Reading

The ability to read predicts a student’s future success not only in school but in life as well. Reading is the foundation for all other subjects and disciplines. It opens the doors to countless discoveries and opportunities.
**List 1.1 Long Vowels and Spellings**

Vowels are speech sounds that typically form the central sound of syllables. The letters a, e, i, o, u, and sometimes y represent the main vowels in the English alphabet. The following list contains common spellings of those sounds and example words.

The **long a /æ/** has several spellings, including:

- a: lady, basic, vacation
- ai: main, claim, wait
- ay: say, play, maybe

**a-consonant-e:** at, name, space

The **long e /ɛ/** has several spellings, including:

- e: we, me, she
- ea: east, weak, flea
- ee: see, keep, knee
- e-consonant-e: these, complete, concrete

**ie:** field, brief, piece
**i-consonant-e:** police, routine, vaccine
**y:** memory, scary, very

The **long i /ɨ/** has several spellings, including:

- i: idea, title, lion
- igh: might, sigh, highway
- i-consonant-e: fire, five, wide

**ey:** eye, eyelid, eyesight
**uy:** buy, guy, buyer
**y:** try, cycle, reply

The **long o /ɔ/** has several spellings, including:

- o: go, hello, open
- oa: coat, goal, oak
- ow: owe, snow, bowl

**o-consonant-e:** hope, nose, spoke

The **long u /u/** has several spellings, including:

- u: pupil, menu, human
- ue: fuel, value, rescue
- u-consonant-e: use, cube, confuse

**eau:** beauty, beautiful, beautician

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**Did you know?** Students who are well versed in phonics tend to be competent readers.

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See List 1.2, Short Vowels and Spellings; List 1.3, Special Vowel Sounds and Spellings; List 1.4, Vowels and a Final E.
List 1.2  Short Vowels and Spellings

Unlike long vowel sounds that sound like the letters they represent, short vowel sounds are not as distinct. Most young students easily recognize the long /æ/ in *ate*, yet many have trouble recognizing the short /ɪ/ sound in *drink* as opposed to the short /ʌ/ sound in *cup*. The following list can add some clarity.

**Short a /æ/:** pass, at, after, that, man, stand

**Short e /ɛ/:** end, gem, held, help, went, kept

*Note:* The short e sound may also be spelled *ea* as in *bread* and *ai* as in *said*.

**Short i /ɪ/:** will, miss, into, sip, big, thin

**Short o /ʌ/:** body, hot, rock, stop, clock, top

**Short u /ʌ/:** under, up, study, jump, sun, much

*Note:* The short u may also be spelled *o* as in *mother*.

**Did you know?** Most short vowel sounds are spelled with one letter.

See List 1.1, Long Vowels and Spellings; List 1.3, Special Vowel Sounds and Spellings; List 1.4, Vowels and a Final E.
List 1.3  Special Vowel Sounds and Spellings

When they think of vowel sounds, most students think of long vowel sounds and short vowel sounds. There are others. Depending on dialect, English has about twenty distinct vowel sounds. Some of the most common of these other vowel sounds are shown in the following list.

Vowels Affected by R

The /ʌr/ sound has several spellings, including:
- ar: vary
- are: spare
- air: flair

The /ɜːr/ sound is often spelled ar: far

The /ɜːr/ sound has several spellings, including:
- ear: near
- eer: cheer
- er: serious
- ier: pierce

The /ɜːr/ sound can be spelled:
- ar: warm
- or: force

The /ɜːr/ sound has several spellings, including:
- er: herd
- ear: search
- ir: sir
- ur: burst
- or: world

Diphthongs

The /oi/ sound can be spelled:
- oi: oil
- oy: boy

The /au/ sound can be spelled:
- ou: out
- ow: plow

Double O Sounds

The /oo/ sound can be spelled:
- oo: soon
- u: truth

List 1.3 continued

The /oo/ sound can be spelled:

- oo: good
- u: put

Broad O

The /ɔ/ sound has several spellings, including:

- o: long
- al: false
- au: author
- aw: saw
- oa: broad
- augh: caught
- ough: bought

Schwa

The /ə/ sound has several spellings, including:

- a: ago
- e: happen
- o: original

The /ə/ and l sound can be spelled:

- al: final
- el: marvel
- il: pencil
- le: table
- ul: awful

The /ə/ and r sound can be spelled:

- er: water
- or: motor

Did you know? Y can be both a vowel sound and a consonant sound. At the beginning of a word, y is a consonant as in yes, but in the middle or end of a word, y is a vowel as in cycle and funny.

See List 1.1, Long Vowels and Spellings; List 1.2, Short Vowels and Spellings; List 1.4, Vowels and a Final E.
### List 1.4  Vowels and a Final E

When a word ends in *e*, the preceding vowel often has a long sound. Following are examples of words that demonstrate the Final E Rule.

