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## 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:** Tutor says to the student “Today you’re going to practice saying the sounds for some letters to help you become an even better reader. 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 and rationale must be given at the start of every session.
2. **Model:** Tutor 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.” Tutor 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:** Tutor says to the student “Each time I touch under a letter, you say the sound it makes. Your turn.” Tutor practices with student, going through the 5 cards repeatedly until the student consistently responds correctly and immediately to all cards. Tutor may put cards in a different order each time through. Tutor maintains brisk pace, with little pause between cards.
4. **Correction:** Any time a student responds incorrectly to a letter sound, the tutor 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 student must identify the previously incorrect letter sound 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 are being delivered correctly

The intervention protocols and integrity observations were developed by the St. Croix River Education District, Rush City, MN. Permission for use is granted for Reading Corps tutors and coaches within the 2013-14 Reading Corps program.

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## Letter / Sound Correspondence Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Tutor: \_\_\_\_\_ Observer: \_\_\_\_\_

Observed by (check one):  Reading Corps Internal Coach  Reading Corps Master Coach

INTERVENTION SEQUENCE	YES	NO
Tutor has 5 letter cards with 3 known and 2 unknown letters included. Tutor is not using more than 5 letter cards at any given time.		
Tutor explains task to student & gives rationale at least briefly every session		
Tutor models task with at least two letter cards every session		
Tutor uses appropriate hand signaling during model		
Tutor initiates practice by repeating task directions		
Tutor uses appropriate hand signaling for each letter during practice phase		
Tutor follows error correction procedure immediately for every error. Also mark "Yes" if the student did not make any errors during the observed session.		
Tutor maintains brisk pace of presentation		
<b>Total</b> (maximum of 8 possible):		

