



If you are using Road to Reading as a resource to support your 6-Step Lesson Plan, here are pages that may be useful.

Red Level: Short vowels: a, i, o, u, e Digraphs: sh, ch, th, qu, ck,	Sample Sound Board Exercises (Step 3): 63-69 Sounds Out Words (Step 4): 58 - 62 Dictation (Step 5): 70 - 73
Orange Level: Blends Double Consonants ll, ff, ss	Sample Sound Board Exercises (Step 3): 114-119 Sound Out Words (Step 4): 106-113 Dictation (Step 5): 127-130
Yellow Level: Silent e	Sample Sound Board Exercises (Step 3): 183 - 186; 188-190 Sound Out Words (Step 4): 172-175 Dictation (Step 5): 191 - 202
Green Level: Vowel Teams	Sample Sound Board Exercises (Step 3): 269 - 279 Sound Out Words (Step 4): 250 - 266 Dictation (Step 5): 297 -317
Blue Level: R-Controlled	Sample Sound Board Exercises (Step 3): 323 - 324* *this is "Step 2", not "Additional Materials" like the other levels Sound Out Words (Step 4): 348 - 351 Dictation (Step 5): 356 - 359
Purple Level: Consonant+ le	Sample Sound Board Exercises (Step 3): 368 - 373* *this is in "Step 2", not "Additional Materials" like the other levels Sound Out Words (Step 4): 400 - 401 Dictation (Step 5): 395 - 397* *this is in "Step 5", not "Additional Materials" like the other levels

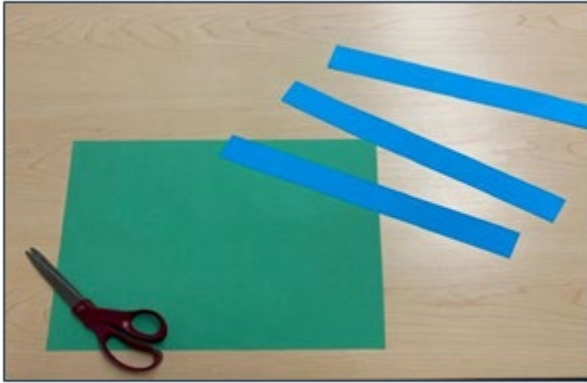


Suggested Keyword List

<p>Short Vowels</p> <p>a-apple e-echo or Ed i-itch o-octopus u-up y-shy, baby</p>	<p>Vowel Teams</p> <p>ai-rain ay- stay ea-eat, bread, steak ee- feet ie-pie oo-school, book ou- out ow-snow, plow oa- coat oe-toe oi- coin oy-joy au-August aw- paw ew-new</p>
<p>Consonant Digraphs</p> <p>ch-chin th- thumb sh-ship wh-when ph- phone -ck-sock</p>	
<p>Vowel-Consonant-E</p> <p>a_e-cake e_e- Pete i_e-nine o_e-bone u_e-June or cube</p>	
<p>Soft c, g</p> <p>c-cider-followed by e, i, y makes the /s/ sound g- gerbil-followed by e, i, y makes the /j/ sound</p>	<p>Vowel+R</p> <p>ar-star or- corn ir-dirt er-her ur- burn</p>

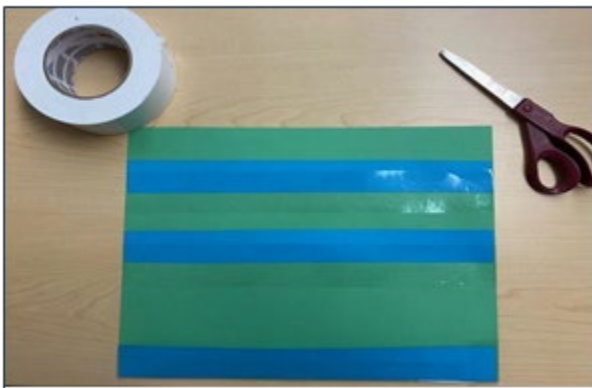
*Teach in consistent order: letter name(s) → key word → letter sound

How to Make a Soundboard



Step 1:

- Start with an 11" x 14" poster board or cardstock as the base of the soundboard.
- Cut three 14" x 1.5" strips. These will be the pockets.



