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The Science of Reading and the Use of Decodable Texts in the Classroom

Anna Hudson

Ouachita Baptist University

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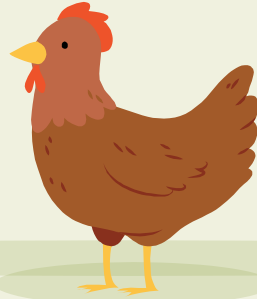
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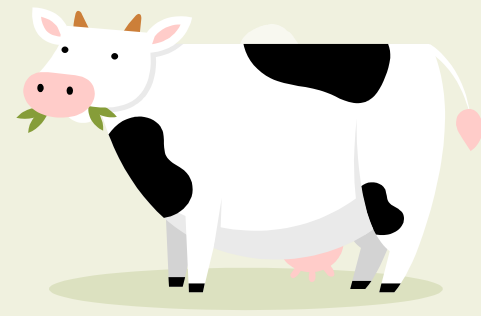
Scholar's Day 2024



*“The Science of Reading and the Use of
Decodable Texts in the Classroom”*

Anna Grace Hudson

Agenda



01

Research

The Science of Reading
and Decodable Texts

02

Creative Process

The Why and How

03

Creative Product

Can Meg Get In?- An
Original Decodable Text

04

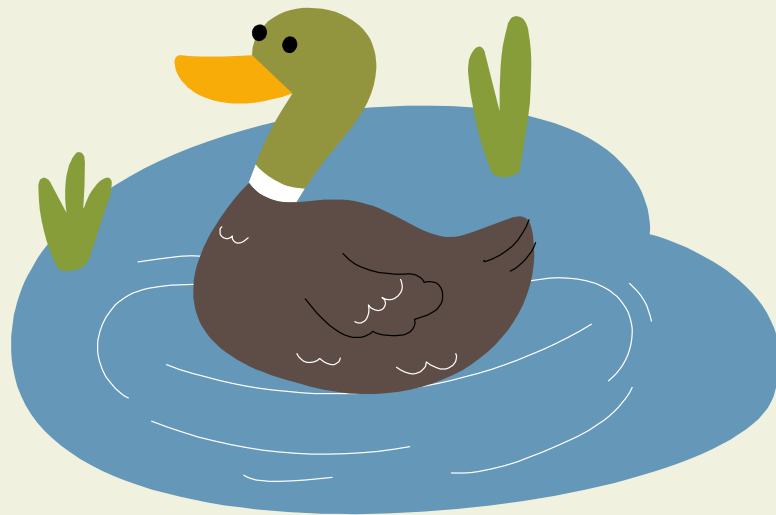
Questions

What would you
like to know?

