



# 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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The Science of Reading  
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# SCIENCE OF READING

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## DEFINING GUIDE





# Anchor Spotlight

# The Simple View of Reading

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



# 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**  
(print concepts, genres, etc.)

## Word Recognition

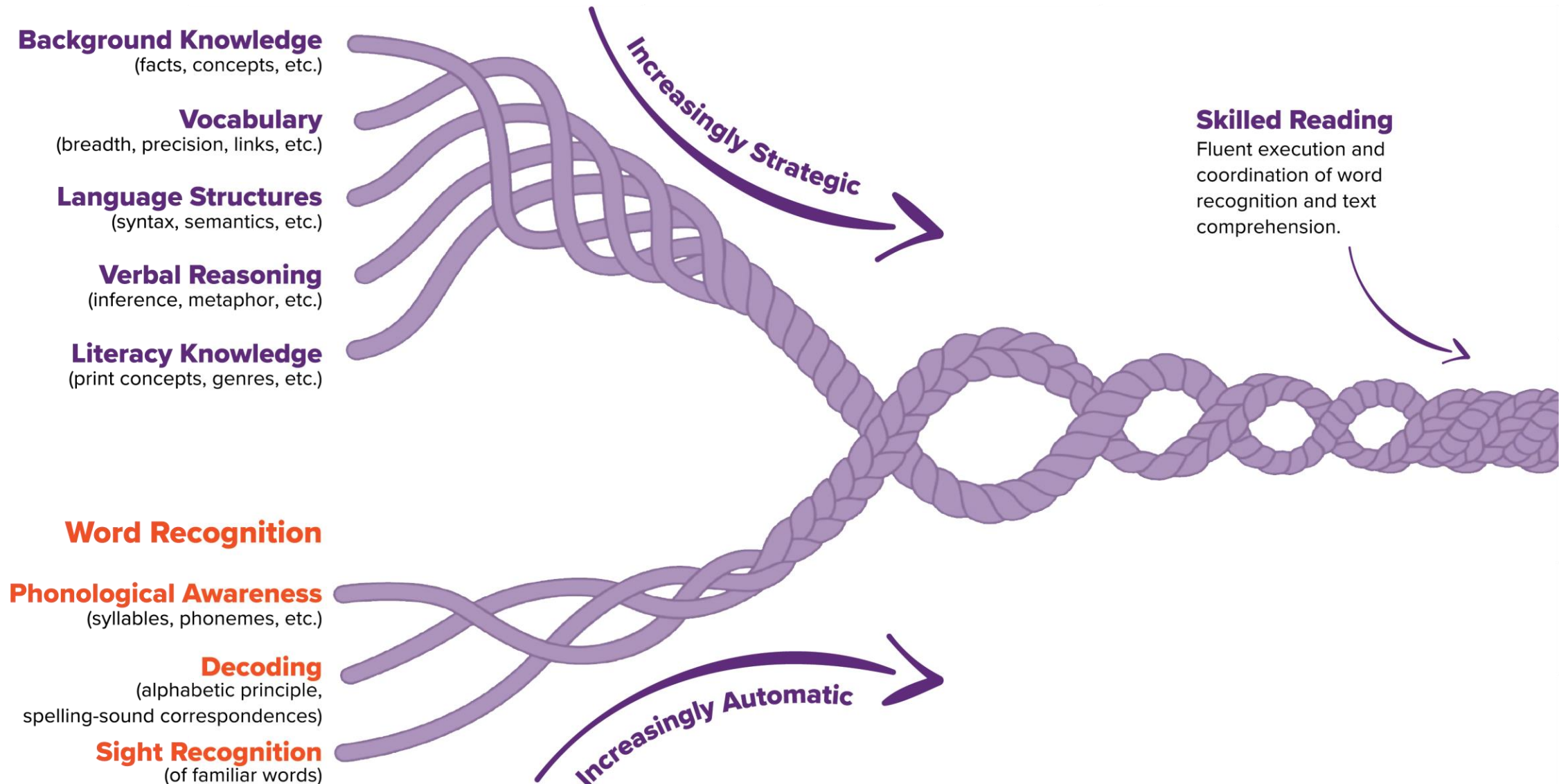
**Phonological Awareness**  
(syllables, phonemes, etc.)

