Foundations

List 1. Typical Literacy Development
List 2. Speech Sound Development
List 3. Sound-Awareness Books
List 4. Rhyming Books
List 5. Predictable Books
List 6. Books without Words
List 7. Print Concepts
List 8. Phonics Awareness
List 9. Rhyming Words
List 10. Minimal Pairs
List 11. Word Segmentation
List 12. Active Response Activities
List 13. Handwriting Charts
List 14. Reading and Language Tips for Parents of Young Children
List 15. Language Arts Glossary for Parents and Others
The foundation for reading and literacy starts long before children enter school and begin formal instruction. It emerges through the complex interactions of children’s physical, cognitive, and social-emotional development. Research shows this development proceeds more or less in the same order for all children unless they have a disability and that most children learn to speak by age three and learn to read by age seven. Knowing the progression of literacy-related development from birth to age seven helps teachers and others recognize young children who are typically developing and those who are not. It also aids planning and support for children’s learning by pointing out the developmental progression of skills acquisition.

By the time children attend school there are discernable differences in their language use and familiarity with print and other literacy-related activities. To help children be successful direct instruction is needed. In direct instruction, teachers focus attention on specific skills and provide lots of opportunity for practicing them. Research has helped target the most important skills.

The National Early Literacy Panel reviewed the findings of scientific research on literacy development and identified several skills essential to young children’s literacy success (McGill-Frazen, 2010): expressive and receptive oral language, knowledge of the alphabetic principle, phonemic and phonological awareness, and knowledge of print concepts. These findings complemented those of the earlier National Reading Panel (NICHHD, 2000).

Children’s development in these areas occurs through their encounters with language—both spoken and written. The most widely given advice for developing the skills needed for literacy is talk to and read to each child—early and often. Much of what must be learned can be experienced through listening and speaking and by engaging in dialogue around children’s books. Children learn to anticipate and predict with books that have predictable phrases, sentences, and refrains. They learn to attend to ending sounds with rhymes and books that rhyme. They learn to express themselves, tell stories, and develop comprehension skills with wordless picture books.

While nestling side by side with an adult or older child and listening to stories being read aloud, children learn a host of important print and literacy concepts, including how to hold a book, when and how to turn the page, and the directionality of print from left to right and top to bottom. As they watch and listen, children begin to understand the one-to-one relationship between the word pointed to on the page and the spoken word. They also form the key understanding that print is speech written down. By talking about the stories they develop concepts of characters, setting, and story line. Exposure to many books helps develop children’s listening comprehension skills, which are stepping stones for comprehending what they will soon read and enjoy on their own.

Play is child’s work. Playing with language, especially through rhymes, helps children recognize the rhythm of words and sentences and discern whether two sounds are the same or not. Children’s ability to recognize, separate, and manipulate sounds in a word is a foundation skill for reading, spelling, and writing. Using sound boxes to segment or break apart words into syllables and sounds has been found to be very effective in helping children understand sound-symbol relationships.

As children develop awareness of sounds and their spellings, they should be encouraged to write. In the beginning their writing will appear as squiggles and curlicues, but as they become
more familiar with the upper- and lowercase letters and their sounds from stories and rhymes, their writing will progress to more letter like symbols, to invented spellings not very related to sounds, and then to spelling and writing that use the sound-symbol relationships they know. Over time, and with learning to recognize some high-frequency words, children will use conventional spelling appropriate to their grade and age. These foundation skills set the stage for more formal study of phonics, context clues, and word study, as well as vocabulary development, comprehension, and other literacy skills.

All children benefit from active engagement and practice. Using active response activities for skills development gives every child the opportunity to learn. Active response exercises are effective with English language learners (ELLs) as well as English speakers and with children across skill levels. Their fast pace and gamelike quality make learning and practice fun.

This section of the book contains lists and materials for each of the aspects of reading and literacy foundations discussed. In addition, it includes tips to share with parents and others and a glossary of terms related to early literacy.


LIST 1. TYPICAL LITERACY DEVELOPMENT

The foundations for children’s learning to read and write begin at birth. Research shows there is a gradual, multifaceted process of learning to understand and use language for thinking and communication. This process and its result are often referred to as emergent literacy. Though children do not take a lock-step path, studies show there is a general order of literacy development that can be described as typical whether the child is learning English, another language, or more than one language. Not all children reach milestones at the same age; however, most learn to speak by age three and learn to read by age seven. There can be quantitative as well as qualitative differences among children’s development, even when they reach milestones at about the same time. For example, two children may begin to use two-word sentences by age two, but one might produce many more two-word utterances and have a larger repertoire of words to use than the other child.

Children discover language through play, exploration, and interaction with others. The most salient positive factor in language development is a language-rich environment that includes lots of interaction with parents and caregivers who engage children with the spoken word using songs, rhymes, and stories, lots of stories.

The following list shows the typical development of speech (producing sounds), language (attaching meaning to spoken sounds), reading, and writing in young children—important information for teachers and parents of preschool and primary grade children.

Zero to Six Months
- Use different sounding cries for different purposes
- Coo, babble, and make gurgling sounds
- Recognize and are soothed by caregivers’ voices
- Smile when spoken to
- Focus on the sounds of the language they hear and imitate these sounds
- Attend to music and sounds made by toys
- Respond to their names
- Track source of sounds with eyes or by turning head
- Respond to changes in tone
- Include /b/, /p/, and /m/ sounds in babbling

Six to Twelve Months
- Develop physical control and skills: roll over, sit up, bounce, crawl, stand up, and walk
- Play pat-a-cake and peek-a-boo
- Babble in short and long groups of sounds like syllables
- Use babble and gestures to communicate wants
- Begin to respond to commands such as give me and come here
- Understand simple words for common things such as milk, shoe, dog, dolly
- Say first words such as mama, dada, car, doggie
- Begin to name objects and respond to request to show me

One to Two Years
- Use one- and two-word sentences purposefully
- Have vocabulary of about twenty words, mostly nouns, by first birthday and acquire about 250 by second birthday, including some verbs (go, see) and other parts of speech (more, no, big, dirty, pretty)
• Respond to simple directions or questions such as Where is your cup? and Point to your nose.
• Enjoy stories, rhymes, and songs with repetition
• Pose two-word questions such as More milk? for May I have more milk?
• Use many beginning consonant sounds
• Generalize labels to category of things such as doggie for all animals

Two to Three Years
• Can walk, run, jump, and climb
• Name many objects in environment
• Recognize that pictures are symbols, not the real thing, and can point to a picture of something in a book when requested
• Begin using pronouns (me, you, mine) and prepositions (in, on, under)
• Use two-, three-, and four-word sentences
• Ask adults to read them stories and can recognize favorites by their covers
• Talk about characters in books
• Imitate adult reading by holding and looking at books, turning pages
• Have between one thousand and two thousand words in spoken vocabulary by third birthday
• Use /k/, /g/, /f/, /t/, /d/, and /n/ sounds
• Articulate well enough to be understood by most people
• Distinguish between writing and drawing and make marks or scribbles that resemble letters
• Ask for names of objects for which they do not have word as in What’s its name?
• Notice details in print such as the initial letter of their names

Three to Four Years
• Use three- and four-word sentences competently
• Begin using plurals and past tenses
• Understand questions dealing with their activities and surroundings
• Tell about own experiences and include description
• Understand and reply to questions that link circumstance to action such as What do you do when you are hungry?
• Can give name, age, and gender
• Know basic colors and shapes by name
• Retell some key details of stories read to them
• Imitate tone and cadence of adults while pretend reading
• Demonstrate knowledge of print concepts such as directionality and one-to-one correspondence between words printed and read
• Recognize lower- and uppercase letters and begin to write some letters
• Begin to match letters with sounds
• Begin to match written words with spoken words
• Demonstrate familiarity with beginning sounds and ending sounds that rhyme
• Begin to copy some words such as their names, mom, dad, I love you, family, a pet’s name

Four to Five Years
• Know names of most things in their environment, including names of common animals, community helpers (doctor, firefighter, and police officer), school, church, store, numbers one to twenty, and so on
• Know and use relational prepositions correctly (*in, on, under, over, next to, etc.*)
• Have between 2,500 and 5,000 word vocabularies
• Can repeat four digits or four-syllable words
• Can produce most vowels and diphthong sounds
• Verbalize during and after activities using appropriate details and commentary
• Communicate with adults and other children readily
• Understand comparisons when visual objects are presented
• Understand and demonstrate knowledge of print concepts and phonological awareness such as print carries meaning, sounds are represented by letters, the order of letters in a word is important, roles of author and illustrator
• Attend to story and can answer the five W questions about it
• Articulate most sounds correctly and is understood by others even if articulation problem exists
• Read environmental print
• Tell a real or invented story and stay on topic
• Manipulate initial consonant sounds to make rhyming words
• Tell and understand puns or other jokes
• Dictate titles and sentences to go with drawings
• Begin to write sentences using known letter-sound associations, even if only using the initial sound of the words

**Five to Six Years**
• Understand and use time concepts such as *morning, night, day, tomorrow, yesterday, today, before, and after*
• Understand and provide common opposites such as *top-bottom and big-small*
• Use many descriptive adverbs and adjectives in speaking
• Articulate consonant and vowel sounds correctly with few exceptions and is understood by others
• Understand that writing is used for different purposes, such as signs, letters, stories, explanations, and directions
• Attend to and repeat sentences of up to nine words
• Follow a sequence of three directions
• Recognize words that rhyme, that have the same beginning sound or that have the same medial sound
• Define objects by how they are used such as *towel, bed, table, jacket*
• Begin to use compound and complex sentences
• Apply conventions of grammar to speech
• Know the regular sound-letter correspondences for consonants and short and long vowels
• Read simple controlled vocabulary texts and retell the story
• Write stories using known letter-sound associations and learned spellings of high-frequency words
• Use capital letters at the beginning of a sentence and end punctuation
• Have a sight vocabulary of 100 to 150 words
• Sound out new words with support
• Make predictions based on a story’s title, illustrations, and parts read
• Understand and use common punctuation to guide oral reading intonation

**Six to Seven Years**
• Read and retell familiar stories
• Recall and discuss prior knowledge
• Use phonics and context clues to figure out unknown words
• Use word parts (prefixes, suffixes, root words) and similar known words to decode unfamiliar words
• Read familiar texts with fluency
• Give reasons for the actions of characters in a story
• Use a variety of repair strategies when they encounter a comprehension problem including rereading, slowing down, reading to the end of the paragraph
• Make, confirm, and revise predictions based on reading
• Write using regular spellings of sounds and learned spellings of high-frequency words
• Use references such as a word wall or picture dictionary to find the correct spelling of words as needed
• Write in complete sentences and use initial capitalization, commas, and end punctuation correctly
• Have a sight vocabulary of five hundred words or more
• Articulate clearly all sounds in the language
• Know the less common sound-letter correspondences including hard and soft sounds of c and g, blends, digraphs, and diphthongs, and use them in reading and writing
• Distinguish among different types of text including poems, fictional stories, fables, fairy tales, and informational text
• Recognize the main elements of a story including characters, setting, action
• Compare the characters, settings, or actions of two or more stories
• Write a story of three of five sentences in response to a picture prompt
• Choose appropriate and varied words in speaking and writing
• Write legibly in manuscript
**LIST 2. SPEECH SOUND DEVELOPMENT**

Children’s repertoire of oral speech sounds (phonemes) develops slowly over five to six years. This chart shows the age at which 75 percent of children have mastered each spoken phoneme. Sounds are shown using the *International Phonetic Alphabet (IPA)*.

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<td>n</td>
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<td>η (ng) sing</td>
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<td>γ (th voiced) this</td>
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<td>s</td>
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<td>z</td>
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<tr>
<td>θ (sh) shoe</td>
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<td>5</td>
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<tr>
<td>θ (zh) measure</td>
<td>nt</td>
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<td>j</td>
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<tr>
<td>tʃ (ch) chief</td>
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<tr>
<td>dʒ (j) just</td>
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LIST 3. SOUND-AWARENESS BOOKS

Sound awareness books help young readers focus on recognizing and producing specific sounds. Repetition of a consonant sound in the beginning or ending position in words or of a vowel sound in the middle of words helps reinforce sound-symbol relationships—a critical foundation for emergent reading and writing. The following lists highlight books that focus on either consonant sounds or vowel sounds. They include old and new favorites enjoyed by children in preschool through grade 2.