01

Research

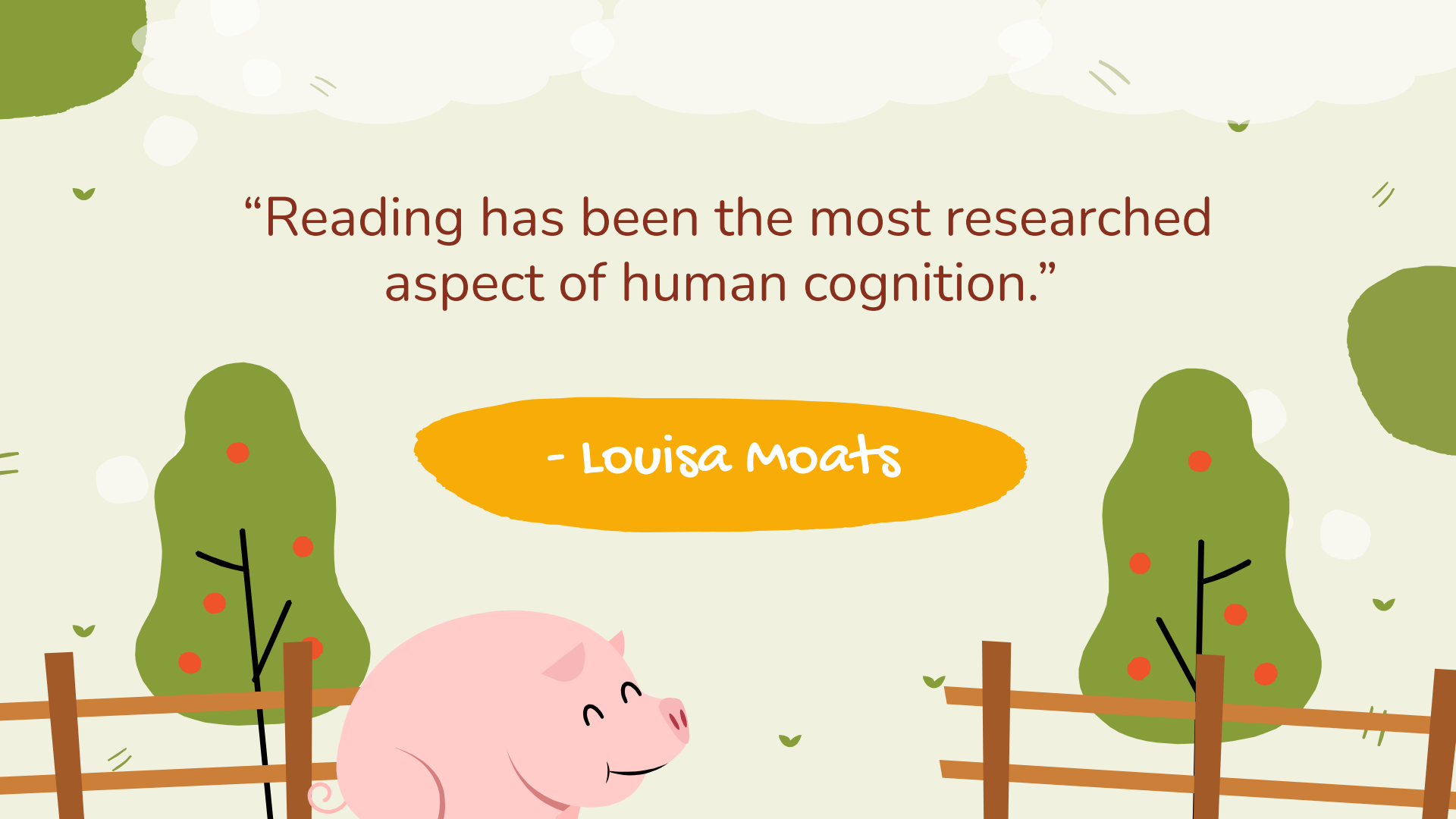
The Science of Reading and
Decodable Texts



The background features a light green sky with white, fluffy clouds. A blue butterfly is on the left, and a yellow butterfly is on the right. At the bottom, there are green trees with red dots and brown wooden fences. The text '33%' is centered in a large, bold, orange font with a black drop shadow.

33%

of the Nation's fourth graders scored *proficient*
or higher on the National Assessment of
Educational Progress (NAEP) reading exam

A whimsical illustration of a pink pig in a field. The pig is in the foreground, looking towards the right. Behind it is a wooden fence. In the background, there are two green trees with red dots on them, and a large yellow oval containing the text. The sky is light green with white clouds and small green leaves.

“Reading has been the most researched aspect of human cognition.”

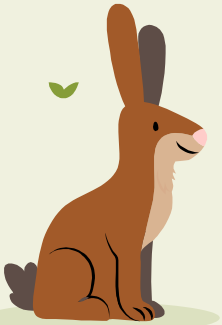
- Louisa Moats

True

or

False

Reading is a natural ability.