**Decoding**  
(alphabetic principle,  
spelling-sound correspondences)

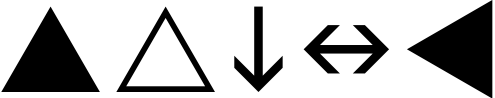
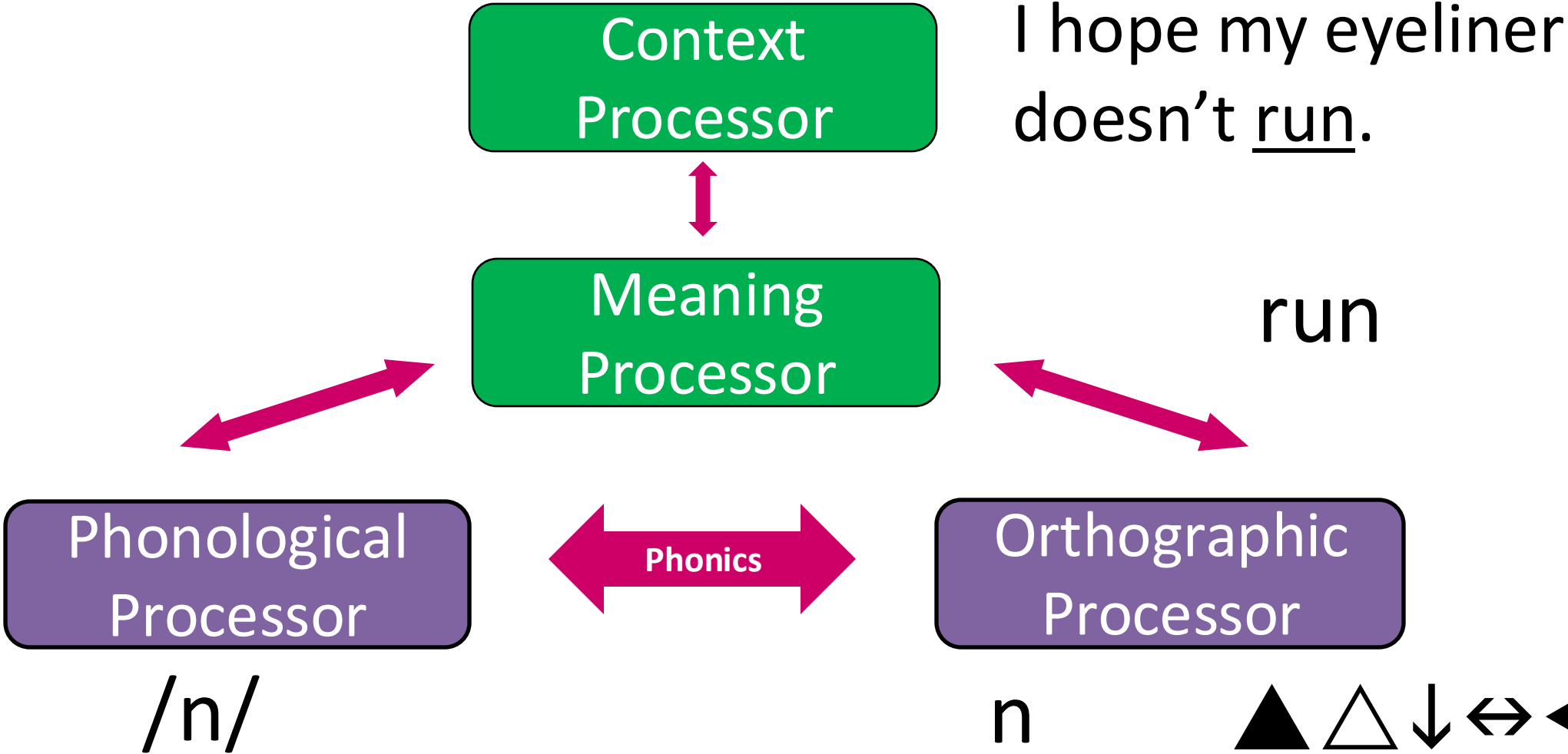
**Sight Recognition**  
(of familiar words)

## Skilled Reading

Fluent execution and  
coordination of word  
recognition and text  
comprehension.