Consonant Sounds

- Benji’s Blanket by Marc Brown
- Bertie and the Bear by Pamela Allen
- The Carrot Seed by Ruth Krauss
- Cat’s Do, Dogs Don’t by Norma Simon
- Crow Boy by Taro Yashima
- Dig, Drill, Dump, Fill by Tana Hoban
- Digging up Dinosaurs by Aliki
- Fish Is Fish by Leo Lionni
- The Gingerbread Boy by Paul Galdone
- Gobble, Growl, Grunt by Peter Spier
- Hats, Hats, Hats by Ann Morris
- A House Is a House for Me by Maryann Hoberman
- How Many Bugs in a Box? by David Carter
- How Many Trucks Can a Tow Truck Tow? by Charlotte Pomerantz
- Jamberry by Bruce Degen
- Joshua James Likes Trucks by Catherine Petrie
- Jump, Frog, Jump by Robert Kalan
- Koko’s Kitten by Francine Patterson
- Lazy Lions, Lucky Lambs by Patricia R. Giff
- Mickey’s Magnet by Franklyn Branley
- Mrs. Wishy-Washy by Joy Cowley
- The Napping House by Audrey Woods
- One Fish, Two Fish by Dr. Seuss
- Pancakes, Pancakes by Eric Carle
- Pete’s Chair by Ezra Jack Keats
- Pingo the Plaid Panda by Loreen Leedy
- The Popcorn Book by Tomie dePaola
- Quick, Quack, Quick! by Marsha Arnold
- Red is Best by Kathy Stinson
- Sadie and the Snowman by Allan Morgan
- Shake My Sillies Out by Raffi
- Sheep on a Ship by Nancy Shaw
- Swan Sky by Keizaburo Tejima
- A Tiger Called Thomas by Charlotte Zolotow
- Tom and His Tractor by Leslie Wood
- The Very Busy Spider by Eric Carle
- Where Does the Garbage Go? by Paul Showers
- Yummy, Yummy by Judith Grey
- Zella, Zack, and Zodiac by Bill Peet
- Zipping, Zapping, Zooming Bats by Ann Earle
## Vowel Sounds

### A
- *All About Arthur* by Eric Carle
- *The Cat Sat on the Mat* by Alice Cameron
- *Jack and Jake* by Aliki
- *The Paper Crane* by Molly Bang
- *Skate, Kate, Skate* by Patty Carratello
- *Taste the Raindrops* by Anna Hines

### E
- *The Bee Tree* by Patricia Polacco
- *Emma’s Pet* by David McPhail
- *Hester the Jester* by Ben Shecter
- *Sheep in a Jeep* by Nancy Shaw
- *Ten Sleepy Sheep* by Holly Keller
- *Who Has These Feet?* by Laura Hulbert

### I
- *Iris Has a Virus* by Arlene Alda
- *Itchy, Itchy Chicken Pox* by Grace Maccarone
- *The Missing Mitten Mystery* by Steven Kellogg
- *Mrs. Brice’s Mice* by Syd Hoff
- *Slim and Jim* by Richard Egielski
- *Whistle for Willie* by Ezra Jack Keats

### O
- *Flossie and the Fox* by Patricia C. McKissack
- *Fox in Socks* by Dr. Seuss
- *Hop on Pop* by Dr. Seuss
- *Joe and the Snow* by Tomie dePaola
- *Over in the Meadow* by Olive Wadsworth
- *Toad on the Road* by Susan Schade and John Buller

### U
- *The Bug in the Jug Wants a Hug* by Brian Cleary
- *Duke the Blue Mule* by Patty Carratello
- *One Duck Stuck* by Phyllis Root
- *Sun Up, Sun Down* by Gail Gibbons
- *Tubby the Tuba* by Paul Tripp
- *Underwear* by Mary Monsell
If you ask adults to recall a favorite book from their childhood, many will name a rhyming book and some will begin to recite it. Whether it’s one of the Dr. Seuss classics or another, such as Bemelmans, *Madeline*, rhyming books have helped generations lay a foundation of phonological (sound) awareness and readiness for reading. They still do. In addition to focusing attention on the ending sounds of words, books that rhyme help children discriminate among sounds, recognize patterns, and develop memory skills—all important foundation skills for literacy. Perhaps their most important contribution is that they happily engage children in the pleasures of reading. This list contains the titles of more than one hundred rhyming books for young children to enjoy.

- *Aliens Love Underpants* by Claire Freedman
- *Altoona Baboona* by Janie Bynum
- *The Animals’ Song* by David L. Harrison
- *Baby Beluga* by Raffi
- *Baby Says “Moo!”* by JoAnn Early Macken, illustrated by David Walker
- *Bats in the Band* by Brian Lies
- *Bear Snores On* by Karma Wilson, illustrated by Jane Chapman
- *The Big Blue Spot* by Peter Horowitz
- *Big Honey Hunt* by Stan Berenstain
- *Bob & Rob & Corn on the Cob* by Todd McQueen
- *Bubble Gum, Bubble Gum* by Lisa Wheeler
- *Buzz Said the Bee* by Wendy Cheyette Lewison
- *By Day, By Night* by Amy Gibson
- *The Caboose Who Got Loose* by Bill Peet
- *A Camping Spree with Mr. Magee* by Chris Van Dusen
- *Cat in the Hat* by Dr. Seuss
- *Chick Chicka Boom Boom* by Bill Martin Jr. and John Archambault
- *Chicken Cheeks* by Michael Ian Black
- *Click, Clack, Moo: Cows That Type* by Doreen Cronin and Betsy Lewin
- *Construction* by Sally Sutton
- *The Cow Loves Cookies* by Karma Wilson
- *A Crowded Ride in the Countryside* by Frank B. Edwards
- *Dinosaur Roar! Board Book* by Paul and Henrietta Stickland
- *Do You Know Which Ones Will Grow?* by Susan A. Shea
- *Down by the Bay* by Raffi
- *Down to the Sea with Mr. Magee* by Chris Van Dusen
- *Drummer Hoff* by Barbara and Ed Emberley
- *Duck in the Truck* by Jez Alborough
- *Each Peach Pear Plum* by Janet and Allan Ahlberg
- *Everywhere Babies* by Susan Meyers and Marla Frazee
- *Farmer Joe and the Music Show* by Tony Mitton
- *Felicity Floo Visits the Zoo* by E. S. Redmond
- *Five Little Pumpkins* by Iris Van Rynback
- *Flashing Fire Engines* by Tony Mitton, illustrated by Ant Parker
- *Fox in Socks* by Dr. Seuss
• *A Frog in the Bog* by Karma Wilson
• *The Frogs and Toads All Sang* by Arnold Lobel
• *Giraffes Can’t Dance* by Giles Andreae
• *Golden Domes and Silver Lanterns: A Muslim Book of Colors* by Hena Khan
• *Good Night, Sleep Tight* by Mem Fox
• *Good Sports: Rhymes about Running, Jumping, Throwing, and More* by Jack Prelutsky
• *Goodnight, Goodnight Construction Site* by Sherri Duskey Rinker
• *Grammy Went to Market* by Stella Blackstone
• *Green Eggs and Ham* by Dr. Seuss
• *The Gruffalo* by Julia Donaldson and Ariel Scheffler
• *Hairy, Scary, Ordinary: What Is an Adjective?* by Brian P. Cleary
• *Have You Seen My New Blue Socks?* by Eve Bunting
• *Hello Toes! Hello Feet!* by Ann Whitford Paul
• *Hilda Must Be Dancing* by Karma Wilson
• *Horton Hears a Who!* by Dr. Seuss
• *The House Book* by Keith Du Quette
• *How Big Is a Pig?* by Claire Beaton
• *How Do Dinosaurs Eat Their Food?* by Jane Yolen and Mark Teague
• *How Do Dinosaurs Say Goodnight?* by Jane Yolen and Mark Teague
• *How Do You Hug a Porcupine?* by Laurie Isop
• *The Hungry Thing* by Jane Slepian and Ann Seidler
• *Hush Little One* by John Butler
• *Hush! A Thai Lullaby* by Minfong Ho
• *Hush, Little Alien* by Daniel Kirk
• *I Ain’t Gonna Paint No More!* by Karen Beaumont
• *I Am Cow, Hear Me Moo!* by Jill Esbaum
• *I Know a Rhino* by Charles Fuge
• *I Like Myself* by Karen Beaumont
• *I Went Walking* by Sue Williams
• *If All the Animals Came Inside* by Eric Pinder
• *If I Built a House* by Chris Van Dusen
• *Iggy Peck, Architect* by Andrea Beaty
• *Is There Really a Human Race?* by Jamie Lee Curtis, illustrated by Laura Cornell
• *Is Your Mama a Llama?* by Deborah Guarino
• *It’s Hard to Be Five* by Jamie Lee Curtis
• *Jamberry* by Bruce Degen
• *Jillian Jiggs* by Phoebe Gilman
• *Kermit the Hermit* by Bill Peet
• *A Leaf Can Be …* by Laura Purdie Salas
• *Let It Fall* by Maryann Cocca-Leffler
• *Little Blue Truck* by Alice Schertle
• *The Little School Bus* by Margery Cuyler
• *Llama Llama and the Bully Goat* by Anna Dewdney
• *Llama Llama Home with Mama* by Anna Dewdney
• *Mighty Dads* by Joan Holub
<table>
<thead>
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<th>Title</th>
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<tr>
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<td>Straight and Curvy, Meek and Nervy: More about Antonyms</td>
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<td>Ten on the Sled</td>
<td>Kim Norman, illustrated by Liza Woodruff</td>
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<td>Today I Feel Silly &amp; Other Moods That Make My Day</td>
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<td>Train Song</td>
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<td>Trashy Town</td>
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<tr>
<td>When Dinosaurs Go Visiting</td>
<td>Linda Martin</td>
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<td>Whose Toes Are Those?</td>
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<td>Wild about Books</td>
<td>Judy Sierra</td>
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<td>Zin! Zin! Zin! A Violin</td>
<td>Lloyd Moss</td>
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<td>Zookeeper Sue</td>
<td>Chris Demarest</td>
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List 5. Predictable Books

Predictable books are stepping stones in early literacy. Their structures enable young readers to follow along and participate in the reading of the story, holding their interest and aiding their comprehension.

In a cumulative story, each new thing or event is added to the previous ones and the list is repeated (Bringing Rain to the Kapiti Plain by Verna Aardema, 1981). A circular story weaves the plot so that the ending brings you back to the beginning (If You Give a Moose a Muffin by Laura Numeroff, 1991).

Some stories use a repeating question-answer format (Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr., 1992). Others use a familiar sequence, such as numbers, seasons, or days of the week, to structure the story (Chicken Soup with Rice by Maurice Sendak, 1962).

Repeating pattern stories help children anticipate what is coming by repeating words, phrases, or other story elements (The Little Red Hen by Paul Galdone, 1962). Last, authors often use strong rhyme schemes that enable the reader to predict upcoming words or phrases (Is Your Mama a Llama? by Deborah Guarino, 1989).

The following books will engage your young readers happily in following story lines, predicting what’s next, and joining in the reading.

- 10 Bears in my My Bed by Stanley Mack, 1974
- Anansi Goes Fishing by Eric Kimmel, 1992
- Animal Numbers by Bert Kitchen, 1987
- Anno's Counting Book by Mitsumasa Anno, 1977
- The Baby Beebee Bird by Diane Redfield Massie, 2000
- Barn Dance by Bill Martin, Jr., 1986
- Bringing the Rain to Kapiti Plain by Verna Aardema, 1981.
- Buzz, Buzz, Buzz by Byron Barton, 1973
- Can I Keep Him? by Steven Kellogg, 1971
- Chester's Way by Kevin Henkes, 1988
- Chicka Chicka Boom Boom by Bill Martin, Jr., 1989
- Count and See by Tana Hoban, 1972
- Counting Wildflowers by Bruce McMillan, 1986
- The Cow Who Clucked by Denise Fleming, 2006
- Dear Zoo by Rod Campbell, 2007
- Do You Know What I'll Do? by Charlotte Zolotow, 1958
- Do You Know Which Ones Will Grow? by Susan Shea, 2012
- The Doorbell Rang by Pat Hutchins, 1986
- Each Peach Pear Plum by Janet and Allan Ahlberg, 1979
- Farmer Duck by Martin Waddell, 1995
- Give the Dog a Bone by Steven Kellogg, 2000
- Good Morning Chick by Mirra Ginsburg, 1980
- Goodnight Moon by Margaret Wise Brown, 1947
- The Grouchy Ladybug by Eric Carle, 1977
- Have You Seen My Duckling? By by Nancy Tafuri, 1984
- Have You Seen my My Cat? by Eric Carle, 1973
- Henny Penny by H. Werner Zimmerman, 1989
- The House That Jack Built by Rodney Peppe, 1985
- *If the Dinosaurs Came Back* by Bernard Mast, 1978
- *If You Give a Moose a Muffin* by Laura Numeroff, 1991
- *If You Give a Pig a Pancake* by Laura Numeroff, 1998
- *If You Give Mouse a Cookie* by Laura Numeroff, 1985
- *If You Take a Mouse to School* by Laura Numeroff, 2002
- *In 1492* by Jean Marzollo, 1989
- *Jesse Bear, What Will You Wear?* by Nancy Carlstrom, 1986
- *The Lady with the Alligator Purse* by Nadine B. Westcott, 1988
- *Moira’s Birthday* by Robert Munsch, 1987
- *Mouse Paint* by Ellen Walsh, 1989
- *My Friend Rabbit* by Eric Rohmann, 2002
- *My Heart Is Like a Zoo* by Michael Hall, 2009
- *The Name of the Tree* by Celia Lottridge, 1989
- *Never Ever Shout in a Zoo* by Karma Wilson, 2004
- *One Fish Two Fish* by Dr. Seuss, 1960
- *One Hundred Angry Ants* by Elinor Pinczes, 1993
- *Over on the Farm* by Christopher Gunson, 1997
- *Shoes* by Elizabeth Winthrop, 1986
- *Ten, Nine, Eight* by Molly Bang, 1983
- *The Teddy Bears’ Picnic* by Jimmy Kennedy, 1987
- *The Three Bears* by Paul Galdone, 1972
- *The Very Hungry Caterpillar* by Eric Carle, 1969
- *There Was an Old Lady Who Swallowed a Fly* by Simms Taback, 1997
- *This is the Bear* by Sarah Hayes, 1986
- *Waving: A Counting Book* by Peter Sis, 1988
- *When Pigs Fly* by Valerie Coulman, 2001
- *Where Are You Going Little Mouse?* by Robert Kraus, 1986
- *Where There’s a Bear, There’s Trouble* by Michael Catchpool, 2002
- *Who’s Counting?* by Nancy Tafuri, 1986
- *Whose Hat?* by Margaret Miller, 1988
- *Whose Mouse Are You?* by Robert Kraus, 1970
- *Whose Shoe?* by Margaret Miller, 1991
- *Why Mosquitoes Buzz in People’s Ears* by Verna Aardema, 1975
LIST 6. Books without Words

Wordless picture books enable even very young children to enjoy stories and participate in their telling. With some guidance they can learn to “read” the pictures and develop a host of emergent literacy skills, including using vocabulary, sequencing, prediction, story line comprehension, characterization, inference skills, setting, and more. Wordless books can also be used to introduce young English language learners to common vocabulary in context. Early positive reading experiences through picture books motivate children to learn to read. Here are some new and old favorites for your classroom library.

