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# Intermediate Word Study

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“Mini-lessons” for teaching  
intermediate alphabetic skills:  
compounds, syllable types and  
rules, common suffixes,  
prefixes, and roots

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***Megawords – Multisyllabic Words for Reading, Spelling, and Vocabulary***

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# To the Teacher or Tutor

**Alphabetics** is an umbrella term covering a wide range of reading skills: English phonemic awareness, alphabet knowledge, letter-sound correspondence or phonics, sight or high frequency word recognition, and word analysis. Typically these skills are developed by 4<sup>th</sup> grade through language development, literacy exposure, direct and sequential instruction, and frequent practice. However, some Adult Basic Education (ABE) students - both native and non-native English speakers - did not fully develop or have not yet been taught the alphabetics skills necessary for fluent and proficient reading. In fact, the *Adult Reading Components Study*\* (ARCS, 2003) reported that:

- **Beginning level ABE readers** (reading at approximately grade equivalency or GE 1.0-3.9) usually have difficulties with fundamental or basic alphabetics: phonemic awareness, phonics, and sight word knowledge. Some may even lack automatic naming (and likely writing) of the English alphabet.
- **Intermediate level ABE readers** (reading at approximately GE 4.0-8.9) usually possess basic alphabetics, but may be unsure about irregular vowel and consonant patterns, syllabication, affixes, and roots (intermediate alphabetics).
- **English Language Learners** enrolled in intermediate ABE classes (also reading at approximately GE 4.0-8.9) may experience fewer difficulties with alphabetics, but often have inter-related fluency and vocabulary needs due to unfamiliarity with some word meanings and grammatical features.

\*Retrieved from [www.ncsall.net/fileadmin/resources/research/brief\\_strucker2.pdf](http://www.ncsall.net/fileadmin/resources/research/brief_strucker2.pdf)

Since 2002, there have been four publications that integrate reading research findings with expert conclusions and recommend 'evidence-based, best-practices' for adult literacy instruction. All were supported by the National Institute for Literacy (NIFL). All are available to download and print from the Literacy Information Network and Communication System (LINCS) at <http://lincs.ed.gov>. All highly recommend assessing alphabetics needs and providing direct and sequential instruction for absent or inconsistent alphabetics skills. One of the most recent publications, *Adult Literacy Instruction: A Review of the Research*\* (2010), reported that:

"Alphabetics instruction may lead to increased achievement in alphabetics and to other components of reading, especially reading comprehension" (pg. 20).

"Word analysis may be taught using approaches that include direct instruction in word analysis with instruction in other aspects of reading" (pg. 21).

\*Retrieved from [www.lincs.ed.gov/publications/pdf/adult\\_ed\\_2010.pdf](http://www.lincs.ed.gov/publications/pdf/adult_ed_2010.pdf)

**Direct or explicit instruction** is a teaching method strongly supported for all-age learners by a substantial body of research. It was one of ten effective teaching principles identified from a synthesis of behavioral, cognitive, and social-learning theories called *Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators\** (1994).

\*Retrieved from Educators Resources Information Center at [www.eric.ed.gov](http://www.eric.ed.gov)

**Explicit** (the author's preferred term) **reading instruction** involves four steps:

1. Teacher explanation of the reading skill (what), its purpose (why), and the instructional process (how)
2. Teacher modeling or demonstration of the reading skill; I DO IT
3. Teacher-guided, oral and written practice of the reading skill; WE DO IT
4. Student independent use of the reading skill with teacher monitoring of success; YOU DO IT and I CHECK IT

**Intermediate Word Study** is an evidence-based and explicit resource for teaching intermediate alphabetics. It includes:

1. A word recognition test to assess readiness and need
2. A mini-lesson model for daily or weekly instruction
3. Scripts for explanation of:
  - a. compound words
  - b. the six syllable types
  - c. the five syllabication rules
  - d. common suffixes and prefixes
  - e. common and less common roots
  - f. the *schwa* sound
4. Twenty-five pages of multi-syllable word patterns (selected from a variety of resources) for modeling and guided practice
5. Ideas for student independent use of multi-syllable words and application to text or life

**Intermediate Word Study** was developed for ABE teachers and tutors who sincerely want to help adult students become better word (and text) readers, but often lack training in how to teach intermediate alphabetics sequentially and systematically. It was peer-reviewed by **Carol Fuller**, retired Metro North ABE reading teacher (Blaine) and **Kathy Lundquist**, Metro North ABE reading teacher (Anoka Technical College).

Your comments are welcomed! Email Marn at [mfrank06@hamline.edu](mailto:mfrank06@hamline.edu)

# Word Recognition Tests

Before implementing **Intermediate Word Study**, ABE teachers or tutors should conduct word recognition tests to determine student's readiness and need for intermediate alphabets. Word recognition tests are: (1) administered individually and privately, (2) comprised of grade-leveled word lists, and (3) scored according to the number of words read aloud correctly. Below are two recommendations of teacher-friendly, adult-appropriate tests.

## **The Word Reading Test (WRT)**

By Jeanne S. Chall, Florence G. Roswell, Mary E. Curtis, and John Strucker

Available for FREE; see APPENDIX A, pages 59-66

The WRT was designed as a quick measure of word recognition level and has been made a public-domain test by the authors. There are two forms (Form A and B) for pre- and post-testing (APPENDIX A only includes Form A). Each form includes five word lists (A-E), which are presented individually to determine a word reading level ranging from GE 1-10. Further error analysis can determine strengths and weaknesses in syllabication, suffixes, prefixes, and roots.

## **Slosson Oral Reading Test – Revised (SORT-R3)**

Available to purchase from Slosson Educational Publications at [www.slosson.com](http://www.slosson.com)

The SORT-R3 measures word recognition level for children and adults using easy to difficult word lists resulting in nationally normed grade equivalents from 1-12. As with the WRT, further error analysis can determine strengths and weaknesses in syllabication, suffixes, prefixes, and roots.

Generally speaking:

- If a student scores below 4<sup>th</sup> grade level on a word recognition test, he/she is likely in need of basic alphabets instruction. Further individual assessment will determine specific phonemic awareness, alphabet, phonics, and sight word needs.
- If a student scores between 4<sup>th</sup>-8<sup>th</sup> grade levels, he/she is likely in need of intermediate alphabets instruction.
- If a student scores above 8<sup>th</sup> grade level, he/she may only need assistance with understanding Latin or Greek roots and derivatives within content subjects (Science, Math, Social Studies, etc.).

**Note:** In the author's opinion, the terms "grade level" or "grade equivalency" should be avoided when speaking with adults about their reading skills. The term "word reading level" is more appropriate and should be explained as a baseline and indicator of need for alphabets instruction.

# Mini-Lesson Model

The **Mini-Lesson Model** below recommends providing explicit, intense, 15-30 minute intermediate alphabetic lessons over a series of days and weeks. Ideally, mini-lessons should be provided frequently on consecutive days (3-4 times per week), but if that is not possible, then alternating days (2-3 times per week) are also effective. They can be provided on just a weekly basis, but this is less than ideal because it lacks intensity and frequency.

## **Day One:** explanation & modeling

1. Teacher pre-selects and posts 10-15 words of a multi-syllable pattern (without marked syllables)
2. Teacher explains the multi-syllable pattern (or rule), the importance of this skill for automatic and proficient word reading, and ultimately, comprehension of text
3. Teacher models syllabication using a syllable marking technique (looping, circling, underlining, or slanted lines) and reads the word list
4. Students reread words, discuss meanings as needed, and use in oral sentences with teacher clarification of structure

## **Day Two:** more modeling & guided practice

5. Teacher pre-selects and posts 10-15 new words of the same multi-syllable pattern (without marked syllables)
6. Teacher reviews the multi-syllable pattern (or rule)
7. Teacher models syllabication using a syllable marking technique (looping, circling, underlining, slanted lines) and reads the word list
8. Students reread words, discuss meanings as needed, and use in oral sentences
9. Teacher dictates Lesson One-Two words for spelling practice;\* correction is provided

## **Day Three:** more guided practice

10. Teacher pre-selects and posts 10-15 new multi-syllable words of the same pattern (without marked syllables)
11. Teacher reviews the multi-syllable pattern (or rule)
12. Students reread words, discuss meanings as needed, and use in oral sentences
13. Teacher dictates phrases using Lesson One-Three words for contextual spelling practice;\* correction is provided

## **Day Four:** application and monitoring

14. Independent/paired student practice of the words with selected *Megawords*©Worksheets\*
15. Independent/paired student practice of the words with sentence or paragraph production\*

**\*Observation and tracking of these activities helps to identify mastery (80-90% correct) or the need for additional instruction and/or practice.**

# Teaching Compound Words

## Purpose(s):

- To improve understanding, reading, and spelling of compound words in isolation and context

**Note:** Many Intermediate students have mastery of compound words and may not need instruction or practice.

## Explanation(s):

Compound words are made up of two small words combined to make a new, longer word.

Compounds are the simplest multi-syllable words to read and spell. They appear quite frequently in text. For reading and spelling, you divide compound words between the two small words.

