

## Letter/Sound Phonics Intervention Strategy – Flashcard Procedure

**For:** Kindergarten and 1<sup>st</sup> grade students show the need for additional support with letter sounds per the Primary MAP Growth assessment, or older students who have not mastered letter sounds

### Materials:

- Upper or lower case (teacher’s choice) flashcard “practice sets” for each student; each card contains 1 letter (Each student should have a set of 5 “practice” flashcards. Three of the cards should have letters with sounds that the student has previously mastered, and the other two cards contain new or unmastered letter sounds.) **Flashcards can be commercial/purchased cards or hand-made cards.**
- Flashcard “review sets” for each student (made up of letters with sounds the student has demonstrated s/he knows without help over 3 consecutive days)
- A folder to keep the flashcards in and/or rings to keep the flashcards on; ideally, each child would have an “Unknown Set”, a “Practice Set”, and a “Review Set” of cards.
- Recording sheet

**Recommended Duration and Frequency:** This intervention should be conducted at least 3 times per week for 10 – 15 minutes per session. Use the MAP “Matching Letters to Sounds” skills checklist for initial assessment. Monitor the student’s progress once a week or twice monthly using letter sound progress monitoring probes from [www.easycbm.com](http://www.easycbm.com). When the student’s score is at the benchmark/target for 3 consecutive monitors and teacher observation confirms that the skill has been transferred to classroom work, have student retake the MAP “Matching Letters to Sounds” skills checklist assessment. If student shows proficiency, the intervention may be discontinued.

### Steps for Intervention:

1. Administer all flashcards to the student initially, asking for letter sounds. The student should give the most common sound of the letter within 3 seconds for it to be counted correct. (See attached “Most Common Sounds Pronunciation Key”.)
2. Select 3 “known sound” flashcards, and 2 flashcards containing letters with unknown sounds. (Unknown letters to which the student has a connection, such as letters in the student’s name, should be selected first.) This becomes the student’s “Practice Set”. If the student doesn’t know 3 sounds, you may select less than 3 “known” cards. If the student knows no letter sounds, select 2 unknown letters for the “Practice Set” that have either already been presented in class or are in the student’s name.
3. Use the following sequence to implement the intervention:
  - a. **Explain:** Teacher says, “Today you’re going to practice saying the sounds for some letters. When I point to the left of a letter, figure out the sound in your head. When I touch under the letter, say the sound as long as I continue to touch under the letter.”
  - b. **Model:** Teacher says, “I’ll show you how. My turn.” Teacher models for student, first pointing to the left of the letter and “thinking”, and then pointing under the letter and saying the sound in an extending manner (i.e. /t/ /t/ /t/ /t/ /t/ or /s-s-s-s-s-s-s/).
  - c. **Practice:** Teacher says, “Each time I touch to the left of the letter, you think about the sound. Each time I touch under the letter, you say the sound it makes until I stop touching

under the letter. Your turn.” Teacher practices with the student, going through all 5 cards repeatedly until the student consistently responds correctly and immediately to all 5 cards. Teacher maintains a brisk pace, assisting as needed (see “d” below), with little pause between cards.

d. **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.” The student should then respond to the same card. The teacher backs up 2 cards and continues forward again with the process described in “c” above so that the letter sound identified incorrectly comes back up again. Keep going through the cards until your practice time is over.

4. **Recording Sheet** (attached): Every day that a child gives the sound of a “Practice Set” letter correctly the first time per day it is presented, a tally mark is placed after the letter on the Recording Sheet. When the child has 3 tally marks (3 days in a row of saying the sound correctly), the letter card moves to the “Review Set”, and a new letter from the “Unknown Set” is put in its place. If a “Practice” word is read incorrectly, a “—” is recorded instead of a tally. Never should a student’s “Practice Set” contain more than 5 letters or more than 2 unknown letters.
5. **Review Set: The “Review Set” should be reviewed once weekly.** An “R” should be recorded on the checklist at the point when the letter enters the “Review Set”. Then tallies or “—” marks should continue to be recorded on the checklist. If a “Review Set” letter sound is said incorrectly by the child, the card is moved back to the “Practice Set” and a “P” is recorded on the checklist. (If this puts too many cards into the “Practice Set”, an unknown card can be taken out.) The child must then say this sound correctly 3 days consecutively in order to move it back to the “Review Set”.

