

# Different Types of Text: The What, Why, and How for Elementary Classrooms

Tuesday, January 21, 2025

# Welcome



Webinar Is Recorded



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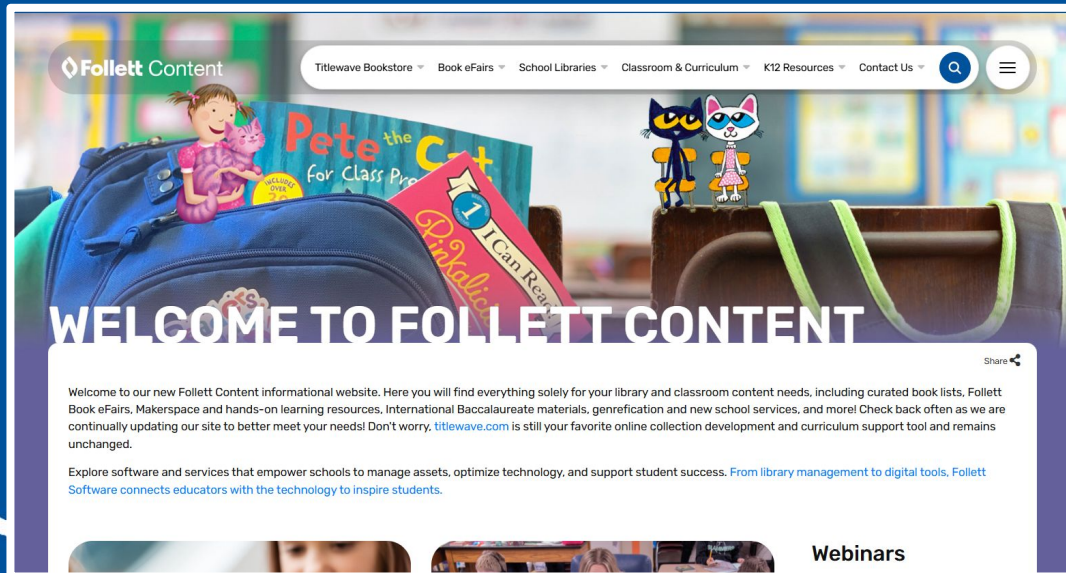
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# Thanks for Joining!

## Hannah Irion-Frake (Mrs. IF)

- Literacy Coach
- LETRS\* Local Facilitator
- Science of Reading Nerd

Find me at  
[@readingwithmrsif](https://www.instagram.com/readingwithmrsif)

*\*Language Essentials for Teachers of Reading and Spelling*





# Some Big Ideas...

- There are different types of texts that we use for different instructional purposes in the elementary classroom.
- Encouraging a love of reading is the bonus outcome of successfully teaching our students how to read.
- As the professional in the classroom, we can match the right text for the right purpose.

# Decodable vs. Authentic Text

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# Let's Define Our Terms

- Decodable text
- Authentic text
- Hi/Lo text
- Graphic novels





# Let's Define Our Terms

- Decodable text = controlled by phonics pattern

Scope and sequence: Dandelion World 8-15		
Phonic Focus and/or Skills Level	Phonic Book	High frequency words
CVCC	Dandelion World Stages 8-15 (9780744095920)	
	Book 8a Kids at Camp	from, grass, have, I, the, to, we
	Book 8b At Dusk	a, are, as, from, go, has, his, is, of, she, the, to
	Book 9a Up the Cliff	a, has, is, of, she, the, to, your
CCVCC	Book 9b Clam, Crab, Gull	a, I, into, is, make, the, then, to
	Book 10a Frost Melts	a, are, have, he, into, is, she, the, to
ch	Book 10b Frank and the Skunk	a, do, has, is, no, the, to, with
	Book 11a Crunch, Munch!	a, by, he, his, I, no, of, says, the, to, we
sh	Book 11b Chimp Chums	a, from, has, his, the, this, to
	Book 12a Trash in the Trench	a, into, no, the, to
th	Book 12b Sled Dogs Dash	a, for, have, or, other, pull, says, snow, the, they, to
	Book 13a Sloths	a, for, his, into, is, of, says, the, they
ck for the sound /k/ wh for the sound /w/	Book 13b The Thrill of a Run	a, all, be, do, he, his, of, she, start, the, they, to, was
	Book 14a Shells and Rocks	a, from, has, into, is, the, to
ng qu	Book 14b Flick the Puck	a, by, has, he, ice, is, no, says, the, who
	Book 15a Spring Has Sprung	a, bird, has, I, is, for, from, me, my, new, no, of, the
	Book 15b Long Bat Wings	a, away, be, has, is, no, out, the, them, they, this, to, what, w
Dandelion World Stages 8-15 Reading and Writing Activities (9780744095890)		