## Word Lists for Modeling and Guided Practice:

Most compounds have two syllables like in the list below.

air/plane	day/light	oat/meal
air/port	day/time	out/fit
base/ball	drive/way	out/side
bath/room	foot/ball	pop/corn
be/come	foot/step	side/walk
bed/room	for/get	snow/ball
be/long	for/give	snow/flake
be/low	for/got	sun/shine
be/side	may/be	to/day
birth/day	moon/light	to/night
break/fast	my/self	with/out
class/room	note/book	your/self

Some compounds have more than two syllables. You still divide them between the two words, but you will hear more than two syllables or word parts. The mostly three syllable words below are grouped into patterns by the first word.

any/one	every/thing	grand/father
any/thing	every/where	grand/mother
any/way	every/body	grand/son
any/body	every/one	grand/daughter
any/where	every/thing	grand/child

## Independent Practice:

- Megawords 1*© Worksheets 5, 7-8 (compound words in context)
- Independent/pair sentence or paragraph writing using compound words; group or pair sharing
- Have students look for compound words outside of class: at work on posters and handouts, at home while they read newspapers, magazines, mail, or menus, and browse the Internet

## Other Words or Notes

# Teaching Closed Syllables and the VC/CV Rule

## Purpose(s):

- To improve understanding, reading, and spelling of words with closed syllables (VC/CV) in isolation and context

## Explanation(s):

A syllable is a group of letters, word, or word part that has one vowel sound. There are six syllable types (see Appendix C) and five syllabication rules (see Appendix D). The first and most common syllable type is the closed syllable. A closed syllable has one vowel sound, the vowel sound is usually short like the “a” in apple (pretend to bite an apple), the “i” in itch (scratch your hand), the “o” in oh (open your mouth to make the oh sound), the “u” in up (point up), or the “e” in elbow (point to your elbow). A closed syllable always ends in a consonant, which “closes” the syllable like a door. For reading and spelling, you divide between the middle consonants and keep the beginning (dr-, tr-) or ending blends (-nd, -ct) and digraphs (-ck, -ch-, -sh-) together. This is the VC/CV Syllabication Rule.

## Word Lists for Modeling and Guided Practice:

The following words have two closed syllables with short vowel sounds:

ab/sent	con/test	pub/lic
ac/tress	den/tist	pub/lish
ad/dress	gos/sip	rab/bit
cac/tus	hun/dred	sand/wich
cam/pus	muf/fin	traf/fic
con/sent	nap/kin	un/til

The following words have two closed syllables with short vowel sounds and all end in /ct/:

col/lect	con/vict	in/sect
con/nect	in/fect	sub/tract
con/tact	in/ject	sub/ject

In some closed syllable words, the vowel in the second syllable is not short. Instead it has the *schwa* sound, which sounds like short u or /uh/, but can be spelled with any of the five vowels. Below are closed syllable words with the *schwa* sound in the second, unstressed syllable. You will be “studying” the *schwa* sound and its usage throughout this resource.

at/las	gal/lon	mam/mal
bas/ket	hap/pen	prob/lem
blan/ket	hus/band	ran/dom
chan/nel	kit/ten	sel/dom
child/ren	les/son	tab/let

## Independent Practice:

- Megawords 1© Worksheets 24-26 (closed syllable words in context)
- Independent/pair sentence or paragraph writing using closed syllable words; group or pair sharing
- Have students look for closed syllable words in their fluency materials and vocabulary word lists

## Other Words or Notes

# Teaching Silent-e Syllables

## Purpose(s):

- To improve understanding, reading, and spelling of words with silent-e syllables (VCe) in isolation and context

## Explanation(s):

The second syllable type is the silent-e syllable. A silent-e syllable has one vowel, followed by a consonant, which is followed by an e. The e is silent; it does not make a vowel sound itself, but makes the preceding vowel long or say its name. Many multi-syllable words have a silent-e syllable – mostly at the end, and usually the first syllable is a closed syllable. For reading and spelling, you divide between the middle consonants and keep the beginning (dr-, tr-) or ending blends (-nd, -ct) and digraphs (-ck, -ch-, -sh-) together. This is the VC/CV Syllabication Rule.

## Word Lists for Modeling and Guided Practice:

The following words have a first closed syllable and a second silent-e syllable:

ac/cuse	des/cribe	in/side
ad/mire	dic/tate	in/trude
ad/vice	dis/pute	in/trude
ad/vise	em/pire	in/vade
at/tire	en/close	in/vade
ath/lete	en/tire	in/vite
back/bone	es/cape	land/scape
bap/tize	es/tate	mis/take
cas/cade	ex/cuse	pan/cake
col/lide	ex/plode	pol/lute
com/pare	ex/pose	re/take
com/pete	ex/treme	re/tire
com/plete	ig/nite	rep/tile
com/pute	ig/nore	sub/scribe
con/clude	im/mune	sub/side
con/crete	in/cline	sun/rise
con/fide	in/clude	sun/shine
con/fuse	in/flute	sup/pose
con/sume	in/hale	trans/late
cos/tume	in/quire	um/pire
de/cide	in/sane	wel/fare

## Independent Practice:

1. *Megawords 1*© Worksheets 35-37 (silent-e words in context)
2. Independent/pair sentence or paragraph writing using silent-e syllable words; group or pair sharing
3. Have students look for silent-e words outside of class: at work on posters and handouts, at home while they read newspapers, magazines, mail, or menus, and browse the Internet

## Other Words or Notes

# Teaching R-Controlled Syllables

## Purpose(s):

- To improve understanding, reading, and spelling of words with r-controlled syllables (Vr) in isolation and context

## Explanation(s):

The third syllable type is the r-controlled syllable. An r-controlled syllable has one vowel immediately followed by an r. The vowel sound is not short or long; it has its own sound that is a blend of the vowel and r. In other words, the r “controls” the vowel sound! There are 3 vowel-r sounds: /ar/ as in car, /or/ as in for, /er/ as in verb, bird, or fur. Note that /er/ has 3 spellings: er (the most common), ir, and ur. For reading and spelling, you divide between the middle consonants using the VC/CV Syllabication Rule (except when “er” is a vowel suffix – see page 29).

## Word Lists for Modeling and Guided Practice:

The following words have first or second r-controlled vowels:

af/ford	fin/ger	par/ty
an/ger	gar/den	per/fect
ar/tist	gath/er	per/form
bet/ter	har/vest	per/mit
bur/den	hun/ger	per/sist
but/ter	im/port	per/son
car/pet	let/ter	rath/er
chap/ter	man/ner	sil/ver
con/firm	mar/ket	suf/fer
cor/ner	mas/ter	sup/per
cor/rect	mat/ter	tar/dy
din/ner	mem/ber	tem/per
en/ter	num/ber	thun/der
ex/pert	of/fer	un/der
ex/port	or/bit	ur/ban
farm/er	or/der	whis/per
far/ther	par/don	win/ter

The following words have three syllables with a r-controlled syllable at the beginning, middle, or end.

af/ford/ed	gath/er/ing	mas/ter/mind
car/pen/ter	im/por/tant	per/fec/tion
cor/rec/tion	in/for/mal	per/form/ance
dif/fer/ent	in/ter/rupt	suf/fer/ing

## Independent Practice:

1. *Megawords 1*© Worksheets 50-52 (r-controlled words in context)
2. Independent/pair sentence or paragraph writing using r-controlled syllable words; group or pair sharing
3. Have students look for r-controlled words in their fluency materials and vocabulary word lists

## Other Words or Notes

# Teaching Open Syllables and the V/CV Rule

## Purpose(s):

- To improve understanding, reading, and spelling of words with open syllables (CV) in isolation and context

## Explanation(s):

The fourth syllable type is the open syllable. An open syllable ends in one vowel and the vowel usually makes the long sound. In other words, the syllable is left “open” with a long vowel, not “closed” with a consonant. Some open syllables are a long vowel alone (a/gent, e/ven), while others begin with a consonant or blend (ba/sic, stu/dent). For reading and spelling, when a middle consonant has a vowel on both sides, divide after the first vowel and before the second consonant to make a long vowel sound. This is the V/CV Syllabication Rule.

## Word Lists for Modeling and Guided Practice:

ba/by  
ba/sic  
ba/sin  
bo/nus  
cra/zy  
de/cide  
de/duct  
do/nate  
du/ty  
e/rase  
e/vent  
fe/male  
fe/ver

fi/ber  
gra/vy  
he/ro  
ho/tel  
hu/mid  
la/dy  
la/ter  
la/zy  
lo/cate  
me/ter  
mi/nus  
mo/ment  
mu/sic

na/vy  
pa/per  
ro/tate  
se/cret  
so/ber  
so/lo  
su/per  
ti/dy  
ti/ger  
u/nit  
u/nite  
vi/rus  
ze/ro

Many V/CV words have the *schwa* sound in the second, unstressed syllable.

a/gent  
brutal  
e/qual  
e/ven  
e/vil  
fi/nal  
fre/quent  
hu/man

i/tem  
la/bel  
le/gal  
lo/cal  
o/pen  
pi/lot  
re/cent  
ri/val

si/lent  
spi/ral  
spo/ken  
stu/dent  
to/tal  
tu/na  
va/cant  
vi/tal

## Independent Practice:

1. *Megawords 1*© Worksheets 62-64 (open syllables in context)
2. Independent/pair sentence or paragraph writing using open syllable words; group or pair sharing
3. Have students look for open syllable words outside of class: at work on posters and handouts, at home while they read newspapers, magazines, mail, or menus, and browse the Internet

## Other Words or Notes

# Teaching the VC/V Rule

## Purpose(s):

- To improve understanding, reading, and spelling of words in isolation and context that require the alternative VC/V Syllabication Rule

## Explanation(s):

The words from page 17 require the V/CV rule where you divide after the first vowel to form an open syllable with a long vowel sound. However, sometimes this rule does not work when a single consonant is surrounded by two vowels. Dividing after the first vowel does not always result in a recognizable or known word. In that case, the alternative is to divide after the consonant (VC/V) to form a closed syllable with a short vowel sound. The VC/C Syllabication Rule works for many words with common vowel endings such as: **-al, -el, -ent, -er, -et, -ic, -id, -in, -ish, -it, -on.**

## Word Lists for Modeling and Guided Practice:

at/om  
cab/in  
cam/el  
civ/ic  
clev/er  
clos/et  
com/et  
com/ic  
cred/it  
dev/il  
drag/on  
ev/er  
fin/ish  
frol/ic  
hab/it  
lem/on  
lev/el  
lim/it  
mag/ic

mel/on  
men/u  
met/al  
meth/od  
mim/ic  
mod/el  
nev/er  
nov/el  
pan/el  
ped/al  
plan/et  
pol/ish  
pres/ent  
pris/on  
proj/ect  
pun/ish  
rap/id  
reb/el  
rel/ic

rel/ish  
riv/er  
sal/ad  
sec/ond  
sev/en  
sil/ver  
sol/id  
stat/ic  
tal/ent  
tim/id  
ton/ic  
trav/el  
trop/ic  
val/id  
van/ish  
vis/it  
viv/id  
wag/on  
wid/ow

**Note:** Multi-syllable words with the vowel endings that begin with “a, e, or o” often have the *schwa* sound in the second, unstressed syllable. There is no rule for deciding on the correct spelling. The correct ending must be memorized.

