DOCUMENT RESUME

ED 376 357 CE 067 665

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TITLE Sight/Sound System.
INSTITUTION Center for Alternative Learning, Bryn Mawr, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE 89
CONTRACT 98-4033
NOTE 56p.; For related documents, see CE 067 663-666.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; Classroom Techniques; Context Clues; *Decoding (Reading); Educational Objectives; *Learning Disabilities; *Literacy Education; Prefixes (Grammar); *Sight Vocabulary; Special Education; Suffixes; *Teaching Methods; *Vocabulary Development; Word Lists
IDENTIFIERS 353 Project

ABSTRACT

This guide explains the purpose, components, and use of the Sight/Sound System, which is an alternative reading instruction approach designed to meet the individual needs of learners of all ages who have poor decoding skills. Described in the first section are the ways in which the system works to accomplish the following goals: develop confidence, build sight vocabulary, develop decoding skills without extensive use of phonics, teach contextual reading skills, increase time on task, develop new visual tracking patterns, and increase comprehension. Guidelines for setting goals for individual students are offered. Presented next are a discussion of the role of environmental words in developing decoding skills, steps in creating word lists from the environment, sample environmental word lists, and exercises involving environmental words. Reasons for using compound words as a means of increasing reading vocabulary quickly are provided along with compound word lists and exercises. The importance of word parts in the Sight/Sound System is explained; and lists of prefixes, suffixes, and combinations thereof are presented along with word part exercises. Concluding the guide are ideas for developing and using word lists and sample word lists developed with students of various ages/grade levels. (MN)

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SIGHT/SOUND SYSTEM

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BY

RICHARD COOPER, PH.D.

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Dedicated to : The seemingly untiring staff who assisted with the completion of this book and to the students who have used the system and taught me how to teach them.

Published by:

Learning disAbilities Resources
P.O. Box 716
Bryn Mawr, PA 19010
610-525-8336 Fax 610-525-8337

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TABLE OF CONTENTS

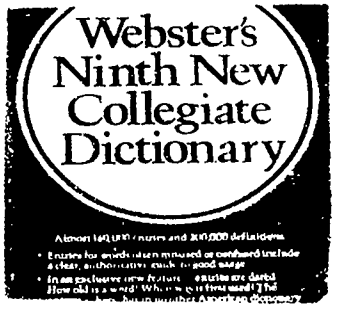
How The System Works	1
Setting Goals	4
Environmental Words	6
Compound Words	12
Compound Word Lists	15
Word Parts	31
Prefixes	33
Suffixes	36
Developing Word Lists	42
Sample Word Lists	45

HOW THE SYSTEM WORKS

The Sight/Sound System is designed to meet the individual needs of the learner who has poor decoding skills. Many students who have benefited from this program have had learning disabilities or learning problems which have made learning to read with other methods difficult or nearly impossible. These students often have given up on reading. The Sight/Sound System provides them with an alternative which can match their individual needs and interests. It enables the poor reader to learn because it:

1. Develops confidence
2. Builds sight vocabulary
3. Develops decoding skills without extensive use of phonics
4. Teaches contextual reading skills
5. Increases time on task
6. Develops new visual tracking patterns
7. Can quickly increase comprehension

Poor readers do not learn to read by reading. They must practice reading exercises first then apply their skills to reading. Good readers increase their reading skills and vocabulary by reading. They acquire new vocabulary randomly through the material they read. Good readers can decode unfamiliar words and learn their meaning by the context of the words in text. Since these individuals read often, they repeatedly encounter these new words and commit them to memory. On the other hand, since the poor reader cannot decode new words, they cannot commit them to memory. Poor readers will often misread unfamiliar words, even though they may have seen these words before. For example, when encountering the word "cooperate" for the first time, the student may read "cooper ate" and the next time read it "co operate." If the student is reading at a low level he or she may not be able to determine what the correct pronunciation should be from the context of the sentence because there may be other words in the sentence that he also does not know. As a result the student is only saying words rather than reading.



Poor readers must selectively learn new words. The Sight-Sound System provides the poor reader with a method to learn new words to build a core vocabulary. Once the person has built a core vocabulary and has learned this alternative decoding system, the individual can read with more fluency and can read at a higher level than before.

This system utilizes exercises. Reading exercises are important for the poor reader just like playing scales are important for a student in learning a musical instrument. Although many people claim that the only way to learn to read is by reading in context, it is my experience in working with students who have special learning problems that they must practice reading skills before they actually begin to read.

One of the basic goals of the Sight/Sound System is to build confidence. Poor readers lack self-confidence, often in other areas than just reading. However, reading is a major area of concern for them because it is something that everyone seems to be able to do effortlessly. In our society the non-readers and poor readers are ever aware that they are inadequate at least in areas of written language. Readers talk of the love of reading, the necessity of reading, while the non-readers and poor readers wonder what's wrong with them. Not only can they not read well but they don't even want to read. Years of difficulty, frustration and humiliation in school have left these individuals with a very poor self-image and a dislike for reading. I know one student who as a young adult related that each year (at least it seemed to him like each year) he started with the same story in the same book. The older he got the more frustrated and angry he became about reading what were childish stories.

