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
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**Intervention Integrity Observation Checklist**

<table>
<thead>
<tr>
<th>Student Name: _____________________________</th>
<th>Grade Level of Student: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventionist Name: ____________________</td>
<td>Date of Observation: ________</td>
</tr>
<tr>
<td>Observer Name: ___________________________</td>
<td></td>
</tr>
</tbody>
</table>

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

Additional Comments:
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Evidence Base

