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TEACHING READING IN THE ELEMENTARY SHCOOL--PHONIC AND OTHER WORD FERCEPTION SKILLS.

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A GUIDE FOR TEACHING PHONIC AND STRUCTURAL ANALYSIS AND OTHER WORD PERCEPTION SKILLS AT THE FRIMER LEVEL THROUGH GRADE 6 PROVIDES DEFINITIONS, EXAMPLES, AND SUGGESTIONS FOR THE TEACHER. INFORMATION IS PRESENTED WITHIN SIX CATEGORIES -- (1) THE TOTAL READING PROGRAM, EMPHASIZING WORD FERCEPTION SKILLS AND TECHNIQUES, LANGUAGE UNDERSTANDINGS, READINESS, BASIC VOCABULARY, THE TEACHER'S ROLE, AND A BALANCED PROGRAM, (2) PHONIC AND STRUCTURAL ANALYSIS, INCLUDING DEFINITIONS OF RELATED TERMS, (3) SUGGESTED SEQUENTIAL DEVELOPMENT OF PHONIC AND STRUCTURAL ANALYSIS IN CHART FORM, (4) SUGGESTED SEQUENTIAL DEVELOPMENT OF WORD RECOGNITION SKILLS AND GENERALIZATIONS WITH EMPHASIS ON LEVEL CF INTRODUCTION, (5) SUGGESTIONS FOR INTRODUCING LEARNING EXFERIENCES AND ADDITIONAL ACTIVITIES FOR RHYMING WORDS, INITIAL CONSONANTS, FINAL CONSONANTS, CONSONANT DIGRAPHS AND BLENDS, LONG VOWEL SCUNDS, VOWEL DIGRAPHS AND VARIANT SCUNDS, AND WORD STRUCTURE, AND (6) CHECK SHEETS FOR EVALUATION OF FUFIL PROGRESS FROM PRIMER LEVEL THROUGH GRADE 6 LEVEL. (LS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE OFFICE OF EDUCATION

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TEACHING READING

IN THE ELEMENTARY SCHOOL

PHONIC AND OTHER WORD PERCEPTION SKILLS

LOS ANGELES CITY SCHOOLS
Division of Instructional Services
Curriculum Branch
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Los Angeles City Schools
Division of Instructional Services
Curriculum Branch
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1966

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FOREWORD

Teaching Reading in the Elementary School: Phonic and Other Word Perception Skills is a revision of the Instructional Guide: Phonics and Other Word Perception Skills (Experimental, 1962). The purpose of the bulletin is to provide information which will assist in teaching word perception skills, particularly phonic and structural analysis. The revision does not indicate a change in policy by the Los Angeles City Schools, since phonic and structural analysis has long been an essential element of the instructional program.

As a basic source of information, this bulletin will help to strengthen the development of word perception skills through clarification, definition, examples, and suggestions. Used in conjunction with the <u>Course of Study for Elementary Schools</u> (Publication No. 375, 1964 Revision), and the teachers' editions of the reading textbooks, the publication will contribute directly to the achievement of this purpose.

The content is adaptable to various approaches to the teaching of reading and to whatever reading materials and books are utilized. Study of the instructional bulletin will provide teachers with a knowledge of the general framework for the development of word perception skills, a suggested sequence for their development, and suggested instructional procedures. Adaptations will be necessary, however, in terms of pupil needs and abilities.

A supplement to this publication, <u>Phonic and Structural Analysis Skills for Development With the Allyn and Bacon and the Ginn Reader Series</u> (Instructional Bulletin No. EC-86, 1965), has been prepared to show the sequential development of phonic and structural analysis skills and related generalizations for each of the currently adopted co-basal series of readers. The supplement indicates the reader level at which specific phonic and structural analysis skills are introduced and initially developed in a particular reader series. Such information will help to guide teachers as they use basal readers in developing the independent use of various word perception skills. Other possible uses are discussed in the introduction to the supplement.

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I. THE TOTAL READING PROGRAM

VARIOUS READING SKILLS ARE DEVELOPED IN THE TOTAL READING PROGRAM

Reading is taught in the elementary school as a basic subject. Instruction is offered during a specific period to develop various reading skills and, in addition, in conjunction with the study of other subjects. The main areas of reading skills, as set forth in the Course of Study for Elementary Schools, include comprehension skills, word perception techniques, vocabulary development, reference skills, organizational skills, effective reading in various subject areas, recreational reading, and appreciation of literature as a fine art. A variety of reading activities, well planned and conducted under the direction of the teacher, will enable pupils to grow in each of these important skills. Reading instruction is conducted in conjunction with other subjects as teachers and children recognize the need for special skills, such as in social studies, mathematics, or music. Children apply and develop reading skills in the study of all subjects.

WORD PERCEPTION TECHNIQUES, INCLUDING PHONIC AND STRUCTURAL ANALYSIS, ARE DEVELOPED AS AN INTEGRAL PART OF THE READING PROGRAM, RATHER THAN AS SEPARATE SUBJECTS

The primary purpose of reading is to derive meaning as a part of the process of communication. Word perception techniques contribute to the achievement of this purpose. They encompass more than only the ability to "sound out" or correctly pronounce words. There is evidence that word perception skills can be learned more effectively when they are developed in relation to reading which is meaningful and has a purpose for the pupils. Phonic and structural analysis and other word perception skills are developed most effectively when they are taught as an integral part of the reading program, rather than as separate subjects.

LANGUAGE UNDERSTANDINGS DEVELOPED BEFORE ENTERING SCHOOL AND THROUGH EARLY EXPERIENCES IN SCHOOL PROVIDE AN IMPORTANT FOUNDATION FOR BEGINNING READING

The years prior to the child's entering school are important in the development of language understandings. As the child interacts with his environment, he has an opportunity to develop oral skills. The quality and extent of this experience is important in developing readiness. Many kinds of activities during early school experiences also contribute to further development of language understandings. They are of great value in preining the child to participate in beginning reading.

THE KINDERGARTEN PROGRAM PROVIDES OPPORTUNITIES WHICH PREPARE FOR BEGINNING READING

In Kindergarten, the teacher prepares children for reading by helping them to extend and refine their vocabularies. The teacher provides planned listening activities in meaningful situations which will assist in developing children auditory perception and discrimination.

Opportunities to develop pupils' speaking vocabularies are provided through oral English activities. These stimulate and improve the quality of thought processes. The teacher helps children develop a love of books and a desire to read through activities which involve listening and reacting to stories, rhymes, and poetry and by permitting pupils to dictate accounts of their own experiences. Children also are led to discover that books can be used to help in solving problems.

READINESS FOR READING CAN BE DEVELOPED THROUGH THE USE OF A VARIETY OF MATERIALS AND TECHNIQUES

The knowledge, attitudes, and skills for "reading readiness" may be developed in various ways, such as through the basal reader approach, a language-experience approach, or an individualized approach. Many readiness materials and activities are applicable to various approaches. No single activity or instructional material can develop readiness; rather, the extensive use of many kinds of materials and activities appears to be of maximum value. Wide reading of stories, rhymes, and poetry to children can make a major contribution to the development of reading readiness, especially when pupils are permitted to respond and participate in activities related to ideas and words. Learning in other areas, such as music, art, social studies, mathematics, and Spanish, also may contribute to total language growth and thereby to readiness for reading.

LEARNING TO RECOGNIZE A LIMITED NUMBER OF WORDS BY SIGHT ENABLES CHILDREN TO BEGIN TO READ WITH MEANING AND PROVIDES A BASIC VOCABULARY FOR USE IN APPLYING WORD PERCEPTION SKILLS IN RECOGNIZING NEW WORDS

When children have developed some facility in oral language skills, they may be introduced to the abstract printed symbols which are used in place of spoken language. Teachers can provide experiences which develop a basic sight vocabulary through the use of labels, signs, charts, basal readers, library books, and other written or printed materials. The development of a basic sight vocabulary in the initial stage of reading, along with the preliminary development of phonic skills, enables children to perceive "whole words" in logical combinations. The meanings of words rather than the analysis of their parts is emphasized. When children have developed a limited sight vocabulary, known words may be used to assist in teaching the use of various word perception techniques in recognizing new words.

VARIOUS WORD PERCEPTION TECHNIQUES ARE DEVELOPED TO ASSIST CHILDREN IN RECOGNIZING NEW WORDS

Word perception techniques which help the reader to identify written words include picture clues, context clues, configuration clues, phonic analysis, structural analysis, and dictionary skills. The use of a combination of word perception techniques is more effective than attempting to rely on any single technique.

Although phonic skills are important, children employ many other techniques in recognizing words: the shape of a word, pictures in a story, structural analysis, the context in which a word is used, and the dictionary.

The following terms are defined in relation to the purposes of this publication:

Picture clues: The use of pictures as aids to word perception. By relating the picture in the story to the context being read, children may discover clues which aid in the recognition of words which are not fully known. Care must be exercised so that children do not rely on picture clues alone.

Context clues: The use of content for clues to the meanings and pronunciations of words. The meaning of a new word may be determined by the sentence in which it is used. Its pronunciation may be determined from the relationship of the word to other words in the sentence. The past tense of "read," for example, may be understood only by the meaning of the sentence.

Configuration clues: The similarities and differences between the general forms of words. Children are taught to scrutinize words for such identifying features as their general appearance, length, height, and vertical, or up-and-down, characteristics.

Phonic analysis: The analysis of the sound elements of words and the study of ways to combine sounds of parts of words in recognizing unknown or unfamiliar words. This process has often been referred to as phonetic analysis. However, the distinction between the terms phonetics (the science of speech sounds) and phonics (the use of phonetics as applied to the teaching of reading) and the increased use of the adjective phonic in the literature, would suggest that the term phonic analysis is more appropriate to describe the process. Children begin with perception of and discrimination between common sounds, rhyming endings, and initial consonant sounds in words. They next move toward the use of phonic elements of increasing complexity.

Structural analysis: Analysis of the structural parts or form of a word. It includes the recognition of suffixes, prefixes, roots, inflectional forms, contractions, possessives, compounds, syllables, and accent or stress.

<u>Dictionary skills</u>: The use of a glossary or dictionary to assist in determining the pronunciations and meanings of words. When a child encounters a word which he does not recognize, he may use a dictionary to find the correct pronunciation and to select the meaning which is applicable to the context.

As children understand and use the various word perception techniques, they gradually learn to use the one technique, or a combination of two or more techniques, that is most useful in a particular reading situation. When children use a variety of techniques, they are much more likely to recognize unfamiliar words than if they attempted to rely on any single approach.

PHONIC SKILLS CONSTITUTE AN IMPORTANT PART OF THE TOTAL READING PROGRAM

It has been generally accepted that reading with comprehension is best accomplished when words are recognized as wholes and read in phrases. However, when a new or unfamiliar word is encountered, the child must use the various word perception techniques in which he may be skilled. The development of skill in phonic analysis is valuable in learning words which otherwise might not be recognized. As an example, a new or unfamiliar word may be attacked by blending the beginning consonant sound or sounds with the rest of the word or syllable. This syllable may contain a known phonogram or may rhyme with a known phonogram. For instance, if the word "trip" is a new word, the use of phonic analysis will enable a child to blend the "tr" sound, as in the known word "train," with the rhyming part of the known word "ship." By blending the sounds, he is able to pronounce the new word. Other word perception techniques may then be used to check the correctness of the word derived through phonic analysis. Using the new word in the context of the sentence or comparing its meaning with an idea suggested by a picture may assist the child in recognizing an unknown word. Phonic analysis alone will not enable him to solve all problems of word recognition. Ihonic skills should be used in combination with a number of other word perception techniques. Excessive emphasis on phonic skills without the concurrent development of other reading skills may cause pupils to develop the habit of "sounding out" the phonic elements in all words, although they might be perceived more rapidly through the application of various other skills.

WORD PERCEPTION SKILLS ARE TAUGHT IN THE DAILY READING PROGRAM IN RELATION TO THE NEEDS OF A PARTICULAR GROUP OF CHILDREN

An analysis of pupil ability to use word perception skills in attacking new words will enable the teacher to plan for the development of needed skills. Systematic instruction in specific skills in a planned program of sequential development of important skills and generalizations is most likely to help the children apply the skills successfully. Most reading lessons will include the development, review, and application of appropriate word perception techniques. It is important that teachers be familiar with the various skills which are generally introduced at the reader levels being used in a particular class and with those already introduced but which are in need of review, or continued development. When certain skills have been adequately mastered, further practice may not be nearly sc helpful as work on more advanced skills. Conversely, children who are having difficulty in understanding or applying certain word perception skills are likely to benefit from a review which may have been introduced earlier. Appropriate word perception skills may be developed with individual pupils, with a reading group, and, upon occasion, with the entire class.

THE TEACHER HAS THE MAJOR RESPONSIBILITY FOR DEVELOPING WORD PERCEPTION SKILLS

The teacher has the responsibility of assisting the child to develop word perception skills which will help him to become an independent reader. This is accomplished most effectively when the child is led to discover generalizations through repeated experiences and practice under teacher guidance and direction. By planning for the development of word recognition skills as an integral part of the reading program, the teacher can effectively assist each child in learning the use of these skills.

A BALANCED READING PROGRAM WILL ENABLE CHILDREN TO READ EASILY, INDEPENDENTLY, COMPETENTLY, AND WITH ENJOYMENT

A detailed development of phonic and structural analysis skills is an important element of the total reading program. However, there should not be undue emphasis upon word perception skills. These skills should continue to be developed as important parts of a balanced reading program. Each reading skill is developed to enable children to read easily, independently, competently, and with enjoyment.

II. PHONIC AND STRUCTURAL ANALYSIS

PHONIC AND STRUCTURAL ANALYSIS SKILLS SHOULD BE DEVELOPED THROUGH A PLANNED SEQUENTIAL PROGRAM

Teaching phonic and structural analysis should be neither incidental nor accidental. The success of children in using word perception techniques depends largely upon their systematic development under the direction of the teacher. Pupils must develop certain fundamental skills so that they can apply them with facility before the teacher introduces more complex skills.

CHILDREN MUST BE ABLE TO PERCEIVE AND DISCRIMINATE BETWEEN SPECIFIC SPEECH SOUNDS BEFORE THEY CAN USE PHONIC ANALYSIS IN RECOGNIZING UNFAMILIAR WORDS

Systematic instruction in phonic analysis begins with the perception and discrimination of sound elements. Children must be able to discriminate between similar speech sounds before they attempt to learn and use the applicable phonic generalizations. Children also must develop the ability to discriminate visually between letter symbols. Sound elements should be perceived as parts of words so that they are not distorted as they would be if an attempt were made to produce them in isolation. For example, perception of the sound of the initial consonant "b" is developed through pronouncing it as an integrated part of words such as ball, bed, boy, and bat, rather than by attempting to give the sound of the letter by itself (as "buh").

TEACHERS AT ALL GRADE LEVELS SHOULD BE FAMILIAR WITH THE DEVELOPMENT OF PHONIC AND STRUCTURAL ANALYSIS SKILLS AND GENERALIZATIONS

Although certain phonic or structural analysis skills are usually introduced at a particular reader level, teachers concerned with other levels find it necessary to review and increase the development of some of these skills. Therefore, it is important that all elementary school teachers be familiar with the sequential development of essential phonic and structural analysis skills and generalizations.

THE EMPHASIS ON PHONIC AND STRUCTURAL ANALYSIS SHOULD BE PLACED ON THE APPLICATION OF SKILLS AND GENERALIZATIONS IN READING MEANINGFUL MATERIAL

Being able to state a rule or generalization does not assure that it will have functional value. Children should be led to discover generalizations which apply to words being studied in relation to meaningful reading material. Additional examples of words from out of context may be supplied by the teacher or suggested by children. These can illustrate the application of a generalization which is being developed and will assist pupils in recognizing an unfamiliar word.

Emp. asis on the application of word recognition skills and generalizations to the comprehension of written material will help to develop the habit of "reading for meaning." Although the ability to sound out difficult words is necessary, overemphasis on sounding out words may lead to inefficient reading. The skill should be applied as needed, but the development of this skill should not be permitted to minimize comprehension.





AN AWARENESS OF THE PHONIC AND STRUCTURAL ANALYSIS SKILLS POSSESSED BY EACH PUPIL IS ESSENTIAL FOR THE EFFECTIVE TEACHING OF THESE SKILLS

The teacher can determine which phonic and structural analysis skills need to be developed through informal analysis of skills during the reading lesson, review of related follow-up activities, and use of the check sheets in Part VI. It is equally important to know which skills have been adequately mastered to avoid unnecessary practice. Skills which need to be developed should be taught regardless of the reader level at which they usually are introduced.

DEFINITIONS OF TERMS REGARDING PHONIC AND STRUCTURAL ANALYSIS ARE PRESENTED AS THEY RELATE TO THE PURPOSES OF THIS GUIDE

The following terms regarding phonic and structural analysis have been defined in relation to reading instruction. Teachers should be familiar with these words. Certain terms will be used by pupils as they develop particular skills and generalizations, but the emphasis should be on learning to apply concepts involved in recognizing unfamiliar words, rather than on definitions or memorization. The appropriate reader levels are designated in Part III.

Definitions of Terms Related to Phonic Analysis

Phonogram: A letter or a group of letters used to represent a speech sound; it is often a vowel with one or more consonants, as ake in the word cake. The importance of phonograms is in recognizing that groups of common sound elements can be combined with different consonants, consonant digraphs, and consonant blends to produce new words through substituting consonants. Using rhymes helps children in recognizing phonic elements. In words such as "make," "bake," and "cake," or "light," "bright," and "tight," a common phonogram with different initial consonants is evident. The technique does not include, however, finding little words in big words. This practice often results in identifying words which do not have the same pronunciation when they appear within a larger word, as finding and in bandanna (ban dan na). Phonograms are common word elements which may be identified as a part of a new or unfamiliar word.

Consonant: A speech sound produced when the outgoing breath is squeezed or stopped somewhere between the throat and the lips in the making of sounds represented by letters other than \underline{a} , \underline{e} , \underline{i} , \underline{o} , and \underline{u} . Consonants are taught through use of words. They are never isolated or distorted by the addition of "-uh." An initial consonant is the beginning consonant of a word or syllable; a final consonant is the end consonant in a word or syllable.

Consonant Digraph: Two consonants which together produce a special sound, as ch in "chair"; sometimes, two consonants which together produce a single sound, as ck in stick.



Consonant Blend: Two or three consonants the sounds of which join together without losing the sound of each one. The letters bl form a consonant blend in words such as black, blue, and block.

Consonant Variant: A variation of the ordinary sound of any consonant, including a silent consonant, such as the soft sound of c, as in city and cent and the silent b, as in lamb and climb.

<u>Vowel:</u> A speech sound produced when the outgoing breath meets less obstruction in the mouth than in the case of <u>consonants</u>; any of the letters <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, <u>u</u>, and sometimes <u>y</u>, that stand for such sounds.

Short Vowels: The sounds of the vowels <u>a</u>, <u>e</u>, <u>i</u>, <u>o</u>, and <u>u</u>, as in the words hat, pet, hill, pop, and but. The pronunciation of short vowels may be indicated as "plain," such as hat, or with the breve, such as pet.

Long Vowels: The sounds of the vowels a, e, i, o, and u, such as in the words game, me, time, pole, and use. The pronunciation of long vowels is shown with a "bar," also called a "macron," such as in game, be. Some dictionaries show the long u as ü or yü.

<u>Vowel Variants</u>: Various sounds of vowels other than the long or the short sounds, including the sounds of vowels when followed by "r," such as <u>er</u> in <u>her</u> and <u>paper</u> and <u>al</u> in <u>walk</u> and <u>always</u>.

<u>Vowel Digraph</u>: Two vowels together which represent one sound. Often the first vowel is long and the second is silent, but there also are other situations. The letters <u>ai</u> form a vowel digraph in such words as <u>tail</u>, <u>afraid</u>, and <u>pail</u>.

<u>Diphthong</u>: Two adjacent vowels that blend together with each vowel contributing to the sound heard. The letters <u>ou</u> form a diphthong in such words as <u>mouth</u>, ground, and <u>out</u>.

Diacritical Marks: Special symbols, usually placed above a letter to indicate the pronunciation. Recently, there has been a trend toward the simplification of diacritical marks. Two of the most widely used elementary dictionaries now show short vowels as "plain," or without any diacritical mark. The long vowel mark is now called "bar" in the current editions of one of the most frequently used dictionaries. Most recent dictionaries use the schwa (a) to indicate a sound any vowel may have in an unaccented syllable.

Children should become familiar with the use of diacritical marks, beginning in the fourth grade and at the fourth reader level. At this level, textbooks have glossaries which contain diacritical marks. There are classroom dictionaries available in sufficient quantities for use by a number of pupils at the same time. Emphasis should be placed

upon learning those diacritical marks which are likely to be of widest use. Where practicable, there should be emphasis upon the understanding and application of the more recent simplified systems of diacritical markings as presented in this guide.

Definitions of Terms Related to Structural Analysis

Inflectional Forms: Words which have changed form to indicate a change
in meaning.

<u>Plurals</u>: Word forms used to show more than one person or thing, such as adding s or es.

Verb Endings: Letters added to verb forms to change the meaning, such as adding \underline{s} , \underline{ed} , or \underline{ing} .

Comparison: Changes in the form of adjectives to indicate different levels of quality or quantity, such as adding endings er or est.

Use of the Apostrophe:

Possessives: Word forms which show ownership or possession, such as boy's.

Contractions: Shortened forms of words, such as shortening of can not to can't.

Compounds: Whole words which are combined without changing their forms into a single word or a hyphenated word, such as birthday and front-wheel.