The Sight/Sound System uses large words right away. These words build confidence and immediately signal to the student that this is different. We are not starting again with the same words, the same stories, the same book, but with something new, something which is more in

line with their age and interest. This reading system uses the material that is relevant to the student. The reading material is not prescribed but rather adaptable to the individuals interests. There are no reading books with stories. Instead there are magazines, work manuals, newspapers, signs, labels and directions. There are many very good and appropriate reading materials for adults but these materials are usually set up in a way which obviously builds from one level to another. This resembles too closely the readers' not easily forgotten memories of grade school. (There is nothing wrong with these publications; the only problem is that they drag up too many old memories.) Today's newspaper is what is being read by everyone else; why shouldn't the poor reader learn to read from it?

Reading teachers will ask, "How can a poor reader use the newspaper when the writers use vocabulary which is beyond the ability of the poor reader?" The answer to this question lies at the heart of this system: reading exercises using high level reading material to develop reading skills. The students practice reading skills with material at a higher level than they can read until they are able to read at a higher level than they could read previously.

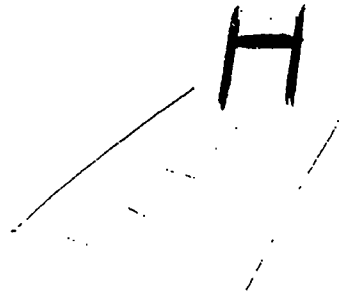
New York Times

The role of the teacher is to direct the development of reading skills and core vocabulary. The role of the student is to practice the skills until these skills become first, possible; second, customary and third, automatic. The process is not magical nor is it easy. It requires a great deal of commitment and work on the part of the student. Complicating the process are years of failure and frustration. Teachers must be patient and at the same time, motivating. There is a fine line between accepting and pushing. When a student encounters frustration, the long term behavior of avoidance will resurface; the teacher must understand and accept that frustration but try to move the student past the avoidance pattern to time on task. If this can

be accomplished the student will not only learn but also grow. Avoidance behaviors are defense mechanisms. They protect the self-image from frustration and failure but allow the individual to stagnate. Like stagnate water, it may be warm (feel comfortable) but it is not moving on. Developing new skills and patterns of behavior are the only ways for the poor reader to grow.

SETTING GOALS

Goal directed behavior develops growth. Too often the goals in reading are too vague and undefined. With other methods of reading, vocabulary development is difficult to measure. However, the Sight/Sound System utilizes concrete goals such as the number of words to be learned in a given time period. Teachers need to set concrete goals for students e.g. 500 new sight words added to the vocabulary by a definite date. I have found that these concrete goals are motivating for students. Instead of the vague goal of increasing your reading skills, 500 sight words is concrete and attainable. One of the beneficial aspects of this system is the individualized plan that can be established. For non-readers the goal may be 20 words in two weeks. For poor readers the goal may be 50 words in two weeks or for readers at the college level it may be 200 words in the same time period. Because the system utilizes multi-syllabic words, the actual number of words that are learned is much greater. A student who learns 500 new sight words should be able to recognize more than 2000 words because of word variations. For example, learning the word "development," will enable the student to read develop, developing, developed, underdevelop, redevelopment, developmental, developmentally, etc. Knowing this can be an added incentive for the student to learn the word lists.



Goals should be very specific, concrete and attainable. Tasks should be broken into

daily or weekly assignments. If the assignments are too small they should be increased; if too large, decreased. Over time a teacher will learn to adjust to the learning pace of the student and the student will become comfortable with learning.

ENVIRONMENTAL WORDS

In order to better understand what the non-reader experiences, imagine yourself in Chinatown. How much time do you spend trying to translate the Chinese characters. People spend no time trying (unless they know some Chinese) because they cannot translate those characters. You see these characters more like decoration than language. If the person knows nothing about Chinese, no amount of time staring at the characters will give a clue as to what they mean. If there are no instruction or contextual clues, the person will simply give up and pay attention to other visual stimuli. The same is true of the non-reader. This person can make no sense out of the characters which make up the words in one's own language, so the non-reader pays little or no attention to letters and words. However, many read the symbol or context of the words. For example, if you saw a rectangular red sign above a door with Chinese characters in an establishment, you can safely presume that it says "exit." It is so to the non-reader. The position and color of the sign is understood rather than the word.

EXIT

One of the problems that non-readers have is the limited amount of time they actually spend reading. And this time can also be of limited value or negated by misreading words. This is particularly true of adult readers who typically are only on task for a short period of time when they are with a teacher.

Environmental words help the student have more time on task. For example, if the word "Sears" is placed on a word list and the student begins to recognize it, he or she will become more aware of that word and will begin to see it more often in the environment: in ads, on television, on trucks, bags and in the store.

The same is true of people who drive frequently. The word "stop" or "exit" are seen often. This seems apparent to readers, but non-readers do not pay attention to words. They see only the symbol not the word. Environmental words must be pointed out to them so that they begin to read the words rather than just the symbol. When the student actually reads words on signs rather than just the symbols, the result is more time on task.

CREATING LISTS FROM THE ENVIRONMENT

Environmental words list are created by finding the most common written words in the person's environment. These can include different categories, stores, road signs, name brands, car names etc. Simply collect these words by asking the student what words he or she would like to know or which things they come in contact with. Most of the environmental words will be nouns (objects, names and places), a distinction that can be helpful for new readers to know. The idea that every thing in the world is a noun is a concept that helps students understand which words are nouns.

Ideally, word lists should be typed and not handwritten lists since this is not the way we usually see words. The variation in letter formation can be confusing to the non-reader. However, if words must be handwritten, they should be printed, not written in cursive.

