

**Foundational Reading Skills:
Standards Tell Us **What**
Research Tells Us **How**
Part 2**



Agenda

Part 1



Standards and
Research



Foundational
Reading Skills



Print
Concepts



Phonological
Awareness

Part 2



Standards and
Research



Foundational
Reading Skills

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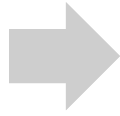
Phonics & Word
Recognition



Fluency

Agenda

Part 2



Standards and Research



Foundational Reading Skills

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Phonics & Word Recognition



Fluency

Standards Tell Us **What**
Research Tells Us **How**

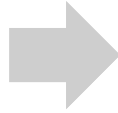


Agenda

Part 2



Standards and Research



Foundational Reading Skills

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Phonics & Word Recognition



Fluency

Foundational Reading Skills

4. Fluency

3. Phonics & Word Recognition

2. Phonological Awareness

1. Print Concepts



Agenda

Part 2



Standards and Research



Foundational Reading Skills



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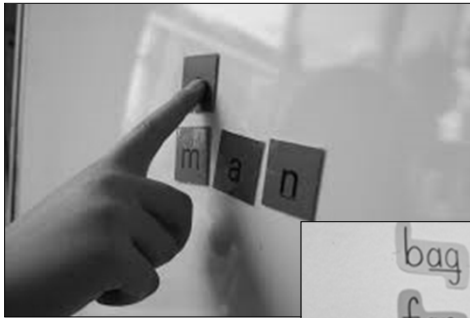


Phonics & Word Recognition

Fluency

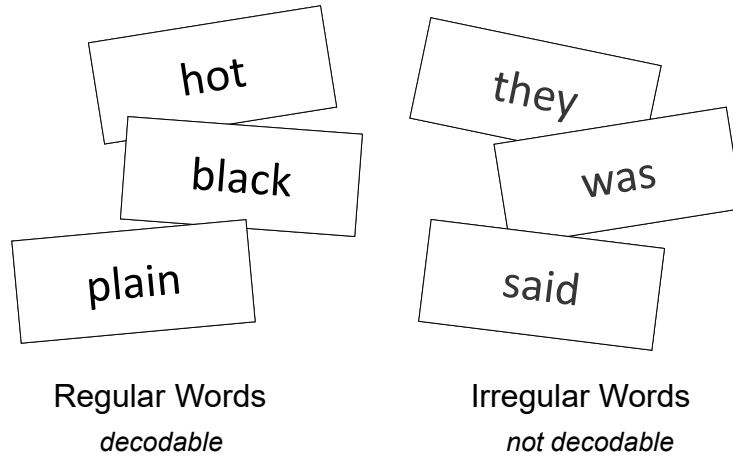
Phonics & Word Recognition

What is it?



Phonics & Word Recognition

Two Types of Words



Phonics & Word Recognition

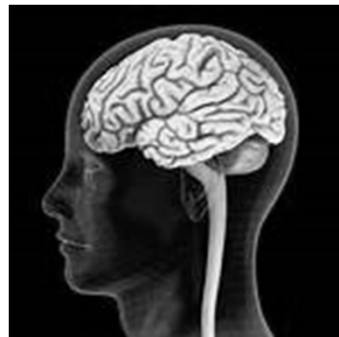
Brain Research

- Learn to read and spell regular words by sounding them out.

Sound-Out Words

- Learn to read and spell irregular words by memory.

Spell-Out Words



(Norton, Kovelman, & Petito, 2007)

Phonics & Word Recognition

What do we know about *sound-out words*?

Standards tell us:

Kindergarten through fifth grade students must know and apply grade level phonics and word analysis skills in decoding words.

Research tells us:

- Approximately ____% of words are decodable.

black hot plain

- Another 37% have just one exception. temperature

- The remaining 13% must be memorized. ocean

(Hanna, Hanna, Hodges, & Rudorf, 1966).

Phonics & Word Recognition

What do we know about high-frequency words?

Standards tell us:

Students must read common high-frequency words by sight (K) and recognize and read (*and spell*) grade-appropriate irregularly spelled words (1st – 3rd).