Suffix: A part added at the end of a word to change its meaning, such as <u>ful</u> in the words <u>helpful</u> and <u>careful</u>.

Prefix: A part added to the beginning of a word to change its meaning, such as re in the words rewrite and return.

Root Word: The word stem from which other words may be made by the addition of prefixes and suffixes, such as help in the word helpless.

Syllabication: The act or method of dividing words into syllables. Discovering how to find the number of syllables in words may be developed by pronouncing a word and feeling the rhythm or beats through the voice, by finger tapping, or hand clapping. The child may also discover the generalization that the number of vowels (counting double vowels or vowel digraphs as one vowel) usually represents the number of syllables. Syllabication constitutes one of the most important elements in structural analysis.

Syllable: A word or part of a word pronounced as a unit that usually consists of a vowel alone or a vowel with one or more consonants. Certain consonant sounds may be used as a vowel sound in syllables, such as the 1 in bottle, or the n in hidden.

Closed Syllable: A syllable that ends with a consonant; the vowel in a closed syllable is usually short, as in num ber, and pen cil.

Open Syllable: A syllable that ends with a vowel; the vowel in an open syllable is usually long, as in pa per, and mo ment.

Accentuation: The act of stressing or emphasizing certain syllables in words when they are pronounced.

Accent: Increased force or emphasis given to a syllable of a word in speaking.

Accent Mark: A mark used in writing to show the place of increased force or emphasis in a word when it is pronounced.

Stress: Accent, as given to any speech sound, syllable, or word.

III. SUGGESTED SEQUENTIAL DEVELOPMENT OF PHONIC AND STRUCTURAL ANALYSIS

The specific skills and generalizations cited in the two charts on phonic and structural analysis are suggested for introduction and development at a certain reader level which may differ from the grade level of the pupils concerned. Skills introduced at a particular reader level should receive considerable development at that level, but they will usually need to be extended and reinforced at subsequent levels. The term "awareness" has been used in the charts to indicate an incomplete development of a skill or generalization at certain reader levels, while terms such as "perception," "recognition," and "understanding" have been used to indicate a more complete development.

The "Chart of Suggested Sequential Development of Phonic Analysis," which begins on the next page, summarizes the systematic introduction and development of the following elements: preliminary auditory and visual discrimination; rhyming endings and phonograms; initial and final consonants; consonant digraphs and blends; consonant variants; short and long vowels; vowel digraphs; diphthongs; vowel variants; and diacritical marks and phonetic respelling.

The "Chart of Suggested Sequential Development of Structural Analysis," which begins on p. 18, summarizes the introduction and development of skills and generalizations which relate to inflectional forms; and the use of the apostrophe, compound words, suffixes, prefixes, syllabication, and accentuation.

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reading Level	PRELIMINARY AUDITORY AND VISUAL DISCRIMINATION	RHYMING ENDINGS AND PHONOGRAMS	INITIAL CONSONANTS
	See page 22	See pages 7, 23-24, 64-67	See pages 7, 25-26, 68-75
Readiness Level	Auditory perception of common sounds; qualities of sounds Visual discrimination of qualities of objects and pictures; selected letter and word forms	Awareness of the term rhyme Auditory awareness of rhyming endings	Auditory awareness of <u>b</u> , <u>c</u> , <u>d</u> , <u>f</u> , <u>n</u> , <u>l</u> , <u>m</u> , <u>r</u> , <u>s</u> , <u>t</u>
Pre-Primer Level	Visual discrimination of selected capital and small-letter forms of letters; selected word forms Matching words; matching short sentences	Auditory perception of rhyming endings	Auditory discrimination of b, c, d, f, g, h, l, m, p, r, s, t, w
Primer Level	Visual perception of identical word forms Visual discrimination of capital and small-letter forms of letters in the alphabet	Auditory-visual perception of rhyming endings	fuditory discrimination of \underline{y} Auditory-visual discrimination of \underline{b} , \underline{c} , \underline{d} , \underline{f} , \underline{g} , \underline{h} , \underline{j} , \underline{l} , \underline{m} , \underline{n} , \underline{p} , \underline{r} , \underline{s} , \underline{t} , \underline{w}
First Reader Level	Review and extension of previous skills	Understanding of the term rhyme Substituting or affixing of initial consonants or consonant blends with the same phonogram	Auditory-visual discrimination of \underline{k} , \underline{v} , \underline{y} , \underline{z} Affixing or substituting of initial consonants with the same phonogram
Second Reader Level 1	Review and extension of previous skills	Substituting of final conso- nants with the same phonogram	Auditory awareness of soft <u>c</u> , soft <u>g</u> Awareness of term <u>consonant</u>
Second Reader Level 2	Review and extension of previous skills	Review and extension of previous skills	Auditory-visual discrimination of soft c, soft g Understanding of the term consonant
Third Reader Level l		Understanding of the term phonogram	Forming of generalizations about soft c, soft g
Third Reader Level 2		Recognizing of phonograms in polysyllabic words	Review and extension of previous skills
Fourth Reader Level		Review and extension of previous skills	Review and extension of previous skills
Fifth Reader Level		Review and extension of previous skills	Review and extension of previous skills
Sixth Reader Level		Review and extension of previous skills	Review and extension of previous skills

FINAL CONSONANTS	CONSONANT DIGRAPHS	CONSONANT BLENDS
See pages 7, 27, 76-79	See pages 8, 28, 80-63	See page: 8, 29-30, 84-87
Auditory perception of k, p, t		
,		
Auditory perception of m, n Auditory-visual perception of	Auditory-visual perception of ch, th, wh	
<u>d</u> , <u>k</u> , <u>p</u> , <u>t</u>		
Auditory-visual perception of	Percentation of the second laws	A. Marine and a Ministra
$\frac{1}{2}$, $\frac{m}{2}$, $\frac{n}{2}$, $\frac{r}{2}$, $\frac{s}{2}$ (soft $\frac{s}{2}$), $\frac{s}{2}$ (z sound)	Recognition of the special sound of certain letter combinations Auditory-visual perception of sh	Auditory and auditory-visual perception of initial bl, br, dr, fl, fr, gr, pl, st, tr
		Substituting or affixing of initial consonant blends with the same phonogram
Auditory-visual perception of x, cks, 11, ss	Auditory-visual perception of	Awareness of term consonant blend
Recognition that final double consonants make only one sound Substituting of final consonants	ck, ng, voiceless th	Auditory-visual perception of initial cl, cr, pr, sl, sn; final and medial nk Auditory-visual perception that consonant blends appear in different positions
Review and extension of previous skills	Auditory-visual discrimination between voiced th and voiceless	Use of the term <u>consonant</u> <u>blend</u> Mental blending of initial consonant
	th Recognition that consonant digraphs may appear in different positions	blends and phonograms Auditory-visual perception of initial gl, qu, sc, sp, sw, spr, squ, str, thr
Review and extension of previous skills	Review and extension of previous skills	Auditory visual perception of initial sm,
Recognition of 1, n, r in final unstressed syllables	Review and extension of previous skills	Review and extension of previous skills
Review and extension of previous skills	Auditory-visual perception of variant sounds of ch, ph	Review and extension of previous skills
,	<u> </u>	
Review and extension of previous skills	Review and extension of previous skills	Review and extension of previous skills
Review and extension of previous skills	Review and extension of previous skills	Review and extension of previous skills
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READING LEVEL	CONSONALT VARIANTS See pages 8, 31-32	SHORT VOWELS (Single) See pages 8, 33	LONG VOWELS (Single) See pages 8, 34, 88-91
Readiness Level			
Fre-Primer Level			
Primer Level			
First Reader Level			
Second Reader Level 1	Auditory awareness of soft <u>c</u> , soft <u>g</u>	Auditory-visual perception of short <u>a</u> , <u>e</u> , <u>i</u> , <u>o</u> , <u>u</u>	Auditory-visual perception of long a, e, i, o
Second Reader Level 2	Auditory-visual perception of soft c, soft g; silent k in kn; silent c in ck. Recognition that qu usually has sound of kw	Substitution of short medial vowels; single medial vowel usually short; necessity that all words contain a vowel	Auditory-visual perception of long u. Influence of final silent e Long e (or short i) sound of y Awareness of long i sound of final y
Third Reader Level 1	Forming of generalizations about soft <u>c</u> , soft <u>g</u> Auditory-visual perception of silent <u>gh</u> , silent <u>w</u> in <u>wr</u> , silent <u>t</u> , silent <u>b</u> in <u>mb</u> , silent <u>l</u>	Generalizations for short vowels: final consonant; vowel between two consonants; one vowel in syllable; vowel before double consonants	Vowel in open syllable usually long When followed by gh, i usually long Recognition of long i sound of final y
Third Reader Level 2	Auditory-visual discrimination of voiced <u>s</u> and voiceless <u>s</u> Auditory-visual perception of silent <u>g</u> in <u>gn</u>	Review and extension of previous skills	Review and extension of previous skills
Fourth Reader Level	Auditory-visual discrimination of different sounds of gh Auditory-visual perception of the sounds of ph as f, dge as j, silent c in sc, variant sounds of ch	Understanding that vowel in medial position in syllable 's usually short	Review and extension of previous skills
Fifth Reader Level	Recognition that <u>qu</u> may have the <u>k</u> sound Silent letter in double consonants Auditory-visual perception of <u>tu</u>	Review and extension of previous skills	Review and extension of previous skills
Sixth Reader Level	Auditory-visual perception of sh sound of c, silent n in mn	Review and extension of previous skills	Review and extension of previous skills

VOWEL DIGRAPHS See pages 8, 35-36, 92-99	DIPHTHONGS See pages 8, 37	VOWEL VARIANTS See pages 8, 38-39	DIACRITICAL MARKS AND PHONETIC RESPELLING See pages 8, 40-42
•			
Understanding that where two vowels come together, usually first is long, second silent Auditory-visual perception of vowel digraphs and double vowels with long vowel sound for ai, ay, ea, oa, ee, oo	Auditory-visual perception of ou	Understanding that where two vowels come together, often second vowel is silent	
Auditory-visual discrimina- tion of long <u>oo</u> and short <u>oo</u> Awareness of <u>ea</u> as short <u>e</u>	Auditory-visual perception of ow, oi, oy Auditory similarity of ou and ow; oi and oy	Recognition of final silent e Auditory-visual perception of vowels followed by r: ar, er, ir, or, ur Auditory-visual perception of a followed by 1 or w	
Auditory perception: sounds of ew as long u and as long oo; ea as short e; ei as long e; ie as long e; ou as long oo; ow as long o; a followed by u	Review and extension of previous skills	Similarity of sounds of <u>er</u> , <u>ir</u> , <u>ur</u> Similarity of sounds of <u>a</u> followed by <u>l</u> , <u>u</u> , or <u>w</u>	
Auditory-visual perception that <u>ei</u> followed by <u>gh</u> usually has long <u>a</u> sound	Review and extension of previous skills	Auditory-visual perception of a followed by re, as in care Similarity of sounds of unstressed ar, er, ir, or, ur Perception of vowel sounds in unstressed syllables	
Understanding of term vowel digraph Auditory-visual perception of vowel digraphs affected by r: air, ear	Understanding of term diphthong	Discrimination among the most common vowel sounds: short, long, influenced by <u>re</u>	Recognition of diacritical marks and phonetic respelling (see Part VI for current simplified system, and EC-86 for systems used in basal readers)
Review and extension of previous skills	Review and extension of previous skills	Understanding that vowels in unaccented syllables do not receive their full sound	Recognition of discritical marks and phonetic respelling (see above)
Review and extension of previous skills	Review and extension of previous skills	Review and extension of previous skills	Review and extension of previous skills



CHART OF SUGGESTED SEQUENTIAL DEVELOPMENT OF STRUCTURAL ANALYSIS

READING	INFLECTIONAL FORMS	USE OF THE APOSTROPHE
EVEL	See pages 9, 44-47, 101-102	See pages 9, 48, 101-102
Readiness Level	Auditory awareness of ing ending	
Pre-Primer Level	Awareness of <u>s</u> added to verb or noun	
Primer Level	Recognition of <u>s</u> and <u>ed</u> added to verb forms; <u>s</u> added to form plural	Recognition of use of 's (singular possessive with common nouns)
First Reader Levei	Recognition of <u>d</u> and <u>ing</u> added to verb forms	Recognition of use of <u>'s</u> (singular possessive with common nouns) Awareness of apostrophe in contractions
Second Reader Level l	Recognition of: dropping final e before ing; doubling final consonant before ed or ing; adding es to certain words; irregular forms better, best; irregular verb forms	Understanding of use of apostrophe in contractions Recognition of contractions such as: letts ,



CHART OF SUGGESTED SEQUENTIAL DEVELOPMENT OF STRUCTURAL ANALYSIS

COMPOUND WORDS	SUFFIXES	PREFIXES
See pages 9, 49-50, 101	See pages 9, 51-54, 104	See pages 9, 55-57, 103-104
Recognition of compound words composed of two familiar words such as: <u>into</u> , cannot, someone, peanut, pancakes		
Recognition of compound words such as: upon, popcorn, tonight, another, fireman	Awareness of <u>-er</u> Identification of root words	
Use of terms <u>compound</u> and <u>hyphen</u> Recognition of compound words such as: <u>breadbox</u> , <u>airplane</u> , <u>good-by</u> , sea-green, good-night	Recognition of <u>-er</u>	Auditory awareness of <u>a</u> and <u>be</u> as separate syllables
Understanding of composition of compound words Recognition of compound words ending in self; hyphenated descriptive words Recognition of words such as side-walk. himself, myself, strange-looking, front-yard	Understanding terms root word and suffix Recognition of -ly Awareness of changing y to i before -ly	Awareness of the concept of a prefix Recognition of a- and be- as separate syllables Recognition of prefix un-
decognition of compound words such as: newborn, suitcase, paintbrush, upstairs, ardboard	Recognition of suffixes such as: -ful, -less, -y, -en Recognition of changing y to i before -ly	Understanding of the term prefix Recognition of a- and be- as prefixes
ecognition of compound words such as: randstand, landmark, beehive, usinesslike, shipwreck	Recognition of suffixes such as: -ment, -th, -ish, -ness	Recognition of prefixes such as: re., dis-, de-, im-, in-, ex-, con- Understanding that prefixes are not always clues to meaning; root word often not a recognizable English word
istinction between compound words, uffixes, and inflectional endings ecognition of compound words such as: verybody, courthouse, foresight, wkward-looking, twenty-fifth	Awareness of suffixes -ion, -tion Recognition of suffixes such as: -or, -al, -ous, -ward, -ship, -ist, -hood, -dom, -ling	Recognition of prefixes such as: non-, tele-, anti-, fore-, en-
ecognition of compound words such as: eadstrong, dashboard, goodhearted, mokestack, withstand	Recognition of suffixes such as: -able, -ion, -ic, -ical, -age, -ive, -ary, -some, -ance, -ant, -let Recognition that suffixes may change parts of speech	Recognition of prefixes such as: co-, inter-, trans-, mis-, post-, pre-, bi-, semi-, sub- ?inding of the meaning of prefixes in a dictionary



CHART OF SUGGESTED SECUENTIAL DEVELOPMENT OF STRUCTURAL ANALYSIS

READING	SYLLABICATION	ACCENTUATION
LEVEL	See pages 9-10, 58-59, 103	See pages 10, 60-62, 105
Readiness Level		
Pre-Primer Level		
Primer Level		
First Reader Level	•	
Second Reader Level 1		
Second Reader Level 2		
Third Reader Level l	Understanding of the term syllable Understanding of syllabication generalizations: double consonants or two different consonants between two vowels; word ending in le after a consonant	
Third Reader Level 2	Understanding of the terms closed syllable and open syllable Understanding of syllabication generalizations: single consonant between two vowels; suffixes and prefixes; vowel digraph or double vowel; compound words	Perception of accented syllables Recognition of symbols and placement of common accent marks
Fourth Reader Level	Understanding of syllabication generalizations: consonant digraphs; consonant blends; diphthongs; ed endings	Understanding of accentuation generalizations: two-syllable words; prefixes; suffixes or inflectional endings; syllable with long vowel; vowel in unstressed syllables
Fifth Reader Level	Recognition that <u>ck</u> and <u>x</u> usually go with preceding vowel and end syllable	Recognition of symbols and placement of common accent marks for strong and medium stress Understanding of accentuation generalizations: two-part compound words; words with two medial consonants; words with the first syllable ending in ck or x; two-syllable words ending in le
Sixth Reader Level	Review and extension of previous skills	Recognition of shifting accent: effect on pronunciation and meaning; change of syllabic divisions; change in form of root word



IV. SUGGESTED SEQUENTIAL DEVELOPMENT OF WORD RECOGNITION SKILLS AND GENERALIZATIONS

Part IV identifies the significant phonic and structural analysis skills recommended for introduction and development at a certain reader level. The suggested sequential development is consistent with the general framework regarding the teaching of the skills which have been indicated previously.

Statements appear in Part IV regarding specific skills and generalizations which have been phrased so as to make them easily adaptable for presentation to children. A number of appropriate examples which may be used in teaching follow the statement of each skill or generalization. The examples have been selected primarily from words at the vocabulary level at which the skill or generalization is introduced. However, a few examples from a higher vocabulary level have been included for pupils at subsequent reader levels who may be reviewing or extending the development of a specific skill. These have been placed near the end of each group. Examples to illustrate auditory perception of sound elements are intended only for auditory use until such sound elements appear in words in the reading materials being used.

The suggested sequential development of skills presented in Part IV may be used with various approaches to the teaching of reading. The development of phonic and structural analysis skills is an integral part of a basal reader approach. Teachers who use approaches other than the basal reader will need to give particular attention to planning for the development of needed word perception skills; this sequence is planned primarily for the use of such teachers.





PHONIC SKILLS AND GENERALIZATIONS

PRELIMINARY AUDITORY AND VISUAL DISCRIMINATION

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
READINESS LEVEL	Auditory perception of common sounds (animal noises, environmental sounds, clapping hands, knock on wood, whistle)
	Auditory discrimination of various qualities of sounds (loud, soft; high, low; near, far away; pleasant, unpleasant)
	Visual discrimination of size, shape, color, position, kind, direction, and details of objects and pictures (tiny, large; round, square; red, blue; near, far away; left, right)
	Visual discrimination of selected letter and word forms $(\underline{B}, \underline{T}, \underline{A}, \underline{M}, \underline{R}, \underline{b}, \underline{a}, \underline{n}; \underline{Bill}, \underline{Linda}, \underline{Tom}, \underline{Betty})$
	Visual perception of printed name in functional situations
	(Also, see Rhyming Endings and Initial Consonants, pp. 23-26.)
PRE-PRIMER LEVEL	Visual discrimination of selected capital and small-letter forms of letters (B, b; D, d; G, g; H, h; P, p; R, r)
	Visual discrimination of selected capital and small-letter word forms (Come, come; See, see; Go, go; Look, look; The, the; At, at; Down, down; Run, run)
	Visual discrimination of words by matching with pictures, or with the same word in a sentence
	Visual discrimination of short sentences by matching
	(Also, see Rhyming Endings and Initial Consonants, pp. 23-26.)
PRIMER LEVEL	Visual discrimination of word forms by finding identical words in a group of words
	Visual discrimination of capital and small-letter forms of letters in the alphabet
	(Also, see Rhyming Endings and Initial Consonants, pp. 23-26.)



