Decodable Passages
FOR HD WORD
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HD Word Passages Quick Overview

The HD Word Passages are strictly controlled stories that align with the phonics skills taught in HD Word. This means that each unit’s passage only includes words with phonics concepts that your child has learned how to read. The passages provide students with longer, connected-text opportunities to apply the skills they are learning in HD Word.

In addition to the decodable, or readable, words, the passages include high-frequency words from the pre-primer, primer, and first grade Dolch 220 high-frequency word lists. The passages may also include some high-frequency words from the second or third grade Dolch 220 lists. Those words are listed at the top of the page for you to preview with your child before reading the passage and they are underlined in the passages.

As students develop mastery and automaticity with the skills taught in HD Word, the HD Word Passages can be used to reinforce these skills, to provide opportunities for practice, and, ideally, to build fluency. Students will also gain confidence as readers. Reading text controlled for the specific skills students have already learned allows them to read with success, leading to confidence and the willingness to tackle more difficult text in the future.
How to Use the HD Word Decodable Passages

The HD Word Passages can be used in the classroom, in small groups, or for practice at home. Each passage aligns with a group of units from HD Word. Once students have completed all of the aligned units for a particular passage, they can use that passage to practice the concepts learned in those units. For instance, the passage Lunch at the Mall is for students who have completed HD Word Units 1–3. After completion of Unit 3, students should have learned everything they need to decode the words in that passage accurately, with the exception of the high-frequency words.

Before asking students to read the passage, review the words in the “Words to Preview” section several times. Students should then practice reading the passages aloud, focusing on reading each word accurately.

Additional Activities

Once students have read through a passage with you, incorporate other opportunities to practice with the text throughout the next several days. Some ideas for additional practice include:

- Underlining a specific phonics concept in words, such as digraph th or 2-sound blends
- Highlighting words containing a certain feature, such as short a or a suffix
- Drawing a line to separate the syllables of multisyllabic words
- Reading to someone at home
- Reading silently

To begin working on fluency, ask the students to read the passage out loud; then model fluent reading by reading the passage aloud to them. After modeling what it sounds like when the passage is read fluently, ask the students to read the passage aloud again, trying to make their reading sound like yours. This procedure can be repeated on several occasions.
Lunch at the Mall

At the mall, Brad saw that The Crab Shack was open. It had fish, crab, shrimp, squid, chips, and French dip. Brad was glad. He had a wish to get a big lunch there but did not have cash. He felt glum and made a plan to come back on his next trip to the mall.

Soon, Brad came back to The Crab Shack for lunch. He did look at the list of grub. “I will have shrimp on a bun, chips, and a glass of pink punch, please,” he said to the chap with a grin and did hand him the cash. He sat down on a bench with his lunch. The shrimp was hot; the bun was soft; the chips had crunch; the punch had zip. In a flash, he was done with his lunch. Brad was full and glad to stop for lunch.

On the next trip, he will have cash to shop and get French dip at The Crab Shack.
Wake Up Call

Hadley idolizes her phone, a sleek, shiny iPhone she got as a gift from her dad. She keeps her phone close. When it pings, she smiles with glee, checking to see who sent her a message. At night, she stays awake, with her phone in her hands, texting and chatting with her pals. She does not heed her mom’s command to stay off the phone at night. Hadley and her mom disagree about screen time.

At 6:30 a.m., mom yells, “Hadley, it is time to wake up!” but Hadley does not respond. Mom bangs, and again, not a peep. She peeks in to see Hadley in deep sleep under the bedsheets with her phone aglow on the pillow. Mom creeps up, takes the phone, and leaves the room.

In a rush, Hadley runs into the kitchen while mom sips coffee. “Mom, have you seen my phone?” she asks.

“Hadley, you were up all night on your phone again. We spoke about this. This time, I am keeping your phone for a week.”

“A week! That is not okay!” Hadley screams.

She stomps up a flight of steps in deep dismay, thinking, “What will I do without my phone for a whole week?” But then she thinks, “I will see my pals in class. I will be okay.” She runs to mom. They hug and agree that next time, Hadley will follow what mom will say.
Ollie Meets a Beast

Meet Ollie, a man with goals, dreams, and a boat. Ollie sails the high seas each day, like when he was a small lad. Ollie sails night and day to seek thrills.

Today, Ollie wants to meet this same goal as he floats on the waves. Ollie gets on his boat, kicks away from the pier, and sets sail for a thrill.

Birds fly high and some fish creep by. This is not the sight Ollie dreams of.

One day, Ollie gets his wish. Ollie sees a mean beast leap from below. It jumps way up, then comes right back down. Ollie is in disbelief as the beast keeps jumping.

Ollie cannot fathom what he sees, but he wants to see it all. The wind does not blow, so the sails do not propel the ship. Bait may be the key. Ollie must bait the beast so that it will come close.

The bait does the trick! The beast does come to Ollie’s boat. As the beast gets near, Ollie fears that it may want to feed. The bait will not be all the beast will want. It seems the beast may get mad at Ollie!

The beast gets to the boat. It peers at Ollie with pupils that glow. It shrieks, yelps, and spits foam. Ollie was nosey...he may pay for it now!

On his boat and miles from home, Ollie has no hope for a save.

“I do not want conflict!”, Ollie yelps. “I would like to see and meet you, not to fight! I bet you feel the same way!”

What a relief—Ollie’s belief is right! The beast does not want to fight. It comes to a rest and its pupils do not glow. The shrieking is how the beast will say, “Hello!”
Car Problems

Carl went to Norm’s Car Lot in York to buy a new car. He sprinted from the top end of the lot to the back, over and over. He tested a black van and a tan wagon. He even test drove a big red truck. Not one of them was quite right.

Then Carl spotted the car of his dreams in the north end of the large lot. It was a silver four-door sedan with big rims and a fast motor. Carl paid $4,500 for the car. He was ecstatic to drive it off the lot. He said to himself with a grin, “I did work hard to earn the cash to buy this car!”

As he drove down the highway, he heard an abnormal pop and saw sparks fly from the back of the car. He did pull over to inspect the problem. “What an ordeal! How could my new car have problems so quickly?” he said with a groan. He lifted the top and saw smoke. He contacted a tow truck to bring him back to Norm’s to return the car.

Carl reported the car problem to Norm, but at first, Norm wanted Carl to select a new car.

“No. I want a refund. This car has a boatload of problems, and I do not want a car from here,” said Carl in a stern tone.

“Fine. Here is your refund,” said Norm with a snarl. He handed Carl his $4,500 in cash.

With his cash in hand, Carl left the lot to visit other car dealers in York.