Sound-Spellings

When students know the sounds of letters and letter combinations, they will be able to read many words in the English language despite the irregularities and inconsistencies of our writing system. Students that master common letter and letter combination sounds can blend sounds to read words or gain a close approximation of the correct words.

Definitions to Know

- *Grapheme:* A letter or letter combination that spells a single phoneme or sound; in English a grapheme may be one, two, three, or four letters (e.g., *e, ai, igh,* or *eigh*).

- *Stop Sound:* A sound that can be said only for an instant; otherwise the sound is distorted (e.g., /b/, /h/, /t/).

- *Continuous Sound:* A sound that can be said for several seconds without distorting the sound (e.g., */m/, /s/, /l/*).

Graphemes
(from Speech to Print, Louisa Cook Moats, 2010)

- *Grapheme:* the symbol for a phoneme.

- *26 Roman Letters (A-Z)*
- 44 phonemes (individual sounds of English)
- 250 graphemes to spell 44 phonemes

Graphemes
(from Speech to Print, Louisa Cook Moats, 2010)

- *Digraphs:* two letters that stand for one unique sound (e.g., ch, sh, th, ph)
- *Trigraphs*: three-letter spellings that stand for one consonant sound (e.g., tch, dge)
- *Consonant doubles*: doubled f, l, s, or z in one-syllable words that stand for one consonant sound
- *Silent letter combinations*: consonant spellings that stand for one consonant sound and include a silent letter (e.g., gn, kn, mb, wr)

Consonant Blends

(from Speech to Print, Louisa Cook Moats, 2010)

"Consonant blends are composed of the graphemes for two or three consonant sounds in a cluster that precedes or follows a vowel within a syllable, such as bl in bleak, pr in prince, st in past, squ in square, and str in street."

"Blends should not be described as "one sound" in phonics or spelling instruction."

Consonant Graphemes
(from Speech to Print, Louisa Cook Moats, 2010)

Simple letters	Doubles	Digraphs and Trigraphs	Silent letter combinations	Oddities
p, b, t, d k, c, g f, v, s, z, x (/z/) h, m, n w, y r, l j	ff ll ss zz	ch/ -tch ph sh -gh th -ng wh -ck ge/ -dge	-bt gn- kn- -lk -lm -mb -mn ps- rh- wr-	qu = /kw/ x = /ks/ or /gz/

Vowel Graphemes

(from Speech to Print, Louisa Cook Moats, 2010)

p. 12

Short vowels, single letters	Long vowels, single letters	Vce pattern	Vowel teams for short, tense, diphthong, and vowel-r sounds	Vowel-r combinations
a = mad e = mess i – bit o = rob u = cut u = put y = gym	se-cret ba-by ta-ble di-graph cry ro-bot	theme bide made robe cute rare here fire store sure	ee, ea, ei, ie, ey ai, ay, ei, eigh, ey ea (for /e/) ie, igh oa, ow, oe, ough ue, ui, ew, ou, ough au, aw, augh oo (book) ou, ow oi, oy ear, eer, air, oar, our	er ar or ur ir

Review Continuous and Stop Sounds

Continuous and Stop Sounds

Continuous Sounds	Pronounced	Stop Sounds*	Pronounced
a	aaa	b	b
e	eee	c	c
f	fff	d	d
i	iii	g	g
l	lll	h	h
m	mmm	j	j
n	nnn	k	k
o	ooo	p	p
r	rrr	t	t
s	sss		
u	uuu		
v	vvv	Stop then Continuous Sound	Pronounced
w	woo	q	kwoo
y	yee	x	ksss
z	zzz		