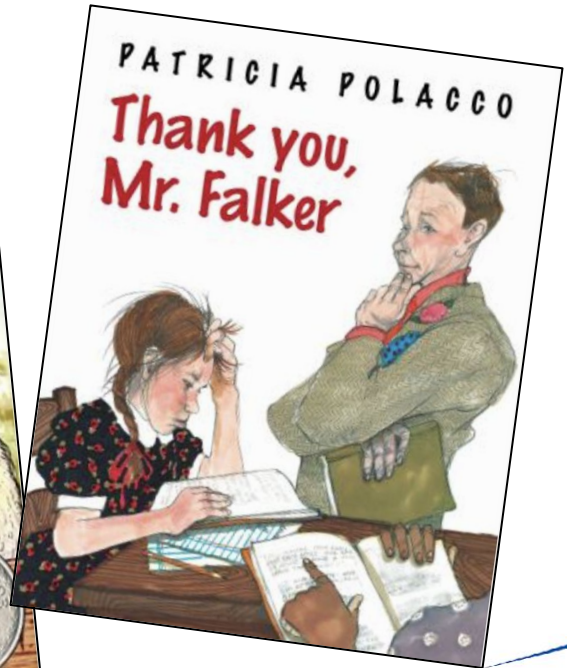
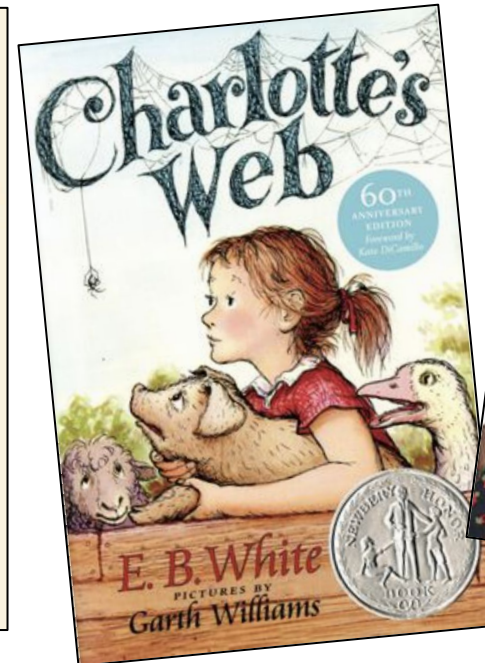
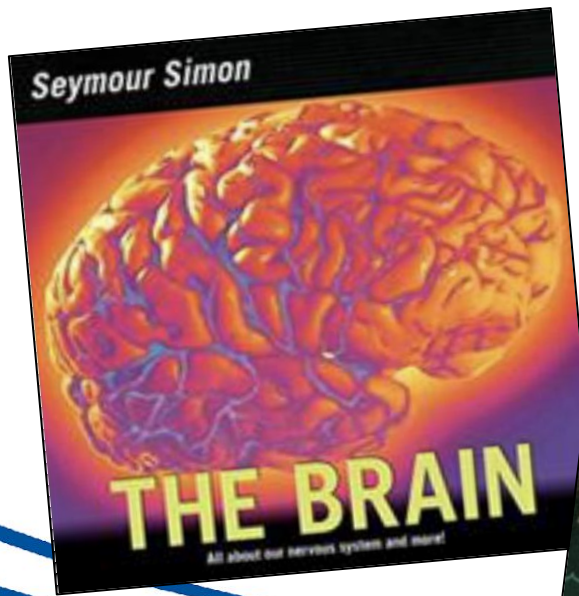
## PHONIC BOOKS DANDELION WORLD STAGES 8-15





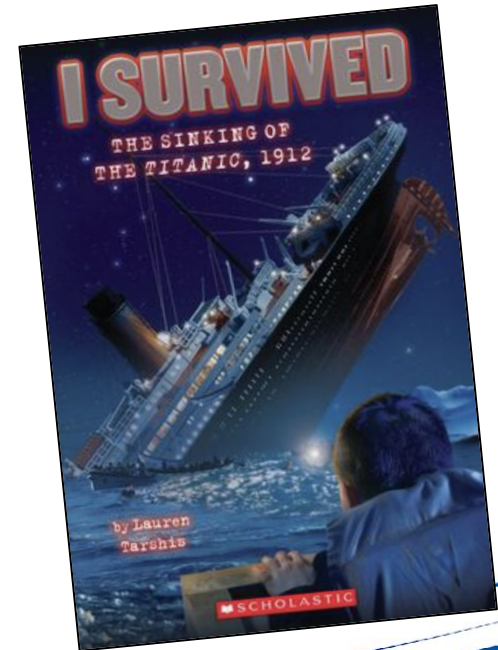
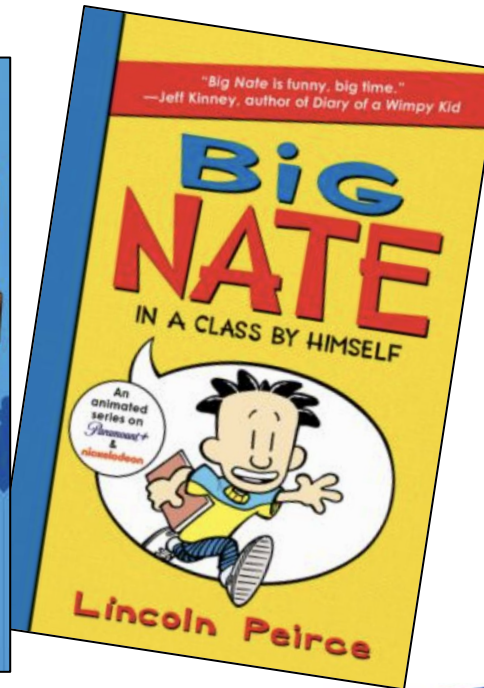
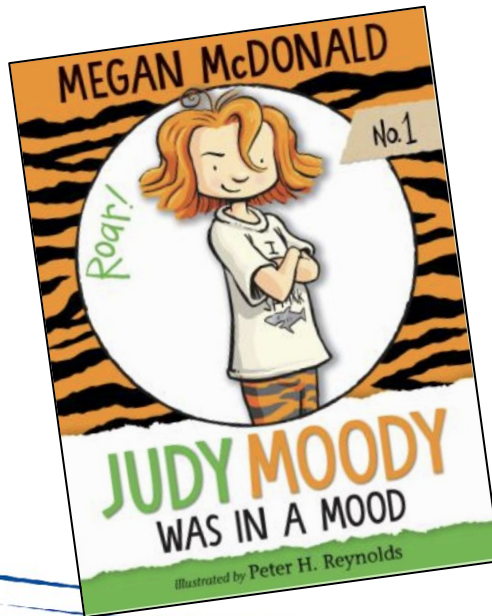
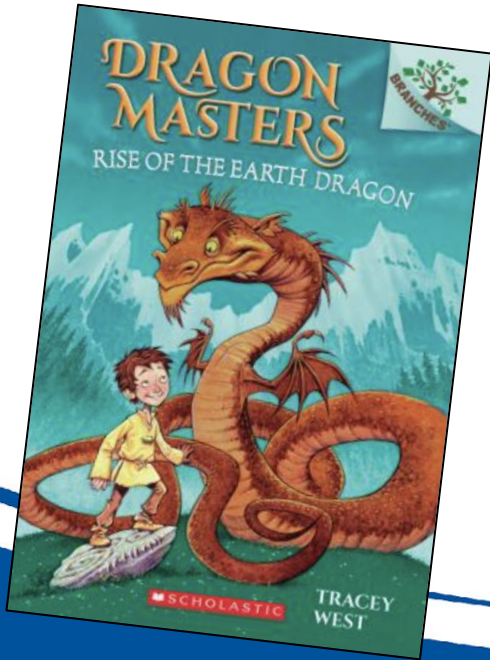
# Let's Define Our Terms