SAMPLE ENVIRONMENTAL WORD LISTS

#1 Driving sign

Exit
Bridge
Parking
Stop
Yield
Slow
Speed Limit
Road Construction

Foods

Rice Krispies
Orange juice
Milk
coffee
tea
cookie

#3 Automobile

Ford
Chevrolet
Honda
Toyota
Pontiac
Buick

Trucks

#4 Shopping Words

Sale
Cash
Check
Cash
Visa

#5 Fire exit

Poison
Danger
Keep Out

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On this page collect your own environmental words.

#6 Street Signs
Elm St.
Main St.
Liberty Ave.
Chestnut St.
Walnut St.
Lover's Lane
Hunt Drive
Center Road

#7 Stores
Pizza Hut
K Mart
Sears
McDonald's
Radio Shack
Macy's

#8 Institutions
Church
School
Bank
Post Office
Pharmacy
Hospital
Restaurant
Auto Parts
Gas Station

School

#9 Medicine Cabinet
aspirin
toothpaste
bandaid
deodorant
Contact

Other possible environment word lists
People's Names
Hobby words
Brand names
Appliances
Towns and Cities
States

ENVIRONMENTAL WORD EXERCISES

1. The first and most obvious exercise with environmental words is reading the word list. Readers who are starting with environmental words usually are very poor readers and this exercise must be adjusted to provide sufficient repetition without being monotonous. I have found that reading the lists once or twice in the beginning of a session and then several more times interspersed with other exercises maintains the balance between boredom and the need for repetition.

2. Another exercise which is very helpful for the very poor readers is drawing signs and symbols with the words. For example, draw a octagon and have the student write the word "stop." Or draw a door with a box above it where the student writes "exit."

3. Some students have parents, friends, spouses and even some teachers who will actually go out and identify the words in the environment. A walk around the block or a drive through the neighborhood can provide a good opportunity for reading environmental words.

4. An exercise which can be interspersed between reading the words on the lists is finding more environmental words. If the student is learning slowly and needs more repetition, a way to add an or exercise which will offer a change of pace, would be to build new environmental word lists which can then be utilized after the student has mastered the words he is currently studying. Even though the student does not immediately begin studying the new words, the creation of the list makes him or her aware of how many words there are in the the environment.

5. As an exercise, the meaning and nature of the words can be discussed with the student. For example, the word "mart" in "K Mart" is short for market. The word "cashier" comes from the word "cash." Pointing out related words

like "cashed," "cashing," "cash register," provides encouragement to the students that there are many other words that they will soon be able to read.

6. Making simple sentences with environmental words is an exercise which enables the student to begin reading words in context. These sentences should be very simple so as not to frustrate. In addition, they should not be read often enough to be committed to memory. Students with limited reading ability have often learned to memorize in order to complete reading assignments. A variation of the above exercise is to have the students read the words in the sentence in reverse order. For example, "I go to Sears." Reading it backwards "Sears, to, go, I."

COMPOUND WORDS

Some students can begin working on this next section while they are developing their vocabulary using environmental words. Other students who are more advanced can begin with this section. Compound word lists are provided in this manual and are one of two sections of this program which are not completely individualized. I have found that students who use these lists increase their reading vocabulary quickly.

The Sight/Sound System uses compound words for a number of reasons. 1) The words are common. 2) They contain smaller words which may already be part of the student's sight vocabulary. 3) Since these words are more complex, lengthier, they build confidence and reduce fear of large words. 4) These words enable the student to learn new visual patterns for word recognition. 5) Compound words, by nature, contain contextual clues. 6) Learning these words by sight yields more time on task. 7) This method produces quick results.

1) As one reviews the compounds in the following lists, it can be seen that many of the words are already in the hearing and speaking vocabularies of the students. These words are very concrete and therefore more easily remembered than words with abstract meanings.

2) Compound words by nature often contain some words which are already part of the student's sight vocabulary. (The definition of compound words used in this work is different than that which is commonly held. Words like "today," "become" and "because" are included in these lists because from a sight reading approach they can be perceived as compound.) As the compound words are learned, more sight words are learned. Some poor readers, especially with learning problems, often have more trouble remembering smaller words than the larger ones. Compound words allow them to learn the smaller words by reading larger words.

3) Reading larger words instills the poor readers with a sense of confidence. Since poor readers usually have a reading vocabulary comprised only of small words, and as noted

previously, these small words can be difficult for them to learn, reading large words can be easier for them. The idea of reading large words is a change and instills a sense that learning to read is possible.

4) Students traditionally learn to read left to right. Because of poor phonic skills, many students often cannot correctly decode words. They might get the beginning syllable of the word but by the end of the word the poor reader usually gives up on decoding and just guesses at the pronunciation. Reading compound words trains the student's eyes to scan the whole word. These students can do exercises which develop the ability to learn new patterns of looking at words. The student reads the last part of the compound word first and then the first part. E.g. "something" is read "thing some." This exercise trains the student to scan the whole word in search of word parts which are part of the student's sight vocabulary.

5) Compound words contain contextual clues. If a student can identify one of the words, he or she often will remember the other word in the pair. Teaching students that this same principle can be applied to other words, sentences and even larger passages, helps them to learn contextual reading skills.

6. By reading compound words, the student is able to put more time on task than by reading small words. Each time a word is read, three words are actually read and practiced. Negative time on task occurs when a student misreads or mis-learns a word. This often is the case with reading sight words. Since poor readers who have weak phonic skills must rely on sight reading, they will often misread words unless the word is read correctly over and over. If a student misreads a word, the incorrect pronunciation is added to the memory. The next time it is seen this word the student may not be sure which is the correct pronunciation and more effective time on task is again lost. By reading these compound words, this problem is reduced (not eliminated, especially for very poor readers). Since these words are common and contain contextual clues, the student's chances for reading the words correctly each time are increased.

