**Suggested Guidelines for Letter-Sound Fluency Practice**



**Flash Card Practice**

**1. Select a set of letter/sounds to practice using these guidelines:**

* Select high-priority and high-utility sounds most often
* Select sounds students are able to identify accurately
* Separate highly similar examples. Separate sounds with auditory similarity (e.g., b and  d) and visual similarities (e.g., v and w)
* Can begin with lower case letters and mix in upper case letters as they are taught

**2. Guidelines for the flash card practice activity:**

* Select 5-8 letters in each set and include multiple examples in the practice set
* Systematically decrease “think time” for answering (3-2-1 seconds)
* Remove letter-sounds that students have identified correctly for 2 consecutive weeks
* Review errors from previous lesson.

**3. Make cards for each letter/sound. Include multiple cards of each letter in the set. Start with 30 cards.**

**4. Set goal for progress monitoring**

Ultimately, students should be able to identify one letter/sound per second.  Set goal depending on previous fluency and number of sounds. For example, 30 cards that students are accurate but not fluent with, the goal might be 30 sounds in 1 minute. If students have practiced the sounds and are building fluency, a goal might be 30 sounds in 30 seconds. Tell your students the goal, e.g., *“Our goal is to correctly state 30 correct sound in one minute. Let’s see how we do.”*

**5. Start a 1-minute small-group practice. Position cards so all can see.**

**6. Start the stopwatch and time for the selected goal time (i.e., 30 seconds or 1 minute)**

**7. Present the first letter so that all students answer together.**

**8. Provide quick corrective feedback on errors.**

If students do not answer correctly: *“My turn, this sound is \_\_\_\_. What sound? \_\_\_\_Yes, \_\_\_\_\_”.* (You do not need to go back because there are multiple examples of sounds in the set)

**9. Continue presenting letters adjusting the pace of presenting the letters based on student responses.**

**10. Place letter-sounds correctly identified go in one pile. Place errors in a second pile.**

**11. At the end of 1 minute, count the number of letters read correctly.**

**12. Review errors and repeat activity once or twice per day.**