

Spelfabet decodable book evaluation form



Series: _____ Number(s) _____ Title(s) _____

Country of origin: _____ Publisher: _____ Supplier: _____

Phonics teaching sequence (if known): _____

Suitable for: Ages 4-7 Ages 8-14 Ages 15-21 Ages 21+

Feature	√ or X	Comments
Book covers list the series' explicit, systematic, phonics teaching sequence and shows each book's place in it		
Word and syllable structure (VC, CVC, CVCC, CCVCC, etc and polysyllable words) are included in sequence.		
Inflectional and common derivational prefixes and suffixes are included early in the sequence.		
Sequence is cumulative: introduces one or more sound-spelling relationships/morphemes, then revises and adds.		
Grammatically correct sentences, correct punctuation.		
Fiction: story makes sense, main character is goal-directed. Non-fiction: accurate, truthful, connected information.		
Beginners' books have one sentence per page and only ~6-8 pages, later books rapidly add sentences and/or pages.		
Large, rounded or handwriting-like font (rounded <i>a</i> and <i>g</i>) which gradually reduces in size.		
High-quality, age-appropriate illustrations.		
Diverse characters and settings.		
Books include best-practice guidelines for supporting adult and words to review/preteach, preferably at the start.		
Books include comprehension/discussion questions/ideas at the end.		
Series makes differentiation easy - learners needing extra support or extension can be given slightly easier/harder books (fewer/more spelling options or words, or shorter/longer/more/less inflected words) with the same target(s).		
High-quality, sturdy, well-finished materials. For printables, easy to print and assemble, double-sided to save paper.		
Vocabulary and spelling in learners' dialect (grey/gray, cosy/cozy, ute/pickup/lorry, ice lolly/icypole/popsicle etc)		
Affordable? Price per set: _____ # of books in set: _____ Cost per book: _____		

PTO to calculate how readable the book is for learners working at this stage, and how much practice it provides of its stated targets...

Word counts

Write each word in the book a learner would be expected to read (not text at start/end for others) in one of the columns. Put a tally mark (||||) next to it. When that word appears again in the book, put another tally mark next to it. Write total words in yellow boxes, and unique words in blue boxes.

	“Yes!” words! Learners should be able to read them at this stage			“Maybe” words	“No” words	
	Easy: Contain PGCs & word structure taught earlier in sequence	Target: Contain PGCs & word structure of current stage	High-frequency & story words, pre-taught. Circle if listed in book.	Taught PGCs, but untaught word structure, or vice versa	All other words. These are too hard.	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
Total words	A	B	C	D	E	= F
unique words	G	H	I	J	K	= L

Readability:

	Number	Percentage
“Yes!” words	A+B+C =	(A+B+C) ÷ F =
“Maybe” words	D =	D ÷ F =
“No” words	E =	E ÷ F =

Plenty of repetition of words containing target PGC/structures?

Target	Total words	Unique words	Target	Total words	Unique words