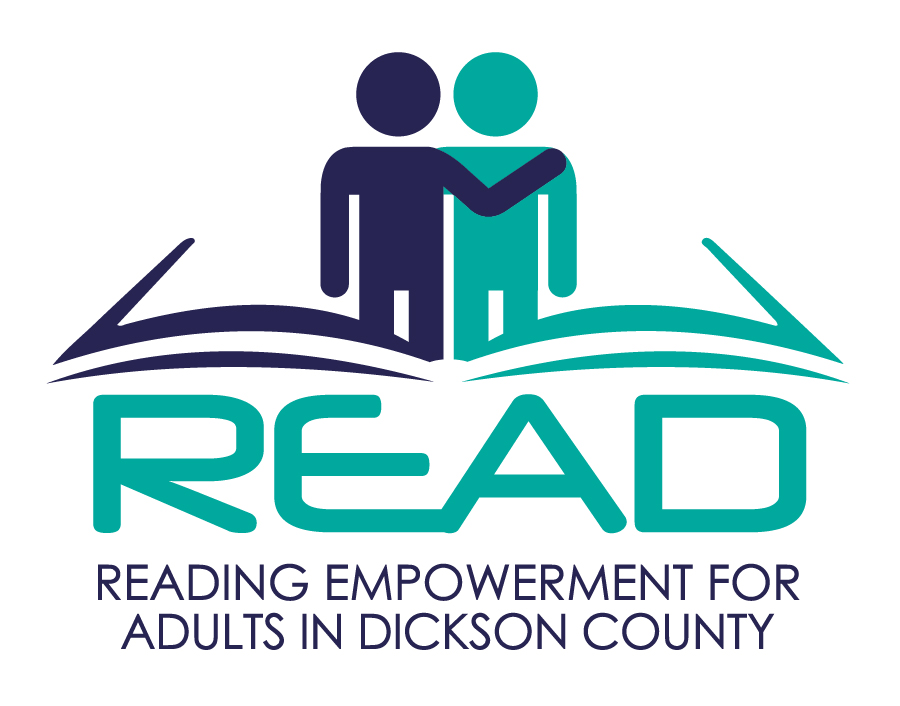
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**TUTOR RESOURCES**

**THIS IS A RESOURCE PACKET. DO NOT LET THIS OVERWHELM YOU!! YOUR TEACHER MANUAL WILL BE YOUR FIRST SOURCE. IF YOU ARE UNCERTAIN ABOUT HOW TO TEACH A CONCEPT OR NEED MORE STRATEGIES, USE THIS RESOURCE.**

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# **LEARNING STYLE INVENTORY**

|  |  |  |
| --- | --- | --- |
| AUDITORY | VISUAL | TACTILE/  KINESTHETIC |
| * I like to listen to discussions. | * I need to read information to understand it | * I like to touch the materials used in the activity. |
| * The way someone talks helps me recognize important information | * Bold print and italicized words help me recognize information | * I collect objects like the ones in the activity I did or watched. |
| * I listen to the directions to know what to do. | * I read the directions to know what to do. | * I “do” each step in the directions to know what to do. |
| * I study best in small groups. | * I study by reading & rereading my books & notes. | * Walking back and forth helps me concentrate when I study. |
| * A recording helps me remember. | * When I see it, I remember it better. | * An activity at the end of the lesson helps me understand. |
| * I use & create “sayings” to remember difficult or long information. | * I write things down to remember. | * I read, write, then reread & rewrite my notes to remember |
| * I study by going over the material in my head. | * I study by seeing it in my mind. | * I study by practice. |
| * I like someone to “call it out” to me when I study. | * I like to write it down when I study. | * I like to “say it & write it” when I study. |
| * Reading aloud helps me to understand. | * Reading silently helps me to understand. | * Reading & working “as I go along” helps me. |
| * Noise bothers me when I read or study. | * Too many words or pictures confuse me. | * I need to do some of the work so I can understand. |

# \_\_\_\_\_\_\_\_\_\_ #\_\_\_\_\_\_\_\_\_\_ #\_\_\_\_\_\_\_\_\_\_

I believe I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ learner.

# **UNDERSTANDING YOUR LEARNING STYLE**

Everyone learns in different ways, and a learning style is simply a preference for the method by which you learn and remember what you learned. Although some books report as many as 12 or 13 types of intelligence, there are only three primary learning styles and the others fit into sub-categories of these.

VISUAL AUDITORY KINESTHETIC/TACTILE

You may not fit *exactly* into one of the categories. Research shows that most people can learn through a variety of methods, although they usually prefer and learn new material best by one or sometimes two modes. So, your highest score would be your primary method of learning, and your second highest score would be your secondary method. Once you know how you learn best, you can adapt your study habits to improve your skills.

## **VISUAL LEARNERS**

Visual learners tend to need lots of visual cues to begin work, written directions and a demonstration of the task to be completed. Color-coded study materials, notebooks, divider tabs, and book covers are very helpful. When studying material for a test, organize the information into charts, tables, or graphic organizers. Separate notes on a page into sections by using a thick marker line to divide the sections and number the items in each section. Color code notes when helpful. For math concepts use a number line, ruler, and objects to count, add, subtract, multiply, and divide.

|  |  |
| --- | --- |
| INPUT PREFERENCE | TUTOR CAN |
| * Process written information easily * Prefer written instructions or visual clues * Are good at discriminating between printed words * Can copy accurately | * Use pictures to introduce new vocabulary * Provide written versions of dialogs * Use flashcards, diagrams, and charts * Use language experience activities * Use color, highlighters, & other tools to provide visual cues for important information |

## **AUDITORY LEARNERS**

Auditory learners need a quiet place to study. Soft, instrumental background music is often helpful to help stay on task. They may benefit by covering their ears to concentrate on something that is not being done orally, i.e., silent reading. For math concepts, they should talk themselves through the steps of a task. Record…. Record….Record. Create a special “homework” folder and organize the recordings by subjects. Learn spelling words by saying the word, spelling the word, and then saying the word again. Listen to recorded lessons as it may help “take in” the information. Pause occasionally and answer questions orally. This is extremely beneficial and much more effective than re-reading mass quantities of text and notes.

|  |  |
| --- | --- |
| INPUT PREFERENCE | TUTOR CAN |
| * Process oral information easily * Prefer oral instructions * Repeat information aloud to understand & retain it * Are good at discriminating between sounds * Can reproduce information they hear | * Introduce new vocabulary & language structure orally * Practice dialogs & role-plays * Read to learners * Encourage discussion * Use music or rhythms to reinforce language * Use software that has an audio component |

|  |  |
| --- | --- |
| INPUT PREFERENCE | TUTOR CAN |
| * Process oral information easily * Prefer oral instructions * Repeat information aloud to understand & retain it * Are good at discriminating between sounds * Can reproduce information they hear | * Introduce new vocabulary & language structure orally * Practice dialogs & role-plays * Read to learners * Encourage discussion * Use music or rhythms to reinforce language * Use software that has an audio component |

## **KINESTHETIC/TACTILE LEARNERS**

Take a break after class! Don’t try to do homework immediately. When it is time to study, small productive time periods will work best. Start by setting an amount of study time and use a clock to take scheduled breaks. Study one subject at a session. Hands-on science kits and experiments with household items are great. “Walk” with your fingers on a number line to help understand fact concepts. Touch the first letter of each word while reading or follow with your finger. It is okay and helpful! Also, if your knee is shaking or your finger is tapping, *ignore it.* Students who need to move and are allowed to move when learning, learn better. You might also try to chew gum while studying. This might just be enough movement to keep you on task.

|  |  |
| --- | --- |
| Input Preference | Tutor Can |
| * Learn by touching & doing * Recall information better when physically engaged * Prefer learning activities that require movement | * Use activities in which learners move around the room & interact with each other * Use props in learning * Use flashcards for writing * Use computers & board games to reinforce learning * Change activities & provide frequent breaks |

## **MULTI-SENSORY TEACHING**

Multisensory teaching means we will teach our students utilizing all these strategies to help them master new information. YOU – the tutor – will model these strategies.

**VISUAL LEARNER:** Learn Ideas by Seeing

* Use flashcards for difficult words
* Write down keywords, ideas, or instructions
* Draw pictures, use color or write notes to explain
* Number the ideas in a paragraph
* Highlight, circle, or underline important words
* See pictures, photos, and diagrams
* Closed Caption on while watching TV

**KINESTHETIC LEARNER:** Learn Ideas by Physical Engagement

* Stand up instead of sitting down
* Take an exercise break and walk around
* Keep hands busy – highlight, circle, doodle
* Draw on the page marking relationships/letters/words
* Tap pencil/shake foot/stretch
* Use manipulatives to help understand – scrabble letters, post-it notes

**AUDITORY LEARNER**: Learn Ideas by Hearing

* The student repeats spelling patterns and sounds aloud as he decodes
* Have discussions about the information
* Students read flashcards aloud
* Students ask questions and learn what is missing
* Review previous lessons by discussion
* Explain notes aloud

# **TIPS FOR WORKING WITH LITERACY LEARNERS**

* Listen
* Relax and take your time
* Have confidence in yourself. It’s normal to be nervous
* Be patient with repetition
* Speak slowly and clearly
* Be open-minded; don’t be judgmental
* Praise success
* Ask open-ended questions to check comprehension
* Follow the lead of your student
* Homework is necessary for success
* Present one thing at a time
* Be flexible with the materials you are using
* If you feel the materials you are using are not successful, contact READ staff
* Model what you want your student to do or say
* Review information you have learned together.
* Read to your student. (When they are introduced to the material before it is their turn to read, they can think about the meaning of the passage.)
* Allow the student time to read to himself prior to reading to you
* Explicitly discuss new vocabulary words and their usage
* Use your blue pages frequently
* Encourage the student to bring their own personally chosen materials

# **FOUR BASIC LANGUAGE SKILLS**

(Please note that this is mainly for ELL learners but applies to basic learners also.)