Research tells us:

In students' reading and writing:

- 8 words account for 18%
- 25 words account for 33%
- 100 words account for 50%
- 300 words account for 65%

(Fry, Fountoukidis, & Kress, 2000)



Takeaway

High Frequency Spell-Out Words Organized by Frequency

First 200 High-Frequency Words

Irregular Words Listed in Order of Frequency and Regular Words Organized by Common Vowel Spellings

Irregular Words	Short i	Short e	Short l	Short o	Short u
1 the	3 and	35 when	6 in	14 on	31 but
2 of	8 that	32 them	7 at	30 not	50 up
4 a	16 as	53 then	10 a	91 long	97 just
5 to	20 at	101 get	17 with	147 off	104 much
6 you	28 had	135 well	18 his	177 along	129 must
13 was	38 can	141 help	22 this		136 such
15 are	39 an	148 went	41 which		170 under
19 they	62 has	152 all	44 d		150 number
23 from	73 than	153 men	46 will		174 us
25 have	103 back	168 set	87 him		
28 one	113 man	173 never	76 as		
32 what	112 last	176 left	83 and		
34 were	178 end	92 little			
37 there	195 asked	190 next	133 book		
40 your			140 things		
42 their			158 still		
43 said			164 big		
45 do					
55 many					
56 some					
59 would					
60 other					
61 into					
65 two					
70 could					
75 been					
77 who					
79 people					
85 only					
87 find					
90 water					
93 very					
95 words					
98 where					
99 most					
102 through					
115 any					
123 another					
126 come					
130 work					
138 word					
131 does					
142 put					
144 different					
146 again					
148 old					
151 great					
181 should					
182 Mr					
185 give					
184 something					
188 thought					
186 both					
193 often					
194 together					
197 don't					
198 world					
200 want					

Long i	Long e	Long l	Long o	Long u
72 make	11 he	24 i	57 so	88 use
81 made	21 be	27 by	63 more	111 used
86 way	36 we	86 like	71 no	107 few
89 they	47 each	88 time	100 know	
116 day	54 she	80 my	106 go	
117 name	58 these	109 write	163 home	
124 came	65 see	118 right	166 own	
134 place	112 me	139 why	182 below	
138 take	127 free	167 law	183 those	
145 away	133 even	176 while	191 show	
156 say	137 here	179 night	196 going	
160 name	143 years			
166 air	156 every			
169 always	159 between			
	171 read			

oo	oo	oi / oy	ou / ow	ai / au / aw
108 new	107 good		48 about	33 all
114 too	119 look		49 now	86 called
	190 looked		51 out	121 also
			78 now	130 because
			84 down	155 small
			110 our	183 saw
			122 around	
			157 found	
			181 sound	
			196 house	

ar	er / ir / ur	or
132 part	64 her	12 for
192 large	14 first	28 or
	82 over	83 more
	94 after	105 before

High Frequency Sound-Out Words Organized by Common Vowel Spellings

Phonics & Word Recognition

What do we know about teaching sound-out words?

Level 2 - Lesson 8
Teaching Phase/Testing Phase

TEACH: consonant blends with r, l, s	REVIEW: long/short vowels
---	----------------------------------

Teach consonant blends with r, l, or s. Explain that some words begin or end with two consonants, and each consonant represents its own sound. Use a mix of words from the lists to practice discriminating between words that begin or end with a single consonant sound and those that begin or end with two consonant sounds. Help students correct errors immediately. (Some students may omit one of the sounds in the consonant blend or transpose the letters.)

This is the first lesson that requires students to circle two separate letters in a single column. When a word begins or ends with a blend, students must circle the two letters that represent the blend in either the first or third column. Tell students to circle a letter for each sound they hear. Demonstrate on the board or on an extra lesson form.

f @ r @ e i o u g @ n e grade
@ r m a e i o u @ p x desk

Sound-Out Words	P-1	P-2	M-1	M-2
1. stop		slip	slide	state
2. grade		frog	grin	frog
3. flag		plate	left	plug
4. smile		smoke	skate	melt
5. drum		drive	broke	brave
6. glad		plus	ask	glad
7. just		test	paste	past
8. desk		mask	drop	desk
9. must		list	plane*	last
10. mask		ask	mask	prize

→ 11. are

Name:	Date:	Level 2 - Lesson 8
Sound-Out		Sound-Out
1. s l t aeiou ptd		1.
2. f g r aeiou gdn		2.
3. f p l aeiou ftg		3.
4. s m k aeiou ltk		4.
5. d b r aeiou kmv		5.
6. p g l aeiou sdk		6.
7. t j p aeiou stk		7.
8. d r m aeiou skp		8.
9. p l m aeiou nst		9.
10. p m r aeiou zsk		10.
Spell-Out		Spell-Out
11. are ar_ a__		11.
_____		Total Score: ___ / 11
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Phonics & Word Recognition

What do we know about teaching spell-out words?

My turn.
Do it with me.
Your turn.

a r e

Phonics & Word Recognition

What do we know about teaching sound-out words?

