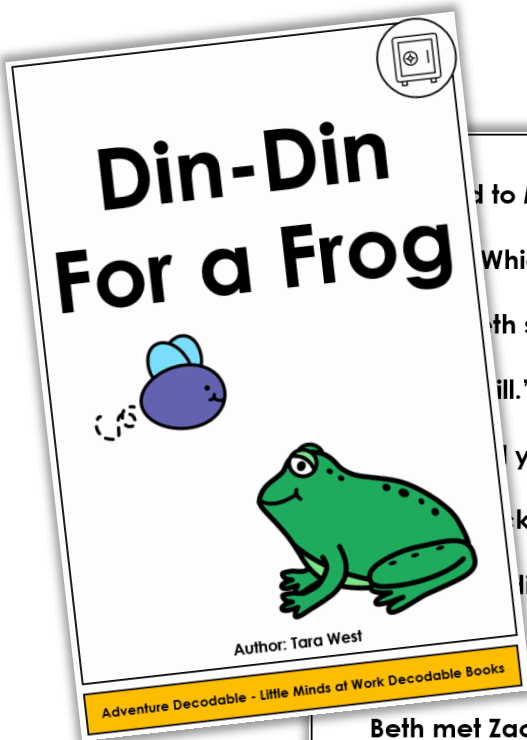


BEYOND THE BASICS

FREE DECODABLE BOOK



to Mom, "Can I go
Which pit is that?"
th said, "It is at the
ill." Mom said to
you go with?" "I
k," she said. "Be
lin-din," said



the frog into the thick brush.
ot see the frog. Did we
" said Zack. Beth said to
e still, Zack, and do not



ll. RIBBIT! RIBBIT! "Gosh!
s that?" said Zack. Beth
ok in the pit. "It is a big

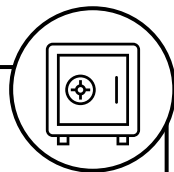
Beth rub it on its back. "Is its skin
ck?" said Zack. Beth said that
ad thin skin that was wet from
pit. Zack had a plan to pet
frog as well, but he did not
to. The frog did a big hop off
pad onto the path. Then, it did
quick dash.

The kids had to rush off to

Beth met Zack at the pit on

frog," she said to him. The frog let





Welcome to the **Beyond the Basics** decodable books collection, a comprehensive resource designed to build strong foundational reading skills through the science of reading (SOR) principles. These books are part of the **Lifetime Decodable Vault**, ensuring timeless access to effective literacy instruction.

[Get Started Here](#)

Watch First: Instructional Video: Before diving into the materials, you are encouraged to begin with the included instructional video. This video provides an overview of how to implement the **Beyond the Basics** decodable books and instructional routines effectively in your learning environment.

Aligned with Science of Reading Research: The **Beyond the Basics** series is rooted in the latest findings in the science of reading, supporting evidence-based practices to develop phonemic awareness, phonics skills, fluency, and vocabulary. This resource integrates seamlessly with **Guided Phonics + Beyond by Tara West**, offering a structured, explicit approach to literacy instruction.

- **Decodable text** ensures that students are reading material aligned with their current phonics knowledge.
- **Explicit and systematic instruction** supports progressive mastery of phonemes and graphemes.
- **Repetition and fluency-building activities** help students gain confidence and automaticity

Instructional Flexibility: These books are designed to meet diverse instructional needs and can be used in many settings:

- **Whole-Group Phonics:** Reinforce key phonics concepts with all students, using the books as shared reading resources.
- **Small-Group Phonics Instruction:** Provide targeted support to students at similar learning stages.
- **Intervention:** Address gaps in phonics knowledge for students needing additional practice.
- **Take-Home Practice:** Empower families to support their child's reading development at home.

Comprehensive Formats To maximize ease of use, the **Beyond the Basics** decodable books are offered in four formats: color fold and staple, ink-saving fold and staple, ink-saving mini books, and color 1-page books.


• **Included Lesson Plan Sheet and Instructional Routines:** This resource is accompanied by a detailed lesson plan sheet with routines, ensuring structured implementation. These instructional routines include:

1. **Fluency and Accuracy:** Students build fluency and accuracy by practicing readings of passages.
2. **Text Reading Practice:** Students read their decodables, applying decoding strategies and discussing vocabulary.
3. **Comprehension Question Review:** Students read the decodables, then answer comprehension questions included at the back of the book.

This free sampler follows the same formatting as the full Beyond the Basics Decodables.