<table>
<thead>
<tr>
<th>A Words</th>
<th>I Words</th>
<th>O Words</th>
<th>U Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>tape</td>
<td>kite</td>
<td>cope</td>
<td>cube</td>
</tr>
<tr>
<td>hate</td>
<td>hide</td>
<td>robe</td>
<td>tube</td>
</tr>
<tr>
<td>came</td>
<td>prime</td>
<td>hope</td>
<td>cute</td>
</tr>
<tr>
<td>scrape</td>
<td>slide</td>
<td>rode</td>
<td>use</td>
</tr>
<tr>
<td>same</td>
<td>ripe</td>
<td>globe</td>
<td>fuse</td>
</tr>
<tr>
<td>fate</td>
<td>fine</td>
<td>code</td>
<td>mule</td>
</tr>
<tr>
<td>rage</td>
<td>shine</td>
<td>slope</td>
<td>dude</td>
</tr>
</tbody>
</table>

There are exceptions to the Final E Rule, including many words that end in *ce, le, re, se,* and *ve.*

<table>
<thead>
<tr>
<th>CE Words</th>
<th>LE Words</th>
<th>RE Words</th>
<th>SE Words</th>
<th>VE Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>voice</td>
<td>apple</td>
<td>are</td>
<td>horse</td>
<td>give</td>
</tr>
<tr>
<td>office</td>
<td>single</td>
<td>are</td>
<td>house</td>
<td>shove</td>
</tr>
<tr>
<td>dance</td>
<td>circle</td>
<td>sure</td>
<td>else</td>
<td>love</td>
</tr>
</tbody>
</table>

There are other exceptions that do not fall into the above categories, some of which include *large, gone, ledge, fudge,* and *one.*

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**Did you know?** Over the centuries, English has absorbed thousands of words from many different languages. One result of this is phonics rules that are riddled with exceptions.

See List 1.1, Long Vowels and Spellings.
List 1.5  Consonants and Consonant Sounds

The English consonants are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z. The letter y can also act as a vowel, long e, or long i. The following list provides consonant sounds and examples.

Single Consonant Sounds

**b**: big *(Exception: In some words b is silent, as in comb.)*

**c**: cat *(Exception: In some words before e, i, or y, c is pronounced as s, as in city.)*

**d**: dark

**f**: fish

**g**: go *(Exception: In some words before e, i, or y, g is pronounced as j, as in giraffe.)*

**h**: hat *(Exception: In some words h is silent, as in hour.)*

**j**: June

**k**: kind

**l**: leaf *(Exception: In some words l is silent, as in walk.)*

**m**: moon

**n**: new

**p**: paper

**q**: quiet *(Note: The letter q is always used with u.)*

**r**: red

**s**: sun *(Exception: In some words s is pronounced as z, as in nose. In some, s is pronounced as zh as in vision. In others, s is pronounced as sh, as in sure.)*

**t**: tea

**v**: very

**w**: water

**x**: box *(Exception: At the beginning of a word, x is pronounced as z, as in xylophone. In others, x is pronounced as gz as in exact.)*

**y**: yard *(Exception: In some words, y is pronounced as long e, as in city; in others y is pronounced as long i, as in fly.)*

**z**: zoo

Consonant Digraphs

**ch**: chin *(Exception: In some words ch is pronounced as k, as in character. In a few words ch is pronounced sh, as in chef.)*

**gh**: tough

**ph**: phone

**sh**: she

**th**: think *(Note: The th in think is pronounced with a slight aspiration.)*
**List 1.5 continued**

**th:** this (Note: The th in this is not pronounced with an aspiration.)

**wh:** which

**Common Silent Consonants (the silent letter is noted in parenthesis)**

<table>
<thead>
<tr>
<th>gh: high (gh)</th>
<th>lk: talk (l)</th>
</tr>
</thead>
<tbody>
<tr>
<td>gn: gnat (g)</td>
<td>mb: climb (b)</td>
</tr>
<tr>
<td>kn: knife (k)</td>
<td>tle: whistle (t)</td>
</tr>
<tr>
<td>lf: half (l)</td>
<td>wr: write (w)</td>
</tr>
</tbody>
</table>

**Consonant Blends That Start Words**

<table>
<thead>
<tr>
<th>bl: blend</th>
<th>sk: skunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>br: bridge</td>
<td>sl: slow</td>
</tr>
<tr>
<td>cl: clay</td>
<td>sm: smile</td>
</tr>
<tr>
<td>cr: crop</td>
<td>sn: snail</td>
</tr>
<tr>
<td>dr: dry</td>
<td>sp: spell</td>
</tr>
<tr>
<td>dw: dwell</td>
<td>spl: splash</td>
</tr>
<tr>
<td>fl: fly</td>
<td>spr: spring</td>
</tr>
<tr>
<td>fr: free</td>
<td>squ: squirrel</td>
</tr>
<tr>
<td>gl: glass</td>
<td>st: sting</td>
</tr>
<tr>
<td>gr: great</td>
<td>str: strong</td>
</tr>
<tr>
<td>pl: play</td>
<td>sw: sway</td>
</tr>
<tr>
<td>pr: prize</td>
<td>thr: throw</td>
</tr>
<tr>
<td>sc: scare</td>
<td>tr: train</td>
</tr>
<tr>
<td>sch: school</td>
<td>tw: twin</td>
</tr>
<tr>
<td>scr: scrape</td>
<td>wr: write</td>
</tr>
</tbody>
</table>