- *1 Hunter* by Pat Hutchins
- *The Adventures of Polo* by Regis Faller
- *Ah Ha!* by Jeff Mack
- *Alligator’s Toothache* by Diane De Groat
- *The Angel and the Soldier Boy* by Peter Collington
- *Animal Alphabet* by Bert Kitchen
- *Anno’s Flea Market* by Mitsumasa Anno
- *Anno’s Journey* by Mitsumasa Anno
- *Anno’s Spain* by Mitsumasa Anno
- *Anno’s U.S.A.* by Mitsumasa Anno
- *Another Story to Tell* by Dick Bruna
- *April Fools* by Fernando Krahn
- *Ball* by Mary Sullivan
- *A Ball for Daisy* by Chris Raschka
- *The Bear and the Fly* by Paula Winter
- *Big Ones, Little Ones* by Tana Hoban
- *Bluebird* by Bob Staake
- *Bow-Wow Bugs a Bug* by Mark Newgarden and Megan Montague Cash
- *A Boy, a Dog, a Frog and a Friend* by Mercer Mayer
- *A Boy, a Dog, and a Frog* by Mercer Mayer
- *The Boy, the Bear, the Baron, the Bard* by Gregory Rogers
- *Carl Goes Shopping* by Alexandra Day
- *Carl’s Birthday* by Alexandra Day
- *Carl’s Christmas* by Alexandra Day
- *Chalk* by Bill Thomson
- *Changes, Changes* by Pat Hutchins
- *Clementina’s Cactus* by Ezra Jack Keats
- *The Conductor* by Laetitia Devernay
- *Creepy Castle* by John Goodall
- *The Creepy Thing* by Fernando Krahn
- *Deep in the Forest* by Brinton Turkle
- *Do You Want to Be My Friend?* by Eric Carle
- *The Farmer and the Clown* by Marla Frazee
- *Flora and the Flamingo* by Molly Idle
- *Flotsam* by David Wiesner
• The Flower Man by Mark Ludy
• Follow Carl! by Alexandra Day
• Follow Me! by Nancy Tafuri
• Free Fall by David Weisner
• Frog Goes to Dinner by Mercer Mayer
• Frog on His Own by Mercer Mayer
• Frog, Where Are You? by Mercer Mayer
• Good Dog, Carl by Alexandra Day
• Good Night, Garden Gnome by Jamichael Henterly
• Good Night, Gorilla by Peggy Rathmann
• The Great Cat Chase by Mercer Mayer
• The Grey Lady and the Strawberry Snatcher by Molly Bang
• Happy Birthday, Max by Hanne Turk
• Have You Seen My Duckling? by Nancy Tafuri
• Hiccup by Mercer Mayer
• Home by Jeannie Baker
• Hug by Jez Alborough
• The Hunter and the Animals by Tomie dePaola
• I Read Signs by Tana Hoban
• I Read Symbols by Tana Hoban
• Is It Red? Is It Yellow? Is It Blue? by Tana Hoban
• Island Dog by Rebecca Goodale
• Journey by Aaron Becker
• Junglewalk by Nancy Tafuri
• Last Night by Hyewon Yum
• The Lion & the Mouse by Jerry Pinkney
• Little Star by Antonin Louchard
• Looking Down by Steve Jenkins
• Max Packs by Hanne Turk
• Midsummer Knight by Gregory Rogers
• The Midnight Adventures of Kelly, Dot and Esmeralda by John Goodall
• Mirror by Jeannie Baker
• Moonlight by Jan Ormerod
• Museum Trip by Barbara Lehman
• Noah’s Ark by Peter Spier
• One Frog Too Many by Mercer Mayer and Marianna Mayer
• Oops by Arthur Geisert
• Over, Under, Through, and Other Spatial Concepts by Tana Hoban
• Paddy Pork’s Holiday by John Goodall
• Pancakes for Breakfast by Tomie dePaola
• The Paperboy by Dav Pilkey
• People by Peter Spier
• Peter Spier’s Rain by Peter Spier
• Picnic by Emily Arnold McCully
• The Rabbit Problem by Emily Gravett
• Rainstorm by Barbara Lehman
• The Red Book by Barbara Lehman
• Re-Zoom by Istvan Banyai
• The Ring by Lisa Maizlish
• Rosie's Walk by Pat Hutchins
• Sea of Dreams by Dennis Nolan
• The Secret in the Dungeon by Fernando Krahn
• Sector 7 by David Wiesner
• Shadow by Suzy Lee
• Sidewalk Circus by Paul Fleischman and Kevin Hawkes
• The Silver Pony by Lynd Ward
• Snapshot Max by Hanne Turk
• Snow by Isao Sasaki
• The Snowman by Raymond Briggs
• South by Patrick McDonnell
• Space Colony by Joe Burlson
• The Surprise Picnic by John Goodall
• Time Flies by Eric Rohmann
• Trainstop by Barbara Lehman
• The Tree House by Marije Tolman
• Truck by Donald Crews
• Tuesday by David Weisner
• The Tunnel Calamity by Edward Gorey
• The Umbrella by Ingrid Schubert
• The Umbrella by Jan Brett
• Wave by Suzy Lee
• Will’s Mammoth by Rafe Martin
• Window by Jeannie Baker
• The Yellow Balloon by Charlotte Demantons
• Yellow Umbrella by Jae-Soo Liu
• Zoom by Istvan Banyai
Early experiences with books help young children develop an awareness of print and concepts related to words, language, books, and reading that are important foundations for formal instruction. A child’s interactions with adults and older students about books provide models that link books to excitement, enjoyment, ideas, and the pleasures of sharing. These same experiences can also focus attention on fundamental behaviors and print knowledge.

When reading to children, it is a simple matter to point out different parts of a book and call attention to specific details such as directionality, word boundaries, and punctuation marks. Later, ask the child to show you where to begin reading, where to go next when the page is done, and so on. Pointing under each word as you read helps children recognize the one-to-one correspondence between the written and spoken word. Having the child point as you read demonstrates his or her understanding.

The following list includes concepts of print for children in prekindergarten and kindergarten. Use the list to guide discussion during story time and as the basis for a print awareness assessment.

The student can do the following.

### Recognize and can point to
- the front of the book
- the back of the book
- the book spine
- the title of the book
- the author’s name
- an illustration or picture in the book (realistic)
- page numbers
- table of contents (for a collection of stories)

### Understand that
- spoken words can be written down
- the words tell the story
- the illustrations are related to the story but are not the story
- the one-to-one correspondence of words read and the printed words
- the order of the letters is important
- space separates words
- punctuation marks have a purpose

### Understand and can explain roles of
- the author
- the illustrator
- the reader
- the audience

### Understand and can demonstrate
- how to hold a book
- how to turn pages
- reading from left to right in a line
- making a return sweep to next line
- reading from top to bottom of page
- reading from front to back of the book

### Recognize and can name
- all upper- and lowercase letters
LIST 8. PHONICS AWARENESS

American English language uses twenty-six alphabetic letters in more than one hundred combinations to represent about forty-five speech sounds (the exact number depends on the specific regional variation). Phonics helps new and experienced readers make connections between letter patterns and the speech sounds for which they stand. It begins with an awareness and recognition of letters and sounds, then builds connections between them, starting with the most frequent and distinct correspondences.

Letter knowledge
Recognize, name, and distinguish upper- and lowercase letters.

Word segmentation
Recognize or separate individual words within a sentence. Example: “I went to the store.” (five words)

Syllable segmentation
Recognize and separate syllables within words. Examples: Bill-ya, Ton-ya, a-bout, talk-ing

Syllable blending
Listen to two spoken word parts and blend them into a single word. Example: let-ter → letter

Phonemic awareness—consonants
Tell whether the initial consonant sounds of two or more words are the same or different. Examples: mat/sat, big/beg, pay/pit/pen, lip/fit/like
Tell whether the final consonant sounds of two or more words are the same or different. Examples: sat/sad, met/mat, five/hive, fin/stem/men

Phonemic awareness—Vowels
Tell whether the vowel sound in two or more words is the same or different. Examples: mane/cane; pin/pen; stick/stock/stuck

Phonemic blending
Blend two or more phonemes or speech sounds together to form a word. Example: /t/ /o/ /m/ → Tom

Phonemic segmentation
Separate and pronounce the individual sounds of a word. Example: cat → /c/ /a/ /t/

Rhyming
Recognize and produce rhyming pairs. Examples: tan/pan, big/pig, get/set; tap/map

Onset substitution
Remove the initial consonant sound from the beginning of a word and substitute it with another consonant sound to form a different word in a word family. Example: mat → /m/ + at, /s/ + at = sat, /f/ + at = fat, /k/ + at = cat
Rhyming is an important link to other emergent reading skills. Rhyming involves auditory attention and discrimination, the ability to manipulate beginning sounds to produce different words that have the same ending, and the ability to group or separate words by their sounds. Many studies have shown that children who are intentionally exposed to rhyming in their preschool years are more likely to be successful in early reading.

After exposure to books and nursery or other favorite rhymes that have strong rhythm and rhyme schemes, games and other activities that lead children to recognize and produce rhyming words are important. Here are some rhyming words to get them started. Remember, rhyming words end in the same sounds, not necessarily the same letter.

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Minimal pairs are sets of words that differ by only one phoneme or sound. The difference may be in the initial, medial, or final position of the words as in *pit/bit, pit/pat*, and *pit/pin*. A single sound difference changes the word. Being able to distinguish sounds and produce each one is important to understanding spoken language, speaking, learning phonics, and spelling. Small-group or one-to-one practice with minimal pairs is especially helpful to students whose language background is not Standard American English. The following lists focus on sounds that students often find difficult to differentiate.

To practice producing the sounds, pronounce the word pair and then have the students echo your pronunciation. Repeat three times before moving on to the next pair. The repetition helps students correct their auditory discrimination before altering their sound production.

To practice sound differentiation, give students two cards, one labeled *same* and the other labeled *different*. Ask students to listen to the pairs of words and to hold up one of the cards to show whether they are the same or different. Intermix pairs of identical words with the minimal pairs. A sample discrimination practice set is provided in the following. When contrasting two sounds, practice with each presented first, as in *pig/big, big/pig*.

**Sample Practice Set**

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<tr>
<td>pit/bit</td>
<td>big/pig</td>
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<td></td>
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**Consonant Sounds**

- **b** (bag tag, ban van, bat pat, bark park, bee pea, boo zoo, but hut, Ben yen)
- **hard c** (call Paul, cat fat, cap gap, coat goat, cook look, call shawl, cot yacht, cat gnat)
- **ch** (chin gin, chess jess, chunk junk, chop pop, chair dare, chimp limp, chest vest, chop cop)

**Example Words**

- b: bag, tag, buy, dye, bee, key, bus, Gus
- c: call, Paul, calm, palm, cone, bone, kale, bale
- ch: chin, gin, cheap, jeep, chest, jest, cheer, jeer

**Foundations**
### Consonant Sounds (Continued)

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>dim Tim, dusk tusk, den ten, Dee tea, door tore, die tie, dot tot, Dale bale, dia l vial, dig big</td>
</tr>
<tr>
<td>f</td>
<td>fat vat, fan tan, fear veer, fender vendor, fine vine, fee peel, fine dine, fall ball, fool cool, foam gnome</td>
</tr>
<tr>
<td>g</td>
<td>got pot, goo boo, gun pun, got tot, get vet, gear fear, guest vest, get yet, Gail rail, go woe, go hot, gape shape, gill mill, go though</td>
</tr>
<tr>
<td>h</td>
<td>hop pop, hook book, hay bay, heart part, hi bye, hast taste, horde cord, hold bold, hear year, hoist moist, hail whale, hole roll, hank thank, hope nope</td>
</tr>
<tr>
<td>j (dg)</td>
<td>jig pig, jack buck, joke poke, gin tin, jade paid, Jen ten, joke yoke, jess less, just gust, jam yam, Jane lane, jay they</td>
</tr>
<tr>
<td>l</td>
<td>lick pick, loss toss, light bite, lard guard, licks fix, load toad, let bet, lash mash, locks fox, leak peak, lay weigh, linger finger</td>
</tr>
</tbody>
</table>

