



Intervention Activities Guide

**Kindergarten • Grade 1 • Grade 2 • Grade 3
2010-2014**

These materials are copyrighted© by and are the property of the Texas Education Agency and the University of Texas System and may not be reproduced without their written permission, except by Texas public school educators in Texas under the following conditions:

- 1) any portion reproduced will be used exclusively for nonprofit educational purposes;
- 2) any portion reproduced will be reproduced in its entirety and remain unedited, unaltered and unchanged in any way; and
- 3) no monetary charge is made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Contents

Differentiated Instruction	1	Graphophonemic Knowledge (continued)	
What is Differentiated Instruction?	1	Vowel Sounds	
Model for Reading Time	2	Short Vowels	69
Classroom Arrangement	3	Long Vowels	72
Small Group Instruction Scheduling	3	Diphthongs	74
Managing Student Engagement		r-Controlled Vowels	76
During Workstations	5		
References	6		
Book and Print Awareness	7	Consonant Digraphs	77
Guidelines for Instruction	8	Common Syllable Types and Multisyllable Words	
Activities	8	Syllable Types	79
References	12	Multisyllable Words	85
Phonemic Awareness	13	Consonant Doubling and Inflectional Endings	
Word Play		Consonant Doubling	89
Listening To and Producing Oral Language	14	Inflectional Endings	90
Rhyming	17		
Alliteration	20	Morphemes	
Sentence Segmentation	23	Prefixes and Suffixes	94
Syllable Play		Compound Words	96
Syllable Segmentation	25		
Syllable Elision	28	Contractions, High-Frequency Words and Homonyms	
Phoneme Play		Contractions	98
Phoneme Comparison	30	High-Frequency Words	100
Initial Sound	30	Homonyms	104
Final Sound	33	References	107
Medial Vowel Sound	34		
Blending Word Parts	35	Fluency	109
Onset-Rime Blending	36	Guidelines for Instruction	110
Phoneme Blending	39	Activities	111
Phoneme Elision	40	References	116
Phoneme Segmentation	42		
References	46	Vocabulary	117
Graphophonemic Knowledge	47	Guidelines for Instruction	118
Letter Names and Sounds		Activities	120
Letter Identification	48	References	140
Letter to Sound Linking	54		
Blending		Comprehension	141
Introduction to Blending	57	Guidelines for Instruction	143
Initial Consonants	59	Read-Alouds and Retells	144
Final Consonants	61	Reading Comprehension Strategies	147
Letter Substitution		Story Elements	159
Initial Consonants	62	References	168
Final Consonants	65		
Middle Vowels	66	Writing	169
Initial and Final Blends	68	Guidelines for Instruction	170
		Teaching Foundational Writing Skills	170
		Teaching the Writing Process	176
		Developing Writing Assessment Tools	181
		References	183
		Bibliography/Glossary	
		Bibliography	185
		Glossary	191
		Acknowledgments	195

Word List Index

NOTE: Many TPRI IAG activities provide example word lists, which are often interchangeable among various games. Below is a convenient compilation of the word lists.

Rhyming Words	18, 19, 20
Alliterative Words	20, 21, 23
One- to Four-Syllable Words	26, 27, 29, 83, 85
Compound Words	28, 97
Long Vowel Words	34, 73
Short Vowel Words	35, 70, 71, 72
Onset-Rimes and Words	37, 38
Two- to Five-Phoneme Words	39, 41, 45, 58
Initial and Final Blend Words	42
CVC Words	59
Diphthong Words	74, 75
r-Controlled Vowel Words	76
Digraph Words	79
Open and Closed Syllable Words	82
Chunked Words	86, 87
Consonant Doubling Words	89
Inflectional Ending Words	90
y to i Plural Words	91
Past Tense Words	92
Drop Final e Words	93
Comparative Words	93, 94
Prefixes and Words	94, 132, 133, 134
Suffixes and Words	95, 133, 134
Homonym Words	105, 106
Greek/Latin Root Words	134, 135

Differentiated Instruction

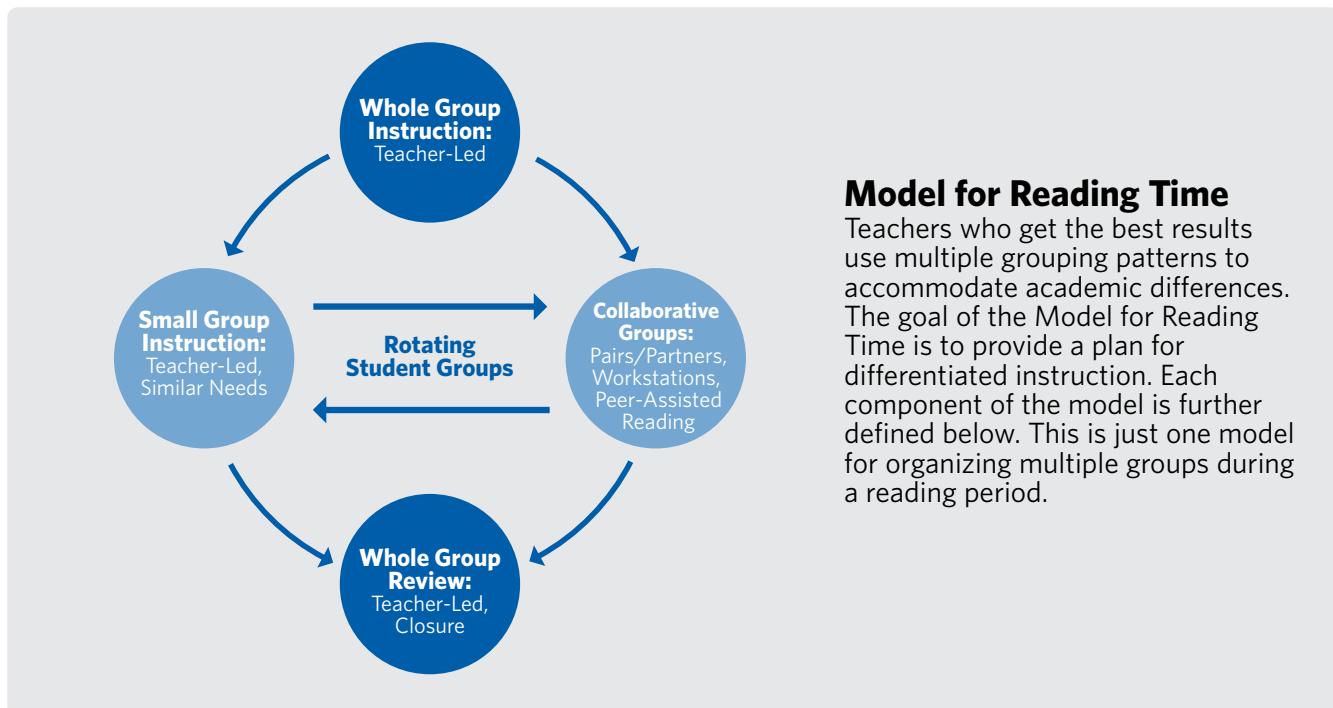
Learning experiences designed specifically for individual students, tailored to their needs and abilities.

Because the range of reading abilities in a typical classroom is about five years, the idea of teaching students only in whole group has faced increasing criticism. A struggling reader may require hundreds of repetitions of the same skill, while another student requires significantly fewer. A struggling reader may depend on explicit instruction to make connections and develop, while a more skilled reader makes strong and steady progress with less instructional support. Guiding student progress through differentiated instruction, therefore, becomes essential. Providing differentiated instruction helps ensure that every student makes good reading progress.

What is Differentiated Instruction?

The purpose of differentiated instruction is to provide students with learning experiences designed specifically for them and tailored to their individual needs and abilities. Students require differentiated instruction regardless of their ability, because reading progress accelerates when reading instruction is matched to their needs. The following are central characteristics of effective differentiated instruction:

- Forming small, flexible groups of students with similar instructional needs.
- Making instructional decisions based on assessment data (as opposed to using a plan-and-teach model without distinct data concerning student needs).
- Targeting specific student instructional needs to help students move forward from their current performance level.
- Moving students to another group as they master skills.



Model for Reading Time

Teachers who get the best results use multiple grouping patterns to accommodate academic differences. The goal of the Model for Reading Time is to provide a plan for differentiated instruction. Each component of the model is further defined below. This is just one model for organizing multiple groups during a reading period.

Whole Group Instruction

- Instruction is teacher-directed.
- Teacher works with all students to introduce or review concepts.
- Lessons focus on a particular topic, strategy or classroom routine.

Small Group Instruction

- Teacher typically meets with groups of three to six students.
- Teacher meets with lowest-performing students first, keeping that group as small as possible.
- Assessment data indicates students have similar instructional needs.
- Members of the group change as students progress at different rates. Teacher moves students to groups where instruction will best match their needs.

Collaborative Groups

- Student-directed work with concepts and skills previously taught.
- Students work together in collaborative groups, pairs or alone at workstations to reinforce skills already taught.
- Activities have an academic focus and relate to reading and writing.
- Students are held accountable for the work completed at each workstation.

Whole Group Review

- Teacher pulls all students back together.
- Reviews skills presented earlier.
- Provides students with the opportunity to consolidate their learning.
- May also include sharing and/or discussions of work completed during workstations, peer-assisted reading, pairs/partner reading or fluency practice.

Classroom Arrangement

The arrangement of the classroom is another important consideration for differentiated instruction. The graphic below demonstrates how a classroom could be organized to facilitate instruction. There are some key features to keep in mind when arranging a classroom for effective workstations and small group instruction:

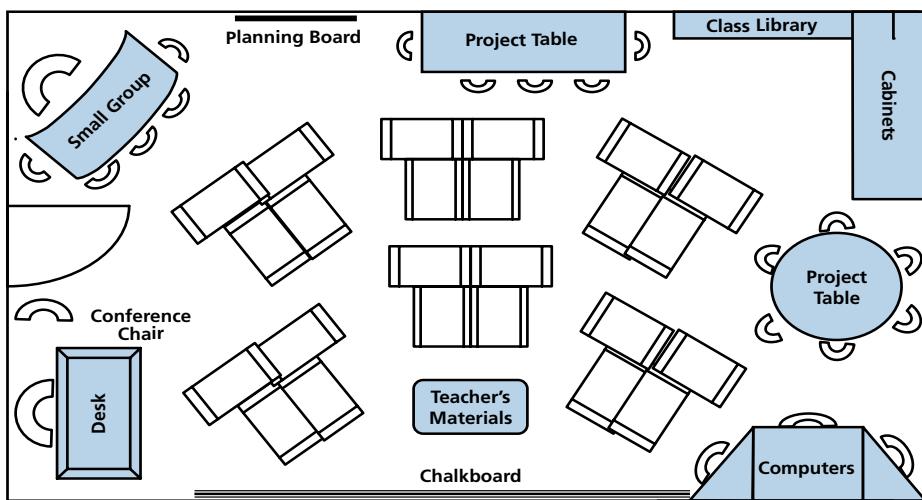
- Ensure the teacher can see all students in the room.
- Teaching materials should be within arms' length of the teacher.
- Students should be seated so they face the teacher and the board, making them less likely to be distracted by students in workstations.

The bottom of the graphic shows where the teacher provides whole group instruction. Materials are organized on a desk or table at the front of the room, so instruction is not interrupted as the teacher stops to collect or locate materials.

The top left of the graphic depicts an area for small group instruction. The teacher and student materials needed for small group instruction are in place at the table. Students face the teacher, away from the rest of the classroom.

Work areas are circularly spaced around the periphery of the room, far enough apart so students don't disturb one another. In all, there are four spaces for students to work: Two project tables, a class library and computer stations. The "Planning Board" shown at the top of the graphic is easily seen by both teacher and students. It displays the small group or workstation to which each student is assigned during the small group instruction period.

Student desks are arranged to support whole group instruction times. Students can see the teacher and the board, and can work collaboratively with other students in their desk groups.



Differentiated Classroom

for 24 Students

Small Group Instruction Scheduling

A carefully planned classroom schedule is critical for delivering effective differentiated instruction in small groups. When creating a schedule for small group instruction and workstations, consider issues such as:

- How many groups you will have.
- How many students will be in different groups.
- How often and when you will meet with each group.
- The duration of each group.
- How many workstations will be offered.

Below are two samples of a possible schedule for providing small group differentiated instruction. These samples demonstrate a 90-minute reading block that includes an additional intervention period. Each sample shows four groups, though in some classrooms, it may be necessary or beneficial to have fewer or more groups. These particular schedules will not work for all teachers or in all settings, and only serve as models of how instructional time might be divided. Both samples allow for 60 minutes of small group instruction within a 90+ minute reading block.

In the first sample schedule, Group 1 represents students with the most significant instructional needs. The teacher will meet first and every day with Group 1. Group 2, consisting of students who are slightly more developed as readers than Group 1, meets four times a week. Students in Groups 3 and 4 are even more developed and meet with the teacher only three times a week. In addition to the differentiated instruction students in Group 1 receive during the reading period, these students also receive differentiated instruction multiple times a week during an intervention period.

The second sample schedule could be used to address the needs of two groups with more significant instructional needs. This schedule allows the teacher to meet daily with the students in both Groups 1 and 2, alternating which group meets first with the teacher. Groups 3 and 4 are more developed as readers and meet with the teacher only two or three times a week.

In addition to the differentiated instruction students in Groups 1 and 2 receive during the reading period, these students also receive differentiated instruction multiple times a week during an intervention period.

Sample Reading Block Schedules with Small Group Differentiated Instruction and Intervention

Core Reading Instruction Block 90+ min.					Intervention 20 min.
Whole Group Instruction 30-45 min.	Teacher-Led Small Group Instruction/Workstations 60 min.				Small Group 20 min.
	Mon.	Group 1 20 min.	Group 2 20 min.	Group 3 20 min.	Group 1 20 min.
	Tues.	Group 1 15 min.	Group 2 20 min.	Group 4 25 min.	
	Wed.	Group 1 15 min.	Group 2 15 min.	Group 3 15 min.	Group 1 20 min.
	Thurs.	Group 1 25 min.	Group 2 20 min.	Group 3 15 min.	
	Fri.	Group 1 20 min.	Group 2 20 min.	Group 4 20 min.	Group 1 20 min.

Core Reading Instruction Block 90+ min.					Intervention 20 min.	
Whole Group Instruction 25-35 min.	Teacher-Led Small Group Instruction/Workstations 60 min.				Whole Group Review/ Closure 5-15 min.	Small Group 20 min.
	Mon.	Group 1 20 min.	Group 2 20 min.	Group 4 20 min.	Group 1 20 min.	Group 1 20 min.
	Tues.	Group 1 20 min.	Group 2 20 min.	Group 4 20 min.	Group 2 20 min.	Group 2 20 min.
	Wed.	Group 1 20 min.	Group 2 20 min.	Group 3 20 min.	Group 1 20 min.	Group 1 20 min.
	Thurs.	Group 1 20 min.	Group 2 20 min.	Group 4 20 min.	Group 2 20 min.	Group 2 20 min.
	Fri.	Group 1 20 min.	Group 2 20 min.	Group 3 20 min.	Group 1 20 min.	Group 1 20 min.

Managing Student Engagement During Workstations

Management of students during small group instruction is crucial when implementing the Model for Reading Time. Important issues to consider when planning for workstations include establishing routines, choosing appropriate activities, introducing workstations gradually and workstation logistics.

Establish Workstation Routines

Before beginning small group workstations, teach students routines and expectations for behavior. Practice reading the planning board with students. Then develop a plan to transition into workstations and have students practice moving through the classroom. Establish a time to clean each station before switching to another one. It's also important to set up a signal for switching stations and to practice quietly changing from one station to another. Time invested in practicing workstations at the beginning of the school year will pay off all year long.

Determine a way for students to ask for help during station time. Teach students not to interrupt small group instruction. Be sure students know how to get a question answered by designating helpers to answer questions. Or, establish a time, such as between stations, when students can ask you questions. Role play how to ask for help. Examples of how to ask for help include "Ask Three Before Me" (students ask at least three other students before coming to you for help), assign group leaders every week and/or use help flags at each station.

Hold students accountable for activities they complete. The use of an exit slip is one way for students to track their progress at each station. Students record the name of the station and write a description of the work completed there. Another strategy is a self-evaluation rubric students complete at the end of the workstation.

Choose Appropriate Activities

Activities should review previously taught skills. They should provide students the opportunity to practice and fully understand reading and writing concepts. When students practice review items, their level of independence increases and management of the classroom becomes easier for you.

Introduce Workstations Gradually

Too often, teachers introduce all of the workstations at one time when beginning workstation rotations. Both you and the students need time to become accustomed to the change. Introduce and teach one workstation at a time. When you and the students feel comfortable managing one station, introduce another.

Workstation Logistics

All workstations don't require a special location; some can be completed at the student's desk. For example, students can work on writing projects or read with a partner at their desks.

Over time and for convenience, the names of workstations can remain the same. Only the activities and/or content change as students need reinforcement of new skills.

It's not necessary to have more than three workstations. These stations should become an important part of learning each day, not something to do when an assignment is completed. The workstations you choose depend on the grade level and needs of students.

Facilitate Classroom Learning

Managing student behavior requires advance planning. After assessing and grouping students according to instructional needs, consider the following to facilitate learning in the classroom:

- Make a schedule for small group reading instruction.
- Arrange the classroom to facilitate both whole group and small group instruction.
- Incorporate techniques that increase student engagement.
- Plan workstations where students can practice skills previously taught.
- Practice on workstations before you begin using them. Students should practice how to move from one station to another prior to incorporating activities into the workstation.

More Student Engagement = Greater Achievement

Classroom instructional time is limited, making the optimum use of available time critical. When time is well spent, students are actively engaged in reading and writing, or practicing reading and writing skills and strategies. When students are only listening and watching, academic engagement and student achievement tend to decrease.

Increase Student Engagement and Attention During Teacher-Directed Time

- Increase students' opportunities to respond to you.
- Use techniques other than calling on one student at a time.
- Have frequent, positive interactions with students.
- Use students' names when giving examples.
- Frequently check for understanding.

Question Techniques to Increase Student Engagement

- Everybody Questions: Questions all students must answer.
- Turn and Talk: Students turn to face a partner or partners and talk about a question or issue the teacher provides.
- Think, Pair, Share: Students think briefly and independently about a question raised by the teacher, then pair with another student and discuss their thoughts.
- White Boards: Students write the answer to questions on a small white board.
- Response Cards: Small cards with predetermined answers on them (e.g., yes or no, complete or incomplete sentence, main idea or detail, etc.).
- Cooperative Groups: A group of students discuss the question and provide a group answer.

References

Carnine, D.W., Silbert, J., & Kame'enui, E.J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Greenwood, C.R. (1991). Classwide peer tutoring: Longitudinal effects on the reading, language, and mathematics achievement of at-risk students. *Journal of Reading, Writing, and Learning Disabilities International*, 7(2), 105-123.

Heward, W.L., Gardner, R., Cavanaugh, R.A., Courson, F.H., Grossi, T.A., & Barbetta, P.M. (1996). Everyone participates in this class: Using response cards to increase active student response. *Teaching Exceptional Children*, 28(2), 4-10.

Rosenshine, B.V. (1981). How time is spent in elementary classrooms. *Journal of Classroom Interaction*, 17(1), 16-25.

Shanker, J.L., & Ekwall, E.E. (1998). *Locating and correcting reading difficulties* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Vaughn, S., Hughes, M.T., Moody, S.W., & Elbaum, B. (2001). Instructional grouping for reading for students with LD: Implications for practice. *Interventions in School and Clinic*, 36(3), 131-137.

Book and Print Awareness

Understanding the purpose of print and the basic characteristics of books and other print materials.

Long before students are able to independently make meaning from written words, they know a lot about books and print. Even some children who haven't learned to speak, for example, can distinguish between the front and back of a book, between its first page and its last. Knowing the basic conventions of print and generally understanding how books work is critical for developing readers.

There's a range of skills and knowledge important for children who are just starting to understand the written word.

We want students to know:

- That written language conveys meaning.
- The connection between written language (letters) and spoken language (sounds).
- Different forms and functions of print.
- There is a difference between a letter, a word and a sentence.
- That we read print on a page from left to right and top to bottom.
- That each letter can be written as a capital letter or a lowercase letter and it matters which version we use.
- That books are used to tell stories and provide information.
- That books have parts, like the title, author, illustrator, front cover, back cover and pages.

Print is everywhere in our world: On signs, clothing and cars, on television and cereal boxes, in magazines and catalogs. Print is used to tell us things and sell us things; to teach, entertain and inspire us. Teachers want students to be excited about print and to understand its meaning. Well-developed book and print awareness is a sign students are tuned in to print and growing into independent readers.



Blackline Masters

www.tpri.org

Some activities have associated Blackline Masters available as PDF files to download, print out and use in your lessons. Go to www.tpri.org.

Guidelines for Instruction

Children who grow up handling books and being read to often have more advanced book and print awareness. One way to develop book and print awareness is by creating print-rich, engaging and literary classrooms that inspire children to read. Curious children can learn a lot about the print in their environment, particularly when adults explain it to them.

Activities for promoting book and print awareness are provided in this section. Below are ideas to guide your classroom setup and routine.

Create a Reading Environment

- Provide an area in your classroom for students to handle and explore books freely. Teach them to treat books with care.
- Read to your class every day! Read and reread favorite books and stories aloud to your students.
- Read predictable texts with repeating patterns and familiar words and plot lines.
- Read a variety of genres (e.g., fictional and true stories, poems, etc.) on a wide range of topics.
- Label materials and areas in your classroom and draw attention to environmental print, demonstrating for students how the words in our world inform and guide us.

Read Actively with Students

- Read to children frequently from big books and books with large, easy-to-read print.
- Show how to read a book from front to back, top to bottom and page by page. Repeatedly talk through the steps you take as you read.
- Draw attention to important book features like the cover, title, author and illustrator.
- As you read, point to the words with a finger or pointer. Explain why your finger moves as it does, where it starts and stops, and why.
- Identify basic punctuation, helping students learn to distinguish between the form and function of commas, periods, question marks, exclamation points and quotation marks.

BPA-1 Oral Reading

Read to a group of students and discuss and teach basic concepts about books and print.

MATERIALS: Attractive text (picture book, big book, song book, etc.)

- ① Read the book aloud to the class or a small group. Hold the book so students can see the pages and print.
- ② While reading, discuss with students concepts such as cover, title page, author and illustrator.

- ③ While reading, sweep your finger or a pointer under the text either in one smooth stroke from left to right for students learning the direction of print, or word-by-word for those learning to read words.
- ④ Repeat the procedure at least once a day.

Book and Print Awareness

BPA-2 Find the Front

Prompt students to identify components of the books they're holding.

MATERIALS: Short book (five to 10 pages, one line of print per page)

- ① Provide a book for each student and one for yourself.
- ② Sit with students in a circle. Ask students to show the front of the book.
- ③ Have students point to the title of the book. Ask them what the book is titled, providing help as needed.
- ④ Prompt students to do things like:
Point to the author's name.
Turn to the title page.
Show me where the story starts.
Turn to the last page.
- ⑤ Continue with similar prompts and clarify confusion if students have problems.
- ⑥ If time allows, have students switch books with a partner and repeat Steps 2-5.

Book and Print Awareness

BPA-3 Show Me Where to Start

As you read a book, a student uses a pointer to show where to begin reading on each page.

MATERIALS: Big book, pointer

- ① Introduce the book and call on a student to guide you through reading the text.
- ② Explain that on each page, the student must use the pointer to show you where to start reading.
- ③ Begin reading the book as guided by the student.
- ④ After a few pages, call on a new student to use the pointer.

EXTENSION: If students understand well what a word is, the activity can shift to "Show Me What to Read," with the student pointing word by word as you read the text.

Book and Print Awareness

BPA-4 Pick a Letter, Pick a Word

Students roll a "Word/Letter" die and then pick up a card with either a word or letter on it.

MATERIALS: Index cards, large die/small cube, stickers/labels, marker

- ① Using stickers, label three sides of a die or cube Letter and three sides Word.
- ② Create an equal number of letter and word index cards. On one set, write one letter per card (do not use A or I). On the other set, write one three- or four-letter word per card.
- ③ Students sit in a circle.
- ④ In the center of the circle, place the cards face up in rows so the letter and word cards are randomly distributed.
- ⑤ One student at a time rolls the die. If the student rolls Letter, the student finds and picks up a card with a letter on it. If the student rolls Word, the student finds and picks up a card with a word on it.

EXTENSION: With students who are starting to know more letters, a requirement for getting to pick up a card could be identifying the letter on a letter card or identifying the first letter on a word card.

BPA-5 Counting Words

Students move one counter forward for each word in a sentence you read aloud.

MATERIALS: Familiar text, chips/counters, sentence strips, marker

- ① Write a short sentence on each sentence strip. Give each student four to five chips.
- ② Students sit in front of you with their chips on a table.
- ③ Read aloud the sentence on one strip without showing it to students. Place the sentence face down in front of the students.
- ④ Students repeat the sentence aloud in unison.
- ⑤ Students repeat the sentence aloud individually.
- For each word students speak, they move one of their chips forward.
- ⑥ Turn the sentence strip over. One student places their chips on the words on the sentence strip while reading it aloud.
- ⑦ Confirm with other students that there is one chip on every word. Clear up any confusion in the group.
- ⑧ Continue with other sentences.

BPA-6 Standing Sentences

Students repeat a sentence one word at a time while holding word cards.

MATERIALS: Familiar text, sentence strips, scissors, marker

- ① Write a short sentence on each sentence strip. Read aloud a sentence on one strip.
- ② Students repeat the sentence aloud in unison.
- ③ With help from students, cut the words in the sentence apart, reminding students to look for the spaces between words.
- ④ Place the words in order on a table. Call one student forward to pick up the first word in the sentence. The student stands in front of the group holding up their card. Confirm the student knows the word on the card.
- ⑤ Other students are called forward to hold up the remaining words in the sentence.
- ⑥ The sentence is read word by word as each student says just their word.
- ⑦ Continue the process with several sentences.



EXTENSION: After completing a sentence, you also may take out a word or change the order of words to see what happens to the sentence.

Book and Print Awareness

BPA-7 Cut the Word

Students cut sentences on strips into individual words.

MATERIALS: Sentence strips, scissors, marker

- 1 Write a short, three- to five-word sentence on each sentence strip. Give each student scissors and one sentence strip.
- 2 Read each student their sentence.
- 3 Using your own sentence strip, model cutting the sentence into pieces, emphasizing how to

look for the spaces between words.

- 4 Students cut their sentence strips into words. This step can be done student-by-student with groups that may have trouble with the task, or simultaneously by all students in the group if the task is less challenging for them.

EXTENSION: Students can be asked to identify the first word in the sentence by finding the word with a capital letter, and the last word in the sentence by finding the card with punctuation. Students who know some of their letters and letter sounds also may be able to put the cards in order after you read them the sentence.

Book and Print Awareness

BPA-8 Spotting Sentences

Students identify sentences in a book you read to them.

MATERIALS: Short and familiar big book

- 1 Define what a sentence is:
A sentence names a who or what and tells what the who or what is doing.
- 2 Provide several examples of both complete and incomplete sentences (e.g., The dog ran away vs. The dog away).



- 3 Read the first page of the story and have a student point to where the first sentence begins and ends. Discuss how capital letters, periods, question marks and exclamation points help us find the beginning and end of sentences.
- 4 Continue reading the book, stopping so students can spot individual sentences.
- 5 Draw comparisons between sentences of different lengths.

Book and Print Awareness

BPA-9 Punctuation Hunt

Students search through books to find periods, question marks and exclamation points.

MATERIALS: Variety of short (five to 10 pages, one line of text per page), simple childrens' books with periods and at least one question mark and/or exclamation point, sticky notes, pencils

- 1 Provide each student with five sticky notes and allow them to select a book.
- 2 Students search through their books hunting for periods, question marks and exclamation points.
- 3 When students find one of the punctuation marks, they place a sticky note on the page and

write the punctuation mark on the sticky note. Students must find at least one question mark or exclamation point.

- 4 If some students finish quickly, they may trade books to find the punctuation on pages marked by another student.

BPA-10 **Make a Book**

Students make a book using their own writing and drawing.

MATERIALS: Student writing and drawing, stapler, pencils/markers/crayons

- ① Students collect writing and/or drawing they produced previously to make a book.
- ② Students create cover pages for their book. Remember to have them include a title page with their name as the author and illustrator.
- ③ Staple the book materials together to bind them.
- ④ Students share and read their books with each other, either as partners or during a whole group sharing time.

References

Adams, M.L., Foorman, B.R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, MD: Paul H. Brookes Publishing.

Clay, M.M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Phonemic Awareness

The ability to identify or manipulate the individual sounds (phonemes) in words.

Before students can read print, they need to know how sounds in words work. They must understand words are comprised of speech sounds or phonemes. While phonemic awareness (PA) is independent of intelligence, research supports a strong link between it and success in early reading and spelling. Students may not benefit from phonics instruction until they've developed basic PA.

What's the Difference Between Phonics Instruction and Phonemic Awareness?

Phonics instruction teaches students how to use letter-sound relationships to read or spell words. Phonics focuses on print, and incorporates phonological and morphological information into the decoding and encoding of written words.

Phonemic awareness is an oral language skill requiring the auditory processing of sounds in the speech stream. PA focuses on the processing and manipulation of phonemes in spoken syllables and words, and is the most advanced component of the broader category, phonological awareness.

Phonological awareness concentrates on understanding how spoken sounds are combined and manipulated to form words and speech. The skills that comprise phonological awareness are shown on the Phonological Awareness Continuum graphic on the following page.



Blackline Masters

www.tpri.org

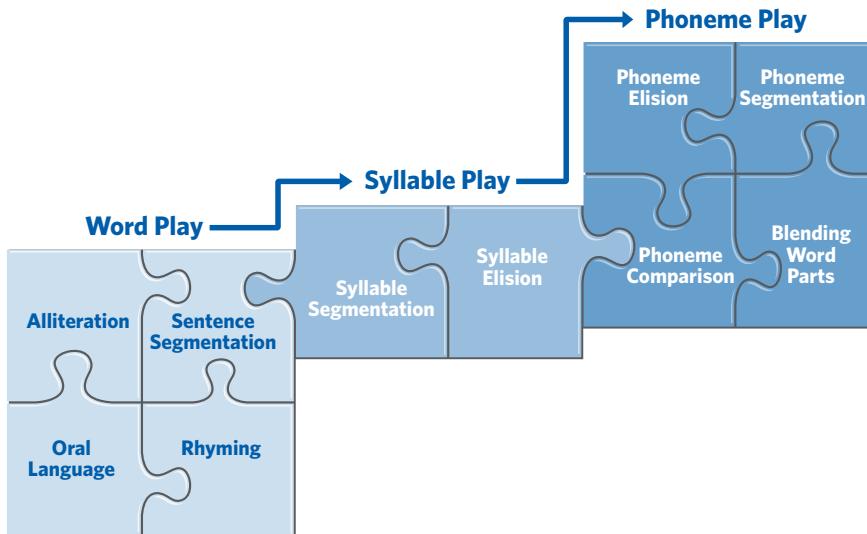
Some activities have associated Blackline Masters available as PDF files to download, print out and use in your lessons. Go to www.tpri.org.

Phonological Awareness Continuum

Phonological awareness is the ability to discriminate and manipulate various units of sound, including words, syllables and phonemes. Mastering these abilities can be achieved through playful manipulation or comparison of words, syllables or sounds. Good instruction encompasses many varieties of "sound play," including blending, segmentation, comparison and elision of sounds.

As students' abilities mature, they're able to manipulate smaller units of sound. Students move from producing words to manipulating syllables to manipulating phonemes.

Instruction should follow the same general progression: Teaching and working on various word-level manipulations, followed by increasingly complex work with syllables and, finally, with phonemes.



Teaching Phonemic Awareness

When providing instruction in PA, consider these findings from the National Reading Panel (2000):

- Emphasize and teach to mastery only one or two phonological skills at a time.
- It's often beneficial to provide letters when teaching phonemic manipulation tasks.
- Provide instruction in small groups.

Phoneme blending, segmentation and elision are the most advanced PA skills. The majority of instructional time should be spent with phoneme blending and segmentation activities, the latter taught in the context of letters. Linking letters to these skills is essential for building understanding of the sound-symbol relationship. To read and write, students must be able to segment sounds and blend them back together. Once students have developed strong phonemic awareness, PA instruction is no longer necessary.

Word Play: Listening To and Producing Oral Language

Before students learn to identify and manipulate sounds within words, they must be able to attend to and produce oral language.

Guidelines for Instruction

Experience listening to and producing oral language helps students develop their phonological awareness, and ultimately their phonemic awareness (PA) — the most advanced component of phonological awareness. To promote PA, teachers can use a variety of interactive and game-like classroom activities, beginning with activities focused on working with different oral and environmental sounds. These are the types of activities included in this section. The goal of these activities is to draw student attention to the sounds of spoken language and increase their ability to analyze speech sounds. These activities, and oral language activities in general, often include elements like singing, rhyming, clapping and movement.

PA-1 Listening to Different Sounds

Students listen to and identify sounds.

MATERIALS: Tape player, sound recordings

- With eyes closed, students listen carefully as you play some sounds (e.g., telephone, alarm clock, doorbell, footsteps, water dripping, cars, dogs, cats, birds). Or you can make sounds (e.g., clapping, closing the door, using the pencil sharpener or stapler, crumpling paper, tapping a pencil).
- Students raise their hands when they know the sound.
- Call on a student to identify the sound.

EXTENSION:

- Make three or four sounds in sequence, allowing students to hear the sequence one or two times.
- Repeat the sounds, omitting one. Ask students to listen for and identify the missing sound.
- Students raise their hands when they know which sound was left out.
- Call on a student to identify the sound.

PA-2 Whisper to Me

Students whisper a word or phrase around a circle.

MATERIALS: Word or phrase list

- Sit in a circle with students.
- Whisper a word to the student on your right. (Start with words, then move to short phrases or sentences.)
- That student whispers the same word to the student on their right.
- The message continues to be passed from student to student around the circle.
- The last student says what was heard.

PA-3 It Doesn't Make Sense

Students listen to well-known text and determine which part changed.

MATERIALS: Short and familiar text

- Review with students a very familiar poem, song or nursery rhyme.
- As the text is read, sung or spoken, modify it by reversing, substituting or swapping words.
- Students listen carefully and identify the changed part.

EXAMPLE:

Twinkle, twinkle little car,
How I wonder where you were.
Up above the world so high,
Like a pizza in the sky.

Humpty, Dumpty wall on a sat,
Humpty, Dumpty fall a great had.
All horses and the king's men,
Couldn't get Humpty together again.

Wittle Miss Buffet,
Sat on her ruffet,
Eating some lurds and whey.
A little clown spider,
Sat gown beside her,
And frightened Miss Buffet away.

Jack and Jill went up the freeway,
To fetch a pail of gasoline.
Jack fell down and broke his leg,
And Jill came tumbling after.

Jack nimble be, Jack quick be.
Jack over the candlestick jumped.

Phonemic Awareness | Word Play: Listening To and Producing Oral Language

PA-4 Simon Says**Students follow directions by playing a Simon Says game.****MATERIALS:** Simple directions

- ① Write a set of simple directions for students to follow:

Simon says touch your elbow two times.

- ② Use words like behind, under, right, left, middle, before, after, numbers, etc.
- ③ Include directions that allow students to move around and participate actively.

Phonemic Awareness | Word Play: Listening To and Producing Oral Language

PA-5 Describe a Picture**Students describe different pictures to foster oral language development.****MATERIALS:** Magazines, ads and/or other print materials, scissors

- ① Cut out colorful pictures from magazines or other sources and pass out to students.
- ② Model how to describe a picture using different prompts.
- ③ Prompt students to elaborate on their picture descriptions by asking questions:

**Who or what is in the picture?
What's happening in the picture?
When and where does the picture take place?
Tell me about the shapes in the picture.
Tell me more about the background.**

- ④ Students practice describing pictures with you.
- ⑤ When proficient, describe the picture based on what students told you.

EXTENSION: Working in groups or pairs, students make up a story based on a picture. Students show the picture and tell their stories.

Phonemic Awareness | Word Play: Listening To and Producing Oral Language

PA-6 Dramatize a Story**Students listen to and retell a story by acting it out.****MATERIALS:** Goldilocks and the Three Bears, utensils and plates, table and chairs

- ① Read the story to students.
- ② Distribute props referenced in the story.
- ③ Designate a space with a table and chairs as the bears' house.
- ④ Set the table with utensils and plates.
- ⑤ Model how to dramatize what's been read.
- ⑥ Encourage students to use their own words, along with the book's dialogue, to elaborate on or extend the story.

EXTENSION: Repeat the process with other stories. Again, encourage students to dramatize what was read using their own words, along with the book's dialogue, to elaborate on or extend the story.

Word Play: Rhyming

The ability to produce words that end with the same sounds.

Guidelines for Instruction

The skill of rhyming involves making comparisons between the ending sounds in words. The activities in this section provide students opportunities to both identify rhyming words when they hear them and to produce words that rhyme. In addition to activities like these, students learn about rhyming through literature that plays with language sounds, and through texts that emphasize rhyming patterns, such as Dr. Seuss books. These types of books help increase student awareness of the phonological structure of language.

Phonemic Awareness | Word Play: Rhyming

PA-7 Rhyming Poem

After chorally reading a poem, students find the rhyming words and provide additional words that rhyme.

MATERIALS: Poem, chart paper, crayons/markers

- 1 Write a popular poem on chart paper and read it to the class.
- 2 After students have chorally read it aloud multiple times, help students identify the rhyming words.
- 3 Write the words on chart paper to be left up in the room.
- 4 Have students think of other rhyming words to add to the chart.
- 5 Students can draw pictures on the chart beside the rhymes.

EXTENSIONS:

- Read the poem again, but have students say words that rhyme in a softer or louder voice.
- Arrange students in a circle and repeat the poem with each student saying a line.

Phonemic Awareness | Word Play: Rhyming

PA-8 Rhyme Concentration

Blackline Master available  www.tpri.org

Students look for pairs of pictures depicting words that rhyme.

MATERIALS: Picture cards

- 1 Arrange pairs of rhyming picture cards face down on a table.
- 2 Students take turns turning over a picture card, saying the name, and then turning over a second picture and saying its name. If the pictures rhyme, it makes a pair and the student keeps the cards.
- 3 Play continues with each student taking a turn until all pictures are matched.
- 4 At the end of the game, students count their pairs and say each pair of rhyming words.

PA-9 Make a Rhyming Big Book

Students make a big book by adding a page a day with pictures of rhyming words.

MATERIALS: Word list, pictures, construction paper, glue stick, stapler, crayons/markers

- ① Select a new word each day to make a rhyming page.
- ② At the top of the page, glue a picture of the word (e.g., hat).
- ③ Show students a variety of pictures cut out of magazines or coloring books and ask,
Which pictures rhyme with hat?
- ④ Glue pictures that rhyme with *hat* on the page. Below each picture, write the word.
- ⑤ Students also can draw pictures of words that rhyme.
- ⑥ When complete, staple the pages into a big book to be reread as a class or by students during workstations or literacy centers.

PA-10 Do These Words Rhyme?

Students determine whether word pairs rhyme.

MATERIALS: Word list

- ① Have students practice recognizing rhyming vs. non-rhyming word pairs. Say,
Do sat and mat rhyme?
- ② If students respond incorrectly say,
The two words *sat* and *mat* rhyme, because they have the same ending sound /at/.
- ③ Provide additional examples as needed.
- ④ Say the word pairs, mixing up rhyming and non-rhyming pairs. Ask students individually or as a group to tell whether or not they rhyme.

EXAMPLE:

Rhyming Pair	Non-Rhyming Pair
lamp, camp	cat, cake
back, rack	safe, sox
frog, log	bat, box
book, look	book, bat
rug, bug	dog, doll
bat, sat	goose, gas
fox, lox	rain, red
moon, spoon	foot, fast
dog, hog	paint, pail
bags, rags	hot, help
cat, rat	let, like
rain, pain	Jack, Jill
past, fast	me, my

EXTENSION: Students hear three words and tell which two rhyme and which one doesn't.

PA-11 Can You Rhyme?

After hearing two words that rhyme, students produce a third rhyming word.

MATERIALS: Word list

- 1 Say two rhyming words and ask students to provide a third word that rhymes. Remind them rhymes end with the same sound.
- 2 Students think of a third rhyming word. Make-

believe words are acceptable.

- 3 For monitoring purposes, request some individual responses.

EXAMPLE:

Rhyming Pair	Possible Third Rhymes	Rhyming Pair	Possible Third Rhymes
key, bee	sea, me, pea	fan, man	tan, Ann, van
pan, ran	fan, can, Dan	goat, boat	coat, moat, float
sock, rock	block, lock, dock	big, dig	wig, rig, pig
mouse, house	douse, louse, zouse	chain, rain	gain, Jane, lane
bug, rug	dug, lug, pug	bed, red	led, fed, said
fan, can	tan, man, pan	peg, leg	Meg, beg, egg
train, plane	cane, rain, vane	truck, luck	buck, duck, puck
fox, box	lox, pox, ox	book, took	look, nook, crook
pail, sail	mail, rail, whale	hat, rat	fat, cat, mat

PA-12 Have You Ever Seen...?

Students produce a rhyming word to finish a silly rhyming sentence.

MATERIALS: Rhyming sentence starters

- 1 Tell students you need their help to finish some silly sentences.
- 2 Read a sentence, pausing at the end. Ask students for a rhyming word to finish the sentence. Model a few sentences as a group for practice.
- 3 Students work with a partner to think of a rhyming word.
- 4 Call on a pair of students to share their answer.

EXAMPLE:

Rhyming Sentence Starters

Have you ever seen...

a cat wearing a _____ (hat)?

a goose with a tooth that is _____ (loose)?

a pig wearing a _____ (wig)?

kittens wearing _____ (mittens)?

a fox in a _____ (box)?

a dog eating a _____ (log)?

a mouse in a _____ (house)?

a cake by a _____ (lake)?

a bee stuck in a _____ (tree)?

ants wearing _____ (pants)?

a moose chasing a _____ (goose)?

a bug vacuuming a _____ (rug)?

PA-13 The Ship Is Loaded with...**Students generate words that rhyme with the word at the end of a sentence.****MATERIALS:** Sentence starters, beanbag (or other tossable item)

- ① Arrange students in a circle.
- ② To begin say,
The ship is loaded with cheese.
- ③ Toss the beanbag to a student in the circle. The student makes a rhyme with the last word in the sentence (e.g., cheese).
- ④ The student with the beanbag tosses it to another student who says a different word that rhymes with cheese.
- ⑤ Continue tossing the beanbag for several rounds or until students run out of rhymes.

EXAMPLE:**Sentence Starters**

The ship is loaded with...

peas (fleas, trees, bees, keys, knees, teas)
 logs (dogs, hogs, frogs, bogs, togs)
 cats (rats, hats, mats, gnats, bats, vats)

The car is loaded with...

rags (bags, flags, hags, gags, tags)
 bells (wells, shells, smells, yells, cells)
 chairs (hairs, stairs, air, fairs, mares, pairs)

The house is loaded with...

The basket is loaded with...
 The backpack is loaded with...
 The wagon is loaded with...
 The trunk is loaded with...

Word Play: Alliteration*The ability to produce words that begin with the same sound.***Guidelines for Instruction**

When working with alliteration, students focus on the beginning sounds of words. As students' phonemic awareness develops, they should learn to recognize sentences and phrases that use alliteration and be able to produce sets of alliterative words. The activities in this section allow students to play with words focusing on their beginning sounds.

PA-14 Slippery Snakes and Wild Wolves**Students help make pairs of words beginning with the same sound (alliterative words).****MATERIALS:** Word list

- ① Say a word (e.g., **slippery**).
- ② Call on a student to say a word that starts with the same sound as your word. The student says your word and then adds a word (e.g., slippery snakes). Responses can be nonsensical, but should begin with the same sound.
- ③ Call on other students to think of words to go with yours.
- ④ Offer support and examples until students understand what to do.
- ⑤ Say additional words and call on each student multiple times.

(continued next page)

Slippery Snakes and Wild Wolves (continued)**EXAMPLE:**

Prompt	Possible Responses
big	boys, bus, balloon
dirty	dog, doll, dish
cold	cows, cat, cave
mad	man, mail, minute
pretty	ponies, penny, pumpkin
great	game, grape, goats
happy	home, horses, heart
red	ribbons, raindrops, raspberry
slippery	snakes, sandwich, sofa
kind	kids, captain, cat
terrible	toads, tooth, tiger
little	lambs, leaf, light
wild	wolves, winter, wind

Phonemic Awareness | Word Play: Alliteration

PA-15 Alliteration Sentences**Students hear two sentences and identify the one with the most alliteration.****MATERIALS:** Alliterative sentence pairs

- ① Read a pair of sentences. For example,
Bears love biting berries.
Bears love biting fish.
- ② Ask students,
Which sentence has the most words that begin with the same sound?
- ③ Read both sentences again, placing emphasis on the repeating beginning sounds.
- ④ Students repeat the alliterative sentence.
- ⑤ As you provide additional sentences, gradually offer less support so students can perform the task more independently.

EXAMPLE:

Alliterative Sentence Pairs	
Bears love biting berries.	Bears love biting fish.
Fat frogs find bugs.	Fat frogs find food.
Dusty dogs dig in dirt.	Dusty dogs dig in mud.
Smooth snakes can slither.	Smooth snakes can hiss.
Tasty treats taste terrific.	Tasty treats taste great.
Climbing cats use paws.	Climbing cats use claws.
Goofy goats love to gallop.	Goofy goats love to run.
The crazy kids ate candy.	The crazy kids ate pizza.
The grass grows green.	The grass grows high.

Phonemic Awareness | Word Play: Alliteration

PA-16 Make a Same-Sound Book**Students draw items that start with the same sound and put them together as a big book.****MATERIALS:** Pictures, construction paper, glue stick, stapler, crayons/markers

- ① Create book pages by gluing pictures starting with different sounds onto paper.
- ② Pass out one page to each student. Students draw things that begin with the same sound as the picture. For example, if the picture shows a hat, the student could draw a house, hair and happy face. If they're able to, students also can write words that begin with the same sound.
- ③ Collect the pages and staple them together with a cover to make a book.
- ④ Share the book with students during several reading times. Allow students to review it during workstations or literacy centers.

