

# 6-Step Lesson Plan for Decoding, Spelling & Fluency

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Ohio Department of Education  
Literacy Academy

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Chief Academic Officer

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## SCIENCE OF READING

### DEFINING GUIDE

2




# Anchor Spotlight

3

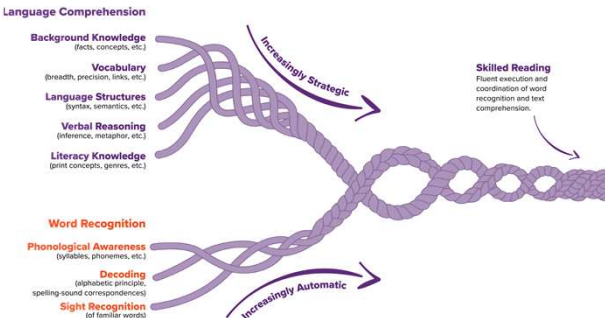
## The Simple View of Reading

- Gough & Tunmer (1986)
- Supported by the scientific evidence base
- Word Reading x Language Comp = Reading Comp



4

## Scarborough Rope (2001)



**Language Comprehension**

- Background Knowledge (facts, concepts, etc.)
- Vocabulary (breadth, precision, links, etc.)
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (genre concepts, genres, etc.)

**Word Recognition**

- Phonological Awareness (syllables, phonemes, etc.)
- Decoding (alphabetic principle, spelling-sound correspondences)
- Sight Recognition (of familiar words)

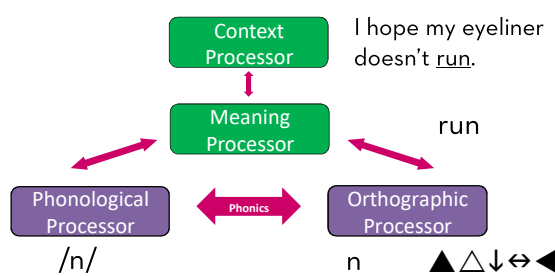
*Increasingly Strategic* (Language Comprehension)

*Increasingly Automatic* (Word Recognition)

**Skilled Reading**  
Fluent execution and coordination of word recognition and text comprehension.

5

## 4-Part Processing Model for Word Recognition (Seidenberg & McClelland, 1989)



Context Processor: I hope my eyeliner doesn't run.

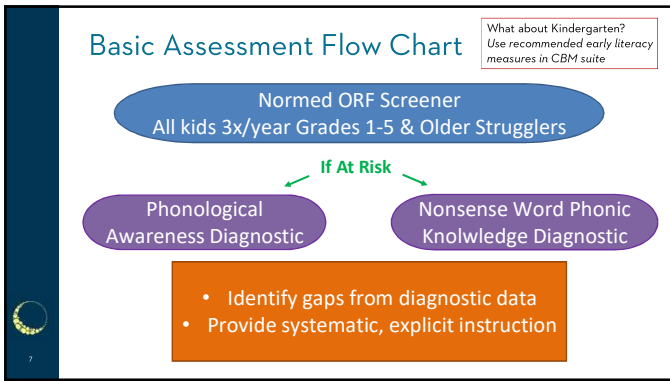
Meaning Processor: run

Phonological Processor: /n/

Orthographic Processor: n

Phonics (between Phonological and Orthographic Processors)

6



### What type of instruction results in the greatest standard score point gains in word reading?

Approaches that combine:

- Systematic, explicit instruction toward phoneme *proficiency*
- Systematic, explicit instruction in phonics
- Opportunities to apply the skills in connected text

(Kilpatrick, 2015)

### What type of instruction can undermine those gains?

Approaches that:

- Are based in the three cueing systems
- Encourage guessing strategies

### 6-Step Lesson Plan FAQ

Who is it for?

- Any age, should know a few consonant PGCs and at least one vowel

How many students?

- Particularly well suited for 1:1 or small group intervention

How long are the lessons?

- 30-60 minutes

How many lessons are there?

