



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 high-frequency words.

1. How do I teach high-frequency words—both regular and irregular?
2. Am I organizing the words in a way that will benefit my students? If I'm using a packaged curriculum (e.g., a basal reading program), am I adding related words to help my students see common word families?
3. How much practice do I give my students for reading and writing these words? Are there ways I can add to my weekly practice activities to increase my students' work with and exposure to these all-important words?
4. How am I assessing these words? Am I assessing students reading them? Am I assessing students using them in writing? Is my assessment cumulative so I can look at progress over an extended period of time to check on mastery?
5. Am I doing more work with those words I know many students struggle with (e.g., reversals)?

Begin by creating a mini-lesson for three sight words. Write what you will say to students or ask them during the lesson. For example, what aspects of the word will you point out during the "Spell" portion of the lesson? (Think about what your students already know based on where they are in your curriculum.) What extension activities will provide the best oral and written practice?

Read-Spell-Write-Extend Routine: *where*

Read: _____

Spell: _____

Write: _____

Extend: _____

Read-Spell-Write-Extend Routine: *some*

Read: _____

Spell: _____

Write: _____

Extend: _____

Read-Spell-Write-Extend Routine: *from*

Read: _____

Spell: _____

Write: _____

Extend: _____