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7. Compound words produce quick results. This success motivates the reader to read more. I have worked with students who have found reading compounds their first really successful reading experience. They are not frustrated because they cannot perform the task. Rather, they feel good because they are successful. Granted, this success is a small step along the way to learning to read but it is a successful step nevertheless.

COMPOUND WORD LIST 1

lifetime	elsewhere	upside	grandmother
cannot	baseball	fireworks	passport
together	become	became	sunflower
crosswalk	basketball	superstructure	sweetmeat
moonlight	football	railroad	rattlesnake
anybody	weatherman	throwback	skateboard
meantime	earthquake	everything	herein
sometimes	also	backward	schoolhouse
butterflies	upstream	nowhere	bypass
fireflies	because	somewhere	spearmint
something	another	somewhat	airport
anyone	today	himself	grasshopper
inside	themselves	playthings	footprint
therefore	uplift	supergiant	homemade
without	backbone	scapegoat	peppermint

COMPOUND WORD LIST 2

eyeballs	longhouse	forget	afternoon
southwest	northeast	alongside	meanwhile
keyboard	whatever	blacksmith	diskdrive
herself	nobody	seashore	nearby
silversmith	watchmaker	subway	horseback
itself	headquarters	sandstone	limestone
underground	glassmaking	riverbanks	touchdown
honeymoon	bootstrap	toothpick	toothpaste
dishwasher	household	township	shadyside
popcorn	airplane	pickup	housekeeper
bookcase	babysitter	saucepan	lukewarm
bluefish	hamburger	honeydew	raincheck
thunderstorm	spokesperson	widespread	weekend
hometown	commonplace	moreover	pacemaker

COMPOUND WORD LIST 3

supermarket	supermen	supernatural	superpower
somebody	someday	somehow	someone
anymore	anyplace	anytime	anyway
backhand	watchdog	backlog	backpack
backstage	waterfall	backtrack	noisemaker
underage	underbelly	underbid	undercharge
bookworm	bookstore	bookshelf	bookend
superscript	supersonic	superstar	supersensitive
bookkeeper	bookmark	bookmobile	forgive
forklift	format	fortnight	honeycomb
honeysuckle	honeybee	keyhole	keynote
keyway	keyword	lifeblood	lifeboat
lifeguard	lifelike	lifeline	lifelong
forefinger	forefather	forehand	forehead

COMPOUND WORD LIST 4

onetime	supercargo	supercharge	superabundance
backside	backslap	backspace	backspin
undercut	underdevelop	underdog	underestimate
superstrong	supertanker	superweapon	superwoman
underexpose	underfoot	however	eyesight
airfield	sidekick	crossover	sunbathe
anywhere	anyhow	backache	backbite
backbreaker	backdrop	backfire	background
textbook	underachieve	underact	underarm
keypad	keypunch	keystone	keystroke
upstairs	softball	uptight	upstate
supercool	superego	superfine	superhero
foreleg	foreman	foresee	oneself

COMPOUND WORD LIST 5

washroom	blackbird	blackboard	blackberries
upend	blacktop	whitecap	whitefish
whitewall	whitewash	friendship	pancake
daytime	upbringing	upbeat	upcoming
repairman	firefighter	standby	bedroom
blackjack	blacklist	blackmail	blackout
uphill	waterline	upkeep	upland
firehouse	te nager	carpool	bellbottom
ballroom	brainchild	pinstripe	bodywork
upward	upwind	upturn	storerooms
deadline	rainbow	waterworks	waterway
daybreak	daybock	daydream	daylight
update	upgrade	upheaval	upheld

COMPOUND WORD LIST 6

upload	washstand	upon	upperclassman
lifesaver	forarm	forbearer	forbid
carhop	carload	carpetbagger	carport
wastepaper	upshot	upside	upstage
newspaper	grandchild	grandparent	grandchildren
fishpond	fishtail	hookup	eyecatching
taxicab	taxpayer	teacup	teamwork
uppercut	uppercase	uppermost	uprising
newsreel	newsstand	newsworthy	granddaughter
grandfather	grandmaster	grandaunt	grandnephew
upright	uproar	uproot	upstart
grandnieces	grandson	grandstand	granduncle
boldface	bankbook	bankroll	dishcloth
dishpan	dishwater	cardboard	carefree

COMPOUND WORD LIST 7

caretaker	carsick	carfare	cargo
uptake	upthrust	newsroom	uptime
carryall	cartwheel	wheelbase	wheelbarrow
washcloth	fishlike	waterproof	fishnet
newsdealer	watershed	newsman	snowdrift
intake	courtyard	overflow	cornmeal
underclothes	overcoat	undercover	undercurrent
takeover	talebearer	taleteller	tapeworm
superhuman	wasteland	superman	superhighways
afterlife	setback	overland	highway
mainland	caveman	drawbridge	lifework
firebomb	someplace	passbook	passkey
airtime	firecracker	sidewalk	fireball
allover	notebook	throwaway	fireproof
buttermilk	footnote	moonbeam	Sunday