## Independent Practice:

1. *Megawords 1*© Worksheets 75-77 (VC/V words in context)
2. Independent/pair sentence or paragraph writing using VC/V syllable words; group or pair sharing
3. Have students look for similar VC/V words in their fluency materials and vocabulary word lists

## Other Words or Notes

# Teaching Cle Syllables and the -Cle Rule

## Purpose(s):

- To improve understanding, reading, and spelling of words with consonant-le syllables (Cle) that require the –Cle Syllabication Rule

## Explanation(s):

The fifth syllable type is the consonant-le syllable. The –Cle syllable usually has the *schwa* sound like in: /bul/, /dul/, /gul/, /kul/, /pul/, /sul/, /tul/, /zul/. It is always at the end of two syllable words. For reading and spelling, when a word ends in –Cle, you typically divide just before the –Cle (except for /ck/ words like tack/le, pick/le, etc. where the digraph is kept together). You can also count back three letters (e-l-consonant) to divide the word. This is the –Cle Syllabication Rule. The first syllable can be closed, r-controlled, open, or sometimes have double vowels that make one sound like in “needle or noodle.”

## Word Lists for Modeling and Guided Practice:

a/ble	han/dle	puz/ze
an/kle	has/sle	rat/tle
ap/ple	hud/dle	rid/dle
bat/tle	hum/ble	sad/dle
bot/tle	hus/tle	sam/ple
bu/gle	i/dle	set/tle
bun/dle	lit/tle	sim/ple
ca/ble	ma/ple	sin/gle
can/dle	mar/ble	spar/kle
cas/tle	mea/sles	sta/ble
cat/tle	mid/dle	sti/fle
cir/cle	mus/cle	stum/ble
cra/dle	nee/dle	ta/ble
crin/kle	no/ble	tem/ple
crum/ble	noo/dle	trem/ble
cy/cle	pad/dle	tur/tle
ea/gle	peb/ble	twin/kle
fa/ble	peo/ple	un/cle
gen/tle	pud/dle	whis/tle
gur/gle	pur/ple	wres/tle

## Independent Practice:

1. *Megawords 1*© Worksheets 86-88 (-Cle words in context)
2. Independent/pair sentence or paragraph writing using –Cle syllable words; group or pair sharing
3. Have students look for –Cle words outside of class: at work on posters and handouts, at home while they read newspapers, magazines, mail, or menus, and browse the Internet

## Other Words or Notes

# Teaching Double Vowel Syllables and the V/V Rule

## Purpose(s):

- To improve understanding, reading, and spelling of words or syllables with double vowels and the V/V Syllabication Rule

## Explanation(s):

A double vowel word or syllable usually has two vowels that work together to make one sound. Most often the sound is from the first vowel like in these pairs: **ai, ae, ay, ea, ee, ie, oa, oe, ow, ue, ui**.

However, there are double vowel sounds that are unique to the spellings and must be memorized like in these pairs: **au (augh), eu, oo, oi, oy, ou (ough)**. Sometimes w acts as a vowel when it comes directly after a vowel in the same syllable like in these pairs: **aw, ew, ow** (see \*words below).

## Word Lists for Modeling and Guided Practice:

Below are one-syllable double vowel words for reading and spelling practice.

blue	goal	rain
bread	green	round
break	grew*	sauce
brief	group	seed
broil	grow*	shout
coast	haul	sleigh
crawl*	health	stood
die	joy	team
doe	moose	took
fruit	pay	town*

The V/V Syllabication Rule is sometimes used with double vowels. If a double vowel sound does not make a recognizable or known word, then divide between the two vowels. The first of the two vowels is then open and makes a long vowel sound. Often the second, unstressed syllable has the *schwa* sound. Below are two and three syllable double vowel words using the V/V Syllabication Rule.

cha/os	fu/el	re/act
cha/ot/ic	i/de/a	ri/ot
cli/ent	li/on	ro/de/o
cre/ate	me/an/der	ru/in
cru/el	mu/se/um	sci/ence
di/al	ne/on	tri/al
di/et	nu/cle/us	tri/umph
du/et	po/em	tru/ant
flu/ent	po/et	vi/o/lent
flu/id	qui/et	

## Independent Practice:

1. *Megawords 1*© Worksheets 99-100 (V/V words in context)
2. Independent/pair sentence or paragraph writing using V/V syllable words; group or pair sharing
3. Have students look for VV words in their fluency materials and vocabulary word lists

## Other Words or Notes

# Teaching Common Consonant Suffixes I

## Purpose(s):

- To improve understanding, reading, and spelling of multi-syllable words with common consonant suffixes **-ful**, **-ness**, and **-less** in isolation and context

## Explanation(s):

A suffix is added at the end of the main word called the root or base. It mostly makes the word have more than one syllable, sometimes changes the meaning, and sometimes changes the part of speech (i.e. from noun to adjective or noun to adverb). A consonant suffix always begins with a consonant, always sounds and is spelled the same, and usually does not require changes to the root spelling – unless the root ends in “y”, which requires that the “y” gets changed to “i” before adding the suffix.

## Word Lists for Modeling and Guided Practice:

The consonant suffix –ful means “full of” and forms adjectives.

care/ful	grate/ful	skill/ful
cheer/ful	hate/ful	thank/ful
col/or/ful	help/ful	truth/ful
faith/ful	hope/ful	use/ful
fear/ful	joy/ful	waste/ful
force/ful	pain/ful	watch/ful
grace/ful	play/ful	won/der/ful

The consonant suffix –ness means “quality or state of” and forms nouns. Note how several “y” endings are changed to “i.”\*

bright/ness	like/ness	still/ness
dark/ness	loose/ness	stick/i/ness*
good/ness	sad/ness	tight/ness
happ/i/ness*	shy/ness	weak/ness
ill/ness	sick/ness	wear/i/ness*
kind/ness	sore/ness	wick/ed/ness

The consonant suffix –less means “without or not having” and forms adjectives.

blame/less	harm/less	price/less
care/less	help/less	rest/less
child/less	home/less	speech/less
end/less	life/less	use/less
fear/less	point/less	worth/less

Sometimes combinations of consonant suffixes (fu+ly, ful+ness, less+ness) are added to the root.

care/ful/ly	fear/ful/ly	home/less/ness
care/ful/ness	fear/less/ness	hope/ful/ly
care/less/ness	force/ful/ly	pain/ful/ly
cheer/ful/ly	grace/ful/ly	play/ful/ly
cheer/ful/ness	grace/ful/ness	rest/less/ness
faith/ful/ly	grate/ful/ly	thank/ful/ly
faith/ful/ness	grate/ful/ness	truth/ful/ly

## Independent Practice:

- Megawords 2© Worksheets 8-9 (-ful, -fully, -ness, and –less contextual practice)
- Independent/pair sentence or paragraph writing using –ful, -ness, or –less words

## Other Words or Notes

# Teaching Common Consonant Suffixes II

## Purpose(s):

- To improve understanding, reading, and spelling of multi-syllable words with common consonant suffixes **-ly**, **-ment**, and **-some** in isolation and context

## Explanation(s):

A suffix is added at the end of the main word called the root or base. It mostly makes the word have more than one syllable, sometimes changes the meaning, and sometimes changes the part of speech (i.e. from noun to adjective or noun to adverb). A consonant suffix always begins with a consonant, always sounds and is spelled the same, and usually does not require changes to the root spelling – unless the root ends in “y”, which requires that the “y” gets changed to “i” before adding the suffix.

## Word Lists for Modeling and Guided Practice:

The consonant suffix –ly means “in the manner of” and forms adverbs.

bad/ly	lone/ly	real/ly
brave/ly	loud/ly	sad/ly
com/plete/ly	love/ly	safe/ly
friend/ly	mad/ly	slow/ly
glad/ly	month/ly	sure/ly
great/ly	most/ly	swift/ly
hard/ly	near/ly	time/ly
hon/est/ly	nice/ly	wide/ly
late/ly	qui/et/ly	will/ing/ly
like/ly	quick/ly	year/ly

The consonant suffix –ment means “state, act of, or process” and forms nouns. Often the vowel sound in –ment has the *schwa* sound.

ad/vance/ment	de/vel/op/ment	move/ment
ad/ver/tise/ment	em/ploy/ment	pave/ment
a/part/ment	en/joy/ment	pay/ment
ap/point/ment	en/roll/ment	place/ment
base/ment	en/ter/tain/ment	post/pone/ment
com/part/ment	en/trap/ment	re/cruit/ment
de/part/ment	ex/per/i/ment	re/tire/ment
de/ploy/ment	ful/fill/ment	ship/ment
de/rail/ment	gov/ern/ment	state/ment

The consonant suffix –some means “quality, state, or inclined to” and forms adjectives. The vowel sound in –some has the *schwa* sound.

awe/some	loath/some	tire/some
both/er/some	lone/some	trou/ble/some
hand/some	med/dle/some	whole/some

## Independent Practice:

- Megawords 2© Worksheets 10-11 (mixed contextual practice)
- Independent/pair sentence or paragraph writing using –ly, -ment, and –some words; group or pair sharing

## Other Words or Notes

# Teaching Common Vowel Suffixes I

## Purpose(s):

- To improve understanding, reading, and spelling of multi-syllable words with common vowel suffixes **-ing, -er, and -est** in isolation and context

## Explanation(s):

A suffix is added at the end of the main word called the root or base. It mostly makes the word have more than one syllable, sometimes changes the meaning, and sometimes changes the part of speech (i.e. from noun to adjective or noun to adverb). A vowel suffix always begins with a vowel: a, e, i, o, or y (as long e). Although a vowel suffix always sounds and is spelled the same, it usually requires that: (1) the final “e” is dropped, OR (2) the single consonant ending is doubled, OR (3) the final “y” is changed to “i.”