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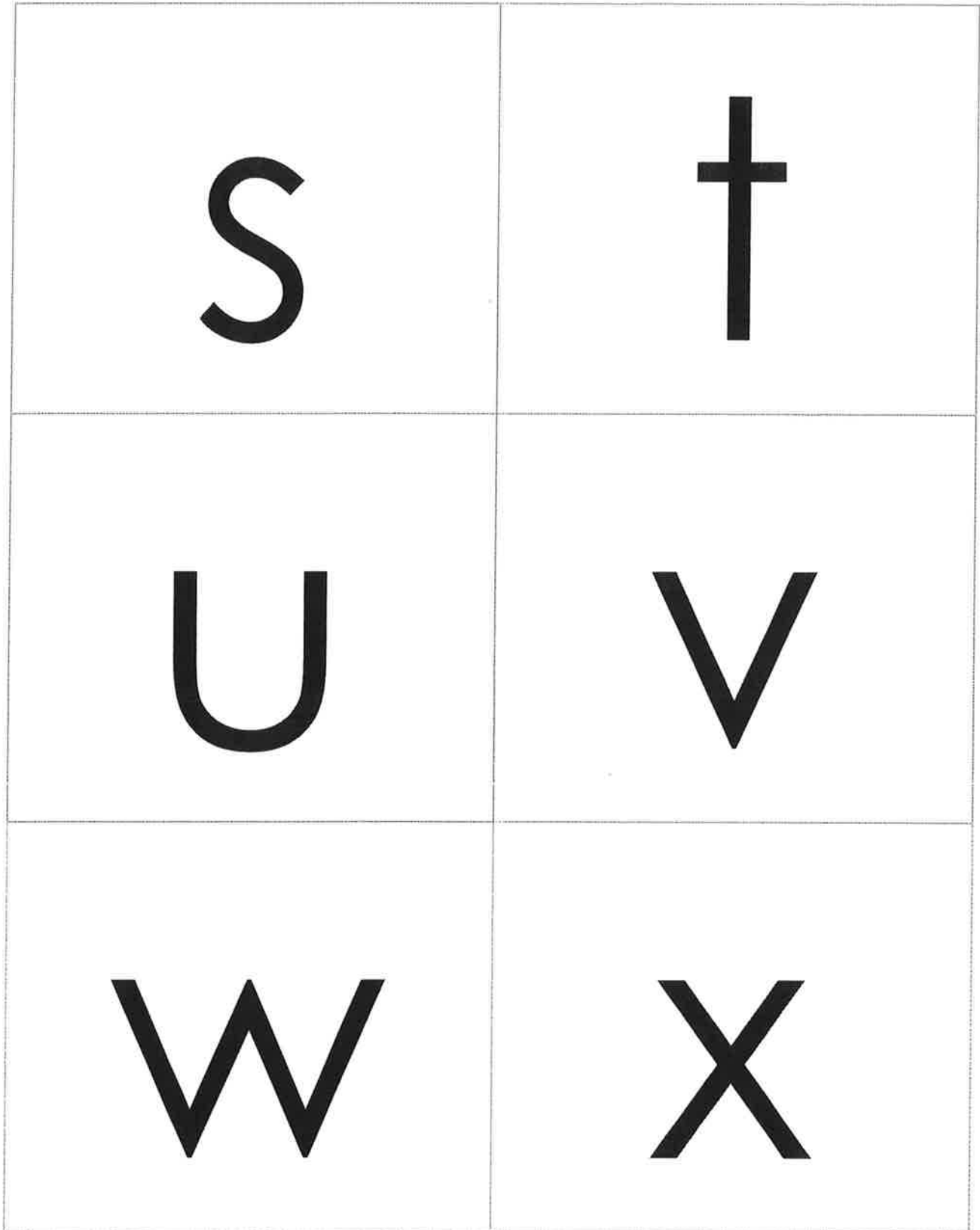
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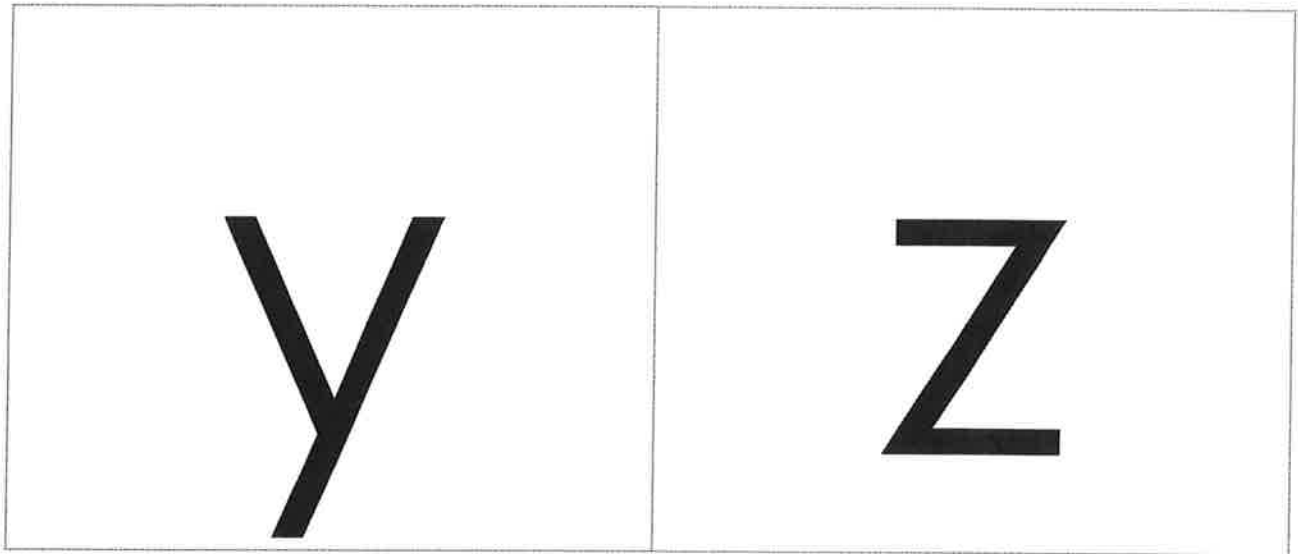
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