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The Incorporation of Words Their Way Word Sorts into Orton-Gillingham Method to Improve Fluency of Students with Learning Disabilities

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The Incorporation of Words Their Way Word Sorts into Orton-Gillingham Method to Improve
Fluency of Students with Learning Disabilities

By

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Action Research

Submitted in Partial Fulfillment of the

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Sr. Gabrielle Kowalski

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Chapter 1: Introduction

Introduction

The key components to fluency when reading are speed and accuracy. Often times, students with learning disabilities struggle with the ability to demonstrate fluent reading at their assessed independent reading level, the level in which a student is able to read words without assistance with at least 95% accuracy. The inability to read fluently could ultimately lead to difficulty with reading comprehension. It is important to determine if a combination of instructional strategies or instructional programs can improve fluency in order to support reading comprehension for students with disabilities.

Purpose of the Study

Since students with Specific Learning Disabilities (SLD) in the area reading often struggle with reading fluency, reading comprehension is often impacted. Through this research, it may be determined that incorporating Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction (Bear, Invernizzi, Templeton, & Johnston, 2000) word sorts with the Orton-Gillingham method of reading instruction (Orton & Gillingham, 1930) can increase reading fluency.

Research Question

Does incorporating the program Words Their Way into the Orton-Gillingham method increase fluency? It is hypothesized that incorporating the Words Their Way word sorts into the Orton-Gillingham method will increase reading fluency at the independent reading level for students with learning disabilities. In this study, two second grade students with identified reading disabilities, one boy and one girl, participated in small group instruction, using the Orton-Gillingham Method. Words Their Way word sorts were added to the Orton-Gillingham

method as the independent. Prior to implementation, the students' fluency levels were assessed at their independent reading level. The Words Their Way word sorts were chosen based on the sequential order of lessons from the Orton-Gillingham Method provided by Bloom & Traub, (2000) and were incorporated as an extension activity three times per week. If a student missed a Words Their Way extension activity due to illness or absence, he or she had an opportunity to make up the extension activity on an alternate day. Students' fluency levels were assessed every two weeks using a fluency passage from the Reading A-Z program (2014). Independent reading levels were assessed frequently as a part of general instruction using leveled books from the Reading A-Z program (2014). Intervention was conducted over a period of eight weeks, three times per week for 5-7 minutes per session, which took place during a 60 minute reading block.

Significance of the Study

Students with learning disabilities often struggle in the area of reading comprehension due to the inability to read text fluently. For these students, it is important to find methods of instruction that can increase their fluency in order for them to be able to comprehend text at a level which they are able to read accurately. The Orton-Gillingham method supports a multisensory method of teaching reading. Students with learning disabilities often benefit from this type of instruction. By incorporating the Words Their Way word study program into the Orton-Gillingham method as an extension activity, it will be determined if a combination of both instructional programs can boost a student's fluency. Currently, there is insufficient research to conclude that by combining the two programs fluency rates will increase. It is important to understand what instructional materials can be used in order to support individuals with learning disabilities. Using both the Orton-Gillingham method and Words Their Way word sorts together

may be one more strategy teachers can use to improve students' reading fluency before they fall behind in their ability to comprehend text compared to their peers.

Definition of Terms

Fluency is “the ability to read orally in a smooth and effortless manner (Allinder, Dunse, Brunken, & Obermiller-Krolikowski, (2001, p.48).” A fluent reader can accurately and automatically recognize words and read with appropriate expression, inflection, and speed (Nichols, Rupley, & Rasinski, 2009).

The Orton-Gillingham method for reading program is an organized multisensory program that directly teaches phonemic awareness, phonics, and word attack skills using multisensory methods including visual, auditory, and kinesthetic input (Scheffel, Shaw & Shaw, 2008). It is a method of instruction designed to help struggling readers.

Words Their Way is a method of teaching students to spell using word patterns and structures (Bear et al, 2000).

A running record is a means of assessing student's reading levels by recording a student's ability to accurately read a passage. While taking a running record, the recorder will mark words read correctly with a check mark and record errors by making note of the specific error as well as indicating when a student corrects his or her self (Reading A-Z, 2014).

Limitations and Assumptions

This specific study is limited in terms of the number of students in the study. Due to a small district and small caseload, a limited number of students qualified as participants in the study. The students' absences could not be anticipated. In order to control for this, Words Their Way extension activities were conducted three days a week in order to provide for make up days.

Another limitation given the small sample size was that increased fluency could be due to small group size versus the instructional methods used. To control for this, a review of the students' previous reading fluency scores were conducted. These scores had been recorded prior to Words Their Way word sorts being incorporated into the Orton-Gillingham reading instruction.