RHYMING ENDINGS AND PHONOGRAMS

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
READINESS LEVEL	Awareness of the term rhyme: words that sound alike in the last part
	Auditory awareness of rhyming endings in rhymes, poems, and songs
	Auditory awareness of rhyming endings in words (man, can; cake, bake; Jill, hill; hat, cat; book, hook; dish, fish; run, sun; bed, red; pole, hole; bell, tell)
PRE-PRIMER LEVEL	Auditory perception of rhyming endings in rhymes, poems, and songs
	Auditory perception of rhyming endings in words (fan, man; log, dog; play, day; took, hook; see, tree; wet, set; bat, mat; fun, sun; boy, toy; ten, hen)
PRIMER LEVEL	Auditory-visual recognition of the part of rhyming words which is the same (ay in day, may; ook in look, book; at in at, hat; ee in tree, bee; ow in now, cow)
	Auditory-visual perception of rhyming endings in words (my, fly; get, pet; fun, run; up, cup; be, we; now, cow; car, far; all, ball; take, bake; hide, side)
FIRST READER LEVEL	Understanding the term <u>rhyme</u> : words that sound alike in the last part
	Substituting or affixing initial consonants with the same phonogram to build new words (day, may; be, we; can, man; will, hill; jump, bump; old, cold; all, ball; ate, gate; and, land; at, fat)
	Substituting or affixing initial consonant blends with the same phonogram to build new words (found, ground; pop, stop; sing, bring; came, frame; down, brown; and, stand; play, gray; my, fry; ate, plate)
SECOND READER LEVEL 1	Making new words by substituting final consonants with the same phonogram (can, cap; bag, bat; him, his; sat, sad; rug, run; pen, pet; but, bus; them, then; men, met)

RHYMING ENDINGS AND PHONOGRAMS

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
THIRD READER LEVEL 1	Understanding the term phonogram: a group of letters which represent the same sound in a number of words (ew: new, blew; all: tall, small; ake: take, make; ar: far, park; ell: tell, smell; ame: name, same; ick: ticket, chicken)
THIRD READER LEVEL 2	Understanding that a phonogram is a word part which is usually made by a vowel followed by one or more consonants
	Recognizing phonograms in polysyllabic words (ick: ticket, chicken; ack: jacket; ear: clearly, hearing; ush: bushy; am: scamper; ar, en, er: carpenter; im, or, ant: important; on, uc, or: conductor; ut, er: butterfly; el: gravel)



CONSONANTS

Initial Consonants

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
READINESS LEVEL	Auditory awareness of the sounds of initial consonants in spoken and pictured words:
	<pre>b (ball, bed, basket, boy, bone, bat, bee, baby, bell, bus) c (hard c) (corn, cow, cap, can, cake, comb, cane, car, candy) d (dog, door, dish, desk, doll, duck) f (fish, fence, feather, foot, fan, father, farm) h (hat, hammer, house, horse, hen) l (lake, lemon, letter, lamb, lawn) m (milk, mother, monkey, mew, man, mouth) r (rope, rug, ring, rabbit, rake, rat) s (soap, sack, saw, sun, socks) t (tack, table, tent, tire, tail, turkey, toy</pre>
PRE-PRIMER	Auditory discrimination of the sounds of initial consonants:
LEVEL	 b (big, ball, boat, back, bell, book, basket, bird, bear) c (hard c) (cake, come, car, cat, coat, can, cap, color, candle, cow)
	d (dog, dinner, down, door, duck, doll, dish, dime, day, deer) f (for, father, funny, fast, foot, fan, fish, farmer, feather, fire)
	<pre>g (hard g) (get, go, good, gate, guess, game, girl, goat, garden) h (help, here, hat, home, hop, hot, house, hen, horse, hill) l (look, little, like, laugh, lost, lamb, letter, long, lunch, light)</pre>
	m (make, mouse, man, made, my, me, mother, milk, monkey, mouth) p (pony, peach, pear, potato, pet, peas, paint, put, park, party) r (red, ride, ready, race, run, rain, ring, rabbit, read, robin) s (see, sat, saw, surprise, said, sock, soup, suit, something) t (to, toys, turtle, take, tomato, table, top, tiger, to, tail) w (we, work, want, with, water, window, watch, wet, walk, was)
PRIMER LEVEL	Auditory discrimination of the sound of initial y (you, yellow, yes, yell, yet, your, young, yelp, yard)
	Auditory-visual discrimination of initial consonants:
	 b (big, boat, box, baby, barn, ball, be, birthday, book, bird) c (hard c) (call, can, cat, candle, candy, catch, came, cookies, color) d (do, down, duck, doll, did, dinner, day, dog, donkey) f (foot, fast, funny, find, farm, father, for, fun, fish, family) g (good, guess, gobble, game, girl, get, go, gift, goat, good-by) h (he, hen, has, happy, hello, here, help, have, house, home) j (jump, just, Jack, jumped, jam, jingle, jacket, jar, juice)

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LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
PRIMER LEVEL	<pre>1 (look, lamb, lost, lunch, like, little, laugh, let's, letter,</pre>
FIRST	Auditory-visual discrimination of initial consonants:
READER LEVEL	 k (kitten, kick, king, key, keep, kind, kite, kill) v (very, voice, vegetables, vine, vase, visit, valentine, vest) y (yard, yell, year, your, yellow, you, yes, yarn) z (zoo, zoom, zero, zebra, zipper, zigzag)
	Affixing or substituting initial consonants with the same phonogram to build new words (at, bat, sat; old, cold, told; all, tall; ate, late; and, land, sand; can, man; will, mill, hill; book, look; red, bed; hide, ride; found, sound, pound; hear, year)
SECOND READER	Auditory awareness of initial soft <u>c</u> (<u>city</u> , <u>circus</u> , <u>cent</u> , <u>cellar</u> , circle)
LEVEL 1	Auditory awareness of initial soft g (giraffe, gentle, ginger, giant, George)
	Awareness of the term <u>consonant</u> : letters other than the vowels <u>a</u> , <u>e</u> , <u>i</u> , <u>o</u> , <u>u</u>
SECOND READER	Auditory-visual discrimination of initial soft c (city, cent, circle, circus, certain, cellar)
LEVEL 2	Auditory-visual discrimination of initial soft g (giant, gentle, ginger, George, giraffe)
	Understanding the term consonant: letters other than the vowels \underline{a} , \underline{e} , \underline{i} , \underline{o} , \underline{u}
THI RD READER	Recognition that <u>c</u> usually has the soft <u>c</u> sound (<u>cellar</u> , <u>cent</u> , <u>certain</u> , <u>circle</u> , <u>circus</u> , <u>city</u>) when it is followed by <u>e</u> or <u>i</u>
LEVEL 1	Recognition that <u>c</u> usually has the hard <u>c</u> sound (<u>cat</u> , <u>cage</u> , <u>call</u> , <u>come</u> , <u>cover</u> , <u>cotton</u> , <u>country</u> , <u>cut</u> , <u>cup</u> , <u>cub</u>) when it is followed by <u>a</u> , <u>o</u> , or <u>u</u>
	Recognition that g usually has the soft g sound (gentle, George, gem, giant, ginger, giraffe) when it is followed by e or i
	Recognition that g usually has the hard g sound (game, garden, gate; go, gone, good, got; gun, guess) when it is followed by a, o, or u

Final Consonants

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
PRE-PRIMER LEVEL	Auditory perception of final consonants: k (look, work, bark, pick, truck, sick, trick, fork, park, duck) p (up, help, top, lap, hop, jump, bump, stop) t (get, fast, want, not, what, at, boat, hat, feet, get)
PRIMER LEVEL	Auditory perception of final consonants: m (drum, farm, dream, zoom, plum, come, home, ham, stem, them) n (in, barn, train, kitten, run, on, can, fun, green, seven) Auditory-visual perception of final consonants: d (red, and, good, find, cold, did, said, bread, mud, called) k (look, black, walk, thank, work, Jack, duck, truck, park, ask) p (up, step, sleep, jump, stop, top, lip, bump, help) t (at, boat, went, pet, foot, what, hat, put, paint, rabbit)
FIRST READER LEVEL	Auditory-visual perception of final consonants: l (girl, ball, tail, squirrel, animal, will) m (am, warm, farm, cream, them, zoom, him, drum) n (fun, learn, run, soon, down, again, man, win, train) r (four, near, letter, hear, her, bear, never, water, over, flower) s (soft s) (bus, miss, pets, across, cakes) s (z sound) (trees, has, is, was, as, cookies, games)
SECOND READER LEVEL 1	Auditory-visual perception of the changes in words made by substituting final consonants (sat, sad; him, his; men, met; them, then; but, bus; am, at; rug, run; pen, pet; can, cat; bag, bat) Auditory-visual perception of final x (box, fix, fox, six, wax, mix, ax)
	Recognition of the similarity of the sounds of final \underline{x} and final \underline{cks} (box, fox, fix, six, wax; blocks, sticks, ducks, tracks, backs)
	Auditory-visual perception of final double consonants: 11 (tell, ball, still, all, call, mill, hill, will, sell) ss (guess, Miss, dress, across)
	Recognition that final double consonants make only one sound (call, hill; dress, guess; off; Ann; egg)
THIRD READER LEVEL 2	Recognition that in final unstressed syllables ending in 1, n, or r, the ending consonant is heard clearly, while the preceding vowel is barely heard: 1 (several, squirrel, wonderful, deisel, animal, terminal, beautiful, portal) n (button, wagon, rotten, frighten, woolen, golden, mitten, open) r (saucer, refrigerator, hangar, lever, motor, beaver, clever, hunter, never, summer)

Consonant Digraphs

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
PRIMER LEVEL	Auditory-visual perception of consonant digraphs: ch (chair, children, chicken, change, church, chalk, chop, cherry, which, each) th (voiced th) (the, this, then, there, they, that, them, mother, these, other) wh (white, what where, wheat, when, why, wheel, which, while, whiskers)
FIRST READER LEVEL	Recognition that certain letters make just one special sound when they come together (c and h in children; s and h in she; t and h in this; w and h in when)
	Auditory-visual perception of consonant digraph sh (she, shout, shall, sheep, shake, shook, shoe, ship, shirt, shovel)
SECOND READER LEVEL 1	Auditory-visual perception of consonant digraphs: ck (pick, duck, quack, truck, chick, back, stick, trick, quick, pocket) ng (sing, bring, sang, thing, song, wrong, king, bang, sitting, along) th (voiceless th) (thank, thing, think, thought, with, three, south, month, breath, path)
	Recognition that ck has the sound of hard c or k (back, duck, truck, quick; cake, come, color, music; look, fork, walk, ask)
SECOND READER LEVEL 2	Auditory-visual discrimination between voiced th and voiceless th: voiced th (this, that, than, them, them, they) voiceless th (think, thank, thought, thump, thing)
	Recognition that the consonant digraphs th, ch, sh, and ck may appear in different positionsinitial, medial, or final (thumb, mother, mouth, chair, orchard, which, shout, washing, rush, pocket, back)
FOURTH READER LEVEL	Auditory-visual perception of the variant sounds of the consonant digraph ch: ch with the usual sound (child, cherry, change, charge, porch, which, teach, each, grouchy) ch with the sh sound (machine, ch chassis, Chicago, chalet) ch with the k sound (stomach, ache, anchor, Christmas, school, character, chemistry, chorus, echo Auditory-visual perception of ph with the sound of f (elephant, telephone, gopher, photograph, phonograph, nephew, Ralph, triumph, diphtheria)



Consonant: Blends

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
FIRST READER LEVEL	Auditory and auditory-visual perception of initial consonant blends: bl (black, blue, blocks, blow, blame, blind, blanket, block, blood, blister) br (bread, branch, brown, bring, brook, bridge, broken, brother, broom, brush) dr (dress, drop, drum, drain, dry, drink, dream, drip, draw, drill) fl (flower, fly, flew, float, flake, flag, flame, flour, flash, flute) fr (fry, Fred, frog, friend, fruit, front, from, free, frighten) gr (gray, ground, green, grain, grass, grow, grape, great, grip, group) pl (play, plant, please, place, plate, plenty, plan, plum, plane, plus) st (stop, store, story, stay, stamp, still, stand, stick, step, stool) tr (train, tree, truck, trailer, try, treat, track, trip, trick, tractor) Auditory-visual perception that the letters in consonant blends
	keep their separate sounds Substituting or affixing initial consonant blends with the same phonogram to build new words (down, brown; came, frame; pop, stop; gray, tray; book, brook; ate, plate; and, stand; all, stall; my, fry; sing, bring)
SECOND READER LEVEL 1	Awareness of the term consonant blend: two or three consonants with sounds which join together without losing the sound of each one Auditory-visual perception of initial consonant blends: cl (click, clock, clown, clothes, climb, cluck, clean, clay, club, cloud) cr (cry, crawl, cracker, cradle, cream, crown, crumb, crisp, crying, crack) pr (pretty, prize, prune, prince, proud, promise, price, prove present, prayer) sl (sled, sleep, slow, slip, slide, slid, slippers, sleigh, slap, slept sn (snow, snowman, snail, snug, snake, snack, snout, sneeze, sniff) Auditory-visual perception of the consonant blend nk (thank, clank, think, drink, chipmunk, rink, skunk, wrinkle, thinking, sinking) Auditory-visual perception that consonant blends may occur in medial and final positions (hungry, secret, rooster, country, wrinkle, think, best, angry, blanket, nest)



LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES		
SECOND READER LEVEL 2	Using the term consonant blend: two or three consonants with sounds which join together without losing the sound of each one		
	Using mental blending of initial consonant blends and common phonograms in word attack:		
	trick: tr as in tree, ick as in stick crack: cr as in cry, ack as in back snake: sn as in snow, ake as in bake blew: bl as in black, ew as in new stay: st as in stop, ay as in may		
	Auditory-visual perception of initial consonant blends:		
	gl (glass, glove, glad, glow, glide, globe, glue, glasses, glare) qu (quick, quack, quite, quilt, queen, quiet, question, queer, quickly, quills)		
-	<pre>sc (scare, scat, scold, scamper, scar, score, scatter, scarce) sp (spider, spend, spell, space, spark, spot, sparkling, speak, spear, spell)</pre>		
	<u>sw</u> (<u>swim, swam, sweet, swing, swish, swallow, swift, sweep, sway, swan)</u>		
	<pre>spr (spring, sprinkle, spray, sprout, spread, spraying, sprang, sprinkler)</pre>		
	squ (squash, squirrel, squeeze, square, squeak, squeal, squeaking, squirm)		
	<pre>str (strange, string, straight, strong, street, strike, stream, straw, struck, stretch)</pre>		
	thr (throw, through, three, throne, thrill, thrown, throat, throb, thread, throttle)		
THIRD READER	Auditory-visual perception of initial consonant blends:		
LEVEL 1	<pre>sm (small, smell, smoke, smart, smile, smaller, smiling,</pre>		
	<pre>tw (twelve, twin, twenty, twist, twinkle, twice, twisted, twanging, twig)</pre>		

Consonant Variants

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
SECOND READER LEVEL 1	Auditory awareness of soft <u>c</u> (<u>s</u> sound) (<u>city</u> , <u>circus</u> , <u>cent</u> , <u>cellar</u> , <u>circle</u> , <u>cement</u> , <u>ceiling</u> , <u>celery</u> , on <u>ce</u> , fen <u>ce</u> , pla <u>ce</u> , ni <u>ce</u>)
	Auditory awareness of soft g (j sound) (giraffe, gentle, ginger, giant, large, cage, cabbage, page)
SECOND READER	Auditory-visual perception of soft <u>c</u> (<u>s</u> sound) (<u>city</u> , <u>cent</u> , <u>circle</u> , <u>circus</u> , <u>cellar</u> , <u>cinder since</u> , fen <u>ce</u> , on <u>ce</u> , pla <u>ce</u>)
LEVEL 2	Auditory-visual perception of soft g (j sound) (giant, gentle, gem, giraffe, ginger, cage, page, cabbage, hinge, magic)
	Auditory-visual perception of silent k in kn ($knife$, $know$, $knee$, $knew$, $knock$, $knob$, $knot$, $knit$, $knuckles$)
	Recognition that qu usually has the sound of kw (quick, quite, quack, quiet, quilt, queen, question, equal, liquid)
	Auditory-visual perception of silent c in ck (pick, sick, trick, stick, brick, kick, wick, nickle, ticket)
THIRD READER LEVEL 1	Recognition that c usually has the soft sound (cellar, certain, cent, face, once, place; city, circle, circus, decide) when it is followed by e or i
	Recognition that c usually has the hard sound (can, cage, call, cap; come, cover, cotton; cut, cup, cub) when it is followed by a, o, or u
	Recognition that g usually has the soft sound (gentle, gem, George, cage, hinge, vegetables; giant, giraffe, ginger, magic) when it is followed by e or i
	Recognition that g usually has the hard sound (game, gate, garden, gave; go, gone, got, good; gun, guess) when it is followed by a, o, or u
	Auditory-visual perception of silent gh (high, right, light, eight, weight, height, slight, though, through, caught)
	Auditory-visual perception of silent w in wr (write, wrong, written, wrist, wreck, wrap, wrestle, wrecking)
	Auditory-visual perception of silent <u>t</u> (often, whistle, listen, thistle, catch, hatch, match, fasten frighten)
	Auditory-visual perception of silent <u>b</u> in <u>mb</u> (lam <u>b</u> , clim <u>b</u> , thum <u>b</u> , dum <u>b</u> , com <u>b</u> , lim <u>b</u> , num <u>b</u> , plum <u>bing</u>)
	Auditory-visual perception of silent <u>l</u> (wa <u>l</u> k, ha <u>l</u> f, ta <u>l</u> k, ca <u>l</u> f, cha <u>l</u> k, sa <u>l</u> mon)
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LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES		
THIRD READER LEVEL 2	Auditory-visual discrimination of voiced and voiceless s: voiceless s (bus, snow, said, six, thirsty, chicks, Sunday, house, some, best) voiced s (z sound) (was, those, his, cans, noisy, wires, as, those, inches, things)		
	Auditory-visual perception of silent g in gn (gnaw, sign, gnat, gnome, gnarled, gnash, reign, foreign, design)		
EOURTH READER LEVEL	Auditory-visual discrimination of the different sounds of gh: silent gh (light, high, right, eight, sight, weight, height, slight, though, caught) hard g with silent h (ghost, ghoul, ghastly, aghast, spaghetti) gh with f sound (rough, enough, tough, cough, laughter)		
	Recognition that ph usually has the f sound (telephone, elephant, gopher, photograph, nephew, Joseph, alphabet, phonograph, Ralph, triumph)		
	Auditory-visual perception of dge as the sound of j (judge, ridge, ledge, fudge, budge, bridge, edge, hedge, pledge, dodge)		
	Auditory-visual perception of silent c in sc (scissors, science, scene, scent, ascend, muscle, scythe, fascinate)		
	Auditory-visual perception of the variant sounds of ch: ch with the sh sound (machine, chef, Chicago, chassis, chalet, chamois, charlatan) ch with the k sound (echo, stomach, ache, anchor, Christmas, school, character, chemistry, chorus)		
FIFTH READER LEVEL	Recognition that qu may have the k sound (mosquito, conquer, technique, unique, antique, boquet, croquet)		
LEVEL	Recognition that the second letter in double consonants is usually silent (hammock, pillow, rabbit, tunnel, barrel, hollow, raccoon, rattle, happen, paddle, summer)		
	Auditory-visual perception of the sound of ligatured <u>tu</u> (nature, creature, picture, pasture, future, fixture, moisture, posture, adventure)		
SIXTH READER LEVEL	Auditory-visual perception of sh sound of c when combined with i or e followed by another vowel (precious, delicious, ocean, special, suspicious, magician, appreciate)		
	Auditory-visual perception of silent \underline{n} in \underline{mn} (solemn, hymn, condemn, column, autumn)		

VOWELS

Short Vowels (Single)

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
SECOND READER LEVEL 1	Understanding that the letters <u>a</u> , <u>e</u> , <u>i</u> , <u>o</u> , <u>u</u> and sometimes <u>w</u> and <u>y</u> are called vowels Auditory-visual perception of short vowels:
4	a (hat, sat, back, black, man, ran, cat, has, after, apple) e (pet, hen, them, help, let, get, then, when, met, went) i (hill, it, ring, mitten, sing, pick, give, in, fish, dinner) o (pop, stop, box, fox, doll, top, got, hot, rock, pond) u (but, much, bus, must, bump, fun, just, run, truck, nut)
SECOND READER LEVEL 2	Building new words by substituting short medial vowels (hat, hit, hot, hut; sit, set, sat; him, hem, ham, hum; put, pat, pet, pit; fun, fan, fin; big, bag, bug; cut, cat, cot)
	Recognition that in words of three or four letters the single medial vowel is usually short (sad, wet, hit, pot, cup, back, help, ring, rock, much)
	Understanding that every word must contain at least one vowel
THIRD READER LEVEL 1	Recognition that a consonant at the end of a one-syllable word usually makes the vowel short (at, it, up, on, in, met, bat, hen, man, slip)
	Recognition that a vowel between two consonants in a one-syllable word is usually short (bad, tip, brick, drink, lick, slept, scent, jump, trunk, much)
	Recognition that in most one-syllable words with only one vowel the vowel is usually short (led, hot, spot, can, wish, wind, plan, clock, lump, dust)
	Recognition that a vowel before double consonants is usually short (sell, ball, hill, will, bell, dress, call, butter, little, rattle, happy)
FOURTH READER LEVEL	Recognition that the vowel usually is short in the medial position in a syllable (grum ble, ban dit, res cue, shiv er, whis tle, pro tect, mit ten, hel met, bot tle, clum sy, tum ble)





Long Vowels (Single)

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES		
SECOND READER LEVEL 1	Auditory-visual perception of long vowels: a (game, take, ate, make, cage, sale, plane, race, place, apron) e (me, be, he, we, she) i (time, side, five, find, like, dime, mine, hide, ride, night) o (pole, go, note, old, pony, gold, rode, cold, so, told) Recognition that the long vowels "say their own names"		
SECOND READER LEVEL 2	Auditory-visual perception of long u (use, cube, tune, tube, fuse, huge, cute, mule, music) Recognition that in words with two vowels, one of which is a final silent e, the first vowel is usually long (came, plane, make; time, five, side; pole, note, rode; cube, use, mule) Recognition that at the end of a two- or three-syllable word y usually has the sound of long e (Some dictionaries show this sound of y as short i.) (busy, baby, happy, candy, funny, family, party, hurry, sleepy, empty) Awareness that when the final y is used as a vowel it sometimes has the sound of long i (sky, my, by, cry, fly, try, dry, why, fry, sly)		
THIRD READER LEVEL 1	Recognition that a vowel at the end of a syllable (open syllable) usually is long (cho sen, fa mous, spo ken, li on, so fa, pa per, mu sic, pro gram, mo tor, pi lot) Recognition that when i is followed by gh the i is usually long and the gh silent (bright, light, fight, high, right, night, tight, frighten, tighten) Recognition that in many two- and three-syllable words the final e lengthens the vowel in the last syllable (envelope, valentine, lemonade, decide, Chinese, pancake, parade, jackknife, surprise) Recognition that y usually has the long sound of i when it appears at the end of a one-syllable word in which there is no other vowel (fly, sky, my, by, cry, try, dry, why, fry, sly)		