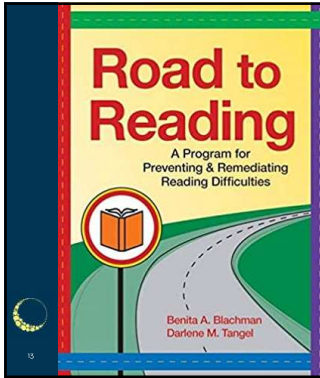
- Structured not scripted, so whatever it takes ☺

### 6-Steps At-A-Glance

- Phonological Awareness
- Sound-Symbol Correspondences
- Soundboard
- Sound-Out Words and Tricky Words
- Dictation
- Oral Reading

### Research on the 5-Step LP (Road to Reading)

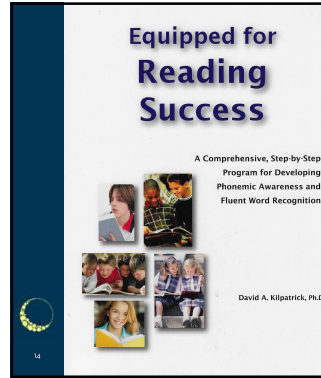
<p>BIOL PSYCHIATRY 2004;55:926-933 © 2004 Society of Biological Psychiatry</p> <p><b>Development of Left Occipitotemporal Systems for Skilled Reading in Children After a Phonologically-Based Intervention</b></p> <p>Bennett A. Shaywitz, Zuly F. Shaywitz, Benita A. Blachman, Kenneth R. Pugh, Robert K. Fulbright, Pamela Skusek, W. Einar Skusek, E. Todd Compton, John A. Holahan, Susan E. Hershkovitz, Jack M. Fletcher, G. Reid Lyon, and John C. Gore</p>	<p>Reading and Writing: An Interdisciplinary Journal 11: 239-273, 1999. © 1999 Elsevier Academic Publishers. Printed in the Netherlands. 239</p> <p><b>Developing phonological awareness and word recognition skills: A two-year intervention with low-income, inner-city children</b></p> <p>BENITA A. BLACHMAN<sup>1</sup>, DARLENE M. TANGEL<sup>2</sup>, EILEEN WYNNE BALL<sup>1</sup>, ROCHELLE BLACK<sup>1</sup>, &amp; COLLEEN K. MCGRAW<sup>3</sup></p> <p><sup>1</sup>University of Tennessee, <sup>2</sup>University School District and <sup>3</sup>University of Illinois at Chicago; <sup>4</sup>University of East Tennessee School District; <sup>5</sup>University of Pittsburgh at Bradford, USA</p>
<p>Effects of Intensive Reading Remediation for Second and Third Graders and a 1-Year Follow-Up</p> <p>Benita A. Blachman University of Tennessee</p> <p>Christopher Schatschneider Vanderbilt University</p> <p>David J. Stothard University of Illinois</p> <p>Shelia M. Chinn University of Tennessee</p> <p>Bennett A. Shaywitz and Zuly F. Shaywitz Vanderbilt University Medical School</p>	<p>Intensive Reading Remediation in Grade 2 or 3: Are There Effects a Decade Later?</p> <p>Benita A. Blachman University of Tennessee</p> <p>Jack M. Fletcher University of Illinois</p> <p>Kristin A. Mangler University of Tennessee</p> <p>Christopher Schatschneider Vanderbilt University</p> <p>Maria S. Meyer New York University</p> <p>Michael G. Vaughn St. Louis University</p>



### Key Resource

A *Road to Reading* (2008) manual can be helpful when planning your 6-Step Lessons:

- Word lists by skill
- Soundboard sequences by skill
- Dictation exercises by skill



### Key Resource

*Equipped for Reading Success* (2016) can be helpful when planning Step 1 of your 6-Step Lessons:

- Strong source of professional knowledge
- PAST assessment pinpoints instructional focus for PA
- “One-Minute Activity” lists

### Step 1: Scaffolded PA Instruction

Determine which levels are **not automatic** on PAST  
Begin with lowest level that is **not automatic**

