



# Orca Noah Text®

## Teacher Guide

This guide explains how **Noah Text®** works, how it connects to the long-standing success of **Orca Currents** and how to use these editions flexibly in your classroom to support readers who are ready for richer content but still need help with fluency and more challenging words.

**Orca Currents** are short, high-interest novels that help striving readers in grades 4–8 build confidence with real, age-appropriate stories.

**Orca Noah Text®** takes selected **Orca Currents** titles and adds a simple visual decoding scaffold that highlights syllable chunks and long vowels. This ensures that even more readers can read the titles independently while keeping the original text, pacing and themes intact.

### What is Orca Noah Text®?

Orca Noah Text® editions are Orca Currents novels formatted in Noah Text®.

What this means:

- Same story, same vocabulary, same reading experience as the original Orca Currents.
- Visual cues show syllables and long vowels in words to lower the decoding load.
- Designed for striving middle-school readers who need engaging and age-appropriate support.

Orca Noah Text® gives our proven Orca Currents stories a decoding scaffold, so students can read more complex text with less struggle and build skills they can transfer back to regular text. The goal is to move readers toward regular text, not to keep them in a special format.

### How Noah Text® works

Noah Text® keeps standard spellings but breaks multisyllabic words into visible chunks (alternating bold and regular text) and marks long vowels (vowels that say their own names) with a visual cue. (See the end of this guide for more information.)

This helps readers:

- See sound parts inside big words.
- Decode more accurately and quickly.
- Free up mental energy for comprehension.

### Student-friendly explanation

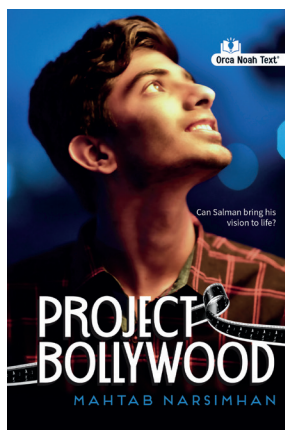
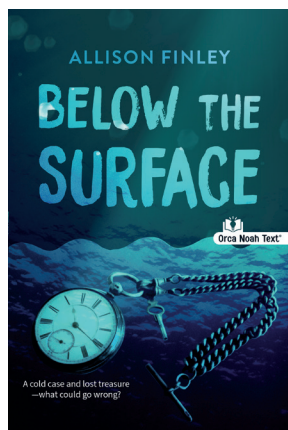
**“You’re going to see some words in a new and unique format. Parts of a word are bolded to show where the word breaks into chunks. Some vowels are underlined to show they say their own names. This doesn’t change the words. It just makes them easier to figure out so your brain can focus on the story.”**



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## How Orca Noah Text® connects to *Orca currents*

Orca Currents are short, high-interest novels that help striving readers in grades 4–8 build confidence with real, age-appropriate stories. This series has over 110 hi-lo favorites (high-interest, low reading level) and a long success rate.

Orca Currents features:

- Short, fast-paced novels.
- Reading levels between grades 2.0–5.0.
- Accessible language with compelling topics and themes.
- Widely used for intervention, ELL and striving readers.

Orca Noah Text® builds on that existing success by supporting readers who have the background knowledge and interest to be readers but get stuck on the print.

Some students can read big words in isolation but fall apart when reading long text due to the cognitive load required to decode and comprehend. Reading makes them tired, so they give up quickly; Noah Text® gives them stamina to prevent that. Some readers can be so focused on decoding that they appear to be strong readers, but they're not comprehending at all; Noah Text® helps with that too.

## Getting started in your classroom

Use this easy method to introduce these books in the classroom:

1. Introduce the format:
  - Show a page on the screen.
  - Read the student-friendly explanation above.
  - Model one or two words: tap syllables, point to a long vowel, read the word.
2. Normalize the support:
  - Emphasize that this is a tool, not a label.
  - Let all students try it; don't restrict to a single group unless required.
3. Connect to student experiences::
  - Ask: "Where do you usually get stuck when reading?"
  - Link their answers (long words, names, science/social studies terms) to what Noah Text® highlights.
4. Set a purpose:
  - For example: "Today we're going to see if this format helps you read more smoothly and accurately."



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## Sample classroom uses (grades 4–8)

You do not need new programming. Treat Orca Noah Text® as a flexible support that plugs into what you already do. Here are some sample classroom uses.

### 1. Independent reading:

- Offer Orca Noah Text® editions alongside regular Orca Currents.
- Let students self-select; suggest Noah Text® for readers who avoid longer books.
- Talk with students about whether it helps them stick with the text longer.

### 2. Small-group intervention:

- Use Noah Text® editions for students reading below grade level who struggle with multisyllabic words and reading fluency.
- Focus instruction on chunking long words using the bold/regular pattern and reading through a whole sentence to understand its meaning.
- Revisit a short passage later in plain text and have students notice that it now feels easier.

### 3. Paired reading with regular editions:

- One student uses Orca Noah Text®, the other uses the regular Orca Currents edition.
- They read alternating paragraphs out loud.
- Brief debrief: Where did the format help? Could you still follow the story in both versions?

### 4. Content-area support:

- Use Noah Text® for first exposure to complex vocabulary, then show the same passage in plain text.
- Highlight how recognizing chunks and long vowels carries over to regular text.

### 5. English Language Learners and other accommodations:

- Introduce Orca Noah Text® as: “Access to grade-level novels with visual decoding support (Noah Text® format).”
- Combine with other supports (teacher read-aloud, audiobooks, vocabulary pre-teaching) as needed.