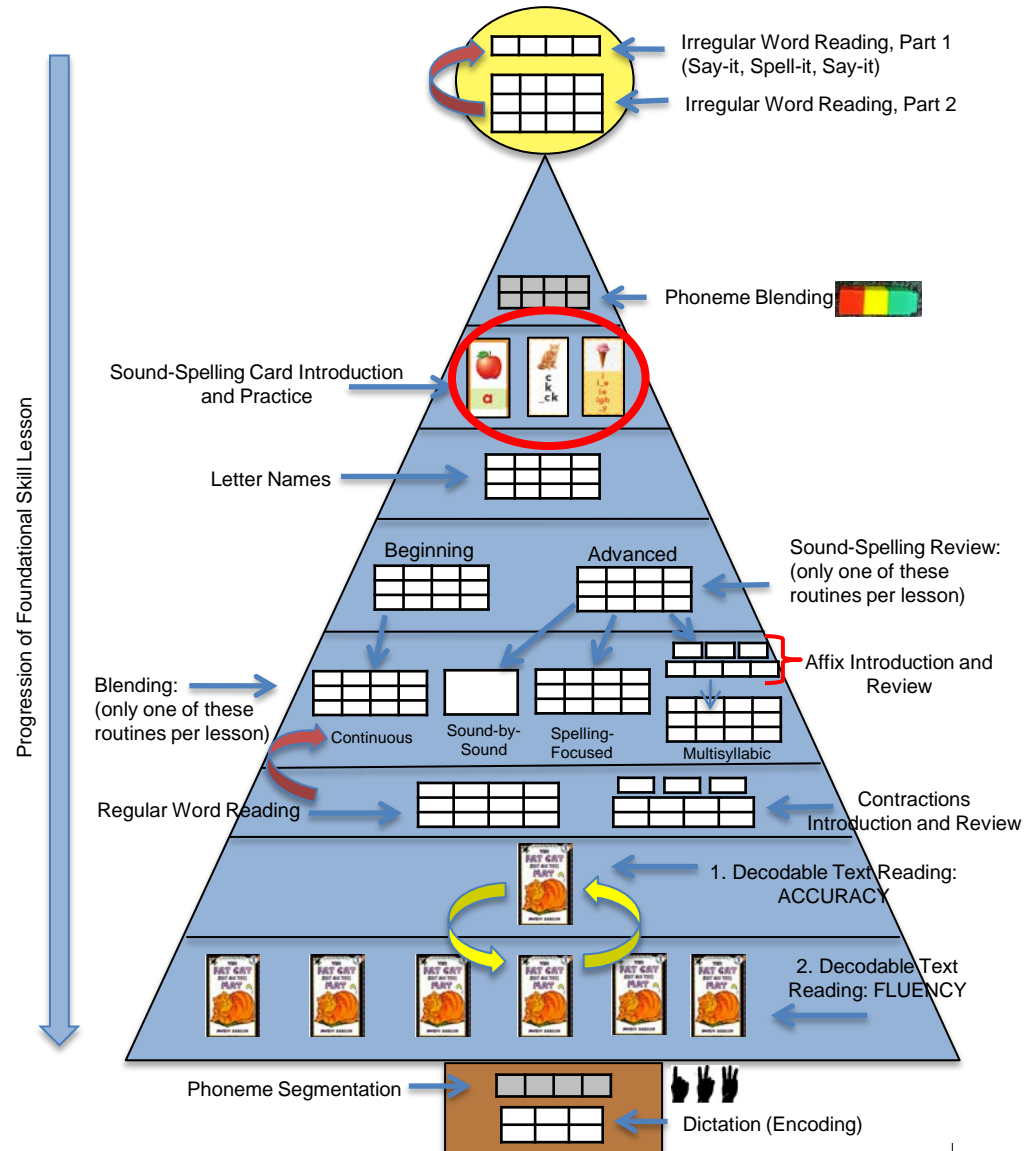*If doing stop sounds correctly, the student's chin will not drop.

6.1

Sound-Spelling Card Introduction and Practice Components

Enhanced Core Reading Instruction (ECRI)
Foundational Skills Lesson (30 minutes)

Sound-Spelling Card Introduction and Practice

Progression of Foundational Skill Lesson

Irregular Word Reading, Part 1 (Say-it, Spell-it, Say-it)

Irregular Word Reading, Part 2

Phoneme Blending

Sound-Spelling Card Introduction and Practice

Letter Names

Beginning

Advanced

Sound-Spelling Review: (only one of these routines per lesson)

Affix Introduction and Review

Blending: (only one of these routines per lesson)

Continuous

Sound-by-Sound

Spelling-Focused

Multisyllabic

Regular Word Reading

Contractions Introduction and Review

1. Decodable Text Reading: ACCURACY

2. Decodable Text Reading: FLUENCY

Phoneme Segmentation

Dictation (Encoding)

Indicates error correction

p. 3

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Sound-Spelling Cards and Building Background: Why is this important?

Routine for Sound-Spelling Card Introduction and Practice
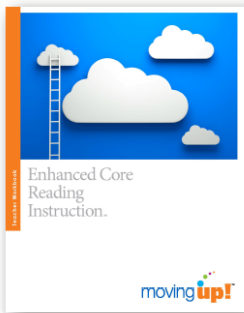
L=34
T=29
I=29

- Sound-spelling cards provide a picture cue that represents the target sound and a list of the most common spellings for that sound.

- Introduce the sound-spelling card(s) before students practice individual sound-spellings.

Post Sound-Spelling Cards and refer to them frequently:

Enhanced Core Reading Instruction (ECRI)

Enhanced Core Reading Instruction.

moving up!

**Implementation Guide:
Foundational Reading Skills**

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moving up! LITERACY

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See pages: 44-47

For example, when presenting the *apple* sound-spelling card:

L=36
T=31
I=31

| Teacher: *Touch* to the side of the apple picture. **The card is apple. Card?** *Tap* next to the apple picture to signal for students to respond. | | Students respond in unison. apple |
| Teacher: *Touch* to the side of the apple picture. **The sound is /ă/. Sound?** *Tap* next to the apple picture to signal for students to respond. | | Students respond in unison. /ă/ |

Sound-Spelling Card Introduction and Practice Routine

L=227
T=201
I=157

- Explain
- Introduction
- Practice for Students Only
- Check for ~~Understanding~~
- Correcting Student Errors

Sound-Spelling Card Introduction and Practice Routine

Materials: Sound-spelling cards from your core reading program

Introduction: Use the signal to introduce a new sound-spelling card* and, eventually, to introduce all new sound-spelling cards. Demonstrate the task as you are explaining it. **You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.**

*Signal to introduce a new sound-spelling card
1. Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the new cards.

Practice for students only: Go back to the first new sound-spelling card. Use the signal to practice sound-spelling card. ** **Your turn.**

**Signal to practice the sound-spelling card
1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the cards.

Correcting Student Errors
1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 though 4.
5. Continue presenting the sound-spelling cards.