Vowel Digraphs

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES		
SECOND READER LEVEL 1	Recognition that often the first vowel is long and the second is silent when two vowels occur together (pail, tail, way, day, load, coat, soap, eat, clean, sea)		
	Auditory-visual perception of vowel digraphs with the long sound of the first vowel:		
	 ai (tail, afraid, pail, chain, train, paint, paid, rain, wait, stair) ay (way, day, play, away, hay, lay, clay, gray, say, may) ea (eat, sea, reach, read, leaves, clean, beat, wheat, beach, 		
	meat) oa (load, road, coat, boat, toad, oats, soap, oak, toast, goat)		
	Auditory-visual perception of double vowels with the long vowel sound:		
	ee (sleep, bee, meet, wheel, three, green, see, tree, wee, deep)		
	oo (room, goose, soon, too, root, loose, pool, boots, cool, rooster)		
SECOND READER LEVEL 2	Awareness of the term <u>vowel</u> <u>digraph</u> : two vowels together which represent one sound		
	Aucitory-visual discrimination of the sounds of long \underline{oo} and short \underline{oo} :		
	long <u>oo</u> (r <u>oo</u> m, f <u>oo</u> d, t <u>oo</u> , <u>goo</u> se, s <u>oo</u> n, r <u>oo</u> ts, s <u>poo</u> n, c <u>oo</u> l, loose, balloon)		
	short oo (book, foot, good, stood, brook, wood, cook, look, took, hook)		
	Awareness that ea may have the short sound of e (head, bread, spread, heavy, read, dead, health, ready, feather, breakfast)		
THI RD READER	Auditory-visual perception of the sounds of ew:		
LEVEL 1	ew as long u (new, few, stew, dew, mew, knew, nephew) ew as long oo (chew, blew, grew, drew, threw, flew, crew, slew, screw)		
	Auditory-visual perception that ea may have the short e sound (bread, head, heavy, feather, ready, spread, health, deaf, wealth, weather)		
	Auditory-visual perception of <u>ei</u> with the long <u>e</u> sound (<u>ei</u> ther, s <u>ei</u> ze, n <u>ei</u> ther, l <u>ei</u> sure)		

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES		
THI RD READER LEVEL 1	Auditory-visual perception of ie with the long e sound (field, piece, believe, thief, chief, grief, prairie, ladies)		
	Auditory-visual perception of ou as long oo (group, soup, through, youth, wound, your, troup, tour, ghoul)		
<u>.</u> ·	Auditory-visual perception of ow with the long o sound (grow, know, yellow, low, own, snow, throw, shown, pillow, shadow) (ow is also a diphthong, as in now)		
	Auditory-visual perception of a followed by u (caught, fault, taught, because, daughter, automobile, sauce, pause, naughty); recognition that the letters au usually have the same sound as a followed by 1 or w as in talk and saw		
THIRD READER LEVEL 2	Auditory-visual perception that <u>ei</u> when followed by <u>gh</u> usually has the long <u>a</u> sound (<u>eight</u> , n <u>eighbor</u> , w <u>eigh</u> , fr <u>eight</u> , w <u>eight</u> , sl <u>eigh</u> , n <u>eigh</u>)		
FOURTH READER LEVEL	Understanding the term <u>vowel</u> <u>digraph</u> : two adjacent vowels which represent one sound		
	Auditory-visual perception of vowel digraphs affected by r: air (air, hair, fair, lair, chair, pair, stairs) ear variant sounds (ear, near, rear, dear, fear, year; wear, bear, pear, tear; earth, earn, heard, search, pearl, learn)		

Diphthongs

LEVEL OF INSTRUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES		
SECOND READER LEVEL 1	Auditory-visual perception of the ou diphthong (mouse, mouth, ground, out, house, bounce, found, shout, count, south)		
	Awareness that two vowels which appear together may blend together and that each vowel may contribute to the sound heard.		
SECOND READER LEVEL 2	Auditory-visual perception of the ow diphthong (cow, how, now, wow, town, owl, brown, crowd, down)		
	Recognition of the auditory similarity of the diphthongs \underline{ou} and \underline{ow} (mouse, cow)		
	Auditory-visual perception of the oi diphthong (oil, join, voice, noise, choice, point, spoil, loiter, boil, coin)		
	Auditory-visual perception of the oy diphthong (boy, toy, joy, enjoy, coy, convoy, loyal, annoy, destroy, royal)		
	Recognition of the auditory similarity of the diphthongs oi and oy (oil, boy)		
FOURTH READER LEVEL	Understanding the term <u>diphthong</u> : two adjacent vowels that blend together as each vowel contributes to the sound heard (out, how, oil, boy)		

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Vowel Variants

LEVEL OF	SKILL OR GENERALIZATION, WITH EXAMPLES			
INTRODUCTION				
SECOND READER LEVEL 1	Recognition that often the second vowel is silent when two vowels appear together (tail, afraid, way, play, eat, sea, load, coat, sleep, either)			
SECOND READER LEVEL 2	Recognition of final silent e which lengthens the preceding vowel (make, cage, bake, side, time, five, pole, note, use, tune)			
	Auditory-visual perception of the sounds of vowels when followed by $\underline{\mathbf{r}}$:			
	ar as in farm (far, car, arm, barn, hard, tar, part, start, start,			
	er (her, paper, water, ladder, letter, matter, herd, fern, term, lower)			
	<pre>ir (bird, stir, girl, fir, squirrel, shirt, dirt, first,</pre>			
	cork, orbit)			
	ur (burn, turtle, hurry, purple, turkey, furnace, nurse, surprise, turn, curtains)			
	Recognition that vowels followed by \underline{r} represent a sound which is between the short and long vowel sounds (See examples in short vowels and long vowels.)			
	Auditory-visual perception of <u>a</u> when followed by $\underline{1}$ or \underline{w} :			
	al (walk, talk, salt, wall, all, tall, always, stall, small, almost)			
	(saw, law, paw, lawn, fawn, claw, draw, raw, dawn, yawn) (aw might be classified as a vowel digraph, but is presented here to show the similarity of the sounds of al and aw)			
THI RD READER LEVEL 1	Recognition of the similarity of the sounds of er, ir, and ur in many words:			
	er (term, her, fern, ever, maker, service, brother, worker, speaker, larger)			
	ir (bird, dirt, girl, first, sir, third, shirt, fir, birth, thirst)			
	ur (fur, burn, turn, turtle, hurry, purple, nurse, furnace, turkey, curtains)			





LEVEL OF INSTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
THIRD READER LEVEL 1	Recognition of the similarity of the sounds of a when followed by 1, u, or w (wall, saw, caught; talk, lawn, taught; salt, fawn, because; always, claw, fault) (See also au under vowel digraphs at this level.)
THIRD READER LEVEL 2	Auditory-visual perception of a followed by re, as in care (rare, stare, fare, bare, dare, flare, careful, share, prepare)
	Recognition that unstressed <u>ar</u> , <u>er</u> , <u>ir</u> , <u>or</u> , and <u>ur</u> have the same sound in some words; in these phonograms, the sound of <u>r</u> is heard more than the vowels (mustard, after, answer, groceries, elevator, neighbor, alligator, creature, Saturday)
	Recognition that in some unstressed syllables the vowel may be barely heard (neutral) or not heard at all (muted), while a consonant in the same syllable is spoken clearly (between, below, decide, return, remember, coral, wooden, model, squirrei, circus)
FOURTH READER LEVEL	Understanding that the three most common vowel sounds are short, long, and influenced by r (bat, bake, barn; pet, me, her; hill, time, bird; stop, note, north; run, cube, burn)
FIFTH READER LEVEL	Recognition that vowels in unaccented syllables do not receive their full sound (appear, peasant, admit, arrange, approach, silent, ticket, taken, possible, capital, April, carton, control, lemon, circus, suppose)

DIACRITICAL MARKS AND PHONETIC RESPELLING

Webster's Elementary Dictionary 1961 edition ¹		Thorndike-Barnhart Beginning Dictionary, 1952 - 1964 editions ² and Thorndike- Barnhart Junior Dictionary, 1952 - 1965 editions ³	
LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES	LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
FOURTH READER LEVEL	Plain a, e, i: a (mat, map) e (bet, bed) i (tip, invent) Bar a, e, i, o: a (age, vein) e (evenly, beat, sleepy) i (side, buy) o (bone, snow) Two-dot a, u: a (cot, cart, bother, father, as pronounced in the north-eastern United States) ü (rule, fool) One-dot a, o, u: a (cart, father, as pronounced by persons who give to the a a sound different from that which they give to the o in cot or bother) o (corn, saw, all) u (rull, wood) Plain t-h: th (thin, ether) Bar t-h: th (then, either) Schwa shwa : a (a in banana, e in ticket, i in capital, o in collect, u in suppose)	FOURTH READER LEVEL	Plain a, e, i, o, u a (hat, cap) e (let, best) i (it, in) o (hot, rock) u (cup, butter) Bar or macron (mā'kron) a, e, i, o, u a (age, face) e (equal, be) i (ice, five) o (open, go) u (use, music) Two-dot a, u a (father, far) u (rule, move, food) One-dot er (term, learn) Voiceless th: th (thin, both) Voiced th: TH (then, smooth) Schwa (shwä): a (a in about, e in taken i in April, o in lemon, u in circus) Tilde (til' da) a: a (care, air) Circumflex (ser'kam fleksor) O: 6 (order, all)

Webster's Elementary Dictionary (New York: American Book Co., 1961).

Thorndike, E. L., and Clarence L. Barnhart, Thorndike-Barnhart Beginning Dictionary

(Fifth Edition. Chicago: Scott, Foresman Co., 1964).

Thorndike, E. L., and Clarence L. Barnhart, Thorndike-Barnhart Junior Dictionary (Sixth Edition. Chicago: Scott, Foresman and Co., 1965).



DIACRITICAL MARKS AND PHONETIC RESPELLING

Recognition of	f diacritical marks and phon	etic respelling	
Webster's Elementary Dictionary, 1961 edition		Thorndike-Barnhart Beginning Dictionary, 1952 - 1964 editions and Thorndike-Barnhart Junior Dictionary, 1952 - 1965 editions	
LEVEL OF INTRODUCTION	SKILL OR GE ERALIZATION, WITH EXAMPLES	LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
FIFTH READER LEVEL	Plain a with one-dot u: au (sound, now)	FIFTH READER LEVEL	Diphthong ou (hour, out, bough, owl)
	One-dot o with plain i: <u>ói</u> (coin, boy)		Diphthong oi (oil, boy)
	Respelling double consonants dd, ff, 11, ss, tt, where one consonant is silent with a single consonant d (odd, ladder) f (cuff) 1 (pill) s (less) t (latter) Respelling hard c as k (cook) Respelling s in some words as z (raise) Respelling words so that silent vowels are omitted (tail 'tal'; way 'wa' eat 'et'; load 'lod'; sleep 'slep'; head 'he either 'eth - r'; field 'feld'; grow 'gro'; t'Im'; give 'giv')	d \ 	Respelling double consonants dd, ff, gg, ll, mm, nn, pp, rr, ss, tt, where one consonant is silent, with a single consonant d (add) f (effort) g (egg) l (tell) m (common) n (manner) p (happy) r (carry) s (miss) t (button) Respelling hard c as k (coat, account) Respelling s in some words as z (has) Respelling words so that
	Respelling <u>si</u> in some word as <u>zh</u> (vi <u>si</u> on) Respelling <u>dge</u> as <u>i</u> (edge)	8	silent vowels are omitted (tail, tal; way, wa; eat et; load, lod; sleep, sleep; head, hed; either, e'TH or; field, feld;
	Respelling che as k (ache)		grow, gro; time, tim; give, giv)
	Respelling <u>el</u> in some words as <u>l</u> (vess <u>el</u> s \forall ves - lz)	s	Respelling s and si in some words as zh (measure, division)

DIACRITICAL MARKS AND PHONETIC RESPELLING

Recognition o	of diacritical marks and phone	tic respelling	
Webster's Elementary Dictionary, 1961 edition		Thorndike-Barnhart Beginning Dictionary 1952 - 1964 editions and Thorndike- Barnhart Junior Dictionary, 1952 - 1965 editions	
LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES	LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
FIFTH READER LEVEL	Respelling ar in some words as r (lizard \ liz - rd \)	FIFTH READER LEVEL	Respelling <u>dg</u> and <u>dge</u> as <u>j</u> (judgment, bridge)
	Respelling <u>ew</u> in some words as <u>yu</u>		Respelling <u>che</u> as <u>k</u> (ache)
	Respelling soft <u>g</u> as <u>j</u> (<u>g</u> em, lar <u>ge</u>)		Respelling <u>i</u> in some words as <u>y</u> (opin <u>i</u> on)
	Respelling wh as hw (wheat)		Respelling <u>ir</u> and <u>ur</u> as <u>er</u> in many words (<u>fir</u> st, <u>urge</u>)
	Respelling words so that silent consonants are omitted (half \haf\; ghost \gost\; scent \sent \; knife \nif ; gnaw \no\; climb		Respelling soft g as j (gem, large, allegiance) Respelling wh as hw (wheat)
	\'klim\; high \'hi\; back \'bak\; wrong \'rong\; often \'of - n\')		Respelling words so that silent consonants are omitted (half, haf; ghost, gost; scent, sent;
	Respelling <u>qu</u> as <u>kw</u> (<u>quail</u>) Respelling <u>ph</u> as <u>f</u> (<u>ph</u> ase)		knife, nif; gnaw, nô; climb, klim; high, hi; back, bak; wrong, rông; often, ôfôn)
			Respelling <u>qu</u> as <u>kw</u> (<u>qu</u> it)
			Respelling <u>ph</u> as <u>f</u> (<u>ph</u> rase)

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STRUCTURAL ANALYSIS SKILLS AND GENERALIZATIONS

INFLECTIONAL FORMS

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
READINESS LEVEL	Auditory awareness of ing ending in action words (walking, running, doing, making, singing, playing, going, sleeping, painting, raining)
PRE-PRIMER LEVEL	Awareness of changes in form and meaning when s is added to a verb or a noun (wants, sees, helps, looks, runs; apples, balls, toys, chairs, cakes)
PRI MER LEVEL	Recognition of change in form and meaning when a or ed are added to verb forms (likes, rides, wants, paints, sees, walks; looked, called, laughed, jumped, played, worked)
	Recognition of change in form and meaning when a is added to root words to form the plural (cakes, apples, balls, toys, chairs, cars, dogs, trees, docks, boats)
FIRST READER LEVEL	Recognizing the change in form and meaning when d is added to verb forms which end with e (liked, danced, pleased, surprised, lived, baked, smiled, raked)
	Recognition of ing ending in verbs (doing, going, sawing, painting, singing, looking, walking, sleeping, raining, blowing)
SECOND READER LEYEL 1	Recognition that some words drop the final e before adding ing (living, coming, hiding, making, riding, pasting, having, baking, dancing, smiling)
	Recognition that a final consonant is usually doubled before adding ed or ing (stopped, trotted, stirred, hopped, dropped; running, sitting, getting, hitting, cutting)
	Recognition that words ending in ch, sh, s, x, or z, which cannot add s without forming a separate syllable, add cs instead of s at the end of verbs or nouns (catches, watches; dishes, pushes, wishes; dresses, princesses; buses; foxes, boxes, fixes; buzzes)
	Recognition of irregular forms better and best to compare two or three or more things
	Recognition of a different way (irregular verb forms) of showing past tense (flyflew; growgrew; gowent; seesaw; dodid; blowblew; writewrote; readread; stingstung; creepcrept; feelfelt)

INFLECTIONAL FORMS

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
SECOND READER LEVEL 2	Recognition of er comparison, meaning "more than" (faster, nearer, longer, larger, smaller, taller, shorter, cleaner, deeper, slower)
	Recognition that when verbs end in a consonant and y, the y is changed to i when es or ed is added (cry, cries, cried; try, tries tried; dry, dries, dried; fly, flies; spy, spies, spied; hurry, hurries, hurried; carry, carries, carried; empty, empties, empties
	Recognition that words that end with y change y to i and add es when they mean more than one (city, cities; family, families; story, stories; penny, pennies; lady, ladies; puppy, puppies; grocery, groceries; party, parties; baby, babies; library, libraries)
	Recognition of the irregular forms worse and worst to compare two or three or more things
THIRD READER LEVEL 1	Recognition of the effect of adding er or est to adjectives to denote comparison of two or of three or more things (faster, fastest; nearer, nearest; longer, longest; larger, largest; smaller, smallest; taller, tallest; shorter, shortest, cleaner, cleanest; darker, darkest; lighter, lightest)
	Recognition that y is changed to i before adding er or est endings (heavy, heavier, heaviest; merry, merrier, merriest; lazy, lazier, laziest; easy, easier, easiest; happy, happier, happiest; funny, funnier, funniest; lovely, lovelier, loveliest)
	Recognition that words ending in a consonant which follows a single short vowel double that consonant before adding ed or ing (scrubbed, scrubbing; hopped, hopping; slipped, slipping; trapped, trapping; mopped, mopping; stopped, stopping; dropped, dropping; trotted, trotting; stirred, stirring)
THIRD READER LEVEL 2	Recognition that nouns which end in f or fe usually form the plural by changing the f or fe to v before adding es (leafleaves; calfcalves; thiefthieves; selfselves; elfelves; lifelives; wifewives; knifeknives; wolfwolves; shelfshelves; halfhalves)
	Recognition of the changes in form and meaning of verbs which add en or n to change tense (broken, tighten, bitten, taken, given, eaten, written, ridden, beaten, fallen, awaken, frighten, harden, shorten, forgotten, shown, grown, known, blown)



INFLECTIONAL PORMS

SKILL OR GENERALIZATION, WITH EXAMPLES
Recognition that y is changed to i before adding ly (readyreadily; hungryhungrily; lazylazily; sleepysleepily; happy-happily; merrymerrily; easyeasily; gloomygloomily; steadysteadily)
Recognition that words ending in y preceded by a vowel usually retain the y before adding an ending (stayed, staying; obeyed, obeying; played, playing; prayed, praying; displayed, displaying; delayed, delaying)
Recognition of the change in spelling and pronunciation in the past tense of irregular verbs, such as meetmet; forgetforgot; digdug; paypaid; stealstole; laylaid; speakspoke; writewrote; keepkept; sleepslept
Recognition that words ending in two consonants usually add ing, s, or ed without changing the spelling (reporting, reports, reported; scolding, scolds, scolded; sorting, sorts, sorted; cranking, cranks, cranked; swelling, swells, swelled; warning, warns, warned; accepting, accepts, accepted; blushing, blushes (note exception), blushed; tossing, tosses (note exception), tossed; coasting, coasts, coasted)
Recognition of irregular plural forms which may change the root word or make no change at all, such as: mice, geese, feet, fish, deer, sheep
Perception that ed is pronounced as t in verbs ending in any voiced consonant except t. These consonants are f, k, p, s, ch, sh, and th (voiced). (marked, drenched, locked, nipped, picked, matched, scratched, tossed, propped, slipped, pushed)
Understanding the use of foreign roots as an aid in word recognition:
<pre>photo, "light or by light" (photograph, photographer, photographic, photoplay) graph, "written, drawn, or recorded" (telegraph, photograph,</pre>

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INFLECTIONAL FORMS

LEVEL OF INTRODUCTION	SKILLS OR GENERALIZATIONS, WITH EXAMPLES
	scribe, "to write" (describe, scribe, scribble, inscribe, scribbler) lumin, "light" (luminous, luminary, illuminate, illumination, illumine) spectare, "to look at" (spectacles, spectator, inspect, inspector, inspection, spectacle, apectacular) graphy, "idea of describing, recording, or writing about" (geography, photography, biography, autobiography, telegraphy) auto, "self" (automobile, automatic, autograph, autobiography, autoharp, automaton, automotive, autocrat) bio, "life" (biography, biology, biographer, biologist, biological) geo, "earth" (geography, geology, geographer, geologist, geometry) fin, "end" (final, finish, finale, definite, finalist, define, definition) art, "skill" (art, artist, artistic, artisan, artless, artificial, artifice)
	<pre>dent, "tooth" (dentist, dental, denture, dentifrice, dentistry,</pre>

USE OF THE APOSTROPHE

LEVEL OF INTRODUCTION	SKILL OF GENERALIZATION, WITH EXAMPLES
PRIMER LEVEL	Recognition of the use of 's when added to a proper noun to form the singular possessive (Tom's, Bill's, Betty's, Mother's, Father's, Jack's, Dick's, Susan's, Linda's, Ricky's, Mary's)
PIRST READER LEVEL	Recognition of the use of 's when added to common nouns to form the singular possessive (kitten's, girl's, boy's, rabbit's, hen's, turtle's cat's, bee's, goat's, turkey's)
	Awareness of the use of the spostrophe in contractions such as: let 's, don't
SECOND READER LEVEL 1	Understanding the use of the apostrophe to take the place of a letter that has been omitted when two words have been placed together to make one word (in contractions)
	Recognition of the use of the apostrophe in contractions, such as: let's, that's, don't, it's, isn't, doesn't
SECOND READER LEVEL 2	Understanding the term contraction: one word made from two words which have been placed together with an apostrophe to stand for a letter or letters which were omitted.
	Recognition of such contractions as: I'll, I'm, didn't, don't, won't, can't, wasn't, he's
	Recognition of the use of st to show the plural possessive (boys, girls, hens, bears, goats, fathers, mothers, Smiths)
THI RD READER LEVEL 1	Distinguishing between the use of the apostrophe for possessive forms and for contractions (Tom's, Bill's, girls', boy's, bears'; let's, don't, that's, it's, doesn't)
	Recognition of such contractions as: I'd (had), I'd (would), I've, you'll, he'll, she's, you're
THI RD READER LEVEL 2	Recognition of such contractions as: we've, they're, there's, you'd, wouldn't, couldn't, hadn't, haven't
	Recognition that more than one letter may be omitted in a contraction (we'll, he'll, we've, you'll, you'd, I've, I'd (had), I'd (would)

