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Thank you for your request to our REL-Southeast Reference Desk regarding evidence-based information about research support for teaching blending of phonemes in kindergarten. The information below represents the most rigorous research available. Researchers consider the type of methodology and give priority to research reports that employ well described and thorough methods. The resources were also selected based on the date of the publication with a preference for research from the last ten years. Additional criteria for inclusion include the source and funder of the resource.

**Question:** *One of the Common Core State Standards (CCSS; Reading Standards: Foundational Skills, K-5, Phonological Awareness, #2) states that kindergarten students are expected to blend words orally as a phonological skill. The CCSS also indicate (Reading Standards: Foundational Skills, K-5, Fluency, # 4) that kindergarteners are expected to "Read emergent-reader texts with purpose and understanding." Is there research that supports the mastery of blending of regularly spelled one-syllable words by the end of kindergarten or by the end of first grade?*

The following research reports incorporated instruction in blending to address the reading development of preschool or kindergarten children.

- Borman, G. D., & Dowling, N. M. (2009). Student and teacher outcomes of the *Superkids* quasi-experimental study. *Journal of Education for Students Placed at Risk*, 14(3), 207–225.
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- Gunn, B., Smolkowski, K., & Vadasy, P. (2011). Evaluating the effectiveness of *Read Well Kindergarten*. *Journal of Research on Educational Effectiveness*, 4(1), 53–86.
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- Scanlon, D. M., Vellutino, F. R., Small, S. G., Fanuele, D. P., & Sweeney, J. M. (2005). Severe reading difficulties—can they be prevented? A comparison of prevention and intervention approaches. *Exceptionality*, 13(4), 209–227.
- Schuele, C. M., Justice, L. M., Cabell, S. Q., Knighton, K., Kingery, B., & Lee, M. W. (2008). Field-based evaluation of two-tiered instruction for enhancing kindergarten phonological awareness. *Early Education and Development*, 19(5), 726–752.
- Simmons, D. C., Coyne, M. D., Hagan-Burke, S., Oi-Man, K., Simmons, L., Johnson, C., ... Crevecoeur, Y. C. (2011). Effects of supplemental reading interventions in authentic contexts: A comparison of kindergarteners' response. *Exceptional Children*, 77(2), 207–228.
- Simmons, D. C., Kame'Enui, E. J., Harn, B., Coyne, M. D., Stoolmiller, M., Santoro, L. E., Kaufman, N. K. (2007). Attributes of effective and efficient kindergarten reading intervention: An examination of instructional time and design specificity. *Journal of Learning Disabilities*, 40(4), 331–347.
- Ukrainetz, T. A., Nuspl, J. J., Wilkerson, K., & Beddes, S. R. (2010). The effects of syllable instruction on phonemic awareness in preschoolers. *Early Childhood Research Quarterly*, 26, 50–60.
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- Walton, P. D., & Walton, L. M. (2002). Beginning reading by teaching in rime analogy: Effects on phonological skills, letter-sound knowledge, working memory, and word-reading strategies. *Scientific Studies of Reading*, 6(1), 79–115.
- Werfel, K. L., & Schuele, C. M. (2012). Segmentation and representation of consonant blends in kindergarten children's spellings. *Language, Speech, and Hearing Services in Schools*, 43, 292–307.
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**Search Process:**

**Key words and search strings used in the search:**

Phoneme blending AND kindergarten OR preschool; reading instruction AND kindergarten OR preschool; reading intervention AND kindergarten OR preschool

***Institute of Education Sciences Resources (IES):*** Regional Educational Laboratory Program (REL); IES Practice Guides; What Works Clearinghouse (WWC); Doing What Works (DWW); Institute of Education Sciences (IES); National Center for Education Research (NCER); National Center for Education Evaluation and Regional Assistance (NCEE); National Center for Education Statistics (NCES)

***Other Federally Funded Resources:*** Florida State University Multidisciplinary Learning Disabilities Center is funded by the National Institute of Child Health and Human Development

***Search Engines and Databases:*** PsychInfo, ERIC, Google Scholar, Academic Search Complete

***Disclaimer:***

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