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L=42
T=37
I=37

Sound-Spelling Card Introduction and Practice Routine

Materials: Sound-spelling cards from your core reading program

Introduction: Use the signal to introduce a new sound-spelling card* and, eventually, to introduce all new sound-spelling cards. Demonstrate the task as you are explaining it.
You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.

☞ *Signal to introduce a new sound-spelling card

1. Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the new cards.

Practice for students only: Go back to the first new sound-spelling card. Use the signal to practice sound-spelling card. **
Your turn.

☞ **Signal to practice the sound-spelling card

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the cards.

⚡ Correcting Student Errors

1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 though 4.
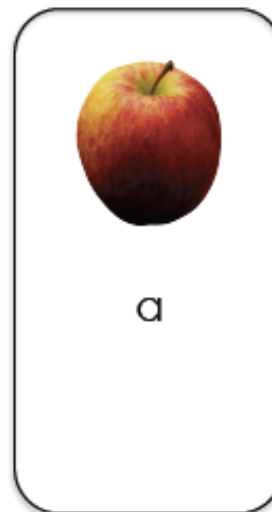5. Continue presenting the sound-spelling cards.

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Trainer Demonstration:
Sound-Spelling Card Introduction and Practice

Practice cards:

a

i
igh
i_e
_y
ie

c
k
●ck

Partner Practice:
Sound-Spelling Card Introduction and Practice

ACTIVITY

Sound-Spelling Card Introduction and Practice Routine

Materials: Sound-spelling cards from your core reading program

Introduction: Use the signal to introduce a new sound-spelling card* and, eventually, to introduce all new sound-spelling cards. Demonstrate the task as you are explaining it.
You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.

*Signal to introduce a new sound-spelling card

1. Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the new cards.

Practice for students only: Go back to the first new sound-spelling card. Use the signal to practice sound-spelling card. **
Your turn.

**Signal to practice the sound-spelling card

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Repeat steps 1 through 4 for each of the cards.

Correcting Student Errors

1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 though 4.
5. Continue presenting the sound-spelling cards.

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Practice cards:

a

i
igh
i_e
_y
ie

c
k
ck

Example of ECRI Lesson

five

train

Sound-Spelling Card Practice

👉 **Signal to practice the sound-spelling card

⚡ *Correcting Student Errors*

Materials: Sound-spelling cards from your core reading program.

You're going to practice the sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

1. **Let's practice this one together.** Touch to the side of the picture.
The card is [card name]. Card? (pause) Tap to the side of the picture.
2. Touch to the side of the picture.
The sound is [sound]. Sound? (pause) Tap to the side of the picture.
3. Touch to the side of the spelling.
The spelling is [spelling]. Spelling? (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and re-present the missed card.
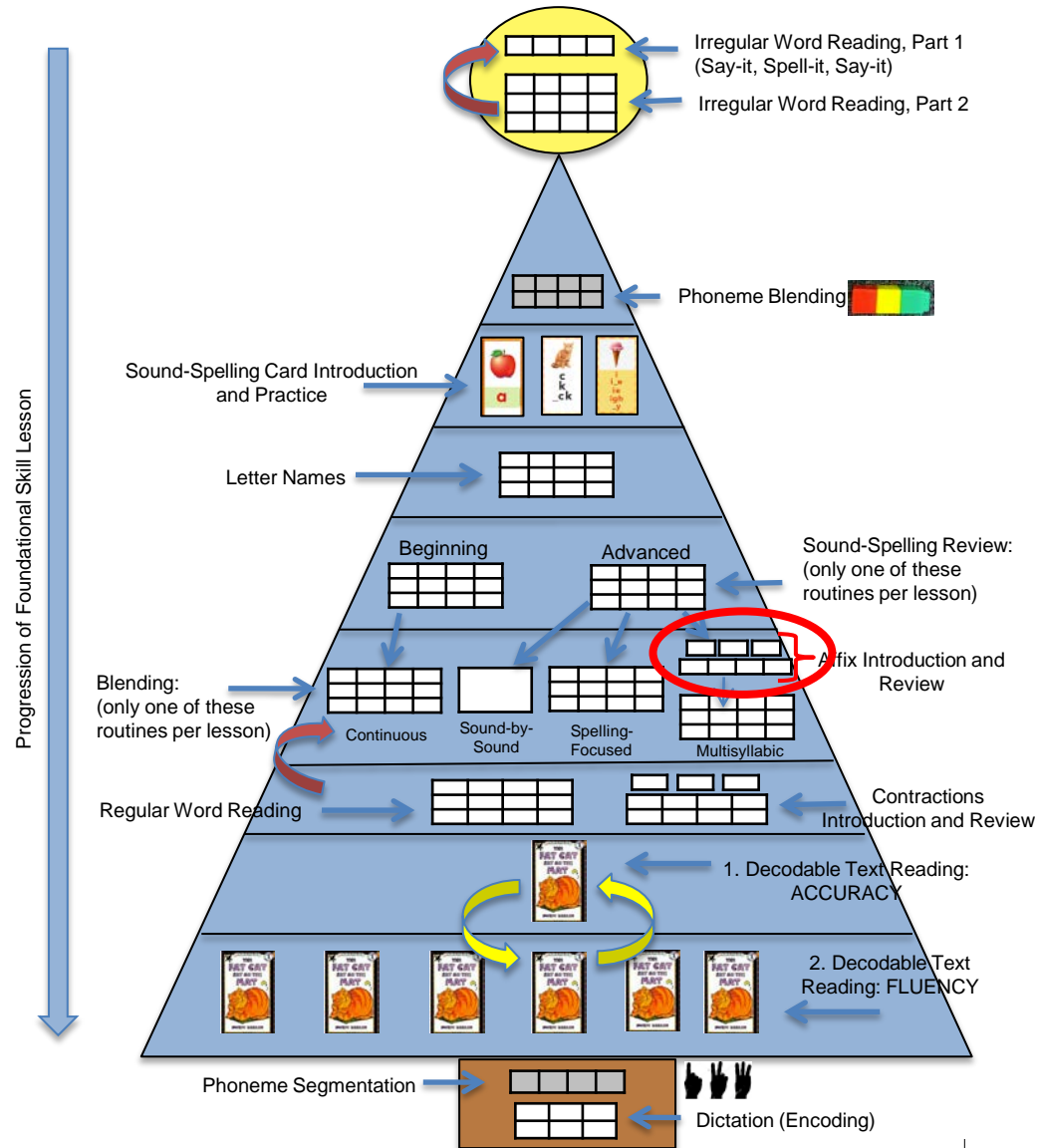6. Continue presenting the sound-spelling cards.