SCIENCE OF READING ALIGNED

LITTLE MINDS AT WORK **BEYOND THE BASICS**
DECODABLES



Rex the Dog
Author: Tara West
Adventure Decodable - Little Minds at Work Decodable Books

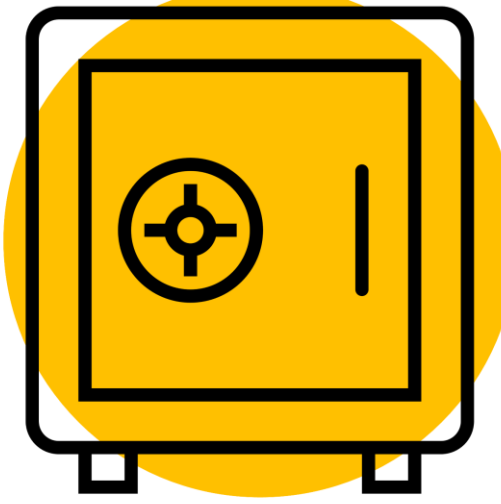
The Big Wish
Author: Tara West
Adventure Decodable - Little Minds at Work Decodable Books

A Cake For Mom
Author: Tara West
Adventure Decodable - Little Minds at Work Decodable Books

©Tara West Little Minds at Work

SCIENCE OF READING ALIGNED


LITTLE MINDS AT WORK **LIFETIME BUNDLE**
DECODABLES

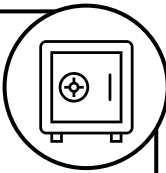


©Tara West Little Minds at Work

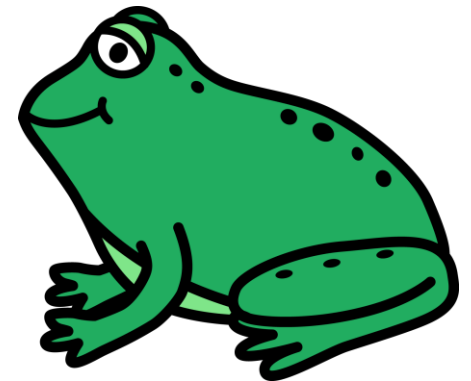
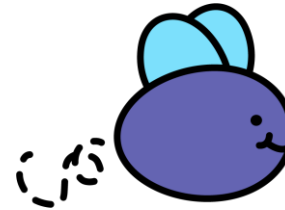
Let's Review

was	for	what	who
chill	spot	grass	flick
dash	thin	brush	track

Who are the characters in the story?	What is the setting of the story?	When did Beth have to be back home?
What is "din-din" short for?		Describe the frog's skin.
What does "brush" mean in the story?	Why was Zack in shock?	Retell the story.



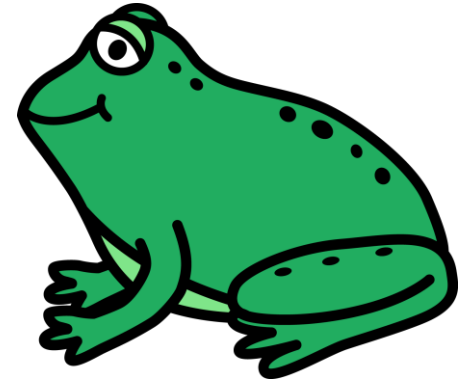
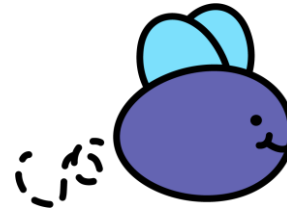
Din-Din For a Frog



Author: Tara West

Beth said to Mom, “Can I go to the pit?” “Which pit is that?” said Mom. Beth said, “It is at the top of Cross Hill.” Mom said to Beth, “Who will you go with?” “I will go with Zack,” she said. “Be back at six for din-din,” said Mom.

Beth met Zack at the pit on



it got the bug. Zack was in shock. “Did you see that?” he said. “I did, but that will not be din-din for me,” said Beth with a grin.

yell. I see it. Check that spot in the grass.” Zack was still and said, “Will the frog chill here or go back to the pit?” Beth said, “Well, we can sit for a bit and see.”

