

Ignite Reading Decodable Readers: *Overview*

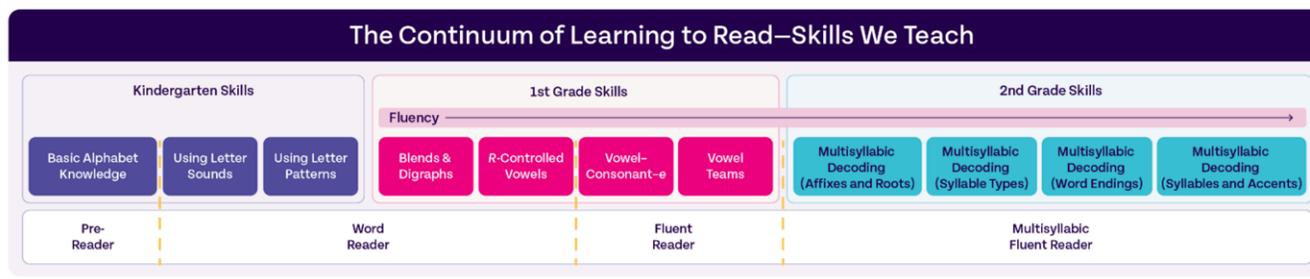
Research shows that children who don't learn to read by the end of third grade are likely to remain struggling readers for the rest of their lives. Decodable Readers enable students to apply their letter-sound knowledge to 'sound out,' rather than guess unknown words, allowing them to develop effective word-reading skills and automaticity. This interconnected phonics and fluency practice ultimately leads to more successful reading fluency and comprehension.

For Ignite Reading programming, Decodable Readers provide an exciting opportunity for fluency practice with our students. Ignite Reading's Decodable Readers provide focused opportunities for reading connected text in alignment with the phonics skills they are learning during their tutoring session. Principles of fluency instruction suggest repeated practice in reading texts that apply previously taught phonics skills and concepts.

That's exactly why we've developed these Decodable Readers! They provide students with 5-10 minutes of focused, independent practice that reinforces skills they've mastered. Students work on content aligned with previously taught phonics skills, supporting automaticity through overlearning. The content of the Decodable Readers spans from Using Letter Sounds through Vowel Teams units, carefully aligned with our tutoring curriculum.

Curious about which phonics skills the Decodable Readers cover for your students?

Take a look at **The Continuum of Learning to Read** and the **Unit Decodable Readers-at-a-Glance** table below to learn more!



Unit Decodable Readers-at-a-Glance

Unit	Skills & Concepts	Unit Lessons	Book Number
Using Letter Sounds	Short Vowels (a, i, o)	1-5	1
	Short Vowels (i, e, u)	6-10	2

	Short Vowels (i, e, a)	11-14	3
Using Letter Patterns	Vowel Patterns (_ at, _ ag, _ ap, _ an)	1-5	1
	Vowel Patterns (_ ill, _ ip, _ in, _ ing, _ it)	6-10	2
	Vowel Patterns (_ ock, _ op, _ ot, _ ug, _ ick)	11-14	3
Blends & Digraphs	Digraphs (-ck, sh, -sh)	1-5	1
	Digraphs (ch-.-ch)	6-10	2
	Digraphs (ch-.-ch, ck, sh, -sh, th-, -th)	11-15	3
	L blends (bl-, cl-, fl-, gl-, sl-, pl-) R blends (br-, cr-, dr-, gr-, pr-, fr-, tr-) S blends (sc-, sk-, sp-, sm-, sn-, st-, sw-)	16-20	4
	Final Blends (-nk, -nd, -mp, -ng,--nt, -pt, -ft, -lp, -st)	21-25	5
	Digraphs (ch-.-ch, ck, sh, -sh, th-, -th) L blends (bl-, cl-, fl-, gl-, sl-, pl-) R blends (br-, cr-, dr-, gr-, pr-, fr-, tr-, cr-) S blends (sc-, sk-, sp-, sm-, sn-, st-, sw-) Final Blends (-nk, -nd, -mp, -ng,--nt, -pt, -ft, -lp, -st)	26-29	6
R-Controlled Vowels	R-Controlled Vowels (-ar, -or)	1-5	1
	R-Controlled Vowels (-or, -ur, -ir)	6-10	2
	R-Controlled Vowels (-ir, -er, -ar, -or, -ur)	11-15	3
	R-Controlled Vowels (-ar, -or, -ir)	16-20	4
	R-Controlled Vowels (-ar, -or, -ir, -er, -ur)	21-25	5
	R-Controlled Vowels (-ar, -or, -ir, -er, -ur)	26-29	6
Vowel-Consonant -e	Long Vowels (a, i, o)	1-5	1
	Long Vowels (o, u)	6-10	2
	Long Vowels (a, i, o, u)	11-14	3
Vowel Teams	Long-a Vowel Teams (_ ai, _ ay, _ eigh)	1-5	1
	Long- o Vowel Teams (_ oa, _ oe, _ ow, _ o)	6-10	2
	Long-i Teams (_ igh, _ y, _ i)	11-15	3
	Long-e Teams (_ ea, _ ee, _ ie)	16-20	4