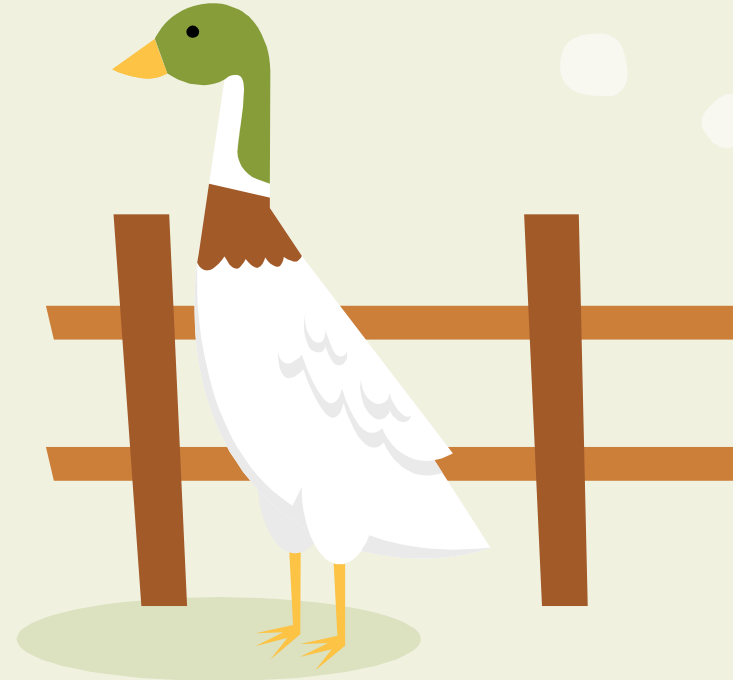
Previous Methods of Reading Instruction

Whole Language Approach

Pictures

Guessing based on context or
known words

Phonics alone



The Science of Reading

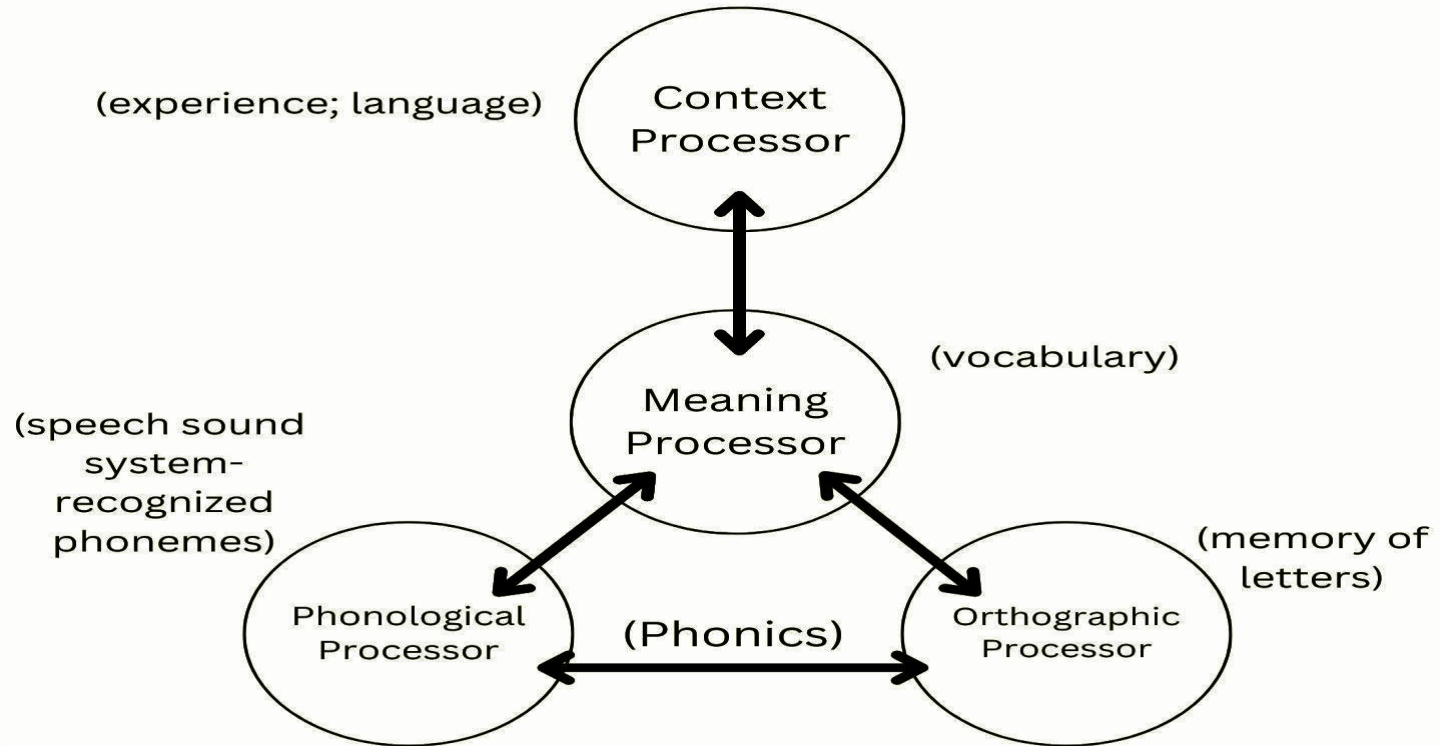


“a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing”