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6.2
Affix Card Introduction and Practice Components

Enhanced Core Reading Instruction (ECRI)
Foundational Skills Lesson (30 minutes)
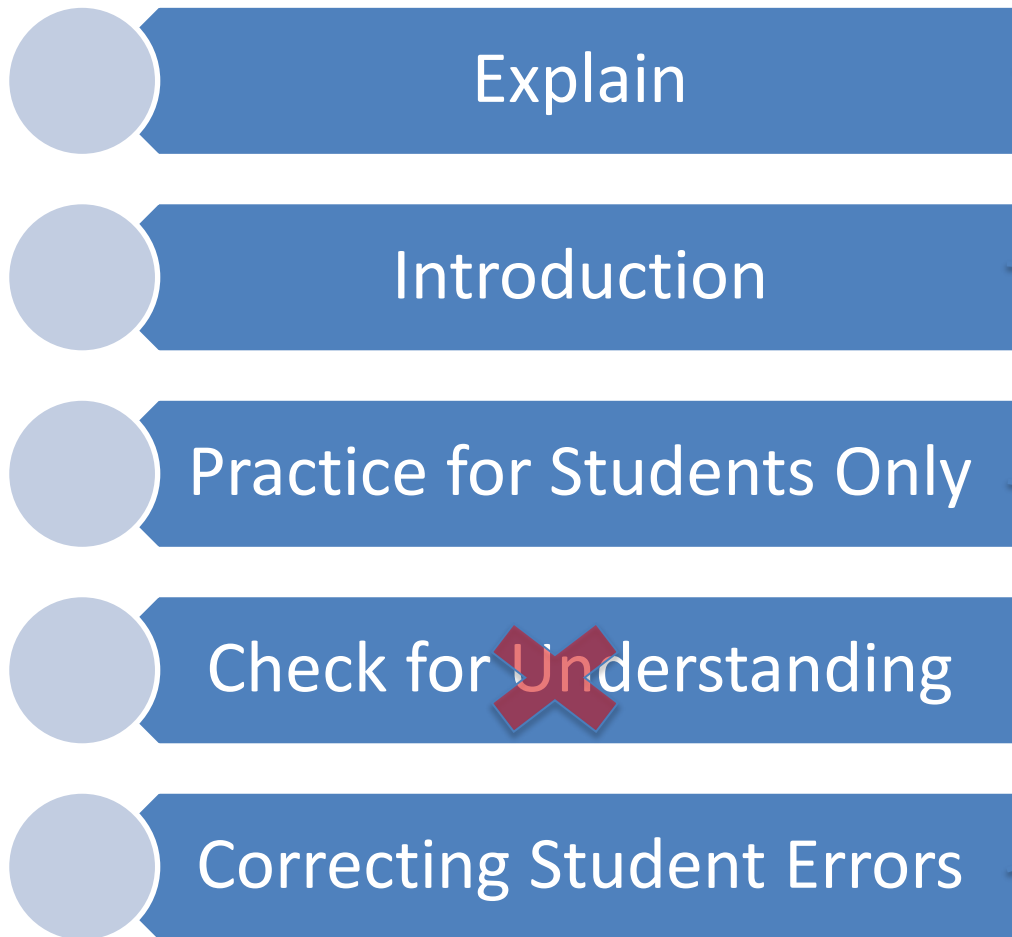
Affix Card Introduction and Practice

Progression of Foundational Skill Lesson

Irregular Word Reading, Part 1
(Say-it, Spell-it, Say-it)

Irregular Word Reading, Part 2

Phoneme Blending

Sound-Spelling Card Introduction
and Practice

Letter Names

Beginning

Advanced

Sound-Spelling Review:
(only one of these
routines per lesson)

Affix Introduction and
Review

Blending:
(only one of these
routines per lesson)

Continuous

Sound-by-
Sound

Spelling-
Focused

Multisyllabic

Regular Word Reading

Contractions
Introduction and Review

1. Decodable Text Reading:
ACCURACY

2. Decodable Text
Reading: FLUENCY

Phoneme Segmentation

Dictation (Encoding)

Indicates error correction

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L=105
T=94
I=94

Affix Introduction and Practice Routine

Materials: Affix cards from your core reading program

Introduction: Use the signal to introduce a new affix card* and, eventually, to introduce all affix cards. Demonstrate the task as you are explaining it.
You're going to learn a new affix. When I tap the card you'll repeat the affix and the meaning.

