
Blending Words

- Objective: To increase skill in blending letter sounds to make simple words for students who
- Have mastered letter sound correspondence with the letters in the words you will be blending
 - Have not yet mastered this skill

Materials: List of words printed in a size students can read

Sequence:

1. Tutor sits next to the student sharing a table.
2. **Explain:** Tutor says to the student “Today you’re going to practice blending sounds to make words to become an even better reader. When I touch under a letter you’ll say the sound for that letter. When you blend, don’t stop between sounds. When I slide my finger under the whole word, you’ll say the word.” This explanation may be shortened for students who have had experience with this intervention, but some explanation & rationale must be given at the start of every session.
3. **Model:** Tutor says to the student “I’ll model for you how to blend two words. My turn.” Tutor models for the student, using the signaling procedure described above with only the tutor responding. 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 “Your turn.” tutor practices with student, starting at the top of the page. Tutor maintains brisk pace, with little pause between words. Repeat pages until there are no errors.
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. /m/ /o/ /m/ mom. Your turn.” (signal for student response)].

What If I Don’t See Progress?

1. Reduce the number of words on the list you are practicing and repeat the list more times
2. Work on only two phoneme words or words with only continuous letter sounds until immediate mastery is noted on these
3. Provide a model for more words
4. 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.

Blending Words 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 blending formatted in a size the student can read		
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 initiates practice		
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		
Total (maximum of 8 possible):		

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SAMPLE STUDENT MATERIALS FOR WORD BLENDING:

mit cat Tam him

lap sit Sam jam

nip pin am an

pit man tin hat

Pages used for Word Blending appear on edSpring, and are designed to be used in the order in which they appear, as they progressively become more challenging.

Notice with these phoneme blending materials:

- All words on a page are made with the same small subset of letter sounds
- More common letter sounds are used (especially on the earlier pages)
- More than one vowel sound is used to promote sound discrimination
- All words are 2-3 phonemes long

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