COMPOUND WORD LIST 8

handmade	candlelight	firearm	airline
crossbow	sideshow	software	sunfish
moonstruck	rattletrap	weatherproof	earthworm
schoolboy	sweetheart	butternut	hereafter
playback	foothill	eyelid	southeast
horseplay	headache	blueprint	raindrop
weekday	hammerhead	foreclose	foreclosure
slowdown	skyscraper	motherhood	fatherland
forecast	highball	forebear	mainline
slumlord	snowball	snakeskin	soundproof
firebreak	aircraft	crosscut	railway
earthward	buttercup	allspice	noteworthy
playboy	footlocker	handgun	horsepower
rainbow	bluegrass	cheeseburger	weeknight
headlight	bedrock	standoff	commonwealth

COMPOUND WORD LIST 9

cancan	fireboat	airlift	Passover
crossbreed	sideburns	sunbaked	moonshine
schoolbook	hereby	playhouse	butterfingers
footlights	handbook	backside	eyelash
steamship	headline	spillway	houseboat
longhand	horsepower	standby	whatsoever
foresight	soybean	bookseller	blueberry
cheesecake	raincoat	thunderbolt	standpoint
bedroll	cardboard	bellboy	brainwash
bodyguard	pinhole	upright	newsboy
carefree	carport	fishpond	hookup
courthouse	afterimage	highchair	mothball
sixfold	skintight	skylight	slapstick
snowbank	standout	handout	eyeglasses
footrest	stepson	stockroom	stonewall

COMPOUND WORD L ST 10

sailboat	candid	sandbox	showroom
salesclerk	firebox	crosstown	suntan
candlestick	airmail	moonwalk	schoolroom
butternut	playground	footpath	handball
eyewitness	longhorn	horseshoe	headhunter
shoemaker	forerunner	shipload	housewife
horsefly	shotgun	mainspring	booklet
bluebird	showboat	setoff	bookbinder
stoplight	forestland	turnover	housecoat
bluebell	streetcar	hamstring	shipwreck
stronghold	rainfall	shortcake	bedbug
pinup	shipyard	uproar	shopkeeper
bellhop	spacesuit	newscast	springtime
steamboat	carload	standstill	stickup
pinwheel	upstate	speedboat	newsman

COMPOUND WORD LIST 11

timekeeper	watchword	timesaving	timeshare
shoelace	showoff	sharecropper	sheepskin
newsboy	newscast	newscaster	newsprint
timetable	turnabout	turnaround	turnbuckle
sharpshooter	starfish	stagehand	spacewalk
turncoat	turndown	turnkey	turnoff
aboveboard	comedown	comeback	cabdriver
tablecloth	tablespoon	tabletop	tableware
sundial	sunlit	sandlot	snowbird
wheelchair	wheelhouse	fishhook	fishbowl
tagalong	tailgate	taillight	taillike
tailpiece	tailspin	takeoff	takeout
taproom	taproot	target	taskmaster
teammate	dairymaid	teaspoon	daisywheel
showplace	telltale	tenderfood	tenfold

COMPOUND WORD LIST 12

shortbread	teapot	teardrop	shipbuilder
firewater	airmen	crossword	sidecar
moonscape	schoolwork	anything	butterfat
hereupon	weathercock	foothold	playmate
handcuff	headdress	forefront	forestland
housetop	forever	rainmaker	thundershower
standstill	bedclothes	brainstrom	pinpoint
upstanding	fisheye	courtroom	cornball
afterglow	highland	mainstream	fatherless
sisterhood	skylark	waistband	waistcoat
waistline	walkways	walkout	wallboard
walleyed	wallpaper	wallflower	wanderlust
wardroom	warehouse	warhead	warlord
warlike	warmblooded	warmhearted	warmonger
warpath	warplanes	warship	wartime

COMPOUND WORD LIST 13

around	washbowl	fisherman	schoolbus
ashtray	washboard	beachcomb	washout
blackball	upmarket	washtub	wastebasket
sunroof	sundown	snowshovel	sunup
upset	wastewater	superimpose	watchband
jailbait	jetliner	dogwood	upbeat
watchcase	backlash	watchman	below
jetport	boardwalk	jackpot	ballroom
watchtower	timepieces	watercolor	watercooler
gumball	goodbye	nevermore	coffeemaker
watercraft	backstroke	waterfront	waterlog
moonwalk	woodshop	jellyfish	underfoot
uphold	watermark	fishmonger	waterpower
shipbottom	goodnight	nutcracker	raquetball
waterscape	newsletter	waterside	waterspout

COMPOUND WORD LIST 14

scarecrow	toolbox	gearshift	tailgate
watertight	waterworks	waterway	wavelength
thunderbird	bugspray	overshoes	paycheck
wavelike	waxlike	waxwork	waybill
bowtie	crewcut	typewriter	jumpshot
wayfarer	waylaid	wayward	wayside
deadend	eardrum	postcard	fruitcake
overboard	jellybean	centercut	rubberband
sunray	clockwise	downunder	earache
turntable	driveway	matchbox	motorcycle
daydream	graveyard	carpool	doorstop
tadpole	eggshell	stopwatch	limelight
ironwork	cattail	nursemaid	sunglasses
wipeout	egghead	eardrop	earthworm
daybreak	earring	housework	haircut

COMPOUND WORD EXERCISES

1. The first exercise with compound words, as with other word lists in this system, is reading the words. The number of words to be read each time and with what frequency will depend on the ability of the student. Some students will need to read one column over and over many times until the words are mastered. Other students will be able to read a couple of pages of compound words at a time. Experience with the system enables the teacher to gauge the frequency and number.

2. Reading compound words backwards is an exercise to develop word recognition and visual patterns. The student reads the second word in the compound word and then the first. For example: when shown "lifetime," the student reads "time, life;" for "cannot," the student reads "not, can". Again, this exercise can be varied to meet the individual need of students. However, I have found that using this exercise on about a fourth of a list while a student is learning compound words is adequate.