- The Reading League

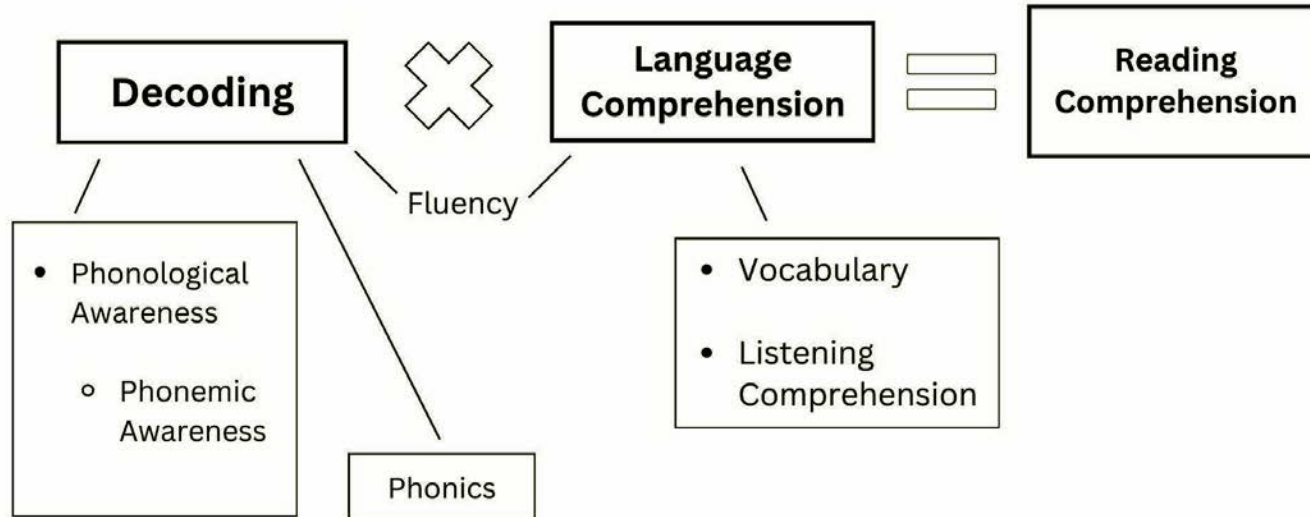


Four-Part Processing Model



Based on Seidenberg and McClelland, 1989

The Simple View of Reading



Based on Gough and Tunmer, 1986

The Big Five



Phonemic Awareness

The ability to identify and manipulate individual phonemes in a spoken language



Phonics

Learning the letter/sound correspondences of a language through the process of orthographic mapping



Fluency

The ability to read written text accurately, at an appropriate rate, and with proper expression




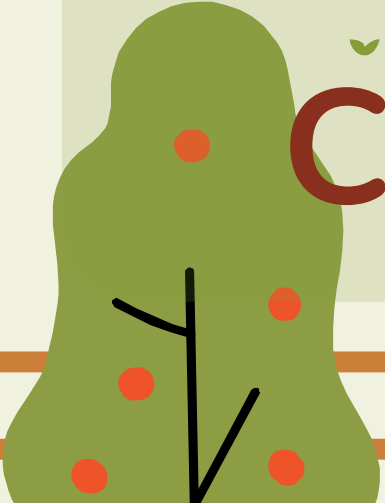
Vocabulary

Knowledge of the meaning of words and their contexts



The Big Five

It all leads to...



Reading Comprehension

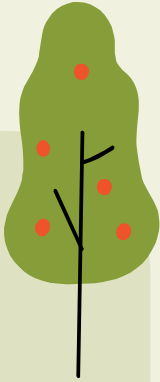
Decodable Texts

ARE

- books for emergent readers that focus on the specific phoneme-grapheme correspondence that has been taught
- at least 64% decodable according to the alphabetic code that the reader has been taught

ARE NOT

- leveled texts
- to be the only reading material presented to emergent readers



How Decodable Texts Are Used

Teachers can use decodable texts to support reading instruction through providing phonics practice for the specific grapheme-phoneme correspondence learned.