**Consonant Blends That End Words**

<table>
<thead>
<tr>
<th>ct: act</th>
<th>nd: sand</th>
</tr>
</thead>
<tbody>
<tr>
<td>ft: lift</td>
<td>nk: think</td>
</tr>
<tr>
<td>ld: old</td>
<td>nt: hunt</td>
</tr>
<tr>
<td>lm: palm</td>
<td>pt: kept</td>
</tr>
<tr>
<td>lp: pulp</td>
<td>rd: word</td>
</tr>
<tr>
<td>lt: salt</td>
<td>rt: smart</td>
</tr>
<tr>
<td>mp: bump</td>
<td>sk: tusk</td>
</tr>
<tr>
<td>nce: since</td>
<td>sp: lisp</td>
</tr>
<tr>
<td>nch: bunch</td>
<td>st: lost</td>
</tr>
</tbody>
</table>

**Did you know?** Vowels and consonants are the foundation of sounds of spoken language.

See List 1.1, Long Vowels and Spellings; List 1.2, Short Vowels and Spellings; List 1.3, Special Vowel Sounds and Spellings.
List 1.6  Common Phonograms

A phonogram, most often consisting of a vowel and a consonant sound, represents a word or a phoneme in speech. Many phonograms are one-syllable words; many appear in multisyllable words. Phonemes are useful in teaching reading and spelling. Some of the most common phonograms and example words follow.

ab: jab, crab, tab, slab, lab, nab  
ack: back, pack, black, crack, track, sack  
ag: rag, sag, wag, bag, nag, brag  
ail: nail, snail, sail, mail, tail, pail  
ain: main, brain, rain, pain, plain, train  
ake: make, take, bake, cake, fake, rake  
am: ram, clam, ham, slam, jam, swam  
an: man, tan, ran, clan, fan, pan  
anck: blank, thank, bank, sank, drank, yank  
ap: cap, gap, map, slap, trap, clap  
at: bat, flat, cat, mat, sat, rat  
ay: day, ray, say, may, play, way  
eat: neat, beat, seat, treat, feat, heat  
ed: red, bed, fed, shed, sled, led  
eed: seed, bleed, feed, weed, need, freed  
ell: fell, tell, sell, dwell, bell, yell  
est: rest, west, best, nest, test, jest  
ew: chew, brew, grew, new, few, dew  
ick: pick, kick, quick, chick, trick, sick  
ide: side, tide, ride, wide, hide, pride  
ight: light, tight, night, fight, sight, flight  
ill: will, fill, spill, hill, still, thrill  
im: grim, dim, him, brim, rim, slim  
in: pin, fin, win, tin, chin, thin  
ine: line, pine, nine, fine, spine, mine  
ing: sing, ring, king, thing, wing, spring  
ink: rink, think, sink, pink, link, drink  
ip: tip, chip, ship, flip, rip, trip  
ob: job, sob, rob, cob, knob, throb  
ock: sock, stock, rock, flock, lock, knock  
op: cop, drop, mop, flop, top, hop  
ore: more, store, tore, score, sore, shore  
ot: not, tot, pot, plot, hot, got  
out: pout, scout, shout, sprout, flout, spout  
ow: cow, now, plow, how, chow, vow  
ow: low, grow, slow, show, flow, snow  
uck: luck, duck, buck, truck, stuck, struck  
uug: hug, bug, rug, shrug, tug, dug, plug  
um: hum, glum, drum, plum, gum, sum  
unk: bunk, junk, sunk, dunk, trunk, skunk  
y: by, shy, dry, my, sky, fly

Did you know? Phonograms are also known as "rimes."
**List 1.7  Common Prefixes**