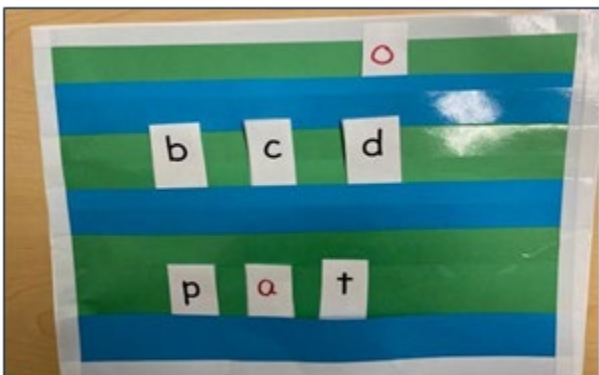
Step 2:

- Position the three strips on top of the base.
- Use a sturdy tape (e.g., duct, packing, masking) to tape the 3 strips firmly to the base.



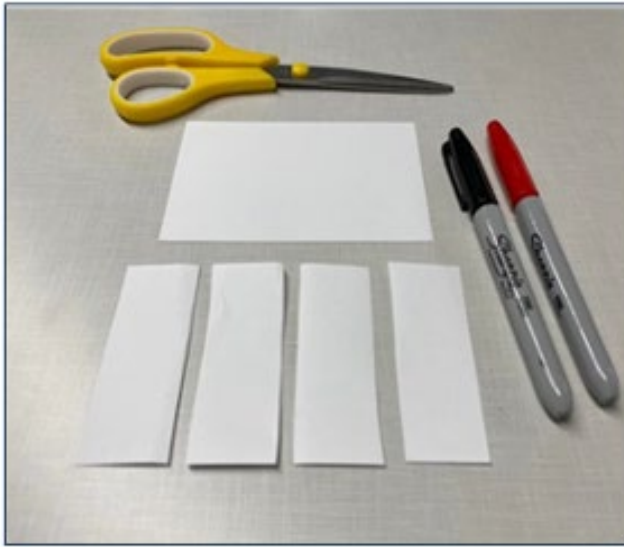
Step 3:

- Tape around the entire perimeter to increase the rigidity of the soundboard and to keep the pockets from pulling away from the base.

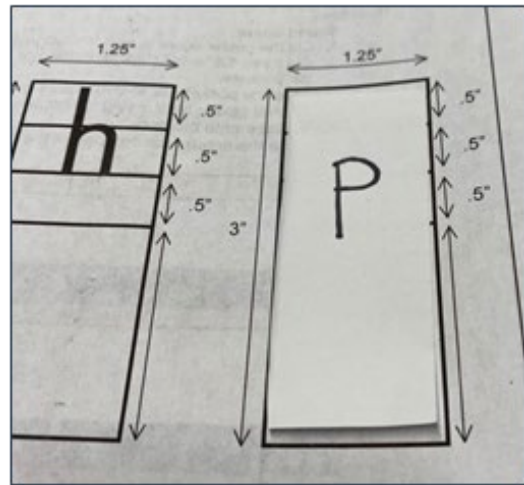
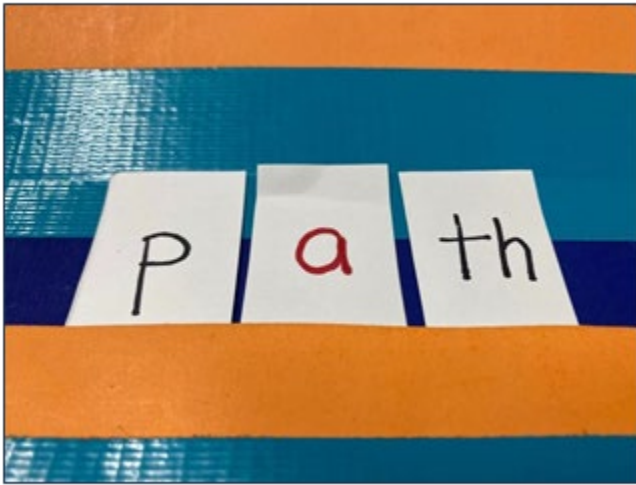


Step 4:

- Use the top and middle pockets to hold either vowel or consonant grapheme cards.
- Have students build words and word chains in the bottom pocket.



- Four grapheme cards can be made inexpensively from a standard 3" x 5" index card.
- Simply cut the index card into four sections to make four 3" x 1.25" cards.
- As seen in the two middle pictures below, print graphemes on the top half of the cards. This will ensure that the graphemes are visible and line up properly when they are seated in the pocket.



- Multiple grapheme cards can be printed onto cardstock (and laminated, too, if you like).


