



THE SOURCE: A Curriculum Guide for Reading Mentors



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Part 1

IDEAS FOR BUILDING READERS



HOW DO CHILDREN BECOME READERS?

“At one magical instant in your early childhood, the page of a book --- that string of confused, alien ciphers --- shivered into meaning. Words spoke to you, gave up their secrets; at that moment, whole universes opened. You became, irrevocably, a reader.”

All children deserve the promise that books hold. Whether they transport us to another world, make us laugh or cry, teach us something new, or introduce us to people we wouldn't otherwise meet, we are thankful for their gifts. In turn, all children deserve the gift of reading. And as educators, we bear the responsibility and honor of delivering that gift. Students come to school with a wide range of reading skills and ability levels. Some have mastered most of the skills they'll need to decode and comprehend more complex text; others still struggle with the most basic and critical skills. Your task --- and challenge --- is to help these students to face the demands of texts filled with new and long words and complex ideas.

This guidebook is designed to help you better understand our complex language to improve and expand students' reading skills. Your students will gain insights into our fascinating language, get excited about words, and become fluent readers. You'll help them to develop a passion for books and an understanding of how books can provide pleasure and information.

With reading as one of the most important skills for children to learn, what should be the primary goals of reading instruction? These goals are often mentioned:

1. Automatic word recognition (fluency)
2. Comprehension of text
3. Development of a love of literature and desire to read

The first of these goals --- automatic word recognition --- is one of the greatest challenges for students in learning to read. To become skilled readers, students must be able to identify words quickly and accurately. And to do that, they must be proficient at decoding words. Decoding words involves converting the printed word into spoken language. A reader decodes a word by sounding it out by using structural analysis and syllabication techniques, or recognizing the word by sight. In order to sound out words, a reader must be able to associate a specific spelling with a specific sound. Phonics involves this relationship between sounds and their spellings.

Approximately 84% of English words are phonetically regular. Therefore, teaching the most common sound-spelling relationships in English is extremely useful to readers. One of the early hurdles in helping children to read is helping them to understand that the series of symbols that we call the alphabet

maps out the sounds of our language in some predictable ways. This is a key insight into early reading. And it enables children to get off to a quick start in relating sounds to spellings in order to decode words.

Once children grasp this key insight and learn the most common sound-spellings that they meet in the earlier grades, their next hurdle involves decoding multisyllabic words. Some older students find it extremely difficult to read these words. They can't recognize common spelling patterns or larger chunks of the words that may help in sounding them out. And many more of the words in the books they're now reading are new to them, are not familiar to them. These words are not in their vocabulary. Discovering the meanings of these unfamiliar words is critical to understanding the meaning of what they read. Learning advanced phonics skills helps. For example, one important way to determine a word's meaning is by understanding the meanings of prefixes and root words. There are significant differences between the word "relevant" and "irrelevant," "play" and "playful."

Comprehension is certainly the most important part of reading. But how does the ability to decode words help a reader understand text? The chart below shows that strong decoding ability is necessary for reading comprehension.



Phonics instruction helps the reader to map out the sounds onto their spellings. Students must have phonemic awareness skills in order to match sounds to their spellings. Decoding words helps to develop and improve word recognition. The more words one recognizes, the easier the reading task. Therefore, phonics instruction aids in the development of word recognition by providing children with an important and useful way to figure out unfamiliar words while reading.

Reading fluency improves reading comprehension. Since children are no longer struggling with decoding words, they can devote their full attention to constructing meaning while they read the text. As the vocabulary and concept demands increase in text, children need to be able to devote more of their attention to making meaning from text, and increasingly less attention to decoding. If children have to devote too much time to decoding words their reading will be slow and labored. This will result in comprehension problems. The final result is that the student will not want to read.

When children begin to be able to recognize a large number of words quickly and accurately, reading fluency improves. As it becomes easier and easier for the student to recognize more and more words, he or she gains fluency and becomes automatic and makes less reading errors.



However, this is not the only skill a reader needs to make meaning from text. When they read, children need to be able to use other skills that interact with one another such as these listed below:

- 1) Most children have an understanding of how sentences are put together, however, oral language is different from “book language.” Written material pose difficulties for some children because their oral language patterns are different from the formal language patterns of text. Children must be able to understand how sentences are put together in text in order to be able to predict while they are reading. **Reading books out loud** to students helps them to gain an understanding of the more formal sentence structure of text.
- 2) Students need knowledge of the world around them in order to understand what they read. This knowledge helps the student to use clues in the text to discover the meaning of a new word. The reader needs this knowledge in order to determine what makes sense in what they read. **Reading aloud** to students **and talking** about what they have heard will help them to gain this type of knowledge.

WHAT RESEARCH TELLS US ABOUT STRUGGLING READERS

Countless research has been conducted in the area of reading. Much of this research has focused on the usefulness of phonics instruction and the best way is to teach children about sound-spelling relationships. Below is the list of ten of the top research findings.

#1: PHONICS INSTRUCTION CAN HELP ALL CHILDREN LEARN TO READ.

All children can benefit from instruction in the most common sound-spelling relationships and syllable patterns in English. This instruction helps children to decode words that follow these predictable sound-spelling relationships and syllable-spelling patterns.

Phonics instruction is particularly beneficial for children at risk for learning difficulties. This might include children who come to school with limited exposure to books, have had few opportunities to develop their oral languages, are from low socio-economic families, have below-average intelligence, are learning English as a second language, or are suspected of having a learning disability. However, even children from language-rich backgrounds benefit from this instruction. A reading researcher once said, “By learning phonics, students make faster progress in acquiring literacy skills --- reading and writing. By the age of six, most children already have about 6,000 words in their listening and speaking vocabularies. With phonics, they learn to read and write these and more words at a faster rate than they would without phonics.”

Phonics instruction is, therefore, an essential ingredient in reading instruction, as it teaches children how to read with accuracy, comprehension, fluency, and pleasure. Readers who are skilled at decoding usually comprehend text better than those who are poor decoders. Weak decoding skills are characteristic of poor readers. Decoding requires so much mental energy, and if a student struggles to decode what is read, then little mental energy is left over for higher-level comprehension. As decoding skills improve and more and more words are recognized by sight, less mental energy is required to decode words and more mental energy can be devoted to making meaning from the text.

Successful early decoding ability is related to the number of words a reader sees. Children who are good decoders read many more words than children who are poor decoders. Wide reading results in greater reading growth. Children not only learn to recognize more words and their meanings, but they become more familiar with the common spelling patterns of English, which in turn helps them to decode longer words. It is a cycle that continues on and on.

#2: DIRECT APPROACHES TO TEACHING ARE BETTER THAN “DISCOVERY” METHODS.

The most effective approach to helping students in learning to read is a systematic and direct approach. This is true especially for children at risk for reading difficulties. The discovery method relies on readers “discovering” clues about sound-spelling relationships. Good readers can do this; poor readers are not likely to discover. Good readers can generalize their knowledge to read new words and see new patterns. In order to effectively learn, poor readers must rely on a direct approach.

#3: MOST POOR READERS HAVE WEAK PHONICS SKILLS AND A STRATEGY IMBALANCE.

Most poor readers have a strategy imbalance. They tend to over-rely on one reading strategy such as using context clues. They do not use other strategies that might be more appropriate. To become skilled, fluent readers, children need to have a variety of strategies to figure out unfamiliar words. These strategies include using knowledge of sound-spelling relationships, using context clues, and using structural clues and syllabication. Younger and less skilled readers rely more on context than other, more effective strategies. This is partly due to their inability to use sound-spelling relationships to decode words. Stronger readers don't need to rely on context clues because they can quickly and accurately decode words by sounding them out.

#4: PHONICS KNOWLEDGE HAS A POWERFUL EFFECT ON DECODING ABILITY.

One way to help children make meaning of text --- the ultimate goal of reading instruction --- is to help them achieve automaticity in decoding words. A child's word recognition speed in first grade was found to be a strong predictor of reading comprehension ability in second grade. Devoting large amounts of mental energy to decoding words leaves less mental energy available for higher-level comprehension. This can result in comprehension breakdowns.

#5: GOOD DECODERS RELY LESS ON CONTEXT CLUES THAN POOR READERS.

Good readers don't need to rely as much on context clues because their decoding skills are so strong. It's only when good readers can't use their knowledge of sound-spelling relationships to figure out an unfamiliar word that they rely on context clues. In contrast, poor readers, who often have weak decoding skills, over-rely on context clues to try to make meaning of text. Any reader, strong or weak, can use context clues only up to a certain point. It has been estimated that only one out of every four words (25%) can be predicted

using context. The words that are the easiest to predict are function words such as the and an. Content words --- the words that carry the bulk of the meaning in a text --- are the most difficult to predict. Researchers estimate that content words can be predicted only about 10% of the time.

“The whole word method of learning words may serve a student adequately up to about second grade. But failure to acquire and use efficient decoding skills will begin to take a toll on reading comprehension by grade 3.” - Jeanne Chall

#6: THE READING PROCESS RELIES ON A READER’S ATTENTION TO EACH LETTER IN A WORD.

Eye-movement studies have revealed that skilled readers attend to almost every word in a sentence and process their letters that make up each word. Prior to these findings, it was assumed that readers did not process each letter in a word but, rather, recognized the word based on shape and context.

Research has also revealed that poor readers do not fully analyze words; for example, some poor readers tend to rely on initial consonants only to decode. Therefore:

- Phonics instruction should help in focusing children’s attention on all the letters or spellings that make up words and the sounds each represents by emphasizing full analysis of words.
- Phonics instruction must teach children strategies to use this information to decode words. The reader has to pay attention to the spelling patterns in words in order to store the words in his or her memory. By more fully analyzing the common spelling patterns of English, the reader becomes a better speller.

#7: PHONEMIC AWARENESS IS NECESSARY FOR PHONICS INSTRUCTION TO BE EFFECTIVE.

Before children can use a knowledge of sound-spelling relationships to decode words, they must understand that words are made up of sounds. Many children come to school thinking of words as whole units --- cat, dog, run. Before they can learn to read, children must realize that these words can be broken into smaller units --- and sounded out. Phonemic awareness is the understanding, or insight, that a word is made up of a series of discrete sounds. Without this insight, phonics instruction will not make sense to children. Some students with weak phonemic awareness skills are able to make it through the first few years of reading instruction by memorizing words. This strategy breaks down when the number of unique words in text increases in grades 3 and up. Therefore, if weak phonemic awareness skills are not detected and corrected, these students may enter the intermediate grades with a very serious reading deficit, and they will need intensive intervention.

#8: PHONICS INSTRUCTION IMPROVES SPELLING ABILITY.

Reading and writing are interrelated and complementary processes (Pinnell, 1994). Whereas phonics is characterized by putting together sounds to form words that are printed, spelling involves breaking down spoken words into sounds in order to write them. To spell, or encode a word, a child must map a spelling onto each sound heard in the word.

Spelling development lags behind reading development. A word can generally be read before it can be spelled. The visual attention a child needs to recognize words is stored in his or her memory. This information – the knowledge of the spelling patterns, also known as **orthographic** knowledge – is used to spell. Spelling, however, requires greater visual recall than reading and places higher demands on memory.

Good spellers are generally good readers because spelling and reading share an underlying knowledge base. Poor readers, however, are rarely good spellers. Phonics is a particularly powerful tool in improving spelling because it emphasizes spelling patterns, which become familiar from reading. Studies show that half of all English words can be spelled with phonics rules that relate one letter to one sound. Thirty-seven % of words can be spelled with phonics rules that relate groups of letters to one sound. The other 13% must be learned by memorization. Good spellers have not memorized the dictionary; they apply the phonics rules they know and have a large store of sight words.

Writing, in turn, supports a child's reading development because it focuses the child's attention on how print works. Poor spellers experience difficulties in both writing and reading. Poorly developed spelling ability also hinders vocabulary development (Adams, Treiman, and Pressley, 1996; Read, 1986).

#9: A TEACHER'S KNOWLEDGE OF PHONICS AFFECTS HIS OR HER ABILITY TO TEACH PHONICS.

A teacher's knowledge of phonics has a strong effect on his or her ability to teach phonics (Carroll, 1990; Moats, 1995). This understanding of the phonics of the English language enables the teacher to choose the best examples for instruction, provide focused instruction, and better understand and interpret students' reading and writing errors in relationship to their developing language skills. I highly recommend that all teachers take a basic course in phonics or linguistics to gain further insights into our language that can be used in the classroom in productive and purposeful ways.

#10: KNOWLEDGE OF COMMON SYLLABLE PATTERNS AND STRUCTURAL ANALYSIS IMPROVES THE ABILITY TO READ, SPELL, AND LEARN THE MEANINGS OF MULTISYLLABIC WORDS.

For many children, reading long words is an arduous task. Explicit instruction in the six common spelling patterns, the most common syllable types (e.g., VCe, VCCV,), prefixes, suffixes, roots, and word origins helps students recognize larger word chunks, which makes decoding and figuring out meaning easier. For example, it may be efficient for a student to decode text containing simple CVC words such as cat and ran sound by sound; however, it is not efficient for him or her to decode text containing words such as transportation and unhappy sound by sound. Rather, it is more efficient for the child to recognize common word parts such as trans, port, tion, un, and happy and blend these larger chunks to sound out the word.

MEETING THE NEEDS OF STRUGGLING READERS

What do all of these people have in common?

Thomas Edison, Albert Einstein, Woodrow Wilson, Nelson Rockefeller, Hans Christian Anderson, George Patton, Galileo, Leonardo da Vinci, Michelangelo, Bruce Jenner, Winston Churchill, and Tom Cruise

They were all dyslexic. Each struggled in his own way to master the skill of reading.

Skilled readers read regularly for information and for pleasure. However, for many children reading is neither easy nor enjoyable. While some children seem to learn to read with ease, others experience great difficulties. Children with reading difficulties can possess a wide range of language deficits. Some children with dyslexia have normal or high intelligence and have no problems with vocabulary or understanding sentence structure. However, they have trouble with sounds and print.

Struggling readers might have problems with phonemic awareness, phonics, comprehension, or processing verbal information. They might also lack the auditory and visual skills needed for reading. Often, memory and concentration are a problem. There can be many causes of reading difficulty. Because of their lack of success, struggling readers often view themselves as incapable of learning to read. This “learned helplessness” may cause them to give up and resist making an effort. “Part of teaching children with reading problems is convincing them that they can learn to read, despite their experience to the contrary” (Stahl, 1997).

Phonics must not be made to carry the whole burden of reading instruction, especially if students have difficulty with it. Although research and experience have demonstrated again and again that phonics knowledge and skill are essential for learning to read, and that they speed up learning to read, there is also considerable evidence that reading development depends on wide reading of connected text, the development of fluency, and the growth of vocabulary, knowledge and reasoning. Thus, it is wise for all students, even those having extreme difficulty with phonics, to read books they find interesting, learn the meanings of ever more difficult words, and continue to acquire knowledge.” - Chall and Popp, 1996

One of the most difficult things to do is watch a child struggle with learning to read. There is no excuse for the high numbers of children who leave our schools unable to meet the most basic reading demands. We must do all that we can do reverse the sobering statistics in the United States today. According to national assessment statistics, approximately 44% of fourth-graders read at “below basic” levels. Approximately 60 million U.S. citizens read below the eighth-grade reading level. About 85% of the juveniles appearing in juvenile court are functionally illiterate, and about 75% of the unemployed adults are illiterate.

So how can I help?

To help children with reading problems, it is critical to assess what they can and cannot do and then make a plan to meet their unique instructional needs. What these children need may not be a different program, but rather adjustments to their existing program that include more time, more instructional support, and more practice reading text. All four types of struggling readers generally suffer from low motivation, low levels and practice, and low expectations. All of these things have to be taken into consideration.

When you notice that a student has a reading problem, and it has been

FOUR TYPES OF STRUGGLING READERS

Emergent Readers: These children have extremely poor word-recognition skills and in their efforts to read they try to depend on visual clues such as word shape, length, or position on the page. These students need a great deal of phonological awareness training, and benefit most from explicit instruction in recognizing the alphabet and learning sound-spelling relationships.

Compensating Readers: These children have a limited grasp of sound-spelling relationships, and they have trouble decoding words. As they result, they compensate by relying on context clues and their sight-word knowledge. These children do okay with easy material, but have serious difficulties when text becomes more demanding.

Non-automatic Readers: These readers can accurately sound out words, but with great effort. Since their word-recognition skills are not automatic, decoding requires much of their mental energy, and their comprehension suffers. These children need practice and repetition to build fluency. They may also have motivational problems.

Delayed Readers: These readers have automatic word-recognition skills, but acquire their skills much later than their peers. They lack comprehension skills because they were still concentrating on decoding when they were taught those skills. Therefore, when the reading materials became more complex with multisyllabic words, they weren't ready for the increased comprehension demands. These children need a great deal of instruction on learning and using comprehension strategies. They might also benefit from further instruction in phonics and spelling.

diagnosed, it is time to turn things around. Effective interventions are generally characterized by the following:

- They are applied as early as possible (as soon as a problem is diagnosed).
- They involve well-trained, highly skilled teachers and specialists.
- They are intensive.
- They can close the reading gap for poor readers.
- They are short lived, lasting only as long as needed.
- They help children overcome “learned helplessness.”
- They connect in terms of instructional strategies and content to the reading instruction occurring in the classroom with the “general student population.”

The following guidelines emerge regarding meeting the individual needs of students. These four principles have been found to be most useful:

PRINCIPLE 1

Begin intervention at the level students need it most.

FOUR BASIC PRINCIPLES OF EFFECTIVE INTERVENTION

Principle 1

Begin instruction at the level students need it most. Treat the cause, not just the symptoms of reading difficulties. This requires looking at deficits in prerequisite skills.

Principle 2

Assess, assess, assess. Effective diagnosis and ongoing assessment are critical.

Principle 3

Select the appropriate literature for instructional and independent uses. Be careful to avoid providing literature that is always at students' frustration level.

Principle 4

Maintain consistency. Using multiple instructional methods can confuse students. Use one clearly designed method of instruction, not a multiple of methods and techniques that may be at odds with one another.

Sometimes we tend to treat the symptoms of reading difficulties, rather than the causes. There is a need to determine a student's lowest deficit skill and begin instruction there. To do otherwise is like building a house on sand. Without a strong foundation, the house is sure to collapse. Skills prerequisite for phonics instruction include phonemic awareness and alphabet recognition. I should point out that simply treating a lower-deficit skill isn't necessarily enough to correct the reading problem. It will indeed remove a reading road block, but more must be done. "The lowest level deficit should be identified and repaired, followed by a reevaluation of the reader for additional problems, and by further instructional intervention to repair newly identified problems" (Royer and Sinatra, 1994).

PRINCIPLE 2

Assess, assess, assess.

When students enter the intermediate grades, their phonic decoding abilities vary significantly. To provide effective and purposeful instruction at those grade levels, it's important to assess the student's phonics skills and develop instruction based on the results. A comprehensive diagnosis of each student is necessary. Using your findings frequent monitoring of the student's progress to determine the success of your intervention. "An ounce of prevention is worth a pound of cure." Certainly the best way to prevent reading difficulties is properly designed instruction and early detection of difficulties. However, even with safeguards, some students will persist in struggling with decoding and continual assessment will be necessary.

You can assess students in many ways, including the following:

Screening assessments for phonics, phonemic awareness, and writing/spelling

Progress monitoring for fluent reading ability.

These assessments can provide you with enough vital information to guide instruction and determine what a student already knows. It's important to collect information daily, weekly, and monthly.

PRINCIPLE 3

Select the appropriate literature for instructional and independent uses.

Not only do students need to be reading successfully during formal reading instruction, they also need to have successful independent reading opportunities each day. Students need to read text with which they have a sense of control and comfort. The relationship between silent reading (and out-of-school reading) and reading growth has been well documented. (Rosenshine and Stevens, 1984). As Allington (1984) pointed out, good first-grade readers read about 1,900 words a week, whereas their poor-reader counterparts read only about 16 words per week. By the middle grades, an average reader reads approximately 1,000,000 words a year, whereas a poor reader may read only 10,000 words. You can't become a skilled reader if you rarely read.

The following guidelines highlight the differences among the following different student reading levels:

- Independent
- Instructional
- Frustrational

Results of certain instructional assessments can be used to determine a student's independent, instructional, and frustration reading levels.

LEVELS OF READING

Independent or free reading level: The level at which a student can read a text without the teacher's assistance. Comprehension should average 90% or better, and word recognition should average 95% or better.

Instructional reading level: The level at which a student should receive reading instruction. The student reads with teacher guidance, and is challenged enough to continue reading growth. Comprehension should average 75% or better, and word recognition should average 90% or better.

Frustration reading level: The level at which a student cannot read a text adequately. At this level, the student frequently shows signs of discomfort. Comprehension averages 50% or less, and word recognition averages less than 90%.

PRINCIPLE 4

Maintain consistency.

If a student is to be successful, there must be consistency in the instruction that the student receives. Sometimes the different methods used to help a student to learn to read conflict with one another. The result is confusion for

the student, and this confusion hinders the student's learning. Therefore, it is important to maintain consistency among the methods or techniques used to teach the student.

PHONEMIC AWARENESS: THE FOUNDATION FOR PHONICS SKILLS

A phoneme is a speech sound. It's the smallest unit of sound that distinguishes one word from another. The phoneme is derived from the Greek root phon (as in the word telephone), which refers to voice or sound. The following pairs of words differ by only one phoneme, the first – cat/hat, men/pen.

Since sounds cannot be written, we use letters to represent or stand for the sounds. A grapheme is the written representation (a letter or cluster of letters) of one sound. For example, the /b/ sound can be represented by the letter b; the /sh/ sound can be represented by the letters sh. The word sat has three phonemes (/s/ /a/ /t/) and three graphemes (s, a, t). The word chop also has three phonemes (/ch/ /o/ /p/) and three graphemes (ch, o, p).

Linguists disagree on the actual number of sounds in the English language. The number varies according to dialect, individual speech patterns, changes in stress, and other variables. However, for the sake of our study, we will deal with the 44 phonemes commonly covered in elementary school reading programs.

THE 44 SOUNDS OF ENGLISH

Consonant Sounds

- | | | |
|---------------|-----------------|---------------------|
| 1. /b/ (bat) | 10. /n/ (nest) | 19. /ch/ (cheese) |
| 2. /d/ (dog) | 11. /p/ (pig) | 20. /sh/ (shark) |
| 3. /f/ (fan) | 12. /r/ (rock) | 21. /θ/ (thumb) |
| 4. /g/ (gate) | 13. /s/ (sun) | 22. /th/ (the) |
| 5. /h/ (hat) | 14. /t/ (top) | 23. /hw/ (wheel) |
| 6. /j/ (jump) | 15. /v/ (vase) | 24. /zh/ (treasure) |
| 7. /k/ (kite) | 16. /w/ (wagon) | 25. /ŋ/ (ring) |
| 8. /l/ (leaf) | 17. /y/ (yo-yo) | |
| 9. /m/ (mop) | 18. /z/ (zebra) | |

Vowel Sounds

- | | | |
|----------------|------------------|-----------------|
| 26. /a/ (cat) | 33. /ī/ (bike) | 40. /oi/ (boy) |
| 27. /e/ (bed) | 34. /ō/ (boat) | 41. /ô/ (ball) |
| 28. /i/ (fish) | 35. /yōō/ (cube) | 42. /û/ (bird) |
| 29. /o/ (lock) | 36. /ə/ (alarm) | 43. /â/ (chair) |
| 30. /u/ (duck) | 37. /ōō/ (moon) | 44. /ä/ (car) |
| 31. /ā/ (cake) | 38. /ōō/ (book) | |
| 32. /ē/ (feet) | 39. /ou/ (house) | |

PHONICS AND DECODING SKILLS

The 44 English phonemes are represented by the 26 letters of the alphabet individually and in combination. Therefore, a letter can sometimes represent more than one sound. For example, the letter a can stand for the sounds heard in words such as at, ate, all, any, was, and father. Likewise, a phoneme can sometimes be represented by more than one grapheme. For example, the /f/ sound can be represented by f (fan), ph (phone), or gh (laugh).

Adding to the complexity, some letters do not represent any sound in a word. For example, the letter k in the word knot is silent. In addition, some letters do not represent a unique or distinctive sound. The letter c, for instance, stands for either the /s/ sound (usually represented by the letter s), or the /k/ sound (usually represented by the letter k). The letters q and x also represent no distinctive sound.

The 44 English sounds can be divided into two major categories – consonants and vowels. A consonant sound is one in which the air flow is cut off either partially or completely when the sound is produced. In contrast, a vowel sound is one in which the air flow is unobstructed when the sound is made. The vowel sounds are the music, or movement, of our language.

THE MOST FREQUENT SPELLINGS OF THE 44 SOUNDS OF ENGLISH

Sound	Common Spellings	Sound	Common Spellings
1. /b/	b (97%), bb	23. /hw/	wh (100%)
2. /d/	d (98%), dd, ed	24. /zh/	si (49%), s (33%), ss, z
3. /f/	f (78%), ff, ph, lf	25. /ng/	n (41%), ng (59%)
4. /g/	g (88%), gg, gh	26. /a/	a (96%)
5. /h/	h (98%), wh	27. /e/	e (91%), ea, e-e (15%)
6. /j/	g (66%), j (22%), dg	28. /i/	i (66%), y (23%)
7. /k/	c (73%), cc, k (13%), ck, lk, q	29. /o/	o (79%)
8. /l/	l (91%), ll	30. /u/	u (86%), o, ou
9. /m/	m (94%), mm	31. /ā/	a (45%), a-e (35%), ai, ay, ea
10. /n/	n (97%), nn, kn, gn	32. /ē/	e (70%), y, ea (10%), ee (10%), ie, e-e (10%), ey, i, ei
11. /p/	p (96%), pp	33. /ī/	i-e (37%), i (37%), igh, y (14%), ie, y-e
12. /r/	r (97%), rr, wr	34. /ō/	o (73%), o-e (14%), ow, oa, oe
13. /s/	s (73%), c (17%), ss	35. /oo/	u (69%), u-e (22%), ew, ue
14. /t/	t (97%), tt, ed	36. /ə/	a (24%), e (13%), i (22%), o (27%), u
15. /v/	v (99.5%), f (of)	37. /oō/	oo (38%), u (21%), o, ou, u-e, ew, ue
16. /w/	w (92%)	38. /oō̄/	oo (31%), u (54%), ou, o (8%), ould
17. /y/	y (44%), i (55%)	39. /ou/	ou (56%), ow (29%)
18. /z/	z (23%), zz, s (64%)	40. /oi/	oi (62%), oy (32%)
19. /ch/	ch (55%), t (31%)	41. /ô/	o, a, au, aw, ough, augh
20. /sh/	sh (25%), ti (53%), ssi, s, si, sci	42. /û/	er (40%), ir (13%), ur (26%)
21. /th/	th (100%)	43. /â/	a (29%), are (23%), air (21%)
22. /tʰ/	th (100)	44. /ä/	a (89%)

KINDERGARTEN

- concepts of print
- alphabet recognition
- phonemic awareness
- blending
- sense of story
- building world knowledge

GRADE 1

- phonemic awareness
- blending and word building
- short vowels (a, e, i, o, u–CVC pattern)
- consonants
- final e (a_e, e_e, i_e, o_e, u_e–CVCe pattern)
- long-vowel digraphs (ai, ay, ea, ee, oa, ow, etc.)
- consonant clusters (br, cl, st, ets.)
- digraphs (sh, ch, th, wh, etc.)
- some other vowels such as oo, ou, ow, oi, oy
- early structural analysis: verb endings (-ing, -ed), plurals, contractions, compound words
- connected text reading
- vocabulary development/world knowledge

GRADES 2-3

- grade 1 skills review
- more complex vowel spellings
- more structural analysis (compound words, affixes, etc.)
- multisyllabic words
- syllabication strategies (common syllable spelling patterns)
- vocabulary development/world knowledge

GRADES 4-8

- more complex vowel spellings
- more structural analysis (compound words, affixes, etc.)
- multisyllabic words
- syllabication strategies (common syllable spelling patterns and types)
- word origins (Greek and Latin roots)
- connected text reading
- vocabulary development/word knowledge

Blending is a primary phonics strategy (Resnick and Beck, 1976). It is simply stringing together the sounds that each spelling stands for in a word in order to say the word. Some children seem to develop the ability to blend sounds in words naturally (Whaley and Kirby, 1980), whereas others need explicit teaching of this skill. It is critical to teach these children how to generalize sound-spelling relationships with new words (Golinkoff, 1978). Until a child can blend the sounds in words, phonics instruction will be of limited value. Research has revealed that students of teachers who spend more than average instructional time on modeling and reinforcing blending procedures achieve greater than average gains on first- and second-grade reading achievement tests (Rosenshine & Stevens, 1984; Haddock, 1976).

Blending Multisyllabic Words: A Model

How do these techniques apply to multisyllabic words? When working with longer words, it's important for students to see larger word chunks and be able to blend those chunks successively instead of sound by sound. For example, for the word unhappy:

1. Tell students that you first look for larger word parts within this long word.
2. Point to the prefix un and say its sounds -- /un/. Then point to the word happy.
3. Slowly put together these two word parts – un and happy – to say the word unhappy.
4. Circle the word with your finger and say, "The word is unhappy."
5. Explain to students how the word parts also help you determine the meaning of the word. "I know that un often means 'not.' Therefore, unhappy must mean 'not happy.'"

If students don't readily recognize larger word parts, have them look for syllable chunks and use their knowledge of syllabication spelling patterns and sound-spellings to decode each chunk.

SAMPLE LESSONS AND WORD LISTS

The following sample lessons are set up as templates for you to use when writing your phonics lessons. The lessons are brief and follow a simply 5-step procedure:

- Step 1** – Review and Warm-Up: repeated reading and warm-up
- Step 2** – Introduce New Skill: explicit instruction of sound-spelling relationship, spelling pattern, or word analysis skill
- Step 3** – Guided Practice: blending and word-building exercises
- Step 4** – Apply to Text: reading connected text
- Step 5** – Apply to Writing: dictation and writing

Some components of the lessons, such as the warm-up exercises and reading of connected text, will be determined by the materials you have available.

WHAT ARE PHONOGRAMS?

A **phonogram** is a letter or series of letters that stands for a sound, syllable, or series of sounds without reference to meaning. For example, the phonogram –ay contains two letters and stands for the long a sound. It can be found in words such as say, may, and replay. The phonogram –ack contains three letters, stands for two sound (/a/ /k/), and can be found in words such as pack, black, and attack. Phonograms are often referred to as **word families**. The words face, space, and replace belong to the same word family because they all contain the ending –ace. The ending –ace is a phonogram. During the past two decades, increased attention has been paid to phonograms and their use in reading instruction. In the classrooms I visit, I see more and more word walls containing word lists organized primarily around phonograms.

PHONOGRAMS PROVIDE A READING BOOST

Phonograms have been used in reading and spelling instruction dating as far back as the New England Primer and Webster’s Blue Back Spelling Books of the 1600s, 1700s, and 1800s. Phonograms have been used during spelling instruction because word patterns are the most effective vehicle for teaching spelling. The most common phonograms appear in many of the words students will encounter in elementary stories. Teaching students that words contain recognizable chunks, and teaching them to search for these word parts or patterns is an important step in developing reading fluency. As students encounter more and more multisyllabic words, they gain an understanding that words may contain recognizable parts (phonograms, suffixes, prefixes, smaller words). This insight is critical to decoding words quickly and efficiently.

Another value of phonograms is that they are reliable and generalizable. Of the 286 phonograms that appeared in the primary-level texts reviewed in one classic study, 272 (95%) were pronounced the same in every word in which they were found (Durrell, 1963). In addition, these 272 reliable phonograms can be found in 1,437 of the words common to the speaking vocabularies of primary-age children (Murphy, 1957).

ack	ap	est	ing	ore
ail	ash	ice	ink	uck
ain	at	ick	ip	ug
ake	ate	ide	ir	ump
ale	aw	ight	ock	unk
ame	ay	ill	oke	
an	eat	in	op	
ank	ell	ine	or	

READING BIG WORDS

1. Look for the word parts (prefixes) at the beginning of the word
2. Look for the word parts (suffixes) at the end of the word.
3. In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.
4. Sound out and blend together the word parts.
5. Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: “Is it a real word?” “Does it make sense in the sentence?”

Use the following procedures with students who struggle to identify syllables. Model it frequently with important multisyllabic words from selections your students will be reading.

