

Letter / Sound Correspondence

Objective: To increase fluent identification of letter sounds for students who

- Have not yet mastered all letter sounds
- Know letter sounds, but do not identify them with high rates of automaticity

Materials: Five Flash cards with 1 letter each on them. Three of these cards should have letters that the student has previously mastered, and the other two are new or un-mastered letter sounds.

Sequence:

1. **Explain:** Teacher says to the student “Today you’re going to practice saying the sounds for some letters. When I point to the left of a letter, figure out the sounds in your head. When I touch under the letter, say the sound as long as I continue to touch under the letter.”
2. **Model:** Teacher says to the student “I’ll model for you how to say the sound of the first two letters when I touch under them. My turn.” Teacher models for the students, using the signaling procedure described above.
3. **Practice:** Teacher says to the student “Each time I touch under a letter, you say the sound it makes. Your turn.” Teacher practices with student, going through the 5 cards repeatedly until the student consistently responds correctly and immediately to all cards. Teacher maintains brisk pace, with little pause between cards.
4. **Correction:** Any time a student responds incorrectly to a letter sound, the teacher immediately says “My turn,” demonstrates the correct response, then says “Your turn” has the student respond to the same card, backs up 2 letters and continues forward so that the letter sound identified incorrectly comes back up again..

What If I Don’t See Progress?

1. Reduce the number of unknown letter cards to 1
2. Model the unknown card several times before asking the student to identify it
3. Be certain that error correction procedures being delivered correctly

Letter / Sound Correspondence Intervention Integrity Checklist

Student Name: _____ Grade: _____ Date: _____

Staff Name: _____ Observer: _____

INTERVENTION SEQUENCE	YES	NO
Teacher has 5 letter cards with 3 known and 2 unknown letters included		
Teacher explains task to student		
Teacher models task with two letter cards		
Teacher uses appropriate hand signaling during model		
Teacher initiates practice by repeating task directions		
Teacher uses appropriate hand signaling for each letter during practice phase		
Teacher follows error correction procedure immediately for every error		
Teacher maintains brisk pace of presentation		