



# Orton Gillingham Reading Specialists™

## Six-Step Lesson Plan Overview by Karen Sunday

### 1. **Language Tool Kit** (3-5 minutes):

#### a. Read sounds

- i. Goal is automaticity so go as quickly as possible. This step should take less than a minute.
- ii. Include all sounds previously taught. Eventually you will need to retire some sounds as the pack grows. Don't retire the vowels.
- iii. Student traces for errors and card is put back into the pack.

#### b. Spell sounds

- i. You say the sound, student repeats the sound and writes it.
- ii. On your lesson plan, indicate that you're dictating a sound by using slashes, for example /k/. That means you're asking for all the ways the student knows to write that sound. If you're asking "how do you write /k/ after a short vowel?" then write -ck on your lesson plan.
- iii. Limit 10 elements. /k/ would be 3 elements if the student knows c, k, and ck.
- iv. This step should take only a minute or 2.
- v. Include the most recently taught elements and elements they've made errors on in recent sessions.
- vi. In addition, dictate the 3 most recently taught cursive letters using the sound ("how do you write /m/ in cursive?")

### 2. **Read** (10-12 minutes):

#### a. Words

- i. Can be flash cards or word lists.

- ii. Use lists that reinforce an element you're working on but also include lists with mixed elements.
- iii. Irregular words are included in this section.
- iv. Student traces when they have difficulty decoding. As soon as they say the word, they can move on, even if they haven't traced the entire word.
- v. They don't need to trace it multiple times once they have it figured out.

b. Sentences

- i. Not connected text.
- ii. Can include phrases.
- iii. Trace as needed.

c. Blending drill

3. **Spell** (20-25 minutes):

a. Words

- i. This step is how we move the needle for reading. Our lesson plan has a significant spelling component because spelling plays such a huge part in improving reading.
- ii. You say the word, the student repeats the word, finger spells every word until you determine that isn't needed. They sound as they write for each word every time forevermore.
- iii. After you say the word, be quiet. Don't use it in a sentence unless needed for clarification.
- iv. When they finish writing, immediately give the next word. You don't need to praise or comment on each one. Keep your talking to a bare minimum. If the student is talking a lot between words, use strategies to keep them on task. Don't go on tangents with them. Don't give them information they don't need. Just dictate words.

- v. Dictate down the columns so words are in random order.
  - vi. For recently taught elements, include multiple rows (across) but you're still dictating going down the columns.
  - vii. Go quickly!
    - 1. It should only take a few seconds per word.
    - 2. If it's taking longer, you may be adding material too quickly or you're talking too much.
    - 3. If you're using eliciting questions on more than a few words, you're adding material too quickly.
    - 4. Put in extra rows of the element they're having trouble with to solidify before moving forward.
  - viii. Student should transition to cursive asap.
    - 1. If you haven't done all the letters, systematically introduce them during new material but use the first couple of minutes in the spelling section to dictate words using the letters they are practicing. These words may be easier than what they're working on in the rest of the lesson.
    - 2. If it takes more than 2 minutes to write one or two words in cursive, back up and solidify previously taught letters. You're moving too quickly.
    - 3. As soon as possible, start to dictate the words from the first column of your regular dictation and have the student write them in cursive. Gradually transition until all dictated words are in cursive.
- b. Irregular words
- i. You say the word, they repeat and say letter names while writing.
  - ii. Don't use the words in sentences unless it's a homophone.

- iii. If the student makes an error, provide the spelling and have them rewrite 3 times.

c. Sentences

- i. You say the sentence once, they repeat, write, proofread.
- ii. You check it after they've checked it themselves.
- iii. Phrases are fine, especially with early readers where you don't have many irregular words, or you only want them to be 2-3 words in length.

d. Student reads words and sentences just written, tracing as needed.

e. If your student is working on the alphabet sequence, have them write it or put the tiles in order at this time. Proceed with Seek and Find.

- i. Don't spend more than 3 minutes on this. If they can't do the whole thing, have them do as much as they can and continue to build in subsequent lessons.
- ii. Drop once the student can write the lower-case alphabet automatically and easily.
- iii. Don't drop if they still need to sing the alphabet while writing or need to go back to the beginning periodically.

4. **New Material** or **Targeted Review** (5 minutes):

a. New Material

- i. You will not teach new material at every session.
- ii. It can include a new sound, concept, irregular word, or handwriting letter(s).
- iii. For handwriting, use this section only if you're teaching a new letter formation. Otherwise, handwriting is incorporated into the spelling section since you're practicing what you've already taught.

1. For printing, once you've taught the correct formation, they should be using it throughout the lesson. Anytime they form the letter incorrectly, have them write the word (or sound) again using the correct formation.
2. For cursive, incorporate words into the spelling dictation that include the letter formations you've taught. (see Step 3.a.viii.)

b. Targeted Review

- i. Sometimes a student needs to spend a few minutes focused on a concept that is troublesome. Usually, it will involve differentiating between 2 elements such as when to use <ch> vs <tch> or <ee> vs <ě>.
- ii. Have the student draw 2 columns and label them. Dictate 8-10 words in random order that contain those elements and the student decides which column to write each one in. These elements should also be included in the regular dictation during Step 3, not just in targeted review.

Example:

| <i>i</i>    | <i>e</i>    |
|-------------|-------------|
| <i>tip</i>  | <i>bell</i> |
| <i>hid</i>  | <i>set</i>  |
| <i>mill</i> | <i>ken</i>  |
| <i>lit</i>  | <i>led</i>  |

- c. If not doing new material or targeted review use these minutes in Step 3.

d. Nothing else should be written in this area of the lesson plan. Review happens during the rest of the lesson. Do not reteach concepts or elements already taught.

5. **Contextual reading** (10 minutes)

- i. Use decodable text for early readers but you can move to other material when appropriate.
- ii. Decodable texts may not align perfectly with what you've already taught the student so you may need to provide the words they don't yet have the skills to decode.
- iii. Student traces for words they do have the skills to decode.
- iv. Have the student use their finger or some sort of marker to track as they read.
- v. For students who have done syllable division, have them divide words with a pencil or write the word on paper and divide. They should always "read with a pencil" to decode words they don't recognize.

6. **Game** (5 minutes)

- i. Student should be reading a lot of words during the game. If they aren't, then that isn't a good game choice. Minimize the extraneous aspects that waste time. Tic Tac Toe and Boom are good options.
- ii. Aim for them to be reading at least 100 words during the 5 minutes of game time.
- iii. Student traces as needed.