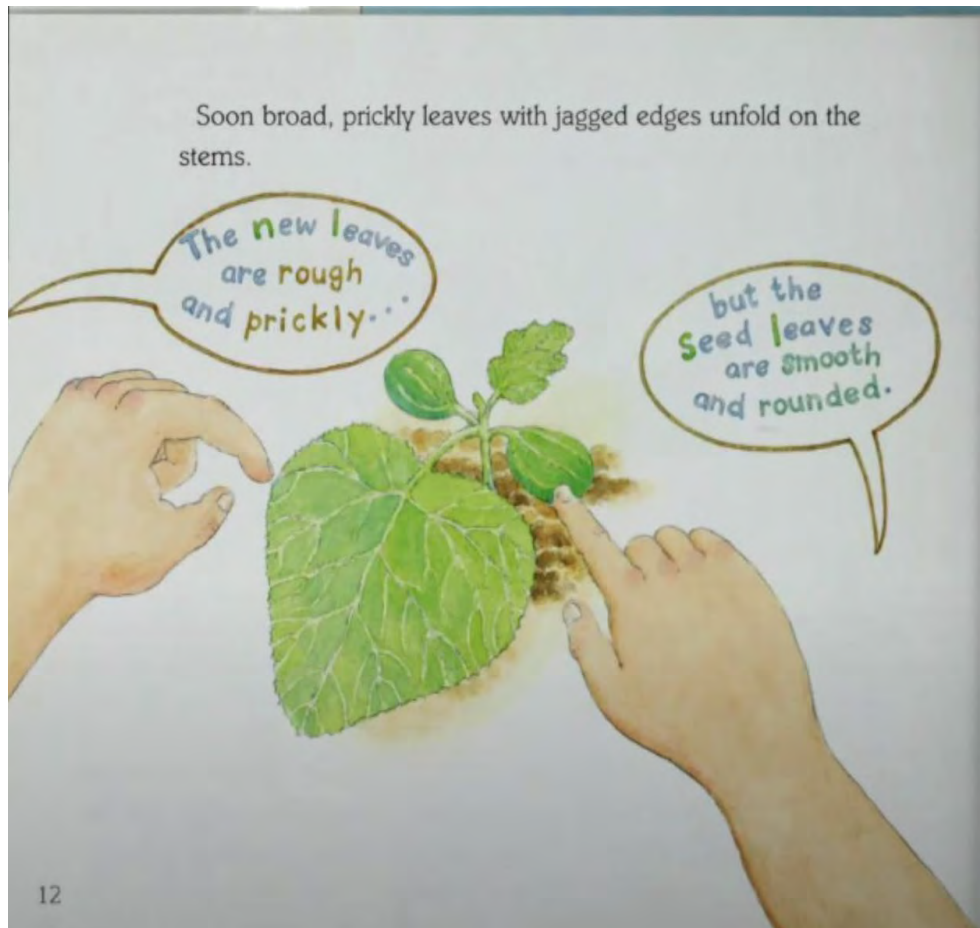
1. Provide explicit instruction on the target instructional strategy and provide opportunity for practice.
2. Provide students with a copy of the leveled text to read and apply the strategy.
3. Give students corrective feedback as necessary, prompting students to use decoding skills as the primary strategy when encountering new words.

Authentic Text: Instructional Opportunities


- To invite active reading, problem-solving and deep text analysis
- To give all students access to complex literature, regardless of ability
- To ignite a love for authors, illustrators, topics and genres

Authentic Text: Let's Practice!

What is an opportunity for instruction in this text?



Authentic Text: Instructional Opportunities



Wild horses live in western states such as Montana and Nevada.

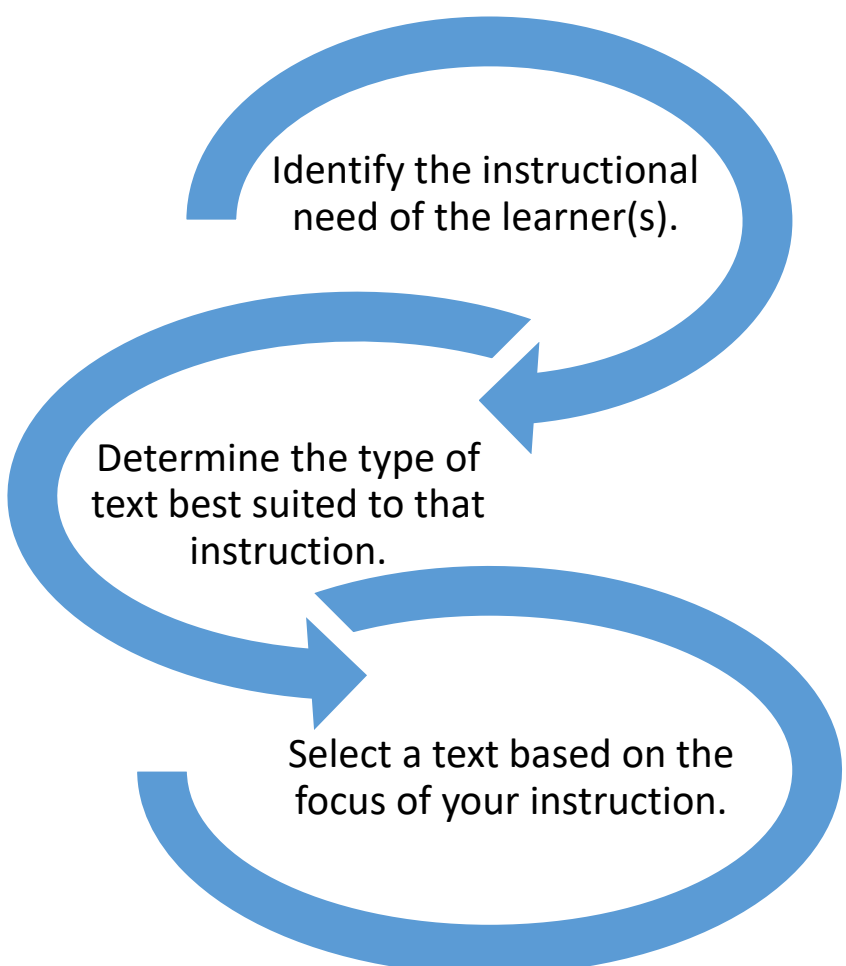
The House Committee on Natural Resources approved a bill to protect America's wild horses in 2007.