- Model with manipulatives
- Students use manipulatives
- Make manipulatives optional
- Remove manipulatives
- When student can correctly do 10 tasks **with automaticity**, move to next level and re-scaffold

*\*If assessment data show that students can perform phoneme manipulation tasks with automaticity, we can omit Step 1*

### Step 1: Lesson Plan Close-up

Step 1: Phonological Awareness/Phoneme Proficiency	<i>Kilpatrick Level K, p. 200, list #2</i> <i>Model 3 items, student uses manipulatives for 3 items</i>
--	--

**One Minute Activities Level K1**

Say: try	Now say try, but don't say /r/	tie
Or say: try	Now say it again, but don't say /r/	tie

1. Say:	try	don't say /r/	tie	2. Say:	ski	don't say /k/	see
	lice	don't say /l/	fee		ply	don't say /l/	pie
	bland	don't say /l/	band		brook	don't say /r/	book
	claim	don't say /l/	came		blank	don't say /l/	bank
	grow	don't say /r/	go		clump	don't say /l/	camp
	true	don't say /r/	too		free	don't say /r/	tee
	plan	don't say /l/	pan		skip	don't say /r/	sip
	breeze	don't say /r/	bees		break	don't say /r/	bake
	clap	don't say /l/	cap		sneak	don't say /n/	seek
	blend	don't say /l/	blend		truth	don't say /r/	tooth

### Step 1: Virtual Resource

- TRL Phoneme Manipulation Deck

### Example: Advanced Phoneme Level K

## Step 1: Phonological Awareness

Other options:

- Design a PA learning task based on student data, sound evidence and principles of instruction
- Reteach a PA lesson component from core instruction
- Use a PA lesson from a high-quality intervention resource

## Determine Focus Skill(s) for Phonics

- Look at student QPS or similar data to determine the focus skill(s) and record at the top of the LP
- Keep the focus skill(s) in mind when planning the lesson

## Step 2: Sound-Symbol Correspondences

a

ch

- **Materials:** Sound cards (white cards, consonants in black, vowels in red)
- **Procedures:** Show student the card. Student will say the letter name, the keyword, and the sound.
- **Example:** “a - apple - /a/” “ch - chin - /ch/”


## Step 2: Lesson Plan Close-up

Step 2:  
Sound-Symbol

a	e	i	o	u
a_e	e_e	i_e	a_e	u_e
w	y	x	ch	sh

## Step 2 Tips

- Make sure you have strong keywords
- Correct errors and have the student repeat
- Make note of frequently missed items and include them in the next day's lesson plan
- Keep this step moving quickly



Suggested Keyword List

<b>Short Vowels</b> a-apple e-echo or Ed i-ich o-otter or o-oily, baby <b>Consonant Digraphs</b> ch-chin th-thumb sh-ship wh-whin ph-phone ck-sock <b>Vowel-Consonant-E</b> a_e-cake e_e-efete i_e-kite o_e-ohone u_e-uhone or cube <b>Soft c, g</b> c-iden followed by e, i, y makes the /j/ sound g-iden followed by e, i, y makes the /j/ sound	<b>Vowel Teams</b> ai-rain ea-ear ee-see, bread, steel er-her ee-jeep oo-ooch, book ou-ouch oa-oar, show oo-coat oo-ooze oi-coin oi-join oi-oil ou-ought ou-our ew-new
<b>Vowelless</b> er-er er-er er-er er-er er-er	

\*\*Teach in consistent order: letter name(s) → key word → letter sound

## Step 3: Soundboard

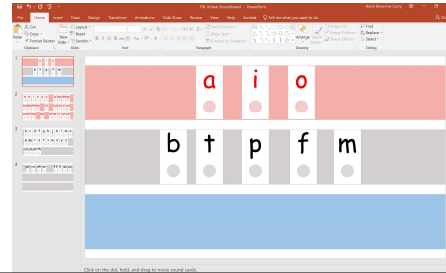
- **Materials:** Sound board, black consonants, red vowels
- **Procedures:** Place necessary vowels in top pocket, and necessary consonants in middle pocket. Guide the student in manipulating and blending sounds to build words.
- To the greatest extent possible, *only one sound should change at a time, and vary the position of the change.*
- **Examples:**
  - nut > net > pet > pen > pin > tin
  - pin > pine > pane > pan > man > mane > mine

