

Signs for Sounds™

Systematic Spelling



Levels 1 & 2
TEACHER'S MANUAL



Read Naturally, Inc.
Saint Paul, Minnesota

Phone: 800.788.4085/651.452.4085

Website: www.readnaturally.com

Email: info@readnaturally.com

Original Program Authors:	Carolyn Bechthold and Del L. Bechthold
Adapted Program Author:	Karen Hunter
Manual Authors:	Karen Hunter, Candyce Ihnot, and Sarah M. Brown
Manual Editors:	Karen McKenna, Anne Armstrong Hauth, Nick Rebman, and Elysia Kotke
Cover Design:	Dave Tews

Signs for Sounds™ was originally developed by Carolyn Bechthold and Del L. Bechthold. Read Naturally acquired and adapted Signs for Sounds in 2009.

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Table of Contents

Introduction	3
What Is Signs for Sounds?	3
Program Overview	4
Research and Rationale	5
Spelling Instruction Research	5
Instructional Design Research	6
Lesson Overview	8
Teaching Phase	8
Testing Phase	8
Dictation Phase	8
Lesson Materials Overview	9
Lesson Guide	9
Blackline Masters	9
Signs for Sounds 1 Teaching and Testing Phases	10
Signs for Sounds 1 Dictation Phase	11
Signs for Sounds 2 Teaching and Testing Phases	12
Signs for Sounds 2 Dictation Phase	13
Score Sheet	14
Teacher Responsibilities	15
Planning and Setting Up	16
Preparing a Schedule	16
Choosing a Setting	16
Gathering and Preparing Materials	17
Assessing and Placing Students	18
Overview	18
Administering the Assessments	21
Scoring the Assessments	22
Using the Results	23
Presenting the Lessons	24
Signs for Sounds 1	24
Signs for Sounds 2	25
Teaching Phase	25
Testing Phase	31
Dictation Phase	33
Monitoring Student Progress	36
Sound-Out Words	36
Spell-Out Words	36
Signs for Sounds Spell-Out Words Assessment	36
Adapting the Program	37
Sound-Out Words	37
Spell-Out Words	37
Dictation Sentences	37
Communicating With Students and Parents	38
Bibliography	39
Index	41

Introduction

Signs for Sounds™ was originally developed by Carolyn Bechthold, a reading specialist, and her husband, Del L. Bechthold, a psychologist. It has been successfully used by teachers across the country since the 1970s. Read Naturally® acquired and adapted Signs for Sounds in 2009.

In this introduction, you will learn about the basics of Signs for Sounds, including an overview of the program, the research and rationale, the steps, and the materials.

What Is Signs for Sounds?

Signs for Sounds is a spelling program for beginning and developing spellers and readers. It uses research-based strategies to systematically teach students how to spell words with both regular and irregular spelling patterns.

Signs for Sounds provides systematic, explicit phonics instruction to teach students how to spell words with regular spelling patterns (sound-out words). Students are taught that letters are signs (graphemes) that stand for sounds (phonemes). They learn how to take words apart sound by sound and write them letter by letter. By mastering the correspondence between sounds and letters, students can successfully apply what they have learned in order to spell unfamiliar words.

Signs for Sounds also provides a systematic strategy for teaching students how to learn to spell high-frequency words with irregular spelling patterns or patterns not taught in the level (spell-out words). The program is designed with a system of judicious review to ensure mastery of these irregular words, which are difficult for many students.

Students demonstrate mastery of specific regular spelling patterns and high-frequency words by correctly writing dictated sentences.

Program Overview

You can use Signs for Sounds as:

- A spelling program presented for a whole class.
- Differentiated spelling instruction presented for small groups.
- A spelling intervention presented for small groups.
- An individualized spelling intervention for a student.
- Support for reading instruction.

Signs for Sounds 1 addresses first-grade-level skills needed by beginning spellers and readers. Students learn to spell about 400 words with regular spelling patterns and the first 50 high-frequency words.

Signs for Sounds 2 reviews the skills taught in level 1 at a faster pace and then continues on to present second- and third-grade-level phonics skills. Nearly half of the lessons deal with words that have two or more syllables. Students learn to spell 800 more words with regular spelling patterns and the first 100 high-frequency words.

Signs for Sounds 1	Signs for Sounds 2
<ul style="list-style-type: none"> ■ Consonant review ■ Short vowels: a, e, i, o, u ■ Consonant blends: sl, fl, cl, fr, tr, dr, cr, gr, br, sc, sk, sm, sn, sp, st, sw, str, scr ■ Long vowel/silent e: a_e, i_e, o_e, u_e ■ More vowels: ay, oy ■ Consonant digraphs: sh, th 	<ul style="list-style-type: none"> ■ Short vowels: a, e, i, o, u ■ Long vowels/silent e: a_e, i_e, o_e, u_e ■ Consonant blends: cl, fl, gl, pl, sl, br, cr, dr, fr, gr, tr, sc, sk, sm, sn, sp, st, sw, str, scr, ft, lt, nk ■ Consonant digraphs: sh, th, ch, wh, ng ■ Double consonants: ll, ss, ff, ck ■ Other consonants: soft c, soft g ■ Silent consonants: kn, wr ■ Other vowel sounds: e, ind, ild, ost, y, ay, ai, oa, ee, ea, ar, or, oo /ü/, ow /ō/, ow /ou/, ew, igh, alk, all, oo /ü/, ou, ir, or ■ Adding suffixes: s, es, ing, ed, er, est, double final consonant, drop final e, change y to i ■ Syllable patterns: second syllable dy, dle, der and first syllable open/closed ■ Prefix un ■ Suffix tion
First 50 high-frequency words	First 100 high-frequency words

Research and Rationale

The National Reading Panel Report did not include spelling as one of the five essential components of comprehensive literacy instruction. The report implied that phonemic awareness and phonics instruction had a positive effect on spelling in the primary grades and that spelling continues to develop in response to appropriate reading instruction (National Institute of Child Health and Human Development, 2000). However, more recent research challenges at least part of the National Reading Panel's assumption. A group of researchers found that, although students' growth in passage comprehension remained close to average from first through fourth grade, their spelling scores dropped dramatically by third grade and continued to decline in fourth grade (Mehta, Foorman, Branum-Martin, & Taylor, 2005).

Signs for Sounds is a spelling program that provides systematic, explicit instruction based on spelling and instructional design research.

Spelling Instruction Research

Researchers have debated for decades about whether or not the brain uses a single route method for spelling all types of words. A study using neuroimaging of the brain during word spelling revealed a neural difference based on whether the word had regular or irregular sound-to-letter spelling patterns. Regular words were usually processed using sublexical letter-to-sound correspondences to encode and decode the words, while irregular words were stored and retrieved from lexical or word-specific memory (Norton, Kovelman, & Petitto, 2007).

Signs for Sounds uses a dual approach to learning to spell words. Words with regular spelling patterns are taught using a sound-out method, which is a rule-based approach that associates each sound of a word (phoneme) with the corresponding letter or letters that represent the sound (grapheme). Words with irregular spelling patterns are taught with whole-word instruction, using a spell-out method that incorporates memory and repeated practice.

Spelling Rule-Based Words

Researchers have estimated that the spellings of nearly 50 percent of words in English are predictable and are based on sound-letter correspondences that can be taught as phonics rules or generalizations. Another 34 percent of words are predictable except for one sound (e.g., *knit*, *two*). So, approximately 84 percent of English words have mostly predictable spelling patterns (Hanna, Hanna, Hodges, & Rudorf, 1966).

Research shows that ongoing spelling instruction based on the sounds of language is effective and produces good results. Researchers found that the most successful approaches were based on structured spelling instruction that explicitly teaches speech sounds that are represented by letters in printed words (Graham, 1999; Berninger et al., 2000).

Signs for Sounds is a structured, systematic program that explicitly teaches about 400 words in level 1 and between 1,000 and 1,200 words in level 2 by teaching rule-based, letter-sound correspondences. Students master the correspondence between sounds and letters and apply their skills to spell thousands of unfamiliar words with predictable spelling patterns.

Spelling Irregular Words

Only 100 words account for approximately 50 percent of the words in English print (Fry, Fountoukidis, & Polk, 1985). The first 25 of these words make up about one third of all words used in reading and writing. It makes sense that early reading and spelling instruction should focus on these frequently used words. Many of these words have irregular spelling patterns.

Signs for Sounds teaches the first 100 high-frequency words, one third of which have irregular spellings. Students are taught a system for remembering how to spell these irregular words. Teachers present the irregular words as spell-out words and emphasize the sequence of the letters by guiding students to pronounce and spell the words aloud while writing them. Then students commit the spellings of the irregular words to memory through repeated practice and self-correction.

Instructional Design Research

Signs for Sounds was designed to include effective intervention methods and strategies that increase the achievement of students with diverse learning needs.

Immediate Self-Correction

A strategy that has the most impact on improving spelling is immediate self-correction (Morton, Heward, & Alber, 1998). Students attempt to spell a word and then immediately correct their own work using a visual aid that displays the correct spelling (Darch, Kim, Johnson, & James, 2000).

In every Signs for Sounds lesson, students immediately self-correct both sound-out and spell-out words. In the teaching and dictation phases, students are guided to check their spelling immediately after writing each word by looking at the word letter by letter, circling each error, and writing the corrections.

Motivation

By communicating goals and expectations, an instructor can increase students' academic achievement (Althoff, Linde, Mason, Nagel, & O'Reilly, 2007). In addition, providing students with feedback on their progress has been shown to increase student performance (Conte & Hintze, 2000).

The design of each Signs for Sounds lesson clearly communicates the element(s) to be mastered and the goal for the lesson. In Signs for Sounds, students record their scores for each lesson and graph their progress on their score sheets. They track their own progress in the testing and dictation phases as they work through the program. Awards are also included to help celebrate student success.

Instructional Components

H. Lee Swanson, Maureen Hoskyn, and Carole Lee conducted an extensive meta-analysis of 180 intervention studies and identified a number of instructional components that demonstrated effectiveness with students (1999). The lessons in Signs for Sounds include many of these instructional components: segmentation, control of task difficulty, modeling, practice and repetition, and review.

Segmentation

Segmentation is the act of breaking a targeted skill into small units and then synthesizing the units back into the targeted skill. One example of segmentation in the teaching of spelling is associating each individual sound of a word to the corresponding letter(s) to spell the word. Segmentation of skills improves student achievement (Swanson et al., 1999).

In Signs for Sounds, students are taught to listen for the individual sounds in words, and they are taught the letter or letters that correspond to each sound. Students identify the sounds in a sound-out word and construct the word letter by letter.

Control of Task Difficulty

Controlling the difficulty of tasks, beginning with simple ones and then moving to more demanding ones, supports students during initial learning phases and promotes independence as students become more capable (Kame'enui, Carnine, Dixon, Simmons, & Coyne, 2002). The use of cues and prompts in diminishing frequency provides the support students need as they acquire difficult skills.

The Signs for Sounds content follows a continuum of skills from least difficult to most difficult. Each lesson expands or reviews the skills taught before, adding just a few new elements at a time.

Signs for Sounds is designed with great attention to controlling difficulty. In the teaching phase, letter options are provided for each sound in the dictated word. In the testing phase, these cues are absent. In the dictation phase, cues structure the students to be successful in writing dictation sentences.

