Phoneme Blending

Objective: To increase skill in phoneme blending for students who
  • Have not yet mastered this skill

Materials: 2-3 cubes, chips, or scraps of paper
  List of words for blending

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 help you become an even better reader. I’ll tap a cube as I say each sound
    in the word. When I slide my finger above the cubes you’ll say the whole word.” This
    explanation may be shortened for students who have had experience with the
    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 blend the sounds I say into a
    word. I’ll model two words. My turn.” Tutor models for the students, 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 “I’ll say the sounds in a word. When I signal, you
    say the 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. /f/ /i/ /g/ fig. Your turn. /f/ /i/ /g/.”
    (signal for student to say word)].

What If I Don’t See Progress?

  1. Work on only two phoneme words or words with only continuous 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
# Phoneme Blending

Intervention Integrity Observation Checklist

Site: ___________________ Grade Level of Student: _______ Date: ___________

Tutor: __________________ Observer: ____________________

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

<table>
<thead>
<tr>
<th>INTERVENTION SEQUENCE</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor has a list of words for blending</td>
<td></td>
<td></td>
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<tr>
<td>Tutor explains task &amp; gives rationale to student at least briefly every session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor models task with at least two words every session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor uses appropriate hand signaling during model</td>
<td></td>
<td></td>
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<tr>
<td>Tutor initiates practice by repeating task directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor uses appropriate hand signaling for each word during practice phase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor follows error correction procedure immediately for every error. Also mark “Yes” if the student did not make any errors during the observed session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor maintains brisk pace of presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total (maximum of 8 possible):**

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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.