A final limitation in this study was that one of the students was diagnosed with additional disabilities through evaluations conducted outside of the school setting. The diagnosis of a visual processing disorder and non-verbal learning disability, in addition to the previous diagnosis of SLD in the area of reading and Attention Deficit Hyperactivity (ADHD), could be a factor in the effect of the intervention on fluency scores. There was no way to control for the additional diagnoses.

The assumption that can be made based on this study is that students receiving specialized small group instruction at their reading levels should increase their fluency; this specific study looked at the instructional strategies used to increase those levels.

Summary

One of the critical components of reading is the ability to reading fluently with appropriate speed and accuracy. This skill lends itself to the ability of students to comprehend what they read. Students with learning disabilities often struggle to become fluent readers, therefore demonstrating lower comprehension levels. It is hypothesized that by incorporating the Words Their Way word sorts into the Orton-Gillingham method, students will increase their reading fluency demonstrated by the increased number of words read per minute. By increasing the fluency rate of students with learning disabilities their reading comprehension will be better supported.

Chapter 2: Review of Literature

Theoretical and Historical Framework

Fluency is an important part of comprehension; therefore it is necessary for student to develop the ability to read with appropriate speed and accuracy. This study looked at whether words sorts from the Words Their Way program helped to increase fluency when incorporated into the Orton-Gillingham method as a way to teach students how to read.

The link between successful reading and the ability to read fluently dates back to 19th-century-research, as cited by Chard, Vaughn, & Taylor (2002). It gained momentum in 1974, when LaBerge and Samuel developed the theory of automatic processing (cited in Chard et al. 2002). The push for students to become fluent readers grew with the signing of the No Child Left Behind Act in 2002, which required that students must reach a proficient level on required standardized tests by the third grade. A necessary component to achieving a proficient level is the ability to read fluently (Braun-Zukowaki, 2009).

According to Nichols et al. (2009), it is understood that fluent readers are able to decode and read words automatically and accurately. This is a necessary skill in order to comprehend new material and acquire new information. Fluency has three parts. The first part is accuracy of recognition, which is an individual's ability to decode words correctly, easily, and with little hesitation. Accuracy is necessary in order to develop fluent reading skills. The second part to fluency is automaticity of word recognition, which is the ability to read printed words without having to sound them out. The inability to read with automaticity can impact an individual's ability to comprehend what is being read. The third part of fluency is the ability to orally read "with appropriate expression and phrasing (Nichols et al., 2009, p.4)." An individual must be

able to read accurately and with automaticity in order to read with appropriate expression and phrasing.

In order for students to develop the three parts of fluency, instruction is necessary. It is through research that effective fluency instructional strategies can be developed and tested. The Orton-Gillingham method to teaching reading was developed by neurologist Dr. Samuel T. Orton and educator Anna Gillingham (Scheffel et al., 2008). This method of teaching combines multisensory activities to teach phonological awareness, phonics, and word attack skills primarily to struggling readers. It is a systematic program to teach individuals to read.

Words Their Way: Word Study (Bear et al., 2000) is another phonics, vocabulary, and spelling instruction program. With the use of word sorts, word hunts, games and drawing, students are able to develop an understanding of words and word patterns.

It is hypothesized that by using word sorts from the Words Their Way program in addition to the Orton-Gillingham method for reading, students with learning disabilities will be able to develop the ability to read words accurately and with automaticity in order to boost reading fluency.

Research Studies

Previous studies have examined effectiveness of the Orton-Gillingham method of reading and Words Their Way as independent methods of teaching reading and word study skills. A study conducted by Scheffel et al. (2008) concluded that the Orton-Gillingham reading method based on revisions by the Institute of Multi-Sensory Education (IMSE) was not only effective in promoting the development in both phonological awareness and alphabetic principles but the rate at which students acquired these skills was quicker than comparable students who were not participating in the IMSE instruction. Both the phonological awareness and the understanding of

alphabetic principles are necessary in developing the ability to read with automaticity, one of the components in the ability in reading fluently. This study is relevant to this research because it demonstrates the Orton-Gillingham method as a supplemental reading program was able to produce student growth in reading skills at a faster rate than students who did not participate in the Orton-Gillingham Method.

Evans (2012) investigated the effects of the Words Their Way program on reading fluency by introducing the program into a kindergarten classroom. It was concluded that the Words Their Way program did not demonstrate any significant effect on overall reading achievement scores but made a significant impact on letter sound knowledge.