Sample of a Recording Sheet:

1. m	R
2. t	__ __    __      R
3. x	__ __ __ __   __   __ __      R
4. o	__      R    __ P __
5. a	__ __ __ __

6. **Adaptation:** In addition to following the above sequence, have the student write each of the letters on a white markerboard. **Many researchers believe that a child doesn’t truly know a letter until he can write it without a model. Some teachers using this intervention don’t count the word as a “Review Set” word unless the child can say the sound and write it without a model.**
7. If a student fails to make progress, reduce the number of unknown sound cards to only 1. Model the unknown sound several times before asking the student to give the sound. Have the student write the letter while saying the sound several times.

## Most Common Sounds Pronunciation Key

(From: *AIMSweb Training Booklet: Administration and Scoring of Early Literacy Measures for Use with AIMSweb, 2002*)

Letter	Sound	Example
A	/a/	bat
E	/e/	bet
I	/i/	bit
O	/o/	top
U	/u/	hut
B	/b/	bat
C	/k/	bic
D	/d/	dad
F	/f/	fan
G	/g/	pig
H	/h/	hat
J	/j/	jet
K	/k/	can
L	/l/	lot
M	/m/	man
N	/n/	not
P	/p/	pan
Qu*	/kw/	queen
R	/r/	ran
S	/s/	sat
T	/t/	top
V	/v/	van
W	/w/	wet
X*	/ks/	ax
Y	/y/	yak
Z	/z/	zipper

\* Not included in the AIMSweb Training Booklet

**Letter/Sound Phonics Flashcard Procedure - Recording Sheet**

Student Name: \_\_\_\_\_ Inclusive Dates of Intervention: \_\_\_\_\_

<b>A or a</b>	
<b>B or b</b>	
<b>C or c</b>	
<b>D or d</b>	
<b>E or e</b>	
<b>F or f</b>	
<b>G or g</b>	
<b>H or h</b>	
<b>I or i</b>	
<b>J or j</b>	
<b>K or k</b>	
<b>L or l</b>	
<b>M or m</b>	
<b>N or n</b>	
<b>O or o</b>	
<b>P or p</b>	
<b>Q or q</b>	
<b>R or r</b>	
<b>S or s</b>	
<b>T or t</b>	
<b>U or u</b>	
<b>V or v</b>	
<b>W or w</b>	
<b>X or x</b>	
<b>Y or y</b>	
<b>Z or z</b>	

**Letter/Sound Phonics Flashcard Procedure – Integrity Check**

**Interventionist:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_ **Tier:** \_\_\_\_\_

**Integrity Monitor:** \_\_\_\_\_

<b>Descriptor - Student</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Student shows need for letter naming support per the Primary MAP Growth assessment.			
Student is in Grade K or 1, or is older and has been assessed using the MAP “Reading Letter Sounds” skills checklist assessment.			

<b>Descriptor - Materials</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Student has a Practice Set of 5 or fewer cards. Student readily knows the sounds of 3 of the letters in the Practice Set.			
Student has a Review Set of cards s/he has correctly produced sounds for on 3 consecutive days.			
Interventionist has a recording sheet.			

<b>Descriptor - Interventionist</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist follows the steps for implementing the strategy, including explaining, modeling, and using hand signals.			
The “Practice Set” flashcards seem appropriate for the student’s skill level.			
Interventionist scores the student responses accurately on the recording sheet.			
Interventionist assists the student if s/he has difficulty using the designated correction procedure.			
The intervention is conducted at a brisk pace at least 3 times per week for 10-15 minutes.			
Flashcards are moved to the “Review Set” if the student produces the letter sounds correctly 3 days consecutively.			
“Practice Set” cards are practiced every time the student meets with the teacher; “Review Cards are practiced once weekly.			
Student’s progress is monitored using the MAP “Reading Letter Sounds” skills checklist assessment.			

Letter/Sound Phonics Flashcard Procedure Integrity Check Summary: \_\_\_\_\_ of \_\_\_\_\_ applicable components are observed.

Notes:

(Ideas for this intervention borrowed from the RtI Center: [scred.k12.mn.us](http://scred.k12.mn.us); Elkonin Boxes Integrity Checklist)