## Word Lists for Modeling and Guided Practice:

The vowel suffix –ing forms the present tense (or present participle) of verbs. Note how the final “e” is dropped in long vowel roots\* OR the single consonant ending is doubled in short vowel roots\*.

add/ing	farm/ing	rain/ing
ask/ing	fish/ing	shin/ing*
bank/ing	help/ing	shop/ping*
bit/ing*	jump/ing	skat/ing*
bring/ing	leav/ing*	smil/ing*
buy/ing	lov/ing*	stand/ing
cry/ing	milk/ing	start/ing
danc/ing*	plac/ing*	stud/y/ing
dig/ging*	plant/ing	swing/ing
dress/ing	print/ing	wed/ding*
fall/ing	quit/ing*	writ/ing*

The vowel suffix –er means “more” and forms comparative adjectives. (It can also mean “person connected with” as explained on page 11). Note how the ending single consonant is doubled OR the “y” is changed to “i” before adding –er in some words\*.

bright/er	earl/i/er*	quick/er
clean/er	few/er	robb/er
clip/per*	fun/ni/er*	small/er
clos/er*	la/zi/er*	smart/er
cold/er	light/er	soft/er
dark/er	old/er	soon/er

The vowel suffix –est means “most” and forms superlative adjectives. Note how the single consonant ending is doubled OR the “y” is changed to “i” before adding –est in some words\*.

big/gest*	hot/test*	pret/ti/est*
deep/est	la/zi/est*	sad/dest*
earl/i/est*	long/est	strong/est
fast/est	mad/dest*	warm/est
high/est	near/est	young/est

## Independent Practice:

- Megawords 2© Worksheet 25 (-er and -est contextual practice)
- Independent/pair sentence or paragraph writing using –ing, -er, and –est words

## Other Words or Notes

# Teaching Common Vowel Suffixes II

## Purpose(s):

- To improve understanding, reading, and spelling of multi-syllable words with the common vowel suffixes **-en**, **-ish**, and **-y** in isolation and context

## Explanation(s):

A suffix is added at the end of the main word called the root or base. It mostly makes the word have more than one syllable, sometimes changes the meaning, and sometimes changes the part of speech (i.e. from noun to adjective or noun to adverb). A vowel suffix begins with a vowel: a, e, i, o, or y (as long e). Although a vowel suffix always sounds and is spelled the same, it usually requires that: (1) the final "e" is dropped, OR (2) the single consonant ending is doubled, OR (3) the final "y" is changed to "i."

## Word Lists for Modeling and Guided Practice:

The vowel suffix –en most often means “to make” in verbs and sometimes “made of” in adjectives.

Note how a final “e” is dropped in some words\*.

beat/en	fright/en	short/en
bright/en	gold/en	soft/en
damp/en	hard/en	strength/en
eat/en	length/en	weak/en
fall/en	loos/en*	wood/en
fast/en	sharp/en	wool/en

The vowel suffix –ish means “like or relating to” and forms adjectives. Note how the final “e” is dropped, but the “y” is not changed to “i” because –ish begins with “i.”

book/ish	fif/ty/ish*	Scott/ish
Brit/ish	fool/ish	self/ish
child/ish	for/ty/ish*	Span/ish
Eng/lish	l/rish	young/ish

The vowel suffix –y means “characterized or marked by” and forms adjectives. It always sounds like long e.

cloud/y	might/y	snow/y
curl/y	rain/y	stick/y
dirt/y	risk/y	storm/y
health/y	rust/y	trick/y
luck/y	sand/y	wealth/y
mess/y	sleep/y	wind/y

You can also add the consonant suffix –ness to the above words to form nouns. Note how the “y” is changed to “i” and is a separate syllable.

cloud/i/ness	might/i/ness	stick/i/ness
dirt/i/ness	risk/i/ness	trick/i/ness
health/i/ness	rust/i/ness	wealth/i/ness
mess/i/ness	sleep/i/ness	wind/i/ness

## Independent Practice:

- Megawords 2*© Worksheets 24 and 26 (mixed contextual practice)
- Independent/pair sentence or paragraph writing using –en, -ish, and –y words

## Other Words or Notes

# Teaching Common Vowel Suffixes III (-ed)

## Purpose(s):

- To improve understanding, reading, and spelling of multi-syllable words with the common, but often confusing vowel suffix **-ed** in isolation and context

## Explanation(s):

The vowel suffix **-ed** is added to verbs or action words to form the past tense or to describe what happened before. It is the second most common suffix in the English language. However, for many American and foreign-born students, **-ed** is very confusing because it has 3 sounds: the single ending sound of /t/, the single ending sound of /d/, or the combination of /schwa-d/ as a separate syllable.

Below are the rules for reading or pronunciation of **-ed**.

- When the root word ends in consonant or digraph sounds like /ck/, /f/, /k/, /p/, /s/, /ks/, /ch/, /tch/, or /sh/ -ed usually sounds like /t/.
- When the root word ends in consonants like /l/, /m/, /n/, /r/, /w/, or /z/, -ed usually sounds like /d/.
- When the root word ends in d or t, -ed usually sounds like /schwa-d/ and is a separate syllable.

## Word Lists for Modeling and Guided Practice:

These one-syllable words have a /t/ sound at the end:

asked	jumped	racked
banked	kicked	rocked
barked	kissed	rocked
brushed	knocked	stacked
camped	licked	stamped
cranked	locked	stamped
crushed	milked	stocked
dressed	mixed	stuffed
dumped	packed	stumped
fixed	passed	thanked
forced	picked	tricked
helped	pumped	washed

These mostly one-syllable words have a /d/ sound at the end:

burned	or/dered	sprawled
called	owned	stoned
crawled	pulled	stormed
dreamed	rained	strained
drilled	rolled	tilled
filled	screamed	toiled
filmed	seemed	trained
formed	signed	turned
gained	smelled	used
hap/pened	snowed	wa/tered
learned	spelled	yearned
lined	spilled	yelled

These two-syllable words have a /schwa-d/ sound at the end.

act/ed	last/ed	rust/ed
add/ed	lift/ed	scold/ed
bloat/ed	melt/ed	sift/ed
crowd/ed	mist/ed	sound/ed
drift/ed	need/ed	start/ed
end/ed	paint/ed	test/ed
faint/ed	pelt/ed	toast/ed
float/ed	plant/ed	treat/ed
fold/ed	point/ed	twist/ed
hand/ed	pound/ed	wait/ed
invent/ed	rent/ed	want/ed
land/ed	roast/ed	weed/ed

Like with other common vowel suffixes, adding -ed usually requires that: (1) the final “e” is dropped, OR (2) the single consonant ending is doubled, OR (3) the final “y” is changed to “i.”

These one-syllable words used to end in silent-e, but the final “e” was dropped before adding –ed. They end in either /t/ or /d/.

bored	joked	shared
cared	laced	shoved
carved	loved	smiled
caused	named	smoked
chased	paced	stared
closed	placed	starved
cored	posed	stored
danced	raised	tamed
fared	saved	taped
fired	scared	tired
forced	served	typed
hired	shaped	used

These one-syllable words have a doubled consonant before –ed to keep the vowel short.

begged	robbed	stabbed
clapped	shipped	stepped
dropped	shopped	stopped
grabbed	skinned	tipped
hopped	skipped	trimmed
pegged	spanned	tripped
planned	spotted	wrapped

These two-syllable words had a “y” in the root, but it was changed to “i” before adding –ed.

bur/ied	en/vied	scur/ried
car/ried	fri/ed	stud/ied
cri/ed	hur/ried	tri/ed
dri/ed	mar/ried	wor/ried

### Independent Practice:

1. *Megawords 2*© Worksheets 35-37 (mixed contextual practice)
2. Independent/pair sentence or paragraph writing using –ed words

# Teaching Common Vowel Suffixes IV

## Purpose(s):

- To improve understanding, reading, and spelling of multi-syllable words with common vowel *schwa* suffixes **-able**, **-al**, **-ous** and **-tion** in isolation and context

## Explanation(s):

A suffix is added at the end of the main word or word part called the root or base. It mostly makes the word have more than one syllable, sometimes changes the meaning, and sometimes changes the part of speech (i.e. from noun to adjective or noun to adverb). A vowel suffix begins with a vowel: a, e, i, o, or y (as long e). Although a vowel suffix always sounds and is spelled the same, it usually requires that: (1) the final “e” is dropped, OR (2) the single consonant ending is doubled, OR (3) the final “y” is changed to “i.”