3. An exercise to develop both sight recognition of the compound words and increase the student's awareness of other words is to make simple sentences using the compound words. These sentences then can be read. Some students like to create the sentences while others do not. It is not essential that the student create the sentences, for many may have a learning problem which makes such a task very difficult. Here are a few examples of compound word sentences:

He likes football, basketball and hotdogs.

My grandmother became a superstar today.

*Notice the high concentration of compound words (remember that this system defines "today" and "became" as compound words). These sentences should not be read too often because the student will commit them to memory rather than read the words.

4. Poor readers know very little about words and their meaning. Discussing the meanings, especially multiple meanings and how words are used can be interesting and helpful for these

students. Sometimes the nature or origin of words will help the student remember the word. Examples in the first word list are "superstructure" and "scapegoat."

5 For young children or very poor readers, reading the words may be difficult and frustrating. In these cases, asking the student to choose the correct word from a pair or a group of three or four words enables him or her to learn the words without the frustration of pronouncing them. The teacher will say the word and have the student point to it. This is a good exercise to help the student look at the second word in the compound word. Choosing words which have the same beginning accomplishes this task.

Examples:

supertanker	bookend
superweapon	bookcase
uplift	become
upside	became

WORD PARTS

Word parts in the Sight/Sound System are broadly defined and include concepts which would not strictly follow a grammarian's definition of word parts. In this system, word parts refer to prefixes, suffixes, root words, syllables, words within words and other recognizable parts of words which can serve as clues for decoding. These parts are not absolute or universal. What one student sees or can easily recognize is not what another student will perceive or discern. This is a problem for standardizing the system but leaves it flexible for individualization. For example, the word "attendance" can be seen differently by students. One student may see three distinct words: "at," "ten" and "dance." Another student may see the prefix "at" and the suffix "ance" and use either memory or context to decode the word.

Learning word parts enables students to read some two-syllable words as if they were compound words. Combining word parts, identification of small words and context reading skills enable readers to identify some multi-syllabic words as if they were compound words. For example, the words "disable," "mishear" and "subset" can be read as compound words when the prefixes are learned as sight words. The word "together" is an example of the latter. The smaller words "to" "get" and "her" read separately do not result in the correct pronunciation but either memory or the context of the sentence will provide the student with a clue to adjust the pronunciation to arrive at the correct word.

A basic premise of this system is that the student does not have good decoding skills or phonic abilities. Poor readers usually skip words they do not know because they have learned that if they do not recognize a word they cannot read it. They have tried over and over to learn decoding skills with little or no success. These students must depend on sight reading. By learning word parts as sight words, the students have a chance to decode many more words than would be possible otherwise. The Sight/Sound System combines the learning of word parts with repetition to increase sight vocabulary. When

the student reads the word parts, he or she is reminded of words which begin or end with those parts. When the student reads the accumulated word lists, they see and also practice the word parts. Learning word parts as sight words makes many more "compound" words because many words can now been seen as two or three parts which are already known. The benefits of learning to read compound words are increased and reinforced.

Most students can identify beginning sounds, both consonants and vowels. The Sight/Sound System recognizes this and capitalizes on it. When a word begins with a prefix which is known as a sight word, the beginning letter of the word to be decoded is moved to the letter after the prefix. For example, the word 'prehistoric." The student reads the prefix "pre" and then the beginning sound is an "h." Another example moves the beginning letter even further. "Inundate" has three word parts "in," "un" and "date." The student can break this word apart and the first letter which must be sounded is the "d" in "date" rather than the "i" or the "u."

The prefixes are learned only one way by the student. Variations in the pronunciation are left for future refinement and not taught until the student has mastered the word parts and developed a substantial core vocabulary. Students can be shown how to find the pronunciation of a word part by saying a word which contains that part. For example "de" is in the word "development" and "dis" is in the word "disarm"

An example of this principle is the prefix "pro." The word part is pronounced "pro" as in "professional" or "pro"-football. The variation of pronunciation in the word "property" is left for a future lesson or learned in another way.

PREFIXES WORD PART LIST

pro
pre
per
con
com
ab
ad
as
ac
be
bi
anti
re
sub
in
im
mis
dis
de
un
under
super
inter
op
ex
es
cor
equi
tri
trans
sup
ap
sug
at
auto

PREFIXES WITH WORDS TO HELP REMEMBER THE PRONUNCIATION.

pro	produce	production
pre	prefix	prehistoric
per	permit	performance
con	confer	conference
com	combat	complicate
ab	abhor	abduction
ad	adage	administrate
as	aspen	asphyxiate
ac	accept	activation
be	befit	betrayal
bi	bison	bicycle
anti	antiwar	antibiotic
re	review	reactivate
sub	subset	submarine
in	inlet	inconsistent
im	image	imperfect
mis	mishear	misdemeanor
dis	disarm	discover
de	debug	decompose
un	uncut	uncover
under	undercover	underneath
super	superman	supersensitive
inter	interact	interchange
op	option	operationally
ex	exact	explode
es	essay	establish
cor	correct	coronary
equi	equity	equitable
tri	tripod	triangle
trans	transfer	transportation
sup	support	supplements
ap	appeal	aptitude
at	attic	attitude
auto	automatic	automobile