Language is defined as a system of symbols that permit people to communicate or interact. These symbols can include vocal and written forms, gestures, and body language. There are four basic language skills, and we ask you to try to incorporate all of them in every tutoring session.

## **LISTENING/UNDERSTANDING**

It’s just as important that a learner understand what he or she hears, as well as to be able to speak fluently. Speak slowly and clearly. Ask open-ended questions (a question that generates an answer other than “yes” or “no’) to judge comprehension. The question, “Do you understand?”, may elicit a nod or “Yes” even though the learner doesn’t understand. Use repetitive exercises such as saying vocabulary words and asking the learner to repeat after you. Reading to your learner is helpful, too. After reading a selection, use open-ended questions to check comprehension.

## **SPEAKING**

The priority of most of our ELL students is to improve their speaking skills. As tutors, a large part of your work will be giving the student the confidence to speak. Repetition and review are very important in their process. Encouraging your learner to use his or her new English skills is also helpful in your learner’s success and being a fluent English speaker.

## **READING**

Reading is important to students for many reasons. For some, good reading skills may be a key to getting a job or helping children with schoolwork. All materials have some degree of reading material in them, and our staff determines appropriate student books partially based on reading level.

## **WRITING**

The writing levels of our learners vary from advanced to little or no knowledge at all. We encourage you to practice writing in every session. We will help you determine appropriate activities based on the writing level of your learner.

# **EXPLICIT INSTRUCTION**

Research shows that students need explicit instruction to develop necessary reading skills and strategies. Direct instruction and scaffolded instruction may be more familiar terms. Explicit instruction has the following structure:

## **EXPLANATION**

When teaching a new skill or strategy, provide a clear explanation of the skill and how the student will use it. In the case of strategy or process, provide an explanation of the steps involved. Let the student know what will happen in the lesson and what the result will be.

## **MODELING**

Give students examples of the skill or strategy and demonstrate how it is used. When modeling, it is important to model “invisible” skills as well as the visible ones. For example, if you are modeling summarizing, you can think aloud to model the process of sorting through information and determining the essential pieces to include in the summary. Modeling the application of skills and strategies, including the thinking process, helps students understand how and when to use them effectively.

Students have an opportunity to practice new skills and strategies with varying degrees of support. The support can consist of giving feedback and assistance, or it can be embedded in the structure of print materials. In either case, guidance and support build students’ confidence that they are applying the skills and strategies correctly. As students grow more comfortable and confident, you reduce the level of support.

## **APPLICATION**

As students continue to use the new skills and strategies, they learn to do so without the support of the teacher or materials. They apply their new knowledge outside of the textbook and classroom and can assess its effectiveness.

***I DO***

***WE DO***

***YOU DO***

# **COMPONENTS OF READING**

1. Alphabetics
2. Fluency
3. Vocabulary
4. Reading Comprehension

## **ALPHABETICS**

Alphabetics is the combination of skills that allows readers to identify words in print. The skills include phonemic awareness (the ability to hear and manipulate the sounds of the language) and a variety of word analysis skills including phonics, word families, and word parts.

## **PHONICS**

Phonics instruction helps students make the connection between the sounds of English and the letters that represent the sounds. This skill is necessary for students to be able to decode the words on a page. Below are the basic steps for teaching phonics elements or principles.

## **PHONICS AND DECODING**

Phonics and decoding are the connection between the sounds we hear when speaking and the written symbols we have created called graphemes.

* Words come in parts called syllables
* Every syllable has one vowel sound
* There are 18 vowel sounds in English
* 5 letters are called vowels: a, e, i, o, u (sometimes y)
* The letters r, l, and w can also produce or influence vowel sounds.
* Spelling patterns tell us which vowels sound to use.

**STEPS FOR TEACHING PHONICS**

1. Identify the letter for the phonics lesson and write the small letter. Begin by teaching students to recognize the small letter because most letters they see will be in lower case. Students repeat the name of the letter.
2. Select words from the lesson that begins with the letter and sound. The number of words you pick should be enough to provide students with several examples but not overwhelm them. Start with 3-5 words, then adjust accordingly. Explain that these words begin with the sound the letter makes and model the sound. Say the words and have students listen for the sound. Write the words on the board and read them again.
3. Ask students to read the words. Do this 2-3 times. Always ask the student to “read” words, not “say” words to reinforce the fact that they are reading.
4. Ask students to pick a keyword. Explain that they will use that word to model and produce the sound of the letter. Ask students to model the sound of the letter.
5. Ask students for examples of other words that begin with this sound. Write these words on the board. Ask students to read these words.
6. Give students examples of words that end with the sound and letter. Write these words on the board and read them. Ask students to read the words, ask students for examples of other words that end in the sound. Write these on the board and ask students to read them.
7. Give students examples of words that have the sound and letter in the middle. Write these words on the board and read them. Ask students to read the words, ask students for examples of other words that have the sound in the middle of the word. Write these on the board and ask students to read them.
8. Review the name, sound, and keyword for the phonics element.
9. Students write the letter, keyword, and other words they want to learn.
10. Write and explain the capital letter.

**SUGGESTIONS**

* Keywords to use as examples of phonic elements and principles can come from anywhere: a published story, a picture, student-generated materials, real-world materials, and students’ own vocabulary.
* When teaching consonants, be sure not to confuse individual sound with blends (/br/, /tr/) and digraphs (/sh/, /th/, /wh/, /ch/, /tch/, /ck/)
* When teaching vowel sounds, you may find it necessary to focus more on recognizing the letter and sound in the middle of the word. Use short, single-syllable words as examples.
* Another approach you may see is to teach multiple phonics elements per lesson but to focus on learning one example for each element. Either method is appropriate.

### **SEQUENCE OF PHONIC INSTRUCTION**

In phonics instruction, there is a customary sequence for introducing different elements and principles. It begins with the easier elements and progresses to more difficult elements and principles. Of course, you can adjust this sequence to accommodate students’ specific needs or questions. (See Appendix)

* Single consonant sounds
* Short vowels
* Long vowels
* Consonant blends and digraphs
* Other common vowel teams
* Additional phonics elements & principles

## **ALPHABETICS PRACTICE ACTIVITIES**

### **PHONICS**

#### **WORD TOSS**

This is a good activity for discerning beginning and ending sounds. It is played like the name game and can be played with individuals or in teams.

**STEPS**

1. Sit in a circle if individuals are playing. If playing in teams, line each team up (after a team member gives an answer, they will go to the back of the line).
2. Determine who will go first.
3. The first person (or team) says a word, such as *bird.*
4. The second person or team must say a word that begins with the same sound as the end sound in the bird. For example, *dog*.
5. The next person or team must now say a word that begins with the same sound as the end sound in the dog. For example, *garden*.
6. The teacher writes the words used on the board. Words may not be used twice.
7. When a person or a team is unable to come up with a word, they are eliminated and the game continues until one person or team is left.

***PHONICS BINGO***

This is a great way to review lots of phonics elements. There are lots of variations to the game, as you will see below.

**STEPS**

1. Select the phonics sounds you want to work on.
2. On a piece of paper, draw a grid of five rows and five columns (like a bingo card.)
3. Write a phonics sound in each of the spaces (you can use some more than once.) Make the middle space a “Free” space.
4. Do the same on cards for the remaining students. You can use the same phonics sounds, just put them in different places.
5. Select words from the lessons that represent the sounds. Write these words on pieces of paper, underline the phonics sound, and put them face down in a pile.
6. Draw a word from the pile. Read it aloud and then give the sound the word represents.
7. Each student should cover the matching sound on his/her bingo card.
8. The person who first covers five sounds in a row wins.

(READ has a version of this game if you would like to borrow it.)

**VARIATIONS**

1. You don’t have to use the beginning sound of the word. You can have students listen for the end sound of the word and cover the letter or letters on their bingo cards.
2. Some sounds can be spelled in many different ways. You can have multiple ways of spelling the sound on the bingo card. Instead of reading a word and giving the sound, just give the sound and have students cover all of the ways to spell that sound. For example, if the sound was /k/, a student might cover c, k, ck, or ch.

***WORD FIND***

This is a great way to use real-world materials to reinforce phonics study.

**STEPS**

1. Pick an article from a newspaper or another piece of reading material that the student is interested in.
2. Read the article to the student.
3. Give students a sound, such as /b/. Ask students to find all the words in the article (or paragraph) that have the sound in the beginning, middle, or end of the word.
4. Ask the student to write the words they found, grouping them by where the target sound occurs.

***SAME OR DIFFERENT***

This activity helps students distinguish between sounds.