## Word Lists for Modeling and Guided Practice:

The vowel suffixes –able/ible mean “capable of or can be done” and form adjectives. Note that the vowel sound of the first syllable in this suffix is *schwa* and the final “e” is dropped in some words\*. Unfortunately, there is not a rule for when “able or ible” is used.

com/bust/i/ble	gul/li/ble	read/a/ble
com/fort/a/ble	lik/a/ble*	ser/vic/a/ble*
cor/rect/a/ble	lov/a/ble*	sus/tain/a/ble
drink/a/ble	mov/a/ble*	wash/a/ble
dur/a/ble	per/ish/a/ble	work/a/ble
ed/i/ble	port/a/ble	us/a/ble*

The vowel suffix –al means “having the characteristic of or relating to” and usually forms adjectives. It can also form nouns. Note that the vowel sound of this suffix is *schwa* and the final “e” is dropped in some words\*.

crit/i/cal	mu/tu/al	re/fu/sal*
fra/ter/nal	nat/ur/al	re/vi/val*
log/i/cal	pa/ter/nal	roy/al
ma/ter/nal	ra/tion/al	su/i/ci/dal*

The vowel suffix –ous means “full of or possessing the qualities of” and forms adjectives. Note that the vowel sound of this suffix is *schwa* and a final “e” is dropped in some words\*.

cav/ern/ous	haz/ard/ous	ob/vi/ous
dan/ger/ous	hu/mor/ous	ser/i/ous
e/nor/mous	moun/tain/ous	stu/pen/dous
gen/er/ous	nerv/ous*	tre/men/dous

The very common suffix -tion means “act or process or state or quality of” and forms nouns. Once again the vowel sound of this suffix is *schwa* and sounds like /shun/ where the “ti” becomes /sh/.

ac/tion	con/ver/sa/tion	mul/ti/pli/ca/tion
ad/di/tion	des/per/a/tion	sec/tion
am/bi/tion	fas/ci/na/tion	sen/sa/tion
at/ten/tion	in/spir/a/tion	starv/a/tion
cau/tion	lo/ca/tion	sub/trac/tion
com/mo/tion	mu/ta/tion	va/ca/tion

## Independent Practice:

- Independent/pair sentence or paragraph writing using –able/ible, -al, -ous, and –tion words

## Other Words or Notes

# Teaching Common Prefixes I

## Purpose(s):

- To improve understanding, reading, and spelling of multi-syllable words with common prefixes **re-**, **de-**, and **sub-** in isolation and context

## Explanation(s):

A prefix is added before the main word or word part called the root or base. It always makes the word have more than one syllable, sometimes changes the meaning, and sometimes changes the part of speech (i.e. from noun to adjective or noun to adverb). Prefixes always sound and are spelled the same. There are no root spelling changes when adding prefixes.

## Word Lists for Modeling and Guided Practice:

The prefix re- means “again or back.”

re/build	re/fuse	re/peat
re/call	re/gain	re/pel
re/ceive	re/gard	re/play
re/cess	re/heat	re/port
re/cite	re/ject	re/sist
re/cord	re/joice	re/spect
re/count	re/main	re/store
re/do	re/mark	re/tain
re/fill	re/mind	re/turn
re/form	re/move	re/view
re/fresh	re/pair	re/ward

The prefix de- means “down, away from, or opposite of.”

de/bate	de/form	de/plete
de/cide	de/grade	de/pos/it
de/crease	de/lete	de/press
de/duct	de/light	de/scend
de/feat	de/mand	de/scent
de/fect	de/mote	de/scribe
de/fend	de/part	de/serve
de/fer	de/pend	de/sire

The prefix sub- means “below or under.”

sub/jec/tion	sub/merge	sub/stance
sub/ject	sub/mit	sub/trac/tion
sub/let	sub/scribe	sub/tract
sub/list	sub/scrip/tion	sub/way
sub/mar/ine	sub/soil	sub/ze/ro

## Independent Practice:

1. Independent/pair sentence or paragraph writing using re-, de-, and sub- words; group or pair sharing
2. Have students form longer words by adding consonant or vowel suffixes to the words above

## Other Words or Notes

# Teaching Common Prefixes II

## Purpose(s):

- To improve understanding, reading, and spelling of multi-syllable words with common prefixes **pro-**, **pre-**, and **per** in isolation and context

## Explanation(s):

A prefix is added before the main word or word part called the root or base. It always makes the word have more than one syllable, sometimes changes the meaning, and sometimes changes the part of speech (i.e. from noun to adjective or noun to adverb). Prefixes always sound and are spelled the same. There are no root spelling changes when adding prefixes.

## Word Lists for Modeling and Guided Practice:

The prefix pro- means “forward or in favor of” (with a hyphen between pro and the root). The vowel sound of pro- is usually long “o” but can also be short “o” depending on whether you divide after the “o” or the next consonant\*. If you can divide both ways, the words have different meanings.

pro/ceed	proj/ect*	prog/no/sis*
pro/claim	pro/mote	pro-life
pro/duce	pro/pel	proph/et*
pro/file	pro/tect	pros/pect*
pro/gram	pro/vide	pros/per*
pro/gress	prod/uct*	pro-trade
prog/ress*	pro-ed/u/ca/tion	pro-un/ion
pro/ject	prof/it*	pro-war

The prefix pre- means “before.” It always has a long “e” sound.

pre/am/ble	pre/fix	pre/school
pre/cau/tion	pre/made	pre/scribe
pre/clude	pre/nat/al	pre/sent
pre/de/ter/mine	pre/paid	pre/side
pre/dict	pre/pare	pre/tend
pre/fer	pre/pro/gram	pre/view

The prefix per- means “through or completely.” This close spelling to pre- is often confusing.

per/co/late	per/haps	per/spire
per/enn/i/al	per/me/ate	per/tain
per/fect	per/mit	per/turb
per/form	per/plex	per/vade
per/fume	per/sist	per/suade

## Independent Practice:

1. Megawords 2© Worksheet 52 (pre- and per- practice)
2. Independent/pair sentence or paragraph writing using pro-, pre-, and per- words; group or pair sharing
3. Have students form longer words by adding consonant or vowel suffixes to the words above

## Other Words or Notes

# Teaching Common Prefixes III

## Purpose(s):

- To improve understanding, reading, and spelling of multi-syllable words with common prefixes **un-**, **in-**, and **ex-** in isolation and context

## Explanation(s):

A prefix is added before the main word or word part called the root or base. It always makes the word have more than one syllable, sometimes changes the meaning, and sometimes changes the part of speech (i.e. from noun to adjective or noun to adverb). Prefixes always sound and are spelled the same. There are no root spelling changes when adding prefixes.

## Word Lists for Modeling and Guided Practice:

The prefix **un-** means “not or do the opposite of.”

un/a/ble	un/do	un/known
un/armed	un/done	un/leash
un/beat/en	un/fair	un/less
un/bend	un/fin/ished	un/lock
un/cer/tain	un/friend/ly	un/tie
un/com/fort/a/ble	un/hap/py	un/til
un/cov/er	un/kind	un/wrap

The prefix **in-** (and sometimes **im-**) means “not or in.”

im/merse	in/cor/rect	in/side
im/mor/al	in/crease	in/sist
im/pa/tient	in/dent	in/spect
im/per/fect	in/diff/er/ent	in/spire
im/poss/i/ble	in/fla/te	in/sult
im/prop/er	in/form	in/take
in/act/ive	in/hale	in/tend
in/com/plete	in/scribe	in/vent
in/come	in/sert	in/vis/i/ble

The prefix **ex-** means “out or former” (sometimes with a hyphen between **ex-** and the root).

ex/act	ex/it	ex/pose
ex/am	ex/pand	ex/press
ex/ceed	ex/pect	ex/tend
ex/cept	ex/pel	ex/tra
ex/change	ex/pert	ex/treme
ex/cite	ex/pire	ex-ath/lete
ex/clude	ex/p/ain	ex-king
ex/cuse	ex/plode	ex-pres/i/dent
ex/empt	ex/plore	ex-sold/ier
ex/haust	ex/plore	ex-stu/dent
ex/ist	ex/port	ex-teach/er

## Independent Practice:

- Megawords 2*© Worksheets 51, 56-59 (mixed contextual practice)
- Have students form longer words by adding consonant or vowel suffixes to the words above

## Other Words or Notes

# Teaching Common Prefixes IV

## Purpose(s):

- To improve understanding, reading, and spelling of multi-syllable words with common prefixes **a-**, **dis-**, **mis-**, **ab-** and **ad-** in isolation and context

## Explanation(s):

A prefix is added before the main word or word part called the root or base. It always makes the word have more than one syllable, sometimes changes the meaning, and sometimes changes the part of speech (i.e. from noun to adjective or noun to adverb). Prefixes always sound and are spelled the same. There are no root spelling changes when adding prefixes.

## Word Lists for Modeling and Guided Practice:

The prefix **a-** means “on or in.” It always has the *schwa* sound.

a/bout	a/live	a/round
a/bove	a/loof	a/shore
a/cross	a/loud	a/side
a/far	a/midst	a/sleep
a/head	a/mong	a/wait
a/lert	a/rise	a/wake

The prefix **dis-** means “not or opposite of.”

dis/a/bled	dis/cred/it	dis/or/der
dis/a/gree	dis/cuss	dis/own
dis/a/ppear	dis/ease	dis/perse
dis/card	dis/grace	dis/pose
dis/close	dis/gust	dis/tant
dis/con/nect	dis/like	dis/tract
dis/cov/er	dis/o/bey	dis/trust

The prefix **mis-** means “bad or wrong.”

mis/be/have	mis/for/tune	mis/place
mis/chief	mis/giv/ing	mis/print
mis/con/duct	mis/guide	mis/quote
mis/count	mis/lead/ing	mis/spell
mis/fire	mis/match	mis/take

The prefix **ab-** means “away from.” The vowel sound of this prefix is either short a or *schwa*.

ab/duct	ab/sent	ab/stain
ab/hor	ab/solve	ab/stract
ab/ort	ab/sorb	ab/surd

The prefix **ad-** means “to or toward.” The vowel sound of this prefix is either short a or *schwa*.

ad/apt	ad/here	ad/mire
ad/dict	ad/join	ad/mit
ad/dress	ad/just	ad/vance

## Independent Practice:

- Independent/pair sentence or paragraph writing using a-, dis-, mis-, ab-, and ad words
- Have students form longer words by adding consonant or vowel suffixes to the words above

## Other Words or Notes

# Teaching Common Prefixes V

## Purpose(s):

- To improve understanding, reading, and spelling of multi-syllable words with common prefixes **trans-, con-, ob-, and inter-** in isolation and context

## Explanation(s):

A prefix is added before the main word or word part called the root or base. It always makes the word have more than one syllable, sometimes changes the meaning, and sometimes changes the part of speech (i.e. from noun to adjective or noun to adverb). Prefixes always sound and are spelled the same. There are no root spelling changes when adding prefixes.