When looking at the previous research that has been conducted, there are weaknesses when implementing programs that teach fluency. While the Orton-Gillingham method targets many foundation skills necessary to become a fluent reader, it does not incorporate strong fluency development strategies. The Words Their Way study conducted by Evans (2012) targeted students in kindergarten who were developing the foundation skills necessary to become fluent readers. Students in kindergarten may still be developing the ability to decode words effectively in order to be able to read with automaticity, a necessary skill to become a fluent reader.

It is hypothesized in this research that by using both the Orton-Gillingham method and Words Their Way, students will increase their ability to read fluently at their independent reading level. By conducting this research, educators are provided another resource and strategy to foster and improve reading fluency.

Chapter 3: Methodology

Design

This study was designed to research effective interventions to increase fluency due to the understanding of reading fluency being an important component of comprehension. This study used word sorts as an activity to boost fluency in conjunction with the Orton-Gillingham method for reading instruction. The researcher hypothesized that through exposure to the word patterns presented in the Words Their Way word sorts, the students would increase their skill in recognizing the structure of a word with automaticity; therefore they would read more fluently.

The study followed a quasi-experimental and quantitative design. Within this study, Words Their Way word sorts were introduced into the Orton-Gillingham model as reading instruction as an extension activity. The word sorts were the independent variable. The dependent variable was the fluency scores for each individual student collected using Reading A-Z fluency assessments.

In order to control for internal validity, fluency assessments were conducted every two weeks using a different passage for each assessment. If the participants were presented with the same passage every two weeks, increased fluency could be due to familiarity with the passage rather than the word sort extension activities used. The fluency assessments were presented the same way each time; the students' familiarity with the presentation enhanced their understanding of the instructions and the task.

To ensure external validity, the students continued their normal reading instruction by participating in guided reading and Orton-Gillingham instruction. The only difference was the introduction of word sorts as an extension activity.

Sample

The two students, one male and one female, that participated in this study were selected because they were students on the researcher's caseload. Both students were second graders identified with a Specific Learning Disability in the area of reading. One of the students was also identified as Other Health Impairment (OHI) based on an Attention Deficit Hyper Activity (ADHD) diagnosis. The students were eight and nine years-old. One student was Caucasian and the other African American.

Procedures

The students participating in this study received 60 minutes of reading instruction daily. The students each received 15 minutes of individualized instruction using a guided reading model at their individual instructional reading level, which was a practice conducted regularly prior to the implementation of the intervention. The students' independent and instructional reading levels were assessed every two weeks through formal running records taken using benchmark books from the Reading A-Z reading program. While one student participated in guided reading, the other student worked individually either on phonics skills in *Explode the Code* workbook (Hall & Price, 1998) or the *Explode the Code Online* (2014) computer based component, practiced sight words through instruction based on the Orton-Gillingham reading method, or did an extension activity centered around the Orton-Gillingham lesson for that week.

After guided reading and independent work were completed, the students participated in Orton-Gillingham instruction for 30 minutes daily. The Orton-Gillingham lessons were a series of activities found in the Orton-Gillingham Lesson Plan (Appendix A).

The intervention was introduced for a period of eight weeks. The word sorts selected from the Words Their Way word study program were based on the Orton-Gillingham lessons

taught that week. The lessons selected were based on the sequence chart presented in the *Recipe for Reading* (Bloom & Traub, 2000) found on Appendix B. On Mondays, the new concept was introduced. A word sort based on the new concept lesson was introduced as a group. The sort was completed in a small group under the direction of the researcher to ensure that the students understood the appropriate way to sort the words. After the word sort group activity was completed, the researcher would read each word while pointing to it and have the students repeat the word. On Wednesdays, the students independently sorted the words and read the words to themselves as an independent extension activity. On Fridays, the students would again independently sort the words and then read the word sort list to the researcher.

To assess fluency, the students were assessed individually every other week using assessments from the Reading A-Z reading program. An example can be found on Appendix C. Each student was assessed individually at his or her independent reading level. The student was presented with a copy of the passage and given one minute to read as much of the passage as he or she could read. On another copy, the researcher would mark any words read incorrectly and identify the point at which one minute elapsed. If the student struggled with a word for more than five seconds, the word would be provided to the student by the researcher and counted as an error.

Materials

The materials used in this study included the Orton-Gillingham lesson plan created by the researcher based off the lesson plan provided by the IMSE. The Orton-Gillingham method is a program designed for use with a whole group, a small group, or one-on-one. *Recipe for Reading* (Bloom & Traub, 2000) was used as a guide for teaching word study skills, including various phoneme/grapheme and spelling rules. The three-part drill within the Orton-Gillingham

instruction included a blending board, phoneme and grapheme cards, and a sensory sand tray in which the students wrote letters that corresponded with the phonemes and graphemes that they had learned. The running record forms, benchmark books, and fluency checks are found on the Reading A-Z website (2014). An example fluency checks used as an assessment can be found in Appendix C. The word sorts were selected from the Words Their Way word study books. Examples can be found on Appendix D.

