# Glass Analysis

**What is "Glass Analysis" and why is it important?**

With "Glass Analysis" (Glass, 1971), your child identifies words by scanning unknown words for common spelling patterns. The sounds of spelling patterns usually remain constant and therefore are easier for many children to remember than individual vowel sounds that change in different words.

**How can I use "Glass Analysis" with my child?**

Choose a spelling pattern that is unfamiliar to your child, for example, "and." Talk with your child about the sound that the spelling pattern "and" makes. Cover letters in the word that are not included in the spelling pattern with your fingers. For example, you would cover the "s" in "sand." This would leave the spelling pattern "and." Have your child say the spelling pattern sound. Now, cover the spelling pattern "and" and uncover the letter "s." Have your child say the letter sound "s." Now have your child say the letter sound "s," then the spelling pattern sound, and finally, have him blend the sounds together ("s" and "and," "sand").

$$\text{sand} \longrightarrow (\text{ s} \longrightarrow \text{and} \longrightarrow \text{sand })$$

Continue practicing this procedure with one-syllable words. When your child is very comfortable with one-syllable words, move on to two-syllable words. In the two-syllable word, "landed," there are two spelling patterns, "and" and "ed."

$$\text{landed} \longrightarrow \text{l} \longrightarrow \text{and} \longrightarrow \text{land} \longrightarrow \text{ed} \longrightarrow \text{landed}$$

Your child can use "Glass Analysis" spelling pattern word lists and "Word Master" lists to practice the strategy. He can then use "Structured Language Experience Stories" to practice reading words containing the spelling patterns in a story context. These can all be found on the ThinkingWorks web site (www.getthinkingworks.com).

**Glass Analysis – Spelling Patterns**

| | I | | | II | |
|---|---|---|---|---|---|
| at | am | ash | ar | ame | ice |
| ing | un | ish | em | ape | ick |
| et | in | ed | up | ace | il(l) |
| it | ap | ig | ate | ang | ink |
| ot | and | ip | ent | ank | ob |
| im | ack | ud | est | ong | od |
| op | um | id | ake | all | og |
| an | ab | en | ide | aw | ub |
| ay | ag | ug | ock | el(l) | ul(l) |
| ad | old | ut | ade | ock | ush |

| | III | | | IV | |
|---|---|---|---|---|---|
| able | us | <u>eat</u> | ave | eal | ure |
| ight | il(l) | as(s) | ove | t<u>ea</u> | ur |
| is(s) | ite | ev | f<u>olly</u> | ee | ir |
| on | Es(s) | ind | age | c<u>are</u> | ai |
| or | om | oss | er | <u>deaf</u> | au |
| ul(l) | oke | eam | air | <u>oa</u>t | oi |
| ac | ore | ost | ied | ue | tion |
| al(l) | <u>low</u> | <u>rol(l)</u> | ew | s<u>oon</u> | ture |
| ook | ast | one | ire | ou | al |
| f<u>ow</u>l | ane | ale | ear | ound | |