## Word Lists for Modeling and Guided Practice:

The prefix **trans-** means “across.”

trans/ac/tion	trans/crip/tion	trans/mitt/ing
trans/act	trans/fer	trans/par/ent
trans/cend	trans/for/ma/tion	trans/plant
trans/end/ing	trans/form	trans/por/ta/tion
trans/cribe	trans/mit	trans/port

The prefix **con-** (and sometimes **com-**) means “together or with” and often has the *schwa* sound.

com/bat	con/fess	con/tain
com/bine	con/fu/sion	con/tain/ment
com/mand	con/fuse	con/test
com/mand/ment	con/nec/tion	con/trac/tion
com/mune	con/nect	con/tract
com/pare	con/sist	con/trol
con/clude	con/spire	con/vic/tion
con/duct	con/sul/ta/tion	con/vict
con/fer	con/sult	con/vince

The prefix **ob-** means “near, against, or in the way” and often has the *schwa* sound.

ob/jec/tion	ob/scure	ob/struc/tion
ob/ject	ob/ser/va/tion	ob/struct
ob/long	ob/serve	ob/tain
ob/scene	ob/sess	ob/tuse

The prefix **inter-** means “between or among.”

in/ter/ac/tion	in/ter/face	in/ter/lude
in/ter/act	in/ter/fere	in/ter/rup/tion
in/ter/cede	in/ter/jec/tion	in/ter/rupt
in/ter/change	in/ter/ject	in/ter/sec/tion
in/ter/est	in/ter/lock	in/ter/sect

## Independent Practice:

- Megawords 2*© Worksheets 65, 69-73 (mixed contextual practice of common prefixes IV, V, and roots)
- Independent/pair sentence or paragraph writing using **trans-, con-, ob-, and inter-** words; group or pair sharing
- Have students form longer words by adding consonant or vowel suffixes to the words above

## Other Words or Notes

# Word Building with Common Roots I

## Purpose(s):

- To improve understanding, reading, spelling, and combining of common roots **act, card/cord, claim/clam, dic, duc** with known suffixes and prefixes in isolation and context.

## Explanation(s):

A root word or root part is like a plant root, which is the origin of a plant, stabilizes the plant, nourishes the plant, and allows the plant to grow and branch out. We can build up and break down many multi-syllable words and figure out their meanings by knowing a variety of common roots. Many common roots in English originated from the Greek and Latin languages.

To teach you understanding of common roots, I will present (1) a common root, (2) its Greek (G) or Latin (L) origin, and (3) its meaning. Together we will combine these roots with known suffixes and prefixes to form a family of multi-syllable words. Then we will talk about the meanings of these new words and use or write them in sentences. We should also look for these words in our vocabulary lists, reading materials, and outside of class. (See also *The Reading and Vocabulary Teacher's Book of Lists* by Edward B. Fry and Jacqueline E. Kress, Jossey-Bass, for many other common Greek and Latin Roots.)

## Word Lists for Modeling and Guided Practice: (You may choose to teach more than one root.)

### Act (L) means "do."

act/ed	en/act/ed	re/act/ion
act/ing	en/act/ing	re/ac/tion/ar/y
ac/tion	in/ac/tion	trans/act
act/or	re/act	trans/act/ed
act/ress	re/act/ed	trans/act/ing
en/act	re/act/ing	trans/ac/tion

### Card/cord (L) means "heart."

ac/cord	card/i/o/gram	con/cord
ac/cord/ance	card/i/o/lo/gy	cord/ial
ac/cord/ing	card/i/ol/o/gist	cor/dial/ly
card/i/ac	card/i/vas/cu/lar	dis/cord

### Claim/clam (L) means "shout."

ac/claim	clam/ored	ex/clam/a/tion
ac/claimed	ex/claim	pro/claim
ac/claims	ex/claimed	pro/claimed
clam/or	ex/claims	pro/claims

### Dic (L) means "speak."

con/tra/dic/tion	dic/ta/tion	pre/dict
con/tra/dict	dic/tate	pre/dict/ed
con/tra/dict/ed	dic/tion	pre/dict/ing
con/tra/dict/ing	pre/dic/tion	ver/dict

### Duc (L) means "lead."

a/qua/duct	duct	ed/u/cat/ing
con/duct	ed/u/ca/tion	ed/u/cate
con/duct/ed	ed/u/ca/tion/al	in/duc/tion
con/duct/ing	ed/u/cat/ed	in/duct

## Other Words or Notes

# Word Building with Common Roots II

## Purpose(s):

- To improve understanding, reading, spelling, and combining of common roots **form, gen, gram, graph, jud/jur/jus** with known suffixes and prefixes in isolation and context.

## Explanation(s):

A root word or root part is like a plant root, which is the origin of a plant, stabilizes the plant, nourishes the plant, and allows the plant to grow and branch out. We can build up and break down many multi-syllable words and figure out their meanings by knowing a variety of common roots. Many common roots in English originated from the Greek and Latin languages.

To help you understand and apply common roots, I will present (1) a common root, (2) its Greek (G) or Latin (L) origin, and (3) its meaning. Together we will combine these roots with known suffixes and prefixes to form a family of multi-syllable words. Then we will talk about the meanings of these new words and use or write them in sentences. We should also look for these words in our vocabulary lists, reading materials, and outside of class. (See also *The Reading and Vocabulary Teacher's Book of Lists* by Edward B. Fry and Jacqueline E. Kress, Jossey-Bass, for many other common Greek and Latin Roots.)

## Word Lists for Modeling and Guided Practice: (You may choose to teach more than one root.)

### Form (L) means "shape."

de/form	form/al/ly	trans/form/a/tion
de/formed	re/form	trans/form/ing
form	re/form/ing	un/formed
form/a/tion	ref/or/ma/tion	un/i/form
form/al	trans/form	un/i/form/ly

### Gen (G) means "birth or race."

ge/ne/ol/o/gist	gen/er/a/tion/al	gen/o/ci/dal
ge/ne/ol/o/gy	gen/er/ate	gen/o/cide
gen/er/ate	gen/et/ic	gene
gen/er/a/tion	gen/et/ics	pro/gen/y

### Gram (G) means "letter or written."

au/dio/gram	ep/i/gram	mon/o/gram
di/a/gram	gram/ma/tic/al	tel/e/gram
di/a/gramm/ed	gram/mar	tel/e/gramm/ed
di/a/gramm/ing	mam/mo/gram	tel/e/gramm/ing

### Graph (G) means "write."

au/to/graph	graph/eme	pho/to/graph
au/to/graph/ic/al	graph/ic	pho/to/graph/ic
bi/o/graph/ic/al	graph/ite	pho/to/graph/ing
bi/o/graph/y	pho/no/graph	pho/to/graph/y

### Jud, jur, and jus (L) mean "law."

ju/di/cial	jur/is/dic/tion	jus/ti/fy
judge	jur/y	just/ice
judged	jus/ti/fi/a/ble	mis/judge

## Other Words or Notes

# Word Building with Common Roots III

## Purpose(s):

- To improve understanding, reading, spelling, and combining of common roots **mob/mot/mov**, **port**, **rect**, **rupt**, **sign** with known suffixes and prefixes in isolation and context.

## Explanation(s):

A root word or root part is like a plant root, which is the origin of a plant, stabilizes the plant, nourishes the plant, and allows the plant to grow and branch out. We can build up and break down many multi-syllable words and figure out their meanings by knowing a variety of common roots. Many common roots in English originated from the Greek and Latin languages.

To help you understand and apply common roots, I will present (1) a common root, (2) its Greek (G) or Latin (L) origin, and (3) its meaning. Together we will combine these roots with known suffixes and prefixes to form a family of multi-syllable words. Then we will talk about the meanings of these new words and use or write them in sentences. We should also look for these words in our vocabulary lists, reading materials, and outside of class. (See also *The Reading and Vocabulary Teacher's Book of Lists* by Edward B. Fry and Jacqueline E. Kress, Jossey-Bass, for many other common Greek and Latin Roots.)

## Word Lists for Modeling and Guided Practice: (You may choose to teach more than one root.)

### Mob, mot, mov (L) means "move."

au/to/mo/bile	mo/bile	pro/mo/tion/al
de/mo/tion	mo/tile	pro/mot/ing
de/mot/ing	mo/tion	pro/mote
de/mote	mo/tor	re/mov/al
mo/bil/i/za/tion	move/ment	re/move
mo/bil/ize	pro/mo/tion	re/mov/ing

### Port (L) means "carry."

ex/por/ta/tion	im/port/ing	sup/port/ed
ex/port	port/a/bil/i/ty	sup/port/ing
ex/port/ing	port/a/ble	sup/port/ive
im/por/ta/tion	port/er	trans/por/ta/tion
im/port	sup/port	trans/port

### Rect (L) means "straight."

cor/rect	di/rec/tion/al	rec/tan/gle
cor/rect/a/ble	di/rec/tion/al/ly	rec/tang/u/lar
cor/rect/ed	di/rect	rec/ti/fi/a/ble
cor/rect/ing	e/rect	rec/ti/fy
di/rec/tion	in/cor/rect	rec/ti/fy/ing

### Rupt (L) means "break."

ab/rupt	dis/rupt/ion	in/ter/rupt/ed
ab/rupt/ion	e/rupt/ion	in/ter/rupt/ing
bank/rupt	e/rupt	in/terruption
bank/rupt/ed	e/rupt/ed	rupture
dis/rupt	e/rupt/ing	
dis/rupt/ed	in/ter/rupt	

## Other Words or Notes

# Word Building with Common Roots IV

## Purpose(s):

- To improve understanding, reading, spelling, and combining of common roots **sign**, **tact**, **tract**, **volv** with known suffixes and prefixes in isolation and context.