## Chapter Two

The watch **bounces** toward the **bushes** and the steep **incline**, but I grab it **before** it can **disappear**. **Clutching** the watch to my chest, I turn to **face** the person who **shouted**.

**Thankfully**, it's not my mom **yelling** at **me** for going **swimming** in the **river** **alone**. It's just Syd. Her wild blond **hair** and **freckles** stand out in the summer sun. She's **wearing** a **faded-black** band

T-shirt and **jeans** cut off at the **knees**. Four years **ago** she **decided** we were **going** to **be** best friends. Who was I to **argue** with that? I **hope** she **never** **changes** her **mind**.

"Want some lunch?" She **lifts** a **paper** bag, and I **see** the **logo** for the **local** café on the **side**. My **stomach** **rumbles** **loudly**. I guess **swimming** and **climbing** for two hours works up an **appetite**.

Syd drops **onto** a bench while I run to get my **backpack**. I **keep** it stashed in the **bushes** **under** the bridge while I'm in the **river**. It's got my shirt, **water** bottle, **sunscreen** and house **key**.

As I sit down next to Syd, she **hands** me a fresh **sandwich** wrapped in wax **paper**. I **barely** **manage** to say, "Thanks!" **before** I sink my **teeth** **into** it, and **mustard** and **mayo** splurt **everywhere**. The **Creekside** Café **seriously** has the best **sandwiches** in town.

"Find **anything** good?" Syd asks as she **unwraps** her **own** **sandwich**.



## Moving from Noah Text® back to regular text

The goal is to transfer to regular text, not dependence on Noah Text® (unless an underlying learning disability warrants a long-term use to accommodate the student). Notably, Noah Text® can be used interchangeably throughout the day; students are not wedded to it. Instead, it internalizes a strategy that continues to help them while reading plain text and building pattern recognition.

### Simple progression:

#### Step 1: Entry and confidence

- Students read full novels in Noah Text®, focusing on fluency and comprehension.
- Teacher occasionally points out how chunks and long vowels helped with specific words.

#### Step 2: Side-by-side

- Use short excerpts in both Noah Text® and regular text.
- Ask students to:
  - Identify a “tricky” word in Noah Text®.
  - Find and read the same word in the plain-text version.
  - Discuss how the visual support builds word memory.

#### Step 3: Plain-text only

- Shift some reading to the regular-text Orca Currents or other plain-text novels.
- Keep Noah Text® available as a scaffolding option for dense or vocabulary-heavy sections.

## Language for students

“This format is here to help you train your brain. As you get stronger with big words, you’ll notice you don’t need the extra markings as much, and regular text will feel more comfortable.”

## Quick reference for teachers

- **Grade range:** Ideal for grades 4–8 striving readers, older ELL students and any student who finds reading fluency and big words challenging.
- **What it is:** Orca Currents hi-lo novels with a visual decoding scaffold for syllables and long vowels.
- **What it is not:** Not controlled-phonics decodables, not simplified content, not a replacement for phonics instruction. However, it does complement and enhance phonics instruction.
- **Best uses:** Independent reading, intervention groups, resource rooms, literacy hubs, ELL support and bridges back to plain text.

“Orca Noah Text® lets the reader keep everything that works about Orca Currents and adds one simple, science-of-reading aligned support that helps students stay with the story and grow as readers.”



## Noah Text® sound key

### Syllables

A syllable is a unit of pronunciation with only one vowel sound, with or without surrounding consonants. Syllables align with the way we speak and are an integrated unit of speech and hearing. Teachers often tap out syllables with their students.

Noah Text® acts upon words with more than one syllable. In a multiple-syllable word, the presentation of each syllable alternates bold, nonbold, bold, etc. For example, the word “syllable” would be presented as “**syllable**,” while the word “sound” is not changed at all.

### Vowels

A long vowel is a vowel that pronounces its own letter name. Here are some examples of underlined long vowels you will find in Noah Text®, along with distinct syllable breaks:

#### Long (a)

plate, pain, **hesitate**, **nation**,  
hair, **rare**, **parent**, **library**,  
pale, **fail**, **detail**,  
tray, **always**,

#### Long (o)

globe, **nose**, **supopose**,  
**remote**, **cooach**, **whole**,  
**cooal**, **gooal**, **appoach**,  
mow, **blown**, **window**

#### Long (e)

feet, **teach**, **compleete**,  
**feel**, **deal**, **appeal**,  
**ear**, **fear**, **here**,  
**disappear**, **severe**,

#### Long (u)

huge, **mule**, **fuuel**,  
**perfumue**, **amuse**,  
**hue**, **argue**, **tissue**,  
**blue**, **pollutuion**

#### Long (i)

like, **night**, **highlight**,  
**firie**, **admire**, **requirie**,  
mile, **pile**, **awhile**, **reptile**

**Disclaimer:** As noted in the research summary provided at [noahtext.com/research/](http://noahtext.com/research/) the English writing system is extremely complex. Thus, the process of segmenting syllables, identifying rime patterns, and highlighting long vowels is not only tedious but ambiguous at times based on the pronunciation of various regional dialects, the complexity of English orthography and other articulatory considerations. Noah Text® strives to be as accurate as possible in developing clear, concise, modified text that will assist readers; however, it cannot guarantee universal agreement on how all words are pronounced.

**Noah Text® is a patented methodology—US Patent Numbers 11,935,422; 12,431,036; 12,482,373**