Modeling

Modeling and careful explanation of the required steps helps students correctly perform tasks. It also increases the likelihood that students will perform the task independently later (Swanson et al., 1999). When teaching students to spell, the steps for spelling must be made conspicuous by modeling the strategy before students practice.

In Signs for Sounds, the teacher carefully models the sound of the phonics element or syllable pattern, the corresponding letter(s), and sample words with the featured element.

Practice and Repetition

Research indicates that repeated practice is an effective and efficient way of achieving skills (Swanson et al., 1999).

In Signs for Sounds, students practice spelling words until they are able to spell them correctly. Students must practice and master a skill before going on to the next lesson. The students also practice by writing dictated sentences that contain words they are learning.

Review

Regularly reviewing skills is an effective instructional tool (Swanson et al., 1999). However, review should be more than just rote rehearsal. Designing reviews that combine newly acquired skills with skills taught less recently extends understanding (Kame'enui et al., 2002).

Signs for Sounds lessons provide word lists that include words with just the new element being taught and word lists that combine both the new and the earlier elements. Difficult words with irregular spelling patterns are included as review words until they are mastered.

Lesson Overview

The teacher directs the student(s) through the following steps in each lesson of Signs for Sounds. The steps are divided into teaching, testing, and dictation phases.

Teaching Phase

- 1 The teacher introduces the new phonics element or syllable pattern to develop phonemic awareness. The teacher then introduces the corresponding letters to teach phonics/structural analysis. The teacher presents words from the lesson lists to practice the featured elements.
- 2 The teacher dictates the first sound-out word, which is a word with a regular spelling pattern (e.g., *cat* or *middle*), and instructs students to listen to the sounds. Then, the teacher instructs students to circle the letter(s) that represent each sound or syllable on their lesson forms.

After the students have circled the letters, they write the word. The teacher immediately writes the word on the board and directs students to check and correct their words. The teacher dictates the next sound-out word from the list and guides students to check and correct that word. This process continues until all the words in the list have been written and corrected.

- 3 The teacher introduces the spell-out word, which is a high-frequency word with an irregular spelling pattern. The students practice saying and spelling the word.
- 4 Students independently practice writing the spell-out words by saying, spelling, and writing the words. Then, students check and correct the last word they write.

Testing Phase

- 5 Students fold their lesson forms to hide their practice words. The teacher dictates each sound-out word from the lesson word list, and students write the sound-out words on their lesson forms.
- 6 The teacher dictates the spell-out word(s), and students write the spell-out word(s) on their lesson forms.
- 7 The students unfold their lesson forms to check and correct their own tests. Students record their test scores on their score sheets. When students score 80 percent correct or higher on the sound-out words (on a mastery list for level 2), they move on to the dictation phase.

Dictation Phase

- 8 The teacher dictates the first spell-out word, and students write the word on their dictation forms. The teacher writes the word on the board, and students check and correct their words. The teacher continues with the remaining spell-out words.
- 9 Students fold their dictation forms to hide their spell-out words. The teacher dictates a set of sentences, either set A (shorter sentences) or set B (longer sentences). Students write each sentence on their dictation forms.
- 10 The teacher collects and corrects the sentences. Students record their scores for spell-out words and dictation sentences on their score sheets.

Lesson Materials Overview

The materials you will need to work through a Signs for Sounds lesson are described below. These materials are included in each level of Signs for Sounds. Examples of the lesson materials follow.

Lesson Guide

The *Signs for Sounds Lesson Guide* for each level provides information that will guide the teacher through the teaching, testing, and dictation phases. The steps overview in the front of the guide provides a quick review of the steps.

The first page of the instructions for each lesson indicates what is being taught and/or reviewed in the teaching and testing phases, including:

- An explanation of the phonics element or syllable pattern being taught.
- Tips for the teacher.
- Information about the lesson forms.
- The list of sound-out words for practice and testing.
- The spell-out word(s).

The second page for each lesson provides spell-out words to review and dictation sentences.

Blackline Masters

The *Signs for Sounds Blackline Masters* book for each level includes the following materials.

- **Lesson forms:** The forms correspond with the lessons.
- **Dictation forms:** Each level has two dictation forms for the dictation sentences. One form corresponds to set A (shorter sentences), and one form corresponds to set B (longer sentences).
- **Score sheets:** Students use the score sheets to record their scores for the testing and dictation phases. Students can see visual evidence of their own success as they fill in their scores following each lesson.

Additional Resources

Check the Read Naturally website (www.readnaturally.com) for additional resources.

One **word sort** is available for each lesson in Signs for Sounds 1 and 2. Word sorts for both levels are available as free downloads from the Read Naturally website:

www.readnaturally.com/word-sorts

Signs for Sounds 1 Teaching and Testing Phases

The following images highlight the features of the lesson guide and student lesson form pages used in the Signs for Sounds 1 teaching and testing phases.

Level 1 - Lesson 9
Teaching Phase/Testing Phase

REVIEW: short **a, i, o**

Review the short sounds of the vowels **a** (/ă/ as in *at*), **i** (/ɪ/ as in *it*), and **o** (/ɒ/ as in *on*). Remind students that when a one-syllable word has only one vowel, and the vowel is followed by a consonant, the vowel represents its short sound. Use a mix of words from the lists to practice discriminating between the short sounds of the vowels **a, i, and o**. (Each word is a closely related to the previous word.) Have students suggest how to change one letter to make a new word. For example, change *it* to *at* or *tap* to *tip*.

Students must circle one letter in each column to represent each sound. Demonstrate on the board or on an extra lesson form if necessary.

Sound-Out Words

	A	B	C
1.	if	in	on
2.	it	an	in
3.	at	ax	it
4.	cat	tax*	pit
5.	hat	tap	pot
6.	hit	tip	pat
7.	hot	top	fat
8.	hop	pop	fit
9.	mop	pot	fix
10.	map	pit	fox

*homophone
high-frequency

Spell-Out Word
11. and

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Level and lesson number

Phonics element to teach and/or review

Explanation of the content, tips for the teacher, and information about the lesson form

Sound-out words are organized into columns: lists A, B, and C. Homophones are indicated with an asterisk, and high-frequency words are underlined.

Spell-out word (or words for review lessons)

Teaching phase:
Students write the sound-out words using the letters circled in each row.

Testing phase:
Students fold the paper on the dotted line and write the words in this column.

Level and lesson number

Lesson Form

Students circle the letter(s) representing each sound in the sound-out words (one word per row).

Students practice the spell-out word(s).

Students write the total number of words correct (testing phase).

Date: _____

Level 1 - Lesson 9

Sound-Out			Sound-Out
1.	a i o n f t		1.
2.	a i o t n m		2.
3.	a i o g x t		3.
4.	p t c a i o n x t		4.
5.	p h t a i o d t p		5.
6.	p t h a i o t n p		6.
7.	t f h a i o g p t		7.
8.	f h p a i o g t p		8.
9.	m p f a i o t x p		9.
10.	f m p a i o p x t		10.
11.	and an _ a _ _		11.
			Total Score: ___ / 11

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Signs for Sounds 1 Dictation Phase

The following images highlight the features of the lesson guide and student dictation form pages used in the Signs for Sounds 1 dictation phase.

Level and lesson number

This list contains all the spell-out words that have been taught in the previous lessons. Notice the spell-out word for the current lesson is in bold.

The current and previous spell-out words are listed. Teachers choose additional spell-out words for review.

Dictation sentences are provided for set A (shorter sentences) and set B (longer sentences).

Students fold the paper on the dotted line to hide the spell-out words before writing the sentences.

There is a box to record scores for spell-out words and dictation sentences.

Students write the lesson number.

Lesson Guide

Level 1 - Lesson 9
Dictation Phase

Lesson 9 Spell-Out Word:
1. **and**

Previous Spell-Out Words:
2. to
3. you

Choose three additional spell-out words students need to review.
4.
5.
6.

Spell-Out Words:
a
I
the
will
to
you
and

Dictation Sentences

Set A (12 words)
1. Hit to him.
2. You mop **and** hop.
3. Tap **and** tip the pot.

Set B (21 words)
1. Will I hop to the pot?
2. Can sit **and** fix an ax.
3. You pat the cat **and** not the dog.

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Students write the spell-out words on the lines.

Students write each word of the dictation sentences on a separate line.

Visual cues prompt students to include capitalization and punctuation.

Dictation Form

Date: _____

Level 1 - Lesson _____

Spell-Out Words

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Dictation Sentences: **Set A** (12 words)

1. _____

2. _____

3. _____

Score Box

Spell-Out Words:	
Number Correct/Tested	___ / ___
Dictation Sentences:	
Number of Words Correct/Tested	___ / 12

Bonus Points (Circle all that apply):
Great Job! Good Work Much Better Nice Handwriting _____
Study More Use Capital Letters Use Punctuation Neater Please _____

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Signs for Sounds 2 Teaching and Testing Phases

The following images highlight the features of the lesson guide and student lesson form pages used in the Signs for Sounds 2 teaching and testing phases.

Level 2 - Lesson 22
Teaching Phase/Testing Phase

TEACH: vowel diphthongs **ow** (*now*), **oo** (*zoo*)

Teach the vowel diphthong **ow** (/ou/ as in *now*). Explain that together **o** and **w** represent /ou/. Teach the diphthong **oo** in *zoo*. Explain that together **o** and **o** often represent /i/. and can be represented by several spelling patterns (*new*, *it*). Students need practice to learn which specific words ch patterns. Use a mix of words from the lists to practice imating between the **ow** and **oo** sounds. The pronuncia-roof and *root* varies regionally. You may choose to replace these words with words from one of the other lists.

Students must circle a pair of letters from the vowel column to represent the vowel sound. Demonstrate on the board or on an extra lesson form if necessary.

Sound-Out Words

P-1	P-2	M-1	M-2
1. zoo	too*	tooth	owl
2. food	room	frown	crowd
3. <u>how</u>	brown	boot	broom
4. cool	cow	bloom	clown
5. soon	spoon	wow	spook
6. <u>now</u>	moon	noon	smooch
7. <u>down</u>	town	drown	root
8. pool	tool	ston	spool
9. crowd	roof	proof	crown
10. shoot	ow	pow	pool

*homophone high frequency word

Spell-Out Word
11. her

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Level and lesson number

Phonics element or syllable pattern to teach and/or review

Explanation of the content, tips for the teacher, and information about the lesson form

Sound-out words are organized into columns: practice lists (P-1 and P-2) and mastery lists (M-1 and M-2). Homophones are indicated with an asterisk, and high-frequency words are underlined.

Spell-out word (or words for review lessons)

Teaching phase:
Students write the sound-out words using the letters circled in each row.

Testing phase:
Students fold the paper on the dotted line and write the words in this column.

Level and lesson number

Lesson Form

Date: _____

Level 2 - Lesson 22

Sound-Out	Sound-Out	Sound-Out
1. f t z oo ow l th	_____	1. _____
2. f c r ow oo m n d	_____	2. _____
3. b r h oo ow t m n	_____	3. _____
4. c b l ow oo m l n	_____	4. _____
5. s p w oo ow n l k	_____	5. _____
6. s m n ow oo th n	_____	6. _____
7. d t r oo ow n p t	_____	7. _____
8. s t p ow oo n k l	_____	8. _____
9. c p r oo ow d f n	_____	9. _____
10. sh p ow oo r l t	_____	10. _____
11. her he _ h _ _	_____	11. _____
	_____	Total Score: ___ / 11

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Signs for Sounds™ 2

- Students circle the letter(s) representing each sound in the sound-out words (one word per row).
- Students practice the spell-out word(s).
- Students write the total number of words correct (testing phase).

