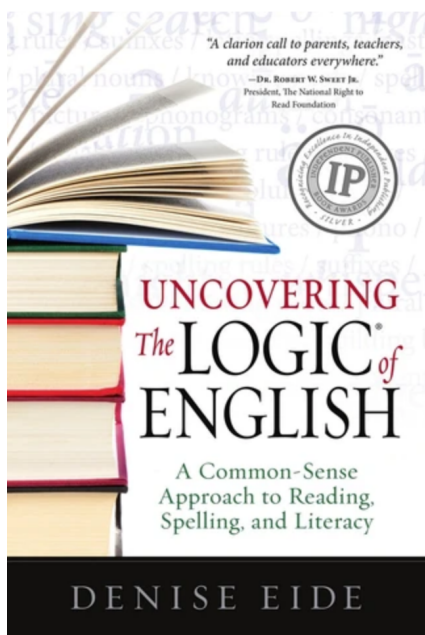




# NORTH CAROLINA: INTERNATIONAL DYSLEXIA ASSOCIATION

WINTER 2020

## Featured Book



## Decodable Text Resources

The Reading League: *Decodable Text Sources*  
<https://www.thereadingleague.org/wp-content/uploads/2019/08/Decodable-Text-Sources-updated-August-2019.pdf>

Achieve the Core blog:  
*Supporting Our Youngest Readers: Teaching the Skills of Reading: Why Using Decodable Readers can be Powerful*  
(includes a Decodable Reader Protocol)

PaTTAN Literacy Quick Pick: *Examining the Use of Decodable Text in the K-2 Classroom*  
<https://youtu.be/SruSDwD6NDM>

## WHAT IS DECODABLE TEXT AND WHY IS IT IMPORTANT?

In decodable text, the word choice is controlled for the specific phonic patterns that have been directly taught and need to be practiced by students. Decodable text *discourages* guessing based on pictures and context and *encourages* application of taught sound-symbol relationships. In contrast, leveled texts contain words that are predictable based on sentence structure, repetition, or pictures.

Students with dyslexia need large amounts of practice applying the phonics patterns they have been taught, both in isolation and in text, to acquire both accuracy and automaticity. Providing opportunities for practice with decodable texts in the primary grades closes an achievement gap that might otherwise become insurmountable. The sooner children learn how to lift the words off the page, the sooner they can access great literature (Right to Read Project).

By reading decodable texts, students are assured of success and their chances of increasing their fluency and comprehension in the future is increased (Mather and Wendling).