



DAY CLINIC

Examine Your Practices

Now it's your turn. Ask yourself the following questions to examine your instructional practices and materials as they relate to blending.

1. Do I have enough words in my blending lines prior to reading a story?
2. Are some of the words linked to what students will read to prepare them for, or frontload, the decoding work with connected text?
3. Are the lists organized in a way that helps me assess students and engage them in full analysis of words? Am I able to use my lines to get formative assessment information regarding which students need more work with specific skills?
4. Are my lines differentiated enough to provide support for struggling readers, ample practice for on-level readers, and a challenge for advanced readers?
5. Are they read chorally first, then revisited multiple times (not calling on individual students first)?
6. Am I letting my students do the blending (limiting the modeling to only one or two words)? Am I letting my students decode the words first, without jumping in too quickly?
7. Do I have a corrective feedback routine that I regularly use to support my students?
8. Are my students noticing similarities and differences between minimal contrast words? Am I having conversations about words that help my students understand how words work?

(Note: Practice with minimal contrast sets helps students learn the importance of fully analyzing words when reading and become flexible in their understanding and use of a wide range of phonics patterns.)

Create blending lines for the following skills.

Focus Skill: Short e

Review Skills: All consonants; short vowels a, o, and i

Line 1 _____

Line 2 _____

Line 3 _____

Line 4 _____

Line 5 _____

Line 6 _____

Line 7 _____

Line 8 _____

Line 9 _____

Focus Skill: Long a (spelled ai, ay)

Review Skills: All consonants, digraphs, blends; all short vowels; final e (a_e, i_e, o_e, e_e, u_e)

Line 1 _____

Line 2 _____

Line 3 _____

Line 4 _____

Line 5 _____

Line 6 _____

Line 7 _____

Line 8 _____

Line 9 _____

Focus Skill: r-Controlled vowel *or, ore*

Review Skills: All consonants, digraphs, blends; all short vowels; all final e; all long vowels

Line 1 _____

Line 2 _____

Line 3 _____

Line 4 _____

Line 5 _____

Line 6 _____

Line 7 _____

Line 8 _____

Line 9 _____

Now take a look at this sample text. What words would you focus on for your phonics lesson? What blending lines would you create?

Sample Text

On the Farm

Mr. Clark is a farmer. He has a large farm. On it is a big red barn.

Mr. Clark plants a garden each March. He grows corn and beans.

Mr. Clark has lots of chores each morning. He rides a tractor to do some of his work.

Mr. Clark feeds the animals, too. He has a black horse and four little pigs. When it is dark or stormy, the animals stay in the barn. That way, no harm can come to them.

Mr. Clark loves being a farmer.

Source: Blevins, W. (2011). *Teaching phonics: A flexible, systematic approach to building early reading skills*. New York, NY: Scholastic.

Focus Skill: _____

Review Skills: _____

Line 1 _____

Line 2 _____

Line 3 _____

Line 4 _____

Line 5 _____

Line 6 _____

Line 7 _____

Line 8 _____

Line 9 _____