Name: <i>Abby Smith</i>	Date: <i>January 13</i>	Level 2 - Lesson 8
1 <i>s l t a e i o u p t d</i>	st	<i>stop</i>
2 <i>f g r a e i o u g n</i>	gr	<i>grade</i>
3 <i>f p l a e i o u f t g</i>	fl	<i>flag</i>
4 <i>s m k a e i o u l t k</i>	sm	<i>smil smile</i>
5 <i>d b r a e i o u k m v</i>	dr	<i>drom drum</i>
6 <i>p g l a e i o u s d k</i>	gl	<i>glade</i>
7 <i>t j p a e i o u s t k</i>	jt	<i>just</i>
8 <i>d r m a e i o u s k p</i>	dr	<i>desk</i>
9 <i>p l m a e i o u n s t</i>	pl	<i>must</i>
10 <i>p m r a e i o u z s k</i>	pm	<i>mask</i>
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> 11 <i>are are are</i> <i>are are are</i> </div>		11 _____ Total Score: <u>11</u> / 11
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Phonics & Word Recognition

What do we know about teaching sound-out words?

Level 2 - Lesson 8

1 *stop*

2 *grade*

3 *flag*

4 *smile*

5 *drum*

6 *glad*

7 *just*

8 *desk*

9 *must*

10 *mask*

11 *are*

Total Score: 11 / 11

Great Job!

Signs for Sounds™ 2

Phonics & Word Recognition

What do we know about teaching sound-out words?

Name: *Abby Smith* Date: *January 15* Level 2 - Lesson *8*

Spell-Out Words

1. *are* 2. *was* 3. *and*

4. *you* 5. *of* 6. *to*

Score Box	
Spell-Out Words:	Number Correct/Total
	<i>6/6</i>
Dictation Sentences:	Number of Words Correct/Total
	<i>18/18</i>
Bonus Points (Circle all that apply)	
<input checked="" type="checkbox"/> Read 200	<input checked="" type="checkbox"/> Good Work
<input checked="" type="checkbox"/> Math Master	<input checked="" type="checkbox"/> New Handwriting
Study More Use Capital Letters Use Punctuation Neater Please	
2	

Dictation Sentences: **Set A** (8 words)

1. Are you and I
brave ?

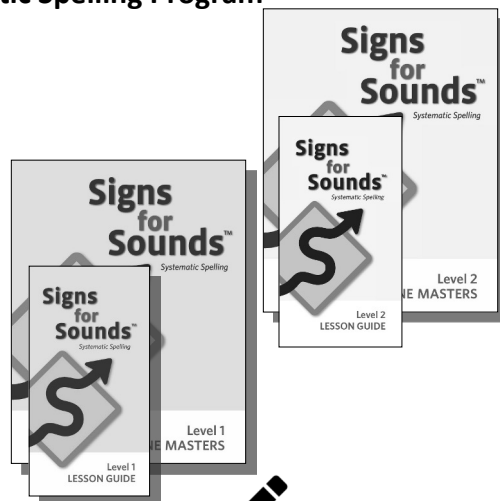
2. Slide the drum to
the frog .

3. You are just glad
to skate fast .

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Signs for Sounds®

Systematic Spelling Program



Print-Based

Phonics & Word Recognition

What do we know about building automaticity in decoding?




Research tells us:

- Students need automatic word recognition skills in order to develop fluency, an essential skill for comprehension (LaBerge and Samuels, 1974).
- Students who have not developed automaticity in single word reading by the beginning of second grade are at risk for reading failure (Berninger et al., 2003, Berninger et al., 2006).



Green Exercise 26
Words With the Consonant c Saying /s/26

Section I
Words With the Less Common Sounds of Consonants
Green Exercise 26

	cent 	city 	cymbal 		
	6	12	18	24	
30	cell	since	ace	ice	cite
35	celt	hence	race	dice	cease
40	cent	fence	face	lice	peace
45	cep	dance	mace	mice	juice
50	cist	lance	lace	lice	truce
55	cyst	glance	place	slice	spruce

words read _____ words read _____
 - errors _____ = _____ - errors _____ = _____
 cold score hot score

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Phonics & Word Recognition

What do we know about multisyllabic words?

Standards tell us:

Students (3rd – 5th) must use their combined skills to accurately read unfamiliar multisyllabic words in context and out of context.

Research tells us:

- Students can be taught to flexibly segment words into spelling units (chunks) that can be decoded

(Bhattacharya and Ehri, 2004; Archer et al. 2003, 2006).

- Students must be able to:

1. Pronounce affixes in isolation
2. Decode open and closed syllables

(Archer et al., 2003; Carnine et al., 2006; Moats, 2005; Shefelbine and Newman, 2004).

