

# READING BOOSTERS

# Decodable Sentences

**LEVEL 1: DECODABLE SENTENCES PRACTICE**  
(Grade K-1, Ages 5-6)

THE CAT CAN RUN.



word decoding!

I SEE A DOG.



SAM IS MAD.



**Build Accuracy!**

Learn sight words & decoding.

**LEVEL 2: PARAGRAPH & COMPREHENSION PRACTICE**  
(Grade 1-2, Ages 6-7)

MY CAT PIP LIKES TO PLAY.  
PIP HAS A RED BALL.  
THE BALL CAN BOUNCE.  
I AM HAPPY.



1. Who is Pip?
2. What color is the ball?
3. Is the child happy?

**Understand the Story!**

Short stories & tricky questions.



# EXPLORE & UNDERSTAND!



# Decodable Sentences



## Grade K-1 (Ages 5-6): Decodable Sentences Practice

### Our Definition

Decodable sentences practice involves reading short, controlled lines of text built strictly around phonics patterns a child has already been taught (such as consonant-vowel-consonant words like "cat" or "sit") alongside a small handful of high-frequency sight words (like "the" or "is").

### The Objectives

- **Build Foundational Mechanics:** Shift children away from guessing words based on pictures or context clues, forcing them to physically sound out letters.
- **Establish Automaticity:** Train the brain to rapidly connect graphemes (letters) to phonemes (sounds).

**Boost Early Reading Confidence:** Provide text where the child has a 100% chance of decoding every word successfully if they apply their known phonics rules.

### Predicted Positive Outcomes

- **Elimination of the "Guessing Habit":** Children develop a strong habit of looking left-to-right through a word rather than guessing based on the first letter.
- **Orthographic Mapping:** The cognitive process where the brain turns an unfamiliar printed word into an immediate, automatically recognized sight word.
- **Fluent Sentence Transition:** The child successfully moves from reading isolated word lists to reading connected, multi-word thoughts without losing cognitive stamina.

# Decodable Sentences Practice



Grade K-1  
(Ages 5-6)

## Worksheet 1: Basic Sight Words

*Expected Level: Emerging reader, recognizing basic sight words and decoding simple sentences.*

- I see the cat.
- The big dog can run.
- Look at the red bus.
- We can play in the sun.
- He has a little hat.

# Decodable Sentences Practice



Grade K-1  
(Ages 5-6)

## Worksheet 2: High-Frequency Sight

*Expected Level: Emerging reader, recognizing basic sight words and decoding simple sentences.*

- They said you like to play here.
- Come look at the big blue sky.
- I want to go down to the park.
- She can help you with that game.
- We saw the dog run into the house.

# Decodable Sentences Practice



Grade K-1  
(Ages 5-6)

## Worksheet 3: Sight Word Families

*Expected Level: Emerging reader, recognizing basic sight words and decoding simple sentences.*

- The man sat on a flat mat.
- Put the tin pin in the bin.
- Dan ran to the big blue van.
- A fat cat sat on my lap.
- Fin can win a prize for the team.

# Decodable Sentences Practice



Grade K-1  
(Ages 5-6)

## Worksheet 4: Sight Words in Sentences

*Expected Level: Emerging reader, recognizing basic sight words and decoding simple sentences.*

- The happy puppy ran through the wet grass.
- I like this book because it has funny pictures.
- We must always wash our hands before we eat.
- He did a cool trick with the red ball.
- Please open the back door so the cat can come inside.

# Decodable Sentences Practice



Grade K-1  
(Ages 5-6)

## Worksheet 5: Advanced Sight Words

*Expected Level: Emerging reader, recognizing basic sight words and decoding simple sentences.*

- The stars are a beautiful phenomenon in the dark night sky.
- It is inevitable that the green leaves will fall when it gets cold.
- The resilient little plant grew tall even without much water.
- Do not contradict your teacher when she gives you the class rules.
- We need to analyze the problem to find the right answer.

# Decodable Sentences



## Grade 1-2 (Ages 6-7): Paragraph & Comprehension Practice

### Basic Definition

This concept transitions the child from isolated sentence structures into cohesive, short paragraphs. At this stage, text introduces complex phonetic patterns (like vowel teams and blends) and pairs the reading with targeted questions to evaluate how well the child processed the meaning of the passage.

### Objectives

- **Transition to Working Memory Efficiency:** Shift cognitive energy from *how* to read the words (decoding) to *what* the words actually mean (comprehension).
- **Build Text Stamina:** Train children to track text across multiple lines, paragraphs, and punctuation marks without losing their place or the narrative thread.

**Cultivate Active Reading:** Teach children to read with a purpose—scanning for details, understanding cause-and-effect, and retaining structural plot points.

### Predicted Positive Outcomes

- **Bridge to Functional Literacy:** The child achieves a reading level where they can independently learn *new* information from a text, rather than just practicing the mechanical skill of reading.
- **Critical Thinking Development:** Enhanced ability to recall details, make simple logical inferences, and answer "who, what, where, and why" questions accurately.
- **Contextual Vocabulary Growth:** The ability to use surrounding text in a paragraph to decipher the meaning of a newly encountered, unfamiliar word.

# Decodable Sentences Practice



Grade 1-2  
(Ages 6-7)

## Worksheet 1: Basic Sight Words

*Expected Level: Developing reader, recognizing short paragraphs and answering comprehension questions.*

- The little yellow bird can sing a sweet song.
- Please put the green apple on top of the big table.
- Jump up high to catch the shiny red ball.
- We saw three brown ducks swimming in the blue pond.
- My good friend likes to read books under the big tree.

# Comprehension Practice

## Worksheet 1: Basic Sight Words

Verbally answer the following comprehension questions, tailored to the provided sentences above, where each are targeting the specific reading comprehension strategies.

