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## Phoneme Segmenting

**Objective:** To increase skill in phoneme segmenting for students who

- Have not yet mastered this skill

**Materials:** List of words for segmenting

**Sequence:**

1. Tutor sits opposite the student or turns body toward student.
2. **Explain:** Tutor says to the student “Today you’re going to practice saying the sounds in words to help you become an even better reader. I’ll say a word. Each time I hold up a finger, you’ll say a sound in that word.” This explanation may be shortened for students who have experience with this intervention, but some explanation and rationale must be given at the start of every session.
3. **Model:** Tutor says to the student “I’ll model for you how to say the sounds in two words. I’ll say a sound each time I hold up a finger. My turn.” Tutor models for the students, using the signaling procedure described above with only the tutor responding. Tutor is certain to hold up fingers in left to right order for the student’s perspective. An adult model is to be provided at the start of every session, even if the student is familiar with the expectations of the task.
4. **Practice:** Tutor says to the student “I’ll say a word. Each time I hold up a finger, you say a sound in that word. Your turn.” Tutor begins with the two words used during modeling phase, and continues practicing with student. Tutor maintains brisk pace, with little pause between words.
5. **Correction:** Any time a student responds incorrectly, the tutor immediately says “My turn,” demonstrates the correct response, then says “Your turn” has the student respond to the same word, backs up 2 words and continues forward so that the student must identify the previously incorrect word again. [i.e., “My turn. Tag /t/ /a/ /g/. Your turn. Tag” (signals for student to respond)].

**What If I Don’t See Progress?**

1. Work on only two phoneme words or words with only stop letter sounds until immediate mastery is noted on these
2. Provide a model for more words
3. Be certain that error correction procedures are being delivered correctly

The intervention protocols and integrity observations were developed by the St. Croix River Education District, Rush City, MN. Permission for use is granted for Reading Corps tutors and coaches within the 2013-14 Reading Corps program.

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## Phoneme Segmenting Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Tutor: \_\_\_\_\_ Observer: \_\_\_\_\_

Observed by (check one):  Reading Corps Internal Coach  Reading Corps Master Coach

INTERVENTION SEQUENCE	YES	NO
Tutor has a list of words for segmenting		
Tutor explains task and gives rationale to student at least briefly every session		
Tutor models task with at least two words every session		
Tutor uses appropriate hand signaling during model		
Tutor holds up fingers in left to right order from student's perspective		
Tutor initiates practice by repeating task directions		
Tutor uses appropriate hand signaling for each word during practice phase		
Tutor follows error correction procedure immediately for every error. Also mark "yes" if the student did not make any errors during the observed session.		
Tutor maintains brisk pace of presentation		
<b>Total</b> (maximum of 9 possible):		

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## Two Phoneme Words for PHONEME Blending and Segmenting

The Word Blending intervention word lists are available on edSpring.

Continuous Phonemes	Continuous Phonemes	Continuous then Stop Phonemes	Stop then Continuous Phonemes
OFF	MY	AT	HI
ON	LOW	IT	HE
IS	MOW	EGG	BOO
US	NO	UP	HAY
SEE	ROW	AGE	WHO
RYE	SHOW	EAT	TOE
SIGH	SHOE	EACH	GO
FEE	ACE	OAK	DAY
KNEE	AIM	OAT	KEY
WE	ICE	ADD	TO
MOO	OWN	AT	BEE
ZOO	SUE	ODD	TEA
ALL	YOU		DO
AM	WAY		TIE
IF			PIE
ILL			JAY
ME			PAY
SO			GEE
IN			PEA
AN			BYE
MAY			GUY
RAY			DOE
SAY			HOE
SHE			CHEW

For phoneme blending, start at the top of the left hand column (“off”) and move down the list and to the right. It is easier to start with continuous sounds for blending.

For phoneme segmenting, start at the bottom of the right hand column (“chew”) and move up the list and to the left. It is easier to start with stop sounds for segmenting.

Make note of which words were covered each day in the tutor log.

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### Three Phoneme Words for PHONEME Blending and Segmenting

The Word Blending intervention word lists are available on edSpring.

Continuous Phonemes	Continuous Then Stop Phonemes	Continuous Then Stop Phonemes	Stop Then Continuous Phonemes	Stop Continuous Stop Phonemes	Stop Continuous Stop Phonemes
SAM	MAT	MITT	DOLL	DOG	TAP
RAM	RED	MAD	DIM	HUT	COP
RAN	ROB	MID	HIM	TAD	HID
FIN	SOCK	LOT	PASS	TOCK	HUG
LESS	SHIP	FIB	COOL	TIP	WAIT
LINE	SACK	LEG	WAVE	DID	HAD
ROLL	LEAD	NOTE	PEN	GET	PEG
RACE	SITE	LIP	TOOL	LOCK	CHIP
RUN	LOCK	LAKE	TIM	TAG	JOKE
MILL	SOB	READ	DIM	POT	TOP
FILL	NAP	SAD	TOM	PIPE	BAT
SEEM	SHUT	AND	JAM	WOKE	DOT
SUN	RIP	RAG	PIN	PIG	HEAD
MOVE	SAT	ROD	TEN	PIT	BED
NOSE	FIT	MAP	WELL	TICK	BITE
MOM	FOG	LEG	PAN	YIP	HAT
MAN	MEG	LICK	HILL	BIG	GOT
FELL	RIB	ROAD	BELL	GET	GET
LOVE	LOG	SOD	TIN	HAD	BEG
YELL	LOCK	RAT	PILL	BOG	KIT
VAN	RUG	WET	HUSH	BEG	COB
FAN	AND	WHAT	GUM	PET	CAP
FILL	SIT	WIG	GAS	COAT	POP
RIM	FAT	WIPE	PULL		PEEK
FISH	RID		TUNE		BET
PUSH	ROT		CHIN		HIT
MUSH	FIG		CAN		HOP
RUSH	MAP		HAM		
	FEET				

For phoneme blending, start at the top of the left hand column (“SAM”) and move down the list and to the right. It is easier to start with continuous sounds for blending.

For phoneme segmenting, start at the bottom of the right hand column (“HOP”) and move up the list and to the left. It is easier to start with stop sounds for segmenting.

Make note of which words were covered each day in the tutor log.

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