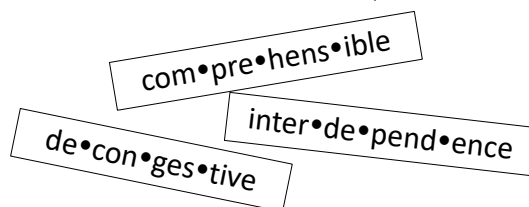


Phonics & Word Recognition

What do we know about multisyllabic words?

Affixes

- 80% of all words have one or more affixes. (Cunningham, 1998).
- Affixes are worth teaching, because they are limited in number, occur frequently, and suffixes are especially consistent across words (Shefelbine and Newman, 2004).



Takeaway

Common Prefixes & Suffixes

Common Affixes

If students learn to pronounce prefixes and suffixes phonetically in isolation, the students will recognize and pronounce them as "chunks" in multisyllabic words. If a student is familiar with a multisyllabic word, the student will adjust the pronunciation as s/he recognizes and pronounces the word.

Pronunciation Guide: Prefixes

Prefix	Example	Prefix	Example
re-	regresses	ab-	abduction
un-	uninhabited	ad-	adjunct
dis-	discerned	per-	perplexes
mis-	misfortune	sub-	subculture
de-	detour	trans-	transversely
in-	involving	be-	bereavement
en-	envelope	con-	continent
pro-	protocol	com-	compost
pre-	prefigures	fore-	foreshadowed
non-	nonprofit	ex-	excavate
im-	immerses	anti-	antitoxin
em-	emperor	inter-	intercede
over-	overshadowed	mid-	midlevel
under-	undercurrents	semi-	semicircle
a-	aborted	super-	superpower

Pronunciation Guide: Suffixes

Suffix	Example	Suffix	Example
-s	earphones	-ty	seventy
-es	radishes	-ary	dictionary
-ing	backpacking	-age	anchorage
-er	traveler	-ic	inharmonious
-ed /t/	handcuffed	-ate	liberate
-ed /d/	buttoned	-ish	replenish
-ed	uprooted	-ize	customize
-able*	predictable	-ous*	generous
-ible*	deductible	-ism	externalism
-less	bottomless	-ity	extremity
-ness	adeptness	-ant	repentant
-ful	remorseful	-ent	indifferent
-tion*	adoption	-cial*	provincial
-sion*	immersion	-tial*	inferential
-ly	inactively	-ance	allowance
-en	handmaiden	-ence	preference
-ment	abandonment	-sive*	excessive
-ture*	restructure	-tive*	perceptive
-ist	arsonist	-al	seasonal
-est	wickedest		

*The phonetic pronunciation of these suffixes is not close to how they are usually pronounced in words. Consequently, it may be more helpful to students to learn to pronounce them as they appear in these examples.

Silver Exercise 3
Words With Suffixes
-ism, -ous, -ity, -ent, -ant³

Section D
Words With Additional Suffixes
Silver Exercise 3

-ism -ous -ity -ent -ant

-ant	-ism	-ity	-age	-ous	-ent	-ic	-ism	-ant	-ous
-ent	-ate	-ous	-ity	-ant	-ish	-ism	-ent	-ity	-ize

1 2 3 1 2 3

	4	8	12	16
20	externalism	generous	extremity	indifferent
25	defeatism	hazardous	abnormality	persistent
30	immoralism	rigorous	perplexity	absorbent
35	perfectionism	boisterous	commodity	dependent
				intolerant

words read _____

- errors _____ = _____
cold score

words read _____

- errors _____ = _____
hot score

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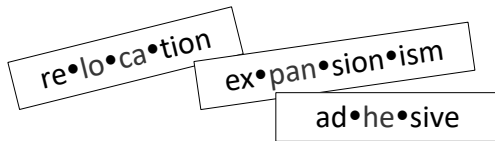
Phonics & Word Recognition

What do we know about multisyllabic words?

Open and Closed Syllables

•Open and closed syllables make up almost 75% of syllables in English words (Stanback, 1992).

•There is a significant relationship between students' sight knowledge of open and closed syllables and students' ability to read multisyllabic words (Shefelbine, Lipscomb, and Hern, 1989).