Phonemic Awareness | Word Play: Alliteration

PA-17 Alliteration Sort**Blackline Master available**  www.tpri.org**Students sort pictures into groups with the same sound.****MATERIALS:** Picture cards

- ① Select a set of picture cards with at least two pictures for each beginning sound.
- ② Arrange the cards face up on a table.
- ③ Working in teams, students sort the cards into word sets beginning with the same sound.
- ④ Students check their sets by saying each word in the set.

Phonemic Awareness | Word Play: Alliteration

PA-18 Alliteration Concentration**Blackline Master available**  www.tpri.org**Students look for pairs of pictures with the same starting sound.****MATERIALS:** Picture cards

- ① Arrange pairs of alliterative picture cards face down on a table.
- ② Students take turns turning over a picture card, saying the name, and then turning over a second picture and saying its name. If the pictures begin with the same sound, it makes a pair and the student keeps the cards.
- ③ Play continues with each student taking a turn until all pictures are matched.
- ④ At the end of the game, students count their pairs and say each pair of alliterative words.

PA-19 What Makes Henry Hippo Happy?

Students tell whether pairs of words start with the same sound.

MATERIALS: Henry Hippo questions

- 1 Tell students Henry Hippo loves animals that start with the same sound. You need their help to figure out which animals make Henry Hippo happy.
- 2 Read the first item. For example, **cute kittens: Do cute kittens make Henry Hippo happy?**
- 3 Students give a thumbs up if they think *cute kittens* make Henry Hippo happy or a thumbs down if they don't. Explain why they do or don't.
- 4 Students repeat what makes Henry Hippo happy (e.g., cute kittens).
- 5 Ask the remaining questions, mixing up thumbs up and thumbs down questions. If students are confused, continue to provide support and explanations.

EXAMPLE:

Thumbs Up	
cute kittens	Do <i>cute kittens</i> make Henry Hippo happy?
heavy horses	Do <i>heavy horses</i> make Henry Hippo happy?
shy sheep	Do <i>shy sheep</i> make Henry Hippo happy?
dancing deer	Do <i>dancing deer</i> make Henry Hippo happy?
tiny turtles	Do <i>tiny turtles</i> make Henry Hippo happy?
funny fish	Do <i>funny fish</i> make Henry Hippo happy?
slithery snakes	Do <i>slithery snakes</i> make Henry Hippo happy?

Thumbs Down	
furry bunnies	Do <i>furry bunnies</i> make Henry Hippo happy?
racing zebras	Do <i>racing zebras</i> make Henry Hippo happy?
tall giraffes	Do <i>tall giraffes</i> make Henry Hippo happy?
creeping turtles	Do <i>creeping turtles</i> make Henry Hippo happy?
flying birds	Do <i>flying birds</i> make Henry Hippo happy?

Word Play: Sentence Segmentation

The ability to identify words in a sentence.

Guidelines for Instruction

Recognizing and being able to distinguish between spoken words is an early and important phonemic awareness skill necessary for recognizing words in printed text. During sentence segmentation instruction, students look at and work with written words. Students don't require the ability to read words to recognize the divisions between words.

PA-20 Understanding a Sentence

Students learn that a sentence is made up of individual words.

MATERIALS: Sentence strips, scissors, pocket chart, marker

- ① With their assistance, write a few short sentences about students in the class (e.g., Lisa loves to run) on sentence strips.
- ② While cutting the words in a sentence apart, explain to students you are cutting the big spaces between words because they indicate where a word ends. Put the words in order in a pocket chart.
- ③ Reread the sentence orally, pointing to each word as you say it.
- ④ Students come up and point to each word as they say the sentence.

PA-21 Count the Words

Students count the number of words in a sentence.

MATERIALS: Short sentences, counters

- ① Say a short sentence aloud. Repeat it. Repeat the sentence a third time and place a counter on the table as you say each word. Make sure students see how you place the counters moving from their left to their right.
- ② Practice counting words in additional sentences with student help.
- ③ When ready to work independently, provide one student at a time counters. To make the activity easier, give the student one counter per word in the sentence. To make the activity harder, provide more counters than words in the sentence.
- ④ Read the sentence and have the student repeat it.
- ⑤ Have the student repeat the sentence again while placing the counters.
- ⑥ The class observes and checks the student's work.

PA-22 Cover the Words

Using counters, students cover the words in a sentence as they repeat it.

MATERIALS: Short sentences, sentence strips, counters, marker

- ① Write short sentences on sentence strips.
- ② Say a short sentence aloud. Repeat it. Every time you say a word, model how to cover it with a counter. Make sure students see how you cover the words moving from their left to their right.
- ③ Practice covering words in additional sentences with student help.
- ④ When ready to work independently, provide one student at a time counters and a sentence. Read the sentence and have the student repeat it.
- ⑤ Have the student repeat the sentence again while covering each word with a counter.
- ⑥ The class observes and checks the student's work.

Phonemic Awareness | Word Play: Sentence Segmentation

PA-23 Stepping Sentences**Students step forward for each word read in a sentence.****MATERIALS:** Short sentences

- 1 Call on a group of students to stand at the front of the room.
- 2 Say a sentence aloud. One at a time, ask a student to step forward for a particular word.
- 3 Repeat the sentence. Students step forward when you say their word.
- 4 Repeat the sentence by having students step forward in order and say their word.
- 5 Repeat the process several times to allow students to become more fluid and confident.

Syllable Play: Syllable Segmentation*The ability to separate syllables in a word.***Guidelines for Instruction**

Students with strong phonemic awareness are able to hear and isolate the individual sounds (phonemes) in words. To develop this ability, students begin by working with word syllables. Understanding how to break a word into syllables is a foundational skill for students learning phonics. Working with syllables, students move from segmenting a word into deleting (eliding) a syllable from a word.

Phonemic Awareness | Syllable Play: Syllable Segmentation

PA-24 Clapping Names**Students clap the number of syllables in their names and the names of classmates.****MATERIALS:** Name list

- 1 Model how to clap the number of syllables in a student's name.
- 2 Say a student's name.
- 3 Students clap the number of syllables in the name, then blend the sounds together to say the name again.
- 4 Continue clapping other names.

PA-25 Pass the Pail**Students segment and blend syllables in a secret object's name.****MATERIALS:** Objects or picture cards, pail

- ① Fill a pail with various objects or pictures of objects.
- ② Students sit in a circle. Pass the pail to the first student. The student picks an object without showing it to other students.
- ③ The student segments the syllables in the object's name.
- ④ Other students blend the spoken syllables to come up with the object's name.
- ⑤ The student shows the object.
- ⑥ All students clap the syllables in the name and say the blended word again.

EXAMPLE:

	One Syllable	Two Syllables	Three Syllables	Four Syllables
	dog	thunder	banana	television
	pen	pencil	dinosaur	watermelon
	desk	paper	octopus	constellation
	fruit	dinner	peppermint	alligator
	red	bottle	basketball	dandelion
	plate	motor	bicycle	convertible
	goat	baseball	acrobat	binoculars
	knee	balloon	coconut	arithmetic

PA-26 Count the Syllables**Blackline Master available**  www.tpri.org**Students use chips to determine the number of syllables in words.****MATERIALS:** Word list, chips/counters, counting mats, marker

- ① Create a counting mat with five connected boxes. Give each student a mat and five chips.
- ② Students arrange their chips in a line below each box on the mat.
- ③ Either to individual students or to the group, say a word. Students repeat the word and segment it into syllables, moving a chip into a box for each syllable.

PA-27 Segmenting Syllables with Pictures**Blackline Master available**  www.tpri.org**Students use picture pieces to practice blending syllables.****MATERIALS:** Pictures, scissors

- ① Cut pictures of two-, three- or four-syllable words into vertical pieces. The number of pieces should match the number of syllables in the word.
- ② Place the pieces of one picture face up on a table.
- ③ One at a time, a student says the word for the picture syllable by syllable, moving down a picture piece for each syllable spoken. Be sure the student starts with the piece on the left and then moves from left to right.

PA-28 Syllable Swap

Blackline Master available
www.tpri.org

Students clap the number of syllables in different words.

MATERIALS: Picture cards, pencil

- 1 Select picture cards of one- to four-syllable words. Write the number of syllables in the word on the back of each card.
- 2 Show a picture and ask students to say what it depicts.
- 3 Students clap out the number of syllables in the word.
- 4 Repeat Steps 2-3 for each picture.
- 5 Tell students they're going to play a Syllable Swap game. Pick an odd number of students and have all but one sit in a circle. The remaining student stands

in the center holding the stack of picture cards.

- 6 The center student faces a seated student and shows a picture card. The seated student says the word, claps the number of syllables in the word and tells the number of syllables.
- 7 The center student determines if the answer is correct or incorrect by checking the number written on the back of the card. If correct, the seated student gets the card and the center student calls on another student. If incorrect, the students trade places.

EXAMPLE:

One Syllable	Two Syllables	Three Syllables	Four Syllables
book	ladder	hamburger	macaroni
cart	pizza	tornado	thermometer
bag	pencil	alphabet	helicopter
soup	fountain	tomato	caterpillar
dog	ticket	spaghetti	automobile
cat	giraffe	telephone	gymnasium
rain	bonnet	dinosaur	enchilada
fork	peanut	holiday	reservation

PA-29 Break the Syllables

Students break apart interlocking cubes as they segment words into syllables.

MATERIALS: Word list, interlocking cubes

- 1 Give each student a set of four interlocking cubes.
- 2 Choose a one- to four-syllable word. Tell students to put together the same number of interlocking cubes as the word's syllables.
- 3 Say the word.
- 4 Students repeat it while breaking apart a cube for each syllable.
- 5 Provide more words, passing out additional cubes as needed.

EXAMPLE:

One Syllable	Two Syllables	Three Syllables	Four Syllables
run	funny	bicycle	hilarious
pen	doughnut	library	avocado
chair	marker	computer	believable
fish	water	banana	celebrated
car	paper	exercise	interested
plane	monkey	favorite	introduction
bus	basket	important	aquarium

Syllable Play: Syllable Elision

The ability to delete (elide) syllables from words and say the remaining syllables or words.

Guidelines for Instruction

Syllable elision is another phonological awareness skill that helps students develop the phonics abilities to decode words successfully. When students can effectively segment words into syllables, they're ready to work with eliding (deleting) syllables from words. Learning syllable elision helps prepare students for more advanced phonemic awareness work.

When learning to elide sounds, students begin by deleting one part of a compound word and then move to deleting syllables from other multisyllable words. When ready to move on to elision of individual phonemes, students begin by eliding the first and then the last phoneme from words (Rosner, 1979).

Phonemic Awareness | Syllable Play: Syllable Elision

PA-30 Deleting Compound Word Parts

Students delete part of a compound word.

MATERIALS: Word list

- ① Say a compound word (e.g., **cowboy**) and ask students to repeat it.
- ② Ask students to say the word again, omitting part of the word (e.g., **Now say cowboy without saying cow**; students respond, boy).
- ③ Continue with different words until students are proficient.
- ④ When students can successfully delete the first part of a compound word, ask them to delete the second part (e.g., **Now say cowboy without saying boy**; students respond, cow).

EXAMPLE:

Compound Words		
moonlight	anyone	grandmother
cannot	baseball	railroad
basketball	anybody	skateboard
everything	butterfly	somewhere
grasshopper	inside	afternoon
nobody	touchdown	toothpaste
popcorn	airplane	gingerbread

Phonemic Awareness | Syllable Play: Syllable Elision

PA-31 Syllable Elision with Pictures

Blackline Master available
www.tpri.org 

Students practice saying one syllable of a two-syllable word.

MATERIALS: Pictures, scissors

- ① Select pictures of two-syllable words and cut each in half vertically.
- ② Place the two pieces of one picture face up on a table.
- ③ Say the word (e.g., **tiger**), then pick up the picture's left piece while saying only the first syllable (e.g., **tie**).
- ④ One at a time, call on students to complete the same steps with the remaining pictures.
- ⑤ If the student correctly says only the first syllable, they keep the picture.
- ⑥ Once all pictures are picked up, students count how many they collected.

PA-32 Deleting Syllables

Students delete one syllable of a multisyllable word.

MATERIALS: Word list

- 1 Say a multisyllable word (e.g., **person**) and ask students to repeat it.
- 2 Ask students to say the word again, omitting part of the word (e.g., **Now say person without saying per**; students respond, *son*).
- 3 Continue with different words until students are proficient.
- 4 When students can successfully delete the word's first syllable, ask them to delete the remaining syllables (e.g., **Now say person without saying son**; students respond, *per*).

EXAMPLE:

Two Syllables			Three Syllables		
person	thunder	baseball	family	elephant	envelope
pencil	paper	dinner	radio	energy	battery
balloon	motor	ladder	volcano	celery	exercise
pizza	rocket	chicken	position	compliment	magician
bottle	happy	super	ladybug	vitamin	lemonade

PA-33 Syllable Take Away

Using clapping and chips as aids, students delete one syllable of a multisyllable word.

MATERIALS: Word list, colored chips/counters

- 1 Say a word and ask students to repeat it.
- 2 With students, clap the number of syllables in the word.
- 3 Place different colored chips in a row on a table, one chip per syllable in the word.
- 4 Say the word again syllable by syllable, moving your finger from chip to chip from the students' left to right.
- 5 Ask a student to touch the chips while saying the word syllable by syllable. Provide support to ensure they move from chip to chip, touching one chip per syllable.
- 6 Tell students you will remove the last chip and say the word again, this time omitting the last syllable. Model the process once, with students repeating after you.
- 7 Continue with different words, gradually providing less help and support.
- 8 When students can consistently remove a word's final syllable, repeat the activity. This time, remove the chip representing the word's first syllable and omit saying the first syllable.

EXAMPLE:

Two Syllables				Three Syllables			
bubble	flower	fountain	thunder	terrific	cinnamon	potato	delicious
doctor	tender	getting	funny	remember	wonderful	banana	apartment
purple	picnic	nicely	teacher	attention	protection	envelope	company
garden	because	believe	fifteen	vacation	certainly	furniture	Saturday
traffic	concrete	hammer	tiger	beautiful	surprising	jellyfish	character

Phoneme Play: Phoneme Comparison

The ability to compare differences between beginning, ending and middle sounds in words.

Guidelines for Instruction

The most advanced phonological awareness activities allow students to work with individual phonemes in words. In the Phoneme Play sections, students develop their phonemic awareness through work with four foundational skills: phoneme comparison, blending word parts, phoneme elision and phoneme segmentation. Although the activities for each of these skills are presented separately, integrating instruction for these skills — going back and forth between comparison, blending, elision and segmenting tasks — will result in the greatest benefits for reading and spelling acquisition.

One sign of early phonemic awareness is the ability to recognize when words begin or end with the same sound. As students begin to compare the phonemes in different words, they compare only two words and progress to comparing three or more words. To help students develop the ability to compare differences between beginning, ending and middle sounds, teachers can work with students on the following types of activities:

- Use pictures to compare the beginning sounds of words.
- Pronounce pairs of words that differ in only one phoneme (e.g., cold, hold) and identify what sound is different in the two words and its position. Start by comparing two to three words with like sounds and then add one sound that doesn't belong. Repeat for ending sounds.
- Ask students to listen for and tell you the medial vowel sound in words. Start with long vowel sounds (e.g., comb, bean) as they are the easiest to hear within words. Have students say only the vowel sound and then pronounce the whole word.

Phoneme Comparison activities are divided into three sections, moving students from making the least to most challenging comparisons: Initial Sound, Final Sound and Medial Vowel Sound.

Phoneme Comparison: Initial Sound

Phonemic Awareness | Phoneme Play: Phoneme Comparison | Initial Sound

PA-34 Comparing Beginning Sounds

Students compare words to determine if they have the same beginning sound.

MATERIALS: Word list

- 1 Ask students to compare two words.
- 2 If the words begin with the same sound, they give a thumbs up.
- 3 If the words don't begin with the same sound, they give a thumbs down.

EXAMPLE:

Thumbs Up	Thumbs Down
loss, lip	dip, rip
well, wall	all, tall
bed, bet	hot, cot
song, sock	pay, ray
bed, band	men, pen
hat, hot	mouth, south
lake, lost	five, dive
song, sang	cap, map

ADAPTATION: Show three pictures, two that begin with the same sound and one that doesn't. Students tell which picture doesn't match.

Phonemic Awareness | Phoneme Play: Phoneme Comparison | Initial Sound

PA-35 Initial Sound Picture Sort**Blackline Master available** www.tpri.org **Students sort pictures to identify words with the same beginning sound.****MATERIALS:** Picture cards, file folder, envelope, glue stick, marker

- ① Select picture cards showing objects with two different beginning sounds. Include a few pictures of objects that do not begin with either of the two sounds.
- ② Draw three columns on a file folder.
- ③ Paste pictures of two objects with different beginning sounds in the first two columns.
- ④ Leave the third column blank for pictures without either sound.
- ⑤ Students sort the remaining pictures and place them under the correct column.
- ⑥ After completing the activity, put the pictures in an envelope and store them with the file folder. You can use the file folder with another group, or students can work with it independently in a workstation.

Phonemic Awareness | Phoneme Play: Phoneme Comparison | Initial Sound

PA-36 Beginning Sound Bingo**Blackline Master available** www.tpri.org **Students play bingo by placing tokens on pictures beginning with the identified sound.****MATERIALS:** Picture cards, bingo boards, chips/counters

- ① Print the picture cards and bingo boards to use with this activity from the tpri.org website.
- ② Give each student or pair of students a bingo board and chips or counters.
- ③ Show a picture card and say the word shown.
- ④ Students place a chip on pictures that begin with the same sound as the picture shown.
- ⑤ The first student to cover an entire row or column shouts "bingo" and is the winner.

EXTENSION: As students progress up the Phonological Awareness Continuum, this game can be used for final and medial sounds, phonemes and letter/sound correspondence (e.g., you say a sound and students cover the corresponding letter).

Phonemic Awareness | Phoneme Play: Phoneme Comparison | Initial Sound

PA-37 Beginning Sound Sets**Blackline Master available** www.tpri.org **Students sort objects or pictures beginning with the same sound into sets.****MATERIALS:** Container (pail, sack, small basket, etc.), objects or pictures

- ① Put a set of small objects or picture cards beginning with a few different sounds into a container.
- ② Working on a table or the floor, students sort the objects or pictures into sets starting with the same sound.

PA-38 Beginning Sound ConcentrationBlackline Master available
www.tpri.org**Students match pictures that begin with the same sound.****MATERIALS:** Picture cards

- ① Arrange five to 10 pairs of picture cards face down on a table. Paired cards should begin with the same sound.
- ② Students take turns turning over a picture card, saying the name, and then turning over a second picture and saying its name. If the pictures begin with the same sound, it makes a pair and the student keeps the cards.
- ③ Play continues with each student taking a turn until all pictures are matched.

PA-39 Guess What I'm Thinking?**Students guess words after hearing their starting sounds and clues.****MATERIALS:** Word list and clues

- ① Challenge students to guess the word you're thinking of. Say, **I'm thinking of something that begins with...**
- ② Provide the word's initial sound and a clue. Say, **/mmmm/. It's an animal with a long tail.** (monkey)
- ③ If students can't guess the word, provide its second sound.
- ④ For continuous sounds, hum the sound for half a second. (/mmmm/)
- ⑤ For stop sounds, say the sound once. (/t/)

EXAMPLE:

Initial Sounds	Clues and Words
I'm thinking of something that begins with...	
/mmmm/	It's an animal with a long tail. (monkey)
/t/	It's red and goes in a salad. (tomato)
/ffff/	It blows cool air when it's hot. (fan)
/b/	It's round and you use it for playing a game. (baseball or ball)
/fffff/	It's circular and sometimes dogs like to catch it in the air. (Frisbee®)
/ch/	It's yellow and I like to eat it on sandwiches. (cheese)
/w/	It's clear and we drink it. (water)
/nnnnnn/	They're crunchy and I like them in chocolate chip cookies. (nuts)
/rrrrrr/	It's wet and falls from the sky. (rain)
/p/	It's white after you pop it. (popcorn)
/vvvvv/	You put flowers in it. (vase)
/r/	It keeps your food cold. (refrigerator)
/b/	It has two wheels and you ride it. (bicycle)

Phoneme Comparison: Final Sound

Phonemic Awareness | Phoneme Play: Phoneme Comparison | Final Sound

PA-40 Ending Sound Picture Sort

Blackline Master available
www.tpri.org

Students sort pictures to identify words with the same ending sound.

MATERIALS: Picture cards, file folder, envelope, glue stick, marker

- 1 Select picture cards showing objects with two different ending sounds. Include a few pictures of objects that do not end with either of the two sounds.
- 2 Draw three columns on a file folder.
- 3 Paste pictures of two objects with different ending sounds in the first two columns.
- 4 Leave the third column blank for pictures without either sound.
- 5 Students sort the remaining pictures and place them under the correct column.
- 6 After completing the activity, put the pictures in an envelope and store them with the file folder. You can use the file folder with another group, or students can work with it independently in a workstation.

Phonemic Awareness | Phoneme Play: Phoneme Comparison | Final Sound

PA-41 Ending Sound Sets

Blackline Master available
www.tpri.org

Students sort objects or pictures that end with the same sound into sets.

MATERIALS: Container (pail, sack, small basket, etc.), objects or pictures

- 1 Put a set of small objects or picture cards ending with a few different sounds into a container.
- 2 Working on a table or the floor, students sort the objects or pictures into sets ending with the same sound.

Phonemic Awareness | Phoneme Play: Phoneme Comparison | Final Sound

PA-42 Comparing Ending Sounds

Students compare words to determine if they have the same ending sound.

MATERIALS: Word list

- 1 Ask students to compare two words.
- 2 If the words end with the same sound, they give a thumbs up.
- 3 If the words don't end with the same sound, they give a thumbs down.

EXAMPLE:

Thumbs Up	Thumbs Down
ship, soap	like, lip
pass, pace	hat, half
build, paid	bug, bus
slip, rip	rope, soak
itch, beach	farm, barn
work, walk	wash, reach
rock, cloak	fan, fast
me, flea	tub, rip
surf, laugh	sip, sock

ADAPTATION: Show three pictures, two that end with the same sound and one that doesn't. Students tell which picture doesn't match.

PA-43 Ending Sound Concentration**Blackline Master available**
www.tpri.org**Students match pictures that end with the same sound.****MATERIALS:** Picture cards

① Arrange five to 10 pairs of picture cards face down on a table. Paired cards should end with the same sound.

② Students take turns turning over a picture card, saying the name, and then turning over

a second picture and saying its name. If the pictures end with the same sound, it makes a pair and the student keeps the cards.

③ Play continues with each student taking a turn until all pictures are matched.

Phoneme Comparison: Medial Vowel Sound**PA-44 Comparing Middle Long Vowel Sounds****Blackline Master available**
www.tpri.org**Students compare the long vowel sounds in words.****MATERIALS:** Word list, vowel card sets

① Provide each student a set of vowel cards and review the long vowel sounds.

② Say a word and ask,
What vowel sound do you hear?

③ Students respond by holding up the correct vowel card.

④ Continue to another word.

EXAMPLE:

Long a	Long e	Long i	Long o	Long u
pale	beat	hike	home	fume
fame	steam	slice	note	cute
pain	kneel	quite	boat	hue
cage	street	bite	toast	cue
stay	speech	right	tow	cube
snail	she	wild	snow	huge
grace	please	try	go	fuse
chain	keep	mine	fold	mute
maid	neat	tribe	foam	use
stray	sneaker	light	goat	mule

PA-45 Comparing Middle Short Vowel SoundsBlackline Master available
www.tpri.org**Students compare the short vowel sounds in words.****MATERIALS:** Word list, vowel card sets

- ① Provide each student a set of vowel cards and review the short vowel sounds.
- ② Say a word and ask,
What vowel sound do you hear?
- ③ Students respond by holding up the correct vowel card.
- ④ Continue to another word.

EXAMPLE:

Short a	Short e	Short i	Short o	Short u
slam	bet	bit	hot	club
wag	fell	fish	shop	judge
catch	pet	swift	rock	junk
patch	bench	wig	mop	sum
lap	bell	crib	lock	jump
snap	kept	dish	cot	bus
sack	left	gift	box	drum
glad	less	quit	flock	sun
drag	pest	stick	shock	stung
bat	bread	crisp	sock	gum

Phoneme Play: Blending Word Parts*The ability to blend word parts or individual sounds (phonemes) into words.***Guidelines for Instruction**

Sound blending is a crucial step in learning to read fluently. Explicitly instructing students in blending provides a tool to use when decoding words. Awareness of onsets and rimes usually develops earlier than awareness of phonemes. Consequently, onset-rime blending instruction precedes blending phoneme instruction.

To become competent at blending, students often need ample practice. The activities in this section allow students to play different games that provide practice in blending together parts of words.

Introducing Initial Blending

- When introducing the concept of blending, start with blending two words into a compound word, then syllables into words and, finally, individual sounds into one-syllable words.
- When teaching sound blending, start with letters that make continuous sounds, such as /s/ and /f/, rather than those that make stop sounds, such as /p/ and /k/. Continuous sounds are easier to glide together.

Model for Teaching Blending

Provide explicit and systematic instruction in sound blending using the following steps:

- Provide directions.
- Model the blending technique.
- Students and teacher blend together.
- Students blend alone.

Instructional Sequence for Teaching Blending

If students have difficulty learning to blend sounds, use the following sequence of sound combinations. Develop understanding at each step before moving on to the next:

- Vowel + Consonant (VC, as in *it*)
- Consonant + Vowel + Consonant (CVC, as in *cat*)
- Vowel + Consonant + final Consonant (VCC, as in *ask*)

Difficulty of Sounds When Blending

Easiest sounds to pronounce (elongated): /m/ /n/ /f/ /v/ /sh/ /zh/ /s/ /z/ /th/ (voiced, as in *this*) /th/ (unvoiced, as in *thing*)

Slightly more difficult sounds to pronounce: /t/ /p/ /k/ /ng/ /l/ /ch/ /w/ /wh/ /h/

Most difficult sounds to pronounce in isolation for blending: /d/ /b/ /g/ /r/ /j/

Blending Word Parts: Onset-Rime Blending

Phonemic Awareness | Phoneme Play: Blending Word Parts | Onset-Rime Blending

PA-46 Blending Onset-Rime Pictures

Blackline Master available
www.tpri.org 

Students hear a segmented word, blend the onset-rime and find the picture for the word.

MATERIALS: Pictures

- ① Select pictures of one- or two-syllable words and place them face up on a table.
- ② Call on a student to listen as you segment the onset-rime for a picture (e.g., /f/ /ish/; /c/ /at/).
- ③ Ask the student to say the word. If the answer is correct, the student picks up the picture.
- ④ Continue with other students until all pictures are picked up.

Phonemic Awareness | Phoneme Play: Blending Word Parts | Onset-Rime Blending

PA-47 Onset-Rime Sort

Blackline Master available
www.tpri.org 

Students sort pictures into columns of words with the same rime.

MATERIALS: Picture cards, chart paper, tape, marker

- ① Find sets of three or four picture cards with matching rimes.
- ② Draw several columns on a piece of chart paper. Tape a picture with a different onset-rime at the top of each column.
- ③ Place the remaining picture cards in a stack.
- ④ A student draws from the stack, says the word (e.g., *ship*) and places the card under the matching rime column.
- ⑤ Confirm with other students that the rime matches.

PA-48 Onset-Rimes Puppet**Students work with a puppet to blend onsets and rimes into words.****MATERIALS:** Puppet, word list

1 Introduce the puppet and explain he wants to play a word game. Look the puppet in the eye and say, **/b/ /one/**.

2 Have the puppet say the whole word, *bone*. After a few more demonstrations, ask students to respond for the puppet. You say, **/b/ /one/**. Students say, *bone*.

You say,
/g/ /o/.
Students say, *go*.

You say,
/k/ /ey/.
Students say, *key*.

3 Continue with the example and similar words.

EXAMPLE:

Onset-Rimes and Words					
/s/ /ay/ (say)	/s/ /ame/ (same)	/m/ /oon/ (moon)	/p/ /eel/ (peel)		
/s/ /eat/ (seat)	/c/ /one/ (cone)	/c/ /ow/ (cow)	/b/ /ay/ (bay)		
/b/ /ake/ (bake)	/k/ /ite/ (kite)	/t/ /ea/ (tea)	/t/ /ie/ (tie)		
/t/ /oe/ (toe)	/t/ /oad/ (toad)	/t/ /oast/ (toast)	/n/ /ow/ (now)		
/kn/ /eel/ (kneel)	/m/ /eat/ (meat)	/n/ /ight/ (night)	/n/ /ice/ (nice)		
/p/ /itch/ (pitch)	/m/ /atch/ (match)	/r/ /ain/ (rain)	/h/ /igh/ (high)		
/g/ /ain/ (gain)	/j/ /ump/ (jump)	/f/ /og/ (fog)	/ch/ /op/ (chop)		
/th/ /ick/ (thick)	/l/ /amp/ (lamp)	/ph/ /one/ (phone)	/l/ /ake/ (lake)		

PA-49 Critter Sitter**Blackline Master available**  www.tpri.org**Students blend segmented word parts to form words.****MATERIALS:** Pictures or plastic models of animals with one-syllable names (e.g., bat, bear, bird, deer, fox, skunk, pig, shark, cat, mouse), picture of a large cage, chalkboard/chalk or chart paper/marker

1 Draw a large cage on the board or chart paper and display the animal pictures. To ensure students can name the animals, have students identify them with you.

2 Introduce students to an imaginary character called the Critter Sitter, who works at the zoo.

3 Tell students the Critter Sitter is very worried because some of the animals have escaped! To return them, you need their help in saying each

animal's name. For example,
We need to catch the /b/ /ear/. What animal are we trying to catch? (bear)

4 Set a picture of a bear under the cage. Proceed with other animals. For example,
We need to catch the /f/ /ox/. What animal are we trying to catch? (fox)

5 Set a picture of a fox under the cage. Continue until all of the animals have been rescued.

VARIATION: Gather pictures or plastic models of kitchen items with one-syllable names (e.g., spoon, fork, knife, cup, plate, pot, pan). Tell students the Critter Sitter's cousin is a chef who also likes to play word games. When the chef asks the kitchen helper for a /c/ /up/, the helper says, "Here is the cup." Pass out kitchen items to pairs of students who take turns being the chef and kitchen helper.

PA-50 Blending Onset-Rimes and Word Parts**Students blend onset-rimes or word parts to form a word.****MATERIALS:** Word list

- ① Say to students, /ch/ /in/. (chin)
- ② Ask the group to repeat, /ch/ /in/.
- ③ Ask students to blend the word parts to form the word, chin.
- ④ Repeat with other words.

EXAMPLE:**Onset-Rimes, Word Parts and Words**

/f/ /air/ (fair)	/sh/ /ow/ (show)	/r/ /anch/ (ranch)
/m/ /ask/ (mask)	/w/ /eigh/ (weigh)	/h/ /ouse/ (house)
/l/ /and/ (land)	/b/ /eat/ (beat)	/g/ /r/ /een/ (green)
/s/ /eat/ (seat)	/p/ /aw/ (paw)	/s/ /t/ /op/ (stop)
/r/ /ice/ (rice)	/c/ /atch/ (catch)	/c/ /r/ /ush/ (crush)
/s/ /igh/ (sigh)	/l/ /ay/ (lay)	/p/ /each/ (peach)
/l/ /ow/ (low)	/m/ /e/ (me)	/t/ /r/ /ail/ (trail)
/p/ /ie/ (pie)	/p/ /ay/ (pay)	/g/ /r/ /ow/ (grow)
/f/ /arm/ (farm)	/c/ /r/ /ash/ (crash)	/s/ /l/ /ap/ (slap)
/l/ /ake/ (lake)	/r/ /ace/ (race)	/p/ /l/ /ace/ (place)
/c/ /r/ /ow/ (crow)	/wh/ /eel/ (wheel)	/th/ /ink/ (think)

PA-51 What Do Jack and Jill Like?**Students blend onset-rimes into words to understand a sentence.****MATERIALS:** Sentence list

- ① Read a sentence to the class about things Jack or Jill like, segmenting the last word. For example, **Jack likes to /r/ /un/**. (run)
- ② Then ask, **What does Jack like to do?**
- ③ Students answer, run.

EXAMPLE:

Jack Likes to...	Jill Likes to...
/c/ /ook/ (cook)	/pl/ /ay/ (play)
/j/ /ump/ (jump)	/s/ /ing/ (sing)
/d/ /ance/ (dance)	/wr/ /ite/ (write)
/r/ /run/ (run)	/h/ /op/ (hop)
/r/ /ead/ (read)	/dr/ /aw/ (draw)
/p/ /aint/ (paint)	/l/ /augh/ (laugh)
/t/ /alk/ (talk)	/th/ /row/ (throw)
/sh/ /out/ (shout)	/s/ /k/ /ate/ (skate)

Blending Word Parts: Phoneme Blending

Phonemic Awareness | Phoneme Play: Blending Word Parts | Phoneme Blending

PA-52 Blending Phonemes Puppet

Students blend phonemes into words.

MATERIALS: Puppet, word list

- 1 Introduce the puppet and explain he wants to play a word game. Look the puppet in the eye and say, /s/ /a/ /t/. (sat)

- 2 Have the puppet say the whole word, *sat*. After a few more demonstrations, ask students to respond for the puppet.

- 3 You say, /g/ /o/. Students say, *go*. You say, /sh/ /e/. Students say, *she*.

- 4 Continue with the example words and then create your own word list.

EXAMPLE:

Two Phonemes	Three Phonemes	Four Phonemes
/p/ /ie/ (pie)	/f/ /oo/ /t/ (foot)	/j/ /u/ /m/ /p/ (jump)
/t/ /ea/ (tea)	/m/ /oo/ /n/ (moon)	/s/ /n/ /ai/ /l/ (snail)
/t/ /ie/ (tie)	/ch/ /o/ /p/ (chop)	/t/ /e/ /n/ /t/ (tent)
/n/ /o/ (no)	/s/ /ea/ /t/ (seat)	/s/ /p/ /oo/ /n/ (spoon)
/m/ /e/ (me)	/th/ /i/ /ck/ (thick)	/f/ /r/ /o/ /g/ (frog)
/s/ /ay/ (say)	/t/ /a/ /p/ (tap)	/c/ /l/ /o/ /ck/ (clock)
/p/ /ay/ (pay)	/t/ /oa/ /d/ (toad)	/b/ /a/ /b/ /y/ (baby)

Phonemic Awareness | Phoneme Play: Blending Word Parts | Phoneme Blending

PA-53 Blending Bee

Blackline Master available  www.tpri.org

Students practice blending phonemes by playing a spelling bee-type game.

MATERIALS: Picture cards

- 1 Create a stack of picture cards.
- 2 Students form a line and take turns drawing a picture card from the stack and saying the word phoneme by phoneme.
- 3 The first student in line blends the word. If

correct, the student keeps the card. If incorrect, provide support and clarification.

- 4 The student goes to the end of the line and the next student takes a turn.
- 5 Continue playing until no picture cards remain.

Phonemic Awareness | Phoneme Play: Blending Word Parts | Phoneme Blending

PA-54 Pass the Apple

Students blend a word after hearing it said phoneme by phoneme.

MATERIALS: Word list, apple (or other object), music

- 1 Students sit in a circle on the floor.
- 2 When the music starts, students pass an apple around the circle.
- 3 When the music stops, whoever has the apple takes a turn.

- 4 Say a word phoneme by phoneme. Then ask, **What word did I say?**
- 5 The student with the apple responds and the game continues.

PA-55 Story in Phonemes**Students blend phonemes into words to understand a story.****MATERIALS:** Familiar short story

- ① Read a story to the class.
- ② Segment some of the words into phonemes. Call on students to blend them back into a whole word.

EXTENSION: Students take turns telling or reading a story and segmenting some of the words.**Phoneme Play: Phoneme Elision***The ability to delete (elide) sounds from words and blend the remaining sounds together.***Guidelines for Instruction**

As students develop proficiency in blending phonemes, they're ready to move to the more difficult skill of deleting, or eliding, sounds from words. In the Syllable Play section (page 25), the syllable elision activities offer students opportunities to remove syllables from words. With the phoneme elision activities, students take the same kind of practice from the syllable level to the level of individual sounds (phonemes).

When teaching students how to manipulate and delete phonemes, a suggested sequence follows (Rosner, 1979). The first two skills were introduced in the syllable elision activities:

- Delete one part of a compound word.
- Delete one syllable from a word.
- Delete the initial consonant from a word.
- Delete the final consonant from a word.
- Delete the initial phoneme in a blend.
- Delete the final phoneme in a blend at the end of a word.
- Delete the second consonant in an initial blend.

Blending, elision and segmentation activities target the phonemic awareness skills most related to actual reading.

PA-56 Initial Sound Elision with Pictures**Students use pictures to help them practice removing the initial phoneme from words.****MATERIALS:** Pictures, scissors

- ① Collect pictures of three- to five-phoneme words. Cut each picture vertically into two pieces between the first phoneme and the rest of the word.
- ② Spread the pieces of one picture face up on a table.
- ③ Say the word (e.g., **bike**), then pick up the first picture piece without saying the initial sound (e.g., **/ike/**). Model with additional pictures until students understand the activity.
- ④ One at a time, call on students to complete the same steps with the remaining pictures.
- ⑤ If the word is correctly said without the first phoneme, the student keeps the picture pieces.
- ⑥ Once all pictures are picked up, students count how many pictures they collected.

PA-57 Deleting Initial Sounds

Students delete the initial sounds from words.

MATERIALS: Word list

- Say a word (e.g., **bat**) and ask students to repeat it.
- Ask students to say the word again, omitting the initial sound (e.g., **Now say bat**

EXAMPLE:

jam /am/	land /and/	pan /an/	cat /at/	red /ed/	best /est/
mend /end/	peg /egg/	did /id/	lip /ip/	sit /it/	chin /in/
nod /odd/	hot /ot/	sock /ock/	sing /ing/	fun /un/	car /are/

without the /b/; students respond, *at*).

- Continue with different words until students are proficient.

PA-58 Final Sound Elision with Pictures

Blackline Master available  www.tpri.org

Students use pictures to help them practice removing the final phoneme from words.

MATERIALS: Pictures, scissors

- Collect pictures of three- to five-phoneme words. Cut each picture vertically into two pieces between the first phoneme and the rest of the word.
- Spread the pieces of one picture face up on a table.
- Say the word (e.g., **bike**), then pick up the last picture piece without saying the final sound (e.g., /**by**/). Model with additional pictures until

students understand the activity.

- One at a time, call on students to complete the same steps with the remaining pictures.
- If the word is correctly said without the final phoneme, the student keeps the picture pieces.
- Once all pictures are picked up, students count how many pictures they collected.

PA-59 Deleting Final Sounds

Students delete the final sound from words.

MATERIALS: Word list

- Say a word (e.g., **boot**) and ask students to repeat it.
- Ask students to say the word again, omitting the final sound (e.g., **Now say boot**

without the /t/; students respond, *boo*).

- Continue with different words until students are proficient.

EXAMPLE:

team /tea/	feet /fee/	heed /he/	tense /ten/	night /nigh/
time /tie/	might /my/	tide /tie/	soap /so/	sight /sigh/
past /pass/	wait /way/	guest /guess/	week /we/	seem /see/
mail /may/	sheep /she/	great /gray/	fork /for/	lawn /law/

PA-60 Deleting Initial or Final Phonemes in a Blend

Students practice deleting the initial or final phoneme in words that begin or end with a consonant blend.

MATERIALS: Word list

- ① Say a word (e.g., **claw**) and ask students to repeat it.
- ② Ask students to say the word again, omitting the initial sound in the word (e.g., **Now say claw without the /c/**; students respond, *law*).
- ③ Continue with different words until students are proficient.
- ④ Once they're successful deleting a sound from an initial blend, repeat the activity on another day with students deleting the final phoneme in a blend at the end of a word.

EXAMPLE:

Initial Blends					
clean	plane	slip	play	tread	praise
great	clam	grain	broom	bring	glow
street	drain	fly	froze	close	stare
snout	creek	state	tweed	smoke	blaze

Final Blends					
past	ramp	tuft	bald	mild	mold
wild	lamp	self	wolf	milk	film
gulp	belt	bolt	colt	bunt	band
tent	pant	cart	dance	harp	paint

Phoneme Play: Phoneme Segmentation

The ability to break words into their sounds.

Guidelines for Instruction

The ability to break words into their sounds is called phoneme segmentation. When segmenting words into phonemes, students identify and isolate the individual sounds that comprise a word. Consider the following guidelines when planning segmentation instruction:

- Start with dividing sentences into words, then words into syllables, then one-syllable words into individual sounds.
- When teaching segmentation of words into individual sounds, teach students first to identify and say the initial sound in words (sound isolation).
- When initial sound isolation is fully understood, proceed to final sounds and, finally, to medial sounds in three-phoneme words.
- Because long vowel sounds are easier to perceive than short vowel sounds, begin teaching segmentation of words into individual sounds with two-phoneme words composed of a consonant and a long vowel sound (e.g., go, see, my, day, cue).
- Particularly in early segmenting instruction, choose consonants with continuous sounds or sounds that can be elongated, such as /m/ and /s/. These are easier to articulate in isolation.

PA-61 Onset-Rime Segmenting with Pictures**Blackline Master available**  www.tpri.org**Students use pictures to segment the onset-rime and find a matching rime.****MATERIALS:** Pairs of pictures with matching rimes

- ① Create pairs of pictures with matching rimes. Make two stacks by putting one picture from each pair into a pile.
- ② Arrange one set of pictures face up on a table. Leave the other set in a stack.
- ③ A student draws a card from the stack, says the word and then segments the onset and rime (e.g., ship, /sh/ /ip/).
- ④ The student searches the arranged pictures for one with a matching rime (e.g., chip). If correct, it makes a pair and the student keeps the cards.
- ⑤ Play continues with each student taking a turn until all pictures are matched.

PA-62 Segmenting Phonemes with Counters**Blackline Master available**  www.tpri.org**Students touch counters as they segment picture names.****MATERIALS:** Pictures, counters

- ① Give each student a picture of a two- or three-phoneme word. Provide two counters for two-phoneme words and three for three-phoneme words.
- ② Students lay their pictures on the table with the counters below them.
- ③ With a sample picture, model how to say the first sound in a picture's name while touching the first counter. Then make the next sound while touching the second counter.
- ④ One at a time, students segment the name of their picture following your model. Provide help and support as needed.

PA-63 Segmenting Phonemes with Pictures**Blackline Master available**  www.tpri.org**Students segment picture parts into phonemes and then blend the sounds together to form a word.****MATERIALS:** Pictures, scissors

- ① Cut pictures of three- and four-phoneme words into vertical pieces. The number of pieces should match the number of phonemes in the word.
- ② One at a time, students put the picture pieces together on a table.
- ③ Starting on the left, the student says the first phoneme in the word while pulling down the first piece.
- ④ The student pulls down the second piece while saying the next phoneme, then continues with the remaining pieces.
- ⑤ The student puts all the picture parts together again and says the word.
- ⑥ Continue the process with all students taking a turn.

NOTE: If students struggle, cut words into two pieces and have them blend the onset-rime (e.g., /d/ /og/).

PA-64 Segmenting Memory**Blackline Master available**
www.tpri.org**Students segment words they see on picture cards.****MATERIALS:** Five to 10 pairs of identical picture cards

- ① Create pairs of identical picture cards. Make two stacks by putting one picture from each pair into a pile.
- ② Arrange one set of pictures face up on a table. Leave the other set in a stack.
- ③ A student draws a card from the stack and segments the picture's sounds. The student then turns over an arranged card and segments its sounds.
- ④ If the pictures match and the word is segmented correctly, the student keeps the cards.
- ⑤ Play continues with each student taking a turn until all pictures are matched.

PA-65 Arm Segmenting**Students use their arms to segment and then blend phonemes.****MATERIALS:** Word list

- ① Model for students how to count phonemes on your arm. With one arm outstretched, use your other hand to count phonemes in a word as you say the word slowly.
- ② Say a word and start counting its phonemes. Touch your wrist for the first phoneme, your elbow for the second and your shoulder for the third. The number of areas touched depends on the number of phonemes in the word.
- ③ Next, slide your hand along your arm from wrist to shoulder, blending the sounds to say the word. Practice with several words.
- ④ Students can use this strategy for counting and segmenting phonemes.

PA-66 Tell Me the Sounds**Students identify the different phonemes in a word.****MATERIALS:** Word list

- ① Ask students to tell you each sound they hear in a word (e.g., **Tell me the first sound you hear in hat**; students respond, /h/).
- ② Ask for the next sound in the word (e.g., **Tell me the second sound you hear in hat**; students respond, /a/).
- ③ Continue with the remaining sounds in the word.
- ④ Ask students to count the number of phonemes in the word using a finger to represent each sound.
- ⑤ Students blend the sounds and repeat the word.

PA-67 Move the Sounds**As you say a word, students move a chip for each of its sounds.****MATERIALS:** *Chips/counters*

- ① Provide each student with three or four chips.
- ② Say a word.
- ③ Ask students to move a chip for each sound they hear in the word.

- ④ Switch between two or more sounds to vary the number of phonemes students provide.

NOTE: Remember, this is an auditory activity. Don't write the words.

VARIATION:**MATERIALS:** *Word list, paper, chips/counters, marker*

- ① Draw a row of four squares on paper. Provide each student a copy and three or four chips.
- ② Say a word.
- ③ Ask students to repeat the word.

Blackline Master available  www.tpri.org

- ④ Students then say each phoneme in the word separately while moving a chip into a box. Start with two- and three-phoneme words, then mix in words with up to four sounds.

PA-68 Finger Segmenting**Students segment a word and then blend the sounds together again.****MATERIALS:** *Word list*

- ① Say a word to a student.
- ② The student repeats the word slowly and holds up a finger for each phoneme spoken.
- ③ The student blends the phonemes back into the word.

