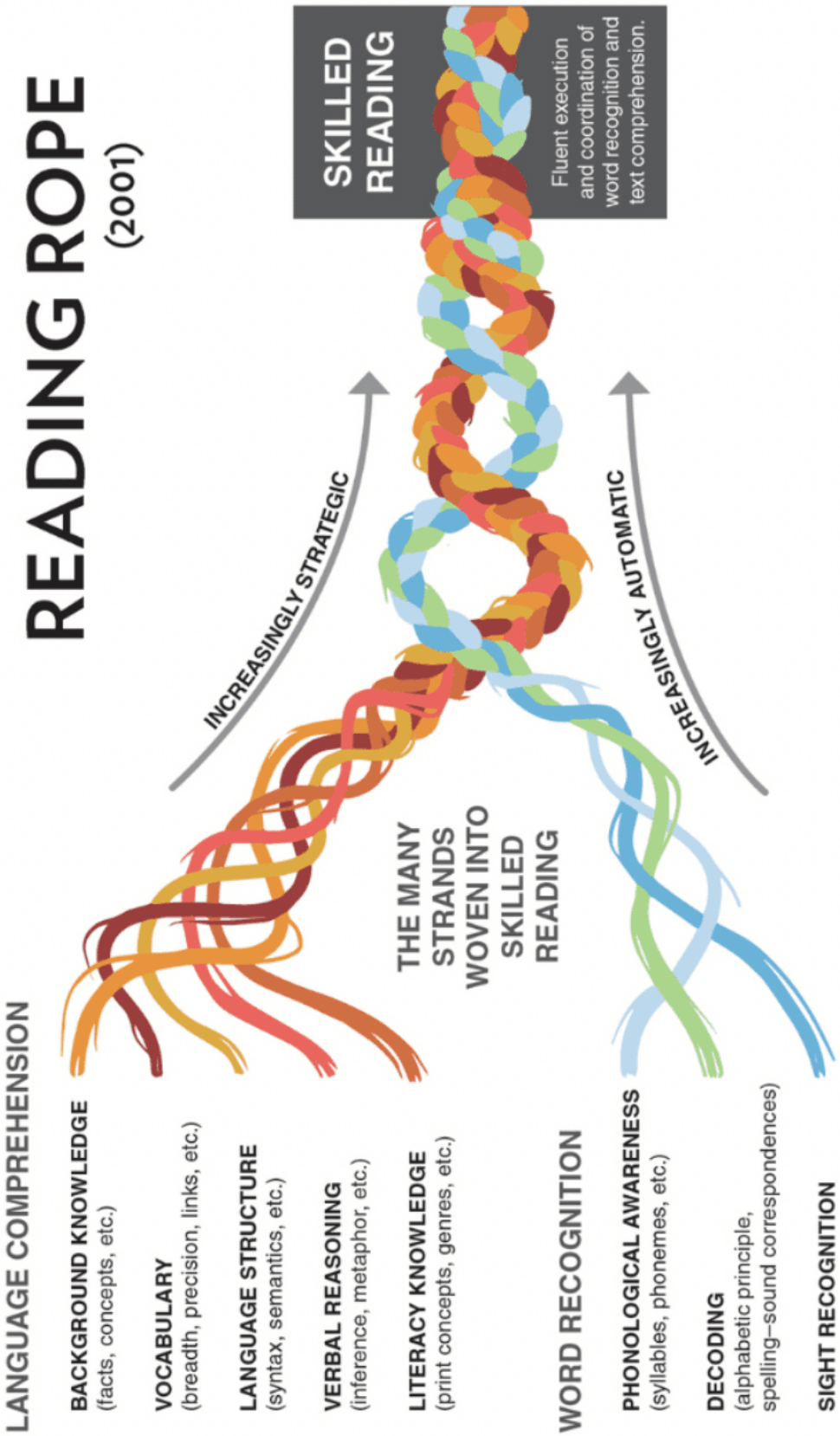
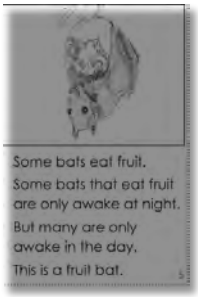
Exploring Authentic, Decodable and Leveled Texts