COMPOUND WORDS

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
FIRST READER LEVEL	Recognition of compound words composed of two familiar words, such as: into, cannot, someone, peanut, pancakes, sunlight, maybe, birthday, snowman, cowboy
SECOND READER LEVEL 1	Recognition of such compound words as: upon, popcorn, tonight, another, fireman, seaside, barnyard, daylight, snowball, anything
SECOND READER	Use of the term <u>compound</u> to describe larger words made up of whole words
LEVEL 2	Recognition of such compound words as: breadbox , farmhouse , airplane , raindrop , midnight , doorway , inside , leftover , fisherman , anyone
	Use of the term hyphen and recognition of its use in some compound words, such as: good-by, sea-green, bow-wow, rain-maker, good-night, strange-looking, twenty-one, five-year-old
THI RD READER	Understanding that a compound word is a word which is usually composed of English words with little change in their meanings
LEVEL 1	Recognition of such compound words as: sidewalk, nobody, earring, gentlemen, suppertime, popcorn, doorway, rattlesnake, hatbox, troublesome
	Recognition of the structure and meaning of compound words ending in self, such as: himself, herself, itself, myself, yourself, themselves
	Recognition of hyphenated compound words which may describe something, such as: strange-looking, front-yard, right-hand, black-and-white, half-closed, blue-green, left-over, torch-light, freckle-faced
THIRD READER LEVEL 2	Recognition of such compound words as: newborn, suitcase, paintbrush, upstairs, cardboard, shopkeeper, headlight, Sunday, snowplow, afternoon



COMPOUND WORDS

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
FOUNTH READER LEVEL	Recognition of such compound words as: grandstand, meantime, landmark, beehive, businesslike, shipwreck, sideways, beadwork, co-pilot, take-off
FIFTH READER LEVEL	Understanding that a compound is composed of two or more words, neither of which has changed its form Understanding that each part of a compound is a whole word with a meaning of its own when used separately (in contrast to a suffix or an inflectional ending)
	Recognition of such compound words as: everybody, courthouse, workmen, roadbed, foresight, neighborhood, dugout, brother-in-law, awkward-looking, lifetime, twenty-fifth
SIXTH READER LEVEL	Recognition of such compound words as: headstrong, dashboard, goodhearted, smokestack, withstand, greenhouse, storekeeper, bareback, cameraman, spellbound



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LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
SECOND READER LEVEL 1	Awareness of suffix -er, "agent: one who performs a special action" (teacher, farmer, baker, driver, worker, builder, buyer, catcher, singer, dancer, pitcher)
	Identification of the root word within a word with a suffix (teacher, farmer, baker, driver, worker, builder, buyer, catcher, singer, dancer) (Note that some words drop the final e before adding er.)
SECOND READER LEVEL 2	Recognition of suffix -er, "agent: one who performs a special action" (batter, farmer, rancher, writer, pitcher, teacher, swimmer, helper, reader, traveler, talker)
THIRD READER LEVEL 1	Understanding the term root word: the word stem from which other words may be formed by the addition of perfixes and suffixes
	Understanding the term suffix: a syllable which is added to the end of a word
	Understanding that suffixes usually change the way in which a word is used in a sentence or the degree of meaning which a word has
	Recognition of suffix -ly, "in a manner or way that is like" (friendly, softly, bravely, brightly, gladly, lightly, darkly, quickly, quietly, sadly, suddenly, proudly)
	Awareness that final y is changed to i before adding the suffix -iy (happyhappily; busybusily; lazylazily; merrymerrily; prettyprettily; noisynoisily; daydaily)
THI RD READER LEVEL 2	Recognition that final y is changed to i before adding the suffix -ly (readyreadily; happyhappily; busybusily; lazylazily; merrymerrily; pretty-prettily; noisynoisily; daydaily)
	Recognition of such suffixes as:
	-ful, "full of or like" (cupful, careful, useful, helpful, wonderful, beautiful, playful, tearful, fearful, handful, cheerful, painful, thankful)
	-less, "without" (helpless, fearless, careless, useless, endless, dreamless, breathless, heartless, friendless, noiseless, ceaseless, lifeless, toothless)

SOFF INGS		
LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES	
THIRD READER LEVEL 2	-y "full of or like" (rusty, snowy, shiny, foggy, windy, sunny, baggy, bushy, wavy, dirty, dusty, chilly, sleepy, cloudy)	
	-en, "made of" (woolen, golden, earthen, wooden, silken, oaken)	
FOURTH READER	Recognition of such suffixes as:	
LEVEL	-ment, "act of doing something, or a state of being" (enjoyment, judgment, settlement, pavement, movement, management, payment, statement, amazement, excitement, improvement)	
	-th, "to show ordinal numbers" (fourth, fifth, sixth, seventh, tenth, thirteenth, seventeenth, twentieth, fortieth, fifty-seventh)	
	-ish, "of or having to do with, state of being, somewhat" (Spanish, English, Polish, Danish, Irish; foolish, childish, babyish, clownish, yellowish, reddish, boyish, stylish, impish, feverish)	
	-ness, "state or quality of being" (darkness, sharpness, kindness, goodness, happiness, business, sadness, greatness, wickedness, stillness, sweetness)	
PIPTH	Awareness of such suffixes as:	
READER LEVEL	-ion, -tion, "act of" or "a thing that" (action, election, perfection, abbreviation, celebration, demonstration, invention, construction, production, instruction, attention, reduction)	
	Recognition of such suffixes as:	
• • •	-or, "agent or a person or thing that performs a special service" (sailor, inventor, conductor, editor, actor, tailor, illustrator, decorator, conqueror, elevator, refrigerator)	
	-al, "belonging to or having to do with" (musical, accidental, electrical, national, mechanical, costal, natural, naval, arrival, rehearsal, autumnal, refusal)	
,		

-ous, "full of or like a" (joyous, mountainous, famous, adventurous, glorious, mysterious, poisonous, bulbous dangerous, courageous, humorous)

LEVEL OF INTRODUCT ON	SKILL OR GENERALIZATION. WITH EXAMPLES
FIFTH READER LEVEL	-ward, "in the direction of" (upward, homeward, windward, downward, eastward, westward, southward, backward, northward)
	-ship, "art or skill of, state or quality of" (horsemanship, companionship, fellowship, hardship, friendship, membership, relationship, apprenticeship, workmanship)
	-ist, "a person who follows or deals in, one who is skilled in" (scientist, tourist, machinist, geologist, organist, artist, violinist, motorist, pianist, bicyclist, cellist)
	-hood, "a state of being" (childhood, girlhood, boyhood, baby-hood, manhood, womanhood, knighthood, brotherhood, adulthood, falsehood)
	-dom, "the office, realm, or territory of, the state of being (kingdom, dukedom, freedom, wisdom, heathendom, officialdom, Christendom)
	-ling, "little, like a" (duck <u>ling</u> , seed <u>ling</u> , prince <u>ling</u> , year <u>ling</u> , gos <u>ling</u>)
SIXTH READER LEVEL	Recognition of such suffixes as: -able, "capable of being, or fit to be" (movable, usable, likable, adaptable, excitable, reliable, comfortable, perishable, valuable, laughable, eatable, unthinkable) -ion, -sion, -tion, -ation, "the action of doing or the state of being"; often change verbs into nouns (invention, instruction, rebellion, completion, decoration, perfection, intersection, graduation; appreciation, irritation; discussion, possession, expulsion; substitution, contention, reduction; coronation, plantation, destination, observation, starvation, preparation, determination, sensation, imagination)
	-ic, -ical, "of or belonging to, having to do with, coming from, like"; usually changes noun to adjective (heroic, volcanic, dramatic, telegraphic, angelic, historic, automatic, fantastic, idiotic, sympathetic, aromatic, scenic; historical, musical, typical, theatrical)



SKILL OR GENERALIZATION, WITH EXAMPLES LEVEL OF INTRODUCTION age, "the act or process of, the result of, the total number SIXTH or amount of, the fee charged for use of, the home of" READER . (passage, leakage, marriage, mileage, baggage, shrinkage; LEVEL postage, storage, towage; orphanage, parsonage, acreage) -ive, "having the nature or quality of, tending to, given to"; often changes verbs into adjectives (excessive, attractive, massive, defensive, corrective, productive, decorative, destructive, inclusive, instructive) -ary, "belonging to, having to do with" (missionary, imaginary, honorary, revolutionary, customary, elementary, secondary, dictionary, boundary) -some, "possessing to a great degree, showing a tendency toward" (lonesome, troublesome, quarrelsome, winsome, burdensome, handsome, awesome, bothersome) -ance, -ence, "the act of or the existence of" (appearance, insurance, guidance, assistance, clearance, endurance, observance, acquaintance; silence, patience, difference, excellence, correspondence, occurrence, existence, conference) -ant, "having the quality of one that, a person or thing that" (pleasant, resistant, triumphant, defiant, expectant, * ignorant, observant, defendant, assistant, contestant, descendant) -let, "little" (droplet, piglet, owlet, ringlet, starlet, leaflet, booklet, brooklet, nutlet, bracelet, inlet) Recognition that suffixes may change parts of speech: -ion ending often changes verbs into nouns (examples at reader levels five and six) -ment ending often changes verbs into nouns (examples at reader level four) -ive ending often changes verbs into adjectives (examples at reader level six) -ness ending often changes adjectives into nouns (examples

at reader level four)

PREFIXES

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
SECOND READER	Auditory awareness that <u>a-</u> and <u>be-</u> at the beginning of words may be separate syllables:
LEVEL 2 "	<u>a- (across, away, along, alone, again, asleep, ahead, awake, around, apart)</u>
	be- (because, behind, before, became, began, begin, below, become)
THIRD READER LEVEL 1	Awareness that a <u>prefix</u> is a syllable which is added to the beginning of a word to make a new word (<u>un</u> safe)
	Recognition that <u>a-</u> and <u>be-</u> at the beginning of words are separate syllables:
	<u>a- (asleep, along, awake, afraid, across, away, ahead, around, apart, ashamed)</u>
	<u>be- (below, because, became, become, before, began, begin, behind, believe)</u>
•	Recognition of the prefix un-, meaning "not, a lack of, the opposite of" (untie, unload, undressed, unhappy, unused, unsafe, unlock, unwrap, unpleasant, uneaten, unopened, unusual)
THIRD READER LEVEL 2	Recognition that a <u>prefix</u> is a syllable which is added to the beginning of a word to make a new word (<u>a</u> way)
LEVEL 2	Recognition of prefixes \underline{a} - and $\underline{b}\underline{e}$ - (See examples at level 3^1 .)
FOURTH READER LEVEL	Recognition that a prefix is a syllable which is placed at the beginning of a <u>root word</u> to change its meaning (<u>rewrite</u>)
44 La ♥ La La	Recognition of such prefixes as:
	re-, "again, back" (reload, rewrite, remake, return, recall, report, renew, reread, repair, repaint)
	<pre>dis- "not; a lack of, taking away; the cpposite of" (dislike,</pre>
	de- "down, a reversing or undoing" (decline, degrade, depress; dethrone, defrost; declare, deserve, demand, design, destroy, delight) (Note that the meanings given do not apply to the last group.)



PREFIXES

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
FOURTH READER LEVEL	<pre>im-, in-, "not" (impossible, imperfect, impatient, impolite, immobile, immovable, impractical; inactive, incapable, indifferent, inexact, incorrect, invisible, inaccurate, incomplete)</pre>
	<pre>ex- (excited, exchange, explain, explore, expand, explode, export, expect, exhale, express)</pre>
	<pre>con- (conductor, consider, condition, conclude, connect,</pre>
.	Understanding that prefixes are not always clues to meaning; they may be recognized simply as common beginning syllables (again, apart, because, before, destroy, delight, connect, conclude, expect, explore)
	Understanding that the root word with a prefix often is not a recognizable English word (again, afraid, believe, began, destroy, demand, conclude, connect, explore, expect)
FIFTH	Recognition of such prefixes as:
READE R LEVE L	<pre>non-, "not, opposite of" (nonstop, nonskid, nonconductor,</pre>
·	<u>tele-, "far, or operating at a distance" (telephone, telegraph, television, televise, telephoto, telescope, telegram)</u>
,	<pre>anti-, "against, opposed to" (antifreeze, antiaircraft,</pre>
	<u>fore-,</u> "in front of, before, in advance" (<u>forearm, forehead,</u> <u>foreman, foresee, foretell, forecast, forewarn, fore</u> leg, <u>foreground, fore</u> father)
	<pre>en-, "give, cause to be, make into" (encircle, enchant, enjoy,</pre>
SIXTH READER LEVEL	Recognition of such prefixes as:
	<pre>co-, "together, with" (cooperate, cooperation, coeducation,</pre>
	<u>transatlantic, translate, transfusion, transcript,</u> <u>transform, transmitter, transact, transom)</u>

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PPEFIXES

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
SIXTH READER LEVEL	mis-, "wrong, wrongly, pad" (misspell, mislay, misconduct, misbehave, mischance, misadventure, misrepresent, misunderstand, misname, mistake, misunderstood)
	post-, "after, later, behind" (postscript, postdate, post- graduate, postwar, postelection, postpone, post-mortem)
** <u>.</u>	<u>pre-, "before, beforehand" (prearrange, prepaid, prefix, preview, precook, prehistoric, predate, preschool, prewar)</u>
	<u>semi-, "half" (semicircle, semifinal, semiannual, semiprecious, semiofficial, semiarid, semicolon)</u>
	<pre>sub-, "under, below, beneath" (subway, submarine, subnormal,</pre>
	<u>bi-, "two, twice, doubly" (biannual, biweekly, bicycle, biplane, bicuspid, bimonthly, bisect, biped, bipartisan)</u>
	Finding the meanings of prefixes in a dictionary

SYLLABICATION

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
THIRD READER LEVEL 1	Understanding that a word or a part of a word that contains one vowel sound is called a syllable (belt, find, write, sleep, tick et, mar ket, mu sic, let ter, hap py)
	Understanding that the number of vowel sounds in each word indicates the number of syllables (shook, vil lage, mo las ses; scrub, cur tain, im por tant; sharp, let ter, sev er al)
	Recognition that a word is usually divided between the two consonants when double consonants occur between two vowels (but ter, hur ry, dol lar, bet ter, let ter, ar row, bur ro, car rot, hol low)
	Recognition that a word is usually divided between the consenants when two different consonants in the middle of a word are preceded and followed by vowels (for ward, per haps, pic nic, bar gain, cap tain, cor ner, sur prise, doc tor, gin ger, Mon day)
	Recognition that the last syllable usually includes the consonant with the <u>le</u> when a word ending in <u>le</u> is preceded by a consonant (ta ble, jun gle, can dle, lit tle, rat tle, trou ble, ap ple, ea gle, sprin kle, gen tle)
THI RD READER LEVEL 2	Understanding that a word is usually divided before the consc- nant when a single consonant appears between two vowels (re ward, pa per, fa mous, ba by, si lent, mu sic, mo tor, la dy, ti ger, no tice)
	Understanding that a <u>closed</u> <u>syllable</u> is a syllable that ends with a consonant; the vowel in a closed syllable is usually short (num ber, doc tor, en ter, pen cil, mem ber, un der, sig nal, blos som, scam per, bet ter)
	Understanding that an open syllable is a syllable that ends with a vowel; the vowel in an open syllable is usually long (pi lot, pa per, fro zen, o ver, he ro, mo ment, o pen, be hind, ti ger, ba ker)
	Recognition that suffixes and prefixes usually form separate syllables (farm er, friend ly, care ful, help less, wood en; a wake, be fore, un load, re write, dis like, de light, ex port)
	Understanding that a vowel digraph or double vowel is considered as one vowel sound and forms but one syllable (bea ver, be cause, rea son, peo ple, sau cer, beat ing, ra coon, keep er, look ing, steer ing)

SYLLABICATION

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
THIRD READER LEVEL 2	Understanding that compound words are divided between the word parts and between the syllables within these word parts (pea nut, birth day, ear ring, sea side, barn ward, day light, sup per time, trou ble some, strange-look ing, shop keep er, af ter noon)
FOURTH READER LEVEL	Recognition that the letters in consonant digraphs are not divided between syllables (or chard, mo ther, wash es, pock et, quick ly, long er, a while, oth er, chick en)
	Recognition that the letters in consonant blends are usually not divided between syllables (in stead, sur prise, be tween, de clare, a pron, pro gram, con trol, de scroy, se cret, coun try)
άγ · .	Recognition that the letters in diphthongs are usually not divided between syllables (cow ard, loi ter, en joy, roy al, flow er, tow el, en joy ing, how ev er)
	Recognition that the <u>ed</u> ending may be a part of the final syllable and pronounced as <u>d</u> or <u>t</u> (fired, lived, yellowed, loved, swallowed; looked, talked, worked, picked, splashed)
	Recognition that an ed ending usually forms a separate syllable when the root word ends in d or t (load ed, pound ed, scold ed, tend ed, de pend ed; count ed, dart ed, paint ed, wait ed, part ed)
FIFTH READER LEVEL	Recognition that the letters ck and x usually go with the preceding vowel and end the syllable (crack ers, pack age, pick le, tack le, speck led, chick en, tick et; ex tra, tax i, ax is, sex tant, Tex as)



ACCENTUATION

LEVEL OF SKILL OR GENERALIZATION, WITH EXAMPLES INTRODUCTION THIRD Perception that one of the syllables usually has more accent or READER ... stress than the others when a word which has two or more sylla-LEVEL 2 bles is pronounced (mu sic, be gan, sup pose, win ter, oth er, sur prise, gar den, dan ger, a part ment, im por tant) Recognition that accent is shown in the glossary or dictionary by accent marks Slanted accent mark: accent is often shown by a slanted accent mark following the accented syllable (pro'gram, or chard, mo tor, gi raffe, be lieve) Vertical accent mark: accent may be shown by a vertical accent mark before the accented syllable ('pro gram, 'or chard, 'mo tor, gi 'raffe, be 'lieve) Recognition of accented syllables in longer words (to geth er, en e my, re frig er a tor, an nounc er, A mer i ca, gas c line, post mas ter, to mor row, veg e ta ble, won der ful) FOURTH Recognition that many two-syllable words are accented on the READER first syllable (pic ture, bat ter, whisk ers, sen tence, LEVEL ques tion, cab bage, break fast, hu man, plat form, mid dle) Recognition that in words with prefixes, the accent is on the root word, or on the accented syllable of the root word if it . has more than one syllable (un safe, un eat en, re write, dis like, dis be lieve, de frost, im per fect, in cor rect, ex press, con cave) Recognition that in words with suffixes or inflectional endings the accent is usually on the root word, or on the accented syllable of the root word if it has more than one syllable (help ful, use less, walk ing, gold en, start ed, im prove ment, yel low ish, hap pi ness, a maze ment, fe ver ish, re pair ing) Recognition that a syllable with a long vowel sound is usually accented (si lent, pro gram, de cide, mu sic, pa rade, cho sen, pi lot, bro ken sur prise, es cape)

Recognition that in unstressed syllables the vowel is quickly passed over in rapid speech and the consonant has more sound than the vowel (hu man, car ton, nick el, ta ken, lem on, cir cus, tick et, pa trol, sup pose, a cross, re port, be hind, col lect)



ACCENTUATION

LEVEL OF INTRODUCTION	SKILL OR GENERALIZATION, WITH EXAMPLES
FIFTH	Understanding the use of primary and secondary accent marks:
READER LEVEL.	In words with three or more syllables, a stronger accent is often shown with a heavy slanted accent mark while a secondary accent is shown with a lighter slanted accent mark following the accepted syllables (cham pi on ship, es ca la tor, nec es sar y, ter ri fy, e lec tric i ty, ex plo ra tion, con ver sa tion, sep a ra tion, hel i cop ter, com po si tion)
•	In words with three or more syllables, strong stress may be shown with a vertical accent mark set high in the line, placed before the accented syllable, while medium stress is shown with a vertical accent mark set low in the line, placed before the syllable ('cham pi on ship, 'es ca la tor, 'nec es sar y, 'ter ri fy, e lec 'tric i ty, ex plo 'ra tion, con ver 'sation, sep a 'ra tion, 'hel i cop ter, com po 'si tion)
-	Recognition that two-part compound words usually have greater stress on the first syllable (home like, cow boy, old time, work men, brand-new, ship wreck, shot gun, mean time, paint-brush, road bed)
	Recognition that the first syllable is usually stressed in words which contain two medial consonants (chap ter, tad pole, boulder, in stant, pres sure, cac tus, bon ny, mis sile, tin der, you der)
	Recognition that the first syllable is usually stressed when the first syllable of a two-syllable word ends in ck or x (chick en, pack age, crack er, tick et, speck led; tax i, ax is, ex tra, sex tant, Tex as)
·	Recognition that the first syllable is usually stressed in two-syllable words which end in <u>le (ma ple, hus tle, can dle, sprin kle, gen tle, rat tle, ea gle, trou ble, jun gle, rum ble)</u>
SIXTH READER LEVEL	Recognition of the effect of shifting accent on the pronunciation and meaning of a word (ob' ject, ob ject'; pro' test, pro test'; con'duct, con duct'; per' mit, per mit'; re' lay, re lay'; con'test, con test'; ex' port, ex port'; per' fect, per fect'; con'tent, con tent'; es' cort, es cort'; su' ject, sub ject'; en'trance, en trance')



ACCENTUATION

LEVEL OF INTRODUCTION

SKILL OR GENERALIZATION, WITH EXAMPLES

SIXTH READER LEVEL

ERIC

Recognition that some words change their syllabic divisions when their accent is shifted (re cord', rec'ord; pro duce', prod'-uce; pre sent', pres' ent; de sert', des' ert; re fuse', ref'-use; mi nute', min'ute)

Recognition that the accent may shift from one syllable to another as a root word changes form (num ber, nu mer i cal; met al, me tal lic; mys ter y, mys te ri ous; ter ri fy, ter rif ic; com merce, com mer cial; dra ma, dra mat ic; mag ni fy, mag nif i cent; rel a tive, re la tion; the ater, the at ri cal; e lec tric, e lec tric i ty)

V. SUGGESTIONS FOR INTRODUCING LEARNING EXPERIENCES

The following charts present suggestions for introducing learning experiences as they relate to rhyming words, initial consonants, final consonants, consonant digraphs, consonant blends, long vowel sounds, vowel digraphs, vowel digraph variant sounds, and word structure. Topics for children's learnings, additional activities, and suggestions for teaching are listed under each heading.