1. Select two initial consonant sounds to practice. Write the letter for each sound along with a keyword. If students have created study flashcards, you can have students use those cards.
2. Review each sound and letter.
3. Say two words that begin with the same sound. Ask students if the words begin with the same sound or different sounds. Ask students what letter each word begins with.
4. Say two words that begin with the other sound. Ask students if the words begin with the same sound or different sounds. Ask students what letter each word begins with.
5. Say two words, each beginning with one of the sounds. Ask students if the words begin with the same sound or different sounds. Ask students what letter each word begins with.
6. Repeat the process with other words with the same different beginning sounds until you are sure students can distinguish the sounds.

#### **SOUNDS STOPLIGHT**

1. Use a short vowel word picture card.
2. Place the card in the middle of the “green” & “red” light.
3. Point out that green means go, and red means stop.
4. Starting with the green light, using your finger, slowly follow the arrows as you say the word slowly.
5. Have the student repeat it after you, using his/her fingers to trace it.
6. Ask the student what was the sound they heard at the green light, yellow light, and red light.
7. Repeat if needed until the student can “hear” every sound.

Insert picture card here

### **WORD FAMILIES**

#### **CONCENTRATION GAME**

This game provides practice in both sounding out words using patterns and recognizing patterns in print.

**STEPS**

1. Create matching pairs of word patterns and each word on a separate index card. Examples: *cat/mat, had/mad, love/glove.*
2. Determine how many pairs you will use for the board. A good size board is 8 pairs.
3. Turn the cards face down and shuffle them. Put them into a grid – for 16 cards the grid would be 4 x 4.
4. The first player turns over two cards. If they do not use the same word pattern, the player turns them back over and it is the second player’s turn.
5. If they use the same word pattern, the player must read each word correctly to pick up the cards. It is then the second player’s turn.
6. The second player turns over two cards. If they do not use the same word pattern, the player turns them back over and it is the first player’s turn. If they use the same pattern, the player must read each word correctly to pick up the cards. It is now the first player’s turn again.
7. Play repeats until all the cards have been picked up. The player with the most cards wins.

#### **WORD SLIDES**

Word slides are a great hands-on learning tool for working with word patterns.

**STEPS**

1. Select the word pattern or patterns to review.
2. Place students in pairs or small groups.
3. Give each set of students a word pattern. Have students brainstorm all the words they can form using that word pattern.
4. Give each student two 4” x 6” index cards.
5. Have students fold one index card in half lengthwise.
6. Have students print the word family on the right-hand side of the card.
7. Have students cut a window for the missing initial sound, and then cut a slit in the fold of the index card.
8. Have the student fold the second index card lengthwise.
9. Have students write the initial consonant sounds from the words they brainstormed onto the second index card.
10. Insert the second index card into the slot of the first index card.
11. As students pull the index card, the consonant sounds will appear in the window. Students can practice reading each word.

**VARIATIONS**

1. Instead of cutting a window at the beginning of the word, you can cut a window in the middle of the word. Write the vowels on the pull strip and practice substituting them to create words.
2. Write one word pattern on the front of the strip and another on the back of the strip.

EXAMPLE

b

ake

c

l

### **WORD PARTS**

#### **TEACHING SYLLABLES**

Use this process for teaching students to divide words into syllables and apply three rules to help with pronunciation.

**STEPS**

1. Select a group of words to practice. These words can come from the reading or can be part of students’ known vocabulary.
2. Explain to students that a syllable is a word or word part that has only one vowel sound.
3. Give examples: bat (1), paper (2), little (2), employment (3), example (3)
4. Read the first word. Ask students how many vowel sounds they hear. Ask students to identify the vowel sounds. Continue with the remaining words.
5. If students have difficulty with step 4, continue to practice that skill. When students can accurately identify vowel sounds, move on to step 6.
6. Explain that students can use three rules about syllables to help them decode and pronounce new words. Explain that we will learn the rules and then see how they apply to the words in the list.
7. Write each rule at the top of an index card. Leave room at the bottom for students to write examples.

***Helpful hints*** *~ Most of the time, if there is one vowel and it is “closed off” by a consonant, it will say it’s a short sound (back.) Most of the time, if there is one vowel, and there is no consonant behind it in the same syllable, it will say its long name (ba / con.)*

#### 

#### **WORD MAPS**

Word maps can help students identify prefixes, suffixes, and word roots to decode words; to recognize words with similar roots and use prefixes and suffixes to build new words.

**STEPS**

1. Begin with a word the students have discovered in their reading. It may have been new to them, or they may have had trouble decoding it. We’ll use the word *predict* as an example.
2. Explain that the word is made up of a word root, *-dict*, and a prefix *pre-*. Write the root *dict* in the middle of a piece of paper. Write the word *predict* to the side and draw a line connecting *predict* to the root *dict*.
3. Ask students if they can think of any words that might be made by adding prefixes and suffixes to the word predict. If the student has difficulty identifying words, give them an example like *prediction, predictable*, or *unpredictable*. As the student comes up with words, write them off the word *predict* (if they are related to *predict*). If the student generates words related to the root -*dict*, different from predict, write them to a different side of -*dict* and connect them to the root.
4. After you write the words related to *predict*, point out the common word root and prefix in each one. Explain that looking for elements you already know in longer words can help students decode words.
5. Returning to the word root, ask students if they can think of any other words that contain that root. If students have trouble thinking of words, give them a list of prefixes and suffixes. Encourage them to try adding prefixes and suffixes until they come up with words they recognize. When they think of another word, follow steps 3 and 4 with these words as well.
6. Continue to do steps 3-5 until you have developed a word map. Review each word, asking students to identify the prefix, suffix, and root for each word, then read it.

**VARIATION**

1. For vocabulary instruction, give the student a list of common prefixes and suffixes and their meanings after you have created the word map.
2. Give students the meaning of the word root. In the example above, -*dict* means to tell.
3. Point out that the prefix pre- means before, so predict means to tell before. Ask students what *predict* actually means. Answers should be similar to “to tell what you think will happen before it happens.” Ask the student if “to tell before” makes sense based on their definition.
4. Continue with other forms of the word, using prefixes and suffixes to show how these word parts can help students understand a word’s meaning.
5. If students don’t know what a word means, have them make a guess based on the meaning of the root and prefixes and suffixes. Use a simple dictionary to look up the meaning and compare the actual definition to their guess.

### **CONTEXT CLUES**

#### **TEACHING STUDENTS TO DECODE STRATEGICALLY**

In strategic decoding, students combine decoding skills with a consistent problem-solving process to help them decode difficult words. The steps below describe the process and explain how you can introduce it to students.

**STEPS**

1. As a student reads a passage, listen for places where he or she struggles to decode a word. If the student is unable to decode the word, encourage him or her to say “blank” and keep reading. You will return to that part of the passage later.
2. After the student has finished reading the passage, return to the sentence with the difficult word. (Depending on the sentence, you may want to start with the previous sentence to provide context.)
3. Ask the student to read the sentence(s) again, saying blank for the difficult word. Ask, “Based on the meaning of the sentence, is there a word you think makes sense here?” Depending on the student’s response, ask if there are visual clues (initial letter, shape of word) that confirm the guess.
4. If the student is unable to think of a word that makes sense in context, isolate the word. Encourage the student to try to sound it out using phonics, word patterns, and word parts skills. Does the student recognize the word? Does the word make sense in the sentence? Reread the sentence to find out.
5. If the student is unable to use decoding skills to identify a word that makes sense, suggest using different vowel sounds. This may be a word that does not follow a common phonics pattern. Does the student recognize the word? Does the word make sense in the sentence? Reread the sentence to find out.
6. Encourage the student to think of a word that makes sense in the sentence and read the sentence using that word.
7. Read the word the student was unable to decode and demonstrate which decoding skills could have been used to decode it. If the word is new to the student, explain what it means.
8. Ask the student to reflect on the process they just used. Point out that the student
   1. Used context and visual clues to decode the word;
   2. Tried to sound out the word;
   3. Tried different vowel sounds;
   4. Thought of a word that made sense and used that word.
9. Explain that any time the student encounters a word they are unable to decode while reading, they can use this process to try to figure out the word.

#### **WORD LEARNING STRATEGIES**

* Look up words in a dictionary
* Repeat new words aloud
* Memorize words and meanings
* Circle new words in the text – write meaning on that page
* Start a vocabulary notebook
* Review vocabulary on a regular basis

### **SIGHT WORDS**

#### **SIGHT WORD FLASHCARD PRACTICE**

Flashcards are one of the best and easiest ways to practice recognizing words by sight.

**STEPS**

1. Choose six to ten words the student wants to learn. They may already exist on flashcards. If not, have the student write each word on an index card.
2. Shuffle the stack of index cards. Flip the top one over and ask the student to read it. If the student reads it correctly, put it to the right.
3. If the student misses the word, put it to the left. If a student has trouble, read the word aloud and ask him or her to use it in a sentence. Put the card to the left.
4. Once a student has gone through the stack once, pick up the cards on the left that the student missed. Shuffle these cards and review them again following the same procedures. Continue this until the student reads all of the words correctly.
5. Shuffle the entire deck and review all the words again. Continue until the student is able to read the entire deck, or until you sense that the student is becoming frustrated.

