

## WHY ARE DECODABLE BOOKS GOOD FOR CHILDREN WITH DYSLLEXIA?

(submitted by Judy Schoeppe, A/OGA)

Decodable readers are texts designed with a controlled vocabulary in mind. These books are designed to align with the phonics skills a student is learning. Decodable books allow readers to apply the strategies they know about decoding.

The use of decodable texts are beneficial for struggling readers and those with dyslexia. These types of readers provide a structured experience which allows a child to use and practice what they know about decoding words.

### Why Use Decodable Texts?

Some reasons to use decodable readers are:

- 1. Supporting Phonics Instruction:** Decodable books align with the phonics rules being taught. They allow children to practice decoding in a controlled way, which helps strengthen their understanding of letter-sound relationships.
- 2. Builds confidence:** Children feel confident when reading decodable books because they are designed to match their current phonics knowledge.
- 3. Improves fluency:** Practicing using decodable texts allows the reader to have repeated practice with phonics patterns. This repeated practice helps improve speed and accuracy.
- 4. Promotes Independence:** Readers can engage in independent practice with decodable books. They can feel more confident in themselves as they read.
- 5. Focus on Word Recognition:** Decodable books emphasize high frequency words and words with certain word patterns. As children practice reading these patterns, they develop automatic word recognition.



### Some Activities to Use with Decodable Books

- 1. Visualizing:** After reading a decodable text children can be encouraged to draw pictures of scenes from the story. This helps strengthen the connection to the text beyond decoding.
- 2. Word Hunt:** Children can go on a word hunt after they read a decodable text. They can find

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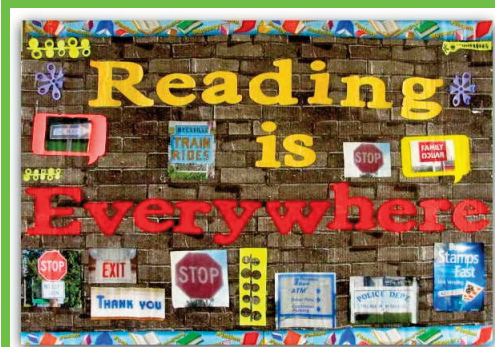
## MARK YOUR CALENDARS!



**No EVENING  
Tutoring:  
4/14-4/18  
and 4/21**

**Office Closed  
on Saturday,  
April 19.**

**Associate OG  
Cohort  
training on  
Saturday,  
April 26.**



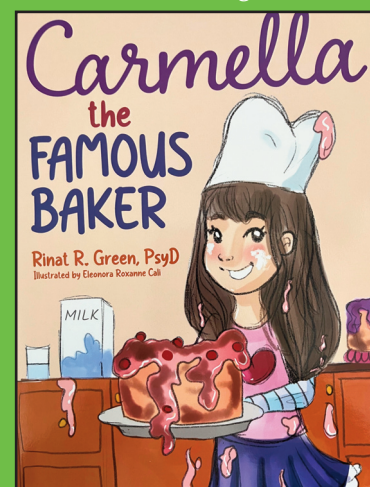
During the month of April, we will think about all the things we read every day. After each session, students will tell us what they read that day. They will add a sticker to our Reading Graph and we will be able to see where/what our students are reading out in the real world this month.



### BOOK RECOMMENDATION: CARMELLA THE FAMOUS BAKER

Written by Rinat R. Green.

Carmella loves to bake, but because she is trying to hide the fact that she struggles with reading the recipes, she has some culinary disasters. Follow along with Carmella as she finds out that she has dyslexia and learns to overcome her challenges.



## STUDENT SPOTLIGHT: DYLAN

(submitted by Jeannie, A/OGA, OG Certified Trainee)

Dylan is a lively and energetic 9-year-old with a great sense of humor. Since September, he has been attending Literacy Nassau three times a week for Orton-Gillingham instruction, where he has made remarkable progress. Outside of his lessons, Dylan loves playing video games and sharing reading time with his parents at home.



Here are some fun facts about Dylan:

**Who is your favorite superhero?** Spiderman.

**What is your favorite video game?** Fortnite.

**What sports do you like to play?** Basketball.

**What is your favorite food?**

McDonald's fries and chicken nuggets.

**What is your favorite movie?** Paddington in Peru.

**What is your favorite color?** Blue.

**What is your favorite subject in school?** Math.

**What is your favorite book?** Cat Ninja.

**What do you like about coming to Literacy Nassau?**

Winning prizes and getting Dunkin Donuts from my tutor.

**What do you want to be when you grow up?**

Fortnite gamer.

## DECODABLE BOOKS (CONTINUED)

words that have the particular phonics pattern they are practicing.

(For example: words with r blends)

**3. Fluency:** They can reread for fluency.

- Read the book with a partner.
- Reread the book to a stuffed animal.
- Reread the book into a mirror.
- Record their reading so they can listen back to see how they sound.



**4. Creative Writing:** Children can be creative and add on to the text of the book by creating another page or event to go along with the story.

**5. Memory:** A memory game can be made using either sight words or word pattern words from the text.

The purpose of decodable texts is to help readers learn to rely on word solving by using the reading code rather than guessing and relying on picture clues. As a reader's mapping of words increases and words are committed to visual memory, their fluency and understanding will become easier and more automatic. Comprehension is the ultimate goal of reading. This happens as a result of automatic word recognition and fluency. Decodable texts provide opportunities for readers to apply their knowledge of words and to help improve their fluency and comprehension.



Ask your child's tutor to help guide you in choosing the best decodable books to meet their specific needs and to match the skills they have been working on in their session.

## EARLY BIRD SAVINGS OF \$240 ENDS ON APRIL 15TH!



### LITERACY NASSAU'S OG SUMMER INTENSIVE PROGRAM

FOR STUDENTS ENTERING GRADES 1-6:

**JULY 7 – JULY 31**  
**MONDAY-THURSDAY FROM 9:15 - 12:00**

*Building literacy skills for students with dyslexia, or other language-based learning disabilities, who want summer support.*

Literacy Nassau is very excited to invite you to join us for another year of our literacy-based summer program. The purpose is two-fold. It is to prevent summer regression for current students through maintenance of previously taught Orton-Gillingham concepts and to provide exposure of OG principles for students who are new to OG. All of this will be done in a relaxed, fun atmosphere.

To hold a spot a \$200 deposit (check/cash) is required with your application.



**There is an EARLY BIRD SPECIAL OFFER of \$1,810 that must be paid in full by April 15th. (cash/check only)**

Orton-Gillingham (OG) based instruction will be incorporated through multisensory games, arts and crafts, and a variety of other indoor/outdoor activities. This summer program is designed for students entering Grades 1-6 who are identified with dyslexia or who otherwise struggle with reading, writing, and spelling.

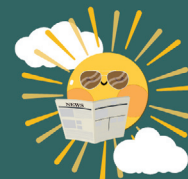
Students will be in small groups based on their age/ability level. Lessons and activities are guided by teachers who are certified through the Orton-Gillingham Academy (OGA).

#### Daily Schedule:

- OG-based reading/writing lesson
- Snack break
- OG-based game, craft, or activity
- Lesson Review/Read Aloud

Tuition: \$2,050 (cash/check)  
\$2,090 (credit)

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516-867-3580  
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Literacy Nassau's OG Summer Intensive Program

## OPEN HOUSE

Learn all about our Orton-Gillingham program and tour our center.

**WEDNESDAY, APRIL 2**  
**6:00 - 7:00 PM**



To sign up email Kate at:  
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