Saint Mary's University i.t.a. Literacy Clinic
Spelling by Pattern Protocol

Jane Flynn Anderson, Ph.D.

Teaching a pattern

1. Start with a sound that has two or more spellings   (beginning /k/ = k or c).

2. List 10-20 grade-level words that fit that pattern

3. Have students sort according to how the SOUND is spelled

4. Have students discover the PATTERN

5. Have them find more words that fit the PATTERN

    Encourage "YA BUTS.." Why don't they fit the pattern?

6. Make Word Walls, personal dictionaries, or word boxes of spelling patterns

7. Have them make up pattern-based sentences and stories.

    Once there was a boat named Joseph. He floated with smoke blowing from his smokestack. When it snows Joseph has to go solo to tote his cargo.

Testing the pattern

Spelling test: Challenge them with above-grade-level words (3-4 grade levels)

- One point for spelling the PATTERN correctly
- two points for spelling the rest of the word by SOUND
- Three points for correct spelling

Sequence for teaching patterns

Beginning /k/   k, c

Ending /k/   ck, k

Long vowel --/a/   a, a_e, ai

 Long vowel—/u/   u_e, u, ui

Long vowel--/o/   o, o-e. ow, oa

Long vowel—**/e/**   e, ee, ie, y

Long vowel—**/i/**   i_e, y, ie, igh

Vowel diphthongs-- ow/ou, oi/oy

Open-closed syllables

- one-syllable words

- two-syllable words

/j/ giant/jump

More /k/ sounds—c (end or middle of words, ch

Consonant doubling—adding –ed or -ing

/shun/ –tion, sion, and cian