Silver Exercise 11
Words With Open Syllables 11

Section E
Words With Open/Closed Syllables
Silver Exercise 11

du di mo ci fa

hu	pla	lu	su	vo	pre	di	pu	ci	la
du	di	re	ci	mo	vi	cu	fa	clo	ci

1 2 3 1 2 3

	4	8	12	16	
20	sub du ing	mis di agnose	commo tion	enci pher	dis fa vored
25	sub hu man	mis di rect	compla cent	ensu ing	dis ci ple
30	sub lu nar	mis cu ing	compre hension	enci clo sure	dis re garded
35	sub vo calize	mis la beling	compu ta tion	en vi ron ment	dis re spect ful

words read _____ words read _____
 - errors _____ = _____ cold score _____ - errors _____ = _____ hot score

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Phonics & Word Recognition

Multisyllabic Words—Open & Closed Syllables

Silver Exercise 14
Story With Words With Open/Closed Syllables **

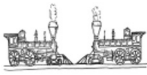
Section E
Words With Open/Closed Syllables
Silver Exercise 14

local locomotive location

Crash at Crush


In the 1890s, railroad worker William
Crush had an idea for the promotion of his
railroad company. Why not stage a train
crash? Many people would want to see
one. The company liked Crush's proposal.
William told local newspapers about his
plan, and people spread the word. William
even created a town just for the occasion—
Crush, Texas. After much preparation, it
was time for the crash.
On September 15, 1896, over 30,000
people showed up at Crush. They watched
as two 35-ton locomotives steamed toward

87 each other. As the
91 trains accelerated, the
94 enthusiastic crowd edged forward. The
99 trains slammed into each other!
104 But then something happened that
109 William hadn't anticipated—the engines'
114 boilers exploded. Wood and metal flew into
121 the crowd, causing injuries and fatalities.
127 The staged crash had become a real
134 accident!
135 People who saw the crash would never
142 forget it. Crush, Texas is no longer a town,
151 but a sign still marks the crash's location.
159



words read _____
- errors _____ = _____ cold score _____


words read _____
- errors _____ = _____ hot score _____ expression _____

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Takeaways

Phonics & Word Recognition

Building Automaticity



Student / Group _____ Date Started:

Story / Lesson _____ Date Passed:

Name: _____ Date Started:

Group: _____ Date Passed:

Automaticity Test

25
30
35
40
45


words read _____
- errors _____

Word Warm-ups

Directions: Write in the

80				
85				
90				
75				
70				
65				
60				
55				
50				
45				
40				
35				
30				
25				
20				
15				
10				
5				
0				

Start / Lesson: _____ Date: _____



Student / Group _____ Story / Lesson _____

Date Started:

Date Passed:

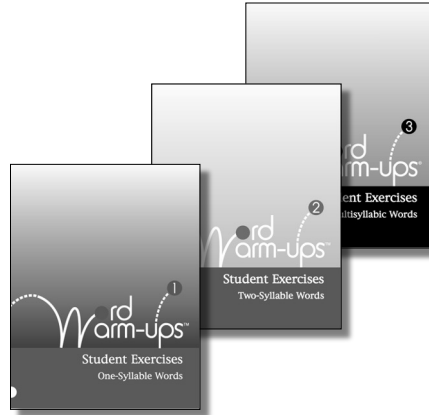
Word Practice	4	8	12	16
20				
25				
30				
35				

words read _____
- errors _____ = _____ Cold Score _____

words read _____
- errors _____ = _____ Hot Score _____

Word Warm-ups®

Independent Phonics Program



Print-Based



Word Warm-ups® Live



Web-Based

Agenda

Part 2



Standards and
Research



Foundational
Reading Skills

cat

Phonics & Word
Recognition



Fluency



What is fluency?



The ability to read
“like you speak”
in terms of:

- Accuracy
- Rate
- Expression

In 10 minutes of independent reading...

A fluent reader might read 2,000 words.

A struggling reader might read only 500 words.



Equal practice time, unequal practice

Fluency

What do we know about fluency?

Standards tell us:

Young students (K) must read emergent-reader texts with purpose and understanding. Older students (1st-5th) must read with sufficient accuracy and fluency to support comprehension.

Research tells us:

- Fluency development is highly correlated with reading comprehension (Fuchs, Fuchs, Hosp, & Jenkins, 2001).
- Just setting aside time for independent silent reading is not sufficient for at-risk readers (National Reading Panel, 2000).



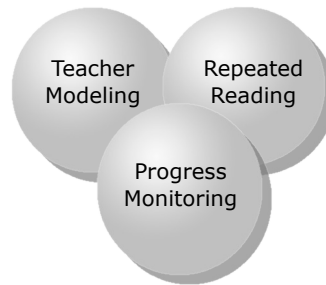
Fluency

What do we know about fluency?