MODEL LESSONS FOR DIVIDING WORDS

Routine

1. Select a word with recognizable word parts according to the six common syllable-spelling patterns.
2. Underline, loop your finger under, or reveal the first syllable of the word. Help students pronounce the syllable.
3. Continue syllable by syllable for the rest of the word.
4. When you have finished working through every syllable, have students blend the syllables together to pronounce the word. During reading, finish the model by asking: "Is that a real word? Does it make sense in the sentence?"

Teacher-Student Dialogue

Teacher writes the word fantastic on the chalkboard.

Teacher: Let's look at the first part of this word: f-a-n. How would you pronounce this syllable?

Students: fan

Teacher: That's right. This is a closed syllable, since it ends in a consonant. Closed syllables usually have a short vowel sound.

Teacher: Let's look at the next syllable: t-a-s. How would you pronounce this syllable?

Students: tas

Teacher: Great! How is this syllable like the first syllable in the word?

Students: They are both closed syllables; they both have short vowel sounds.

Teacher: Super! Now let's read the last syllable in the word: t-i-c. It's a closed syllable, too.

Students: tic

Teacher: You read fan-tas-tic. Let's put these syllables together to read the whole word.

Students: fantastic

Teacher: That's right. The word is fantastic.

SYLLABICATION ACTIVITIES

The following quick, fun activities can heighten students' awareness of syllable divisions (Carreker, 1999). Use the Common Syllable Frequency Charts to select syllables for the activities.

Research Behind the Common Syllable Frequency Charts

One chart contains the **100 Most Common Non-word Syllables**. The other contains the **322 Most Frequent Syllables in the 5,000 Most Common Words in English**. Of these syllables, 222 or 69% are non-word syllables and 100 or 31% are word syllables. These syllables account for over 70% of the syllables used in these 5,000 words. Sakiey and Martin (1980) have shown that 92% of the syllables found in primary-grade basal readers have no more than two pronunciations; 66% of the syllables have only one pronunciation. Therefore, because these syllables are so regular and are used so often, knowing them will give students great flexibility and agility in reading multisyllabic words.

- 1. Separated-Syllables Read:** Write words on the chalkboard syllable by syllable, leaving enough space between the word parts for students to see syllable divisions. Ask students to use their knowledge of common syllable spelling patterns (e.g., closed syllables, open syllables, consonant + -le) to read each word. Model blending as necessary by discussing syllable generalizations. When there's a question about a syllable's pronunciation, be sure to have students explain why they pronounced it as they did. It is critical that students be able to verbalize all six syllable-spelling patterns. When they've read each syllable in a word, have students read the word at a natural pace (Gillingham and Stillman, 1997).

fan tas tic fa ble ab sent
pump kin ad ven ture croc o dile

- 2. Related-Syllables Read:** Write on the chalkboard a series of related open and closed syllables, such as re, rem, em. Have students use their knowledge of open and closed syllables to read each. Alternative: Create syllable lists using all prefixes, all suffixes, all consonant + -le syllables, or some other grouping.

re rem em lo lom om
fi fim im bo bot ot

3. **Multisyllabic Words Manipulation:** Divide words you've selected from upcoming reading selections into syllables. Write each syllable on a note card. Display the syllables that make up one of the words in jumbled order (e.g., tas fan tic). Have students arrange the syllables to form the word. When necessary, discuss the pronunciation and spelling generalizations of any confusing syllables.



4. **Syllable Scoop:** On a reproducible master, write 20 multisyllabic words from an upcoming story. Have students work with a partner to draw an arc, or to scoop with their finger, under each syllable as they read each word aloud. Then have them code each syllable by type (e.g., draw a macron over all open syllables with long vowel sounds, circle all the prefixes). Alternative: Have students code a specific type of syllable – circle all consonant + -le syllables or underline all closed syllables – and then read the words. Visually identifying the common syllable-spelling pattern makes reading the entire word easier.

table

5. **Speed Drills:** These quick-paced, timed drills are fun. One drill contains 20 common syllables in random order. The other contains words with a specific syllable-spelling pattern (consonant + -le). Before timing students, give them a chance to practice reading the syllables or words on the drill. Then, give them one minute to read as many syllables or words as they can. This must be done one-on-one with each student. I suggest selecting five students each day to test. On a copy of the drill, mark the syllables or words the students mispronounce. Have students count the number of syllables or words read correctly and mark this on a progress chart. Students find it highly motivating to track their own progress.

SAMPLE SYLLABLE SPEED DRILL

ing	un	ture	ex	dis	com	un	im	ter	ment
er	der	ing	dis	un	ver	er	ble	ble	tion
ter	num	ment	ver	ing	bout	der	ex	er	ple
tion	ble	er	ple	ple	re	dis	num	re	est
re	ment	bout	re	ble	der	ing	com	un	ver
ver	ture	un	ble	er	em	bout	tion	ing	ture
ex	est	ter	im	num	ex	ter	re	fi	com
bout	dis	com	tion	est	tion	ture	ver	dis	ex
com	im	est	num	ter	ment	ment	fi	der	bout
ple	fi	der	fi	ture	fi	est	ple	num	im

SAMPLE CONSONANT + LE WORD SPEED DRILL

bubble	circle	giggle	pebble	steeple	wiggle	fable	middle	sample	simple
battle	crinkle	handle	little	sparkle	puddle	bottle	steeple	rattle	settle
angle	fable	purple	shingle	stubble	uncle	angle	marble	needle	saddle
bridle	cattle	fizzle	middle	rattle	wrinkle	title	apple	uncle	single
apple	eagle	noble	simple	struggle	title	cattle	gentle	pebble	struggle
ankle	fiddle	kettle	puzzle	puddle	saddle	eagle	rumble	vehicle	ankle
double	maple	jungle	rumble	temple	vehicle	circle	giggle	purple	stubble
bottle	dazzle	kindle	mantle	sprinkle	bubble	fiddle	tumble	jungle	puzzle
bugle	marble	sample	single	tumble	double	bundle	maple	little	wrinkle
bundle	gentle	muzzle	needle	settle	battle	handle	kettle	bridle	wiggle

102 MOST COMMON NON-WORD SYLLABLES

ing	der	la	coun
er	tle	ei	mon
i	ber	n□t	pe
y	ty	si	lar
ter	num	ent	por
al	peo	ven	fi
ed	ble	ev	bers
es	af	ac	sec
e	ers	ca	ap
tion	mer	fol	stud
re	wa	ful	ad
o	ment	na	tween
oth	pro	tain	gan
ry	ar	ning	bod
de	ma	col	tence
ver	ri	par	ward
ex	sen	dis	hap
en	ture	ern	nev
di	fer	ny	ure
bout	dif	cit	mem
com	pa	po	ters
ple	tions	cal	cov
u	ther	mu	ger
con	fore	moth	nit
per	est	pic	
un	fa	im	

322 MOST COMMON SYLLABLES IN THE 5,000 MOST FREQUENT ENGLISH WORDS

1. ing	36. ment	71. ger	106. light	141. age
2. er	37. or	72. low	107. ob	142. ba
3. a	38. tions	73. ni	108. of	143. but
4. ly	39. ble	74. par	109. pos	144. cit
5. ed	40. der	75. son	110. tain	145. cle
6. i	41. ma	76. tle	111. den	146. co
7. es	42. na	77. day	112. ings	147. cov
8. re	43. si	78. ny	113. mag	148. da
9. tion	44. un	79. pen	114. ments	149. dif
10. in	45. at	80. pre	115. set	150. ence
11. e	46. dis	81. tive	116. some	151. ern
12. con	47. ca	82. car	117. sub	152. eve
13. y	48. cal	83. ci	118. sur	153. hap
14. ter	49. man	84. mo	119. ters	154. ies
15. ex	50. ap	85. on	120. tu	155. ket
16. al	51. po	86. ous	121. af	156. lec
17. de	52. sion	87. pi	122. au	157. main
18. com	53. vi	88. se	123. cy	158. mar
19. o	54. el	89. ten	124. fa	159. mis
20. di	55. est	90. tor	125. im	160. my
21. en	56. la	91. ver	126. li	161. nal
22. an	57. lar	92. ber	127. lo	162. ness
23. ty	58. pa	93. can	128. men	163. ning
24. ry	59. ture	94. dy	129. min	164. n't
25. u	60. for	95. et	130. mon	165. nu
26. ti	61. is	96. it	131. op	166. oc
27. ri	62. mer	97. mu	132. out	167. pres
28. be	63. pe	98. no	133. rec	168. sup
29. per	64. ra	99. ple	134. ro	169. te
30. to	65. so	100. cu	135. sen	170. ted
31. pro	66. ta	101. fac	136. side	171. tem
32. ac	67. as	102. fer	137. tal	172. tin
33. ad	68. col	103. gen	138. tic	173. tri
34. ar	69. fi	104. ic	139. ties	174. tro
35. ers	70. ful	105. land	140. ward	175. up

176. va	211. cir	246. tra	281. lead	316. tract
177. ven	212. cor	247. tures	282. lect	317. tray
178. vis	213. coun	248. val	283. lent	318. us
179. am	214. cus	249. var	284. less	319. vel
180. bor	215. dan	250. vid	285. lin	320. west
181. by	216. dle	251. wil	286. mal	321. where
182. cat	217. ef	252. win	287. mi	322. writ
183. cent	218. end	253. won	288. mil	
184. ev	219. ent	254. work	289. moth	
185. gan	220. ered	255. act	290. near	
186. gle	221. fin	256. ag	291. nel	
187. head	222. form	257. air	292. net	
188. high	223. go	258. als	293. new	
189. il	224. har	259. bat	294. one	
190. lu	225. ish	260. bi	295. point	
191. me	226. lands	261. cate	296. prac	
192. nore	227. let	262. cen	297. ral	
193. part	228. long	263. char	298. rect	
194. por	229. mat	264. come	299. ried	
195. read	230. meas	265. cul	300. round	
196. rep	231. mem	266. ders	301. row	
197. su	232. mul	267. east	302. sa	
198. tend	233. ner	268. fect	303. sand	
199. ther	234. play	269. fish	304. self	
200. ton	235. ples	270. fix	305. sent	
201. try	236. ply	271. gi	306. ship	
202. um	237. port	272. grand	307. sim	
203. uer	238. press	273. great	308. sions	
204. way	239. sat	274. heav	309. sis	
205. ate	240. sec	275. ho	310. sons	
206. bet	241. ser	276. hunt	311. stand	
207. bles	242. south	277. ion	312. sug	
208. bod	243. sun	278. its	313. tel	
209. cap	244. the	279. jo	314. tom	
210. cial	245. ting	280. lat	315. tors	

BUILDING FLUENCY

WHAT IS FLUENCY?

According to *A Dictionary of Reading and Related Terms* (Harris and Hodges, 1981), fluency is “the ability to read smoothly, easily, and readily with freedom from word recognition problems.” Fluency is necessary for good comprehension and enjoyable reading (Nathan and Stanovich, 1991). A lack of fluency is characterized by a slow, halting pace; frequent mistakes; poor phrasing; and inadequate intonation (Samuels, 1979) – all the result of weak word recognition skills.

Fluent reading is a major goal of reading instruction because decoding print accurately and effortlessly enables students to read for meaning. Fluency begins around grades 2 to 3 for many students. During this fluency stage, the reader becomes “unglued” from the print; that is, students can recognize many words quickly and accurately by sight and are skilled at sounding out those they don’t recognize by sight. A fluent reader can:

read at a rapid rate (pace – the speed at which oral or silent reading occurs)

automatically recognize words (smoothness – efficient decoding skills)

phrase correctly (prosody – the ability to read a text orally using appropriate pitch, stress, and phrasing).

Non-fluent readers read slowly and spend so much time trying to identify unfamiliar words that they have trouble comprehending what they’re reading.

Automaticity theory, developed by LaBerge and Samuels (1974) helps explain how reading fluency develops. **Automaticity** refers to knowing how to do something so well you don’t have to think about it. As tasks become easier, they require less attention and practice. Think of a child learning to play basketball; as initial attention is focused on how to dribble the ball, it’s difficult for the child to think about guarding the ball from opponents, shooting a basket, or even running quickly down the court. However, over time, lots of practice makes dribbling almost second nature. The player is ready to concentrate on higher-level aspects of the game.

For reading, automaticity refers to the ability to recognize many words as whole units quickly and accurately. The advantage of recognizing a word as a whole unit is that words have meaning, and less memory is required for a meaningful word than for a meaningless letter. The average child needs between 4 and 14 exposures to a new word to recognize it automatically.

However, children with reading difficulties need 40 or more exposures to a new word. Therefore, it's critical that students get a great deal of practice reading stories at their independent reading level to develop automaticity (Beck & Juel, 1995; Samuels, Schermer, & Reinking, 1992).

To commit words to memory, children need to decode many words sound by sound, and then progress to recognizing the larger word chunks. Now, instead of focusing on sounding out words sound by sound, the reader can read whole words, thereby focusing attention on decoding and comprehension simultaneously. In fact, the hallmark of fluent reading is the ability to decode

THREE SIGNS OF AUTOMATICITY

A child is reading fluently if he can:

1. read with expression
2. read aloud and then retell the story or content of the selection (decode and comprehend at the same time)
3. comprehend equally well a similar passage read if listened to

WORD BUILDING FOR INCREASING VOCABULARY

PREFIXES

Guidelines:

- **A prefix is a group of letters that appears at the front of a word.** A prefix affects the meaning of the root (base) word to which it is attached. To determine whether or not a group of letters is a prefix, remove them from the word. The letters are a prefix if a known word remains. For example, remove the letters un from the following words: unhappy, untie, uncle, uninterested. In which word are the letters un not a prefix? Yes, these letters are not a prefix in the word uncle.
- **Make students aware of the following warnings about prefixes.**
 1. Most prefixes have more than one meaning. For example, the prefix un can mean “not” as in unhappy, or “do the opposite of” as in untie. Teach the multiple meanings of the most common prefixes, and use careful language during lessons such as, “the prefix un sometimes means not.”
 2. Be careful of letter clusters that look like prefixes, but aren’t. For example, when the letters un are removed from uncle, no recognizable root word is left. In addition, when the letters in are removed from invented, the word that remains has no relation to the whole word. The prefixes that cause the most difficulty are re, in, and dis.
 3. Don’t rely solely on word-part clues to determine meaning. Use context clues as well to verify a word’s meaning. For example, you might think the word unassuming means “not assuming/not supposing” instead of its actual meaning “modest.” It is estimated that about 15 to 20% of the prefixed words students will encounter share this complexity (White et al., 1989).
- **Teach only the most common prefixes.**

Rank	Prefix	%
1.	un (not, opposite of)	26
2.	re (again)	14
3.	in, im, ir, il (not)	11
4.	dis (not, opposite of)	7
5.	en, em (cause to)	4
6.	non (not)	4
7.	in, im (in or into)	4

Rank	Prefix	%
8.	over (too much)	3
9.	mis (wrongly)	3
10.	sub (under)	3
11.	pre (before)	3
12.	inter (between, among)	3
13.	fore (before)	3
14.	de (opposite of)	2

Rank	Prefix	%
15.	trans (across)	2
16.	super (above)	1
17.	semi (half)	1
18.	anti (against)	1
19.	mid (middle)	1
20.	under (too little)	1

Sample Lesson

PREFIXES

Word Study

Key Concept: Explain that a prefix is a group of letters added to the beginning of a word, changing its meaning.

Teacher Model: Write the word unhappy on the chalkboard. Don't say the word, but give students time to examine its parts. Then model how to use knowledge of prefixes to decode the word and figure out its meaning.

Think-Aloud: I know that sometimes a base word contains parts added to it, such as a prefix. In this word I see the prefix un, meaning not. The rest of the word is happy. I can put the two word parts together to get the word unhappy. Since un means not, this word means "not happy." Looking for common word parts, such as prefixes, is a good way to read an unfamiliar word and figure out its meaning.

Blending Practice: Write the following words on the chalkboard. Have students chorally read each word. Provide modeling as necessary.

unafraid	uncover	unheard
unpleasant	unprotected	unhurt
unreal	unroll	uneven
unstuck	uncap	unwrap

Point Out Non-Examples: Explain to students that just because a word begins with the letters un (or any other letters for a prefix) doesn't mean it's a prefix. They must look at what's left over when removing the prefix to see if it's a real word. For example, write the words unable, unplug, uncle, and under on the chalkboard. Ask students to identify which words begin with a prefix and why.

PREFIX WORD LISTS

UN

unable	unclip	unfamiliar	unlawful	unrest
unaccustomed	uncombed	unfasten	unlike	unrestrained
unafraid	uncomfortable	unfelt	unlikely	unroll
unanswered	uncommon	unfinished	unlit	unruly
unathletic	unconscious	unfit	unload	unsafe
unattractive	uncontrollably	unfold	unlock	unsatisfactory
unaware	uncooked	unfortunate	unloved	unscrew
unbearable	uncover	unfriendly	unlucky	unseen
unbelievable	uncrate	unglue	unmade	unsnap
unbend	uncrowded	unhappy	unmake	unsold
unbind	uncut	unharmful	unmarked	unspoiled
unblock	undamaged	unhealthy	unmarried	unsteady
unborn	undecided	unheard	unmistakable	unstick
unbound	undo	unhook	unmoved	unstring
unbroken	undone	unhurt	unnamed	unsuccessful
unbuilt	undress	unidentified	unnatural	unsure
uncanny	unearth	unimaginable	unpack	untangle
uncap	uneasy	unimportant	unpaid	unthinkable
uncertain	unequal	unimpressed	unpleasant	untie
unchain	uneven	uninhabited	unprotected	untouched
unchanged	uneventful	uninterested	unplug	unwanted
unchecked	unexpected	unkind	unravel	unwind
unclean	unexplored	unknown	unreal	unwise
unclear	unfair	unlatch	unreasonable	unwrap

RE

reappear	redraw	remix	reread	retrace
reapply	refigure	remove	rescore	return
rearrange	refill	rename	respond	retype
reasure	reform	renew	reseal	reunite
reattach	refreeze	recoil	resell	reuse
rebuild	refuse	reopen	resew	reveal
recall	regain	repack	reshoot	reverse
recheck	regrade	repaid	restack	revise
recook	regroup	repave	restate	rewash
recopy	rehang	repay	restuff	rewind
recount	rehearse	replace	resume	rewrite
recover	reheat	replan	retag	rewrap
recut	relearn	replenish	retie	
recycle	release	reproduce	retire	
rediscover	reload	request	retold	

IN, IM, IR, IL

illegal	impatient	inappropriate	indirect	insane
illegible	imperfect	inboard	indistinct	insatiable
illiterate	impersonal	inbounds	indoors	inseparable

imbalance	impetuous	incapable	inefficient	insight
immaterial	impolite	incase	inevitable	invaluable
immature	impossible	incompetent	inexpensive	invisible
immodest	impractical	incomplete	inexperienced	irrational
immortal	improper	inconvenient	infinite	irregular
immovable	impure	incorrect	infrequent	irresistible
impartial	inaccurate	indefinite	ingrown	irresponsible
impassable	inadequate	indignant	injustice	irrevocably

DIS

disable	disarray	disengage	dislodge	displeasure
disadvantage	disbelief	disgrace	dismantle	dispute
disagree	discard	disgust	dismiss	disqualify
disagreeable	discolor	dishearten	disobey	distort
disallow	discomfort	dishonest	disorder	distract
disappear	disconnect	disintegrate	disown	distrust
disappoint	discourage	disjoin	displace	disturb
disapprove	disdain	dislike	displease	

EN, EM

embark	engage	encounter	enjoy	entangle
embarrass	encamp	encourage	enlarge	entitle
embattle	encase	endear	enlighten	entrust
embedded	enchant	endure	enlist	envelop
emblazon	encircle	enfold	enrage	envision
embrace	enclose	enforce	enrich	enwind
employ	encode	engage	enroll	
enable	encompass	engulf	ensure	

NON

nonabrasive	nonchalant	nondrip	nonrealistic
nonabsorbent	nonchallenged	noneffective	nonremovable
nonacademic	noncombustible	nonequivalent	nonreflective
nonacceptance	noncommittal	nonexplainable	nonresponsive
nonactive	nonconditional	nonfactual	nonsimilar
nonadjustable	nonconsecutive	nonfiction	nonslip
nonaquatic	noncontagious	nongraded	nonsmoker
nonathletic	noncreative	nonhistoric	nonspecific
nonattached	noncritical	nonindustrial	nonsticky
nonbeing	noncurrent	noninfected	nonstop
nonbinding	nondeductible	nonliving	nonsupporter
nonbreakable	nondigestive	nonpaying	nonwashable
noncentral	nondissolved	nonperfect	
noncertified	nondrinkable	nonqualified	

OVER

overact	overcast	overflow	overplan	overstep
overbake	overclean	overjoyed	overpowered	oversweet
overbeat	overcoach	overlap	overrate	overtake
overbill	overcome	overlarge	override	overthin

overboard	overcook	overlength	oversalt	overtight
overbook	overcrowded	overload	overshadow	overtip
overbusy	overdo	overnice	oversized	overuse
overcame	overdry	overpay	overslept	overwhelm

MIS

misact	miscalculate	misdo	mislocate	misread
misaddress	mischOOSE	misfile	misname	mistreat
misadjust	misconnect	misguide	misnumber	mistype
misadvise	misdefine	misjudge	misorder	misunderstood
misarrange	misdiagnose	mislead	mispronounce	

SUB

subaquatic	subdivide	sublease	submerge	subterranean
subclass	subgroup	submarine	substandard	subway
subconscious				

PRE

preadult	predinner	prelunch	preplan	prestamp
prearrange	pregame	premeasure	prequalify	pretrial
precool	preharvest	premix	prerinse	pretrim
precut	preheat	prenoon	presale	prewash
predawn	prejudge	preorder	preseason	prework

INTER

ineract	intercommunity	interlock	intersect	
interchange	interconnect	intermix	interspace	
intercollegiate	intergroup	international	instate	

FORE

forearm	foreground	forereach	foreshadow	forethought
forecast	forehead	forerun	foreshock	forewarn
forecheck	forejudge	foresaid	forespeak	
forego	foreknow	foresail	foretaste	
foregone	forename	foresee	foretell	

DE

debug	deface	deform	deplane	dethrone
declaw	defang	defrost	derail	detrain
decompose	deflate			

TRANS

transatlantic	transfer	transmit		
transborder	translocate	transplant		

SUPER

superable	superdifficult	superman	supersize	
superabsorbent	superfast	supernatural	supersoft	
superabundant	superheat	superpower	superspeed	

supercharge
superclean

superhighway
superhuman

supersafe
supersensitive

superthin
superwide

SEMI

semiactive
semiautomatic
semiclosed
semidangerous

semidome
semidry
semifinal
semifinished

semiopen
semipeaceful
semipro
semiskilled

semistiff
semiweekly

ANTI

antibacterial

anticrime

antigravity

antisocial

MID

midafternoon
midcourse
midday

midland
midnight
midrange

midsize
midterm
midway

midweek
midwinter
midyear

UNDER

underactive
underage
underbake
underbrush
undercharge
underclothes
undercoat
undercook

undercover
underdeveloped
underdo
underdog
underdress
underemploy
underestimate
underexpose

underfeed
underground
undergrown
underpay
underperform
underrate
undersea
undersell

undershirt
undersize
understudy
undertake
underwater
underway
underwear

SUFFIXES

Guidelines:

- **A suffix is a letter, or group of letters, that is added to the end of a root (base) word. Common suffixes include s, ed, ing, ly, and tion.** A suffix changes the meaning of the root or base word. Therefore, children need to understand the meanings of suffixes and how they affect the words they're attached to. By helping children quickly identify a suffix and visually remove it to identify the base word, you'll help them figure out the meaning of the whole word.
- **Adding a suffix sometimes changes the spelling of a base word,** and children need to be directly taught the suffixes that cause changes. The three most common spelling changes resulting from the addition of suffixes are:
 1. **Consonant doubling (runner, running):** The consonant is doubled so that the first syllable will form a CVC pattern. Most CVC words contain a short vowel sound. Therefore, the second consonant acts as a diacritical mark, ensuring that the short vowel sound of the root word is maintained.
 2. **Changing y to i (flies, happiest, loneliness):** Words that end in y change the y to i before adding a suffix. The letter y at the beginning of a word or syllable acts as a consonant and stands for the /y/ sound. However, the letter y at the end of a word either stands for a vowel sound (fly) or is part of a vowel digraph (play). The change from y to i ensures that the vowel sound the y stands for in the word is maintained.
 3. **Deleting the silent e (making):** When a word ends in silent e, the letter is removed before adding the suffix (except s). Most of the common suffixes begin with vowels and vowel doubling in this case would cause confusion; it would create a vowel digraph.
- **Teach only the most commonly used suffixes.** The chart shows the 20 most frequent suffixes appearing in words in the Word Frequency Book (Carroll, Davies, and Richman, 1971). The suffixes s, es, ed, and ing account for almost two-thirds of the words. The suffixes s and es are used to form the plurals of most nouns. The suffixes ed and ing are inflectional endings added to verbs to change their tense. These suffixes are generally introduced to children in grade one. The word lists included here are for those suffixes that need to be formally taught in the primary grades.

Rank	Suffix	%
1.	s, es (plurals)	31
2.	ed (past-tense verbs)	20
3.	ing (verb form/present participle)	14
4.	ly (characteristic of)	7
5.	er, or (person connected with)	4
6.	ion, tion, ation, ition (act, process)	4
7.	ible, able (can be done)	2
8.	al, ial (having characteristics of)	1
9.	y (characterized by)	1
10.	ness (state of, condition of)	1

Rank	Suffix	%
11.	ity, ty (state of)	1
12.	ment (action or process)	1
13.	ic (having characteristics of)	1
14.	ous, eous, ious (possessing the qualities of)	1
15.	en (made of)	1
16.	er (comparative)	1
17.	ive, ative, itive (adjective form of a noun)	1
18.	ful (full of)	1
19.	less (without)	1
20.	est (comparative)	1

Noun suffixes: age, al, ance, ant, ate, ee, ence, ent, er, or, ar, ese, ess, hood, ice, ism, ist, ment, ness, sion, tain, tion, ure

Suffixes that form adjectives: able, al, er, est, ette, let, ful, fully, ible, ic, ical, ish, ive, less, ous, some, worthy

Suffixes that form adverbs: ly, wards, ways, wide, wise

Suffixes that create a verb form: ate, ed, en, ing, ise, ize, yze

SAMPLE LESSON

SUFFIXES

Word Study

Key Concept: Explain that a suffix is a word part added to the end of a base word, changing its meaning. Common suffixes include s, es, ed, ing, ly, and ful.

Teacher Model: Write the word softly on the chalkboard. Don't say the word, but give students time to examine the word's parts. Then model how to use knowledge of suffixes to decode the word and figure out its meaning.

Think-Aloud: I know that sometimes a base word contains parts added to it, such as a suffix. In this word I see the suffix ly. The rest of the word is soft. I can put the two word parts together to get the word softly. Looking for common word parts, such as suffixes, is a good way to read an unfamiliar word and figure out its meaning.

Blending Practice: Write the following words on the chalkboard. Have students chorally read each word. Provide modeling as necessary.

brightly	clearly	closely
correctly	costly	quickly
quietly	repeatedly	sadly
safely	sickly	delicately

SUFFIX WORD LISTS

-ES

arches	catches	kisses	reaches
ashes	circuses	latches	riches
axes	classes	mashes	rushes
batches	coaches	matches	sizes
beaches	dashes	misses	sketches
benches	dishes	mixes	smashes
bosses	dresses	passes	splashes
boxes	fishes	patches	teaches
breezes	fixes	peaches	touches
brushes	flashes	presses	washes
buses	gases	prizes	watches
bushes	glasses	pushes	wishes
buzzes	grasses	quizzes	
cashes	inches	ranches	

-S

bags	cakes	dates	kites	plays	tests
beads	capcs	days	lakes	plums	toads
beans	caps	dimes	masks	pots	toes
beds	cats	dots	mats	queens	toys
bees	caves	dreams	mitts	rakes	trains
bess	cents	eggs	moms	rats	trays
belts	chains	flakes	mugs	roads	trees
bibs	clocks	gifts	notes	ropes	trucks
bikes	coats	globes	oats	sacks	vans
blocks	cones	hams	paints	sinks	weeks
boats	cots	hats	pans	skates	
bones	cubes	hens	pies	skunks	
boys	cubs	jeans	pigs	socks	
braids	cups	jeeps	pits	sticks	
cabs	dads	jobs	plants	streets	

-ED /D/

bagged	closed	fined	nabbed	robed	snagged
banged	crammed	framed	named	ruled	staged
blabbed	craved	fumed	phoned	sagged	tamed
bombed	cubed	gazed	phrased	scanned	throbbcd
boned	dined	grabbed	poled	scrammed	toned
bragged	doled	holed	prized	shamed	tugged
buzzed	domed	hummed	probed	shaved	tuned
caged	dozed	jammed	ragcd	sized	used
canned	dragged	jogged	rammed	slammed	
chimed	fanned	lined	rhymcd	slugged	
cloned	filed	longed	robbed	smiled	

-ED /ED/

acted	drafted	handed	matted	quoted	squintcd
added	drifted	hated	melted	rated	stated
banded	ended	hintcd	mended	rested	stranded
batted	baded	hunted	muted	rustcd	temptcd
blasted	fitted	jaded	noddcd	sanded	tended
budded	frosted	jotted	notcd	sculptcd	tilted
busted	funded	juttcd	petted	shaded	toted
cedcd	giftcd	kiddcd	planted	shiftd	traded
chanted	gildcd	knotted	ploddcd	shreddcd	trottcd
chatted	glidcd	landcd	plottcd	sided	trustcd
coded	gradcd	lastcd	printcd	skated	voted
crated	granted	liftcd	proddcd	skiddcd	waded
dated	grunted	listcd	proptcd	slanted	
dotted	guidcd	mated	quiltcd	spottcd	

-ED /T/

asked	chomped	guesses	paced	sloped	taped
axed	clapped	helped	passed	smacked	taxed
backed	clashed	hiked	pecked	smoked	thanked
baked	clipped	hoped	picked	snaked	traced
based	coped	hopped	pinched	sniffed	trapped
biked	cracked	iced	placed	spiked	tricked
blinked	crunched	inched	poked	spliced	tripped
boxed	dipped	itched	priced	spruced	tucked
braced	draped	joked	puffed	staked	typed
brushed	dressed	kicked	quaked	stamped	wiped
bumped	dropped	knocked	raked	stepped	wished
bussed	faced	liked	ripped	stitched	zipped
capped	fished	locked	roped	stopped	
cased	fixed	milked	rushed	strapped	
chased	flapped	missed	scraped	striped	
checked	flipped	mixed	shaped	stroked	
choked	gripped	napped	sliced	swiped	

-ING

acting	drawing	helping	planning	smashing	waiting
beating	eating	keeping	planting	soaking	walking
blocking	ending	landing	playing	speaking	washing
boating	fainting	leaking	reaching	speeding	watching
boxing	feeding	mashing	resting	sticking	winking
brushing	fishing	matching	riding	swaying	wishing
catching	fixing	meeting	running	sweeping	
cleaning	flashing	painting	saying	teaching	
covering	floating	painting	sinking	training	
draining	heating	parking	sleeping	treating	

-ER

banker	closer	heater	player	sweeper
blocker	cooker	jogger	reader	simmer
boxer	dreamer	jumper	robber	teacher
builder	eater	leader	runner	user
caller	farmer	logger	singer	washer
catcher	flier	maker	sleeper	worker
cleaner	fryer	packer	speaker	wrapper
climber	gardener	painter	splasher	writer

-OR

actor	collector	director	inventor	senator
advisor	conductor	governor	sailor	survivor
auditor	creator	investigator	sculptor	visitor

-ION, -TION

abbreviation	comprehension	education	plantation
addition	computation	elevation	pollution
admiration	concentration	eruption	population
admission	concoction	evaporation	precaution
adoption	concussion	exaggeration	production
ambition	condition	exception	profusion
animation	confiramtion	excursion	pronunciation
anticipation	congratulation	exhibition	qualification
application	congregation	espectation	quotation
appreciation	consolation	explanation	radiation
association	consultation	explotion	reation
assumption	contemplation	expression	reception
attention	conversation	fascination	recollection
attraction	coordination	graduation	recreation
audition	corporation	hesitation	reflection
aviation	creation	humiliation	registration
calculation	declaration	identification	rejection
carnation	decoration	illumination	relation
celebration	difinition	illustration	reproduction
champion	delusion	implication	reservation
circulation	demonstration	institution	restriction
civilization	depression	investigation	salutation
collection	description	mansion	speculation
collission	destination	mediation	subscription
commission	destruction	motivation	suggestion
communication	determination	multiplication	superstition
complanion	devotion	notation	termination
compassion	digestion	obligation	tradition
compensation	dimension	occasion	vegetation
competition	direction	operation	
completion	distraction	passion	
complication	diversion	perspiration	