EXAMPLE:

Two Phonemes	Three Phonemes	Four Phonemes
/o/ /dd/ (odd)	/s/ /i/ /ze/ (size)	/s/ /l/ /ee/ /p/ (sleep)
/ea/ /ch/ (each)	/sh/ /o/ /p/ (shop)	/r/ /i/ /s/ /k/ (risk)
/oa/ /t/ (oat)	/sh/ /a/ /ve/ (shave)	/b/ /e/ /s/ /t/ (best)
/d/ /ay/ (day)	/ch/ /oo/ /se/ (choose)	/p/ /u/ /m/ /p/ (pump)
/g/ /o/ (go)	/m/ /i/ /ss/ (miss)	/t/ /r/ /ai/ /l/ (trail)
/i/ /ce/ (ice)	/s/ /k/ /i/ (ski)	/b/ /r/ /oo/ /m/ (broom)
/b/ /ee/ (bee)	/n/ /igh/ /t/ (night)	/s/ /e/ /n/ /t/ (sent)
/r/ /ow/ (row)	/n/ /i/ /ce/ (nice)	/c/ /l/ /o/ /g/ (clog)

References

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

Adams, M.L., Foorman, B.R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, MD: Paul H. Brookes Publishing.

Bear, D.R., Templeton, S., Invernizzi, M., & Johnston, F. (1996). *Words their way: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Merrill.

Blachman, B.A., Ball, W.B., Black, R., & Tangel, D.M. (2000). *Road to the code*. Baltimore, MD: Paul H. Brookes Publishing.

Catts, H. (1993). *Sounds abound*. East Moline, IL: LinguiSystems.

CIRCLE – *Target II Teacher Training*, Center for Improving the Readiness of Children for Learning and Education. Houston, TX: University of Texas Health Science Center at Houston, Summer 2001.

Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *Teaching reading sourcebook: For kindergarten through eighth grade*. Emeryville, CA: CORE.

Mather, N., & Jaffe, L.E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York: John Wiley & Sons.

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Bethesda, MD: National Institute of Child Health and Human Development, National Institutes of Health.

Rosner, J. (1979). *Helping children overcome learning disabilities* (2nd ed.). New York: Walker.

Schatschneider, C., Francis, D.J., Foorman, B.R., Fletcher, J.M., & Metha, P. (1999). The dimensionality of phonological awareness: An application of item response theory. *Journal of Educational Psychology*, 91, 439-449.

Shanker, J.L., & Ekwall, E.E. (1998). *Locating and correcting reading difficulties* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Snow, C.E., Burns, M.S., & Griffin, P. (Eds.) (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Yopp, H.A. (1988). The validity and reliability of phonemic awareness tests. *Reading Research Quarterly*, 23(2), 159-177.

Graphophonemic Knowledge

The recognition of the letters in the alphabet and the understanding of sound-symbol relationships and spelling patterns.

Graphophonemic Knowledge (GK) instruction includes work with letter names and sounds, phonics and spelling. As students develop GK, they become increasingly aware of the sounds of spoken language and their relationship to the letters of written language. GK is developed through explicit and systematic instruction in working with sounds, letters and words. Students should be explicitly taught sound-symbol correspondences, and they need instruction and daily practice in using sound-symbol relationships to read and write words.

There are a range of important habits, skills and knowledge for children who are developing GK:

- Students should understand what a syllable is before they study meaningful units in words (e.g., phonemes, morphemes).
- Students should be taught letter sounds first and then connect them to letter names.
- Students should link letters and their sounds to blend them into words.
- Sight reading should be taught after students can blend sounds into words.
- Words should be actively explored, not merely looked at or memorized for spelling.
- New learning of word structure should be connected to previously learned content.
- Reading for accuracy should be considered before reading for fluency.
- Oral reading should be encouraged before students transition to silent reading.
- Students should read as widely as possible at their Independent or Instructional Level to learn new words.



Blackline Masters

www.tpri.org

Some activities have associated Blackline Masters available as PDF files to download, print out and use in your lessons. Go to www.tpri.org.

Letter Names and Sounds: Letter Identification

Before learning to read words, students learn to recognize and name letters, and identify the sounds they make.

Guidelines for Instruction

Many letter identification activities are provided in this section. Following is a list of more general principles and ideas to guide your instruction of letters and sounds.

Teaching Similar Letters and Sounds

Teaching letters that sound alike or look alike at the same time often can cause confusion when students are just learning to read.

- Letters that sound alike should not be taught together. Several other letters should be taught between letters that sound alike.

f and v	t and d	b and p	k and g
m and n	i and e	o and u	

- Lowercase letters that look alike should not be taught together.

b and p	q and p	n and m
h and n	v and w	n and r

Many short vowels sound similar, so it's important that students know a vowel sound well before introducing a new vowel sound.

The Order for Teaching Letters

Introduce letters used more often in words *before* introducing letters used less often. Doing so enables students to begin reading sooner. For example, introducing *m a t s r* allows students to make the words *am at sat mat rat*. Knowing the letters *j q z* is not as helpful in making simple words.

Use the order for presenting letters and sounds determined by your school. Below is a suggested order if one is not available to you.

a m t s i f d r o g h c l e n b w p ing ch u er j
k v y x q z ck ee ea sh aw ed ur ir th ou ow ar

Gradually Introduce New Letters and Sounds

Introduce one letter-sound correspondence at a time. Introduce a new sound only after students demonstrate automatic recall of the first sound. This usually means teaching two or three letter-sounds per week. Teach a single and frequent way of representing the sounds (see Common Sound Pronunciations Chart on the following page).

When teaching letter identification, start with lowercase letters. These are easiest for young students to discriminate and learn to write, and most of the words they learn to read are written in lowercase letters. An exception is when the uppercase and lowercase letters look alike. In those instances, they can be introduced together.

Common Sound Pronunciations

The chart below includes a majority of the common sounds used in spoken English. This is not a comprehensive list; there are a few additional sounds linguists recognize and some phonics programs teach. This also is not a sound/spelling chart; many of the sounds are spelled in a variety of ways in different words.

Common Sound Pronunciations Chart

/b/ as in <i>tab</i>	/v/ as in <i>vat</i>	/ă/ as in <i>tap</i>
/c/ as in <i>tack</i>	/w/ as in <i>wagon</i>	/ĕ/ as in <i>ten</i>
/d/ as in <i>tad</i>	/y/ as in <i>yet</i>	/ĭ/ as in <i>tin</i>
/f/ as in <i>tough</i>	/z/ as in <i>zip</i>	/ō/ as in <i>tot</i>
/g/ as in <i>tag</i>	/ch/ as in <i>chat</i>	/ŭ/ as in <i>tub</i>
/h/ as in <i>hat</i>	/th/ as in <i>bath</i>	/uh/ as in <i>the</i>
/j/ as in <i>jet</i>	/sh/ as in <i>ship</i>	/air/ as in <i>tear</i>
/l/ as in <i>let</i>	/ng/ as in <i>tang</i>	/ir/ as in <i>bird</i>
/m/ as in <i>Tim</i>	/zh/ as in <i>treasure</i>	/ar/ as in <i>tar</i>
/n/ as in <i>tan</i>	/ă/ as in <i>take</i>	/oy/ as in <i>toy</i>
/p/ as in <i>tap</i>	/ē/ as in <i>teeth</i>	/aw/ as in <i>saw</i>
/r/ as in <i>rat</i>	/ĭ/ as in <i>tie</i>	/ow/ as in <i>cow</i>
/s/ as in <i>sat</i>	/ō/ as in <i>toe</i>	/oo/ as in <i>moon</i>
/t/ as in <i>ten</i>	/ŭ/ as in <i>cue</i>	/oo/ as in <i>took</i>

Graphophonemic Knowledge | Letter Names and Sounds: Letter Identification

GK-1 Mixed-Up Names

Blackline Master available  www.tpri.org

Students mix up the letters in their names and put them back in order.

MATERIALS: Index cards, marker

- 1 For each student, prepare a set of index cards with one letter of their name per card. Also write their full name on a card.
- 2 Place the card with the student's full name face up in front of them.
- 3 Give students the set of letters that spell their name.
- 4 Students spell their name with the set of letters, using the card with their full name as a guide.
- 5 Students turn the card with their full name face down and try to spell their name with only the set of letters.
- 6 Students check their spelling and make corrections if necessary.

EXTENSION: Students can trade name cards and letter sets with each other, then repeat the activity.

GK-2 Which Letters Go Together?**Students circle the matching letters in a row of letters.****MATERIALS:** Chalkboard, white and brightly colored chalk

- ① Write one letter on the board using colored chalk.
- ② Below the letter, write a row of eight or nine letters using white chalk. Include the letter written in color several times.
- ③ One at a time, students take turns circling the white letters that match the colored letter. Each time the letter is circled, the student says its name and the group repeats it.
- ④ Erase the letters and repeat the process using a different letter.

EXTENSION: This activity is easiest when only uppercase letters are used. To make it more challenging, include both lowercase and uppercase letters. Even more challenging is "Which Words Go Together." In that activity, write a set of words (e.g., dog, drum, hat, dad, mom) on the board and have students circle words that start with the same letter.

Blackline Master available  www.tpri.org

GK-3 Match the Letter**Students match letters they hold with letters on a pocket chart.****MATERIALS:** Pocket chart, index cards, marker

- ① Write the same letters on two different sets of index cards.
- ② Give each student one letter card from a set. Put the remaining set face down in a stack.
- ③ Turn over a letter and place it in the pocket chart.
- ④ The student with the matching letter places it in the pocket below and says the name of the letter.
- ⑤ Turn over another card and place it in the pocket chart.
- ⑥ Students continue to match letters and say their names until all cards are used.
- ⑦ Redistribute the letter cards and repeat the process.

EXTENSION: Give each student multiple letter cards to match, or have students match uppercase and lowercase letters.

GK-4 Letter Sort**Students sort letters based on what they look like.****MATERIALS:** Complete set of letters

- ① Arrange letters on a table in front of students.
- ② Students sort letters based on a few of the following categories: tall letters, short letters, fat letters, skinny letters, letters with curves, letters with lines, letters with curves and lines,

and uppercase and lowercase letters. Be sure students know which categories you want them to use.

- ③ After sorting, students say the name of each letter.

ADAPTATION:

- ① Put sets of different letters out for students (e.g., plastic, magnetic, paper, capitals, small letters, etc.).

- ② Students sort the letters and put the various sets together by letter.

- ③ After sorting, students say the name of each letter.

GK-5 Letter Hunt**Students circle a letter they're learning when they locate it in a familiar text.****MATERIALS:** Short and familiar text, chalkboard/chalk, pencils

- ① Provide copies of text for each student.
- ② On the board, write one letter. Explain to students they will hunt for the letter and circle it each time they find it in the text.

- ③ Students circle the letter each time it appears.
- ④ Read the text to the group, calling attention to the circled letters.

ADAPTATION: Before students search independently for the letter, work as a group to find the letter in text. Repeat the activity on subsequent days using the same book, with students looking for the same letter.

EXTENSION: Have students search the text for multiple letters instead of one.

GK-6 Hunt the Headlines**Students highlight selected letters in newspaper headlines and other printed materials.****MATERIALS:** Large-letter print materials (e.g., newspaper headlines, articles, ads), index cards, highlighters

- ① Hand out print materials, highlighters and index cards with selected letters written on them to each student or group.

- ② Students scan the materials and highlight the letters written on the index card.

GK-7 Alphabet Sticks

Students arrange the letters of the alphabet in order using Popsicle® sticks.

MATERIALS: Popsicle sticks, marker

- ① Write one alphabet letter on each stick, for a total of 26 sticks.
- ② Give each student several sticks, with letters chosen randomly.
- ③ The student with the letter A stick places it on the left of the table and says its name.
- ④ Students search their sticks to find the letter B, which is placed to the right of the letter A. The student says the name of the letter.
- ⑤ Students continue laying down a letter stick and saying its name until all letters are laid down alphabetically.
- ⑥ Individually and/or chorally, the group checks to make sure the sticks are in the right order.

ADAPTATION: Make a set of letter sticks for each student and give them just the first three letters of the alphabet. Once students can order and name them consistently, introduce new letters one at a time.

EXTENSION: After the letter sticks are laid down, students close their eyes while one student removes one or more sticks. The other students open their eyes and guess which letters are missing. Students also can receive an individual set of alphabet sticks to put in order independently.

GK-8 Alphabet Memory

Students play a Memory-style card game, attempting to find and name pairs of matching letters.

MATERIALS: Index cards, markers

- ① Select five to 10 letters and write each in uppercase on two index cards.
- ② Shuffle and arrange the cards face down on a table.
- ③ Students take turns turning over a card, saying the name of the letter, and then turning over a second card and saying the name of the letter. If the same two letters are turned, it makes a pair and the student keeps the cards.
- ④ Play continues with each student taking one turn at a time until all cards are picked up.

ADAPTATION: If students know only a few letter names, use fewer letters and write each letter on four cards. This makes it easier to make pairs and provides more practice with each letter.

EXTENSION: To make the activity more challenging, include more letters and have students match lowercase letters or an uppercase and lowercase letter.

GK-9 Order Up!

Blackline Master available
www.tpri.org

Students identify letters on cards and arrange them in order.

MATERIALS: Complete set of letter cards

- ① Hand out letter cards to students, either one or two per student.
- ② Call out a series of three to five consecutive letters, not necessarily starting with the letter A.
- ③ Students with one of the letters called come forward, hold up their card and arrange themselves in alphabetical order.
- ④ Seated students see if they agree the cards are in correct order.
- ⑤ Students return to their seats and repeat Steps 2-4.

GK-10 Find the Letter

Students identify a letter in words.

MATERIALS: Word list, index cards, marker

- ① Select a letter to teach. Write different words that include the letter on index cards, one word per card.
- ② Give each student a word card.
- ③ For the letter t, ask questions like:
Whose word has...
 - ... a **t** for the first letter? (e.g., ten, two, three, they, to, then, truck, tire, train, the)
 - ... a **t** for the last letter? (e.g., eight, at, went, fast, sailboat, jet, eat)
 - ...a **t** in the middle? (e.g., little, sitting, wanted, tractor)
 - ...two **t**'s? (e.g., sitting, tractor, turtle)
 - ...a **t** with an **h** after it? (e.g., three, they, something, then, the)
 - ...a **t** with an **r** after it? (e.g., truck, tractor, train)
- ④ If their card corresponds to the question, students come forward and show their word.
- ⑤ Affirm and correct as needed.
- ⑥ Continue with a new letter and set of words.

Letter Names and Sounds: Letter to Sound Linking

The ability to identify the letters of the alphabet and understand the sound-symbol relationship of each.

Graphophonemic Knowledge | Letter Names and Sounds: Letter to Sound Linking

GK-11 Early Sound Introduction: /m/ Spelled m

Using the /m/ sound as an example, this activity provides a model for introducing any new letter sound.

MATERIALS: Chalkboard/chalk

- ① Write the letter *m* on the board.
- ② Point to the *m* and tell students:
The letter *m* stands for the /m/ sound in the word *mouse*.
- ③ Ask students to say the sound each time you point to the letter. Practice this several times.
- ④ Clearly and quickly, say some words that begin with the /m/ sound and some that do not. Don't use words that begin with the /n/ sound, because /m/ and /n/ sound too similar.
- ⑤ Students give a thumbs up when they hear the /m/ sound at the beginning of a word or a thumbs down when they don't.
- ⑥ Ask students to think of and share other words that begin with the /m/ sound.
- ⑦ Write a CVC word that starts with the letter *m* using previously taught sounds and spellings.
- ⑧ Students practice blending the letters in the word, sound by sound.
- ⑨ Repeat Steps 7-8 with several words starting with *m*.

ADAPTATION: When introducing vowels, use the same format (see Vowel Sounds, page 69).

Graphophonemic Knowledge | Letter Names and Sounds: Letter to Sound Linking

GK-12 Picture-Sound Search

Students search for and cut out pictures of words that start with a particular sound.

MATERIALS: Magazines and/or newspapers, large sheets of construction paper, scissors, glue sticks

- ① For each student, write a letter at the top of construction paper. Use letters for sounds recently introduced.
- ② Students search magazines and newspapers for pictures of things that start with the sound of their letter.
- ③ When appropriate pictures are found, students cut them out and glue them to the paper.

EXTENSION: Students hunt for pictures with the same ending sound as the letter on their paper.

GK-13 Which Letter Makes This Sound?**Blackline Master available**  www.tpri.org**Students hear a sound and select the letter that makes the sound.****MATERIALS:** Magnetic/plastic letters or letter cards

- 1 Place three letters on a table and ask a student:
Which letter am I thinking of?
It makes this sound.

Make the sound for one of the letters.

- 2 The student selects a letter. If chosen correctly, the student keeps the letter; if incorrect, the letter is put back.
- 3 Pick up the letters and repeat Steps 1-2 with each student in the group.
- 4 The student with the most letters at the end wins.

EXTENSIONS:

- Put out four or five different letters and make two sounds, with students determining both letters. Students also can play each other, taking turns playing the teacher and student role.

To allow students to work on distinguishing between uppercase and lowercase letters, you might say, **Pick up the capital letter that makes this sound.**

- This activity also can be played with CVC words, with students picking up the letters in the word you say, articulating the sounds in the word slowly and clearly.

Blackline Master available  www.tpri.org**GK-14 Letter-Sound Bingo****Students play bingo using picture cards and letters.****MATERIALS:** Chalkboard/chalk, picture cards, bingo boards, chips/counters, pencils/markers

- 1 Select five to 10 letters and write them on the chalkboard large enough for students to view.
- 2 Find picture cards that start with the same letter sounds as the letters selected. Have multiple pictures for each letter.
- 3 Create blank bingo boards with five columns and four rows, for a total of 20 squares.
- 4 Give each student a blank bingo board and 20 chips.
- 5 Using the letters on the chalkboard, students fill in the squares on their bingo boards in random

order, writing one letter per square, with each letter written in at least two squares. (If you play with fewer than 10 different letters, some will be written more than twice.)

- 6 One at a time, turn over a picture card and say the word depicted. Students use a chip to cover a square with the letter that matches the starting sound of the picture.
- 7 The first student to cover an entire row or column wins.
- 8 Students clear their boards and play again as time permits.

GK-15 Letter-Picture Memory**Blackline Master available**
www.tpri.org**Students play a Memory-style card game, attempting to match a letter with a picture that starts with the letter.****MATERIALS:** Picture cards, index cards, marker

- ① Select five to 10 letters whose sounds have been taught. Write one letter per index card and find a picture card that starts with the same letter.
- ② Shuffle and arrange the cards face down on a table, letter cards on one side and picture cards on the other.
- ③ Students take turns turning over a letter card, saying the name of the letter and its sound, and then turning over a picture card and saying the word depicted. If the student turns over a matching letter and picture, it makes a pair and the student keeps the cards.
- ④ Play continues with each student taking one turn at a time until all cards are picked up.

GK-16 Letter-Picture Flash Cards**Blackline Master available**
www.tpri.org**Students practice identifying letter sounds that match pictures.****MATERIALS:** Picture cards, marker

- ① On the back of each picture card, write the letter for the sound the picture starts with.
- ② Place the cards in a stack, picture side up.
- ③ Working individually or in pairs, students take turns selecting a picture from the top of the stack, saying the name of the letter for the sound the picture represents, and then flipping the card over to see if they're correct.
- ④ If working in pairs, students keep the card when correct or return it to the bottom of the stack when incorrect.

GK-17 Say the Letter**Blackline Master available**
www.tpri.org**Students hear three words and tell the starting letter for the words.****MATERIALS:** Word list, chips/counters

- ① Create a list of words in groups of three, each word in the group starting with the same letter.
- ② Tell students you will say three words that start with the same letter, and then ask them to say what the letter is.
- ③ Say three words that start with the same letter.
- ④ Ask one student to identify and say the letter.
- ⑤ If correct, give the student a chip.
- ⑥ The first student with three chips wins.

EXTENSION: The game can be played using words with the same ending or same middle letter sound, with students again identifying and saying the name of the letter.

Blending: Introduction to Blending

The ability to blend a series of sounds together to form a word.

Guidelines for Instruction

Students progress from learning letter-sound correspondence to blending sounds into simple words. Once students are able to blend sounds into words, the words can be put into sentences so students can read connected text. The following activities progress from decoding and encoding single letter-sounds in initial, final and medial positions, to working with initial and final blends, short and long vowels, diphthongs and digraphs.

Teaching students to blend sounds with ease is an important skill as they start reading words. After blending, have students say each word again as a whole word. Be sure the sounds are blended smoothly to avoid adding a vowel sound after the consonant.

Graphophonemic Knowledge | Blending: Introduction to Blending

GK-18 Model for Blending Sound by Sound

A model for introducing students to blending letters in words.

MATERIALS: Word list, chalkboard/chalk

NOTE: This procedure works well for blending simple CVC words. Practice with words previously taught.

- 1 Say the word to be taught. Write the first letter of the word on the board.
- 2 Point to the letter and ask students to say the sound.
- 3 Write the second letter and ask students to say the sound.
- 4 Point to the first letter again and have students say the sound.
- 5 Point to the second letter again and have students say the sound.
- 6 Blend the two sounds together using a sweeping hand motion, so your hand is below each sound as you say it.
- 7 While you repeat the hand motion, have students say the blended sounds.
- 8 Write the third letter and ask students to say the third sound.
- 9 Students go back and blend the first two sounds, then add the third sound as you repeat the sweeping hand motion.
- 10 Students say the whole word again.
- 11 Follow up this lesson with reading text, so there's practice with decodable material.

EXAMPLE:

1. To teach the vowel *i* and the consonants *t* and *p* to produce the word *tip*, say ***tip***.
2. Write the letter *t* on the board, point to it and ask, **What is the sound?** /t/
3. Write the letter *i* on the board, point to it and ask, **What is the sound?** /i/
4. After students identify the sound of the vowel, sweep your finger under the *t* and *i* while saying the sounds.
5. Then say, **Blend and hold *t* and *i*.** /ti/
6. Write the letter *p* on the board, point to it and ask, **What is the sound?** /p/
7. Now start at the left and blend to the end of the word.
8. Read ***tip***.

GK-19 Whole Word Strategy**A model for teaching students to blend whole words.****MATERIALS:** Word list, chalkboard/chalk

- ① Write the word to be decoded on the board.
- ② Move a finger under each sound in the word while students say the sound. As you touch each letter, have students hold that sound vocally without stopping until the next sound is touched.
- ③ Go back to the beginning of the word and move a finger quickly under the whole word while students say the word.
- ④ Confirm how to say the whole word.
- ⑤ Repeat the process with multiple words.

GK-20 Say It, Move It**Blackline Master available**  www.tpri.org**Students sound out words and move letters forward as they say each sound.****MATERIALS:** Word list, magnetic/plastic letters, chart paper, paper, marker

- ① Draw lines on chart paper and arrange the letters on a table in front of students. To make the activity easier, only use letters for the word being sounded out and have the same number of lines as sounds. To make the activity more challenging, include a variety of letters and have students select the ones they need. Also include lines for five sounds, even if the words you provide contain fewer than five sounds.
- ② Create game boards by drawing two to five lines on a piece of paper. Provide each student with a board and letters.
- ③ Say a word aloud and ask students to repeat it. Start with two- and three-phoneme words, adding four- and five-phoneme words last. Nonsense words also are appropriate.
- ④ Students say each phoneme (sound) of the word separately, while dragging the corresponding letter or letters to the lines on their own board. Demonstrate the correct answer on the chart paper.

EXAMPLE:

Two Sounds	Three Sounds	Four Sounds	Five Sounds
at	dad	flat	ticket
am	sat	first	plant
no	sad	sand	skunk
in	seat	lamp	lizard
on	fork	hand	fancy
it	soap	risk	spend
an	save	best	unless
do	wag	pump	slowly
go	nail	train	front
we	dig	sled	candy

GK-21 Changing Letters to Build New Words**Blackline Master available**  www.tpri.org**Students reinforce decoding and word recognition skills by building new words.****MATERIALS:** Word list, magnetic/plastic letters

- ① Select a list of CVC words. Provide each student a set of letters and model how to use them to build a word (e.g., fan).
- ② Explain to students:
This is the word fan. Read the word with me.
(fan) I can change one letter of the word to make a new word.
- ③ Change the letter *n* to *t* and ask students, **What is the new word?** (fat)

EXAMPLE:

fan -> fat

fat -> fast

fast -> last

last -> past

past -> pest

pest -> west

west -> test

can -> cat

cat -> cap

cap -> cup

cup -> sup

sup -> sun

sun -> run

run -> ran

sam -> sad

sad -> sod

sod -> sop

sop -> sip

sip -> dip

dip -> rip

rip -> drip

- ④ Using their letters, direct students to build the word *fat* one letter at a time and then say the word.
- ⑤ Either independently or with your direction, students continue to change or add one letter at a time and then read the new word. For example, **Put the letter s between a and t. What word did you make?** (fast)

Blending: Initial Consonants

Two or three consonants blended together at the beginning of a word.

GK-22 Initial Blend Word Puzzles**Blackline Master available**  www.tpri.org**Students practice recognizing blends and blending sounds into words.****MATERIALS:** Word list, index cards, scissors, envelopes, marker

- ① Write words containing an initial blend previously taught on index cards, one word per card. The Blackline Master for this activity provides words and word cards you can use.
- ② Cut each word card into two pieces between the blend and the remainder of the word.
- ③ Place eight to 10 pieces in each envelope, making sure both parts of a word are included. Pass out to students.
- ④ Students assemble the blends and word parts to make real words.
- ⑤ After you check their work, students exchange envelopes until they've assembled words from all envelopes.

EXAMPLE:

Initial Blends				
br-	dr-	pl-	sm-	thr-
tr-	bl-	sl-	sn-	spr-
gr-	cl-	sc-	st-	spl-
fr-	fl-	sk-	scr-	sch-
cr-	gl-	sp-	str-	tw-

GK-23 Tongue Twisters Using Initial Blends

Students practice creating and saying tongue twisters with initial consonant blends.

MATERIALS: Tongue twisters, chart paper, marker

- ① Write a tongue twister on chart paper.
- ② Practice saying it with students.
- ③ As a group, create tongue twisters using people in the classroom or school.
- ④ Practice saying the tongue twisters daily, encouraging students to create new ones to add to the chart.

EXAMPLE:

Blind Blanche's blueberries bloomed and blossomed.
 Brenda's brother Brad brought Brenda bread for breakfast.
 Claire's class clapped for the clumsy clown.
 Craig Crocodile crawled 'cross crooked crawling creepies.

EXTENSIONS:

- Students can collect the tongue twisters into a book, make illustrations for them and then practice reading the book to each other.
- In addition to consonant blends (e.g., Chief Charlie cheerfully chomped chili cheeseburgers), you can use digraphs for tongue twisters. Be sure to underline the two letters of each digraph. Help students realize the two letters together have a special sound that's different from the sound they make alone.

GK-24 Initial Blend Memory

Students play a Memory-style card game, attempting to match initial blends with a picture of a word that starts with that blend.

MATERIALS: Picture cards, index cards, marker

- ① Select five to 10 initial consonant blends previously taught. Write one initial blend per index card and find a picture card that starts with the same initial blend.
- ② Shuffle and arrange the cards face down on a table, blend cards on one side and picture cards on the other.
- ③ Students take turns turning over a blend card, pronouncing the blend, and then turning over a picture card and saying the word depicted. If the student turns over a matching blend and picture, it makes a pair and the student keeps the cards.
- ④ Play continues with each student taking one turn at a time until all cards are picked up.

GK-25 Initial Blend Bingo**Blackline Master available**  www.tpri.org**Students play bingo using picture cards and initial blends.****MATERIALS:** Chalkboard/chalk, picture cards, bingo boards, chips/counters, pencils /markers

- ① Select five to 10 initial blends and write them on the chalkboard large enough for students to view.
- ② Find picture cards with the same initial blends as those selected. Have multiple pictures for each blend.
- ③ Create blank bingo boards with five columns and four rows, for a total of 20 squares.
- ④ Give each student a blank bingo board and 20 chips.
- ⑤ Using the blends on the chalkboard, students fill in the squares on their bingo boards in random order, writing one initial blend per square, with each blend written in at least two squares. (If you play with fewer than 10 different blends, some will be written more than twice.)
- ⑥ One at a time, turn over a picture card and say the word depicted. Students use a chip to cover a square with the initial blend that matches the sound of the picture.
- ⑦ The first student to cover an entire row or column wins.
- ⑧ Students clear their boards and play again as time permits.

Blending: Final Consonants*Two or three consonants blended together at the end of a word.***GK-26 Final Blend Word Puzzles****Students practice recognizing blends and blending sounds into words.****MATERIALS:** Word list, index cards, scissors, envelopes, marker

- ① Write words containing a final blend previously taught on index cards, one word per card.
- ② Cut each word card into two pieces between the blend and the remainder of the word.
- ③ Place eight to 10 pieces in each envelope, making sure both parts of a word are included. Pass out to students.
- ④ Students assemble the blends and word parts to make real words.
- ⑤ After you check their work, students exchange envelopes until they've assembled words from all envelopes.

EXAMPLE:

Final Blends		
-ct	-nk	-sp
-lt	-pt	-lch
-nd	-sk	-nge
-ft	-dge	-nce
-st	-nch	-mp
-nt	-ank	-ght

GK-27 Final Blend Memory**Blackline Master available**
www.tpri.org**Students play a Memory-style card game, attempting to match final blends with a picture of a word that ends with that blend.****MATERIALS:** Picture cards, index cards, marker

- ① Select five to 10 final consonant blends previously taught. Write one final blend per index card and find a picture card that ends with the same final blend.
- ② Shuffle and arrange the cards face down on a table, blend cards on one side and picture cards on the other.
- ③ Students take turns turning over a blend card, pronouncing the blend, and then turning over a picture card and saying the word depicted. If the student turns over a matching blend and picture, it makes a pair and the student keeps the cards.
- ④ Play continues with each student taking one turn at a time until all cards are picked up.

GK-28 Final Blend Bingo**Blackline Master available**
www.tpri.org**Students play bingo using picture cards and final blends.****MATERIALS:** Chalkboard/chalk, picture cards, bingo boards, chips/counters, pencils/markers

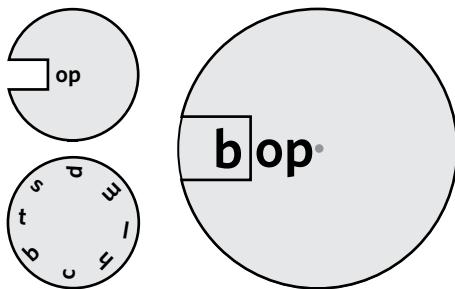
- ① Select five to 10 final blends and write them on the chalkboard large enough for students to view.
- ② Find picture cards with the same final blends as those selected. Have multiple pictures for each blend.
- ③ Create blank bingo boards with five columns and four rows, for a total of 20 squares.
- ④ Give each student a blank bingo board and 20 chips.
- ⑤ Using the blends on the chalkboard, students fill in the squares on their bingo boards in random order, writing one final blend per square, with each blend written in at least two squares. (If you play with fewer than 10 different blends, some will be written more than twice.)
- ⑥ One at a time, turn over a picture card and say the word depicted. Students use a chip to cover a square with the final blend that matches the sound of the picture.
- ⑦ The first student to cover an entire row or column wins.
- ⑧ Students clear their boards and play again as time permits.

Letter Substitution: Initial Consonants*Students replace consonants at the beginning of words.*

GK-29 Initial Consonant Word WheelsBlackline Master available
www.tpri.org

Students use a word wheel to substitute beginning consonants and blend words within a word family.
MATERIALS: 6-inch circles of tagboard, brass fasteners, marker

1 Prepare word wheels by cutting a window wedge from one circle at the 9 o'clock spot. Write a vowel and ending consonant to the right of the wedge.



2 On the second circle, write initial consonants to form words within that family. For example, the *op* family can be formed with *b c h l m p s t*. Space letters evenly around the outer edge, so only one letter at a time appears through the wedge.

3 Poke a hole in each circle and place the wedged circle on top of the other. Push a brass fastener through the holes and flatten it, making sure the top circle can spin.

4 Students spin the wheels and practice blending and saying the words they create.

EXAMPLE:**Vowel/Consonant Combinations**

ad	og	im	up
am	om	id	ut
ag	od	it	ud
al	ot	ig	um
ar	op	ip	atch
ap	on	in	and

GK-30 Initial Consonant SwapBlackline Master available
www.tpri.org

Students practice substituting the initial consonant in words to make real and made-up words.
MATERIALS: Plastic/magnetic letters, index cards, marker

1 Write different sets of ending letters on index cards, one set per card. For ending letters suggestions, see the example below.

at

2 Place the letters *b c d f g h j k l m n p r s t v w z* on a table. (To simplify the activity, use fewer

letters.) Students can have their own set of letters or share with a partner.

3 Give each student an ending letters card.

4 Students add plastic letters to the beginning of their ending letters card to form words. Students read their words and tell whether they're real or made-up.

EXAMPLE:**Real Word Combinations**

_at	b c f h m p r s v	_ud	b c d m	_ug	b d h l m p r t
_en	d h m p t	_ad	b d f h l m p s t	_aw	c j l m r s p
_ig	b d f g j p r w	_eg	b l m p	_ake	b c f j l m r t w
_ot	c d g h j l n p r t	_in	b d f p t w	_am	b h j p r s

EXTENSION: Turn the activity into a center by placing letter sets in pencil boxes or large envelopes.

GK-31 Hunt for Rimes***Students search for selected rimes in a familiar text.****MATERIALS:** Short and familiar text, chalkboard/chalk, pencils

- ① Provide copies of text for each student. On the board, write one or two rimes (e.g., _at _en _ig _og _ot _in).
- ② Tell students they will hunt for words that end with the letters on the board and circle them each time they're found in the text.
- ③ Students circle a word each time they find the rime.
- ④ Students go back and read each word circled.
- ⑤ Reread the text to the group, calling attention to the circled words.

*REMINDER: A rime is the vowel and any following consonants of a syllable (e.g., c-at, f-it).

ADAPTATION: Before students search independently for rimes, work as a group to find them in text. Repeat the activity on subsequent days using the same book, with students looking for the same rime.

GK-32 Rime Memory**Students play a Memory-style card game, attempting to match words ending with the same rime.****MATERIALS:** Word list, index cards, marker

- ① Select previously taught rimes (e.g., _at _en _ig _og _ot _in).
- ② Create rime word card pairs (e.g., dog, log), one word per index card.
- ③ Shuffle and arrange the cards face down on a table.
- ④ Students take turns turning over a card, reading the word, and then turning over a second card and reading the word. If the student turns over two words with the same rime, it makes a pair and the student keeps the cards.
- ⑤ Play continues with each student taking one turn at a time until all cards are picked up.

GK-33 Rime Bingo**Students play bingo using picture cards and rimes.****MATERIALS:** Chalkboard/chalk, picture cards, bingo boards, chips/counters, pencils/markers

- ① Select five to 10 rimes (e.g., _at _en _ig _og _ot _in) and write them on the chalkboard large enough for students to view.
- ② Find picture cards with the same rimes as those selected. Have multiple pictures for each rime.
- ③ Create blank bingo boards with five columns and four rows, for a total of 20 squares.
- ④ Give each student a blank bingo board and 20 chips.
- ⑤ Using the rimes on the chalkboard, students fill in the squares on their bingo boards in random order, writing one rime per square, with each rime written in at least two squares. (If you play with fewer than 10 different rimes, some will be written more than twice.)
- ⑥ One at a time, turn over a picture card and say the word depicted. Students use a chip to cover a square with a rime that matches the sound of the picture.
- ⑦ The first student to cover an entire row or column wins.
- ⑧ Students clear their boards and play again as time permits.

Letter Substitution: Final Consonants

Students replace consonants at the end of words.

Graphophonemic Knowledge | Letter Substitution: Final Consonants

GK-34 Final Consonant Swap

Blackline Master available
www.tpri.org

Students practice substituting the final consonant in words to make real and made-up words.

MATERIALS: Plastic/magnetic letters, index cards, marker

1 Write different sets of beginning letters on index cards, one set per card. For beginning letters suggestions, see the example below.

sa_

2 Place the letters *b c d g m n p r s t w x y* on a table. (To simplify the activity, use fewer letters.) Students can have their own set of letters or share with a partner.

3 Give each student a beginning letters card.
4 Students add plastic letters to the end of their beginning letters card to form words. Students read their words and tell whether they're real or made-up.

EXAMPLE:

Real Word Combinations								
sa_	c d g m p t x	le_	d g t	ba_	d g m n t			
pi_	g n p t	cu_	b d p t	bi_	b d g n t			
ra_	g m n p t	si_	n p s t x	di_	d g m s			
ho_	g p t	fa_	d n t x	ha_	d g m s t			

Graphophonemic Knowledge | Letter Substitution: Final Consonants

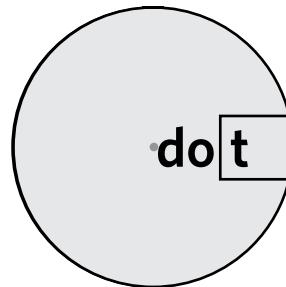
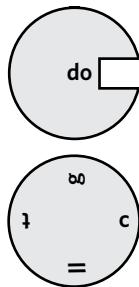
GK-35 Final Consonant Word Wheels

Blackline Master available
www.tpri.org

Students use a word wheel to substitute ending consonants and blend words within a word family.

MATERIALS: 6-inch circles of tagboard, brass fasteners, marker

1 Prepare word wheels by cutting a window wedge from one circle at the 3 o'clock spot. Write an initial consonant and middle vowel to the left of the wedge.



2 On the second circle, write final consonants to form words within that family. For example, the *do* family can be formed with *t g c ll*. Space letters evenly around the outer edge, so only one letter or letter set at a time appears through the wedge.

3 Poke a hole in each circle and place the wedged circle on top of the other. Push a brass fastener through the holes and flatten it, making sure the top circle can spin.

4 Students spin the wheels and practice blending and saying the words they create.

Graphophonemic Knowledge | Letter Substitution: Final Consonants

GK-36 Final Consonant Memory**Students play a Memory-style card game, attempting to match words that start with the same letters.****MATERIALS:** Word list, index cards, marker

- ① Create pairs of words with the same first letters (e.g., cap, cat), one word per index card.
- ② Shuffle and arrange the cards face down on a table.
- ③ Students take turns turning over a card, reading the word, and then turning over a second

card and reading the word. If the student turns over two words with the same beginning letters, it makes a pair and the student keeps the cards.

- ④ Play continues with each student taking one turn at a time until all cards are picked up.

Letter Substitution: Middle Vowels*Students replace the middle vowels in words.*

Graphophonemic Knowledge | Letter Substitution: Middle Vowels

GK-37 Which Letter for Middle Sounds?**Blackline Master available** www.tpri.org **Students hear a word and select the letter that makes the vowel sound in the middle of the word.****MATERIALS:** Chalkboard/chalk, vowel cards

- ① Write the name of each participating student on the board.
- ② Distribute a set of vowel cards to each student.
- ③ Ask the group, **Which of your vowels makes the sound in the middle of this word? When I tell you, hold up the letter. The word is ____.** Then say a CVC word (e.g., cat, met, hid, pot, rug).
- ④ When told to, each student selects a vowel and holds it up.
- ⑤ On the board, mark one point for each student holding up the correct vowel. Review the answer with students.
- ⑥ After 10 rounds, students with the most points win.

GK-38 Middle Vowel SwapBlackline Master available
www.tpri.org**Students practice substituting the middle vowel in words to make real and made-up words.****MATERIALS:** Plastic/magnetic vowels, index cards, marker

1 Write different sets of beginning and ending letters on index cards, one set per card. Make sure the space between letters is large enough to place a plastic vowel.

p_t

2 Place plastic vowels on a table. Students can have their own set of vowels or share with a partner.

3 Give each student a beginning and ending letters card.

4 Students add vowels to the middle of their card to form words. Students read their words and tell whether they're real or made-up.

EXAMPLE:

Real and Made-Up Word Combinations				
pet	pit	put	pot	pat
bet	bit	but	bot	bat
fet	fit	fut	fot	fat
set	sit	sut	sot	sat
pep	pip	pup	pop	pap
ten	tin	tun	ton	tan
lep	lip	lup	lop	lap

GK-39 Middle Vowel MemoryBlackline Master available
www.tpri.org**Students play a Memory-style card game, attempting to match vowel cards with a picture of a CVC word that includes that middle vowel.****MATERIALS:** Word list, picture cards, index cards, marker

1 Create at least one letter card for each vowel; some can be on two cards. Find a picture of a matching CVC word for each vowel. Include multiple pictures for vowels that appear more than once.

2 Shuffle and arrange the cards face down on a table, vowel cards on one side and picture cards on the other.

3 Students take turns turning over a vowel card, pronouncing the vowel, and then turning over a picture card and saying the word depicted. If the student turns over a matching vowel card and picture, it makes a pair and the student keeps the cards.

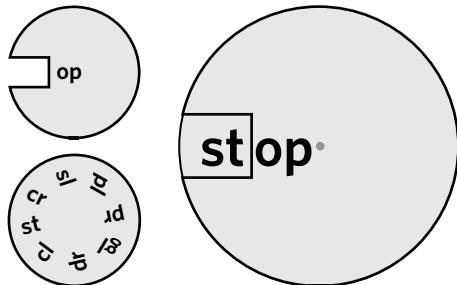
4 Play continues with each student taking one turn at a time until all cards are picked up.

GK-40 Middle Vowel Bingo**Blackline Master available**
www.tpri.org**Students play bingo using picture cards and middle vowel sounds.****MATERIALS:** Picture cards, bingo boards, chips/counters, pencils/markers

- ① Find picture cards of CVC words that contain a variety of middle vowel sounds. Have multiple pictures for each vowel.
- ② Create blank bingo boards with five columns and four rows, for a total of 20 squares.
- ③ Give each student a blank bingo board and 20 chips.
- ④ Students fill in the squares on their bingo boards in random order, writing one vowel per square, with each vowel written in at least two squares.
- ⑤ One at a time, turn over a picture card and say the word depicted. Students use a chip to cover a square with the middle vowel that matches the sound of the picture.
- ⑥ The first student to cover an entire row or column wins.
- ⑦ Students clear their boards and play again as time permits.

Letter Substitution: Initial and Final Blends*Students replace consonants in the initial or final position of words.***GK-41 Initial Blend Substitution Word Wheels****Blackline Master available**
www.tpri.org**Students use a word wheel to substitute initial consonant blends and then blend the new word.****MATERIALS:** 6-inch circles of tagboard, brass fasteners, marker

- ① Prepare word wheels by cutting a window wedge from one circle at the 9 o'clock spot. Write a vowel and ending consonant to the right of the wedge.
- ③ Poke a hole in each circle and place the wedged circle on top of the other. Push a brass fastener through the holes and flatten it, making sure the top circle can spin.



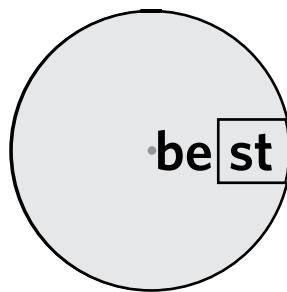
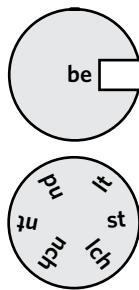
- ② On the second circle, write initial blends to form words within that family. For example, the *op* family can be formed with *st* *cl* *dr* *gl* *pr* *pl* *sl* *cr*. Space letters evenly around the outer edge, so only one letter set at a time appears through the wedge.
- ④ Students spin the wheels and practice blending and saying the words they create.

EXAMPLE:

Initial Blends		
br-	bl-	sc-
tr-	cl-	sk-
gr-	fl-	sp-
fr-	gl-	sm-
cr-	pl-	sn-
dr-	sl-	st-

GK-42 Final Blend Substitution Word WheelsBlackline Master available
www.tpri.org**Students use a word wheel to substitute final consonant blends and then blend the new word.****MATERIALS:** 6-inch circles of tagboard, brass fasteners, marker

1 Prepare word wheels by cutting a window wedge from one circle at the 3 o'clock spot. Write a beginning consonant and vowel to the left of the wedge.



2 On the second circle, write final blends to form words within that family. For example, the *be* family can be formed with *st* *lt* *nd* *nt* *nch* *lch*. Space letters evenly around the outer edge, so only one letter set at a time appears through the wedge.

3 Poke a hole in each circle and place the wedged circle on top of the other. Push a brass fastener through the holes and flatten it, making sure the top circle can spin.

4 Students spin the wheels and practice blending and saying the words they create.

EXAMPLE:**Final Blends**

-ct	-nt	-nch
-lt	-nk	-sp
-nd	-pt	-nge
-ft	-sk	-nce
-st	-dge	-mp

Vowel Sounds: Short Vowels*Students learn the letters used to represent different short vowel sounds in words.***Guidelines for Instruction**

Short vowels are the most useful letters to teach first because their sounds are regular. Most short vowels sound very similar, particularly in certain regions of the country. The short vowel sounds for the letters *a e i* are particularly difficult to discriminate between. Short vowel sounds should be taught before long vowel sounds, but should not be taught in alphabetical order. For example, introducing the letter *a* with the consonants *m t s r* results in students being able to make words like *am at sat mat rat*. Knowing the letters *j q z* is not as helpful in making simple words. Short vowel sounds are usually represented with a single letter.

Any of the middle vowel substitution activities also are appropriate to use as part of short vowel instruction.

GK-43 Teaching Short Vowel Sounds

Students identify and write words with short vowel sounds. Using short *a* as an example, this activity provides a model for introducing any short vowel sound.