Signs for Sounds 2 Dictation Phase

The following images highlight the features of the lesson guide and student dictation form pages used in the Signs for Sounds 2 dictation phase.

Level and lesson number

This list contains all the spell-out words that have been taught in the previous lessons. Notice the spell-out word for the current lesson is in bold.

The current and previous spell-out words are listed. Teachers choose additional spell-out words for review.

Dictation sentences are provided for set A (shorter sentences) and set B (longer sentences).

Lesson Guide

Students fold the paper on the dotted line to hide the spell-out words before writing the sentences.

There is a box to record scores for spell-out words and dictation sentences.

Students write the lesson number.

Students write the spell-out words on the lines.

Students write each word of the dictation sentences on a separate line.

Visual cues prompt students to include capitalization and punctuation.

Dictation Form

Score Box

Score Box	
Spell-Out Words: Number Correct/Tested	___ / ___
Dictation Sentences: Number of Words Correct/Tested	___ / 27
Bonus Points (Circle all that apply): Great Job! Good Work Much Better Nice Handwriting ___ Study More Use Capital Letters Use Punctuation Neater Please ___	

Score Sheet

The following images highlight the features of the score sheets, which are used to record students' testing and dictation scores.

Signs for Sounds™ Level 1 Score Sheet

Name: _____ Starting Date: _____

Test Scores

Spell-Out Word(s)	a	I	the	the	will	to	you	you	and	are	of	of	for	they	have	have	was	one	or	or	
10																					
9																					
8																					
7																					
6																					
5																					
4																					
3																					
2																					
1																					
Lesson Number	1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	18	19	20		
Date Passed																					

Dictation Scores

Spell-Out Words	A	A	A	A	A	B	A	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Set A (12 possible) or Set B (12 possible)																					
Dictation Score																					
Bonus Points																					
Total Score																					
Lesson Number	1	2	3	4	5	6	8	9	10	11	12	13	14	16	17	18	19	20			
Date Passed																					

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Students record their testing scores on the top portion of the sheet and their dictation scores on the bottom portion. Students fill in one column for each lesson.

Testing phase: Students mark the number of sound-out words they spelled correctly.

Testing phase: The spell-out words for the lesson are listed. Students mark the words they spelled correctly.

Dictation phase: Students record the number of spell-out words spelled correctly. Next, they circle their set of sentences (set A or B). Then, they record their dictation sentence scores and any bonus points. Finally, students record their total scores.

Signs for Sounds™ Level 2 Score Sheet

Name: _____ Starting Date: _____

Test Scores

Spell-Out Word(s)	the	of	to	you	you	was	and	one	they	they	from	know	and	what	what	there	was	your	and	and	as	her	some	only	only	
10																										
9																										
8																										
7																										
6																										
5																										
4																										
3																										
2																										
1																										
Lesson Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Date Passed																										

Dictation Scores

Spell-Out Words	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Set A (12 possible) or Set B (12 possible)																										
Dictation Score																										
Bonus Points																										
Total Score																										
Lesson Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Date Passed																										

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The Signs for Sounds 2 score sheet includes the same features as the Signs for Sounds 1 score sheet.

Teacher Responsibilities

Teacher preparation is necessary to implement Signs for Sounds™. The teacher responsibilities for this program include:

- Planning and setting up.
- Assessing and placing students.
- Presenting the lessons.
- Monitoring student progress.
- Adapting the program.
- Communicating with students and parents.

Planning and Setting Up

When first planning and setting up the program, you will need to prepare a schedule, choose a setting, and gather and prepare materials.

Preparing a Schedule

The lessons can be paced to accommodate the classroom schedule and/or the needs of the students. More than one lesson can be completed per week. Lessons can be divided into more than one session if the schedule for instruction is in short time blocks or if students perform better in short sessions. Some teachers choose to coordinate the sequence of skills in Signs for Sounds with reading instruction elements, which may determine pacing.

A teacher can present a complete Signs for Sounds 1 lesson, including all of the phases, in about 30 minutes.

Signs for Sounds 1	
Option 1	Option 2
One session: 30 minutes for teaching, testing, and dictation phases	Session 1: 20 minutes for teaching and testing phases
	Session 2: 10–15 minutes for dictation phase

In a Signs for Sounds 2 lesson, the teacher first presents the teaching and testing phases with a practice list of words. Then, the teaching and testing phases are repeated using a mastery list of words. The teacher presents the dictation phase after students pass the mastery list of words. A complete lesson takes about 50–55 minutes. Older or more capable students may be able to complete each lesson at a faster pace of about 30 minutes.

Signs for Sounds 2		
Option 1 (Typically most effective pace)	Option 2 (For shorter sessions)	Adaptation (For older or more capable students)
Session 1: 20 minutes for teaching and testing phases for a practice list	Session 1: 20 minutes for teaching and testing phases for a practice list	One session: 30 minutes for teaching phase for a practice list, testing phase for a mastery list, and dictation phase (This option can also be divided into more than one session.)
Session 2: 30 minutes for teaching and testing phases for a mastery list and dictation phase	Session 2: 20 minutes for teaching and testing phases for a mastery list	
	Session 3: 10–15 minutes for dictation phase	

Choosing a Setting

Signs for Sounds can be used in a:

- Regular classroom.
- Resource room or special education classroom.
- One-to-one tutoring setting.

Gathering and Preparing Materials

To use Signs for Sounds, you will need the following program materials and additional materials.

Program Materials

The following program materials are included in each level of Signs for Sounds.

Teacher's manual: Read the teacher's manual to understand how to effectively implement Signs for Sounds.

Lesson guide: Use the lesson guide to present the content for each lesson.

Blackline masters: Before implementing the program, prepare the needed materials for each level. The following materials are included in the *Signs for Sounds Blackline Masters* book.

- **Assessment forms:** Photocopy a student assessment form for each student. Copies of the student assessment forms and assessment directions for both levels are also available on the Read Naturally website: www.readnaturally.com.
- **Lesson forms:** Photocopy the lesson forms. Students may need to repeat a difficult lesson, and you may need to use an extra form to demonstrate how to mark the forms. So, rather than creating a folder for each student with individual sets of the lessons, it is more efficient to create files for each lesson number. If you are setting up files for level 1, photocopy extra forms for each lesson. If you are setting up files for level 2, photocopy two forms per student per lesson plus extras for demonstrating how to mark the forms.
- **Dictation forms:** Photocopy the dictation forms. Each level has versions of the form for set A (shorter sentences) and set B (longer sentences). You may decide to use set A for a number of lessons and then decide to switch to set B. If you create a file for set A and a file for set B, you will be able to choose either set from day to day. Both versions work with every lesson in a level.
- **Score sheets:** Photocopy the score sheets. Each level has a score sheet with space to record scores for the testing and dictation phases. These can be copied front and back on a single piece of paper or cardstock. Another option is to photocopy the score sheets on only one side and attach each page to the inside of a folder. You can keep all of the score sheets in a folder and pass them out when students are ready to record scores.
- **Letter to parents and Super Fantastic Speller Award:** Photocopy these additional resources. Send home a parent letter when students start the program, and send home Super Fantastic Speller Awards as students make progress to help keep parents/guardians involved in the learning process.

Additional Materials

The following additional materials are also needed to implement the program.

- **Blackboard, whiteboard, or chart paper** (for presenting the teaching phase and guiding students in checking and correcting their work)
- **Pencils**
- **Word sorts** may be assigned to a student who would benefit from more support on learning phonics and syllable patterns after completing a lesson, available as free downloads from the Read Naturally website (www.readnaturally.com/word-sorts).

Assessing and Placing Students

This section provides information for administering, scoring, and using the results from the Signs for Sounds assessments. The Signs for Sounds assessments evaluate students' ability to spell words with regular spelling patterns.

Use the Signs for Sounds assessment as a:

- Pretest to determine if students can benefit from Signs for Sounds.
- Placement test to place students in Signs for Sounds.
- Progress monitoring tool.
- Posttest to document student growth after completing a level.

The Signs for Sounds assessments can also be used to quickly screen a whole group of students for possible weaknesses in phonics. You can use these results to identify students who may need further assessment in decoding.

Overview

The Signs for Sounds assessments for levels 1 and 2 serve the same purpose; however, the format for each level is different.

Signs for Sounds 1

The Signs for Sounds 1 assessment is organized in columns. As the teacher dictates the words down the columns, students write the words down the columns on their assessment forms.

The order of the items in each column follows the same continuum of phonics skills (regular spelling patterns).

Similar phonics elements are placed across each row in the lists. Patterns of errors can be noted by looking across the rows. Space is provided on the student form for recording the different types of errors.

By lining up the student form with the assessment directions, you can easily note which lessons address the needed skills.

Signs for Sounds 2

The Signs for Sounds 2 assessment is organized in sections that are separated by bold lines. As the teacher dictates the words across the rows, students write the words across the rows on their assessment forms.

The words at the beginning of the assessment (numbers 1–16) assess the same phonics skills (regular spelling patterns) included in the Signs for Sounds 1 assessment. The assessment then continues with words that have increasingly more difficult phonics elements, syllable patterns, and rules for adding affixes.

Similar elements are grouped together. Patterns of errors can be noted by looking across the rows. Space is provided on the student form for recording the different types of errors.

By lining up the student form with the assessment directions, you can easily note which lessons address the needed skills.

Signs for Sounds 1 Assessment

The following images highlight the features of the assessment directions and the student form used in the Signs for Sounds 1 assessment.

Signs for Sounds™ 1 Assessment Directions

This assessment is designed to be administered in three sessions.

- Have students write their names and the date on their student assessment forms.
- Write the words in the list in the boxes, say the words in a sentence, and write the words down each row.
- Collect the assessment form at the end of each session.
- Before beginning each new list, have students fold their assessment forms along the dotted line.

After all lists have been administered, collect the assessment forms. See the *Signs for Sounds Teacher's Manual* for instructions on scoring the assessment forms and using the results.

Note: The words across each row test the same phonics element(s). The elements tested are listed in the Elements column, and the corresponding lessons are listed in the Lessons column.

The consonant tables below list each consonant and the lesson in which the consonant first appears.

consonant	b	c	d	f	g	h	j	k	l	m
lesson	14	8	3	2	4	3	10	20	4	2

consonant	n	p	r	s	t	v	w	x	y	z
lesson	1	1	3	2	1	25	4	4	15	34

Word List 1	Word List 2	Word List 3	Elements	Lessons
1. gum	1. ma	1. cub	short vowels	ū 13, 14
2. box	2. job	2. got		ō 7, 8
3. win	3. fix	3. hid		ē 6, 12
4. yet	4. yes	4. men	long vowels/ silent e	ē 10, 11, 12
5. sad	5. wag	5. wax		ā 1-4
6. rule	6. cute	6. mule		ū 30, 31
7. joke	7. home	7. rope		ō 28, 29, 31
8. fine	8. dive	8. size	s blends	ī 26, 27, 29
9. cave	9. lake	9. fake		ā 25, 27, 29
10. step	10. swim	10. spot		ē 23, 24
11. skate	11. paste		consonant blends	ē 35, 36
12. club	12. glad	12. plus		ī 21, 24, 33
13. flame	13. slide	13. blame	r blend	ē 33, 36
14. prize	14. froze	14. grape		ē 34, 36
15. drop	15. trip	15. brag	more vowels	e, o, y 32, 37
16. he	16. so	16. cry		ay 37
17. play	17. stay	17. way		oy 37
18. toy	18. boy	18. joy	consonant digraphs	sh 38, 40
19. ship	19. rush	19. shave		th 39
20. this	20. math	20. that		

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Assessment Directions

The word lists are in columns. The words listed across each row test the same phonics element.