**VARIATIONS**

Once the student can read the entire stack correctly, focus on reading the word quickly and accurately. Using a stopwatch, begin timing as you flip over the first card. Work your way through the deck. Record the time and any misses. Repeat the process 2-3 more times, recording the time and number of misses. Discuss any improvement the data shows.

## **FLUENCY**

Fluency is reading quickly, accurately, and with inflection. Fluency affects reading comprehension in several ways. First, fluent readers can dedicate more of their reading effort to comprehension because it is not being spent decoding words and putting them together in meaningful phrases and sentences. Fluent readers are also able to read with proper emphasis and inflection, which adds meaning. Finally, when students increase their reading fluency, their motivation usually increases. Students can read more easily and are more likely to enjoy reading. In addition, fluency instruction allows students to hear their progress, which motivates them to continue with their learning.

* Practice, Practice, Practice
* Read Aloud
* Copy common words and sentences
* Learn 300 most common words
* Lots of simple homework activities
* Learn Sight Words
* Use Reading 42 Sounds of English (blue paper)
* Use 18 vowels sounds and spelling patterns

### **ACTIVITIES**

#### **ECHO READING**

Echo reading provides support to students because they hear fluent reading modeled before attempting to do it themselves.

**STEPS**

1. Select something to read that is short and at the student’s instructional reading level. Read the first sentence aloud, modeling proper pace and phrasing.
2. Ask the student to read the same sentence aloud after you.
3. Continue this pattern through to the end of the passage.
4. When you’ve finished the passage, go back to the beginning and follow the same pattern again. As the student improves, expand the amount of text you read before the student “echoes” you. For instance, increase to two sentences and then to a paragraph.

**VARIATIONS**

* For higher-level students, you can begin by reading a few sentences or even a paragraph before asking the students to read.
* To adapt this activity to a classroom environment, you might read through the passage once with the entire class echoing in unison, then go back through the passage using the same technique and calling on individual students to read. Remember to read the sentence aloud before each student reads to model proper pace and phrasing.

### **MODELED READING**

Modeled reading provides the student an opportunity to hear reading done with good expression and good phrasing. It also provides a chance to pace in instruction and allows students to practice listening skills.

**STEPS**

1. Choose fiction materials that are of interest to students. Since students are not reading aloud, the text may be a reading level above the students’ instructional reading level.
2. Provide students with a copy of the passage.
3. Ask the students to relax and listen to the reading as they follow along in the text.
4. Read aloud and model expressive and fluent reading for the students.
5. The reading need only be about 5 minutes in length.

**VARIATIONS**

* The model does not have to be a teacher. It can be a recording or another student.

#### **CHORAL READING**

Choral reading involves a teacher and one student. The student and you read the same passage aloud together. Both provide an opportunity for students to read fluently and independently, knowing that support is available from the teacher.

**STEPS**

1. Begin by selecting something to read that is short and at an independent reading level for the students. As in echo reading, your role is to model proper pace, phrasing, and emphasis.
2. If the students are reading comfortably, you will simply stop and allow them to continue on their own.
3. If students encounter a word they do not know provide it quickly so the pace is not disrupted.
4. If students start to struggle with the selection, begin reading again to provide a model.
5. At the end of the selection, ask one or two factual comprehension questions.
6. Repeat the process until students are able to read the passage aloud independently, with proper pace and phrasing.
7. Ask comprehension questions about the passage each time the students read to emphasize that as they reread a passage with better fluency, their comprehension improves as well.

**VARIATIONS**

* This is a good activity for students to practice at home with a recording of the passage.

#### **SAY IT LIKE YOU MEAN IT**

This activity helps students understand how changing the emphasis on words in a sentence can change the meaning.

**STEPS**

1. Write a sentence down, or have a student select one from the reading passage. Here is an example:

*I never said you hit my car.*

1. Ask the student to read the sentence aloud, emphasizing the first word of the sentence. Ask the student what the sentence means. In the example, ***I*** *never said you hit my car*, the author or the person speaking might be saying they were not the person who said you hit my car, implying that someone else might have said it.
2. Continue to ask the student to read the sentence aloud, emphasizing the second word of the sentence, then the third word, etc. After each time, ask the student what they think the sentence means. Here is what students might say for the example above:

*I* ***never*** *said you hit my car*. – The speaker is denying the statement completely.

*I never* ***said*** *you hit my car.* – The speaker is contesting that they “said” you hit my car, implying they may have conveyed such a statement in other ways.

*I never said* ***you*** *hit my car. –* The speaker confirms making the statement, but it was about someone else.

*I never said you* ***hit*** *my car.* – The speaker is implying the person did something else to their car.

*I never said you hit* ***my*** *car.* – The speaker is saying the person hit someone else’s car.

*I never said you hit my* ***car****.* – The speaker is saying the person hit something that belonged to the speaker, but it wasn’t the car.

## **VOCABULARY**

Vocabulary is important to reading comprehension in two ways. First, and most obvious, readers need to know what individual words mean to get meaning from the larger text. Second, readers need a good vocabulary to be able to read a broader variety of materials and materials at higher levels. As they read increasingly complex materials, they encounter new words, expanding their vocabularies and allowing them to read new things.

There are different types of vocabulary and different levels of understanding. We have an oral vocabulary – the word we use and understand in listening and speaking, and we have a reading vocabulary – the words we recognize and understand in print. We know some words very well and can use them flexibly taking advantage of the nuances of their meaning. We know other words at a simple level, but we don’t recognize their nuances. And then there are words we don’t recognize at all. All of this is affected by the background knowledge we bring to reading.

### **ACTIVITIES**

* Pre-teach words from the text
* Ensure multiple exposures
* Discuss and practice usage
* Relate new words to prior knowledge
* Pronounce, write it, read it
* Tell the meaning
* Use it in several examples
* Ask learner questions about the meaning
* Elicit word use from the learner
* Use the word in various contexts
* Words that relate to the student’s job or personal life

#### **Teaching New Words**

**STEPS**

1. Write the word and read the word.
2. Ask students to divide the word into syllables, or you can do it if the students have trouble. Ask students to read each syllable and write it down as they read it. Look for correct spelling.
3. Ask students if they know what the word means.
4. Give a definition of the word. Give examples (if appropriate). Use the word in a sentence.
5. Ask students to put the definition in their own words. Ask them to provide their own examples.
6. Ask students to use the word in a sentence that draws from their experience. Ask students to write the word and the sentence.

#### **Word Charts**

Word charts are an expansion of traditional flashcards. They are good for introducing students to new words.

**Steps**

1. Give students blank 4”x 6” index cards, one index card for each new word they will learn.
2. Ask students to write the new word on the front of the card.
3. Ask students to turn the card over and draw a line from the top to the bottom of the card, about 2/3 of the way over. Ask the student to then draw a line dividing the larger portion in half horizontally.
4. In the first space, have the students write a definition of the word in their own words. They can also include examples and synonyms.
5. In the second space, ask students to think of antonyms or opposites of the new word. Not all words have natural antonyms, so the student will have to think creatively about the naming of the word.
6. In the remaining space, ask students to think of the word in relation to their own experience. Maybe a student has heard the word used in another setting or maybe a student has a life experience that is an example of the word. Whatever the association, ask the student to write a sentence (or two) about that experience using the new word.

#### **Using New Words in Writing**

**Steps**

1. After reading a story and checking for comprehension, review the vocabulary words you pre-taught. Say a word and ask the student to tell you what it means. Go back in the story and reread one or more sentences with the word. Ask the student to explain how the new word helps them understand that sentence. For example, a sentence from a story might be “Listen up,” the fire chief said tersely to the firefighters. “We don’t know what is burning in the house or where.” Ask the student, “What does it mean when it says, ‘the fire chief said tersely’? Why do you think the fire chief was being terse?”
2. Have students each write a paragraph related to the story they just read (a summary, what happens next, or what the main character is thinking.) Have them use 3-4 of the new vocabulary words in their paragraphs.

#### **Word Builder**

**Steps**

1. Write common prefixes and suffixes that the student knows on index cards with a marker. Write one prefix or suffix per card. Use one color for prefixes and a different color for suffixes. Write the meaning of each prefix or suffix on the back of the card.
2. Have the student make up a word and give it a meaning. For example, the student might make up the word bloop and say that it means “to ball up on the floor and roll around.”
3. Write the word on an index card and write the meaning of the word on the back of the card.
4. Put the card on the table in front of the student. Using your prefix and suffix index cards, add one prefix or suffix to the word. Have the students read the new word.
5. Ask the student what they think the new word would mean, based on the meaning of the prefix or suffix.
6. Continue to add prefixes, suffixes, or both to the made-up word.

## **COMPREHENSION**

Research says that comprehension is an active process. Good readers access their existing knowledge, set a purpose for reading, check their comprehension, and apply what they learn (strategies). To do this, readers need to recognize patterns in the way information is presented (such as main ideas and details, facts and opinions, sequences) and extract important information to use in new settings.