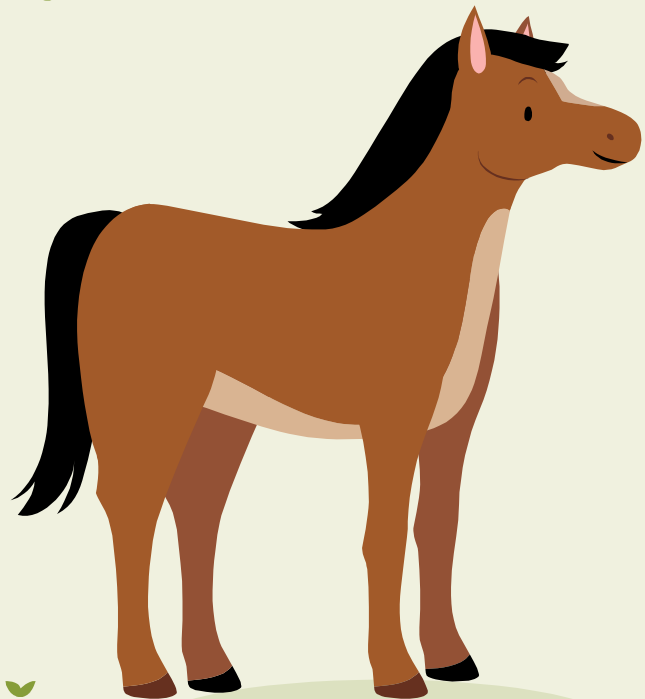
Whole
class

Small
group

Individual
practice

By omitting unknown correspondences, decodable texts can help eliminate frustration for emergent readers.





02

Creative Process

Emergent Reader Series: Foundational Skills

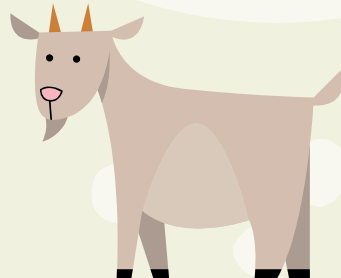
	Book #	Target Letter-Sound Correspondence	Book Title
VC, CVC Words	1	Consonant /s/ sound spelled s ¹ Consonant /m/ sound spelled m ¹ Short /a/ sound spelled a	<i>I Am Sam</i>
	2	Consonant /k/ sound spelled c	<i>Cam and Sam</i>
	3	Consonant /n/ sound spelled n ¹	<i>Ann Can</i>
	4	Consonant /k/ sound spelled k, ck	<i>C and K</i>
	5	Consonant /t/ sound spelled t ¹	<i>Can You See 3?</i>
	6	Consonant /p/ sound spelled p	<i>Pam Likes to Nap</i>
	7	Short /o/ sound spelled o	<i>Can I See Tom?</i>
CCVCC Words (Blends)	8	Consonant /g/ sound spelled g ¹	<i>We Can't Stop!</i>
	9	Consonant /d/ sound spelled d ¹	<i>Dot and Dan</i>
	10	Short /i/ sound spelled i	<i>Dot Likes to Dig</i>
	11	Consonant /r/ sound spelled r	<i>To the Top</i>
	12	Consonant /l/ sound spelled l ¹	<i>On a Log</i>
	13	Consonant /h/ sound spelled h	<i>Hal Likes Hats</i>
	14	Consonant /f/ sound spelled f ¹	<i>Fran Can Flip</i>
Words	15	Short /e/ sound spelled e	<i>Ted Can Do Tricks</i>
	16	Short /u/ sound spelled u	<i>My Wagon Is Red</i>

Sounds used

/s/ /m/ short /a/ /c/ /n/ /k/ /ck/
/t/ /p/ short /o/ /g/ /d/ /r/ /l/
/h/ /f/ /b/ short /i/ short /e/

There are 44 sounds in the English Language.