MATERIALS: Chalkboard/chalk, paper, pencils/markers

- ① Write the letter *a* on the board.
- ② Point to the *a* and tell students:
The letter *a* makes the short *a* sound at the beginning of the word *apple*.
- ③ Ask students to say the sound each time you point to the letter. Practice this several times.
- ④ Clearly and quickly, say some words that contain the short *a* sound at the beginning of the word and some that don't.
- ⑤ Students give a thumbs up when they hear the short *a* sound at the beginning of a word or a thumbs down if they don't.
- ⑥ Once students have mastered working with the short *a* sound at the beginning of a word, begin working with the short *a* sound in the middle of words. Give students examples of some words that contain the short *a* sound in the middle of the word and some that don't. Point to

the letter *a* again and say:

The letter *a* also makes the short *a* sound in the word *cat*. In *cat*, the short *a* sound is in the middle of the word.

- ⑦ Students give a thumbs up when they hear the short *a* sound in the middle of a word or a thumbs down if they don't.
- ⑧ Ask students to think of and share other words that start with the short *a* sound or have it in the middle.
- ⑨ Write the words on the board if they fit the sound. If they don't, help students determine the difference between short *a* and the sound they used.
- ⑩ Students practice blending CVC words that include the short *a* sound.
- ⑪ Finally, students practice writing the letter *a* on paper and saying the short *a* sound each time they write it.

EXAMPLE:

Short *a* Vowel Sounds

Examples	Non-Examples	Examples	Non-Examples
Short <i>a</i> at the beginning			
apple	odd	bad	but
ant	October	fan	dot
after	under	wag	bit
ax	up	sat	hop
and	end	map	rid

(continued next page)

Teaching Short Vowel Sounds (continued)

EXTENSION: Once students are confident with the short *a* sound, complete the activity with other vowel sounds. Teach vowel sounds at the beginning of a word until students demonstrate mastery, then move on to vowel sounds in the middle of words.

EXAMPLE:

Short e i o u Vowel Sounds

Examples	Non-Examples	Examples	Non-Examples
Short e at the beginning		Short e in the middle	
egg	ask	send	sat
every	in	pet	pull
end	under	lend	dog
enjoy	odd	nest	hop
Short i at the beginning		Short i in the middle	
in	odd	pit	pan
is	after	fish	Ben
instead	end	sick	doll
instant	and	chin	glad
Short o at the beginning		Short o in the middle	
odd	after	hot	hat
oxen	umbrella	lock	sit
olive	end	stop	pat
octopus	under	shot	pet
Short u at the beginning		Short u in the middle	
up	odd	mud	job
under	ever	puck	dig
us	instead	rug	led
uncle	add	jump	tell

GK-44 Short Vowel SortBlackline Master available
www.tpri.org**Students compare short vowels by sorting words under two pictures.****MATERIALS:** Word list, picture cards, index cards, marker

- ① Write words containing the short vowel sounds *a* and *i*, and some containing long vowel *a* and *i* on index cards, one word per card.
- ② Find two pictures that represent the short *a* sound and short *i* sound to use as a model for sorting (e.g., cat, pig).
- ③ Discuss the two pictures with students and place them on a table. Provide instruction and practice on the two sounds by having students think of other words that contain short *a* and short *i* sounds.
- ④ Pass out word cards to students.
- ⑤ Students take turns reading their word and placing it below one of the pictures. If a word doesn't match the sound of the picture, they put it aside.
- ⑥ When sorting is complete, work with students to check the results.

EXAMPLE:

Short <i>a</i>	Short <i>i</i>	Other
bat	drill	time
man	ship	place
grass	trip	ray
clap	chin	hive
track	switch	white
mask	swim	lane

ADAPTATION: Instead of words, have students sort short vowels using pictures.**EXTENSIONS:**

- Provide students with more than two short vowel spelling patterns to sort. Don't sort by short *e* and short *i* until students are proficient at distinguishing between the two sounds.
- Have students sort words and then label categories independently.
- Students can sort words from previously taught spelling patterns at a workstation.

Vowel Sounds: Long Vowels

Students learn the letters used to represent different long vowel sounds in words.

Guidelines for Instruction

When the sound a vowel makes in a word is the same as the name of the vowel, the sound is referred to as a long vowel sound. Long vowel sounds are represented in a variety of ways by one or more letters in a word. Short vowel sounds are more commonly represented with a single letter and are taught first.

Vowel digraphs, sometimes referred to as vowel teams, contain two adjacent vowels that produce one sound (e.g., /ai/ /ay/ /ee/ /oa/ /aw/ /au/ /ou/ /ue/ /ew/ /igh/ /eigh/) or that produce two different sounds (e.g., /ea/ as in *bread* and *bead*; /ow/ as in *show* and *cow*). Long vowel digraph spelling patterns are included in activities in the long vowel section.

GK-45 Long Vowel SortBlackline Master available
www.tpri.org**Students sort words according to long vowel spelling patterns.****MATERIALS:** Word list, index cards, spelling pattern labels, pocket chart, marker

- 1 On index cards, make word cards for the long vowel pattern of one vowel. Refer to the example for sample words for each pattern.
- 2 Make labels showing the different spelling patterns of the long vowel sound selected.
- 3 Ask students, **Can you think of words that make the long _____ sound?** (Insert the appropriate vowel.)
- 4 When students answer correctly, write the word on an index card and put it to the side of the pocket chart. Allow students to come up with two to three words.
- 5 Explain to students, **Today we're looking at words that say the long _____ sound. However, we spell this sound in different ways.**
- 6 Now place the labels for the spelling patterns at the top of the pocket chart.
- 7 Show the index cards to students, have them say the words and put them under the correct spelling pattern.
- 8 Each time a word is read, it's placed under a pattern and students say which letter or letters make the long vowel sound in the word.
- 9 When all words are sorted, students repeat the various spelling patterns for the long vowel.

EXAMPLE:**Long Vowel Spelling Patterns and Words**

Long a				
a	a_e	ai	eigh	ay
able	make	fail	weight	way
apron	take	trail	eight	may
ankle	base	pain	freight	day
ace	case	rain	sleigh	stay

Long e			
e	ea	ee	y
he	leaf	teeth	funny
she	beat	street	sunny
me	meal	need	lady
we	dream	feed	city

Long i				
i	i_e	igh	ie	y
mild	nice	right	dried	try
wild	twice	night	fried	by
child	hike	bright	cried	fry
hi	ride	sight	tie	spy

Long o				
o	o_e	oa	ow	oe
go	home	boat	snow	toe
so	bone	goat	throw	Joe
no	rose	coast	grow	doe
pro	froze	toast	slow	woe

Long u
u_e
fume
cube
use
mule

GK-46 Short and Long Vowel SortBlackline Master available
www.tpri.org**Students sort words spelled with short and long vowel sounds.****MATERIALS:** Word list, picture cards, index cards, pocket chart, marker

- ① Write words that target a particular vowel (e.g., rip, ripe, sit, site, bit, bite, rid, ride, miss, lid, ring, win, line, drive, sign, mice, light, nice, dirt, skirt) and some that don't on index cards, one word per card. Use words with sounds previously taught.
- ② Find two pictures that represent the long and short vowel sounds of the vowel selected.
- ③ Discuss the two pictures with students and place them in the pocket chart as headers. Create a third column labeled *Other* for words that don't fit either category.
- ④ Pass out word cards to students.
- ⑤ Students take turns reading their words and placing them under the correct header.
- ⑥ Provide corrective feedback as needed.
- ⑦ When all words have been sorted, students read the words again.

Vowel Sounds: Diphthongs*Students learn the sounds and spellings of different diphthongs, which contain two adjacent vowels whose sounds slide together to make one sound (e.g., /oi/ /oy/ /ou/ /ow/).***GK-47 Hunt for Diphthongs****Students search for diphthongs in a familiar text.****MATERIALS:** Short and familiar text, chalkboard/chalk, pencils

- ① Provide copies of text for each student. On the board, write one or two diphthongs (e.g., /oi/ /oy/ /ou/ /ow/).
- ② Tell students they will search the text and circle a word each time they find the diphthong on the board.
- ③ Students circle a word each time they find the diphthong.
- ④ Students go back and read each word circled.
- ⑤ Reread the text to the group, calling attention to the circled words.

EXAMPLE:

/oi/	/oy/	/ou/	/ow/
soil	boy	south	town
boil	toy	scout	frown
voice	joy	pout	howl
spoil	Roy	round	vowel
oil	soy	pound	cow

ADAPTATION: Before students search independently for diphthongs, work as a group to find them in text. Repeat the activity on subsequent days using the same book, with students looking for the same diphthongs.

GK-48 Diphthong MemoryBlackline Master available
www.tpri.org**Students play a Memory-style card game, attempting to match diphthongs with a picture of a word that includes that diphthong.****MATERIALS:** Picture cards, index cards, marker

- ① Write the diphthongs /oi/ /oy/ /ou/ /ow/ on index cards, making two cards for each diphthong.
- ② Print the picture cards provided on the Blackline Master for this activity, which includes two picture cards for each diphthong.
- ③ Arrange the cards face down on a table, diphthong cards on one side and picture cards on the other.
- ④ Students take turns turning over a diphthong card, pronouncing the diphthong, and then turning over a picture card and saying the word depicted. If the student turns over a matching diphthong and picture, it makes a pair and the student keeps the cards.
- ⑤ Play continues with each student taking one turn at a time until all cards are picked up.

GK-49 Writing /oy/ /oi/ and /ou/ /ow/ WordsBlackline Master available
www.tpri.org**Students spell words with diphthongs /oy/ /oi/ /ou/ /ow/ and then sort them for practice.****MATERIALS:** Word list, 8½ x 11" paper, pencils/markers

- ① Fold sheets of 8½ x 11" paper in half from top to bottom. Divide each half into two columns, labeling the top-left column /oy/ and the top-right column /oi/. Give each student a folded sheet.
- ② Explain to students the sound /oy/, as in the word *toy*, can be spelled two ways: with the letters *oy* and the letters *oi*.
- ③ Call out one word at a time from the list of /oy/ words in the example, for a total of about six words. Students write each word on the top half of their paper in the left /oy/ column, underlining *oy*. As needed, help students spell the words correctly.
- ④ Repeat Step 3, with students writing /oi/ words in the right column.
- ⑤ With their papers folded, students prepare to write words again on the bottom half of their paper. Call out the same words to students, randomly choosing between /oy/ and /oi/ words. Students attempt to write each word you say in the correct column.
- ⑥ Students unfold their papers and check whether they spelled words correctly and wrote them under the correct column. If students make

frequent errors, repeat the process, starting with Step 2, using some of the same words mixed with new words.

- ⑦ In a later lesson, repeat Steps 1-6 using /ou/ and /ow/ words.

EXAMPLE:

Diphthong Word List			
/oy/	/oi/	/ou/	/ow/
boy	oink	shout	now
toy	spoil	pout	owl
joy	coil	out	cow
coy	oil	loud	town
enjoy	foil	count	gown
loyal	broil	proud	frown
employer	soil	round	brown
royal	moist	found	howl
annoy	join	ground	plow
destroy	choice	noun	growl

ADAPTATION: Make word cards with /oy/ /oi/ /ou/ /ow/ words. Write one word per card, creating about five words for each vowel diphthong. Give each student or team one set of cards. Students sort the words into sets according to their vowel diphthong pattern and then read the words for each pattern.

Vowel Sounds: r-Controlled Vowels

Vowels followed by an *r* that affect the vowel pronunciation, with the *r* sound dominating.

Graphophonemic Knowledge | Vowel Sounds: r-Controlled Vowels

GK-50 r-Controlled Vowel Word Sort

Students sort r-controlled vowel words into groups of matching letter combinations.

MATERIALS: Word list, vowel chart, scissors, glue sticks/tape, marker

- 1 Make a random list of r-controlled vowel words that can be sorted by the *er ur or ar ir* patterns. Don't include category headings.
- 2 Create a blank r-controlled vowel chart like the one below.

er	ur	or	ar	ir

- 3 Give each student or team a copy of the word list and vowel chart.
- 4 Students read the words on the list, cut them out and glue or tape them in the correct column on the chart.

EXAMPLE:

er	ur	or	ar	ir
her	turn	vapor	starch	fir
perfect	surface	evaporate	chart	stir
energy	burn	work	part	sir
water	churn	corn	dark	whirl
fern	furnish	horn	march	girl
over	nurture	labor	cart	virtue

Graphophonemic Knowledge | Vowel Sounds: r-Controlled Vowels

GK-51 Hunt for r-Controlled Vowels

Students search for r-controlled vowels in a familiar text.

MATERIALS: Short and familiar text, pencils

- 1 Provide copies of text for each student. On the board, write one or two r-controlled vowels.
- 2 Tell students they will search the text and circle a word each time they find the r-controlled vowel on the board.
- 3 Students circle a word each time they find the r-controlled vowel.
- 4 Students go back and read each word circled.
- 5 Reread the text to the group, calling attention to the circled words.

ADAPTATION: Before students search independently for r-controlled words, work as a group to find them in text. Repeat the activity on subsequent days using the same book, with students looking for the same r-controlled vowels.

GK-52 r-Controlled Vowel BingoBlackline Master available
www.tpri.org**Students play bingo using picture cards and r-controlled vowels.****MATERIALS:** Chalkboard/chalk, picture cards, bingo boards, chips/counters, pencils/markers

- 1 Select r-controlled vowel spelling patterns and write them on the chalkboard large enough for students to view.
- 2 Find picture cards with the same r-controlled vowels as those selected. Have multiple pictures for each r-controlled vowel pattern.
- 3 Create blank bingo boards with five columns and four rows, for a total of 20 squares.
- 4 Give each student a blank bingo board and 20 chips.
- 5 Using the patterns on the chalkboard, students fill in the squares on their boards in random order, writing one r-controlled pattern per square, with each pattern written in multiple squares.
- 6 One at a time, turn over a picture card and say the word depicted. Students use a chip to cover a square with the r-controlled vowel pattern that matches the picture.
- 7 The first student to cover an entire row or column wins.
- 8 Students clear their boards and play again as time permits.

Consonant Digraphs

Found in both the initial and final position in words, consonant digraphs contain two or more consecutive letters that represent one sound (e.g., sh th ch tch ck wh ng dge).

GK-53 Hunt for Digraphs**Students search for digraphs in a familiar text.****MATERIALS:** Short and familiar text, chalkboard/chalk, pencils

- 1 Provide copies of text for each student. On the board, write one or two digraphs (e.g., sh th ch ck).
- 2 Tell students they will search the text and circle a word each time they find the digraph on the board.
- 3 Students circle a word each time they find the digraph.
- 4 Students go back and read each word circled.
- 5 Reread the text to the group, calling attention to the circled words.

ADAPTATION: Before students search independently for digraphs, work as a group to find them in text. Repeat the activity on subsequent days using the same book, with students looking for the same digraphs.

GK-54 Digraph Memory**Blackline Master available**
www.tpri.org**Students play a Memory-style card game, attempting to match digraphs with a picture of a word that includes that digraph.****MATERIALS:** Picture cards, index cards, marker

- ① Select digraphs previously taught. Write one digraph per index card and find a picture with the same digraph.
- ② Shuffle and arrange the cards face down on a table, digraph cards on one side and picture cards on the other.
- ③ Students take turns turning over a digraph card, pronouncing the digraph, and then turning over a picture card and saying the word depicted. If the student turns over a matching digraph and picture, it makes a pair and the student keeps the cards.
- ④ Play continues with each student taking one turn at a time until all cards are picked up.

GK-55 Digraph Bingo**Blackline Master available**
www.tpri.org**Students play bingo using picture cards and digraphs.****MATERIALS:** Chalkboard/chalk, picture cards, bingo boards, chips/counters, pencils/markers

- ① Select five to six digraphs and write them on the chalkboard large enough for students to view.
- ② Find picture cards with the same digraph sounds as those selected. Have multiple pictures for each digraph.
- ③ Create blank bingo boards with five columns and four rows, for a total of 20 squares.
- ④ Give each student a blank bingo board and 20 chips.
- ⑤ Using the digraphs on the chalkboard, students fill in the squares on their bingo boards in random order, writing one digraph per square, with each digraph written in multiple squares.
- ⑥ One at a time, turn over a picture card and say the word depicted. Students use a chip to cover a square with the digraph that matches the sound of the picture.
- ⑦ The first student to cover an entire row or column wins.
- ⑧ Students clear their boards and play again as time permits.

GK-56 Digraph Word PuzzlesBlackline Master available
www.tpri.org**Students practice recognizing digraphs and blending digraphs with other letters to make words.****MATERIALS:** Word list, index cards, scissors, envelopes, marker

- 1 Write words containing a digraph previously taught on index cards, one word per card.
- 2 Cut each word card into two pieces between the digraph and the remainder of the word.
- 3 Place eight to 10 pieces in each envelope, making sure both parts of a word are included. Pass out to students.
- 4 Students assemble the digraphs and word parts to make real words.
- 5 After you check their work, students exchange envelopes until they've assembled words from all envelopes.

EXAMPLE:

Digraphs							
ck	ch	tch	wh	ng	dge	sh	th
sick	chance	catch	whale	king	bridge	shack	than
pick	cheese	patch	wheel	bring	fudge	she	that
wreck	chop	ditch	when	sing	lodge	shell	bath
trick	beach	stretch	why	long	pledge	shop	tooth
track	teach	scratch	while	strong	badge	blush	mouth

Common Syllable Types and Multisyllable Words: Syllable Types

Learning about syllable types helps students determine how to pronounce vowel sounds in words and how to decode multisyllable words.

Guidelines for Instruction

Teaching students syllable types helps them learn to sound out multisyllable words and determine the sounds vowels make in words. Syllable types should be taught one at a time. Before moving to a new type, make sure students understand the current type. Initially, students should be taught syllable types using one-syllable words before moving on to multisyllable words. As students learn different syllable types, they can begin comparing and analyzing the syllables in different words.

Activities in this section include a model for teaching a syllable type, and then activities that allow students to apply their knowledge of syllable types to compare and decode a variety of syllables and words.

Syllable Types

Syllable types are often presented in six different categories: Closed, Open, Vowel Digraph/Vowel Diphthong, Final Stable, r-Controlled and Vowel Consonant Silent e (CVCe). Following are definitions of each category.

Closed Syllables: Contain one vowel followed by one or more consonants. The vowel usually has a short sound. The vowel sound is closed in by the consonant.

- ran, sat, sun — One closed syllable; the vowel is short because it's closed in by a consonant.
- pic-nic, rab-bit, nap-kin — First and second syllable are closed; vowels are short because they're closed in by a consonant.

Open Syllables: End in a vowel, which is usually long.

- he, she, we — One open syllable; the vowel is long because it's open at the end of the syllable.
- ba-by, ve-to — First and second syllables are open; vowels are long because they're open at the end of both syllables.
- ho-tel — First syllable is open; the vowel is long because it's open at the end of the syllable. Second syllable is closed; the vowel is short because it's closed in by a consonant.

Vowel Digraph/Vowel Diphthong

Vowel Digraph Syllables: Contain two consecutive vowels that produce one sound (e.g., /ai/ /ay/ /ee/ /oa/ /aw/ /au/ /ou/ /ue/ /ew/ /igh/ /eigh/) or produce two different sounds (e.g., /ea/ as in *bread* and *bead*; /ow/ as in *show* and *cow*).

- pain, say, feed, boat, fawn, caught, fought, few, blue, light, sleigh — One syllable with a vowel digraph.
- rain-bow, boy-hood, oat-meal — Two syllables, each with a vowel digraph.

Vowel Diphthong Syllables: Contain two consecutive vowels whose sounds slide together to make one sound (e.g., /oi/ /oy/ /ou/ /ow/).

- coil, boy, out, how — One syllable with a vowel diphthong.

Final Stable Syllables: Are located in multisyllable words and have a few common patterns. One set of final stable syllable configurations includes the letter *l* and a vowel at the end of the word (e.g., *le al el*). In these words, the vowel and the letter *l* blend together, rather than the vowel having a short or long sound. Other final stable syllable configurations include a blended sound that can be taught by sight (e.g., *tion sion sure ture age tious cious*).

- puz-zle — First syllable is closed; second syllable is a final stable syllable with *le*.
- le-gal — First syllable is open; second syllable is a final stable syllable with *al*.
- la-bel — First syllable is open; second syllable is a final stable syllable with *el*.
- con-trac-tion — First and second syllables are closed; third syllable is a final stable syllable with *tion*.
- con-clu-sion — First syllable is closed; second syllable is open; third syllable is a final stable syllable with *sion*.
- fu-ture — First syllable is open; second syllable is a final stable syllable with *ture*.
- clo-sure — First syllable is open; second syllable is a final stable syllable with *sure*.
- im-age — First syllable is closed; second syllable is a final stable syllable with *age*.
- cau-tious — First syllable has a vowel digraph; second syllable is a final stable syllable with *tious*.
- gra-cious — First syllable is open; second syllable is a final stable syllable with *cious*.

r-Controlled Syllables: Contain one or two vowels followed by an *r*, which influences the way the vowel sounds.

- car, her, fir, for, fur — One r-controlled syllable; vowel sound is controlled by the *r*.
- per-fect — First syllable vowel sound is r-controlled; second syllable is closed.
- cor-ner — First and second syllable vowel sounds are r-controlled.
- pur-ple — First syllable vowel sound is r-controlled; second syllable is a final stable syllable with */e*.
- ef-fort — First syllable is closed; second syllable vowel sound is r-controlled.

Vowel Consonant Silent e Syllables (CVCe pattern): Contain a single vowel followed by a consonant and then the vowel *e*. The *e* is silent and makes the vowel before it long (or in student-friendly language, “It makes the vowel say its name”).

- kite, zone, grime — One syllable with vowel consonant silent *e*.
- be-have — First syllable is open; second syllable is a vowel consonant silent *e*.
- com-plete — First syllable is closed; second syllable is a vowel consonant silent *e*.

Graphophonemic Knowledge | Common Syllable Types and Multisyllable Words: Syllable Types

GK-57 Model for Teaching a New Syllable Type

Blackline Master available
www.tpri.org 

A model for introducing and teaching a new syllable type to students.

MATERIALS: Word list, syllable type description, chalkboard/chalk, texts, paper, pencils

- ① Tell students which syllable type you’re teaching and provide a short description of it.
- ② Write two to three sample words representative of the type on the board. Explain the characteristics of each word that make it fit the syllable type. Underline the part of the word that best shows the syllable type.
- ③ Write and read additional words that demonstrate the syllable type. When possible, always start with single-syllable words. Ask students to explain why each word fits the syllable type and to come forward to underline the part of the word that shows which syllable type it is.
- ④ In a subsequent lesson, write and then read a list of single-syllable words, some of which include the syllable type being taught. Have students identify words that include the targeted syllable type and explain the reasons for their answers.
- ⑤ Repeat Steps 1-4 as necessary. Once students begin to master the syllable type, introduce multisyllable words that include only the new syllable type OR that include the new syllable type and syllable types previously taught.
- ⑥ In a later lesson, provide students with lists of words and/or short paragraphs of connected text. Students independently identify words that fit the syllable type, underlining the part of the word that indicates the syllable type.
- ⑦ In another lesson, ask students to search books and environmental print for examples of words that include the targeted syllable pattern. Students write the words they find and mark the separate syllables in any multisyllable words.
- ⑧ Students share and discuss words they find for the syllable pattern.

GK-58 Contrasting Open and Closed Syllables**Blackline Master available**
www.tpri.org**Students use plastic letters to build open and closed syllables.****MATERIALS:** Word list, plastic/magnetic letters

- ① Provide students with letters.
- ② Call out words from a closed vowel syllable list and have students build each word with their letters. Tell them all of the words contain a vowel closed in by a consonant, so the vowel sounds short.
- ③ Have students remove the consonant after the vowel and say the word. The syllable is now open and the vowel has a long sound. This exercise shows students that when the vowel is closed in by a consonant, the vowel is usually short. When the vowel doesn't have a consonant after it, it's open and usually long.
- ④ Explain this is a strategy for attempting to pronounce words, but it won't work for every word.

EXAMPLE:	
met -> me	
sod -> so	
hit -> hi	
got -> go	
bet -> be	
hem -> he	
at -> a	
not -> no	
bed -> be	
in -> i	

VARIATION: This activity can be done with students writing words on whiteboards or paper.**GK-59 Changing Closed Syllables to CVCe Syllables****Blackline Master available**
www.tpri.org**Students use plastic letters to change words from closed syllable to CVCe.****MATERIALS:** Word list, plastic/magnetic letters

- ① Provide students with letters.
- ② Call out words from a closed vowel syllable list and have students build each word with their letters. Tell them all of the words contain a vowel closed in by a consonant, so the vowel sounds short.
- ③ Have students add an e to the end of each word.
- ④ As students read the new word, explain that adding an e to the end of the word causes the vowel preceding it to make its long sound.

EXAMPLE:	
cap -> cape	
tap -> tape	
rid -> ride	
mad -> made	
rat -> rate	
hat -> hate	
pin -> pine	
hop -> hope	
can -> cane	
hid -> hide	

VARIATION: This activity can be done with students writing words on whiteboards or paper.

GK-60 Marking Vowels in Syllables

A model for teaching students how to identify syllables in words.

MATERIALS: Chalkboard/chalk

- 1 Write the following words on the board: happy, stop, doghouse, regardless, stick, photograph, school, nature, cycle.
- 2 Remind students that each syllable in a word must include a vowel sound.
- 3 Put a dot under each vowel in the words on the board.
- 4 Say each word aloud with students and ask them to identify the number of syllables, reminding them that each syllable contains one vowel sound. (Later, you'll need to remind students that sometimes two vowels are used to make one sound.)
- 5 Write the following words on the board: sunset, sandwich, burger, bathtub, intimidate.
- 6 Students come to the board, place dots under each vowel in one of the words and determine how many syllables are in the word.
- 7 As a group or individually, have students read each word syllable by syllable. To do this, cover the word and then uncover one syllable at a time as students sound out the syllable. After sounding out syllables individually, have them read the entire word.
- 8 Repeat Step 7 with the remaining words. During later lessons, choose words like those in the example.

EXAMPLE:

shadow	perfect	explain	December
magic	program	untie	fortunate
server	holiday	winter	pencil
waist	person	shampoo	important
rapid	barber	prevent	conversation

GK-61 Syllable Type Match

Blackline Master available  www.tpri.org

Students identify the syllable type(s) included in different words.

MATERIALS: Chart with syllable types, index cards, marker

- 1 Choose two to four different syllable types to teach. On index cards, create word cards by writing words that include these syllable types. Write the syllable type(s) in the word on the back of the card. One-syllable words can be used with students in any instructional group. For more advanced students, you can include two- or three-syllable words. With two- or three-syllable words, be sure to select words in which each syllable is a different type and a type you're targeting.
- 2 Create sets of syllable type cards by writing the name of each syllable type you're teaching, one per index card. Give each student or team a set of syllable type cards.
- 3 Before beginning, review the selected syllable types using charts from previous lessons.
- 4 Place the word cards in a stack.
- 5 Students pick up one word card at a time and place it on a table in front of them. They identify the syllable type(s) in the word and place the appropriate syllable type card below the word card. Students then read the word, turn over the word card and check their answers.
- 6 If correct, the student keeps the word card. If incorrect, the card is returned to the bottom of the stack. Students continue with the remaining cards.

GK-62 Syllable Type Word Sort

Blackline Master available
www.tpri.org 

Students sort words and place them under the appropriate syllable type.

MATERIALS: Word list, chart paper, small index cards, marker

① Make a three-column sorting chart labeled with three different syllable types and their definitions (see Syllable Types, pages 79-81). Add additional types as you teach them.

② On index cards, write words that fit the syllable types on your chart and hand out the cards to students.

EXAMPLE:

Syllable Types

Closed	Open	Vowel Digraph/ Diphthong	Final Stable
hit	he	paint	table
rat	hi	boy	simple
perfect	so	fight	fraction
bad	she	loud	cradle
sun	go	down	vision

r-Controlled	Vowel Consonant Silent e
flower sailor far	gate line wide

Common Syllable Types and Multisyllable Words: Multisyllable Words

A combination of strategies to decode words with more than one syllable. The strategies are often referred to as structural analysis and chunking.

Guidelines for Instruction

The more students read and write, the more likely they are to see the same letter sequences in words. Repeatedly reading and writing the same letter sequences encourages students to form mental images of these sequences or patterns. Over time, students can fuse recurring patterns together and treat them as intact chunks. As a result, students are able to pronounce multisyllabic words without decoding the individual letter-sound association.

Chunking is a more streamlined word identification strategy than associating sounds with letters that routinely appear next to one another in words. Chunks can be either non-meaningful groups of letters that contribute to pronunciation alone, or meaningful groups of letters that contribute to both the pronunciation and meaning of a word.

Graphophonemic Knowledge | Common Syllable Types and Multisyllable Words: Multisyllable Words

Blackline Master available
www.tpri.org 

GK-63 How Many Syllables?

Students sort one- to four-syllable words into groups.

MATERIALS: Word list, chart paper, small index cards, marker

- 1 Make a four-column sorting chart labeled One Syllable, Two Syllables, Three Syllables and Four Syllables for yourself and each student or team.
- 2 On index cards, write one- to four-syllable words, one word per card.
- 3 Remind students that each syllable has a vowel sound.
- 4 Model breaking several multisyllable words into syllables by marking the vowels, saying the word and placing it under the correct label on the sorting chart.
- 5 Pass out word cards and sorting charts to students, allowing them to sort independently or in teams.

EXAMPLE:

One Syllable	Two Syllables	Three Syllables	Four Syllables
stick	contain	convention	fascination
drop	hero	unfasten	impractical
thing	lumber	suddenly	understanding
bath	sister	probably	elevation
bird	dinner	enclosure	interesting
dog	kitten	predator	dependable
pouch	basket	banana	exhibition

GK-64 Multisyllable Match**Blackline Master available** www.tpri.org **Students blend syllables into words.****MATERIALS:** Word list, sentence strips, scissors, marker

- ① Write one multisyllable word on each sentence strip.
- ② Cut the word into syllable parts. On each syllable part, write the same symbol or number.
- ③ Repeat these steps for each word selected, using a different symbol or number for each word.
- ④ Mix up the syllables and pass them out to students.
- ⑤ Students match their syllables by symbol or number to form a word.
- ⑥ Students read the words they match.

GK-65 Word Chunk Scramble**Students combine chunks of words to make real and made-up words.****MATERIALS:** Word list, small colored index cards, scissors, marker

- ① Write each chunk of the selected words on a different colored index card (e.g., use green cards for the first chunk, blue cards for the second chunk, red cards for the third chunk, etc.). For sample word lists, refer to the examples. The lists are divided into order of difficulty, so choose words appropriate for students in your group.
- ② Cut each word apart into separate chunks. Be sure to cut the index card pieces into the same size, regardless of what word is on the card.
- ③ Give each student a set of cards with words containing the same number of chunks. More advanced students can be given additional words or words with more chunks.
- ④ Tell students the sequence of colors for the chunks in their words (e.g., **The first chunk is green, the second chunk is blue**, etc.).
- ⑤ Students combine the chunks in a variety of ways to make real or made-up words, and then pronounce both the real and nonsense words.

Easy List					
Chunks		Words	Chunks		Words
fun	ny	funny	pup	py	puppy
pen	cle	penny	hap	pet	puppet
cir	cus	circle	mo	pen	happy
par	lor	circus	gig	tor	happen
for	ty	parlor	wig	tion	motor
	give	party		gle	motion
		forty			giggle
		forgive			wiggle
bar	ber	barber	bot	tle	bottle
pil	ter	barter	lit	tom	bottom
be	low	pillow	stu	dent	little
fol	ware	beware	in	der	student
shal	long	belong	cat		indent
		below	or		cattle
		follow			order
		shallow			

(continued next page)

Word Chunk Scramble (continued)

Medium List							
Chunks			Words	Chunks			Words
fam	i	ly	family	pic	nic	ful	picnic
sud	den	er	suddenly	pow	ture	tor	picture
an	oth	mal	sudden	vis	der	ble	powder
help	ful		another	nev	er		power
hid			animal		i		powerful
			helpful				visitor
			helpfully				visible
			hidden				never

com	fort	tion	comfort	in	i	tial	initial
rot	mo	dance	commotion	yes	dent	day	indent
at	ten		rotten	hol	struct		instruct
pur	tack		attack	ro	ter		yesterday
	sue		attention		low		holiday
	chase		attendance		bust		hollow
			pursue				robust
			purchase				

More Difficult List							
Chunks			Words	Chunks			Words
de	mol	ish	demolish	au	then	tic	authentic
pro	form	tive	deform	ca	di	ble	audible
re	ceive		deceive	gi	tumn	tion	audition
	tec		detective	tra	pa		autumn
	verse		protective		ter		capable
			reform		gan		cater
			reverse				gigantic
			receive				tradition

pro	cras	tin	ate	procrastinate	en	cour	age	encourage
re	duce	vi		produce	dis	rage	pear	enrage
ab	bre	ble		reduce	sur	ap		discourage
pos	ture	vate		abbreviate	com	prise		disappear
cul	si			posture		vive		surprise
	ti			possible		press		survive
				culture				comprise
				cultivate				compress

Graphophonemic Knowledge | Common Syllable Types and Multisyllable Words: Multisyllable Words

GK-66 Discover and Divide Multisyllable Words

Before reading, students find multisyllable words in text, divide them into chunks and blend them.

MATERIALS: High-interest reading material (magazines, newspaper articles, familiar texts), index cards, pencils

- ① Before reading, students scan a text passage to find multisyllable words.
- ② Students write each unknown multisyllable word on an index card.
- ③ Using slashes, students divide the word into chunks and read each chunk. Finally, they blend the chunks together to read the word.
- ④ Discuss with students the meaning of each multisyllable word.
- ⑤ Students read the selected text.

Graphophonemic Knowledge | Common Syllable Types and Multisyllable Words: Multisyllable Words

GK-67 Spelling Syllable by Syllable

Students spell words that are said in syllables.

MATERIALS: Word list, paper, pencils

- ① Call out words syllable by syllable.
- ② Students write the syllables on paper.
- ③ Check to see if the syllables are spelled correctly.
- ④ Students take turns blending the syllables and saying the words.

EXTENSION: Call out entire words instead of saying them syllable by syllable. Students spell the words and mark the syllable divisions with a slash.

Consonant Doubling and Inflectional Endings:

Consonant Doubling

The consonant doubling spelling rule states that when a one-syllable word with one vowel ends in a consonant, the final consonant is doubled before adding a suffix beginning with a vowel.

Graphophonemic Knowledge | Consonant Doubling and Inflectional Endings: Consonant Doubling

GK-68 Adding Endings: **-ed, -ing, -ful and -less**

Blackline Master available  www.tpri.org

Students spell words where the consonant is doubled.

MATERIALS: Word list, chart paper, paper, pencils/markers

1 Make a list of words to spell and a chart with the rule:

If a one-syllable word ends in a consonant, the consonant is doubled when adding an inflectional ending (e.g., -ed, -ing). The consonant is not doubled if the suffix begins with a consonant (e.g., -ful, -less).

2 Teach and review the rule.

3 Provide examples of words that fit the rule and allow students to practice.

4 Call out words as students spell them.

5 Students practice writing words following the rule. Encourage them to reflect on the rule before spelling a word.

6 Provide corrective feedback as students work.

EXAMPLE:

Adding -ed		Adding -ing		Adding -ful		Adding -less	
hug	hugged	hug	hugging	rest	restful	rest	restless
stop	stopped	stop	stopping	cheer	cheerful	cheer	cheerless
trim	trimmed	trim	trimming	care	careful	care	careless
pop	popped	pop	popping	pain	painful	pain	painless
tap	tapped	tap	tapping	truth	truthful	truth	truthless
pin	pinned	pin	pinning	help	helpful	help	helpless
hop	hopped	hop	hopping	joy	joyful	joy	joyless

Non-Examples

play	played	playing
walk	walked	walking
rest	rested	resting

Consonant Doubling and Inflectional Endings: Inflectional Endings

Inflectional endings are suffixes added to a word to change the form of a word, but not its basic meaning. Inflections include past tense, adding -ing and -ly, and comparatives -er and -est.

GK-69 Making Singular Nouns Plural

Students read words with the inflectional endings -s and -es.

MATERIALS: Word list, chart paper, small index cards, pencils/markers

- 1 Make a two-column sorting chart labeled -s and -es. On index cards, write singular noun words, one to a card.
- 2 Review the rule for making singular nouns plural: For most singular nouns, add -s to form the plural. When a singular noun ends in s ss ch sh x z, add -es to form the plural.
- 3 Pass out the singular noun word cards so each student has a handful to sort.
- 4 Students read a word, make it plural and place it under the correct label on the sorting chart. If the answer is incorrect, ask the student to repeat the rule for adding -s or -es.

5 When sorting is complete, students read the word again.

EXAMPLE: Singular Nouns			
Adding -s	Adding -es		
cap	cow	mix	pass
hill	park	dress	crash
bump	axe	box	bus
bun	chick	glass	dish
cliff	farm	brush	church
friend	coat	kiss	tax
tune	laugh	dish	lunch

EXAMPLE:		Singular Nouns	
Adding -s		Adding -es	
cap	cow	mix	pass
hill	park	dress	crash
bump	axe	box	bus
bun	chick	glass	dish
cliff	farm	brush	church
friend	coat	kiss	tax
tune	laugh	dish	lunch

EXTENSION: When students have mastered creating plurals using the rule above, introduce these additional rules for creating plurals.

Rule: Make a singular noun ending with a consonant and o plural by adding -es.
tomato -> tomatoes
potato -> potatoes
hero -> heroes
tornado -> tornadoes

Rule: Make a singular noun ending in a vowel and o plural by adding -s.
radio -> radios
studio -> studios

Rule: Make a singular noun ending in *f* or *fe* plural by changing the *f* to *v* and adding *-es* or *-s*.
knife -> knives
calf -> calves

GK-70 Making Words Ending in y PluralBlackline Master available
www.tpri.org**Students spell words by changing y to i before adding an ending.****MATERIALS:** Word list, chart paper, small index cards, pencils/markers

- ① Write words ending in y on index cards, one word to a card.
- ② Make a chart with the rule: If a root word ends in a consonant-y pattern, change the y to i before adding the suffix (e.g., story -> stories).
- ③ Review the rule with students and practice with a few words.
- ④ Pass out the words ending in y cards and blank index cards.
- ⑤ Students read the word and then write the plural form on the blank index card.

- ⑥ Provide corrective feedback as students work.

EXAMPLE:

y to i Plural Words		
bunny	baby	family
puppy	jury	cherry
pony	party	city
story	penny	candy

GK-71 Write the Plural**Students build word recognition fluency by writing plural words.****MATERIALS:** Word list, index cards, marker boards/markers, erasers, chips/counters

- ① Create a stack of index cards with plural words, one to a card. Provide each student with a marker board, marker and eraser.
- ② Read a plural word from a card.
- ③ After reading the word, say **Go**. Students pick up their markers and write the word as quickly as they can.

- ④ After a few seconds, say **Stop**. Students put down their markers. Show the card so students can check their work.
- ⑤ Students show their boards. If they wrote the word correctly, they receive a chip.
- ⑥ Students erase their boards. Repeat Steps 2-5 with a new word.

GK-72 Plurals SortBlackline Master available
www.tpri.org**Students circle plural words when they locate them in a familiar text.****MATERIALS:** Short and familiar text, paper, pencils

- ① Make a three-column sorting chart labeled -s, -es and y to i.
- ② Hand out copies of the text and sorting chart to each student.
- ③ Tell students they will circle plural words they find in the text.

- ④ Students circle plural words each time they appear.
- ⑤ Students study each circled word, decide under which label it belongs and then write it on their sorting chart.
- ⑥ The group shares, compares and discusses their sorting results.

GK-73 Making Words Past TenseBlackline Master available
www.tpri.org**Students read words and distinguish between the three sounds for -ed.****MATERIALS:** Chalkboard/chalk, index cards, markers

① Write *d*, *t* and *ed* on three separate index cards and give a set to each student.

② On the board, write -ed. Teach the three sounds -ed can make by saying the following words aloud, with students listening to and discussing the sound at the end of each word:

**played /d/ piled /d/ fished /t/
walked /t/ added /ed/ wanted /ed/**

③ Teach students that sometimes -ed at the end of a word adds a syllable (e.g., as in *wanted* or *needed*) and sometimes it doesn't (e.g., as in *played* or *walked*).

④ Using the example, say the words without students seeing them. Jump from sound to sound to vary what students hear (e.g., begin with a /d/ word, then a /t/ word and then an /ed/ word).

⑤ Students signal the ending sound by holding up an index card. If incorrect, they listen to the word again.

⑥ Continue practicing the sounds of -ed at the end of words until students can determine all three sounds when they hear them.

EXAMPLE:

/d/	/t/	/ed/
played	fished	added
piled	walked	wanted
cleaned	wished	needed
fried	helped	landed
raised	liked	waded

EXTENSION: Dictate simple past tense sentences for students to write, concentrating on the sounds and spellings of the past tense verbs.

GK-74 Hunt for Past Tense**Students search for past tense words in a familiar text.****MATERIALS:** Short and familiar text, pencils

① Provide copies of text for each student.

② Explain they will search the text and circle words written in past tense.

③ Students circle past tense words each time they appear.

④ Students go back and read each word circled.

⑤ Reread the story to the group, calling attention to the circled words.

ADAPTATION: Before students search independently for past tense words, work as a group to find them in text. Repeat the activity on subsequent days using the same book, with students again looking for past tense words.

EXTENSION: Make three columns on the board labeled /d/ /t/ /ed/. Students write words they find under the correct column.

GK-75 Writing Past Tense Words

Students build word recognition fluency by writing past tense words.

MATERIALS: Word list, index cards, marker boards/markers, erasers, chips/counters

- 1 Create a stack of index cards with past tense words, one to a card. Provide each student with a marker board, marker and eraser.
- 2 Read a past tense word from a card.
- 3 After reading the word, say **Go**. Students pick up their markers and write the word as quickly as they can.
- 4 After a few seconds, say **Stop**. Students put down their markers. Show the card so students can check their work.
- 5 Students show their boards. If they wrote the word correctly, they receive a chip.
- 6 Students erase their boards. Repeat Steps 2-5 with a new word.

GK-76 Drop Final e When Adding -ing or -ly

Blackline Master available  www.tpri.org

Students spell words that allow them to apply the dropping the final e rule.

MATERIALS: Word list, paper, pencils/markers

- 1 Make a list of words to spell and a chart with the rule:
The e is dropped from a root word when a suffix that begins with a vowel is added (e.g., raking, shaking, baking). The e remains in the spelling of the word when the suffix begins with a consonant (e.g., widely, nicely).
- 2 Teach and review the rule.
- 3 Provide examples of words that fit the rule and allow students to practice.
- 4 Call out words as students spell them.
- 5 Students practice writing words following the rule. Encourage them to reflect on the rule before spelling a word.
- 6 Provide corrective feedback as students work.

EXAMPLE:

lose -> losing	care -> caring
give -> giving	rope -> roping
hide -> hiding	wide -> widely
shine -> shining	polite -> politely
bathe -> bathing	nice -> nicely
smoke -> smoking	like -> likely

EXTENSION: Students practice writing words on whiteboards in workstations. Provide a key for students to check their work independently.

GK-77 Adding -er and -est to Words

Students apply rules for spelling words with comparatives.

MATERIALS: Word list, paper, pencils

- 1 Discuss with students why -er or -est is added to a word to make a comparison between people or things. As examples, use *fast*, *faster* and *fastest*.
- 2 Provide additional opportunities for students to use -er and -est to describe people or things. As examples, use *slow*, *large* and *small*.
- 3 Allow students to practice adding -er or -est to words in sentences. See example for comparative words.

(continued next page)

Adding -er and -est to Words (continued)

EXAMPLE:	hot	cold	cool	warm	fun	huge
	long	short	tall	wide	thin	quick
	smooth	rough	strong	weak	smart	strange

Morphemes: Prefixes and Suffixes

Morphemes are the smallest unit of meaning in language. Prefixes are morphemes added to the beginning of a word. Suffixes are morphemes added to the end of a word.

GK-78 Building Words Using Prefixes

Students use prefixes with different root words to build real and nonsense words.

MATERIALS: Word list, colored index cards, marker

- 1 Teach the definition:
Prefixes are small but meaningful groups of letters added to the front of a base or root word adding to the meaning of the word.
- 2 Write commonly used prefixes and root words on colored index cards, one prefix or root

per card. Use one color for prefixes and another color for root words.

- 3 Distribute a set of cards to each student or team.
- 4 Students rearrange the cards to build and then pronounce both real and nonsense words.

EXAMPLE: For additional prefixes, see VOC-25, page 132.

Common Prefixes		
Prefix	Meaning	Examples
dis	not, apart, from	dishonest, discover, disagree
en, em	cause to	enjoy, enable, employ, embarrass
in, im	not	indirect, incomplete, impossible
mis	wrongly	misbehave, miscopy, mistake
non	not, opposite of	nonfiction, nonstop, nonviolent
over	too much, above	overjoyed, overcook, overgrown
pre	before	prepaid, prebake, predawn
re	back, again	return, redo, revisit, rewind
sub	under, lower	submarine, subzero, subhuman
un	not	unhappy, unhealthy, unwise

GK-79 Hunt for Prefixes**Students search for prefixes in a familiar text.****MATERIALS:** Short and familiar text, chalkboard/chalk, pencils

- ① Provide copies of text for each student.
- ② Write the prefixes you want students to hunt for on the board.
- ③ Tell students they will search the text and circle words with those prefixes each time they appear.
- ④ Students circle a word each time they find a prefix.
- ⑤ Students go back and read each circled word.
- ⑥ Reread the text to the group, calling attention to the circled words and explaining how the prefix modifies the meaning of the root word.

ADAPTATION: Before students search independently for prefixes, work as a group to find them in text. Repeat the activity on subsequent days using the same book, with students again looking for prefixes.

GK-80 Building Words Using Suffixes**Students use suffixes with different root words to build real and nonsense words.****MATERIALS:** Word list, colored index cards, marker

- ① Teach the definition:
Suffixes are letter groups added to the end of a base or root word. They often tell the part of speech and sometimes add meaning.
- ② Write commonly used suffixes and root words on colored index cards, one suffix or root per
- ③ Distribute a set of cards to each student or team.
- ④ Students rearrange the cards to build and then pronounce both real and nonsense words.

EXAMPLE: For additional suffixes, see VOC-25, pages 132-133.