The elements tested in each row are displayed to the right of the row in the Elements column.

The lessons that correspond with the elements tested are listed in the Lessons column.

Teacher directions are on the left side of the page.

Each consonant is listed along with the lesson in which the consonant first appears.

Student Form

Students write the dictated words in the corresponding spaces down the columns. The boxes on the assessment directions page line up with the boxes on the student form. So, teachers can line up the pages when scoring the forms.

Students fold their papers on the dotted lines after finishing each column to hide the previously spelled words.

To analyze errors, teachers can record vowel and consonant errors in the columns to the right of the words.

Signs for Sounds™ 1 Student Assessment Form

Date: _____

	vowels	cons.
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	
9.	9.	
10.	10.	
11.	11.	
12.	12.	
13.	13.	
14.	14.	
15.	15.	
16.	16.	
17.	17.	
18.	18.	
19.	19.	
20.	20.	

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Signs for Sounds 2 Assessment

The following images highlight the features of the assessment directions and the student form used in the Signs for Sounds 2 assessment.

Signs for Sounds™ 2 Assessment Directions

This assessment is designed to be administered in three sessions; the bold lines indicate the three sections.

After all words have been administered, collect the assessment forms. See the *Signs for Sounds Teacher's Manual* for instructions on scoring the assessment forms and using the results.

Note: In the left- and right-hand columns, the various categories of elements tested are located near the words that test each element. The corresponding lessons are listed below each category.

The featured elements in the words are marked to help you categorize students' errors:

- Consonant and syllable patterns tested are underlined.
- Vowels tested are **bold**.
- Endings tested are *in italics*.

short vowels lessons 1-3	1. mu<u>st</u>	3. <u>u</u> ro<u>p</u>	4. ma<u>s</u>k	consonant blends: st, ft, dr, sk, gr, sm, pl lesson 8	
long vowels/silent e lessons 4-7	5. g<u>r</u>ade	6. sm<u>i</u>le	7. ru<u>l</u>e		8. pl<u>a</u>ne
other vowel sounds: e, ind, ild, ost, y, ay, ai, oa, ee, ea, ar, or, oo /ü/, ow /ö/, ow /ou/, ew, igh, alk, all, oo /u/, ou, ir, [w]or lessons 14-30	9. sh<u>u</u>t	10. wh<u>e</u>n	11. wh<u>e</u>n	consonant digraphs: sh, th, wh, ch lessons 9-10	
	12. ch<u>o</u>p	13. sh<u>a</u>ke	14. th<u>e</u>se		15. w<u>i</u>lle
	17. w<u>i</u>ll	18. off	19. dr<u>e</u>ss	20. qu<u>i</u>ck	final consonants: l, ff, ss, ck, ng, nk lessons 11-13
	21. so<u>n</u>g	22. th<u>i</u>nk	23. sh<u>e</u>	24. mi<u>n</u>d	
other consonants: q followed by u, soft c, soft g lessons 20-21	25. w<u>i</u>ld	26. po<u>s</u>t	27. fl<u>y</u>	28. sa<u>y</u>	
	29. ra<u>i</u>n	30. co<u>a</u>t	31. sl<u>e</u>eep	32. re<u>a</u>ch	
	33. da<u>r</u>k	34. no<u>r</u>th	35. no<u>o</u>n	36. cl<u>o</u>wn	
	37. bl<u>o</u>w	38. fl<u>e</u>w	39. da<u>n</u>ce	40. pa<u>g</u>e	
silent consonants: kn, wr lesson 43	41. kn<u>i</u>fe	42. wr<u>i</u>st	43. li<u>g</u>hts	44. wi<u>s</u>hes	
	suffixes: s, es, ed, er, ing, est lessons 24-28				
syllable patterns: 2 nd syllable: cons.+y, cons.+le, cons.+er 1 st syllable: open and closed lessons 31-42	45. walk<u>e</u>d	46. ta<u>l</u>ler	47. coo<u>k</u>ing	48. lou<u>d</u>est	
	49. fi<u>r</u>st	50. wo<u>r</u>ds	51. swim<u>m</u>ing	52. stop<u>p</u>ed	
	53. sav<u>i</u>ng	54. rid<u>i</u>ng	55. lad<u>g</u>es	56. tr<u>i</u>ed	
	57. happ<u>y</u>	58. mi<u>d</u>dle	59. ord<u>e</u>r	60. batt<u>e</u>r	
prefix un; suffix tion lessons 44-45	61. pa<u>p</u>er	62. sp<u>i</u>der	63. se<u>v</u>en	64. wint<u>e</u>r	
	65. un<u>l</u>ock	66. un<u>h</u>appy	67. na<u>t</u>ion	68. sect<u>i</u>on	

The word lists are in sections separated by bold lines. Words with common elements are grouped together.

Vowel and syllable patterns tested are listed to the left of the words.

Consonants and affixes tested are listed to the right of the words.

The lessons that correspond with the elements tested are listed below each category.

Teacher directions are on the left side of the page.

Consonant and syllable patterns tested are underlined. Vowels tested are bold. Endings tested are in italics.

Students write the dictated words in the corresponding spaces across the rows. The boxes on the assessment directions page line up with the boxes on the student form. So, teachers can line up the pages when scoring the forms.

The categories of elements tested are listed in the columns on the left and right. To analyze errors, teachers can note errors in those columns.

Student Form

Signs for Sounds™ 2 Student Assessment Form

Name: _____ Date: _____

vowels	1.	2.	3.	4.	consonants
	5.	6.	7.	8.	
	9.	10.	11.	12.	
	13.	14.	15.	16.	
	17.	18.	19.	20.	
	21.	22.	23.	24.	
	25.	26.	27.	28.	
	29.	30.	31.	32.	
other vowel sounds	33.	34.	35.	36.	
	37.	38.	39.	40.	
	41.	42.	43.	44.	
	45.	46.	47.	48.	
	49.	50.	51.	52.	
	53.	54.	55.	56.	
	57.	58.	59.	60.	
	61.	62.	63.	64.	
syllable patterns	65.	66.	67.	68.	affixes

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Administering the Assessments

Students can be tested as a group or individually. Each assessment is designed to be administered in three sessions, and for most groups this will provide the most valid results. The number of sessions required will depend on the group being assessed. Some groups can be given the entire assessment in a single session without becoming tired or frustrated. The teacher may terminate the test when he or she is certain that the remaining words are too difficult for all of the students.

Estimate the skill range of the students you are assessing, and choose the Sounds for Sounds assessment at the level that best matches your estimate. If some students make very few errors on the level 1 assessment, administer the level 2 assessment. Likewise, if some students perform very poorly on the level 2 assessment, administer the level 1 assessment.

Getting Started

You will need the following materials to administer the assessment for each level:

- Signs for Sounds student assessment form (one for each student)
- Signs for Sounds assessment directions

You will find these materials in the *Signs for Sounds Blackline Masters* book.

Assessment Procedures

Follow the same directions to administer the Signs for Sounds assessment for each level. The assessment procedures are as follows:

- 1 Distribute the assessment forms to the students, and direct them to write their names and the date on their papers.
- 2 Dictate the first word: say the number, say the word, use the word in a sentence, and repeat the word. Each student should write the word in the space with the corresponding number.
- 3 Repeat step 2 for the rest of the words until the assessment is complete.

If you are using the assessment for level 1, tell the students to fold their papers on the dotted line before starting each new word list so that the previously spelled words are out of sight.

If you are giving the assessment over multiple days, collect the student assessment forms at the end of each session.

Scoring the Assessments

Use the following information to score the assessment for the level you administered.

Signs for Sounds 1

- 1 Mark each error on the student's assessment form, and write the correct letter(s) above each error.
- 2 List any vowel errors in the vowels column to the right. List any consonant errors in the cons. (consonants) column to the far right. Remember, similar phonics elements are placed across each row in the word lists, so it is easy to identify regular spelling patterns a student has not yet mastered.
- 3 Line up the assessment directions with the student's assessment form to find the lessons that correspond to the errors. The additional set of tables at the bottom of the assessment directions lists the consonants and the corresponding lessons in which each consonant first appears.
- 4 Analyze the student's errors.

Signs for Sounds™ 1 Student Assessment Form			
Name: <u>Morgan</u>		Date: <u>September 7</u>	
		vowels	cons.
1. <u>g</u> om	1. nut	1. <u>u</u> ob	u h
2. <u>b</u> ahs	2. j o	2. got	o X
3. <u>w</u> en	3. <u>f</u> il s	3. hid	i X
4. <u>e</u> yet	4. yes	4. min	e y
5. <u>s</u> ab	5. wag	5. <u>w</u> ahs	b, x
6. <u>r</u> ag l	6. <u>h</u> ut	6. mul	u, e, c
7. <u>g</u> ah	7. <u>h</u> om	7. rap	o, e, j
8. <u>f</u> in	8. div	8. <u>s</u> ies	i, e, z
9. <u>h</u> av	9. lab	9. fak	a, e, c
10. <u>s</u> ep	10. sw e m	10. spot	i, st
11. <u>s</u> oat	11. pat	11. snah	a, e, st
12. <u>h</u> ub	12. <u>g</u> ad	12. <u>g</u> ul	g, l
13. <u>f</u> lam	13. <u>s</u> id	13. bla e m	a, e, s, l
14. <u>p</u> ri s	14. <u>f</u> oz	14. <u>g</u> rap	i, e, fr
15. <u>t</u> rop	15. trip	15. <u>g</u> rag	dr
16. <u>h</u> e	16. <u>s</u> o	16. <u>h</u> rie	y, er
17. <u>pl</u> a	17. <u>st</u> a	17. way	ay
18. <u>t</u> ay	18. <u>h</u> oy	18. <u>g</u> oy	j
19. <u>sh</u> ip	19. <u>r</u> os	19. <u>sh</u> ae v	u, a, e, sh
20. <u>th</u> es	20. math	20. that	i

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Signs for Sounds 2

- 1 Mark each error on the student's assessment form, and write the correct letter(s) above each error.
- 2 List any vowel or syllable pattern errors in the column to the left of the words. List any consonant errors or errors that involve adding affixes to the words in the column to the right of the words.
- 3 Line up the assessment directions with the student's assessment form to find the lessons that correspond to the errors. When analyzing the errors, notice how the featured element(s) are highlighted on the assessment directions. Consonant and syllable patterns tested are underlined. Vowels tested are bold. Endings tested are in italics.
- 4 Analyze the student's errors.