A *prefix* is a word part added to the beginning of a base word or root. Prefixes change the meanings of the words to which they are added. Understanding the meanings of prefixes can help students decipher the meaning of new words. The following list contains prefixes that elementary students will encounter in reading, spelling, and writing.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-</td>
<td>on</td>
<td>atop, aboard, afire</td>
</tr>
<tr>
<td>after-</td>
<td>following</td>
<td>afternoon, aftershock, afterthought</td>
</tr>
<tr>
<td>auto-</td>
<td>self</td>
<td>autograph, autobiography, automobile</td>
</tr>
<tr>
<td>be-</td>
<td>make</td>
<td>befriend, becalm, bewitch</td>
</tr>
<tr>
<td>bi-</td>
<td>two, double</td>
<td>bicycle, biweekly, bimonthly</td>
</tr>
<tr>
<td>co-</td>
<td>with, together</td>
<td>coworker, coauthor, coexist</td>
</tr>
<tr>
<td>de-</td>
<td>not, opposite</td>
<td>deactivate, deform, defuse</td>
</tr>
<tr>
<td>dis-</td>
<td>not, opposite</td>
<td>dislike, dishonest, disobey</td>
</tr>
<tr>
<td>il-</td>
<td>not, without</td>
<td>illogical, illegal, illegible</td>
</tr>
<tr>
<td>im-</td>
<td>not, without</td>
<td>impossible, impatient, imperfect</td>
</tr>
<tr>
<td>in-</td>
<td>not, without</td>
<td>incomplete, invisible, inactive</td>
</tr>
<tr>
<td>inter-</td>
<td>among, between</td>
<td>international, interstellar, intersection</td>
</tr>
<tr>
<td>ir-</td>
<td>not, without</td>
<td>irresponsible, irregular, irreplaceable</td>
</tr>
<tr>
<td>micro-</td>
<td>short, small</td>
<td>microscope, microphone, microwave</td>
</tr>
<tr>
<td>mid-</td>
<td>middle</td>
<td>midnight, midway, midyear</td>
</tr>
<tr>
<td>mis-</td>
<td>not, wrong</td>
<td>misspell, mistreat, misbehave</td>
</tr>
<tr>
<td>multi-</td>
<td>many, much</td>
<td>multicolored, multivitamin, multimedia</td>
</tr>
<tr>
<td>non-</td>
<td>not</td>
<td>nonsense, nonstop, nonfat</td>
</tr>
<tr>
<td>over-</td>
<td>too much</td>
<td>overactive, overdo, overrun</td>
</tr>
<tr>
<td>post-</td>
<td>after</td>
<td>postscript, postwar, postdate</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>pretest, prehistoric, precaution</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>review, rewrite, recheck</td>
</tr>
<tr>
<td>semi-</td>
<td>half</td>
<td>semicircle, semiconscious, semifinal</td>
</tr>
<tr>
<td>sub-</td>
<td>under, below</td>
<td>subzero, submarine, subgroup</td>
</tr>
<tr>
<td>super-</td>
<td>above, beyond</td>
<td>superpower, supernatural, superman</td>
</tr>
<tr>
<td>tele-</td>
<td>distant</td>
<td>telephone, telescope, television</td>
</tr>
<tr>
<td>trans-</td>
<td>across</td>
<td>transatlantic, transcribe, transplant</td>
</tr>
<tr>
<td>tri-</td>
<td>three</td>
<td>tricycle, triangle, trilateral</td>
</tr>
<tr>
<td>un-</td>
<td>not, opposite</td>
<td>unsafe, unpleasant, unpack</td>
</tr>
<tr>
<td>under-</td>
<td>below, less than</td>
<td>underground, underage, underarm</td>
</tr>
</tbody>
</table>

*Did you know?* The word *prefix* can be broken down into *pre* meaning “before” and *fix* meaning “attach or fasten.”

See List 1.8, *Common Suffixes.*

The Elementary Teacher’s Book of Lists
**List 1.8  Common Suffixes**

A *suffix* is a word part added to the end of a word or root. Suffixes change the meaning of the word to which they are added. They may also change a word's part of speech, for example, *teach* (verb) and *teacher* (noun). Following are suffixes students in elementary grades will encounter often.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able</td>
<td>able to, is</td>
<td>likable, doable, knowledgeable</td>
</tr>
<tr>
<td>-ant</td>
<td>one who</td>
<td>servant, immigrant, assistant</td>
</tr>
<tr>
<td>-ation</td>
<td>state or quality of</td>
<td>desperation, starvation, realization</td>
</tr>
<tr>
<td>-dom</td>
<td>state or quality of</td>
<td>freedom, wisdom, boredom</td>
</tr>
<tr>
<td>-er</td>
<td>more</td>
<td>softer, harder, hotter</td>
</tr>
<tr>
<td>-ess</td>
<td>one who</td>
<td>teacher, banker, baker</td>
</tr>
<tr>
<td>-est</td>
<td>who [female]</td>
<td>actress, princess, waitress</td>
</tr>
<tr>
<td>-ful</td>
<td>most</td>
<td>smartest, softest, warmest</td>
</tr>
<tr>
<td>-ic</td>
<td>full of</td>
<td>thoughtful, fearful, wonderful</td>
</tr>
<tr>
<td>-ic</td>
<td>of, like</td>
<td>heroic, allergic, historic</td>
</tr>
<tr>
<td>-ion</td>
<td>state or quality of</td>
<td>tension, attention, suspicion</td>
</tr>
<tr>
<td>-ious</td>
<td>state or quality of</td>
<td>ambitious, delicious, religious</td>
</tr>
<tr>
<td>-ish</td>
<td>relating to</td>
<td>childish, bookish, religious</td>
</tr>
<tr>
<td>-ist</td>
<td>more softer, harder, hotter</td>
<td></td>
</tr>
<tr>
<td>-ity</td>
<td>who (female)</td>
<td>actress, princess, waitress</td>
</tr>
<tr>
<td>-ly</td>
<td>who (female)</td>
<td>actress, princess, waitress</td>
</tr>
<tr>
<td>-ment</td>
<td>state or quality of</td>
<td>reality, civility, necessity</td>
</tr>
<tr>
<td>-ment</td>
<td>act of, state of</td>
<td>enjoyment, agreement, development</td>
</tr>
<tr>
<td>-ness</td>
<td>quality, state of</td>
<td>kindness, sadness, happiness</td>
</tr>
<tr>
<td>-or</td>
<td>one who</td>
<td>inventor, creator, actor</td>
</tr>
<tr>
<td>-ous</td>
<td>full of</td>
<td>joyous, dangerous, nervous</td>
</tr>
<tr>
<td>-ship</td>
<td>art or skill</td>
<td>penmanship, leadership, friendship</td>
</tr>
<tr>
<td>-some</td>
<td>inclined to</td>
<td>tiresome, wholesome, awesome</td>
</tr>
<tr>
<td>-ty</td>
<td>state or quality of</td>
<td>honesty, loyalty, amnesty</td>
</tr>
<tr>
<td>-ward</td>
<td>direction</td>
<td>backward, forward, onward</td>
</tr>
<tr>
<td>-wise</td>
<td>manner, direction</td>
<td>clockwise, counterclockwise, lengthwise</td>
</tr>
<tr>
<td>-y</td>
<td>full of, like</td>
<td>sunny, rainy, funny</td>
</tr>
</tbody>
</table>