---

**THE READING TEACHER’S BOOK OF LISTS**

24
Consonant Sounds (*Continued*)

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>r</strong></td>
<td>rack lack race lace rice lice reach leech rain lane</td>
</tr>
<tr>
<td></td>
<td>rink link rocket locket row low red led rug lug</td>
</tr>
<tr>
<td></td>
<td>right light rock lock rate late rush lush ramp lamp</td>
</tr>
<tr>
<td></td>
<td>rain pain rig fig rare fair rocks fox raid fade</td>
</tr>
<tr>
<td></td>
<td>roll goal rake cake road toad rule pool rail pale</td>
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<tr>
<td></td>
<td>rook nook rug bug reap jeep rose those rash cash</td>
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<tr>
<td></td>
<td>runny money rail shale rook look reef sheaf ram lamb</td>
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<tr>
<td></td>
<td>road load rink think rest nest wrestle trestle rat that</td>
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<tr>
<td><strong>s</strong></td>
<td>sip pip sum yum sob cob sue you soak coke</td>
</tr>
<tr>
<td></td>
<td>seek leak seep peep sigh why six licks silly tower</td>
</tr>
<tr>
<td></td>
<td>sight kite sign line sage page surf turf chilly</td>
</tr>
<tr>
<td></td>
<td>sign mine seal fig sunk junk sign pine sink rink</td>
</tr>
<tr>
<td></td>
<td>sun pun sink think sash rash source horse seat Pete</td>
</tr>
<tr>
<td></td>
<td>sack shack scene bean sum thumb sage wage sigh thigh</td>
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<tr>
<td></td>
<td>sail tail saw thaw sage page seat sheet sick wick</td>
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<tr>
<td></td>
<td>sank thank sink zinc sock shock sunk bank sour shower</td>
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<tr>
<td><strong>sh</strong></td>
<td>shy pie show sew shirt Bert shack rack shower power</td>
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<tr>
<td></td>
<td>sheet thief shark park shook rook shine pine shut rut</td>
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<tr>
<td></td>
<td>shows rose shower sour shark bark shop top shell tell</td>
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<tr>
<td></td>
<td>shoes choose shack bake shop chop shore tore she thee</td>
</tr>
<tr>
<td></td>
<td>sheep peep shock sock shop men shell thyme share their</td>
</tr>
<tr>
<td></td>
<td>shark lark shoe eve sheaf leaf shy thy share their</td>
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<tr>
<td></td>
<td>show though ship zip shirt dirt ship whip shell cell</td>
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<tr>
<td></td>
<td>shawl wall shine sign shy dye shoot suit chic leak</td>
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<td><strong>t</strong></td>
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<td></td>
<td>table label tore door tank thank test guest table gable</td>
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<td></td>
<td>test west tight white town down toss loss ten then</td>
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<td></td>
<td>teal wheel tool cool took look tart dart torn thorn</td>
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<td></td>
<td>town gown toast host two chew toes those tie dye</td>
</tr>
<tr>
<td></td>
<td>tapping gaping taste haste tease these typed wiped ticket wicket</td>
</tr>
<tr>
<td></td>
<td>tight bite team beam test nest ted bed tile vial</td>
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<tr>
<td></td>
<td>teak week tin gin torn horn tone moan tax backs</td>
</tr>
<tr>
<td><strong>Voiceless th</strong></td>
<td>thick pick third bird thaw jaw thirty dirty thorn mourn</td>
</tr>
<tr>
<td></td>
<td>thaw gnaw thick wick thanks banks thick tick thigh thy</td>
</tr>
<tr>
<td></td>
<td>thumb dumb think pink thorn born thorn leaf third nerd</td>
</tr>
<tr>
<td></td>
<td>thick lick thin fin thatch patch think mink thief beef</td>
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<tr>
<td></td>
<td>thimble nimble thorn born think link three free thunder wonder</td>
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<tr>
<td></td>
<td>thumb yum think kink thumb numb thirsty Kirsty thread Fred</td>
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<tr>
<td></td>
<td>thank tank thigh come think sick thief sheaf thick kick</td>
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<tr>
<td></td>
<td>thatch latch thigh pie thanks tanks thumb gum third gird</td>
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<tr>
<td><strong>Voiced th</strong></td>
<td>then wren these wheeze though row their wear they ray</td>
</tr>
<tr>
<td></td>
<td>they yay that gnat those woes then when those nose</td>
</tr>
<tr>
<td></td>
<td>there where they may though joe this miss thee knee</td>
</tr>
<tr>
<td></td>
<td>that hat those chose that rat then men they lay</td>
</tr>
<tr>
<td></td>
<td>then ken thigh thy though show this kiss thee lee</td>
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<tr>
<td></td>
<td>those foes these cheese then Len these knees though sew</td>
</tr>
<tr>
<td></td>
<td>those rose thy lie that cat thee sea that hat</td>
</tr>
<tr>
<td></td>
<td>these g’s these mare those hose them hem that vat</td>
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</table>
### Consonant Sounds (Continued)

<table>
<thead>
<tr>
<th>v</th>
<th>vet yet</th>
<th>van ran</th>
<th>vote wrote</th>
<th>veil rail</th>
<th>veal real</th>
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<tr>
<td>vat gnat</td>
<td>veer year</td>
<td>vow cow</td>
<td>vet net</td>
<td>vine line</td>
<td>vet wet</td>
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<td>vast cast</td>
<td>veal knee</td>
<td>vein Wayne</td>
<td>veil kale</td>
<td>vet wet</td>
<td>veer deer</td>
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<tr>
<td>vein lane</td>
<td>vest guest</td>
<td>vie sigh</td>
<td>vine wine</td>
<td>V's wheeze</td>
<td>vial mile</td>
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<td>v sea</td>
<td>vane sane</td>
<td>verse nurse</td>
<td>vie lie</td>
<td>veer deer</td>
<td>vial mile</td>
</tr>
<tr>
<td>vote note</td>
<td>vest west</td>
<td>vine shine</td>
<td>Vaughan yawn</td>
<td>vial mile</td>
<td>vial mile</td>
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<tr>
<td>V's these</td>
<td>vat chat</td>
<td>vent dent</td>
<td>vest best</td>
<td>vine pine</td>
<td>vial mile</td>
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<tr>
<td>veer gear</td>
<td>vile file</td>
<td>veil sail</td>
<td>vine sign</td>
<td>veer sheer</td>
<td>vial mile</td>
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<table>
<thead>
<tr>
<th>z</th>
<th>Zack yak</th>
<th>zoom room</th>
<th>zip whip</th>
<th>zest west</th>
<th>Z's wheeze</th>
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<tr>
<td>zoo Lou</td>
<td>zone lone</td>
<td>zinc rink</td>
<td>zip lip</td>
<td>zap wrap</td>
<td>zap wrap</td>
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<tr>
<td>zest rest</td>
<td>Zen yen</td>
<td>zap map</td>
<td>Zack rack</td>
<td>zip rip</td>
<td>zinc rip</td>
</tr>
<tr>
<td>Zen Len</td>
<td>zone Joan</td>
<td>zap yap</td>
<td>zit knit</td>
<td>zinc mink</td>
<td>zinc mink</td>
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<td>zest nest</td>
<td>Zack Jack</td>
<td>zoos choose</td>
<td>zipper ripper</td>
<td>zipper ripper</td>
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<td>Zen when</td>
<td>zap gap</td>
<td>zing ring</td>
<td>zit wit</td>
<td>zoo two</td>
<td>zoo two</td>
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<td>zinc wink</td>
<td>zoo shoe</td>
<td>zeal veal</td>
<td>zest chest</td>
<td>zoo due</td>
<td>zoo due</td>
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<tr>
<td>zest guest</td>
<td>zoom boom</td>
<td>zing king</td>
<td>zap cap</td>
<td>zone cone</td>
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### Vowel Sounds

<table>
<thead>
<tr>
<th>Á Á</th>
<th>bake back</th>
<th>fade fad</th>
<th>cape cap</th>
<th>fate fat</th>
<th>plane plan</th>
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<tbody>
<tr>
<td>base bass</td>
<td>rain ran</td>
<td>haze has</td>
<td>snake snack</td>
<td>tape tap</td>
<td>ate at</td>
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<tr>
<td>played plaid</td>
<td>rake rack</td>
<td>shame sham</td>
<td>made mad</td>
<td>Kate cat</td>
<td></td>
</tr>
<tr>
<td>brain bran</td>
<td>mate mat</td>
<td>slate slat</td>
<td>same Sam</td>
<td>cane can</td>
<td>bait bat</td>
</tr>
<tr>
<td>gale gal</td>
<td>lace lass</td>
<td>aid add</td>
<td></td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Á ē</th>
<th>bait bet</th>
<th>late let</th>
<th>gate get</th>
<th>pain pen</th>
<th>main men</th>
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</thead>
<tbody>
<tr>
<td>aid Ed</td>
<td>raid red</td>
<td>rake wreck</td>
<td>fail fell</td>
<td>mate met</td>
<td></td>
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<tr>
<td>paper pepper</td>
<td>fade fed</td>
<td>wait wet</td>
<td>date debt</td>
<td>Nate net</td>
<td></td>
</tr>
<tr>
<td>Yale yell</td>
<td>sale sell</td>
<td>lace less</td>
<td>Wayne when</td>
<td>shade shed</td>
<td></td>
</tr>
<tr>
<td>taste test</td>
<td>wade wed</td>
<td>waist west</td>
<td>trade tread</td>
<td>shale shell</td>
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<table>
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<th>ē ē</th>
<th>bead bed</th>
<th>bean ben</th>
<th>heed head</th>
<th>deed dead</th>
<th>beet bet</th>
</tr>
</thead>
<tbody>
<tr>
<td>meat met</td>
<td>Pete pet</td>
<td>seat set</td>
<td>teen ten</td>
<td>mean men</td>
<td></td>
</tr>
<tr>
<td>keen Ken</td>
<td>dean den</td>
<td>feed fed</td>
<td>weed wed</td>
<td>read red</td>
<td></td>
</tr>
<tr>
<td>deal dell</td>
<td>jean Jen</td>
<td>peep pep</td>
<td>feel fell</td>
<td>seal sell</td>
<td></td>
</tr>
<tr>
<td>need Ned</td>
<td>lead led</td>
<td>weak wed</td>
<td>speak speck</td>
<td>speed sped</td>
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<table>
<thead>
<tr>
<th>ē ĭ</th>
<th>Pete pit</th>
<th>meat mitt</th>
<th>read rid</th>
<th>lead lid</th>
<th>deal dill</th>
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</thead>
<tbody>
<tr>
<td>feet fit</td>
<td>deep dip</td>
<td>seen sin</td>
<td>feel fill</td>
<td>team Tim</td>
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</tr>
<tr>
<td>sleep slip</td>
<td>seek sick</td>
<td>seat sit</td>
<td>leave live</td>
<td>heal hill</td>
<td></td>
</tr>
<tr>
<td>week wick</td>
<td>teen tin</td>
<td>wheeze whiz</td>
<td>keen kin</td>
<td>sheep ship</td>
<td></td>
</tr>
<tr>
<td>sleek slick</td>
<td>bean bin</td>
<td>fleet flit</td>
<td>leap lip</td>
<td>heap hip</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ĭ ĭ</th>
<th>like lick</th>
<th>hide hid</th>
<th>slide slid</th>
<th>sight sit</th>
<th>dime dim</th>
</tr>
</thead>
<tbody>
<tr>
<td>side Sid</td>
<td>fine fin</td>
<td>wine win</td>
<td>bite bit</td>
<td>dine din</td>
<td></td>
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<tr>
<td>light lit</td>
<td>time Tim</td>
<td>fight fit</td>
<td>sign sin</td>
<td>ripe rip</td>
<td></td>
</tr>
<tr>
<td>quite quit</td>
<td>pike pick</td>
<td>might mitt</td>
<td>spite spit</td>
<td>kite kit</td>
<td></td>
</tr>
<tr>
<td>heist hissed</td>
<td>mice miss</td>
<td>pipe pip</td>
<td>stripe strip</td>
<td>diaper dipper</td>
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<table>
<thead>
<tr>
<th>ĭ ā</th>
<th>pie pay</th>
<th>lie lay</th>
<th>rye ray</th>
<th>pine pain</th>
<th>sign sane</th>
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</thead>
<tbody>
<tr>
<td>buy bay</td>
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<td>sty stay</td>
<td>high hey</td>
<td>line lane</td>
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<td>rise raise</td>
<td>time tame</td>
<td>rice race</td>
<td>spice space</td>
<td>height hate</td>
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</tr>
<tr>
<td>right rate</td>
<td>light late</td>
<td>spy spy</td>
<td>spry spray</td>
<td>ply play</td>
<td></td>
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<tr>
<td>ride raid</td>
<td>dime dame</td>
<td>prize praise</td>
<td>guise gaze</td>
<td>my may</td>
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<table>
<thead>
<tr>
<th>ā ā</th>
<th>kite cat</th>
<th>might mat</th>
<th>fight fat</th>
<th>dine Dan</th>
<th>mine man</th>
</tr>
</thead>
<tbody>
<tr>
<td>dime dam</td>
<td>fine fan</td>
<td>Mike Mack</td>
<td>like lack</td>
<td>climb clam</td>
<td></td>
</tr>
<tr>
<td>brine bran</td>
<td>died dad</td>
<td>flight flat</td>
<td>ripe wrap</td>
<td>grind grand</td>
<td></td>
</tr>
<tr>
<td>lice lass</td>
<td>mice mass</td>
<td>bride brad</td>
<td>plied plaid</td>
<td>bite bat</td>
<td></td>
</tr>
<tr>
<td>stripe strap</td>
<td>bike back</td>
<td>riper wrapper</td>
<td>tide tad</td>
<td>yipes yaps</td>
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<table>
<thead>
<tr>
<th>ō ō</th>
<th>road rod</th>
<th>hope hop</th>
<th>goat got</th>
<th>wrote rot</th>
<th>dote dot</th>
</tr>
</thead>
<tbody>
<tr>
<td>folks fox</td>
<td>holy holy</td>
<td>note not</td>
<td>joke jock</td>
<td>poke pock</td>
<td></td>
</tr>
<tr>
<td>slope slop</td>
<td>smoke smock</td>
<td>note not</td>
<td>joke jock</td>
<td>poke pock</td>
<td></td>
</tr>
<tr>
<td>robe rob</td>
<td>cloak clock</td>
<td>cone con</td>
<td>toad Todd</td>
<td>node nod</td>
<td></td>
</tr>
<tr>
<td>coat cot</td>
<td>mope mop</td>
<td>tote tot</td>
<td>code cod</td>
<td>roan Ron</td>
<td></td>
</tr>
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<table>
<thead>
<tr>
<th>ō į</th>
<th>doe dye</th>
<th>toe tie</th>
<th>low lie</th>
<th>so sigh</th>
<th>go guy</th>
</tr>
</thead>
<tbody>
<tr>
<td>road ride</td>
<td>load lied</td>
<td>crows cries</td>
<td>flows flies</td>
<td>note night</td>
<td></td>
</tr>
<tr>
<td>boat bite</td>
<td>coat kite</td>
<td>sewed side</td>
<td>float flight</td>
<td>bloat blight</td>
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</tr>
<tr>
<td>tone tine</td>
<td>dome dome</td>
<td>phone fine</td>
<td>load line</td>
<td>moan mine</td>
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</tr>
<tr>
<td>sown sign</td>
<td>phoned find</td>
<td>stow sty</td>
<td>flow fly</td>
<td>crow cry</td>
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### Vowel Sounds (Continued)