Signs for Sounds™ 2 Student Assessment Form					
Name: <u>Reese</u>		Date: <u>September 7</u>			
				consonants	
	1. <u>must</u>	2. <u>left</u>	3. <u>drop</u>	4. <u>mask</u>	w, h, sh, c/s, qu, ck, g/j, th, wr
vowels	5. <u>grade</u>	6. <u>smile</u>	7. <u>rule</u>	8. <u>plane</u>	
i, e	9. <u>chut</u>	10. <u>whith</u>	11. <u>wen</u>	12. <u>chop</u>	
	13. <u>shake</u>	14. <u>these</u>	15. <u>whilo</u>	16. <u>chace</u>	
other vowel sounds	17. <u>will</u>	18. <u>off</u>	19. <u>dress</u>	20. <u>rich</u>	
i, nd, rid, ost, y, ea, ow, ew, igh, alk, ir, or	21. <u>song</u>	22. <u>think</u>	23. <u>she</u>	24. <u>mine</u>	
	25. <u>wilde</u>	26. <u>poste</u>	27. <u>flie</u>	28. <u>say</u>	
	29. <u>rain</u>	30. <u>coat</u>	31. <u>sleep</u>	32. <u>reach</u>	
	33. <u>darch</u>	34. <u>north</u>	35. <u>noon</u>	36. <u>clown</u>	
	37. <u>blow</u>	38. <u>fluw</u>	39. <u>danse</u>	40. <u>page</u>	
	41. <u>nife</u>	42. <u>dist</u>	43. <u>lites</u>	44. <u>wishe</u>	affixes: es, ed, ous, ous, chop, silent, change, y, b, tion
	45. <u>wah</u>	46. <u>taller</u>	47. <u>cooking</u>	48. <u>lowest</u>	
	49. <u>frist</u>	50. <u>words</u>	51. <u>swimming</u>	52. <u>staped</u>	
	53. <u>saving</u>	54. <u>riding</u>	55. <u>lades</u>	56. <u>trid</u>	
syllable patterns	57. <u>happy</u>	58. <u>middle</u>	59. <u>oder</u>	60. <u>batter</u>	
open	61. <u>papper</u>	62. <u>spider</u>	63. <u>seven</u>	64. <u>winter</u>	
	65. <u>unlock</u>	66. <u>unhappy</u>	67. <u>nacion</u>	68. <u>section</u>	

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Using the Results

Use the Signs for Sounds assessment results to determine whether or not students can benefit from the program. Next, use the assessment results to place students in Signs for Sounds level 1 or 2. Then use the class planning sheet to organize the results. Determine a starting lesson within the selected level. Plan instruction for a whole class, or plan differentiated instruction for groups or individuals. Use the assessment to monitor student progress and as a pre- and posttest.

Placement

Follow these guidelines to determine whether student(s) should be placed in Signs for Sounds level 1 or 2:

Signs for Sounds 1

If students make many errors throughout the assessment, place them in level 1.

If students make no errors or very few errors, administer the level 2 assessment to determine if level 2 is more appropriate.

Signs for Sounds 2

If students make some errors on short and long vowels, consonant blends, digraphs, and many errors scattered throughout the rest of the assessment, place them in level 2.

If students make many errors on short and long vowels, consonant blends, and digraphs (numbers 1–16), administer the level 1 assessment to determine if level 1 is more appropriate.

Planning Instruction

The class planning sheet (located in the appendix of the blackline masters book) is designed to organize and plan instruction. Enter the names of the students, and mark the lessons that correspond to each student's errors. Form small groups by putting students who appear to have similar needs on one class planning sheet.

Use the class planning sheet(s) to place students at the beginning of a level or to identify a starting point. Begin instruction with the first lesson that reflects a student error. Teach all of the lessons from that point to the end of the level. If students do not need a specific lesson, skip it.

If a student will be receiving individualized instruction, teach only the specific lessons that correspond to the student's errors on the assessment.

Monitoring Student Progress

Use the results of the Signs for Sounds assessment to monitor student progress. At any time throughout the program, students can be tested on the items that correspond to the lessons they have completed. For example, if a student has finished all of the lessons in Signs for Sounds 1 that teach short vowels and long vowel-silent e, administer the portion of the Signs for Sounds 1 assessment that includes those words. The results can be used to confirm mastery of those elements before beginning the lessons that teach consonant blends. If students have difficulty on any skills, repeat the corresponding lessons.

Pre-/Posttest

Use the Signs for Sounds assessments as a pre- and posttest. Compare results to measure improvement. If students continue to have difficulty on any skills, reteach the corresponding lessons.

Presenting the Lessons

The *Signs for Sounds Lesson Guide* provides content for each lesson. Each lesson includes the phonics element(s) or syllable pattern(s) being taught and/or reviewed, an explanation of the featured elements, tips for the teacher, lists of sound-out words (words with regular spelling patterns), spell-out words (words with irregular spelling patterns), and two sets of dictation sentences.

Use the lesson guide to navigate you through the phases of each lesson with your students.

- Teaching phase
- Testing phase
- Dictation phase

There are several steps in each phase. Most of the steps are exactly the same for both levels. However, there is one major difference between the levels. The word lists are designed differently. Students in *Signs for Sounds 1* typically complete the teaching and testing phases once, using just one word list. Students in *Signs for Sounds 2* typically complete the teaching and testing phases two times, using a different word list and a new lesson form each time.

Signs for Sounds 1

The lesson guide for *Signs for Sounds 1* provides the sound-out word lists A, B, and C for the teaching phase. The teacher uses list A for the testing phase. When the student scores 80 percent correct or higher on the sound-out words in the testing phase, the teacher presents the dictation phase of the lesson. The teacher uses list B or C for the testing phase if a lesson needs to be repeated.

There are a few lessons with a special design. Those lessons are taught more than once using a different word list each time. Complete directions are provided in the lesson guide.

Signs for Sounds 1 includes the first 50 high-frequency words. All of the lessons in this level teach phonics elements. The high-frequency words with regular spelling patterns are taught as sound-out words (underlined in the lists). The words with irregular spelling patterns, or patterns not taught in level 1, are presented as spell-out words.

Level 1 - Lesson 9
Teaching Phase/Testing Phase

REVIEW: short a, i, o

Review the short sounds of the vowels a (/ă/ as in at), i (/ĭ/ as in it), and o (/ŏ/ as in on). Remind students that when a one-syllable word has only one vowel, and the vowel is followed by a consonant, the vowel represents its short sound. Use a mix of words from the lists to practice discriminating between the short sounds of the vowels a, i, and o. (Each word is a closely related to the previous word.) Have students suggest how to change one sound to make a new word. For example, change if to oi or tap to top.

Students must circle one letter in each column to represent each sound. Demonstrate on the board or on an extra lesson form if necessary.

Sound-Out Words

	A	B	C
1.	<u>if</u>	<u>in</u>	<u>on</u>
2.	<u>it</u>	<u>on</u>	<u>in</u>
3.	<u>at</u>	<u>ax</u>	<u>it</u>
4.	<u>cat</u>	<u>tax</u> *	<u>pit</u>
5.	<u>hat</u>	<u>tap</u>	<u>pot</u>
6.	<u>hit</u>	<u>tip</u>	<u>pat</u>
7.	<u>hot</u>	<u>top</u>	<u>fat</u>
8.	<u>hop</u>	<u>pop</u>	<u>fit</u>
9.	<u>mop</u>	<u>pot</u>	<u>fix</u>
10.	<u>map</u>	<u>pit</u>	<u>fox</u>

*omophone
<http://www.spellzone.com>

Spell-Out Word
11. and

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Signs for Sounds™

Signs for Sounds 2

The lesson guide for Signs for Sounds 2 provides four lists of sound-out words: practice lists (P-1 and P-2) and mastery lists (M-1 and M-2). The practice lists are designed to present new skills. The mastery lists often use more difficult words, contrast new patterns with patterns taught before, require students to make finer discriminations, or force students to use several competing elements at once.

The teacher first uses list P-1 to present the teaching and testing phases for the lesson. If the student scores 80 percent correct or higher on the sound-out words in the testing phase, the teacher then presents the same lesson again, using a new lesson form, with mastery list M-1. The teacher does not present the dictation phase until students score 80 percent correct or higher on the sound-out words on a mastery list in the testing phase. List P-2 is provided for students who need to repeat the lesson again, focusing on the new skill. List M-2 is provided for students who need another opportunity to pass a mastery list.

Signs for Sounds 2 includes the first 100 high-frequency words. Lessons 1–29 in this level teach phonics elements, and lessons 30–45 teach syllable patterns and rules for adding affixes to words. Because level 2 teaches many more phonics elements and syllable patterns than level 1, more of the high-frequency words are taught as sound-out words (underlined in the lists). Those with irregular spelling patterns, or patterns not taught in level 2, are presented as spell-out words.

Level 2 - Lesson 22
Teaching Phase/Testing Phase

TEACH: vowel diphthongs **ow** (*now*), **oo** (*zoo*)

Teach the vowel diphthong **ow** (/ou/ as in *now*). Explain that together **o** and **w** represent /ou/. Teach the vowel diphthong **oo** (/u/ as in *zoo*). Explain that together **o** and **o** often represent /u/. This sound can be represented by several spelling patterns (*now*, *rule*, *fruit*). Students need practice to learn which specific words use which patterns. Use a mix of words from the lists to practice discriminating between the **ow** and **oo** sounds. The pronunciation of *roof* and *root* varies regionally. You may choose to replace these words with words from one of the other lists.

Students must circle a pair of letters from the vowel column to represent the vowel sound. Demonstrate on the board or on an extra lesson form if necessary.

Sound-Out Words

	P-1	P-2	M-1	M-2
1.	<u>zoo</u>	too'	tooth	owl
2.	food	room	frown	crowd
3.	<u>how</u>	brown	boot	broom
4.	cool	cow	bloom	clown
5.	soon	spoon	wow	spook
6.	<u>now</u>	moon	noon	smooth
7.	<u>down</u>	town	drown	root
8.	pool	tool	stool	spool
9.	crowd	roof	proof	crown
10.	shoot	ow	pow	pool

Spell-Out Word
11. her

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Signs for Sounds™

Teaching Phase

Step One: Teach the Element

The purpose of this step is to introduce the new phonics element or syllable pattern (in order to develop phonemic awareness) and then to introduce the corresponding letters (in order to teach phonics/structural analysis).

Phonemic Awareness

- 1 Say the sound of the new element to the students. Do not show the printed letter(s) that represent the sound yet.
- 2 Ask students to repeat the sound.
- 3 Say several words from the word list, and ask students to listen for the featured sound.
- 4 Some lessons indicate sounds that should be reviewed. Say words from the word list with the review sounds, and ask students to listen for the sounds to be reviewed.
- 5 Compare the new and review sounds using a mix of words from the word lists.

For Students Who Need More Support With Phonemic Awareness . . .

Segmenting

- 1 Choose several words from the first word list for practice.
- 2 Say a word that contains the featured element (*map*), and ask students to listen for the short **a** sound (/ă/).
- 3 Model how to segment the word into individual sounds, emphasizing the featured element (/m/ /ă/ /p/).
To emphasize segmenting, hold up one finger to indicate each individual sound as you move from saying one sound to saying the next sound.
- 4 Ask students to segment the word into individual sounds with you. Emphasize the featured element in the word.
- 5 Repeat steps 2–4 with several more words.
- 6 Ask each individual student to segment a word into individual sounds.