*Signal to introduce a new affix card
1. Touch to the side of the affix. **The prefix/suffix is [affix]. Prefix?/Suffix?** (pause) Tap to the side of the affix.
2. Touch again to the side of the affix. **The meaning is [meaning]. Meaning?** (pause) Tap to the side of the affix.
3. Repeat steps 1 and 2 for each of the new affix cards.

Practice for students only: Go back to the first affix card. Use the signal to practice the affix card. ** Your turn.

**Signal to practice an affix card
1. Touch to the side of the affix. **Prefix/Suffix?** (pause) Tap to the side of the affix.
2. Touch to the side of the affix. **Meaning?** (pause) Tap to the side of the affix.
3. Repeat steps 1 and 2 for each of the affix cards.

Correcting Student Errors
1. **Let's practice this one together.**
2. Follow the signal to introduce a new affix card* steps 1 and 2.
3. Practice two other affix cards.
4. Re-present the missed card following the signal to practice an affix card** steps 1 and 2.
5. Continue presenting the affix cards.

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Trainer Demonstration:
Affix Card Introduction and Practice

pre-	-ly	mis-	-ful
(before)	(in a certain way)	(wrong, or badly)	(full of)

ACTIVITY

Partner Practice:
Affix Card Introduction and Practice

Affix Introduction and Practice Routine

Materials: Affix cards from your core reading program

Introduction: Use the signal to introduce a new affix card* and, eventually, to introduce all affix cards. Demonstrate the task as you are explaining it.
You're going to learn a new affix. When I tap the card you'll repeat the affix and the meaning.

*Signal to introduce a new affix card
1. Touch to the side of the affix. **The prefix/suffix is [affix]. Prefix?/Suffix?** (pause) Tap to the side of the affix.
2. Touch again to the side of the affix. **The meaning is [meaning]. Meaning?** (pause) Tap to the side of the affix.
3. Repeat steps 1 and 2 for each of the new affix cards.

Practice for students only: Go back to the first affix card. Use the signal to practice the affix card. ** Your turn.

**Signal to practice an affix card
1. Touch to the side of the affix. **Prefix/Suffix?** (pause) Tap to the side of the affix.
2. Touch to the side of the affix. **Meaning?** (pause) Tap to the side of the affix.
3. Repeat steps 1 and 2 for each of the affix cards.

Correcting Student Errors
1. **Let's practice this one together.**
2. Follow the signal to introduce a new affix card* steps 1 and 2.
3. Practice two other affix cards.
4. Re-present the missed card following the signal to practice an affix card** steps 1 and 2.
5. Continue presenting the affix cards.

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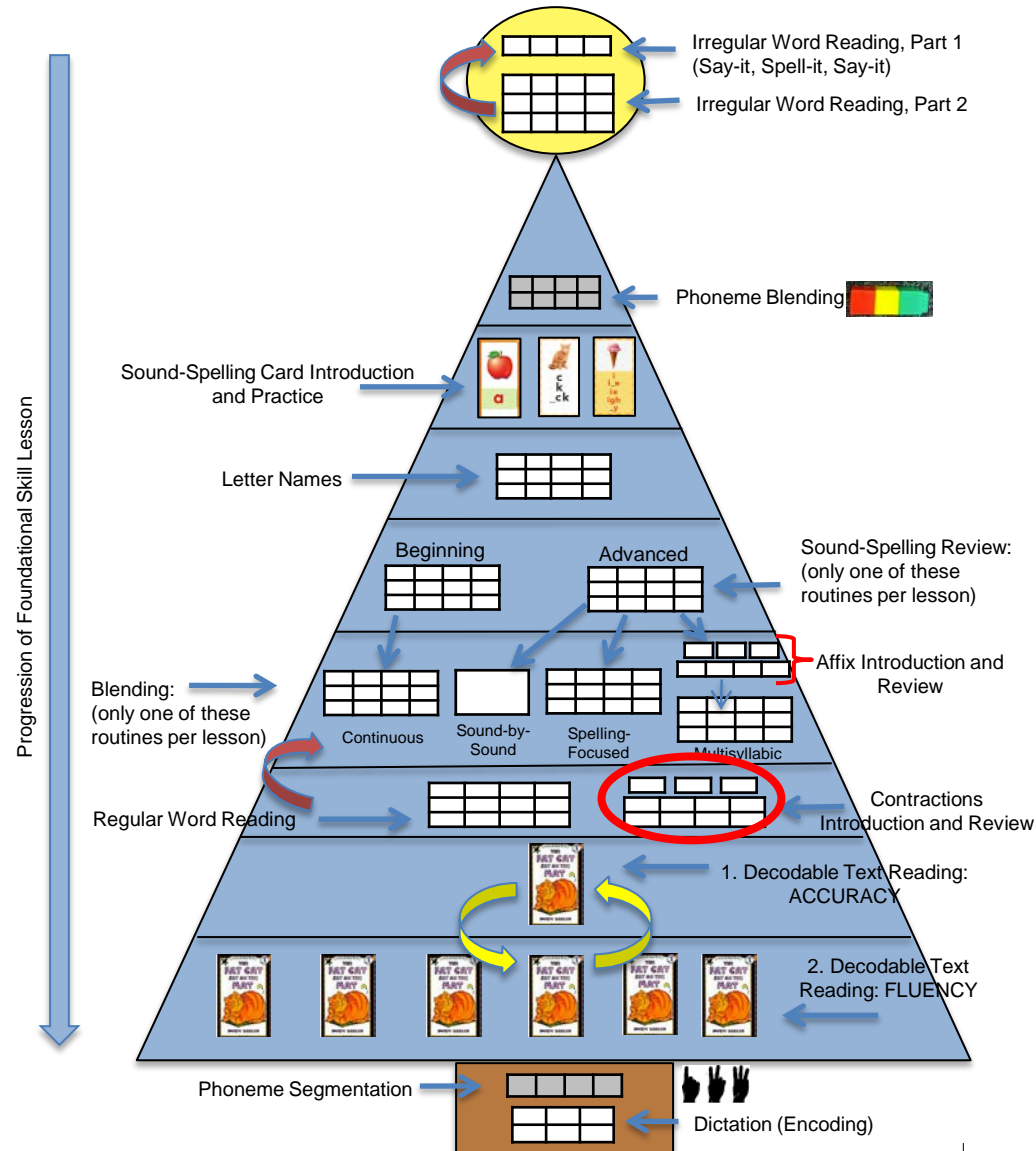| pre-	-ly	mis-	-ful
(before)	(in a certain way)	(wrong, or badly)	(full of)