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



# Basic Assessment Flow Chart

What about Kindergarten?  
*Use recommended early literacy  
measures in CBM suite*

Normed ORF Screener  
All kids 3x/year Grades 1-5 & Older Strugglers

If At Risk

Phonological  
Awareness Diagnostic

Nonsense Word Phonic  
Knowledge Diagnostic

- Identify gaps from diagnostic data
- Provide systematic, explicit instruction



# 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

Step 1: Phonological Awareness/Phoneme Proficiency

Step 2: Sound-Symbol Correspondences

Step 3: Soundboard

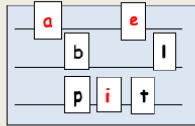


Step 4: Sound-Out Words and Tricky Words

Step 5: Dictation

Step 6: Oral Reading



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

Date:	Time:	Students/Class:				
Step 1: Phonological Awareness/Phoneme Proficiency		<i>Kilpatrick Level K, p. 200, list #2</i>				
Step 2: Sound-Symbol		<i>Model 3 items, student uses manipulatives for 3 items</i>				
<div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">a</div> <div style="border: 1px solid black; padding: 2px 5px;">ch</div> </div>		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: <i>a, e, i, o, n, p, c, ch, sh</i>				
		in	→	chin	→	shin
		shine	→	pine	→	pin
		pan	→	pane	→	cane
		can	→	con	→	cone
Step 4: SOWs & Tricky Words		Sound-Out Words			(Optional) Tricky Words	
<div style="border: 1px solid black; padding: 2px 5px; display: inline-block;">chick</div> <div style="border: 1px solid black; padding: 2px 5px; display: inline-block; background-color: #e0ffe0;">said</div>		plan	chime	bite	Review: <i>N/A</i>	
		blast	sham	crate		
		clone	crime	mope		
		bit	plane	grim	New: <i>said</i>	
		grime	mop	shame		
Step 5: Dictation		Sort by: <i>i, i_e</i>				
		lit	flip	bride	dime	
		slide	slid	line	chin	
		Sentence: <i>Put it on the left side.</i>				
Step 6: Oral Reading		Text(s): <i>On the Vine</i> <i>Kate's Plan</i>				
						





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

BIOL PSYCHIATRY 2004;55:926–933  
© 2004 Society of Biological Psychiatry

## Development of Left Occipitotemporal Systems for Skilled Reading in Children After a Phonologically-Based Intervention

Bennett A. Shaywitz, Sally E. Shaywitz, Benita A. Blachman, Kenneth R. Pugh, Robert K. Fulbright, Pawel Skudlarski, W. Einar Mencl, R. Todd Constable, John M. Holahan, Karen E. Marchione, Jack M. Fletcher, G. Reid Lyon, and John C. Gore



*Reading and Writing: An Interdisciplinary Journal* **11**: 239–273, 1999.  
© 1999 Kluwer Academic Publishers. Printed in the Netherlands.

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## Developing phonological awareness and word recognition skills: A two-year intervention with low-income, inner-city children

BENITA A. BLACHMAN<sup>1</sup>, DARLENE M. TANGEL<sup>2</sup>, EILEEN WYNNE BALL<sup>3</sup>, ROCHELLA BLACK<sup>4</sup> & COLLEEN K. MCGRAW<sup>5</sup>  
<sup>1</sup>Syracuse University; <sup>2</sup>Oriskany School District and Syracuse University; <sup>3</sup>University of Illinois at Chicago; <sup>4</sup>Northport – East Northport School District; <sup>5</sup>University of Pittsburgh at Bradford, USA

Journal of Educational Psychology  
2004, Vol. 96, No. 3, 444–461

Copyright 2004 by the American Psychological Association  
0022-0663/04/\$12.00 DOI: 10.1037/0022-0663.96.3.444