- Decodable text = controlled by phonics pattern
- Authentic text = written for a real-world audience and purpose



# Let's Define Our Terms

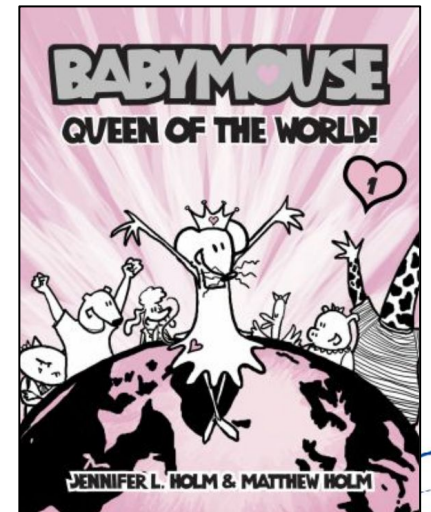
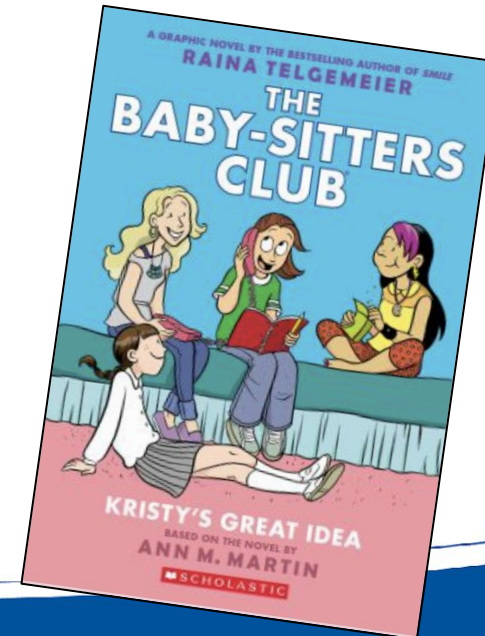
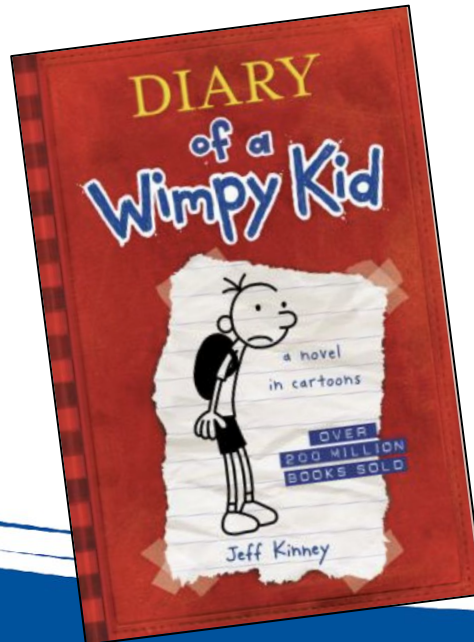
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- Hi/Lo text = high-interest, low readability





# Let's Define Our Terms

- Decodable text = controlled by phonics pattern
- Authentic text = written for a real-world audience and purpose
- Hi/Lo text = high-interest, low readability
- Graphic novels = comic-style text with more illustrations





# A Helpful Continuum:

“Learning to Read”

“Reading to Learn”

PreK, Kindergarten, Grade 1

Grade 2

Grade 3 and beyond

Students are developing accuracy, automaticity, and fluency as readers.

DECODABLE TEXTS

AUTHENTIC TEXTS  
HI/LO TEXTS and GRAPHIC NOVELS

# But What About Read-Alouds?



## Benefits of Read-Alouds:

- Increase background knowledge
- Increase exposure to vocabulary
- Increase exposure to advanced syntax (syntactical awareness)
- Models of fluent reading and prosody

