Sound Walls: Utilizing an Instructional Tool Aligned to the Science

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“Decoding print is possible only if the reader can map print to speech efficiently; therefore, the elements of speech must be clearly and consciously identified in the reader’s mind.”

Orthographic Mapping

- spelling: map
- **GLUE**
- sounds: /m/ /a/ /p/
Ehri’s Phases of Word Development

- **Pre-Alphabetic**
  - Incidental visual cues
  - No P-G connections

- **Early Alphabetic**
  - Partial phonemic awareness
  - Some P-G connections
  - Little decoding ability

- **Later Alphabetic**
  - Complete phoneme awareness
  - P-G correspondence
  - Early sight recognition

- **Consolidated**
  - Decodes proficiently by sound, syllable, morpheme, whole word, families, and analogies

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**Sound Walls in Action**

- Watch as I model using a sound wall in a classroom
- Adding a new phoneme (sound)
- Adding a new grapheme (spelling pattern)
- Using the wall for daily review

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Classroom Sound Walls

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Personal Sound Walls

Students using the sound wall:

- Add phonemes and graphemes
- Mentoring other students
- Lead the sound drill
- Interact for the review questions
- During writing
I got for Christmas I got a pig and a unicorn plushes and shirt and pants and a ipod and shoes.

My first love was my firends. When I was little I

[Handwritten note: Virgins]
Sound Wall Implementation

Our instruction matters!
Don’t hesitate to reach out

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Educational podcast series

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