## Effects of Intensive Reading Remediation for Second and Third Graders and a 1-Year Follow-Up

Benita A. Blachman  
Syracuse University

Christopher Schatschneider  
Florida State University

Jack M. Fletcher  
University of Texas Health Science Center at Houston

David J. Francis  
University of Houston

Sheila M. Clonan  
Syracuse University

Bennett A. Shaywitz and Sally E. Shaywitz  
Yale University Medical School

Journal of Educational Psychology  
2014, Vol. 106, No. 1, 46–57

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0022-0663/14/\$12.00 DOI: 10.1037/a0033663

## Intensive Reading Remediation in Grade 2 or 3: Are There Effects a Decade Later?

Benita A. Blachman  
Syracuse University

Christopher Schatschneider  
Florida State University

Jack M. Fletcher  
University of Houston

Maria S. Murray  
State University of New York at Oswego

Kristen A. Munger  
Syracuse University

Michael G. Vaughn  
St. Louis University



# Road to Reading

A Program for  
Preventing & Remediating  
Reading Difficulties



Benita A. Blachman  
Darlene M. Tangel

## Key Resource

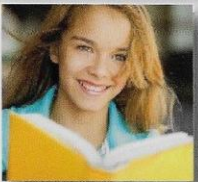
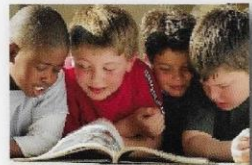
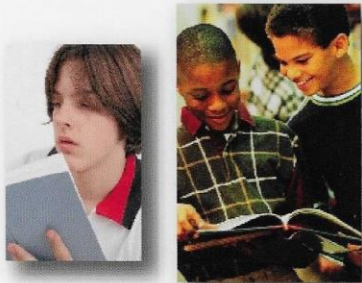
*A Road to Reading (2008)* manual can be helpful when planning your 6-Step Lessons:

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



# Equipped for Reading Success

A Comprehensive, Step-by-Step  
Program for Developing  
Phonemic Awareness and  
Fluent Word Recognition



David A. Kilpatrick, Ph.D.

## 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**

- a) Model with manipulatives
- b) Students use manipulatives
- c) Make manipulatives optional
- d) Remove manipulatives
- e) 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

*Kilpatrick Level K, p. 200, list #2*

*Model 3 items, student uses manipulatives for 3 items*

## One Minute Activities Level K1

Say: try  
Or say: try

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

1. Say:

try	don't say /r/	tie
flee	don't say /l/	fee
bland	don't say /l/	band
claim	don't say /l/	came
grow	don't say /r/	go
true	don't say /r/	too
plan	don't say /l/	pan
breeze	don't say /r/	bees
clap	don't say /l/	cap
blend	don't say /l/	bend

2. Say:

ski	don't say /k/	see
ply	don't say /l/	pie
brook	don't say /r/	book
blank	don't say /l/	bank
clamp	don't say /l/	camp
free	don't say /r/	fee
skip	don't say /k/	sip
break	don't say /r/	bake
sneak	don't say /n/	seek
truth	don't say /r/	tooth





# Step 1: Virtual Resource

- TRL Phoneme Manipulation Deck

The screenshot displays the TRL Phoneme Manipulation Deck interface. On the left, a vertical sidebar contains four numbered examples:

- 1. Example: Syllable Level (two colored bars: blue and pink)
- 2. Example: Onset-Rime Level (two colored bars: blue and green, with a purple bar below)
- 3. Example: Basic Phoneme Level (three colored bars: pink, blue, and yellow, with a green bar below)
- 4. Example: Advanced Phoneme Level (a row of six colored bars: pink, blue, yellow, green, light blue, and purple)

The main area shows the selected 'Example: Basic Phoneme Level'. It features three large colored squares: pink, blue, and yellow. The yellow square is currently selected and has a white border with eight small white circles at its corners, and a rotation handle icon (a circle with a curved arrow) is positioned above it. Below these squares, a horizontal line separates them from two more colored squares: green and purple.

At the bottom left of the main area, there is a dark blue vertical bar containing a circular logo of yellow dots and the number 3.