BUZZ! BUZZ! A bug did quick zigs and zags in the spot that Zack was at. The frog did a big hop into his lap. Then, with a flick,



Cross Hill. RIBBIT! RIBBIT! “Gosh! What was that?” said Zack. Beth had a look in the pit. “It is a big frog,” she said to him. The frog let

Beth rub it on its back. “Is its skin thick?” said Zack. Beth said that it had thin skin that was wet from the pit. Zack had a plan to pet the frog as well, but he did not get to. The frog did a big hop off its pad onto the path. Then, it did a quick dash.

The kids had to rush off to




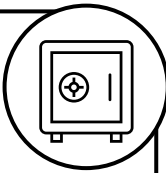
track the frog into the thick brush.

“I do not see the frog. Did we miss it?” said Zack. Beth said to him, “Be still, Zack, and do not

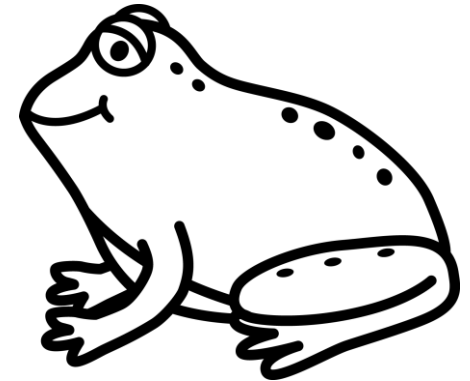
Let's Review

was	for	what	who
chill	spot	grass	flick
dash	thin	brush	track

Who are the characters in the story?	What is the setting of the story?	When did Beth have to be back home?
What is "din-din" short for?		Describe the frog's skin.
What does "brush" mean in the story?	Why was Zack in shock?	Retell the story.



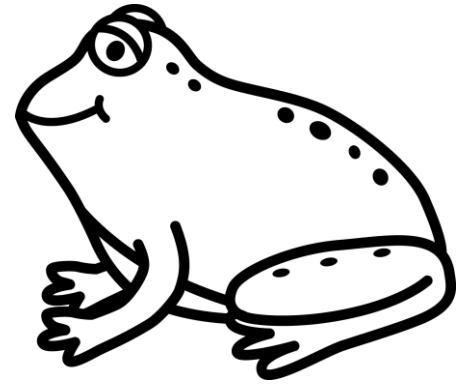
Din-Din For a Frog



Author: Tara West

Beth said to Mom, “Can I go to the pit?” “Which pit is that?” said Mom. Beth said, “It is at the top of Cross Hill.” Mom said to Beth, “Who will you go with?” “I will go with Zack,” she said. “Be back at six for din-din,” said Mom.

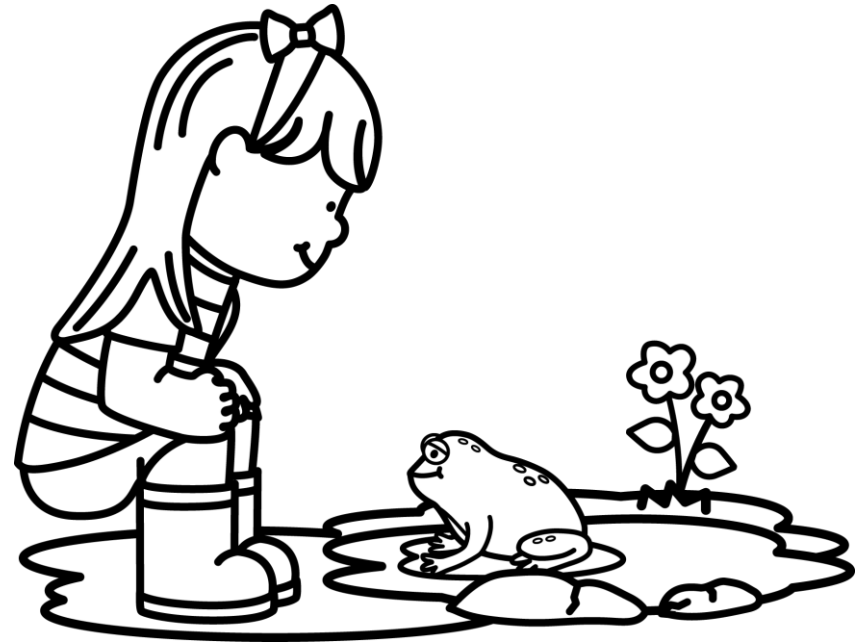
Beth met Zack at the pit on



it got the bug. Zack was in shock. “Did you see that?” he said. “I did, but that will not be din-din for me,” said Beth with a grin.

yell. I see it. Check that spot in the grass.” Zack was still and said, “Will the frog chill here or go back to the pit?” Beth said, “Well, we can sit for a bit and see.”