RHYMING WORDS

Sensitivity to hearing rhyming words in nursery rhymes, jingles, and poems is important in building a background of recognizing rhyming elements. An awareness of nursery rhymes and poems begins in the Kindergarten. These rhyming elements may be used later in recognizing new or unfamiliar words with similar rhyming elements.

In addition, an awareness of rhyme promotes better phrasing and more effective oral reading, stimulates imagery and ability to interpret, and develops better listening habits.

Auditory and Visual Approaches

Kindergarten activities begin to direct children's abilities to hear specific patterns of speech toward developing awareness of communicating through hearing, saying, and seeing.

Auditory recognition of words with rhyming endings is developed before pupils learn visual recognition.

Procedures for the development of awareness of rhyming words are suggested on the following pages.

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MOTIVATION:

Relate auditory experiences with rhyming and poems to experiences in the daily program, such as nursery rhymes which children have enjoyed.

Step 1 Listen for enjoyment.

"We were saying some of our favorite nursery rhymes the other day. Do you remember? Who remembers one?

Step 2 Hear jingle or rhyme.

"Sometimes poems or jingles rhyme at the end of every line or phrase. Listen!

""One, two, buckle my shoe, Three, four, shut the door."

Discover rhyming words.

"Do some of the words sound alike? Which words sound alike? Listen to the rhyme again. Raise your hand when you hear a word that rhymes with another one.

Supply rhyming words.

"As you hear the rhyme again, could you fill in the rhyming words?

Step 3 Recall words that rhyme.

"Think of a word that rhymes with noon. It tells about something we can see at night. (moon)

"Think of a word that rhymes with boy. It is something that we like to play with. (toy)

SEQUENTIAL STEP (at a later time)

Step 4 See three pictured objects. Two represent objects that rhyme; one is different.

"Can you tell me what you see in these pictures? (house, mouse, clock)

"Do some of their names rhyma? What are the rhyming words? Which one does not rhyme?

Step 5 See rhyming words on word cards or chalkboard.

"Find some of the words on these word cards that rhyme. (boat, coat; clock, rock; cat, hat; cake, make)

Discover words that sound alike and look alike.

"Match the cards having words that sound alike."

Hearing, Saying, and Seeing Rhyming Words

ADDITIONAL ACTIVITIES	EXAMPLES
Enjoy poems and jingles.	Lady-bug, lady-bug, Fly away, do, Fly to the mountains, And feed upon dew, Feed upon dew, And sleep on a rug, And then run away, Like a good little bug.
Hear rhyming words.	Rain, rain, go <u>away</u> , Come again another <u>day</u> , Little Johnny wants to <u>play</u> .
Supply rhyming words.	Early in the morning The, (Sun, Sun, Sun) Came up in the sky On a, (run, run, run)
Distinguish between rhyming words.	Sun - run (s - r)
Use Listening Center.	
 Ask children to listen for appreciation. 	Transcription: Peruvian Lullaby # 329
 Ask children to identify such sounds as:	Airplanes humming, horns honking Children laughing, dogs barking Transcription: High and Low #349
. Let children discover rhyming words in familiar songs.	Big Brown Bunny ¹ Big brown bunny, Hop, hop; Big brown bunny, Stop, stop; Big brown bunny, Eat, eat; Big brown bunny, Sleep, sleep.

Speech in the Elementary School (Los Angeles City Schools: Publication No. 479, 1949).

Hearing, Saying, and Seeing Rhyming Words

SUGGESTIONS FOR TEACHING

Teach through words.

Begin use of nursery rhymes, jingles, and poems in Kindergarten.

Continue use of rhyming and analogy throughout elementary school grades.

Build background of hearing rhyming elements for use in later recognizing of rhyming parts of words in new or unfamiliar words.

Help children to develop auditory recognition of words with similar rhyming endings before introducing visual recognition.

Encourage clear speech.

Promote proper speech patterns and clear enunciation and pronunciation by setting good example.

Provide opportunities to say jingles, nursery rhymes, and poems on tape recorder so that children hear speech patterns and speech sounds.

Review systematically.

Provide many opportunities for rhyming.

Help children learn to use this technique in recognizing rhyming parts of words in new or unfamiliar words.

Use available materials.

Use tape recorder and Listening Center to promote listening.

Provide additional materials through use of audio-visual catalogs and Speech in the Elementary School. 1

Speech in the Elementary School, op. cit.

INITIAL CONSONANTS

The first approach in developing an understanding of any single initial consonant is through auditory perception.

Auditory Approaches

Children have heard many rhymes, poems, and jingles. As a sequential development, they need to become aware of the beginning sounds of words. This may be accomplished at the start of the pre-primer level through hearing many words with the same initial consonant, finding additional words or names of objects in the room with the same beginning consonant, and discriminating between words that begin alike and words with different initial consonants.

Approaches are suggested on the following pages for the initial consonant "B." These s ggestions represent ways of strengthening skills and should be presented gradually and as needed.

Relate auditory discrimination of beginning consonant to experiences in the daily program, such as hearing a poem.

Step 1 Hear words beginning with same initial consonant sound.

"Remember the poem we heard yesterday about the busy bee?

"Who remembers the poem? Let's listen to it again.

"How does a bee sound? Yes, it makes a buzzing sound.

Discover how two words are alike.

"Listen to the words 'bee' and 'buzz."
How do these words sound alike?

Say the two words.

"Now you try it.

Observe how sound feels on lips or tongue.

"Did you feel your lips come together when you said 'bee' and 'buzz'?

Find other words that begin with same sound.

"Can you think of some other words that begin in the same way?

Step 2 Hear series of three words. Two begin with same initial sound; one has different sound.

"Listen to these three words. Two of them will begin with the same sound as bee.'
Listen. Can you hear the two words?
(big, box, sun)

Find the two words that begin with the same initial sound.

"Yes, 'big' and 'box' have the same beginning sound as 'bee' and 'buzz.'

Step 3 Hear a story in which words are missing.

"I will read a little story, but will leave out some words that begin like 'boy.' Let's see if you know what words are left out.

Fill in missing words with words containing the same initial consonant sound.

"When I read the story for the second time, will you fill in the missing words?

"Early one morning, Billy hopped out of (bed), ate his _____, (breakfast), picked up his lunch _____ (box), and hurried off to school."

ADDITIONAL ACTIVITIES

EXAMPLES

Read poems and jingles to children.

Let children enjoy experimenting with words and sounds.

Ask children to recite familiar Mother Gouse rhymes.

Dismiss children sometimes by names with the same beginning consonant.

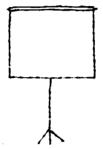
Listen for the initial sound of "b."

- Ask children to listen to a tape-recording (usually after they are familiar with the sound of "b").
- Encourage children to discover words that begin with the same sound as "baby."
- Let children tell how many times they have heard words beginning with the consonant "b."
- Ask children to tell other names beginning with the same consonant.
- Make children aware of the initial consonant "b" in a familiar song. (Be sure that children have enjoyed singing the song many times before using it to recognize consonant "b.")

Ball and boat are toys for play, Butter and bread are things to eat, Bell and buoy sound far away, But all begin the very same way.

Bye, baby bunting, Daddy's gone a-hunting, Gone to get a rabbit skin To wrap the baby bunting in.

Billy Ben Betty Bertha





Billy walked to school this morning. This is what he saw:

A big bird A red basket Betty and Sue

Bobby Becky

Brad Barbara

Playing Fireman¹

Bong! Bong! Bong! Bong!
Where's the fire? Where's the fire?
Bong! Bong! Bong! Bong!
Start the truck! Start the truck!
Bong! Bong! Bong! Bong!
Spurt the hose! Spurt the hose!
Bong! Bong! Bong!
Put the fire out! Put the fire out!

¹⁰sborne McConathy, et al, Music for Early Childhood (New York: Silver Burdett, 1952), p. 19.

Hearing and Saying Words Beginning With "B"

SUGGESTIONS FOR TEACHING

Teach through words.

Select words for use.

Teach initial consonant "b" through words beginning with the initial consonant; never use consonant in isolated and distorted form of "b-uh."

Select words with a single "b" consonant followed by a vowel.

baby	bat	book
back	bean	bought
bag	bear	bow-bow
baggage	bed	box
ball	bell	boy
balloon	best	bull
banana	bicycle	bump
bank	big	bunny
barber	birds	buoy
bark	birthday	bus
barn	boat	bush
basket	booms	but

Accept all offerings from children of initial "b" sound, including consonant blends, such as "blue" and "black."

Call attention to words offered by children when "b" sound is in another position, such as "tub" or "crab," so that they may find beginning consonants.

Be alert to names of children in class that begin with "B," such as Betty, Barbara, Bill, and Bobby.

Become aware of way in which consonant is formed:

Sounded as in "boy"
Voiced while lips are together, and
then lips spring open
Known as a plosive consonant

Maintain skills of hearing and saying initial consonant "b" sound through regular and systematic review.

Review systematically.

Enunciate speech sounds. 1

1Speech in the Elementary School, op. cit

Visual and Auditory Approaches

After much experience in hearing words that begin with the selected initial consonant sound and opportunities to find other words that begin with this same sound, children are prepared for the next step of seeing and writing words that begin in the same way. This may be initiated at the primer level.

Visual perception is accompanied by oral responses as children name pictures or show concrete objects with names that require the beginning sound.

Teaching the names of the letters and helping children see both capital and smallletter forms may be performed at this time, or as children are learning to use manuscript form in writing under direct teacher supervision.

These approaches for learning initial consonant "B" are suggested on the following pages. They represent ways to strengthen skills and should be presented gradually, as needed.

Relate auditory and visual discrimination of beginning consonant to experiences in the daily program, such as use of a chart by the class.

Step 1 Recall chart used previously.

"Think of the story we read on our chart the other day about the harbor.

Hear words beginning with same initial consonant sound.

"What kind of boat did we read about?

Say the words.

"Was it a little boat? (big boat)
That's right.

Discover how the two

words sound alike.

"Let's say the words 'big' and 'boat.'

"Find these words on our chart. What did you notice about these words?

See words on chalkboard.

"Watch me write the words on the board.

Discover how the two words look alike.

"Do you notice something about the words?
Yes, they begin with the very same letter.

Find other words that begin with same sound.

"Tell me some other words that we can write on the board that begin with the same sound as 'big' and 'boat.'

Step 2 Match word card to picture of object beginning with initial consonant previously heard.

"See if you can find a word card (or a word on the chalkboard) to match this picture (bus).

Say word.

"Who can tell me its name?

Find word cards to match other pictured objects beginning with same initial consonant.

"Can you find some other words in this group of word cards that match the other pictures? (birds, barn, box, boat)

Read words identifying pictured objects.

"How are these words alike? Yes, they begin like the word bus. They begin with the same sound."

Seeing, Hearing, Saying, and Reading Words Beginning With "B"

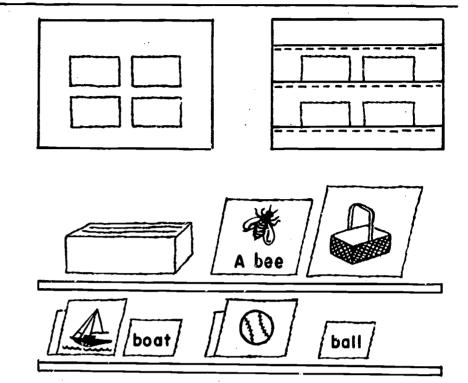
ADDITIONAL ACTIVITIES

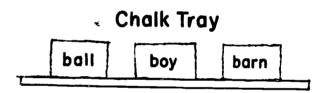
EXAMPLES

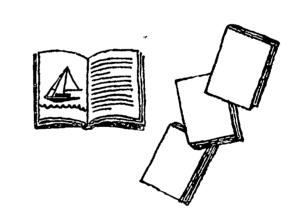
Develop speaking-reading vocabulary.

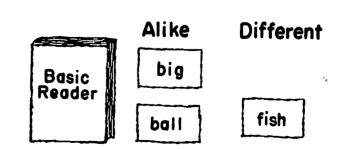
- . Help children recognize pictured objects that begin with initial consonant "b."
 - Present a picture for a known word, such as "ball."
 - Let children find other pictures beginning with the same initial consonant; pronounce the word; hear the sound; then put the picture in an appropriate place.
 - Present pictured objects on chart.
 - Stress with children that names of some of the pictures will begin with initial "b" sound and that others will not.
 - Let children match pictures and word cards that have names which begin with initial sound; then place in pocket chart or on chalk tray.
 - Provide pictured objects for children with beginning consonant "b."
 - Ask children to select a picture; then to find another picture in a library book that has the same beginning sound.
 - . Evaluate the picture with the children; let them tell the reason for their selection.
 - Provide pictured objects and word cards: two that are alike, one that is different.
 - Guide children to discover likenesses and differences in beginning sounds.

ERIC









Seeing, Hearing, Saying, and Reading Words Beginning With "B"

SUGGESTIONS FOR TEACHING

Teach through words.

Select words for use.

Teach initial consonant "b" through words beginning with the initial consonant; never teach the consonant as isolated and distorted "b-uh."

Select words with a single "b" consonant followed by a vowel.

Select words from sight vocabulary already learned or from charts developed in the class.

baby	basket	boat
bag	bed	book
ball	bell	box
balloon	big	boy
bat	birthday	buoy
	•	bus

Avoid words beginning with blends, such as black, blue, or brother, to avoid confusion.

Use names of children in class beginning with initial consonant "B."

Help children notice the difference between capital-letter and small-letter forms as they see names of children beginning with capitals.

Refer to letter by its correct name as it is developed in the guided lesson or as it is used in writing.

Maintain skills of seeing, writing, and saying initial consonant "b" through regular and systematic review.

Teach capital-letter and small-letter forms.

Teach name of letter.

.

Review systematically.

ERIC

FINAL CONSONANTS

Previous experiences in hearing, seeing, saying, and reading words with different beginning scunds have prepared children for auditory and visual discrimination of final consonant sounds.

Auditory and Visual Approaches

After presentation of some initial consonants, children are ready to hear words with single consonants in a different position. The sequential step is in hearing, seeing, and reading a specific single consonant as a final letter.

As shown on the Chart for Sequential Development of Phonic Analysis, page 14, some final consonants are taught concurrently with beginning or initial consonants.

These approaches for teaching of the final consonant "T" are suggested on the following pages. They represent ways to strengthsn skills and should be presented gradually, as needed.

Relate auditory and visual discrimination of final consonant to activities in the daily program, such as listening to stories from basic readers.

Step 1 Recall words from sight vocabulary developed in readers.

Hear two words that end with same final consonant sound.

Discover how two words are alike.

Say the two words.

Observe how sound feels on lips or tongue.

Find other words that end with the same final consonant sound.

Step 2 See two words ending with same final consonant.

Discover how two words are alike.

Say the two words ending with the same final consonant.

Observe how sounds feel on lips or tongue.

Step 3 See series of three words: two end with the same final consonant; one has different consonant.

Read to find the two words that end with the same final sound. "In some of our stories, we learned two words that are alike. They do not begin with the same sound; they do not rhyme.

"Listen to the sentences to find the two words that are alike in some w ... We will get there soon. Ride fast.

"Who can tell me which two words are alike? How are they alike? Yes, they have the same sound at the end of each word.

"Say the two words for me.

"Did you feel a tiny puff of air escape after you said these words? Try them again.

"Can you think of another word that ends with the same sound?

"Watch me write two words on the board. See if you can tell how they are alike.

"What part of these two words looks alike?

"Can you read these two words to me?

"Do these words end with the same sound?

"Do the last sounds in the words sound like the last sound in 'hat'?

"Here are three word cards. Who can read these words? (get, want, down)

"Which two have the same last sound?"

Hearing, Saying, Seeing, and Reading Words With Final "T"

ADDITIONAL ACTIVITIES

EXAMPLES

Hear poems and jingles.

- . Read a poem or jingle to the children.
- . Ask them to hear the final consonant "t."
- Tell them to think of the ending sound.
- Ask them to say the word having the final consonant "t."
- Provide time for children to discover new words having the same ending.
- Be sure children pronounce and enunciate the final "t" clearly.

A pocket and a basket hold different things.

A coat and hat I put on me.
You paint a boat and love a pet.
Which of these words end like "get"?

Read and write.

- , Recall familiar words that end with consonant "t."
- Provide sentences having one word that ends with "t."
- Ask children to read the sentence and frame the word.
- Instruct them to pronounce and enunciate clearly as they read the complete sentence.
- Provide word cards, and let children match the word in the sentence.
- . Write sentences on the chalkboard.
- . Ask children to underline the final consonant "t."
- Tell children to read each sentence and to read the three words below.
- . Ask them to decide which words end with final consonant "t."
- . Tell them to write in the space the word which they have selected to complete the sentence.

Sentences	Word Cards
Mother went to the store.	went
Does baby want a toy?	want
Someone will get a toy.	get
What will Tom say?	what

Chalkboard

pain<u>t</u> pe<u>t</u> wha<u>t</u> no<u>t</u>

Charted or Mimeographed

Put the apples in a Supple-Basic ride basket look mentary Readers Readers Tom has a new pet ball some Story the car red. Books work Paint never

Hearing, Saying, Seeing, and Reading Words With Final "T"

SUGGESTIONS FOR TEACHING

Teach through words.

Select words for use.

Teach final consonant "t" through words ending with the final consonant; never teach it as the isolated and distorted "t-uh."

Accept all offerings by children of words ending in final "t" without calling attention to use of consonant digraphs or consonant blends.

Select any words ending in "t" for auditory discrimination, whether or not the words end in consonant digraphs or consonant blends, such as st, nt, ght.

bat	get	plant
boat	hat	rat
bright	jet	right
cat	last	start
coat	lift	toot
eat	light	waist
fast	out	wait
first	pet	want
freight	put	wet
fruit	•	

Select words for visual discrimination from sight words already learned, or from charts developed in class.

bat	freight	lift
boat	fruit	pet
coat	get	rat
eat	hat	toot
fast	jet	want

Enunciate speech sounds. 1

Help pupils to become aware of way in which consonant is formed:

Sounded as in "hat," "coat," or "right" Called a stop because there is complete blockage of breath stream followed by a plosive puff.

Review systematically.

Maintain skills of seeing, hearing, saying, and writing final consonant "t" sound through regular and systematic review.

Use final consonant "t" sound in mixed consonant word groups.

¹Speech in the Elementary School, op. cit.

CONSONANT DIGRAPHS

Consonant digraphs are taught as another word attack skill. Children have had much experience with beginning and ending single consonants. At the primer level, they begin to discover that sometimes combinations of consonants represent one sound.

Visual and Auditory Approaches

It is important that children use auditory discrimination first in finding words with the beginning consonant digraph sound. As they listen carefully to many words and watch as these words are written or displayed on word cards, they are led to observe that the two letters produce one sound.

The meaning of the term consonant digraph may be taught after pupils have had many experiences with hearing and seeing words beginning with consonant digraphs.

Beginning consonant digraphs (<u>ch</u>, <u>th</u>, <u>sh</u>, and <u>wh</u>) are taught before children learn the sound of consonant digraphs in final position.

These approaches for teaching the initial consonant digraph "ch" are suggested on the following pages. They represent ways of strengthening skills and should be presented gradually, as needed.



Relate auditory and visual discrimination of beginning consonant digraph to experiences in the daily program, such as listening to stories from basic readers.

Step 1 Recall word that begins with initial consonant digraph.

"The other day we met a new word in our reading. It began in a different way from the other words we knew. It was another word for 'boys and girls.' Can you guess the word? (children)

Say the word.

"Say the word again.

Find other words that begin with the same sound.

"What other words begin with the same sound?

Use the words in sentences.

"Give me a sentence using each of these words. (Continue for other words.)

Step 2 See words from sight vocabulary on word cards or on chalkboard.

"Let's look at some words we know from our reading. (children, chair, chicken)

Read the words.

"Look at the words. Read them to yourself. Who would like to read them to the class?

Find the parts that are alike.

"Look at the words again. What part of each word is alike?

Underline the letters that make up the consonant digraph.

"Draw a line under the part that is alike in each word. ('ch')

Discover that the two letters have one sound.

"When you say the word 'chair,' do you hear one sound or two sounds represented by the letters 'ch'? (one sound) (Try other words beginning with 'ch.')

Make generalization.

"What can we say, then, about words that have 'ch' together in them?"

ADDITIONAL ACTIVITIES

Listen for initial consonant digraph "ch."

- . Use a tape recorder with the children.
- Let them record a sentence using one word beginning with an initial "ch" sound.
- . Stress clear enunciation and pronunciation.
- Ask children to listen to the tape recording.
- . Allow each child time to hear, think about, and evaluate his own spoken sentence as well as the sentences of other children.
- Ask children to recall words beginning with initial "ch" sound.

See--read--write on another day.