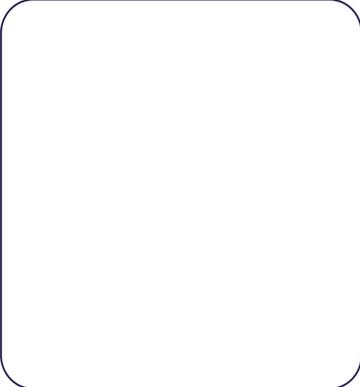
	Long-u Teams (_ew, _ue , _ui)	21-25	5
	Diphthongs (ow/oi Teams: _oi, _oy, _ou, _ow)	26-30	6
Multisyllabic Decoding 1-3	Compound Words (e.g., bookcase) Morphology & Affixes	1-5	1
	Prefixes (un-, re-) Suffixes: (-ful, -ly)	6-10	2
	Prefixes (over-, mis-) Suffixes: (-ed, -ness)	11-15	3
Multisyllabic Decoding 4-6	Prefixes (pre-, dis-) Suffixes: (-able, -er)	1-5	1
	Prefixes (fore-, trans-) Suffixes: (-ing, -en)	6-10	2
	Prefixes (under-, after-) Suffixes: (-some, -ment)	11-15	3
Multisyllabic Decoding 7-9	Closed Syllables (e.g., sunset)	1-5	1
	Open & Closed Syllables (e.g., robot)	6-10	2
	Vowel Consonant-e, Closed, & Open Syllables (e.g., sunshine)	11-15	3
Multisyllabic Decoding 10-12	R-Controlled Syllables (e.g., marker)	1-5	1
	Vowel Teams Syllables (e.g., raincoat)	6-10	2
	Consonant-le Syllables (e.g., candle)	11-15	3
Multisyllabic Decoding 13-14	Suffixes (Past Tense -ed) Adding Word Endings (-ing, -ed)	1-5	1
	Word Endings (-es/-ies, e/-ed, -s/-ies, -ing, y to i)	6-10	2
Multisyllabic Decoding 15-18	All Syllable Types	1-5	1
	Schwa (e.g., bookcase) Suffixes (-al, -ic, -ant/-ance, -ive)	6-10	2
	Suffixes (-it/et, -ate, -ine, -ain)	11-15	3
	Suffixes (-ine, -ice, -tion, -age, -ture/-sure)	16-20	4

Decodable Reader Review

The **Decodable Readers** follow a **predictable format** with **previously taught skills**, ensuring **students** can **read the decodable independently**.

We've **designed** the decodable readers with **student-friendly directions** – with the **option** to use them **book by book** or as **weekly book packages**– at school *or* at home!

 Read the story.
 Draw what happened!



Kim has a big, fat cat and his name is Bob.

1

Who is Bob?

Where did Bob sit?