# Another Way to Look at This...

READ-ALOUDS &  
AUTHENTIC TEXTS

DECODABLE TEXTS  
& READ-ALOUDS

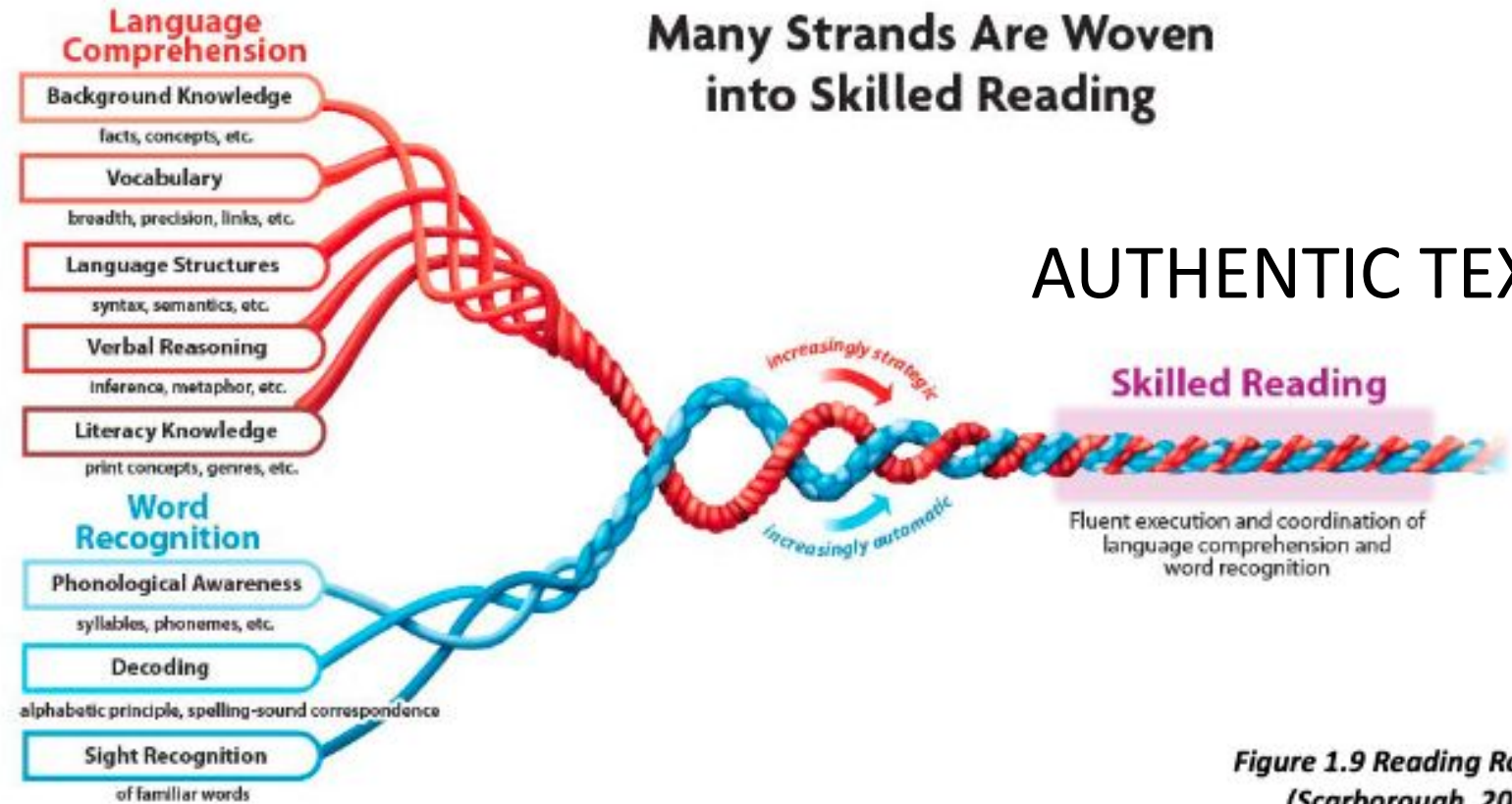


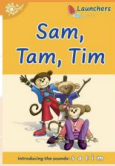

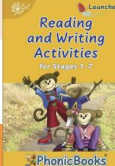
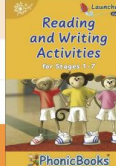
Figure 1.9 Reading Rope  
(Scarborough, 2001)



# Using Decodable Texts

# What Makes a Good Decodable Text?

- Text is controlled to include taught phoneme-grapheme correspondences and high-frequency words
- Aligned to a scope and sequence

Scope and sequence: Dandelion Launchers and Dandelion Launchers Extras Stages 1-7				
Phonic Focus	Phonic Books		Skill level	High frequency words
alphabet code	Dandelion Launchers Stages 1-7 (9781783692835)  Dandelion Launchers Extras Stages 1-7 (9781783692835) 			
s a t i m	Book 1a: Sam, Tam, Tim	Book 1a: I am Sam	CVC 1 letter spellings	I, is, a
	Book 1b: Is it Sam?	Book 1b: On the Mat		I, is, a
n o p	Book 2a: Pam	Book 2a: A Man		is, and, the, a
	Book 2b: The Pot	Book 2b: A Map		a, the, is, and
b c g h	Book 3a: Sam's Bag	Book 3a: Bob		Sam's, has, a, get, the, is, Tam's
	Book 3b: Pip and the Bat	Book 3b: Pam and the Cat		has, a, is
d e f v	Book 4a: Ted	Book 4a: The Fib		the, up, off, into, is, a
	Book 4b: Meg and Ted	Book 4b: Bob and the Cod		Viv's, the, is
k l r u	Book 5a: Ken, the Rat	Book 5a: The Bus		the, a, it's
	Book 5b: Kim, the Bug	Book 5b: Mud		the, I, is, into, to, a, me
j w z	Book 6a: Jim and Jam	Book 6a: Viv Can Run		and, was, his, I, have, a, of, to, the, legs, into
	Book 6b: Ken Gets Wet	Book 6b: A Bad Job		was, his, into, to, the, is
x y f f l s s z z	Book 7a: Rex Yells	Book 7a: Bob on the Sill	CVC 2 letter spellings	yells, I, the, and, was, no, be, a, said
	Book 7b: Rex Will Not Sit	Book 7b: The Hill		I, said, and, told, to, the, is
	Dandelion Launchers Stages 1-7 Activities (9781783693153) 	Dandelion Launchers Extras Stages 1-7 Activities (9781783693467) 		

# What Makes a Good Decodable Text?

- Text is controlled to include taught phoneme-grapheme correspondences and high-frequency words
- Aligned to a scope and sequence
- Limited picture support to discourage guessing
- Frequent opportunities to decode the target phonics pattern



Ted and Viv sat in the pit.