### Step 3: Lesson Plan Close-up

Step 3: Soundboard	Letters Needed: a, e, i, o, n, p, c, ch, sh				
	in	→	chin	→	shin
	shine	→	pine	→	pin
	pan	→	pane	→	cane
	can	→	con	→	cone

### Step 3: Virtual Resource

- TRL Virtual Soundboard



### Step 3 Tips

- Make sure students are vocalizing and orally blending the words before moving to the next word
- Be mindful of the level of verbal support needed to make students successful

### Step 3: Soundboard

Other Options:

- Moveable alphabet apps
- Scrabble tiles
- Magnetic letters
- Whiteboard and dry erase markers, if students have handwriting fluency

### Step 4A: Sound-Out Words



#### Materials:

- SOWs on white cards with **black consonants** and **red vowels**
- SOWs can be sounded out. Only use SOWs that contain skills that have been taught.

#### Procedures:

- Go through words 1 time for accuracy/analysis, and at least 1 more time for fluency/automaticity

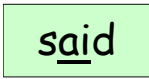
### Step 4: Lesson Plan Close-up

Step 4: SOWs & Tricky Words	Sound-Out Words			(Optional) Tricky Words
	plan	chime	bite	Review: N/A
	blast	sham	crate	
	clone	crime	mope	
	bit	plane	grim	New: said
	grime	mop	shame	

### Step 4B: Tricky Words (optional)

**Materials:**

- Mini white board and marker for modeling
- Tricky words on green cards with black letters



**Procedures for introducing new Tricky Words:**

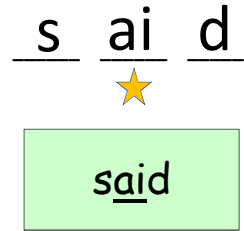
- Tell students the word, segment sounds, make a line for each sound
- Ask them what letters they would expect to represent each sound
- Star the tricky part and explain it is tricky because the letters are unexpectedly representing the sound

\*Tricky parts may vary based on phonics scope and sequence

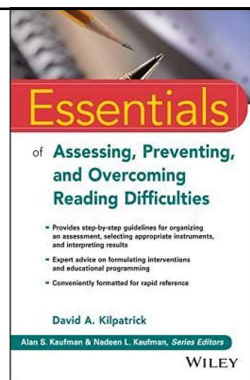


31

### Step 4B: Model Tricky Word Instruction



32



### David Kilpatrick

*“The irony of the teaching practice of presenting irregular words to be learned as unanalyzed wholes is that exception words require more letter-sound and phonemic analysis than regular words, not less” (pg. 109)*



33



### Step 4A and 4B Tips

- Goal is to build word reading fluency by promoting phonic decoding and orthographic mapping, **not** visual memorization
- Index cards and Sharpies are the most convenient in face-to-face settings



34



### Step 5: Dictation

**Materials:** Dictation notebook


**Procedures:**

- Dictated Word Sort: The adult provides column headings (*always vowel sounds*) and dictates SOWs. The students say the word aloud and write it in the correct column.
- Dictated Sentence: The adult dictates a sentence containing SOWs and known Tricky Words. The student says the sentence aloud, writes it, then reads it aloud.



35

### Step 5: Lesson Plan Close-up

Step 5: Dictation 	Sort by: <i>i, i_e</i>			
	<i>lit</i>	<i>flip</i>	<i>bride</i>	<i>dime</i>
	<i>slide</i>	<i>slid</i>	<i>line</i>	<i>chin</i>
Sentence: <i>Put it on the left side.</i>				



36

### Sample Dictation Exercise

i	i_e



37

### Sample Dictation Exercise

i	i_e
lit	dime
slid	bride
flip	line
chin	slide



38

Put it on the left side.

### Sample Dictation Exercise

a	e
cat	pen
tan	bed
map	let



39

The cat is on my bed.