-AL, IAL

accidental	continental	illegal	psychological
acnestral	conventional	impractical	quizzical
achitectoral	criminal	industrial	recital
artifial	crudial	ineffectual	removal
astronomical	cylindrical	internal	rhythmical
biblical	disapproval	judicial	sacrificial
bifocal	disposal	magical	seasonal
biographical	economical	mathematical	spiritual
biological	editorial	memorial	supernatural
centrifugal	educational	musical	survival
ceremonial	environmental	mythical	technological
chemical	essential	national	territorial
classical	exceptional	nautical	theatrical
clinical	federal	neutral	trational
coastal	financial	normal	tribal

colonial
comical
commercial
confidential
conspiratorial

general
gradual
guttural
historical
hysterical

original
pastoral
physical
political
potential

universal
withdrawal

-Y

bloody	gloomy	leaky	oily	shifty	teary
bouncy	goofy	leery	patchy	slimy	thirsty
catchy	grainy	liquidy	peachy	snoopy	toasty
chubby	grassy	lofty	peppery	spidery	toothy
clingy	gusty	lucky	perky	squeaky	tricky
cooky	hairy	meaty	pesky	squirmy	twisy
crazy	hefty	messy	picky	steamy	twitchy
dingy	huffy	minty	pointy	stocky	weighty
easy	humpy	misty	pushy	stormy	woody
fluffy	inky	moldy	rainy	stringy	wormy
foxy	itchy	mossy	rubbery	stuffy	
frosty	jerky	musty	rusty	sugary	
glassy	jumpy	needy	savory	summery	
glittery	leafy	nosy	scany	sweaty	

-ER (comparative)

bigger	faster	lesser	nicer	slower
brighter	fewer	lighter	older	smaller
busier	fresher	littler	poorer	smoother
cleaner	fuller	longer	prettier	softer
clearer	funnier	louder	quicker	sooner
colder	happier	lower	rounder	straighter
darker	higher	madder	sadder	taller
deeper	hotter	meaner	safer	thicker
earlier	kinder	narrower	shorter	warmer
fairer	larger	nearer	sicker	wider

-EST (comparative)

biggest	fastest	largest	oldest	smallest
brightest	fewest	lightest	poorest	smoothest
busiest	freshest	longest	prettiest	softest
cleanest	fullest	loudest	quickest	soonest
clearest	funniest	lowest	roundest	stilliest
coldest	happiest	maddest	saddest	straightest
darkest	healthiest	meanest	softest	tallest
deepest	highest	narrowest	shortest	thickest
earliest	hottest	nearest	sickest	warmest
fairest	kindest	nicest	slowest	widest

-FUL

armful	doubtful	healthful	playful	tasteful
beautiful	fearful	helpful	restful	thankful
bowful	forceful	hopeful	roomful	thoughtful

careful	forgetful	joyful	skillful	truthful
cheerful	frightful	mouthful	spoonful	useful
colorful	graceful	painful	successful	willful
cupful	handful	peaceful	tankful	wonderful

-ITY, -TY

agility	felicity	loyalty	parity	spontaneity
amnesty	honesty	mediocrity	regularity	unity
civility	humidity	necessity	safety	
falsity	inferiority	obesity	specialty	

-IC

academic	atmospheric	fanatic	hysteric	sarcastic
acrobatic	autistic	frantic	magnetic	scientific
aeronautic	ballistic	galactic	manic	specific
alcoholic	caloric	generic	mathematics	strategic
allergic	civic	geographic	mythic	sympathetic
antiseptic	economic	gymnastic	pacific	volcanic
artistic	electric	heroic	rhythmic	
astronomic	enthusiastic	hieroglyphic	romantic	
athletic	exotic	historic	rustic	

-OUS, -EOUS, -IOUS

adventurous	disastrous	incredulous	officious	subconscious
ambitious	enormous	infectious	precarious	superstitious
anonymous	expeditious	marvelous	presumptuous	tenacious
boisterous	fabulous	miraculous	pretentious	tremendous
cautious	flirtatious	momentous	raucous	vacuous
cavernous	furious	monotous	repetitious	vigorous
conscientious	glorious	monstrous	scrupulous	zealous
continuous	gorgeous	nauseous	semiconscious	
curious	grievous	numerous	serious	
delicious	impetuous	nutritious	spontaneous	

-EN

barren	darken	frozen	hidden	quicken	stiffen
bitten	deepen	glisten	loosen	sharpen	straighten
blacken	enlighten	harden	madden	shorten	thicken
brazen	fasten	hasten	oaken	soften	woven

-IVE, -ATIVE, -ITIVE

adaptive	digestive	ineffective	negative	representative
additive	disruptive	informative	objective	respective
captive	effective	insensitive	positive	secretive
cognitive	executive	instructive	prescriptive	sensitive
comparative	exhaustive	inventive	preventive	subjective
consecutive	fugitive	lucrative	productive	talkative
conservative	hyperactive	massive	radioactive	tentative
deceptive	inactive	motive	reactive	

definitive
descriptive

inattentive
incentive

narrative
native

receptive
repetitive

-ABLE, -IBLE

abominable
acceptable
affordable
agreeable
allowable
answerable
applicable
appreciable
beatable
bendable
breakable
capable
charitable
cleanable
invaluable
irreplaceable
irritable
knowledgeable
liable
lovable
malleable
manageable
memorable
movable
navigable
nonflammable
nonnegotiable
noticeable
peaceable
permeable
pliable
probable
questionable
readable
redeemable

comfortable
controllable
coverable
crushable
deferrable
delectable
despicable
disposable
drinkable
durable
enforceable
enjoyable
enviable
equitable
regrettable
replaceable
sinkable
sinkable
sociable
thinable
traceable
transferable
unbelievable
uncontrollable
undeniable
unforgettable
usable
valuable
washable
workable
accessible
audible
collapsible
collectible
combustible

erasable
exchangeable
fixable
flammable
formidable
haopitable
immeasurable
immoveable
impassable
impeccable
impenetrable
inadvisable
incalculable
incomparable
compatible
convertible
credible
credible
deducible
deductible
digestible
discernible
divisible
edible
fallible
feasible
flexible
forcible
gullible
horrible
illegible
implausible
inaccessible
inadmissible
inaudible

inconceivable
inconsolable
indescribable
indispensable
indisputable
inescapable
inexcusable
inexplicable
innumerable
inoperable
insatiable
inseparable
insurmountable
intolerable
incomprehensible
incorrigible
indefensible
indefensible
indelible
indestructible
inedible
inflexible
invincible
irresistible
irresponsible
irreversible
negligible
plausible
possible
reproducible
reversible
sensible
visible

-NESS

badness
baldness
blackness
brightness
closeness
dampness
darkness
dimness
dryness

fairness
fondness
goodness
greatness
happiness
illness
kindness
lightness
nearness

quickness
roughness
roundness
sadness
shyness
sickness
silliness
slowness
smallness

smoothness
sourness
sweetness
thinness
tightness
ugliness
unhappiness
weakness
wildness

-MENT

advertisement
agreement
amazement
announcement
appointment
argument
arrangement

contentment
detachment
development
employment
engagement
enjoyment
entanglement

entertainment
equipment
government
improvement
movement
pavement
payment

placement
puzzlement
settlement
statement
treatment

-LESS

ageless
blameless
careless
childless
cloudless
colorless
doubtless
endless
faceless
fearless

hairless
harmless
headless
helpless
homeless
hopeless
lifeless
loveless
meatless
mindless

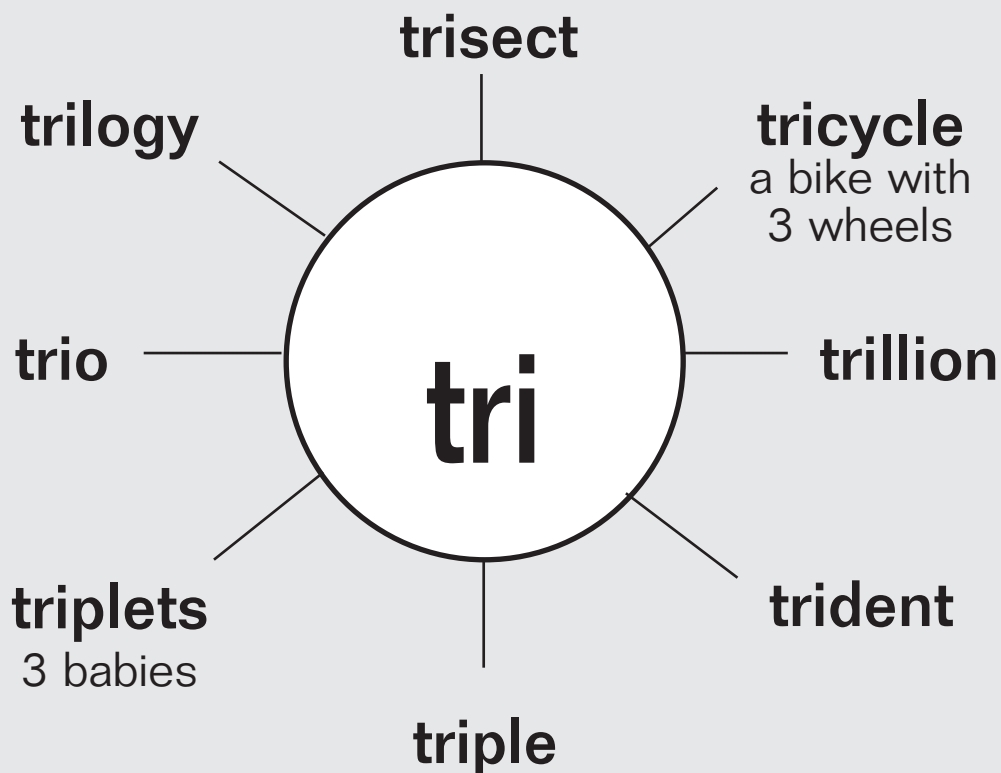
nameless
painless
penniless
pointless
rainless
seamless
shapeless
shirtless
shoeless
sleepless

spotless
sunless
thoughtless
timeless
useless
waterless
weightless
windless
worthless

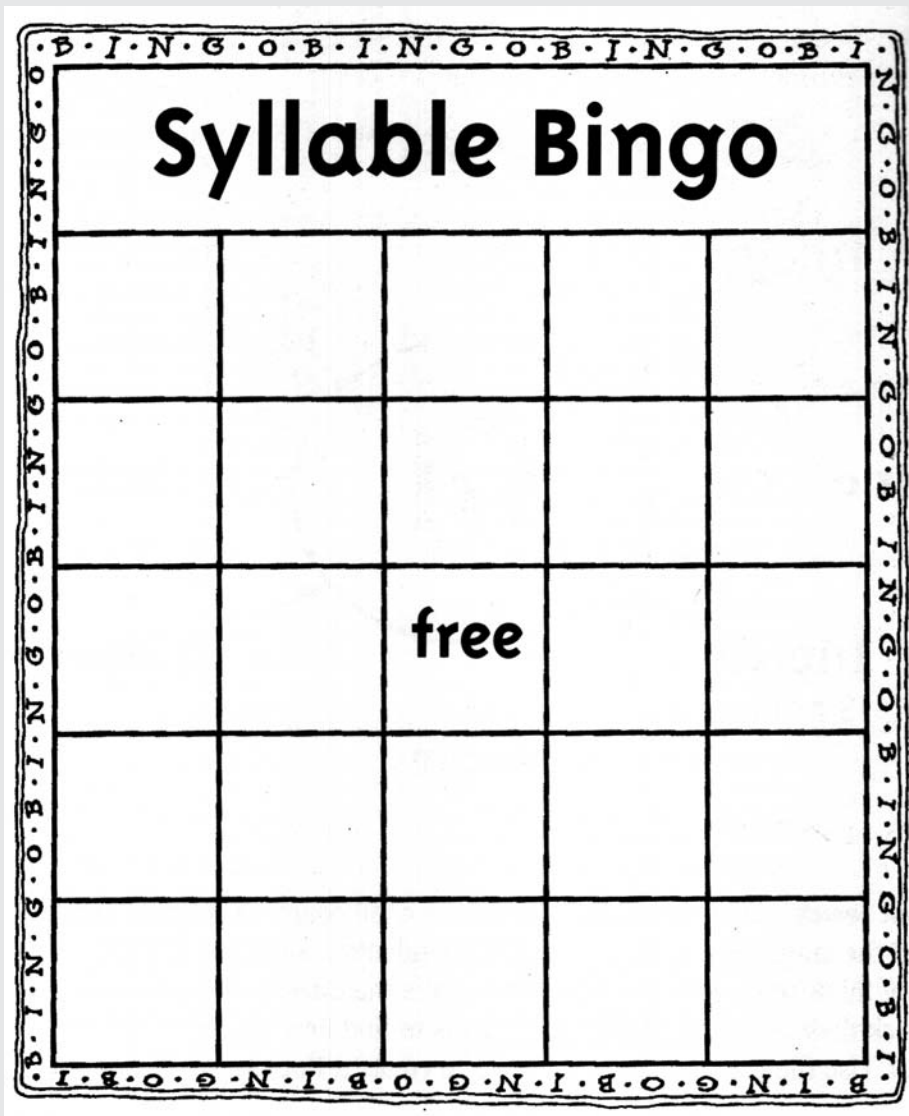
25 QUICK-AND-EASY PHONICS AND WORD ANALYSIS GAMES

Many wonderful educational games and activities providing phonics practice are available from educational supply companies. However, countless simple and engaging activities requiring limited preparation and materials can also be used. Here are some of the easiest and best activities I've collected over the years.

1. **Word-Building from English Roots:** Provide students with a list of base words and a set of prefixes and suffixes. Have them combine the word parts to create and present new words.
2. **Word Webs with Latin and Greek Roots:** On the chalkboard write a root word related to a social studies or science lesson in your curriculum.. State the word's meaning and the language it comes from, then have students create a web of related words. Suggest that they search textbooks and dictionaries. Then have them provide definitions for the words on the web. Ask students to present their lists and display them in the classroom.

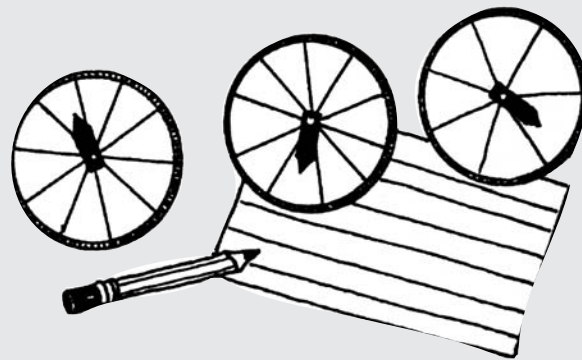


3. **Root Search:** Write a common root on the chalkboard. Provide its meaning and the language it comes from. Have students brainstorm a list of words they think come from this root. Then have them check the dictionary to check their accuracy. Challenge students to find new words related to the root. Use the lists to create a Root-Word Dictionary.
4. **Beat the Clock:** This is a timed word-recognition activity. Provide pairs of students with word lists and have the partners time each other on reading the lists. Have the children monitor and record times at the beginning and end of the week.
5. **Word Detective:** List key word, syllable patterns, or roots for the week. Give students a point every time they see a word in print, or use one of the words (or another word containing the word, syllable pattern, or root) in speech or writing. Tally points at the end of the week and award prizes.



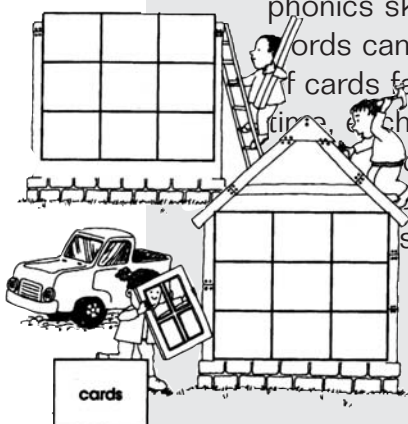
6. **Syllable Bingo:** Make copies of a bingo game board and a set of picture cards whose names contain selected syllables. (Choose syllables from the list.) Put the syllables in a different order for each game board, and use each syllable at least twice per board. Place the picture cards in a bag. Syllable Bingo is played just like regular bingo. Before the game begins, give each player a game board and ample space markers. The caller (teacher) draws one picture card from the bag and displays it. If a player's game board contains the syllable in the picture's name, he or she places a marker over the space. The first player to get five markers in a row (vertically, horizontally, or diagonally), yells "Syllable Bingo!" The player then states aloud the syllable as the caller checks it against the picture cards drawn from the bag. If these match, the player wins. Players then clear their boards, the picture cards go back in the bag, and a new game begins.

7. **Spin it!:** Cut out three spinners and dials. See example provided. On the outside edge of the first spinner, write the word parts un and re. On the outside edge of the second spinner, write the word parts able, apply, cover, born, cap, check, cook cut, fasten, fold, friend, load, mark, name, pack, paid, safe, sold, tie, wise, and wrap. On the outside edge of the third spinner, write the word part ed. Paste the spinners in sequence on a piece of tag board or the inside of a folder. Using a brass fastener, attach the dials to the spinners. Then have each student spin all three spinners. If a word can be formed, the student writes it on a sheet of paper. Each word is worth one point. Students can continue until they have formed five words, or students can challenge one another to see who can form the most words.



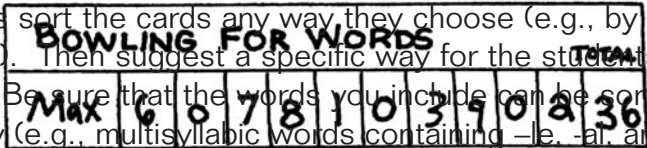
8. **Phonogram Families:** Distribute letter cards to each student. On each card write a consonant, cluster, or digraph. Then display a phonogram card. Students who hold a card that, when combined with the phonogram card, forms a word come to the front of the classroom. They are “members” of this phonogram “family.” Invite each student to place a card in front of the phonogram card and blend aloud the word formed.

9. **Build It:** Draw a house or pyramid on a sheet of paper. Divide the house or pyramid into smaller segments, such as squares, rectangles, or triangles. Make a copy of the page and distribute one to each student. Then make a set of word-building cards. On each card write a consonant, cluster, digraph, vowel, or phonogram, depending on the phonics skills you are reviewing. Provide enough cards so that many words can be formed. Divide the class into small groups. Place a set of cards facedown on the table or floor in front of each group. One at a time, each student in the group draws a set of five cards and builds as many words as possible, and each student writes his or her word in one of the segments of the house or pyramid, or colors in one segment. The student who (completes) the house or pyramid first wins.



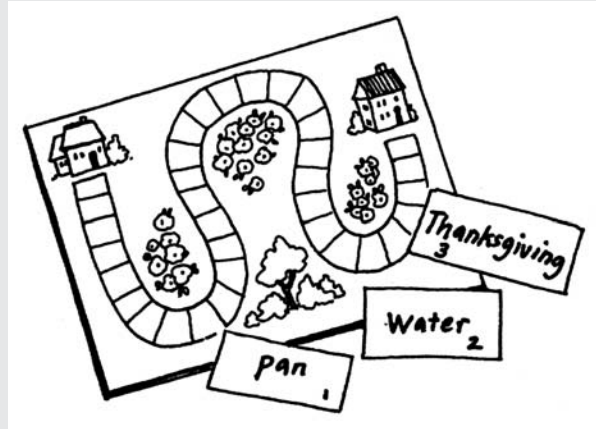
10. **Syllable Checkers:** On each square of an old checkerboard, write a word containing a syllable-spelling pattern that you want students to review. The game is played just like checkers, except players must read the word on each space they land on. If a player cannot read the word, he or she returns to the original space.
11. **Word Part Hunt:** Assign each student a syllable, prefix, suffix, or root that you want to review. You might have students work with a partner or in small groups. Then have the children search for objects in the classroom whose names contain the word part. In addition, you might have them search through books, magazines, and newspapers for words that contain the word part. Provide time for students to share their findings.
12. **Environmental Print Boards:** As you teach each syllable spelling pattern or root word, challenge the children to find examples of the word parts in words on signs, cereal boxes, advertisements, junk mail, and other environmental print items. Have them bring these items to class (suggest that they take a photo or draw a picture if it's a large sign) and attach them to an environmental print bulletin board to refer to throughout the week.
13. **Graph it:** Your students can create graphs that combine language arts with math concepts. For example, instruct students to search a passage for all the words with -le, -ble, -ple, -zle, and -tle and list them. Have them use their list to create a bar graph showing the number of words found for each.
14. **Word Baseball:** Divide the class into two teams. One at a time, each team member is "up at bat." Show the student a word card. If the player reads the word card, he or she can go to first base. As players reach home, their team gets a point. If a player can't accurately read the word, the team gets an "out." The team at bat continues until it has three outs. The team that earns more points after nine innings wins. (You might want to limit the game to fewer innings.) To make the game more exciting, level the word cards. Some words are worth a base hit, others are worth a double or triple, and a few are worth the treasured home run. In addition, you might ask the player at bat to read the word, and then state a related word or a word that contains the same syllable, prefix, suffix, or root.
15. **Concentration:** This classic game can be played by 2-3 students to review almost any skill. Make a set of 12-20 playing cards. On each card write a word. For example, if you are reviewing compound words, you'll write words that, when combined, can form compound words. Place the cards facedown on the table or floor. Each player chooses two

cards. If the cards form a compound word, the player keeps them. The player with the most cards at the end of the game wins. When reviewing vowel sounds, make a set of cards in which student can find rhyming word pairs.

16. **Password:** This game is played by partners. Make a set of word cards with a multisyllabic word on each card. One partner selects a card, then provides clues to his or her partner. For example, if a student draws the word card “sunflower,” he or she might say: “My word is a compound word., The first syllable describes something very bright.” The student continues providing clues until the partner figures out the word.
17. **Bowling for Words:** Make a bowling score sheet for each student (see sample). Then make a set of large paper or tagboard bowling pins. On each pin write a word and a number from 1-10. The words with the highest numbers should be the most difficult to read. Divide the class into small teams. Place the bowling pins in a bag or box so that they cannot be seen. One player from each team reaches in and selects a bowling pin. If the player can correctly read the word, the score on the bowling pin is recorded on the score sheet. If the player can’t read the word, she receives a “gutter ball,” or a score of 0. The game ends when all ten frames of the bowling game have been played and the scores tallied. You might want to have the teams use calculators to tally their scores.
18. **Word Sort:** Provide students with sets of word cards. First have the students sort the cards any way they choose (e.g., by common syllables or roots). Then suggest a specific way for the students to sort the words.  Be sure that the words you include can be sorted in more than one way (e.g., multisyllabic words containing -e, -al, and -el).

19. **What’s Missing?:** Write a brief story or paragraph on a chart. Place self-sticking notes over every fifth or tenth word. Or, select words with target skills you want to review and cover those up. As an alternative, you might write the story or paragraph, leaving blanks for each word you want students to figure out. When you read the story and get to a missing word, have students guess it. Before telling the children whether or not they are correct, write the correct spelling for the first syllable and allow children to modify their guesses. (For example, you would write ba for the first syllable in the word bagel.) Continue in the is fashion until the word is completely spelled.

20. **Unscramble It:** Divide the class into teams of three to four students. Provide each team with a list of ten scrambled words. Give each team five minutes to unscramble as many words as possible. The team that unscrambles the most words wins. Alternative: Provide each team with scrambled sentences.
21. **Make a Match:** Make word-part note cards – one for each student. Be sure that all the cards can be combined with at least one other card to form a word. Distribute the cards. You might want to play music while the students circulate and search for their match – the student with another word part that can be combined with their card to form a word. When all the students find their match, provide time for them to share their word with the class. Continue with other word part cards, or challenge students to find another match.
22. **Word Card File:** At the beginning of the year, have students bring in a card file box and blank index cards. Set aside time each week for students to write on one of their cards a word they are having trouble reading or spelling. Have them organize the cards in alphabetical order, and suggest that they add a sentence or picture clue to their cards to help them remember the words. Students should periodically review the cards in their card-file boxes. Point out times when looking at the file cards may help them with reading or writing.
23. **Book Chat:** Divide the class into small groups of four to five students. Ask each student to share a book he has recently read by talking briefly (a few sentences) about it. Student may also enjoy reading aloud a favorite paragraph or page of their book. If the book is fiction, remind students to avoid giving away the ending. Encourage students to read one of the books they heard about in their book chat. These chats honor students' accomplishments and remind them of the purpose of learning phonics – to read great books.



24. **Syllable Race:** Create a game board such as the one shown. Then make word cards, each containing a two-, three-, or four-syllable word. In turn, each player draws one card and reads the word aloud. If she reads it correctly, she moves forward on the game board as many spaces as there are syllables in the word. Consider writing this number under the word on each card for students to refer to. The game continues, until a player reaches the end.
25. **Time it:** Make one set of word cards using only base words and another using only prefixes and suffixes. Divide the class into small teams, then mix the cards and give an equal number to each group. Use a three-minute egg timer to time the game as the teams use their cards to form words. Designate one member of each team to record the words. At the end of the game, each team reads aloud the words they formed. The team with the most points (one per correctly formed word) wins.

COMPREHENSION: THE REASON FOR LEARNING TO READ

The reason for learning to read is to comprehend. A large working vocabulary is necessary for student success in reading comprehension. As students read interactively and frequently for a variety of purposes, they can build more background knowledge and an even larger vocabulary. By asking effective questions, students are encouraged to construct meaning. Systematic discussion provides students with a model for thinking. Discussion increases a student's active engagement in the reading process and increases reading comprehension.

Engaging students in text comprehension may occur during the reading of text, and specific comprehension strategies can be taught explicitly. Research shows us that effective techniques for enhancing comprehension build self-monitoring ability in the student. During reading, students must learn to independently monitor whether they understand what they have read. When students develop effective habits such as rereading what was not understood, their ability for independent reading comprehension increases considerably.

An instructional practice that has research-based evidence of effectiveness is reciprocal teaching. In one research study, students' reading comprehension improved along with their performance in reciprocal teaching. On daily comprehension tests, scores improved from 10% to 85% correct and stayed at this level for at least 6 months after reciprocal teaching ended. The participating reciprocal-teaching students improved their performance on other reading tasks from the 7th percentile before reciprocal teaching to the 50th percentile afterwards. Research shows us that consistency of effective practices is a key to lasting success!

RECIPROCAL TEACHING

What is it?

Reciprocal teaching uses four simple strategies that are helpful for reading comprehension.

The four strategies include the following:

1. Summarizing
2. Questioning
3. Clarifying
4. Predicting

Each of these strategies is used as part of a questioning routine while reading passages for comprehension during a tutoring session.

How is it done?

At first, the teacher or tutor takes on the role of the leader by modeling each of these strategies while reading passages with the student. As time goes on from lesson to lesson, as the student becomes more successful with reading passages, then gradually the student takes on more and more of a coaching role. The student is most successful when he or she grasps the thinking pattern established with the routine of reciprocal teaching. The transition from listener to leader is expected to take as many as 25 different sessions, and the rate of transition is dependent upon how well the student can understand these strategies during the reading process.

The tutor selects a passage to read with a student as his or her independent reading level for comprehension. The student and tutor read the passage together in small chunks.

What does a “chunk” of text look like?

A “chunk” is a small segment of text from any reading passage that the student is to read either out loud or silently. The size will vary from “chunk” to “chunk” because the quality of ideas in each “chunk” varies.

- Segments that have a small number of complicated ideas are longer because students will not have as much difficulty decoding and constructing meaning. Less challenging segments can be as long as 5 paragraphs in length.
- Segments that have a large number of complex ideas will need to be shorter in length in order for students to successfully comprehend what they read. A story may contain a single sentence with so many difficult concepts that the one sentence could be considered a “chunk” by itself. Another part of the same story could be segmented into single paragraphs as appropriate “chunks.”

The size of a “chunk” depends upon the complexity of the ideas inside of it. The amount of challenging ideas can vary quite a bit, even within the same story. As a general rule, the less complex the text, the longer the “chunk.” The more complex the text, the shorter the “chunk.”

Why is it necessary to read passages in “chunks?”

In order to construct meaning for comprehension, students must go back and forth from text to thinking about the ideas that they have read. Students need to read a small segment of text and then stop to think about the ideas presented before they can go on. While reading a passage, this starting and stopping gives the student a chance to:

- Think about something that they never understood before
- Clear up a possible misunderstanding that was causing them to be

- confused about the text
- Make new connections in their thinking so they can understand new difficult concepts

How is a reciprocal teaching session done with one student?

While planning for the tutoring session, the tutor needs to do the following:

1. Select a passage or story to read together with the student at his or her independent reading level.
2. Read the story or passage in order to become familiar with it.
3. Decide whether the passage will be read out loud or silently.
4. Decide where to segment the passage into “chunks” throughout the story.
5. Decide who will be the leader to model the reciprocal teaching strategies from “chunk” to “chunk.” (In the first sessions, the tutor will be the leader. After several sessions --- as the student becomes more successful with the strategies --- then the student can be the leader. Eventually, both student and tutor can rotate leadership of the strategies for questioning or answering.

During the tutoring session, follow these procedures:

The leader and student read a “chunk” of text. At the end of the “chunk,” the leader models good reading comprehension skills by thinking out loud with the following strategies:

1. **Summarizing** – the leader restates the meaning of what was read in his or her own words in ten words or less
2. **Questioning** – the leader states a question related to what was just read that could be on a comprehension test
3. **Clarifying** – the leader discusses concepts in the chunk of text that need further understanding
4. **Predicting** – the leader states what will most likely occur in the next chunk of text to be read

The student and tutor continue to read through the next chunk of passage. They continue this process from “chunk” to “chunk” until they have finished the passage. This process is repeated with different passages at every tutoring session.

How is a reciprocal teaching session done with a small group of students?

While planning for the tutoring session, the tutor needs to do the following:

1. Select a passage or story to read together with the students at their independent reading levels either out loud or silently.
2. Read the story or passage in order to become familiar with it.
3. Decide where to segment the passage into “chunks” throughout the story.
4. Assign a leader to model the reciprocal teaching strategies from “chunk” to “chunk.”

During the tutoring session, follow these procedures:

1. Have the assigned leader do each of the following tasks in between reading chunks of text:
 - a) summarize the meaning of the “chunk” of text in ten words or less
 - b) formulate a question about the “chunk” of text that might be asked on a test
 - c) discuss and clarify difficult points in the “chunk” of text
 - d) make a prediction about what might happen next in the story
2. Repeat this reciprocal process from “chunk” to “chunk” while reading the rest of the text.
3. Expect listeners in the group to act as supportive critics and encourage the leader to explain and clarify text.
4. The tutor provides help and feedback tailored to the needs and abilities of the current leader.
5. NOTE: Each student takes a turn as leader, and the group’s goal is collaborative construction of the text’s meaning. Initially, the tutor will be the leader. Then, gradually, those students more successful with the strategies can lead. Eventually, students can rotate leadership of the strategies as they all become successful in comprehending both the strategies and text.

IMPORTANT POINTERS TO REMEMBER:

Tutors can help students master reading comprehension strategies with these important points during reciprocal teaching:

- 1) Model the strategies aloud in an explicit and direct way.
 - 2) Give optimistic feedback to students of their performance during the process.
 - 3) Gradually transfer responsibility of monitoring reading comprehension from tutor to students, but as soon as possible. In other words, the tutor needs to gradually raise demands made on students as the tutor gradually fades into the background to assume more of a coaching role. Students must take charge of their own learning and ultimately their independent reading.
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- 1) American Educator (Summer 1998) “Reading Comprehension: Teaching Children the Strategies Experts Use (Part IV)”
 - 2) Educational Leadership (March 1977), “Why Reciprocal Teaching?”

PLANNING FOR RECIPROCAL TEACHING

The routine of reciprocal teaching will help establish student patterns of self-monitoring. Students need to learn to successfully and independently construct meaning.

Steps in planning for the tutoring session:

1. What is the student's independent reading level? _____
What passage or story will you read with the student?
Take time to read and become familiar with the story or passage so that the lesson will go smoothly.
2. During text reading, will the student read the story or passage out loud or silently?
3. Where will you segment the story or passage into "chunks?"
 - What pages have complex ideas or words? Page # _____
The student needs to read these pages in smaller chunks.
 - What pages have easy ideas or words? Page # _____
The student can read these pages in larger chunks.
4. Who will be the leader to model the reciprocal teaching strategies from "chunk" to "chunk?"