### **COMPREHENSION STRATEGIES**

* **Setting a purpose for reading.** Good readers use this strategy when reading nonfiction to learn something; like reading the newspaper or website to find out what happened at the school board meeting or reading an instruction manual to learn how to program the timer on your coffee pot so you can wake up to freshly brewed coffee. Having a clear purpose for reading helps the reader determine what other reading strategies they might use.
* **Using background knowledge and prior experiences.** Good readers use what they know to help them relate to and understand what they’re reading. This strategy can be used for fiction or nonfiction. It generally requires the reader to have some idea of what the text is about before they read. Often the reader will ask themselves questions to help them draw out their knowledge and experiences
* **Making predictions.** Good readers predict what they expect to find in an article or what a character might do next. This strategy and the next one, asking questions and looking for answers, are strategies that a reader uses to help them focus – to look for specific pieces of information or to read and pay close attention to details. Good readers make predictions before they read and while they are reading. Good readers might combine this strategy with marking text, highlighting information, and taking notes.
* **Asking questions.** As they read, good readers ask themselves questions and then look for the answers in the text. This helps a reader look for specific pieces of information and identify details. Good readers also ask themselves questions after they read a portion of the text to help them monitor their comprehension. If they are unable to answer their question it might mean they need to reread the portion of the text.
* **Marking text.** Good readers often mark text, such as highlighting important points and taking notes.
* **Summarizing.** Summarizing after reading is a good way to check comprehension. However, good readers also break the text up into smaller chunks and periodically summarize as they read. This is an important comprehension monitoring strategy.
* **Rereading things that don’t make sense.** Sometimes readers ask themselves questions they can’t answer or are unable to summarize what they just read. Good readers understand this to mean they didn’t really understand what they just read. When this happens, they will reread the text, often applying new strategies while they read to improve their comprehension.
* **Reorganizing information.** When they have finished reading, good readers will often reorganize information from the text into a new format, making it easier for them to understand and apply to other contexts. This often involves the use of a graphic organizer – creating a chart of information, drawing a diagram, or summarizing and numbering the steps in a process.

### **COMPREHENSION SKILLS**

* **Recognizing cause and effect.** Cause and effect is an organizational pattern commonly found in news articles, history books, biographies, and fiction. Consider a newspaper article about the school board. A reader might learn from the article that some of the attendees were upset. Understanding the relationship of cause and effect can help the reader identify why the attendees were upset, which might be more important information.
* **Recognizing main idea and details.** This is a foundational comprehension skill for being able to summarize. Good readers need to be able to identify the main idea and make decisions about which details are important and which are not to be able to summarize what they’ve read, internalize it, and use it. Because it is such a foundational skill to reading comprehension students are often asked to read texts and identify the main idea and details on academics like the HiSET.
* **Discerning fact from opinion.** Good readers use this skill to help them evaluate information. It is becoming more important as the distinctions between news and commentary; articles, sponsored articles, and ads; and science and sponsored science are blurred.
* **Classifying information.** Grouping or classifying information is an important comprehension strategy for remembering information.
* **Comparing and contrasting.** Comparing and contrasting information is a specific way of classifying how items are alike and different. It is an especially useful comprehension tool when evaluating two things.
* **Sequencing events.** This might be used to follow a recipe or follow a procedure at work.
* **Drawing inferences and reaching conclusions.** The reader must use clues and draw upon their own knowledge and experiences to infer what the author means. Therefore teaching a student to use their own knowledge and experience is important.
* Understanding how plot, character, and setting contribute to a story.

### **BEGINNING READER STRATEGIES**

* Look at pictures/titles
* Read one sentence and discuss instead of reading the entire passage
* Preview the passage
  + The reader will know the topic
  + The reader can look for words they don’t know
  + The reader can draw upon prior knowledge of that subject

### **MODERATE READER STRATEGIES**

* Review student’s knowledge of the subject
* Use a dictionary
* Make inferences
* Make predictions
* Re-read
* Reflect on material read
* Guess the meaning of words from context

### **OTHER IDEAS FOR COMPREHENSION**

* Underline or highlight an important word or date
* Circle unknown words – write a definition in the margin
* Make your reading interactive by asking questions
* Read aloud

## **WRITING**

### **HOW TO WRITE A FIVE-PARAGRAPH ESSAY IN FIVE MINUTES**

**A GOOD INTRODUCTORY PARAGRAPH**

* Is organized from general to specific
* States the main idea of the essay
* Ends with a specific thesis statement that tells the reader what to expect in each body paragraph.

**GOOD BODY PARAGRAPHS**

* Each about one main idea that supports the thesis of the essay
* In the same order as they are mentioned in the thesis statement
* Contain detailed supporting sentences that back up the paragraph’s topic sentence

**A GOOD CONCLUDING PARAGRAPH**

* Is organized from specific to general
* Begins with a restatement of the thesis statement
* Ends with a general statement that relates the topic of the essay to broader terms

### **THE WRITING PROCESS**

Having a consistent process to use when writing helps the student become a more confident writer.

**PREWRITING**

Students decide what to write about and brainstorm their ideas. This is probably the most important step in the writing process, but it is also often the step that teachers and students pay the least attention to. The more time spent in the prewriting step, the easier the remaining steps will be. Ideas may come from conversations between you and the student, a practical need, or thoughts generated from reading. If a student wants to do practical writing – such as writing a resume and cover letter or birthday invitations – you might start by analyzing examples of that type of writing. Mind mapping is a good way to capture and organize the ideas generated in this step.

**FIRST DRAFT**

For the first draft, the focus is on the message rather than on punctuation, spelling, grammar, or handwriting. It is not even necessary for the first draft to contain complete sentences. A student who has difficulty with a word or phrase can guess, draw a symbol, or ask for help.

**REVISE**

This is where the student works to clarify and expand the content. When revising, the student should focus on the overall organization of information, adding and removing information, description, detail, and word choice. You can help by asking the student to read his or her first draft and then asking questions about it. Read the piece aloud yourself and ask the student to listen critically.

**EDIT**

This is where the student makes improvements in the mechanics – spelling, punctuation, and grammar. The amount of editing will depend on the student’s level and the purpose of the piece. For beginning writers, focus on editing to correct one or two reoccurring problems rather than trying to make the piece perfect. For example, you might have a student edit a piece specifically for noun/verb agreement, proper use of apostrophes, and the spelling of words that have double letters because you know these mechanics give that student the most trouble. Create a customized editing checklist for the student to follow that includes what he or she is looking for as well as common mistakes and ways to fix them.

**FINAL DRAFT**

This is where the student publishes what they have written. Publishing means creating a clean copy of a piece and then using it or sharing it with others. Publishing might mean sending off a resume and cover letter to a potential employer or putting envelopes with birthday party invitations in a daughter’s backpack to deliver to her friends at school. Publishing is very important because it represents the end of the writing process. Students may go through the revision cycle several times. Without publishing, revising and editing can become an endless loop. If a student has written something he or she is especially proud of, consider ways of publishing the writing to enhance that pride. This might involve submitting the writing to be published in the literacy program’s newsletter or on their website or taking a collection of the student’s writings to a printer and having them bound and published. This can go a long way toward changing a student’s attitude about writing from negative to positive.

### **WRITING ACTIVITIES**

* Look at the 5 Paragraph Essay Guide model when copying
* Write slowly and carefully
* Say the word aloud as you write
* Use writing to reinforce learning
* Use a variety of sources to check work (dictionary, 300-Word list, etc.)
* Language Experience Story (student dictates, tutor writes it down)
* Parts of Speech

#### **STORY STARTERS**

Use the questions and other ideas below to start conversations that will lead to the creation of a story.

* What is your favorite hobby? Describe it.
* If you could have three wishes, what would they be?
* What type of work do you do? What do you like and dislike about your work?
* What is the strangest thing that ever happened to you?
* Tell me a story about someone in your family.
* If time and money were no object, how would you spend your vacation?
* What is something you do well? How would you tell someone else how to do it?
* What was the best choice you made in the last five years?
* What do you most like to do on your day off?
* Do you have a favorite song? Can you tell me the words?
* Tell me about your favorite television show.
* What would you say to the president if you met him?
* Think about someone you know. Describe what he or she looks like.
* Tell me about a family tradition.
* Have you ever had an experience like \_\_\_\_\_\_\_\_\_? Tell me about it. (after reading a story)
* Read an article from a newspaper, magazine, or website to the student. Ask the student to tell you about the article in his/her own words.
* Use a short video clip related to the student’s interest to start a conversation.
* Bring in an interesting picture. Ask the student to describe the picture, or how he/she feels about it.
* Choose a photo depicting an odd situation. Ask the student to describe what they think happened just before and just after the photo was taken.
* Ask the student to bring in a photo and tell you what the photo represents.
* Create a shared experience such as visiting a local museum. Later, ask the student to share their thoughts about the experience and what it meant to them.

#### **JOURNAL WRITING**

* Encourage your student to write every day
* Model writing ideas (bring a recipe, show a student how to take a phone message, write a simple note to a teacher, address an envelope, etc.)
* Model how to write a journal entry (date, day or week, etc.)

