

Decoding and Spelling Lesson Instruction Guide





Goal: Accurately read and spell words based on syllable patterns in alignment with grade level expectations.

Subskill Focus: _____





Date: _____

Students: _____


Instructor: _____

<i>Time/Activity</i>	<i>Instruction (with example activities)</i>	<i>Materials</i>
 Review - decoding 2 min	Review definition of syllable and review learned sight words. <ul style="list-style-type: none"> Review definition of syllable. Review previously learned target words/syllable type and sight words. 	syllable chart word cards
 Syllabication 5 min	Introduce new syllable type. <ul style="list-style-type: none"> Listen: Read three words with target syllable type and guide students to discover the sound that defines the syllable type. See: Write the three words on the board and ask discovery questions about the number of vowels, position of vowels, and position of consonants. Name the syllable type and define it. Say: Students say each sound as they segment the word then blend and say the whole word. Write: Students say the letter names as they write the words. 	syllable chart student notebook word list
 Word Reading 3 min	Practice reading target word types and sight words for accuracy and automaticity. <ul style="list-style-type: none"> Students read word cards consistent with the target syllable type. Students read word cards with high frequency and sight words. Students read decodable sentences containing the target syllable type and sight words. 	word cards word list decodable sentences
 Review - spelling 2 min	Review letter-sound correspondence and syllable pattern sounds. <ul style="list-style-type: none"> Review target sounds using letter/sound cards. Teacher gives sound, student repeats sound then names and writes the letter. Review target syllable type: <i>when you hear this sound in this position, it is a (type) syllable, and you spell it with (pattern).</i> 	letter/sound cards syllable chart

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Time/Activity	Instruction (with example activities)	Materials
 Word Dictation 4 min <input type="checkbox"/> <i>closed syllable</i> <input type="checkbox"/> <i>open syllable</i> <input type="checkbox"/> <i>affixes</i> <input type="checkbox"/> <i>multisyllable (closed and open)</i> <input type="checkbox"/> <i>silent-e syllable</i> <input type="checkbox"/> <i>vowel team syllable</i> <input type="checkbox"/> <i>r-controlled syllable</i> <input type="checkbox"/> <i>consonant -le syllable</i>	<p>Students spell and write words.</p> <ul style="list-style-type: none"> • <u>Listen</u>: Teacher says word. • <u>Say</u>: Students repeat the word and segment the sounds. • <u>Touch and See</u>: Students place letters on phoneme / grapheme mapping chart while saying sounds. • <u>Write</u>: Students name letters and write the word. 	alphabet letters phoneme/ grapheme mapping chart word list
 Sentence Dictation 3 min	<p>Students spell and write connected text.</p> <ul style="list-style-type: none"> • <u>Listen</u>: Teacher slowly reads sentence containing learned words and target syllable type words. • <u>Say</u>: Students repeat and draw a line for each word (to support memory for each word). • <u>Write</u>: Teacher rereads the sentence and students write. • <u>Edit</u>: Teacher guides corrections for spelling (emphasizing the target sound/syllable type), capitalization, and punctuation. 	sentence definition sentence list
 Decodable Text / Comprehension 4 min	<p>Supervised time reading aloud decodable, connected text.</p> <ul style="list-style-type: none"> • Students read chorally, echo read, and/or individually read with immediate, corrective feedback. • Students should be able to decode and read with at least 95% accuracy (miss no more than 1/20 words) for decodable text practice. • Teacher asks 2 - 3 strategic comprehension questions about the meaning of the text. 	decodable books
 Wide Reading/ Listening Comprehension 5 min	<p>Supervised time reading aloud and listening to connected text.</p> <ul style="list-style-type: none"> • Students listen and/or share strategic reading with immediate corrective feedback. • Texts should be at grade level expectations. • Teacher incorporates comprehension strategy such as vocabulary development, think aloud, K-W-L chart, and graphic organizers. • Teacher asks 2-3 strategic comprehension questions about the meaning of the text. 	wide reading text / book

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<i>Time/Activity</i>	<i>Instruction (with example activities)</i>	<i>Materials</i>
 Closure 2 min	Review new learning. <ul style="list-style-type: none"> Review definition of target syllable type. Reread word cards with target syllable type. Reread word cards with target sight words and high frequency words. 	syllable chart word cards

Planning

- Step 1** Identify target words/syllable type for review and reinforcement based on assessment data and observation. Review
- Step 2** Identify subskill and sequence of instruction. Syllabication
- Step 3** Gather and prepare materials to reinforce subskill. Example resources: Florida Center for Reading Research (FCRR), Reading Rockets.
- Word Reading

Word Dictation

Sentence Dictation
- Decodable Text
- Step 4** Progress monitor subskill to determine movement through sequence of instruction until goal is met. Lack of sufficient progress over time may indicate a need to change intervention and/or tier placement.