

## Building Fluency in 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:** Interventionist 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.” This explanation may be shortened for students who have had experience with this intervention, but some explanation must be given at the start of every session.
2. **Model:** Interventionist 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.” Interventionist models for the students, using the signaling procedure described above. An adult model is to be provided at the start of every session, even if the student is familiar with the expectations of the task.
3. **Practice:** Interventionist says to the student “Each time I touch under a letter, you say the sound it makes. Your turn.” Interventionist practices with student, going through the 5 cards repeatedly until the student consistently responds correctly and immediately to all cards. Interventionist maintains brisk pace, with little pause between cards, and may vary card order.
4. **Correction:** Any time a student responds incorrectly to a letter sound, the Interventionist 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.
5. **Substituting Letters:** If a student demonstrates consistent mastery and automaticity with the 5 letter cards you started with, substitute 2 new un-mastered letter cards in, and pull 2 mastered letter cards out of the stack so you are back to a 3-known to 2-unknown letter card ratio.

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 in practice
3. Within the practice session, hold your finger to the left of the letter for a slightly longer period of time before sliding your finger under the letter to cue the student to give the sound.
4. Be certain that error correction procedures being delivered correctly

## Building Fluency in Letter / Sound Correspondence Intervention Integrity Observation Checklist

Student Name: \_\_\_\_\_

Grade Level of Student: \_\_\_\_\_

Interventionist Name: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Observer Name: \_\_\_\_\_

INTERVENTION SEQUENCE	YES	NO
Interventionist has 5 letter cards with 3 known and 2 unknown letters included. Interventionist is not using more than 5 letter cards at any given time		
Interventionist explains task to student at least briefly every session		
Interventionist models task with at least two letter cards every session		
Interventionist uses appropriate hand signaling during model		
Interventionist initiates practice by repeating task directions		
Interventionist uses appropriate hand signaling for each letter during practice phase		
Interventionist follows error correction procedure immediately for every error. Also mark "Yes" if the student did not make any errors during the observed session		
Interventionist maintains brisk pace of presentation		

Additional Comments:

## **Building Fluency in Letter / Sound Correspondence Evidence Base**

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), *Handbook of Early Literacy Research* (pp. 66-80). New York: Guilford Press.

Chard, D.J., & Osborn, J. (1999). Word Recognition: Paving the road to successful reading. *Intervention in school and clinic*, 34(5), 271-277.