- . Use sentences from a basic reader.
- . Write sentences on the chalkboard.
- Ask children to read the sentences and to underline the correct words beginning with "ch" sound.
- Administer a short drill by writing several words with and without an initial digraph.
- . Ask children to draw a line under the letters which represent a digraph.
- , Encourage children to think of other words.
- . Provide for individual differences.
- Ask children to use a supplementary reader; select a familiar story.
- . Ask them to list words that begin with a consonant "ch."
- Ask them to page each word and underline the first two letters.
- . Check papers with the children.

EXAMPLES

Recorded Tape

"Cheep, cheep," said the little chick.

"My dog chased a rabbit."

"Cherries are good to eat."

"My chair is too big for me."

"A chipmunk is often friendly."

chased chair cherries chipmunk cheep chick

Chalkboard

Mother laughed with the children.

George looked down Chase Street.

Charles is in the birthday chair.

children	New Words	
book		
train	check	
choose	chug	
cheese	chick	
ten	cheek	

Child's Paper

John Brown	November 14, 1966
chair p. 8 chain p. 12 choose p. 19 cheese p. 38	chain p. 41 chipmunk p. 59 chatter p. 63 children p. 63



Hearing, Saying, Seeing, and Reading Words Beginning With "CH"

SUGGESTIONS FOR TEACHING

Teach through words.

Teach beginning consonant digraph "ch" through words; never teach the digraph as the isolated and distorted "ch-uh."

Lead children to discover that "ch" as a consonant digraph is considered a single consonant sound.

Refer to letters "ch" together as a consonant digraph (two consonants together that make one sound).

Help children learn the function and the sound of the consonant digraph rather than placing undue emphasis on learning the term.

Select words for use.

Select words for auditory discrimination:

cheer	chimney
cheese	chin
cherry	chipmunk
chest	choice
chick	choke
chicken	choose
chief	chop
child	chosen
children	chug
chill	churn
chilly	
	cheese cherry chest chick chicken chief child children chill

Select words for visual discrimination:

chain	cherry	chimney
chair ^î	chief	chin
chance	chick	ch ip munk
charge	chicken ^l	chug
chatter	child _	choose
cheese	children ¹	

Enunciate speech sounds.2

Help children to become aware of way in which consonant digraph is enunciated:

Sounded as "chair" Called "sneezing" sound

Review systematically.

Maintain skills of seeing, hearing, saying, and reading beginning consonant digraph "ch" through regular and systematic review.

¹Sight words introduced through primers and charts; include additional words for continuing development of skills, as needed.

²Speech in the Elementary School, op. cit.

CONSONANT BLENDS

Consonant blends are introduced after consonant digraphs, generally during the first-reader level. Children have learned through auditory and visual experiences that two letters in a word may be combined to make one sound as shown in consonant digraphs.

Auditory and Visual Approaches

As a sequential step, children must be led to discover that two consonants at the beginning of a word may have more than one sound. They learn that two or more letters may be "blended" together with each of the consonant sounds being heard. They learn that this combination is called a consonant blend. However, children are not held responsible for the term itself until they understand its meaning and have had many experiences in using consonant blends and in building new words.

Suggested procedures for development of consonant blends are presented on the following pages. These suggestions represent ways of strengthening skills and should be presented gradually and as needed.



Relate auditory and visual discrimination of consonant blend "TR" as it arises in the reading lesson to other experiences in the daily program, such as discussion concerning construction.

Hear words that have same beginning sound.

See word encountered in reading with same beginning.

Find other words that have same beginning sound.

Discover how words are alike and underline them.

Make generalization regarding consonant blend: sound of two letters blended together, each retaining its individual sound.

Find sentence in reader with word beginning with same blend.

"In our story today, there was a word that begins like 'trip' and 'travel.' (These are known words from chart stories.)

"What is that word? (truck) Watch while I write 'truck' on the board. Let's say 'truck.'

"What kind of special truck are you building, Pete? (trailer)

"Can anyone think of another word that begins with the same sound?

"Fred, you said you needed something for your farm that starts with this sound. (tractor)

"Four people are working on something that will carry many things and many people. What is it? (train)

"Let's write the names of all these things on the board. Look at the words. Who can find the parts that are alike? Would you like to underline the letters that are alike in each word?

"Let's read these words. What do you notice about the beginning of each of these words?

"Say them again. Do you hear both the 't' and the 'r'? (In a blend, each letter is heard.) What could we say about the sounds of 't' and 'r' when they are written together?

"Let's open our books and find the word 'truck' in a sentence. Who can read a sentence with 'truck' in it?"

ADDITIONAL ACTIVITIES

EXAMPLES

Provide several toys, such as: truck, tractor, trailer, train, car, ball, dog.

Help children learn to hear and recognize the consonant blend "tr" as the toys are named.

Give each child an opportunity to choose a toy, name it, and use a sentence naming the object. The other children listen carefully.

Encourage children to use good pronunciation and enunciation.

Use the same toys as those cited above at another time to review beginning consonant blend "tr."

Write several words on the chalkboard.

Allow children to pronounce and to mark "tr" consonant blends.

Provide sentences from a familiar story to provide children with practice in recognition of consonant blend "tr" in other words.

Ask children to write the word that best completes the sentence.

Check work with the children.

Provide sentences and word cards for practice in recognition of consonant blend "tr."

Ask children to read each sentence and place cards in pocket chart. Pronounce the word card, and then place card opposite the correct sentence.

Display Table

0		0		0
	0		0	

Children's Sentences (oral)

I like to ride on a <u>train</u>.

The farmer uses a big <u>tractor</u>.

This is a little red <u>truck</u>.

We travel in a <u>trailer</u>.

Chalkboard

trash	street
shovel	trick
cherry	duck
trunk	travel

Charted or Chalkboard

The pony did a hard	kick
	trick
The is long.	flash
	train
A carries many things.	truck
	back

Pocket Chart or Chalkboard

Bobby tried to catch the ball.	tried
Mother got on the train.	train
Always tell the truth.	truth



Hearing, Saying, Seeing, and Reading Words Beginning With "TR"

SUGGESTIONS FOR TEACHING

Teach through words.

Teach beginning consonant blend "tr" through words; never teach it as the isolated and distorted "tr-uh."

Select words for use.

Select words for auditory discrimination:

track	travel	trim
tractor	treasure	trot
trade	treat	trousers
traffic	tree	truck
trailer	tribe	truly
train	tricks	trumpet
tramp	tried	trunk
trap	trip	try

Select words for visual discrimination: 1

trailer	tree	truck
train	tricks	try
tractor	trunk	tried

Use the term "consonant blend" with the children without holding them responsible for learning the term itself at this time.

Provide opportunities for children to attempt independent attack on words with consonant blend "tr." For example, since "not" is a known word, let children substitute "tr" sound of "truck" to make a word that rhymes with "not" and tells what a pony can do. (trot)

Enunciate speech sounds.2

Help children become aware of way in which speech sound is formed:

Formed by lips and teeth slightly separated; tip of tongue touching upper teeth ridge, then slightly dropping and curling back

Sounded as air escapes over tongue with tiny explosive puff for "t" sound; then continuing with slight friction for "r" sound

Review systematically.

Maintain skills of hearing, seeing, saying, and reading initial consonant blend "tr" through regular and systematic review.

¹Basic vocabulary introduced in readers at this level.

²Speech in the Elementary School, op. cit.

LONG VOWEL SOUNDS

Vowel sounds are important as the essential part of the pronouncing unit of words. Children have become familiar with many words that have meaning for them through reading in context and are becoming aware of vowels in these words.

Auditory and Visual Approaches

Systematic presentation of the techniques of recognizing vowel sounds includes hearing the long vowel sounds in many words. Visual presentation is generally introduced at the second-reader level.

As an example of the presentation of vowel sounds, the long sound of "o" has been suggested. Long sounds are easier for children to recognize in the initial presentation, although not all authors of readers will agree.

At this time, it is not necessary to build understandings of other factors that contribute to the long sound of vowels, such as final silent "e" or vowel digraphs. These contributing factors are taught after children have had many experiences in learning the function of vowels and their sounds. In visual presentation, words that are part of the sight vocabulary are used and the name of the vowel is taught.

Suggested procedures for teaching long vowel sounds are presented on the following pages. These suggestions represent ways of strengthening skills and should be presented gradually and as needed.

Relate auditory and visual discrimination of long "o" to experiences in the daily program, such as activities of class in school garden.

Step 1 Hear words with long "o."

"This morning while we were working in our garden, we used many words in our discussion that were alike in some way. Listen and tell me how they are alike. (sow, grow, open, cold, row, hold, hoe)

Discover how words sound alike.

"Who can tell me how these words are alike? What sound did you hear?

Say the words.

"Say the words with me.

Observe how lips feel in forming vowel sound.

"Did you notice how your lips made a round circle when you said these words?

Discover that vowel makes the pronouncing unit of word. "Is this sound important? Could we say these words without this sound?

Find other words that have the same sound.

"What other words can you think of that have this sound?

Step 2 See words on word cards or on chalkboard with long "o."

"In our reading, there was a story about construction. In it were some words that were alike. Look at these words on the board. (no, open, over)

Read words, first silently, and then aloud.

"Read these words to yourself. Who will read them for us?

Discover how words sound alike and look alike.

"Do these words sound alike? What part of each word is alike? Will you draw a line under the part that is alike in each word?

Use words in sentences.

"Will you give me a sentence using one of these words?

Step 3 See series of words: some with long "o" and some with other long vowels.

"Look at the words on the board: go, pony, tie, rode, see, make, hose.

Read the words, first silently, and then aloud.

"Read these words to yourselves. Can you read them to the class?

Draw a line through all the words that do not contain a long "o."

"Who can come to the board and draw a line through one of the words that does not have a long 'o' in it? Good. Who can find another?"

ADDITIONAL ACTIVITIES

EXAMPLES

Listen for the long vowel sound "o."

- . Record a lesson on tape to give children practice in listening for long vowel sounds.
- . Ask children to respond by recalling as many of the long vowel sounds as they can.
- . Provide practice in building new words.
- . Review a story with children.
- . Select a page from a story in a basic reader.
- . Write three words on the chalkboard.
- , Ask children to decide whether the vowel sound is long or short.
- Provide for individual differences.
- . Assign other pages, and ask children to write the words that have a long vowel sound.
- . Check papers with the children.
- . Ask children to cross out the words in each group which do not have the same vowel sound as the underlined word opposite the group of words.
- . Check and evaluate with the children.
- . Instruct pupils to place the words in context again.
- . Select a filmstrip or record from the audio-visual catalog.
- . Ask children to listen or look for words having the long vowel sound "o."1

Tape Recordingl

Fido is my dog. He can do many tricks. He likes to catch a bone, but I like him to roll over and over. Someday soon, I will let you see Fido do his tricks. You will see him open the gate and hold out his paw to shake hands. Fido and my pony are good friends.



cone grow cold

Child's Paper

Mary Jones	November 14, 1966
p. 110	snow, cold, rode
p. 112	no, grow, go
p. 121	hold, own, open

Chalkboard¹

1			
rode	home	drop	close
	top	hope	cold
cone	dol1	pond	road
	box	rose	soap

IViewing and Listening Center.

Hearing, Saying, Seeing, and Reading Words With Long Vowel "O"

SUGGESTIONS FOR TEACHING

Teach through words.

Teach vowel sounds through whole words.

Select words for use.

Select words with long "o" sound, including words with vowel digraphs or words with long "o" die to silent final "e."

Select words for auditory discrimination.

boat	hoe	road
bowl	hold	row
clothes	home	show
coat	know	so
cold	low	soap
corner	most	snow
glow	note	stone
go	oak	stove
gold	open	throw
grow	own	toast
hello	pony	told

Select words for visual-auditory discrimination.1

boat	home	open
coat	know	pony
cold	loads	road
corner	no	so
go	most	stone
gold	oak	stove
hello	old	throw

Help children recognize the long sound of "o" in order to avoid short sound, as in dog, doll, hot, and the diphthongs, as in boy, boil, cow, out.

Enunciate speech sounds.2

Become aware of way vowel is formed:

Long vowel "o" is formed by lightly rounding lips with little protrusion Sounded as in go, pony, obey

Review systematically.

Maintain skills of hearing, seeing, saying, and reading words with long vowel "o" through regular and systematic review.

¹Basic vocabulary introduced in readers at this level.

²Speech in the Elementary School, op. cit.

VOWEL DIGRAPHS

After many experiences with long vowels, children are led to discover that two vowels together may be recognized as vowel digraphs. Vowel digraphs are generally introduced at the second-reader level.

Auditory and Visual Approaches

Children learn the general rule that the first vowel usually has a long sound, and the second vowel is silent in vowel digraphs. However, with additional experiences in analyzing words, it will become apparent that there are many variations. These variations include the following: first vowel is silent, second vowel is long, as in "chief"; two vowels together, neither is long, as in "eight"; and vowel digraphs affected by letter "r," as in "chair."

Because of the few occasions in which vowel trigraphs are encountered (three vowels together, as in "beautiful"), learning to identify trigraphs is not considered vital to children's reading.

Suggested procedures for teaching vowel digraphs are presented on the following pages. These suggestions represent ways of strengthening skills, and should be presented gradually, as needed.

Relate vowel digraph "oa" in new words read in basic reader to words encountered in the daily program.

Hear word with consonant digraph.

"Would you close your books carefully, please? Keep your place. While we were reading our story, many of you asked for help with the word 'road.'

See word on chalkboard.

"Watch while I write 'road' on the board. Can you make a sentence using the word 'road'?

Find other words that have same consonant digraph sound.

"Can anyone think of another word that sounds like 'road'? Do you remember what Tom brought for our terrarium this morning? (toad) What about the book we read yesterday? What did the lion do? (roar)

Underline parts that are alike.

"Let's write some of these words on the board. Who can find the part in each word that is alike? Will you underline the two letters that are alike?

Read words aloud to discover sound.

"Let's say the words. Which vowel do you hear? (o) Do you hear the 'a'?

Make generalization about vowel digraphs: generally, the first vowel is long, and the second vowel is silent.

"What can we say about words when 'o' and 'a' are together? (When 'o' and 'a' are together, the word has the vowel sound of long 'o.')

Find word in sentences.

"When we see these two vowels together, we call their combined sound a 'vowel digraph."

"Let's open our books and find a sentence using the word 'road.' Who can read the sentence?"

ADDITIONAL ACTIVITIES

EXAMPLES

Listening for vowel digraph "oa."

- . Recall Mary's new red coat.
- Ask children to think of new words that rhyme with coat.
- Present pictures of objects, and ask children to hear and pronounce their names.
- Ask children to choose the names of the picture objects with an "oa" sound.
- . Use a familiar spelling list.
- . Present a known word.
- Build new words from the known word by substituting beginning consonants.
- . Write words on chalkboard.
- . Ask children to pronounce them.
- Prepare a crossword puzzle for the children:

ACROSS

It 1 goes in the water and rhymes with "coat."

To go outside, you will walk out a 3.

Put your paper 5 the table.

A 6 is an animal whose name rhymes with "float."

DOWN

Dogs do a lot of 1.

A 2 can hop and rhymes with "load."

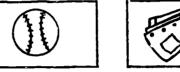
Trucks travel on a 4.

I go 7 school.

• Ask children to list words having vowel digraph "oa."

Chalkboard

boat goat road







Chalkboard

 Spelling Words
 New Words

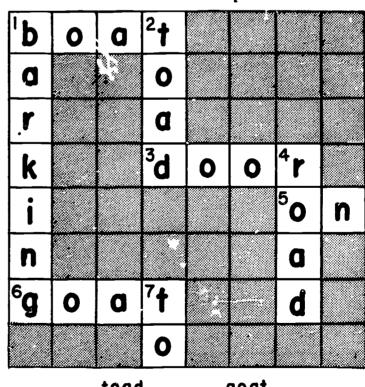
 coat
 - - - - - - goat

 look
 - - - - - - cook

 cry
 - - - - - - dry

 road
 - - - - - - - load

Chalkboard or Duplicated



toad goat load boat

Hearing, Saying, Seeing, and Reading Words With "OA"

SUGGESTIONS FOR TEACHING

Teach through words.

Teach vowel digraphs so that children are able to recognize double vowels in many words.

Select words for use.

Use single-syllable words initially.

Accept words given by children during auditory discrimination that have sound of "oa," such as long "o," as in "note." The main concern during auditory discrimination is with sounds of words.

boat	groan	roar
boast	loads	roast
coat	moan	soak
cloak	oak	soap
float	oat	toast
goat	road	

Select for visual-auditory discrimination words from sight vocabulary, charts, or individual stories. 1

boat	go at s	road
coat	loads	roar
go at	oak	

Provide opportunities for children to attempt independent attack on words with vowel digraph "oa" other than those which are known and sight words. For example, "boat" is a known word. Let children substitute the "c" of "can" to a word rhyming with "boat," and find the name of something to wear, such as "coat."

Use the term vowel digraph with the children without holding them responsible for learning the term itself at this time.

Enunciate speech sounds.²

Become aware of way in which speech sound is formed:

Pure vowels and pure vowel sounds, such as

vowel digraph "oa," are made with a single

mouth and tongue position

Lips are founded and the middle of the tongue

is slightly raised

Review systematically.

Maintain skills of seeing, hearing, saying, and reading vowel digraph "oa" through regular and systematic review.

¹Basic vocabulary introduced in readers at this level.

² Speech in the Elementary School, op. cit.

VOWEL DIGRAPH VARIANT SOUNDS

Some vowel digraphs have variant sounds in which the usual generalization for vowel digraphs does not apply.

Auditory and Visual Approaches

Such variations include the following: first vowel is silent, second vowel is long, as in "chief"; two vowels together, neither is long, as in "eight"; and vowel digraphs affected by the letter "r," as in "chair."

Other examples of variant sounds of vowel digraphs are the long sound and the short sound of "oo." Children learn that "oo," either long or short, has a new sound. This sound is encountered in listening, seeing, saying, and reading many words with these letters in them.

The long sound of "co" is taught first at the second-reader level. The sequential step of teaching the short sound of "oo" is introduced at a later time. After the presentation of both long and short sounds, mixed groups may be assigned practice exercises.

Suggested procedures for teaching variant sounds of vowel digraphs are presented on the following pages. These suggestions represent ways of strengthening skills and should be presented gradually and as needed.

Relate auditory and visual discrimination to experiences in the daily program, such as the reading of a story which the class has enjoyed.

Step 1 Recall word with "oo" sound.

"Remember the funny story we heard yesterday? (about Gardenia) What kind of animal is Gardenia? (goose)

See word on chalkboard.

"Watch while I write 'goose' on the board. There's something odd about this word. Can you tell me what it is? (double 'o')

Say word. Compare with long "o."

"Say 'goose' to yourself. Do the two 'o's' sound like the 'o' in 'go'?

Observe how sound is formed.

"Say the word 'goose' again. Do you feel your lips almost close when you say the word?

Find other words of this kind.

"Can you think of other words with the double o' sound of 'goose'? Say the words clearly so that I can write them on the board.

Underline parts that are alike.

"Who would like to draw a line under the two letters that are alike in each word?"

SEQUENTIAL STEP (at a later time)

DOUBLE VOWEL "oo" (Short)

Step 2 See sentences on board with words containing "oo" with short sound.

"One day, we talked about some words with double 'o' in them. Today, I am going to show you some sentences that have words with a double 'o' in them but that have a different sound:

My mother and I like to cook dinner.
All children like to read stories in a book.
The wind shook the leaves from the trees.

Read sentences silently; then aloud.

"After you have read this sentence silently, will you read it to the class?

Find words that have the same sound.

"Which words have the same sound in these sentences? Draw a line under them.

Compare short oo with long oo.

"Are these sounds like the sounds in the words balloon' and 'goose'?

Find long and short sounds of double "o" in mixed word list.

"Here is another list of words. Some of these words have the long sound of double 'o,' and some have the short sound."

Hearing, Saying, Seeing, and Reading Words With "00"

ADDITIONAL ACTIVITIES

EXAMPLES

Hear, the long vowel sound "oo."

- . Read poems, jingles, or rhymes to children for enjoyment.
- . Ask children to repeat a familiar verse and say all the words that have the long vowel sound "oo."
- . Ask children to listen as you tell about something in the room.
- . Let children guess what it is; then discover the words having the long vowel sound "oo."

Find the long vowel sound in new words.

- . Write several sentences on the chalkboard that include one new word.
- . Write a known word opposite each sentence.
- . Ask children to read sentences, and then tell how they can read the new word by comparing it with a known word.
- . Provide practice for children in recognizing the long vowel sound "oo."
- . Ask children to choose the right word and write in the blank space to complete the sentence.
- . Check work with the children.

ERIC

The Double "00"

Cows in the pasture say "Moo-Moo," Roosters answer with a "Cock-a-doodle-doo." Tugs cry "Toot-Toot," trains wail "Too-oo-00,"

But airplanes just "Zoom-Zoom-Zoom."

Guess What It Is

We have one of these in our room. We use it at construction time. We keep it in a box and it rhymes with school. What am I describing? tool

Chalkboard

The baby used a spoon. soon The train has a caboose. loose The freighter has big booms. rooms Fish swim in some pools. tools

Charted or Chalkboard

1.	It is a		day.
	pool	stool	cool
2.	Now it is moon	noon ar	nd time to eat.
3.	The loose	is big choose	g and white. goose
4.	Chickens li loop	ive in a	droop

Hearing, Saying, Seeing, and Reading Words With "00"

SUGGESTIONS FOR TEACHING

Teach through words.

Teach the long sound of "oo" and the short sound of "oo" through use of words.

Teach the long sound of "oo" before introducing specific work with the short sound to prevent confusion.

Select words for use.