**Did you know?** Many English suffixes have their origins in Latin, Greek, and French.

See List 1.7, Common Prefixes.
List 1.9 Synonyms

Synonyms are words that are similar in meaning. A solid understanding of synonyms broadens a student’s overall vocabulary. Although dictionaries often use synonyms in definitions, a thesaurus is the best place to find synonyms for words.

- about — nearly
- accept — approve
- ache — pain
- act — do
- add — total
- advise — suggest
- after — following
- aid — help
- aim — goal
- all — every
- allow — permit
- amazing — astounding
- ancient — old
- anger — rage
- annoy — bother
- answer — reply
- anxiety — worry
- ask — question
- assist — help
- astonish — surprise
- attempt — try
- automaton — robot
- automobile — car
- awkward — clumsy
- back — rear
- bad — naughty
- baffle — puzzle
- barrier — obstacle
- basic — fundamental
- beauty — loveliness
- begin — start
- bellow — roar
- below — under
- betray — reveal
- bewilder — confuse
- big — large
- border — edge
- bored — indifferent
- boss — supervisor
- boy — lad
- brave — courageous
- bright — brilliant
- brook — creek
- buddy — friend
- build — construct
- call — summon
- calm — serene
- capable — competent
- capture — seize
- careful — cautious
- carry — lug
- catastrophe — disaster
- cease — stop
- certain — sure
- change — vary
- cheap — inexpensive
- cheat — deceive
- child — kid
- children — kids
- clever — tricky
- close — shut
- comfort — ease
- comical — funny
- conceal — hide
- concept — idea
- conscientious — responsible
List 1.9 continued

consider — think
consume — eat
correct — right
country — nation
couple — pair
cure — heal
danger — peril
decoration — ornament
decrease — lessen
delicious — tasty
desire — want
different — unlike
difficult — hard
dim — dull
discover — find
display — show
distrust — suspicion
divide — separate
dumb — stupid
during — while
dwell — live
easy — simple
elastic — flexible
empty — vacant
end — finish
energy — power
enjoy — like
enormous — gigantic
enough — sufficient
error — mistake
essential — vital
examine — study
faith — trust
fight — battle
fix — repair
food — nourishment
foolish — unwise
forgive — pardon
form — shape
fortune — wealth
freedom — liberty
frequently — often
frighten — terrify
fury — rage
gentle — kind
gift — present
give — grant
glad — happy
glen — valley
globe — world
go — leave
goal — objective
good — suitable
grand — great
grasp — hold
grateful — thankful
grow — mature
happen — occur
hardy — tough
have — possess
hear — listen
hold — keep
huge — vast
hurry — rush
ill — sick
image — picture
immediately — now
impolite — rude
incline — slant
incredible — unbelievable
injure — wound
instruct — teach
job — occupation
join — unite
List 1.9 continued

labor—work
late—tardy
learn—understand
lengthy—long
little—small
look—see
main—primary
many—numerous
may—might
melt—thaw
method—way
neat—orderly
need—require
new—recent
noise—uproar
nothing—zero
ocean—sea
ominous—threatening
one—single
open—unlock
ordinary—usual
part—portion
peak—summit
place—spot
plain—simple
power—strength
precious—valuable
provide—supply
pull—yank
push—shove
put—set
quick—fast
rash—reckless
record—write
refuse—reject
relate—tell
renew—restore
say—state
seize—take
slender—thin
story—tale
strong—sturdy
swear—vow
taut—tense
term—word	
tired—weary
unclear—vague
uncommon—unusual
value—worth

Did you know? Because synonyms are words with similar though not necessarily the same precise meanings, students should not use a thesaurus in place of a dictionary.

See List 1.10, Antonyms.
List 1.10  Antonyms

Antonyms are words that are opposite or nearly opposite in meaning. As with synonyms, a sound understanding of antonyms expands a student’s vocabulary, aiding significantly in reading and writing competence.