Data Collection Plan

Data was collected throughout the study. Previous running records were reviewed to determine appropriate independent and instructional reading levels. Students' initial reading rate or words read per minute and accuracy or words read correctly were assessed prior to the implementation of the intervention. The students were assessed with running records throughout the study to determine their independent reading levels necessary in order to conduct the fluency checks and guided reading instruction at their instructional level. The students' reading rates and accuracy were assessed through the use of Reading A-Z fluency checks every two weeks. The Reading A-Z assessments were designed based on a leveling system that correlated with assessments used district wide. The Reading A-Z fluency checks had several passages for each level; therefore if a student did not progress to the next reading level in a two week period the student could be assessed at the same level but with novel text so that the students' familiarity with the texts did not influence the reading rate or accuracy.

The running records were assessed based on the criteria provided by the Reading A-Z program. If a student was able to read the text with 95% accuracy it was determined that the student was reading at the independent level, the level at which the student's fluency would be

assessed. If a student read the text with 90-94% accuracy it was determined that the student was reading at the instructional level, the level at which the student was instructed for guided reading.

The results of the running records were recorded every two weeks. The reading rate and accuracy and number of errors were recorded. These scores were tracked on a graph. The reading rate was obtained by counting the total number of words read in one minute. Word accuracy was calculated by dividing the number of words read correctly by the total number of words read in a minute and multiplying that number by 100. Based on the scores and the graphic displays it could be determined whether the student's fluency rate increased over the eight weeks of the study.

Chapter 4: Results

Research

This research answers the question: Does the inclusion of the Words Their Way word sorts in the Orton Gillingham method for teaching reading increase fluency rate? The data collected in this study included the reading rate, which is the rate of words the student read in one minute; word accuracy, which was the number of words read correctly in one minute; and number of errors, which is the number of words read incorrectly. The data was collected every two weeks over the course of eight weeks and the gain in the rate of fluency was determined.

Supporting Data

Table 1 displays the total number of words each student read in one minute for each assessment passage. Reading rate does not account for the number of errors.

Table 1. Reading Rate

	Student A	Student B
Pre-Assessment	29	39
Week 2	18	64
Week 4	31	44
Week 6	26	64
Week 8	28	75

Table 2 displays the percentage of words read correctly in one minute for each passage for each student. This number was found dividing the number of words read correctly by the total number of words read in one minute and multiplying that number by 100.

Table 2. Word Accuracy

	Student A	Student B
Pre-Assessment	89.7	94.9
Week 2	66.7	92.1
Week 4	90	86.4
Week 6	84.6	98.4
Week 8	82.1	98.7

Table 3 displays the number of errors each student made in each passage.

Table 3. Number of Errors

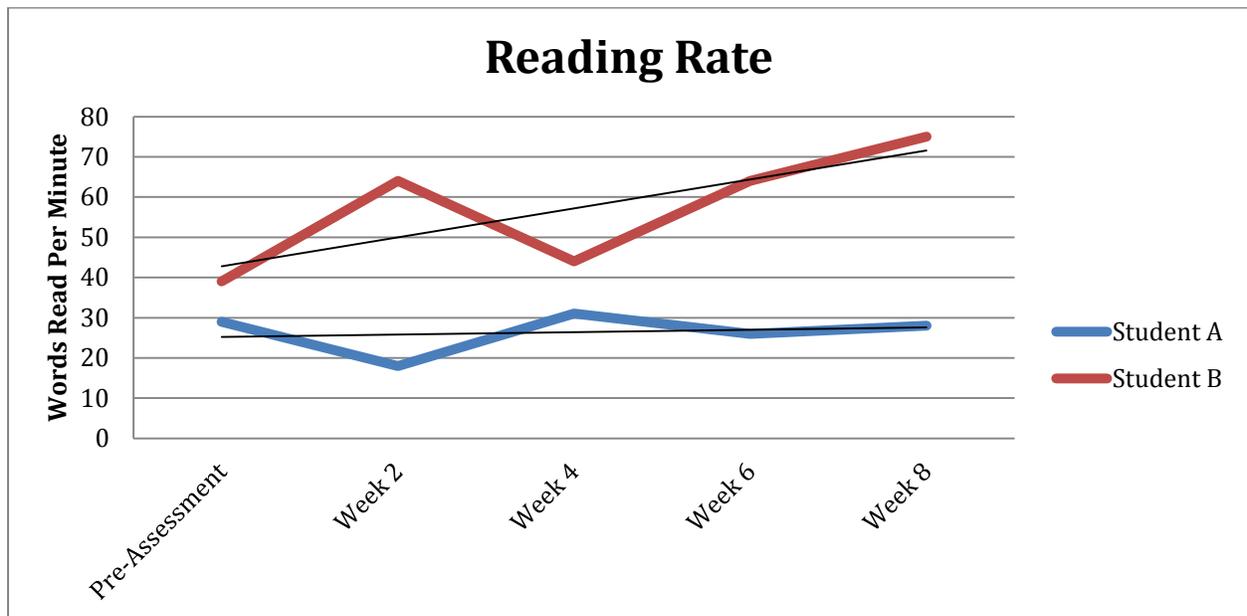
	Student A	Student B
Pre-Assessment	3	2
Week 2	6	5
Week 4	4	6
Week 6	4	1
Week 8	5	1

