

STEP	DIRECTIONS	ERROR CORRECTION
<p>1 Read Sounds 2 minutes</p>	<p>Read the sounds of each letter.</p>	<p>Let's trace. If the student does not give the correct sound when tracing, directly teach the sound: This is the letter ___ that says /___/ as in ___. Turn the card over to see the picture. Let's trace the letter(s) and say the sound. Again. One more time.</p>
<p>2 Spell Sounds 2 minutes</p>	<p>Listen—Repeat—Write</p>	<p>This is /___/. (Cross it out.) Say /___/. Repeat /___/. What letter(s) make the sound /___/? If you don't see /___/, cross it out and write /___/ correctly. Everyone write /___/ again two more times, saying /___/ as you write it.</p>
<p>3 Read Words 5 minutes</p>	<p>Read words, phrases, sentences. Remember: Less is more (accuracy to automaticity).</p>	<p>Let's trace. 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>4 Spell Words 7 minutes</p>	<p>Listen—Repeat—Touch Spell*—Write *Touch Spell by syllables with multisyllabic words.</p>	<p>This is ___. (Cross it out.) Say ___. Touch Spell ___. (Stop at the errored sound.) What SOUND do you hear? What LETTER(S) make that sound? If you don't see ___; cross it out and write ___ correctly. Everyone write ___ again two more times to make it permanent.</p>
<p>Write Sentences & Phrases</p>		<p>C – Capitalization A – Appearance/Organization (#) P – Punctuation S – Spelling Use Step 4 error correction dialogue.</p>

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<p>5</p> <p>New Material: Sound 5 minutes</p>	<p>Directly teach the sound, <u>place value</u>, and additional information, if given. <i>This is the letter(s) _____, which says / ____ / as in _____.</i> Turn the card over. <i>It's found in the [place value] of the word.</i> <i>Say and trace the letter(s) 3 times.</i> (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"> ■ Directly <u>teach</u>, <u>trace</u>, and <u>write</u> the sound multiple times. ■ Read words with the new sound. ■ Spell words with the new sound. ■ Reread words written. ■ Trace for reading error. ■ Touch Spell for spelling error.
<p>6</p> <p>Read Aloud 10 minutes</p>	<p>Let's read. Remember: Less is more—fluent reading!</p>	<p>Let's trace. 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>Tracing the Multisensory Way</p>	<p>SEE-HEAR-FEEL: <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. <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. Hear/Feel – Blend sounds in syllable together by pulling the fingers underneath the tracing to read the syllable. Blend the whole word.</p>	