<table>
<thead>
<tr>
<th>Above—below</th>
<th>Break—fix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add—subtract</td>
<td>Breezy—calm</td>
</tr>
<tr>
<td>Adult—child</td>
<td>Bright—dull</td>
</tr>
<tr>
<td>Afraid—confident</td>
<td>Brutal—gentle</td>
</tr>
<tr>
<td>After—before</td>
<td>Busy—idle</td>
</tr>
<tr>
<td>Alive—dead</td>
<td>Careless—cautious</td>
</tr>
<tr>
<td>All—none</td>
<td>Cause—effect</td>
</tr>
<tr>
<td>Allow—prohibit</td>
<td>Cheap—expensive</td>
</tr>
<tr>
<td>Always—never</td>
<td>Cheerful—gloomy</td>
</tr>
<tr>
<td>Ancient—modern</td>
<td>Chilly—warm</td>
</tr>
<tr>
<td>Answer—question</td>
<td>Clean—dirty</td>
</tr>
<tr>
<td>Apart—together</td>
<td>Clear—obscure</td>
</tr>
<tr>
<td>Appear—vanish</td>
<td>Close—open</td>
</tr>
<tr>
<td>Approve—ban</td>
<td>Cold—hot</td>
</tr>
<tr>
<td>Arrive—leave</td>
<td>Come—go</td>
</tr>
<tr>
<td>Asleep—awake</td>
<td>Common—exceptional</td>
</tr>
<tr>
<td>Attack—defend</td>
<td>Complex—simple</td>
</tr>
<tr>
<td>Away—toward</td>
<td>Continue—pause</td>
</tr>
<tr>
<td>Back—front</td>
<td>Courageous—cowardly</td>
</tr>
<tr>
<td>Backward—forward</td>
<td>Create—destroy</td>
</tr>
<tr>
<td>Bad—good</td>
<td>Crooked—straight</td>
</tr>
<tr>
<td>Barbaric—civilized</td>
<td>Crowded—empty</td>
</tr>
<tr>
<td>Bashful—bold</td>
<td>Cruel—kind</td>
</tr>
<tr>
<td>Beautiful—ugly</td>
<td>Cry—laugh</td>
</tr>
<tr>
<td>Begin—end</td>
<td>Curious—indifferent</td>
</tr>
<tr>
<td>Big—little</td>
<td>Dangerous—safe</td>
</tr>
<tr>
<td>Bitter—sweet</td>
<td>Dark—light</td>
</tr>
<tr>
<td>Blunt—sharp</td>
<td>Day—night</td>
</tr>
<tr>
<td>Bored—interested</td>
<td>Death—life</td>
</tr>
<tr>
<td>Bottom—top</td>
<td>Decrease—increase</td>
</tr>
<tr>
<td>Boy—girl</td>
<td>Deep—shallow</td>
</tr>
</tbody>
</table>
List 1.10    continued

- defeat—victory
- different—same
- difficult—easy
- doubt—trust
- down—up
- downcast—happy
- dry—wet
- empty—full
- end—start
- enemy—friend
- even—odd
- everything—nothing
- evil—good
- fail—pass
- false—true
- fancy—plain
- far—near
- fast—slow
- father—mother
- few—many
- fiction—fact
- find—lose
- first—last
- forbid—permit
- forget—remember
- freeze—melt
- frown—smile
- generous—stingy
- give—take
- great—unimportant
- group—individual
- guilty—innocent
- happy—sad
- hard—soft
- healthy—sick
- help—hurt
- hero—villain
- hide—reveal
- high—low
- horizontal—vertical
- huge—tiny
- humble—proud
- ignorance—knowledge
- in—out
- inferior—superior
- inside—outside
- joy—sadness
- kind—mean
- large—small
- left—right
- less—more
- lie—truth
- long—short
- loose—tight
- lose—win
- loss—profit
- love—hate
- man—woman
- move—stay
- multiply—divide
- nasty—nice
- negative—positive
- north—south
- nothing—something
- now—then
- often—seldom
- old—young
- over—under
- part—whole
- permit—refuse
- play—work
- polite—rude
List 1.10  continued

- poor — wealthy
- powerful — weak
- private — public
- problem — solution
- pull — push
- quick — slow
- quit — start
- receive — send
- right — wrong
- rough — smooth
- separate — unite

- short — tall
- sit — stand
- sour — sweet
- start — stop
- strength — weakness
- strong — weak
- sunrise — sunset
- thick — thin
- thrifty — wasteful
- uselessness — worth
- with — without

Did you know? Writers can sometimes find the exact word they need by first thinking of its antonyms.

See List 1.9, Synonyms.
**List 1.11   Homographs**

*Homographs* are words that are spelled alike but have different meanings and origins. Although many homographs are pronounced the same, some have different pronunciations. The following list offers a variety of homographs your students are likely to use in reading, spelling, and writing.

- **angle:** figure formed when two lines meet at a point  
  **angle:** to fish with line and hook
- **ball:** formal dance  
  **ball:** round object
- **band:** a group of musicians  
  **band:** a strip of material used for binding
- **bank:** long mound (usually of dirt or snow)  
  **bank:** edge of a pond, stream, river, or lake  
  **bank:** place where financial business is conducted
- **bark:** outer covering of a tree  
  **bark:** sound of a dog
- **bat:** a club  
  **bat:** a flying mammal
- **batter:** to hit again and again  
  **batter:** mixture used in baking  
  **batter:** a baseball player
- **bear:** a large animal  
  **bear:** to carry or support
- **bill:** statement of money due  
  **bill:** beak of a bird
- **blow:** a powerful hit  
  **blow:** to expel a current of air
- **bowl:** a rounded dish  
  **bowl:** to play the game of bowling
- **box:** a container  
  **box:** to fight with fists
- **buck:** a dollar  
  **buck:** a male deer
- **can:** a metal container  
  **can:** to be able to
- **clip:** to cut  
  **clip:** to fasten or attach
- **close** (klōs): nearby  
  **close** (klōz): to shut
- **content** (kənˈtɛnt): that which is contained  
  **content** (kəntˈɛnt): pleased, satisfied
- **count:** a title of nobility  
  **count:** to list or call numbers in order
- **date:** sweet fruit of an Eastern palm tree  
  **date:** the time of an event
- **desert** (dĕz’ ărt): a dry wasteland  
  **desert** (dı́ zŭrt’): to abandon
List 1.11 continued