Significance of the Findings

The data reflects inconclusive findings in the ability to determine whether the inclusion of the Words Their Way words sorts in the Orton Gillingham method is effective in increasing reading fluency. When examining the data in graph form, Figure 1 Reading Rate shows little to no change in the number of words read in one minute for student A but an increase in the number

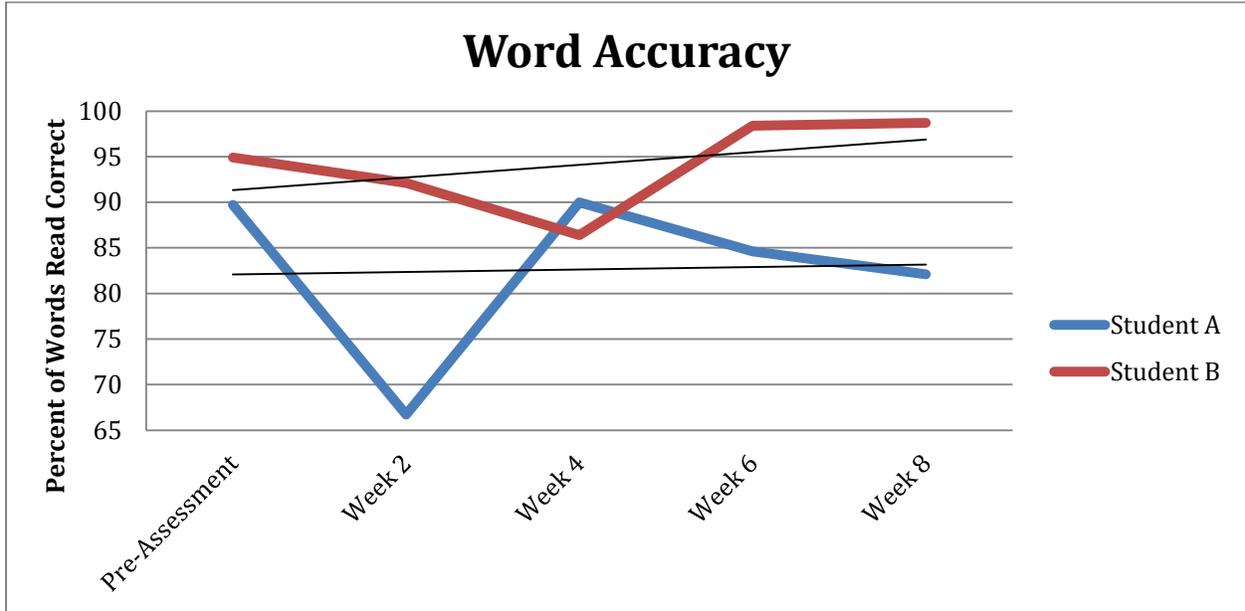
of words read in one minute for student B. Student B read 36 more words in Week 8 than read during the pre-assessment. That is a 52% increase. Student A's reading rate dropped in the number of words read from the pre-assessment to the assessment in Week 8.

Figure 1. Reading Rate



When looking at word accuracy, which can also be called fluency, there is inconsistency between the trend lines for the students making the results inconclusive in determining if the Words Their Way word sorts had any effect on reading fluency. Figure 2 illustrates that student A had inconsistent reading fluency scores. They varied from 90% accuracy to 66% accuracy and demonstrated a decline in reading fluency from the pre-assessment to Week 8. Student B, however, demonstrated a slight increase from the pre-assessment to week 8 with a 3.8% gain in reading accuracy or reading fluency. Student B's accuracy scores were high to begin with and the ending accuracy score was 98.7%, which may show a ceiling effect.