Common Suffixes

The most frequently occurring suffixes in printed school English are inflectional endings, such as the noun endings -s and -es; verb endings -ed, -ing and -en; and adjective endings -er and -est.

Suffix	Meaning	Examples
ed	past tense	wanted, practiced, sneezed, baked, jumped
en	cause to be, made of	darken, strengthen, thicken, wooden, golden
er	more	lighter, smarter, quicker, meaner, greater
er, or	one who	teacher, painter, conductor, instructor
est	most	smartest, closest, quickest, biggest, loudest
ful	full of	joyful, fearful, careful, helpful, bashful
ible, able	is, can be	edible, incredible, likeable, comfortable
ing	form of a verb	laying, laughing, reading, talking, skipping
ly	characteristic of	friendly, slowly, badly, mostly, exactly
s, es	more than one, plural	boys, dogs, pencils, lunches, porches
tion, sion, ion	process	action, fascination, caution, tension, companion

GK-81 Hunt for Suffixes**Students search for suffixes in a familiar text.****MATERIALS:** Short and familiar text, pencils

- ① Provide copies of text for each student.
- ② Write the suffixes you want students to hunt for on the board.
- ③ Tell students they will search the text and circle words with those suffixes each time they appear.
- ④ Students circle a word each time they find a suffix.
- ⑤ Students go back and read each circled word.
- ⑥ Reread the text to the group, calling attention to the circled words and explaining how the suffix modifies the meaning of the root word.

ADAPTATION: Before students search independently for suffixes, work as a group to find them in text. Repeat the activity on subsequent days using the same book, with students again looking for suffixes.

Morphemes: Compound Words

Compound words are formed by combining two separate words into one word that creates a different meaning.

GK-82 Compound Word Sort

Blackline Master available  www.tpri.org

Students learn about and sort compound words.**MATERIALS:** Word list, index cards, marker

- ① Select compound words that share some similar parts (e.g., anyone, anywhere, anyhow, someone, somewhere, something) and write them on index cards, one word per card.
- ② Introduce or reintroduce the concept of compound words: Two different single words are combined to form one new word.
- ③ Provide multiple examples using simple words from everyday vocabulary (e.g., nightlight, bedroom, cookbook).
- ④ Working independently or in teams, students sort the word cards. Students should perform an "open sort," meaning they create their own criteria for sorting.

GK-83 Compound Word RaceBlackline Master available
www.tpri.org**Students create different compound words using separate lists of word parts.****MATERIALS:** Word lists, timer/clock, paper, pencils

① Create several two-column lists of words that make compound words. Having several different lists allows students to play more than once.

② Using the timer, allow students 1 minute to write as many real compound words as they can from the lists. For each word they write, students must use a word from List 1 as the first part of the word and a word from List 2 as the second part.

③ Students play each other in pairs to see who can write the most real words.

EXAMPLE:

List 1	List 2	Compound Words
foot	how	football
air	shine	airplane
no	day	nobody
night	one	nighttime
base	foot	baseball
any	light	anyone
sun	body	anybody
day	side	sunshine
some	ball	sunlight
bare	plane	daylight
out	time	daytime
	where	somehow
		somebody
		somewhere
		barefoot
		outshine
		outside

GK-84 Hunt for Compound Words**Students search for compound words in a familiar text.****MATERIALS:** Short and familiar text, pencils

① Provide copies of text for each student.

② Tell students they will search the text and circle any compound word.

③ Students circle compound words each time they appear.

④ Students go back and reread each circled word.

⑤ Reread the text with the group, calling attention to the circled words and reviewing their meanings.

ADAPTATION: Before students search independently for compound words, work as a group to find them in text. Repeat the activity on subsequent days using the same book, with students again looking for compound words.

GK-85 Writing Compound Words**Students build word recognition fluency by writing compound words.****MATERIALS:** Word list, index cards, marker boards/markers, erasers, chips/counters

- ① Create a stack of index cards with compound words, one to a card. Provide each student with a marker board, marker and eraser.
- ② Read a compound word from a card.
- ③ After reading the word, say **Go**. Students pick up their markers and write the word as quickly as they can.
- ④ After a few seconds, say **Stop**. Students put down their markers. Show the card so students can check their work.
- ⑤ Students show their boards. If they wrote the word correctly, they receive a chip. To be correct, the compound word must be written as one word with no space between word parts.
- ⑥ Students erase their boards. Repeat Steps 2-5 with a new word.

Contractions, High-Frequency Words and Homonyms: Contractions*Contractions are words formed by joining two words and replacing some of the letters in the second word with an apostrophe (e.g., I will -> I'll; you are -> you're).***GK-86 Contraction Chart****Blackline Master available**  www.tpri.org**Students write contractions under the correct heading.****MATERIALS:** Contractions list, paper, pencils/markers

- ① Make a five-column chart labeled *Will*, *Are*, *Is/Has*, *Have* and *Not* and provide a copy to each student.
- ② Call out a contraction (e.g., we'll, they're, you're, who's, it's).
- ③ Students write the contraction under the correct heading. For example, the contraction *you're* should be written under the *Are* heading; the contraction *we've* under the *Have* heading.
- ④ When the charts are complete, students share what they've written under each column. Confirm that words are listed under the correct column.
- ⑤ Students make corrections as needed.

EXTENSION: After completing the activity in class, turn it into a workstation. Write the five headings on colored index cards and contractions on white index cards. Put all the cards together in an envelope. Students lay out the headings and place each contraction word below the appropriate heading. Students can then write a sentence using each contraction.

GK-87 Proofing Contractions**Blackline Master available** www.tpri.org **Students correct the use of contractions in a letter.****MATERIALS:** Letter, chalkboard/chalk, pencils/markers

- ① Write a letter that includes misspelled contractions on the board and provide copies for each student.
- ② Students read the letter, circling and correcting any spelling errors they find.
- ③ Review answers as a group, making corrections to the letter on the board.

EXAMPLE:

Nine words are misspelled in the letter: won't, we're, we're, you're, isn't, you'll, it's, I'll, your.

Dear Keisha,

You wonn't believe where wer'e going this weekend.
My mom says w'e're going to the beach and your invited! Isn't that exciting news? I hope you'l be able to come with us. Its going to be so fun!

Will you please come? I hope so. I'll keep my fingers crossed that you're mom says you can come.

Love,

Sharon

GK-88 Contraction Memory**Blackline Master available** www.tpri.org **Students play a Memory-style card game, attempting to find two words that combine to form a contraction.****MATERIALS:** Contractions and word lists, index cards, marker

- ① Write contractions on index cards, one per card. On separate cards, write pairs of words that comprise each of those contractions, one word per card.
- ② Shuffle and arrange the word cards face down on a table. Put the contraction cards in a stack for students to draw from.
- ③ Students take turns drawing and turning over a contraction card, and then turning over two word cards. If the overturned cards form the contraction, the student says the two words and the contraction, and picks up all three cards. If there's no match, the player returns the contraction card to the bottom of the stack and turns the word cards face down.
- ④ Play continues with each student taking one turn at a time until all contractions are matched with the correct word pair.

EXTENSION: Students make their own contractions cards for a Memory game and play with a partner.

Contractions, High-Frequency Words and Homonyms: High-Frequency Words

Words that occur frequently in print and have unpredictable sound-spelling patterns.

Guidelines for Instruction

High-frequency words are sometimes referred to as “sight” or “irregular words,” because they’re read as visual wholes instead of letter-sound correspondence. Many high-frequency words in English convey little meaning (e.g., of), but are necessary for fluent reading. High-frequency words with unpredictable spellings should be introduced holistically. One source for these words is the Dolch List.

The following activities are not intended for use solely with words that meet the high-frequency word definition. Each can be used for teaching and studying various words and spelling patterns.

Teaching High-Frequency Words

Practicing the spelling of high-frequency words will reinforce students’ recognition of the words, the letter patterns within the words and their recall of the sounds.

- Select and teach words that appear frequently in grade-appropriate literature and informational text.
- Separate the introduction of similar high-frequency words (e.g., was, saw; were, where; them, they, there). Allow several weeks to pass between the time students master one word and the time they’re introduced to a similar, potentially confusing new word.
- Introduce related irregular words together or one after the other (e.g., walk, talk, chalk; give, live; would, could, should; other, mother, brother).

Graphophonemic Knowledge | Contractions, High-Frequency Words and Homonyms: High-Frequency Words

GK-89 What Word Am I?

Blackline Master available
www.tpri.org 

Students guess which high-frequency word is taped to their backs.

MATERIALS: Word list, index cards, tape, marker

- ① Make two identical sets of high-frequency word cards, one word per card.
- ② Divide students into two teams. Using one set of word cards, tape a different word on the back of each student.
- ③ Spread out the other set of word cards on a table.
- ④ The object of the game is to see which team can be first to guess all the words taped on their backs, without looking at their own card. Teams take turns having a student pick up a word card

from the table and ask, “Am I _____?” The student fills in the blank with the word they picked up, then turns around so other team members can see the word taped to the student’s back.

- ⑤ If the student picks up a card that matches the card on their back, the team keeps the card. If the word doesn’t match, the card goes back on the table and another student takes a turn.
- ⑥ The game ends when one group guesses all their own words.

GK-90 High-Frequency Word Team Race**Blackline Master available**  www.tpri.org**Student teams compete to read high-frequency word cards.****MATERIALS:** Word list, index cards, marker

- ① Write a set of basic high-frequency words on index cards and stack them on a table.
- ② Divide students into teams, with each team lined up front to back.
- ③ Alternating turns between teams, the student at the front of the line draws a card from the stack and attempts to pronounce the word. If the student misses, the student at the front of the

opposing team's line gets a chance to pronounce the word and then take their regular turn. Whenever a team reads a word correctly, they keep the card.

- ④ After taking a turn, students move to the back of the line.
- ⑤ Play continues until all cards have been read correctly.

VARIATION: The game can be played as a speed-reading challenge with students competing to see who can read a word fastest. In this version, the teacher turns over a card for the two students at the front of the line. The first student to read the word aloud correctly gets the card and then both players move to the back of the line.

GK-91 Around the World**Blackline Master available**  www.tpri.org**Students play a game where they practice reading high-frequency words automatically.****MATERIALS:** Word list, index cards, marker

- ① Write previously learned high-frequency words on index cards.
- ② Quickly go to each student and show a word card. When a student immediately and correctly

reads the word, they keep the card. If a student is slow to respond, move on to another student.

- ③ Play continues until all cards have been read correctly.

ADAPTATION: To make the game easier, allow each student as long as it takes to read the word.

EXTENSION: To make the game more challenging, progressively allow less and less time for students to read the words. Start at 4 seconds and work your way down to a fraction of a second.

GK-92 Word Ping Pong**Blackline Master available**
www.tpri.org**Students compete to read the most words in sets of high-frequency word cards.****MATERIALS:** *Word list, index cards, paper, pencils/markers*

- ① Create five different sets of high-frequency word cards, 10 cards in each set, one word per card.
- ② Students work in pairs with one student acting as reader and the other as scorekeeper.
- ③ The reader shuffles the cards in the first set and places them face down in a pile. The reader then draws a card from the top of the pile, turns it face up and reads it.
- ④ If the reader reads the word correctly, the scorekeeper makes one mark on a piece of paper used as a scoring sheet.
- ⑤ The process continues with the remaining nine cards. The number correct for the first set is the reader's score for the first match.
- ⑥ Students switch roles, with the scorekeeper reading the words in the first set.
- ⑦ Students continue the process through all the sets, trying to receive as high a score as possible.

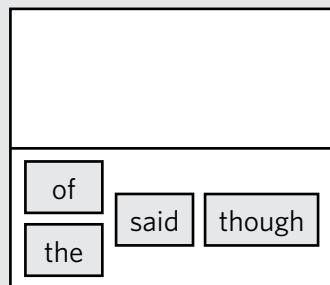
GK-93 High-Frequency Word Bingo**Blackline Master available**
www.tpri.org**Students play bingo to practice reading high-frequency words.****MATERIALS:** *Word list, chalkboard/chalk, index cards, bingo boards, chips/counters, pencils/markers*

- ① Select 20 different high-frequency words and write them on the chalkboard large enough for students to view.
- ② Write the 20 words on index cards, shuffle and place in a pile.
- ③ Create blank bingo boards with five columns and four rows, for a total of 20 squares.
- ④ Give each student a blank bingo board and 20 chips.
- ⑤ Using the words on the chalkboard, students fill in the squares on their boards in random order, writing one word per square.
- ⑥ One at a time, draw a word card from the pile and call it out. Students use a chip to cover a square with the word called.
- ⑦ The first student to cover an entire row or column wins.
- ⑧ Students clear their boards and play again as time permits.

Graphophonemic Knowledge | Contractions, High-Frequency Words and Homonyms: High-Frequency Words

GK-94 Sight Words in Context**Students listen to a story and read high-frequency words from the story.****MATERIALS:** Story on tape, tape recorder, word list, small index cards, 8½" x 11" paper, bell, marker

- 1 Select eight to 10 high-frequency words from a story on tape.
- 2 Create word square sets by cutting index cards into four pieces and writing one word per square.
- 3 Give each student a set of word squares and a piece of 8½" x 11" paper with a line drawn horizontally across the middle.
- 4 Students arrange their word squares below the line and wait for the story to begin.
- 5 Explain to students you will play a recorded story. In the story, they will hear the words on their squares.
- 6 Begin the tape. When you hear one of the words, stop the tape, ring the bell and say the word. At this point, students find the word and move it above the line on their paper. As students move their word squares, they should arrange them left to right in the order they're heard in the story.
- 7 Continue Step 6 throughout the story.
- 8 When the tape ends, students read the words they've moved above the line and then move them back below it.
- 9 Rewind the tape and repeat the process.
- 10 Replay the story a third and final time, but don't stop the tape, ring the bell or say the word. Students must move the appropriate word by themselves when they hear it in the story.

EXAMPLE:

Graphophonemic Knowledge | Contractions, High-Frequency Words and Homonyms: High-Frequency Words

GK-95 Funny Sentences**Students make sentences using high-frequency word cards.****MATERIALS:** Word list, index cards, pocket chart, marker

- 1 Write high-frequency words that can be combined to make sentences on index cards, one word per card.
- 2 Place the words in mixed-up order in the pocket chart.
- 3 Students take turns unscrambling the words into sentences, and then reading the complete sentence to ensure words are in a sensible order.

GK-96 Writing High-Frequency Words

Blackline Master available
www.tpri.org

Students build word recognition fluency by writing high-frequency words.

MATERIALS: Word list, index cards, marker boards/markers, erasers, chips/counters

- ① Create a stack of index cards with high-frequency words, one per card. Provide each student with a marker board, marker and eraser.
- ② Read a high-frequency word from a card.
- ③ After reading the word, say **Go**. Students pick up their markers and write the word as quickly as they can.
- ④ After a few seconds, say **Stop**. Students put down their markers. Show the card so students can check their work.
- ⑤ Students show their boards. If they wrote the word correctly, they receive a chip.
- ⑥ Students erase their boards. Repeat Steps 2-5 with a new word.

ADAPTATION: For less advanced students or students with fine motor skills difficulty, you can remove the time limit.

EXTENSION: For more advanced students, extend beyond high-frequency words to words with word patterns recently studied.

Contractions, High-Frequency Words and Homonyms: Homonyms

Homonyms, sometimes referred to as “homophones,” are words that sound the same, but have different meanings and may be spelled differently (e.g., bare, bear).

Homographs are words that are spelled alike, but are pronounced differently and have different meanings (e.g., tear the paper, shed a tear).

GK-97 Making Homonym Flash CardsBlackline Master available
www.tpri.org**Students make flash cards defining each word in pairs of homonyms.****MATERIALS:** Word list, chalkboard/chalk, index cards, crayons/markers

- 1 Teach the definition of homonyms:
Homonyms are words that sound the same, but have different meanings and different spellings.
- 2 Pass out index cards to students. Explain that they will create homonym flash cards by writing a word on one side of a card and its definition on the other side. For example say,
The correct spelling of homonyms depends on meaning, so let's draw some pictures or write clues on cards to help us study our spelling words. Here are some examples.

Here = this place

Hear = there's an ear in hear

Tail = 

Tale = a story

- 3 Write the first word of a homonym pair on the board. Students write the word on the front of an index card.

- 4 Discuss the meaning of the word. On the back of the card, students write the definition, draw a picture or write a short clue to indicate the meaning.
- 5 Repeat Steps 3-4 with the second word of the homonym pair.
- 6 Repeat the process with several different homonym pairs.
- 7 Working in teams or independently, students test themselves by looking at the front of each homonym card, stating the word's meaning and then checking their answer by flipping the card over to see the definition, picture or clue.

EXAMPLE:**Homonym Pairs**

rain	reign
hair	hare
dear	deer
here	hear
wear	where
main	mane
to	two
right	write
son	sun

GK-98 Homonym Definition MatchingBlackline Master available
www.tpri.org**Students match homonyms with their definitions.****MATERIALS:** Homonym list with definitions, white and colored index cards, marker

- 1 Create two cards for each pair of homonyms. On white index cards, write only the homonym. On colored index cards, write the homonym on one side and a brief definition or description of it on the other side.
- 2 Arrange the white cards face up on one side of a table. On the other side, place the colored cards with the definition face up.
- 3 Playing independently or in teams, students try to match a white homonym card with a colored definition card. Students check their answers by turning over the colored card. If correct, the student keeps the card.
- 4 Play continues until all cards are picked up. If time permits, lay out the cards and play again.

GK-99 Homonym Clues**Blackline Master available**
www.tpri.org**Students read a short clue and tell the homonym that goes with the clue.****MATERIALS:** Homonym list and clues, index cards, marker

① Create a set of homonym clue cards. On the front of each card, write a short clue; below it, write the two possible homonyms that go with the clue. On the back, write the correct homonym.

You can carry water in it
pale or **pail**

pail

Card Front

Card Back

② Working alone, in pairs or groups, students take turns reading a clue and telling which homonym goes with it. Students turn over the card to see if they answered correctly.

③ If playing in pairs or groups, students can keep score by holding onto cards when they give a correct answer.

EXAMPLE:

Clue	Homonym Pair		Answer
Come to a certain place	hear	here	here
When you get to the corner turn...	write	right	right
Win a game	beat	beet	beat
Hamburger	meet	meat	meat
String for tying something	cord	chord	cord
Birds	fowl	foul	fowl
What a kitten does when it's happy	per	purr	purr
Part in a play	role	roll	role

GK-100 Editing for Homonyms**Blackline Master available**
www.tpri.org**Students edit a letter for correct use and spelling of homonyms.****MATERIALS:** Dictionaries, copies of *Spring Break* (or similar text)

① Pass out one dictionary and two copies of the letter *Spring Break* (or similar text with errors) to each student pair. Ensure the homonyms included have been previously taught and reviewed.

② Students work to identify and correct errors.

③ As needed, students use dictionaries to verify the meaning of each word spelled incorrectly.

EXAMPLE: Eight words are misspelled in the letter: hear, break, two, deer, right, our, their, hair.

Dear Carey,

Did you here what happened on spring brake?
To dear came write up to Janie and me outside
hour cabin! We wanted to pet there hare, but it
started to rain and they ran away.

Sincerely,

Mary

References

Bear, D.R., Invernizzi, M., Templeton, S., Johnston, F. (1996). *Words their way: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Merrill.

Blachman, B.A., Ball, W.B., Black, R., & Tangel, D.M. (2000). *Road to the code*. Baltimore, MD: Paul H. Brookes Publishing.

Blevins, W. (1998). *Phonics from A to Z: A practical guide*. New York: Scholastic.

Carnine, D.W., Silbert, J., Kame'enui, E.J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Cunningham, P.M. (1995). *Phonics they use: Words for reading and writing* (2nd ed.). New York: Longman.

Fox, B.J. (1996). *Strategies for word identification*. Englewood Cliffs, NJ: Merrill.

Henry, M. K. (2003). *Unlocking literacy, effective decoding and spelling instruction*. Baltimore, MD: Paul H. Brooks Publishing.

Kame'enui, E.J., & Carnine, D.W. (1998). *Effective teaching strategies that accommodate diverse learners*. Upper Saddle River, NJ: Merrill.

McKenna, M.K. (2008). Syllable types: A strategy for reading multisyllable words. *Teaching Exceptional Children*, 40(3), 18-24.

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Bethesda, MD: National Institute of Child Health and Human Development, National Institutes of Health.

Pinnell, G.S., & Fountas, I.C. (with Giacobbe, M.E.) (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.

Shanker, J.L., & Ekwall, E.E. (1998). *Locating and correcting reading difficulties* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Texas Reading Initiative (2000). *Promoting vocabulary development: Components of vocabulary instruction*. Austin, TX: Texas Education Agency.

Fluency

Reading text with speed, accuracy and proper expression; not hurried reading.

The ability to recognize or decode words quickly and efficiently is a key to effective reading, and central to reading fluency. Reading fluency consists of two components:

Automaticity: Fast, effortless word recognition and decoding.

Prosody: Reading smoothly and effortlessly with expression, proper intonation and phrasing.

Fluency and reading comprehension are closely related. The ability to read fluently has a significant impact on the ability to comprehend text. Fluent readers are able to spend less time and attention on decoding words, leaving more attention free for understanding the meaning of what they are reading. While some students who read slowly comprehend well, students who read in a labored, choppy and disfluent manner commonly have more trouble understanding what they read.

Improvement in reading fluency is the result of gains in a variety of reading skills, and leads to improvements beyond reading speed and comprehension. As students improve their phonics and word recognition skills, their reading fluency improves. As they become more fluent readers, children are better able to understand what they read and to learn new vocabulary from their reading. And as their phonics, vocabulary and comprehension abilities improve, they also can develop into more confident and fluid writers. Growth in writing fluency also reinforces progress in phonics, reading fluency and comprehension.

On the TPRI, reading fluency is assessed jointly with reading accuracy and reading comprehension. Reading accuracy, fluency and comprehension are components of the TPRI Inventory at grades 1, 2 and 3. For each story a student attempts to read, there are three accuracy scores possible.

Listening: The student reads fewer than 90% of the words in a passage correctly; the teacher then reads a story to assess a student's listening comprehension.

Instructional: The student reads from 90% to 94% of the words in a passage correctly.

Independent: The student reads from 95% to 100% of the words in a passage correctly.



Blackline Masters
www.tpri.org

Some activities have associated Blackline Masters available as PDF files to download, print out and use in your lessons. Go to www.tpri.org.

The number of words in a story, along with the number of errors a student makes and the length of time the student reads, are used to calculate a "words correct per minute" (WCPM) fluency score. This reading rate is calculated in the following way:

$$\# \text{ of words attempted} - \# \text{ of words read incorrectly} / \text{total seconds read} \times 60 = \text{WCPM}$$

TPRI fluency scores are a measure of students' reading rates, but not of their expressiveness or prosody.

Students' ability to read fluently is always connected to the difficulty of the passages they read. Readers tend to read more challenging text more slowly. Therefore, as teachers consider fluency scores, they also should consider the difficulty of the text students read.

The TPRI provides fluency rate targets for each administration point in grades 1, 2 and 3. These targets should be used as a guide to monitor student progress towards an end-of-year goal. It's important to remember that fluency rates naturally fluctuate. For example, it would not be unusual for the same student to read the same passage on two consecutive days and have scores that differ by around five words correct per minute (or even more for students with high fluency rates). Because reading fluency rates naturally fluctuate, when considering a single fluency score for a student in comparison to a target, remember that a difference of a few words between the student's score and the target is not especially significant.

At the end of grade 2, for example, the TPRI target fluency rate is 90 words correct per minute. If a student reads at 86 WCPM on the last second grade story, the student could be thought of as falling within range of the fluency target for the end of year.

TPRI Fluency Targets			
	BOY	MOY	EOY
Grade 1	30 WCPM	45 WCPM	60 WCPM
Grade 2	60 WCPM	75 WCPM	90 WCPM
Grade 3	90 WCPM	105 WCPM	120 WCPM

Guidelines for Instruction

Students build fluency primarily as a result of multiple opportunities to practice reading text aloud with a high rate of success. To improve fluency, students should read aloud text that is not challenging for them to read (e.g., text they can read with at least 90% accuracy, or text at their Instructional or Independent Level). Instructional or Independent Level text is manageable because it contains phonic elements students have learned and words they can read with ease. With beginning readers, effective early fluency instruction encourages students to practice sounding out words that contain recently introduced phonic elements. Beginning readers also benefit from reading and rereading text aloud with increasing speed and ease, using appropriate intonation and phrasing.

For students to build fluency, reading aloud with feedback is essential. Feedback from a teacher or skilled adult reader is ideal. However, students can benefit from listening to and supporting each other. Students also may record themselves reading or read along with recordings of others reading. Research has not demonstrated that silent, independent reading improves fluency.

Research in the area of fluency instruction indicates repeated and monitored oral reading improves reading fluency and overall reading achievement. Thus, ongoing progress monitoring through oral reading is an essential component of an effective reading instruction and intervention program. To frequently monitor students' fluency growth, you can administer TPRI fluency probes, found in the TPRI Progress Monitoring for Beginning Readers kit. This kit provides both a 6-week schedule for less frequent monitoring of progress and a 2-week schedule for more regular progress monitoring. With frequent progress monitoring through the use of fluency probes, you can graph student results to more easily track each student's progress toward the end-of-year expectation for grade-level performance.

The fluency activities provided in this section give students a variety of opportunities to practice fluent reading, and to experience models of fluent reading. While fluency instruction and practice often focus on quick reading, effective fluency instruction must reinforce students' understanding that comprehending what they read is always more important than reading quickly. Emphasizing both prosody and speed during fluency instruction can help maintain a focus on comprehension during fluency instruction and practice.

Fluency

FLU-1 Reading Tracker

Students read text with a tracker to keep from losing their place.

MATERIALS: *Instructional or Independent Level texts, index cards*

- ① Provide each student a copy of the text and an index card.
- ② At a table with a small group, demonstrate how to track text by moving the card underneath text while reading.
- ③ Students place the card underneath text and practice moving it as they read aloud.
- ④ Repeat the activity until students are proficient and rarely lose their place when reading.

Fluency

FLU-2 Echo Reading

Students echo what you read to improve accuracy, speed and prosody.

MATERIALS: *Instructional or Independent Level texts*

- ① Provide each student a copy of the text.
- ② The reader (usually you) reads a small selection of text orally, stressing appropriate phrasing and intonation. The goal is to model fluent reading for students.
- ③ Students read the same text immediately following the reader's example.
- ④ The reader and students continue reading the entire passage in echo fashion.
- ⑤ Increase the amount of text read at a time as students become more proficient. Begin with just a sentence or part of a sentence, and gradually build to reading multiple sentences at a time.

Fluency

FLU-3 Do You Read Me?

Students listen and then read along with a recording of a book or other text.

MATERIALS: *Audio recording (cassette, CD, Internet, etc.) and printed copies of a text*

- ① Provide each student a copy of the text.
- ② Students listen to an audio recording of the text and follow along with the printed text.
- ③ Encourage students to use the tracker method or point to words with their finger.
- ④ Play the recording a second time and have students read aloud.
- ⑤ Students repeat the activity until they can read along with expression and good intonation.
- ⑥ Finally, students read the book to each other at the reading center or read it orally the next day during class.

EXTENSION: Students prepare a story to read orally to other readers. Students practice with a recording, read the story to you and then read the story to a group of students. If used as a reading center activity, have students write down the main idea of the story after reading to help focus students on the importance of reading for meaning.

FLU-4 Reading Decodable Text

Students reread decodable text to increase fluency.

MATERIALS: Decodable text previously read (focused on phonic elements students need to practice)

- ① Provide each student a copy of the text.
- ② In a small group, students practice reading aloud chorally or taking turns reading a sentence or page.
- ③ Provide corrective feedback as needed.
- ④ When students struggle with a sentence, reread it together until they can read it correctly with ease.
- ⑤ Students take books home for further practice or put them in their independent reading bin to read during literacy workstations.

FLU-5 Choral Reading

Students read text in unison to increase accuracy and speed.

MATERIALS: Instructional or Independent Level texts

- ① Provide each student a copy of the text.
- ② In unison with you, a small group practices reading.
- ③ Students read the selection together without you. Monitor and provide assistance as needed.
- ④ Students focus on reading at the same rate with good expression.
- ⑤ Read the text several times.

FLU-6 Follow the Reader: Neurological Impress

Teacher and one student read together to improve confidence, accuracy and speed.

MATERIALS: Two copies of a text at a slightly lower level than the student normally reads

- ① The student sits slightly in front of you so your voice is close to the student's ear.
- ② Read a sentence of text in unison with the student. Next, read the sentence again a little louder and faster than the student.
- ③ On the student's text, run your finger under the words as they are being read along with the student. Help the student by placing your hand over the student's, guiding it smoothly. Make sure finger and voice are operating together. The student should point to words independently when confident to do so.
- ④ The initial lines or paragraph can be reread several times together before going on to new material (e.g., wait until the student is confident in reading the selected text).
- ⑤ Lower your voice as the student gains fluency.
- ⑥ Stop reading when the student is reading well, but begin reading again if the student falters.
- ⑦ In the initial sessions, 2-3 minutes of reading is sufficient. The aim is to establish a fluent reading pattern in the reader; appropriate intonation and expression in reading the lines are important.
- ⑧ Time spent in this activity gradually can be increased to as much as 15-20 minutes, if possible.

ADAPTATION: Echoing is used as a supplementary technique if a student has extreme difficulty with saying a phrase or word. The student must repeat the phrase after you several times. When the phrase has been satisfactorily repeated, go back to leading the reader.

Fluency

FLU-7 Buddy Reading

Students sit in pairs and take turns reading to improve accuracy, prosody and speed.

MATERIALS: *Familiar Instructional or Independent Level books, exit slips, pencils/markers*

- ① Two students sit side by side, usually at a workstation or their desks. Provide each a copy of the text.
- ② Students take turns reading to each other using expression.
- ③ When finished, students complete an exit slip with information about the book(s) they read.

VARIATION: Instead of taking turns reading independently, students may read together (chorally) or take turns echoing each other.

EXTENSION:

Buddy Reading with Retell

Give each student pair a cue card like the one on the right. After a student finishes reading, the student who had been listening asks the two questions on the Retell Cue Card. Buddy reading and the Retell Cue Card also can be used during other periods of the school day, such as social studies and science.

Blackline Master available
www.tpri.org 

Retell Cue Card

**What did you learn first?
 What did you learn next?**

Fluency

FLU-8 Timed Repeated Readings

Blackline Master available
www.tpri.org 

Students gain accuracy and fluency by timing themselves while they read the same text.

MATERIALS: *Instructional or Independent Level texts, Timed Repeated Readings record sheets, timers, pencils*

- ① Provide each student pair a copy of the text, a Timed Repeated Readings record sheet and a timer.
- ② Student A sets the timer for 1 minute and begins reading. Student B counts the number of words Student A read incorrectly (the number of errors).
- ③ When 1 minute is up, Student A determines the words correct per minute score as directed on the record sheet.
- ④ Student A sets the timer for 1 minute and rereads the same text while Student B again follows along.
- ⑤ Student A completes the record sheet for the second attempt, again calculating the words correct per minute.
- ⑥ Student A reads a third time and again completes the record sheet.
- ⑦ Students A and B switch roles and Student B reads three times.

ADAPTATION: Have students write words they missed on index cards for further study.

FLU-9 Developing Expression with Phrase-Cued Text

Students read text that has been divided into phrases using slash marks.

MATERIALS: *Instructional or Independent Level texts, phrase-cued text for teacher modeling (on chart paper or transparency), timer, pencil/marker*

- ① Divide text into phrases by putting slash marks where students should pause. Phrases should be from one to five words in length.
- ② Model for the class how to read the text using the slashes to guide your pauses and expression. Practice the model together with students.
- ③ Divide students into pairs. Provide each pair a copy of phrase-cued text.
- ④ Students take turns reading aloud, with emphasis on reading with expression.
- ⑤ Repeat the process using a timer to encourage students to build speed.

FLU-10 Take a Bow: Readers' Theater

Students practice reading scripts dramatically, concentrating on proper phrasing and expression.

MATERIALS: *Instructional or Independent Level script (simple scripts can be found on the Internet or adapted from a basal story, folk tale, etc.)*

- ① Review what a play is. Explain the design of a script and how it shows what each character says and does.
- ② Assign parts to students.
- ③ Provide scripts to students with their parts marked.
- ④ Allow time for students to practice their parts with each other.
- ⑤ Students read the play and take turns reading their assigned part.
- ⑥ Provide corrective feedback as needed.
- ⑦ Change roles until all students have an opportunity to read several parts.
- ⑧ Repeat several times.

ADAPTATION: Students read their parts chorally with you until they are confident enough to read alone.

EXTENSIONS:

- Introduce taped music to some parts of the play.
- Make simple costumes and sets (e.g., draw pictures and /or create Popsicle® stick characters).
- Perform for the class or for other classes.

Fluency

FLU-11 Race the Clock

Students reread a text for a set amount of time, trying to read further and further each time.

MATERIALS: *Instructional or Independent Level texts, timer, sticky notes*

- ① Divide students into pairs with similar reading abilities. Provide each pair two copies of the text and sticky notes.
- ② Specify the amount of time you want each pair to read (usually 1-2 minutes).
- ③ Set the timer to that amount of time. Start the timer and tell students to begin reading.
- ④ Student A reads first, rotating after each page with Student B.
- ⑤ When time runs out, students use a sticky note to mark the last word they read.
- ⑥ Reset the timer and ask students to read again, challenging them to read further in the text than the sticky note.
- ⑦ Repeat the process several times.

VARIATIONS:

- The activity can be used with the whole class or with groups of students.
- You can change the activity so students time each other reading the complete text, taking turns to see who can read it fastest.

Fluency

FLU-12 Student Fluency Graphs

Blackline Master available  www.tpri.org

Students make graphs of fluency results.

MATERIALS: *Graph paper, pencils/markers*

- ① Teach and model graphing of fluency for the whole class. On the vertical axis, show the number of words read correctly in a minute. On the horizontal axis, list the title of each reading and the date it was read. Draw a bar for each reading that shows the words correct per minute (WCPM) score for the reading.
- ② Students practice making graphs with your feedback.
- ③ Students write the date and name of the story on the graph.
- ④ Students graph fluency results from their reading.
- ⑤ Students compare their own fluency scores across stories.

NOTE: It is NOT recommended that students chart WCPM for other students. Consider this an individual activity.

References

Fuchs, L.S., Benson, B., & Fuchs, D. (1992). Identifying a measure for monitoring student reading progress. *School Psychology Review, 21*, 45-58.

Fuchs, D., Fuchs, L.S., Mathes, P.G., & Simmons, D.C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to academic diversity. *The American Educational Research Journal, 34*, 174-206.

Mastropieri, M., Leinart, A., & Scruggs, T. (1999). Strategies to increase reading fluency. *Intervention in School and Clinic, 34*(5), 278-283.

Mather, N., & Jaffe, L.E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York: John Wiley & Sons.

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Bethesda, MD: National Institute of Child Health and Human Development, National Institutes of Health.

Shinn, M., Good, R., Knutson, N., Tilly, W.D., & Collins, V. (1992). Curriculum-based measurement of oral reading fluency: A confirmatory analysis of its relation to reading. *School Psychology Review, 21*(3), 459-479.

Snow, C.E., Burns, M.S., & Griffin, P. (Eds.) (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21*, 360-397.

Vocabulary

Understanding word meanings.

Vocabulary knowledge is fundamental to reading comprehension: Students cannot comprehend text without knowing what most of the words mean. In fact, research has shown the single best predictor of how well a reader will understand text is that reader's general vocabulary.

So how do students develop their vocabularies? Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. According to Nagy (1988), "Increasing the volume of students' reading is the single most important thing teachers can do to promote large-scale vocabulary growth."

Although a great deal of vocabulary is learned indirectly, explicit vocabulary instruction also is important and can be powerful for students. Research shows vocabulary knowledge must be acquired over time: Students need to encounter a word numerous times (usually 12-15 meaningful exposures) before they understand it well enough to improve their comprehension. The implication of this research is that to be effective, vocabulary instruction must be distributed over time, with teachers continually revisiting and reinforcing the meanings of words previously introduced, and encouraging students to use new vocabulary words regularly.

Students should be taught unfamiliar words through integrated activities that incorporate the deep processing of text. It's not sufficient to introduce new words once and assume students have incorporated the new information into their oral and print vocabularies. To learn a new word, students need many opportunities to hear or read it, and to practice using it in their own speaking and writing.



Blackline Masters

www.tpri.org

Some activities have associated Blackline Masters available as PDF files to download, print out and use in your lessons. Go to www.tpri.org.

Guidelines for Instruction

The activities presented in this section help provide the frequent and deep exposure to words critical to vocabulary instruction. Because new words should be used repeatedly in a variety of meaningful ways, these activities offer fun and inventive methods to inspire learning. Following are ideas to guide your vocabulary instruction, including a sample daily lesson structure.

Create a Vocabulary Learning Environment

- Encourage a wide array of reading. Recommend or provide lists of books for students and parents to read outside of class, and make time in class for students to discuss what they've read.
- Model the value you place on reading by telling students about the books you're reading.
- Create a literate classroom by making books available to children and displaying their writing.
- Nurture high-quality oral language by reading storybooks to students, followed by classroom discussions. While students of all ages benefit from read-aloud activities, older students can learn the meanings of new words as efficiently by hearing stories read to them, as they can by reading the stories themselves. In addition to read-alouds, it helps to provide a selection of quality audio books.

Vocabulary Text Selection

- In *Bringing Words to Life: Robust Vocabulary Instruction*, Beck, McKeown and Kucan (2001) suggest that vocabulary instruction for young students not be limited to texts students are able to read by themselves. Instead, the authors recommend focusing on oral vocabulary acquisition through listening activities (e.g., with trade books).
- Choose books on a range of topics that will appeal to a diverse group of students. Some of your own favorite childrens' books might serve as an appropriate starting point. Particularly in the early elementary grades, texts students can read by themselves (grade-level texts) may not contain sufficiently challenging vocabulary.
- The suggested time to spend on any one book or text passage is about a week. On the first day, a text is introduced and normally read in its entirety; other days might begin with a brief (2 minute or so) review of the text and vocabulary words learned.

Vocabulary Word Selection

Select words to be taught explicitly and directly. Beck (2002) suggests selecting words that:

- Are relatively high in frequency and can be found in a wide variety of contexts.
- Offer students more sophisticated ways of expressing ideas/concepts with which they are familiar.
- Are interesting and useful.

As students learn new words, they move through four stages of knowing the word. Dale (1965) identified these stages as:

- Stage 1: "I never saw it before."
- Stage 2: "I've heard of it, but I don't know what it means."
- Stage 3: "I recognize it in context — it has something to do with..."
- Stage 4: "I know it."

We want to move students to Stages 3 and 4 with as many words as possible. To accomplish this goal:

- Limit the number of words taught explicitly so students have adequate opportunities to learn and process the words deeply. Teach up to three or four words a day explicitly.
- During read-alouds, it's helpful to explain from eight to 10 words a day. These explanations, even without deep or explicit teaching, will move some students ahead a stage or two with a few of the words.
- Select words that might be problematic for students and whose definitions are essential to the meaning of the story.
- Words selected should be of high utility. Vocabulary words students are likely to encounter in their books and at school are most powerful. In addition, select words that lend themselves to other instructional activities (e.g., spelling, writing, content areas, etc.).

Word Definitions

Define words in everyday language easily understood by students. Don't rely on dictionary definitions. Short, simple definitions are easier for students to understand, remember and repeat.

Think of ways to communicate the concept associated with the word, so the definition will be linked to prior knowledge.

For example, in defining the word *deep* in reference to a cave, you could use the following definition: ***Deep means to stretch far from front to back or from top to bottom. If a cave is deep, it stretches far from front to back so there is lots of room.***

Present the word orally in another sentence. For example, **The water was so deep I couldn't stand in it.** Ask students to create their own sentences.

Provide opportunities for students to say both the word and its definition. Initially, students may define a word using only the simple definition you provide. Later, they may be able to independently provide their own definition or explanation of a word's meaning.

Although it's important to teach students not to rely entirely on context clues to determine the meaning of words (sometimes there simply are not enough clues available), they should understand that the context of the word could help in defining new words. Instruct students on how to use clues in the text to figure out unknown words.

Engagement and Practice

One goal of vocabulary instruction is to increase student awareness of words and interest in language. To fully engage students, keep lessons active, interactive and fun.

Modeling proper use of new vocabulary is important, but it's even more important for students to practice using new vocabulary in their speaking and/or writing. The more opportunities vocabulary instruction provides for the use of new vocabulary, the more powerful it will be.

Oral language and vocabulary development are closely linked: Strong vocabulary instruction includes ample opportunities for students to talk. Include frequent times for students to collaborate, share and discuss in pairs, teams and whole group settings.

Repetition is key to vocabulary learning. Be conscious of using targeted vocabulary throughout vocabulary lessons and throughout the day. During vocabulary lessons, encourage students to use targeted vocabulary words in their responses. Provide support so students use new vocabulary correctly.

Daily Vocabulary Instruction: Sample Lesson Structure

1. Review previously taught vocabulary.
2. Quickly introduce one to four new vocabulary words and their definitions.
3. Read aloud from a text containing the targeted vocabulary.
4. Teach one vocabulary word at a time by:
 - Reviewing the meaning of the word within the context of the read-aloud.
 - Teaching the meaning of the word more deeply, removing it from the specific context of the read-aloud and providing practice using the word.
5. Quickly review new vocabulary and definitions taught.

Vocabulary

VOC-1 Introduce Vocabulary Using Read-Alouds

Read a story to introduce students to new vocabulary words and provide a context for understanding them.

MATERIALS: Picture book, big book or text passage

- ① Choose a text to introduce one to four new vocabulary words.
- ② Select words from the text to use as new vocabulary words.
- ③ If using a picture or big book, take a minute to "picture walk" through the story, briefly discussing major plot lines and themes, and ideas the illustrations might suggest. Without calling special attention to them, carefully use the vocabulary words during the picture walk.

- ④ Read the story out loud with expression and without stopping, emphasizing the vocabulary words whenever they appear in the text.
- ⑤ Lead a brief discussion of the text, carefully raising issues/concepts related to the selected vocabulary words.
- ⑥ Follow up with additional activities to help students learn the vocabulary words you've introduced.

Vocabulary

VOC-2 Contextualize Words Within a Story

Students learn to understand words *within* the context of the story in which they were introduced.

MATERIALS: Large index cards, text originally used to introduce the words, marker

- ① Write one to four words previously introduced on large index cards. On the back of each card, write a simple definition of the word.
- ② Show students the first card, read the word and ask students to repeat it.
- ③ Remind students how the word first appeared in the text. Show the picture where the word first appeared or discuss what was happening when the word was first encountered.

- ④ Provide a simple definition of the word, then lead a brief discussion of the word's meaning and how it fits within the story. Monitor for understanding of the word's meaning within the story context.
- ⑤ Repeat Steps 2-4 with additional vocabulary words.

Vocabulary

VOC-3 Contextualize Words Outside a Story

Students see deeper relationships between vocabulary words by understanding them outside the context of the story in which they were introduced, and by relating the words to their lives and the world in general.

MATERIALS: Large index cards, illustrations, pictures or props, etc. to help explore the meaning of the word, marker

- ① Write one to four words previously introduced on large index cards. On the back of each card, write a simple definition of the word.
- ② Show students the first card, read the word and ask students to repeat it.
- ③ Remind students how the word first appeared in the text and quickly review its definition.
- ④ Use the word outside the story's context, so students' understanding of the word is not limited to its context within the story. You also can use illustrations, pictures or props to help explain the meaning of the word.
- ⑤ Repeat Steps 2-4 with additional vocabulary words.

EXAMPLE:

If the word *deep* is introduced in reference to a cave, contextualize the word outside the story by discussing the word *deep* in relation to a swimming pool's *deep* end, treasure buried *deep* in the ground, *deep-dish* pizza or taking a *deep* breath.

If the words *village* and *deserted* are introduced, ask:

Why would a *village* be *deserted*?
How would it feel to come back to a *deserted village*?
When would you find the school *deserted*?

Vocabulary

VOC-4 Deep Processing Through Word Associations

By thinking about their relationship to other words and phrases, students are given opportunities to think deeply about the meaning of vocabulary words previously learned.

MATERIALS: Large index cards, marker

- ① Write one to four words previously introduced on large index cards. On the back of each card, write a simple definition of the word.
- ② Think of three to four words that can be associated with each vocabulary word, and one to two words with different or opposite meanings. The word associations students make will help them develop a richer and clearer understanding of the word.
- ③ Show students the first card, read the word and ask students to repeat it.
- ④ Tell students you're going to say some words. If the word makes them think of the vocabulary word on the card, they give a thumbs up. If it doesn't make them think of the vocabulary word, they give a thumbs down.

For example, if the vocabulary word is *cave*, you could say the words:

flashlight (thumbs up)
flowers (thumbs down)
wet or damp (thumbs up)
sunny (thumbs down)
snakes and bats (thumbs up)

- ⑤ Lead a discussion of why students responded as they did for each word. For example, a student might say, "A person needs a *flashlight* to explore a *cave*, because *caves* are usually dark." Or you could say,

A *cave* is often hidden in a *forest* and may be a place where *snakes and bats* live.

- ⑥ Repeat Steps 3-5 with additional vocabulary words.

Vocabulary

VOC-5 Word Association Brainstorming**Students brainstorm words associated with a target vocabulary word.****MATERIALS:** Chart paper, marker

- ① Select a vocabulary word you've previously introduced. Remind students of the word and its definition.
- ② Write the word at the top of a piece of chart paper. For example, *cave*.
- ③ Have students think about the target vocabulary word. Ask them:

What are some words you'd use to tell about a cave?

What do you picture when you think of a cave?
- ④ Ask students to call out words when they think about the target word. As students share words, record them on the chart.

- ⑤ Refer to the chart on subsequent days when reviewing the meaning of the target word.