## **SAMPLE STUDENT GOALS**

***LIFE SKILLS***

* Enter employment
* Retain employment due to improved literacy skills
* Receive a job promotion or a better job due to improved literacy skills
* Enter other education and/or training (HiSET/GED)
* Increase involvement in reading to preschool or early elementary age children
* Increase involvement in children’s homework or educational activities
* Reduce receipt of public assistance
* Register to vote or vote for first time
* Increase involvement in community/church activities
* Get a driver’s license or I.D. card

***LITERACY SKILLS***

***Reading***

* Letters/sound of the alphabet
* Reading related to work
* Reading health information
* Reading longer words or reading faster

***Comprehension***

* Meanings of words
* Understanding what I read
* Explaining what I read

***Writing***

* Writing: name, address, personal information
* Writing: notes, letters (school/health)
* Filling out forms (NOT health forms)
* Writing essays/papers

***Other Literacy Skills***

* Financial literacy
* Health literacy
* Using the library
* Using the computer

## **HOMEWORK IDEAS**

* ***Students need to be reading and writing every day.***
* ***Students need to read and write from their daily lives or their interest.***
* ***Students need several small homework assignments each week (approx. 15 min/day).***

**IDEAS:**

* Review the 300-word list and write some sentences using them.
* Read a newspaper article and prepare to tell the tutor about it.
* Write three sentences about their children, favorite tv show, food, sports team, etc.
* Write a short grocery list. They can copy the words from the containers at home.
* Bring a birthday/thank you card to show how to address an envelope.
* Start a journal and write three sentences each day.
* Choose five words from the book and write them each five times.
* Write down your favorite recipe and share it with the tutor.
* Write down each new word you encounter in a vocabulary notebook and write the definition of that word. Share the words with the tutor each time you meet.
* Read a magazine or church bulletin, and have them circle the words they don’t know to study and learn.
* Bring reading and writing items back to class to discuss.

Assign several small homework assignments when you meet. Have the student complete one assignment each day. Assign no more than 15 minutes per day.

**ADDITIONAL RESOURCES**

We are in the process of building resources at the office. If you have any suggestions or materials, please let us know.

|  |  |  |
| --- | --- | --- |
| * Calendars | * Grocery ads | * Scrabble |
| * Children’s books | * Magazines | * Crossword puzzles |
| * Cookbooks | * Mail | * Flashcards |
| * Public library books/computers | * Newspaper articles |  |

# **BOOKS FOR LITERACY LEARNERS**

Each student and tutor pair will receive books that have been determined to meet the goals and the level of the student. We have basic literacy books and high school equivalency books. When you are matched with your student, a staff member will review the book format with you.

## **BOOK COST**

Each Journey to Success book costs approximately $15.00. Tutors are asked to return their teaching materials when the student finishes the book. A student is allowed to make a donation toward the purchase of their book.

## **WHEN A STUDENT NEEDS A NEW BOOK**

Contact the Executive Director when your student is within a lesson of completing a book. We will determine what text will be used next.

## **EACH TEACHER’S EDITION:**

* Identifies objectives and goals for each lesson
* Give guidance on how to teach the phonics
* Has explanations for teaching each exercise and for reading each story
* Gives examples of additional activities that could be taught to reinforce a skill

**KEEP IT SIMPLE –** A little planning goes a long way

**BE FLEXIBLE –** If things are not going well, either skip the exercise or approach it from a different angle.

**BE PATIENT –** If you don’t get through everything in a session, it’s alright! Pick up where you left off next time.

**GO AT THE STUDENT’S PACE**

# **CURRICULUM USED**

If it is determined based on the assessment that the student is struggling with basic phonics and reading, we will use Labauch Way to Reading Curriculum. READ will provide the following:

|  |  |
| --- | --- |
| STUDENT | TUTOR |
| * Laubach Student Book | * Laubach Teacher’s Manual |
| * Homework folder | * Laubach Workbook (to be used verbally or answer in student notebook) |
| * Resource Appendix * Spiral Notebook for Homework * Personal Choices | * Laubach Readers * Tutor Resource Packet * Weekly Planning Sheet * Monthly Hours Report |
| Optional:   * Focus on Phonics | Optional:   * Focus on Phonic Teacher’s Manual |
|  |  |
|  |  |

If it is determined based on the assessment that the student is struggling with comprehension, we will use Journey to Success. READ will provide the following:

|  |  |
| --- | --- |
| STUDENT | TUTOR |
| * Journey to Success Student Book | * Journey to Success Teacher’s Manual |
| * Journey to Success Student Pages | * Tutor Resource Packet |
| * Spiral Notebook for Homework | * Weekly Planning Sheet |
| * Personal Choices | * Monthly Hours Report |
|  | * Student Book |

# **APPENDIX**

## **300 MOST COMMON WORDS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a | boy | find | important | might | page | spell | up |
| about | but | first | in | mile | paper | start | us |
| above | by | follow | Indian | miss | part | state | use |
| add | call | food | into | more | people | still | very |
| after | came | for | is | most | picture | stop | walk |
| again | can | form | it | mother | place | story | want |
| air | car | found | it’s | mountain | plant | study | was |
| all | carry | four | its | move | play | such | watch |
| almost | change | from | just | much | point | take | water |
| along | children | get | keep | must | put | talk | way |
| also | city | girl | kind | my | read | tell | we |
| always | close | give | know | name | really | than | well |
| America | come | go | land | near | right | that | went |
| an | could | good | large | need | river | the | were |
| and | country | got | last | never | run | their | what |
| animal | cut | great | later | new | said | them | when |
| another | day | group | learn | next | same | then | where |
| answer | did | grow | leave | night | saw | there | which |
| any | different | had | left | no | say | these | while |
| are | do | hand | let | not | school | they | white |
| around | does | hard | letter | now | sea | thing | who |
| as | don’t | has | life | number | second | think | why |
| ask | down | have | light | of | see | this | will |
| at | each | he | like | off | seem | those | with |
| away | earth | head | line | often | sentence | thought | without |
| back | eat | hear | list | oil | set | three | word |
| be | end | help | little | old | she | through | work |
| because | enough | her | live | on | should | time | world |
| been | even | here | long | once | show | to | would |
| before | every | high | look | one | side | together | write |
| began | example | him | made | only | small | too | year |
| begin | eye | his | make | open | so | took | you |
| being | eye | his | make | open | so | took | you |
| below | family | house | many | other | something | try | your |
| between | far | how | may | our | sometimes | turn |  |
| big | father | I | me | out | song | two |  |
| book | feet | idea | mean | over | soon | under |  |
| both | few | if | men | own | sound | until |  |

## **DOLCH 220 SIGHT WORDS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a | can | funny | in | look | not | run | three | we |
| and | come | go | is | make | one | said | to | where |
| away | down | help | it | me | play | see | two | yellow |
| big | find | here | jump | my | red | the | up | you |
| blue | for | I | little |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| all | black | eat | into | on | ride | that | want | white |
| am | brown | four | like | our | saw | there | was | who |
| are | but | get | must | out | say | they | well | will |
| at | came | good | new | please | she | this | went | with |
| ate | did | have | no | pretty | so | too | what | yes |
| be | do | he | now | ran | soon | under |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| after | ask | from | her | know | old | put | take | think |
| again | by | give | him | let | once | round | thank | walk |
| an | could | going | his | live | open | some | them | were |
| any | every | had | how | may | over | stop | then | when |
| as | fly | has | just | of |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| always | both | don’t | gave | many | right | their | use | wish |
| around | buy | fast | goes | off | sing | these | very | work |
| because | call | first | green | or | sit | those | wash | would |
| been | cold | five | its | pull | sleep | upon | which | write |
| before | does | found | made | read | tell | us | why | your |
| best |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| about | cut | fall | hold | kind | myself | pick | six | today |
| better | done | far | hot | laugh | never | seven | small | together |
| bring | draw | full | hurt | light | only | shall | start | try |
| carry | drink | got | if | long | own | show | ten | warm |
| clean | eight | grow | keep | much |  |  |  |  |

## **PREFIXES (Goes in front of a root (base) word. You will not change the spelling of the root word.)**

|  |  |  |
| --- | --- | --- |
| PREFIX | MEANING | EXAMPLE |

|  |  |  |
| --- | --- | --- |
| anti- | against | antiwar |
| de- | opposite of, down | decrease |
| dis- | not, opposite of | disagree, disappear |
| en-  em- | cause to | enjoy  employ |
| fore- | before | foretell |
| il-  in-  im-  ir- | not, opposite of | illegal  incorrect  impossible  irresponsible |
| im-  in- | in, into | immigrate  inside |
| inter- | among, between | interview |
| mid- | middle | midnight |
| mis- | bad, wrong | misspell |
| non- | not, opposite of | nonsense |
| over- | too, much | overdo |
| pre- | before | preview |
| re- | again, back | rewrite |
| semi- | half | semicircle |
| sub- | under, lower | subtitle |
| super- | more than, over | supermarket |
| trans- | across | transportation |
| un- | not, opposite of | unhappy |
| under- | too little, below | underdone |

|  |  |  |
| --- | --- | --- |
| SUFFIX | MEANING | EXAMPLE |
| -able  -ible | is, can be | Comfortable  Incredible |
| -al  -ial | Having characteristics of | National  Industrial |
| -ed | Past form of regular verbs | Walked |
| -en | Made of | Wooden |
| -er | More | Longer |
| -er  -or | One who | Driver  Actor |
| -est | The most | Kindest |
| -ful | Full of | Thoughtful |
| -ic | Having characteristics of | Scientific |
| -ing | Present participle verb form | Working |
| -ion  -tion  -sion  -ation  -ition | Act, process | Invention  Introduction  television  Communication  Definition |
| -ity  -ty | State of | Activity  Society |
| -ive  -ative  -itive | Adjective form meaning  Tending toward | Active  Informative  Repetitive |
| -less | Without | Sleepless |
| -ly | Characteristic of | Loudly |
| -ment | Action or process | Enjoyment |
| -ness | State of, condition of | Goodness |
| -ous  -eous  -ious | Having the qualities of | Dangerous  Righteous  Serious |
| -s  -es | Plurals | Windows  Dishes |
| -y | Characterized by | funny |

