

## Phonics Strategy

<b>Strategy:</b> Chunking
<b>Appropriate Grade Level:</b> K-8
<b>Materials Needed:</b> <ul style="list-style-type: none"><li>• Reading Material at the students' instructional reading level</li></ul>
<b>Procedures/Steps:</b> <p><b>Preview</b> the text prior to the lesson, identifying words that may prove challenging for the students. Identify parts of the words already familiar to students to serve as a prompt if the students have difficulty with the whole word (the little word <i>and</i> is in the larger word <i>stand</i>).</p> <ol style="list-style-type: none"><li>1) Conduct a comprehension/vocabulary preview with the student.</li><li>2) Inform the student that if they find an unfamiliar word as they read, they should first look for the parts of the word they are able to read such as smaller words within the larger word, or prefixes and suffixes. Then they can blend the part of the word that they are able to read with the rest of the word.</li><li>3) Practice a few words in isolation.</li><li>4) When the student comes to an unfamiliar word, remind them to look for familiar parts.</li><li>5) Tell students who misread a word to return to the beginning of the sentence containing the misread word and read the entire sentence again correctly.</li><li>6) To encourage comprehension, discuss what happened in the story or the reading passage and the student's reaction to it.</li></ol>
<b>Comments/Tips/Modifications:</b> <ul style="list-style-type: none"><li>• Instructional reading level refers to a student reading a text that they scored between a 90% and a 94% accuracy with at least a 2.5 retelling score on a running record.</li><li>• For teaching compound words, have the students look for the two smaller words that make up a larger word.</li><li>• As students are reading, record any unfamiliar words for additional practice at a later date.</li><li>• For English language learners, be sure to preview any unfamiliar vocabulary. To reinforce comprehension, stop at intervals throughout the text to review what has happened up to that point.</li></ul>
<b>Source:</b> <p>Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.</p>