Select words for long sound:

balloon ¹ bloom boom boots ¹ broom choose cool coop droop	groom loop loose moon moose pool proof rooml	smooth soon ¹ spool spoon stool tool toot tool zool
•		

Select words for short sound:

$book^1$	${\sf good}^{1}$	shook
brook ¹	good-by1	soot
cookies ^l	hood	${ t stood} { t l}$
cook	hook	${\sf took}^{1}$
crooked	lookl	${\tt woodl}$
foot1	nook	wool

Enunciate speech sounds.2

Become aware of the way these vowels are formed:

Made with a single mouth and tongue position

Formed with mouth almost closed for both long and short sounds of double "oo" and with back of tongue raised

Review systematically.

Maintain skills of hearing, seeing, saying, and reading double "oo" through regular and systematic review.

lBasic vocabulary introduced in readers at this level.

²Speech in the Elementary School, op. cit.

WORD STRUCTURE

Structural relationships among words are important because they help children not only to recall known words but also to understand new words which they encounter in planned daily reading lessons.

Auditory and Visual Approaches

Children learn to identify words through structural analysis when they encounter variant forms in meaningful situations and observe changes in root words. Structural variations are introduced when examples occur during the planned reading.

Phonic and structural analysis skills are taught concurrently in the reading program.

Suggested procedures for introducing structural variations are presented on the following pages. These suggestions represent ways of strengthening skills and are introduced gradually and as needed.

PLURALS: Adding "s" and "es" to nouns

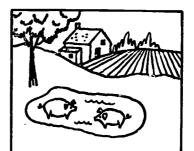
- Introduce variant forms as children encounter them in meaningful sentences during the reading time.
- . Use teacher manuals and other source materials for guidance.
- Ask children to observe structural changes in root words.
- Discuss how plurals of some words are formed in other ways (when children encounter examples, such as "es").
- . Provide practice (on another day).
- Have available pictures of objects and word cards from a familiar story (singular-plural).
- Let children match the pictures and word cards.
- . Help children to identify root words and find words that mean more than one.

<u>POSSESSIVES</u>: Using an apostrophe to show possessive singular

- Introduce words that show posession as they are encountered in meaningful reading selections.
- . Lead children to discover that the apostrophe in a possessive tells that someone owns something.

COMPOUNDS: Seeing two words as one

- Introduce compound words as they are encountered in developmental reading.
- Help children to recognize when both are known words; identify the word when it is known.



The Farm
The pigs ran
into the water

pig - - - - - pigs

box - - - - boxes

picture

COW

cows

hen hens cow cows horse horses

Basic Reader

"Picture"

A Birthday Party Today is Alice's birthday. She will have a party. p. 78

Alice had a birthday party.

Alice's birthday party

sidewalk

fireman

airplane

Basic Reader

The boys laughed and laughed as Ann walked into the water.

laugh laughed

walk walked

go going

take taking

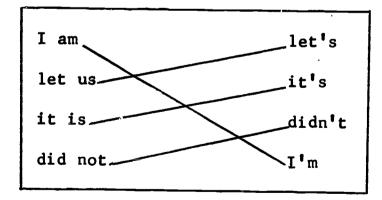
run running

cry cries

Ann said, "I didn't see Alice today."

"Let's go put the eggs away."

Father said, "It's time to go."



INFLECTIONS: Adding "s" - "ed" - "ing"

- Introduce inflectional endings as children encounter them in meaningful reading selections.
- Discuss with children the structural changes in the root words.
- Read teacher's manuals for information about sequential development.
- . Help children to observe that:

Some words drop final "e" before adding endings.

Some words double the final consonant before adding an ending.

Some words change "y" to "i" before adding an ending.

CONTRACTIONS: Omitting one letter and using an apostrophe

- Introduce contractions as they are encountered in context during the reading period.
- . Ask children to read the sentence and say the word that is a contraction.
- . Write sentences on the chalkboard.
- Encourage children to recognize, identify, and analyze contractions.
- Lead children to observe that a contraction is another way of saying two words together.
- Give children an opportunity to practice recognition of words that omit one letter and use an apostrophe in its place.

SYLLABICATION: Developing an awareness that the number of syllables in a word depends upon the number of vowel sounds

- Introduce syllables through auditory perception at an appropriate reading time.
- Let children discover that some words have one part, some two, and some three parts. (Word parts are called syllables.)
- Pronounce each word for the children; ask them to tell how many syllables they hear; represent each syllable by a dot.

USE OF "ER" AND "EST" IN COMPARISON

- Help children to recognize endings that show comparison.
- Select three children of different heights.
- Write each child's name on chalkboard.

USE OF "ER" AS AN AGENT

- Help children at another time to recognize "er" as an agent--as one who does something.
- Ask children what parts of the words are the same.
- Ask children to build more words, observing the changes of meanings of words.

PREFIXES AND SUFFIXES

- Teach children that "a" and "be" at the beginning of a word often are syllables called prefixes.
- Ask children to observe as you write a word on the chalkboard; pronounce the word; let children discover how many syllables it has.
- . Write "awake," and let children see that the word has been changed in meaning and in form.
- . Let children divide words into syllables.

- 1. jump duck boy
- 2. under over table
- 3. afternoon groceries

watch . mother rabbit . picnic . food . lemonade . potatoes . . park

John Tom Dick

John is tall.
Tom is taller than John.
Dick is the tallest.

Susie likes to help Mother. She is a good helper.

jump - play - work
(jumper) - (player) - (worker)

wake 1. syllable

awake 2. syllables

because behind

began below

<u>PREFIXES</u>: Developing an understanding of the use of common prefixes

- Help children to recognize that a prefix is a syllable which is placed at the beginning of a root word to change its meaning.
- Analyze the meaning and the structure of words with prefixes which are encountered by children in their reading.
- Encourage children to observe the change in meaning when a prefix is affixed to a root word.
- . Write on the chalkboard a number of root words which may be combined with the same prefix.
- Provide activities in which children identify the root word within a word with a prefix.
- Help children to associate specific meanings with commonly used prefixes.
- Develop the understanding that prefixes are sometimes used simply as common beginning syllables, without carrying a special meaning.

<u>SUFFIXES</u>: Developing an understanding of the use of common suffixes

- . Help children to recognize that a <u>suffix</u> is a syllable which is added to the end of a word.
- Develop the understanding that suffixes usually change the way in which a word is used in a sentence or the degree of meaning of a word.
- Help children to recognize the meanings of commonly used suffixes.
- Provide experiences which lead children to form the generalization that final y is changed to i before the suffix -ly.

un-	safe	unsafe
un-	lock	unlock
re-	turn	return
dis-	like	dislike
unhappy	•	not happy
repaint	•	paint again
depress		press down
enlarge		make larger
appear		disappear
frost		defrost
correct		incorrect

Prefix re-

load write turn call new read

Beside each word, write the root word

d	isobey		obey
е	ncourage	}	
<u>re-</u> ,	"again,	back"	(reload)
im-,	"not"	(impoli	te)
co-,	"with,	jointly	" (copilot)

<u>a-</u> be-	again below	apart become	ahead before
de-	destroy	delight	declare
con-	conclude	connect	contain

friend care improve	-ly -ful -ment	friendly careful improvement
four dark fever	fourth darkness feverish	
music	musical	

-ward, "in the direction of" (upward)
-hood, "a state of being" (childhood)

Add the suffix -ly to each word Check the spelling of each word

ready <u>readily</u> happy ____

PERCEIVING STRESSED AND UNSTRESSED SYLLABLES

•	Pronounce	words	of two	or	more
	syllables	from c	hildrer	1 ' s	reading.

Ask individual children to underline the accented syllable of words written on the chalkboard.

. Provide additional practice through exercises in which children identify the accented syllable.

mu sic be gan im por tant

oth ersup posewood edup onwhisk ersbe tween

Underline the accented syllable win ter e ven base ball sur prise

RECOGNIZING ACCENT MARKS AS GUIDES TO PRONUNCIATION

•	Call	attention	to the	accent	marks
	used	in glossar	cies and	diction	onaries.

. Identify a number of two-syllable words where the accent or stress is on the first syllable; on the second syllable.

. At an appropriate level, help the children to identify the marks for primary and secondary accent or strong and medium stress.

pro gram be lieve be 'lieve 'pro gram be 'lieve 'pro ture re 'write con' cave ex 'press

nec es sar y nec es sar y con ver sa tion hel i cop ter hel i cop ter

UNDERSTANDING THE EFFECT OF LACK OF ACCENT ON UNSTRESSED SYLLABLES

Lead children to realize that the stress on a syllable affects the vowel sound in that syllable. A vowel in an unaccented syllable has a weaker sound than the same vowel in an accented syllable.

. Help children to recognize that the vowel is quickly passed over in rapid speech and the consonant has more sound than the vowel in unstressed syllables.

de cide deep er turn read in	de	tween' cide' turn'	b <u>ee</u> t d <u>ee</u> p r <u>ea</u> d	le er ing
------------------------------	----	--------------------------	---	-----------------

cir cus sup pose hu man be hind nick el col lect lem on re port

DERIVING AND USING GENERALIZATIONS REGARDING ACCENTUATION

. Help children to recognize that the accent is on the root word, or a syllable of the root word, in words with prefixes or suffixes.

• Cuide pupils to discover that a syllable with a long vowel sound is usually accented.

. Lead children to understand that the first syllable is usually stressed in words which contain two medial consonants.

un 'safe 'help ful re 'write 'use less im 'per fect 'yel low ish

si'lent pa rade' pro'gram es cape'

chap ter tad pole in stant pres sure cac tus

VI. CHECK SHEETS FOR EVALUATION OF PUPIL PROGRESS

Pupil progress in each of the skills presented at each reader level may be appraised by use of the sample check sheets in this section.

The check sheets also may be used for review purposes. The teacher may utilize material of this type to evaluate progress of the entire class, of reading groups, or of individuals. However, they are designed to help the teacher identify skills that need teaching, emphasis, or reteaching, rather than to serve as tests of individual knowledge.

On the sample check sheets, each of the skills as presented on the Charts of Sequential Development of Phonic Analysis and of Structural Analysis (pages 14 and 18) is indicated at the reading level at which it is introduced.



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READING AT THE PRE-PRIMER LEVEL

SKI	LLS AND ABILITIES TAUGHT AND EVALUATED	Group	Group	Group
1.	Reads from left to right			
2.	Reads from top to bottom of page			
3.	Recognizes sequence of pages			
4.	Recognizes selected capital and small-letter forms of letters			
5.	Recognizes selected capital and small-letter forms of words			
6.	Recognizes the sounds of rhyming endings			
7.	Identifies the sounds of initial consonants b c d f g h 1 m p r s			
8.	Identifies the sounds of final consonants k			
9.	Shows some understanding of s added to a verb			
0.	Shows some understanding of \underline{s} added to a noun			
1.	Recognizes vocabulary in basic pre-primer			

SKI	LLS AND ABILITIES TAUGHT AND EVALUATED		Group	Group	Group
1.	Recognizes capital and small-letter forms of letters in the alphabet				
2.	Recognizes the sounds and forms of rhyming endings				
3.	Identifies the sounds of initial consonants	у			
4.	Identifies the sounds and forms of initial consonants	b c d			
		f g h			
		j 1 m			
		n P r			
		s t w			
5.	Identifies the sounds of final consonants	m n			
6.	Identifies the sounds and forms of final consonants	d k p			
7.	Identifies the sounds and forms of consonant digraphs	t ch th			
8.	Recognizes inflectional endings added to verbs	wh s ed			
9.	Recognizes <u>s</u> added to nouns to form plurals	Eu			
10.	Recognizes use of 's (singular possessive with proper noun)				
11.	Recognizes vocabulary in basic primer				

<u>SKI</u>	LLS AND ABILITIES TAUGHT AND EVALUATED	Group	Group	Group
1.	Understands the term rhyme			
2.	Understands how to substitute or affix initial consonants or consonant blends with the same phonogram			
3.	additional initial consenants k			
4.	v y z Recognizes the sounds and forms of			
	additional final consonants 1 m n			
	r (soft s) s (z sound) s			
5.	Recognizes the consonant digraph sh			·
6.	Recognizes initial consonant blends br dr fl fr gr pl st tr			
7.	Recognizes inflectional endings added to verbs d			
8.	Recognizes use of 's (singular possessive with common nouns)			
9.	Recognizes parts of compound words			
0.	Recognizes vocabulary in basic first reader			

SKT	LLS AND ABILITIES TAUGHT AND EVALUATE	D	Group	Group	Group
01(1.					
1.	Understands how to substitute				
	final consonants with the same	l	1		
	phonogram				
	F.10.108				
2.	Recognizes sounds of additional				
	final consonants	x			
	lina, consonants	cks			
		11			
		ss			
2	Recognizes sounds of additional				
3.	Recognizes sounds of additional	ck	1		
	consonant digraphs	ng			
	voiceles				
,		· · · ·			
4.	Recognizes sounds of additional	cl			į
	initial consonant blends	 			
•		cr			
		pr			
		sl _			
		sn			
5.	Recognizes sound of medial and				1
	final consonant blends	nk			
			I		
6.	-				
	single vowels	a			
		e			
		1			
		0			
		u _			
		1			
7.	Identifies the long sound of				Ī
	single vowels	a			
		e L			
		i			
		0			
8.	Recognizes vowel digraphs and	Γ			
	double vowels with long vowel	1			
	sound	ai			
	0 ·	ay			
		ea			
	•	oa			
		ee			
		00			
	•	JO 1_		·	

SKIL	LS AND ABILITIES TAUGHT AND EVALUATED	Group	Group	Group
9.	Recognizes diphthong ou			
10.	Understands selected generaliza- tions regarding inflectional forms			
11.	Recognizes selected irregular verb forms			
12.	Recognizes addition of <u>es</u> to certain words			
13.	Recognizes contractions, such as: let's, that's, don't, it's, isn't			
14.	Recognizes selected compound words			
15.	Identifies root words			
16.	Recognizes vocabulary in basic reader second-reader level l			

SKILI	S AND ABILITIES TAUGHT AND EVALUA	TED	Group	Group	Gr.'_p
1.		soft c			
2.	Understands the term consonant	soft g			
3.	Discriminates between voiced th and voiceless th				
4.	Uses the term consonant blend				
5.	Recognizes additional initial consonant blends	gl qu sc sp sw spr squ str thr			
6.	Recognizes additional consonant variants silent k	in kn			
7.	Recognizes selected generali- zations regarding short vowels			٠	
8.	Identifies the sound of long u	,			
9.	Recognizes long sound of vowel formed by silent final <u>e</u>				
10.	Recognizes long <u>e</u> sound of <u>y</u>				
11.	Discriminates between long <u>oo</u> and short <u>oo</u>				
12.	Recognizes additional diphthongs	ow oi oy			
13.	Recognizes sounds of vowels followed by $\underline{\mathbf{r}}$				
14.	Recognizes sound of \underline{a} followed by $\underline{1}$ or \underline{w}				



SKII	LS AND ABILITIES TAUGHT AND EVALUATED	Group	Group	Group
15.	Recognizes comparison <u>er</u>		·	
16.	Recognizes change of y to i when es or ed added			
17.	Understands the term contraction			
18.	Recognizes contractions, such as I'll, I'm, didn't, don't, won't			
19.	Recognizes s' (plural possessive)		;	
20.	Understands the terms compound and hyphen			
21.	Recognizes selected compounds			
22.	Recognizes suffix <u>-er</u>			
23.	Recognizes vocabulary in basic second-reader level 2			

Check List of Reading Abilities

SKIL	LS AND ABILITIES TAUGHT AND EVALUATED	Group	Group	Group
1.	Forms generalizations regard- ing soft c soft g			
2.	Recognizes additional initial consonant blends sm			
3.	Recognizes additional consonant variants silent win wr silent t silent b in mb silent 1			
4.	Recognizes additional general- izations regarding short vowels			- 15
5.	Recognizes additional general- izations regarding long vowels			,
6.	Recognizes long i sound of final y			
7.	Recognizes sounds of additional vowel digraphs ew as long uew as long ooea as short ee as long ee as long ee ow as long ooea as long ee ow as long ooe afollowed by ue		,	
8.	Recognizes similarity of sounds of er, ir, and ur			
9.	Recognizes similarity of sound of a followed by 1, u, or w		and the state of t	· marketing and the later
10.	Recognizes comparisons er and est; change of y to 1 before er or est			
11.	Distinguishes between possessive forms and contractions			
12.	Recognizes contractions, such as I'd, I've, you'll, he'll, she's			



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SKIL	es and abilities taught and evaluated	Group	Group	Group
13.	Recognizes compound words ending in self			
14.	Recognizes hyphenated descriptive words			
15.	Understands terms suffix and root word			
16.	Recognizes suffix <u>-ly</u>			,
17.	Recognizes prefix <u>-un</u>			
18.	Understands the term syllable		····	
19.	Understands generalizations regarding syllabication			
20.	Recognizes vocabulary in basic third-reader level l			

Check List of Reading Abilities

SKIL	LS AND ABILITIES TAUGHT AND EVALUATED		Group	Group	Group
1.	Recognizes phonograms in polysyllabic words				
2.	Recognizes final consonants in unstressed syllables	1 n			
3.	Discriminates between voiced sand voiceless s	r			
4.	Recognizes silent <u>g</u> in <u>gn</u>				
5.	Recognizes that vowel digraph <u>ei</u> followed by <u>gh</u> usually has the long <u>a</u> sound				
6.	Recognizes variant sound of a followed by re, as in care				
7.	Recognizes similarity of sounds of unstressed ar, er, ir, or, ur				
8.	Identifies vowel sounds in unstressed syllables				
9.	Recognizes change of \underline{f} or \underline{fe} to \underline{v} before \underline{es}		·	,	
10.	Recognizes verbs which add en or n to change tense				
11.	Recognizes change of y to i before ly				
12.	Recognizes omission of more than one letter in contractions				
13.	Recognizes contractions, such as we've, they're, there's, you'd, wouldn't		·		
14.	Recognizes additional compound words				
15.					
16.					

ERIC Full text Provided by ERIC

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SKI	LLS AND ABILITIES TAUGHT AND EVALUATED	Group	Group	Group
17.	Recognizes prefixes a- and be-			
18.	Understands the terms open syllable and closed syllable			
19.	Understands additional generaliza- tions regarding syllabication			
20.	Identifies accented syllables			
21.	Recognizes symbols and placement of common accent marks			
22.	Recognizes vocabulary in basic third-reader level 2			

READING AT THE FOURTH-READER LEVEL

SKIL	LS AND ABILITIES TAUGHT AND EVALUATED	Group	Group	Group
1.	Recognizes variant sounds of consonant digraphs ch			
2.	Recognizes additional consonant variant sounds			
	variant sounds of ghe sound of phese feature sound of dge as 1 at lent c in sc variant sounds of ch			
3.	Recognizes that a vowel in the medial position in a syllable is usually short			
4.	Understands the term vowel digraph			
5.	Recognizes vowel digraphs affected by \underline{r}			
6.	Understands the term diphthong			
7.	Discriminates between vowels that are short, long, and influenced by \underline{r}			
8.	Recognizes selected diacritical marks and phonetic respelling			
9.	Recognizes additional irregular verb forms			
10.	Understands generalizations regarding inflectional forms			
11.	Recognizes contractions and possessives			
12.	Recognizes additional compound words			
13.	Recognizes suffixes, such as -ment, -th, -ish, -ness			
14.	Recognizes prefixes, such as re-, dis-, de-, im-, in-, ex-, con-			
15.	Understands additional generalizations regarding syllabication			
16.	Understands generalizations regarding accentuation			
17.	Recognizes vocabulary in basic fourth reader			

SKIL	LS AND ABILITIES TAUGHT AND EVALUATED	Group	Group	Group
1.	Recognizes that $\underline{q}\underline{u}$ may have the \underline{k} sound			
2.	Identifies the silent letter in double consonants			
3.	Recognizes the sound of ligatured tu			
4.	Recognizes that vowels in-unaccented syllables do not receive their full sound			
5.	Recognizes additional diacritical marks and phonetic respelling			
6.	Recognizes additional generalizations regarding inflectional forms			
7.	Recognizes irregular plural forms			
8.	Distinguishes between compound words suffixes, and inflectional endings			
9.	Recognizes additional compound words			
10.	Recognizes additional suffixes, such as -or, -al, -ous, -ward, -ship, -ist, -hood, -dom, -ling			
11.	Re-gnizes additional prefixes, such as non-, tele-, anti-, fore-, en-			
12.	Recognizes that ck and x usually go with the preceding vowel and end the syllable.	,		
13.	Recognizes symbols and placement of common accent marks for strong and medium stress			
14.	Understands generalizations regarding accentuation			
15.	Recognizes vocabulary in basic fifth reader			

SKI	LLS AND ABILITIES TAUGHT AND EVALUATED	Group	Group	Group
1.	Recognizes additional consonant variants sh sound of consonant allent n in mn			
2.	Uses discritical marks and phonetic respelling in pronouncing words			
3.	Identifies ed pronounced as t			
4.	Understands the use of foreign roots, such as photo, tele, liber, nave, port, scribe			
5.	Recognizes additional compound words			
6.	Recognizes additional suffixes, such as -able, -ion, -ic, -ical, -age, -ive, -ary, -some, -ance, -ant, -let			
7.	Recognizes that suffixes may change parts of speech	et ju na jakon kanan		
8.	Recognizes additional prefixes, such as co-, inter-, trans-, mis-, post-, pre-, bi-, semi-, sub-	particular description descrip		
9.	Applies generalizations regarding syllabication			
10.	Recognizes the effect of shifting accent			
11.	Applies generalizations regarding accentuation			,
12.	Recognizes vocabulary in basic sixth reader			

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