# 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

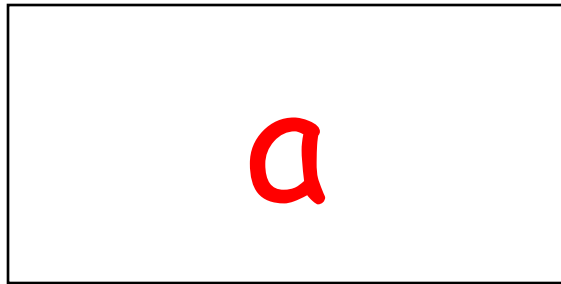


# Determine Focus Skill(s) for Phonics

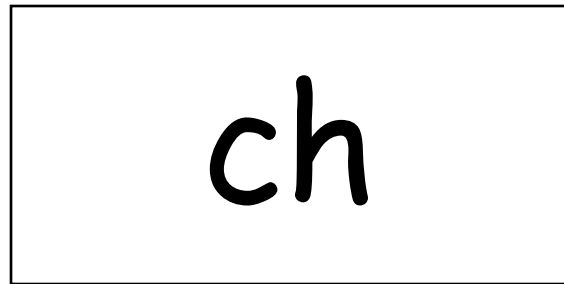
- Look at student QPS or similar data to determine the focus skill(s) and record at the top of the LP
- Keep the focus skill(s) in mind when planning the lesson



## 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  <div style="display: flex; gap: 10px;"><div style="border: 1px solid black; padding: 2px 10px;">a</div><div style="border: 1px solid black; padding: 2px 10px;">ch</div></div>	a	e	i	o	u
	a_e	e_e	i_e	o_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

<p><b>Short Vowels</b></p> <p>a-apple e-echo or Ed i-itch o-octopus u-up y-shy, baby</p>	<p><b>Vowel Teams</b></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><b>Consonant Digraphs</b></p> <p>ch-chin th-thumb sh-ship wh-when ph-phone -ck-sock</p>	
<p><b>Vowel-Consonant-E</b></p> <p>a_e-cake e_e-Pete i_e-nine o_e-bone u_e-June or cube</p>	
<p><b>Soft c, g</b></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><b>Vowel+R</b></p> <p>ar-star or-corn ir-dirt er-her ur-burn</p>

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



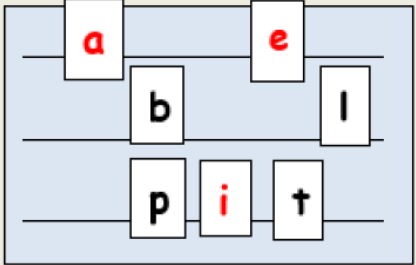
## Step 3: Soundboard

- 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

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



# Step 3: Virtual Resource

- TRL Virtual Soundboard

TRL Virtual Soundboard - PowerPoint Heidi Beverine-Curry

File Home Insert Draw Design Transitions Animations Slide Show Review View Help Acrobat Tell me what you want to do

Cut Copy Paste Format Painter Clipboard

Layout Reset New Slide Section Slides

Font Paragraph Drawing Editing

1 a i o  
b t p f m

2 a e i o u y ai ou aw ay  
ea ee ew ey ie oa oe oi oo  
ou ow oy ue ar er ir or ur

3 b c d f g h j k l m n  
p q r s t v w x y z  
ch ck sh th

4 ph th wh wr ff ll ss zz

Click on the dot, hold, and drag to move sound cards.



