*The student practices the reading and spelling of words from word families that have similar pronunciation and shared spelling patterns (rimes)*

**Materials**

1. Flashcards of spelling words (20 per session) in groupings of 5 words each from word families with different rimes
2. *Student Sheet: Spelling Words with Shared Rime*
3. *Recording Sheet: Repeated Review of Spelling Words with Shared Rime*

**Preparation**

 *Before each session of this intervention:*

1. Select 4 single-syllable word families with shared rime. A list of word families appropriate for this intervention appears on the *Recording Sheet: Repeated Review of Spelling Words with Shared Rime*. You may want to choose only high-frequency word families for use in this intervention
2. Generate a list of up to 5 words from each of the four selected word families to review with the student (e.g., **-ack:** pack, black, rack, tack, sack/ **-ill:** pill, sill, mill, till, bill), resulting in a total word list of 20 items for the session. Educators can access a few wordlist generator to create wordlists with shared rime at: <http://www.wordlistgenerator.net>
3. Make 4x6 flashcards of the selected spelling words. One word is written on each flashcard, with the onset (initial consonant(s) of the word) written in black ink and the rime of the word written in red ink

**Intervention Steps**

1. **Have the student read the words aloud.** During the reading component of the intervention session, the teacher ensures that the flashcards of the same word family (shared rime) are grouped together. That teacher shows the student each flashcard for 5 seconds and asks the student to read it aloud. If the student reads the word correctly, the teacher acknowledges the response (e.g., ‘Good’ or ‘Right’) and moves to the next card. If the student misreads the card or hesitates for 5 seconds or longer, the teacher says the correct word and has the student say the correct word, then moves on to the next card. The teacher continues until the student has attempted all flashcards once
2. **Have the student spell the words.** During the writing component of the intervention session, the teacher again ensures that the flashcards of the same word family (shared rime) are grouped together. For each word, the teacher reads the word from the flashcard but does not show the card to the student. The student is directed to write the word. Then the teacher immediately shows the student the correct model on the flashcard and asks the student to state whether he or she spelled the word correctly
	1. If the student’s spelling is correct, the teacher moves on to the next word
	2. If the student’s spelling is incorrect, the student is directed to cross out the incorrect spelling and copy the correct word from the flashcard into the appropriate ‘Self-Correction’ blank. The teacher then moves to the next spelling word. The process continues until the student has attempted all 20 spelling words
3. **Record correct student responses.** While conducting this intervention, the teacher records each word that the student reads and spells correctly and notes the date of that correct response
4. **Continue with the current list until mastery.** The teacher continues using the current wordlist in successive sessions until the student can respond without error on both the reading and spelling task for all 20 words on the list. The teacher then selects new word families and generates a new word list