





# Sound-Spelling Walls: It's Up, Now What?

Ami Healy  
Tambra Isenberg  
Dr. Pam Kastner

# Agenda

---

- Review
  - Readiness Check
  - Sound Warm-Up
  - What is (and is not) a sound-spelling wall?
  - Building the wall
- How can sound-spelling walls be used?
  - Daily Review
  - Introduce new phonemes
  - Introduce new spelling patterns
  - Targeted error correction
- Resources

## Sound-Spelling Walls

---

“

The wall without the why  
is a waste of space.

- Dr. Stephanie Stollar

”

# Review: Sound-Spelling Wall Readiness

---

**Check your readiness with these 5 questions:**

1. What is the difference between phonemes and graphemes?
2. What is the difference between consonants and vowels?
3. What is the second sound in the word “queen”?
4. What two sounds are represented by the letter X?
5. What is the voiced pair to the sound /t/?

# Sound Warm-Up Activity

---

**Stops**

**Fricatives**

**Glides**

**Nasals**

**Affricates**

**Liquids**

# Review: What is a sound-spelling wall?

---

Sound-Spelling Walls are...	Sound-Spelling Walls are NOT...

# Review: What is a sound-spelling wall?

---

Sound-Spelling Walls are...	Sound-Spelling Walls are NOT...
An instructional tool	Classroom wallpaper
Arranged by speech sounds	Only about speech
Help students connect phonemes to graphemes	Print-to-Speech
Used to introduce new sounds and spelling patterns	Not a wall where you place all your word wall words
Used for targeted error correction	Static, sound-spelling walls are dynamic



# Review: How to Build the Wall

## Folder Activity

The folder activity is designed to help students understand how different vowels are produced based on the place and manner of articulation.

**Left Page: Vowel Chart**

The chart features a large vowel trapezoid with 16 small boxes for placing vowels. The vowels listed around the chart are: ɪ, ʏ, ʊ, e, ɛ, a, œ, ou, ø, ɔ̃, ɔ, ɛ̃, ɛ̄, ɛ̆, ɛ̈, ɛ̊, ɛ̋, ɛ̌, ɛ̍, ɛ̎, ɛ̏, ɛ̐, ɛ̑, ɛ̒, ɛ̓, ɛ̔, ɛ̕, ɛ̖, ɛ̗, ɛ̘, ɛ̙, ɛ̚, ɛ̜, ɛ̝, ɛ̞, ɛ̟, ɛ̠, ɛ̡, ɛ̢, ɛ̣, ɛ̤, ɛ̥, ɛ̦, ɛ̧, ɛ̨, ɛ̩, ɛ̪, ɛ̫, ɛ̬, ɛ̭, ɛ̮, ɛ̯, ɛ̰, ɛ̱, ɛ̲, ɛ̳, ɛ̴, ɛ̵, ɛ̶, ɛ̷, ɛ̸, ɛ̹, ɛ̺, ɛ̻, ɛ̼, ɛ̽, ɛ̾, ɛ̿, ɛ̀, ɛ́, ɛ̂, ɛ̃, ɛ̄, ɛ̅, ɛ̆, ɛ̇, ɛ̈, ɛ̉, ɛ̊, ɛ̋, ɛ̌, ɛ̍, ɛ̎, ɛ̏, ɛ̐, ɛ̑, ɛ̒, ɛ̓, ɛ̔, ɛ̕, ɛ̖, ɛ̗, ɛ̘, ɛ̙, ɛ̚, ɛ̜, ɛ̝, ɛ̞, ɛ̟, ɛ̠, ɛ̡, ɛ̢, ɛ̣, ɛ̤, ɛ̥, ɛ̦, ɛ̧, ɛ̨, ɛ̩, ɛ̪, ɛ̫, ɛ̬, ɛ̭, ɛ̮, ɛ̯, ɛ̰, ɛ̱, ɛ̲, ɛ̳, ɛ̴, ɛ̵, ɛ̶, ɛ̷, ɛ̸, ɛ̹, ɛ̺, ɛ̻, ɛ̼, ɛ̽, ɛ̾, ɛ̿.