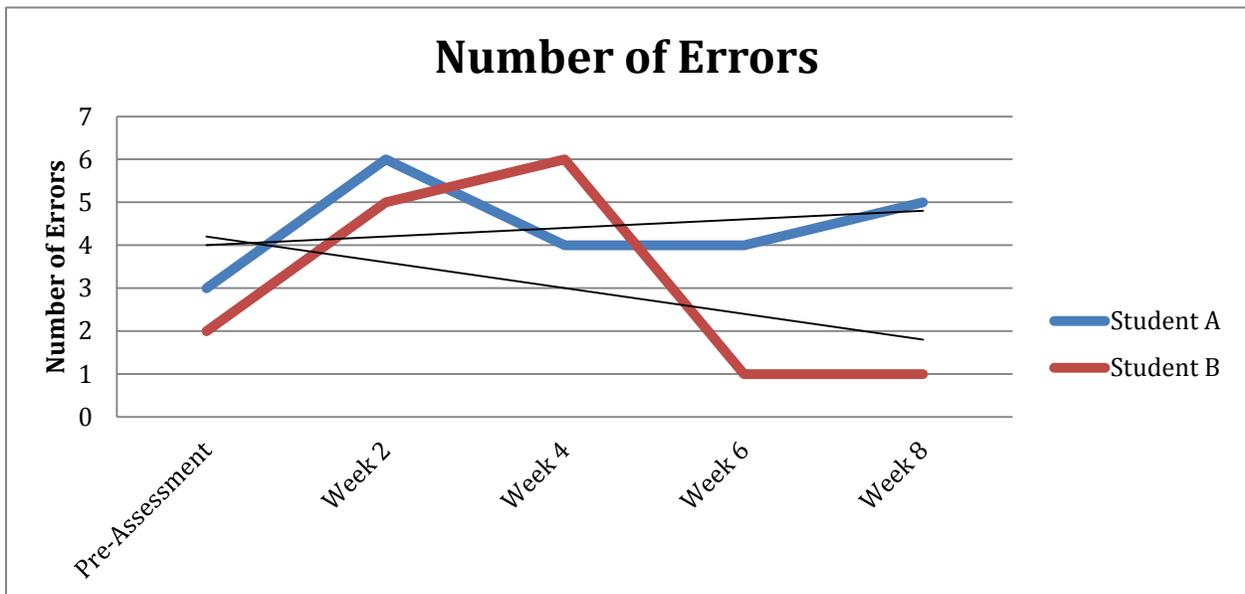
Figure 2. Word Accuracy



Lastly, when examining the number of errors, student scores reflect opposite findings.

Figure 3 shows that student A increased in the number of errors over the course of 8 weeks while student B decreased in the number of errors.

Figure 3. Number of Errors



Overall, student A's data reflected no change in reading rate or accuracy, and a increase in the number of errors made while student B showed an increase in reading rate and reading accuracy and a decrease in the number of errors. Because of these findings it cannot be determine if the inclusion of Words Their Way word sorts in Orton Gillingham method for reading instruction is effective in increasing reading fluency.

Chapter 5: Conclusions and Recommendations

Results

With the effects that fluency has on reading comprehension, it is important for teachers to find useful strategies and instructional activities to use in order to improve a students' ability to read fluently. The ability to read fluently is often more challenging for students with disabilities; therefore, students with disabilities may struggle to comprehend what they are reading. This study looked at the use of word sorts from the Words Their Way word study program and incorporated them into the Orton Gillingham method for reading instruction. Based on the data collected it cannot be determined if the Words Their Way word sorts increased reading fluency. For one student, fluency increased slightly and for another student there was no significant increase in the ability to read fluently.

Implications

Despite the outcome of the study, it is still possible that word sorts could influence a student's ability to read fluently. This research could be the starting point for additional research looking at the benefits of incorporating word sorts into reading instruction. Further research is needed. A larger sample would allow for more data that could support the possibility that word sorts increase fluency. It would be beneficial to narrow the sample by only including students diagnosed with a Specific Learning Disability. This would provide a better insight of who would benefit from this intervention. With the emphasis on reading fluency in the Common Core Standards for English Language Arts developed by the National Governors Association Center for Best Practices and Council of Chief State School Officers (2010), it is important to further pursue further research in this area.

Limitations

The limitations in this study included the limited number of participants, the additional diagnoses of an additional disability for one participant in the study, as well as the length of the study. Further research with a larger sample size, limiting participation to participants with only a single disability and increasing the length of the study could determine the benefits of using word sorts from Words Their Way as an extension activity in the Orton Gillingham method for reading instruction.