Research tells us:

- Research demonstrates that various forms of modeling can improve reading fluency. (National Reading Panel, 2000)
- Repeated reading is the most powerful way to improve reading fluency. (National Reading Panel, 2000)
- Providing students with feedback on their progress toward short- and long-term goals has been shown to increase students' performance.

(Conte, K. L. & Hintze, J. M., 2000)



Fluency

Phonemic Awareness & Phonics Instruction



The Thumb



th	ing	thr	u
sh	ck	mb	i

Fluency

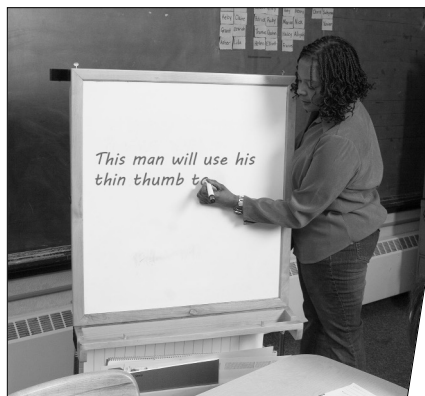
Phonics & Word Recognition Instruction

thin this thumbing

out their


Fluency

Comprehension—Prediction



Name Tyler

The Thumb



Prediction

thin this thumbing


This man will use his thin thumb to do something.

Fluency

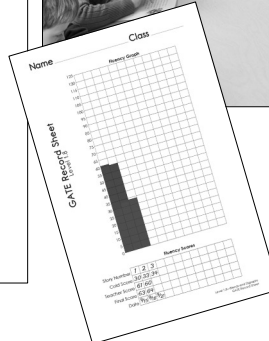
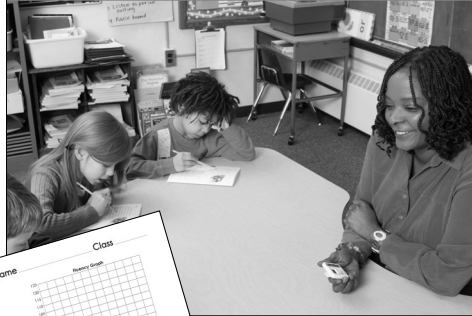
Progress Monitoring—Cold Timing

The Thumb

Look at your hand. The thumb is different from the other fingers. It is thicker and shorter than the rest of them. It sticks out too. The thumb can face the other fingers. It can touch each of their tips. This helps the thumb and fingers work together. Think of some things the thumb and fingers do together. They pick thin things up. They grip things tightly. The other fingers can't do these things alone. Most animals do not have thumbs. They can't pick thistles out of their fur. They can't pull thorns out of their paws. They need us to do these things for them. Thank goodness we have thumbs.



Words Read **38**
Errors **4** Cold Score **34** Teacher Score _____ Read Score _____




Progress Monitoring

Fluency

Teacher Modeling—Read Along

The Thumb

Look at your hand. The thumb is different from the other fingers. It is thicker and shorter than the rest of them. It sticks out too. The thumb can face the other fingers. It can touch each of their tips. This helps the thumb and fingers work together. Think of some things the thumb and fingers do together. They pick thin things up. They grip things tightly. The other fingers can't do these things alone. Most animals do not have thumbs. They can't pick thistles out of their fur. They can't pull thorns out of their paws. They need us to do these things for them. Thank goodness we have thumbs.



Words Read **38**
Errors **4** Cold Score **34** Teacher Score _____ Read Score _____




Teacher Modeling

Fluency

Repeated Reading—Practice

The Thumb

Look at your hand. The thumb is different from the other fingers. It is thicker and shorter than the rest of them. It sticks out too. The thumb can face the other fingers. It can touch each of their tips. This helps the thumb and fingers work together. Think of some things the thumb and fingers do together. They pick thin things up. They grip things tightly. The other fingers can't do these things alone. Most animals do not have thumbs. They can't pick thistles out of their fur. They can't pull thorns out of their paws. They need us to do these things for them. Thank goodness we have thumbs.



Words Read **38**
 - from 4 - = Child Score **37** Teacher Score **62** Final Score _____




Fluency

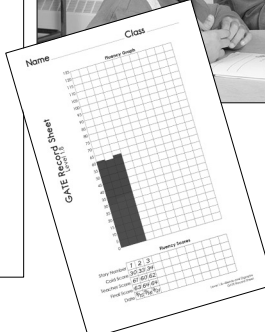
Progress Monitoring—Hot Timing

The Thumb

Look at your hand. The thumb is different from the other fingers. It is thicker and shorter than the rest of them. It sticks out too. The thumb can face the other fingers. It can touch each of their tips. This helps the thumb and fingers work together. Think of some things the thumb and fingers do together. They pick thin things up. They grip things tightly. The other fingers can't do these things alone. Most animals do not have thumbs. They can't pick thistles out of their fur. They can't pull thorns out of their paws. They need us to do these things for them. Thank goodness we have thumbs.