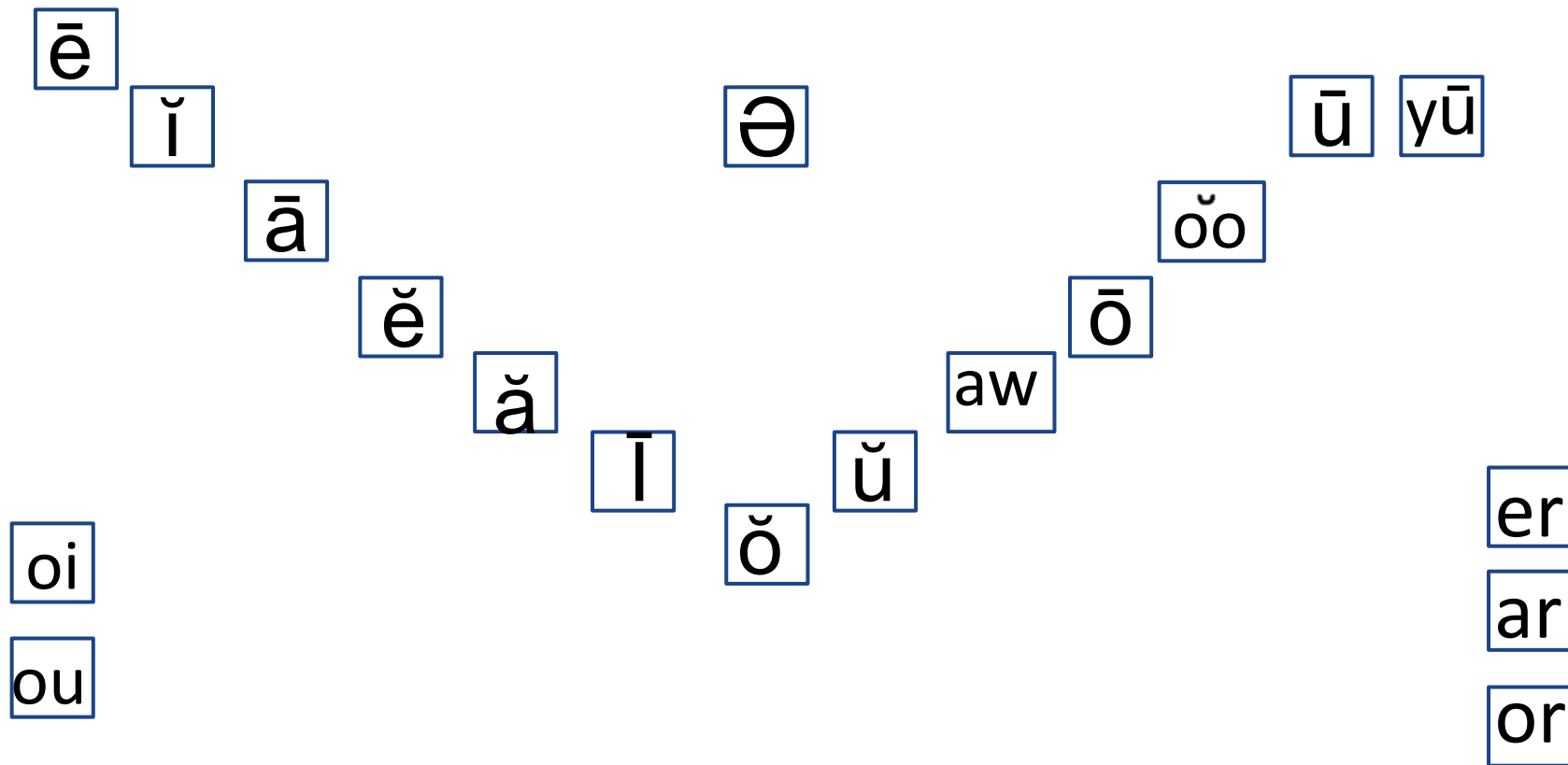
**Right Page: Vowel Production Table**

	Lips Together	Teeth on Lips	Tongue between teeth	Tongue on ridge behind teeth	Tongue pulled back on roof of mouth	Back of throat	Glottis
Stops	/p/	/b/	/t/	/d/	/k/	/g/	
Nasals							
Fricatives							
Liquids							

**Phonetic Symbols on the Table:**

- Green boxes: /t/, /d/, /p/, /b/, /k/, /g/, /s/, /z/, /ʃ/, /ʒ/, /h/, /m/, /n/, /ŋ/
- Yellow boxes: /l/, /r/