## **SUFFIXES (Goes at the end of a root (base) word. Sometimes you will need to drop, change, or double the last letter of the base word.)**

| add/total | decrease/lesson | gift/present | large/big | often/sometimes |
| --- | --- | --- | --- | --- |
| after/following | delay/postpone | give/donate | last/persist | omit/delete |
| all/every | demonstrate/show | grab/take | late/tardy | operate/use |
| anger/rage | different/divers | grow/develop | leave/depart | overdue/late |
| appear/look | dislike/detest | guide/lead | like/enjoy | own/have |
| appreciative/thankful | divide/split | happy/glad | listen/hear | pack/fill |
| arrive/reach | during/while | hasten/hurry | little/small | pain/ache |
| ask/question | earth/world | heal/cure | make/build | pair/couple |
| baby/infant | eat/consume | high/tall | mark/label | part/piece |
| back/rear | end/finish | hold/grasp | mean/cruel | peak/summit |
| before/prior | enough/sufficient | hop/skip | messy/sloppy | perform/act |
| begin/start | error/mistake | huge/vast | mend/repair | pick/choose |
| below/under | fat/chubby | idea/concept | mistake/error | praise/applaud |
| bitter/tart | fetch/get | illegal/wrong | model/example | quaint/odd |
| brave/courageous | find/locate | income/earnings | move/transport | quake/shake |
| call/yell | fix/mend | injure/hurt | naughty/bad | quick/fast |
| car/vehicle | forgive/excuse | insult/offend | near/close | quiet/silent |
| change/swap | fortune/wealth | job/occupation | neat/tidy | quit/stop |
| city/town | fragile/delicate | jump/leap | need/require | quiz/test |
| close/shut | freedom/liberty | just/fair | new/fresh | rage/fury |
| continue/persist | frequent/often | keep/save | obey/follow | rain/shower |
| dangerous/hazardous | giant/huge | kind/considerate | odor/smell | raise/increase |

**SYNONYMS (Words that have similar meanings)**

**SYNONYMS CONTINUED**

|  |  |  |
| --- | --- | --- |
| record/write | tug/pull | whack/hit |
| relax/rest | understand/know | whole/entire |
| repeat/echo | undo/untie | yank/pull |
| revise/change | unstable/wobbly | yell/shout |
| rule/law | untamed/wild | yummy/tasty |
| safe/secure | untidy/messy | zilch/nothing |
| say/tell | uproar/noise | zoom/rush |
| scrape/scratch | use/apply |  |
| scream/shout | usual/common |  |
| sharp/pointed | utter/talk |  |
| shove/push | vacant/empty |  |
| slam/bang | vacation/break |  |
| splash/spray | value/worth |  |
| spring/bounce | vanish/disappear |  |
| sour/tart | vary/change |  |
| take/steal | violent/rough |  |
| tear/rip | vital/necessary |  |
| terrify/scare | wag/wave |  |
| thin/slender | wail/cry |  |
| tiny/small | walk/stroll |  |
| touch/feel | warn/alert |  |
| trail/path | wash/clean |  |

## **ANTONYMS**

Words that mean the opposite or nearly opposite of each other.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| above/below | cause/effect | flexible/rigid | laugh/cry | open/close | smooth/rough |
| absent/present | cheap/expensive | friend/stranger | lead/follow | over/under | start/finish |
| achieve/fail | come/go | front/back | left/right | pass/fail | stop/start |
| add/subtract | cry/laugh | girl/boy | little/big | plain/fancy | sweet/sour |
| admire/dislike | defend/attack | give/take | long/short | pleasure/pain | to/from |
| admit/reject | dirty/clean | go/stop | loose/tight | private/public | top/bottom |
| adult/child | dry/wet | good/bad | lose/find | push/pull | true/false |
| afraid/confident | dull/bright | half/whole | lose/gain | question/answer | ugly/pretty |
| alive/dead | eager/lazy | hard/soft | lose/win | quick/slow | up/down |
| all/none | early/late | harm/help | loud/soft | raise/lower | white/black |
| allow/forbid | earn/spend | happy/sad | love/hate | remain/change | whole/part |
| appear/vanish | east/west | hate/love | low/high | repair/break | with/without |
| arrive/depart | easy/difficult | heal/hurt | morning/evening | rich/poor | work/play |
| asked/told | empty/full | hear/ignore | multiply/divide | right/wrong |  |
| asleep/awake | ending/beginning | heavy/light | night/day | sad/funny |  |
| beginning/end | enemy/friend | hot/cold | noisy/quiet | sad/glad |  |
| big/little | enjoy/hate | improve/damage | north/south | same/different |  |
| blame/forgive | enter/exit | icy/warm | nothing/everything | shallow/deep |  |
| blunt/sharp | fact/fiction | ill/healthy | obey/command | short/long |  |
| bottom/top | fail/pass | illegal/legal | often/seldom | simple/complex |  |
| break/fix | fancy/plain | in/out | old/young | slow/fast |  |

## **HOMOGRAPHS**

Words that are spelled the same but differ in meaning and origin. When they are pronounced differently they are called heteronyms.

**bass** My father enjoys fishing for *bass*.

Since his voice is so low, my brother sings the *bass* in the school musical.

**conduct** I would like to learn to *conduct* an orchestra.

Chewing gum is not appropriate *conduct* for school.

**content** I would be *content* with a piece of chocolate cake for dinner.

It is a good idea to read the *contents* of some foods before eating them.

**contest** My sister always wins the frog-jumping *contest* at the State Fair.

I am expected in court this week to *contest* my speeding ticket.

**contract** I signed a *contract* to mow the school lawn for one year.

The lungs expand and *contract* to enable you to breathe.

**converse** Love is the *converse* of hate.

I was able to *converse* with the school principal during his recent visit.

**desert** All of his friends seemed to *desert* him after his candy was gone.

The *desert* is hot and dry.

**does** He always *does* his homework on time.

On the way home, we saw two *does* and their fawns crossing the road.

**excuse** My brother had no *excuse* for the broken vase.

My mother could not *excuse* his inappropriate behavior.

**lead** It was my turn to *lead* the class in the Pledge of Allegiance today.

Our teacher insisted we all use *lead* pencils.

**minute** The changes of finding a needle in a haystack are quite *minute*.

I could see more clearly the *minute* I put my glasses on.

**object** My brother could not identify the wrapped *object* under the Christmas tree.

I did not think my parents would *object* to a new puppy.

**present** I was given a new bike as a birthday *present*.

I was very nervous when I was asked to *present* the winner with the trophy.

**primer** Before we painted the walls, we had to coat them with *primer*.

We are all given *primers* in our reading class.

**read** I was asked to *read* two books for my English class.

I only *read* one book.

**record** My brother is trying to set a new world *record* for pie eating.

As part of my science project, I had to *record* the phases of the moon for one week.

**refuse** I cannot *refuse* a chocolate chip cookie.

On Monday mornings, we put all of our *refuse* out to be collected.

**sow** The *sow* at my uncle’s farm just had a litter of piglets.

October seems to be the best time to *sow* our crop.

**subject** The new teacher is the *subject* of much discussion.

I would not want to *subject* anyone to my litter brother’s singing.

**tear** After I fell, I noticed a *tear* in my jeans.

Even though the scratch hurt, I did not shed a single *tear*.

**wind** It is not a good idea to *wind* a clock too tightly.

I could hear the strong *wind* during the storm this morning.

***use*** A bucket with a hole in the bottom is of no *use* to me.

As a special favor, my dad let me *use* the car on Friday.