6.3
Contraction Card Introduction and Practice Components

Enhanced Core Reading Instruction (ECRI)
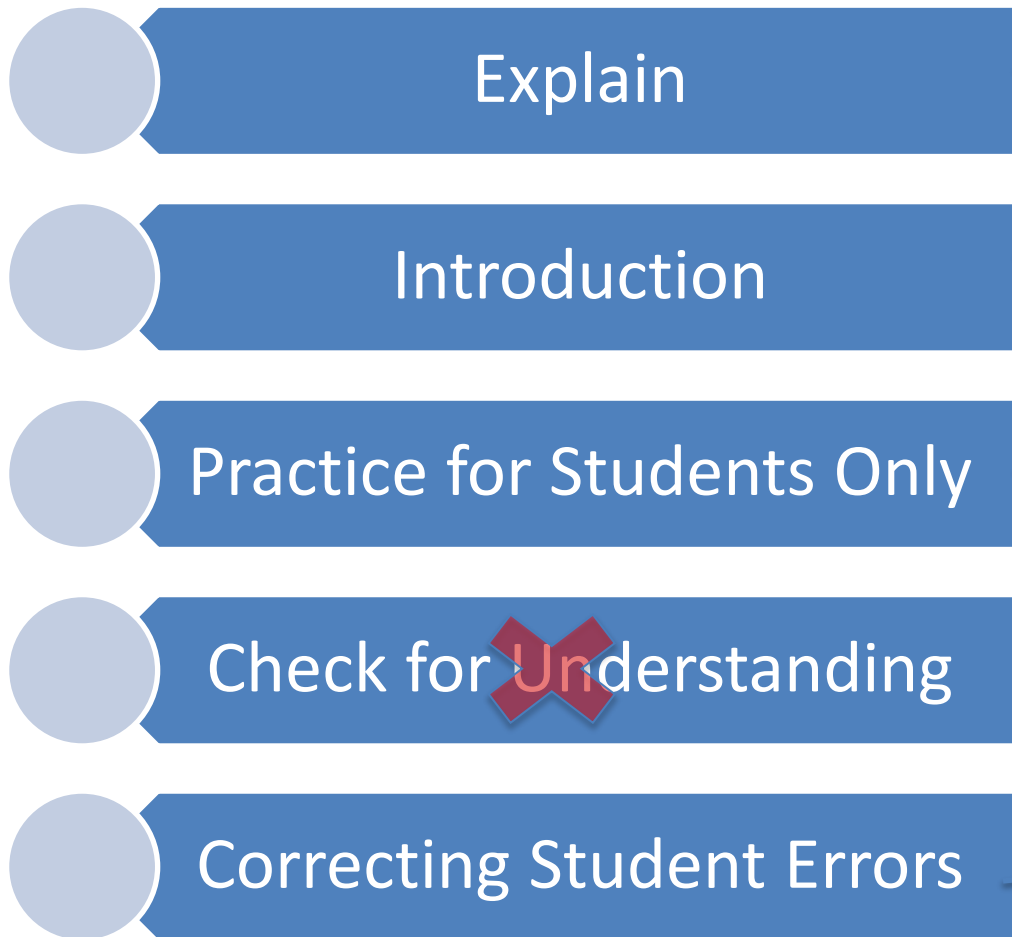Foundational Skills Lesson (30 minutes)

Irregular Word Reading, Part 1
(Say-it, Spell-it, Say-it)

