

# DECODABLE READERS

Practice Phonics-Based Reading Fluency

LPK READING LITERACY & ASSESSMENTS

Includes 2 Decodable Sentences Worksheets



With Data  
& Insights



Assess Reader Level  
Grade K-1 (5-6 years)  
Grade 1-2 (6-7 years)

# Decodable Sentences Worksheets

## Worksheet 1: Simple Sentences

### Instructions:

Grade K-1 (5-6 years)

1. **Read the Sentences:** Read each sentence accurately and fluently.
2. **Track Time:** Track the time it takes to read all 5 sentences.

### Sentences:

1. The cat sat on the mat.
2. The dog ran quickly.
3. The sun is shining brightly.
4. The baby laughed loudly.
5. The flowers are blooming.

# Decodable Sentences Worksheets

## Reading Analysis

### Age Group and Expected Reading Levels:

**Age Group:** Grade K-1 (5-6 years)

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

#### **Quantitative Data:**

- Accuracy: 80-90%
- Fluency: 1-2 seconds per sentence

#### **Qualitative Data:**

Student demonstrates understanding of basic sentence structure and vocabulary  
Student shows improvement in decoding and fluency over time

### **Note with Caution**

When a student in the **Grade K-1 (5-6 years)** bracket scores **lower** than the expected "Emerging Reader" milestones, they fall into the **Pre-Emerging / Intensive Intervention** profile.

At this developmental stage, scoring below these baselines indicates that the student has not yet crossed the bridge from auditory language to print awareness. The quantitative and qualitative diagnostic data for a student scoring lower than your specified metrics breaks down as follows:

#### **Quantitative Data (The Metrics)**

For a student below the emerging baseline, standard sentence-level metrics cannot be gathered effectively because text processing breaks down at the letter-sound level.

**Sight Word Recognition Accuracy: Below 70-80%** on basic, isolated sight words. The student struggles to recognize words that should be automatic at this stage.

*Try our worksheet (Basic Sight Words- Preschool (3-4 years): Basic sight words, simple vocabulary)*

- **Fluency / Letter-Sound Automaticity: Sentence Level: More than 3-5+ seconds per simple sentence**, or completely unable to finish a sentence without stopping. Reading is halting and fragmented.
- **Phoneme/Grapheme Level: Taking more than 3 seconds** to recall the sound of a single, isolated letter or simple phonics blend.

# Decodable Sentences Worksheets

## Reading Analysis

- **Decoding Rate:** High frequency of pauses, long silences, or sounding out every single letter individually (e.g., saying /m/ - /a/ - /t/ but unable to merge it into "mat").

### Qualitative Data (The Observational Markers)

Qualitative observations at this level are critical to pinpointing exactly where the phonetic or motor decoding process is breaking down.

### 1. Decoding and Print Awareness Behaviors

- **Lack of Alphabetic Principle:** The student struggles to map specific sounds to letters consistently, frequently confusing letters with similar visual shapes (e.g., *b, d, p, q*).
- **Guiding and Tracking Difficulties:** The student exhibits poor tracking and visual stamina. They may skip words entirely, read right-to-left, or fail to use finger-pointing to track words smoothly across the page (an important occupational therapy milestone for this age).
- **Contextual Guessing:** Instead of looking at the print to decode simple sentences, the student relies entirely on accompanying pictures to guess what the text says.

### 2. Behavioral and Emotional Well-being Indicators

- **Avoidance and Frustration:** Because decoding feels overwhelming, the student may show rapid signs of fatigue, look away from the page, or experience anxiety when asked to read aloud.
- **Low Initial Self-Confidence:** The student lacks a sense of reading autonomy and will frequently look up at the teacher or parent for reassurance before attempting to say a word.

### 3. Progress Trajectory

**Static Growth Profile:** Rather than showing steady, observable improvements in decoding and fluency over time, the student's growth appears stagnant or highly variable from one day to the next.

# Decodable Sentences Worksheets

## Reading Analysis

### Instructional Next Steps

To support a Grade K-1 student tracking below your baseline, intervention should focus heavily on foundational, pre-reading skills rather than text reading:

**Drop down** (Basic Sight Word Activities- Preschool (3-4 years): Basic sight words, simple vocabulary) or any other activities (In context) you may have.

1. **Activities:** Shift away from decoding full sentences and return to isolated basic sight words paired with strong picture association to build basic vocabulary.
2. **Build Phonemic Awareness:** Conduct purely auditory exercises—such as clapping out syllables, rhyming games, and sound-isolation tasks—with their eyes closed to train the ear to hear sound patterns before mapping them back to print.

# Decodable Sentences Worksheets

## Worksheet 2: Simple Paragraph

### Instructions:

Grade K-1 (6-7 years)

1. **Read the Sentences:** Read each sentence accurately and fluently, paying attention to punctuation.
2. **Track Time:** Track the time it takes to read all 5 sentences.