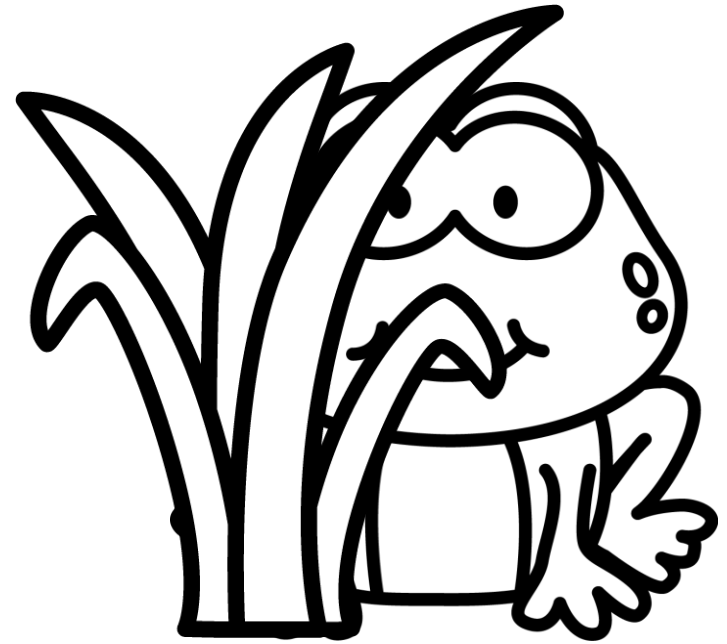
BUZZ! BUZZ! A bug did quick zigs and zags in the spot that Zack was at. The frog did a big hop into his lap. Then, with a flick,



Cross Hill. RIBBIT! RIBBIT! “Gosh! What was that?” said Zack. Beth had a look in the pit. “It is a big frog,” she said to him. The frog let

Beth rub it on its back. “Is its skin thick?” said Zack. Beth said that it had thin skin that was wet from the pit. Zack had a plan to pet the frog as well, but he did not get to. The frog did a big hop off its pad onto the path. Then, it did a quick dash.

The kids had to rush off to



track the frog into the thick brush.

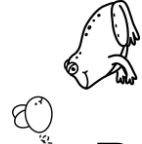
“I do not see the frog. Did we miss it?” said Zack. Beth said to him, “Be still, Zack, and do not

Name:

Directions: Read through the passage. Repeat reading the passage to build additional fluency.

Din-Din


For a Frog



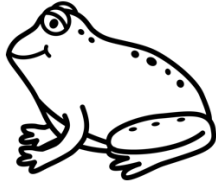
Beth said to Mom, “Can I go to the pit?” “Which pit is that?” said Mom. Beth said, “It is at the top of Cross Hill.” Mom said to Beth, “Who will you go with?” “I will go with Zack,” she said. “Be back at six for din-din,” said Mom. Beth met Zack at the pit on Cross Hill. RIBBIT! RIBBIT! “Gosh! What was that?” said Zack. Beth had a look in the pit. “It is a big frog,” she said to him. The frog let Beth rub it on its back. “Is its skin thick?” said Zack. Beth said that it had thin skin that was wet from the pit. Zack had a plan to pet the frog as well, but he did not get to. The frog did a big hop off its pad onto the path. Then, it did a quick dash. The kids had to rush off to track the frog into the thick brush. “I do not see the frog. Did we miss it?” said Zack. Beth said to him, “Be still, Zack, and do not yell. I see it. Check that spot in the grass.” Zack was still and said, “Will the frog chill here or go back to the pit?” Beth said, “Well, we can sit for a bit and see.” BUZZ! BUZZ! A bug did quick zigs and zags in the spot that Zack was at. The frog did a big hop into his lap. Then, with a flick, it got the bug. Zack was in shock. “Did you see that?” he said. “I did, but that will not be din-din for me,” said Beth with a grin.

Let's Review

was	for	what	who
chill	spot	grass	flick
dash	thin	brush	track

Who are the characters in the story?	What is the setting of the story?	When did Beth have to be back home?
What is "din-din" short for?		Describe the frog's skin.
What does "brush" mean in the story?	Why was Zack in shock?	Retell the story.

Din-Din For a Frog



Author: Tara West

Adventure Decodable - Little Minds at Work Decodable Books

Beth said to Mom, "Can I go to the pit?" "Which pit is that?" said Mom. Beth said, "It is at the top of Cross Hill." Mom said to Beth, "Who will you go with?" "I will go with Zack," she said. "Be back at six for din-din," said Mom.