1



The mice liked to slide on pipes.  
Mike and Sunshine had quite a  
fine life, but then...

2



# An Instructional Routine



## Decodable Text Routine

Decodable text practice should be part of a phonics lesson. It is the step in a phonics lesson where students practice phonics patterns within text. You can find my free Phonics Lesson Planning Template [here](#).

The decodable text you choose should align to your phonics scope & sequence. It should include many opportunities for students to practice decoding words that highlight your current phonics pattern. It should also be controlled to only include phonics patterns and high-frequency words students have already been taught. Students should NOT be guessing at words!

Before Reading	<ul style="list-style-type: none"> <li>Review the target phonics pattern, if necessary.</li> <li>Students highlight the target phonics pattern in the text. Students read only the highlighted words. <ul style="list-style-type: none"> <li>Alternative Idea: Read a word list or word cards with the words in the text that follow the phonics pattern.</li> </ul> </li> <li>Review high-frequency words included in the text. <ul style="list-style-type: none"> <li>Heart Word Practice: <ul style="list-style-type: none"> <li>Tap the sounds in the word. Draw a line for each sound.</li> <li>Write the letters for each sound.</li> <li>Draw a heart above spelling patterns that aren't expected.</li> <li>Repeat, as needed.</li> </ul> </li> </ul> </li> </ul>
During Reading	<ul style="list-style-type: none"> <li>Students read the text with the highlighted words.</li> <li>Teacher provides feedback &amp; prompts. <ul style="list-style-type: none"> <li>Teacher prompts should direct students to look at the word and say the sounds in each word. Do not prompt students to look at the picture or use guessing strategies. (<a href="#">Prompting Posters &amp; Bookmarks</a>)</li> </ul> </li> <li>Stop occasionally to ask questions, summarize and/or discuss what is happening in the text.</li> </ul>
After Reading & Repeated Readings	<ul style="list-style-type: none"> <li>Student rereads an unhighlighted copy of the same text.</li> <li><b>Brief</b> Comprehension Tasks: <ul style="list-style-type: none"> <li>Ask/answer questions about the text.</li> <li>Summarize the plot.</li> <li>Write one sentence about the text. Use sentence stems, as needed.</li> <li>Make a connection to the text.</li> <li>Discuss a vocabulary word in more detail.</li> </ul> </li> <li>Other Options for Rereading: <ul style="list-style-type: none"> <li>Read to someone else (a friend, adult, stuffed animal, older buddy, etc).</li> <li>Record reading on a device.</li> <li>Send decodable text home.</li> </ul> </li> </ul>

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Decodable Text Routine

# An Instructional Routine

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# But, what about leveled text?



# Decodable Text

- Phonetically decodable text
- Follows a phonics scope and sequence
- Main decoding strategy = sounding out the words
- Pictures support the story but don't promote guessing
- The goal is accurate word reading