<table>
<thead>
<tr>
<th>û ù</th>
<th>cube cub</th>
<th>tube tub</th>
<th>cute cut</th>
<th>dune done</th>
<th>Jude Judd</th>
</tr>
</thead>
<tbody>
<tr>
<td>mute mutt</td>
<td>Luke luck</td>
<td>rune run</td>
<td>dude dud</td>
<td>duke duck</td>
<td>stowed stud</td>
</tr>
<tr>
<td>fuel full</td>
<td>puke puck</td>
<td>mule mull</td>
<td>root rut</td>
<td>gloom glum</td>
<td></td>
</tr>
<tr>
<td>mood mud</td>
<td>boot but</td>
<td>roof rough</td>
<td>boon bun</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>à è</th>
<th>pack peck</th>
<th>mass mess</th>
<th>dad dead</th>
<th>sand send</th>
<th>ham hem</th>
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</thead>
<tbody>
<tr>
<td>sat set</td>
<td>lad led</td>
<td>vary very</td>
<td>lag leg</td>
<td>batter better</td>
<td></td>
</tr>
<tr>
<td>mat met</td>
<td>land lend</td>
<td>bag beg</td>
<td>rack wreck</td>
<td>band bend</td>
<td></td>
</tr>
<tr>
<td>dance dense</td>
<td>pat pet</td>
<td>land lend</td>
<td>Dan den</td>
<td>bad bed</td>
<td></td>
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<tr>
<td>pan pen</td>
<td>laughed left</td>
<td>past pest</td>
<td>sad said</td>
<td>tan ten</td>
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<table>
<thead>
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<th>pan pin</th>
<th>ban pin</th>
<th>knack nick</th>
<th>span spin</th>
<th>can kin</th>
</tr>
</thead>
<tbody>
<tr>
<td>sat sit</td>
<td>lacks licks</td>
<td>cat kit</td>
<td>Dan din</td>
<td>fan fin</td>
<td></td>
</tr>
<tr>
<td>stack stick</td>
<td>lack</td>
<td>cast kissed</td>
<td>panned pinned</td>
<td>ram rim</td>
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<tr>
<td>draft drift</td>
<td>pack pick</td>
<td>track trick</td>
<td>Tammy Timmy</td>
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<td>slam slim</td>
<td>wax wicks</td>
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<td>lack lick</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ä ö</th>
<th>hat hot</th>
<th>pat pot</th>
<th>cat cot</th>
<th>bag bog</th>
<th>racket rocket</th>
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<tr>
<td>hag hog</td>
<td>mass moss</td>
<td>lack lock</td>
<td>map mop</td>
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<tr>
<td>rat rot</td>
<td>sap sop</td>
<td>flack flock</td>
<td>fax fox</td>
<td>Nat not</td>
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<td>rack rock</td>
<td>cad cod</td>
<td>axe ox</td>
<td>add odd</td>
<td>jock jock</td>
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<tr>
<td>black block</td>
<td>pad pod</td>
<td>chap chap</td>
<td>jag jog</td>
<td>Mack mock</td>
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<table>
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<tr>
<th>å ü</th>
<th>rag rug</th>
<th>calf cuff</th>
<th>ankle uncle</th>
<th>fun fun</th>
<th>sang sung</th>
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</thead>
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<tr>
<td>back buck</td>
<td>branch brunch</td>
<td>gal gull</td>
<td>damp dump</td>
<td>ram rum</td>
<td></td>
</tr>
<tr>
<td>lag lug</td>
<td>track truck</td>
<td>slam slum</td>
<td>stack stuck</td>
<td>stamp stamp</td>
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</tr>
<tr>
<td>pater putter</td>
<td>dance dunce</td>
<td>rang rung</td>
<td>ramble rumble</td>
<td>dank dunk</td>
<td></td>
</tr>
<tr>
<td>badge budge</td>
<td>dance dunce</td>
<td>bank bank</td>
<td>ran run</td>
<td>bash bush</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ı ī</th>
<th>let lit</th>
<th>pet pit</th>
<th>set sit</th>
<th>fell fill</th>
<th>hem him</th>
</tr>
</thead>
<tbody>
<tr>
<td>check chick</td>
<td>ten tin</td>
<td>spell spill</td>
<td>pen pin</td>
<td>tell till</td>
<td></td>
</tr>
<tr>
<td>hell hill</td>
<td>peg pig</td>
<td>etch itch</td>
<td>when win</td>
<td>bed bid</td>
<td></td>
</tr>
<tr>
<td>weather wither</td>
<td>left lift</td>
<td>mess miss</td>
<td>dead did</td>
<td>rest wrist</td>
<td></td>
</tr>
<tr>
<td>better bitter</td>
<td>bell bill</td>
<td>list list</td>
<td>sense since</td>
<td>peck pick</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ę ö</th>
<th>pep pop</th>
<th>den don</th>
<th>fender fonder</th>
<th>ted Todd</th>
<th>read rod</th>
</tr>
</thead>
<tbody>
<tr>
<td>check chock</td>
<td>net not</td>
<td>deck dock</td>
<td>beg beg</td>
<td>bend bond</td>
<td></td>
</tr>
<tr>
<td>said sod</td>
<td>penned pond</td>
<td>pet pot</td>
<td>leg log</td>
<td>keg cog</td>
<td></td>
</tr>
<tr>
<td>yet yacht</td>
<td>debt dot</td>
<td>flock flock</td>
<td>red red</td>
<td>Ned nod</td>
<td></td>
</tr>
<tr>
<td>flex flocks</td>
<td>ken con</td>
<td>fend fond</td>
<td>friend frond</td>
<td>get got</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ę ü</th>
<th>bed bud</th>
<th>pep pup</th>
<th>best bust</th>
<th>dead dud</th>
<th>bet but</th>
</tr>
</thead>
<tbody>
<tr>
<td>meddle muddle</td>
<td>pen pun</td>
<td>pedal puddle</td>
<td>check chuck</td>
<td>deck duck</td>
<td></td>
</tr>
<tr>
<td>desk dusk</td>
<td>dell dull</td>
<td>flesh flush</td>
<td>dense dunce</td>
<td>bench bench</td>
<td></td>
</tr>
<tr>
<td>peg pug</td>
<td>leg lug</td>
<td>Meg mug</td>
<td>crest crust</td>
<td>rest rust</td>
<td></td>
</tr>
<tr>
<td>wrestle rustle</td>
<td>ready ruddy</td>
<td>settle subtle</td>
<td>best bust</td>
<td>jest just</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ï ö</th>
<th>pit pot</th>
<th>tip top</th>
<th>clip clop</th>
<th>kit cot</th>
<th>lip lop</th>
</tr>
</thead>
<tbody>
<tr>
<td>nib knob</td>
<td>kid cod</td>
<td>Sid sod</td>
<td>knit not</td>
<td>slip slop</td>
<td></td>
</tr>
<tr>
<td>flick flock</td>
<td>tick tock</td>
<td>lick lock</td>
<td>fib fob</td>
<td>jib job</td>
<td></td>
</tr>
<tr>
<td>click clock</td>
<td>nick knock</td>
<td>picket pocket</td>
<td>stick stock</td>
<td>ship shop</td>
<td></td>
</tr>
<tr>
<td>rickets rockets</td>
<td>spit spot</td>
<td>slit slot</td>
<td>hip hop</td>
<td>drip drop</td>
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</table>
### Vowel Sounds (Continued)

<table>
<thead>
<tr>
<th>ñ</th>
<th>pin pun</th>
<th>bin bun</th>
<th>rim rum</th>
<th>pink punk</th>
<th>sink sunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>ñ</td>
<td>sin sun</td>
<td>din done</td>
<td>biddy buddy</td>
<td>stint stunt</td>
<td>drink drunk</td>
</tr>
<tr>
<td>ñ</td>
<td>bid bud</td>
<td>tin ton</td>
<td>fin fun</td>
<td>shrink shrunk</td>
<td>kiss cuss</td>
</tr>
<tr>
<td>ñ</td>
<td>lick luck</td>
<td>trick truck</td>
<td>stick stuck</td>
<td>hint hunt</td>
<td>gist just</td>
</tr>
<tr>
<td>ñ</td>
<td>miss muss</td>
<td>tress truss</td>
<td>mitt mutt</td>
<td>spin spun</td>
<td>bid bud</td>
</tr>
<tr>
<td>ñ</td>
<td>pot put</td>
<td>lost lust</td>
<td>lock luck</td>
<td>mom mum</td>
<td>jots juts</td>
</tr>
<tr>
<td>ñ</td>
<td>boss bus</td>
<td>model muddle</td>
<td>rot rut</td>
<td>knot nut</td>
<td>shot shut</td>
</tr>
<tr>
<td>ñ</td>
<td>dog dug</td>
<td>hot hut</td>
<td>gosh gush</td>
<td>cob cub</td>
<td>knob nub</td>
</tr>
<tr>
<td>ñ</td>
<td>pop pup</td>
<td>shot shut</td>
<td>robbed rubber</td>
<td>spotter sutter</td>
<td>rob rub</td>
</tr>
<tr>
<td>ñ</td>
<td>cot cut</td>
<td>dock duck</td>
<td>smog smug</td>
<td>robber rubber</td>
<td>sob sub</td>
</tr>
<tr>
<td>ñ</td>
<td>odd awed</td>
<td>don dawn</td>
<td>not naught</td>
<td>pod pawed</td>
<td>pond pawned</td>
</tr>
<tr>
<td>ñ</td>
<td>tot taught</td>
<td>cot caught</td>
<td>sod sawed</td>
<td>body bawdy</td>
<td>clod clawed</td>
</tr>
<tr>
<td>ñ</td>
<td>hock hawk</td>
<td>stock stalk</td>
<td>knotty naughty</td>
<td>fond fawned</td>
<td>collar caller</td>
</tr>
<tr>
<td>ñ</td>
<td>done dawn</td>
<td>dug dog</td>
<td>sun sawn</td>
<td>hunch haunch</td>
<td>lunch lunch</td>
</tr>
<tr>
<td>ñ</td>
<td>cull call</td>
<td>gull gall</td>
<td>fun fawn</td>
<td>punch paunch</td>
<td>bubble bauble</td>
</tr>
<tr>
<td>ñ</td>
<td>cruller crawler</td>
<td>bus boss</td>
<td>flood flawed</td>
<td>thud thawed</td>
<td>bud baud</td>
</tr>
<tr>
<td>ñ</td>
<td>tuck took</td>
<td>luck look</td>
<td>buck book</td>
<td>huff hoof</td>
<td>shuck shook</td>
</tr>
<tr>
<td>ñ</td>
<td>stud stood</td>
<td>putt put</td>
<td>Huck’s hooks</td>
<td>cud could</td>
<td>puff poof</td>
</tr>
</tbody>
</table>
LIST 11. WORD SEGMENTATION

Children’s ability to recognize and manipulate the different sounds in a word is a key skill in beginning reading, spelling, and writing. Over many years researchers have found that pairing a physical action with segmenting a word into its component sounds helps students differentiate sounds, segment words into their component sounds, and recognize sound-symbol correspondences more easily. The following technique makes the segmentation of words into individual sounds a multisensory experience involving auditory, visual, and kinesthetic-tactile senses.

The procedure is simple. The student is given a paper strip or sheet with two squares printed on it, each square being large enough to fit a marker or token. Next, the student listens to a word pronounced slowly and repeats it, moving one token or marker into a box for each sound heard. Given a two-phoneme word such as *it*, the student would move, one two tokens into each of the two boxes. Practice segmenting words using this technique for five to ten minutes daily to focus on sounds being taught as well as those previously learned. As skills develop, move to longer and less frequently used words.

Tips for practice exercises, lists of practice words, variations for using this technique, and templates for two-, three-, and four-phoneme words are provided in the following.

Tips for Practice Exercises

1. Have same-color bingo markers or tokens available and prepare paper strips with two, three, and four squares of a size to fit the markers or tokens. Laminating them makes them reusable for many weeks.

2. Model the process by saying a word slowly, articulating it sound by sound; for each sound, move a bingo marker into the next slot, left to right. [Be sure you are seated beside the student so the order of the sounds in the words and the order of placing the markers are correct or use a document camera to show the class.]

3. Do a think-aloud to explain what you are doing. “I will stretch out the word while I am saying it so I can listen and hear all of its sounds. I will move a marker into its box when I hear a different sound. I will put only one marker in each box, so I can see how many sounds the word has.”

4. When the student understands the process, give the student markers and the strip with boxes. Tell the student to listen to the word as you say it, and then say it with you s-l-o-w-l-y. Then have the student repeat the word slowly moving a marker into a corresponding box for each sound.

5. Progress through words of increasing difficulty, beginning with words having two or three phonemes to words having six phonemes.

6. Progress from the teacher saying the word, stretching it, and having the student repeat the stretched word, to the teacher providing the word and the student stretching it to isolate the sounds.

Variations for Segmenting Words into Sounds

1. Show a picture for the word to help students remember the word they are working on.

2. Prepare worksheets with multiple sets of boxes to accommodate up to ten words per page.

3. Work with a small group of two to five students with each having his or her own markers and box strips. Students will repeat the word together, stretching it out and moving the markers into appropriate boxes.