## **HOMOPHONES**

Words that sound the same, or almost the same, but look different and have different meanings.

|  |  |  |  |
| --- | --- | --- | --- |
| accept/except | cellar/seller | fair/fare | heard/herd |
| ad/add | cent/sent/scent | fairy/ferry | hi/high |
| affect/effect | cents/scents/sense | feat/feet | higher/hire |
| aisle/i’ll/isle | cereal/serial | find/fined | him/hymn |
| aloud/allowed | chalk/chock | fir/fur | hoarse/horse |
| altar/alter | cheap/cheep | flair/flare | hoes/hose |
| ant/aunt | chews/choose | flea/flee | hole/whole |
| arc/ark | choral/coral | flew/flu/flue | hour/our |
| ate/eight | close/clothes | flour/flower | in/inn |
| be/bee | creak/creek | for/fore/four | its/it’s |
| bear/bare | days/daze | forth/fourth | jim/gym |
| beat/beet | dear/deer | foul/fowl | knead/need |
| been/Ben | forth/fourth | gate/gait | knew/new |
| blue/blew | dense/dents | great/grate | knight/night |
| board/bored | desert/dessert | groan/grown | knot/not |
| break/brake | dew/do/due | guessed/guest | know/no |
| brews/bruise | die/dye | hail/hale | knows/nose |
| capital/capitol | doe/dough | hair/hare | lead/led |
| carat/caret/carrot | dual/duel | hall/haul | leak/leek |
| caught/cot | earn/urn | hay/hey | lessen/lesson |
| ceiling/sealing | ewe/yew/you | heal/heel/he’ll | lie/lye |

**HOMOPHONES CONTINUED**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| made/maid | peak/peek | rote/wrote | sundae/Sunday | way/weigh |
| mail/male | peal/peel | rough/ruff | tacks/tax | we’d/weed |
| main/Maine/mane | pear/pare/pair | rung/wrung | tail/tale | we/wee |
| Mary/marry/merry | pedal/peddle | sail/sale | tea/tee | weak/week |
| meat/meet | plain/plane | scene/seen | team/teem | weather/whether |
| might/mite | pole/poll | sea/see | teas/tease/tees | weave/we’ve |
| mind/mined | poor/pour/pore | seam/seem | their/there/they’re | which/witch |
| missed/mist | praise/prays/preys | seas/sees/seize | theirs/there’s | who’s/whose |
| moose/mouse | presence/presents | sew/so/sow | threw/through | wood/would |
| none/nun | prince/prints | shear/sheer | throne/thrown | you’ll/yule |
| oar/or/ore | principal/principle | shoe/shoo | thyme/time | you/ewe |
| oh/owe | quarts/quartz | shone/shown | tide/tied | your/you’re |
| one/won | rain/reign/rein | side/sighed | to/too/two |  |
| our/hour | raise/rays/raze | sight/cite | Toad/towed |  |
| overdo/overdue | rap/wrap | some/sum | Told/tolled |  |
| paced/paste | real/reel | son/sun | Tow/toe |  |
| pail/pale | red/read | stair/stare | Vain/vane/vein |  |
| pain/pane | right/rite/write | stairs/stares | Vary/very |  |
| pair/pare/pear | ring/wring | stake/steak | Wade/weighed |  |
| past/passed | road/rode/rowed | stationary/stationery | Waist/waste |  |
| patience/patients | role/roll | steal/steel | Wait/weight |  |
| pause/paws | root/route | straight/strait | Ware/wear/where |  |

## **PARTS OF SPEECH**

There are eight primary parts of speech in the English language. Definitions and examples of those eight parts of speech:

**NOUN**

A noun names a person, place, thing, or idea.

*That* ***dog*** *is chasing the white* ***cat*** *up the tree.*

**VERB**

A verb is a word that shows action or being.

*Claire* ***washes*** *the dishes. Beth* ***is*** *twelve years old.*

**ADJECTIVE**

An adjective describes a noun. Adjectives tell Which one? What kind? How many? Whose?

*The* ***yellow*** *house is on* ***Elm*** *Street.*

**ADVERB**

An adverb describes a verb. Adverbs tell how, when, where, to what extent.

*She cried* ***quietly****.*

**PRONOUN**

Pronouns are words that take the place of nouns. They must match the noun in gender and number.

*Joe wears braces on* ***his*** *teeth.*

**CONJUNCTION**

A conjunction is a word that is used to join words or groups of words.

Examples: and, or, either, neither, but, because, while, however, since, for.

*The dog* ***and*** *the cat ran in the yard.*

**INTERJECTION**

An interjection is a word that is used alone to express strong emotion.

***Heavens! Cheers! Wow! Aha! Darn!***

**PREPOSITION**

A preposition relates a noun or a pronoun to another word in a sentence. A prepositional phrase is made up of a preposition, the object of the preposition (a noun), and all the words in between. A prepositional phrase will never contain the subject or verb of a sentence.

Examples: *I walked* ***into*** *the classroom.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| about | by | in | out | under |
| along | during | into | over | until |
| at | for | near | since | with |
| behind | from | of | to |  |

|  |
| --- |
| **42 SOUNDS** |
| 19 Consonants  b c/k d f g h j l m n p (qu) r s t v w x y z |
| 10 Vowels  a e i o u a e i o u  Short Vowels Long Vowels  Y = consonant if the first letter in a word, otherwise it has a vowel sound.  Y at end of 1 syllable word = long I sound (sky)  Y at end of 2 syllable word, long E sound (baby) |
| 3 “R” controlled vowels  er  ar or er ir ur  car storm per first turn |
| Digraphs (2 letters that make one sound)  ch sh wh th th ph gn kn ck wr  church ship wheel that thing phone gnat knee quick write  (voiced) (not voiced) |
| Special Vowel Sounds  oo  oo  oi  oy  ou  ow  au  aw  fault, saw out, how, slow oil, boy zoo look |
| **BLENDS** |
| L- Blends  Bl cl fl gl pl sl |
| R – Blends  Br cr dr fr gr pr tr |
| S – Blends  Sc sk sl sm sn sp st sw |
| 3 Letter S Blends  Scr spr str spl squ |
| Extra Blends  Dw tw |
| Digraph Blends  Shr thr phl phr chl chr sch  (fl) (fr) (cl) (cr) (sc) |

### **THE 18 VOWEL SOUNDS**

#### **5 LONG VOWEL SOUNDS**

There are 5 long vowel sounds – same as name of vowel. (See Keyword Attachment)

acorn eraser ice cream ocean unicorn

* Symbol for long vowel sound: straight line above vowel. Name
* Patterns: go (open syllable) coke (silent e syllable) oat (vowel team syllable)

#### **5 SHORT VOWEL SOUNDS**

There are 5 short vowel sounds – taught with KEYWORDS (see Keyword attachment)

apple egg igloo octopus umbrella

* Symbol for short vowel sound: curve above the vowel apple
* Patterns: if there is one vowel with a consonant behind it, it is a short vowel sound

#### **3 R-CONTROLLED VOWEL SOUNDS**

There are three R-controlled vowel sounds.

* ar the sound /ar/ as in *art*
* er, ir, ur the sound /er/ as in *her, bird, fur*
* or the sound /or/ as in *storm, door, more*

#### **5 SPECIAL VOWEL SOUNDS**

There are 5 special sounds.

* au/aw *August, awesome*
* ou/ow *out, how, slow*
* oi/oy *voice, joy*
* oo *moon, yahoo, boot*
* oo *foot, book*

#### **SCHWA**

The schwa is the sound of short /u/ and can be spelled with an a, o, or vowel “L”

* Symbol is upside-down e

cancel pencil Texas blossom banana

## **SYLLABLE DIVISION RULES**

|  |  |
| --- | --- |
| **RULE**  **#1** | ***1 letter*** in between vowels:  Step 1: move Consonant to the right – making the 1st vowel long (open syllable)  Step 2: if that doesn’t work, move Consonant to the right – making the first vowel short (closed syllable)  **C**  **V**  **V**  Step 1:  **V**  **C**  **V**  Step 2: |
| **RULE**  **#2** | ***2 letters*** in between vowels:  Step 1: split the vowels  Step 2: exceptions: digraphs or ***R***otten ***L***etters  **V**  **C**  **C**  **V**  Step 1:  **V**  **Digraph**  **V**  ***OR***  **C**  **Digraph**  **V**  Step 2:  **V**  **R/L**  **C**  **V** |
| **RULE**  **#3** | ***3 letters*** in between vowels:  Step 1: 1-2 split  **C**  **C**  **C**  **V**  **V** |
| **RULE**  **#4** | ***4 letters*** in between the vowels  Step 1: most of the time do a 1-3 split  Step 2: exception – compound words – divide in between words  **V**  **C**  **V**  **C**  **C**  **C**  Step 1:  **ball**  **kick**  Step 2: |

HOW TO USE SYLLABLE DIVISION

**STEPS:**

1. Find words for the student to divide. Hint: to determine how many syllables are in a word, count the number of vowels. Exception: vowel teams count as one vowel, and don’t count silent “e.”
2. Have the student put a dot (.) under each vowel.
3. Ask the student to mark out any final e’s.
4. Ask the student to underline digraphs and ***R***otten ***L***etters.
5. Ask the student to determine how many consonants are between the vowels. The number of consonants in between correspond with the Syllable Division Rule number.
6. Ask the student to divide the word according to the Rule.
7. Ask the student to pronounce each word according to rule number.

**EXAMPLES**

**RULE #1**

ba / con fe / male la /dy vis / it sec / ond trav / el

**RULE #2**

in / to les / son traf / fic fen / der bash / ful em / blem

**RULE #3**

ex / press nos / tril com / plex

**RULE #4**

in / struct ab / stract dish / cloth lock / smith

**V*isit*** [***www.dicksonreads.org***](http://www.dicksonreads.org) ***for on-line resources***

**Or check the OneDrive Resource Folder**

## **VOWEL KEYWORDS**

SHORT VOWELS LONG VOWELS

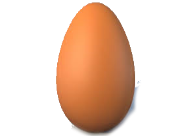
a – apple a – acorn



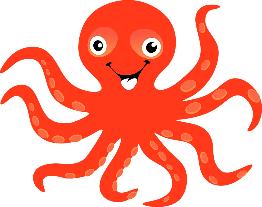
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e – egg e – eraser

i – igloo i – ice cream

 o- octopus o – ocean



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 u – umbrella u – unicorn