## 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



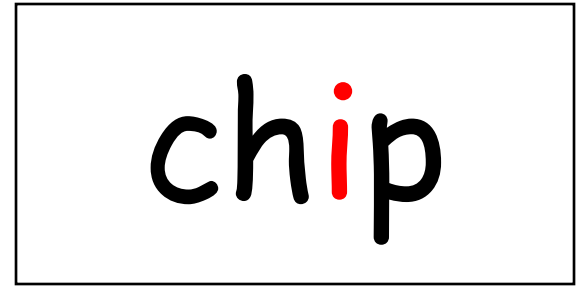
# Step 3: Soundboard

## 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

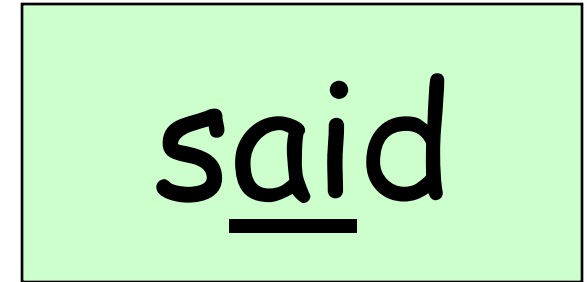
Step 4: SOWs & Tricky Words  <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px;">chick</div>  <div style="border: 1px solid black; padding: 5px; display: inline-block; background-color: #d4f1d4; margin: 10px;">s<u>a</u>id</div>	Sound-Out Words			(Optional) Tricky Words
	<i>plan</i>	<i>chime</i>	<i>bite</i>	Review:  <i>N/A</i>
	<i>blast</i>	<i>sham</i>	<i>crate</i>	
	<i>clone</i>	<i>crime</i>	<i>mope</i>	
	<i>bit</i>	<i>plane</i>	<i>grim</i>	New:  <i>said</i>
	<i>grime</i>	<i>mop</i>	<i>shame</i>	



# 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



# Step 4B: Model Tricky Word Instruction

s ai d



said







# Essentials

## of **Assessing, Preventing, and Overcoming Reading Difficulties**

- Provides step-by-step guidelines for organizing an assessment, selecting appropriate instruments, and interpreting results
- Expert advice on formulating interventions and educational programming
- Conveniently formatted for rapid reference

David A. Kilpatrick

Alan S. Kaufman & Nadeen L. Kaufman, *Series Editors*

WILEY

## 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)*



## 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



# 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.



# Step 5: Lesson Plan Close-up

<p>Step 5: Dictation</p> 	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>			



# Sample Dictation Exercise

i	i_e



# Sample Dictation Exercise

i	i_e
lit	dime
slid	bride
flip	line
chin	slide

Put it on the left side.



# Sample Dictation Exercise

a	e
cat	pen
tan	bed
map	let

The cat is on my bed.



# Sample Dictation Exercise

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

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.



# 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?



# 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 options, *not recommendations*, in response to educator requests for where to find decodable texts.

### For Young Readers (Grades K-2)

- [BOB Books](#)
- [Dog on a Log Books](#)
- [Dr. Maggie's Phonic Readers](#)
- [EPS Phonics Plus Readers](#)
- [Flyleaf Emergent Readers](#)
- [Half Pint Readers](#)
- [High Noon Dandelion Launchers](#)
- [InitialLit Readers from MultiLit \(AUS\)](#)
- [Jolly Phonics \(USA\)](#)
- [Junior Learning Decodable Readers](#)
- [Little Learners Love Literacy \(AUS\)](#)
- [Miss Rhonda's Readers](#)
- [Primary Phonics Storybook Sets](#)
- [Pocket Rockets \(AUS\)](#)
- [Sunday System 1 & 2 Readers](#)
- [SPELL-Links Reading Library \(digital\)](#)
- [The Superkids Library](#)
- [Voyager Sopris Power Readers](#)
- [Youkan Reading Decodable Books](#)

### For Older Readers (Grades 3-8)

- [Agility with Sounds Books \(NZ\)](#)
- [Decodable Adventures](#)
- [Ed and Mel's Decodable Adventures](#)
- [High Noon Fantasy Series](#)
- [High Noon Moon Dog Series](#)
- [High Noon Sound Out Chapter Books](#)

- [High Noon Sound Out Nonfiction Series](#)
- [Simple Words Decodable Chapter Books](#)
- [Voyager Sopris Supercharged Readers](#)

### For All Ages

- [All About Reading Readers](#)
- [Barton Stand-Alone Books](#)
- [Flyleaf Series One, Two, and Three](#)
- [Forward with Phonics Readers](#)
- [Geodes](#)
- [Go Phonics Readers](#)
- [Junior Learning Decodable Readers](#)
- [PhonicBooks \(UK\)](#)
- [Piper Books \(UK\)](#)
- [Turning Pages \(UK & AUS\)](#)
- [SLANT System Readers](#)
- [Spalding Readers](#)
- [S.P.I.R.E Decodable Readers](#)
- [SuperBooks Stories](#)
- [Whole Phonics Readers](#)
- [95% Group Decodable Passages](#)