In the first several sessions, you will always be the leader. Eventually, you can ask the questions and the student can provide the answer. As you observe the student becoming more successful in answering the questioning strategies, then your student can be the leader. Eventually, both of you can rotate leadership of the strategies for questioning and answering.

During the tutoring session, follow these procedures:

1. Discuss the title of the story or passage. Ask the student what you think this story is about.
2. Read the first "chunk" of text. After finishing the first "chunk," the leader models good reading comprehension skills by thinking out loud. Complete the following tasks out loud:
3. Discuss any ideas, concepts, or words that the student would like clarified to build background knowledge.
4. When appropriate, point to words or phrases in text that are clues so that your student can see how you were able to know the answers to some of the questions.
5. Continue to read through the next "chunk" and repeat the process of modeling the four strategies. Use the teaching tool to help the session to go smoothly.
5. Repeat these 4 processes over and over until finished with the story or passage:
 - reading each "chunk"
 - modeling the four strategies of summarizing, questioning, clarifying, and predicting

- discussing any ideas, concepts, or words that the student would like clarified
- pointing to any answer clues in text

Use the teaching tool to help the session to go smoothly.

1. **Summarizing** – the leader restates the meaning of what was read in his or her own words in ten words or less
2. **Questioning** – the leader states a question related to what was just read that could be on a comprehension test
3. **Clarifying** – the leader discusses concepts in the chunk of text that need further understanding
4. **Predicting** – the leader states what will most likely occur in the next chunk of text to be read

LONG -A PHONOGRAMS

-ACE

brace	place	deface	misplace	unlace
face	race	disgrace	replace	workplace
grace	space	embrace	retrace	
lace	trace	everyplace	shoelace	
mace	anyplace	fireplace	staircase	
pace	birthplace	horse race	suitcase	

-ADE

blade	trade	charade	lampshade	ready-made
fade	wade	crusade	lemonade	renegade
glade	accolade	custom-made	marmalade	serenade
grade	arcade	decade	masquerade	shoulder blade
jade	barricade	escapade	parade	tirade
made	blockade	grenade	persuade	unmade
shade	cavalcade	homemade	promenade	upgrade
spade	centigrade	invade	razor blade	

-AGE

age	stage	enrage	offstage	space age
cage	wage	front page	old age	teenage
page	backstage	ice age	outrage	upstage
rage	bird cage	middle age	rampage	
sage	engage	minimum wage	rib cage	

-AID

aide	paid	bridesmaid	mermaid	unafraid
braid	raid	first aid	nursemaid	underpaid
laid	afraid	foreign aid	overpaid	unpaid
maid	band-aid	hearing aid	repaid	visual aid

-AIL

ail	mail	trail	derail	pigtail
bail	nail	wail	detail	prevail
Braille	pail	Abigail	dovetail	retail
fail	quail	airmail	fan mail	shirttail
frail	rail	blackmail	fingernail	thumbnail
Gail	sail	cocktail	hangnail	toenail
hail	snail	cottontail	monorail	
jail	tail	curtail	nature trail	

-AIN

brain	slain	ascertain	explain	retain
chain	Spain	birdbrain	freight train	scatterbrain
drain	sprain	bloodstain	maintain	sustain

grain	stain	complain	migraine	tearstain
main	strain	contain	obtain	terrain
Maine	train	disdain	refrain	Ukraine
pain	vain	domain	regain	unchain
plain	abstain	Elaine	remain	
rain	acid rain	entertain	restrain	

-AINT

faint	paint	quaint	saint	taint
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-AISE

raise	praise	mayonnaise		
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-AIT

bait	gait	strait	trait	wait
await				

-AKE

bake	lake	stake	earthquake	namesake
brake	make	take	fruitcake	overtake
cake	quake	wake	handshake	pancake
drake	rake	awake	intake	rattlesnake
fake	sake	cheesecake	keepsake	remake
flake	shake	clambake	milkshake	shortcake
Jake	snake	cupcake	mistake	snowflake

-ALE

bale	sale	whale	impale	fairy tale
Dale	scale	exhale	inhale	garage sale
gale	stale	female	telltale	nightingale
male	tale	for sale	upscale	tattletale
pale				

-AME

blame	flame	name	aflame	inflammation
came	frame	same	ball game	nickname
dame	game	shame	became	overcame
fame	lame	tame	defame	surname

-ANE

cane	pane	airplane	hurricane	weathervane
crane	plane	candy cane	inhumane	windowpane
Jane	sane	cellophane	insane	
lane	vane	Great Dane	mundane	
mane	wane	humane	profane	

-ANGE

change	strange	exchange	long-range	rearrange
grange	arrange	interchange	prearrange	shortchange
range	downrange			

-APE

cape	nape	tape	escape	red tape
drape	scrape	agape	fire escape	reshape
gape	shape	egg-shape	landscape	shipshape
grape				

-ASE

base	vase	briefcase	home base	suitcase
case	bookcase	erase	staircase	data base
chase				

-ASTE

baste	haste	paste	taste	waste
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-ATE

ate	assassinate	detonate	fumigate	irrigate
crate	associate	devastate	generate	isolate
date	birthrate	deviate	graduate	legislate
fate	blind date	discriminate	gravitate	liberate
gate	calculate	dislocate	gyrate	liquidate
grate	candidate	dominate	hallucinate	locate
hate	captivate	donate	helpmate	lubricate
Kate	carbohydrate	duplicate	hesitate	mandate
late	celebrate	educate	hibernate	manipulate
mate	cellmate	elaborate	humiliate	medicate
plate	cheapskate	elate	hyphenate	meditate
rate	checkmate	elevate	ice skate	migrate
skake	circulate	eliminate	illuminate	motivate
slate	classmate	emancipate	illustrate	mutilate
state	communicate	emigrate	imitate	narrate
abbreviate	complicate	equate	immigrate	nauseate
accelerate	concentrate	escalate	impersonate	navigate
accommodate	confiscate	estate	indicate	nominate
accumulate	congratulate	estimate	infiltrate	officiate
activate	contaminate	evacuate	inflate	operate
advocate	contemplate	evaluate	ingrate	ornate
aggravate	cooperate	evaporate	initiate	out-of-date
agitate	coordinate	exaggerate	inmate	overate
alienate	create	exasperate	inoculate	overrate
alleviate	cultivate	excavate	insinuate	overstate
allocate	debate	exhilarate	instigate	participate
amputate	decorate	exterminate	integrate	penetrate
animate	dedicate	fascinate	interrogate	percolate

annihilate	deflate	first-rate	intimidate	playmate
anticipate	delegate	fluctuate	intoxicate	populate
appreciate	deliberate	formulate	investigate	primate
asphyxiate	demonstrate	frustrate	invigorate	procrastinate
pulsate	relate	separate	tailgate	vaccinate
punctuate	retaliate	situate	terminate	validate
radiate	reverberate	speculate	tolerate	vibrate
real estate	roller skate	stagnate	translate	vindicate
rebate	rotate	stalemate	underrate	violate
recuperate	second-rate	stimulate	update	
regulate	sedate	strangulate	up-to-date	
reiterate	segregate	suffocate	vacate	

-AVE

brave	grave	shave	brainwave	misbehave
cave	knave	slave	engrave	shockwave
crave	pave	wave	forgave	tidal wave
Dave	rave	aftershave	heat wave	
gave	save	behave	microwave	

-AY

bay	pray	decay	milky way	stowaway
clay	ray	delay	Norway	subway
day	say	display	okay	Sunday
fray	slay	essay	one-way	throwaway
gay	spray	everyday	railway	today
gray	stay	faraway	relay	tooth decay
hay	stray	halfway	repay	underway
jay	sway	hallway	role-play	weekday
lay	tray	headway	runaway	x-ray
may	way	highway	runway	yesterday
nay	away	holiday	someway	
pay	birthday	hooray	stairway	
play	blue jay	ice tray	stingray	

-AZE

blaze	faze	graze	raze	stargaze
craze	gaze	haze	ablaze	trailblaze
daze	glaze	maze	amaze	

-EAK

break	beefsteak	daybreak	housebreak	newsbreak
steak	coffee break	heartbreak	jailbreak	outbreak

-EIGH

neigh	weigh	sleigh		
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-EYhey
greyprey
theywhey
disobey

obey

survey

LONG -E PHONOGRAMS**-E**

be

he

me

she

we

-EAflea
peaplea
sea

tea

deep-sea

sweet pea

-EACHbeach
bleachbreach
leachpeach
preachreach
teachimpeach
outreach**-EAD**bead
kneadlead
pleadread
lip-readmislead
proofread

speed-read

-EAKbeak
bleak
creakfreak
leak
peaksneak
speak
squeakstreak
tweak
weakmisspeak
pip-squeak
Chesapeake**-EAL**deal
heal
meal
peal
realseal
squeal
steal
teal
vealzeal
appeal
big deal
conceal
congealfair deal
for real
ideal
misdeal
oatmealordeal
piecemeal
reveal
unreal**-EAM**beam
cream
dream
gleam
reamscream
seam
steam
stream
teambloodstream
daydream
double-team
downstreamdrill team
ice cream
mainstream
moonbeampipe dream
sour cream
sunbeam
whipped cream**-EAN**bean
clean
deanglean
Jean
leanmean
weandry clean
green bean

jelly bean

-EAP

cheap

heap

leap

reap

junkheap

-EAR

clear	near	tear	crystal-clear	pierced ear
dear	rear	year	disappear	reappear
fear	shear	all clear	far and near	Shakespeare
gear	smear	appear	leap year	unclear
hear	spear			

-EASE

cease	lease	decrease	press release	world peace
crease	peace	elbow grease	release	
grease	decease	increase	time-release	

-EAST

beast	least	Far East	Middle East	Near East
feast	yeast			

-EAT

beat	heat	seat	deadbeat	overeat
bleat	meat	treat	defeat	repeat
cheat	neat	wheat	heartbeat	retreat
cleat	peat	backseat	mistreat	upbeat
feat	pleat	browbeat	off-beat	

-EATH

heath	wreath	beneath	bequeath	underneath
sheath				

-EAVE

cleave	leave	sheave	weave	sick leave
heave				

-EE

bee	tee	degree	oversee	sugar-free
fee	three	disagree	pedigree	tax-free
flee	tree	emcee	peewee	tee-hee
free	wee	employee	queen bee	teepee
glee	absentee	fiddle-de-dee	referee	Tennessee
knee	agree	guarantee	refugee	worry-free
Lee	bumblebee	home-free	shopping spree	
see	caffeine-free	jamboree	sightsee	
spree	carefree	nominee	spelling bee	

-EECH

beech	leech	speech	figure of speech	free speech
breech	screech			

-EED

bleed	greed	tweed	full speech	refereed
breed	heed	weed	guaranteed	seaweed
creed	need	agreed	indeed	succeed
deed	reed	disagreed	nosebleed	tumbleweed
feed	seed	exceed	overfeed	up to speed
freed	speed	force-feed	proceed	

-EEK

cheek	leek	reek	week	cheek-to-cheek
creek	mEEK	seek	midweek	hide-and-seeK
Greek	peek	sleek		

-EEL

feel	peel	wheel	Ferris wheel	high heel
heel	reel	cartwheel	genteel	newsreel
kneel	steel			

-EEM

deem	seem	teem	esteem	redeem self-
esteem				

-EEN

green	teen	evergreen	Kathleen	sixteen
keen	between	fifteen	movie screen	smokescreen
queen	canteen	fourteen	preteen	sunscreen
screen	colleen	go-between	prom queen	thirteen
seen	eighteen	Halloween	seventeen	unseen

-EEP

beep	jeep	sheep	weep	oversleep
cheep	keep	sleep	asleep	skin-deep
creep	peep	steep	beauty sleep	
deep	seep	sweep	knee-deep	

-EER

deer	sneer	root beer	engineer	pioneer
jeer	steer	auctioneer	musketeer	racketeer
peer	career	buccaneer	mutineer	volunteer
queer	reindeer			

-EET

beet	meet	street	bittersweet	indiscreet
feet	sheet	sweet	cold feet	parakeet
fleet	skeet	tweet	discreet	Wall Street
greet	sleet			

-EEZEbreeze
freezesneeze
squeezetweeze
wheezeantifreeze
deep freezefreezer
sea breeze**-IECE**niece
piece

apiece

centerpiece

hairpiece

timepiece

-IEFbrief
chief
griefthief
beliefdebrief
disbelieffire chief
good griefhandkerchief
relief**-IELD**

field

shield

yield

mine field

windshield

LONG -I PHONOGRAMS

-IBEbribe
scribetribe
describediatribe
imbibeinscribe
prescribesubscribe
transcribe**-ICE**dice
lice
mice
niceprice
rice
slice
splicethrice
twice
vice
advicedevice
entice
sale price
sufficesacrifice
self-sacrifice**-IDE**bride
glide
hide
pride
ride
side
slidesnide
stride
tide
wide
bedside
chloride
collideconfide
decide
divide
fireside
inside
joyride
landslidemisguide
outside
provide
reside
riptide
roadside
subsideworldwide
coincide
insecticide**-IE**die
lie
pietie
vie
black tiebow tie
hog-tie
magpiemud pie
necktie
tongue-tieapple pie
underlie**-IED**cried
diedclarified
deep-friedglorified
horrifiednotified
occupiedrelied
satisfied

dried	defied	identified	pacified	supplied
fried	denied	implied	personified	terrified
lied	dignified	justified	petrified	tongue-tied
spied	disqualified	magnified	preoccupied	unsatisfied
tried	dissatisfied	modified	qualified	untied
applied	exemplified	multiplied	relied	verified

-IER

brier	crier	drier	flier
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-IES

cries	butterflies	French fries	mystifies	replies
dies	certifies	glorifies	neckties	satisfies
dries	clarifies	horrifies	notifies	signifies
flies	defies	identifies	occupies	simplifies
lies	demystifies	implies	outcries	solidifies
pies	denies	justifies	pacifies	specifies
skies	disqualifies	lullabies	personifies	stupefies
spies	dissatisfies	magnifies	pigties	supplies
ties	dragonflies	modifies	preoccupies	terrifies
tries	drip-dries	mortifies	qualifies	unifies
applies	exemplifies	mud pies	ratifies	unties
beautifies	family ties	multiplies	relies	verifies

-IFE

fife	rife	wife	jackknife	nightlife
knife	strife	housewife	larger-than-life	wildlife
life				

-IGH

high	nigh	sigh	thigh
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-IGHT

blight	slight	firelight	limelight	searchlight
bright	tight	fistfight	midnight	skintight
fight	airtight	flashlight	moonlight	stage fright
flight	all right	foresight	night-light	starlight
fright	all-night	forthright	not quite	stoplight
knight	birthright	good night	out-of-sight	sunlight
light	bullfight	green light	outright	tonight
might	civil right	headlight	overnight	twilight
night	copyright	highlight	oversight	upright
plight	daylight	hindsight	playwright	uptight
right	delight	insight	prizefight	
sight	eyesight			

-IKE

bike	Mike	alike	hunger strike	motorbike
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dike hike like	pike spike strike	childlike dislike hitchhike	ladylike lifelike look-alike	unlike warlike
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-ILD

child mild	wild	brainchild	hogwild	stepchild
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-ILE

file mile Nile pile smile tile	vile while awhile bibliophile crocodile domicile	exile infantile juvenile meanwhile nail file profile	reconcile reptile senile single file stockpile turnstile	woodpile worthwhile
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-IME

chime crime dime grime lime mime prime	slime time anytime bedtime bigtime daytime dinnertime	lifetime maritime meantime nighttime old-time overtime pantomime	part-time pastime peacetime prime time showtime small-time sometime	springtime sublime summertime wartime
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-IND

bind blind find grind hind	kind mind rind wind behind	change of mind colorblind humankind lemon rind mastermind	never mind one-track-mind peace of mind remind snow-blind	unkind unwind
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-INE

dine fine line mine nine pine shine shrine spine swine vine whine airline	alpine assign baseline beeline borderline canine checkout line clothesline cloud nine coal mine coastline combine confine	deadline decline define divine entwine feline goal line gold mind grapevine guideline hairline headline hemline	hot line incline intertwine iodine lifeline neckline outline outshine picket line pipeline porcupine punch line recline	refine shoeshine sideline skyline storyline streamline sunshine underline undermine valentine
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-IPE

gripe	snipe	wipe	peace pipe	tailpipe
pipe	stripe	bagpipe	pinstripe	unripe
ripe	swipe	override	sideswipe	windpipe

-IRE

fire	aspire	crossfire	inspire	satire
hire	attire	desire	live wire	spitfire
spire	backfire	entire	on fire	surefire
tire	barbed wire	expire	overtire	transpire
wire	bonfire	flat tire	perspire	umpire
acquire	campfire	haywire	require	vampire
admire	cease-fire	hot-wire	retire	
afire	conspire	inquire	sapphire	

-ISE

guise	chastise	disguise	likewise	televise
rise	clockwise	enterprise	otherwise	unwise
wise	comprise	exercise	revise	
advertise	compromise	franchise	sunrise	
advise	despise	high-rise	supervise	
arise	devise	improvise	surprise	

-ITE

bite	white	frostbite	overbite	Snow White
kite	write	ignite	parasite	socialite
mite	appetite	impolite	polite	termite
quite	black-and-white	incite	recite	unite
rite	dynamite	invite	reunite	
site	excite	meteorite	satellite	
sprite	finite	not quite	snakebite	

-IVE

chive	live	beehive	high dive	survive
dive	strive	connive	high five	take five
drive	thrive	contrive	nine-to-five	test drive
five	alive	crash-drive	nosedive	
hive	archive	deep-sea dive	revive	
jive	arrive	deprive	skydive	

-UY

buy	guy	wise guy		
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-Y

by	blow-dry	exemplify	multiply	rely
cry	butterfly	falsify	mummify	reply
dry	camera-shy	firefly	mystify	satisfy
fly	certify	fortify	nearby	signify

fry	clarify	glorify	notify	simplify
my	classify	gratify	nullify	small fry
ply	comply	horrify	occupy	solidify
pry	crucify	horsefly	outcry	specify
shy	deep-fry	hush-a-by	pacify	standby
sky	defy	identify	passerby	stupefy
sly	demystify	imply	personify	supply
spy	deny	intensify	petrify	terrify
try	dignify	July	pigsty	testify
why	disqualify	justify	preoccupy	tsetse fly
ally	dissatisfy	lullaby	purify	unify
amplify	dragonfly	magnify	qualify	verify
apply	drip-dry	modify	ratify	war cry
beautify	electrify	mortify	rectify	

-YE

bye	lye	bye-bye	good-bye	private eye
dye	rye	eye to eye	Popeye	shut-eye
eye	bull's eye			

LONG -O PHONOGRAMS

-O

go	dynamo	Mexico	pueblo	stop and go
no	get-up-and-go	Navajo	radio	studio
pro	golf pro	New Mexico	ratio	to and fro
so	gung-ho	no-go	read, set, go	Tokyo
ago	heave-ho	no-no	rodeo	touch and go
Alamo	hello	piccolo	Romeo	video
buffalo	Idaho	Pinocchio	so-so	yes and no
calico	info	pistachio	status quo	yo-yo
do-si-do	long ago	portfolio	stereo	

-OACH

broach	poach	approach	reproach	stagecoach
coach	roach	cockroach		

-OAD

load	carload	hit the road	railroad	unload
road	crossroad	overload	truckload	workload
toad	freeload			

-OAK

cloak	croak	oak	soak	poison oak
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-OAL

coal	foal	goal	charcoal
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-OAM

foam	loam	roam
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-OAN

groan	Joan	loan	moan
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-OAST

boast coast	roast	toast	pot roast	coast-to-coast
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-OAT

bloat	goat	cutthroat	raincoat	steamboat
boat	moat	dreamboat	rock the boat	sugarcoat
coat	oat	lifeboat	rowboat	turncoat
float	throat	overcoat	scapegoat	
gloat	afloat	petticoat	sore throat	

-OBE

globe	probe	bathrobe	earlobe	wardrobe
lobe	robe	disrobe	space probe	

-ODE

code	rode	area code	episode	Morse code
lode	strode	decode	erode	penal code
mode	a la mode	dress code	explode	zip code
node	abode	electrode	implode	

-OE

doe	hoe	toe	mistletoe	tic-tac-toe
foe	Joe	woe	Sloppy Joe	tippy-toe

-OKE

broke	smoke	yoke	cowpoke	provoke
choke	spoke	artichoke	dead broke	slowpoke
coke	stoke	awoke	go for broke	sunstroke
joke	stroke	cloud of smoke	heatstroke	
poke	woke			

-OLD

bold	old	billfold	household	stronghold
cold	scold	blindfold	ice-cold	threshold
fold	sold	choke hold	out cold	toehold
gold	told	common cold	pot of gold	unfold
hold	age-old	enfold	retold	untold
mold	behold	foothold	stranglehold	withhold

-OLE

dole	whole	Creole	loophole	porthole
hole	buttonhole	cubbyhole	manhole	pothole
mole	cajole	fishing pole	north pole	tadpole
pole	camisole	flagpole	parole	totem pole
role	casserole	foxhole	peephole	
stole	console	keyhole	pigeonhole	

-OLL

droll	roll	toll	egg roll	rock and roll
knoll	scroll	troll	enroll	steamroll
poll	stroll	drum roll	payroll	unroll

-OLT

bolt	jolt	volt	lightning bolt	revolt
colt	molt	deadbolt		

-OME

chrome	home	Rome	metronome	palindrome
dome	Nome	foster home	mobile home	syndrome
gnome				

-ONE

bone	zone	dethrone	monotone	telephone
clone	accident-prone	dial tone	outshone	time zone
cone	alone	end zone	ozone	tombstone
drone	backbone	funny bone	pay phone	twilight zone
hone	baritone	grindstone	pinecone	war zone
lone	birthstone	headphone	postpone	wishbone
phone	buffer zone	headstone	rhinestone	xylophone
prone	car phone	harmone	saxophone	Yellowstone
shone	cobblestone	jawbone	sno-cone	
stone	condone	microphone	stepping-stone	
tone	cyclone	milestone	T-bone	

-OPE

cope	nope	slope	horoscope	stethoscope
dope	pope	antelope	jump rope	telescope
hope	rope	elope	microscope	tightrope
mope	scope	envelope	periscope	towrope

-OSE

chose	prose	enclose	open and close	pug nose
close	rose	expose	oppose	runny nose
hose	those	fire hose	overexpose	suppose
nose	decompose	impose	panty hose	
pose	dispose	none-to-nose	propose	

-OST

ghost	post	goalpost	innermost	topmost
host	almost	guidepost	outpost	trading post
most	bedpost	hitching post	signpost	utmost

-OTE

note	vote	antidote	keynote	promote
quote	wrote	devote	misquote	remote
rote	anecdote	footnote	outvote	

-OVE

clove	drove	stove	wove	by Jove
cove	grove	trove	alcove	

-OW

blow	low	stow	game show	right-to-know
bow	mow	tow	high and low	scarecrow
crow	row	aglow	low blow	sideshow
flow	show	below	no show	skid row
glow	slow	blow by blow	outgrow	talent show
grow	snow	ebb and flow	overflow	talk show
know	sow	fashion show	rainbow	undertow

-OWN

blown	known	sown	full-blown	well-known
flown	mown	thrown	full-grown	windblown
grown	shown	disown	homegrown	

SHORT -A PHONOGRAMS

-AB

blab	drab	jab	slab	rehab
cab	flab	lab	stab	sand crab
crab	gab	nab	tab	taxicab
dab	grab	scab	backstab	

-ACK

back	rack	backpack	heart attack	piggyback
black	sack	backtrack	hijack	quarterback
clack	shack	blackjack	icepack	racetrack
crack	slack	camelback	jumping jack	railroad track
hack	smack	crackerjack	knapsack	ransack
Jack	snack	drawback	laugh track	setback
knack	stack	feedback	lumberjack	sidetrack
lack	tack	flapjack	off-track	soundtrack
Mack	track	flashback	one-track	thumbtack

pack quack	whack attack	fullback haystack	panic attack paperback	unpack wisecrack
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-ACT

fact	artifact	enact	interact	riot act
pact	attract	exact	matter of fact	subtract
tact	compact	extract	overact	transact
tract	contract	impact	overreact	
abstract	distract	in fact	react	

-AD

bad	fad	pad	granddad	shoulder pad
Brad	glad	sad	ink pad	Sinbad
Chad	had	tad	ironclad	too bad
clad	lad	doodad	launching pad	Trinidad
dad	mad	egad	nomad	undergrad

-AFT

craft	graft	waft	life raft	spacecraft
daft	raft	aircraft	mine shaft	witchcraft
draft	shaft			

-AG

bag	flag	nag	snag	beanbag
brag	gag	rag	stag	dishrag
crag	jag	sag	tag	dog tag
drag	lag	shag	wag	doggie bag
grab bag	mailbag	saddlebag	tea bag	windbag
jet lag	name tag	sandbag	trash bag	zigzag
litterbag	price tag	sleeping bag	washrag	
lollygag	ragtag			

-AM

am	Pam	swam	flimflam	telegram
clam	ram	tam	grand slam	traffic jam
cram	Sam	yam	in a jam	Uncle Sam
dam	scam	Abraham	madame	
gram	scram	anagram	milligram	
ham	sham	diagram	outswam	
jam	slam	exam	program	

-AMP

camp	cramp	ramp	tramp	summer camp
champ	damp	scamp	vamp	writer's cramp
clamp	lamp	stamp	postage stamp	

-AN

ban	plan	cancan	hangman	overran
bran	ran	caravan	Japan	Pakistan
can	scan	catamaran	lawman	sandman
clan	span	caveman	life span	sedan
Dan	tan	deadpan	madman	spic-and-span
fan	than	dishpan	moving van	suntan
flan	van	dustpan	oat bran	time span
man	attention span	frying pan	orangutan	trashcan
pan	began	handyman	outran	

-ANCE

chance	prance	circumstance	finance	romance
dance	stance	enhance	folk dance	song and
dance	France	trance	entrance	freelance
square dance	glance	advance	fat chance	last chance
tap dance	lance	break dance	fighting chance	rain dance

-ANCH

blanch	branch	ranch		
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-AND

band	armband	crash-land	handstand	quicksand
bland	baby grand	demand	headband	reprimand
brand	backhand	disband	helping hand	rubber band
gland	bandstand	dreamland	homeland	secondhand
hand	beforehand	expand	kickstand	shorthand
land	close-at-hand	fantasy land	longhand	Thailand
sand	command	firsthand	misunderstand	understand
stand	contraband	grandstand	name-brand	wasteland
strand	cowhand	hand-in-hand	offhand	

-ANG

bang	gang	rang	sprang	chain gang
clang	hand	sang	twang	mustang
fang	pang	slang	boomerang	overhand

-ANK

bank	frank	sank	blankety-blank	military rank
blank	Hank	shrank	blood bank	outrank
clank	lank	spank	data bank	point-blank
crank	plank	tank	draw a blank	savings bank
dank	prank	thank	fish tank	think tank
drank	rank	yank	gangplank	

-ANT

ant	pant	slant	enchant	power plant
can't	plant	disenchant	gallivant	supplant

chant grant	rant scant	eggplant	implant	transplant
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-AP

cap	sap	backslap	gift wrap	overlap
chap	scrap	baseball cap	gingersnap	recap
clap	slap	bottle cap	handicap	road map
flap	snap	burlap	hubcap	thinking cap
gap	strap	catnap	kidnap	tourist trap
lap	tap	dunce cap	kneecap	unwrap
map	trap	firetrap	madcap	wiretap
nap	wrap	gender gap	mishap	
rap	yap	generation gap	moustrap	

-ASH

bash	gash	slash	balderdash	succotash
brash	hash	smash	corned beef hash	whiplash
cash	lash	stash	diaper rash	
clash	mash	thrash	eyelash	
dash	rash	trash	mishmash	
flash	sash	backlash	news flash	

-ASK

ask	cask	flask	mask	task
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-ASM

chasm	plasm	spasm	enthusiasm	sarcasm
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-ASP

clasp	gasp	grasp	hasp	rasp
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-AST

blast	vast	contrast	gymnast	outlast
cast	aghast	downcast	half-mast	overcast
fast	all-star cast	enthusiast	iconoclast	sandblast
last	at last	flabbergast	miscast	steadfast
mast	bombast	forecast	newscast	telecast
past	broadcast	full blast	outcast	typecast

-AT

at	mat	vat	cowboy hat	muskrat
bat	pat	acrobat	democrat	nonfat
brat	rat	alley cat	dingbat	pack rat
cat	sat	aristocrat	diplomat	place mat
chat	scat	baby fat	doormat	thermostat
fat	slat	bureaucrat	format	tomcat
flat	spat	chitchat	habitat	welcome mat

gnat	splat	combat	hardhat	wildcat
hat	that	copy cat	laundromat	wombat

-ATCH

batch	match	thatch	cabbage patch	mismatch
catch	patch	arm patch	detach	mix and match
hatch	scratch	attach	dispatch	reattach
latch	snatch	boxing match	knee patch	unlatch

-ATH

bath	path	aftermath	bubble-bath	steam bath
math	wrath	birdbath	psychopath	warpath

-AX

ax	lax	tax	climax	relax
fax	max	wax	earwax	
flax	sax	candle wax	income tax	

SHORT -E PHONOGRAMS

-EAD

bread	thread	drop dead	homestead	redhead
dead	tread	egghead	instead	sleepyhead
dread	ahead	figurehead	knucklehead	spearhead
head`	arrowhead	forehead	letterhead	straight ahead
lead	bald head	French bread	misread	widespread
read	behead	gingerbread	overhead	
spread	blockhead	hardhead	proofread	

-EALTH

health	stealth	wealth		
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-EATH

death	bad breath	out of breath	scared to death	starve to death
breath	kiss of death			

-ECK

check	neck	bottleneck	pain in the neck	rubberneck
deck	peck	double-check	paycheck	shipwreck
fleck	speck	hit the deck	raincheck	spot-check
heck	wreck	neck and neck	roughneck	turtleneck

-ED

bed	red	bobsled	inbred	underfed
bled	shed	bottle-fed	infrared	unwed
bred	shred	bunkbed	moped	waterbed

fed	sled	city-bred	newlywed	well-bred
fled	sped	coed	overfed	well-fed
Fred	Ted	deathbed	sickbed	
led	wed	early to bed	spoon-fed	
Ned	biped	ill-bred	thoroughbred	

-EDGE

dredge	hedge	pledge	wedge	on edge
edge	ledge	sledge		

-EFT

cleft	left	theft		
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-EG

beg	leg	Meg	peg	Winnipeg
keg				

-ELD

held	weld	hand-held	upheld	withheld
meld	beheld			

-ELF

elf	shelf	herself	itself	yourself
self	bookshelf	himself	myself	

-ELL

bell	sell	yell	gazelle	school bell
cell	shell	bombshell	inkwell	show and tell
dell	smell	dinner bell	jail cell	sleigh bell
dwell	spell	doorbell	misspell	unwell
fell	swell	dumbbell	nutshell	very well
jell	tell	eggshell	oil well	wishing well
Nell	well	farewell	retell	

-ELP

help	kelp	yelp		
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-ELT

belt	felt	melt	welt	seat belt
dwelt	knelt	pelt	heartfelt	

-EM

gem	hem	stem	them	
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-EN

Ben	Ken	then	amen	mother hen
den	men	when	bullpen	now and then

glen hen	pen ten	wren yen	hang ten lion's den	pigpen playpen
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-ENCE

fence hence	pence whence	commence	consequence	evidence
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-ENCH

bench clench	French quench	trench wrench	monkey wrench park bench	unclench drench stench
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-END

bend blend end fend lend mend send	spend tend trend vend amend apprehend ascend	attend bitter end comprehend dead end defend depend descend	dividend end-to-end extend intend offend overspend pretend	recommend suspend transcend unbend upend wit's end
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-ENGTH

length	strength
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-ENSE

dense sense tense common sense condense	defense dispense expense false pretense good sense	immense incense intense make sense	no-nonsense nonsense offense pretense	self-defense sixth sense suspense
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-ENT

bent cent dent gent Kent lent rent scent sent	spent tent vent went air vent cement circus tent compliment consent	content descent discontent dissent event evident experiment extent for rent	frequent heaven sent implement indent intent invent lament malcontent misrepresent	misspent percent present prevent repent represent resent torment underwent
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-EP

pep prep	rep step	strep yep	bicep doorstep	overstep sidestep
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-EPT

crept	swept	concept	intercept	rainswept
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kept slept	wept accept	except inept	overslept	windswept
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-ESH

flesh fresh	mesh Bangladesh	enmesh gooseflesh	in the flesh	refresh
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-ESS