### Sample Dictation Exercise

ar	or	ur
far	fort	turn
chart	torn	hurt
harm	dorm	church



40

Please put the corn on the cart.

### Step 5 Tips

- Allow students to make errors. See if they self-correct. If not, support them to make corrections.
- Be sure to have students vocalize here by repeating the dictated items before writing, and reading their sentences after writing.



41

### Step 6: Oral Reading in Context

- Beginning readers and older struggling readers should practice the code in decodable texts
- Think of decodable text as training wheels
- Texts should offer many opportunities to apply the phonic knowledge students have been taught
- Why might predictable and leveled texts be a poor choice for beginners to read?
- Where do rich pieces of children's literature fit in?



42

## Step 6: Lesson Plan Close-up

Step 6:  
Oral Reading



Text(s): *On the Vine*  
*Kate's Plan*

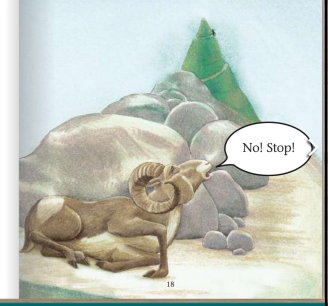
## Step 6 Tips

- Students may choral read, echo read, whisper read, etc.
- Round Robin Reading is **not** recommended
- Adult support and feedback is critical to building fluency at Step 6
- Make texts previously read during Step 6 available for students to re-read during other parts of the day

## Decodable Text Sources

- Decodable Text Sources updated November 2020**
- This is a list of decodable text sources used in the Reading League curriculum. These are available in the Reading League Resource Library.
- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• For Young Readers (Levels K-1)</li> <li>• <i>Read with Me</i></li> <li>• <i>Read with Me</i> (2nd Edition)</li> <li>• <i>Read with Me</i> (3rd Edition)</li> <li>• <i>Read with Me</i> (4th Edition)</li> <li>• <i>Read with Me</i> (5th Edition)</li> <li>• <i>Read with Me</i> (6th Edition)</li> <li>• <i>Read with Me</i> (7th Edition)</li> <li>• <i>Read with Me</i> (8th Edition)</li> <li>• <i>Read with Me</i> (9th Edition)</li> <li>• <i>Read with Me</i> (10th Edition)</li> <li>• <i>Read with Me</i> (11th Edition)</li> <li>• <i>Read with Me</i> (12th Edition)</li> <li>• <i>Read with Me</i> (13th Edition)</li> <li>• <i>Read with Me</i> (14th Edition)</li> <li>• <i>Read with Me</i> (15th Edition)</li> <li>• <i>Read with Me</i> (16th Edition)</li> <li>• <i>Read with Me</i> (17th Edition)</li> <li>• <i>Read with Me</i> (18th Edition)</li> <li>• <i>Read with Me</i> (19th Edition)</li> <li>• <i>Read with Me</i> (20th Edition)</li> <li>• <i>Read with 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|---|--|

The ram can see the ant at the top.



### The Earth's Plates

The Earth's crust is not one solid layer. You can see that the earth's crust has big cracks in it. The cracks split the crust into very big chunks. These big chunks of the Earth's crust are called plates.


If we make our globe flat, so it is like a map, it is possible to see some of the big plates and the cracks that go around each one.

### Table of Contents

#### Gran Unit 2 Reader

King and Queen	60
The Trip West	70
Saved by the Bells	78
<b>Pausing Point (Stories for Assessment and Enrichment)</b>	
Splash Dogs	82
Tex and Rex	88
Gran's Mud Run	94
Gran's Trip Home	100
Gran's Trips	2
The Pet	10
Wong from Hong Kong	14
Where is Wong?	18
The Swim Meet	26
At the Reef	30
The Bug Glass	36
The Tape	42
Fuzz and Mel	46
The Sweet Shop	56





Puff-ins are **born** from eggs. The puff-in mom and dad sit on their egg. The mom sits. Then the dad sits. In the end, the chick pops out of the shell. The mom and dad take care of the chick un-til it can care **for** it-self. Look! That puff-in has fish in **her** bill! She will feed those fish to **her** chick.




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