**dove** (dûv): a bird of the pigeon family
**dove** (dûv): past tense of **dive**

**down**: a place below another  
**down**: soft feathers of a young bird

**duck**: a water bird with webbed feet and broad beak
**duck**: to dip or dodge quickly

**fair**: beautiful  
**fair**: just  
**fair**: a bazaar

**fan**: a devoted enthusiast  
**fan**: machine used to put air into motion

**fast**: a high rate of speed  
**fast**: to go without food

**fine**: of high quality  
**fine**: money paid for breaking the law

**firm**: hard  
**firm**: a company or business

**flat**: a small apartment  
**flat**: level

**fleet**: a group of ships  
**fleet**: fast, quick

**fly**: a small bug  
**fly**: to move through the air

**fresh**: disrespectful behavior  
**fresh**: new

**grave**: a place for burial  
**grave**: of great importance

**hatch**: emergence of young from an egg  
**hatch**: opening in the deck of a ship

**hide**: the skin of an animal  
**hide**: to place or keep out of sight

**husky**: big and powerful  
**husky**: a sled dog

**invalid** (în’ vâl’ îd): a disabled, bedridden person  
**invalid** (în vâl’ îd): not acceptable

**kind**: a type of group  
**kind**: caring, friendly

**lead** (lêd): to go first or show the way  
**lead** (lêd): a soft, heavy metal

**lean**: standing in a slanted manner  
**lean**: slim

**left**: direction  
**left**: past tense of **leave**

**light**: not heavy  
**light**: not dark

**like**: similar to  
**like**: to enjoy or be pleased with

**long**: a great distance or measure  
**long**: to wish or hope for

**mean**: to intend  
**mean**: to be unkind

**mean**: an average of a set of numbers
List 1.11 continued

minute (mí nút’): very small
minute (mín’ ët’): sixty seconds

miss: an unmarried woman
miss: fail to hit or strike

nag: an old horse
nag: to scold

object (əb jékt’): to protest
object (əb’ jíkt’): a thing

pen: a writing tool
pen: an enclosed area

pitcher: a baseball player
pitcher: a container for pouring liquid

pole: long piece of wood
pole: one of the Earth’s axis

present (préz’ ənt): now, currently
present (préz’ ənt): a gift
present (prï zënt’): to introduce formally

prune: a fruit
prune: trim

pupil: student
pupil: part of the eye

rare: meat cooked for a short time
rare: uncommon

rash: a sore or eruption on the skin
rash: hasty

rest: sleep or relaxation
rest: the part that is left

row: a line
row: the use of oars for moving a boat

saw: a hand tool used for cutting
saw: past tense of the verb see

school: a group of fish
school: an institution for learning

sock: a short stocking
sock: to strike or hit

soil: dirt or ground
soil: to make dirty

spell: a period of time
spell: an enchantment
spell: to say or write the letters of a word

stick: thin piece of wood
stick: to pierce

story: a work of fiction
story: the floor of a building

swallow: to take in through the mouth
swallow: a small bird

tear (târ): to pull or rip apart
tear (tîr): a drop of liquid from the eye

tick: sound of a clock
tick: a small insect

tire: rubber placed around a wheel
tire: to become weary
List 1.11  continued

| top: highest point                  | wind (wind): moving air               |
| top: a spinning toy                | wind (wind): to turn around           |
| wake: to rouse from sleep          | yard: a length of three feet          |
| wake: waves left by a ship passing through water | yard: area surrounding a building |

Did you know? Homographs that have different pronunciations are also known as heteronyms. A good example is object, meaning “a thing,” and object, meaning “to protest.”

See List 1.12, Homophones.
List 1.12 Homophones

Homophones are words that have the same sound but different meanings, spellings, and origins. Because they sound the same, homophones are easy to use incorrectly. Just think of how many times you have seen there, their, and they’re used in place of each other in your students’ writing. Familiarizing your students with the words in the following list will help them to avoid mistakes with homophones.

ad: short for advertisement
add: to total
air: the atmosphere
heir: a successor to property or rank
allowed: permitted
aloud: speaking with a loud voice
ant: a small insect
aunt: one’s father’s or mother’s sister
ate: past tense of eat
eight: the number after seven
ball: a round object
bawl: to cry
band: a musical group
banned: not allowed
base: the bottom part
bass: a very low voice
be: to exist
bee: a flying insect
blew: past tense of blow
blue: color of a clear daytime sky
bough: a tree limb
bow: the forward part of a ship
brake: device for stopping a vehicle
break: to crack
buy: to purchase
by: near
bye: short for good-bye
cell: basic unit of life
sell: to trade for money
cent: a hundredth part of a dollar
scent: a smell
sent: past tense of send
cereal: food made from grains
serial: story presented in parts
cite: to present as proof
sight: the ability to perceive with eyes
site: a place
close: shut
clothes: clothing
coarse: rough
course: the way traveled
creak: a grating sound
creek: a small stream
dear: highly valued
deer: an animal
List 1.12 continued