WORD PART SAMPLE WORD LIST

mistrust	misuse	distrust	mishear
disable	misfire	subsoil	subset
submarine	subject	adjust	profess
profound	program	project	prolong
promote	propose	prorate	protect
protest	react	review	recap
perform	precook	predate	predict
exact	exam	excel	except
exchange	exist	expand	expect
export	express	extend	extra
abject	absent	transact	transfix
combat	comic	compact	compound
compress	understand	international	interact
abduct	addict	address	bicycle
bimonthly	inaction	include	inmate

SUFFIXES

Like prefixes, in this system, suffixes are learned as sight words. Some students will already know all or most of the suffixes. Others will know only a few and in some cases, none. For those who know few, it may be advisable to break the list into small groups for learning. The list should be practiced often until the word parts are firmly established as sight words. When students learn these word parts, it is sometimes helpful to put them on flash cards so the teacher can pull out the ones which the students have trouble with. These then can be given further practice. This I call a manipulable activity. The cards can be manipulated into piles or rearranged for different exercises. Our eyes seek out the familiar, so when reading lists, we tend to see the words we know more than the words we don't know. By using manipulable materials, the word parts that need practice can be separated from those which are well known.

As noted with the prefixes, these word parts should only be pronounced one way so that the student does not get confused. Later, after the student's readings skills have improved, variations in pronunciations can be taught.

SUFFIX WORD PART LIST

tion
sion
tive
ture
ity
tic
ton
tor
ful
ment
ent
ant
ence
ance
ly
al
ing
ed
s
able
ible
less
ness
ism
ist
es
en
ology
ate
age
ship

SUFFIXES WITH WORDS TO HELP REMEMBER THE PRONUNCIATION.

tion	action	situation
sion	mission	discussion
tive	active	supportive
ture	fixture	temperature
ity	oddity	opportunity
tic	rustic	tactic
ton	cotton	button
tor	actor	contractor
ful	helpful	beautiful
ment	comment	development
ent	accent	confident
ant	infant	constant
ence	offence	conference
ance	finance	attendance
ly	quickly	eventually
al	local	interval
ing	talking	interesting
ed	walked	provided
s	pots	communications
able	likable	collectable
ible	visible	irresistible
less	useless	nevertheless
ness	fitness	attentiveness
ism	realism	communism
ist	artist	comformist
es	boxes	chocolates
en	taken	golden
ology	biology	oceanology
ate	locate	advocate
age	lineage	percentage
ship	friendship	citizenship

SUFFIX SAMPLE WORD LIST

action	fiction	section	condition
division	occasion	revision	decision
festive	captive	capture	mixture
picture	ability	density	quality
utility	frantic	arctic	plastic
doctor	creator	tractor	actor
eyeful	joyful	lawful	useful
comment	payment	torment	garment
vacant	giant	distant	servant
science	silence	evidence	patience
attendance	finance	balance	romance
slowly	badly	daily	costly
fatal	final	royal	normal
capable	eatable	mixable	visible
ageless	endless	dryness	fitness
artist	typist	damage	sewage
biology	theology	baptism	heroism

COMBINING PREFIXES AND SUFFIXES

Combinations of prefixes and suffixes can also be taught so that the student is able to recognize them as such.

rein	reinvent
disin	disintegrated
miscom	miscommunication
uncom	uncommon
reex	reexamine
recon	reconsider
superin	superintendent
reim	reimburse

ently	evidently
tionally	intentionally
mental	experimental
mentally	developmentally
fully	artfully
ally	basically

WORD PART EXERCISES

1. Read the word parts lists at least once each time the student is with a teacher until they are recognized as sight words. The list should be reviewed periodically to ensure retention.

2. Flashcards help in that they allow the tutor or teacher to isolate the word parts which are difficult for the student to learn.

3. An exercise for learning word parts is to have the student take a newspaper and circle all the word parts he or she finds. This trains the eyes to recognize word parts. Do not worry if at first the student finds word parts which may not be true prefixes or suffixes. For example, if the student circles the "com" in "coma" the teacher does not need to correct the student or provide an explanation. The fact that the student is able to recognize the letter combination is important at the beginning of this learning process. Later, when the student has developed a core vocabulary, a more refined search for word parts would indicate which are true prefixes/suffixes and which are not.

DEVELOPING WORD LISTS

The Sight/Sound System individualizes vocabulary development by collecting words as one reads. The system can be used for readers at all levels.

As explained previously, poor readers or students who have poor decoding skills, even those who are reading at a high level, do not acquire vocabulary by just reading. Unlike good readers who can learn new words through random access, that is decoding new words and learning their meaning from the various contexts in which the new words are found, poor readers must collect and study new words. Students with learning problems who possess high intellectual ability can be poor readers. That is their reading level falls below that of their intellectual peers. I have worked with many graduate students who have reading problems despite the fact that they are reading at the college level. Many of these student have found compensatory techniques on their own which allow them to achieve at the highest educational levels. This does not mean that they do not have reading problems. Students with decoding problems most often do not remember the words they read occasionally. Individuals with this problem must use alternative techniques for vocabulary acquisition. Collecting words is one such technique and it is utilized as part of the Sight/Sound System.

Developing word lists allows the reader to practice the words which he or she has come across while reading. The need for constant repetition of new words is necessary for sight word recognition. This is made possible by word lists. The reader who does not collect the words may actually have negative time on task when the word is seen again. For example, a new word either read correctly or provided by the tutor may be read incorrectly the next time it is seen. Instead of this word being learned and reinforced, because it was mis-read, the student does not learn the word. However, if the word was written down and collected on a word list, it could be read often and practiced. As a result, when the word is seen again while reading, the reader would be more likely to recognize it and read it correctly.