4. Set up the exercise on a smart board and allow students to take turns sliding an icon into each box.

5. For advanced students, instead of moving markers, have students write the appropriate spelling of the phonemes in the boxes. For example, *rain* has three phonemes. The student will write *r, ai, n* in the three boxes. *Note*: Vowel and consonant digraphs (*ch, ow, th*, etc.) will have two letters in one box.

6. Use two colors of markers, one for consonant sounds and one for vowel sounds.

7. For advanced students, use the same technique to divide words into syllables.
**Practice Words**

The following practice words are grouped in general teaching order beginning with short vowels and regular consonants. *Note*: Each letter of a blend has its own box; the two letters of a digraph have only one box.

### Two-phoneme words (VC)

<table>
<thead>
<tr>
<th>am</th>
<th>an</th>
<th>as</th>
<th>at</th>
<th>ax</th>
<th>Ed</th>
<th>if</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>is</td>
<td>it</td>
<td>on</td>
<td>ox</td>
<td>up</td>
<td>us</td>
</tr>
</tbody>
</table>

### Three-phoneme words (CVC) ā, ē, ī

<table>
<thead>
<tr>
<th>dad</th>
<th>Sam</th>
<th>had</th>
<th>tap</th>
<th>sad</th>
<th>cat</th>
<th>bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>sat</td>
<td>get</td>
<td>hen</td>
<td>men</td>
<td>sit</td>
<td>can</td>
<td></td>
</tr>
<tr>
<td>did</td>
<td>van</td>
<td>ran</td>
<td>jam</td>
<td>map</td>
<td>fat</td>
<td>lip</td>
</tr>
<tr>
<td>win</td>
<td>hat</td>
<td>cab</td>
<td>pit</td>
<td>mix</td>
<td>fix</td>
<td>pet</td>
</tr>
<tr>
<td>ten</td>
<td>bag</td>
<td>dan</td>
<td>rat</td>
<td>net</td>
<td>hid</td>
<td>fed</td>
</tr>
<tr>
<td>dip</td>
<td>him</td>
<td>bat</td>
<td>zip</td>
<td>pen</td>
<td>six</td>
<td>set</td>
</tr>
<tr>
<td>man</td>
<td>red</td>
<td>wet</td>
<td>set</td>
<td>lit</td>
<td>nap</td>
<td>mat</td>
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</table>

### Three-phoneme words (CVC) ŏ, ū

<table>
<thead>
<tr>
<th>Bob</th>
<th>mud</th>
<th>hum</th>
<th>fun</th>
<th>run</th>
<th>cut</th>
<th>nut</th>
</tr>
</thead>
<tbody>
<tr>
<td>dug</td>
<td>top</td>
<td>hug</td>
<td>got</td>
<td>rob</td>
<td>mop</td>
<td>pop</td>
</tr>
<tr>
<td>bus</td>
<td>rub</td>
<td>job</td>
<td>rug</td>
<td>fox</td>
<td>dot</td>
<td>sub</td>
</tr>
<tr>
<td>hop</td>
<td>but</td>
<td>hog</td>
<td>mom</td>
<td>nod</td>
<td>not</td>
<td>cup</td>
</tr>
<tr>
<td>mug</td>
<td>fog</td>
<td>box</td>
<td>jog</td>
<td>sun</td>
<td>yum</td>
<td>pot</td>
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<tr>
<td>hot</td>
<td>tub</td>
<td>bug</td>
<td>cop</td>
<td>cot</td>
<td>log</td>
<td>pup</td>
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</table>

### Four-phoneme words (CCVC) with initial blends

<table>
<thead>
<tr>
<th>crab</th>
<th>drip</th>
<th>frog</th>
<th>trap</th>
<th>snap</th>
<th>clam</th>
<th>Brad</th>
</tr>
</thead>
<tbody>
<tr>
<td>slam</td>
<td>glad</td>
<td>club</td>
<td>stem</td>
<td>clap</td>
<td>slip</td>
<td>flip</td>
</tr>
<tr>
<td>drop</td>
<td>plum</td>
<td>stop</td>
<td>grab</td>
<td>drum</td>
<td>spot</td>
<td>crib</td>
</tr>
<tr>
<td>trip</td>
<td>slim</td>
<td>trot</td>
<td>flop</td>
<td>clip</td>
<td>clop</td>
<td>plot</td>
</tr>
<tr>
<td>flag</td>
<td>slid</td>
<td>plan</td>
<td>sled</td>
<td>swim</td>
<td>trim</td>
<td>skip</td>
</tr>
<tr>
<td>skin</td>
<td>clog</td>
<td>slot</td>
<td>snip</td>
<td>slap</td>
<td>spin</td>
<td>flat</td>
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</table>

### Four-phoneme words (CVCC) with end blends

<table>
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<tr>
<th>mist</th>
<th>hint</th>
<th>sink</th>
<th>bent</th>
<th>test</th>
<th>limp</th>
<th>just</th>
</tr>
</thead>
<tbody>
<tr>
<td>best</td>
<td>cent</td>
<td>link</td>
<td>felt</td>
<td>land</td>
<td>bump</td>
<td>fact</td>
</tr>
<tr>
<td>dump</td>
<td>tilt</td>
<td>wink</td>
<td>went</td>
<td>lift</td>
<td>gust</td>
<td>lamp</td>
</tr>
<tr>
<td>lint</td>
<td>nest</td>
<td>mend</td>
<td>rest</td>
<td>belt</td>
<td>held</td>
<td>dent</td>
</tr>
<tr>
<td>sand</td>
<td>gift</td>
<td>must</td>
<td>mint</td>
<td>lump</td>
<td>bend</td>
<td>tent</td>
</tr>
<tr>
<td>bunk</td>
<td>hunt</td>
<td>sunk</td>
<td>tank</td>
<td>hunt</td>
<td>pink</td>
<td>send</td>
</tr>
<tr>
<td>sank</td>
<td>hand</td>
<td>pond</td>
<td>dust</td>
<td>sift</td>
<td>vest</td>
<td>list</td>
</tr>
</tbody>
</table>
Three-phoneme words (CVC) with vowel digraphs
rain keep feet read seem paid wait
neat soap deal tail leaf meat weak
coat beat wait loaf load fail mail
goal loan goat feel week jail coal
moan rail pain sail foam toad gain

Three-phoneme words (CVCe)
make five pete line hope June note
home made ride rule tune vote mine
name tube late time mile rake joke
bite wave fine same life size vine
like gave bike came side wide wife
hide bone base pole state nine pipe
wipe ripe poke dave kite raise gate
tape save game cake date lime dime

Three-phoneme words with consonant digraphs (CCVC or CVCC)
that bath chat with much wrap such
chin rush fish hush then ring dish
shut this than thin wing whip knot
whim song knit chip lash dish math
sing cash lung rash Josh path Beth
mush wish inch ship shot shop chop

Sound Squares Template

A full-size version of these templates is available for free download at the book’s website.

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THE READING TEACHER'S BOOK OF LISTS
LIST 12. ACTIVE RESPONSE ACTIVITIES

An active response activity is one that engages all students in the learning exercise at the same time. In a traditional question-and-answer session, the teacher calls on one student at a time. As a result, each student may have a one-in-fifteen or one-in-twenty opportunity to respond and get feedback. In an active response activity, the teacher asks a question, makes a statement, or shows a flashcard, and all students answer by holding up a response card. For example, using yes-no response cards, students would hold up either the yes card or the no card to answer questions, such as, Is today Friday? Is this a vowel? In this way, every student has the opportunity to respond to and get feedback on every task.

Active response activities are useful for groups of varying skill levels. They are also an effective way to include English language learners before they feel confident enough to respond singly. Using a variety of active response cards, students can practice and demonstrate their acquisition of target phonics knowledge, vocabulary, comprehension skills, idioms, language structures, and more. Active response can be used as a review, either with true-false or multiple-choice responses. Prompts can be spoken or shown as cards or slides.

ACTIVITY: PROCEDURES

1. Photocopy the set of active response cards you want to use (yes-no, true-false, same-different, before-after, 1-2-3-4, A-B-C-D) onto heavy paper called index stock (or card stock) making one set for each student. Use a different color for each response (e.g., green—yes, red—no).

2. Distribute a set to each student. Explain how the cards will be used in class. Model putting the cards face up on the desk. Then demonstrate how to select and show the answer. Yes-no example: Ask: Are peaches a type of fruit? Tell students they are to show the answer quickly and that you will check that all have answered before moving on. Show the yes card to the class. Tell students the signal you will use for them to return their cards to the desk (head nod or OK comment). Then ask the next question: Are peas a type of fruit? Show the no card. Use your signal and then return the card to the desk. When students indicate they understand how to participate in the activity, begin the practice exercise.

3. Begin slowly and wait until everyone has responded, picking up the pace when everyone has understood the question-response pattern. Repeat challenging items throughout the session to enable students to correct an earlier wrong response and show their learning.

4. Provide a plastic sandwich-sized bag with a zipper lock to each student and write the student’s name on the bag with a waterproof marker.

Following are examples of active response activities using yes-no, true-false, same-different, before-after, 1-2-3-4, or A-B-C-D) response cards.

YES-NO RESPONSE CARDS

Is Hector a boy? Is Anna a boy?
Do birds fly? Do cats bark?
Are baby lions called kittens?
Can you use a paddle to write?
Do you see with your ears?
Is this blue? (Show card or object.)
Is this California? (Point to x state on map.)
Is this breakfast? (Show picture of meal.)
Is this a sweater? (Show picture of clothing.)

**Same-Different Response Cards**
The sounds at the beginning of *pit-pen*
The sounds at the beginning of *sight-slight*
The sounds at the beginning of *big-pig*
The sounds at the end of *pat-pad*
The sounds at the end of *bang-bank*
The sounds at the end of *hit-hid*

**Before-After Response Cards**
Study: before or after a test?
Practice: before or after a performance?
Pay: before or after picking a sandwich?
Wet: before or after the rain?
Sleepy: before or after nap?

**True-False Response Cards**
Ms. Polk is the science teacher.
It is raining today.
It snowed yesterday.
The custodian cleans the school.
Rene has red hair.
The American flag has twenty-five stars.
George Washington is president.
New York City is the capital of New York.

**1-2-3-4 or A-B-C-D response cards**

Where do you sleep? 1. table, 2. desk, 3. bed, 4. lamp
Which one goes with parties? 1, 2, 3, or 4 (show pictures)
I have a toothache. Call: A. the nurse, B. the dentist, C. the clerk, D. the minister
The boy in the story had: A. a dog, B. a cat, C. a monkey, D. a pony

*To minimize memory issues and focus on vocabulary knowledge, show the images with their corresponding letter or number using presentation software.*

**Variations**

**ELLs.** Students can respond aloud as well as showing the card (works well with young children). ELL students benefit from patterned sentences. For the previous example, you might have them respond by showing their cards and saying: *Yes, peaches are a type of fruit,* or *No, peas are not fruit.*

**Content subjects.** In content subjects, response cards can be prepared for any yes-no, true-false, or multiple-choice question.
A full-size version of these templates is available for free download at the book’s website.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>same</td>
<td>different</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>before</td>
<td>after</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
The ability to recognize upper- and lowercase letters by name is an important foundation skill in early literacy. Letter features and production are also a part of early exploration of sounds and the symbols we use to represent them. Young students need lots of practice forming letters. The two styles of manuscript printing presented in the following are simple and enable an easy transition to their cursive cousins. Although some schools have deemphasized cursive handwriting in their curricula to make room for keyboarding skills, all students should be given the opportunity to transition and practice cursive handwriting. These two writing systems are here to help.

### Zaner-Bloser Manuscript Alphabet

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### Zaner-Bloser Cursive Alphabet

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D'Nealian Manuscript Alphabet
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D'Nealian Cursive Alphabet
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D'Nealian Numbers
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LIST 14. READING AND LANGUAGE TIPS FOR PARENTS OF YOUNG CHILDREN

Parents are children’s first reading and language teachers. Young children develop early reading and language skills naturally through play, conversation, and imitation. Helping children get ready to read is easy, fun, and rewarding. Here are fifty ways parents and others can make a positive difference in a child’s early learning and literacy development.

1. Read to your child every day. It’s never too early to start. Even before they understand words, children respond to the flow and sounds of language.

2. Recite or sing nursery rhymes and children’s songs often, even to very young children. Rhythm, rhyme, and music stimulate children’s brains and help them recognize and respond to sound patterns.

3. Talk to your child as much as possible. The more words a child hears the more he or she understands.

4. Point out and name things in the child’s environment: Look! There’s a butterfly. See the yellow butterfly? Can you say but-ter-fly? There’s another butterfly. Now we have two butterflies! Repeating the word helps children learn to recognize its sound pattern and link it to the image.

5. Pick a variety of books to share including rhyming books, picture books, and predictable books that repeat key words or phrases. Pick books on topics the children enjoy and on topics that are new to them. This keeps children interested and expands what they know.

6. Read and reread favorites. Rereading helps develop children’s memory for the story, an awareness of how words and sentence work, and other skills, such as recognizing a story’s beginning, middle, and ending.

7. Don’t be surprised if the child begins to recite parts of a favorite story with you. This demonstrates interest in the story and the development of memory and language skills. Show your approval with praise: Wow! What a good memory you have!

8. Use picture books without words to help the child learn to interpret pictures and tell a story. Pictures give a lot of information to children that an author could not provide using the limited number of words that a new reader knows.

9. Point to the words as you read them. After a while, have your child point to each word as you read. This process helps children learn to read from left to right, from the top of the page to the bottom, and to turn to the next page and start at the top left again. Pointing while reading has also helped children match the sound of the spoken word to the visual image of the word.

10. Use the pictures in books to help your child understand the story. Have your child point to details in the pictures and tell you about them.