# Vowel Sounds of The English Language



# Consonant Sounds of The English Language

	Lips Together	Teeth on Lips	Tongue between teeth	Tongue on ridge behind teeth	Tongue pulled back on roof of mouth	Back of throat	glottis
<b>Stops</b> Unvoiced voiced	/p/ /b/			/t/ /d/		/k/ /g/	
<b>Nasals</b>	/m/			/n/		/ŋg/	
<b>Fricatives</b> Unvoiced voiced		/f/ /v/	/θ/ <u>/ð/</u>	/s/ /z/	/ʃ/ <u>/ʒ/</u>		/h/
<b>Affricates</b> Unvoiced voiced					/tʃ/ /dʒ/		
<b>Glides</b> Unvoiced voiced	/wʰ/ /w/				/j/		
<b>Liquids</b>				/l/	/r/		

# Using a Sound-Spelling Wall

## Daily Review

OCTOBER 2022						SUBJECT	Sound-Spelling Wall Review	PERIOD	October 2022		
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SAT/SUN	
WEEK 1	Notes										
WEEK 2	3	4	5	6	7	8/9					
	<p>Click here to enter text.</p> <p><b>Notes</b>            Airflow            Which consonant phonemes are continuous? How do we know?            Airflow            Which consonant phonemes are stops? How do we know?            Nasals            What happens when we hold our nose when producing nasal sounds? Why?            Nasals            What happens when a vowel sound comes before a nasal sound? Why might this make spelling tricky?            Lips Together            Which sounds are made with our lips together at the front of our mouth? How are they alike? How are they different?</p>										
WEEK 3	10	11	12	13	14	15/16					
	<p><b>Notes</b>            What two sounds are made with teeth on our bottom lip? Which is voiced? Which is unvoiced? How do you know?            Which consonant phonemes are made at the back of our throat? How are they alike? How are they different?            What are the vowel r sounds? Why can they be tricky to spell?            What are our vowel diphthongs? What happens to our mouth with diphthongs?            Which vowel sound follows the long e phoneme on the front of our mouth? How could their close articulation impact their spelling? What could help you?</p>										
WEEK 4	17	18	19	20	21	22/23					
	<p><b>Notes</b>            What are the two sounds for the spelling <i>qu</i>? How is that represented on our sound-spelling wall?            What are the ways we have learned to spell the long a sound? What can guide us in selecting the right choice?            What consonant phonemes are made with our tongue pulled back on the roof of our mouth?            What two sounds are made with our tongue between our teeth? What more can you tell me about these two sounds?            Where should we find the word, <i>the</i>, on our sound-spelling wall? Why?</p>										
WEEK 5	24	25	26	27	28	29/30					
	<p><b>Notes</b>            What happens when <i>/j/</i> is followed by <i>/r/</i>? Why? How can this be tricky for spelling?            What happens when <i>/d/</i> is followed by <i>/r/</i>? Why? How can this be tricky for spelling?            What are the two liquid consonant phonemes? Why are they called liquids?            What is the schwa sound? Why does it happen? Why does it make spelling words with schwa challenging?            What are our fricative consonant phonemes? How are they alike? How are they different?</p>										
WEEK 6	31										
	<p><b>Notes</b>            What is the glided y sound? Can you give me an example?</p>										

# Using a Sound-Spelling Wall

## Introduce a new phoneme/grapheme

- Review
- State the objective
- Explicitly teach the new phoneme (phonemes are sounds and articulatory gestures) with mirrors
- Say words with the phoneme in different positions while looking in the mirror
- Thumbs up/thumbs down
- Introduce the new grapheme keyword card
- Writing instruction
  - I do
  - We do
  - You do

Transfer to text lesson continued... (PGM, decodable text, dictation...)

# Using a Sound-Spelling Wall

▶ Sound Walls: What Is a Sound Wall All About?

## Sound Questions for Consonants



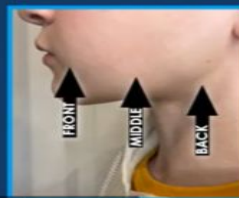
What is blocking the air flow?  
Lips? Teeth? Tongue?



Is my voice box on or off?



Is the air flow continuous?  
Does the air flow stop?  
Does the air go through my nose?



