Phonemic Awareness Instructional Routine: Blending

**Intervention Summary:**

Blending is an intervention procedure that gives students an increased opportunity to practice blending letter sounds to sound out words. This intervention is an efficient strategy for increasing accuracy, speed, and fluency of sounding out words with three to five phonemes, requires little student training or teacher time, and can be used with small groups or individual students. This intervention is appropriate for elementary school students.

**Materials Needed:**

* List of ten words with three to five phonemes

**Procedures:**

Obtaining Baseline Data:

Baseline data should be collected prior to implementation of intervention to evaluate how well the student is currently doing by administering curriculum based measure for phonemic segmentation. The CBM should be given once daily for a week to obtain at least three baseline data points for correct letter sounds per minute. After baseline data have been collected, plot the data along with the goal line on the chart and give to the teacher so he/she can plot the weekly progress monitoring data.

Intervention Steps:

Bold type is what the teacher says. Regular type is what the student(s) say,

1. The teacher begins the intervention by explaining the task to the student saying

* + **“We are going to blend sounds to make words.”**

2. The teacher then models the task.

* + **Listen.**
    - **/sss//t//ooo//p/**
  + **I will blend the sounds to say the word.**
    - **stop**

3. Teacher and students practice task together.

* + **Listen.**
    - **/sss//t//ooo//p/**
  + **What word is the word?**
    - **stop (student and teacher say in unison)**
  + **Yes. When you blend the sounds quickly in /sss//t//ooo//p/ the word is stop.**

4. Students practice task

* + **Your turn.**
    - /sss//t//ooo//p/
  + **What is the word?**
    - stop
  + **Yes. When you blend the sounds quickly in /sss//t//ooo//p/ the word is stop.**

5. Independent practice

* + When the students consistently blend sounds to make a word, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

Scaffolding suggestion for errors

* + Verify that students are blending all the sounds to make a word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a word with fewer sounds (e.g., it, my).

**Progress Monitoring:**

Progress monitoring will occur by administering one-minute curriculum based measure in phonemic segmentation once every week. Teachers can assess for accuracy, fluency, or both. Review and graph the progress monitoring data every week. If the progress monitoring data points are below the goal line three times in a row, the intervention plan needs to be reviewed to determine if changes in the intervention or goal need to be made.

Intervention Implementation Checklist:

1. Teacher models procedure for one word YES NO
2. Student and teacher practice blending word together YES NO
3. Student practices blending word sounds independently YES NO
4. Teacher corrects mistake and goes though procedure again YES NO
5. Procedure is repeated for each word on the list YES NO

**Alternate Ideas/Variations:**

Provide students with a sentence that includes a word to blend (e.g., A car drives on a /sss//t//rrr//eee//t/. The student says street).

**Based On:**

Florida Center for Reading Research (2007). [www.fcrr.org](http://www.fcrr.org)