

STEP	DIRECTIONS	ERROR CORRECTION
<p><b>1</b> Read Sounds 2 minutes</p>	<p>Read the sounds of each letter.</p>	<p><b>Let's trace.</b> If the student does not give the correct sound when tracing, directly teach the sound: <b>This is the letter ___ that says /___/ as in ___.</b> Turn the card over to see the picture. <b>Let's trace the letter(s) and say the sound. Again. One more time.</b></p>
<p><b>2</b> Spell Sounds 2 minutes</p>	<p>Listen—Repeat—Write</p>	<p><b>This is /___/. (Cross it out.)</b> <b>Say /___/. Repeat /___/.</b> <b>What letter(s) make the sound /___/?</b> <b>If you don't see /___/, cross it out and write /___/ correctly.</b> <b>Everyone write /___/ again two more times, saying /___/ as you write it.</b></p>
<p><b>3</b> Read Words 5 minutes</p>	<p>Read words, phrases, sentences. Remember: Less is more (accuracy to automaticity).</p>	<p><b>Let's trace.</b> Look at the word, trace each letter while saying the sound. Blend the sounds while pulling fingers underneath the word and saying the whole word.</p>
<p><b>4</b> Spell Words 7 minutes</p>	<p>Listen—Repeat—Touch Spell*—Write *Touch Spell by syllables with multisyllabic words.</p>	<p><b>This is ___.</b> (Cross it out.) <b>Say ___.</b> <b>Touch Spell ___.</b> (Stop at the errored sound.) <b>What SOUND do you hear?</b> <b>What LETTER(S) make that sound?</b> <b>If you don't see ___; cross it out and write ___ correctly.</b> <b>Everyone write ___ again two more times to make it permanent.</b></p>
<p>Write Sentences &amp; Phrases</p>	<ul style="list-style-type: none"> <li>■ Teacher reads the sentence or phrase.</li> <li>■ Students repeat.</li> <li>■ Teacher reads the sentence or phrase again.</li> <li>■ Students repeat.</li> <li>■ Students write the sentence or phrase.</li> </ul>	<p><b>C</b> – Capitalization <b>A</b> – Appearance/Organization (#) <b>P</b> – Punctuation <b>S</b> – Spelling Use Step 4 error correction dialogue.</p>

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<p><b>5</b></p> <p><b>New Material: Sound</b> 5 minutes</p>	<p>Directly teach the <u>sound</u>, <u>place value</u>, and <u>additional information</u>, if given.</p> <p><b><i>This is the letter(s) _____, which says / ____ / as in _____.</i></b></p> <p>Turn the card over.</p> <p><b><i>It's found in the [place value] of the word.</i></b></p> <p><b><i>Say and trace the letter(s) 3 times.</i></b></p> <p>(E.g., <i>The letters 'ay' make the sound /ā/ as in 'day'. 'ay' is found at the end of a word. Let's trace.</i>)</p>	<p>Guideline for Step 5: New Sound</p> <ul style="list-style-type: none"> <li>■ Directly <u>teach</u>, <u>trace</u>, and <u>write</u> the sound multiple times.</li> <li>■ Read words with the new sound.</li> <li>■ Spell words with the new sound.</li> <li>■ Reread words written.</li> <li>■ Trace for reading error.</li> <li>■ Touch Spell for spelling error.</li> </ul>
<p><b>6</b></p> <p><b>Read Aloud</b> 10 minutes</p>	<p><b>Let's read.</b></p> <p>Remember: Less is more—fluent reading!</p>	<p><b>Let's trace.</b></p> <p>Look at the word, <u>trace</u> each letter while <u>saying</u> the sound. Blend the sounds while pulling fingers underneath the word and saying the whole word.</p>
<p><b>Tracing the Multisensory Way</b></p>	<p><b>SEE-HEAR-FEEL:</b></p> <p><u>Single Syllable Words</u> Students trace the letters while saying the sound. Blend sounds together by pulling fingers underneath the tracing to read the word.</p> <p><u>Multisyllabic Words</u> See – Scan for the vowels and look between them. Feel – Divide to identify syllable type. Trace and say the syllable(s) in question.</p> <p>Hear/Feel – Blend sounds in syllable together by pulling the fingers underneath the tracing to read the syllable. Blend the whole word.</p>	