Is the sound made in the  
front / middle / back  
of my mouth?

these questions that came in?



VE 147

Used with permission from  
Dr. Mary Dahlgren

# Using a Sound-Spelling Wall

## Targeted Error Correction

	Lips Together	Teeth on Lips	Tongue between teeth	Tongue on ridge behind teeth	Tongue pulled back on roof of mouth	Back of throat	glottis
<b>Stops</b> Unvoiced voiced	/p/ /b/			/t/ /d/		/k/ /g/	
<b>Nasals</b>	/m/			/n/		/ŋg/	
<b>Fricatives</b> Unvoiced voiced		/f/ /v/	/θ/ /ð/	/s/ /z/	/ʃ/ /ʒ/		/h/
<b>Affricates</b> Unvoiced voiced					/tʃ/ /dʒ/		
<b>Glides</b> Unvoiced voiced	/wʰ/ /w/				/j/		
<b>Liquids</b>				/l/	/r/		

# Targeted Error Correction: Phonological

lup (lump)

fin (thin)

vish (fish)

	Lips Together	Teeth on Lips	Tongue between teeth	Tongue on ridge behind teeth	Tongue pulled back on roof of mouth	Back of throat	glottis
<b>Stops</b> Unvoiced voiced	/p/ /b/			/t/ /d/		/k/ /g/	
<b>Nasals</b>	/m/			/n/		/ŋg/	
<b>Fricatives</b> Unvoiced voiced		/f/ /v/	/θ/ /ð/	/s/ /z/	/ʃh/ /zh/		/h/
<b>Affricates</b> Unvoiced voiced					/tʃ/ /dʒ/		
<b>Glides</b> Unvoiced voiced	/wh/ /w/				/y/		
<b>Liquids</b>				/l/	/r/		



# Targeted Error Correction

tank(thank)

sap (snap)

Joclote (chocolate)

	Lips Together	Teeth on Lips	Tongue between teeth	Tongue on ridge behind teeth	Tongue pulled back on roof of mouth	Back of throat	glottis
<b>Stops</b> Unvoiced voiced	/p/ /b/			/t/ /d/		/k/ /g/	
<b>Nasals</b>	/m/			/n/		/ng/	
<b>Fricatives</b> Unvoiced voiced		/f/ /v/	/th/ /th/	/s/ /z/	/sh/ /zh/		/h/
<b>Affricates</b> Unvoiced voiced					/ch/ /j/		
<b>Glides</b> Unvoiced voiced	/wh/ /w/				/y/		
<b>Liquids</b>				/l/	/r/		

# Targeted Error Correction: Phonological

flig (fling)

brover (brother)

sbin (spin)

	Lips Together	Teeth on Lips	Tongue between teeth	Tongue on ridge behind teeth	Tongue pulled back on roof of mouth	Back of throat	glottis
<b>Stops</b> Unvoiced voiced	/p/ /b/			/t/ /d/		/k/ /g/	
<b>Nasals</b>	/m/			/n/		/ŋg/	
<b>Fricatives</b> Unvoiced voiced		/f/ /v/	/θ/ /ð/	/s/ /z/	/ʃ/ /ʒ/		/h/
<b>Affricates</b> Unvoiced voiced					/tʃ/ /dʒ/		
<b>Glides</b> Unvoiced voiced	/wʰ/ /w/				/j/		
<b>Liquids</b>				/l/	/r/		

# Targeted Error Correction: Other Common Errors

jress (dress)

chruck (truck)

nachur (nature)

	Lips Together	Teeth on Lips	Tongue between teeth	Tongue on ridge behind teeth	Tongue pulled back on roof of mouth	Back of throat	glottis
<b>Stops</b> Unvoiced voiced	/p/ /b/			/t/ /d/		/k/ /g/	
<b>Nasals</b>	/m/			/n/		/ŋg/	
<b>Fricatives</b> Unvoiced voiced		/f/ /v/	/θ/ /ð/	/s/ /z/	/ʃ/ /ʒ/		/h/
<b>Affricates</b> Unvoiced voiced					/tʃ/ /dʒ/		
<b>Glides</b> Unvoiced voiced	/wʰ/ /w/				/y/		
<b>Liquids</b>				/l/	/r/		

# Targeted Error Correction: Other Common Errors

What Word?