Words Read **38**
 - from 4 - = Child Score **34** Teacher Score **62** Final Score **64**



Fluency

Comprehension—Questions & a Sentence About the Story



Questions

- The thumb is thicker _____ the other fingers.
 (than) this them
- The thumb and the fingers work together to pick _____ things up.
 think (thin) than
- Animals without _____ can't pull thorns out of their paws.
 things thistles (thumbs)
- Our thumbs help us grip _____ things.
 thumbs thicker (things)
- What do thumbs and fingers do together?
 Thumbs and fingers work together to pick things up.

Sentence About the Story
 Thumbs help us do lots of things that most animals cannot do.

Word Bank: 38, 4, 34, 62, 64

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Fluency

Phonics, Word Recognition, and Spelling



Word List

thin	this	thumbing	out
thick	these	thinking	their
thud	them	thank	are
thrash	than	thrilling	they

Word List Score: 32

Spell-out Words

out o u t o u t o u t

their t h e i r t h e i r

Sound-out Words

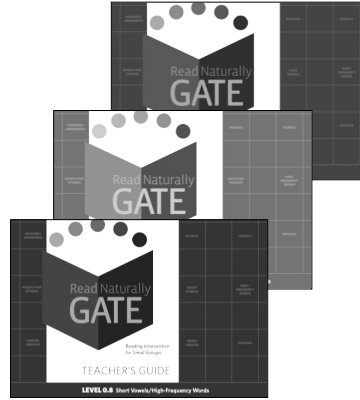
- this
- thin
- thick
- thrash

Number Correct: _____

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Read Naturally® GATE

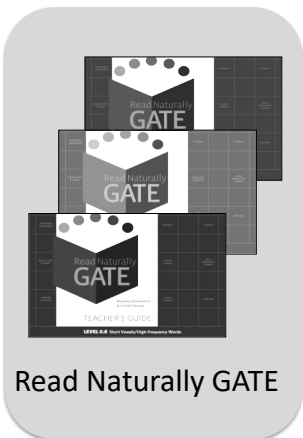
Reading Intervention for Small Groups



Print-Based

Read Naturally® Strategy

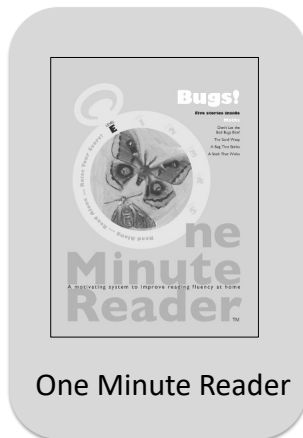
Individualized Reading Intervention



Read Naturally GATE



Read Naturally Encore



One Minute Reader



Print-Based



Read Live Programs



Read Naturally Live



Word Warm-ups Live



One Minute Reader Live



Read Naturally Live-Español



Web-Based

Agenda

Part 1



Standards and Research



Foundational Reading Skills



Print Concepts



Phonological Awareness

Part 2



Standards and Research



Foundational Reading Skills

cat

Phonics & Word Recognition



Fluency

Foundational Reading Skills
are the building blocks to reading proficiency!

4. Fluency

3. Phonics & Word Recognition

2. Phonological Awareness

1. Print Concepts



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website: www.readnaturally.com

Questions?



First 200 High-Frequency Words

Irregular Words Listed in Order of Frequency and Regular Words Organized by Common Vowel Spellings

Irregular Words
1. the
2. of
4. a
5. to
8. you
13. was
15. are
19. they
23. from
25. have
28. one
32. what
34. were
37. there
40. your
42. their
43. said
45. do
55. many
56. some
59. would
60. other
61. into
65. two
70. could
75. been
77. who
79. people
85. only
87. find
90. water
93. very
95. words
98. where
99. most
102. through
115. any
123. another
125. come
126. work
128. word
131. does
142. put
144. different
146. again
149. old
151. great
161. should
162. Mr.
165. give
184. something
185. thought
186. both
193. often
194. together
197. don't
198. world
200. want

