

### Phonics Strategy

**Strategy:** How to Teach Word Analysis/Spelling: Basic Steps

**Appropriate Grade Level:** K-5

**Materials Needed:**

- Blank 3x5 index cards
- Permanent marker

**Procedures/Steps:** Tell the students that many English words contain groups of letters that look and sound the same. Explain that those groups of letters are called “patterns” and if they know how to read one word, they will know how to read many words with the same pattern.

Then,

1. Introduce the word pattern. (“Today’s new word pattern is the beginning blend str-. The sounds /s/, /t/, and /r/, when you blend them together, make the sounds /str/.” Or, “Today we will learn an ending word pattern. The pattern is –ent. The sounds of /e/, /n/, and /t/, when you blend them together, make the sound /ent/.”)
2. Ask students to brainstorm words that begin or end with the pattern; for ending patterns (rimes), it may be easier to have students think of an onset (phoneme or letter) to put in front of the rime to create new words.
3. Write the students’ responses on index cards, one word to each card.
4. Have the students read the newly created words. Have them segment the onset and rime, then, blend them together to read the entire word.
5. Review all of the cards again, this time reading the entire word when it is shown.

**Comments/Tips:**

- The lesson can be repeated for any new word pattern that you introduce to the students. One newly introduced pattern per lesson is usually enough for the students at first, but as they begin to grasp the concept of word patterns, they may be able to study more than one pattern per lesson. If a new pattern is similar to a pattern with which the students are already familiar, be sure to draw their attention to the similarities and differences.

**Source:** Scamacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.