

Decodable Reader Passages Bundle

Kindergarten - Grade2

20 fully decodable passages
Aligned to phonics scope and sequence
CVC to Blends to Digraphs to CVCe to Vowel Teams
Fluency tracking charts for each passage
Comprehension questions for every story
Teacher guide with implementation tips
Scope and sequence alignment chart
Cumulative fluency tracker

Phonics - Fluency - Comprehension

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Scope and Sequence Alignment Chart

This chart shows how each passage aligns to a systematic phonics progression. Passages build cumulatively - earlier skills are reinforced in later passages.

#	Title	Skill Focus	Category		Words	WCPM Target*
1	Rat The Red Pen The	CVC - Short a	CVC	CVC	43	15-30
2	Big Pig The Dog and	CVC - Short e	CVC	CVC	49	15-30
3	the Frog The Bug and	CVC - Short i	CVC	CVC	49	15-30
4	the Rug The Vet The	CVC - Short o	Blends		52	15-30
5	Plant The Trip The	CVC - Short u	Blends		50	15-30
6	Slide The Camp The	CVC - Mixed Short Vowels	Blends		58	15-30
7	Ship The Chick The	Blends - Initial l-Blends	Blends		60	25-45
8	Bath The Duck The	Blends - Initial r-Blends	Digraphs		53	25-45
9	Cake The Bike The	Blends - Initial s-Blends	Digraphs		59	25-45
10	Home The Kite and	Blends - Final Blends	Digraphs		60	25-45
11	the Rope The Rain	Digraphs - sh	Digraphs		57	30-55
12	The Beach	Digraphs - ch	CVCe	CVCe	57	30-55
13		Digraphs - th	CVCe	CVCe	58	30-55
14		Digraphs - wh, ck	Vowel Teams		60	30-55
15		CVCe - Long a (a_e)	Vowel Teams		60	40-65
16		CVCe - Long i (i_e)			58	40-65
17		CVCe - Long o (o_e)			60	40-65
18		CVCe - Mixed Long Vowels			62	40-65
19		Vowel Teams - ai, ay			61	50-75
20		Vowel Teams - ee, ea			63	50-75

**WCPM (Words Correct Per Minute) targets are based on end-of-year benchmarks: K = 10-30, Grade 1 = 30-60, Grade 2 = 50-90. Adjust expectations based on individual student data and time of year.*

Teacher Guide

Overview

This Decodable Reader Passages Bundle provides 20 carefully sequenced stories designed to build reading fluency and comprehension in kindergarten through second-grade students. Each passage is written using strictly decodable text aligned to a systematic phonics scope and sequence, ensuring students only encounter words containing previously taught phonics patterns and high-frequency sight words.

Phonics Progression

- * **Passages 1-6 (CVC):** Short vowels a, e, i, o, u in consonant-vowel-consonant words. High-frequency sight words: the, a, is, on, can, see, has, and.
- * **Passages 7-10 (Blends):** Initial l-blends (bl, cl, fl, gl, pl, sl), r-blends (br, cr, dr, fr, gr, pr, tr), s-blends (sc, sk, sm, sn, sp, st, sw), and final blends (nd, nt, st, mp, sk).
- * **Passages 11-14 (Digraphs):** Consonant digraphs sh, ch, th, wh, and the digraph ck. Students learn that two letters make one sound.
- * **Passages 15-18 (CVCe):** Long vowels with silent e (a_e, i_e, o_e, u_e). Students apply the magic e rule.
- * **Passages 19-20 (Vowel Teams):** Vowel digraphs ai, ay, ee, ea. Students learn that when two vowels go walking, the first one does the talking.

How to Use These Passages

- * **Pre-Read:** Introduce the target phonics pattern. Review the focus words listed on each passage. Have students decode the focus words chorally.
- * **First Read (Cold Read):** Students read the passage independently for the first time. The teacher times the read for one minute and records WCPM and errors in the Day 1 column of the fluency tracker.
- * **Repeated Reads:** Students reread the passage on subsequent days (Days 2-5). Research shows repeated reading is one of the most effective strategies for building fluency (National Reading Panel, 2000).
- * **Comprehension Check:** After reading, students answer the comprehension questions orally or in writing. All questions are text-dependent and can be answered using evidence from the passage.
- * **Progress Monitoring:** Use the Cumulative Fluency Tracker (back of this document) to visualize student growth across all 20 passages.

Fluency Tracking Instructions

Each passage includes a fluency tracking chart. To calculate WCPM:

1. Count the total words read in one minute.
2. Subtract the number of errors (misread words, skipped words, insertions, words that require teacher help after 3 seconds).
3. Self-corrections within 3 seconds are NOT counted as errors.

4. Record the WCPM in the appropriate day column.
5. Calculate accuracy: (WCPM / total words read) x 100.

Accuracy Benchmarks:

Accuracy Level	Percentage	Action
Independent	95-100%	Student is ready for the next level
Instructional	90-94%	Continue practice at this level
Frustrational	Below 90%	Move to an easier passage

Suggested Scheduling

- * **Kindergarten:** Passages 1-6. One passage per week, 5 minutes daily. Focus on accuracy over speed. Target: 10-30 WCPM by end of year.
- * **Grade 1 (Fall):** Passages 1-10. One passage per week. Target: 20-40 WCPM.
- * **Grade 1 (Winter-Spring):** Passages 11-18. One passage per week. Target: 30-60 WCPM.
- * **Grade 2:** Passages 14-20. Can be completed in 2-3 days each for more advanced readers. Target: 50-75 WCPM.
- * **Intervention:** Use earlier passages for students who need additional practice. Complete 5-day cycles with explicit phonics instruction before each cold read.

Differentiation Strategies

- * **For struggling readers:** Pre-teach every focus word. Use echo reading (teacher reads, student repeats) before independent reads. Highlight the target phonics pattern in the passage.
- * **For on-level readers:** Use the standard 5-day fluency routine. Have students read the comprehension questions independently before answering.
- * **For advanced readers:** Move through passages more quickly (2-3 day cycle). Ask students to write their own continuation of the story using the target phonics pattern.

About Sight Words

These passages include a carefully controlled set of high-frequency sight words (Dolch Pre-Primer and Primer lists). Sight words are always introduced in context and repeated across multiple passages. A sight word is only included once it has appeared in at least two earlier passages. Irregularly spelled sight words are kept to a minimum to maintain the decodable integrity of each story.

Editable Google Doc Version

An editable .docx file is generated alongside this PDF. Upload it to Google Drive and open with Google Docs to create your own editable copy. From there you can modify passages, adjust questions, add student names, or customize the fluency tracker to match your district requirements.

Student: _____

Date: _____

Passage 1: The Cat and the Rat

* CVC - Short a

43 words

Focus words: cat, rat, hat, mat, sat, fat, bat

The cat sat on the mat.

A fat rat ran by. The cat

saw the rat. The rat ran

to a hat. The cat ran to

the hat. The rat ran fast.

The cat ran fast. Can

the cat get the rat? Yes!

The cat got the rat!

Fluency Tracker

	Day 1	Day 2	Day 3	Day 4	Day 5
WCPM					
Errors					
Accuracy					

Notes: _____

Comprehension Questions

1. Where did the cat sit?

2. What ran by the cat?

3. Where did the rat go?

4. Did the cat get the rat?