Recommendations

While the data did not reflect a significant increase, previous research for both Orton-Gillingham and Words Their Way demonstrate benefits in the area of language arts. Both programs support literacy development and are appropriate for increasing literacy. Further research with a larger sample size is needed to determine the benefits on reading fluency when using both programs together.

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Appendix A

Orton Gillingham Lesson Plan

Orton-Gillingham Lesson:	Lesson Plan _____	Created by Katie Tyk
--------------------------	-------------------------	----------------------

I. #hree(part#drill/Review#
#

1. **Visual:**#Review cards previously introduced, note any cards needing specific review)
T: Flash Card
S: State name and sound or just sound
2. **Auditory/Kinesthetic:**#Have phoneme/grapheme chart highlight for known concepts)
T: State sound using chart
S: Repeat sound, write letter kinesthetically in sand, name letter and sound underlining left to right
3. **Blending:**#(Have cards in CVC format)
T: Tap cards individually (stating sound if needed)
S: State individual sound and then blend together

*****Vowel#ntensive#f#needed#**List short vowels then VC, then CVC (ex: a, ad, add)
T: State learned vowel sounds
S: Repeat, hold up or mark visual, name letter and sound

II: #Teaching# #New#Concept: #(follow c-qu – Masters pg. 6 or Advanced – Masters pg. 59)
New#Concept: # _____ # Literature: # _____ #

#

1. Multi-Sensory Experience
 - 1. Card
T: Show new card and inform (S) name and sound
S: repeat (ex: "c says /k/") use a mirror to see and feel position of lips, teeth, and tongue. Discuss whether the sound is voiced or unvoiced.
T: Show position of letter in the alphabet
 - 2. Object
 - 3. Letter formation paper
 - 4. Brainstorm / / _____ (if c-qu)
 - 5. Practice in sand (3x)
 - 6. Mark Chart/place card(s) in review deck
 - 7. Extension Activities: _____
2. Application/Dictation of New Concept Recipe HTS pg. _____
 - a. Words

Orton-Gillingham Lesson:

Created by Katie Tyk

T: Use visual cues if needed
S: Implement finger tapping

- 1. _____ 2. _____ 3. _____
- 4. _____ 5. _____

b. Sentences

T: Use visual cues if needed
S: Implement Pounding

- 1. _____
- 2. _____

III. Red Words

- 1. Review: _____
- 2. New: _____

IV. Syllable Division (Use Syllable Division Word Book)

1. Words for decoding practice

- 1. _____ 2. _____ 3. _____
- 4. _____ 5. _____ 6. _____

V. Vocabulary

1. Use vocabulary chart and dictionary

Appendix B

Recipe For Reading Sequence Chart (Bloom & Traub, 2000)