### Sentences:

1. The cat is sleeping. It is curled up tight.
2. The dog is barking. It is trying to play.
3. The sun is setting. It is getting dark.
4. The baby is crying. It needs a diaper change.
5. The flowers are blooming. They are very colorful.

# Decodable Sentences Worksheets

## Worksheet 2: Simple Paragraph

### Instructions:

Grade K-1 (6-7 years)

- 1. Read the Sentences:** Read each sentence accurately and fluently, paying attention to punctuation.
- 2. Comprehend the Text:** Answer a question or all the questions about the paragraph verbally.

## Answer the question (s)

### 1. Metacognitive Question (Thinking about Thinking)

**Question:** When you read sentence 4 about the crying baby, what did it make you think of in your own life to help you understand why the baby was upset?

### 2. Prediction Question (What Happens Next?)

**Question:** Look at sentence 3 where the sun is setting and it is getting dark. What do you predict the characters in the story will do next now that night is coming?

### 3. Inference-Based Question (Reading Between the Lines)

**Question:** In sentence 1, the text says the cat is 'curled up tight' while sleeping. Why do you think the cat chooses to sleep curled up like that instead of stretching out?

# Decodable Sentences Worksheets

## Reading Analysis

### Age Group and Expected Reading Levels:

**Age Group:** Grade 1-2 (6-7 years)

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

### **Quantitative Data:**

- Accuracy: 85-95%
- Fluency: 1-2 seconds per sentence
- Comprehension: 80-90% accuracy

### **Qualitative Data:**

- Student demonstrates understanding of short paragraphs and basic comprehension.
- Student shows improvement in reading accuracy, fluency, and comprehension over time.

## Note with Caution

When a student in the **Grade 1-2 (6-7 years)** bracket scores **lower** than the expected "Developing Reader" metrics you provided, they fall into the **Emerging / Early Intervention** profile.

As a reading specialist, evaluating a student at this lower level requires looking at a different set of diagnostic markers. Below is the typical breakdown of the quantitative and qualitative assessment data for a student who is not yet reaching those baseline developing milestones.

### **Quantitative Data (The Metrics)**

For a student tracking below your baseline, the data shifts from measuring paragraph-level processing to measuring word-level and phoneme-level automaticity.

- **Word Recognition Accuracy:** Below 85% on grade-level text, or below 90% on isolated high-frequency sight word lists. The student is operating at a frustrating reading level rather than an instructional level.

# Decodable Sentences Worksheets

## Reading Analysis

- **Fluency / Automaticity: Sentence Level: More than 3-5+ seconds per sentence.** Reading is labored, halting, and characterized by word-by-word decoding rather than smooth phrasing.
- **Sound/Letter Level: More than 2-3 seconds per isolated word** when working through basic sight words or word families.
- **Comprehension Accuracy: Below 70-80%** on literal comprehension questions. Because the student spends the majority of their cognitive energy simply trying to decode individual words, they have very little mental bandwidth left over to retain or understand the meaning of the text.

### Qualitative Data (The Observational Markers)

Qualitative assessments reveal *why* the student is scoring lower and help distinguish between a standard developmental curve and a potential reading delay.

### 1. Decoding and Phonological Behaviors

- **Sub-Word Decoding Struggles:** The student frequently guesses words based solely on the initial letter or geometric shape rather than blending the sounds sequentially from left to right.
- **Gaps in Foundational Skills:** The student exhibits difficulty recognizing standard sight word families (like *-at*, *-an*, *-in*) or handling basic letter-sound blends without adult prompting.

**Tracking Issues:** The student frequently loses their place on the page, skips entire lines of text, or requires constant physical guidance—such as structured finger-pointing or a tracking slider—to maintain left-to-right eye movement.

### 2. Behavioral and Emotional Well-being Indicators

- **Signs of Cognitive Burnout:** The student shows visible signs of frustration, anxiety, or avoidance strategies (e.g., asking to use the restroom, changing the subject, closing the book) when confronted with short text paragraphs.

# Decodable Sentences Worksheets

## Reading Analysis

- **Low Reading Self-Esteem:** The student may express a belief that they are "not good at reading," lacking the self-confidence that naturally comes from experiencing consistent decoding breakthroughs.

### 3. Progress Trajectory

**Plateaued Growth:** Unlike the steady, upward trajectory of a developing reader, this student's progress over time appears flat, inconsistent, or highly dependent on immediate context clues and heavy adult scaffolding.

### Instructional Next Steps

When an assessment yields data lower than your baseline, the solution-oriented approach is to temporarily step back from full paragraph comprehension and move down the instructional ladder:

1. **Target Basic Sight Word & High-Frequency Sight Word skills** to rebuild instant high-frequency sight word recognition. *(Try those two downloadable worksheets)*
2. **Reinforce (Sight Word Families Worksheet) Word families** to train the brain to see phonetic chunks rather than isolated letters, naturally pulling that fluency rate back down to an acceptable speed.