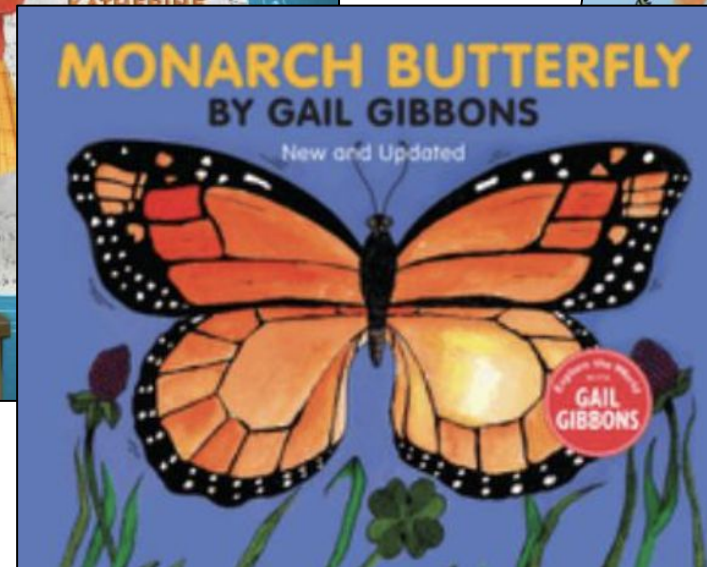
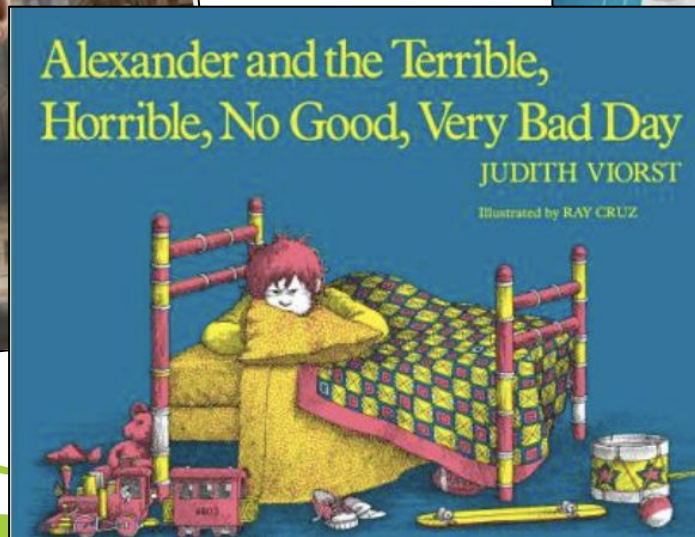
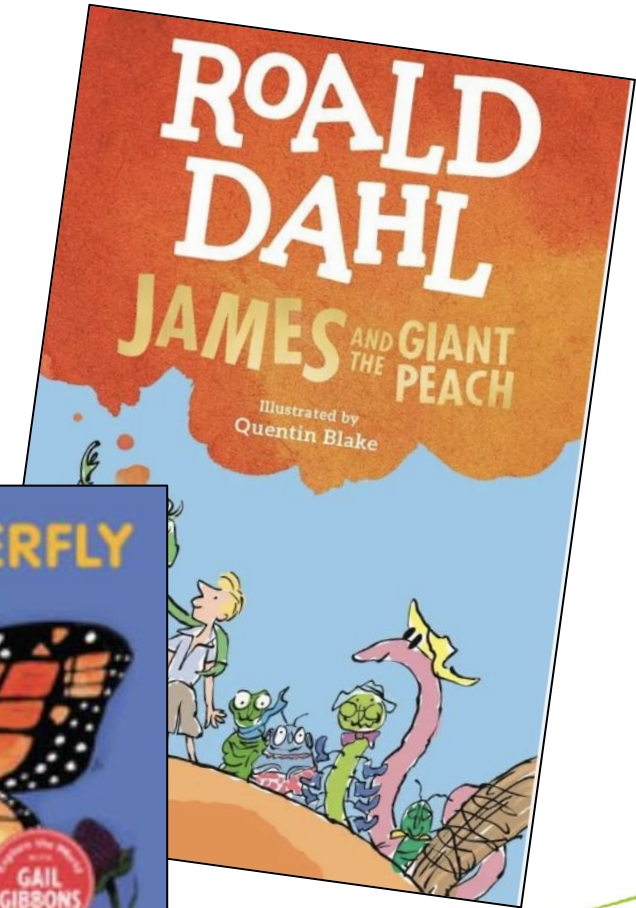
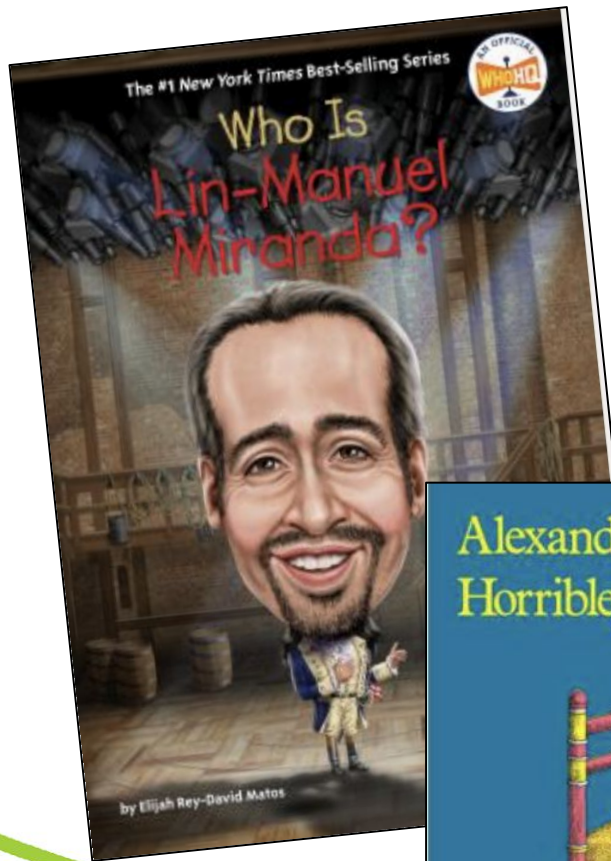
# Leveled Text

- Predictable and/or repetitive text
- Includes many different phonics patterns and high-frequency words
- Main decoding strategy = guessing what sounds right/makes sense/looks right
- Pictures often reinforce guessing
- The goal is comprehension



# Using Authentic Texts

# What Counts as an Authentic Text?



# Hi/Lo Books

- Lower Lexile® level
- Often include illustrations to support the text
- Carefully chosen vocabulary
- Simpler sentence structure
- Straightforward plot development
- Compelling stories and interesting characters that relate to the student's age level



# Graphic Novels

- Includes illustrations with shorter sections of text
- Typically narrative text structure
- Usually in first person point of view
- Pictures provide contextual clues for vocabulary and plot

# Authentic Texts & Reading Comprehension



# Introducing Vocabulary

<b>1. Pronounce it, write it, read it</b> Point out the word's ▽ syllables / phonemes ▽ spelling / phonics patterns ▽ morphemes ▽ part of speech	<b>Word:</b> ▽
<b>2. Give a student-friendly definition.</b> Use concrete examples, if applicable.	<b>Student-Friendly Definition:</b>
<b>3. Say more about the word.</b> ▽ Use the word in sentences ▽ examples & nonexamples ▽ Word associations	▽
<b>4. Ask yes/no questions.</b>	▽
<b>5. Have students use the word.</b> ▽ Answer questions ▽ Which would you rather... ? ▽ Have you ever... ? ▽ When/how/why might you... ? ▽ Sentence stems ▽ Talk to a partner	

Vocabulary  
Routine Template



# Building Background Knowledge

## Activate & Assess

- Anticipation Guides
- Questions
- Charts / KWL
- Visuals

## Build

- Other Texts and Videos
- Hands-On Experiences
- Artifacts
- Vocabulary

## Connect

- Revisit Previous Learning
- Write
- Extend the Learning

# Text Structure & Genre Knowledge

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Fill in the boxes with details from the story.