Blending

- 1 Choose several words from the first word list for practice.
- 2 Say the individual sounds of a word, emphasizing the featured element (/m/ /ă/ /p/), and then model blending by saying the whole word normally (*map*).
- 3 Say the individual sounds of the word, emphasizing the featured element, and ask students to blend the sounds into the word.
- 4 Say the individual sounds of a word with the featured element, and ask individual students to blend the sounds into the word.
- 5 Repeat steps 2–4 with several more words.

Phonics

- 1 Say the sound of the new or review element that is being taught in the lesson, and show the printed letter(s) that represent the sound on the board.
- 2 Pronounce the sound, not the letter name(s), of each new element (/sh/ as in *ship*), and ask students to repeat the sound as they look at the written letters displayed.
- 3 When all new elements are introduced, students practice new phonics elements first, review elements next, and then mix the elements. The exercises should take just a few minutes. The steps for practicing are as follows:
 - Write several sample words that feature the phonics element being taught or reviewed, and ask students to identify the pattern in each word.
 - Say a sample word, and then emphasize each sound as you write the word on the board.
 - Say a sample word, and ask students to indicate how many sounds are in the word. Then, go back and say each sound. Ask students to tell you the letter(s) you should write on the board to represent each sound.

For Students Who Need More Support With Phonics . . .

Letter Sounds

- 1 Write the new element several times on the board, mixed with some of the review elements.
- 2 Ask students to say the sound of an element when you touch under it on the board. (Students should not add /uh/ to the sound.)

For any vowel sound and for continuous consonant sounds (/f/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/), keep your finger under the sound for a second or two, and ask students to continue to say the sound until you stop touching under the sound.

For consonants that are stop sounds (/b/, /d/, /g/, /h/, /j/, /k/, /p/, /t/), ask students to say the sound instantly as your finger quickly taps the board.

- 3 Repeat steps 1–2 for all elements on the board.

Sounds in Words

Use a mix of words from the word lists in the lesson to complete the following activities:

- 1 Write several sample words that feature the phonics element on the board, and ask students to identify the letter or letters in each word that represent the sound. Underline the featured letter or letters that represent the sound. Ask the group and then individual students to read the words.
- 2 Say a sample word, indicating the number of sounds by holding up one finger for each sound. Then say each sound again as you write the letter or letters that represent the sound on the board. Ask the group and then individual students to read the words.
- 3 Say a sample word, indicating the number of sounds by holding up one finger for each sound. Ask students how many sounds are in the word. Then, say each sound and ask students to tell you the corresponding letter or letters to write on the board. Ask the group to read the words.
- 4 Ask individual students to indicate the number of sounds in a word and tell you the corresponding letter or letters to write on the board. Ask the group and then individual students to read the words.

Step Two: Teach Sound-Out Words

The purpose of this step is to introduce the sound-out words. The sound-out words are words with regular spelling patterns. The sounds directly correspond to the letters. Students listen for the sounds and choose the corresponding letters.

When teaching a new lesson in Signs for Sounds 1, use list A in the *Signs for Sounds Lesson Guide* for that lesson. When teaching a new lesson in Signs for Sounds 2, use list P-1. Then repeat the teaching phase using list M-1.

- 1 Distribute the lesson forms, and direct students to print their names and the date on their papers. Show students how the lesson form works. Explain that they will be circling letters for a word in each row and writing the complete word in the corresponding blank space.

- 2 Begin with the first word in the list: say the number, dictate the word, use the word in a sentence to establish meaning, and repeat the word. For extra support, say the word slowly, emphasizing each sound clearly.

Example: *Number 1 . . . if . . . If we go to the park, we will have fun. . . if (/i/ . . . /f/).*

- 3 Ask students to identify the individual sounds in the dictated word, circle the correct letter(s) in each section of the row on the lesson form, and then print the circled letters (moving from left to right) in the space provided to the right.

Name: <u>Jamie</u>		Date: <u>October 2</u>		Level 1 - Lesson 9	
1	a @ o n @ t	if	1		
2	a @ o @ n m	it	2		
3	@ i o g x @	at	3		
4	p @ t @ i o n x @	cat	4		
5	p @ t @ i o d @ p	hat	5		
6	p t h a i o t n p		6		
7	t f h a i o g p t		7		
8	f h p a i o g t p		8		
9	m p f a i o t x p		9		
10	f m p a i o p x t		10		
11	and a n _ a _		11		
			Total Score: ___ / 11		

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- 4 Check for students who need extra support. If students need help, you can often get them back on track by simply repeating the word and emphasizing each sound. Or, you may need to point out the correct element. Timely redirection often keeps students on track.

- 5 When all of the students have circled the letters for the first word and written the word in the first blank, write the correct spelling of the word on the board. Teach students to check their spellings with the correct model, letter by letter. Direct them to put their pencils under each letter and say the letter as they compare it to the correct model on the board. Students check and correct spelling errors without penalty.
- 6 Repeat steps 2–5 until the students have circled the letters, written, checked, and corrected each word on the list.
- 7 Direct students to read the list of words chorally or individually to make sure students can read (decode) the words they can spell (encode).

For Students Who Need More Support With Sound-Out Words . . .

Identifying and Circling Letters

- 1 Demonstrate how the lesson form works. You can use an extra lesson form or project a lesson form to demonstrate how to circle the letters and write the words.
As students prepare for the first word, ask them to use a reading guide to track across the line of text.
- 2 Say the number of the word on the list, dictate the word, use it in a sentence to establish meaning, and repeat the word. Check to make sure students are circling letters in the correct row.
- 3 Check for students who need help. Try repeating the word and pausing between each sound as students circle the letter(s). If students need even more support, say the word to the students, and ask them to repeat it. Then, direct students to segment the word into individual sounds before circling the letters and writing the word.
- 4 Next, check the word. Point out the correct element if necessary.

Checking and Correcting the Word

- 1 Make sure students have finished circling the letters and have written the word in the first blank.
- 2 Write the word correctly on the board, letter by letter, saying each letter as you write it.
- 3 Ask students to check each letter before you write the next letter.

Teach students to check their spellings by placing their pencils under each letter and saying the letter name as they compare it to the correct model.

If a student has made an error, direct him or her to cross out the incorrect letter and write the correct letter above it.

Step Three: Teach Spell-Out Word(s)

The purpose of this step is to introduce the spell-out word. The spell-out word is an irregular high-frequency word. Spell-out words are taught with a system that supports word-specific memory.

- 1 Begin by saying the spell-out word. Say each letter in the word as you write the letters on a board. Once you have written out the word, say the word again.
- 2 Now, ask students to say the word with you. Have them say each letter with you as you point to the letters or rewrite them on a board, and then have them say the word again.
- 3 Finally, ask students to say the word in unison and then say each letter in the word as you point to the letters on the board. Then, have them say the word again.

Teacher Tip: Helping Students Respond in Unison

If students do not respond in unison, teach them to respond together. As students read the word without you, place your hand under the whole word on the board. Then point to each letter as they say each letter. Then place your hand under the whole word again as they repeat the word. This strategy will control the pace so students respond in unison.

Step Four: Practice Spell-Out Word(s)

The purpose of this step is to practice the spell-out word.

The spell-out word is written several times on the student's paper. First, the letters are provided. Then, the letters are gradually removed so that the final line shows only one blank space for the word.

- 1 Direct students to look at the spell-out word at the bottom of their lesson forms.
- 2 Direct students to practice the spell-out word independently by reading the first instance of the word quietly and then saying each letter.
- 3 Direct students to point to the next word (in gray), say and spell the word quietly as they trace the gray letter(s), and write the missing letters.
- 4 Direct students to continue saying, spelling, tracing, and writing the words until they have spelled all the words.
- 5 On the bottom row, a blank space is provided for students to write each letter of the spell-out word. Ask students to cover the words they have already practiced and write the complete word from memory in the spaces provided.
- 6 Finally, ask students to cover the words they have practiced and write the word on the long blank line on the bottom row, which provides no indication of how many letters are needed.
- 7 When students finish, ask them to uncover the complete word (the first instance) to check their spellings. Students should point to each letter with their pencils as they compare their words to the correct model. If there is an error, ask students to cross out the wrong letter and write the correct letter above.

Name: <u>Jamie</u>			Date: <u>October 2</u>			Level 1 - Lesson 9		
1	a	o	n	f	if	1		
2	a	o	n	m	it	2		
3	o	i	o	x	at	3		
4	p	t	o	n	x	cat	4	
5	p	t	o	d	hat	5		
6	p	t	o	n	hit	6		
7	t	f	o	g	hot	7		
8	f	o	g	t	hop	8		
9	m	p	a	x	map	9		
10	f	m	o	x	map	10		
11	and	and	and			11		
	and	and	and					

Total Score: ___ / 11

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Students should use the same steps in lessons that review several spell-out words.

Decision Point: Before Beginning the Next Phase

Before presenting the testing phase, evaluate the performance of students in the teaching phase.

Signs for Sounds 1

If students had difficulty with a particular phonics element, present the teaching phase again using list B or C with a new copy of the lesson form.

If students were successful with the sound-out words, move to the testing phase using the same list.

Signs for Sounds 2

If students had difficulty with a particular phonics element or syllable pattern, present the teaching phase again using a different list and a new lesson form.

If students were successful with the sound-out words, move to the testing phase using the same list.

If students were very successful with the list used in the teaching phase, consider moving on to the M-1 mastery list for the testing phase. If you move directly to a mastery list for the testing phase, you are assuming students have learned the featured phonics element or syllable pattern so well that they are ready to immediately apply what they have learned to an unpracticed (or mostly new) set of words.

Testing Phase

Step Five: Test Sound-Out Words

In this step, students will write each of the sound-out words as you dictate them.

- 1 Direct students to fold their lesson forms along the vertical dotted line, placing their papers so only the numbered blanks are exposed and all visual clues are hidden.
- 2 Dictate the sound-out words. For each word, say the number, dictate the word, use the word in a sentence, and repeat the word.

Level 1 - Lesson 9

Sound Out

1 if

2 it

3 at

4 cat

5 hat

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

Total Score: ___ / 11

Signs for Sounds™ 1

Teacher Tip: Keeping Students Interested

If you want to dictate the words in mixed order, choose different students to pick the number of the next word to spell. This helps to hold students' interest. For example, select a student to choose the first word. If the student picks number six, dictate the sixth word on the list and use it in a sentence. Then, ask the students to write the word in the sixth blank. Continue through all the words in the list.

Step Six: Test Spell-Out Word(s)

In this step, students will write the spell-out word(s) as you dictate them.

- 1 Remind students that the last word is a spell-out word.
- 2 Say the number, dictate the spell-out word, use the word in a sentence, and repeat the word.

Review lessons include additional spell-out words. For review lessons, continue dictating the rest of the spell-out words in the same manner.

Level 1 - Lesson 9

Spell Out

1 if

2 it

3 at

4 cat

5 hat

6 hit

7 hot

8 hop

9 mop

10 map

11 and

Total Score: ___ / 11

Signs for Sounds™ 1

Step Seven: Correct the Words

In this step, correct the sound-out and spell-out words.

- 1 When the test is complete, ask students to unfold their papers and compare their test list with the sound-out words and the spell-out word(s) on the lesson form.
- 2 Direct students to check and correct their spellings (or you can correct the words).