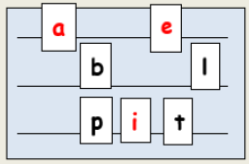
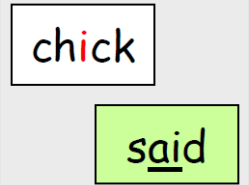




6-Step Lesson Plan Today's Focus Skill(s): **Final e**

Date: _____

Time: _____


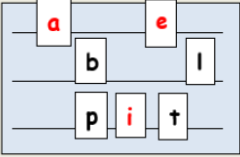
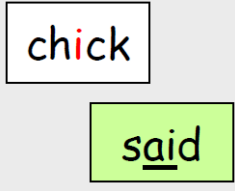


Student/Class: _____

Steps	Actions																					
Step 1: Phonological Awareness/Phoneme Proficiency	Kilpatrick Level K, p. 200, list #2																					
Step 2: Sound-Symbol 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>a</td> <td>e</td> <td>i</td> <td>o</td> <td>u</td> </tr> <tr> <td>a_e</td> <td>e_e</td> <td>i_e</td> <td>o_e</td> <td>u_e</td> </tr> <tr> <td>w</td> <td>y</td> <td>x</td> <td>ch</td> <td>sh</td> </tr> </table>	a	e	i	o	u	a_e	e_e	i_e	o_e	u_e	w	y	x	ch	sh						
a	e	i	o	u																		
a_e	e_e	i_e	o_e	u_e																		
w	y	x	ch	sh																		
Step 3: Soundboard 	Letters Needed: a, e, l, o, n, p, c, ch, sh <table border="1" style="width: 100%; text-align: center;"> <tr> <td>in</td> <td>→</td> <td>chin</td> <td>→</td> <td>shin</td> </tr> <tr> <td>shine</td> <td>→</td> <td>pine</td> <td>→</td> <td>pin</td> </tr> <tr> <td>pan</td> <td>→</td> <td>pane</td> <td>→</td> <td>cane</td> </tr> <tr> <td>can</td> <td>→</td> <td>con</td> <td>→</td> <td>cone</td> </tr> </table>	in	→	chin	→	shin	shine	→	pine	→	pin	pan	→	pane	→	cane	can	→	con	→	cone	
in	→	chin	→	shin																		
shine	→	pine	→	pin																		
pan	→	pane	→	cane																		
can	→	con	→	cone																		
Step 4: SOWs and Tricky Words 	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Sound-Out Words</th> <th>(Optional) Tricky Words</th> </tr> </thead> <tbody> <tr> <td>plan</td> <td>chime</td> <td>bite</td> <td rowspan="3">Review: N/A</td> </tr> <tr> <td>blast</td> <td>sham</td> <td>crate</td> </tr> <tr> <td>clone</td> <td>crime</td> <td>mope</td> </tr> <tr> <td>bit</td> <td>plane</td> <td>grim</td> <td rowspan="2">New: said</td> </tr> <tr> <td>grime</td> <td>mop</td> <td>shame</td> </tr> </tbody> </table>	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
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 5: Dictation 	Sort by: <table border="1" style="width: 100%; text-align: center;"> <tr> <td>lit</td> <td>flip</td> <td>bride</td> <td>dime</td> </tr> <tr> <td>slide</td> <td>slid</td> <td>line</td> <td>chin</td> </tr> </table> Sentence: Put it on the left side.	lit	flip	bride	dime	slide	slid	line	chin													
lit	flip	bride	dime																			
slide	slid	line	chin																			
Step 6: Oral Reading 	Text(s): One the Vine Kate's Plan																					



6-Step Lesson Plan Today's Focus Skill(s): _____


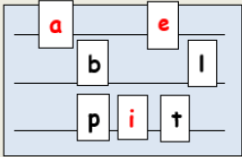
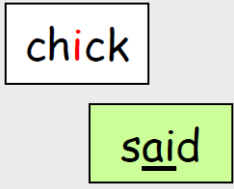


Date: Click or tap here to enter text. Time: Click or tap here to enter text. Student/Class: Click or tap here to enter text.

Steps	Actions				
Step 1: Phonological Awareness/Phoneme Proficiency	Click or tap here to enter text.				
Step 2: Sound-Symbol 	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Step 3: Soundboard 	Letters Needed: Click or tap here to enter text.				
	Click or tap here to enter text.	→	Click or tap here to enter text.	→	Click or tap here to enter text.
	Click or tap here to enter text.	→	Click or tap here to enter text.	→	Click or tap here to enter text.
	Click or tap here to enter text.	→	Click or tap here to enter text.	→	Click or tap here to enter text.
	Click or tap here to enter text.	→	Click or tap here to enter text.	→	Click or tap here to enter text.
Step 4: SOWs and Tricky Words 	Sound-Out Words			(Optional) Tricky Words	
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Review: Click or tap here to enter text.	
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.		
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.		
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	New: Click or tap here to enter text.	
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.		
Step 5: Dictation 	Sort by:				
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
	Sentence: Click or tap here to enter text.				
Step 6: Oral Reading 	Text(s): Click or tap here to enter text.				