### Teens & Adults

- [Saddleback TERL Phonics Book Sets](#)
  - [Books for Tweens \(gr. 4-8\)](#)
  - [Books for Teens \(gr. 9-12\)](#)
- [Teen & Adult Phonics \(TAP\) Library](#)

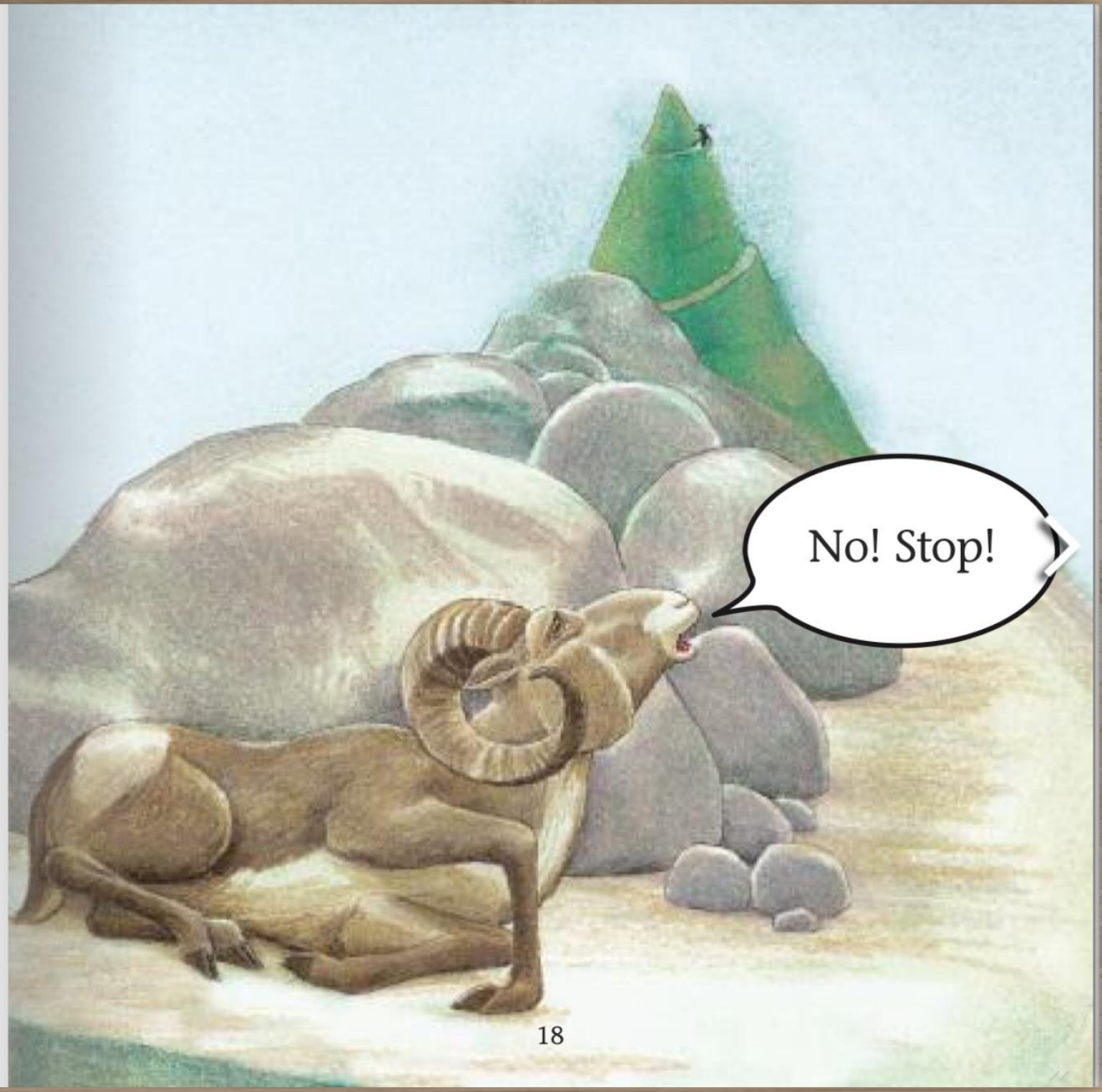






< The ram can see the ant at the top.