Irregular Word Reading, Part 2

Phoneme Blending

Sound-Spelling Card Introduction
and Practice

Letter Names

Beginning   Advanced

Sound-Spelling Review:
(only one of these
routines per lesson)

Affix Introduction and
Review

Blending:
(only one of these
routines per lesson)

Continuous   Sound-by-Sound   Spelling-Focused   Multisyllabic

**Contraction Card Introduction
and Practice**

Regular Word Reading

Contractions
Introduction and Review

Progression of Foundational Skill Lesson

1. Decodable Text Reading:
ACCURACY

2. Decodable Text
Reading: FLUENCY

Phoneme Segmentation

Dictation (Encoding)

Indicates error correction

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For example, to introduce the contraction *you'll*:
Step 1:

L=118
T=107
I=107

Teacher:
Touch to the side of the words.
The words are *you...will*. Words?
Pause.

you + will

you'll
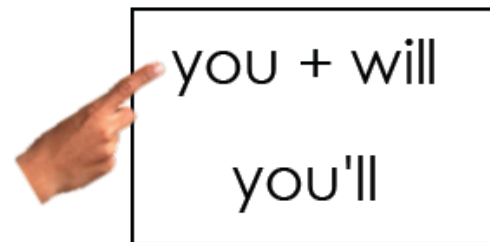
Teacher:
Tap to the side of the words.

you + will

you'll

Students respond in unison.

you will
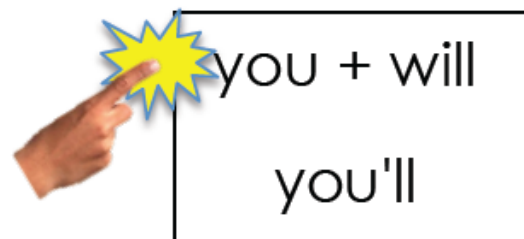
L=121
T=110
I=110

Contraction Card Introduction and Practice Routine

Materials: Contraction cards from your core reading program

Introduction: Use the signal to introduce a new contraction card* and, eventually, to introduce all contraction cards. Demonstrate the task as you are explaining it.
You're going to learn the new contractions. When I tap the card you'll repeat the words and the contraction.

*Signal to introduce a new contraction card
1. Touch to the side of the two words. **The words are [two words]. Words?** (pause) Tap to the side of the words.
2. Touch to the side of the contraction. **The contraction is [contraction]. Contraction? (pause)** Tap to the side of the contraction.
3. Repeat steps 1 and 2 for each of the new contraction cards.

Practice for students only: Go back to the first contraction card. Use the signal to practice the contraction card. **
Your turn.

**Signal to practice a contraction card
1. Touch to the side of the words. **Words?** (pause) Tap to the side of the words
2. Touch to the side of the contraction. **Contraction?** (pause) Tap to the side of the contraction.
3. Repeat steps 1 and 2 for each of the contraction cards.

Correcting Student Errors
1. **Let's practice this one together.**
2. Follow the signal to introduce a new contraction card* steps 1 and 2.
3. Practice two other contraction cards.
4. Re-present the missed card following the signal to practice a contraction card** steps 1 and 2.
5. Continue presenting the contraction cards.

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Trainer Demonstration: Contraction Card Introduction and Practice

you + will you'll	can + not can't	they + have they've	are + not aren't

ACTIVITY

Contraction Card Introduction and Practice Routine

Materials: Contraction cards from your core reading program

Introduction: Use the signal to introduce a new contraction card* and, eventually, to introduce all contraction cards. Demonstrate the task as you are explaining it.
You're going to learn the new contractions. When I tap the card you'll repeat the words and the contraction.

☞
*Signal to introduce a new contraction card

1. Touch to the side of the two words. **The words are [two words]. Words?** (pause) Tap to the side of the words.
2. Touch to the side of the contraction. **The contraction is [contraction]. Contraction? (pause)** Tap to the side of the contraction.
3. Repeat steps 1 and 2 for each of the new contraction cards.

Practice for students only: Go back to the first contraction card. Use the signal to practice the contraction card. **
Your turn.

☞
**Signal to practice a contraction card

1. Touch to the side of the words. **Words?** (pause) Tap to the side of the words.
2. Touch to the side of the contraction. **Contraction?** (pause) Tap to the side of the contraction.
3. Repeat steps 1 and 2 for each of the contraction cards.

⚡
Correcting Student Errors

1. **Let's practice this one together.**
2. Follow the signal to introduce a new contraction card* steps 1 and 2.
3. Practice two other contraction cards.
4. Re-present the missed card following the signal to practice a contraction card** steps 1 and 2.
5. Continue presenting the contraction cards.

Partner Practice: Contraction Card Introduction and Practice

you + will you'll	can + not can't	they + have they've	are + not aren't

6.4

Sound-Spelling Review: Beginning Components

Enhanced Core Reading Instruction (ECRI)
Foundational Skills Lesson (30 minutes)

Sound-Spelling Review:
Beginning

Progression of Foundational Skill Lesson

Irregular Word Reading, Part 1
(Say-it, Spell-it, Say-it)

Irregular Word Reading, Part 2

Phoneme Blending

Sound-Spelling Card Introduction
and Practice

Letter Names

Beginning   Advanced

Sound-Spelling Review:
(only one of these
routines per lesson)

Affix Introduction and
Review

Blending:
(only one of these
routines per lesson)

Continuous   Sound-by-
Sound

Spelling-
Focused

Multisyllabic

Regular Word Reading

Contractions
Introduction and Review

1. Decodable Text Reading:
ACCURACY

2. Decodable Text
Reading: FLUENCY

Phoneme Segmentation

Dictation (Encoding)

Indicates error correction

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Sound-Spelling Review: Beginning Routine

L=230
T=204
I=160

- Explain
- Model
- Practice for Students Only
- Check for Understanding
- Correcting Student Errors

Sound-Spelling Review: Beginning Routine

Materials: Chart of sound-spellings to review

Explain: Demonstrate the task as you are explaining it.
You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter.