6-Step Lesson Planning Guidance

Step1: focus is on PA/PP; use data from PAST or other PA assessment

Steps 2-6: focus is on Phonic Knowledge; use data from QPS or other phonics assessment

Steps	Guidance	
Step 1: Phonological Awareness/Phoneme Proficiency	<ul style="list-style-type: none"> Determine which levels are <i>not automatic</i> on the PAST Begin with the lowest level that is <i>not automatic</i> Use manipulatives to represent sounds, reduce scaffolds over time 	
Step 2: Sound-Symbol 	<ul style="list-style-type: none"> Letter name/keyword/sound Correct errors and have students repeat Keep this step moving quickly Consonants-black; vowels-red 	
Step 3: Soundboard 	<ul style="list-style-type: none"> Plan the chaining sequences ahead and have it written out-Change one sound at a time, vary the position of the change Tell students to make the word _____. Then use the prompt “Now change one sound to make the word _____.” Students repeat word and orally blend words before moving to the next word Best if students can physically move the sounds 	
Step 4: SOWs and Tricky Words 	Sound-Out Words	(Optional) Tricky Words
	<ul style="list-style-type: none"> SOWs can be sounded out-only use words that contain skills that have been taught Go through words 2 times-1st time for accuracy/analysis; 2nd time-for fluency/automaticity White index cards, consonants-black; vowels-red 	<ul style="list-style-type: none"> Green index cards with black letters Tell students the word Segment the sounds Ask what letters they would expect to represent each sound Discuss & underline tricky part
Step 5: Dictation 	**Sort by vowels	
	<ul style="list-style-type: none"> Adult provides column headings & dictates words Students repeat word & write it in correct column Adult dictates sentence containing SOWs & known Tricky Words Students repeat sentence, writes it, reads it aloud 	
Step 6: Oral Reading 	<ul style="list-style-type: none"> Choose Decodable text based on skills taught Students can choral read, echo read, whisper read, etc-avoid Round Robin Reading Make texts available to re-read 	

a

a

a

b

b

b

c

c

c

d

d

d

e

e

e

f

f

f

g

g

g

h

h

h

i

i

i

j

j

j

k

k

k

l

l

l

m

m

m

n

n

n

o

o

o

p

p

p

qu

qu

qu

r

r

r

S

S

S

T

T

T

U

U

U

V

V

V

W

W

W

X

X

X

y

y

y

y

y

y

z

z

z

sh

sh

sh

th

th

th

wh

wh

wh

ck

ck

ck

ch

ch

ch

ph

ph

ph

ai

ai

ai

au

au

au

aw

aw

aw

ay ay ay ea ea ea

ee ee ee ew ew ew

ie ie ie oa oa oa

oe oe oe

oi oi oi

oo oo oo

ou ou ou

ow ow ow

oy oy oy

ar	ar	ar	er	er	er
ir	ir	ir	or	or	or
ur	ur	ur			



If you are using Road to Reading as a resource to support your 6-Step Lesson Plan, here are pages that may be useful.

Red Level: Short vowels: a, i, o, u, e Digraphs: sh, ch, th, qu, ck,	Sample Sound Board Exercises (Step 3): 63-69 Sounds Out Words (Step 4): 58 - 62 Dictation (Step 5): 70 - 73
Orange Level: Blends Double Consonants ll, ff, ss	Sample Sound Board Exercises (Step 3): 114-119 Sound Out Words (Step 4): 106-113 Dictation (Step 5): 127-130
Yellow Level: Silent e	Sample Sound Board Exercises (Step 3): 183 - 186; 188-190 Sound Out Words (Step 4): 172-175 Dictation (Step 5): 191 - 202
Green Level: Vowel Teams	Sample Sound Board Exercises (Step 3): 269 - 279 Sound Out Words (Step 4): 250 - 266 Dictation (Step 5): 297 -317
Blue Level: R-Controlled	Sample Sound Board Exercises (Step 3): 323 - 324* *this is "Step 2", not "Additional Materials" like the other levels Sound Out Words (Step 4): 348 - 351 Dictation (Step 5): 356 - 359
Purple Level: Consonant+ le	Sample Sound Board Exercises (Step 3): 368 - 373* *this is in "Step 2", not "Additional Materials" like the other levels Sound Out Words (Step 4): 400 - 401 Dictation (Step 5): 395 - 397* *this is in "Step 5", not "Additional Materials" like the other levels