

Saint Mary's University i.t.a. Literacy Clinic

Spelling by Sound: i.t.a. only

Jane Flynn Anderson, Ph.D.

Description: This 30-minute procedure will help your student correct phonological, spelling, and decoding deficits. At the same time, (s)he will improve composition skills by writing about a topic of personal interest. You can help improve vocabulary by suggesting more descriptive words at times.

Materials needed:

1. Story Grammar Plot (for narrative story)
2. K-W-L, Venn diagram, Semantic Map (for nonfiction writing)
3. List of story starters in tutor notebook (for students who can't think of a topic)
4. Whiteboard and markers
5. i.t.a. chart
6. Counters
7. Tutor notebook (for writing dictated sentences/story)
8. Student notebook (for writing story in i.t.a.)

Procedures:

1. Ask student what (s)he would like to write about. Tell him/her that (s)he will start by dictating a sentence to you and you will dictate it back word by word so (s)he can pull down a marker for every sound in the word and write it in i.t.a.
2. If (s)he cannot think of a topic, refer to the "Story Starters" section of your notebook.
3. Some students will be ready to immediately dictate sentences to you. Others may need a graphic organizer to get started.
4. With the whiteboard and i.t.a. chart in front of the student
 - a. dictate the first word of the sentence
 - b. student pulls down a marker for each sound in the word
 - c. student finds and writes the i.t.a. symbol to replace each marker.
 - i. NOTE: Your student may say that (s)he already knows how to spell this word. Explain to him/her that after while (s)he will use i.t.a. only for words (s)he doesn't know how to spell, but for now writing ALL words in i.t.a. will help him/her with sounding our words when (s)he readers.
 - ii. If your student says the name of the letter, tell him/her to say the SOUND, and the name of the picture that represents that sound
 - iii. If your student has trouble finding the symbol, tell him/her to look in the (color) box where the symbol is
 - iv. If your student confuses short vowel sounds, model the correct sound while pointing to two different key words. ("Listen: Is it /a/ octopus, or /a/ apple?")
5. Have your student write the completed word in his/her writing notebook.
6. When a sentence is complete, have him/her read it back to you.
7. Take 2-5 minutes at the end of the half-hour session to have your student read the story back to you.
8. Record on the lesson report the number of words written and comments about whether student needed help with
 - a. pulling down sounds
 - b. writing words in i.t.a.
9. When the story is complete, have student publish it either by re-copying or by typing it. This is a good time to ask if (s)he would like to illustrate it.