12. Use book words when talking to your child. Point out the book’s cover, the title (the name of the story), the author (the name of the person who wrote the book), the illustrator (the name of the person who drew the pictures), the pages (each sheet of paper in the book.), and so on. Knowing these book-related words enables the child to talk about books. Oops, there’s jelly on the cover! Read Llama Llama Red Pajama, please. Mommy!

13. Look at magazines, brochures, store flyers, or other print media with your child. Ask him to tell you what he sees in the pictures.

14. Share your delight in the world around you by pointing out interesting sights. For example, Look at that beautiful seashell. See the pretty colors inside? Is that pink or orange? Using descriptive words and pointing to details helps build a child’s word knowledge and ability to notice little things as well as big things.
15. Help develop attention and memory using books with lots of repetition by pausing for your child to supply the repeated word.

16. Engage your child in conversations about her day, her likes and favorite things, the weather, the garden, the family, or any topic. The more a child speaks the more practice she has thinking and putting her thoughts into words to express herself. This practice builds language skills that will help her to read and to write.

17. Encourage your child to “read” signs and graphics in your neighborhood and places you visit often. In no time, children learn to identify their favorite fast-food restaurants, stop signs, exit signs, and particular stores and products by their logos and names. Linking meaning to a visual image (red exit signs, male and female icons for restrooms, or the words Kix, Coke, and Pepsi) is a precursor to reading.


19. Pick a letter for the day. Draw a large one, then have your child find more of them on a page from a discarded magazine. Your child can mark the letters with a washable highlighter.

20. Read the weekly supermarket ads with your child, using them as a way to teach the names of fruit, vegetables, and other food and household items.

21. Enlist your child’s help “writing” a grocery shopping list. Allow him to use child-safe scissors to cut out pictures of food items and to glue them to paper with a glue stick to make a shopping list.

22. Use the pictures in books to expand your child’s vocabulary. Provide synonyms for words he or she knows. (Sometimes we call that a … Do you know another name for …)

23. Help your child organize knowledge by reviewing related words. (What other car words can you think of? Food words? Feeling words?)

24. Take your child to story time at your local library or bookstore — sharing books with other children increases enjoyment and connects children in a different social setting.

25. Give your junk mail to children to pretend read. Imitating reading behaviors develops children’s interest in reading and makes them pay attention to the details of what readers do (how to hold a book or paper, turning pages, etc.).

26. Try tongue twisters in the car as you travel. They focus attention on specific sounds and improve children’s speech. Start slow, then speed up. Tongue twister competitions always end in laughter.

27. Provide paper and pencils and encourage your child to pretend to write while you are writing a shopping list, paying bills, writing greeting cards.

28. When reading to your child, stop periodically and talk about what has happened so far. Ask your child to tell what he or she thinks will happen next, then read to find out.

29. Help your child get a library card in his or her own name as early as your library allows. Have your child help pick a special place to keep the library card so it doesn’t get lost or damaged. This will show it is valuable.

30. Use a book to begin a conversation about a difficult life topic, such as a trip to the hospital, the birth of a sibling, divorce, the death of a grandparent.

31. Treat books as though they are special. Your child will also.

32. Offer choices for your read-aloud time: Which would you like today? A story about a family on a trip or a story about a boy and his new friend?

33. Read with expression to help communicate meaning as well as hold interest.

34. Give books as presents or to commemorate a special event.

35. Record some favorite books so you can read to your child, even if you are not home or are busy.

36. Start your child’s use of reference books early with a picture dictionary.
37. Set an example as an avid reader. Let your child see you reading a book, magazine, the newspaper, an online article, or e-mail.

38. Take a photo of your child having fun and print it or paste it to a piece of paper. Then, have your child dictate a title or caption for the picture. Over time, encourage your child to suggest a phrase, then a sentence, and eventually a three- to five-sentence story about the experience. Practice reading the captions together.

39. Make a costume for your child based on his or her favorite book character.

40. Make rebus recipe cards (using small pictures and diagrams) and help your child make a favorite snack by reading the recipe. Some are available on the web or in bookstores.

41. Help your child recognize cereal names and other common food stuff and help read the labels in the supermarket.

42. Show your child how to act out a story character’s part with a finger puppet, dolls, or action figures. Then both of you take parts and tell the story together with your puppets or dolls.

43. Encourage response to stories by providing different kinds of art materials and ideas for creating after-reading artwork, for example, finger paint, paper-plate masks, sponge paintings, and potato stamps.

44. Take favorite books or books on tape in the car, on vacation, to grandparents’ homes, wherever you travel. Children’s travel restlessness is often easy to overcome with a familiar favorite story.

45. Encourage and respond to children’s interests by helping them pick out books on special topics, for example, pets, dinosaurs, bugs, horses, building things, how things work.

46. Use new sights and experiences as teaching tools for new words. Explain new things, tell stories about new places, tell the names of new objects and their uses.

47. Discuss the difference between real and make-believe. Can animals talk like people do? Are there really magic stones?

48. Use a book character as the theme for a birthday party.

49. Use similes to help define a new concept. This helps bridge something your child knows to understanding something new. *It’s like a train but it has …*

50. Play “before and after” for a familiar sequence. For example: *Do you put your shoes on before or after your socks? Do you get a bowl before or after you pour your cereal?* Have your child ask you before and after questions as well.
LIST 15. LANGUAGE ARTS GLOSSARY FOR PARENTS AND OTHERS

Every field and profession has its own specialized vocabulary, including reading and the other language arts. As teachers, we learn our key terms from textbooks, research articles, and colleagues in schools. By contrast, parents, aides, volunteers, and others are often confronted with our terminology through their children’s homework, websites, report cards, and answers to the perennial parent inquiry, “What did you learn in school today?” Even the title of this list can raise questions: What are language arts? Isn’t a glossary the same as a dictionary?

The following definitions explain, in nontechnical language, terms frequently used in reading and language arts instruction. Use them on your class website, in communications with families about current and upcoming learning goals, and during orientations with aides and others. They may also be helpful to adults who did not complete their education in the United States.

affixes
Affixes are word parts that are added to either the beginning of a word (prefixes such as un- and pre-) or the end of a word (suffixes such as -ing and -able). See prefixes and suffixes.

alphabetic principle
The alphabetic principle refers to an understanding that oral language is made of speech sounds and that written language uses specific letters to represent those speech sounds.

antonyms
Antonyms are words that have meanings opposite to each other. These word pairs are antonyms: most-least, cry-laugh, front-back, and fresh-stale.

association
An association is a connection between things. In reading, making associations among ideas or parts in text is a basic task of comprehension. It enables the reader to identify a main idea and supporting details or words that contribute to a theme or setting.

atlas
An atlas is a book of maps.

auditory acuity
Auditory acuity means the ability of the ear to hear accurately across the range of sounds used by humans.

auditory discrimination
Auditory discrimination means the ability to tell one sound from another, for example: pit/pat, big/bit.

authentic assessment
An authentic assessment is an evaluation or test that uses a real-life task to check someone’s knowledge and skills.

automaticity
Automaticity means a reader’s ability to read words without appearing to make an effort to figure them out; the ability to know words as soon as they are seen.

balanced reading instruction
Balanced reading instruction focuses students’ attention on comprehension, or gaining meaning from, print from the beginning of reading instruction. Even when students can read only a limited number of words, they are encouraged to discuss and respond to what the words say. Balanced reading programs use phonics to teach word recognition skills and begin writing instruction as soon as students know some letter-sound associations.

basal readers
A basal reader is a textbook used for reading instruction. The word basal means basic. Basal readers are often simply called readers or reading books. A basal reader contains short stories and informational pieces that are appropriate for each skill and grade level.
**BDA strategies**  
BDA stands for before, during and after. Students learn a number of thinking strategies to use before reading, during reading, and after reading to help them recognize words and understand the text.

**best work portfolio**  
A best work portfolio is a collection of a student’s work that includes the student’s best work to date and is updated as skills and knowledge progress. Best work portfolios are often used at the end of the school year to evaluate progress made.

**blending**  
Blending means to put parts together to make a whole. In reading, we blend individual sounds to make words.

**book words**  
Book words are the labels used for different parts of a book. They include the title, the author’s name, the illustrator’s name, page numbers, spine, illustrations, cover, table of contents, headings, and so on.

**breve**  
A breve is a mark printed or written above a vowel to show that it is a short vowel. A short *a* is spelled like this ā and has the sound of the *a* in the word cat.

**closed syllable**  
A closed syllable ends in a consonant sound and its vowel has a short sound as in sīt.

**comparison**  
A comparison is a statement that tells how two or more things are alike.

**compound word**  
A compound word is formed by connecting two words together. *Homework, headache, ice cream,* and *merry-go-round* are examples of compound words.

**comprehension skills**  
Comprehension skills include recognizing a main idea and its supporting details, sequencing or putting events in a logical order, making inferences, predicting, locating evidence or facts to support an idea, and adjusting reading speed to the material to be read.

**consonant**  
A consonant is a letter of the alphabet that represents a brief speech sound. These are consonants: *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x,* and *y.*

**content neutral prompt**  
A content neutral prompt is one that encourages and guides students’ thinking but does not give the answer to the question asked. Examples of content neutral prompts include *What happened next? Why do you think the character did that? Tell me how the problem was resolved.*

**context clues**  
A context clue is a hint that a writer gives to help readers understand the meaning of important vocabulary in text.

**contrast**  
A contrast is a statement that tells how two or more things are different.

**controlled vocabulary text**  
A controlled vocabulary text is a book for new readers that uses a limited number of words that occur frequently in the language and that are decodable using consistent spelling patterns. See *decodable texts.*

**decodable text**  
A decodable text is a book for new readers that uses a limited number of words that occur frequently in the language and that are decodable using phonics. See *controlled vocabulary texts.*

**decoding**  
Decoding is the communication process by which we unlock or discover the ideas or meaning represented by words or symbols. See *encoding.*
**denotation and connotation**

Denotation means the dictionary definition of a word. Connotation means the feeling or idea that a word gives in addition to its dictionary meaning. For example, these words all mean a place to sleep: *bed, cot, crib, bunk, sack,* and *cradle.* Each of these words is appropriate in some, but not all, circumstances.

**derivational suffix**

A derivational suffix is a word part that can be added to the end of a word to change its meaning and make a new word. For example, adding the derivational suffix *-able* to *drink* makes the word *drinkable;* adding the suffix *-ful* to *hope* makes the word *hopeful.*

**dictionary**

A dictionary is a reference book containing words listed in alphabetical order and providing information about word meanings, pronunciation, and origins.

**digraph**

A digraph is a two-letter symbol that represents one speech sound, for example, the digraph *ph* represents the sound /f/.

**diphthong**

A diphthong is a two-letter symbol that represents a single vowel sound that seems to glide from the first sound into the second sound, for example, the diphthong *oi* that represents the vowel sound in *oil.*

**directed reading thinking activity (DRTA)**

DRTA is a reading instruction sequence that encourages students to think about what they are reading. The sequence starts by asking students to predict what the story is about based on its title and other clues; next students read to find out whether their predictions were accurate. The process of prediction and reading to find out is repeated throughout the text.

**ELA**

ELA is an abbreviation of English language arts.

**ELLs**

ELLs is an abbreviation of English language learners and refers to students who are learning English as a second or possibly third language.

**emergent literacy**

Emergent literacy refers to children’s early activities of awareness, exploration, and imitation of language, reading, and writing that evolve over time toward standard language use and conventional reading and writing.

**encoding**

Encoding is the communication process by which we express ideas using words or symbols. See *decoding.*

**English language arts (twenty-first century)**

The six English language arts for the twenty-first century are reading, listening, viewing, writing, speaking, and presenting.

**English language arts (traditional)**

The four traditional English language arts are reading, writing, listening, and speaking.

**environmental print**

Environmental print is print found in the physical environment around us and includes signs, labels, billboards, logos, and so on.

**expressive language arts**

The expressive language arts are those used to express ideas, feelings, and information. They are writing, speaking, and presenting. See *receptive language arts.*

**fable**

A fable is a short story that often has animals as characters and that teaches a lesson. An example of a fable is the story about the tortoise and the hare.

**fact**

A fact is an idea that is shared and has evidence to support it.
fairy tale  A fairy tale is an imaginary story about fairies, elves, and magical deeds.

fiction  Fiction is writing that is based on invented information.

figurative language  Figurative language is language that cannot be understood literally. Authors use figurative language to help readers visualize or picture what is being described.

fluency  Fluency in reading has three elements: accurate word recognition, appropriate speed, and changes in intonation that show understanding of what is being read.

folktales  Folktales are stories passed from one generation to another through storytelling. Folktales include fairy tales, myths, and legends.

frustration level  Books and other reading material are at a student’s frustration level if many words are unknown and need to be sounded out. When students struggle with recognizing words and have to stop frequently to sound them out, they can lose track of the meaning and will have difficulty explaining or retelling what was read. Books that are too far above students’ word knowledge or decoding skill level will be frustrating and may cause students to dislike and avoid reading.

genres  Genres are the categories of literature including fiction, poetry, and nonfiction. Each has many subcategories.

glossary  A glossary is an alphabetical list of key words with their definitions as they are used in a specific book or field.

graphic organizers  A graphic organizer is a visual display that shows the relationships among facts, concepts, ideas, or other types of information.

growth portfolio  A growth portfolio is a collection of a student’s work that shows the development of knowledge and skills over a period of time.

hearing  Hearing is the physical sense by which sound is perceived as a result of sound waves hitting membranes in the ear.

high-frequency words  High-frequency words are those that are used most often. They are usually taught to young children as sight words because they are very useful and because many are not phonically regular.

homonyms  Homonyms are words that sound alike but have different meanings.

idioms  An idiom is a phrase that cannot be understood from the meaning of its individual words. For example, *It was raining cats and dogs.*

independent level  Books and other reading material are at a student’s independent level if nearly all the words (nine out of ten) are easily recognized and the student has no difficulty explaining or retelling what he or she has read. The independent level is best for reading for pleasure. Reading books at the independent level helps students develop reading speed and accuracy.

inference  An inference is meaning that is implied or based on information not explicitly stated. Some inferences are based on hints in the text; others are based on the reader’s knowledge.
inflectional suffix

An inflectional suffix is added to a word to change its grammatical form and use. Inflectional suffixes do not change the core meaning of the word. These are the most frequently used inflectional suffixes:

\-s or \-es (indicate plural)
\-y, \-ish, \-ic, \-like, \-ese (indicate adjectives)
\-ly (indicates it is an adverb)
\-ed (indicates past tense)
\-ing (indicates present participle—going on in the present)

informational text

Informational text is written material that explains something. Books about animals, the weather, and trains are examples of informational texts.

instructional level

Books and other reading material are at a student’s instructional level if most of the words (eight out of ten) are easily recognized and the student can figure out the rest with a little help. The student should also be able to explain or retell what he or she has read. Reading at the instructional level gives students opportunities to learn new words and skills but is not so challenging that they want to avoid reading.