Representatives break into smaller groups to manage all their work. They form about 20 groups called **committees**. The committees meet to talk about ideas. They write **bills**, or written plans of new laws.

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1. Prior to reading, determine an instructional focus for the read aloud as well as strategic places to stop for student engagement and discussion.
2. Read the text aloud, pausing for strategic think-alouds, modeling and discussion.
3. If appropriate, provide a copy for students to revisit on their own.

Matching Text to Need: Types of Text



Identify the instructional need of the learner(s).

Determine the type of text best suited to that instruction.

Select a text based on the focus of your instruction.

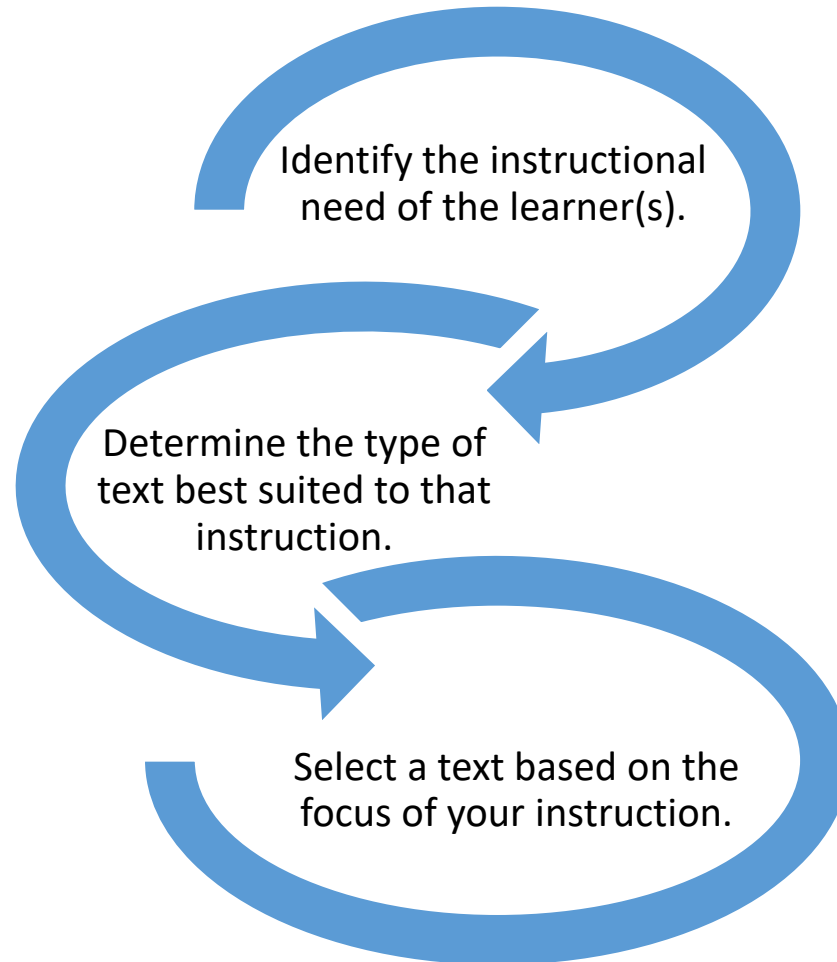
Scenario: Melinda misread all the words containing long vowels (CVCe) on her Phonics Survey. When Melinda encounters words with long vowels in text, she reads the word with the short vowel sounds. In writing, Melinda leaves off the letter e when writing words such as like, bake, made, etc.

Student Need: Applying knowledge of a known phonics pattern

Type of Text: Decodable Text

Instructional Focus: Decoding CVCe words in and out of context

Matching Text to Need: Let's Practice!



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Let's Reflect!



I learned...

I'm still wondering...

One thing I will
implement...



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