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.

- I. 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.

Line (
LIIIE							
Line 2			_	_			- —
Line 3			_	_			
Line 4			_	_			_
Line 5			_	_			
Line 6			_	_			
Line 7				_			
Line 8							
Line 9 Focus Sk	ill: Long <i>a</i>	(spelled a	ai, ay)	. blends: all s			
Line 9 Focus Sk Review S	ill: Long <i>a</i> i kills: All c	(spelled a	ai, ay)	blends; all s			
Line 9 Focus Sk	ill: Long <i>a</i> i kills: All c	(spelled a	ai, ay)				
Line 9 Focus Sk Review S	ill: Long <i>a</i> skills: All c	(spelled <i>a</i> onsonant	ai, ay) s, digraphs,		short vowel:		
Line 9 Focus Sk Review S e_e, u_e	ill: Long <i>a</i> skills: All c	(spelled <i>a</i>	ai, ay) s, digraphs,	. blends; all s	short vowel: . ———		
Line 9 Focus Sk Review S e_e, u_e) Line 1 Line 2	ill: Long a skills: All c	(spelled <i>a</i> onsonant: 	ai, ay) s, digraphs, - ————	, blends; all s	short vowel: - ———	s; final e (a_	_e, i_e
Focus Sk Review S e_e, u_e) Line 1 Line 2 Line 3	ill: Long a skills: All c	(spelled <i>a</i> onsonant	ai, ay) s, digraphs, 	blends; all s	short vowel: 	s; final e (a_	_e, i_e
Line 9 Focus Sk Review S e_e, u_e) Line 1 Line 2	ill: Long a skills: All c	(spelled <i>a</i> onsonant	ai, ay) s, digraphs, 	, blends; all s	short vowel: 	s; final e (a_	_e, i_e
Focus Sk Review S e_e, u_e) Line 1 Line 2 Line 3	ill: Long a	(spelled a	ai, ay) s, digraphs, 	, blends; all s	short vowel:	s; final e (a_	
Line 9 Focus Sk Review S e_e, u_e) Line 1 Line 2 Line 3 Line 4 Line 5	ill: Long a	(spelled <i>a</i>	ai, ay) s, digraphs,	, blends; all s	short vowel:	s; final e (a_	_e, i_e
Focus Sk Review S e_e, u_e) Line 1 Line 2 Line 3	ill: Long a	(spelled <i>a</i>	ai, ay) s, digraphs,	blends; all s	short vowel:	s; final e (a_	_e, i_e

vowels							
Line 1							
Line 2							
Line 1							
Line 3				_			
Line 4							
11							
Line 5							
Line 6							
Line 7				_			
Line 8							
Now take	e a look at tl What blendi				ould you	focus o	on for yo
			ould you		·	focus o	on for yo
Now take			vould you Sa	create? ample Text	=	focus o	on for yo
Now take			vould you Sa	create?	=	focus o	on for yo
Now take lesson? \		ng lines w	vould you Sa On	create? ample Text the Far	rm		
Now take lesson? \	What blendi	ng lines w	ould you Sa On nas a large	create? ample Text the Far farm. On i	m t is a big r	ed barn	n.
Now take lesson? \ Mr. (What blendi Clark is a far	ng lines w mer. He h a garden	ould you Sa On has a large each Marc	the Far	r m t is a big r	ed barn	n. s.
Mr. C	What blendi Clark is a far Clark plants Clark has lots	mg lines w mer. He h a garden	ould you Sa On has a large each Marc s each mor	the Far farm. On it	m t is a big r s corn an	ed barn id beans or to do	n. s.
Mr. (Mr. (Mr. (Mr. C	What blendi Clark is a far Clark plants	mer. He ha garden sof chores	ould you Sa On has a large each Marc s each mor s, too. He h	the Far farm. On it th. He growning. He richas a black	t is a big r s corn and les a tractor	ed barn nd beans or to do four litt	n. s. some of tle pigs. \
Mr. (Mr. (Mr. C Mr. C dark	What blendi Clark is a far Clark plants Clark has lots Clark feeds t	mer. He ha garden sof chores he animal: the animal	ould you Sa On has a large each Marc s each mor s, too. He h	the Far farm. On it th. He growning. He richas a black	t is a big r s corn and les a tractor	ed barn nd beans or to do four litt	n. s. some of tle pigs. \
Mr. (Mr. (Mr. (dark Mr. (Clark is a far Clark plants Clark has lots Clark feeds t or stormy, t	mer. He ha garden sof chores he animal che animal peing a far	ould you Sa On has a large each Marc s each mor s, too. He h ls stay in th	the Far farm. On ith. He growning. He richas a black ne barn. The	t is a big r vs corn and les a tractor horse and at way, no	ed barn or to do four litt harm c	n. s. some of tle pigs. \ an come

Sample Text

On the Farm

Focus S	kill:			
Review	Skills:			
Line 2		 	 	
Line 3		 	 	
Line 4		 	 	
Line 5		 	 	
Line 6		 	 	
Line 7		 	 	
Line 8				
Line 9				

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