KWL chart

A KWL chart is a graphic organizer that identifies what students already know, want to learn, and have learned.

L1 and L2

L1 means a person’s first language or home language. L2 means the second language that a person is learning.

language experience approach (LEA)

The language experience approach is an early reading strategy often used in P–2 classes. The steps include have a group experience, discuss it, dictate story, review story, reading story (teacher, then teacher with students), reread story and parts, cut copy into strips, match to whole story, reread, cut strips into words, manipulate words, and put words in word book.

legend

A legend is a type of folktale handed down from one generation to another. Legends are usually based in fact. They change over time but retain their meaning and cultural symbolism.

levels of text

Based on a student’s reading skills, library books and other reading materials will be just right for reading without help (independent level), best for reading with a teacher or other more skilled reader (instructional level), or too difficult for the student (frustration level). See independent level, instructional level, and frustration level for more information. See also listening level.

Lexile measures

Lexile measures refer to two different things. The first is a Lexile measure of a specific text. It is an estimate of the level of difficulty it presents to a reader and is based on a computer application that uses word frequency and sentence length to determine a score. The second measure is a score based on a student’s standardized test results that estimates his or her reading ability. Lexile measures are intended to match students with reading material at a level of difficulty appropriate to their abilities.

listening

Listening is a mental process that focuses on sounds heard by the ears, interprets the sounds, and derives meaning from them.
listening level  Books and audio recordings are at a student’s listening level if the student can listen to and understand most of the words and ideas presented. Students’ listening levels do not take into account their reading skills. They are an indication of the level of vocabulary and concepts students can understand. Sometimes listening levels are used to estimate the gap between where students are based on their current word recognition skills and where they could be if their reading skills are improved.

literacy  Literacy is the use of the six language arts to process and communicate feelings, ideas, and information.

literacy coach  A literacy coach is a reading specialist who provides support and professional development for teachers. A literacy coach may suggest instructional methods or strategies for helping struggling students and support the classroom teacher as she or he uses the new approach.

logography  Logography refers to *reading* a logo or symbol and getting meaning. Most young children can pick out their favorite restaurant by its logo, for example, recognizing a McDonalds restaurant by its *golden arches* not by the word *McDonalds*.

long vowel sound  There are six long vowel sounds in American English:

- /ă/ as in *apron*, /é/ as in *equal*, /ī/ as in *ice cream*.
- /ō/ as in *opal*, /ū/ as in *rule*, /ō̂/ as in *moon*.

The long vowel sounds have many different spellings. For example, /ă/ is spelled a, ay, a_e, ai, ei, and eigh.

See short vowel sound, syllable patterns.

macron  A macron is a mark printed or written above a vowel to show that it is a long vowel. One of the spellings of the long e is ē. It has the sound of the e in the word *equal*.

morpheme  A morpheme is the smallest unit of sound with meaning. For example, the suffix -er is a morpheme that means *one who does*. It adds this meaning when it is attached at the end of a word as in *work + er = worker*.

morphology  Morphology is the study of word parts (roots and affixes) and how they are arranged to form words. See root word, affixes.

myth  A myth is a fictional explanation of how parts of our world came to be and work, such as why there is night and day. Myths are handed down from generation to generation. Greek and Roman myths are best known, but most cultures have myths.

narratives  A narrative is a type of writing that tells a story. Narratives can be based on true facts (nonfiction) or they can be based on imagined events and characters (fiction).

narrator  A narrator is the person telling a story.

nonfiction  Nonfiction is writing based on real people, things, places, or events.

onomatopoeia  Onomatopoeias are words that sound like their meanings. For example, *Bam! Bam! I heard the cabinet doors slam shut*.

open syllable  An open syllable ends in a vowel sound; the vowel sound is long in the word gō.
opinion  An opinion is a person’s thoughts about something that may not have evidence to support it.

orthography  Orthography refers to spelling patterns and the specific order of letters in words.

pangram  A pangram is a sentence that uses all the letters of the alphabet. Pangrams are used for handwriting and keyboarding practice or assessment.

paraphrase  A paraphrase is a retelling of something using our own words. A paraphrase is like a synonym for text.

phoneme  A phoneme is a speech sound. American English uses about forty-five different sounds. Phonemes are represented by letters. To show that we mean the sound and not the letter, we write phonemes between forward leaning lines (/). This is how we write the sound that goes with the letter /b/.

phonemic awareness  Phonemic awareness means a person recognizes the sounds of speech as different from other sounds around them.

phonemic substitution  Phonemic substitution means replacing one phoneme, or speech sound, with another. See phonogram.

phonics  Phonics is the system of sound-to-letter relationships used in a language.

phonogram  A phonogram is a spelling pattern. It is made of a vowel plus a final consonant sound. Phonograms are also called rimes. To make a word with a phonogram, you add a consonant to the beginning of the phonogram. The consonant is called the onset. See consonant, vowel, rime, onset, and word family.

phonological awareness  Phonological awareness is the recognition that sounds form spoken words and that the order of sounds changes the words. It also includes recognition of rhymes, syllables, beginning (onset) sounds of words, and ending sounds of words.

point of view  Point of view refers to who is narrating or telling the story: A story told from a first-person point of view uses the word I as in I opened the door. In writing with a second person point of view, the author or the main character talks to you as in To stay healthy, you must get enough exercise. In writing that has a third-person point of view, the narrator seems to be watching from outside the story and uses he, she, it, and they in the telling the story as in First, he opened the window and helped her climb in.

prediction  A prediction is a statement about the future based on information and events already known. Predictions can be based on information stated in the text or the knowledge and experiences of the reader or information from both the story and the reader.

prefixes  Prefixes are morphemes, or letters or groups of letters that have meaning. When a prefix is added to the beginning of a word it changes its meaning. For example, when the prefix un-, which means not, is added to the word happy, the word that is formed, unhappy, means not happy.

readability level  The readability level of text is an estimate of its level of difficulty or complexity. Readability measures usually consider the difficulty of the vocabulary words and the difficulty or complexity of the sentences. Lexiles measures, DRP levels, and the Fry Readability Graph are three commonly used measures of readability levels.
**reader-response strategies**
Reader-response strategies are the way a person reacts to reading or listening to a text. Each person interacts with the work differently. Some strategies used to encourage and record these responses include having students draw pictures, write about it, and act out parts.

**reading**
Reading is the thinking process through which we construct meaning from print.

**reading specialist**
A reading specialist is a teacher who has advanced education, usually a master’s degree, in the field of reading or literacy instruction. A reading specialist can evaluate students’ reading skills and identify areas of strength and areas that need improvement. Reading specialists are also skilled in research-based strategies to remediate or improve reading achievement for individual students. Reading specialists often provide instruction in reading to small groups or individual children in addition to the instruction provided in the students’ classrooms.

**receptive language arts**
The receptive language arts are those that provide information to the individual. They are reading, listening, and viewing. See expressive language arts.

**repair strategies**
When readers notice that they do not understand what they are reading, they can use a variety of strategies to repair their comprehension including rereading a section; reading to the end of the sentence or paragraph and thinking about it; looking back at an earlier section; checking a fact, word, or idea; slowing down their reading; looking at the illustrations; using a reference; or asking a question.

**repetition**
Repetition means to say or do something again. In literature, repetition is used for emphasis.

**resource room**
A resource room is a separate classroom where students who are having difficulty learning to read or do math may go for part of the school day to have extra individualized or small group instruction in the area of difficulty.

**retell**
To retell a story means to restate the story using the same or different words but preserving the story and much of the detail. Retelling is an effective way to check students’ reading comprehension.

**rhyme**
Rhyme occurs when two or more words end with the same sound.

**rhythm**
Rhythm is the regular, repeated pattern of sounds or movements.

**root word**
A root word (also called base word) is the main part of a word that carries the meaning. A root word is the base to which prefixes and suffixes can be added. For example, we can add a prefix and a suffix to the root word *tell*:

- re+tell = retell
- tell+ing = telling
- re+tell+ing = retelling

**running record**
A running record is an oral reading assessment that gives information about a student’s skills in word recognition, fluency, and reading comprehension. For a running record, the student reads a passage aloud while the teacher marks a copy to show how the student read each word. The student then retells the passage as an indicator of comprehension.
scaffolding

Scaffolding means the support and guidance given by the teacher that enables a student to do what he or she could not do without the support.

schema (pl. schemata)

A schema is a packet of information about a topic that is based on a person's experiences and stored in his or her brain. Schemata fill in missing details in understanding and enable readers to make predictions and inferences based on the logical relationships they understood from past experiences.

segmentation

Segmentation means taking something apart or separating it into its parts. In reading, we segment sentences into words, words into syllables, and syllables into speech sounds.

semantics

Semantics refers to the particular meanings of words.

sequence

Sequence refers to the time order, logical order, or pattern of occurrences. Sequence helps readers draw conclusions, see cause and effect, and make predictions. Some words that signal sequence include first, second, next, before, after, last, then.

shared reading

Shared reading is an experience in which students read with a teacher or other competent reader. In shared reading the teacher usually reads first and then rereads with students. Shared reading enables students to participate in reading materials they cannot read on their own.

short vowel sounds

There are six short vowel sounds in American English:

/æ/ as in at; /ɛ/ as in send, bread; /ɪ/ as in in, sync;

/ə/ as in on; /ʊ/ as in hug; and /ʊ/ as in book, push

See long vowel sounds, syllable patterns.

signal words

Signal words are used by the author to help readers understand how text is organized or what is important. Signal words can show order (first, second, before, next), cause (because, since), contrast (but, however), sameness (like, also), or results (therefore, so). Signal words are also called transition words.

simile

A simile is a comparison of two things using the word like or as. For example,

Her golden hair shone like the sun. It was as smooth as silk.

suffix

A suffix is a letter or group of letters that are added to the end of a word or word stem to change its meaning or alter its use. See derivational suffix and inflectional suffix.

summarize

To summarize, the reader retells the main idea and important points of a story in a logical sequence, combining and condensing description and rewording the text.

syllable

A syllable is a pronounceable word part that has a vowel sound. Every syllable must have a vowel sound and may also have consonant sounds. A vowel by itself can be a syllable as in able, but a consonant by itself cannot be a syllable.

syllable patterns

A syllable pattern is the arrangement of vowels (v) and consonants (c) in the syllables of a word. The pattern helps determine how to pronounce the word.

Syllable patterns for long vowel sounds: cv, vcv, cvele

Syllable patterns for short vowel sounds: vc, cve, cvevcv

See open syllable and closed syllable.
synonyms

Synonyms are words that have similar meanings. For example:

look, glance at, see; supply, provide, furnish; help, aid, assist; heal, mend, cure; carry, tote, lug; children, youngsters, tots

taxonomy

Syntax refers to the rules for using different types of words, called parts of speech, in sentences. Another word for syntax is grammar.

tall tale

A tall tale is a humorous story based on a real person who is said to accomplish amazing things far beyond what is possible, for example, stories about Johnny Appleseed or Paul Bunyan.

transition words

Transition words are used by the author to help readers understand how text is organized or what is important. Signal words can show order (first, second, before, next), cause (because, since), contrast (but, however), sameness (like, also), or results (therefore, so). Transition words are also called signal words.

virgule

A virgule is a forward-leaning line that is used to write sounds. To show that we mean the sound (a phoneme) and not the letter that represents the sound, we write phonemes between virgules (/). This is how we write the sound that goes with the letters sh: /sh/.

visual acuity

Visual acuity means the ability of the eyes to see accurately in the range of visual expected for humans.

visual discrimination

Visual discrimination means the ability to tell one thing from another by site, for example, tell one letter from another as in P/R.

voiced consonant

Voiced consonants are consonant sounds produced using the vocal cords and include v, th, z, and zh (as in measure)

voiceless consonant

Voiceless consonants are consonant sounds produced without using the vocal cords.

vowel

A vowel is a letter of the alphabet that represents a speech sound that allows air to flow. These are vowel letters: a, e, i, o, u. The letters u, w, y are sometimes used to show vowel sounds as in auto, awful, and my.

vowel teams

A vowel team is made of two vowel letters that together make one sound. These are some of the vowel teams: ay, ai, aw, ea, ee, ew, ie, oa, oe, oi, oo, ou, ow, oy, and ue.

word family

A set of words formed by adding different beginning sounds to a spelling pattern or phonogram (-ack: back, sack, black, tack, etc.). See onset, rhyme, and phonogram.

word shapes

Word shapes are visual shapes created by the letters that spell a word. Length and shape are used by readers to help recognize words. For example, if you saw the outline but not the letters for these words, you could easily tell which shape was the and which was elephant.

word wall

A word wall is a visual tool that supports independent reading and writing. As words are learned they are listed alphabetically on a wall or board so that students can refer to them for spelling and as reminders of known words.