Title: \_\_\_\_\_

CHARACTERS:	SETTING:
-------------	----------

middle

PROBLEM:	SOLUTION
----------	----------

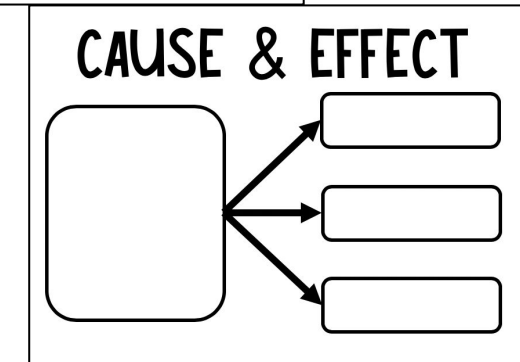
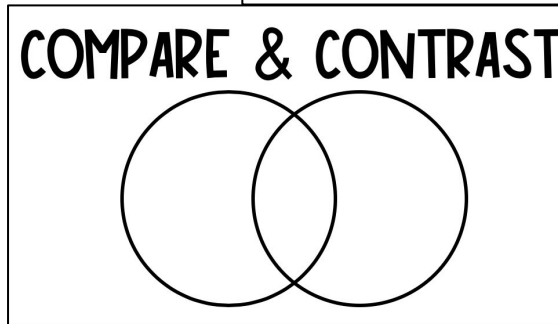
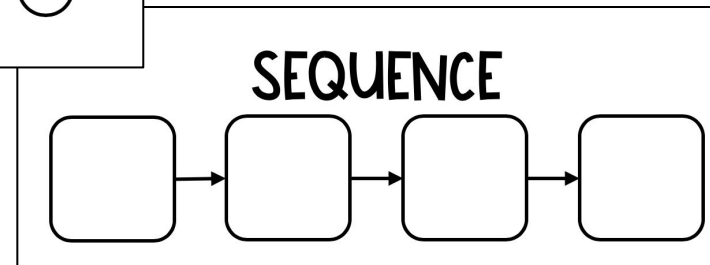
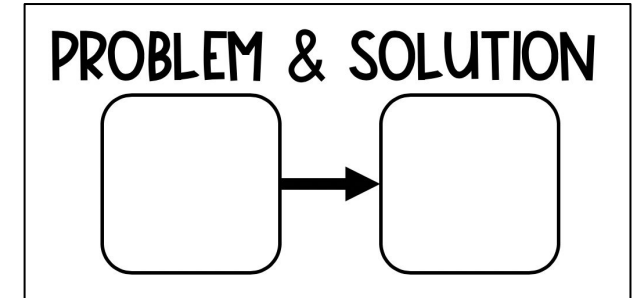
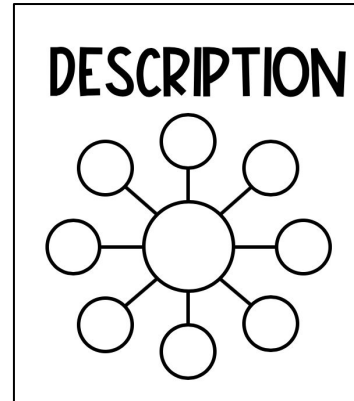
beginning

end

THEME:

**PLOT**

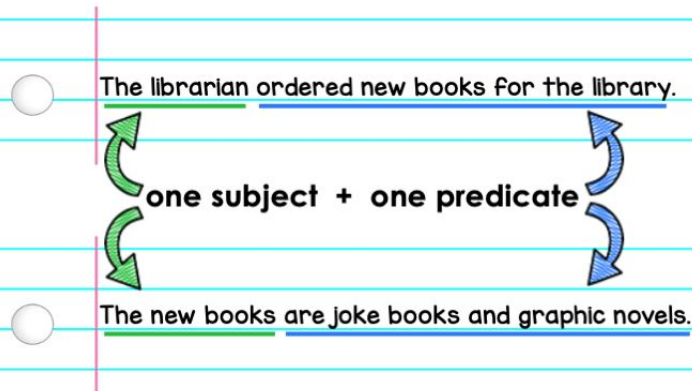
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# Syntactical Awareness

## simple SENTENCES

A simple sentence expresses one complete thought.



Simple sentences can have plural subjects:

My teacher and my librarian love to read books.

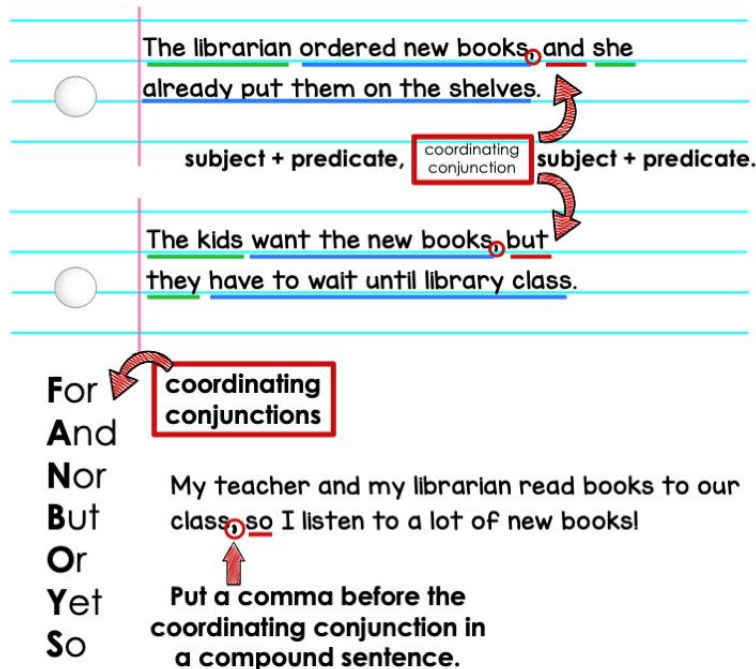
Simple sentences can have plural predicates:

My teacher loves to read books and drink coffee.