SCARBOROUGH'S
READING ROPE
(2001)
SKILLED READING
Fluent execution and coordination of word recognition and text comprehension.
INCREASINGLY STRATEGIC
INCREASINGLY AUTOMATIC
THE MANY STRANDS WOVEN INTO SKILLED READING
LANGUAGE COMPREHENSION
BACKGROUND KNOWLEDGE (facts, concepts, etc.)
VOCABULARY (breadth, precision, links, etc.)
LANGUAGE STRUCTURE (syntax, semantics, etc.)
VERBAL REASONING (inference, metaphor, etc.)
LITERACY KNOWLEDGE (print concepts, genres, etc.)
WORD RECOGNITION
PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
DECODING (alphabetic principle, spelling–sound correspondences)
SIGHT RECOGNITION (of familiar words)

Standards Map

Strand	Standard	Benchmark	Code
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
		Phonological Awareness	F.1.2
		Phonics and Word Analysis	F.1.3
		Fluency	F.1.4
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1
		Phonics	F.2.2
		Encoding	F.2.3
		Fluency	F.2.4
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
		Theme	R.1.2
		Perspective and Point of View	R.1.3
		Poetry	R.1.4
	Reading Informational Text	Structure	R.2.1
		Central Idea	R.2.2
		Purpose and Perspective	R.2.3
		Argument	R.2.4
	Reading Across Genres	Interpreting Figurative Language	R.3.1
		Paraphrasing and Summarizing	R.3.2
		Comparative Reading	R.3.3
		Understanding Rhetoric	R.3.4
Communication (C)	Communicating Through Writing	Handwriting	C.1.1
		Narrative Writing	C.1.2
		Argumentative Writing	C.1.3
		Expository Writing	C.1.4
		Improving Writing	C.1.5
	Communicating Orally	Oral Presentation	C.2.1
	Following Conventions	Conventions	C.3.1
	Researching	Researching and Using Information	C.4.1
	Creating and Collaborating	Multimedia	C.5.1
		Technology in Communication	C.5.2
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1
		Morphology	V.1.2
		Context and Connotation	V.1.3

ELA Expectation	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

Type of Text	Characteristics	Example(s)
Decodable Text	• 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) Notes:	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! 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.
Leveled Text	• 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 Notes:	A tractor is on a farm.  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.
Authentic Text	• 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 Notes:	 Soon broad, prickly leaves with jagged edges unfold on the stems. The new leaves are rough and prickly... but the Seed leaves are smooth and rounded.

Title: _____ Type of Text: _____

What is an instructional opportunity or B.E.S.T. ELA benchmark that this text could be used for?

_____

_____

_____

_____

Title: _____ Type of Text: _____

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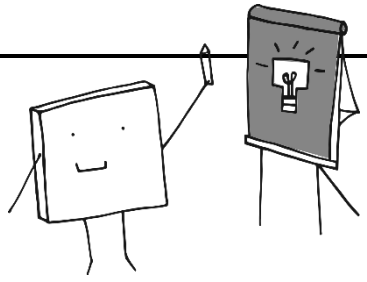
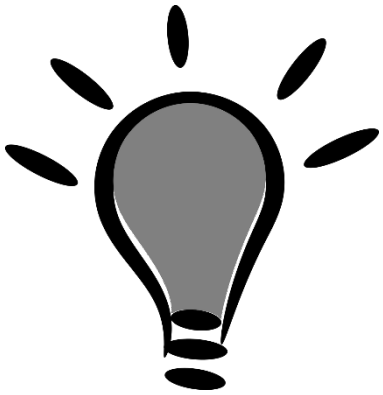


Scenario 1: When listening to your English Language Learners read aloud, you notice that when encountering an unknown word, they try to use the picture to guess the word. When discussing the text, they have difficulty recalling what they have read. Their literal comprehension on formal assessments is below grade level.



I learned…

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I'm still wondering…

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One thing I will implement…

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