Bess bless chess dress guess less mess press stress	access address air express bench-press caress confess depress digress distress	duress excess express full-court press impress more or less nevertheless nonetheless oppress	outguess overdress pony express possess printing press profess progress recess	regress repossess repress second-guess success suppress undress unless
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-EST

best blest chest crest jest lest nest pest quest	rest test vest west wrest zest arrest beauty rest bird nest	blood test bulletproof vest conquest contest crow's nest decongest detest fun-fest	hope chest hornet's nest invest level best life vest manifest medicine chest next best	protest request screen test second best suggest treasure chest under arrest Wild West
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-ET

bet Chet fret get jet let met net	pet set wet yet abet all set all wet alphabet	bassinet bayonet better yet cadet clarinet dagnet duet forget	jet set Juliet minuet mosquito net not yet quartet regret	reset safety net Soviet sunset teacher's pet Tibet upset
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-ETCH

etch fetch	retch sketch	stretch	wretch	homestretch
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-EXT

next	text	context
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SHORT -I PHONOGRAMS

-IB

bib	fib	rib	prime rib	sparerib
crib	glib	ad lib		

-ICK

brick	pick	trick	handpick	sidekick
chick	quick	wick	heartsick	slapstick
click	Rick	airsick	homesick	toothpick
Dick	sick	broomstick	lipstick	yardstick
flick	slick	card trick	lovesick	candlestick
kick	stick	chopstick	nit-pick	dirty trick
lick	thick	drumstick	seasick	
nick	tick			

-ID

bid	lid	squid	hybrid	overdid
did	mid	amid	Madrid	pyramid
grid	rid	arachnid	outbid	redid
hid	skid	eyelid	outdid	whiz kid
kid	slid	forbid		

-IFF

cliff	sniff	tiff	midriff	scared stiff
miff	stiff	whiff		

-IFT

drift	shift	airlift	night shift	snowdrift
gift	sift	face-lift	shoplift	spendthrift
lift	swift	makeshift	ski lift	uplift
rift	thrift			

-IG

big	gig	sprig	wig	oil rig
brig	jig	swig	bigwig	shindig
dig	pig	twig	guinea pig	thingamajig
fig	rig			

-ILK

bilk	ilk	milk	silk	buttermilk
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-ILL

bill	Jill	thrill	freewill	standstill
chill	kill	trill	fulfill	treadmill
dill	mill	twill	goodwill	uphill
drill	pill	will	ill will	whippoorwill

fill	quill	anthill	instill	windmill
frill	sill	Capitol Hill	Jack and Jill	windowsill
gill	skill	chlorophyll	oil spill	
grill	spill	dollar bill	overkill	
hill	still	downhill	refill	
ill	till	fire drill	run-of-the-mill	

-ILT

built	jilt	lilt	spilt	tilt
hilt	kilt	quilt	stilt	wilt

-IM

brim	him	prim	swim	whim
dim	Jim	rim	Tim	sink or swim
grim	Kim	slim	trim	

-IMP

blimp	crimp	primp	skimp	wimp
chimp	limp	shrimp		

-IN

bin	sin	bobby-pin	next of kin	stand-in
chin	skin	bowling pin	pigskin	tailspin
din	spin	break-in	rolling pin	thick and thin
fin	thin	cave-in	Rumpelstiltskin	trash bin
grin	tin	double chin	safety pin	unpin
in	twin	drive-in	sheepskin	violin
kin	win	hairpin	shoo-in	within
pin	begin	mandolin	snakeskin	
shin	Berlin			

-INCE

mince	prince	since	wince	convince
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-INCH

cinch	finch	inch	pinch	inch by inch
clinch	flinch			

-ING

bring	sing	wing	class ring	porch swing
cling	sling	wring	drawstring	shoestring
ding	spring	zing	earring	something
fling	sting	anything	everything	static cling
king	string	bee sting	first-string	wing-ding
ping	swing	Beijing	offspring	
ring	thing	boxing ring	plaything	

-INGEbinge
cringefringe
hinge

singe

tinge

infringe

-INKblink
brink
clink
drink
ink
kinklink
mink
pink
rink
shrink
sinkslink
stink
think
wink
cuff linkhoodwink
hot pink
missing link
pen and ink
rethinkrinky-dink
roller rink
soft drink
tickled pink**-INT**flint
glint
hint
lint
mintprint
splint
sprint
squint
stinttint
blueprint
fine print
fingerprintfootprint
imprint
misprint
newsprintpeppermint
shin splint
spearmint
U.S. Mint**-IP**blip
chip
clip
dip
drip
flip
grip
hip
lip
nip
quip
ripship
sip
skip
slip
snip
strip
tip
trip
whip
zip
apprenticeship
battleshipbean dip
catnip
censorship
championship
chocolate chip
citizenship
comic strip
companionship
courtship
dictatorship
double-dip
equipfellowship
field trip
fingertip
friendship
guardianship
hardship
internship
kinship
leadership
membership
ownership
paper clippenmanship
potato chip
round trip
salesmanship
scholarship
spaceship
sportsmanship
stiff upper lip
unzip**-IS**

his

is

-ISHdish
fishsquish
swish

wish

goldfish

jellyfish

-ISKbrisk
diskfrisk
riskwhisk
asteriskfloppy disk
high risk

slipped disk

-ISP

crisp

lisp

wisp

-ISS

bliss	kiss	Swiss	dismiss	near miss
hiss	miss	amiss	hit or miss	

-IST

fist	twist	checklist	exist	resist
gist	wrist	coexist	insist	shopping list
list	assist	consist	persist	tongue twist
mist	blacklist	enlist	price list	

-IT

bit	skit	bit by bit	moonlit	submit
fit	slit	bottomless pit	nitwit	sunlit
flit	spit	close-knit	omit	switch-hit
grit	split	cockpit	outfit	tar pit
hit	wit	commit	outwit	throw a fit
kit	acquit	counterfeit	perfect fit	tight fit
knit	admit	first aid kit	permit	tool kit
lit	armpit	legit	pinch-hit	transmit
pit	baby-sit	lickety-split	smash hit	unfit
quit	banana split	misfit	snake pit	
sit	benefit			

-ITCH

ditch	itch	switch	bewitch	master switch
glitch	pitch	twitch	fever pitch	unhitch
hitch	stitch	witch	light switch	

-IVE

give	live	forgive	outlive	relive
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-IX

fix	nix	cake mix	quick fix	transfix
mix	six			

SHORT -O PHONOGRAMS

-OB

blob	job	slob	corn on the cob	hobnob
Bob	knob	snob	corn cob	inside job
cob	lob	sob	doorknob	snow job
glob	mob	throb	hearthrob	thingamabob
gob	rob	con job		

-OCK

block	rock	cell block	laughingstock	shamrock
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clock	shock	cuckoo clock	livestock	shell shock
crook	smock	culture shock	mental block	Sherlock
dock	sock	deadlock	o'clock	stumbling
block	flock	stock	gridlock	out of stock
sunblock	frock	tock	hard rock	padlock
tick-tock	hock	aftershock	headlock	peacock
	unlock	knock	alarm clock	Hitchcock
roadblock	woodblock	lock	auction block	knock-knock
round-the-clock	writer's block	mock		

-OD

clod	nod	rod	cattle prod	lightning rod
cod	plod	sod	fishing rod	pea pod
God	pod	trod	goldenrod	slipshod
mod	prod	Cape Cod	hot rod	tripod

-OFT

loft	soft			
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-OG

bog	fog	smog	groundhog	top dog
clog	frog	bulldog	hounddog	underdog
cog	hog	bullfrog	leapfrog	watchdog
dog	jog	catalog	road hog	
flog	log	chili dog	ship's log	

-OMP

chomp	pomp	stomp	tromp	whomp
clomp	romp			

-OND

blond	fond	beyond	fishpond	vagabond
bond	pond	correspond	respond	

-OP

bop	slop	box top	karate chop	shortstop
chop	sop	bus stop	kerplop	teardrop
cop	stop	coffee shop	lemon drop	tiptop
crop	top	cough drop	lollipop	traffic-stop
drop	Aesop	cream of the crop	mountaintop	treetop
flop	barbershop	doorstop	name-drop	truck stop
hop	bebop	eavesdrop	nonstop	window shop
mop	bellhop	flattop	pawnshop	workshop
plop	belly flop	flip-flop	pit stop	
pop	big top	gumdrop	pit stop	
prop	blacktop	hilltop	raindrop	
shop	body shop	hip hop	rooftop	

-OT

blot	pot	bloodshot	hot shot	parking lot
clot	rot	boiling hot	hot to trot	polka dot
cot	shot	Camelot	inkblot	red-hot
dot	slot	cannot	jackpot	slingshot
got	spot	coffee-pot	Lancelot	snapshot
hot	tot	flowerpot	long shot	teapot
jot	trot	forget-me-not	mascot	thanks a lot
knot	apricot	forgot	melting pot	tie the knot
lot	beauty spot	gunshot	on the dot	tight spot
not	big shot	hit the spot	on the spot	whatnot
plot	blind spot			

-OTCH

blotch	crotch	notch	hopscotch	topnotch
botch				

-OUGH

cough	trough			
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-OX

box	cash box	jack-in-the-box	outfox	soap box
fox	chatterbox	lunchbox	paradox	toy box
lox	chickenpox	mailbox	sandbox	unorthodox
ox	detox	music box	shadowbox	Xerox
pox	Fort Knox	orthodox		

SHORT -U PHONOGRAMS

-OME

come	some	become	outcome	overcome
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-ON

son	ton	won	grandson	
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-OUGH

rough	tough	fair enough	rough and tough	sure enough
slough	enough			

-OVE

dove	shove	labor of love	puppy love	turtledove
glove	above	none of the above	self-love	love
boxing glove				

-UB

club	hub	snub	bathtub	hubbub
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cub dud flub grub	nub rub scrub shrub	stub sub tub backrub	billy club fan club hot tub	lion cub nightclub ticket stub
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-UCH

much	such	not much	pretty much	much and such
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-UCK

buck Chuck cluck duck luck muck pluck	puck struck stuck suck truck tuck awestruck	beginner's luck dumbstruck fire truck good luck hockey puck horror-struck lady luck	lame duck lovestruck moonstruck out of luck pass the buck potluck sitting duck	stagestruck starstruck thunderstruck tough luck tow truck woodchuck
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-UD

bud crud cud	dud mud	spud stud	thud rosebud	stick in the mud taste bud
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-UDGE

budge drudge fudge	grudge judge nudge	sludge smudge	trudge hot fudge	misjudge prejudge
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-UFF

bluff buff cuff fluff	gruff huff puff ruff	scuff sluff snuff stuff	blindman's bluff cream puff handcuff huff and puff	kid stuff overstuff powder puff rebuff
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-UG

bug chug drug dug hug jug	lug mug plug pug rug shrug	slug smug snug thug tug bear hug	bedbug chugalug doodlebug earplug fireplug	humbug jitterbug ladybug litterbug unplug
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-ULK

bulk	hulk	skulk	sulk
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-ULL

cull dull	gull hull	lull mull	skull numskull	sea gull
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-UM

bum	hum	slum	bubble gum	fee-fie-fo-fum
chum	mum	strum	chewing gum	ho-hum
drum	plum	sum	chrysanthemum	humdrum
glum	rum	yum	eardrum	yum-yum
gum	scum	beach bum		

-UMB

crumb	plumb	cookie crumb	green thumb	succumb
dumb	thumb	deaf and dumb	rule of thumb	Tom Thumb
numb				

-UMP

bump	grump	pump	trump	speed bump
chump	hump	rump	broad jump	stomach pump
clump	jump	slump	city dump	trash dump
dump	lump	stump	goose bump	tree stump
frump	plump	thump	ski jump	triple jump

-UN

bun	shun	begun	home run	rerun
fun	spun	blowgun	homespun	shotgun
gun	stun	dog run	honeybun	top gun
pun	sun	hamburger bun	jump the gun	trial run
run	Attila the Hun	hit-and-run	outrun	

-UNCH

brunch	hunch	punch	honeybunch	school lunch
bunch	lunch	scrunch	out to lunch	whole bunch
crunch	munch	fruit punch		

-UNG

clung	rung	stung	wrung	high-strung
flung	sprung	sung	egg foo yung	iron lung
hung	strung	swung	far-flung	unsung
lung				

-UNK

bunk	flunk	shrunk	stunk	kerplunk
chunk	hunk	skunk	sunk	preshrunk
drunk	junk	slunk	trunk	slam dunk
dunk	plunk	spunk	chipmunk	

-UNT

blunt	grunt	punt	stunt	treasure hunt
bunt	hunt	runt	manhunt	witch hunt

-UP

cup	buildup	dress up	mix-up	shut up
pup	buttercup	foul-up	paper cup	stickup
sup	checkup	giddy-up	pick-me-up	teacup
all shook up	close-up	grown-up	pickup	throw up
backup	coffee cup	hang-up	roundup	toss-up
blowup	cover-up	hiccup	runner-up	touch-up
breakup	crackup	lineup	setup	washed-up
buckle-up	cutup	makeup		

-US

bus	pus	us	nonplus	school bus
plus	thus	make a fuss		

-USH

blush	gush	plush	bum's rush	hairbrush
brush	hush	rush	cheek blush	hush-hush
crush	lush	slush	gold rush	toothbrush
flush	mush	thrush		

-UST

bust	rust	coal dust	entrust	sawdust
crust	thrust	combust	gold dust	stardust
dust	trust	crop dust	mistrust	unjust
gust	adjust	disgust	pie crust	wanderlust
just	bite the dust	distrust	robust	
must	brain trust			

-UT

but	nut	clear-cut	King Tut	uncut
cut	rut	coconut	open and shut	undercut
glut	shut	haircut	precut	uppercut
gut	strut	halibut	rebut	jut
hut	catgut	in a rut	shortcut	chestnut

-UTCH

clutch	crutch	Dutch	hutch	rabbit hutch
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-UTT

butt	mutt	putt	scuttlebutt
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VARIANT VOWEL /ÂR/ PHONOGRAMS**-AIR**

air	pair	dentist chair	midair	repair
chair	stair	despair	millionaire	rocking chair

fair	affair	fresh air	no fair	solitaire
flair	billionaire	high chair	on the air	unfair
hair	county fair	impair	questionnaire	wheelchair
lair	debonair			

-ARE

bare	mare	stare	compare	prepare
blare	pare	ware	declare	silverware
care	rare	airfare	Delaware	threadbare
dare	scare	aware	fair and square	Times Square
fare	share	beware	fanfare	unaware
flare	snare	bus fare	intensive care	warfare
glare	spare	child care	nightmare	welfare
hare	square			

-EAR

bear	swear	outerwear	underwear	wash and wear
pear	wear	teddy bear		

VARIANT VOWEL /ÛR/ PHONOGRAMS

-EARN

earn	learn	yearn	live and learn
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-ERB

herb	verb	adverb	proverb	superb
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-ERGE

merge	verge	diverge	emerge	submerge
serge	converge			

-ERK

jerk	clerk	perk	berserk
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-ERM

germ	term	long-term	midterm	pachyderm
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-ERN

fern	stern	concern	intern
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-ERVE

nerve	brown-and-serve	deserve	preserve	self-serve
serve	conserve	observe	reserve	unnerve
swerve				

-IR

fir	stir	whir	astir	yes sir
sir				

-IRD

bird	early bird	jailbird	lovebird	one-third
third	hummingbird	ladybird	mockingbird	songbird
blackbird				

-IRK

quirk	shirk	smirk		
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-IRL

girl	twirl	awhirl	cover girl	dream girl
swirl	whirl			

-IRST

first	thirst	die of thirst	feet-first	headfirst
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-IRT

dirt	skirt	miniskirt	pay dirt	stuffed shirt
flirt	squirt	nightshirt	redshirt	undershirt
shirt	hula skirt			

-IRTH

birth	girth	mirth	childbirth	rebirth
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-UR

fur	slur	concur	demur	occur
blur	spur			

-URB

curb	disturb	news blurb	perturb	suburb
blurb	do not disturb			

-URGE

urge	purge	splurge		
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-URL

curl	furl	hurl	unfurl	
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-URN

burn	urn	out of turn	sojourn	toss and turn
churn	downturn	overturn	sunburn	upturn
spurn	heartburn	return	tax return	U-turn
turn	nocturne	slow burn		

-URK

lurk murk

-URSE

curse nurse purse reimburse

-URTcurt blurt spurt Frankfurt unhurt
hurt**VARIANT VOWEL /ÄR/ PHONOGRAMS****-AR**

bar	scar	boxcar	falling star	salad bar
car	spar	cable car	guitar	seminar
char	star	candy bar	handlebar	snack bar
czar	tar	caviar	jaguar	so far
far	ajar	cigar	movie star	streetcar
jar	all-star	cookie jar	near and far	superstar
mar	bazaar	costar	registrar	Zanzibar
par	bizarre	disbar		

-ARD

card	backyard	boulevard	disregard	regard
guard	barnyard	coast guard	flash card	report card
hard	baseball card	credit card	graveyard	safeguard
lard	birthday card	crossing guard	junkyard	scorecard
yard	blowhard	cue card	leotard	shipyard
armed guard	bodyguard	diehard	lifeguard	St. Bernard
avant-garde	bombard	discard	postcard	vanguard

-ARGE

barge	large	enlarge	recharge	take charge
charge	discharge	overcharge		

-ARK

bark	park	baseball park	disembark	remark
Clark	shark	birthmark	double-park	skylark
dark	spark	bookmark	earmark	theme park
hark	stark	Central Park	landmark	trademark
lark	aardvark	check mark	postmark	
mark	ballpark	Denmark	question mark	

-ARM

arm	harm	disarm	fire alarm	lucky charm
charm	alarm	false alarm	firearm	underarm
farm	arm in arm			

-ARN

barn	darn	yarn
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-ARP

carp	harp	sharp	tarp
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-ART

cart	start	eye chart	impart	restart
chart	tart	fall apart	jump-start	running start
dart	à la carte	false start	martial art	shopping cart
mart	apart	folk art	mini-mart	street smart
part	counterpart	go cart	Mozart	upstart
smart	depart	golf cart	outsmart	work of art

VARIANT VOWEL /Ô/ PHONOGRAMS

-ALL

all	appall	curtain call	know it all	shopping mall
ball	baseball	downfall	meatball	snowball
call	basketball	enthrall	nightfall	snowfall
fall	birdcall	eyeball	oddball	spitball
hall	blackball	football	off-the-wall	stonewall
mall	butterball	free fall	overall	study hall
small	cannonball	free-for-all	phone call	toll call
squall	city hall	goofball	pinball	volleyball
stall	close call	gum ball	pitfall	wake-up call
tall	cotton ball	handball	rainfall	wall-to-wall
wall	crystal ball	install	recall	waterfall

-ALK

balk	back talk	fast-talk	outtalk	small talk
chalk	beanstalk	girl talk	pep talk	space walk
stalk	boardwalk	jaywalk	sidewalk	sweet talk
talk	crosswalk	nature walk	sleepwalk	
walk	double talk			

-ALT

halt	malt	salt	asphalt	exalt
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-AUGHT

caught	naught	taught	distraught	self-taught
fraught				

-AUNCH

haunch	launch	paunch	staunch
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-AUNT

daunt flaunt	gaunt	haunt	jaunt	taunt
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-AULT

fault vault	assault	default	pole-vault	somersault
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-AW

caw claw draw flaw	gnaw jaw law paw	raw saw slaw squaw	straw hem and haw jigsaw last straw	outlaw seesaw southpaw withdraw
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-AWL

bawl brawl	crawl	drawl	scrawl	shawl
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-AWN

brawn dawn drawn	fawn lawn	pawn prawn	yawn crack of dawn	overdrawn withdrawn
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-ONG

bong dong gong long song	tong prong strong wrong along	belong folk song headlong headstrong Hong Kong	hop-a-long lifelong oblong Ping-Pong prolong	sarong sing-along so long tagalong
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-OSS

boss cross floss gloss	loss moss toss	across crisscross dental floss	double-cross hearing loss lip gloss	memory loss Red Cross ring toss
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-OST

cost frost	lost	at any cost	defrost	low-cost
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-OTH

broth sloth	froth cloth	sloth moth	chicken broth	three-toed
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-OUGHT

bought brought	fought ought	sought thought	afterthought food for thought	store-bought
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-ORT

fort	airport	distort	import	seaport
port	bad sport	escort	last resort	spoilsport
sort	cavort	export	passport	support
short	cohort	good sport	report	transport
snort	contort	heliport	resort	
sport	deport			

-OUR

four	pour	downpour	ten-four	troubadour
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DIPHTHONG /OI/ PHONOGRAMS**-OIL**

boil	foil	spoil	hard-boil	tinfoil
broil	oil	toil	recoil	turmoil
coil	soil			

-OIN

coin	join	Des Moines	purloin	sirloin
groin	loin	flip a coin	rejoin	tenderloin

-OINT

joint	ballpoint	focal point	out of joint	viewpoint
point	checkpoint	high point	pinpoint	West Point
appoint	disappoint	needlepoint	starting point	

-OISE

noise	poise	traffic noise	turquoise
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-OIST

foist	hoist	moist
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-OY

boy	Roy	annoy	enjoy	overjoy
buoy	soy	corduroy	killjoy	pride and joy
coy	toy	destroy	life buoy	real McCoy
joy	Troy	employ	oh boy	
ploy	ahoy			

DIPHTHONG /OU/ PHONOGRAMS**-OUCH**

couch	grouch	pouch	slouch	vouch
crouch	ouch			

-LOUD

cloud	proud	out loud	thundercloud	war cloud
loud	aloud	rain cloud		

-OUNCE

bounce	ounce	trounce	mispronounce	pronounce
founce	pounce	announce	ounce for ounce	renounce

-OUND

bound	abound	chow hound	inbound	profound
found	aground	compound	lost and found	rebound
ground	all around	dog pound	merry-go-round	runaround
hound	around	dumbfound	muscle-bound	snowbound
mound	astound	earthbound	newfound	solid ground
pound	background	fool around	outbound	spellbound
round	battleground	foreground	outward bound	surround
sound	bloodhound	greyhound	pitcher's mound	underground
wound	campground	honor bound	playground	year-round

-OUNT

count	account	bank account	head count	tantamount
mout	amount	discount	paramount	

-OUR

flour	scour	dinner hour	noon hour	sweet and sour
hour	sour	lunch hour	rush hour	
our	devour			

-OUSE

blouse	bird house	firehouse	madhouse	powerhouse
douse	cat and mouse	full house	Mickey Mouse	roughhouse
house	church mouse	haunted house	on the house	warehouse
louse	clubhouse	house-to-house	outhouse	White House
mouse	courthouse	lighthouse	penthouse	
spouse	doghouse			

-OUT

bout	stout	down and out	in and out	shoot-out
clout	tout	dropout	inside out	sold-out
gout	trout	dugout	knockout	stakeout
out	about	fade-out	knockabout	standout
pout	blackout	falling-out	lookout	take-out
rou	blowout	fallout	odd man out	talent scout
scout	brussels sprout	far out	over and out	throughout
shout	campout	handout	pass out	tryout
snout	cookout	hangout	roundabout	without
spout	devout	holdout	runabout	workout
sprout	do without			

-OUTH

mouth	big mouth	deep south	loudmouth	word of mouth
south	blabbermouth	hand-to-mouth		

-OW

bow	now	allow	here and now	powwow
brow	plow	anyhow	know-how	snowplow
chow	sow	bowwow	kowtow	solemn vow
cow	vow	cat's meow	meow	somehow
how	wow	eyebrow	Moscow	take a bow

-OWL

fowl	howl	scowl	on the prowl	wise old owl
growl	prowl			

-OWN

brown	ballgown	crosstown	let down	small-town
clown	breakdown	downtown	lowdown	splashdown
crown	broken-down	face-down	meltdown	sundown
down	cap and gown	ghost town	nightgown	touchdown
drown	Chinatown	hand-me-down	out-of-town	trickle-down
frown	circus clown	hoe-down	put-down	up and down
gown	countdown	hometown	renown	upside down
town	crackdown	knockdown	slowdown	wedding gown

VARIANT VOWEL / __ / PHONOGRAMS**-EW**

blew	grew	threw	curfew	renew
brew	knew	anew	interview	review
chew	mew	bird's-eye view	on view	skeleton crew
crew	new	book review	outgrew	unscrew
dew	pew	brand-new	panoramic view	withdrew
few	screw	cashew	point of view	world-view
flew	stew	corkscrew	quite a few	

-O

do	ado	misdo	redo	well-to-do
to	hairdo	no can do	two by two	whoop-de-do
two	how-to	outdo	undo	
who	into	overdo	unto	

-OO

boo	zoo	bugaboo	hullabaloo	switcheroo
coo	ah-choo	choo-choo	kangaroo	tahboo
goo	ballyboo	cock-a-doodle-doo	kazoo	tattoo

moo	bamboo	cockatoo	peek-a-boo	toodle-oo
shoo	boo-boo	cuckoo	shampoo	voodoo
too	boo-hoo	goo-goo	stinkaroo	yoo-hoo
woo	buckaroo			

-OOD

brood	mood	dog food	in the mood	seafood
food	baby food	fast food		

-OOF

goof	roof	aloof	fireproof	soundproof
proof	spooF	childproof	foolproof	

-OOL

cool	school	April fool	Liverpool	tidepool
drool	spool	car pool	nursery school	toadstool
fool	stool	cesspool	preschool	whirlpool
pool	tool	high school	swimming pool	

-OOM

bloom	groom	bathroom	elbow room	mushroom
boom	loom	bride and groom	gloom and doom	powder room
broom	room	bridegroom	heirloom	rest room
doom	zoom	classroom	leg room	sonic boom
gloom	baby boom	courtroom	locker room	

-OON

boon	swoon	cocoon	lampoon	raccoon
coon	afternoon	full moon	macaroon	saloon
croon	baboon	harpoon	maroon	spittoon
loon	balloon	high noon	monsoon	too soon
moon	bassoon	honeymoon	platoon	twelve noon
noon	buffoon	hot-air balloon	pontoon	tycoon
soon	Cameroon	lagoon	pretty soon	typhoon
spoon	cartoon			

-OOP

coop	hoop	sloop	swoop	hula hoop
droop	loop	snoop	troop	inside scoop
goop	scoop	stoop	alley-oop	nincompoop

-OOSE

goose	noose	hang loose	on the loose	silly goose
loose	caboose	mongoose	papoose	vamoose
moose	footloose	Mother Goose		

-OOT

boot	moot	shoot	outshoot	troubleshoot
hoot	root	snoot	overshoot	uproot
loot	scoot	toot	square root	

-OOTH

booth	kissing booth	snaggletooth	sweet tooth	voting booth
tooth	phone booth			

-OOZE

ooze	snooze			
------	--------	--	--	--

-OUP

croup	soup	in-group	pressure group	regroup
group	chicken soup	peer group		

-UBE

cube	tube	Danube	ice cube	test tube
lube				

-UCE

Bruce	spruce	deduce	introduce	reduce
deuce	truce	induce	produce	reproduce

-UDE

crude	allude	elude	include	multitude
dude	altitude	exclude	interlude	protrude
nude	aptitude	exude	latitude	seclude
prude	conclude	gratitude	longitude	solitude
rude	delude			

-UE

blue	true	misconstrue	past due	revue
clue	avenue	miscue	postage due	subdue
cue	barbecue	navy blue	pursue	tried and true
due	black-and blue	on cue	red, white and blue	true blue
glue	construe	out of the blue	residue	untrue
hue	counter-sue	overdue	revenue	
Sue	curlicue			

-UKE

duke	Luke	nuke	puke	rebuke
fluke				

-ULE

mule	gag rule	majority rule	module	overrule
rule	golden rule	minuscule	molecule	ridicule
yule	home rule			

-UME

fume	assume	costume	perfume	resume
plume	consume	exhume	presume	

-UNE

dune	tune	immune	Neptune	out of tune
June	commune	loony tune	opportune	
prune	fine tune			

-URE

cure	assure	ensure	manicure	premature
lure	brochure	immature	mature	reassure
pure	curvature	impure	obscure	secure
sure	demure	insecure	overture	unsure
aperture	endure	insure	pedicure	

-USE

fuse	abuse	confuse	excuse	refuse
muse	accuse	defuse	infuse	short fuse
ruse	amuse	effuse	misuse	
use	blow a fuse	enthuse	peruse	

-UTE

brute	absolute	deaf mute	ill repute	refute
chute	acute	destitute	institute	repute
cute	astute	dilute	minute	resolute
flute	attribute	dispute	parachute	salute
jute	commute	electrocute	persecute	substitute
lute	compute	execute	pollute	tribute
mute	constitute			

-UTH

Ruth	truth	Baby Ruth	moment of truth	untruth
sleuth	youth	half-truth	naked truth	

VARIANT VOWEL / __ / PHONOGRAMS**-OOD**

good	childhood	Hollywood	neighborhood	Robin Hood
hood	deadwood	likelihood	no-good	sainthood
stood	driftwood	livelihood	pretty good	sisterhood
wood	falsehood	misunderstood	Red Riding Hood	so far so good
brotherhood	fatherhood	motherhood	redwood	understood

-OOK

book	look	checkbook	handbook	overlook
------	------	-----------	----------	----------

brook	nook	comic book	mistook	scrapbook
cook	rook	dirty look	notebook	textbook
crook	shook	fishhook	outlook	unhook
hook	took	gobbledygook		

-OOT

foot	afoot	Big Foot	tenderfoot	underfoot
soot	barefoot	hotfoot		

-OULD

could	should	would		
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-ULL

bull	pull	pit bull	push-pull	Sitting Bull
full	chock-full			

-USH

bush	push	ambush	rosebush	
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FINDING APPROPRIATE READING MATERIALS

HOW TO CHOOSE BOOKS FOR INDEPENDENT READING

When Goldilocks visited the house of the three bears in the folktale of Goldilocks and the Three Bears, she said that the porridge was either too hot, too cold, or just right. Just like Goldilocks, students can sometimes have a hard time picking out the right books for them to read independently. The reading level of each book varies, making several books too hard, some too easy, others are just right.

Students can use the following guidelines for better selecting books to read independently. Students that have selected a book at an inappropriate or difficult level can become very frustrated. They are more likely to finish reading a book that they can successfully decode and comprehend at their independent reading level.

You can use these guidelines in selecting independent reading material.

Books that are “Too Easy”

1. The book is too short.
2. The print is too big.
3. You have read the book before.
4. You are an expert on this topic.

Books that are “Just Right”

1. The book looks interesting.
2. You can decode most of the words in the book.
3. The teacher has read this book out loud to you before.
4. You know a little bit about this topic.

Books that are “Too Hard”

1. The book is too long.
2. The print seems small.
3. There aren't many pictures in the book.
4. There are a lot of words that you can not decode.
5. You don't know much about this topic.



SUNLINK: USE THE INTERNET TO FIND READING LEVELS OF BOOKS

SUNLINK is Florida's K-12 school library media electronic catalog. It can help Florida students find books titles for independent reading. You can find SUNLINK at www.sunlink.ucf.edu

Florida schools use SUNLINK in two different ways to determine the level of a book's difficulty. These 2 number systems are:

- Reading Levels
- Lexiles

1. Reading Levels

The numbers for reading levels represent years and months and range from 1.0 (first grade) to at least 12.9 (twelfth grade, ninth month). **SEE ANOTHER EXAMPLE BELOW:**

5.0 = fifth grade reading level at the beginning of the school year

6.5 = sixth grade reading level in the fifth month of the school year

To search for a book that matches a student's independent reading level and interests, enter the grade level range that is "just right" for the student. Both the interest level and the independent reading level of a student can be different from one another.

Reading Level :	3.0 to 3.9
Interest Level:	All Levels ▼

2. Lexiles

Numbers for the Lexile system range from 200 (a grade 1 book level) to 1,300 (grade 12) and are based on the difficulty of vocabulary, and the sentence length and sentence structure.

Lexiles® :	200 to 300
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The third grade student that you mentor will need to do a lot of independent reading. They will need to independently read books that are written at their reading level. You can purchase books for your student to read independently that are not “too easy” or “too hard,” but are “just right.”

The titles listed below are some examples of different books that can be purchased. A student that stumbles over many of the words in Millions of Cats and gets discouraged is reading a book that is “too hard.” That student will probably find a book like Stone Soup on the EASY list as “just right.”