The words for the word lists should come from the reading material that the student is currently reading.

EXERCISES USING WORD LISTS.

1. Obviously the first exercise is to read the lists as often as possible. When words are well known they should be moved to another list which should be review periodically. This process can be facilitate by flash cards which can be grouped into categories of known words, words being learned and new words.

2. I have found that students with learning problems learn better when tasks are broken into small pieces. Therefore, after the words are easily recognizable, the student then should work on finding the precise definition of the words.

3. After the student has learned the definitions of the words another exercise can be introduced: using the words in sentences. This exercise increases their reading ability because the student now must pay attention to the spelling of the words.

4. An exercise which provides more practice with writing is to write paragraphs using as many words on the list as possible. This exercise provides the students with practice reading and spelling the words and also practice writing. Weak readers are usually weaker writers and the more practice they can get the better.

5. The word lists can be expanded by adding similar words. This exercise not only expands the list but helps the student learn to distinguish between words that can be confused. For example the words "thought," "through," "though" and "thorough."

6. Free association of words adds a variation to reading the lists and enables the students to play with words. In this exercise, the student reads the words and thinks of another word which is similar, different, or in anyway related to the word on their list.

SAMPLE WORD LISTS:

This word list was developed with a 12 year old who was reading at pre-primer level. Note the combination of large and small words.

treatment	dependable
ancestors	people
beautiful	early
blanket	easy
ago	produce
body	enough
carefully	actually
archeologists	evidently
chemicals	importance
dead	almost
develop	ideology
mummification	communism
feather	myself
human being	period
invented	stone
moisture	transition
flesh	weapons
mummy	probably
position	preserved
pyramids	sand
southwest	during
whose	nation
tombs	first
turkey	transform

This word list combined work with prefixes and suffixes with a word list. The student was reminded of the word parts each time he encountered a large word and would check the word part list to remind him of how to start or end a word.

city	construction	con	sion
contaminated	beginning	pre	ment
eruption	scientific	com	tor
extinct	vibrations	trans	ant
frighten	experience	op	ful
magma	disturbances	re	tive
turbo			ism
material	satisfied	in	ing
mountain	temperature	dis	tic
mystify	contrary	es	ly
nearly	existence	sub	tion
explain			ology
quantities	nostrils	pro	ence
			ity
reservoir	throat	un	ed
			ate
submarine	civilization	per	ent
surface	water	under	ance
			ible
underneath	superstition	ad	er
		inter	s
volcano	stretchable	ex	ton
		de	ist
		be	able
		as	ary
		ab	al
		super	ture
			ous
			en

This sample word list was developed with a fourth grader who was reading at a second grade level.

after	shades	right	unknown
directly	sensitive	lapping	additional
eventually	regular	telescope	
forced	roadside	suppose	every
great	while	gerbil	imitation
history	false	heat	variety
misfortune		glacier	
neighbors	either	official	ingredient
place	ocean	branch	commercial
search	ability	very	sugar
shepherd	sharks	excavation	sprinkle
straight	organs	melt	
valley	shapes	blindfolded	separate
wrote	eyesight	special	chocolate

This sample word list was developed with a fifth grader who had a problem with self confidence but an obvious large speaking vocabulary.

derived
retained
psychologists
observation
deterioration
traces
trances
disuse
periodically
eventually
recognition
availability
accessibility
synonymous
techniques
subsequently
worthwhile
deception
antieducational
demonstrated
stupidity
passionately
symbolism
benefits
devoured
anxieties
attribution

stranger
traumatic
deprivation
incompetent
immaturity
interacting
interesting
difference
difficult
difficulties
delicately
rhythmic
genetic
endeavors
encouraging
locomotor
cultural
particularly
relatively
incredibly

misery
sonnet
burst
coincidences
anxiety
anxious

inevitable
moderately
interpretation
distinct
dispositional
situational
mistreatment
belligerent
innocently
schematically
absorption
transcendental
sensory
attainment
sputter
increasingly
characteristically
perceptions

iambic pentameter

axiomatic

This word list was produced in one session with a college student.

philosophical	psychology
physiological	psychiatrist
psychologists	philosopher
replicate	synthetic
longitudinal	variable
psycholinguistic	overregularization
acquisition	transformational

This sample word list was developed with a high school senior in special education. The interests of the student are easily noticed since the words came from automotive and construction reading material.

mighty	competitor	veneer	gauge
swamp		truss	dimension
accommodate	vengeance	medicine	resistant
compressed	spectators	appropriate	effective
specialists	precise	effective	velocity
recently	various	vary	vertical
strength	technical	verify	capacity
graphite	estimated	obtainable	exposed
impregnated	attendance	prior	density
corrosion	participants	participate	accordance
accelerate	definitely	cured	entrained
modify	modification	participation	temporary
automatic	adequate	stability	institute
disconnect	merchandise	detailing	continuous
connection	several	fabrication	standard
intersection	sessions	diagonally	practice
remember	contrast	contract	ceramic
inevitably	conform	uniform	substantially
negotiates	half	halves	reinforce
negligence	self	selves	splices
creates	exterior	interior	hollow
barriers	fascinating	average	zinc
obstacle	admired	intent	accessories
ultimate	items	assumed	reasonably
maneuvers	authorities	jurisdiction	ferrous
announcer	asphalt	current	erection
discussions	adopted	recognizable	complement
structure	spectacular	opportunities	gooey

Issues dealing with reading comprehension and learning problems will added in the second edition. Also I expect to add to the exercises in each section of this publication.