EXAMPLE:

Cave		
dark	damp	wet
quiet	muddy	bats
lizards	dirty	snakes
flashlight	scary	in nature

Vocabulary

VOC-6 Example and Non-Example Pictures**Students look at pictures to determine if they're examples of a vocabulary word.****MATERIALS:** Picture cards

- ① Select vocabulary words you want to teach.
- ② Choose a variety of pictures to show students. (Clipart libraries are a great source for pictures to use during lessons.) Some pictures should be examples of the target vocabulary word; others non-examples.
- ③ When possible, include pictures that might cause students to reasonably disagree. These will provide an opportunity for discussion, helping students better understand the word's meaning.
- ④ Have students say the word and quickly review its definition.
- ⑤ Show one picture at a time. Students give a thumbs up if the picture is an example of the vocabulary word or a thumbs down if it's a non-example.

- ⑥ Call on at least one student to explain their answer. Provide clarification and further explanation as needed.

EXAMPLE:

If using the word *stormy*, you might provide pictures of:

- lightning and rain (thumbs up)
- sunny field (thumbs down)
- sunrise on the beach (thumbs down)
- tornado (thumbs up)
- dark, cloudy sky (thumbs up or thumbs down)

Vocabulary

VOC-7 Deep Processing Through Either/Or Questions

By answering questions, students think deeply about the meaning of vocabulary words previously learned.

MATERIALS: Large index cards, marker

- ① Write one to four words previously introduced on large index cards. On the back of each card, write a simple definition of the word.
- ② For each word, think of three to four yes/no questions that will help students develop a richer and clearer understanding of the word, and their personal associations with it.
- ③ Show students the first card, read the word and ask students to repeat it.
- ④ Remind students of the word's definition, then ask the first question. For example, if the vocabulary word is *cave*:
Is it usually dark in a cave?
- ⑤ Call on a student to answer and explain their answer. For example, "Yes, it's usually dark in a cave, because caves are underground."

- ⑥ Lead a brief discussion to check for and expand on understanding the vocabulary word. For example:

Caves usually have a small opening and not much sunlight can get in. There's no other way for light to get into a cave, unless a person brings a light in, like a flashlight or a candle.

- ⑦ Repeat the process with other questions for the vocabulary word.
- ⑧ Repeat Steps 3-7 with new vocabulary words.

EXAMPLE:

Questions for the word *frequently* could include:

Do you clean your room frequently?
Do you frequently talk on the phone?
Do your teachers frequently ask you questions?
Do you frequently watch TV?

Vocabulary

VOC-8 Connecting Vocabulary to Our Lives

Students connect personal experiences with vocabulary words.

MATERIALS: Large index cards, marker

- ① Write one to four words previously introduced on large index cards. On the back of each card, write a simple definition of the word.
- ② Have students say the word and quickly review its definition.
- ③ Share a personal experience about each word or a connection you can make to the word. For example, for the word *nervous*:
A time I felt nervous was on the first day of school when I'd just become a teacher.

- ④ Ask students to think about the word and then talk with a partner about their own connection to or experience with the word.
- ⑤ Call on a few students to share with the whole group. During sharing and discussion, remind students to use the vocabulary word themselves and repeatedly model for them the correct use of the word.

Vocabulary

VOC-9 Vocabulary Collages**Students create collages with pictures that illustrate vocabulary words.****MATERIALS:** Magazines or newspapers, construction paper, scissors, glue sticks, markers

- ① Select magazines or newspapers with pictures that correspond to vocabulary words previously taught.
- ② Give each student or team magazines or newspapers, construction paper, scissors, glue sticks and markers.
- ③ Have students write a vocabulary word at the top of the paper.
- ④ Students search through the materials for pictures that illustrate their word, cut them out and glue them to the construction paper.
- ⑤ Lead a group discussion and share the collages.

EXTENSION: Students can create two-word collages with words that are synonyms or opposites. For words with opposite meanings, divide the construction paper into halves with a word on each side.

Vocabulary

VOC-10 What Word Am I?**Students practice matching vocabulary words with different definitions.****MATERIALS:** Small index cards, marker

- ① Select several vocabulary words to teach. Create word card sets by writing each word on an index card, one word per card. Give a set of cards to each student in the group.
- ② Write a definition for each word.
- ③ Remind students about the meaning of each word.
- ④ Read the first definition.
- ⑤ Students individually choose the word card that matches the definition and place the card face down on a table.

- ⑥ Students simultaneously turn over the word card they chose. Call on a student with the correct word to explain their answer.
- ⑦ Repeat Steps 4–6 with the remaining words.

EXAMPLE:**Bare** — Uncovered**Peculiar** — Something unusual or out of the ordinary**Mineral** — A natural substance from the earth

EXTENSION: This activity can be used as an independent activity in which students play alone or in teams.

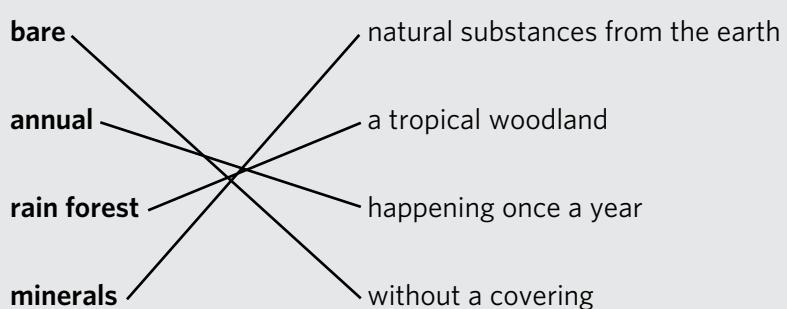
- ① Create two sets of word cards. On each card, write the word on one side and its definition on the other side.
- ② Students lay one set of cards on a table with the definition side up. Keep the other set of cards in a stack with the word side up.
- ③ Students draw a word card from the stack without looking at the definition on the back.

- ④ Students select the definition they think matches the word.
- ⑤ Students then flip the card they drew to see the definition and check whether they were correct.
- ⑥ If correct, the student picks up the definition card to make a pair. If incorrect, the card is returned to the bottom of the stack.
- ⑦ Play moves to the next student and continues until all definition cards are picked up.

Vocabulary

VOC-11 Match Words and Definitions**Students match words with their definitions.****MATERIALS:** Paper, pencils

- ① Select five to 10 vocabulary words and write a definition for each word.
- ② Create two columns on paper, with words listed on the left and definitions on the right. Give a copy to each student.

EXAMPLE:

Vocabulary

VOC-12 What's the Definition?**Students match words with their definitions.****MATERIALS:** Index cards, envelopes, marker

- ① Make word card sets by writing a word and a number (e.g., 1. apple) on one side of an index card, one word and number per card.
- ② Make definition card sets by writing the definitions of the word cards (e.g., juicy fruit) on one side of an index card. On the other side, write the number that matches the number of the word (e.g., 1).
- ③ Place sets of word cards and definition cards in envelopes. Give each student or team an envelope.
- ④ Students empty the envelope on their desks or the floor. They place the word cards face up in a column in numerical order (e.g., 1. apple, 2. island, etc.).
- ⑤ Students attempt to match word cards with the appropriate definition cards.
- ⑥ When finished, students check the accuracy of their work by turning over their definition cards to see if the numbers match.

Vocabulary

VOC-13 Match Words and Definitions from Memory

Students play a Memory-style card game, attempting to match words with their definitions.

MATERIALS: Index cards, marker

- ① Choose five to 15 vocabulary words you've previously introduced. Write the words and their definitions on separate index cards, one word and one definition per card.
- ② Arrange the cards face down on a table, with word cards on one side and definition cards on the other.
- ③ Students take turns turning over a word card, saying the word, and then turning over a definition card and reading the definition. If the student turns over a matching word and definition, it makes a pair and the student keeps the cards.
- ④ Play continues with each student taking one turn at a time until all cards are picked up.

Vocabulary

VOC-14 Rephrase It

Students learn new ways to say familiar phrases.

MATERIALS: Chart paper, marker

- ① Create a chart labeled *Old Phrase* and *New Phrase* to display. Choose a phrase commonly used in the classroom and write it on the chart under *Old Phrase*.
- ② Under *New Phrase*, write an alternative way to say the phrase using different and more interesting or challenging vocabulary.
- ③ Present students with both the old and new way of saying the phrase, calling attention to the new vocabulary.
- ④ Each day, concentrate on using the new phrase.

- ⑤ Leave the phrases on display until use of the new phrase is firmly established. New phrases can be introduced as often as twice a week.

EXAMPLE:

Old Phrase	New Phrase
stop	cease
look at	observe
fix it	correct it

Vocabulary

VOC-15 Word Categories

Students see relationships between words by finding the word that doesn't belong in the group.

MATERIALS: Paper, pencils

- ① Select five to 10 vocabulary words and similar words or phrases for each word. Also choose one word or phrase that doesn't belong with the others.
- ② Students work alone or in a group to find out-of-place words.

EXAMPLE:

Ask students to: **Circle the word that doesn't fit and explain why you chose that word.**

open bare uncovered stripped covered

Answer: covered.

Why: The other words refer to something without a covering.

Vocabulary

VOC-16 Vocabulary Journals

Students keep track of vocabulary words they encounter outside the classroom.

MATERIALS: Small notebooks or journals, pencils

① Provide a notebook for each student in the group.

② Write a few sample entries in your own notebook to use as examples for students.

③ Explain to students:

The words you learn in school are used in other parts of your lives. In this notebook, you're going to write vocabulary words when you hear or see them in places outside this classroom. You might hear them on TV or

the radio, in movies or conversations at home, or read them in books or comic strips. Whenever you encounter a vocabulary word, write the word in your journal, and tell when and where you found the word.

④ Read students your examples.

⑤ Create a regularly scheduled time for students to share the vocabulary words they find.

Vocabulary

VOC-17 Word Maps: Synonyms and Antonyms

Blackline Master available
www.tpri.org

Students learn word meanings using synonyms, antonyms or examples to make connections to other words they already know, and to understand the boundaries of a word's meaning.

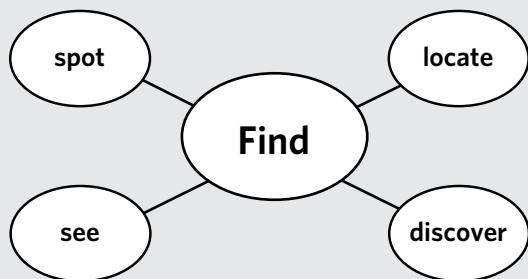
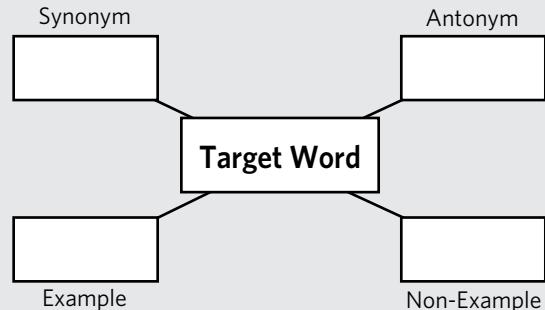
MATERIALS: Chart paper, marker

① Select vocabulary words to teach and identify synonyms, antonyms and/or examples for the words.

② Write a word previously introduced in the center of the map.

③ Lead a discussion to fill in the map.

EXAMPLE:

Synonym Word Map**Alternate Word Map for Synonyms and Antonyms**

EXTENSION: Word map worksheets can be used by students individually or in teams, with students independently completing the maps for words previously learned. Students also can use antonyms and synonyms to make up new titles for familiar books and stories. For example:

- Giant Red Riding Hood or Tiny Crimson Riding Coat (Little Red Riding Hood)
- The Feline in the Fedora (The Cat in the Hat)
- Where the Tame Things Are or Where the Savage Ones Exist (Where the Wild Things Are)

Vocabulary

VOC-18 Multiple-Meaning Words: Different Pronunciations**Students learn to use words with the same spelling, but with different meanings and pronunciations.****MATERIALS:** Sentence strips, marker

① Write sentences with multiple-meaning words on sentence strips. For example:

The *dove* dove into the bushes.

I did not *object* to the *object*.

The bandage was *wound* around the *wound*.

They were too *close* to the door to *close* it.

I shed a *tear* when I saw the *tear* in my shirt.

② Explain to students:

Most words with multiple meanings are pronounced the same, but when they're not, they present us with another challenge. Let's read these sentences.

③ Reveal one sentence at a time, calling on students to read each word aloud.

④ As a group, discuss the differences in meaning and pronunciation of each of the multiple-meaning words.

Vocabulary

VOC-19 Multiple-Meaning Words: Same Pronunciations**Students learn to use words with the same spelling and pronunciations, but with different meanings.****MATERIALS:** Chalkboard/chalk

① Write a vocabulary word with multiple meanings on the board. Call on a student for the word's meaning.

② Using the definition the student provides, write a few sentences that fit the definition and discuss with the class.

③ In a subsequent lesson, introduce a second definition of the vocabulary word. Have students discuss both definitions to understand different ways the word can be used in reading.

④ As a group or working independently with worksheets, students determine which definition matches a word based on how it's used in a sentence.

EXAMPLE:

The word *atmosphere* is initially introduced as: *The mass of air around the earth*. At a later time, a secondary definition for *atmosphere* is taught: *An environment*. In the following sentences, students determine which definition fits with each sentence.

- Principals do everything they can to create a school *atmosphere* where everyone can feel safe and eager to learn. (an environment)
- I've always wondered what it would feel like to travel in a fast-moving rocket ship, blasting through the earth's *atmosphere*. (the mass of air around the earth)
- The restaurant had a very festive *atmosphere*. (an environment)
- The space shuttle was launched into the earth's *atmosphere*. (the mass of air around the earth)
- Cars and factories pollute the *atmosphere*. (the mass of air around the earth)
- The *atmosphere* at my sister's wedding was very formal. It was held in a large hotel and included a sit-down dinner. (an environment)

Vocabulary

VOC-20 Teaching Multiple-Meaning Words**A generic strategy for learning new meanings for known multiple-meaning words.****MATERIALS:** Chalkboard/chalk or chart paper/marker

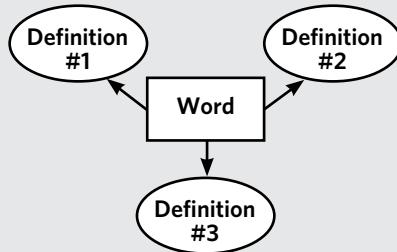
- ① Select a word with multiple meanings to teach.
- ② Write a sentence with a sample multiple-meaning word to demonstrate how words can have more than one meaning. For example, using the word *can*:
I can open the can.
- ③ Explain that the word *can* has two different meanings in the sentence — *can* as in able to and *can* as in container.
- ④ Write a sentence with your targeted multiple-meaning word. Using the word *bat*:
The boy hit the ball with the bat.

- ⑤ Ask students to identify the word in the sentence with more than one meaning:
What word has more than one meaning in this sentence? (bat)
- ⑥ Working alone, in pairs or teams, challenge students to create their own sentences to go with each meaning of the targeted word.
- ⑦ Students share their sentences and have classmates identify the meanings for each use of the word.

Vocabulary

VOC-21 Mapping Multiple-Meaning Words**Blackline Master available**  www.tpri.org**Students use a graphic organizer to learn vocabulary words with multiple meanings.****MATERIALS:** Chart paper, marker

- ① Select vocabulary words with multiple meanings, at least one of which has been taught previously.
- ② Create a map and write the word in the center.
- ③ Lead a discussion to fill in the map.
- ④ Create a sample sentence to go with each definition.

EXAMPLE:

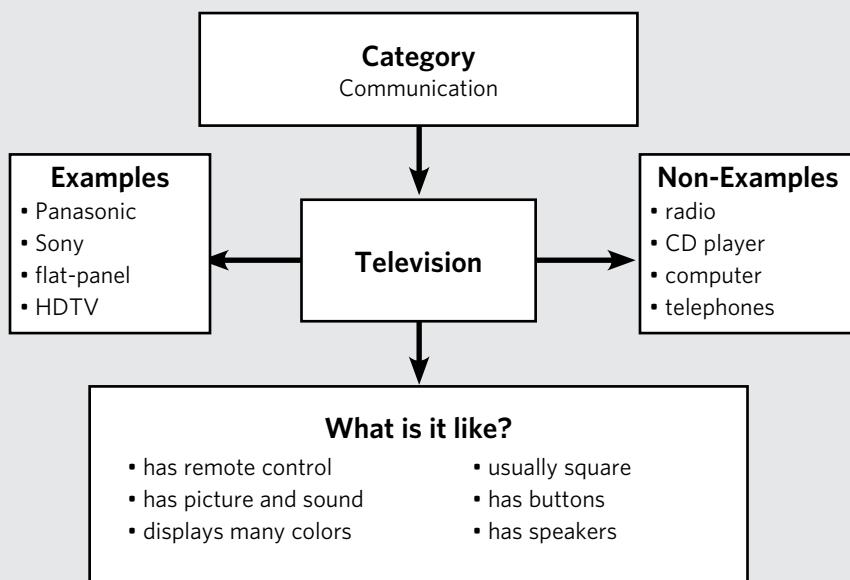
Vocabulary

VOC-22 Concept Definition MapBlackline Master available
www.tpri.org

Students use a graphic organizer to understand the essential attributes of a word's meaning. Because this process requires students to describe what the word is and is not, and to cite examples of it, students develop a more thorough understanding of the word.

MATERIALS: Paper/chart paper, pencils/markers

- ① Prepare and display an example of a concept definition map. Give each student a blank map.
- ② Review the chosen word or concept by reading it in sentences. Doing so provides students a context for determining the word's meaning.
- ③ Discuss the questions a definition should answer, recording answers as they're discussed. Ask students:
 - What is it? What broader category or classification of things does it fit into?**
 - What is it like? What are its essential characteristics? What qualities does it possess that make it different from other things in the same category?**
 - What are some examples of it?**
 - What are some non-examples of it?**
- ④ Model how to use the map by selecting a familiar vocabulary term from a social studies or science unit and mapping its features.
- ⑤ Lead a discussion of how students can use the map's information to write a definition of the chosen word.
- ⑥ Select another familiar vocabulary word and have students work in pairs or individually to answer the questions.
- ⑦ After students complete their maps, have them write a complete definition of the concept using information from their maps.
- ⑧ As the unit progresses, encourage students to refine their maps as they learn additional characteristics and examples of the concept.

EXAMPLE:

Vocabulary

VOC-23 Semantic WebBlackline Master available
www.tpri.org

Students create a web of their knowledge on a theme, incorporating the use of related vocabulary words. This helps readers activate and draw on prior knowledge, recognize important components of different concepts and see the relationships among the components.

MATERIALS: Paper/chart paper, pencils/markers

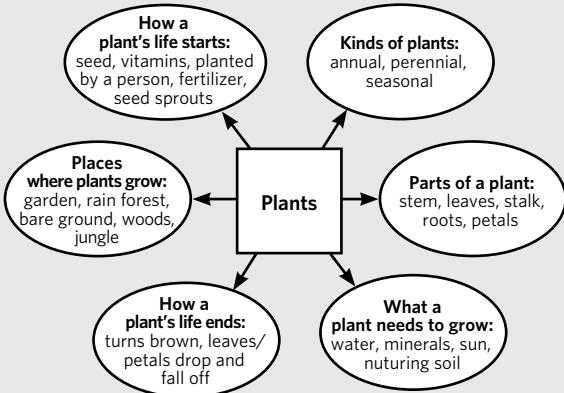
- ① Select a topic that will allow students to develop and refine their vocabulary in a particular area. The goal is to integrate multiple new vocabulary words in a meaningful way. Select the vocabulary words to teach in advance.
- ② Write the topic in the center of a chart. It may be one previously studied or read about, or one students are beginning to study and have prior knowledge about.
- ③ Students think of as many words as possible that relate to the topic. This can be done as a brainstorming session with the whole class, with a partner or individually. Be sure the vocabulary

words you selected in advance are included in the words students provide.

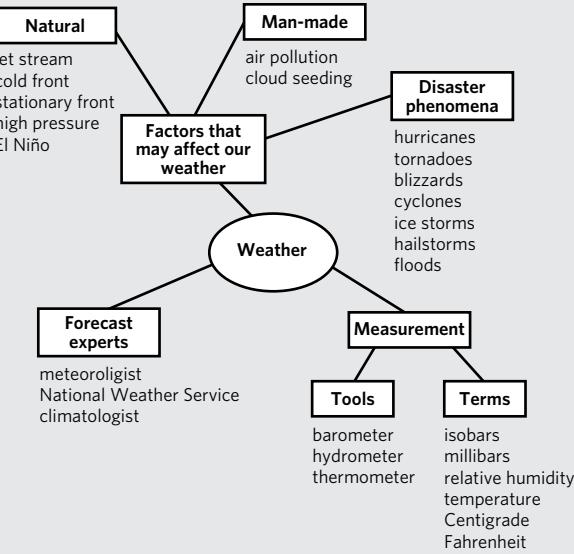
- ④ Students group the words into categories and depict the categories in the form of a map or web to show the relationships among the words.
- ⑤ Students share their semantic webs with the class, explaining the reasoning behind their categories and the words they've grouped under each. Discussion is an essential part in the effectiveness of semantic mapping. As they listen and share, students become aware of new words, gather new meanings for familiar terms and see relationships among numerous words.

EXAMPLE:

This semantic web shows how the word *bare* might be incorporated into a brainstorming session on plants. The vocabulary words selected were *mineral*, *vitamin*, *rain forest*, *bare*, *stalk*, *sprout* and *annual*. The map incorporates all or most of the words, so students see how the words represent ideas that are connected.



The vocabulary words selected for this semantic map were *meteorologist*, *blizzard*, *humidity* and *barometer*.



EXTENSION: Semantic web worksheets can be used by students individually or in teams, with students independently completing a web.

VOC-24 Memory Hunt: Homonyms

Blackline Master available
www.tpri.org

Students play a Memory-style card game, attempting to find and pronounce pairs of words that are homonyms (words that sound the same, but are spelled differently).

MATERIALS: Small index cards, marker

- ① Choose eight to 10 homonym word pairs. Write each word of the pair on separate index cards, for a total of 16 to 20 cards.
- ② Arrange the cards face down on a table.
- ③ Students take turns turning over a card, saying the word, and then turning over a second card and saying the word. If the student turns over matching words (homonyms), it makes a pair and the student keeps the cards.
- ④ Play continues with each student taking one turn at a time until all cards are picked up.

VARIATION: The game also can be played matching synonyms, or antonyms and synonyms.

VOC-25 Meaningful Word Parts: Morphographs

Students form real and nonsense words by combining different prefixes, suffixes and root words.

MATERIALS: Small index cards, marker

- ① Using the following charts as a reference, write some common prefixes, suffixes and root words on index cards, one to a card.
- ② Working individually or as a group, students

build and then pronounce both real and nonsense words by rearranging the cards.

- ③ Students consider whether each word is a real word and what the word means or could mean.

EXAMPLE:

Prefixes: Extended List			
Prefixes are letter groups added before a base word or root that usually change the meaning of the word.			
Prefix	Meaning	Root/Word Part	Examples
ab	away from	sent, sorb, stain	absent, absorb, abstain
ad	to, toward	vance, tion	advance, addition
after	later, behind	math, ward	aftermath, afterward
anti	against, opposed	biotic, freeze	antibiotic, antifreeze
auto	self	biography	autobiography
bi	two	cycle, ceps	bicycle, biceps
contra	against	dict, ry	contradict, contrary
de	from, down, away	flect, flate, tach	deflect, deflate, detach
dis*	not, apart, from	appear, regard	disappear, disregard
in, im, ir, il*	not	convenient, polite, responsible, logical	inconvenient, impolite, irresponsible, illogical
inter	among	act, nal	interact, internal
magni	great	fy, ficient	magnify, magnificent
mega	huge	phone, bucks	megaphone, megabucks
mis	wrongly	take, lead	mistake, mislead
re*	back, again	gain, do, possess	regain, redo, repossess
semi	half, partial	circle, annual, conscious	semicircle, semiannual, semiconscious
un*	not	usual, prepared	unusual, unprepared

* Most common prefixes

(continued next page)

Meaningful Word Parts: Morphographs (continued)

EXAMPLE:

Suffixes			
Suffixes are groups of letters added after a base word or root.			
Suffix	Meaning	Root/Word Part	Examples
ant	one who	assist, please	assistant, pleasant
ent	one who	reside, preside	resident, president
er, or*	one who	teach, cheat, sail	teacher, cheater, sailor
er*	more	bright, dark, cold	brighter, darker, colder
ess	one who	act, villain	actress, villainess
ful*	full of	mouth, spoon	mouthful, spoonful
less	without	mother, pain	motherless, painless
ly*	every	week, month, year	weekly, monthly, yearly
ly*	characteristic of	lone, sad, timid	lonely, sadly, timidly
ment	state of	amaze, ease	amazement, easement
ness*	state of being	happy, crazy	happiness, craziness
ology	study of	bio, chrono	biology, chronology
ous	full of	wonder, glory	wondrous, glorious
s, es*	more than one	desk, box, pouch	desks, boxes, pouches
tion, sion	process	present, precise	presentation, precision

* Most common suffixes

Vocabulary

VOC-26 Prefix Word Wall

Students learn about common prefixes by creating and studying groups of words.

MATERIALS: Chart paper, index cards, scissors, tape, marker

- 1 Write words with common prefixes (e.g., re, un) on index cards. Label a piece of chart paper *Prefix Word Wall* and attach it to a wall.
- 2 Explain to students:
Prefixes are placed at the front of words and have predictable meanings and pronunciations.
We can learn to use common prefixes as cues for word meanings.
- 3 Introduce the prefix word cards (e.g., return, unhook) and challenge students to guess the meaning of new words with the prefixes.
- 4 Students hunt for words in their textbooks, newspapers, magazines, etc. to cut out and tape on the prefix word wall.
- 5 Over time, introduce new prefixes students encounter in their reading.

EXAMPLE:

rebound	redo	rework	rewrite
replay	replace	recycle	reuse
unfair	unpack	unusual	unknown
unlimited	unequal	unclear	unlock

Vocabulary

VOC-27 Word Sort: Prefixes and Suffixes

Blackline Master available
www.tpri.org

Students sort words into groups with the same prefixes and suffixes.

MATERIALS: Index cards, paper, pencils

- 1 Create sets of word cards by writing a word with a prefix or suffix on an index card, one word per card. Each student or team will need a set of cards, paper and pencils.
- 2 Model identifying the prefix in a word and finding a word with the same prefix.
- 3 Pass out the word cards for students to sort independently.
- 4 Students read each word, then group words with the same prefix and suffix.
- 5 Students check their work with another student or team.
- 6 Students write their solution on a sheet of paper.

EXAMPLE:

kindness	unfair	forgiveness	unequal
unfriendly	sadness	unexpected	loneliness
willingness	unsure	awareness	unable

EXTENSION: After checking students' sorting, discuss the meanings of the words. The discussions can take place in either large or small groups.

Vocabulary

VOC-28 Word Sort: Roots

Students sort words into groups with the same root.

MATERIALS: Index cards, paper, pencils

- 1 Create sets of word cards by writing a word with a root on an index card, one word per card. Each student or team will need a set of cards, paper and pencils.
- 2 Model identifying the root in a word and finding a word with the same root.
- 3 Pass out the word cards for students to sort independently.
- 4 Students read each word, then use a piece of paper to cover the prefixes and suffixes to locate the root. Students then group together words with the same root.
- 5 Students check their work with another student or team.
- 6 Students write their solution on a sheet of paper by writing the root at the top. Below the root, they list all words containing the root.
- 7 Students write the meaning of each root.

EXAMPLE:

forms	form	reform	formation	formable
invisible	visual	vision	visible	visitor

(continued next page)

Word Sorts: Roots (continued)

EXTENSION: For content area reading and word sorts, you might find it worthwhile to make up lists of roots specific to each area. For science, the list might include *bio*, *chromo*, *eco*, *meter* and so forth. For reference, here is a list of commonly occurring Greek and Latin roots.

EXAMPLE:

Common Greek and Latin Roots			
Root	Meaning	Origin	Examples
aud	hear	Latin	audiophile, auditorium, audition
astro	star	Greek	astrology, astronaut, astronomy
bio	life	Greek	biography, biology, biomass
dict	speak, tell	Latin	dictate, predict, dictator
geo	earth	Greek	geology, geography, geothermal
meter	measure	Greek	thermometer, barometer
min	little, small	Latin	minimum, minimal, minivan
mis, mit	send	Latin	mission, missle, transmit, remit
ped	foot	Latin	pedestrian, pedal, pedestal
phon	sound	Greek	phonograph, microphone, phoneme
port	carry	Latin	transport, portable, import
scrib, script	write	Latin	scribble, manuscript, inscription
spect	see	Latin	inspect, spectator, respect
struct	build, form	Latin	construction, destruction, instruct

Vocabulary

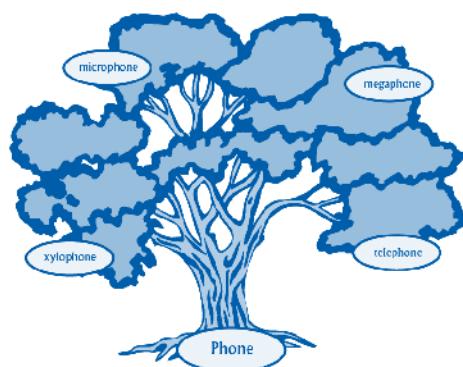
VOC-29 Root Word Tree

Students make connections between words with the same root or base.

MATERIALS: Poster board, small index cards, markers

- 1 Create a tree outline on poster board to hang in the classroom. Select material that's durable and easy to write on or attach word cards to. (If you draw the tree on a dry-erase board, you can wipe off the words and start over with a different base word. Otherwise, just replace the index cards with new word cards as you study additional base words.)
- 2 Select a root word to place at the base of the tree.
- 3 Students write as many words as they can derived from the root word, one word per index card.
- 4 Place the new words on individual branches.
- 5 Students continue adding new words over the course of the lesson or theme.

EXAMPLE:



Vocabulary

VOC-30 Content Word Board

Students collect and display words related to a theme.

MATERIALS: White board or individual notebooks, index cards, pencils/markers

- ① Designate space on a bulletin board or wall to collect and display words related to a certain subject. Subjects may be selected to teach particular vocabulary, derived from content area study or seasonal themes.
- ② With the class, write a few sample words for the board on index cards.
- ③ Introduce the board and its theme to students, demonstrating how you selected

words, wrote them on cards and then posted them on the board.

- ④ While reading, students hunt for words that fit the theme of the word board. The board is updated daily, based on content area work.
- ⑤ To encourage challenging word work and vocabulary growth, designate incentives for "special" polysyllabic words posted by students.

EXAMPLE:

Words for space could include:	
planet	orbit
space craft	space shuttle
gravity	rocket
mission	astronaut
asteroids	galaxy
satellite	space station
meteorite	moon
sun	Mars

"Special" words for talk could include:

converse	negotiate
speak	confer
gossip	reason
discuss	notify
inform	advise
chatter	explain
warn	babble
communicate	preach

VARIATION: Instead of creating a word board for the whole class, students can collect words on different topics in their own "vocabulary notebook."

Vocabulary

VOC-31 Semantic Feature AnalysisBlackline Master available
www.tpri.org

Students determine a term's meaning by comparing its features to those of other terms that fall into the same category or class. When students have completed a semantic feature matrix, they have a visual reminder of how certain terms are alike or different.

MATERIALS: Paper/chart paper, pencils/markers

- 1 Select a general category of study. With younger students, choose concrete concepts such as sports, food, farm animals, boats or board games.
- 2 Create a matrix. Along the left side, list key vocabulary terms or concepts familiar to students within the chosen category. Across the top of the matrix, supply features these words might share. Provide each student a matrix.
- 3 Students use a plus sign (+) to indicate the feature applies to the vocabulary word or a

minus sign (-) if it doesn't. If students mark the same pattern of pluses or minuses for more than one word, challenge them to identify a feature that will differentiate between the terms. This step can be completed by the entire class, in small groups or with a partner.

- 4 Ask students to explain the rationale behind their markings. Explaining their own reasoning and listening to other students' reasoning enhances understanding of the concepts.

EXAMPLE: Here is a matrix created for the subject *transportation*.

	two wheeled	four wheeled	one wheeled	foot powered	motor powered	on land	in the water	in the air
bicycle	+	-	-	+	-	+	-	-
car	-	+	-	-	+	+	-	-
unicycle	-	-	+	+	-	+	-	-
airplane	-*	-	-	-	+	+*	+*	+
boat	-	-	-	-	+ -	-	+	-

* An airplane has more than two wheels, but the specific number of wheels depends on the type of plane.
An airplane can travel on land for take-off and landing.
Some types of airplanes can travel on water for take-off and landing.

Vocabulary

VOC-32 Guess the Definition

Students define words and then check their definitions using a dictionary.

MATERIALS: Dictionaries, index cards, marker

- 1 Write sentences with new vocabulary words on index cards. Underline the vocabulary word.
- 2 Provide each pair or team a set of word cards and a dictionary. Students shuffle the cards and place them face down.
- 3 Students take turns picking up a card, reading the sentence and defining the underlined word.
- 4 Another student looks up the word in the dictionary and reads the definition. Students decide together whether the definition was correct.

Vocabulary

VOC-33 Word Sort: Vocabulary

Students sort words into groups of words with related meanings or associations. This helps develop a deeper understanding of the key concepts and complex reasoning skills of classification and deduction.

MATERIALS: Index cards, marker

- ① Write one vocabulary word on each index card. (With older students, it may be more effective and efficient to have students create their own word cards using a list you supply.)
- ② Model putting together words with similar meanings or words related to the same topic.
- ③ Pass out the word cards for students to sort independently. This strategy can be applied in two different ways: In a *closed sort*, you provide

the categories into which students are to assign words (less difficult). In an *open sort*, students group words into categories and identify their own labels for each category (more difficult). Students can work alone or in teams.

- ④ Encourage students to find more than one way to classify the vocabulary terms. Classifying and then reclassifying helps students extend and refine their understanding of the concepts studied.

Vocabulary

VOC-34 Seven Up

Students read and define words on selected cards, then create sentences that include as many of the words on their cards as possible. This activity provides practice recognizing, defining and using vocabulary.

MATERIALS: Index cards, marker

- ① Prepare word cards, making seven times as many cards as students playing. Be sure to include both nouns and verbs in the stack.
- ② Students sit in a circle, with the stack of cards face down in the center of the group.
- ③ Each student takes a turn by turning over a card, reading it and defining it. If students read and define the word correctly, they keep the card.

- ④ When students have seven correct cards, they stand up.
- ⑤ Play continues until all students are standing. Students then sit down and see how fast they can make a sentence using some or all of their seven cards. As soon as students have made a sentence, they stand again.
- ⑥ The round continues until all students who can make sentences with their words have done so.

Vocabulary

VOC-35 Vocabulary Charades

Students act out vocabulary words for their classmates to guess.

MATERIALS: Index cards, marker

- ① Prepare a set of word cards that includes vocabulary words recently studied.
- ② Divide students into teams, with at least one strong reader on each team.
- ③ One student chooses a card, reads it silently and checks with a strong reader as needed to be

sure the word is read correctly. (Words can be read to nonreaders before they act out the word.)

- ④ The student acts out the word and the other students try to guess it.

Vocabulary

VOC-36 Vocabulary Map

Blackline Master available
www.tpri.org 

Students use a graphic organizer to map their understanding of a vocabulary word, both before and after hearing how it's used in a story read aloud.

MATERIALS: Book, chart paper, marker

- 1 Select a text to read with the group and identify vocabulary words to teach.
- 2 Make a vocabulary map with three columns labeled *Word*, *What I Think It Means Before Reading* and *What I Know It Means After Reading*.
- 3 Introduce a word alone or in a sentence, write it on the map and ask students what they think it means.
- 4 Record their answers in the second column of the map.
- 5 Read the story, emphasizing the vocabulary word.
- 6 After reading the story, you and the students return to the map and discuss the meaning of the word again.
- 7 Record those answers in the third column and compare them to answers in the second column.
- 8 Repeat the process with additional vocabulary words.

EXAMPLE:

Word	What I Think It Means Before Reading	What I Know It Means After Reading

References

Anderson, R.C., & Freebody, P. (1981). Vocabulary knowledge. In J. Guthrie (Ed.), *Comprehension and teaching research reviews*. Newark, DE: International Reading Association.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.

Biemiller, A. (2006). Teaching vocabulary in the primary grades: Vocabulary instruction needed. In J.F. Baumann & E.J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 28-40). New York: Guilford Press.

Billmeyer, R., & Barton, M.L. (1998). *Teaching reading in the content areas: If not me, then who?* (2nd ed.). Aurora, CO: McREL.

Center for Academic and Reading Skills (2001). *Vocabulary enrichment project*. Unpublished Curriculum. Houston, TX.

Curtis, M.E. (1987). Vocabulary testing and vocabulary instruction. In M.G. McKeown & M.E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp. 37-51). Hillsdale, NJ: Erlbaum.

Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *Teaching reading sourcebook: For kindergarten through eighth grade*. Emeryville, CA: CORE.

Lehr, F., Hiebert, E.H., & Osborn, J. (2006). *A focus on vocabulary*. Honolulu, HI: Pacific Resources for Education and Learning.

McKeown, M.G., & Beck, I.L. (2006). Direct and rich vocabulary instruction. In J.F. Baumann & E.J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 13-27). New York: Guilford Press.

Nagy, W.E. (1988). *Teaching vocabulary to improve reading comprehension*. Newark, DE: International Reading Association.

Pinnell, G.S., & Fountas, I.C. (with Giacobbe, M.E.) (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.

Schwartz, R.M., & Raphael, T. (1985). Concept of definition: A key to improving students' vocabulary. *Reading Teacher*, 39(2), 198-205.

Shanker, J.L., & Ekwall, E.E. (1998). *Locating and correcting reading difficulties* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Stahl, S.A. (1999). *Vocabulary development*. Cambridge, MA: Brookline Books.

Texas Reading Initiative (2000). *Promoting vocabulary development: Components of effective vocabulary instruction*. Austin, TX: Texas Education Agency.

Comprehension

Constructing meaning from hearing or reading text. The purpose for reading.

Comprehension, the ability to gain meaning from print, is the central purpose for reading. Comprehension depends on the reader's understanding of word meanings and ability to draw inferences. To comprehend text, readers draw on a wide range of knowledge and skills, and utilize a variety of cognitive processes. The TPRI assesses student abilities in areas that contribute to comprehension (graphophonemic knowledge, accuracy and fluency), and assesses comprehension directly on the reading accuracy, fluency and comprehension portion of the Inventory Section.

To assess comprehension, the TPRI provides stories at each grade level for students to read or hear. After reading or listening to a story, students answer a series of questions to demonstrate their understanding of it.

TPRI comprehension questions are divided into four types. The question types use a modified version of the QAR question taxonomy: Right There, Think and Search, Author and Me, and On My Own. The four TPRI comprehension question types — Recalling Details, Linking Details, Inferring Meaning and Inferring Word Meaning — are described below.

Recalling Details Questions

- Require students to provide information stated directly in the text. The language used in the question closely matches the language used in the text, and the answer is contained within a single sentence. Students require no background knowledge to answer correctly.
- When students struggle to answer correctly, they may not remember or understand significant details in the text.

Linking Details Questions

- Require students to provide information stated in the text. Answering correctly requires connecting information in multiple sentences. Sometimes these sentences are close together in the text; at other times, they're separated by several sentences or paragraphs. No background knowledge is necessary to answer these questions.
- When students struggle to answer, they may have trouble understanding significant details and making connections from one part of the text to another.

Inferring Meaning Questions

- Require students to make connections beyond what is stated directly in the text. Answering correctly requires students to make feeling, causal and/or logical inferences using personal experience and/or background knowledge.
- When students struggle to answer, they may have difficulty gaining deep or complex understanding of the text.



Blackline Masters

www.tpri.org

Some activities have associated Blackline Masters available as PDF files to download, print out and use in your lessons. Go to www.tpri.org.

Inferring Word Meaning Questions

- Require students to provide the meaning of a word from the story.
The meaning of the word is provided or can be inferred in the story's context.
- When students struggle to answer correctly, they may have trouble understanding text containing unfamiliar vocabulary.

The TPRI assesses two forms of text comprehension: listening comprehension and reading comprehension. These types of comprehension are distinct, but closely related.

Listening Comprehension

Children begin learning to understand books when they hear them as babies and toddlers. However, in preschool or kindergarten, around ages four or five, more structured listening comprehension instruction can begin. To help build listening comprehension, teachers may:

- Have students listen and respond to stories based on well-known characters, themes, plots and settings.
- Ask students to listen to stories with the goal of retelling them.
- Use retelling as a way to assess how well students comprehend a story, and then use that information to help students develop a deeper understanding of story structure.
- Work with students on ordering and summarizing information from a story and making inferences.

Reading Comprehension

As students begin to read text independently, reading comprehension becomes a focus of instruction. Reading comprehension requires an active strategic process that varies depending on the characteristics of the reader, the nature of the text and the purpose for reading. While some students may devise their own strategic process for understanding text, most students require explicit instruction in reading comprehension strategies.

Following are important considerations regarding reading comprehension strategies:

- According to research published in the National Reading Panel (2000), skilled readers construct meaning from text not through the use of a single potent strategy, but through the coordination of several strategies.
- Students should learn what the comprehension strategy is, why it's important, and how, when and where to apply it.
- Students require sufficient practice in working with multiple strategies so the appropriate use of these strategies becomes a habit. It's recommended students master one comprehension skill before a new strategy is taught.
- Reading comprehension strategies should be included in the content areas for generalization.
- Instruction in reading comprehension should be directed towards helping students:
 - Understand what they read.
 - Remember what they read.
 - Communicate with others about what they read.
 - Connect what they read with prior knowledge and experience.

Guidelines for Instruction

Years of reading research confirm the activity described as “good reading” is made up of a set of well-developed and well-practiced skills. Good readers actively and consciously bring together these different skills and strategies during three stages of reading text: before, during and after reading. General guidelines for instruction during these three stages are provided below. More detailed, specific instructional activities comprise the remainder of the Comprehension section.

Before Reading

- Select important and potentially confusing or unknown vocabulary and briefly teach the meanings of these words to facilitate comprehension during reading.
- Provide students opportunities to preview the text by browsing the material and looking for clues.
- Activate students’ relevant background knowledge.
- Generate an interest in the text.
- Provide an opportunity for students to answer inferencing questions and make predictions about what will be learned from reading the text.
- Identify the purpose of the text — information or entertainment/story.
- Encourage active reading of the text.

During Reading

- Include activities that facilitate understanding.
- Summarize the main idea.
- Predict events and outcomes of upcoming text.
- Draw inferences and make connections.
- Sequence events.
- Monitor understanding.
- Ask questions related to the purpose of the story.

After Reading

- Encourage students to complete an academically engaging activity to interact with the material they have just read.
- Have students think about the information and ideas that emerge from their reading, and to respond to what they’ve read.
- Facilitate student retention and deep understanding of the text.

About the Comprehension Activities

Comprehension activities are divided into three areas: Read-Alouds and Retells, Reading Comprehension Strategies and Story Elements. The focus of these sections progresses from primarily listening comprehension and the basic reading comprehension skill of retelling; to a variety of strategies for building comprehension of any text type; to helping students use story elements as a way to better comprehend narrative books and stories.

Read-Alouds and Retells

After hearing or reading a text, students tell about it.

COM-1 Structured Reading

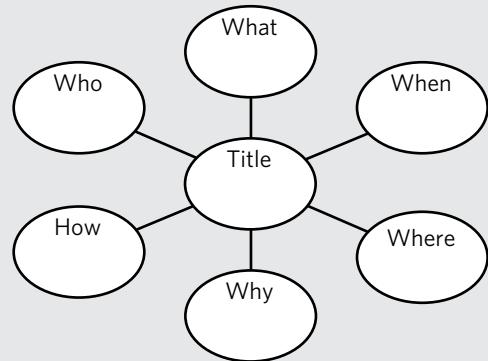
Read a book aloud and ask students to retell the story using the 5 W's — who, where, when, what and why.

MATERIALS: Book or book on tape

- ① Review the 5 W's using a familiar story to give an example of each.
- ② Read a book aloud or play a book on tape.
- ③ Let each finger on your hand represent one of the 5 W's as you retell the story with assistance from students.
- ④ Model oral retellings numerous times before having students perform the task independently.

EXTENSION: Structured reading using the 5 W's can be taught with a graphic organizer or web. Elicit student responses and record them in the appropriate circles. In addition to the 5 W's, the web includes the how.

Blackline Master available
[www.tpri.org](http://www(tpri.org)



COM-2 Teacher-Directed Read-Alouds

Hearing books read aloud offers students opportunities to learn new vocabulary and comprehend books they're unable to read themselves.

MATERIALS: Book

- ① Before reading aloud, preview and discuss the text, and teach the associated vocabulary. Create interest in the text, activate prior knowledge and encourage predictions. Introduce the purpose of reading the story.
- ② During reading, continue to discuss the text, check for understanding of the vocabulary words and ask for predictions.
- ③ After reading, discuss the accuracy of the students' predictions and ask content-related questions to check for understanding.

Comprehension | Read-Alouds and Retells

COM-3 Draw a Story

Students illustrate the beginning, middle and end of a story, and then retell it using their pictures.

MATERIALS: Book or book on tape, paper, crayons/markers

- ① After reading a text aloud, discuss what happened at the beginning, middle and end of the story.
- ② Ask students to draw pictures on a piece of paper that's been divided into three sections labeled *Beginning, Middle and End*.
- ③ Using their pictures, students retell the story to a partner or the class.

EXTENSION: Ask students to write a sentence describing each picture. Another option is to ask students to predict what the beginning, middle and end will be after reading only the title page. Students can draw predictions and compare pictures after hearing or reading the story.

Comprehension | Read-Alouds and Retells

COM-4 Story Retell: Sequence Cards

Students retell a story by sequencing the main events on a timeline made of yarn.