If you are using Signs for Sounds 2 and you used two different lists for the teaching and testing phases, students cannot check their words against the earlier list. You can either write the correct words on a board and ask students to check and correct their spellings, or you can collect the papers and correct them.

- 3 Direct students to count the total number correct. Then enter the score in the space provided in the bottom right corner of the lesson form.
- 4 Direct students to mark their final testing phase scores on their individual score sheets. Students should locate the lesson number on the test scores section and enter the date. Students should graph (by coloring or just marking) the boxes to indicate their scores correct for the sound-out words. Students should mark the spell-out word(s) spelled correctly.

Signs for Sounds™ Level 1 Score Sheet

Name: _____ Starting: _____

Test Scores

Spell-Out Word(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14
10														
9														
8														
7														
6														
5														
4														
3														
2														
1														
Lesson Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Date Passed	9/2	9/5	9/8	9/10	9/20	9/25	9/27	9/29	10/2					
Score														

Decision Point: Before Beginning the Next Phase

Before presenting the dictation phase, evaluate the performance of students in the testing phase.

Signs for Sounds 1

Students should have a score of 80 percent correct or higher before beginning the dictation phase.

If students score below 80 percent correct in the testing phase, the teaching and testing phases should be presented again using a different word list. The teaching and testing phases can be done several times if necessary.

Signs for Sounds 2

Students will have completed the testing phases for a mastery list. Students should have a score of 80 percent correct or higher on a mastery list before beginning the dictation phase.

If students score below 80 percent correct in the testing phase, the teaching and testing phases should be presented again using a different word list. The teaching and testing phases can be done several times if necessary.

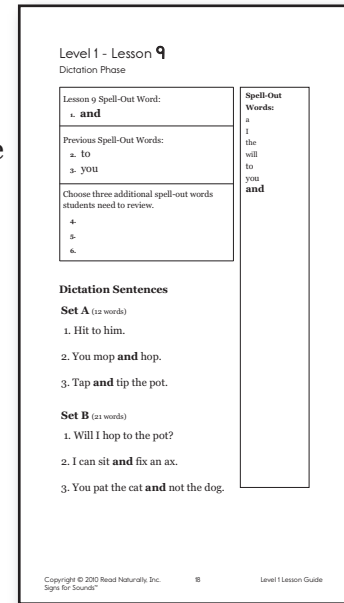
Dictation Phase

Now, students will write more spell-out words and sentences from dictation.

The *Signs for Sounds Lesson Guide* lists the spell-out word(s) for the current and the two previous lessons. The lesson guide also lists all the spell-out words that have been presented so far. Teachers choose words from this list that are difficult for students. Or, teachers choose words to review based on results from the spell-out words assessment. For more information about the spell-out words assessment, see the Monitoring Student Progress section of this manual.

The *Signs for Sounds Lesson Guide* also includes dictation sentences. These sentences are made up of sound-out words with the featured element from the current lesson and the spell-out words in the current and previous lessons. Two sets of sentences are provided. Set A can be used for younger students or those not ready for the longer sentences. Set B can be used for older or more capable students.

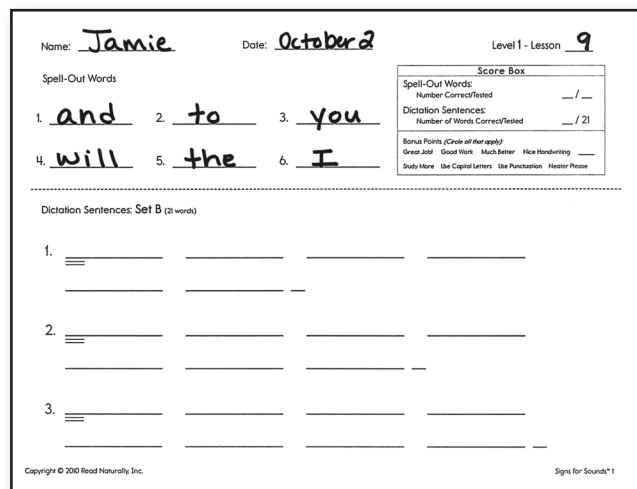
There are two separate versions of the dictation forms for the sentences in each level (one for set A and one for set B). The visual cues on the dictation forms indicate the number of words in each sentence and prompt students to remember to capitalize the first word and to use end punctuation.



Step Eight: Review/Test Spell-Out Words

In this step, the teacher dictates spell-out words to the students, giving them another opportunity to write and check the words before writing the dictation sentences.

- 1 Dictate the spell-out word from the current lesson: say the word, use the word in a sentence, and repeat the word.
- 2 After students have written the first spell-out word, write the word correctly on the board, and direct students to check and correct their spelling with the correct model, letter by letter. Students should put their pencils under each letter and say the letter as they compare it to the correct model on the board.
- 3 Repeat steps 1 and 2 for the spell-out words from the previous lessons (listed in the lesson guide).
- 4 Choose previously presented spell-out words that students need to review (based on your observation or on spell-out words assessments), and repeat steps 1 and 2 for each of these words.
- 5 Quickly check students' accuracy on the spell-out words, and direct students to fold their papers to hide the spell-out words.



For Students Who Need More Support With Spell-Out Words . . .

Spell-Out Words

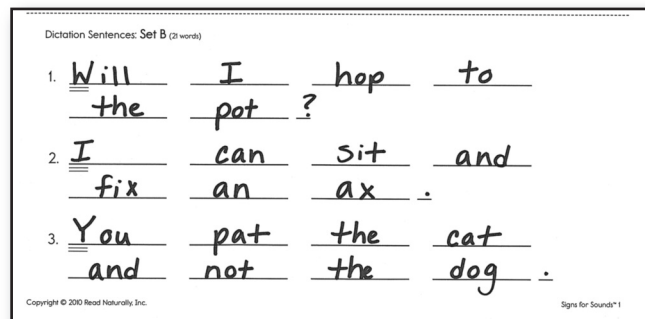
If students made errors on the spell-out words, direct them to unfold their dictation forms. Allow them to look at these difficult words while working on the dictation sentences. It is highly effective to allow students to see a difficult word that they have just corrected and confirm its spelling while writing the sentences. (Include those difficult words as review spell-out words in subsequent lessons.)

You can differentiate instruction in a small group by directing some students to fold down the top part to hide the words and allowing some students to use it as a reference.

Step Nine: Dictate Sentences

Now, the teacher will dictate sentences to the students. Use set A for younger students, for students who are not ready for longer sentences, or if time is limited. Use set B with older or more capable students.

- 1 Direct students to fold their papers back so they cannot see the spell-out words they corrected on the previous step.
- 2 Read the first sentence at a normal pace, and direct students to write it out.
- 3 Reread the sentence several times, if necessary, until students are finished.
- 4 Repeat steps 2 and 3 for the rest of the sentences.
- 5 Before correcting the sentences, direct students to carefully read each sentence to check spelling, capitalization, and punctuation.



For Students Who Need More Support With Dictation Sentences . . .

Dictation Sentences

Consider the following suggestions to support students experiencing difficulty writing dictation sentences.

- Consider allowing students to see the spell-out words they just corrected in the previous step as they write the dictation sentences.
- Read the sentence at a normal pace, and then direct students to repeat the sentence to you before they begin writing.
- Read the dictation sentence multiple times. Start with the first word, and add a word each time you reread it. Give students enough time to write the added word before rereading the sentence and adding word(s).
- Remind students that the first word will always start with a capital letter and that each sentence should end with the correct punctuation. Point out proper names, and remind students to capitalize them.

Step Ten: Correct the Sentences

In this step, the teacher corrects the dictation sentences. By reviewing students' work in the dictation phase, you will be able to evaluate their readiness to move on to the next lesson and their need to review the featured pattern. You will also be able to note spell-out words that you may want to add to the next lesson for review.

- 1 Correct the dictation sentences, and use the score box on the dictation forms to provide feedback for students. You can award bonus points for capitalization, punctuation, outstanding handwriting, etc.

Name: Jamie Date: October 2 Level 1 - Lesson 9

Spell-Out Words

1. and 2. to 3. you

4. will 5. the 6. I

Score Box	
Spell-Out Words Number Correct/Total	6/6
Dictation Sentences: Number of Words Correct/Total	21/21
Bonus Points (Circle all that apply): Great Job! (Good Work) <input checked="" type="checkbox"/> Much Better (Nice Handwriting) <input checked="" type="checkbox"/> Study More Use Capital Letters Use Punctuation Neater Please	2

Dictation Sentences: Set B (21 words)

1. Will I hop to
the pot ?

2. I can sit and
fix an ax .

3. You pat the cat
and not the dog .

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- 2 Direct students to mark their dictation phase scores on their individual score sheets. Students should locate the lesson number in the Dictation Scores section and enter the date. Students should enter the number of correct spell-out words. Students should circle A or B, depending on the set of dictation sentences they wrote, and they should enter the dictation score, any bonus points awarded, and the total score.

4												
3												
2												
1												
	Lesson Number	1	2	3	4	5	6	7	8	9	10	11
	Date Passed	9/13	9/15	9/18	9/20	9/22	9/25	9/27	9/29	10/2		

Dictation Scores	
Spell-Out Words	1 2 3 3
Set A (12 possible) or Set B (12 possible)	0 0 0 0
Dictation Score	8 11 11 12
Bonus Points	0 0 1 0
Total Score	9 13 15 15
Lesson Number	1 2 3 4
Date Passed	9/13 9/15 9/18 9/20

4												
3												
2												
1												
	Lesson Number	1	2	3	4	5	6	7	8	9	10	11
	Date Passed	9/13	9/15	9/18	9/20	9/22	9/25	9/27	9/29	10/2		

Dictation Scores	
Spell-Out Words	4 5 6 5
Set A (12 possible) or Set B (12 possible)	0 0 0 0
Dictation Score	21 20 19 21
Bonus Points	1 2 0 1
Total Score	26 27 25 27
Lesson Number	1 2 3 4
Date Passed	9/13 9/15 9/18 9/20

4												
3												
2												
1												
	Lesson Number	1	2	3	4	5	6	7	8	9	10	11
	Date Passed	9/13	9/15	9/18	9/20	9/22	9/25	9/27	9/29	10/2		

Dictation Scores	
Spell-Out Words	6
Set A (12 possible) or Set B (12 possible)	0
Dictation Score	21
Bonus Points	2
Total Score	29
Lesson Number	1 2 3 4
Date Passed	9/13 9/15 9/18 9/20

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Monitoring Student Progress

As students work through Signs for Sounds, monitor their progress on both sound-out words and spell-out words. (Students should also keep track of their own progress by recording their scores on their individual score sheets.)

Sound-Out Words

Students move from lesson to lesson based on their performance on the sound-out words, so it is important to closely monitor their accuracy on these words. Monitor progress both informally and formally to guide your instructional decisions.

Monitor progress throughout the lesson to decide whether to advance to the next phase or to continue reviewing the skill. At the end of the teaching phase, informally assess whether or not students understand the skill before moving on to the testing phase. At the end of the testing phase, check whether or not students have met the recommended criteria for mastery (a score of 80 percent correct or higher on sound out-words) before moving on to the dictation phase.

Evaluate students' performance on transitional lessons. These lessons, noted in the lesson guide, are the final lessons for a specific skill category. Use the results of the testing phase of these lessons to confirm students' mastery of the skills. If students have not mastered the specific skill, repeat the corresponding lessons.