EASIEST

The Story about Ping by M. Flack
Curious George by H.A.Rey
Amelia Bedelia by P. Parish
Flossie and the Fox by P. McKissack
The Dr. Seuss series by Dr. Seuss

EASY

Miss Nelson is Missing by H. Allard
Corduroy by Don Freeman
Amazing Grace by M. Hoffman
Frog and Toad are Friends by A. Lobel
Stone Soup by Ann McGovern
The Secret in the Matchbox by V. Willis

APPROX. 3RD GRADE LEVEL

Millions of Cats by W. Gag
The Boxcar Children by G.C. Warner (NOTE: this is a large series)
Encyclopedia Brown by D.J. Sobol
Mrs. Piggle-Wiggle by B. MacDonald
Henry Huggins by B. Cleary
The Mouse and the Motorcycle by B. Cleary
Mr. Popper’s Penguins by R. Atwater
James and the Giant Peach by R. Dahl
Stuart Little by E. B. White

Weekly Planning Chart for Independent Student Reading

This time planning chart is a practical tool to use with the student that you are tutoring. It can be used as a progress chart to encourage your student to read independently outside of the school day. As your student puts forth effort to read independently, it is important to provide him or her with very positive feedback. Struggling readers need much independent reading practice in order to increase their fluency and vocabulary. To get started, discuss with your student and decide each of the following:

1. **TIME:** How much time each week will the student independently read from free reading material? _____
2. **PLACE:** Where is the best location for the student to read independently each day?

3. **SCHEDULE:** What are the best times and days to schedule for independent reading?

Directions: Fill in the boxes below to record the following items:

- **SCHEDULE:** Place an X in the appropriate boxes to create a schedule for the student to read independently.
- **TIME:** Record the days and time that the student read independently. Add the total number of minutes the student read.
- **PAGES:** In the shaded boxes, record the page numbers that the student finished reading independently each day. Add the total number of pages the student read for the week.

DAYS OF THE WEEK THAT I CAN READ							
TIMES THAT I CAN READ	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before School							
During School							
After School							
Evening							
TOTAL TIME THAT I READ THIS WEEK _____	Time:	Time:	Time:	Time:	Time:	Time:	Time:
Total # of Pages That I Read This Week _____ pages							

TITLE OF THE BOOK I AM READING: _____

WRITTEN BY: _____

INDIVIDUAL ASSESSMENTS

and comprehend at the same time.

CLASSROOM SPOTLIGHT

EVALUATING SLOW READERS

To find out why a student is reading slowly, ask her to read a passage from a book below her reading level. If she reads the passage slowly, her problem is probably poor fluency. If she can read the text easily, she's probably having trouble with decoding or comprehension. **One way to determine whether the student's problem is with decoding or with comprehension is to have her read an on-level passage and then ask her a series of questions.** If she accurately answers 75% or more of the questions, then the problem is one of weak decoding skills. To help this student with her decoding skills have her read from material at a lower level, involve her in repeated reading or echo readings, and dictate stories to her for reading instruction and practice.

Another way to determine why a student is reading slowly is to give him a running list of the words he will encounter in a text. If he can't recognize 95% of the words, then decoding is likely the issue. If he does recognize 95% or more the words but has difficulty reading, then comprehension or fluency is the issue. A major reason students experience reading difficulty

is that too much is taught too fast. Go back to where they are successful and start again.

Although research has shown that fluency is a critical factor in reading development, many teachers and publishers have failed to recognize its importance to overall reading proficiency. Few teachers teach fluency directly, and elementary reading textbooks give fluency instruction short shrift. Consequently, Allington (1983) has called fluency the "neglected goal" of reading instruction. There are many reasons why children fail to read fluently. Allington cites the following:

- **Lack of exposure.** Some children have never been exposed to fluent reading models. These children come from homes in which there are few books and little or no reading.
- **The good-reader syndrome.** In school, good readers are more likely to get positive feedback and more likely to be encouraged to read with expression and make meaning from text. Poor readers receive less positive feedback, and the focus of their instruction is often solely on

figuring out words or attending to word parts.

- **Lack of practice time.** Good readers generally spend more time reading during instructional time and, therefore, become better readers. Good readers also engage in more silent reading. This additional practice stimulates their reading growth. Poor readers spend less time actually reading.
- **Frustration.** Good readers are exposed to more text at their independent reading level, whereas poor readers frequently encounter text at their frustration level. Consequently, poor readers tend to give up because they make so many errors.
- **Missing the “why” of reading.** Good readers tend to view reading as making meaning from text, whereas poor readers tend to view reading as trying to read words accurately.

CLASSROOM SPOTLIGHT

MEASURING READING RATE

To determine a student's oral reading rate, take a one-minute, timed sampling of his oral reading of a passage at his reading level. Make a copy of the passage for the student and one for yourself so you can record his errors while he reads. As the student reads, follow along and mark on your copy any words he reads incorrectly. Use the guidelines below. For example, if a student stops or struggles with a word for 3 seconds, tell him the word and mark as incorrect. Place a mark after the last word he reads. Then, tally the results and consult the chart, which shows national norms for oral reading rates of students in grades 2-5. Using these norms, you can determine how your students rate nationally and which students need more work in developing fluency.

ORAL READING FLUENCY-TEST SCORING GUIDELINES

Words read correctly. These are words that the student pronounces correctly, given the reading context.

- Count self-corrections within 3 seconds as correct.
- Don't count repetitions as incorrect.

Words read incorrectly. Count the following types of errors as incorrect: (a) mispronunciations, (b) substitutions, and (c) omissions. Also, count words the student doesn't read within 3 seconds as incorrect.

- Mispronunciations are words that are misread: bell for ball.
- Substitutions are words that are substituted for the correct word; this is often inferred by a one-to-one correspondence between word orders: dog for cat.
- Omissions are words skipped or not read; if a student skips an entire line, each word is counted as an error.

3-second rule. If a student is struggling to pronounce a word or hesitates for 3 seconds, tell the student the word, and count it as an error.

Grade	Percentile	WCPM Fall	WCPM Winter	WCPM Spring
1	75%	82	106	124
	50%	53	78	94
	25%	23	46	65
2	75%	107	123	142
	50%	79	93	114
	25%	65	70	87
3	75%	125	133	143
	50%	99	112	118
	25%	72	89	92
4	75%	126	143	151
	50%	105	118	128
	25%	77	93	100

MEASURING ORAL READING FLUENCY

In order to help students develop fluency, you must first know their oral reading accuracy and rate. There are several measurement tools you can use to identify the accuracy and rate, and nationally normed averages exist. Many state standards now include these rates as benchmarks of students' reading progress. The combination of reading accuracy and rate is referred to as a student's oral reading fluency (ORF). It is expressed as "words correct per minute" (WCPM).

It is essential to measure both accuracy and rate. For example, if you measure only accuracy, you wouldn't know that it takes one student twice as long to read the same text as it does another student. Which student is fluent? Likewise, if you measure only rate, you wouldn't know that one student, who could read a text much more quickly than another student, makes significantly more mistakes. Which student is fluent?

WAYS TO DEVELOP FLUENCY

Although few reading-textbook teacher manuals contain instruction on building fluency, there are in fact many things you can do to develop your students' fluency. Rasinski (1989) has identified six ways to build fluency.

1. Model fluent reading

Students need many opportunities to hear texts read. This can include daily teacher read-alouds, books on tape, and books read by peers during book-sharing time. It's particularly critical for poorer readers who've been placed in a low reading group to hear text read correctly because they are likely to hear repeatedly the efforts of other poor readers in their group. They need proficient, fluent models; that is, they need to have a model voice in their heads to refer to as they monitor their own reading. While you read aloud to students, periodically highlight aspects of fluent reading. Point out that you are reading dialogue the way you think the character might have said it, or how you speed up your reading when the text becomes more intense and exciting. Talk about fluency – how to achieve it, and why it's important. Continually remind students that with practice they can become fluent readers. An important benefit of daily read-alouds is that they expose students to a wider range of vocabulary.

2. Provide direct instruction and feedback

Direct instruction and feedback in fluency includes, but isn't limited to, independent reading practice, fluent reading modeling, and monitoring students' reading rates. Here are some ways to include lots of this needed instruction in your classroom.

- **Explicitly teach students the sound-spelling correspondences they struggle with, high-utility decoding and syllabication strategies, and a large core of sight words.**
- **Have students practice reading new or difficult words prior to reading a text.**
- **Occasionally time students' reading.** Have students create charts to monitor their own progress. Encourage them to set new reading-rate goals.
- **Include oral recitation lessons.** (Hoffman, 1987; Hoffman and Crone, 1985). With this technique, the focus is on comprehension. Introduce a story and read it aloud. Discuss the content with the class and have the class create a story summary. Then discuss the prosodic (phrasing and intonation) elements of the text (e.g., reading dialogue as if it is spoken; reading all caps louder; the difference between question and statement voices; understanding a character's expressed emotion – anger, sadness, joy, or disgust; reading longer phrases with appropriate pauses). Then have students practice reading sections of the story both on their own and with your guidance. Finally have individual students read sections of the story aloud for the class. Monitor each student's reading rate and word-recognition accuracy.

- **Teach students about “smooshing” the words together.** Some poor readers mistakenly believe that they are supposed to read each word separately; consequently, they always sound like they are reading a list. Model fluent reading by reading a passage without pauses between words. Then read the passage using appropriate pauses and phrasing. Discuss the differences.
- **Explain the return-sweep eye movement.** For some students, return sweeps are difficult. As a result, they lose their place as they read. A common technique to overcome this is to place a sheet of paper or bookmark under the line as one reads and move it down line by line. For many students this is disruptive because it halts the natural return-sweep motion, so some reading specialists suggest placing the bookmark above the line to avoid interfering with the return sweep. To illustrate for students how our eyes move as we read, poke a hole in a sheet of paper and hold it twelve inches away as you read a passage. Have the students comment on the jerkiness of your eyes (and your reading) as you move from word to word and line to line. This observation can result in an “aha moment” for some students.
- **Teach students about the eye-voice span.** When we read aloud, there is a distinct and measureable distance between our eye placement and our voice. Our eyes are one to three words ahead of our oral reading. To illustrate this phenomenon, copy a story or passage onto a transparency. As you are about to finish a paragraph, turn off the transparency. Students will be amazed that you can still say a few words. They’ll see how fluent readers phrase appropriate chunks.
- **Find alternatives to “round-robin” reading.** Round-robin reading is one of the most harmful techniques for developing fluency. During round-robin reading, students read aloud only a small portion of the text. Although they are supposed to be following along with the other readers, often they don’t. It is absolutely essential that students read a lot every day. When they’re reading a new story, it is important that they read the entire story -- often more than once. One way to avoid round-robin reading every day is to have students read the story silently a few pages at a time and then ask them questions or have them comment on strategies they used. Other appropriate techniques include partner reading, reading softly to themselves while you circulate and “listen in,” and popcorn reading, in which students are called on frequently and randomly (often in the middle of a paragraph) to read aloud. If you use any technique in which students have not read the entire selection during their reading group, be sure that they read it in its entirety before or after the reading group.
- **Teach appropriate phrasing and intonation.** Guided oral reading practice and the study of punctuation and grammar can help. For teaching

intonation and punctuation, use some or all of the following. Have students:

1. recite the alphabet as a conversation.
ABCD? EFG! HI? JKL. MN? OPQ. RST! UVWX. YZ!
2. recite the same sentence using different punctuation.
Dogs bark? Dogs bark! Dogs bark.
3. practice placing the stress on different words in the same sentence.
I am tired. I am tired. I am tired.
4. practice reading sentences as if talking to a friend.

Studying grammar fosters fluency because grammar alerts the reader to natural phrases in a sentence. For example, being able to identify the subject and the predicate of a sentence is one step in understanding phrase boundaries in text. Also, understanding the role of prepositions and conjunctions adds additional clues to phrase boundaries. Try providing students with short passages color-coded according to subject and predicate to assist them in practice reading.

- **Conduct two-minute drills to underline or locate a target word, syllable, or spelling pattern in an array or short passage.** (Moats, 1998) This will help students rapidly recognize spelling patterns that are common to many words. And it's a lot of fun.
- **Motivate students to read using incentives, charting, and rewards.** You want to encourage students to practice reading for long enough periods of time to build accuracy and then automaticity in decoding.

3. Provide reader support (choral reading and reading-while-listening)

Readers need to practice reading both orally and silently. Research has shown that oral reading is very important for the developing reader, especially younger children. It appears that young children need to hear themselves read, and they benefit from adult feedback. As well as improving reading, this feedback shows students how highly we adults value the skill of reading. There are several ways to support students' oral reading without evoking the fear and humiliation struggling readers often feel when called on to read aloud. Here are the most popular techniques (always use text at the student's instructional level that models natural language patterns):

- Reading simultaneously with a partner or small group. With this technique, students can "float" in and out as appropriate without feeling singled

out. For best results, have students practice reading the selection independently before reading it with the partner or group.

- Echo reading. As you read a phrase or sentence in the text, the student repeats it. This continues throughout the text. You can also use a tape recording of the text with pauses for the child to echo the reading.

THE NONSENSE WORD TEST

Preparing the Test

- Type or print the test and make a copy to record the student's responses.

Administering the Test

- Administer the test to one student at a time.
- Explain to the student that she is to read each word. Point out that the words are nonsense, or made-up, words.
- As the student reads the entire list, put a check mark on the answer sheet beside each word she reads correctly. (The word is correct if the student's pronunciation is correct according to common sound-spelling relationships.)

Scoring the Test

- Total the number of words the student read correctly. Analyze the mispronounced words, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
- Focus future instruction on those sound-spelling relationship categories (short vowels, long vowels, etc.) in which the student made three or more errors.

THE NONSENSE WORD TEST

A. SHORT VOWELS

- | | |
|--------|---------|
| 1. lat | 6. fim |
| 2. ped | 7. hep |
| 3. sib | 8. yot |
| 4. mog | 9. rud |
| 5. vun | 10. cag |

B. DIGRAPHS, BLENDS

- | | |
|----------|-----------|
| 1. sheg | 6. bruck |
| 2. chab | 7. cliss |
| 3. stot | 8. smend |
| 4. whid | 9. thrist |
| 5. thuzz | 10. phum |

C. LONG VOWELS

- | | |
|---------|-----------|
| 1. sote | 6. shain |
| 2. mabe | 7. dright |
| 3. foap | 8. hupe |
| 4. weam | 9. heest |
| 5. flay | 10. sny |

D. OTHER VOWELS

- | | |
|----------|------------|
| 1. doit | 6. moof |
| 2. spoud | 7. lurst |
| 3. clar | 8. porth |
| 4. foy | 9. stook |
| 5. jern | 10. flirch |

E. MULTISYLLABIC WORDS

- | | |
|-------------|-------------|
| 1. rigfap | 6. moku |
| 2. churbit | 7. wolide |
| 3. napsate | 8. lofam |
| 4. reatloid | 9. pagbo |
| 5. foutray | 10. plizzle |

THE SAN DIEGO QUICK ASSESSMENT

Preparing the Test

- Prepare word-list cards by typing each list on a note card. Write the grade-level on the back of each card for your reference.
- Prepare a typed word list with a space after each word for you to record the student's responses.

Administering the Test

- Start with a card that is at least two years below the student's grade level.
- Have the student read the words in the list aloud. If she misreads any words, go to an easier list until she makes no errors. Now you have identified the student's base reading level.
- Have the student read each subsequent card in sequence, and record all incorrect responses. Encourage the student to read all the words so that you can determine the strategies he or she uses to decode.
- Continue the assessment until the student misses at least three words on one of the lists.

Scoring the Test

- Use the assessment results to identify the student's independent, instructional, and frustration levels. You can provide instructional and independent reading materials for each child based on the results of this assessment.

Independent level = no more than one error on a list

Instructional level = two errors on a list

Frustration level = three or more errors on a list

THE SAN DIEGO QUICK ASSESSMENT

(La Pray and Ross, 1969)

PRE-PRIMER

see
play
me
at
run
go
and
look
can
here

PRIMER

you
come
not
with
jump
help
is
work
are
this

GRADE 1

road
live
thank
when
bigger
how
always
night
spring
today

GRADE 2

our
please
myself
town
early
send
wide
believe
quietly
carefully

GRADE 3

city
middle
moment
frightened
exclaimed
several
lonely
drew
since
straight

GRADE 4

decided
served
amazed
silent
wrecked
improved
certainly
entered
realized
interrupted

GRADE 5

scanty
business
develop
considered
discussed
behaved
splendid
acquainted
escaped
grim

GRADE 6

bridge
commercial
abolish
trucker
apparatus
elementary
comment
necessity
gallery
relativity

GRADE 7

amber
dominion
sundry
capillary
impetuous
blight
wrest
enumerate
daunted
condescend

GRADE 8

capacious
limitation
pretext
intrigue
delusion
immaculate
ascent
acrid
binocular
embankment

GRADE 9

conscientious
isolation
molecule
ritual
momentous
vulnerable
kinship
conservatism
jaunty
inventive

GRADE 10

zany
jerkin
nausea
gratuitous
linear
inept
legality
aspen
amnesty
barometer

TOWRE

(TEST OF WORD READING EFFICIENCY)

Preparing the Tests

- Type or print the two tests on separate sheets of paper and make copies to use as answer sheets to record the student's responses.

Administering the Tests

- Administer the tests to one student at a time.
- For the "Sight Word Efficiency Test," explain to the student that he or she is to read each word. For the "Phonemic Decoding Efficiency Test," point out that the words are nonsense, or made-up, words.
- For each test, have the student read as many words as possible within 45 seconds. Use a stopwatch or other timer to time the students.
- Write a check mark on the answer sheet beside each word the student reads incorrectly or skips. (For the "Sight Word Efficiency Test," count the words read correctly in 45 seconds. For the "Phonemic Decoding Efficiency Test," count a word correct if the pronunciation is correct according to common sound-spelling relationships.)

Scoring the Tests

- For each test, total the number of words read correctly. Analyze the mispronounced words, looking for patterns that might give you information about the student's decoding strengths and weaknesses.

TOWRE (Test of Word Reading Efficiency)

(Torgeson, Wagner, and Rashotte, 1969)

Sight Word Efficiency

is	work	crowd	uniform
up	jump	better	necessary
cat	part	inside	problems
red	fast	plane	absentee
me	fine	pretty	advertise
to	milk	famous	pleasant
no	back	children	property
we	lost	without	distress
he	find	finally	information
the	paper	strange	recession
and	open	budget	understand
yes	kind	repress	emphasis
of	able	contain	confident
him	shoes	justice	intuition
as	money	morning	boisterous
book	great	resolve	plausible
was	father	describe	courageous
help	river	garment	alienate
then	space	business	extinguish
time	short	qualify	prairie
wood	left	potent	limousine
let	people	collapse	valentine
men	almost	elements	detective
baby	waves	pioneer	recently
new	child	remember	instruction
stop	strong	dangerous	transient

Phonetic Decoding Efficiency

ip	barp	cratty	pate
ga	stip	trober	zint
ka	plin	depate	smuncrit
ta	frip	glant	herm
om	poth	splloosh	bloot
ig	vasp	dreker	pelnador
ni	meest	ritlun	dess
pim	shlee	hedfert	trisk
wum	guddy	bremick	fornalask
lat	skree	nifpate	chur
baf	felly	brinbert	kelm
din	clirt	clabom	fermabalt
nup	sline	drepnort	knap
fet	dreef	shratted	strone
bave	prain	plofent	crenidmoke
tive	lunaf	emulbatate	

THE SIGHT-WORD PROFICIENCY AND AUTOMATICITY ASSESSMENT

Preparing the Test

- Type or print the test on a sheet of paper and make a copy to record the student's responses.

Administering the Test

- Administer the test to one student at a time.
- Explain to the student that she is to read each word as quickly as possible.
- Have the student read as many words as possible within 90 seconds. Use a stopwatch or other timer to time her.
- Put a check mark on the answer sheet beside each word the student read incorrectly or skipped.

Scoring the Test

- Count the words the student read correctly in 90 seconds.
- Analyze the mispronounced words, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
- Provide additional instruction on words your students read incorrectly or skipped. Retest students every six weeks and monitor progress.

SIGHT WORD PROFICIENCY AND AUTOMATICITY ASSESSMENT

the	into	also	will	go
of	has	around	each	good
and	more	another	about	new
a	her	came	how	write
to	two	come	up	our
in	like	work	out	used
is	him	three	them	me
you	see	word	then	man
that	time	must	she	too
it	could	because	many	any
he	no	does	some	day
for	make	part	so	same
was	than	even	these	right
on	first	place	would	look
are	been	well	other	think
but	long	as	its	such
what	little	with	who	here
all	very	his	now	take
were	after	they	people	why
when	words	at	my	things
we	called	be	made	help
there	just	this	over	put
can	where	from	did	years
an	most	I	down	different
your	know	have	only	away
which	get	or	way	again
their	through	by	find	off
said	back	one	use	went
if	much	had	may	old
do	before	not	water	number

PHONOLOGICAL AWARENESS ASSESSMENT

Preparing the Test

- Type or print the test and make a copy to record the student's responses.
- Make picture cards to use for sections C and D. Note that answers are provided in parentheses.

Administering the Test

- Administer the test to one student at a time.
- Follow the guidelines on the test for each section.
- Put a check mark on the answer sheet beside each correct answer.

Scoring the Test

- Note areas that the student needs more work on. Students should get a minimum of four correct in each section.

Name: _____ Date: _____

PHONOLOGICAL AWARENESS ASSESSMENT

RHYME

A. Ask the student if the following word pairs rhyme.

- | | | | |
|------------|-------|------------|-------|
| 1. cat/hat | _____ | 4. can/man | _____ |
| 2. pig/wig | _____ | 5. let/pen | _____ |
| 3. box/lip | _____ | 6. sun/run | _____ |

B. State aloud the following rhyming word pairs. Ask the student to provide another rhyming word.

- | | | | |
|---------------|-------|---------------|-------|
| 1. rack, sack | _____ | 4. goat, coat | _____ |
| 2. pop, hop | _____ | 5. wide, hide | _____ |
| 3. wing, king | _____ | 6. bake, lake | _____ |

ODDITY TASKS

C. Make picture cards for the following word sets. Display each picture-card set. Ask the student to find the two pictures whose names **begin** with the same sound. Circle the student's choices.

- | | |
|--------------------------------|--------------------------------|
| 1. sun, sock, fish (sun, sock) | 4. pig, pan, dog (pig, pan) |
| 2. mop, sun, man (mop, man) | 5. dog, ten, top (ten, top) |
| 3. pig, leaf, log (leaf, log) | 6. fan, leaf, fish (fan, fish) |

D. Make picture cards for the following word sets. Display each picture-card set. Ask the student to find the two pictures whose names **end** with the same sound. Circle the student's choices.

- | | |
|------------------------------|---------------------------------|
| 1. bat, rock, nut (bat, nut) | 4. bus, glass, bat (bus, glass) |
| 2. cup, top, pen (cup, top) | 5. sock, cup, rake (sock, rake) |
| 3. ten, fan, cup (ten, fan) | 6. dog, leg, leaf (dog, leg) |

ORAL BLENDING

E. Say the first sound of a word and then the rest of the word. Have the student say the word as a whole.

- | | | | |
|------------------|-------|------------------|-------|
| 1. /s/ . . . at | _____ | 4. /l/ . . . ock | _____ |
| 2. /m/ . . . op | _____ | 5. /t/ . . . ape | _____ |
| 3. /f/ . . . ish | _____ | 6. /b/ . . . ox | _____ |

F. Say each word sound by sound. Ask the student to say the word as a whole.

- | | |
|-----------------------------|---------------------------------|
| 1. /m/ /ē/ (me) _____ | 4. /s/ /u/ /n/ (sun) _____ |
| 2. /s/ /ā/ (say) _____ | 5. /m/ /ā/ /k/ (make) _____ |
| 3. /f/ /ē/ /t/ (feet) _____ | 6. /l/ /ā/ /z/ /ē/ (lazy) _____ |

ORAL SEGMENTATION

G. Say each word. Ask the student to clap the number of syllables he or she hears in each word.

- | | |
|---------------------|-----------------------|
| 1. pencil (2) _____ | 4. bookmark (2) _____ |
| 2. map (1) _____ | 5. elephant (3) _____ |
| 3. tomato (3) _____ | 6. rock (1) _____ |

H. Say each word. Have the student say the first sound he or she hears in each word.

- | | |
|---------------------|-----------------------|
| 1. sun (/s/) _____ | 4. top (/t/) _____ |
| 2. mop (/m/) _____ | 5. candle (/k/) _____ |
| 3. leaf (/l/) _____ | 6. yellow (/y/) _____ |

I. Say each word. Have the student say the last sound he or she hears in each word.

- | | |
|--------------------|----------------------|
| 1. bat (/t/) _____ | 4. take (/k/) _____ |
| 2. hop (/p/) _____ | 5. glass (/s/) _____ |
| 3. red (/d/) _____ | 6. leaf (/f/) _____ |

J. Say each word. Have the student say each word sound by sound.

- | | |
|-----------------------------|----------------------------------|
| 1. see (/s/ /e/) _____ | 4. rain (/r/ /ā/ /n/) _____ |
| 2. my (/m/ /ī/) _____ | 5. tub (/t/ /u/ /b/) _____ |
| 3. lake (/l/ /ā/ /k/) _____ | 6. rocks (/r/ /o/ /k/ /s/) _____ |

PHONEMIC MANIPULATION

K. Say each word. Have the student say the word without the first sound.

- | | |
|---------------------|---------------------|
| 1. sun (un) _____ | 4. ship (ip) _____ |
| 2. mat (at) _____ | 5. bike (ike) _____ |
| 3. leaf (eaf) _____ | 6. stop (top) _____ |

L. Say each word. Have the student replace the first sound in the word with /s/.

- | | |
|--------------------|----------------------|
| 1. mad (sad) _____ | 4. pick (sick) _____ |
| 2. run (sun) _____ | 5. hand (sand) _____ |
| 3. cat (sat) _____ | 6. chip (sip) _____ |

Part 2

PLANNING RESOURCES FOR INTERVENTION SESSIONS



OVERVIEW OF MENTORING MATERIALS

READING ACTIVITIES	GAME ACTIVITIES		
	Title	Game Pieces	Miscellaneous
Eighteen Flavors by Shel Silverstein (copied)	Jenga or Tumbling Blocks		<ul style="list-style-type: none"> Flashcards Permanent marker
Sara Cynthia Sylvia Stout by Shel Silverstein (copied)	Checkers Board (copied)	Plastic chips <ul style="list-style-type: none"> 12 red 12 of another color 	<ul style="list-style-type: none"> Flashcards Permanent marker
Stuart Little by E.B.White	Beat the Clock (copy & use Speed Drill board)	<ul style="list-style-type: none"> Flashcards Permanent marker 	Timer
Student's independent reading books	BINGO Board (copied)	Plastic chips OR candies (e.g. Skittles, M&M's, etc.)	<ul style="list-style-type: none"> Flashcards Permanent marker
Weekly Planning Chart for Independent Reading (1 copy per week per student)	Concentration		<ul style="list-style-type: none"> Matching set of flashcards Permanent marker
Student Book List (1 copy per student)	Racetrack Board (copied)	Game tokens or plastic chips	Flashcards
SUNLINK Internet resource	Spin It! (copied)		<ul style="list-style-type: none"> Paper fasteners Dials (copied) Permanent marker Pencil & paper
Library Media Center	Word Search (copied)		Permanent marker
Additional poems for Reader's Theatre	Word Web (copied)		Permanent marker

Supply List:

Jenga game	Timer	Game tokens (optional)
Index cards (3 x 5 in)	Plastic chips (2 colors)	Copy paper (8.5 x 11 in)
Permanent marker	Poker chips	Books (see book list)
Paper fasteners	Small candies	

SCHEDULE OF WORD-BUILDING GAME ACTIVITIES

GAMES	37 Phonograms	Diagraphs	Syllables	Morphemes	Structural Analysis
Bingo		Lesson 5	Lesson 11	Lesson 17	Lesson 23
Concentration		Lesson 6	Lesson 12	Lesson 18	Lesson 24
Jenga	Lesson 2	Lesson 7	Lesson 13	Lesson 19	Lesson 25
Racetrack Game		Lesson 8	Lesson 14	Lesson 20	Lesson 26
Checkers	Lesson 3	Lesson 9	Lesson 15	Lesson 21	Lesson 27
Beat the Clock	Lesson 4	Lesson 10	Lesson 16	Lesson 22	Lesson 28
Speed Drill	Lesson 5	Lesson 11	Lesson 17	Lesson 23	Lesson 29

MENTORING LESSON PLANS

LESSONS 1 - 30 (*TOTAL TIME: 45 minutes each*)

Beginning (*5 minutes*)

Word Warm-ups (*10 minutes*)

Comprehension (*15 minutes*)

Activity (*15 minutes*)

LESSON 1

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

A positive introduction is a very important step to successful mentoring.

- “Hello, my name is _____. I am a reading mentor, and I look forward to visiting you and working with one time each week. What is your name?”
- Use Survey #1 to find out about the student’s interests. Keep the information for future reference.

MATERIALS:

- Survey #1

B) WORD WARM-UPS

This first Word Warm-up will be a short assessment to find out how well the student has mastered basic decoding skills. Make a copy of the Nonsense Word Test so that you can record student answers.

- Show the student their copy of the Nonsense Word Test. Explain that all of the words on the list are made-up words and are to be read out loud.
- Ask the student to read the entire list, one section at a time. (Section A, B, C, D, and E)
- As you listen to the student read each nonsense word, put a check mark on the answer sheet beside each word that is read correctly.
- Add the total number of nonsense words that the student reads correctly.
- Look at each section of the test. If there are 3 or more errors in a section, then the student needs extra help with that type of word pattern.

- Student Copy of Nonsense Word Test

- Your copy of Nonsense Word Test

C) COMPREHENSION

It is important that the student both understands and enjoys what is read.

- Ask the student, “What is your favorite flavor of ice cream?”
- Tell the student, “I will read a poem about many different flavors of ice cream. Listen so that you can tell me what happens to it.”
- Read the poem with expression to the student.
- Ask the student, “What happened to the ice cream?” Student tells you.
- Tell the student, “Let’s write a summary of the poem together.”

Write one word per line below the poem with a total of 10 words or less.

- Poem:
Eighteen
Flavors by Shel
Silverstein

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

The activity in this first lesson will prepare the student for Reader’s Theatre in Lesson 2.

- Together with the student, read the poem out loud. Reread the poem with the student several times to add some facial and voice expression.
- At the end of the lesson tell the student, “You can take the poem with you to practice and perform for family members at home. Next week, be sure to bring it back so that you can perform here.”

LESSON 2

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- If the student feels comfortable performing a Reader's Theatre, have the student read the poem, Eighteen Flavors. If not, then read and perform with the student.
- Record the minutes that the student practiced reading the poem on the Independent Reading Chart. Create the weekly schedule for independent student reading.

B) WORD WARM-UPS

This second Word Warm-up will be a short assessment to find out how well the student has mastered other decoding skills. Make a copy of the Sight-Word Efficiency Test so that you can record student answers.

- Show the student their copy of the Sight-Word Proficiency Test.
- Explain to the student that each word is to be read as quickly as possible.
- Have the student read as many words as possible within 90 seconds. Use a stopwatch or timer.
- Put a check mark on the answer sheet beside each word that the student read incorrectly or skipped.
- Count the words that the student read correctly in 90 minutes
- Use the same word patterns that the student read incorrectly or skipped for Word Warm-ups and game activities.

C) COMPREHENSION

It is important that the student both understands and enjoys what is read. Read the poem entitled Sarah Cynthia Sylvia Stout out loud with expression to the student. When finished, following these steps

1. Summarize the story in 10 words or less what was read out loud.
2. Think of questions to answer from the story: who, what, when, where, why or how.
3. To prepare for Reader's Theatre with the student, both of you decide who will be READER 1 and who will be READER 2. Read all stanzas out loud together.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Jenga with the student using flash cards in between each player's turn. Each player can move a Jenga block only after doing each of the following:

- Accurately reading the word or word part on the flash card
- Accurately spelling the word or word part on the same flash card

MATERIALS:

- Poem:
Eighteen Flavors

- Independent
Reading Chart

- Sight-Word
Efficiency Test

- Poem:
Sarah Cynthia
Sylvia Stout by
Shel Silverstein

- Jenga game

- Phonogram
flashcards

LESSON 3

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.