17



18



## 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.

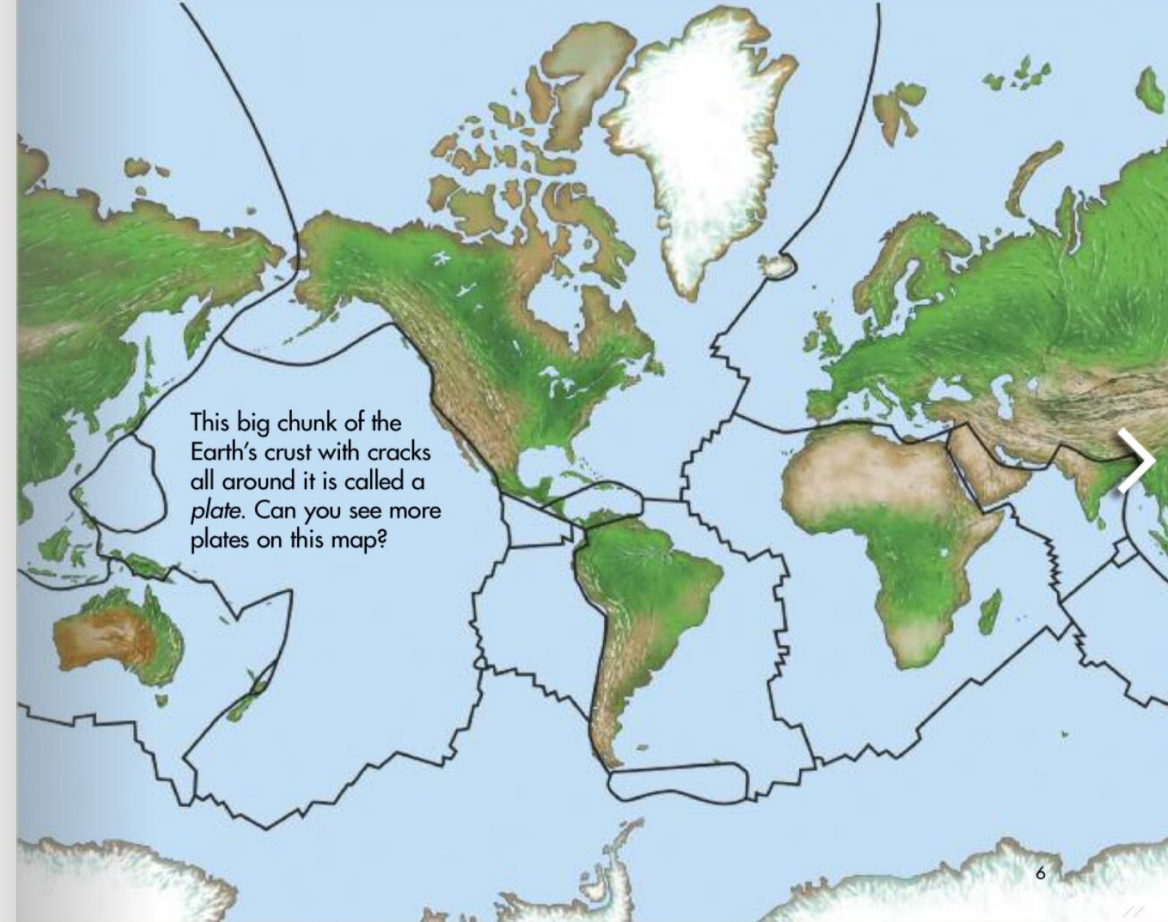


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Gran's Mud Run . . . . .	94
Gran's Trip Home . . . . .	100







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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