Beth met Zack at the pit on

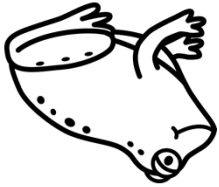
1



Cross Hill. RIBBIT! RIBBIT! "Gosh! What was that?" said Zack. Beth had a look in the pit. "It is a big frog," she said to him. The frog let

2

it got the bug. Zack was in shock. "Did you see that?" he said. "I did, but that will not be din-din for me," said Beth with a grin.

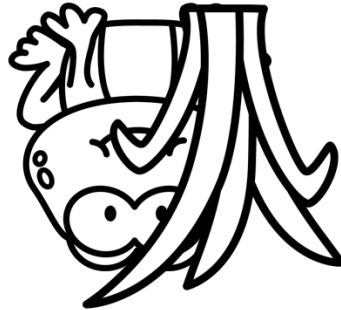


6

Yell. I see it. Check that spot in the grass." Zack was still and said, "Will the frog chill here or go back to the pit?" Beth said, "Well, we can sit for a bit and see." BUZZ! BUZZ! A bug did quick zigs and zags in the spot that Zack was at. The frog did a big hop into his lap. Then, with a flick,

5

track the frog into the thick brush. "I do not see the frog. Did we miss it?" said Zack. Beth said to him, "Be still, Zack, and do not



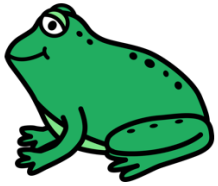
4

Beth rub it on its back. "Is its skin thick?" said Zack. Beth said that it had thin skin that was wet from the pit. Zack had a plan to pet the frog as well, but he did not get to. The frog did a big hop off its pad onto the path. Then, it did a quick dash. The kids had to rush off to

3



Din-Din For a Frog



Author: Tara West

Adventure Decodable - Little Minds at Work Decodable Books

Beth said to Mom, "Can I go to the pit?" "Which pit is that?" said Mom. Beth said, "It is at the top of Cross Hill." Mom said to Beth, "Who will you go with?" "I will go with Zack," she said. "Be back at six for din-din," said Mom.

Beth met Zack at the pit on

1



Cross Hill. RIBBIT! RIBBIT! "Gosh! What was that?" said Zack. Beth had a look in the pit. "It is a big frog," she said to him. The frog let

2

Beth rub it on its back. "Is its skin thick?" said Zack. Beth said that it had thin skin that was wet from the pit. Zack had a plan to pet the frog as well, but he did not get to. The frog did a big hop off its pad onto the path. Then, it did a quick dash.

The kids had to rush off to

3



track the frog into the thick brush.

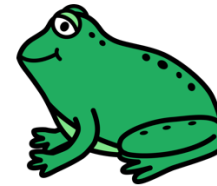
"I do not see the frog. Did we miss it?" said Zack. Beth said to him, "Be still, Zack, and do not

4

yell. I see it. Check that spot in the grass." Zack was still and said, "Will the frog chill here or go back to the pit?" Beth said, "Well, we can sit for a bit and see."

BUZZ! BUZZ! A bug did quick zigs and zags in the spot that Zack was at. The frog did a big hop into his lap. Then, with a flick,

5




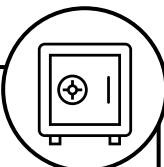
it got the bug. Zack was in shock. "Did you see that?" he said. "I did, but that will not be din-din for me," said Beth with a grin.