## Explanation(s):

A root word or root part is like a plant root, which is the origin of a plant, stabilizes the plant, nourishes the plant, and allows the plant to grow and branch out. We can build up and break down many multi-syllable words and figure out their meanings by knowing a variety of common roots. Many common roots in English originated from the Greek and Latin languages.

To help you understand and apply common roots, I will present (1) a common root, (2) its Greek (G) or Latin (L) origin, and (3) its meaning. Together we will combine these roots with known suffixes and prefixes to form a family of multi-syllable words. Then we will talk about the meanings of these new words and use or write them in sentences. We should also look for these words in our vocabulary lists, reading materials, and outside of class. (See also *The Reading and Vocabulary Teacher's Book of Lists* by Edward B. Fry and Jacqueline E. Kress, Jossey-Bass, for many other common Greek and Latin Roots.)

## Word Lists for Modeling and Guided Practice: (You may choose to teach more than one root.)

### Sign (L) means "mark."

de/sign	in/sig/ni/fi/cant	sig/nal
de/sign/er	re/sign	sig/ni/fi/cant
de/signed	re/signed	sig/ni/fi/cant/ly
des/ig/nate	re/sign/ing	sign/ing
des/ig/na/tion	res/ig/na/tion	signed
in/sig/ni/a	sig/na/ture	sign/er

### Tact (L) means "touch."

con/tact	in/tact	tact
con/tact/ed	re/con/tact	tact/ful
con/tact/ing	tac/tile	tact/less

### Tract (L) means "pull or drag."

at/trac/tion	de/tract	dis/tract/ing
at/tract	de/tract/ing	ex/trac/tion
at/tract/ed	dis/tract/a/ble	ex/tract
at/tract/ing	dis/tract/a/bil/i/ty	sub/trac/tion
con/trac/tion	dis/trac/tion	sub/tract
con/tract	dis/tract	tract/or
de/trac/tion		

### Volv (L) means "turn."

e/volve	in/volv/ing	re/vo/lu/tion/ar/y
e/volve/ment	in/volve	re/volv/er
ev/o/lu/tion	in/volved	re/volve
ev/o/lu/tion/ar/y	in/volve/ment	rev/o/lu/tion

## Other Words or Notes

# Word Building with Less Common Roots I

## Purpose(s):

- To improve understanding, reading, spelling, and combining of less common roots **cede/ceed/cess, ceive/cept, dem, grad/gress** with known suffixes and prefixes in isolation and context.

## Explanation(s):

A root word or root part is like a plant root, which is the origin of a plant, stabilizes the plant, nourishes the plant, and allows the plant to grow and branch out. We can build up and break down many multi-syllable words and figure out their meanings by knowing a variety of common and less common roots.

The following less common roots are not less important, but may appear less frequently in context. The process for word building is the same. You will learn: (1) a less common root, (2) its Greek (G) or Latin (L) origin, and (3) its meaning. Then we will combine these roots with known suffixes and prefixes to form a family of multi-syllable words, talk about their meanings, and use or look for them in context. (See also *The Reading and Vocabulary Teacher's Book of Lists* by Edward B. Fry and Jacqueline E. Kress, Jossey-Bass, for many other less common Greek and Latin Roots.)

## Word Lists for Modeling and Guided Practice: (You may choose to teach more than one root.)

### Cede/ceed/cess (L) means "go or yield."

ac/cess	ex/cess	re/cess
ac/cess/i/ble	pro/ceed	se/cede
cess/a/tion	pro/ces/sion	se/ces/sion
con/cede	pro/cess	suc/ceed
con/ces/sion	re/cede	suc/cess
ex/ceed	re/ces/sion	suc/cess/ful

### Ceive/cept (L) means "take or receive."

ac/cept	con/cep/tu/al	re/ceive
ac/cept/ed	con/cept	re/ceiv/er
ac/cept/ing	in/ter/cep/tion	re/cep/tion
con/ceive	in/ter/cept	re/cep/tion/ist
con/cep/tion	re/ceiv/al	re/cep/tive

### Dem (G) means "people."

dem/o/cra/cy	dem/o/graph/y	en/dem/ic
dem/o/cra/tic	dem/on/strate	ep/i/dem/ic
dem/o/crat	dem/on/stra/tion	pan/dem/ic
dem/o/graph/er	dem/on/stra/tive	pan/de/mo/ni/um

### Grad/gress (L) means "step or go."

ag/gres/sion	grad/a/tion	grade
ag/gres/sive	grad/u/a/tion	pro/gres/sion
cen/ti/grade	grad/u/al	pro/gress
con/gress	grad/u/al/ly	re/gres/sion
e/gress	grad/u/ate	re/gress

## Other Words or Notes

# Word Building with Less Common Roots II

## Purpose(s):

- To improve understanding, reading, spelling, and combining of less common roots **log**, **mem/ment**, **noun/nun**, **tain/ten** with known suffixes and prefixes in isolation and context.

## Explanation(s):

A root word or root part is like a plant root, which is the origin of a plant, stabilizes the plant, nourishes the plant, and allows the plant to grow and branch out. We can build up and break down many multi-syllable words and figure out their meanings by knowing a variety of common and less common roots.

The following less common roots are not less important, but may appear less frequently in context. The process for word building is the same. You will learn: (1) a less common root, (2) its Greek (G) or Latin (L) origin, and (3) its meaning. Then we will combine these roots with known suffixes and prefixes to form a family of multi-syllable words, talk about their meanings, and use or look for them in context. (See also *The Reading and Vocabulary Teacher's Book of Lists* by Edward B. Fry and Jacqueline E. Kress, Jossey-Bass, for many other less common Greek and Latin Roots.)

## Word Lists for Modeling and Guided Practice: (You may choose to teach more than one root.)

### Log (G) means "word."

a/pol/o/get/ic  
a/pol/o/gize  
a/pol/o/gy

di/a/logue  
ep/i/logue  
eu/lo/gize

eu/lo/gy  
mon/o/logue  
pro/logue

### Mem/ment (L) means "mind."

com/mem/or/ate  
de/men/ti/a  
de/ment/ed  
mem/or/i/al

mem/or/i/al/ize  
mem/or/ies  
mem/or/y  
men/tal

men/tal/ly  
men/tion  
re/mem/ber  
re/mem/brance

### Noun/nun (L) means "declare."

an/nounce/ing  
an/nounce  
an/nounce/ment  
de/nounce

de/nun/ci/a/tion  
e/nun/ci/a/tion  
en/ounce  
pro/nounce

pro/nounce/ment  
pro/nounced  
pro/nun/ci/a/tion  
pro/nun/ci/ate

### Tain/ten (L) means "hold."

at/tain  
at/tain/ment  
at/tained  
con/tain  
con/tain/er

con/tain/ment  
de/tain  
de/tained  
de/tain/ment  
main/tain

main/ten/ance  
re/tain  
re/tain/er  
sus/tain  
sus/ten/ance

### Vict/vinc (L) means "conquer" (as in conquering multi-syllable words – **CONGRATULATIONS!**)

con/vic/tion  
con/vict  
con/vinc/ing  
con/vince  
in/vinc/i/ble

in/vinc/i/bil/it/y  
vic/tor/i/ous  
vic/tor/y  
vinc/i/ble

## Other Words or Notes

# Appendix A

## Word Reading Test (WRT) from the

By Jeanne S. Chall, Florence G. Roswell, Mary E. Curtis, John Strucker (2003)  
Retrieved from <http://lincs.ed.gov/readingprofiles/resources.htm>

### Modified Administration Guidelines for Assessing Alphabetics

1. Start at or one grade level below the student's TABE or CASAS Reading GLE.
2. Tell the student: "I am going to give you a short alphabetics (or word reading) test. I will ask you to read word lists aloud while I listen carefully. This will tell me if I need to teach you how to better sound out or pronounce words. Reading words correctly in text is highly related to understanding meaning."
3. Have the student read the appropriate word list(s) from the Student Copy while you follow along on the Teacher Copy. Score 1 for correct word recognition or pronunciation and 0 for incorrect word recognition or pronunciation.
4. As much as possible, write down actual miscues or mispronunciations to identify patterns of errors for planning multi-syllable decoding instruction (syllables, prefixes, suffixes, roots).
5. What is counted as an error:
  - An obvious misreading
  - The stress is put on the wrong syllable
  - A long sound is substituted for a vowel's short sound, or vice-versa
  - Laborious sounding out of each syllable; The *Word Reading Test* is a test of effortless word reading - of automaticity. Allow only 5 seconds to recognize each word.
  - A non-English pronunciation is given for a word. Many English words can be read by Spanish and French speakers because the spelling is the same - but make sure they are giving the English pronunciation.
6. There are two grade levels of mastery given for each word list:
  - If the student reads 9 or 10 of the words correctly, go to the next higher word list.
  - If the student reads 7 or 8 of the words correctly, stop and determine Mastery.
  - If the student reads 6 or less of the words correctly, go to the next lower word list.

**The highest grade level word list scored as "Mastery" is the Alphabetics Level.**

**For ESOL readers:** DO NOT count as errors substitutions of one short vowel for another - distinguishing short vowel sounds is very difficult for English language learners. (BUT, this substitution is counted as an error for native English speakers.)