180 words



Theme

Welcoming and Accepting All

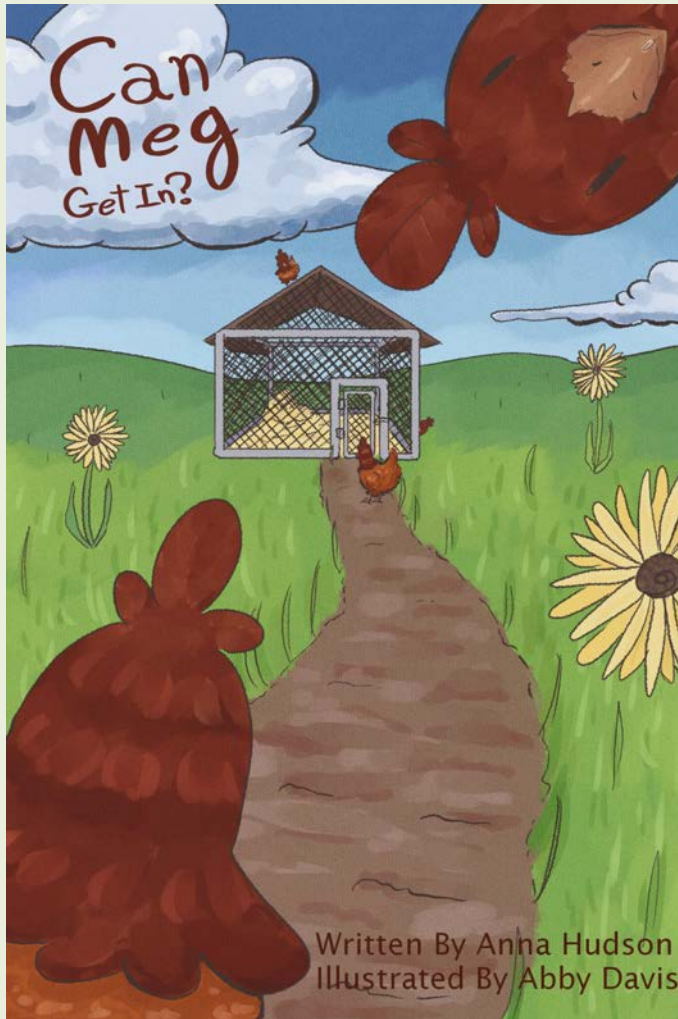


03

Creative Product

Can Meg Get In? - an original decodable text





Can Meg Get In?

A Decodable Text

Written by Anna Hudson

Illustrated by Abby Davis

*This honors thesis project is dedicated to
Dr. Kathy Collins, who has left a remarkable legacy of selflessly sharing
Christ's love with her students*

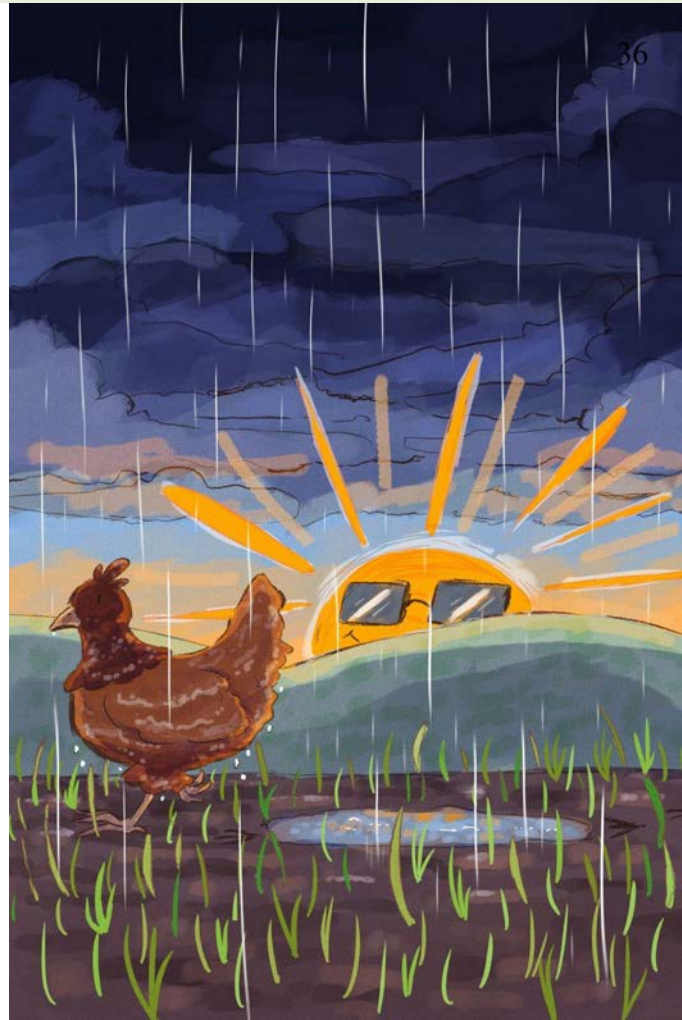
and to

*Dr. Carrie Sharp, who has inspired me to carry out my calling as an
educator wholeheartedly with joy each and every day.*

Meg is a red hen.



Meg is wet, and it is dim.



Ben is a pet. He is not wet.



Ben can not let Meg in.



In the back, there is a pen.



Can Meg get in?



**A pig, a bat, a ram, and a
cat sit in the pen.**





Can I get in?