6

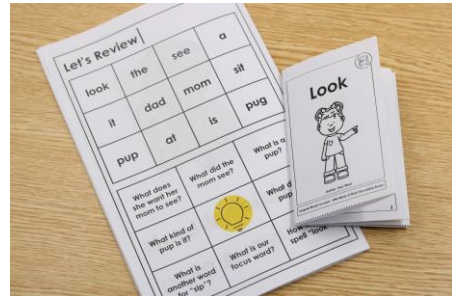
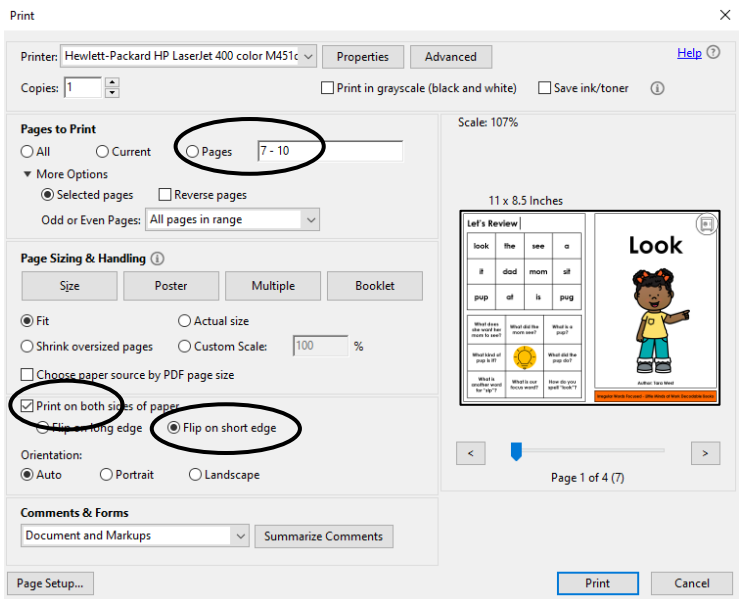
Let's Review

was	for	what	who
chill	spot	grass	flick
dash	thin	brush	track

Who are the characters in the story?	What is the setting of the story?	When did Beth have to be back home?
What is "din-din" short for?		Describe the frog's skin.
What does "brush" mean in the story?	Why was Zack in shock?	Retell the story.

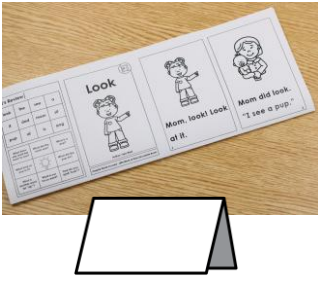


Printing DOUBLE SIDED Easy Readers: It is very important to follow a few quick printing tips. You can view a tutorial video [HERE!](#) First, you will type in the page numbers you wish to print. Next, select "fit". This will help the reader to fill the entire page and leave minimal white space. Then, select "print on both sides". Be sure to also select "flip on short edge". Lastly, select for the reader to print. NOTE: The books are best printed using Adobe Reader. Adobe Reader is a **free download**. The book will print out on two sheets of paper. You will simply fold the books. Double staple on the left side (optional).

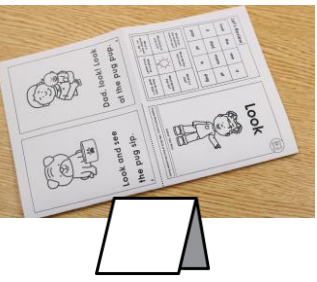


Printing MINI Readers: Follow the steps below to prep the mini readers. You can view a tutorial video [HERE!](#)

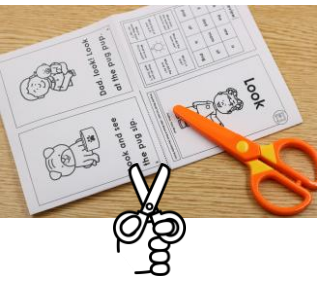
Fold landscape.



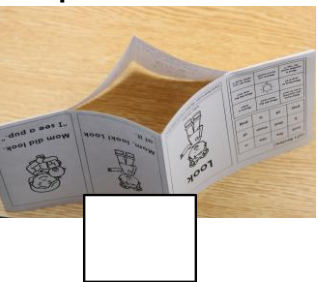
Fold portrait.



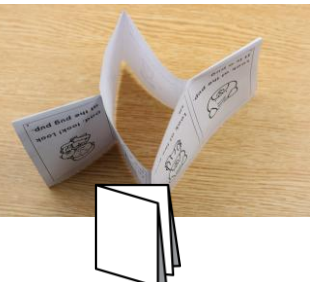
Cut along the line.



Unopen the sheet.



Quarter Fold.





This packet is the property of Tara West and is protected through copyright and trademark registrations. All rights reserved.

No part of this digital download may be reproduced electronically, shared without additional licenses, or placed on the internet for others to access without the prior permission from the publisher, Tara West.

If you are a school district using this download as curriculum for more than one teacher an additional school license will need to be purchased.

The clipart images are intellectual property of Laura Strickland of Whimsy Clips.

Contact Information

Email: littlemindsatworkLLC@gmail.com

Website: www.littlemindsatwork.org

Store: <http://www.teacherspayteachers.com/Store/Tara-West>