Student's Name _____

Recipe for Reading Sequence Chart by Bloom and Traub

- | | | |
|--|--|---|
| <input type="checkbox"/> *c (cat) | <input type="checkbox"/> Review Tests: Detached CVC Syllables | <input type="checkbox"/> *y as a Vowel |
| <input type="checkbox"/> *o (octopus) | <input type="checkbox"/> Syllabication-Method | <input type="checkbox"/> Hard-Soft c |
| <input type="checkbox"/> *a (apple) | <input type="checkbox"/> *Initial Consonant Blends | <input type="checkbox"/> Hard-Soft g |
| <input type="checkbox"/> *d (dog) | <input type="checkbox"/> *Final Consonant Blends | <input type="checkbox"/> *ge-dge |
| <input type="checkbox"/> *g (go) | <input type="checkbox"/> Review Tests: Consonant Blends | <input type="checkbox"/> Review Tests-Hard-Soft c and g |
| <input type="checkbox"/> *m (moon) | <input type="checkbox"/> Multisyllabic Words with Blends | <input type="checkbox"/> *aw (straw) |
| <input type="checkbox"/> *l (log) | <input type="checkbox"/> ng and nk Endings | <input type="checkbox"/> au (August) |
| <input type="checkbox"/> *h (hat) | <input type="checkbox"/> Suffix ed | <input type="checkbox"/> a (ball) |
| <input type="checkbox"/> *t (turtle) | <input type="checkbox"/> Magic o (i o, o o, u o, a o, e o) | <input type="checkbox"/> *oi (oil) |
| <input type="checkbox"/> Reviewing CVC Words | <input type="checkbox"/> Review Tests-Magic e | <input type="checkbox"/> oy (boy) |
| <input type="checkbox"/> *i (igloo) | <input type="checkbox"/> Open and Closed Syllables | <input type="checkbox"/> *tch (catch) |
| <input type="checkbox"/> *j (jug) | <input type="checkbox"/> *ph (phone) | <input type="checkbox"/> Dividing between Two Vowels |
| <input type="checkbox"/> *k (kettle) | <input type="checkbox"/> *ck (black) | <input type="checkbox"/> *ing as an Ending |
| <input type="checkbox"/> *p (pig) | <input type="checkbox"/> *ea (eat) | <input type="checkbox"/> VCV and VCe Spelling Rules |
| <input type="checkbox"/> *ch (chair) | <input type="checkbox"/> *oa (soap) | <input type="checkbox"/> *ew (grew) |
| <input type="checkbox"/> *u (umbrella) | <input type="checkbox"/> *ai (mail) | <input type="checkbox"/> *ew (few) |
| <input type="checkbox"/> *b (bat) | <input type="checkbox"/> *ee (tree) | <input type="checkbox"/> *eu (eud and neutral) |
| <input type="checkbox"/> *r (rabbit) | <input type="checkbox"/> *ay (play) | <input type="checkbox"/> *eigh (eight) |
| <input type="checkbox"/> *f (fish) | <input type="checkbox"/> *oe (toe) | <input type="checkbox"/> *ei (vein) |
| <input type="checkbox"/> *n (nail) | <input type="checkbox"/> Reviewing Four Kinds of Syllables | <input type="checkbox"/> *ie (chief) |
| <input type="checkbox"/> *e (elephant) | <input type="checkbox"/> *Spellings for k, ck, ke | <input type="checkbox"/> *ei (ceiling) |
| <input type="checkbox"/> *s (sun) | <input type="checkbox"/> *er (fern) | <input type="checkbox"/> *ue (rescue) |
| <input type="checkbox"/> *sh (shoe) | <input type="checkbox"/> *ir (bird) | <input type="checkbox"/> *ue (true) |
| <input type="checkbox"/> *th (that) | <input type="checkbox"/> *ur (burn) | <input type="checkbox"/> Three-Syllable Words |
| <input type="checkbox"/> *w (wag) | <input type="checkbox"/> *ow (clown) | <input type="checkbox"/> Schwa |
| <input type="checkbox"/> *wh (whale) | <input type="checkbox"/> *ou (cloud) | <input type="checkbox"/> *tion (action) |
| <input type="checkbox"/> *y (yarn) | <input type="checkbox"/> *igh (light) | <input type="checkbox"/> sion (division) |
| <input type="checkbox"/> *v (vase) | <input type="checkbox"/> *Endings: -ble -fle -tle
-dle -gle -kle -ple -zle | <input type="checkbox"/> sion (mansion) |
| <input type="checkbox"/> *x (box) | <input type="checkbox"/> *Endings: -y -ly -vy -by -dy
-ty -fy -ny -py -sy -my | <input type="checkbox"/> *ow (snow) |
| <input type="checkbox"/> *z (zebra) | <input type="checkbox"/> *ild-o d-ind-olt-ost Words | <input type="checkbox"/> *ea (head) |
| <input type="checkbox"/> *th (thumb) | <input type="checkbox"/> *ar (star) | <input type="checkbox"/> *ea (great) |
| <input type="checkbox"/> Review Consonant Digraphs | <input type="checkbox"/> *or (horn) | <input type="checkbox"/> *oo (good) |
| <input type="checkbox"/> *qu (queen) | <input type="checkbox"/> *oo (zoo) | <input type="checkbox"/> *ou (group) |
| <input type="checkbox"/> Review Tests: CVC Words | | <input type="checkbox"/> *ch (school) |
| <input type="checkbox"/> Two-Syllable Compound Words | | <input type="checkbox"/> *ch (machine) |
| <input type="checkbox"/> Spelling Rule: -ff-ll-ss-zz | | <input type="checkbox"/> *s (is) |
| <input type="checkbox"/> Detached Syllables | | <input type="checkbox"/> Spelling with Affixes |

*Asterisked items are also found on Sound Cards

Appendix C

Reading A-Z Example Fluency Passage (Reading A-Z, 2014)

Reading A-Z

LEVEL 

Fluency Passage—Fiction

Name _____

Example

Appendix D

Words Their Way Example Word Sort (Bear et al., 2000)

UNIT II WORD SORTS CONTRASTING SHORT- AND LONG-VOWEL SOUNDS AND PATTERNS (CVC AND CVCC) 31

(SORT 12 Final /k/ Sound Spelled -ck, -ke, or -k

-ck	-ke	-k
kick	take	took
bike	sick	lock
shook	shake	duck
duke	spoke	pack
strike	cook	lick
sock	smoke	look
truck	like	book

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