jragh

chrip

ejuicate

	Lips Together	Teeth on Lips	Tongue between teeth	Tongue on ridge behind teeth	Tongue pulled back on roof of mouth	Back of throat	glottis
<b>Stops</b> Unvoiced voiced	/p/ /b/			/t/ /d/		/k/ /g/	
<b>Nasals</b>	/m/			/n/		/ng/	
<b>Fricatives</b> Unvoiced voiced		/f/ /v/	/th/ /th/	/s/ /z/	/sh/ /zh/		/h/
<b>Affricates</b> Unvoiced voiced					/ch/ /j/		
<b>Glides</b> Unvoiced voiced	/wh/ /w/				/y/ /r/		
<b>Liquids</b>				/l/			

# Targeted Error Correction: Orthographic



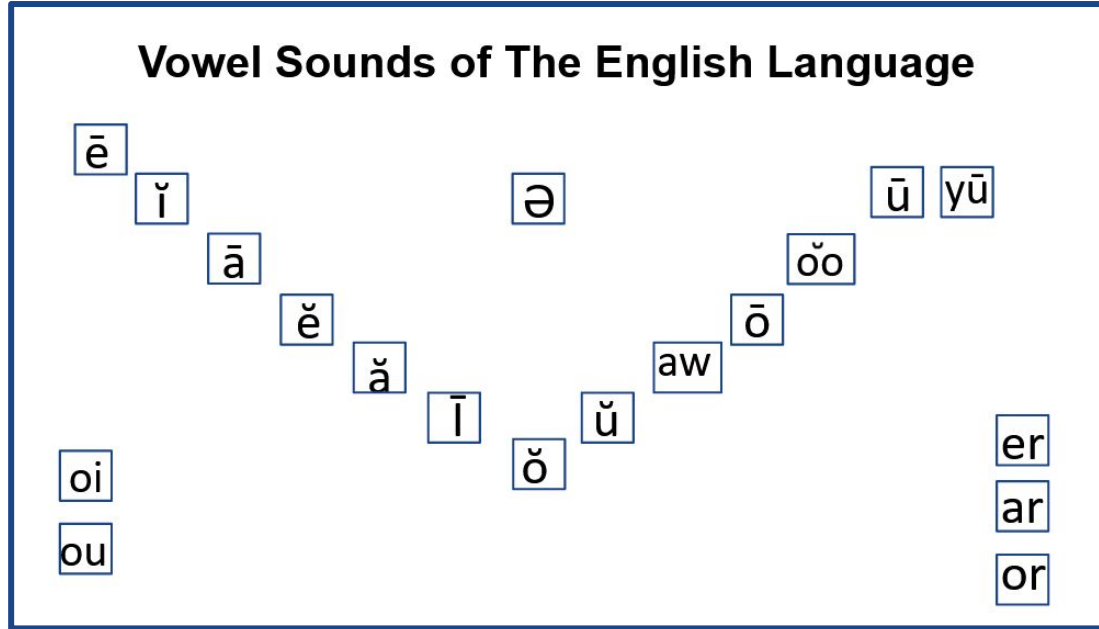
# Targeted Error Correction: Orthographic

pak (pack)



# Targeted Error Correction: Vowels phonemes

ben (bin)



# Targeted Error Correction: Orthography

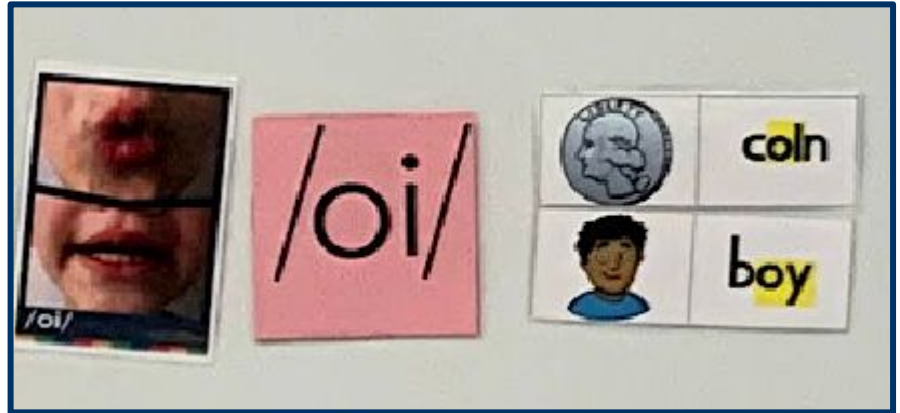
The whiteboard displays the following vowel sounds and associated words:

- /ē/**: me
- /ī/**: Jeep, ceiling, Pete, key, piece, eat, champion, baby, apology
- /ā/**: acorn, safe, batt, play, vein, eight, prey, steak
- /ē/**: Ed, bread
- /ă/**: apple
- /i/**: pine, hi, cry, light, pie, type
- /ō/**: octopus
- /ou/**: trout, soup, plow
- /ə/**: wagon
- /ū/**: moon, pupil, mule, rescue, tune, chew, suit, pew, blue, school
- /yū/**: (no words listed)
- /ö/**: rule, push, book
- /ō/**: no, home, boat, wash, august, saw, toe
- /aw/**: (no words listed)
- /er/**: her, bird, burn
- /ar/**: car
- /or/**: horn, core



# Targeted Error Correction: Orthography

spoyl (spoil)



# Targeted Error Correction: Orthography

The whiteboard displays the following vowel sounds and associated words:

- e**: me 4%, Jeep 6%, eat 4%, Pete 6%, key 6%, piece 4%, ceiling 3%, champion 9%, baby 6%, apology 6%
- i**: itch 9%, give 6%
- a**: acorn 4%, safe 3%, ball 9%, play 6%, vein 4%, eight 8%, prey 8%, steak 8%
- ɛ**: Ed 9%, bread 4%
- ā**: apple 9%
- ī**: pine 3%, hi 3%, cry 1%, light 6%, pie 6%, type 6%
- o**: octopus 9%
- u**: wagon 6%, school 6%, moon 6%, pupil 6%, flu 6%, mule 6%, tune 6%, soup 6%, suit 6%, push 6%, book 6%, chew 6%, blue 6%
- oo**: no 7%, home 1%, wash 2%, boat 5%, august 1%, snow 5%, saw 1%, toe 5%
- aw**: no 7%, home 1%, wash 2%, boat 5%, august 1%, snow 5%, saw 1%, toe 5%
- er**: her 7%, bird 7%, burn 7%
- ar**: car 8%
- or**: horn 9%, core 9%
- oi**: coin 6%, boy 3%
- ou**: trout 5%, plow 2%
- ə**: wagon 6%
- ū**: up 8%
- lost**: 4%

# Resources

---

**The Kastner Collection: Sound-Spelling Walls**

**Reading League Event - September 2018 - SOUND WALLS - Dawn Durham**

**Tools4Reading**



# References

- Boyer, N. & Ehri, L. C. (2011). Contribution of phonemic segmentation instruction with letters and articulation pictures to word reading and spelling in beginners. *Scientific Studies of Reading*, 15(5), 440–470.
- Castiglioni-Spalten, M. L., & Ehri, L. C. (2003). Phonemic awareness instruction: Contribution of articulatory segmentation to novice beginners' reading and spelling. *Scientific Studies of Reading*, 7(1), 25–52.  
[https://doi-org.ms.j.idm.oclc.org/10.1207/S1532799XSSR0701\\_03](https://doi-org.ms.j.idm.oclc.org/10.1207/S1532799XSSR0701_03)
- Dahlgren, M. (2022, March 4). *Sound walls: What is it all about?* [Conference session]. Pennsylvania Department of Education Conference Annual Conference 2022, Hershey, PA, United States.
- Fry, E. (2004). Phonics: A large phoneme-grapheme frequency count revisited. *Journal of Literacy Research*, 36, 85-98.
- Hanna, P.R., Hanna, J.S., Hodges, R.E., & Rudorf, E.H. (1996). *Phoneme-grapheme correspondences as cues to spelling improvement*. U.S. Department of Health, Education, and Welfare.
- Moats, L. C. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Paul H. Brookes.
- Stollar, S. (2021). *Move from a word wall to a sound wall*. Reading Science Academy.  
<https://www.readingscienceacademy.com/sound-walls-1>

# Presentation Evaluation

---

Thank You for attending this presentation.  
We welcome your feedback on the  
evaluation form.



<https://bit.ly/SoundWalls2022>