B) WORD WARM-UPS

This third Word Warm-up will be a one-minute timed reading to find out how fluent the student is in reading text independently

- Provide a copy of the reading passage to the student.
- Explain to the student that you will listen to him or her read this short passage for one minute while doing their best. Coordinate with the student when to begin.
- Using a stopwatch for one minute, track the student's reading. On your copy, mark any words that the student read incorrectly, using the 3-second rule.
- Place a mark after the last word that the student read.
- Tally the results and refer to the fluency chart in Chapter Ten.

C) COMPREHENSION

It is important that the student both understands and enjoys what is read. As much as possible, read the poem together with the student entitled Sarah Cynthia Sylvia Stout out loud with expression. After stanzas 1 and 2 do each of the following:

1. **Summarize** the story in 10 words or less.
2. Think of one of the following **questions** to answer from the story: who, what, when, where, why or how.
3. **Clarify** anything that the student does not understand and discuss together.

Repeat these three steps again after reading stanzas 3 and 4; repeat after reading stanzas 5 and 6; repeat after stanzas 7 and 8; repeat after stanzas 9, 10, and 11.

Tell the student to prepare for a Reader's Theatre performance next week

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Checkers with the student using flash cards in between each player's turn. Each player can move a checker only after doing each of the following

- Accurately read the word or word part on the flash card
- Accurately spell the word or word part on the same flash card

MATERIALS:

- Independent Reading Chart
- Stopwatch
- Student reading passage
- Your one-minute timed reading sheet
- Poem: Sarah Cynthia Sylvia Stout by Shel Silverstein

- Checkers game
- Phonogram flashcards

LESSON 4

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.

B) WORD WARM-UPS

To prepare for the SPEED DRILL at the end of this lesson, give several clear plastic chips and a copy of the Phonogram SPEED DRILL paper to the student.

- Tell the student, "I will say a word that has one of the 37 a phonograms. Put a chip in the square that has the phonogram from the word that I say. To keep the chip in the square, you must spell the word without looking at the phonogram in the square."
- Say the following words to the student, one word at a time: (phonograms are underlined)

pay	cake	gate	rug	sight
sunk	chug	hill	map	wide
nice	fame	pine	beat	hop

TWO-CHIP CHALLENGE: ock ing thick est mail man
lip stick at tack fore tell

C) COMPREHENSION

Read the first two chapters of Stuart Little out loud with expression. Repeat these four steps after each chunk of text has been read: pages 1-3; pages 3-6; pages 7-9; pages 9-11.

1. **Summarize** what was read in 10 words or less.
2. Think of one of the following **questions** to answer from the story: who, what, when, where, why or how.
3. **Clarify** any word or idea that the student does not understand.
4. **Predict** what will happen next.

Afterwards, as part of Reader's Theatre, read the poem Sarah Cynthia Sylvia Stout with the student.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play a game called Beat the Clock using a timer and the Phonogram SPEED DRILL paper.

Object of Beat the Clock: to finish reading all 37 phonograms out loud before the timer goes off. If the timer goes off first, then the clock wins. If the student finishes first, then the student wins the game.

Send the Phonogram SPEED DRILL paper home with the student to practice. Student Challenge for Lesson 5: to decrease seconds in reading the list of phonograms.

MATERIALS:

- Independent Reading Chart
- Phonogram SPEED DRILL Paper
- Plastic Chips

- Stuart Little by E. B. White (Chapters 1 & 2: pages 1-11)
- Poem: Sarah Cynthia Sylvia Stout by Shel Silverstein

- Phonogram SPEED DRILL Paper
- Timer

LESSON 5

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

1 – Student Challenge for Lesson 5: to read the list of phonograms more fluently. Use the timer to compare the student’s phonogram fluency in Lesson 5 with the fluency rate in Lesson 4.

2 – Make flashcards for each of the following sets of letters:

ch	sh	th	wh	ow	ai	ay	ea	ee	oa
bl	cl	fl	br	cr	fr	st	str	oy	oi

- Place some paper on top of a sheet of rough sandpaper. The student will say, spell, and write the letters with crayon several times on the bumpy paper.

C) COMPREHENSION

Read chapters 3 and 4 of *Stuart Little* out loud with expression. Repeat these four steps after each chunk of text has been read: pages 13-14; pages 14-16; pages 17-18; pages 18-20.

- **Summarize** what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- **Clarify** any word or idea that the student does not understand.
- **Predict** what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Photocopy two paper Bingo game boards – one for you and one for the student. In each square, write the following sets of letters (1 set per square):

ch	sh	th	wh	ow	ai	ay	ea	ee	oa
bl	cl	fl	br	cr	fr	st	str	oy	oi

(Both game boards need each set of letters written in squares different from one another.)

- Use flashcards from Word Warm-up #5. Place them on an upside down pile.
- Each player takes turns drawing a card from the top of the pile and placing a plastic chip in the Bingo board square that contains a matching set of letters.
- **BINGO RULE:** Before a plastic chip can be placed in a square, the player must say the correct sound. If a player says the incorrect sound, then the player loses his or her turn.
- The first player with a row of chips on the Bingo board is the winner.

Have the student take the Bingo board home to practice fluency. Student Challenge for Lesson 6: to increase speed in reading this set of Bingo letters.

MATERIALS:

- Independent Reading Chart
- Student Book List

- Phonogram SPEED DRILL Paper
- Timer

- Flash cards
- Sandpaper
- Crayons

- *Stuart Little* by E. B. White (Chapters 3 & 4: pages 13-20)

- Two copies of the Bingo paper

- Plastic chips

- Warm-up #5 Flash cards

LESSON 6

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Make flashcards with the following sets of letters:

ch sh th wh bl cl fl br cr fr st str
ack ail ight ock ump unk ake ank ore ain aw
ow

- Review the sounds and spellings of each flashcard one at a time with the student. Make a “Yours” and “Mine” pile with the flashcards. Count each pile to find out which is bigger.
- Before the lesson, make a word search puzzle with words made of phonograms:
chain flight shack show clunk frail shore thump
Brain bright stack blow chunk brake chore clump
Stain fright crack flow thaw flake store crank
- The student can begin searching for words in the puzzle and finish it at home.

C) COMPREHENSION

Read chapters 5 and 6 of *Stuart Little* out loud with expression. Repeat these four steps after each chunk of text has been read: page 21; pages 22-23; pages 23-25; pages 26-27; pages 28-3; pages 32-35.

- **Summarize** what has been read in 10 words or less.
- Think of one of the following **questions** to answer from the story: who, what, when, where, why or how.
- **Clarify** any word or idea that the student does not understand.
- **Predict** what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Concentration (Both you and the student are players.)

- Use the flashcards from Warm-up #6. Turn each one upside down across the table.
- Each player turns over 2 cards at a time.
- Object of the game: to match 2 cards that make a real word.
(example: ch + ain = chain)
- If a player finds a match, the word is written down on their Concentration List. If there is no match, then the cards must be turned back over in their original place.
- The player with the longest list of words at the end of the game is the winner.

MATERIALS:

- Independent Reading Chart
- Student Book List

- Flashcards

- Word Search Puzzle

- *Stuart Little* by E. B. White
- (Chapters 5 & 6: pages 21-35)

- Word Warm-up #6 Flash cards

LESSON 7

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

- Make flashcards with the following sets of letters:
ch sh th wh bl cl fl br cr fr st str
ack ail ight ock ump unk ake ank ore ain aw ow
- From the letter sounds, help the student make up some tongue twisters like this one: Chuck chopped a chunk of chilly chuck roast.
- Write down as many tongue twisters as possible.
- Have the student practice reading them out loud.

C) COMPREHENSION

Read chapter 7 of *Stuart Little* out loud with expression. Repeat these four steps after each chunk of text has been read: page 36-38; pages 38-39; pages 40-41; pages 41-43; pages 43-44; pages 44-46

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Jenga with the student using flash cards in between each player's turn. Each player can move a Jenga block only after doing each of the following:

- Accurately reading the word or word part on the flash card
- Accurately spelling the word or word part on the same flash card

MATERIALS:

- Independent Reading Chart
- Student Book List
- Flashcards

- *Stuart Little* by E. B. White (Chapter 7: pages 36-36)

- Jenga game
- Diagraph flash cards

LESSON 8

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

- Make flashcards with the following words:
happen banner thunder napkin summer muffin
cracker roundest cupcake railroad fight fighting
suddenly frighten frightened tight tighten tightening
sightseeing sightsee sudden round play playing
crack high higher nice nicely happening

cabin

- Place several chips on the table. Place one chip in a row for every syllable in the word on the flashcard. Example: napkin = 2 chips
- Spell the word without looking.

C) COMPREHENSION

Read chapter 8 of *Stuart Little* out loud with expression. Repeat these four steps after each chunk of text has been read: pages 47-48; page 49; pages 50-53; pages 53-54; pages 54-55; pages 55-56.

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

- Make a copy of the Racetrack game board to play with the student. Use the flashcards from Word Warm-up #8.
- To play Racetrack, each player takes turns drawing a card from the pile of flashcards.
- The player must correctly read the word and tell how many syllables are in the word.
- The player moves the same number of spaces on the Racetrack as there are syllables in the word.
- Object of the game: to reach the finish line first.

MATERIALS:

- Independent Reading Chart
- Student Book List
- Poker chips
- Flashcards

- Stuart Little by E. B. White (Chapter 8: pages 47-56)

- Racetrack Game Board
- Word Flash cards

LESSON 9

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Copy the following words on paper. First, have the student read each of the words. Next ask them to underline the diagraphs and syllable that they recognize. EXAMPLE: stout

crayon	branch	cloud	flavor	sleeve	brush
standing	straw	throat	frost	trace	flank
stash	breeze	prime	block	drum	stork

C) COMPREHENSION

Read chapter 9 of *Stuart Little* out loud with expression. Repeat these four steps after each chunk of text has been read: pages 57; page 58-59; pages 59-60; pages 61--63; pages 64-66

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Checkers with the student using Word Warm-up #9 flash cards in between each player's turn. Each player can move a checker only after doing each of the following:

- Accurately read the word or word part on the flash card.
- Accurately spell the word or word part on the same flash card.

MATERIALS:

- Independent Reading Chart
- Student Book List
- Flashcards
- Stuart Little by E. B. White (Chapter 9: pages 57-66)
- Checkers
- Word Warm-up #9 flash cards

LESSON 10

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Before the lesson, write into the squares of the SPEED DRILL paper each of the following words written below:

<u>banner</u>	<u>thunder</u>	<u>napkin</u>	<u>summer</u>	<u>cracker</u>
<u>roundest</u>	<u>cupcake</u>	<u>railroad</u>	<u>fighting</u>	<u>tighten</u>
<u>sightsee</u>	<u>sudden</u>	<u>round</u>	<u>play</u>	<u>nicely</u>

Give several clear plastic chips and a copy of the SPEED DRILL paper to the student.

- Tell the student, "I will say a sound that is in at least one of the words written in the squares of the SPEED DRILL paper. Put a chip in the squares that match the sound that I say. To keep the chip in the square, you must correctly spell the word without looking at the square."
- One word at a time, say the words listed above to the students.

C) COMPREHENSION

Read chapters 10 of *Stuart Little* out loud with expression. Repeat these four steps after each chunk of text has been read: page 67; pages 67-69; pages 69-70; page 71.

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play a game called Beat the Clock using a timer and the SPEED DRILL paper.

Object of Beat the Clock: to finish reading all words on the paper out loud before the timer goes off. If the timer goes off first, then the clock wins. If the student finishes first, then the student wins the game.

Send the Word SPEED DRILL paper home with the student to practice. Student Challenge for Lesson 11: to decrease seconds in reading the list of words.

MATERIALS:

- Independent Reading Chart
- Student Book List

- SPEED DRILL paper

- *Stuart Little* by E. B. White (Chapter 10: pages 67-71)

- SPEED DRILL paper

- Timer

LESSON 11

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Student Challenge for Lesson 11: to read the word list more fluently. Use the timer to compare the student's phonogram fluency in Lesson 10 with the fluency rate in Lesson 11.

Introduce a new set of syllables to the students. Make flashcards with each of the following syllables:

ter al tion ed oth ry ver ex en bout com
per un pro ar ture dif ent ful col tle fer

C) COMPREHENSION

Read chapters 11 of *Stuart Little* out loud with expression. Repeat these four steps after each chunk of text has been read: page 72; pages 72-75; pages 75-77; page 77-79; pages 79-80; pages 81-82.

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Photocopy two paper Bingo game boards – one for you and one for the student. Write one syllable per square. Both game boards need a different set of letters written in the squares.

- Use flashcards from Word Warm-up #11. Place them on an upside down pile.
- Each player takes turns drawing a card from the top of the pile and placing a plastic chip in the Bingo board square that contains a matching set of letters.
- **BINGO RULE:** Before a plastic chip can be placed in a square, the player must say the correct sound. If a player says the incorrect sound, then the player loses his or her turn.
- The first player with a row of chips on the Bingo board is the winner.

Have the student take the Bingo board home to practice fluency.

Student Challenge for Lesson 12: to increase speed in reading this set of Bingo letters

MATERIALS:

- Independent Reading Chart
- Student Book List

- Syllable Flashcards

- *Stuart Little* by E. B. White (Chapter 11: pages 72-82)

- Bingo Game Board

- Warm-up #11 Flashcards

- Plastic chips

LESSON 12

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Student Challenge for Lesson 12: to increase speed in reading the syllables on the Bingo Board Game.

Play Spin It! Cut out three spinners and dials using the master mentoring form. Follow the directions provided in Part 1. When playing the game, the student can spin all three spinners. If a word is formed, the student writes it on a sheet of paper. Each word is worth one point. The object of this activity: to find as many words as possible.

C) COMPREHENSION

Read chapters 12 of *Stuart Little* out loud with expression. Repeat these four steps after each chunk of text has been read: page 83; pages 84-85; pages 86-87; pages 87-89; pages 89-90; pages 90-93; pages 93-95; pages 95-96; pages 96-99.

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Concentration (Both you and the student are players.)

- Use the flashcards from Warm-up #12. Turn each one upside down across the table.
- Each player turns over 2 cards at a time.
- Object of the game: to match 2 syllables that make a real word. (example: no + tion = notion)
- If a player finds a match, the word is written down on their Concentration List.
If there is no match, then the cards must be turned back over in their original place.
- The player with the longest list of words at the end of the game is the winner.

MATERIALS:

- Independent Reading Chart
- Student Book List

- Spin It! Circles and dials

- *Stuart Little* by E. B. White (Chapter 12: pages 83-99)

- Word Warm-up #12 Flash cards

LESSON 13

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Before the lesson, make a word search puzzle with words made of words that contain the following syllables:

ter al tion ed oth ry ver ex en bout com
per un pro ar ture dif ent ful col tle fer

The student can search for words in the puzzle and see how many of the words that they can accurately read.

C) COMPREHENSION

Read chapters 13 of *Stuart Little* out loud with expression. Repeat these four steps after each chunk of text has been read: pages 100-101; pages 101-103; pages 104-105; pages 105-106; pages 107-109; pages 109-110; pages 111-112.

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Jenga with the student using flash cards in between each player's turn. Each player can move a Jenga block only after doing each of the following:

- Accurately reading the word or word part on the flash card
- Accurately spelling the word or word part on the same flash card

MATERIALS:

- Independent Reading Chart
- Student Book List

- Word Search

- *Stuart Little* by E. B. White (Chapter 13: pages 100-112)

- Jenga game

- Syllable Flash cards

LESSON 14

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.
- Explain to the student that starting next week it will be very important to bring an independent reading book to every lesson. **NOTE:** If the student does not bring one for Lesson 15, it will be important for you to be prepared. At Lesson 15's session, bring an independent reading book that you think would be appropriate for the student just in case the student does not bring one.

B) WORD WARM-UPS

Before the lesson, make flashcards with words that contain the following syllables:

der en de fa ty mer ment sen pa pic em
tain coun mon tween bers ure hap cov nit ward tence

Use a newspaper to look for words that have the syllables in them that are listed above. With a magic marker or a crayon, highlight the word part. The student is to try to find as many syllables as possible. Each syllable found earns one point.

C) COMPREHENSION

Read chapters 14 of *Stuart Little* out loud with expression. Repeat these four steps after each chunk of text has been read: page 113; pages 113-114; pages 115-116; pages 116-118; pages 118-121; page 122; pages 123-124.

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

- Make a copy of the Racetrack game board to play with the student. Use the flashcards from Word Warm-up #14.
- To play Racetrack, each player takes turns drawing a card from the pile of flashcards.
- The player must correctly read the word and tell how many syllables are in the word.
- The player moves the same number of spaces on the Racetrack as there are syllables in the word.

Object of the game: to reach the finish line first.

MATERIALS:

- Independent Reading Chart
- Student Book List

- Syllable flashcards

- Newspaper

- Magic marker

- *Stuart Little* by E. B. White (Chapter 14: pages 113-124)

- Racetrack game

- Word Flash cards

LESSON 15

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Play Spin It! Make a set of three spinners that contain the syllables listed below. Refer to the game description in Part 1 of THE SOURCE Guide.

der en de fa ty mer ment sen pa pic ern
tain coun mon tween bers ure hap cov nit ward tence

Object of Spin It! is to find as many words as possible. Write each word on a word list. Each word counts one point.

C) COMPREHENSION

Read the last chapter of *Stuart Little* out loud with expression. Repeat these four steps after each chunk of text has been read: page 125; pages 126-127; pages 127-131.

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Checkers with the student using Word Warm-up #15 flash cards in between each player's turn. Each player can move a checker only after doing each of the following:

- Accurately read the word or word part on the flash card.
- Accurately spell the word or word part on the same flash card.

MATERIALS:

- Independent Reading Chart
- Student Book List

- Spin It!

- *Stuart Little* by E. B. White (Chapter 15: pages 125-131)

- Checkers

- Syllables Flash cards

LESSON 16

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Before the lesson, write into each of the squares of the SPEED DRILL paper one syllable from the word chart in Part 1 of The SOURCE Guide. There are 31 squares, so you will need to write 31 syllables on the paper.

Give several clear plastic chips and a copy of the SPEED DRILL paper to the student.

- Tell the student, "I will say a sound that is word syllable written in one of the squares of the SPEED DRILL paper. Put a chip in the squares that match the sound that I say. To keep the chip in the square, you must correctly spell the syllable without looking at the square."
- One at a time, say the syllables to the students.

C) COMPREHENSION

Explain to the student again that from now on it will be very important to bring an independent reading book to each lesson. You will listen to the student read out loud. Both you and the student will read the book in the same way that Stuart Little was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play a game called Beat the Clock using a timer and the SPEED DRILL paper.

Object of Beat the Clock: to finish reading all words on the paper out loud before the timer goes off. If the timer goes off first, then the clock wins. If the student finishes first, then the student wins the game.

Send the Syllable SPEED DRILL paper home with the student to practice. Student Challenge for Lesson 17: to decrease seconds in reading the list of syllables.

MATERIALS:

- Independent Reading Chart
- Student Book List

- SPEED DRILL paper

- Timer

- SPEED DRILL paper

LESSON 17

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Student Challenge for Lesson 17: to read the list of syllables more fluently. Use the timer to compare the student's fluency in Lesson 17 with the fluency rate in Lesson 16.

Introduce prefixes: Students will learn two things about prefixes: spellings and meanings. Copy the prefixes from the Prefixes Chart in THE SOURCE Guide onto flashcards. Write the prefix on one side and its meaning on the other. Go through the flashcards and explain to the student how prefixes have meaning by themselves and change the meaning of a word when it is added. EXAMPLE: un(not) + happy = unhappy or not happy. Fill out a Word Web of the prefix with the student.

C) COMPREHENSION

Explain to the student again that from now on it will be very important to bring an independent reading book to each lesson. You will listen to the student read out loud. Both you and the student will read the book in the same way that Stuart Little was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Photocopy two paper Bingo game boards – one for you and one for the student. Write one prefix per square. Both game boards need a different set written in the squares.

- Use flashcards from Word Warm-up #17. Place them on an upside down pile.
- Each player takes turns drawing a card from the top of the pile and placing a plastic chip in the Bingo board square that contains a matching set of letters.
- BINGO RULE: Before a plastic chip can be placed in a square, the player must say the correct sound. If a player says the incorrect sound, then the player loses his or her turn.
- The first player with a row of chips on the Bingo board is the winner.

MATERIALS:

- Independent Reading Chart
- Student Book List

- Prefix flashcards

- Word Web

- Student's independent reading book

- Bingo Game Board

- Warm-up #17 flash cards

LESSON 18

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Review with the student each of the prefix flashcards from Word Warm-up #17 in preparation for the game of Concentration.
Fill out a Word Web of some other prefixes with the student.

C) COMPREHENSION

Explain to the student again that from now on it will be very important to bring an independent reading book to each lesson. You will listen to the student read out loud. Both you and the student will read the book in the same way that *Stuart Little* was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Concentration (Both you and the student are players.)

- Use the flashcards from Warm-up #18. Turn each one upside down across the table.
- Each player turns over 3 cards at a time.
- Object of the game: to match 3 syllables that make a real word. (example: per + cent + age = percentage)
- If a player finds a match, the word is written down on their Concentration List.
If there is no match, then the cards must be turned back over in their original place.
- The player with the longest list of words at the end of the game is the winner.

MATERIALS:

- Independent Reading Chart
- Student Book List

- Word Warm-up #17 flashcards
- Word Web

- Student's Independent Reading Book

- Warm-up #18 Flash cards

LESSON 19

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Refer to the list of multisyllabic words in THE SOURCE Guide in Part 1 for the Word Warm-up.

Give the student several chips and a piece of paper. Tell the student that you will say a multisyllabic word. As you say the word, he or she is to place one chip for every prefix on the paper. Before you go to the next word, have the student tell you both the spelling and the meaning of the prefix in that word.

C) COMPREHENSION

Explain to the student again that from now on it will be very important to bring an independent reading book to each lesson. You will listen to the student read out loud. Both you and the student will read the book in the same way that Stuart Little was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Jenga with the student using flash cards in between each player's turn. Each player can move a Jenga block only after doing each of the following:

- Accurately reading the word or word part on the flash card.
- Accurately spelling the word or word part on the same flash card.

MATERIALS:

- Independent Reading Chart
- Student Book List

- Poker chips
- Paper

- Student's Independent Reading Book

- Jenga game

- Prefix Flash cards

LESSON 20

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Introduce suffixes to the student. Refer to the Suffix Chart in THE SOURCE Guide in Part 1. Make flashcards for each suffix. Write the suffix on the front of the card and its meaning on the back. Explain to the student that suffixes have meaning by themselves and can change a word's meaning of a word when it is added just like prefixes. Go through each of the suffixes to prepare for the activity at the end of this session. Fill out a Word Web of a suffix with the student.

C) COMPREHENSION

You will listen to the student read out loud. Both you and the student will read the book in the same way that Stuart Little was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

- Make a copy of the Racetrack game board to play with the student. Use the flashcards from Word Warm-up #20.
- To play Racetrack, each player takes turns drawing a card from the pile of flashcards.
- The player must read the suffix on the flashcard and correctly spell the suffix.
- The player moves the same number of spaces on the Racetrack as there are letters in the suffix.

Object of the game: to reach the finish line first.

MATERIALS:

- Independent Reading Chart
- Student Book List

- Suffix flashcards
- Word Web

- Student's Independent Reading Book

- Racetrack game
- Game pieces
- Word Warm-up #20 Flash cards

LESSON 21

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Prepare a SPEED DRILL paper with prefixes and suffixes.

Tell the student, "I will say either a prefix or a suffix that is in one of the words written in the squares of the SPEED DRILL paper. Put a chip in the squares that match the prefix or suffix that I say. To keep the chip in the square, you must do 2 things:

- 1) correctly spell the prefix or suffix and without looking at the square
- 2) and say the correct meaning of the prefix or suffix."

One word at a time, say the words listed above to the students.

Fill out a Word Web of prefixes and suffixes with the student.

C) COMPREHENSION

You will listen to the student read out loud. Both you and the student will read the book in the same way that *Stuart Little* was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Checkers with the student using flash cards in between each player's turn. Each player can move a checker only after doing each of the following:

- Accurately read the word or word part on the flash card.
- Accurately spell the word or word part on the same flash card.

MATERIALS:

- Independent Reading Chart
- Student Book List

- SPEED DRILL paper
- Plastic chips

- Word Web

- Student Independent Reading Book

- Checkers

- Suffix Flash cards

LESSON 22

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.

B) WORD WARM-UPS

Before the lesson, write a prefix into each of the squares of the SPEED DRILL paper from the word chart in Part 1 of The SOURCE Guide. There are 31 squares, so you will need to write 31 prefixes on the paper.

Give several clear plastic chips and a copy of the SPEED DRILL paper to the student.

- Tell the student, “I will say a sound that is written in one of the squares of the SPEED DRILL paper. Put a chip in the square that matches the sound that I say. To keep the chip in the square, you must correctly spell the prefix without looking at the square.”
- One at a time, say the prefixes to the student.

C) COMPREHENSION

You will listen to the student read out loud. Both you and the student will read the book in the same way that *Stuart Little* was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play a game called Beat the Clock using a timer and the SPEED DRILL paper.

Object of Beat the Clock: to finish reading all prefixes on the paper out loud before the timer goes off. If the timer goes off first, then the clock wins. If the student finishes first, then the student wins the game.

Send the Prefix SPEED DRILL paper home with the student to practice. Student Challenge for Lesson 23: to decrease seconds in reading the list of prefixes.

MATERIALS:

- Independent Reading Chart
- Student Book List

- SPEED DRILL paper

- Student Independent Reading Book

- SPEED DRILL paper

- Timer

LESSON 23

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Student Challenge for Lesson 23: to read the list of prefixes more fluently. Use the timer to compare the student's fluency in Lesson 23 with the fluency rate in Lesson 22.

Fill out a Word Web of prefixes and suffixes with the student.

C) COMPREHENSION

You will listen to the student read out loud. Both you and the student will read the book in the same way that *Stuart Little* was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Photocopy two paper Bingo game boards – one for you and one for the student. Write one prefix, root word, and suffix per square. Both game boards need a different set written in the squares.

- Use flashcards from Word Warm-up #23. Place them on an upside down pile.
- Each player takes turns drawing a card from the top of the pile and placing a plastic chip in the Bingo board square that contains a matching set of letters.
- **BINGO RULE:** Before a plastic chip can be placed in a square, the player must say the correct sound. If a player says the incorrect sound, then the player loses his or her turn.
- The first player with a row of chips on the Bingo board is the winner.

MATERIALS:

- Independent Reading Chart
- Student Book List

- Timer
- Word Web

- Independent Student Reading Book

- Bingo Board Game

- Warm-up #23 flash cards

LESSON 24

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Play Spin It! Make a set of three spinners.

- 1) The first spinner has prefixes
- 2) The second spinner has syllables
- 3) The third spinner has suffixes.

When making the spinners, refer to Part 1 of THE SOURCE Guide for the list of prefixes, suffixes, and syllables as well as the directions in making the game.

As the student spins the spinners, he or she is to write down those prefixes, suffixes, and syllables that make a word. Make flashcards out of that list of words.

C) COMPREHENSION

You will listen to the student read out loud. Both you and the student will read the book in the same way that *Stuart Little* was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Concentration (Both you and the student are players.)

- Use the flashcards from Warm-up #24. Turn each one upside down across the table.
- Each player turns over 3 cards at a time.
- Object of the game: to match 2 syllables that make a real word. (example: per + cent + age = percentage)
- If a player finds a match, the word is written down on their Concentration List. If there is no match, then the cards must be turned back over in their original place.
- The player with the longest list of words at the end of the game is the winner.

MATERIALS:

- Independent Reading Chart
- Student Book List

- Spin It! game
- Multisyllabic word flashcards

- Student's Independent Reading Book

- Warm-up #24 Flash cards

LESSON 25

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.

B) WORD WARM-UPS

Create a Word Web Dictionary with the prefixes and suffixes that the student has learned. Collect Word Webs that the student completes in Lessons 25-30.

The dictionary needs to contain each of the following:

- 1) Completed Word Webs
- 2) At least one sentence for each word on each Word Web
- 3) Pictures that illustrate words on the Word Webs
- 4) A front and back cover

Staple or bind the Word Web Dictionary at the end of Lesson 30 for the student to take home.

C) COMPREHENSION

You will listen to the student read out loud. Both you and the student will read the book in the same way that *Stuart Little* was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Jenga with the student using flash cards in between each player's turn.

Each player can move a Jenga block only after doing each of the following:

- Accurately reading the word or word part on the flash card
- Accurately spelling the word or word part on the same flash card

MATERIALS:

- Independent Reading Chart
- Student Book List

- Several copies of the Word Web

- Student's Independent Reading Book

- Jenga game

- Multisyllable Word Flash cards

LESSON 26

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Prepare the student for a multisyllabic word SPEED DRILL. Give several clear plastic chips and a copy of the SPEED DRILL paper to the student. Tell the student, "I will say a word that has one of the multisyllabic words. Put a chip in the square that has the word that I say. To keep the chip in the square, you must spell the word without looking at the phonogram in the square."

Have the student fill out several Word Webs and illustrate. Collect for their Word Web Dictionary.

C) COMPREHENSION

You will listen to the student read out loud. Both you and the student will read the book in the same way that *Stuart Little* was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

- Make a copy of the Racetrack game board to play with the student. Use the flashcards from Word Warm-up #8.
- To play Racetrack, each player takes turns drawing a card from the pile of flashcards.
- The player must correctly read the word and tell how many syllables are in the word.
- The player moves the same number of spaces on the Racetrack as there are syllables in the word.

Object of the game: to reach the finish line first.

MATERIALS:

- Independent Reading Chart
- Student Book List

- SPEED DRILL
- Timer
- Word Web paper

- Student's Independent Reading Book

- Racetrack game
- Flash cards

LESSON 27

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.

B) WORD WARM-UPS

Make multisyllable flashcards with the following multisyllable words:

coaches	comprehension	completion	disapproval	addition
computation	fractions	preventive	affordable	
advertisement	roundness	subtraction	mathematics	
scientific	dependable	expensive	reversible	
reference	regarding	visible	provision	

Have the student read the words on the word list to prepare for the Checkers flashcard game at the end of the session.

Have the student fill out several Word Webs and illustrate. Collect for their Word Web Dictionary.

C) COMPREHENSION

You will listen to the student read out loud. Both you and the student will read the book in the same way that *Stuart Little* was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Checkers with the student using flash cards in between each player's turn. Each player can move a checker only after doing each of the following:

- Accurately read the word or word part on the flash card
- Accurately spell the word or word part on the same flash card

MATERIALS:

- Independent Reading Chart
- Student Book List

- Multisyllable flashcards
- Word Web paper

- Student's Independent Reading Book

- Checkers

- Multisyllable Word Flash cards

LESSON 28

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

Short assessments will be given during the last three Word Warm-ups to see how much student has improved in their independent reading skills. Make a copy of the Nonsense Word Test so that you can record student answers.

- Show the student their copy of the Nonsense Word Test. Explain that all of the words on the list are made-up words and are to be read out loud.
- Ask the student to read the entire list, one section at a time. (Section A, B, C, D, and E)
- As you listen to the student read each nonsense word, put a check mark on the answer sheet beside each word that is read correctly.
- Add the total number of nonsense words that the student reads correctly.

Look at each section of the test. Compare these results with the first Nonsense Word Test given in Lesson 1 to find out how much the student has improved.

Have the student fill out several Word Webs and illustrate. Collect for their Word Web Dictionary.

C) COMPREHENSION

You will listen to the student read out loud. Both you and the student will read the book in the same way that *Stuart Little* was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play a game called Beat the Clock using a timer and the SPEED DRILL paper.

Object of Beat the Clock: to finish reading all multisyllabic words on the paper out loud before the timer goes off. If the timer goes off first, then the clock wins. If the student finishes first, then the student wins the game.

MATERIALS:

- Independent Reading Chart
- Student Book List
- Your copy of Nonsense Word Test
- Student copy of Nonsense Word Test
- Word Web paper
- Student's Independent Reading Book
- SPEED DRILL paper
- Timer

LESSON 29

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.

B) WORD WARM-UPS

Short assessments will be given during the last three Word Warm-ups to see how much student has improved in their independent reading skills. Make a copy of the Sight-Word Efficiency Test so that you can record student answers.