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## compound SENTENCES

A compound sentence expresses two complete thoughts joined together by a coordinating conjunction.

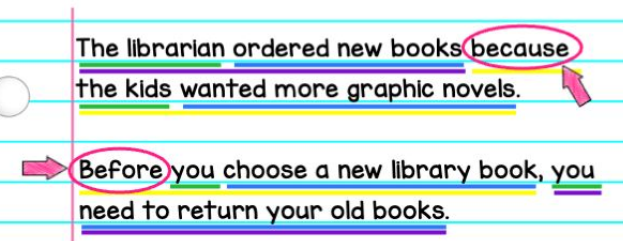


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## complex SENTENCES

A complex sentence expresses one complete thought and one incomplete thought joined together by a subordinating conjunction.

**independent clause** → a complete thought  
**dependent clause** → an incomplete thought



### subordinating conjunctions

Some examples:

- because
- before
- after
- if
- when
- although
- since
- while
- unless
- whenever
- even though
- as

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# Writing About Text

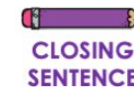
Reptiles are  
cold-blooded  
because...

Reptiles are  
cold-blooded  
but...

Reptiles are  
cold-blooded  
so...

## PARAGRAPH STRUCTURE

INDENT → The first sentence



paragraph is a topic sentence that gives the main idea of the paragraph. After the topic sentence, you need about three detail sentences. These sentences can include more information about your topic by explaining or giving examples. At the end, you need a closing sentence to remind the reader of your main idea.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic Sentence:

Detail Sentence #1:

Detail Sentence #2:

Detail Sentence #3:

Closing Sentence:

# Q&A

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## Different Types of Texts: The What, Why, and How for Elementary Classrooms

Presented by Hannah Irion-Frake

Tuesday, January 21 | 4PM CST

Watch Recording >>  
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## Thanks for Joining!

Hannah Irion-Frake (Mrs. IF)

- Literacy Coach
- LETRS\* Local Facilitator
- Science of Reading Nerd

Find me at  
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*(Language Essentials for Teachers of Reading and Spelling)*




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\_\_\_\_\_

attended the webinar:

**Different Types of Texts:  
The What, Why, and How for  
Elementary Classrooms**

on January 21, 2025,  
for one hour.



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# Curated Book Lists to Get Started

- **Read-alouds:** spark curiosity, develop essential skills, and improve vocabulary.
- **Decodable books:** help students practice translating letters into sounds.
- **Leveled readers:** build confidence in students reading below grade level.
- **Picture books:** help develop phonics and build fluency for beginning readers.
- **Chapter books:** introduce early readers with illustrations and simple text.
- **Graphic novels:** help bridge the gap between picture and chapter books.
- **Hi/lo books:** create highly engaging, age-appropriate reading opportunities.
- **High-interest books:** motivate and engage your students with popular topics.

## Early Learning Book Lists

[follettk12.link/1gp](https://follettk12.link/1gp)



## Striving Reader Book Lists

[follettk12.link/swu](https://follettk12.link/swu)



## Contact Us

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### Need a custom list?

Follett Content's team of licensed teachers and certified librarians can **curate** the perfect books and other resources for your classroom or library.

# Literacy Shouldn't Take a Summer Break

## Summer Reading

We're committed to providing you with the high-quality books and resources you need to keep students engaged over the long break and minimize the "summer slide." Look to us for high-interest books, literacy and math workbooks, eBooks, audiobooks, and more!

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Summer Reading Programs**

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**Get a Quote**

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## Grab & Go Literacy Kits

These kits enable you to address learning loss while keeping students reading, with the bonus of building home libraries for the entire family. Easily distribute them to students for summer reading, school breaks, school-to-home literacy initiatives, enrichment, and more.

**Learn More About Grab & Go  
Literacy Kits**

[follettk12.link/h8h](https://follettk12.link/h8h)

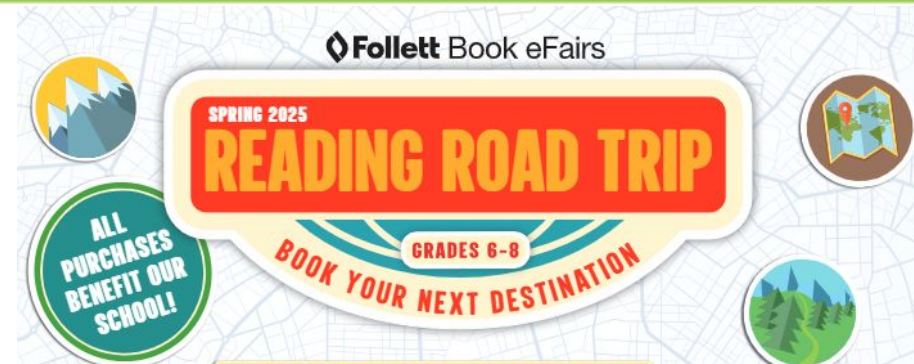


# Encouraging a Love of Reading with Follett Book eFairs



By bringing the books students want directly to them through Book eFairs, you provide students the chance to grow as independent readers. Today's readers will be tomorrow's leaders, ready to change the world and take on challenges – and it can all start with choosing a Follett Book eFair.

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- No minimum sales requirements
- Open to all PreK-8 US schools
- The best selection of titles
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Wed.  
Feb. 12



**WEBINARS**



4pm CT

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## Transform Your Library: 15 Ways to Make Reading Irresistible

Join Shannon McClintock Miller as she shares 15 ways to make your library known as “the place to be” while enticing students to read, read, and read some more! You’ll leave this presentation with inspiring ideas that will engage students, promote learning in the library, and bring things to light you may not have previously considered.

**Register Now!**

[follettk12.link/vog](https://follettk12.link/vog)



**THANK YOU**  
**for attending!**