MATERIALS: Narrative or expository text, yarn or string, index cards, paper clips

- ① Explain that a string, like a story, has a beginning, middle and end. Tell students you'll read a book and then discuss its beginning, middle and end.
- ② Read the story aloud to students.
- ③ Hand each student a 12-inch piece of yarn or string.
- ④ Have students touch the beginning and end of the yarn. Discuss what happened first and then last in the story.
- ⑤ Have students touch the middle of the yarn and discuss the middle of the story.
- ⑥ Along with students, select a word or short phrase to represent the start of the story and write it on an index card. Repeat the process with the end of the story, then the middle.
- ⑦ Use paper clips to attach the cards to the yarn in chronological order.
- ⑧ Retell the story while touching each main event card.

COM-5 Story Retell: Sentence Strips

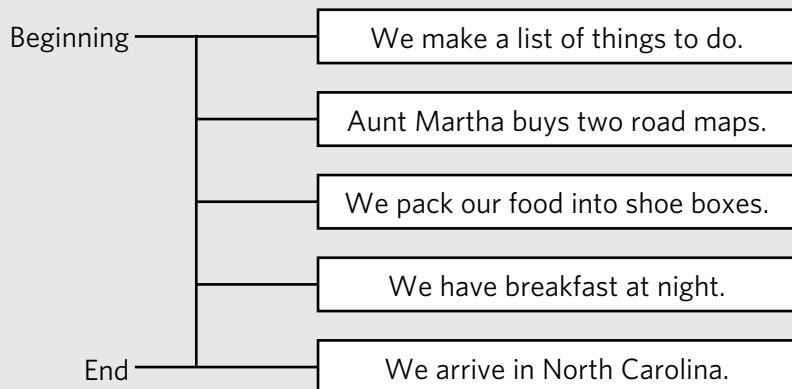
Students retell a story using sentence strips as an aid.

MATERIALS: Narrative or expository text, chalkboard/transparency, sentence strips, chalk/marker

- ① Before reading a story to the class, write its key events on sentence strips and distribute to students.
- ② After reading, have one student at a time come to the front. Read the sentence the student is holding.
- ③ Call on another student with a sentence. Decide with students where each student should stand so the sentences appear in correct chronological order. (Make sure the student with the first sentence stands at the left from the perspective of students who are observing. When reading, we always move left to right.)
- ④ Finally, use the sentence strips to write a story summary on the chalkboard or transparency.

Decide with students where each student

EXAMPLE: Here's how a timeline might look for the book *Just Us Women*, by Jeannette Caines.



EXTENSION: Using sentence strips, students predict the order of key events in a story they haven't read.

COM-6 Story Retell: Timelines

Students retell a story using a timeline they help create.

MATERIALS: Narrative or expository text, chalkboard/transparency, chalk/marker

- ① Read a story aloud to the class or have students read independently.
- ② Create a timeline on the board by drawing a straight line and marking its beginning, middle and end.
- ③ Using words as labels, have students help you create a chronological sequence of the story.
- ④ Students retell the story using the timeline as a reference.

Comprehension | Read-Alouds and Retells

COM-7 Story Retell: Increasingly Complex Models

Through oral reconstruction, students' understanding of story structure increases and their retellings become more sophisticated.

MATERIALS: Book or book on tape

- ① Read a book aloud or play a book on tape.
- ② Support students in providing increasingly complex retellings using the following types as a guide:

Simple Descriptive Retelling: Students identify and retell the beginning, middle and end of a story in chronological order. After students become proficient in identifying the beginning, middle and end, have them describe the setting, identify the problem and resolution of the problem.

More Complex Retelling: Students identify and retell events and facts in a sequence. After students have mastered retelling sequential events, have them make inferences to fill in missing information, and identify and retell causes of actions or events and their effects.

Most Complex Retelling: Students identify and retell a sequence of actions or events, make inferences to account for events or actions, and provide explanations for the motivation behind the characters' actions. Finally, have students evaluate the story, which may involve rating the story in comparison to other stories or discussing how they might change it.

Reading Comprehension Strategies

A variety of approaches for helping students connect with and understand what they read.

Comprehension | Reading Comprehension Strategies

COM-8 Story Retell: Partner Reading

Blackline Master available  www.tpri.org

Students read together in pairs and practice retelling what they've read.

MATERIALS: Books, retell cue cards

- ① Create one retell cue card for each pair of students.
- ② Give the same book or story to each student pair, along with a retell cue card.
- ③ Students take turns reading their text, alternating every paragraph or page.
- ④ While one student reads, the other student reads along. Students help and correct each other while reading.
- ⑤ After a section of text has been read (the length depends on the level of the readers and difficulty of the text), the student who was not reading asks the other student:

"What did you learn first?" (Asked only once at the beginning of each section.)

"What did you learn next?" (Asked as many times as necessary to cover all the information students learned while reading the section.)

EXAMPLE:

Retell Cue Card

1. What did you learn first?
2. What did you learn next?

EXTENSION: Working with a partner, students close the book and write a retell for a section of text. Students then discuss and compare their written retells.

COM-9 KWL Chart

Blackline Master available
www.tpri.org 

Students access background knowledge before they hear a text read, then reflect on what they learned afterwards.

MATERIALS: Book, KWL chart, marker

- ① Create a KWL chart.
- ② Explain the **K** stands for what readers already *know* about the story from studying its title and illustrations. Discuss what the students *know* and list it under the first column.
- ③ Explain the **W** stands for what readers *want to know* about the text. What students *want to know* is based on the questions or curiosity they have after reading the title and seeing the illustrations.

With students, brainstorm what they *want to know* and list it under the second column.

- ④ Explain the **L** stands for what readers *learn* from reading, and this column will be filled out after reading and discussing the book.
- ⑤ Read the book to the class.
- ⑥ Discuss what students *learned* and list it under the third column.

EXAMPLE:

What We K now	What We W ant to Know	What We L earned

VARIATION: After modeling this technique, students can use a KWL chart in small groups or individually. The chart can be laminated for daily use.

On the modified KWL chart below, students write *What I Already Know* in the first column. While reading, they write what the text says in the *What I Have Read* column. Students can compare their statements in a whole group discussion.

EXAMPLE:

What I Already Know	What I Have Read

COM-10 Anticipation/Reaction Guide

Students activate and access prior knowledge before reading informational text. Motivates reluctant readers by stimulating and focusing their interest on a topic.

MATERIALS: *Informational text, anticipation/reaction guide, paper, pencils/markers*

- 1 Identify the major facts you want students to learn from reading the text.
- 2 Create an anticipation/reaction guide with four to six statements that may support or challenge students' beliefs and experiences about the topic. The statements can address important points, major concepts, controversial ideas or misconceptions. Try not to write simple, literal statements that can be easily answered.
- 3 Provide a guide for students after they've read the text. They can work in groups if the subject matter is fairly complex, or on their own.
- 4 Ask students to react to each statement (agree or disagree), formulate a response to it and be prepared to defend their opinions.
- 5 Discuss each statement with the class, then ask how many students agree or disagree with the statement.
- 6 Ask one student from each side of the issue to explain their response.
- 7 Students reread the selection with the purpose of finding evidence that supports or refutes their responses.
- 8 After reading, students confirm their original responses, revise them or decide if additional information is needed.
- 9 In their own words, students write what the author said about each statement.
- 10 Lead a whole class discussion on what students learned from their reading.

EXAMPLE: Below is an anticipation/reaction guide that can be used with the story *Stellaluna*, by Janell Cannon. As a variation, the *Text* column can be replaced with *Author*. After reading, students place a check next to statements with which the author would agree.

Anticipation/Reaction Guide

Directions: In the column labeled *Me*, place a check next to any statement you agree with. After reading the text, compare your opinions on those statements with information contained in the text.

Me *Text*

_____	_____
_____	_____
_____	_____
_____	_____

1. Owls are friends of bats.
2. Bats are reptiles.
3. Bats sleep at night and hunt for their food during the day.
4. Bats sleep hanging by their feet.

COM-11 Prediction ChartBlackline Master available
www.tpri.org**Students use a graphic organizer to record their predictions about a text. After reading, students confirm or revise their predictions based on the content.****MATERIALS:** Book, prediction chart, small index cards, tape, marker

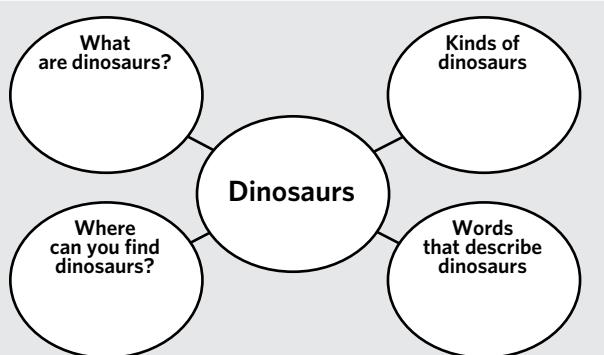
- ① Make a prediction chart.
- ② On separate index cards, write the name of a character, setting, event, etc., from a story. Include items not found in the story. These allow students to disconfirm some of their predictions.
- ③ Show students the text, briefly discuss its title and flip through the illustrations.
- ④ One at a time, show students a card and ask them to help you place it on the chart. Let students discuss their reasons for card placement.
- ⑤ Read the text aloud.
- ⑥ After reading, students confirm or revise their predictions in a class discussion, moving cards if necessary.

EXAMPLE:

Prediction Chart				
What can you predict about each of the following categories?				
Characters	Setting	Goal/Problem	Action/Events	Other Things

EXTENSION: After completing as a whole class, student pairs can use a prediction chart with a new book.**COM-12 Semantic Web**Blackline Master available
www.tpri.org**Students see a graphic representation of a story's concept or theme, setting the stage for better understanding during reading.****MATERIALS:** Book, semantic web, marker

- ① Create a semantic web. Select a topic from a book or text and write it in the center circle.
- ② In each of the outlying circles, write a question related to the topic.
- ③ Discuss the topic with students.
- ④ Brainstorm answers for each question you've listed and write them in the appropriate circle on the web.

EXAMPLE: Before reading Syd Hoff's *Danny and the Dinosaur*, a book about a little boy who goes to the museum and is befriended by a dinosaur, you might discuss this semantic web and write student answers under the correct question.

COM-13 Click and Clunk

Blackline Master available
www.tpri.org

Students monitor their understanding of text while reading, and follow steps to “fix” their comprehension when it breaks down.

MATERIALS: Books or sections of text, fix-up strategies chart, index cards, pencils/markers

- 1 Create a chart with the four fix-up strategies and post it at the front of the class. Model each strategy before students use them independently.
- 2 Provide each student a “clunk log” on an index card. Review the definitions of click — understanding the content of what is read. Then clunk — not understanding the content of what is read. (Repeat this review the first few times the activity is taught.)
- 3 Students read a section of text, identifying clunks as they read and recording them on their clunk log.
- 4 Students apply a fix-up strategy to determine the meaning of each clunk and record the meaning on the clunk log.
- 5 Students continue the process until they’ve finished reading the text.
- 6 Allow students to share clunks they’ve been able to fix and how they determined the meaning.
- 7 Discuss any clunks students were unable to fix.
- 8 As needed, reteach or review how to apply the fix-up strategies to determine word meanings.

EXAMPLE:**Fix-Up #1**

Reread the sentence with the clunk. Look for key words to help you understand.

Fix-Up #2

Reread the sentence before and after the clunk to look for clues.

Fix-Up #3

Look for a prefix or suffix in the word.

Fix-Up #4

Break the word apart and look for smaller words.

Clunk Log

Clunk	Clunk Meaning

EXTENSION: Students use a clunk log and fix-up strategies on a new text with a partner. After reading, students can play a game by cutting the clunks and meanings apart, then match the pieces after they’re shuffled.

COM-14 Reciprocal Reading and Questioning

Blackline Master available
www.tpri.org 

Provides practice in questioning, clarifying, summarizing and predicting a text's content.

Recommended for grades 3 and up.

MATERIALS: Books or sections of text

- ① Divide a text into smaller sections of about two to three paragraphs. Provide each student a copy.
- ② After students read each section, lead a small group discussion using the reciprocal reading and questioning techniques.
- ③ Model the discussion leader's tasks, guiding students in applying the comprehension strategies, monitoring the group's understanding and providing feedback.
- ④ After ample modeling, turn the leadership role over to students, who take turns leading the discussion.

EXAMPLE:

Reciprocal Reading and Questioning

1. **Predicting:** Preview the selection by reading the title, any boldface subheadings and looking at graphic aids. Based on the preview, have each student predict what the selection will be about.
2. **Questioning:** Read the first section of text. Then provide time for students to write a few questions on the important information they learned in the section. Allow students to share and discuss each other's questions.
3. **Clarifying:** Clarify any parts of the text that were unclear during reading. Things to clarify include words, maps or illustrations that were confusing.
4. **Summarizing:** Summarize the section by identifying and condensing the most important points.

Repeat the four steps with each remaining section of text.

COM-15 Question-Answer Relationships (QAR)

Helps students understand the relationship between question-answer pairs and types of questions, so they can generate different levels of questions on their own.

MATERIALS: Books or sections of text, chart paper/index cards, pencils/markers

NOTE: Each of the four QAR question types should be taught separately; two are text-based and two are knowledge-based.

- ① Introduce a QAR question type and discuss its definition.
- ② Model how to locate answers to the QAR question type.
- ③ Students read a text selection aloud with a partner.
- ④ Provide questions and have students locate the answers. Discuss why the question represents a particular QAR question type.

Before moving on to the next step, make sure students understand the relationship between the question-answer pair and can identify the type of question.

- ⑤ Students independently write questions that fit the QAR type by reading a new text selection aloud with a partner.
- ⑥ Repeat Steps 1-5 for the next question type until students are proficient in generating questions at each level.

EXAMPLE:

QAR Question Types

Level 1: Right There

- Answers are stated in the text.
- Questions and answers have the same wording.
- Questions usually elicit one word or short phrase answers.
- Questions begin with words or statements, such as *who is, where is, list, what is, when is, how many, when did, name or what kind of*.

Level 2: Think and Search

- The reader has to look for the answers.
- Answers are pulled from different parts of the text, so students must search throughout the entire text to find answers that apply.
- Questions may begin with words or statements, such as *summarize, what caused, contrast, retell, how did, explain, find two examples, for what reason or compare*.

Level 3: Author and Me and On My Own

This level has two categories of questions. Answers to these questions are not explicitly stated in the text.

Author and Me

- Students draw conclusions from what the author wrote.
- Students must have read the text material to understand what the question is asking.

On My Own

- Questions can be answered from students' prior knowledge and don't require reading the text.

ADAPTATION: To help students, make charts of the question types with pictorial clues.

COM-16 Discussion Guide

Blackline Master available
www.tpri.org

A graphic aid for teaching students to examine both sides of an issue before drawing conclusions.

MATERIALS: Books or sections of text, discussion guides, pencils/markers

- ① Provide each student pair with a text selection to read aloud and one discussion guide.
- ② After reading, introduce the discussion guide with a question based on the content of the text selection. Have each student pair write the question at the top of their guide.
- ③ With their partner, students discuss various responses to the question and record the reasons they agree or disagree in the appropriate column.
- ④ Partners work on the same discussion guide, writing only key words or phrases in the columns. They don't have to fill in all the lines, but should attempt to give an equal number of reasons in each column.
- ⑤ Students pair with another set of partners to discuss the reasons in each column.
- ⑥ Each group works towards a consensus about which view (agree or disagree) is most correct.
- ⑦ When a conclusion is reached, they record it at the bottom of the guide.
- ⑧ During whole group discussion, one person from each group shares their conclusion and why they agreed on it.

EXAMPLE:

Discussion Guide	
Question	
Reasons We Agree 1. _____ 2. _____ 3. _____	Reasons We Disagree 1. _____ 2. _____ 3. _____
Conclusions _____ _____ _____	

COM-17 Directed Reading and Thinking

Blackline Master available
www.tpri.org

Teaches students how to make predictions and provide evidence that either supports or refutes them.
Recommended for grades 3 and up.

MATERIALS: Books, prediction and evidence charts, pencils/markers

- ① Work with the whole class or divide students into pairs or groups of three. For this strategy to be successful, each step should be modeled prior to students using it independently.
- ② Determine stopping points in the text. Stopping points can be after every paragraph, multiple paragraphs and/or every page.
- ③ Provide each student a copy of the text and give each group one prediction and evidence chart. Designate one chart as the class chart.
- ④ Ask students to look at the title and cover of the book, and make a prediction based on that information. Discuss answers thoroughly as a group before recording them on the class chart.
- ⑤ Students read the first paragraph and make a prediction of what will happen next. Ask them to consider which predictions are based on evidence from the text. Record those predictions on the class chart.
- ⑥ Guide students through the same process for the remaining sections of text, as they continue to make and evaluate their predictions.

EXAMPLE:

Prediction and Evidence Chart	
Prediction from Title/Cover	Evidence from Text

COM-18 Reciprocal Questioning

Students set their own goals for reading and learn to raise questions independently.

MATERIALS: Books or selections of text

- ① Distribute texts to each student. Offer a brief introduction to the text and discuss the purpose for reading it.
- ② Ask students to read the first sentence of a passage silently.
- ③ Model asking a question after reading it.
- ④ After closing their books, have students ask questions about the sentence and what it means. Provide direct feedback regarding the quality of their questions.
- ⑤ In addition to asking more detailed questions, encourage questions that require students to relate personal experiences and prior knowledge to information in the passage.
- ⑥ Continue the process, reading one or several sentences at a time, until students have a confident prediction of what's going to happen in the remainder of the selection.
- ⑦ After they've finished reading, ask students to check their predictions.
- ⑧ Discuss their predictions and whether the initial questions raised were the best ones for the selection.

COM-19 Using Your Five Senses

Blackline Master available
www.tpri.org 

Helps students identify sensory imagery and appreciate how authors create pictures through words and phrases that appeal to our senses.

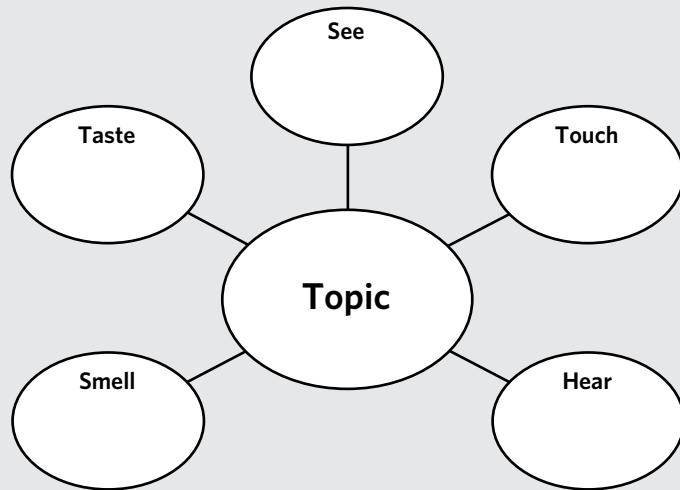
MATERIALS: Narrative or expository text, using your five senses chart, paper, pencils/markers

- ① Read a text aloud to the class.
- ② Periodically, stop and have students close their eyes and form images about what was just read.
- ③ Help students suggest words and phrases that assist them in forming images.
- ④ Record the words on the chart under the appropriate sensory heading.
- ⑤ After completing the story, students can use the words on the chart to write a summary.

EXAMPLE:

Using Your Five Senses Chart				
See	Touch	Hear	Smell	Taste

Alternative graphic organizer for Using Your Five Senses:



COM-20 Say Something

Blackline Master available
www.tpri.org

Provides a structure for students to regularly pause, think about and comment on what they've read.
MATERIALS: Books, sticky notes, say something cue cards, marker

- 1 Using sticky notes, mark several places where you will stop and "say something" about the text.
- 2 Read the text aloud until you reach the first sticky note.
- 3 Model saying something about the text you've just read. Then ask students to "say something" about it. For example, they might share an experience, summarize what's been read, wonder about something in the text or predict what will happen next.
- 4 Continue reading, stopping to discuss at each sticky note.
- 5 Once students understand the process, have them work in pairs or groups of three.
- 6 Provide the same text for each student and pass out a say something cue card for each set of students (see the example card below).
- 7 Students read and then "say something," using the stopping points marked in their books.

EXAMPLE:

Say Something Cue Card

1. Divide into pairs or groups of three.
2. Get a copy or copies of text.
3. Decide how you will read:
 - Silently
 - Taking turns
4. Locate the first sticky note where you will stop and **Say Something** about the text.
5. Continue to read, stopping at each sticky note to **Say Something**.

Remember: When you stop to **Say Something**, it must be about what you just finished reading! Each group member must **Say Something** different about the text.

EXTENSION: Instead of saying something, students "write something" and follow the same process using a write something cue card.

EXAMPLE:

Write Something Cue Card

1. Preview the reading selection.
2. Locate the first sticky note where you will stop and **Write Something** about the text.
3. At each stop, write either a:
 - Comment
 - Prediction
 - Surprise
 - Summary
 - Similar experience

Hint: If you have little or nothing to write, try reading the section again.

COM-21 Visualization

Students practice creating mental images of what they read.

MATERIALS: Pictures, narrative or expository text

- ① Before teaching students to visualize text, model the procedure thoroughly and practice frequently with them.
- ② Begin by using pictures for visualization. Tell students you are holding a picture of a specific item (e.g., cat, dog, car, house, park), but don't show the picture. Ask students to think about the picture and then talk with a partner about the mental image they created. Ask a few students to share the description of what they visualized.
- ③ As students begin reading text, ask them to stop reading and make a mental image of what they've read. Story parts to visualize include the setting, characters and major events.
- ④ After making a mental image, students discuss their image and compare it to the images made by other students.
- ⑤ Students with sparse images may need prompting to describe more thoroughly.

EXTENSION: Students draw their image and explain and compare it with a partner.

COM-22 Cause and Effect Relationships

Blackline Master available  www.tpri.org

Students use a graphic organizer to learn about cause and effect relationships in literature.

MATERIALS: Books or selections of text, cause and effect chart, sentence strips, tape, marker

- ① Make a cause and effect chart with two columns.
- ② Read a text with the class.
- ③ When beginning to teach this concept, write the causes and effects on sentence strips and ask students to decide where each strip belongs on the chart.
- ④ Start by using selections with one cause and one effect, before progressing to selections with several causes and effects.

EXAMPLE:

Cause	Effect
What happened?	What was the result?

EXTENSION: As students read, they're given a list of causes (what happened) and asked to find the effects (result of what happened). Later, they may be given a list of effects and asked to find the causes.

Story Elements

Students focus on the primary story elements of main idea/theme, character, setting and plot while reading.

Comprehension | Story Elements

COM-23 Get the Gist

Blackline Master available
www.tpri.org

This cooperative learning activity teaches students how to identify the main idea of a paragraph. Scaffolding helps students determine what is and what is not important by stating the main idea in 10 words or less.

MATERIALS: Picture cards, simple paragraphs and texts, get the gist cue cards

- 1 Begin by modeling the activity at the picture level. Provide multiple opportunities to practice the process using picture cards as a class.
- 2 When students understand the process at the picture level, model the activity with simple paragraphs, followed by simple text with multiple paragraphs.
- 3 Place students in pairs. Provide each a copy of the same text and one get the gist cue card.
- 4 Students take turns reading the selection, one paragraph at a time.
- 5 After each paragraph, students name the main idea by identifying the *who* or *what*, using a get the gist cue card to guide them. Students make a statement of 10 words or less using their fingers to help them count. The first thumb is the *who* or *what*; the remaining fingers count as the *most important information* about the *who* or *what*.
- 6 If students are unable to make a statement in 10 words or less, they move on to the next paragraph.

Get the Gist Cue Card

1. Name the *who* or *what*.
2. Tell the *most important information* about the *who* or *what*.
3. State the main idea in 10 words or less.

COM-24 Story Mapping

Blackline Master available
www.tpri.org

Students learn about narrative plot structure by identifying and mapping the major structural features of a story.

MATERIALS: Narrative text, story maps, pencils/markers

- ① Create a story map on chart paper or overhead projector.
- ② After reading or hearing a text read aloud, complete the story map as a group.
- ③ After participating in whole group story

mapping, students complete their own maps working in pairs or individually, either on the same text or different texts.

- ④ Students share and discuss their completed story maps.

EXAMPLE:

Story Map	
Story Title	_____
Characters	_____
Setting	_____
When	_____
Where	_____
Problem	_____
Major Events	
1	_____
2	_____
3	_____
4	_____
Story Outcome	_____

Theme	_____

VARIATION:

Simple Story Map		
Story Title _____		
Beginning At first...	Middle Then...	Ending In the end...

Comprehension | Story Elements

COM-25 Sequencing Events

Blackline Master available
www.tpri.org

Helps students understand that stories have a beginning, middle and end, and prepares them to retell the story.

MATERIALS: Books, paper, pencils/markers

- 1 Model the strategy with the whole class before asking students to work independently or with a partner.
- 2 While reading, students write the main idea on each page in the order presented.
- 3 Students then add the most important details on the page about the main idea.
- 4 Sequencing notes can be used to write story summaries or book reports.

EXAMPLE:

Page _____ Main Idea: Important Details:	Page _____ Main Idea: Important Details:
Page _____ Main Idea: Important Details:	Page _____ Main Idea: Important Details:

Comprehension | Story Elements

COM-26 Story Wheel

Blackline Master available
www.tpri.org

Students use a graphic organizer to focus on story elements while reading silently or aloud with a partner.

MATERIALS: Books, story wheels, large laminated wheel (optional), pencils/markers

- 1 Before students attempt this activity independently, be sure they understand each of the story elements:

Author: Who wrote the story?

Characters: Who or what is the story about?

Setting: Where does the story take place?

Time: When does the story take place?

Plot: What is the problem in the story?

Resolution: How is the problem solved?

- 2 Distribute story wheels to students and explain that each section of the wheel focuses on a particular story element.

- 3 While students read individually or in pairs, they discuss and write answers in the appropriate wheel section.

- 4 As a graphic teaching aid, use a large laminated wheel and assign student groups a section to complete as they're reading.

EXAMPLE:



COM-27 Character Reflection

Blackline Master available
www.tpri.org 

Students analyze and describe a character from their reading.

MATERIALS: Previously read text, character reflection charts, pencils/markers

1 Create a character reflection chart and model how to complete it by discussing a character from a previously read text. Encourage students to use interesting and vivid language to describe characters, focusing on distinct and important aspects.

2 Provide charts for students to complete alone or with a partner.

3 Students use the charts to share information about characters in their books.

EXAMPLE:

Character Reflection Chart

Character _____ Title _____

What did the character look like? _____

Actions _____

Feelings About Self _____

Feelings About Others _____

COM-28 Polar Opposites Character TraitsBlackline Master available
www.tpri.org**Students analyze traits of characters in the stories they read.****MATERIALS:** Book, polar opposites chart, marker

- 1 Create a polar opposites chart.
- 2 Before reading, tell students which character you will discuss. Read a text aloud.
- 3 After reading, explain the polar opposites chart and work with students to decide where the character fits on it.
- 4 A plus sign (+) is placed on the line closest to the character trait. For example, if a character is more fearful than brave, a + is written closer to fearful. The reason for the answer is written below the trait. Model the activity often before assigning it independently or to small groups.

EXAMPLE:**Polar Opposites Chart**

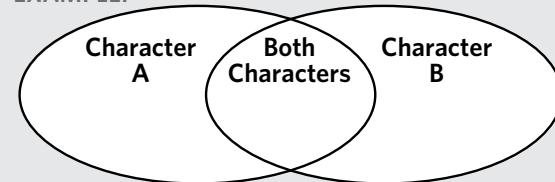
Character Name _____

Book Title _____

Where do you think _____ would fit for each of these traits?

Brave _____ Fearful
Reason: _____A Leader _____ A Follower
Reason: _____Adventurous _____ Cautious
Reason: _____Generous _____ Greedy
Reason: _____Wise _____ Foolish
Reason: _____Happy _____ Sad
Reason: _____**EXTENSION:** Students fill out the polar opposites chart for two different characters and then compare the traits of the two characters.**COM-29 Character Comparison**Blackline Master available
www.tpri.org**Students use a Venn diagram to compare two characters.****MATERIALS:** Book with at least two characters, Venn diagram, marker

- 1 After reading a text, create and model how to use a Venn diagram.
- 2 Write a character's name on each side of the diagram and with the class, list ways in which the characters differ under their name.
- 3 In the intersecting portion of the diagram, list what the two characters have in common.

EXAMPLE:

COM-30 Response Questioning

Blackline Master available
www.tpri.org

Students discuss story elements using question cards to guide them.

MATERIALS: Books, response questioning cue cards, journals, pencils/markers

- ① Create cue cards with questions about a text (e.g., mood, setting, plot, etc.).
- ② Divide students into small groups, designating one student as leader. Each group receives one response questioning cue card and is responsible for discussing that aspect of the text.
- ③ After reading the text, students use their cards to discuss it.
- ④ Ideas from the discussion can be presented to the whole class or written in journals as a follow-up activity.

EXAMPLE:

Response Questioning Cue Cards

<p>Mood</p> <ol style="list-style-type: none"> 1. How did you feel while reading the story? 2. What was the: <ul style="list-style-type: none"> ▪ Funniest part? ▪ Saddest part? ▪ Most exciting part? 3. Describe how the main character felt in the story. 	<p>Setting</p> <ol style="list-style-type: none"> 1. Where does the story take place? 2. Tell me what the place was like. 3. Have you ever been to a place like that? 4. Did the story take place a long time ago, right now or in the future? 	<p>Characters</p> <ol style="list-style-type: none"> 1. Who are the main characters? 2. Choose one character. Why is this character important in the story? 3. Do any of the characters change during the story?
<p>Plot</p> <ol style="list-style-type: none"> 1. Tell the main things that happened in the story. 2. Can you think of another way the story might have ended? 3. What do you think was the best part of the story? Why? 	<p>Connections</p> <ol style="list-style-type: none"> 1. What connections did you make with the conflict or problem in the story? 2. What connections did you make with the characters in the story? 3. What connections did you make with the setting in the story? 	<p>Visualizing</p> <ol style="list-style-type: none"> 1. When you picture the characters, what do they look like? 2. When you picture the setting, what is it like? 3. When you picture the action in the story, what do you see?
<p>Taking a Stand</p> <ol style="list-style-type: none"> 1. What do you think is the point of the story? 2. How would you change the characters or setting? 3. Would you like the author to write a sequel? Where would it start? 4. Which parts of the story did you like most? 		

COM-31 Simple Webbing

Blackline Master available
www.tpri.org

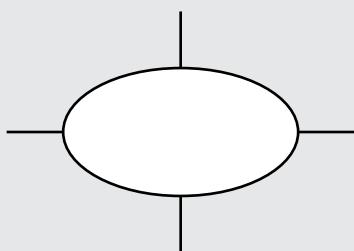
Students use a graphic organizer to understand the most important ideas and underlying structure of expository text. The process highlights how ideas are interrelated and facilitates information recall.

MATERIALS: Expository text, simple webs, pencils/markers

- 1 Provide text and simple webs to students.
- 2 Either independently or in pairs, students read the text selection.
- 3 Students identify the main idea of the selection and write it in the center of the web.
- 4 Students identify details about the main idea and write them on a spoke of the web.
- 5 The web is complete when all details about the main idea have been recorded.

EXAMPLE:

Simple Web



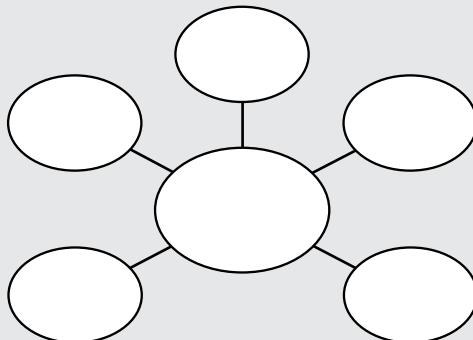
EXTENSION: Content webs are used as tools to summarize expository text.

MATERIALS: Expository text, content webs, pencils/markers

- 1 Either independently or in pairs, students read a text selection.
- 2 Students write the selection's topic in the center of the web.
- 3 While reading, students identify details about the main idea from each paragraph and record them in a circle connected to the topic.

EXAMPLE:

Content Web



COM-32 Story Frame

Blackline Master available
www.tpri.org

Graphically illustrating information helps students organize knowledge acquired from a story.

MATERIALS: Books, story frames, pencils

- ① Provide each student with a text and story frame and model how to use it.
- ② After reading, students complete their story frame.
- ③ Lead a discussion of student responses.

EXAMPLE:

Story Frame

The story takes place _____

The problem in the story _____

The problem is solved when _____

In the end _____

EXTENSION: Story frames can be made more complex by requiring sequencing of all important information in a text. Students can write a summary report about the text using the story frame as a guide.

COM-33 Story Pyramid

Blackline Master available
www.tpri.org

Students describe story elements using a pyramid that requires increasingly long answers.

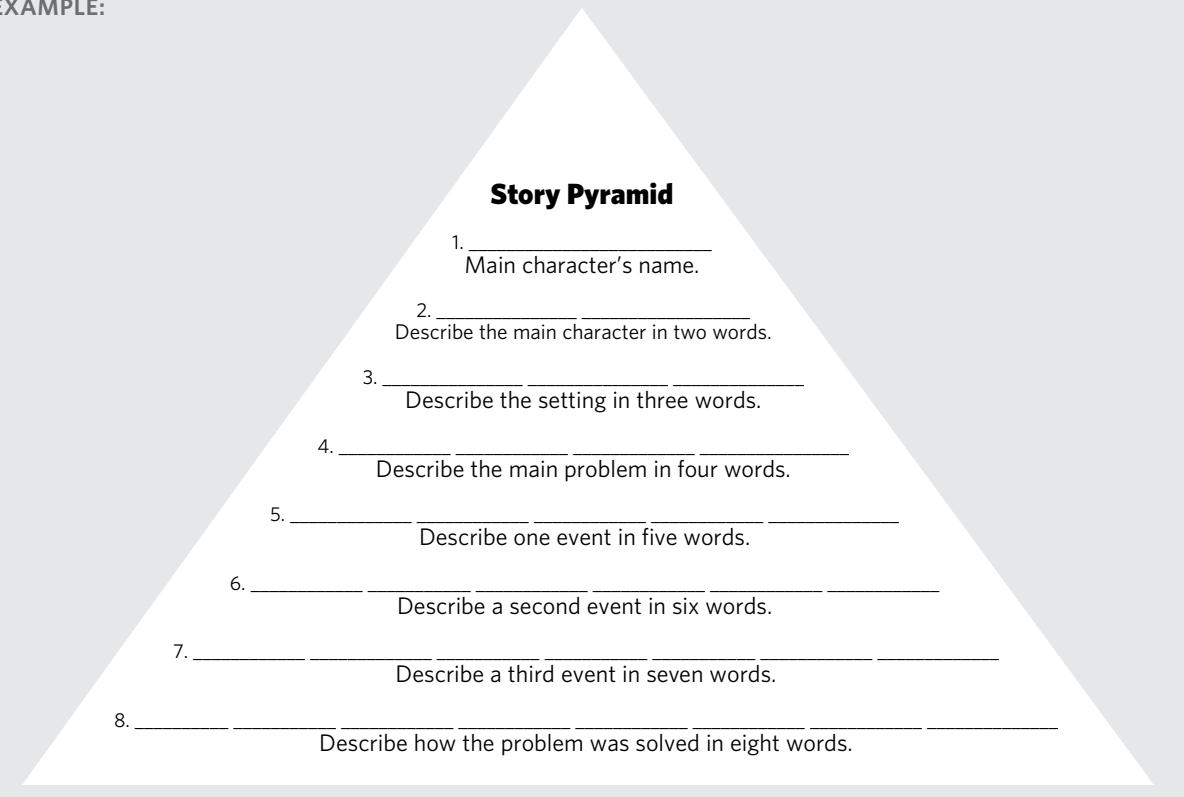
MATERIALS: Books, story pyramids, pencils

① Create a story pyramid and model how to use it with a text familiar to the entire class. Students follow the steps by selecting words from the text that describe the main character, setting, problem and events.

② Working independently or in pairs, students practice using a story pyramid with another familiar text.

③ Once they understand how to use a story pyramid, students can complete them regularly for texts read independently.

EXAMPLE:



Story Pyramid

1. _____
Main character's name.
2. _____
Describe the main character in two words.
3. _____
Describe the setting in three words.
4. _____
Describe the main problem in four words.
5. _____
Describe one event in five words.
6. _____
Describe a second event in six words.
7. _____
Describe a third event in seven words.
8. _____
Describe how the problem was solved in eight words.

EXTENSION: Story pyramids can be created with fewer or more events, and with more lines for writing about characters or setting.

References

Alverman, D.E. (1991). The discussion web: A graphic aid for learning across the curriculum. *The Reading Teacher*, 45, 92-99.

Anthony, H.M., & Raphael, T.E. (1989). Questioning strategies in content area reading. In J. Flood & D. Lapp (Eds.), *Instructional strategies for content area reading and learning*. New York: Prentice Hall.

Babyak, A.E., Luze, G.J., & Kamps, D.M. (2000). The good student game: Behavior management for diverse classrooms. *Intervention in School and Clinic*, 35(4), 216-223.

Billmeyer, R., & Barton, M.L. (1998). *Teaching reading in the content areas: If not me, then who?* (2nd ed.). Aurora, CO: McREL.

Caines, J. (1991). *Just Us Women*. New York: Scholastic.

Carnine, D.W., & Kinder, D. (1985). Teaching low-performing students to apply generative and schema strategies to narrative and expository material. *Remedial and Special Education*, 6(1), 20-30.

Cecil, N.L. (1995). *The art of inquiry: Questioning strategies for K-6 classrooms*. Winnipeg, Canada: Peguis.

Cudd, E.T., & Roberts, L.L. (1987). Using story frames to develop reading comprehension in a first grade classroom. *The Reading Teacher*, 41(1), 75-79.

Flood, J.F., Jensen, J.M., Lapp, D., & Squire, J. (1991). *Handbook of research on teaching the English language arts*. New York: Macmillan.

Fuchs, L.S., Benson, B., & Fuchs, D. (1992). Identifying a measure for monitoring student reading progress. *School Psychology Review*, 21, 45-58.

Fuchs, D., Fuchs, L.S., Mathes, P.G., & Simmons, D.C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to academic diversity. *The American Educational Research Journal*, 34, 174-206.

Hoff, S. (1993). *Danny and the Dinosaur*. USA: New Harper Edition.

Klinger, J.K., & Vaughn, S. (1998). Using collaborative strategic reading. *Teaching Exceptional Children*, 30(6), 32-37.

Klinger, J.K., Vaughn, S., Dimino, J., Schumm, J.S., & Bryant, D. (2001). *From clunk to click*. Longmont, CO: Sopris West.

Macon, J.M., Bewell D., & Vogt, M. (1991). *Responding to literature*. Newark, DE: International Reading Association.

Mathes, P.G., & Fuchs, L.S. (1994). Peer tutoring in reading for students with mild disabilities: A best-evidence synthesis. *School Psychology Review*, 23, 55-76.

Mathes, P.G., Fuchs, D., Fuchs, L.S., Henley, A.M., & Sanders, A. (1994). Increasing strategic reading practice with Peabody classwide peer tutoring. *Learning Disabilities Research & Practice*, 9, 44-48.

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Bethesda, MD: National Institute of Child Health and Human Development, National Institutes of Health.

Short, K.G., Harste, J.C., & Burke, C.L. (1996). *Creating classrooms for authors and inquirers* (2nd ed.). Portsmouth, NH: Heinemann.

Writing

Communicating ideas in written form.

Writing instruction is a key component of an effective elementary language arts program. While a writing task is not included on the TPRI, writing is closely related to the reading and language skills the TPRI assesses.

Reading and writing are interactive communication skills that build on each other. Reading is a receptive process primarily focused on the comprehension of written words. Writing is an expressive process that allows writers to use words to reflect, record and communicate thoughts and information. As students write more and learn to write more effectively and independently, their reading also tends to improve. Becoming more confident and fluid at writing words helps students build confidence and fluency in reading words. Integrated writing and reading instruction also helps students apply what they've learned about reading to the writing process, and vice versa. For example:

- While students practice looking for the main idea in their reading, they also can learn how to write their own topic sentences.
- Students can extend a reading comprehension practice, such as story mapping, into writing a narrative summary or book report.
- After completing a writing lesson on using interesting language, students can look in their reading for examples of rich and engaging language.
- After hearing a story in a listening station, students can complete a story map or, for younger students, draw a picture of the main characters.

Research suggests that good writers don't "just happen" — students must be taught to write. Remember these key points about writing instruction:

- Students need to be taught both the mechanics of writing and the authoring aspects of writing.
- Effective writing programs incorporate explicit instruction that includes think-aloud modeling and teacher feedback. Time devoted to assigned writing without direct teaching does not improve writing.
- A minimum of 30 minutes per day, four times a week, should be spent on modeling and independent writing. Writing daily for a short amount of time is better than a single long session once a week.
- Writing instruction can take place in content areas other than reading and language arts. Social studies and science provide great opportunities to teach writing.
- When teaching a new skill, consistently model the skill, offer guided practice with your feedback and then provide students with independent practice time.
- Writing skills should be taught in a systematic manner, beginning with simple writing and working toward more complex writing.



Blackline Masters

www.tpri.org

Some activities have associated Blackline Masters available as PDF files to download, print out and use in your lessons. Go to www.tpri.org.

Guidelines for Instruction

To help students learn to effectively express themselves in writing, instruction and practice in the mechanics of writing should be integrated with the instruction and practice of composition. Research shows that when students are expected to learn mechanics only incidentally as part of the writing process, their learning often is limited and their progress inadequate. The writing section of the *Intervention Activities Guide* is divided into three sections that focus on both the mechanics of writing and written composition: Teaching Foundational Writing Skills, Teaching the Writing Process and Developing Writing Assessment Tools.

Teaching Foundational Writing Skills

Activities provided in this section help students build writing skills like:

- Using correct punctuation, spelling and syntax.
- Using correct grammar within the context of sentences.
- Writing simple sentences.
- Writing detailed descriptive paragraphs.
- Adding details to sentences.
- Writing expository and narrative paragraphs, including elements such as description, sequence, comparison, cause and effect, and problem and solution.

Teaching the Writing Process

Students need to be taught how to use the writing process and shown how the process leads to writing independently. The writing process:

- Allows for supported application and independent practice of every skill along the writing continuum.
- Provides a strategy for organizing students' thoughts in written form, as well as an opportunity to apply the writing skills being taught.
- Must be taught directly to students.
- Teaches students that a finished piece of writing involves multiple steps and cannot be completed in one sitting.

Developing Writing Assessment Tools

As in all areas of the curriculum, effective assessment is essential for delivering high-quality, targeted instruction. This section provides guidance in developing writing assessment practices and tools, and offers a sample writing assessment rubric.

Teaching Foundational Writing Skills

The process starts with basic steps for teaching students how to write complete sentences, progresses to forming more complex sentences and, finally, moves to paragraph and report writing.

The following activities are suggestions for sequentially building foundational skills in writing. As students approach a more difficult stage of writing, they are introduced to graphic organizers to aid in planning. Use a teach/model and guided practice/independent practice routine to ensure students fully understand a task and can meet expectations.

Writing | Foundational Skills

WRI-1 Writing a Sentence from a Picture

Students learn a rule for writing a sentence as they write about a picture.

MATERIALS: Pictures, paper, pencils

1 Begin by telling students a rule for writing a sentence:

A sentence names a who or what and tells what the who or what is doing or what is happening.

2 Show students a picture and model how to create a simple sentence about the picture.

3 Write a sentence about the picture. By starting with a picture, students can focus on the task of writing. The pictures chosen should lend themselves to writing sentences following the rule.

4 Model punctuation as you model how to write a sentence. When modeling, use think-aloud strategies so students hear the thought process as you go through the steps of deciding which letters to capitalize and where the ending punctuation goes.

5 Students work in pairs to write a sentence about a picture. Provide multiple opportunities for practice and frequent feedback.

6 Students write sentences alone for different pictures.

Writing | Foundational Skills

WRI-2 Distinguishing Between Sentences and Non-Sentences

Students tell the difference between sentences and non-sentences.

MATERIALS: Pictures, chalkboard/chalk

1 Remind students of a rule for writing a sentence:

A sentence names a who or what and tells what the who or what is doing or what is happening.

Discuss the difference between sentences and non-sentences, presenting several examples of each.

2 Show students a picture and write two sentences on the board to demonstrate a sentence and non-sentence about the picture. For example, show a picture of a bee chasing a duck and then write:

The duck ran from the bee. (sentence)

The duck and the bee (non-sentence)

3 Explain the differences between the sample sentence and non-sentence:

The first sentence tells us about a duck and then tells us what the duck did.

The second sentence just tells us about a duck and a bee, but it doesn't tell us what they did.

4 Continue practicing using different pictures. Have students distinguish between sentences and non-sentences while using the rule for a sentence to explain their choices.

5 Use other pictures and guide students' writing of sentences using the rule. As students dictate a sentence, write what is said on the board.

6 Scaffold responses as needed by having students identify the parts of the sentence.

EXAMPLE:

Sentence and non-sentences for the picture of the king:

The king is counting his money.
(sentence)

The king
(non-sentence)

Counted his money
(non-sentence)



WRI-3 Using a Self-Monitoring Checklist at the Sentence Level

Blackline Master available
www.tpri.org

Students use a checklist to monitor their own writing.

MATERIALS: Self-monitoring checklist, writing passage, paper, pencils

- ① Create a checklist that includes only four items and reflects skills previously taught. Items on the checklist will change as students learn new skills.
- ② Model use of the checklist on a passage of writing that contains errors.
- ③ Have students practice using the checklist on their own writing with your feedback.
- ④ Students use the checklist to monitor their sentences.

EXAMPLE:

Do the sentences name a who or what?

Yes _____ No _____

Do the sentences tell what the who or what did or what happened?

Yes _____ No _____

Do the sentences begin with a capital letter?

Yes _____ No _____

Do the sentences end with proper punctuation?

Yes _____ No _____

WRI-4 Distinguishing Between Complete and Incomplete Sentences

Students discriminate between complete sentences and incomplete sentences.