Review students' score sheets to monitor cumulative progress and to guide your instruction. The recommended requirement for passing the testing phase of a lesson is 80 percent correct or higher for sound-out words. If several scores are below this requirement, consider making a change. For more information about making adaptations, see the Adapting the Program section of this manual.

Students monitor their own progress by recording their scores on their lesson forms and then transferring their scores to the score sheets in order to see their progress over time.

Spell-Out Words

Although students do not advance from lesson to lesson based on their performance on the spell-out words, it is nevertheless important to monitor their progress on these words.

At the end of the testing and dictation phases, note any spell-out words the students spelled incorrectly. Repeat those words in the dictation phase of future lessons.

Students monitor their own progress on spell-out words by recording their scores on their dictation forms and then transferring their scores to the score sheets. Students are able to visually monitor their own progress over time.

Signs for Sounds Spell-Out Words Assessment

You can also monitor student progress on the spell-out words by administering the Signs for Sounds spell-out words assessment at any time in during the course of the program. This assessment can also be used as a pre- and posttest.

- The Signs for Sounds 1 spell-out words assessment covers 30 irregular words from the first 50 high-frequency words (in the order they are taught in level 1).
- The Signs for Sounds 2 spell-out words assessment covers 36 irregular words from the first 100 high-frequency words (in the order they are taught in level 2).

The Signs for Sounds assessment directions and student forms are located in the appendix of the *Signs for Sounds Blackline Masters* book.

Adapting the Program

If students are having difficulty moving successfully through the program or if they are ready to move at a faster pace, you can adapt the instruction for sound-out words, spell-out words, or dictation sentences. Information on adapting the program is described below. For additional suggestions, see the For Students Who Need More Support sections, shaded in gray, in the Presenting the Lessons section of this manual.

Sound-Out Words

If students have difficulty with the phonics element or syllable pattern for the lesson, repeat the lesson with a new form, using a different word list, until the students demonstrate mastery (80 percent correct or higher on the sound-out words). A whole group may need to repeat a lesson, or an individual student may be taken aside to learn a difficult phonics element or syllable pattern using a different word list.

If students working in Signs for Sounds 2 are easily passing the teaching and testing phases for the sound-out words, consider using a practice list for the teaching phase and switching to a mastery list for the testing phase. Then, students complete the dictation phase for the lesson. This technique will accelerate the pace at which students move through the program.

Spell-Out Words

If students have difficulty on a spell-out word, continue to include it as a review word in the dictation phase until they have mastered the word.

If you have administered the spell-out words assessment to monitor progress, you can use the results of the assessment to identify difficult words. Recycle any previously taught spell-out words that are still difficult for some of the students into the review section of the dictation phase.

Dictation Sentences

If students have difficulty on the dictation sentences, determine whether the weakness is with the sound-out words, the spell-out words, or mechanics (capitalization or punctuation).

If the difficulty is mostly with sound-out words on a specific lesson, students may not have truly mastered the element or pattern. Consider reteaching that lesson using another word list with a new copy of the lesson form.

If the difficulty is with spell-out words, consider adding those words to the review section of the dictation phase for the next lesson. Alternatively, direct students not to fold down their papers; this way, they can see the spell-out review words as they write the sentences.

If students have difficulty with mechanics, encourage them to check more carefully for capitalization and punctuation in the next lesson. Emphasize double-checking by awarding bonus points to students who correctly capitalize a proper name or the first words in a sentence and use correct punctuation.

Communicating With Students and Parents

Communicating with students and parents/guardians is an important teacher responsibility. In addition to promoting parental support and addressing questions and concerns, communication fosters a sense of teamwork. Signs for Sounds includes tools to help encourage communication with parents/guardians, including a letter to parents, Super Fantastic Speller Awards, and score sheets.

- **Letter to parents:** When a student begins working in Signs for Sounds, it is helpful to send home a letter that explains the program so that parents/guardians are involved from the beginning. A blackline master of this letter is available in the *Signs for Sounds Blackline Masters* book.
- **Super Fantastic Speller Award:** Keep parents involved as students work in the program by sending home the lesson forms and dictation forms as students complete each lesson (bundle together a number of completed lessons, and send home the packet). You can use the Super Fantastic Speller Award as a cover letter and include comments about the student's progress. A blackline master of this award is available in the *Signs for Sounds Blackline Masters* book.
- **Score sheet:** When students finish a Signs for Sounds level, you can send home their individual score sheets. Students can share their scores and celebrate their progress with parents/guardians.

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Index

A

- adapting the program, 37
- additional materials, 17
- assessing and placing students
 - administering the assessment, 21
 - assessment pages *illus.*, 19–20
 - overview, 18
 - scoring the assessment, 22
 - spell-out words assessment, 36
 - using the results to place students and plan instruction, 23
- assessment. *See* Signs for Sounds assessment; Signs for Sounds spell-out words assessment
- assessment forms
 - preparing for use, 17
 - sample *illus.*, 19–20
 - scored forms *illus.*, 22

B

- blackboard, 17
- blackline masters. *See* Signs for Sounds Blackline Masters

C

- chart paper, 17
- choosing a setting, 16
- class planning sheet, 23
- communicating with students and parents/guardians, 38
- controlling task difficulty, research supporting, 7
- Correct the Sentences step
 - description of, 35
 - dictation form *illus.*, 35
 - score sheet *illus.*, 35
- Correct the Words step
 - decision point: before beginning the next phase, 32
 - description of, 32
 - score sheet *illus.*, 32

D

- decision points
 - before presenting the dictation phase, 32
 - before presenting the testing phase, 30
- Dictate Sentences step
 - description of, 34
 - dictation form *illus.*, 34
 - for students who need more support, 34

- dictation forms
 - description of, 9
 - preparing for use, 17
 - sample *illus.*, 11, 13
- dictation phase
 - overview, 8
 - steps, 33–35
- dictation sentences
 - adapting the program for, 37
 - description of, 33

G

- gathering materials, 17
- guardian letter. *See* letter to parents

H

- high-frequency words
 - methods used to teach irregular words, 5–6
 - number included in each level, 4

I

- irregular spelling pattern words. *See* spell-out words

L

- lesson forms
 - description of, 9
 - preparing for use, 17
 - sample *illus.*, 10, 12
- lesson guide. *See* Signs for Sounds Lesson Guide
- lesson materials overview, 9–14
- lesson overview, 8
- letter to parents
 - preparing for use, 17
 - sending home, 38

M

- making changes to the program, 37
- materials
 - additional, 17
 - assessment pages *illus.*, 19–20
 - dictation forms *illus.*, 11, 13
 - gathering, 17
 - lesson forms *illus.*, 10, 12
 - lesson guide pages *illus.*, 10–13
 - overview, 9
 - preparing, 17
 - program, 17
 - score sheets *illus.*, 14

modeling, research supporting, 7
monitoring student progress, 36
 decision point: before beginning the dictation phase, 32
 decision point: before beginning the testing phase, 30
 using the assessment, 23
motivation, research supporting, 6

P

parent letter. *See* letter to parents
pencils, 17
phases. *See* teaching phase; testing phase; dictation phase
placing students, 23. *See also* assessing and placing students
planning and setting up
 choosing a setting, 16
 class planning sheet, 23
 gathering materials, 17
 planning instruction, 23
 preparing a schedule, 16
 preparing materials, 17
posttest. *See* Signs for Sounds assessment: giving as a pre-/posttest
Practice Spell-Out Word(s) step
 decision point: before beginning the next phase, 30
 description of, 29–30
 lesson form *illus.*, 30
practice, research supporting, 7
preparing a schedule. *See* scheduling Signs for Sounds
preparing materials, 17
presenting the lessons. *See* steps
pretest. *See* Signs for Sounds assessment: giving as a pre-/posttest
program materials, 17
progress monitoring. *See* monitoring student progress

R

regular spelling pattern words. *See* sound-out words
repetition, research supporting, 7
research and rationale. *See* spelling research
review, research supporting, 7
Review/Test Spell-Out Words step
 description of, 33–34
 dictation form *illus.*, 33
 for students who need more support, 34

S

scheduling Signs for Sounds, 16
 Signs for Sounds 1 *table*, 16
 Signs for Sounds 2 *table*, 16

score sheets
 description of, 9
 preparing for use, 17
 sample *illus.*, 14
 sending home, 38
scoring the Signs for Sounds assessment, 22
segmentation, research supporting, 6
self-correction, research supporting, 6
sentences. *See* dictation sentences
settings, choices for using Signs for Sounds, 16
Signs for Sounds
 different ways to use the program, 4
 features, 3
 history, 3
 program overview *table*, 4
 research-based instructional design, 6–7
 students who can benefit from, 3
 teacher responsibilities overview, 15
Signs for Sounds assessment
 assessment procedures, 21
 giving as a pre-/posttest, 23
 level 1 pages *illus.*, 19
 level 2 pages *illus.*, 20
 materials needed, 21
 overview, 18
 scoring the assessment, 22
 using to monitor progress, 23
 using to place students, 23
 using to plan instruction, 23
Signs for Sounds Blackline Masters
 basic features, 9
 level 1 dictation form *illus.*, 11
 level 1 lesson form *illus.*, 10
 level 2 dictation form *illus.*, 13
 level 2 lesson form *illus.*, 12
 preparing materials from, 17
 score sheets *illus.*, 14
Signs for Sounds Lesson Guide
 basic features, 9
 dictation phase, 33
 level 1, 24
 level 1 dictation page *illus.*, 11
 level 1 teaching and testing page *illus.*, 10
 level 2, 25
 level 2 dictation page *illus.*, 13
 level 2 teaching and testing page *illus.*, 12
Signs for Sounds spell-out words assessment, 36
skills taught in Signs for Sounds, 4
sound-out words
 adapting the program for, 37

sound-out words (*continued*)
definition of, 3
method used to teach rule-based words, 5
monitoring progress of, 36

spell-out words
adapting the program for, 37
definition of, 3
method used to teach irregular words, 5–6
monitoring progress of, 36

spell-out words assessment. *See* Signs for Sounds spell-out words assessment

spelling research
controlling the difficulty of tasks, 7
immediate self-correction, 6
irregular words, 5–6
modeling, 7
motivation, 6
practice and repetition, 7
review, 7
rule-based words, 5
segmentation, 6

steps, 24–35
differences between the levels, 24–25
introduction, 24
overview, 8
See also specific step names

students
communicating with, 38
who can benefit from using Signs for Sounds, 3
who need more support, 37

Super Fantastic Speller Awards
preparing for use, 17
sending home, 38

T

Teach Sound-Out Words step
description of, 27–29
for students who need more support, 28, 29
lesson form *illus.*, 28

Teach Spell-Out Word(s) step
description of, 29
helping students respond in unison, 29

Teach the Element step
description of, 25–27
for students who need more support, 26, 27
phonemic awareness, 25
phonics, 26

Teach the Phonics Element step. *See* Teach the Element step

Teach the Phonics Element/Syllable Patterns step. *See* Teach the Element step

teaching phase
overview, 8
steps, 25–30

Test Sound-Out Words step
description of, 31
keeping students interested, 31
lesson form *illus.*, 31

Test Spell-Out Word(s) step
description of, 31
lesson form *illus.*, 31

testing phase
overview, 8
steps, 31–32

W

whiteboard, 17
work areas/settings for using Signs for Sounds, 16



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