**Note:** Form B word lists are also available to download and print from the website referenced at the top.

# Word Reading Test, Form A

## Teacher Copy

Student Name \_\_\_\_\_ Date \_\_\_\_\_

### List A (GE 1-2)

man \_\_\_\_\_

so \_\_\_\_\_

day \_\_\_\_\_

sun \_\_\_\_\_

tree \_\_\_\_\_

friend \_\_\_\_\_

her \_\_\_\_\_

long \_\_\_\_\_

us \_\_\_\_\_

when \_\_\_\_\_

Mastery for GE 1 is 7 correct

Mastery for GE 2 is 9 correct

GE= \_\_\_\_\_

### List B (GE 3-4)

airplane \_\_\_\_\_

before \_\_\_\_\_

water \_\_\_\_\_

hundred \_\_\_\_\_

bank \_\_\_\_\_

Thursday \_\_\_\_\_

complete \_\_\_\_\_

package \_\_\_\_\_

record \_\_\_\_\_

science \_\_\_\_\_

Mastery for GE 3 is 7 correct

Mastery for GE 4 is 9 correct

GE= \_\_\_\_\_

### List C (GE 5-6)

citizen \_\_\_\_\_

computer \_\_\_\_\_

information \_\_\_\_\_

temporary \_\_\_\_\_

explanation \_\_\_\_\_

application \_\_\_\_\_

concentrate \_\_\_\_\_

development \_\_\_\_\_

material \_\_\_\_\_

practice \_\_\_\_\_

Mastery for GE 5 is 7 correct

Mastery for GE 6 is 9 correct

GE= \_\_\_\_\_

### List D (GE 7-8)

contribution \_\_\_\_\_

convenient \_\_\_\_\_

individual \_\_\_\_\_

acknowledge \_\_\_\_\_

pollution \_\_\_\_\_

optimistic \_\_\_\_\_

reputation \_\_\_\_\_

urgent \_\_\_\_\_

prescription \_\_\_\_\_

confidential \_\_\_\_\_

Mastery for GE 7 is 7 correct

Mastery for GE 8 is 9 correct

GE= \_\_\_\_\_

Word Reading Test, Form A  
Teacher Copy

List E (GE 9-10)

ambitious \_\_\_\_\_

politician \_\_\_\_\_

duration \_\_\_\_\_

enthusiastic \_\_\_\_\_

sufficient \_\_\_\_\_

economical \_\_\_\_\_

comprehension \_\_\_\_\_

interruption \_\_\_\_\_

anticipate \_\_\_\_\_

productivity \_\_\_\_\_

Mastery for GE 9 is 7 correct

Mastery for GE 10 is 9 correct

GE= \_\_\_\_\_

Word Reading Test, Form A/List A  
Student Copy

man

so

day

sun

tree

friend

her

long

us

when

Word Reading Test, Form A/List B  
Student Copy

airplane

before

water

hundred

bank

Thursday

complete

package

record

science

Word Reading Test, Form A/List C  
Student Copy

citizen

computer

information

temporary

explanation

application

concentrate

development

material

practice

Word Reading Test, Form A/List D  
Student Copy

contribution

convenient

individual

acknowledge

pollution

optimistic

reputation

urgent

prescription

confidential

Word Reading Test, Form A/List E  
Student Copy

ambitious

politician

duration

enthusiastic

sufficient

economical

comprehension

interruption

anticipate

productivity

## Appendix B: 6 Syllable Types

### 1. Closed Syllable (VC)

A closed syllable has one vowel sound and the vowel sound is usually short. A closed syllable always ends in a consonant, which “closes” the syllable like a door (VC).

### 2. Silent-e Syllable (VCe)

A silent-e syllable has one vowel, followed by a consonant, which is followed by an e (VCe). The e is silent; it does not make a vowel sound itself, but makes the preceding vowel long or say its name.

### 3. R-Controlled Syllable (Vr)

An r-controlled syllable has a vowel immediately followed by an r (Vr). The vowel sound is not short or long; it has its own sound that is a blend of the vowel and r. In other words, the r “controls” the vowel sound. There are 3 vowel-r sounds: /ar/ as in car, /or/ as in for, /er/ as in verb, bird, or fur. There are 5 vowel-r spellings: ar, or, er, ir, ur. Note that /er/, /ir/, and /ur/ are all spelled with er.

### 4. Open Syllable (CV)

An open syllable ends in one vowel and the vowel usually makes the long sound (CV). In other words, the syllable is left “open” with a long vowel, not “closed” with a consonant (VC). Some open syllables are a long vowel alone (a/gent, e/ven), while others begin with a consonant or blend (ba/sic, stu/dent).

### 5. Consonant-le Syllable (Cle)

A consonant-le syllable is always a final syllable spelled with a consonant+le (Cle). The e is silent and the syllable sounds like /bul/ or /dul/ or /gul/ or /pul/ or /tul/ where the vowel sound is *schwa*.

### 6. Double-Vowel Syllable (VV)

A double vowel syllable has two vowels that work together to make one sound (VV). Usually the sound is from the first vowel: “When two vowels go walking, the first vowel usually does the talking.” However, there are double vowel sounds that are unique to the spellings and must be memorized.

## Appendix C: 5 Syllabication Rules

### 1. VC/CV

When two or more consonants are between two vowels, divide between the “middle” consonants. Keep all blend (bl, tr) and digraph (sh, th) spellings together.

**con/test**

**gos/sip**

**sub/tract**

### 2. V/CV

When a single consonant in the middle of a word is surrounded by two vowels, divide before the consonant. This makes the vowel in the first syllable have a long sound.

**ba/by**

**mo/ment**

**su/per**

### 3. VC/V

If the second rule - V/CV - does not make a known word, divide after the consonant instead. This makes the vowel in the first syllable have a short sound.

**lim/it**

**pres/ent**

**van/ish**

### 4. /Cle

When there is a Cle spelling at the end of the word, always divide before the consonant or count back three letters from the end and divide.

**cou/ple**

**pad/dle**

**ta/ble**

### 5. V/V

A few words require that you divide between the vowels. The first vowel is always long and the second will be long, short, or *schwa*.

**cre/ate**

**du/et**

**tri/al**

## Appendix D: Common Suffixes

The following common suffixes are listed in order of frequency.

1. **-s, -es** forms plurals of nouns
2. **-ed** forms past tense of verbs
3. **-ing** forms present tense of verbs
4. **-ly** means in the manner of
5. **-er, -or** mean agent
6. **-ion, -tion** mean act or process
7. **-able, -ible** mean capable of or can be done
8. **-al, -ial** mean having the characteristic of or relating to
9. **-y** means characterized or marked by
10. **-ness** means state or quality
11. **-ity, -ty** mean quality or state
12. **-ment** means state or act
13. **-ic** means relating to
14. **-ous, -eous, -ious** mean full of or possessing the qualities of
15. **-en** means to make or made of
16. **-er** means more
17. **-ive, -ative, -tive** mean performing or tending
18. **-ful** means full of
19. **-less** means without or not having
20. **-est** means most

## Appendix E: Common Prefixes

The following common prefixes are listed in order of frequency.

1. **un-** means not or do the opposite of
2. **re-** means again or back
3. **in-, im-** mean not
4. **dis-** means not or do the opposite of
5. **en-, em-** mean put into onto
6. **non-** means not or other than
7. **in-, im** also mean in or within
8. **over-** means exceed
9. **mis-** means bad or wrong
10. **sub-** means below or under
11. **pre-** means before
12. **inter-** means between or among
13. **fore-** means before
14. **de-** means reverse or the opposite of
15. **trans-** means across
16. **super-** means superior
17. **semi-** means part of
18. **anti-** means against
19. **mid-** means middle
20. **under-** means below

# Other Alphabetics Resources

**Purpose: for explicit and sequential instruction of English letter-sound patterns (beginning or phonics) OR common syllable/affix/root patterns (intermediate) to improve automatic word recognition in isolation and context.**

## **Beginning:**

*Angling for Words* by Carolyn C. Bowen (Academic Therapy Publications, 1999; “designed for any student needing phonetic decoding and spelling training controlled to basic vocabulary”; <http://www.academitherapy.com>)

*Discover Intensive Phonics for Yourself/Reading Horizons* by Charlotte F. Lockhart (HEC Reading Horizons, 2001; print and software versions of “a proven, multi-sensory approach that teaches the necessary foundational concepts”; <http://www.readinghorizons.com>)

*Story by Story - A Contextual Phonics Model and Curriculum for Adults ‘Learning to Read’* by Marn Frank (LDA Minnesota, 2007; [www.ldaminnesota.org](http://www.ldaminnesota.org))

*Ultimate Phonics Reading Program* (Spencer Learning; a reasonably-priced, software program for teaching “essential phonics skills;” <http://www.spencerlearning.com>)

*Words their Way, Word Sorts for Within Word Patterns* by Donald R. Bear, et al (Prentice Hall or Allyn & Bacon, 2008-2009); an analytical method where “students examine words they already know to gain insight into how spelling systems work;” <http://www.pearsonhighered.com>)

## **Intermediate:**

*Making Sense of Decoding and Spelling* by Charles A. MacArthur, Judith A. Alamprese, & Deborah Knight (2010; FREE from [http://lincs.ed.gov/publications/making\\_sense](http://lincs.ed.gov/publications/making_sense))

*MEGAWORDS, Decoding, Spelling, and Understanding Multisyllabic Words, 2<sup>nd</sup> Edition, Books 1 (syllabication) & 2 (common affixes and roots)*, by Kristin Johnson & Polly Bayrd (School Specialty, Inc., 2010; <http://www.eps.schoolspecialty.com>)

*Say the Word! A Guide to Improving Word Recognition Skills* by Barbara Rosenberg Loss (New Reader’s Press, 1991; <http://www.newreaderspress.com>)

*The Reading Teacher’s Book of Lists* by Edward B. Fry & Jacqueline E. Kress (Jossey-Bass Teacher, 2000; <http://www.josseybass.com>)

*Words their Way, Word Sorts for Syllables and Affixes Spellers* by Donald R. Bear, et al (Prentice Hall or Allyn & Bacon, 2008-2009); an analytical method where “students examine words they already know to gain insight into how spelling systems work;” <http://www.pearsonhighered.com>)