MATERIALS: Sentences with and without missing parts, pencils

- ① Write sentences with and without missing parts, and model how to determine a complete or incomplete sentence. The missing parts should be the who or what or the part that tells what happened to the who or what. For example:

The dog was running away from his family.
(complete sentence)

Running away from his family
(incomplete sentence)

The dog from his family
(incomplete sentence)

- ② Have students complete the missing parts as you write them on the board.

- ③ Give students sentences with missing parts to complete as practice.

- ④ Provide corrective feedback while students practice.

EXAMPLE:

1. The boy _____.

2. _____ ran after the red kite.

3. _____ watch for birds in the trees.

4. The big dog _____.

5. _____ grow in the fields.

Writing | Foundational Skills

WRI-5 Connecting Sentence Writing to Reading

Students write sentences to sequence information from a story.

MATERIALS: Previously read stories for modeling and student practice, self-monitoring checklist, chart paper, pencils

- 1 Students orally retell a story previously read to the class.
- 2 Model by writing down the story on chart paper, correcting as necessary.
- 3 Students reread a previously read story in pairs.
- 4 Working in pairs, students practice retelling and writing down the story sequence.
- 5 Pairs share with the class, while you provide feedback.
- 6 Students work alone to retell another story they've read.
- 7 Provide students with a self-monitoring checklist for editing and revising their work (see WRI-3, page 172, for a sample checklist).

Writing | Foundational Skills

WRI-6 Adding Complexity to Sentences

Students combine simple sentences to make more complex compound sentences.

MATERIALS: Pairs of simple sentences, paper, pencils

- 1 Read students a pair of simple sentences. For example:

I am the tallest person in my class.
(simple sentence)

My sister is taller than me.
(simple sentence)
- 2 Model how to use the conjunctions *and* or *but* to combine the simple sentences into a compound sentence.
- 3 I am the tallest person in my class, but my sister is taller than me.
(compound sentence)
- 4 Guide students through the process of combining sentences orally.
- 5 Provide students with simple sentences to practice combining into more complex sentences.
- 6 Students combine sentences in a piece of their own writing. Monitor and provide feedback.

Writing | Foundational Skills

WRI-7 More Methods for Creating Sentence Complexity

Students move an internal dependent clause or phrase that tells *when* to the beginning of a sentence.

MATERIALS: Teacher- and student-created sentences, pencils

- 1 Model how to use introductory dependent clauses. For example:

When I was seven years old, I visited my grandmother in Florida.
- 2 Students practice moving an internal dependent clause or phrase that tells *when* to the beginning of a sentence:

I ate a bowl of cereal before I brushed my teeth.
(original sentence)
- 3 Before I brushed my teeth, I ate a bowl of cereal.
(more complex sentence)
- 4 Students find a sentence in their own writing and move a dependent clause to the beginning of the sentence.
- 5 Monitor and provide feedback.

WRI-8 Writing a Paragraph from a Picture

Students use a picture's main idea to write a paragraph.

MATERIALS: Pictures, self-monitoring checklist, chart paper/paper, pencils

- ① Find pictures with an easily identifiable main idea and supporting information, so students can concentrate on the process of writing a paragraph. Primary coloring books are a good source for pictures.
- ② On chart paper, write a paragraph rule and read it to students:

A paragraph tells a main idea and tells more about it using details.
- ③ Model the rule by identifying the main idea of a picture. Tell students the *who* or *what* and then the most important thing *about* the *who* or *what*. Write the main idea on chart paper.
- ④ Demonstrate how to write sentences, describing details that tell more about the picture and only about the picture. Talk about each step as you model it, so students hear you think-aloud as you work through the process. While modeling how to write sentences, also model correct capitalization and punctuation.
- ⑤ Provide guided practice by showing students a new picture. Ask students to restate the paragraph rule.
- ⑥ As students identify the picture's main idea, write down their ideas for a topic sentence. Students should be able to identify the parts of a sentence within this topic sentence. Select the most effective main idea sentence, modifying it as needed to ensure it's a high-quality example.
- ⑦ As students state details about the picture, write them on chart paper.
- ⑧ Continue practicing with other pictures, allowing students to work in pairs to write paragraphs together.
- ⑨ Provide students with a self-monitoring checklist for editing and revising their work. (see WRI-3, page 172, for a sample checklist)

WRI-9 Writing a Summary Paragraph from a Simple Web

Blackline Master available
www.tpri.org

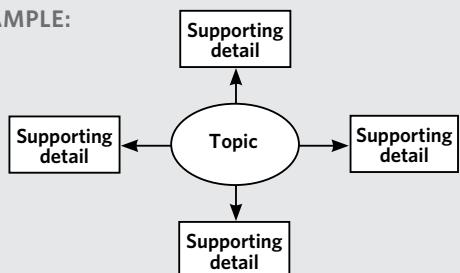
Students write a paragraph using a web.

MATERIALS: Simple web, previously read text or section of text, self-monitoring checklist, chart paper/paper, pencils

- ① Use the same teaching process as the previous activity (WRI-8), starting with the paragraph rule:

A paragraph tells a main idea and tells more about it using details.
- ② Model how to write a paragraph from a simple web completed during a student reading assignment.
- ③ Demonstrate how to write a topic sentence from the web.
- ④ Model and write detailed sentences for other parts of the web. Talk about each step as you model it, so students hear you think-aloud as you work through the process. While modeling how to write sentences, also model correct capitalization and punctuation.
- ⑤ Provide students a copy of previously read text, allowing them time to reread it.
- ⑥ Ask students to restate the paragraph rule.
- ⑦ Guide student practice by writing down their statements about the topic sentence and supporting details from the text.
- ⑧ Allow multiple opportunities for paragraph writing practice in groups using webs.
- ⑨ Provide students with a self-monitoring checklist for editing and revising their work. (see WRI-3, page 172, for a sample checklist)

EXAMPLE:



WRI-10 Writing a Narrative Summary or Book Report

Students write a summary of a book they've read.

MATERIALS: Narrative text, story maps, self-monitoring checklist, paper, pencils

- 1 Begin by giving students a rule for writing a summary:

A summary is comprised of several sentences about one topic.

(When writing a summary paragraph about a story, the summary paragraph consists of several sentences about the story.)

- 2 Refer to the Story Mapping activity (COM-24, page 160) in the Comprehension section of this guide. Model the use of a story map for the specific purpose of writing a summary paragraph. Talk about each step as you model, so students hear you think-aloud as you work through the process.
- 3 Write about the main character or characters in the story. Start by naming each character and then add descriptors, sharing what's unique or most important about each character.
- 4 Move on to the setting, again modeling how to use details to describe the story's setting.
- 5 Next, model how to select details to describe the problem or theme of the story and express the problem or theme in sentences.

- 6 Have students identify the main events (plot) that happened in the story and then write a conclusion or ending.

- 7 As you model writing the narrative summary, include a discussion of the mechanics of writing. Think-aloud about your decisions on writing mechanics (e.g., punctuation, capitalization, etc.).

- 8 Provide guided practice by writing down statements students provide as they follow another story map to write a summary. Have students concentrate on writing transitions that allow the summary to read smoothly.

- 9 Allow multiple opportunities for summary writing practice in groups using story maps.

- 10 Later, students can use their own story maps to write a narrative summary.

- 11 Provide students with a self-monitoring checklist for editing and revising their work. (see WRI-3, page 172, for a sample checklist)

WRI-11 Writing an Original Story from an Organizer

Students write a story in correct sequence using a story map, which serves as an organizer for the planning phase of writing.

MATERIALS: Story map, paper, pencils

- 1 Students use a story map to think about a story before they write it.
- 2 Students fill in each part of the map, thinking about characters, setting and what will happen in the story.

- 3 Remind students the main events in the story should make sense with its ending.

- 4 Students use the map to compose their story.

Teaching the Writing Process

The writing process provides students with a routine to follow as they learn the foundational writing skills.

Following is an overview of the phases of the writing process and how instruction — consisting primarily of think-alouds and modeling — should look in each phase. Combining think-aloud routines from the previous foundational writing section with the writing process helps students become more accomplished writers. The think-aloud routines from the foundational skills section can serve as minilessons during the writing process activities.

When implementing writing process instruction, students need frequent opportunities (three to five sessions per week) to write independently. Students should gradually extend the amount of time they spend writing independently. For example, kindergarten and first grade students can start with 10-minute writing sessions and build to 30-45-minute sessions. Older students may write independently from 45 minutes to an hour, or longer in some cases. Sometimes, students will write on subjects entirely of their own choosing; other times, they may write pieces using a particular prompt or assigned topic.

Writing | Process

WRI-12 Prewriting

The thinking and planning phase is a critical part of the writing process. Students brainstorm a list of possible topics for writing.

MATERIALS: Writing notebooks/paper, chart paper, pencils/markers

① Discuss with students where writers get ideas about what to write. Keep the ideas in a handy spot, because you'll want to use them to prompt students when they make a topics list. Some responses to guide the class toward are:

- Books
- Good things that happened to me
- Good things that happened to other people
- Bad things that happened to me
- Bad things that happened to other people
- Vacations or places to visit
- Pets
- Friends
- Family members
- Holidays
- Schools
- World events
- Favorite things (e.g., color, food, clothes, etc.)
- Things they know a lot about (e.g., football, Barbie™ dolls, animals, etc.)

② Brainstorm on chart paper a list of things you (the teacher) would want to write about. Be specific about the events. Instead of writing *friends* on the topics list, name *which friend* and a *specific time* you're thinking about. For example:

When Sarah and I stayed up all night.

Think-aloud as you describe your topic ideas and why you find the topic interesting. It's helpful to

tell a shortened version of the event, so students hear the story. Provide three to four examples of topics you might want to write about.

③ Next, ask students to share orally things they want to write about. Record their ideas on the chart paper along with your ideas. Post the list in the room to use as a reference.

④ After completing your whole group modeling, have students write down their own topics list, either on paper or in a "writer's notebook." Allow about 10 minutes for students to brainstorm possible topics. Some students may choose to copy ideas from the board to get them started.

⑤ Students should work quietly and independently on their lists, while you circulate and help generate ideas for students who are stuck.

⑥ Some students may have few topics on their list, others many. Encourage students to try to fill at least one page with possible ideas. Remind students that not every idea has to be spectacular. Even a seemingly boring idea might inspire a great writing topic another day.

⑦ Allow 5-7 minutes for students to share some of the topics on their list. As students share, let them add to their list when they think of additional topics while listening to other students.

(continued next page)

Prewriting (continued)

- 8 Have students read their list silently to themselves. Ask them to select the one topic they most want to write about and put a check by that topic.
- 9 Students now have their first writing topic and can begin writing. During the prewriting phase, remind students to consider:

Purpose: Why am I writing this?
Audience: For whom am I writing?
Accessing knowledge: What do I know about the subject?

- 10 Have students keep their topics list in their writer's notebook or folder, so they always have ideas to write about. They should add to their topics list regularly.

EXTENSION: Teach students to use the following organizational strategies for the prewriting phase. When teaching prewriting, model the planning process by thinking-aloud and creating your own graphic organizer with the class.

- Brainstorming
- Discussing
- Listing key words and phrases
- Listing events in chronological order
- Using appropriate graphic organizers (e.g., web, story frame, plot line, Venn diagram)
- Putting ideas in related groups or categories
- Labeling groups of ideas

Writing | Process

WRI-13 Drafting: WALSAL Method

Students learn a drafting strategy.

MATERIALS: Writing notebooks/paper, chart paper, chalkboard/chalk, pencils/markers

- 1 During the drafting phase, students put their ideas for a topic into sentences and paragraphs — they get their ideas “down on paper.” Begin by modeling how to move from choosing an idea during the prewriting phase into the drafting phase. As you model, be sure to think-aloud so students hear and see not only what you’re doing, but also why you’re doing it.
- 2 As you model and write on chart paper, demonstrate that you’re not focused on handwriting and spelling during the drafting phase. These will be addressed during the editing phase.
- 3 Remind students that when they draft, they might want to add more text later.
- 4 Write WALSAL (Write A Line, Skip A Line) on the chalkboard. Ask students how using WALSAL can help them while they’re drafting.
- 5 Demonstrate WALSAL on chart paper. Show students how to add a sentence or words in the blank spaces. As you model the drafting process, share your thinking. Purposefully make errors in spelling, punctuation, etc. as you model, indirectly allowing students to focus on content during drafting. In addition, if you’ve made errors, you’ll have opportunities when it’s time to model the think-aloud process for editing.
- 6 Students begin writing using the WALSAL strategy.

EXTENSIONS: Drafting strategies should be taught one at a time. Additional lesson ideas for teaching drafting are:

- Leave a blank space between words when you can’t think of the best word to use.
- Put parentheses around a word that might be changed later.
- Use abbreviations or spelling approximations. Teach students to circle words they’re unsure of and continue writing.
- Cross out words and sentences. Use a caret to insert new words or sentences into the text.

WRI-14 Sharing Work Publicly: Author's Chair

Students share their work with the class, learn how to respond to another student's writing and discuss ideas for improving it.

MATERIALS: Chart with prompts, writing notebooks

- ① Begin by discussing the purposes and procedures for sharing work with other authors. Have a single student share with the class. (Later, after ample opportunities to share and provide feedback in a whole group setting, students can meet in pairs or small groups to share writing.)
- ② Tell the class that each student will share their writing with the class at some point, but only a few students will share each day.
- ③ Explain to the class:
While you're listening to the student read, think about:
 - What is interesting?**
 - What is important?**
 - What is your favorite part?**
 - Did you hear an interesting word or a word you don't know?**
 - Were you confused about anything while you were listening?**
- ④ Provide written examples of both positive and suggestion prompts for feedback. Teach only one or two prompts at a time. Don't introduce new prompts until students are consistently and effectively using the prompts you've introduced.
- ⑤ After a student has shared their writing, ask classmates to give two positive comments about the writing. Use modeling and feedback to help students learn to be specific in their responses.
- ⑥ When students can provide consistently specific and clear positive comments, model how to offer suggestions for improvement.

EXAMPLE:

Positive Comment Prompts

My favorite part was _____.

I like the part where _____.

I liked the word _____ in your story, because _____.

I like the way you describe _____.

Suggestions for Improvement Prompts

What happened after _____?

I'd like to know more about _____.

Why did _____ happen?

The part that confused me was _____.

WRI-15 Revising

Blackline Master available
www.tpri.org

Students return to their previous writing to make it more clear, focused and interesting.

MATERIALS: Previously created student writing, revision checklist, pencils/markers

1 The first step in the revision process is selecting a writing piece for revision. Not all student writing needs to be revised. Pieces selected for revision should be chosen primarily for two reasons:

- The piece will be published and/or performed. For example, the piece might be displayed on the wall, turned in for a published writing grade, read during a class celebration or author's day, or published in a class anthology.
- The piece is especially important to the student or is a clear example of their strongest work.

2 Not all revised pieces need to be followed through to final revision and publishing. Some may simply undergo an initial revision to create a second draft.

3 Revising can be a difficult process, particularly for younger students. For kindergarteners and below, only very limited revision work is productive. For all students, learning to revise successfully requires repeated teacher modeling, teacher and peer conferencing, and practice. Think-aloud comments for you to model while revising include:

I need a better word here.

This is good. I'll keep it as it is.

EXAMPLE:

Model revising sentences by asking:

Can I combine sentences that are too short?

Have I broken sentences that are too long into two shorter sentences?

Have I varied the beginnings of the sentences?

Model revising words by asking:

Have I repeated any words too many times?

Is there a stronger word I could use to describe something?

I should say some more about this.

I'll add more details to describe this.

This part seems confusing. I might need to change the order or add some information.

4 Develop a system for approaching revision and stay consistent. Showing students a system helps them learn to rework and perfect their writing. Elicit and discuss suggestions from students for further revisions and make additional changes if appropriate. Revision is ongoing and may occur multiple times with one piece of writing. It's not necessary for students to rewrite the text completely after each revision.

5 Ideas for revision may come from sharing with others and receiving their feedback. For grades 3 and up, more sophisticated questions dealing with sentences, paragraphs and words can be asked.

6 Sometimes, using a revision checklist is helpful. Work with students to create the checklist based on skills and concepts previously taught, modeled and practiced with students. Checklist items will change as different skills or concepts are taught and mastered.

Model revising paragraphs by asking:

Does each sentence belong in my paragraph?

Does each sentence connect smoothly with the next?

Does each sentence say something about the main idea of the paragraph?

Demonstrate revising shortcuts by:

- Using arrows to move words or sentences.
- Using numbers or asterisks to indicate an insertion.
- Crossing out unnecessary words and sentences.

(continued next page)

Revising (continued)**Sample Revision Checklist**

A revision checklist should be developed in conjunction with students to increase their sense of ownership and understanding of what it includes. Items on the revision checklist will change as student ability and knowledge shift over time.

Revising for meaning:
Read the piece of writing to yourself.

Did you remember?	Fix	OK	Teacher Comments
Beginning catches the reader's interest			
Middle part is sequenced			
Clear ideas			
Easy to follow (uses transition words)			
Ending makes sense			
Details so the reader really understands			
Each sentence helps the reader understand			

WRI-16 Editing and Publishing

Blackline Master available
www.tpri.org 

Students finalize a writing piece by proofreading, using an editing checklist, correcting mechanical errors and creating a published copy.

MATERIALS: Writing notebooks with drafts, editing checklist, correction pencils

- ① Editing and publishing are the culminating phases of the writing process. Final editing occurs only after sufficient revision has taken place. Proofreading marks can be taught and used as early as kindergarten. Using an editing checklist appropriate to grade level can assist students in becoming independent editors of their own and one another's work.
- ② Work with students to create an editing checklist based on skills and concepts previously taught, modeled and practiced. Checklist items will change as different skills and concepts are taught and mastered.
- ③ Using the checklist, model proofreading skills with a piece of your own writing that includes errors from the drafting session. Correct your writing by concentrating on one checklist item at a time. Another powerful way to teach editing is by asking several students' permission to demonstrate editing with sentences from their writing. Select sentences that contain common errors. It's not necessary to identify the author of the sentence.
- ④ Students edit papers in pairs initially. Remind students to concentrate on one type of error at a time (e.g., capitalization) using their editing checklist. Provide corrective feedback and assistance as needed.
- ⑤ Students continue to edit in pairs until they're proficient and able to edit their own writing independently.
- ⑥ Students can apply the writing process strategies in all areas of the language arts block. For example, have students write sentences to sequence information they've learned in a story. Then ask them to revise and edit their work.
- ⑦ For longer pieces of writing and with older students, ask students to start using their editing checklist during the revising phase.

(continued next page)

Editing and Publishing (continued)

Sample Editing Checklist

Younger and less advanced readers and writers should work with shorter, simpler checklists. Older and more advanced students are able to use longer checklists more effectively. The checklist should be developed with students to increase their sense of ownership and understanding of what it includes. Items on the editing checklist will change as student ability and knowledge shift over time.

Self-Editing:

Read the piece of writing to yourself.

Did you remember?	Fix	OK	Teacher Comments
Complete sentences			
Period at the end of telling sentences			
Question mark at the end of asking sentences			
Capital letters at the beginning of sentences			
Capital letters for proper nouns			
Capital I			
Indent paragraphs			
Spelling			
Neatness			

Developing Writing Assessment Tools

Writing assessment is a means of improving both instruction and student learning. The main purpose of any assessment tool should govern its design, implementation and results.

The phrase "begin with the end in mind" applies to writing assessment. Before the instruction process starts, it's important to establish specific criteria or expectations for students' writing. If you don't know the writing standard you want students to reach, it's more difficult to help them progress. Developing an assessment or writing rubric prior to teaching allows it to inform and guide your instruction.

WRI-17 Assessing Writing

Blackline Master available
www.tpri.org

Teachers in the same grade level create a writing rubric tool for consistency in student writing evaluation.

MATERIALS: Samples of student writing, chart paper, marker

1 To develop a scoring rubric for writing assessment, meet with your grade-level peers. As a group, review a collection of benchmark writing samples of student work. Determine your scoring criteria and categories. Performing this task as a group creates more consistency in assessing student writing, and in analyzing writing scores across the grade level.

2 Once an assessment rubric is developed, it can be used over the course of the school year to assess specific student strengths and weaknesses, and plan instruction accordingly. The assessment should be utilized three to five times during the school year to set instructional goals and track individual student progress toward mastery.

3 After assessing students' writing, compile the names of students who need instruction in specific areas on the rubric: Ideas and Organization, Grammar and Language, Mechanics. Determine which concepts/skills should be taught to the entire class and which should be part of small group instruction to students with similar needs.

4 Following instruction, students need ample opportunities to practice new skills while receiving assistance and corrective feedback. When students struggle with a particular skill, provide further instruction before the cycle is repeated with a new skill.

EXAMPLE:

Writing Rubric				
	1	2	3	
Ideas and Organization	Addresses the Subject of the Writing	<input type="checkbox"/> Writer does not address the subject	<input type="checkbox"/> Subject is addressed, but there is little elaboration	<input type="checkbox"/> Clear purpose and reason for writing
	Unity and Logical Organization	<input type="checkbox"/> Sentences often seem unconnected; transitions are poor or non-existent	<input type="checkbox"/> Reader can follow the sequence, but the writer may jump around	<input type="checkbox"/> Writing shows a logical flow of ideas; good sequence and use of transitions
	Vocabulary	<input type="checkbox"/> Limited vocabulary	<input type="checkbox"/> Vocabulary is appropriate; some strong word choices	<input type="checkbox"/> Rich use of words; vocabulary shows elaboration
	Sentence Completion	<input type="checkbox"/> Mostly run-ons and fragments	<input type="checkbox"/> Simple sentences with little variety	<input type="checkbox"/> Variety in sentences; compound sentences
Grammar and Language	Grammar Usage	<input type="checkbox"/> Consistently incorrect	<input type="checkbox"/> Partially correct; some errors	<input type="checkbox"/> Consistent, accurate use; very few errors
	Capitalization Usage (beginning of sentences, proper nouns, etc.)	<input type="checkbox"/> Consistently incorrect	<input type="checkbox"/> Partially correct; some errors	<input type="checkbox"/> Consistent, accurate use; very few errors
	Punctuation Marks Usage	<input type="checkbox"/> Consistently incorrect	<input type="checkbox"/> Partially correct; some errors	<input type="checkbox"/> Consistent, accurate use; very few errors
Mechanics	Spelling	<input type="checkbox"/> Consistently incorrect (over 10% errors)	<input type="checkbox"/> Partially correct; some errors (5-10% errors)	<input type="checkbox"/> Consistent, accurate use (0-5% errors)

References

Berninger, V., Abbott, R., Abbott, S., Graham, S., & Richards, T. (2002). Writing and reading: Connections between language by hand and language by eye. *Journal of Learning Disabilities*, 35(1), 39-56.

Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Carnine, D.W., Silbert, J., & Kame'enui, E.J. (1997). *Direct instruction reading* (3rd Ed.). Upper Saddle River, NJ: Merrill.

Graham, S., Berninger, V., Abbott, R., Abbott, S., & Whitaker, D. (1997). The role of mechanics in composing of elementary school students: A new methodological approach. *Journal of Educational Psychology*, 89, 170-182.

Graham, S., & Harris, K.R. (1989). Components analysis of cognitive strategy instruction: Effects on learning disabled students' compositions and self-efficacy. *Journal of Educational Psychology*, 81(3), 353-361.

Isaacson, S.L. (1989). Role of secretary vs. author: Resolving the conflict in writing instruction. *Learning Disability Quarterly*, 12, 209-217.

Isaacson, S.L. (1999). Instructionally relevant writing assessment. *Reading and Writing Quarterly*, 14, 29-48.

Kame'enui, E.J., & Simmons, D.C. (1990). *Designing instructional strategies: The prevention of academic learning problems*. Englewood Cliffs, NJ: Macmillan.

Santi, K.L., Cronce, L.A., Vaughn, S., Mathes, P.G., & Foorman, B. (2002). *Developing Writers*. Austin, TX: Texas Education Agency.

Thompkins, G.E. (1993). *Teaching writing: Balancing process and product*. New York: Merrill.

Bibliography

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, MD: Paul H. Brookes Publishing.

Alverman, D.E. (1991). The discussion web: A graphic aid for learning across the curriculum. *The Reading Teacher*, 45, 92-99.

Anderson, R.C., & Freebody, P. (1981). Vocabulary knowledge. In J. Guthrie (Ed.), *Comprehension and teaching research reviews*. Newark, DE: International Reading Association.

Anthony, H.M., & Raphael, T.E. (1989). Questioning strategies in content area reading. In J. Flood & D. Lapp (Eds.), *Instructional strategies for content area reading and learning*. New York: Prentice Hall.

Babyak, A.E., Luze, G.J., & Kamps, D.M. (2000). The good student game: Behavior management for diverse classrooms. *Intervention in School and Clinic*, 35(4), 216-223.

Bear, D.R., Templeton, S., Invernizzi, M., & Johnston, F. (1996). *Words their way: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Merrill.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.

Benson, V., & Cummins, C. (2000). *The power of retelling: Developmental steps for building comprehension*. Bothell, WA: Wright Group/McGraw-Hill.

Berninger, V., Abbott, R., Abbott, S., Graham, S., & Richards, T. (2002). Writing and reading: Connections between language by hand and language by eye. *Journal of Learning Disabilities*, 35(1), 39-56.

Biemiller, A. (2006). Teaching vocabulary in the primary grades: Vocabulary instruction needed. In J.F. Baumann & E.J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 28-40). New York: Guilford Press.

Billmeyer, R., & Barton, M.L. (1998). *Teaching reading in the content areas: If not me, then who?* (2nd ed.). Aurora, CO: McREL.

Blachman, B.A., Ball, W.B., Black, R., & Tangel, D.M. (2000). *Road to the code*. Baltimore, MD: Paul H. Brookes Publishing.

Blevins, W. (1998). *Phonics from A to Z: A practical guide*. New York: Scholastic.

Brett, J. (1995). *The Mitten*. New York: G.P. Putnam's Sons.

Caines, J. (1991). *Just Us Women*. New York: Scholastic.

Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Carnine, D.W., & Kinder, D. (1985). Teaching low-performing students to apply generative and schema strategies to narrative and expository material. *Remedial and Special Education*, 6(1), 20-30.

Carnine, D.W., Silbert, J., & Kame'enui, E.J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Catts, H. (1993). *Sounds abound*. East Moline, IL: LinguiSystems.

Cecil, N.L. (1995). *The art of inquiry: Questioning strategies for K-6 classrooms*. Winnipeg, Canada: Peguis.

Center for Academic and Reading Skills (2001). *Vocabulary enrichment project*. Unpublished curriculum. Houston, TX.

CIRCLE – *Target II Teacher Training*, Center for Improving the Readiness of Children for Learning and Education. Houston, TX: University of Texas Health Science Center at Houston, Summer 2001.

Clark, C.H. (1995). Teaching students about reading: A fluency example. *Reading Horizons*, 35(3), 251-265.

Clay, M.M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Cudd, E.T., & Roberts, L.L. (1987). Using story frames to develop reading comprehension in a first grade classroom. *The Reading Teacher*, 41(1), 75-79.

Cunningham, P.M. (1995). *Phonics they use: Words for reading and writing* (2nd ed.). New York: Longman.

Cunningham, P.M., & Allington, R.L. (1999). *Classrooms that work: They can all read and write*. New York: Longman.

Curtis, M.E. (1987). Vocabulary testing and vocabulary instruction. In M.G. McKeown & M.E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp. 37-51). Hillsdale, NJ: Erlbaum.

Ehri, L.C. (1998). Research on learning to read and spell: A personal historical perspective. *Scientific Studies of Reading*, 2, 97-114.

Engelmann, S., & Bruner, E.C. (2000). *Reading mastery*. Worthington, OH: SRA/McGraw-Hill.

Flood, J.F., Jensen, J.M., Lapp, D., & Squire, J. (1991). *Handbook of research on teaching the English language arts*. New York: Macmillan.

Fox, B.J. (1996). *Strategies for word identification*. Englewood Cliffs, NJ: Merrill.

Fuchs, L.S., Benson, B., & Fuchs, D. (1992). Identifying a measure for monitoring student reading progress. *School Psychology Review*, 21, 45-58.

Fuchs, D., Fuchs, L.S., Mathes, P.G., & Simmons, D.C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to academic diversity. *The American Educational Research Journal*, 34, 174-206.

Ganske, K. (2000). *Diagnostic teaching of reading: Techniques for instruction and assessment*. New York: Guilford Press.

Gentry, J.R., & Gillet, J.W. (1993). *Teaching kids to spell*. Portsmouth, NH: Heinemann.

Graham, S., Berninger, V., Abbott, R., Abbott, S., & Whitaker, D. (1997). The role of mechanics in composing of elementary school students: A new methodological approach. *Journal of Educational Psychology*, 89, 170-182.

Graham, S., & Harris, K.R. (1989). Components analysis of cognitive strategy instruction: Effects on learning disabled students' compositions and self-efficacy. *Journal of Educational Psychology, 81*(3), 353-361.

Graves, M.F., Juel, C., & Graves, B.B. (2001). *Teaching reading in the 21st century* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Greenwood, C.R. (1991). Classwide peer tutoring: Longitudinal effects on the reading, language, and mathematics achievement of at-risk students. *Journal of Reading, Writing, and Learning Disabilities International, 7*(2), 105-123.

Hanna, P.R., Hanna, J.S., Hodges, R.E., & Rudorf, E.H., Jr. (1966). *Phoneme-grapheme correspondences as cues to spelling improvement* (USDOE Publication No. 32008). Washington, DC: U.S. Government Printing Office.

Harris, T.L., & Hodges, R.E. (Eds.) (1981). *A dictionary of reading and related terms*. Newark, DE: International Reading Association.

Henry, M.K. (2003). *Unlocking literacy, effective decoding and spelling instruction*. Baltimore, MD: Paul H. Brookes Publishing.

Heward, W.L., Gardner, R., Cavanaugh, R.A., Courson, F.H., Grossi, T.A., & Barbetta, P.M. (1996). Everyone participates in this class: Using response cards to increase active student response. *Teaching Exceptional Children, 28*(2), 4-10.

Hoff, S. (1993). *Danny and the Dinosaur*. USA: New Harper Edition.

Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *Teaching reading sourcebook: For kindergarten through eighth grade*. Emeryville, CA: CORE.

Isaacson, S.L. (1989). Role of secretary vs. author: Resolving the conflict in writing instruction. *Learning Disability Quarterly, 12*, 209-217.

Isaacson, S.L. (1999). Instructionally relevant writing assessment. *Reading and Writing Quarterly, 14*, 29-48.

Kame'enui, E.J., & Carnine, D.W. (1998). *Effective teaching strategies that accommodate diverse learners*. Upper Saddle River, NJ: Merrill.

Kame'enui, E.J., & Simmons, D.C. (1990). *Designing instructional strategies: The prevention of academic learning problems*. Englewood Cliffs, NJ: Macmillan.

Klinger, J.K., & Vaughn, S. (1998). Using collaborative strategic reading. *Teaching Exceptional Children, 30*(6), 32-37.

Klinger, J.K., Vaughn, S., Dimino, J., Schumm, J.S., & Bryant, D. (2001). *From clunk to click*. Longmont, CO: Sopris West.

Lehr, F., Hiebert, E.H., & Osborn, J. (2006). *A focus on vocabulary*. Honolulu, HI: Pacific Resources for Education and Learning.

Macon, J.M., Bewell, D., & Vogt, M. (1991). *Responding to literature*. Newark, DE: International Reading Association.

Mastropieri, M., Leinart, A., & Scruggs, T. (1999). Strategies to increase reading fluency. *Intervention in School and Clinic, 34*(5), 278-283.

Mather, N., & Jaffe, L.E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York: John Wiley & Sons.

Mathes, P.G., & Fuchs, L.S. (1994). Peer tutoring in reading for students with mild disabilities: A best-evidence synthesis. *School Psychology Review, 23*, 55-76.

Mathes, P.G., Fuchs, D., & Fuchs, L.S. (1995). Accommodating diversity through Peabody classwide peer tutoring. *Intervention in School and Clinic, 31*(1), 46-50.

Mathes, P.G., Fuchs, D., Fuchs, L.S., Henley, A.M., & Sanders, A. (1994). Increasing strategic reading practice with Peabody classwide peer tutoring. *Learning Disabilities Research & Practice, 9*, 44-48.

McKenna, M.K. (2008). Syllable types: A strategy for reading multisyllable words. *Teaching Exceptional Children, 40*(3) 18-24.

McKeown, M.G., & Beck, I.L. (2006). Direct and rich vocabulary instruction. In J.F. Baumann & E.J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 13-27). New York: Guilford Press.

Moats, L.C. (1995). *Spelling: Development, disability, and instruction*. Baltimore, MD: York Press.

Moats, L.C. (1997). *How children learn to spell*. Research paper. New York: Scholastic.

Moats, L.C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, MD: Paul H. Brookes Publishing.

Nagy, W.E. (1988). *Teaching vocabulary to improve reading comprehension*. Newark, DE: International Reading Association.

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Bethesda, MD: National Institute of Child Health and Human Development, National Institutes of Health.

Pinnell, G.S., & Fountas, I.C. (with Giacobbe, M.E.) (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann.

Rayner, K., Foorman, B., Perfetti, C.A., & Seidenberg, M.S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest, 2*(2), 31-74.

Reid, E.R. (1984). *Teaching literal and inferential comprehension*. Salt Lake City, UT: Cove.

Rosenshine, B.V. (1981). How time is spent in elementary classrooms. *Journal of Classroom Interaction, 17*(1), 16-25.

Rosner, J. (1979). *Helping children overcome learning disabilities* (2nd ed.). New York: Walker.

Santi, K.L., Crance, L.A., Vaughn, S., Mathes, P.G., & Foorman, B. (2002). *Developing Writers*. Austin, TX: Texas Education Agency.

Schatschneider, C., Francis, D.J., Foorman, B.R., Fletcher, J.M., & Metha, P. (1999). The dimensionality of phonological awareness: An application of item response theory. *Journal of Educational Psychology, 91*, 439-449.

Schwartz, R.M., & Raphael, T. (1985). Concept of definition: A key to improving students' vocabulary. *Reading Teacher, 39*(2), 198-205.

Shanker, J.L., & Ekwall, E.E. (1998). *Locating and correcting reading difficulties* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Shinn, M., Good, R., Knutson, N., Tilly, W.D., & Collins, V. (1992). Curriculum-based measurement of oral reading fluency: A confirmatory analysis of its relation to reading. *School Psychology Review, 21*(3), 459-479.

Short, K.G., Harste, J.C., & Burke, C.L. (1996). *Creating classrooms for authors and inquirers* (2nd ed.). Portsmouth, NH: Heinemann.

Snow, C.E., Burns, M.S., & Griffin, P. (Eds.) (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Stahl, S.A. (1999). *Vocabulary development*. Cambridge, MA: Brookline Books.

Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360-397.

Texas Reading Initiative (2000). *Promoting vocabulary development: Components of effective vocabulary instruction*. Austin, TX: Texas Education Agency.

Thompkins, G.E. (1993). *Teaching writing: Balancing process and product*. New York: Merrill.

Tierney, R.J., Readence, J.E., & Dishner, E.K. (1990). *Reading strategies and practices: A compendium* (2nd ed.). Boston, MA: Allyn & Bacon.

Torgesen, J.K., & Mathes, P.G. (2000). *A basic guide to understanding, assessing, and teaching phonological awareness*. Austin, TX: PRO-ED.

Walker, B.J. (2000). *Diagnostic teaching of reading: Techniques for instruction and assessment*. Upper Saddle River, NJ: Merrill.

White, T.G., Power, M.A., & White, S. (1989). Morphological analysis: Implications for teaching and understanding vocabulary growth. *Reading Research Quarterly*, 24(3), 283-304.

Wysocki, K., & Jenkins, J. (1987). Deriving word meanings through morphological generalization. *Reading Research Quarterly*, 22, 66-81.

Vaughn, S., Hughes, M.T., Moody, S.W., & Elbaum, B. (2001). Instructional grouping for reading for students with LD: Implications for practice. *Intervention in School and Clinic*, 36(3), 131-137.

Yopp, H.A. (1988). The validity and reliability of phonemic awareness tests. *Reading Research Quarterly*, 23(2), 159-177.

Glossary

Affix

One or more letters or sounds attached before or after a root or base word to modify its meaning; the category includes prefixes and suffixes.

Alphabetic Principle

Use of letters and letter combinations to represent segments of speech.

Alliteration

Ability to produce words that begin with the same sound (e.g., bus bees buzz by).

Antonyms

Words with opposite meanings.

Automaticity

Fast, effortless word recognition and decoding.

Blending

Ability to blend word parts or individual sounds (phonemes) into words (e.g., /c/ /a/ /rt/ = cart; /c/ /a/ /t/ = cat).

Book and Print Awareness

Understanding the purpose of print and the basic characteristics of books and other print materials.

Chunk

Recurring letter combination that students recognize and treat as an intact unit when decoding a word (e.g., in-ter-est-ing, con-test).

Closed Syllable

Single vowel followed by one or more consonants. The vowel usually has a short sound because it is closed in by the consonant (e.g., sat, ran, pen-cil, ab-sent).

Compound Word

New word formed by combining two separate words; the new word has a new meaning (e.g., butter + fly = butterfly; mail + box = mailbox).

Comprehension

Constructing meaning from hearing or reading text. The purpose for reading.

Connected Text

Text with a high percentage of words relating to the sound-symbol correspondence relationships being taught.

Consonant Blend

Two or three consonants blended together at the beginning or end of a word (e.g., branch, scratch, fast, paint).

Consonant Digraph

Two or more consecutive consonants representing one sound; found in both the initial and final position in words (e.g., charm, show, sack, breath).

Consonant Doubling

Spelling rule stating that when a one-syllable word with one vowel ends in a consonant, the final consonant is doubled before adding a suffix beginning with a vowel (e.g., sit = sitting; stop = stopped).

Contraction

Word formed by joining two words and replacing some of the letters in the second word with an apostrophe (e.g., I will = I'll).

Decodable Text

Text in which approximately 70% to 80% of the words have sound-symbol relationships previously taught. Used for students to apply decoding skills and form a bridge between learning phonics and applying phonics in independent reading.

Developed Score on the TPRI Inventory

Indicates a student understands that particular reading or spelling concept as assessed on the TPRI Inventory.

Developed Score on the TPRI Screening Section

Indicates students are not likely to have difficulties learning to read if they receive quality instruction. Scoring Developed on the Screening Section does not mean students already read well. Scoring Developed on the Screening Section simply suggests that students are likely to be receptive to effective reading instruction and should progress well if they are taught well.

Differentiated Instruction

Learning experiences designed specifically for individual students, tailored to their needs and abilities.

Digraph

Two or more consecutive letters representing one sound (e.g., charm, shin, rain; also see "consonant digraph" and "vowel digraph").

Diphthong

Vowel sound formed when two vowel sounds slide together to make one sound (e.g., /oy/ as in toy; /ow/ as in cow).

Elision

Deleting (eliding) sounds and repeating the remaining sounds (e.g., stop without the /s/ = top; past without the /t/ = pass).

Final Stable Syllable

Usually found at the end of a word and taught by sight (e.g., -ple, -ble, -tion, -age).

Fluency

Reading text with speed, accuracy and proper expression; not hurried reading.

Genre

Literary category, such as fiction or nonfiction.

Graphophonemic Knowledge

Recognition of the letters in the alphabet and the understanding of sound-symbol relationships and spelling patterns.

Heterogeneous Group

Comprised of students with varying skills and/or ability levels.

High-Frequency Word

Occur frequently in print and have unpredictable sound-spelling patterns (e.g., of, said). Also referred to as "sight words," because they are read as visual wholes rather than by letter-sound correspondences.

Homogenous Group

Comprised of students with similar skills and/or ability levels.

Homograph

Words spelled alike, but that are pronounced differently with different meanings (e.g., tear the paper; shed a tear).

Homonym

Words that sound the same, but have different meanings and may be spelled differently (e.g., bare, bear).

Homophone

See "homonym."

Inflectional Ending

Suffixes added to a word to change its form, but not its basic meaning (e.g., adding -ed, -ing, -ly or comparatives -er, -est).

Instructional Intervention

Instruction provided to select students in addition to the regular instruction received by all students.

I-controlled

Refers to the vowel immediately preceding or following the consonant *I*, such that the pronunciation of the vowel is affected or even dominated by the *I* (e.g., ball, pebble).

Letter-Name Identification

Ability to recognize and name the letters of the alphabet.

Letter-Sound Correspondence

Ability to identify the letters of the alphabet and understand their sound-symbol relationships.

Letter to Sound Linking

Ability to identify the letters of the alphabet and link them to the sounds they make.

Listening Comprehension

Understanding what has been heard.

Long Vowel Sound

Pronunciation of one or more letters in a word where the sound matches the name of a vowel. Long vowel sounds may be represented in print in several different ways (e.g., he, seed, lead).

Metacognitive

Thinking about one's own thinking.

Morpheme

Smallest meaningful unit of language. Prefixes and suffixes are examples of morphemes.

Morphology

Study and description of word formation.

Multisyllable/Multisyllabic Word

Words with more than one syllable.

Onset-Rime

Ability to blend a consonant and a rime into a word (e.g., r-ace, pl-ay).

Open Syllable

Ends in a vowel; the vowel sound is usually long (e.g., she, ve-to, re-cent).

Orthographic Pattern

Spelling pattern.

Orthography

Standardized spelling according to established language usage.

Parsing of Multisyllable/Multisyllabic Words

Combination of strategies used by students to decode words with more than one syllable.

Phoneme

A unit of sound.

Phoneme Blending

Ability to blend sounds (phonemes) into words (e.g., /s/ /a/ /t/ = sat; /ch/ /ar/ /m/ = charm).

Phoneme Comparison

Ability to compare differences between beginning, ending and middle sounds in words.

Phoneme Elision

Ability to delete (elide) sounds from words and blend the remaining sounds together (e.g., stop without the /s/ = top; past without the /t/ = pass).

Phoneme Segmentation

Ability to break words into their sounds (e.g., How many sounds are in cat? three; What are the sounds you hear in cat? /c/ /a/ /t/).

Phonemic Awareness

Ability to identify or manipulate the individual sounds (phonemes) in words.

Phonics Instruction

Teaches students how to use letter-sound relationships to read or spell words.

Phonology

The science, history and theory of speech sounds, including especially the history and theory of sound changes in a single language or in two or more related languages.

Prefix

One or more letters or sounds preceding a root or base word that contribute to or modify the meaning of a word (e.g., rebuild, prepay).

Prewriting

The thinking and planning stage of writing.

Prosody

Reading with expression, proper intonation and phrasing; smooth and effortless reading.

r-controlled

Refers to the vowel immediately preceding the consonant *r* in a word, such that its pronunciation is affected or even dominated by the *r* (e.g., farm, burn, fern, sir).

Reliable

In terms of assessment/evaluation/testing, reliable refers to consistency of results for a particular assessment instrument.

Rhyming

Ability to produce words that end with the same sounds (e.g., hill, bill; sat, rat).

Rime

A vowel and any following consonants of a syllable (e.g., c - at, f - it).

Sentence Segmentation

Ability to identify words in a sentence.

Sight Word

Words taught to be read as a whole instead of sounded out. They are usually phonetically irregular and are sometimes referred to as "high-frequency words," which don't need to be sounded out to be recognized quickly.

Small Group

During small group instruction, six or fewer students receive instruction targeting a particular skill, concept or topic. Students in small groups are usually selected based on having similar levels and/or similar instructional needs.

Sound Substitution

Ability to replace a sound or blend in the initial, final or middle position of a word.

Spelling

Forming words with letters in an accepted order; writing words accurately.

Still Developing Score on the TPRI

Indicates a student has not developed the reading concepts being assessed on the Screening Section or within a particular Inventory task.

Structural Analysis

Teaching students to decode words by recognizing prefixes, suffixes or inflectional endings on a base word.

Suffix

One or more letters or sounds added to the end of a root or base word that often changes the word's part of speech and modifies its meaning (e.g., running, handful).

Syllable

Smallest unit of sequential speech sounds, comprised of at least a vowel sound or a vowel-sound combination.

Syllable Awareness

Ability to determine the number of syllables in a word.

Syllable Boundary

Boundary or division between two adjacent syllables.

Syllable Elision

Ability to delete (elide) syllables from words and say the remaining syllables or word (e.g., Say ba-na-na without the /ba/ = nana).

Syllable Segmentation

Ability to separate syllables in a word (e.g., clap for each syllable in bicycle = bi-cy-cle).

Synonym

Words with identical or very similar meanings.

Syntax

Rule system governing sentence formation; the study of sentence structure.

Systematic Instruction

Instruction that is structured, consistent and ordered according to the nature of the program/system used or taught.

Vocabulary

Understanding word meanings.

Vowel Consonant Silent e (CVCe) Pattern

Words containing a single vowel followed by a consonant then the vowel e. The e at the end of the syllable makes the vowel before it long or "makes it say its name" (e.g., same, in-vite).

Vowel Digraph

Two or more consecutive vowels representing one sound (e.g., rain, bread).

Vowel Diphthong

Two consecutive vowels whose sounds slide together to make one sound (e.g., boil, crowd).

Vowel Team

Vowel spelling using two or more letters for a single speech sound (e.g., rain, bread, boil, crowd).

Whole Group

During whole group instruction, all students learn new concepts or review concepts. As a rule of thumb, skills not already mastered by roughly two-thirds of the class are taught during whole group instruction.

Word Study

Teaching students to apply phonics and structural analysis to improve word recognition and spelling skills; teaching basic sight words and high-frequency words.

Writing

Communicating ideas in written form.

Acknowledgments

Special thanks to the following individuals who contributed to either prior versions of the TPRI Intervention Activities Guide or the revision and editing of the current edition.

Barbara R. Foorman, Ph.D.

Kristi L. Santi, Ph.D.

Dennis J. Ciancio, Ph.D.

Keith A. Millner, M.A., M.Ed.

Marguerite Held

Victoria Moss

Jamie Snyder, Ed.S.

Melissa McGee, Ph.D.

Sharon Kalinowski, M.Ed.

Diane Clark

Susan Ciancio, M.A.