- Show the student their copy of the Sight-Word Proficiency Test.
- Explain to the student that each word is to be read as quickly as possible.
- Have the student read as many words as possible within 90 seconds. Use a stopwatch or timer.
- Put a check mark on the answer sheet beside each word that the student read incorrectly or skipped.
- Count the words that the student read correctly in 90 minutes.
- Compare these results with the results of the Sight-Word Efficiency Test given in Lesson 2.

Have the student fill out several Word Webs and illustrate. Collect for their Word Web Dictionary.

C) COMPREHENSION

You will listen to the student read out loud. Both you and the student will read the book in the same way that *Stuart Little* was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Jenga with the student using flash cards in between each player's turn. Each player can move a Jenga block only after doing each of the following:

- Accurately reading the word or word part on the flash card
- Accurately spelling the word or word part on the same flash card

MATERIALS:

- Independent Reading Chart
- Student Book List

- Sight-Word Efficiency Test

- Word Web paper

- Student's Independent Reading Book

- Jenga game

- Flash cards

LESSON 30

A) BEGINNING (5 minutes) At the beginning of each lesson, greet the student with a smile.

- Record minutes and pages read on the Independent Reading Chart. Create the weekly schedule for independent student reading.
- Record book titles that the student has read independently on the Student Book List.

B) WORD WARM-UPS

This last Word Warm-up will be a one-minute timed reading to find out how much the student has improved in reading text independently.

- Provide a copy of the reading passage to the student.
- Explain to the student that you will listen to him or her read this short passage for one minute while doing their best. Coordinate with the student when to begin.
- Using a stopwatch for one minute, track the student's reading. On your copy, mark any words that the student read incorrectly, using the 3-second rule.
- Place a mark after the last word that the student read.
- Tally the results and refer to the fluency chart in Chapter Ten.
- Compare these results with the first results from Lesson 3.

Have the student fill out several Word Webs and illustrate. Bind the front and back cover to the Word Webs for the student to take home to keep.

C) COMPREHENSION

You will listen to the student read out loud. Both you and the student will read the book in the same way that *Stuart Little* was read. After each chunk of text is read, follow these four steps. Repeat these four steps throughout the story:

- Summarize what has been read in 10 words or less.
- Think of one of the following questions to answer from the story: who, what, when, where, why or how.
- Clarify any word or idea that the student does not understand.
- Predict what will happen next.

D) ACTIVITY (15 minutes) It is important to end each mentoring session in an enjoyable way.

Play Jenga with the student using flash cards in between each player's turn. Each player can move a Jenga block only after doing each of the following:

- Accurately reading the word or word part on the flash card
- Accurately spelling the word or word part on the same flash card

MATERIALS:

- Independent Reading Chart
- Student Book List

- Timed Reading Passage
- Word Web paper

- Student's Independent Reading Book

- Jenga game
- Flash cards

INDIVIDUAL ASSESSMENT FORMS

NONSENSE WORD TEST

SIGHT-WORD EFFICIENCY

ORAL READING FLUENCY PASSAGE

THE NONSENSE WORD TEST

A. SHORT VOWELS

- | | |
|--------|---------|
| 1. lat | 6. fim |
| 2. ped | 7. hep |
| 3. sib | 8. yot |
| 4. mog | 9. rud |
| 5. vun | 10. cag |

B. DIGRAPHS, BLENDS

- | | |
|----------|-----------|
| 1. sheg | 6. bruck |
| 2. chab | 7. cliss |
| 3. stot | 8. smend |
| 4. whid | 9. thrist |
| 5. thuzz | 10. phum |

C. LONG VOWELS

- | | |
|---------|-----------|
| 1. sote | 6. shain |
| 2. mabe | 7. dright |
| 3. foap | 8. hupe |
| 4. weam | 9. heest |
| 5. flay | 10. sny |

D. OTHER VOWELS

- | | |
|----------|------------|
| 1. doit | 6. moof |
| 2. spoud | 7. lurst |
| 3. clar | 8. porth |
| 4. foy | 9. stook |
| 5. jern | 10. flirch |

E. MULTISYLLABIC WORDS

- | | |
|-------------|-------------|
| 1. rigfap | 6. moku |
| 2. churbit | 7. wolide |
| 3. napsate | 8. lofam |
| 4. reatloid | 9. pagbo |
| 5. foutray | 10. plizzle |

SIGHT-WORD PROFICIENCY AND AUTOMATICITY ASSESSMENT

the	into	also	will	go
of	has	around	each	good
and	more	another	about	new
a	her	came	how	write
to	two	come	up	our
in	like	work	out	used
is	him	three	them	me
you	see	word	then	man
that	time	must	she	too
it	could	because	many	any
he	no	does	some	day
for	make	part	so	same
was	than	even	these	right
on	first	place	would	look
are	been	well	other	think
but	long	as	its	such
what	little	with	who	here
all	very	his	now	take
were	after	they	people	why
when	words	at	my	things
we	called	be	made	help
there	just	this	over	put
can	where	from	did	years
an	most	I	down	different
your	know	have	only	away
which	get	or	way	again
their	through	by	find	off
said	back	one	use	went
if	much	had	may	old
do	before	not	water	number

MENTORING TOOLS

STUDENT SURVEY

POEMS: Eighteen Flavors and Sarah Cynthia Sylvia Stout

WEEKLY PLANNING CHART FOR INDEPENDENT STUDENT READING

STUDENT BOOK LIST FORM

RECIPROCAL TEACHING CHART

WORD WEB

PHONOGRAM SPEED DRILL

BLANK SPEED DRILL

SYLLABLE BINGO

WORD SEARCH

RACETRACK GAME

SPIN IT!

Directions:

Read the poem Eighteen Flavors for a Reader's Theatre performance. To prepare for Reader's Theatre, follow the steps below:

1. Practice reading words in the poem accurately.
2. Reread it several times to read it smoothly.
3. Practice reading it with much expression.

EIGHTEEN FLAVORS

By Shel Silverstein

Eighteen **luscious, scrumptious** flavors ---

Chocolate, lime and cherry,
Coffee, pumpkin, fudge-banana,
Caramel cream and boysenberry,
Rocky road and toasted almond,
Butterscotch, vanilla dip,
Butter-brickle, apple ripple,
Coconut and mocha chip,
Brandy peach and lemon custard,
Each scoop lovely, smooth, and round,
Tallest ice-cream cone in town,
Lying **there** (sniff) on the **ground**.

SUMMARY:

_____	_____	_____	_____	_____	_____	_____
1	2	3	4	5	6	7
_____	_____	_____				
8	9	10				

+Directions:

Read the poem Sarah Cynthia Sylvia Stout for a Reader's Theatre performance. This poem will require 2 readers. To prepare for Reader's Theatre, follow the steps below:

1. Decide who will read words of READER 1 and who will read words for READER 2.
2. Practice reading words from your assigned part with accuracy.
3. Reread your part several times smoothly.
4. Practice reading your part with much expression.

SARAH CYNTHIA SYLVIA STOUT

By Shel Silverstein

READER 1: Sarah Cynthia Sylvia Stout
Would not take the garbage out!

READER 2: She'd scour the pots and scrape the pans,
Candy the yams and spice the hams,
And though her daddy would scream and shout,
She simply would not take the garbage out.

READER 1: And so it piled up to the ceilings:
Coffee grounds, potato peelings.
Brown bananas, rotten peas,
Chunks of sour cottage cheese.

READER 2: It filled the can, it covered the floor,
It cracked the window and blocked the door
With bacon rinds and chicken bones,
Drippy ends of ice cream cones,
Prune pits, peach pits, orange peel,
Gloppy glumps of cold oatmeal,
Pizza crusts and withered greens,
Soggy beans and tangerines,
Crusts of black burned buttered toast,
Gristly bits of beefy roasts . . .

READER 1: The garbage rolled on down the hall,
It raised the roof, it broke the wall . . .
Greasy napkins, cookie crumbs,
Globs of gooey bubble gum,
Cellophane from green baloney,
Rubbery blubbery macaroni,

READER 2: Peanut butter, caked and dry,
Curdled milk and crusts of pie,
Moldy melons, dried-up mustard,
Eggshells mixed with lemon custard,
Cold french fries and rancid meat,
Yellow lumps of Cream of Wheat.

READER 1: At last the garbage reached so high
That finally it touched the sky.
And all the neighbors moved away,
And none of her friends would come to play.
And finally Sarah Cynthia Stout said,

READER 2: "OK, I'll take the garbage out.!"

READER 1: But then, of course, it was too late . . .
The garbage reached across the state,
From New York to the Golden Gate.

READER 2: And there, in the garbage she did hate,
Poor Sarah met an awful fate,
That I cannot right now relate
Because the hour is much too late.

READER 1: But children, remember Sarah Stout
And always take the garbage out!

SUMMARY:

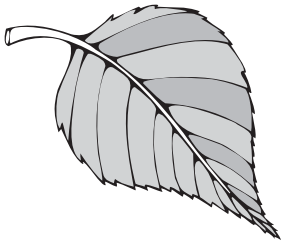
1	2	3	4	5	6	7
8	9	10				

Weekly Planning Chart for Independent Student Reading

- Directions:** Fill in the boxes below to record the following items:
- **SCHEDULE:** Place an X in the appropriate boxes to create a schedule for the student to read independently.
 - **TIME:** Record the days and time that the student read independently. Add the total number of minutes the student read.
 - **PAGES:** In the shaded boxes, record the page numbers that the student finished reading independently each day. Add the total number of pages the student read for the week.

DAYS OF THE WEEK THAT I CAN READ							
TIMES THAT I CAN READ	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before School							
During School							
After School							
Evening							
TOTAL TIME THAT I READ THIS WEEK	Time:	Time:	Time:	Time:	Time:	Time:	Time:
Total # of Pages That I Read This Week _____ pages							

TITLE OF THE BOOK I AM READING: _____
WRITTEN BY: _____



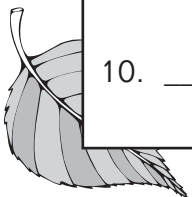
LET ME INTRODUCE YOU TO
MIGHTY OSCAR!

Oscar's an unusual plant. . . he will sprout.
One brand new leaf without a doubt.
For every book you read and know.
How much will you make Oscar grow?

To make Oscar grow, follow these directions:
1) read a book
2) write the book title on a line below

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

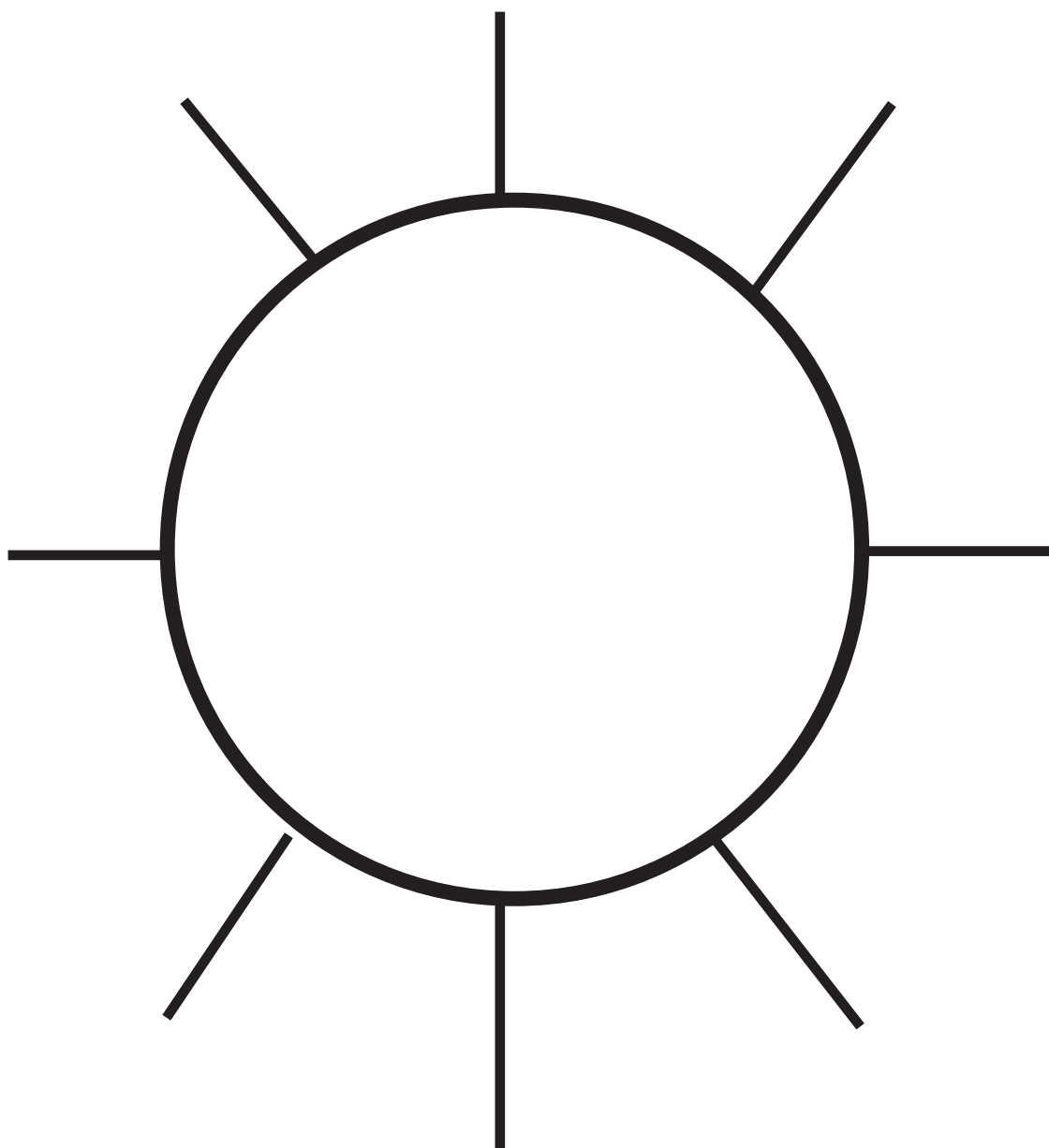


COMPREHENSION: Reciprocal Teaching

Use the teaching tool that is provided below with the students during reading of text to assist in the comprehension process. The routine of reciprocal teaching will help establish self-monitoring patterns for students to successfully and independently construct meaning.

RECIPROCAL STRATEGIES	TASKS
SUMMARIZE	<p style="text-align: center;">#1 In 10 words or less, summarize what you just read. _____.</p>
QUESTION	<p style="text-align: center;">#2 From what you just read, think of a question that could be on a test. _____?</p>
CLARIFY	<p style="text-align: center;">#3 From what you just read, find a word or idea that you did not understand. I need to understand what _____ means.</p>
PREDICT	<p style="text-align: center;">#4 Tell what you think will happen next. I think that _____ will happen next.</p>

WORD WEBS WITH LATIN AND GREEK ROOTS



PHONOGRAM SPEED DRILL

Directions: Practice reading each of the phonograms in the boxes below. Take the list home to practice and prepare for the Speed Drill at your next lesson.

In which direction can you read with most fluency? Across or down?

ack	ail	aw	ell	ing	ight	ock
an	ain	ay	est	in	ice	op
ank	ake	ir		ill	ide	uck
ap	ale	or	ip	ick	lne	ug
ash	ame	ore	at	ink	oke	ump
	ate		eat		unk	

There are 37 phonograms on this chart.

How long did it take you to read all of 37 phonograms? _____ How many did you read accurately?

Write the number of phonograms that you read accurately in the shaded box in the middle of the chart.

SPEED DRILL

Directions: Practice reading the items in the boxes below. Take the list home to practice and prepare for the Speed Drill at your next lesson.

In which direction can you read with most fluency: reading across or reading down?

B I N G O B I N G O B I N G O B I

Syllable Bingo

		free		

B I N G O B I N G O B I N G O B I

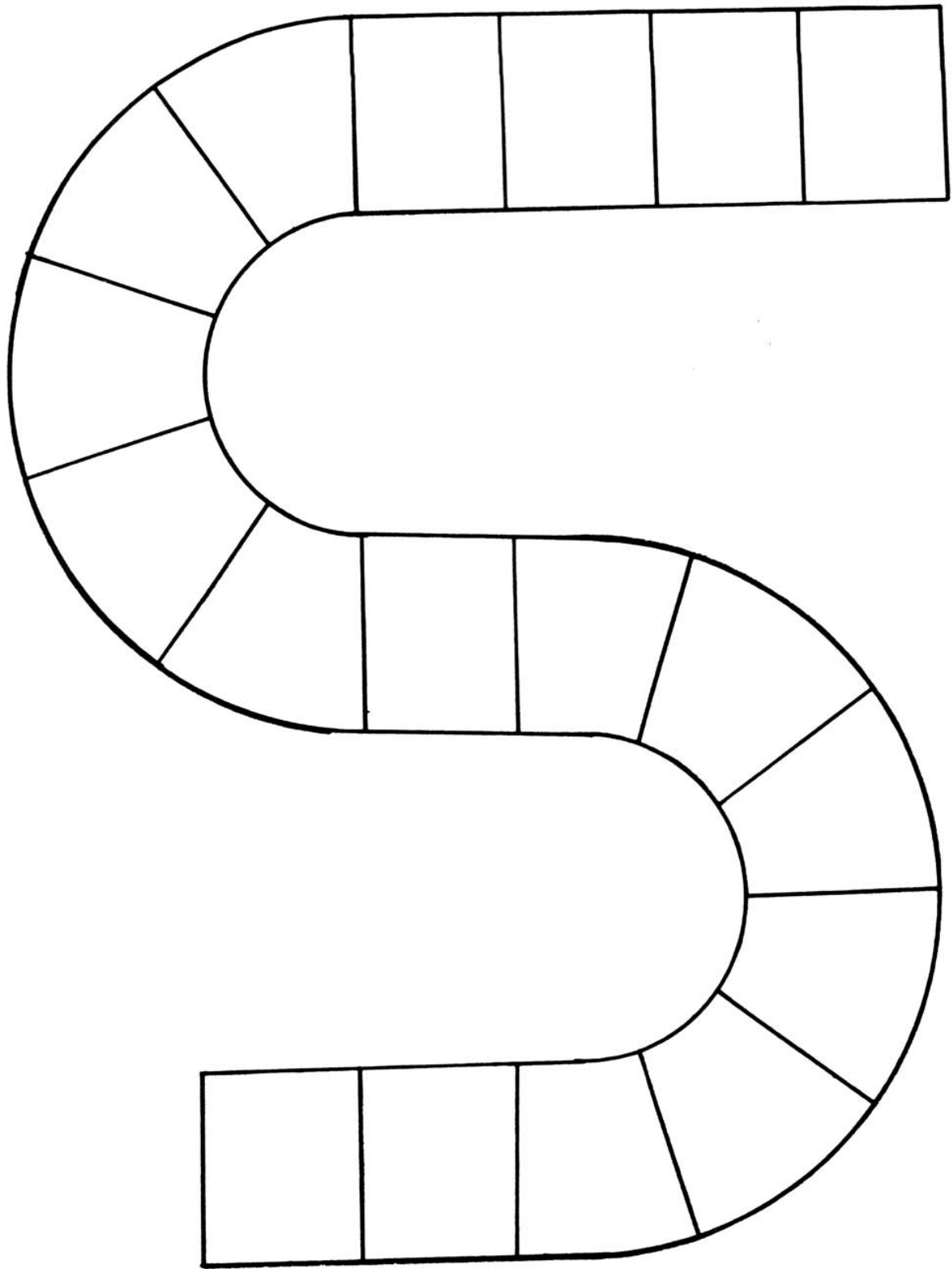
WORD SEARCH

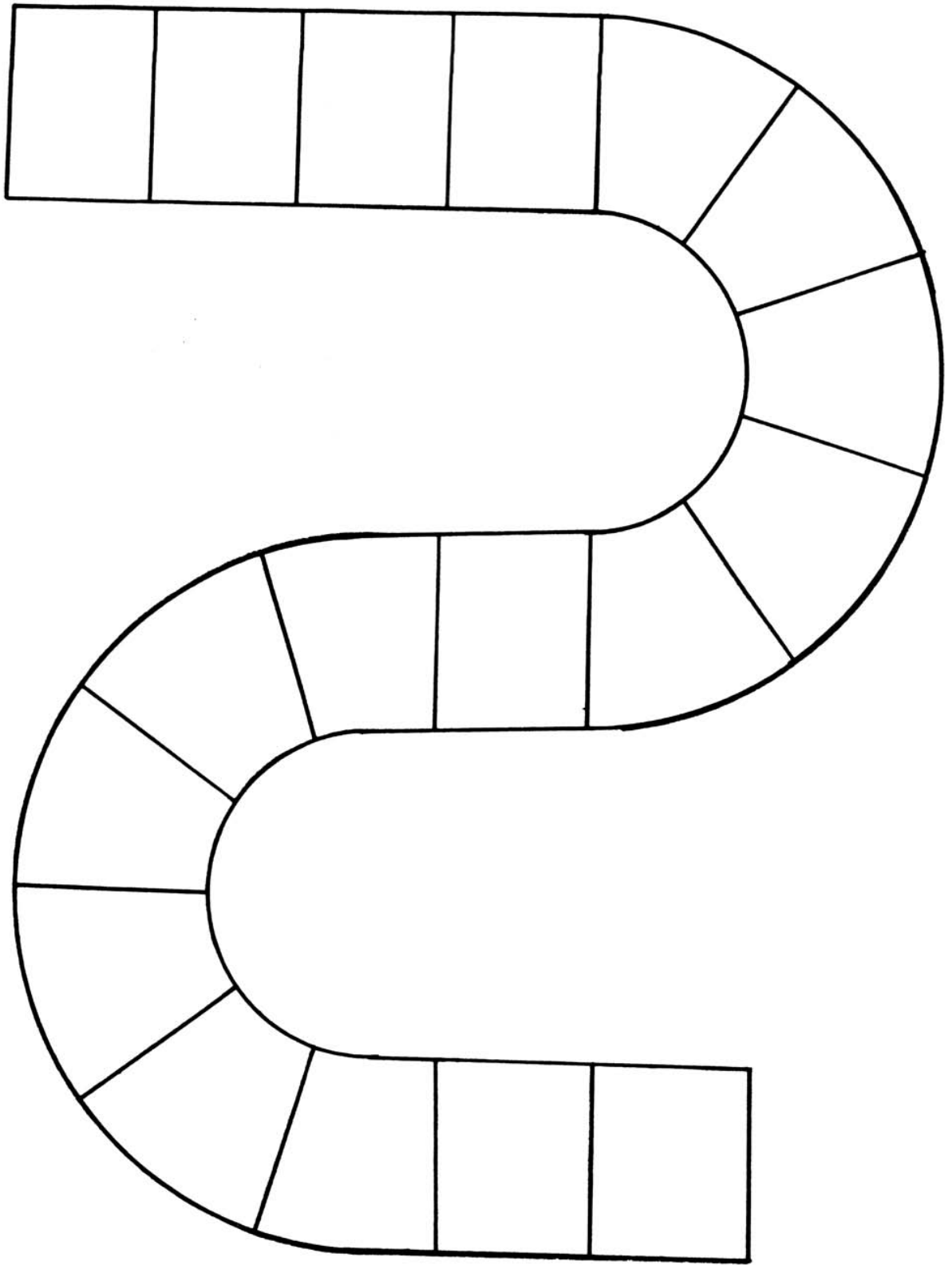
Mentors: Create a word search using words from the student's Word Warm-ups. Write one letter per box.

Students: Look for words in the word search chart. Circle those words and write them on the lines below.

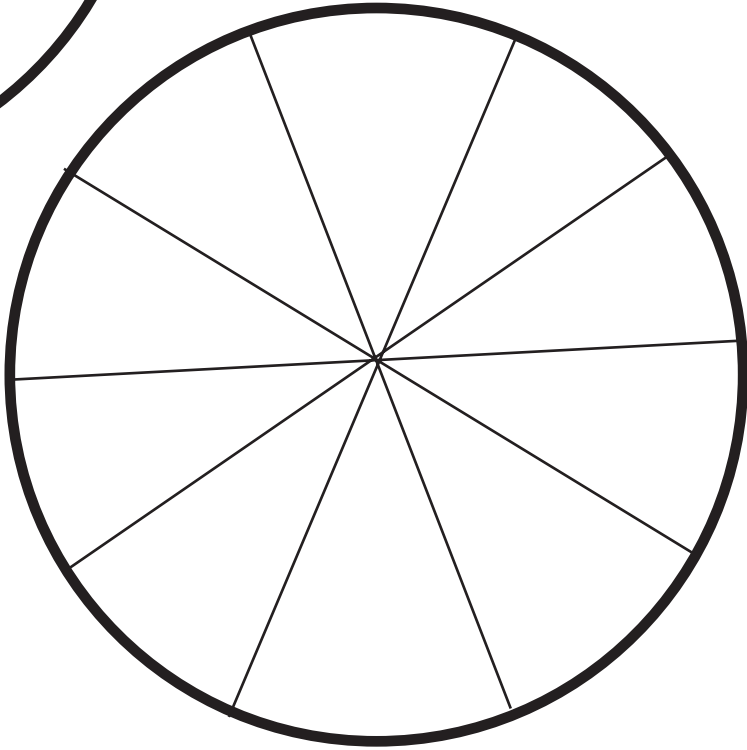
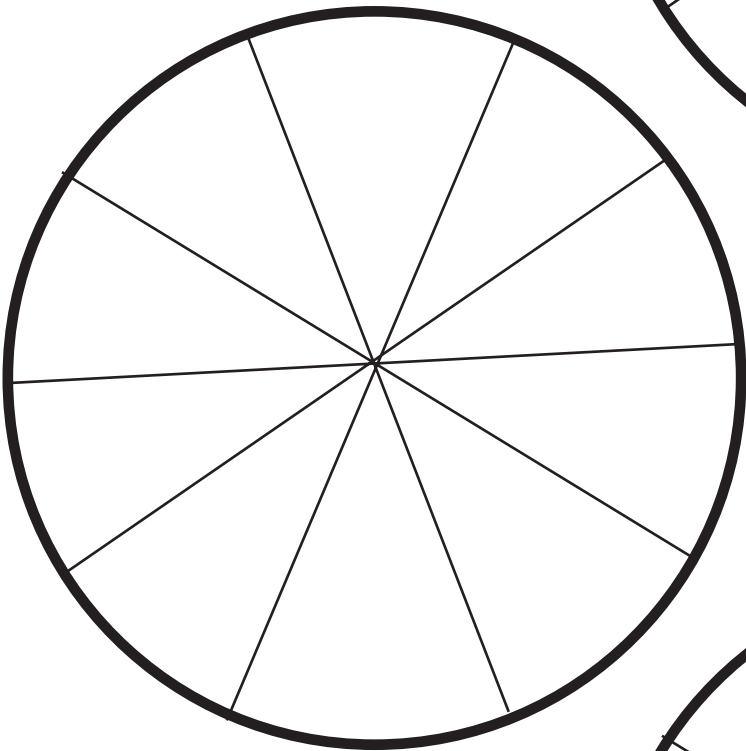
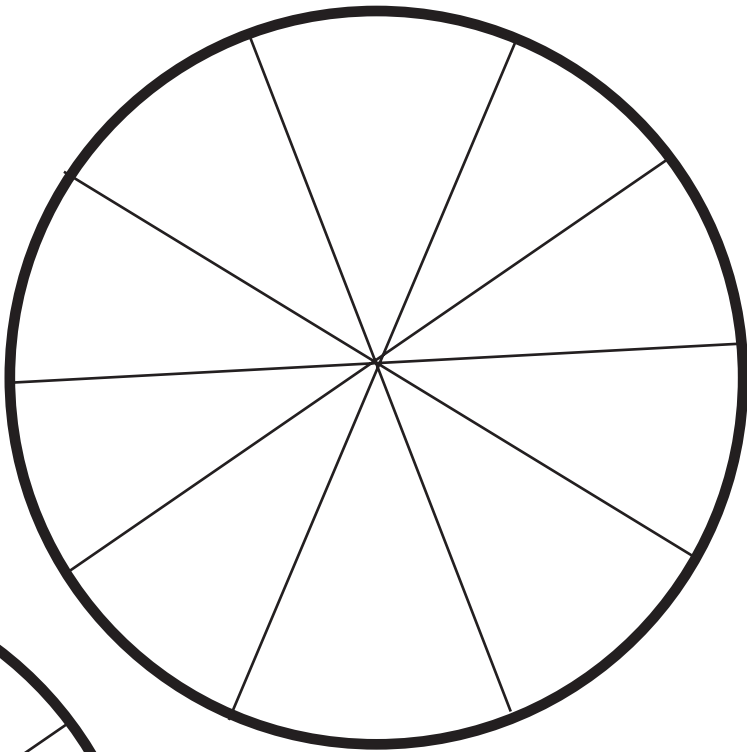
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

RACE TRACK GAME

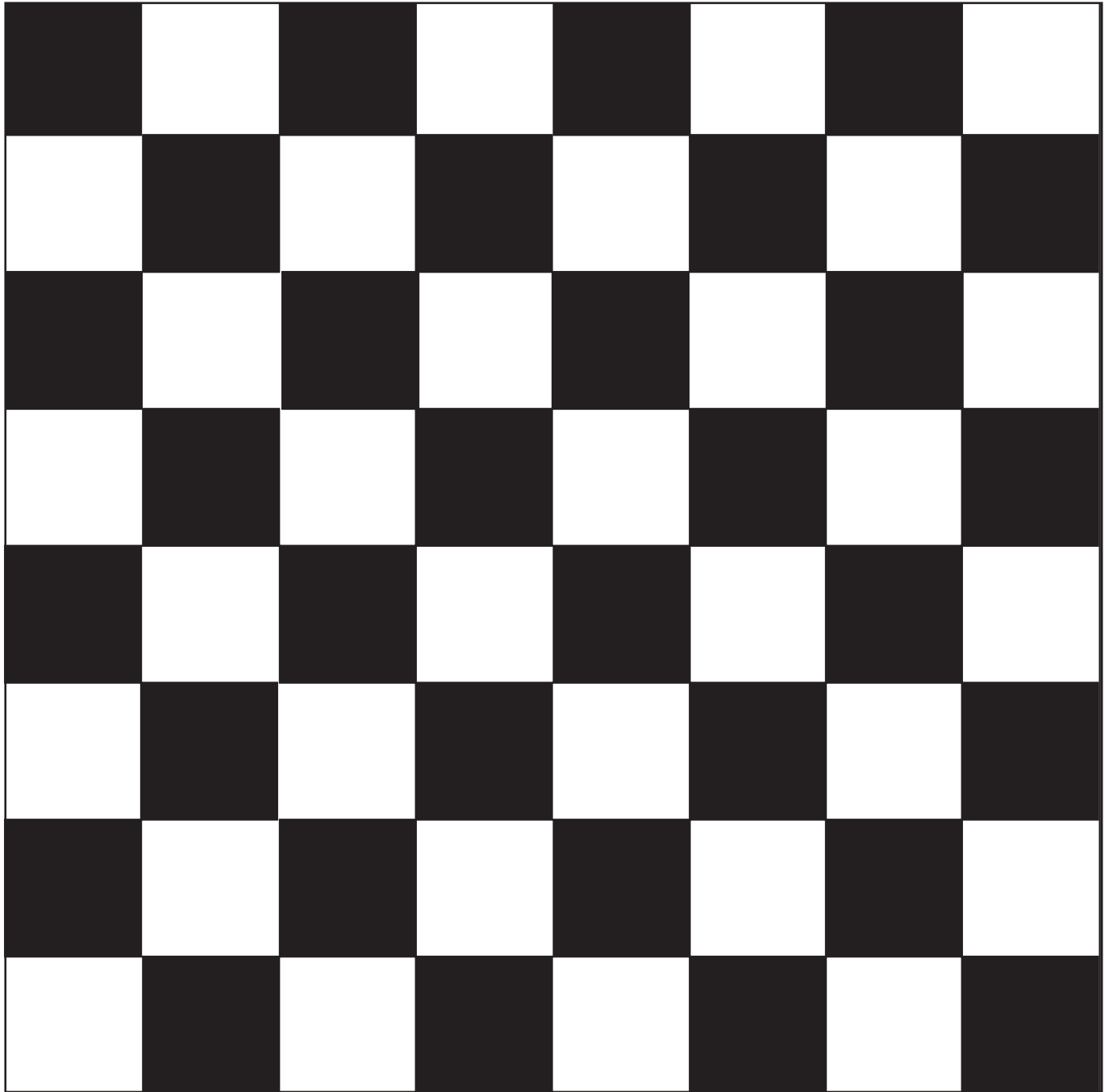




SPIN IT!



CHECKERBOARD



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