Blending

Problems:
1. Not blending thru vowel (for Sound-by-Sound only)
2. Weak signals/pacing ... Moving to whole word blending too soon
3. Blending blends (tr, bl)
4. Adding schwa to consonant sound, confusing bird card & robot, erasing lines as they go
5. Verbal scaffolding used when no longer needed
6. Not giving any think time
7. Management/engagement strategies are not used/not all students are placed to see and be seen during blending

Purposes:
- Strategy to figure out unfamiliar words
- Develops fluency, automaticity, & comprehension
- Opportunity to develop language
- A step to success to the decodable
- Lay groundwork for spelling
- First step in learning to read & write
- Blend sounds to words

Solutions:
1. The reason blending through the vowel is important is because it develops fluency and automaticity.
2. The reason for strong signaling and pacing is to develop correct blending procedures.
   a. Also...It is important for students to have clear verbal and visual clues in order to blend sounds into words.
3. The reason to continue w/sound by sound blending is to lay strong foundation for decoding before moving to the next level.
4. It is important for students not to add schwa sound to consonants because it interferes w/blending and spelling.
5. It is important to be aware when verbal scaffolding is no longer needed so students can develop independence in decoding.
6. It is important for students to have time to think so they can correctly verbalize and write.
7. It is important to have strong management/engagement strategies so each student will have the opportunity to participate and teacher be able to assess to determine individual student needs