In this pen,

49

all can fit in.

50



About the Author



My name is Anna Grace Hudson, and I am a Spring '24 graduate of Ouachita Baptist University. My major is in Elementary (K-6) education with a certification in special education. The verse that I make my best effort to live by is I Peter 4:8 "Above all

else, love each other deeply, because love covers a multitude of wrongs." I believe that the Lord has called me to share His love with His children through the field of special education. I also believe that each and every child deserves to be given the resources and support they need in order to succeed academically, and beyond. Students with special needs are no exception. It is my desire to share the love of Christ with those students who are often overlooked or outcasts through the way I strive to meet their educational and social/emotional needs to the best of my abilities.

About the Illustrator



Abby likes to start and end her day with a glass of milk. She is majoring in accounting at East Central University in Ada, Oklahoma. During her free time, she likes to draw and spend time with her friends and family. She dreams of one day living in a little cottage like one from a fairy tale.

A Note for the Teacher

Dear Teacher,

Thank you so much for your dedication to loving on little hearts and teaching little minds. *Can Meg Get In?* is a decodable text intended to provide phonics practice for emergent readers, specifically practice with the short e letter-sound correspondence. Decodable texts support direct, explicit phonics instruction by providing repetitive opportunities for students to practice the target skill. This text can be utilized in many settings including whole class, small group, or individual phonics practice. It is my hope that this book will be useful tool as you teach young readers. On the following pages, you will find teaching resources that accompany the book such as a list of decodable and high frequency words, discussion questions, and activity ideas that support the target phonics skill and the theme of the book. I hope that your students enjoy this story that shares what I believe to be an important theme: accepting and welcoming all.

Sincerely,
Anna Grace Hudson

Teacher Resources

Target skill: short e

Previously taught skills*: /s/, /m/, short /a/, /c/, /n/, /k/, /ck/, /t/, /p/, short /o/, /g/, /d/, short /i/, /r/, /l/, /h/, /f/, short /e/

High Frequency Words

he there all

Decodable Words

Meg	wet	pet	back	rat	the
is	and	not	pen	ram	this
a	it	can	get	sit	fit
red	dim	let	pig	I	bat
hen	Ben	in			

*This book is 90% decodable at point 15 on the *Flyleaf Emergent Reader Scope and Sequence*.

Flyleaf Publishing. (2016). Emergent Reader Scope and Sequence. Decodable Books: Research Based Readers - Flyleaf Publishing.
<https://flyleafpublishing.com/phonics-scope-sequence-and-book-previews/>

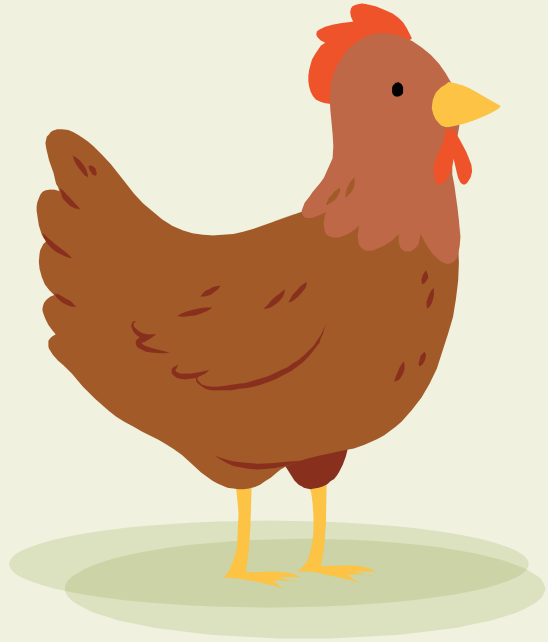
Teacher Resources

Discussion Questions:

1. Who is the main character of the story?
2. What is the main problem of the story?
3. Why is Meg trying to find a place to stay?
4. If you were Meg, how would you feel?
5. If you were Ben, would you let Meg inside?
6. Why is it important that we make everyone feel welcome?
7. How can you make someone feel welcome at school?

Activity ideas:

- Invite students to clap or stand each time they hear the short /e/ sound in *Can Meg Get In?*
- Write all short /e/ words on an anchor chart
- Students draw one way that they can welcome or include someone at school
- Students write and act out a short play scene where they are demonstrating a way that they could welcome or include others
- Students create posters to hang in the hallway promoting the idea of including and welcoming all



04

Questions

What do you want to know?

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