Type of text	Characteristics	Examples	Instructional strategies	Instructional uses
Simple predictable texts	-simple sentence structure -illustrations support and extend text -limited plot, information -restricted amount of text per page -difficulty increases gradually across levels of text -text controlled to emphasize repetition, rhythm, and rhyme -often includes polysyllabic and low frequency words	*Have You Seen My Cat?* (Eric Carle) *I Am Frightened* (Joy Cowley) *Breakfast* (Virginia King) *My Best Friend* (Deborah Sycamore)	-memory -tracking print with finger -using contextual clues - using illustration clues -identifying the first sound and making an educated guess -using sight word knowledge -using prior knowledge to construct meaning -monitoring comprehension- does it make sense?	-for enjoyment during shared and independent reading -to model the concept that print has meaning -to model concepts of print (e.g., directionality) -to model concept of word -to provide independent practice in print awareness -to develop students' oral reading fluency and expression
Transitional texts and	-difficulty increases gradually across levels of text -text controlled to provide diminishing predictable support -text controlled to provide increasing decoding support (e.g., familiar spelling patterns) -simple sentence structures -limited plot, information -illustrations support and extend text -restricted amount of text per page	*Ben's Pets* (Anna Miranda), *When We Are Big* (Marilyn Minkoff), *The Everybody Club* (Anne O'Brien), *Steve's Room* (Mindy Menschell)	-diminishing use of memory and context to identify words -blending of letter-sounds -using a chunking strategy with simple spelling patterns (know bat, then I know flat) -using sight word knowledge -using prior knowledge to construct meaning -monitoring comprehension (does it make sense?)	-for enjoyment during independent reading -to develop students' letter-sound and simple spelling pattern knowledge -to provide independent practice in using blending and chunking strategies -to model decoding strategies while reading aloud to students -to develop students' oral reading fluency and expression
Decodable texts	-difficulty increases gradually across levels of text -text controlled to emphasize letter-sound, spelling patterns, and high frequency irregular sight words -simple sentence structures -simple, familiar story line - limited plot, information -illustrations support and extend text -restricted amount of text pre page	*The Snow Game* (Patricia Griffith), *Fun With Zip and Zap* (John Shefelbine), *All About Bats* (Jennifer Jacobson), *Wendell's Pets* (Anne and Robert O'Brien)	-blending of letter sounds -using a chunking strategy with simple spelling patterns -using sight word knowledge _using prior knowledge to construct meaning -monitoring comprehension	-for enjoyment during independent reading -to develop students' letter-sound and simple spelling pattern knowledge -to provide independent practice in using blending and chunking strategies -to model decoding strategies while reading aloud to students -to develop students' oral reading fluency and expression

Easy readers	-difficulty increases gradually across levels of text -text less controlled than simple predictable, transitional, or decodable texts in word choice and sentence structures -text more controlled than authentic literature or nonfiction in word choice and sentence structures -illustrations support and extend text -more complex plot, information than simple predictable, transitional, or decodable texts -more text per page than simple predictable, transitional, or decodable texts	(easier) *Frog and Toad Are Friends* (Arnold Lobel), *Wagon Wheels* (Barbara Brenner) *Henry and Mudge in Puddle Trouble* (Cynthia Rylant), (more difficult) *Horton Hatches the Egg* (Dr. Suess), *Arthur's Teacher Trouble* (Marc Brown)	-basic word identification automaticity -using a chunking strategy with more complex spelling patterns (know fought, so know thought and polysyllabic words like fright-en-ing) -using sight word knowledge -using prior knowledge to construct meaning -monitoring comprehension	-for enjoyment while reading to students and during independent reading -to develop students' oral reading fluency and expression -to model comprehension strategies while reading aloud to students
Authentic literature	-word choice and sentence structure are not controlled for beginning reader accessibility -illustrations support and extend text -complex plot, information -more text per page than predictable or decodable books	*Peter Rabbit* (Beatrix Potter), *Smoky Night* (Eve Bunting), *Owl Moon* (Jane Yolen), *Chickens Aren't the Only Ones* (Ruth Heller)	-advanced word identification automaticity -using a chunking strategy with unfamiliar words of all types -using sight word knowledge -using prior knowledge to construct meaning -comprehension monitoring	-for enjoyment while reading aloud to students -to model comprehension strategies while reading aloud to students -to motivate students to become better readers