### Metacognitive Question

**Question:** Look at the sentence about the ducks. How did your brain help you picture what the ducks were doing? Did you imagine what the blue pond looked like or hear the sounds of water to understand the sentence?

### Predictive Question

**Question:** After reading about the friend who likes to read books under the big tree, what do you predict they might do if it suddenly starts to rain? Why do you think that?

### Inference Question

**Question:** In the sentence about the green apple and the big table, do you think the apple is currently on the floor or in someone's hands before they put it on the table? What makes you think so?

# Decodable Sentences Practice



Grade 1-2  
(Ages 6-7)

## Worksheet 2: High Frequency Sight Words

*Expected Level: Developing reader, recognizing short paragraphs and answering comprehension questions.*

- Where did they go after the school bell started to ring.
- Many people live in the white house on the hill.
- Should we walk or ride our bikes to the library today.
- Every single student did a wonderful job on the science project.
- I thought about that funny story and started to laugh out loud.

# Comprehension Practice

## Worksheet 2: High Frequency Sight Words

Verbally answer the following comprehension questions, tailored to the provided sentences above, where each are targeting the specific reading comprehension strategies.

### Metacognitive Question

**Question:** When you read the sentence about the person laughing out loud, did you think about a funny story that you know in real life to help you understand how they felt? How does remembering your own funny stories help you read this sentence?

### Predictive Question

**Question:** Think about the sentence, "*Where did they go after the school bell started to ring.*" If the bell rang at the very end of the day, where do you predict the children are walking or riding to next?

### Inference Question

**Question:** Look at the sentence about the science project. Do you think the teacher was happy or upset when they looked at the students' work? Which word in the sentence gives you a clue about how the teacher felt?

# Decodable Sentences Practice



Grade 1-2  
(Ages 6-7)

## Worksheet 3: Sight Word Families

*Expected Level: Developing reader, recognizing short paragraphs and answering comprehension questions.*

- The thin man left his tan hat inside the moving van.
- Ben hid a shiny silver pin deep within the old tin box.
- A small black bat sat right on top of the welcome mat.
- The chef cooked the hot ham in a large black pan.

# Comprehension Practice

## Worksheet 3: Sight Word Families

Verbally answer the following comprehension questions, tailored to the provided sentences above, where each are targeting the specific reading comprehension strategies.

### Metacognitive Question

**Question:** When you read the sentence about the bat sitting on the welcome mat, did you pause or slow down to picture it in your head, or did you just read the words? How does making a picture in your mind help you remember what happened?

### Predictive Question

**Question:** Think about the sentence, "*The thin man left his tan hat inside the moving van.*" If the moving van drives away to a new house far away, what do you predict the man will have to do if he wants his hat back?

### Inference Question

**Question:** Look at the sentence about Ben hiding the shiny silver pin. Why do you think Ben hid it "deep within" the old tin box instead of just dropping it right on top? Do you think he wants someone to find it easily?

# Decodable Sentences Practice



Grade 1-2  
(Ages 6-7)

## Worksheet 4: Sight Words in Sentences

*Expected Level: Developing reader, recognizing short paragraphs and answering comprehension questions.*

- She smiled brightly because she earned a gold star on her test.
- The train traveled quickly through the dark mountain tunnel.
- You should always look both ways before you cross the busy street.
- The playful magician showed us a neat trick with a deck of cards.
- The main idea of the story tells us how to build a treehouse.

# Comprehension Practice

## Worksheet 4: Sight Words in Sentences

Verbally answer the following comprehension questions, tailored to the provided sentences above, where each are targeting the specific reading comprehension strategies.

### **Metacognitive Question**

**Question:** When you read the sentence about crossing the busy street, did you automatically think of a time your parents or teachers told you to look both ways? How does remembering a rule you already know in real life help you understand what you are reading?

### **Predictive Question**

**Question:** Look at the sentence about the train traveling through the dark mountain tunnel. What do you predict will happen to the view outside the train windows once it finally passes all the way through the mountain?

### **Inference Question**

**Question:** Think about the girl who earned a gold star on her test. Do you think she spent time studying and preparing before she took the test, or did she not care about it at all? What clue in the sentence tells you how she feels about her grade?

# Decodable Sentences Practice



Grade 1-2  
(Ages 6-7)

## Worksheet 5: Advanced Sight Words

*Expected Level: Developing reader, recognizing short paragraphs and answering comprehension questions.*

- Northern lights are a natural phenomenon that people travel far to observe.
- It became inevitable that our outdoor soccer game would be canceled due to heavy rain.
- The resilient community rebuilt their town quickly after the strong storm passed.
- The modern maps contradict the old charts that the sailors used long ago.
- Students will analyze the text characters to understand why they made those choices.

# Comprehension Practice

## Worksheet 5: Advanced Sight Words

Verbally answer the following comprehension questions, tailored to the provided sentences above, where each are targeting the specific reading comprehension strategies.

### Metacognitive Question

**Question:** In the sentence about the sailors, you read the words *contradict* and *charts*. Did you have to slow down or re-read that sentence to figure out what those words meant, or did you use the clue about "modern maps" to help you? How does comparing old things to modern things help you understand the sentence?

### Predictive Question

**Question:** Think about the sentence, "*It became inevitable that our outdoor soccer game would be canceled due to heavy rain.*" If the heavy rain keeps falling all weekend, what do you predict the soccer team might try to do so they can still play their game later?

### Inference Question

**Question:** Look at the sentence about the resilient community rebuilding their town quickly after a strong storm. Do you think the people in this town give up easily when things get tough, or are they hard workers who support one another? What specific word or clue in the sentence tells you about their spirit?