Model: Use the signal for each sound-spelling.* Model until students are successful with the routine.
I'll show you how to say the sounds for the first two letters. My turn.

*Signal for each sound-spelling
1. Touch to the left of the sound-spelling. Sound?
2. Wait 2 seconds for students to think.
3. For *stop* sounds, tap finger under the sound-spelling.
– or –
For *continuous* sounds, touch under the sound-spelling for 2 seconds.

Practice for students only: Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling. *
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I will touch next to a letter; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.
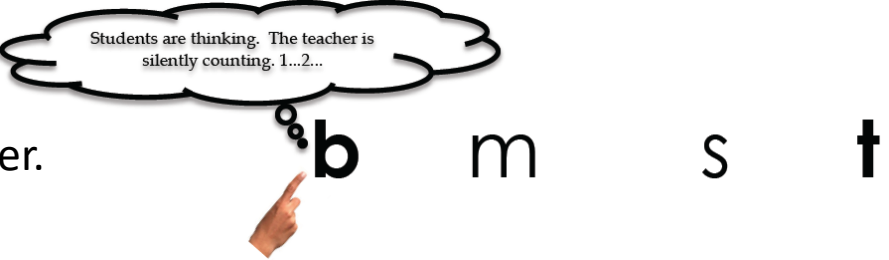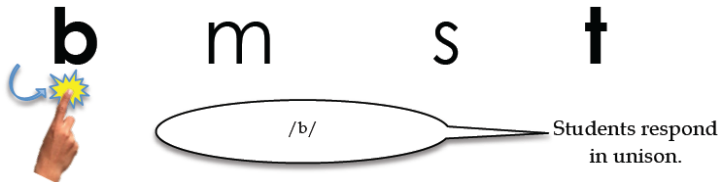
Correcting Student Errors
1. My turn. Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. Your turn. Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

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For example, when presenting the letter 'b' sound-spelling:

Teacher:
Your turn.
Touch to the left of the first letter.
Sound?
Wait for two seconds.

Students are thinking. The teacher is silently counting. 1...2...

b   m   s   t

Teacher:
Lift finger and *tap* under the letter 'b' (**stop sound)** to signal students to respond.

b   m   s   t

/b/ — Students respond in unison.

Teacher:
Move finger to touch to the left of the next letter.
Sound?

b   m   s   t

Continue using the signal for each letter sound* to present the rest of the letters on the chart.

Trainer Demonstration: Sound-Spelling Review (Beginning)

Sound-Spelling Review: Beginning Routine

Materials: Chart of sound-spellings to review

Explain: Demonstrate the task as you are explaining it.
You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter.

Model: Use the signal for each sound-spelling.* Model until students are successful with the routine.
I'll show you how to say the sounds for the first two letters. My turn.

*Signal for each sound-spelling
1. Touch to the left of the sound-spelling. Sound?
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.
– or –
For continuous sounds, touch under the sound-spelling for 2 seconds.

Practice for students only: Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling. *
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I will touch next to a letter; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.

Correcting Student Errors
1. My turn. Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. Your turn. Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

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c	m	t	s
a	c	m	t
s	t	c	a

Partner Practice:
Sound-Spelling Review (Beginning)

ACTIVITY

Sound-Spelling Review: Beginning Routine

Materials: Chart of sound-spellings to review

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Model: Use the signal for each sound-spelling.* Model until students are successful with the routine.
I'll show you how to say the sounds for the first two letters. My turn.

*Signal for each sound-spelling

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3. For stop sounds, tap finger under the sound-spelling.
– or –
For continuous sounds, touch under the sound-spelling for 2 seconds.

Practice for students only: Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling. *
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
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c	m	t	s
a	c	m	t
s	t	c	a

Example of ECRI Lesson

Unit 5, Week 1, Day 1

h	d	o	c
d	h	c	o
p	a	m	h
t	h	i	s

Sound-Spelling Review: Beginning

☞ *Signal for each sound-spelling   ⚡ Correcting Student Errors

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

1. My turn. Use the signal for each sound-spelling.* Model until students are successful with the routine.
2. Your turn. Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud. Call on two to three students.

1. Touch to the left of the sound-spelling. Sound?
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.
   – or –
For continuous sounds, touch under the sound-spelling for 2 seconds.

1. My turn. Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. Your turn. Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

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Scaffolds and Differentiation Tips

- Provide teacher voice-over followed by students completing routine on their own
- Refer back to the name of the Sound-Spelling Card before students respond
- Reteach/Practice using Sound-Spelling Card for the sound-spellings students are not accurate with,
- Support students with pronunciation and articulation as needed
- Continue to review the cards in whole group/small group if students need more practice when ECRI phases a card out