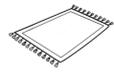
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 Read the word, then match it to the picture.

mat 

pot 

cat 

mop 

bib 

4

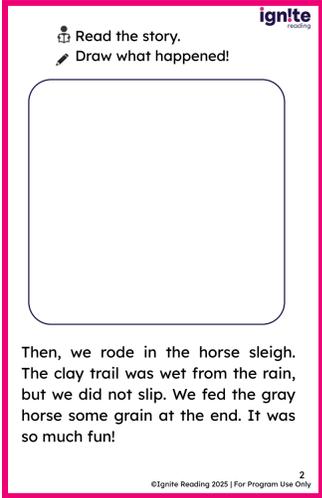
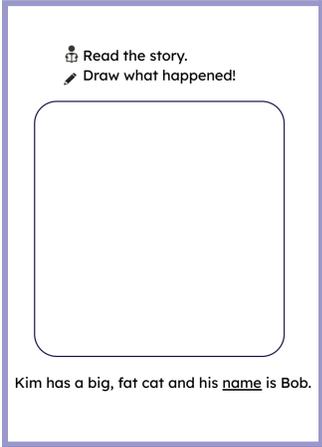
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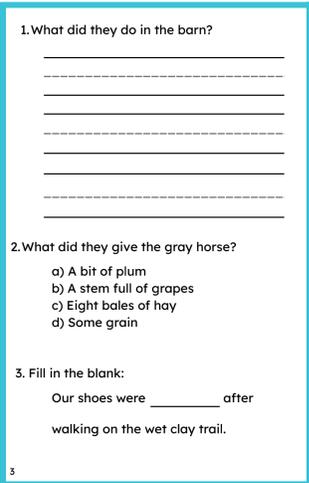
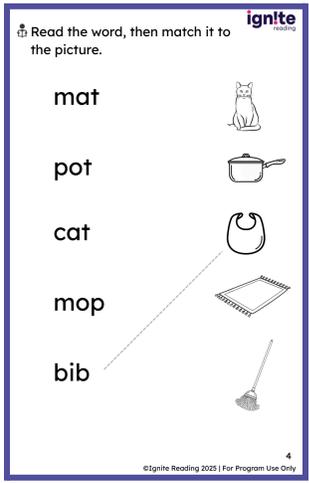
Each **Decodable Reader** also includes an **extension activity** that provides an opportunity for students to **check for understanding of the unit skills, concepts, and/or comprehension of the Decodable Reader**.

The **scope & sequence** for **extension activities** progresses from **simple to complex** and aligns with Ignite Reading's unit skills and concepts.

Decodable Reader Routines

Decodable Reader routines provide the connected word recognition practice needed for automaticity and reading fluency. The **Decodable Reader Routines** table below describes these routines and their intended purposes.

Routine	Example	Purpose
Read Decodable Reader & Draw Picture		<p>This routine strengthens reading comprehension and visualization skills by connecting text to mental imagery.</p> <p>As students read the Decodable Reader and then illustrate what happened in the story, they demonstrate understanding while making personal meaning connections that deepen engagement and skill acquisition.</p>
		<p>The underlined words in the Decodable Readers serve different purposes depending on the unit:</p> <p>Foundational units (ULS - B+D): Underlined words are high-frequency words. Teachers should preview any new high-frequency words before independent practice by using letter-sound connections to read the word and connecting to the word's meaning through a sentence.</p> <p>Advanced units (VCe - MSD): As students master decoding skills and high-frequency words, the focus of underlining shifts to pattern exceptions and instructional challenges. Underlined words now highlight irregularities (e.g., "love" as an irregular VCe word) or variations (e.g., "find" with long i but no silent e). Teachers should preview these words, explaining the pattern variation and supporting flexible decoding strategies.</p>

		<p>This progression reflects students' growing independence: early units build high-frequency word recognition while later units develop word analysis of pattern variations and exceptions.</p>
<p>Checking for Understanding</p>		<p>This routine ensures students are comprehending the story, not just decoding words.</p> <p>As students answer text-dependent questions about story details, characters, and events, they practice locating evidence in the text and demonstrate their ability to extract meaning from their reading.</p>
<p>Word Matching</p>		<p>This routine builds visual word recognition and pattern awareness through comparison tasks.</p> <p>As students match words and pictures, they strengthen their ability to quickly identify common letter sequences and develop the visual discrimination skills essential for word recognition.</p>