Short ä	Short ë	Short ĩ	Short օ	Short ü
3. and	35. when	6. in	14. on	31. but
9. that	52. them	7. is	30. not	50. up
16. as	53. then	10. it	91. long	97. just
20. at	101. get	17. with	147. off	104. much
29. had	135. well	18. his	177. along	129. must
38. can	141. help	22. this		136. such
39. an	148. went	41. which		170. under
62. has	152. tell	44. if		150. number
73. than	153. men	46. will		174. us
103. back	168. set	67. him		
113. man	173. never	76. its		
172. last	175. left	83. did		
195. asked	176. end	92. little		
	180. next	120. think		
		140. things		
		158. still		
		164. big		

Long ā	Long ē	Long ī	Long ō	Long ū
72. make	11. he	24. I	57. so	88. use
81. made	21. be	27. by	63. more	111. used
86. way	36. we	66. like	71. no	187. few
89. may	47. each	69. time	100. know	
116. day	54. she	80. my	106. go	
117. same	58. these	109. write	163. home	
124. came	68. see	118. right	169. own	
134. place	112. me	139. why	182. below	
138. take	127. three	167. line	188. those	
145. away	133. even	178. while	191. show	
154. say	137. here	179. might	199. going	
160. name	143. years			
166. air	156. every			
189. always	159. between			
	171. read			

oo	oo	oi / oy	ou / ow	al / au / aw
108. new	107. good		48. about	33. all
114. too	119. look		49. how	96. called
	190. looked		51. out	121. also
			78. now	130. because
			84. down	155. small
			110. our	183. saw
			122. around	
			157. found	
			181. sound	
			196. house	

ar	er / ir / ur	or
132. part	64. her	12. for
192. large	74. first	26. or
	82. over	63. more
	94. after	105. before

Common Affixes

If students learn to pronounce prefixes and suffixes phonetically in isolation, the students will recognize and pronounce them as “chunks” in multisyllabic words. If a student is familiar with a multisyllabic word, the student will adjust the pronunciation as s/he recognizes and pronounces the word.

PRONUNCIATION GUIDE: PREFIXES

Prefix	Example
re-	regresses
un-	uninhabited
dis-	discerned
mis-	misfortune
de-	detour
in-	involving
en-	envelope
pro-	protocol
pre-	prefigures
non-	nonprofit
im-	immerses
em-	emperor
over-	overshadowed
under-	undercurrents
a-	aborted

Prefix	Example
ab-	abduction
ad-	adjunct
per-	perplexes
sub-	subculture
trans-	transversely
be-	bereavement
con-	continent
com-	compost
fore-	foreshadowed
ex-	excavate
anti-	antitoxin
inter-	intercede
mid-	midlevel
semi-	semicircle
super-	superpower

PRONUNCIATION GUIDE: SUFFIXES

Suffix	Example
-s	earphones
-es	radishes
-ing	backpacking
-er	traveler
-ed /t/	handcuffed
-ed /d/	buttoned
-ed	uprooted
-able*	predictable
-ible*	deductible
-less	bottomless
-ness	adeptness
-ful	remorseful
-tion*	adoption
-sion*	immersion
-ly	inactively
-en	handmaiden
-ment	abandonment
-ture*	restructure
-ist	arsonist
-est	wickedest

Suffix	Example
-ty	seventy
-ary	dictionary
-age	anchorage
-ic	inharmonic
-ate	liberate
-ish	replenish
-ize	customize
-ous*	generous
-ism	externalism
-ity	extremity
-ant	repentant
-ent	indifferent
-cial*	provincial
-tial*	inferential
-ance	allowance
-ence	preference
-sive*	excessive
-tive*	perceptive
-al	seasonal

*The phonetic pronunciation of these suffixes is not close to how they are usually pronounced in words. Consequently, it may be more helpful to students to learn to pronounce them as they appear in these examples.



Student / Group _____ Story / Lesson _____

Date Started:

Date Passed:

Word Practice

4

8

12

16

20				
25				
30				
35				

words read _____

words read _____

— errors _____ = _____

— errors _____ = _____

Cold Score

Hot Score



Student / Group _____ Story / Lesson _____

Date Started:

Date Passed:

Word Practice

4

8

12

16

20				
25				
30				
35				

words read _____

words read _____

— errors _____ = _____

— errors _____ = _____

Cold Score

Hot Score



Student / Group _____

Date Started:

Story / Lesson _____

Date Passed:

Automaticity Template		5	10	15	20
25					
30					
35					
40					
45					

words read _____

words read _____

— errors _____ = _____
Cold Score

— errors _____ = _____
Hot Score



Student / Group _____

Date Started:

Story / Lesson _____

Date Passed:

Automaticity Template		5	10	15	20
25					
30					
35					
40					
45					

words read _____

words read _____

— errors _____ = _____

— errors _____ = _____
Hot Score