die: to stop living
dye: substance used for coloring materials

fair: a bazaar
fare: fee for transportation

feat: a great deed
feet: part of body used for walking

fir: a type of evergreen tree
fur: hair covering the body of animals

flea: a tiny insect
flee: to run

flew: past tense of fly
flu: short form of influenza
flue: a duct in a chimney

flour: milled grain
flower: bloom

for: preposition
four: the number after three

hair: filament growing from skin of an animal
hare: a rabbit

heal: to bring back to health
heel: back part of the bottom of the foot
he’ll: contraction for he will

hear: to perceive with the ear
here: in this place

heard: past tense of hear
herd: a group of animals

hi: a greeting
high: far up

hoarse: husky sounding
horse: a large animal

hole: an opening
whole: entire, complete

hour: sixty minutes
our: belonging to us

in: preposition
inn: a place of food and lodging

knew: past tense of know
new: not existing before now

knight: a warrior of feudal times
night: time between daylight and sunset

knot: an intertwining of rope
not: in no way

know: to be aware of
no: a negative answer or reply

lead: a soft, heavy metal
led: past tense of lead

loan: to lend, or something that is lent
lone: single

made: past tense of make
maid: a female servant

meat: food from an animal
meet: to come together

might: power
mite: a small insect
List 1.12 continued

- oar: a paddle
- or: a conjunction
- ore: a mineral deposit

- one: the lowest cardinal number
- won: past tense of *win*

- pain: distress
- pane: glass in a window

- pair: two of a kind
- pear: a fruit

- peace: calmness
- piece: a part

- plain: simple
- plane: flying vehicle

- pray: to worship
- prey: an animal hunted and killed for food

- principal: most important in rank
- principle: fundamental law or truth

- rain: moisture falling from clouds
- reign: period of rule of a king or queen
- rein: leather strap used to control a horse

- read: past tense of *read*
- red: color of blood

- right: proper, correct
- write: to set down in words

- road: a path
- rode: past tense of *ride*
- rowed: past tense of *row*

- root: part of a plant that grows underground
- route: course or way

- rose: a flowering bush
- rows: lines

- sail: a sheet of canvas used to catch wind
- sale: exchange of goods or services for money

- sea: the ocean, or part of an ocean
- see: to perceive with the eyes

- sew: to mend
- so: in such manner
- sow: to plant

- soar: to fly high
- sore: painful

- some: a part of
- sum: total

- son: a male child
- sun: the star at the center of our solar system

- steal: to rob
- steel: strong metal

- tail: a flexible extension of an animal’s spine
- tale: a story

- their: possessive pronoun meaning of *them*
- there: in a particular place
- they’re: contraction for *they are*

- through: a preposition
- threw: past tense of *throw*
**List 1.12 continued**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>in a direction toward</td>
</tr>
<tr>
<td>too</td>
<td>also</td>
</tr>
<tr>
<td>two</td>
<td>the sum of one and one</td>
</tr>
<tr>
<td>wait</td>
<td>to stay</td>
</tr>
<tr>
<td>weight</td>
<td>the amount of heaviness</td>
</tr>
<tr>
<td>way</td>
<td>path</td>
</tr>
<tr>
<td>weigh</td>
<td>to measure how heavy</td>
</tr>
<tr>
<td>weak</td>
<td>feeble</td>
</tr>
<tr>
<td>week</td>
<td>a period of seven days</td>
</tr>
<tr>
<td>weather</td>
<td>the state of the atmosphere</td>
</tr>
<tr>
<td>whether</td>
<td>if</td>
</tr>
<tr>
<td>who’s</td>
<td>contraction for who is</td>
</tr>
<tr>
<td>whose</td>
<td>possessive form of who</td>
</tr>
<tr>
<td>wood</td>
<td>the hard material of a tree</td>
</tr>
<tr>
<td>would</td>
<td>past tense of will</td>
</tr>
<tr>
<td>your</td>
<td>possessive pronoun meaning of you</td>
</tr>
<tr>
<td>you’re</td>
<td>contraction for you are</td>
</tr>
</tbody>
</table>

**Did you know?** Homonyms are words that have the same sound and often the same spelling but different meanings.

See List 1.11, *Homographs.*
List 1.13  Ways to Build Vocabulary

A broad vocabulary is essential for reading comprehension, clear speaking, and interesting writing. To help your students expand their vocabularies, encourage them to do the following.

1. Read as much as possible. Read a variety of selections: novels, short stories, nonfiction books in a variety of subjects, and magazines.
2. Use context clues to decipher the meanings of new words. The way unfamiliar words are used in sentences often enables students to discover their meanings.
3. Use a dictionary to find the meanings of new words. Write down new words and their meanings in a notebook.
4. Be aware that many words have multiple meanings. Learn the different meanings of words.
5. Learn the meanings of prefixes and suffixes and use them in understanding words.
6. Make an effort to use new words in speaking and writing. Only when they use new words will students be able to incorporate those words into their vocabularies.
7. Learn the meanings of words in spelling lists.
8. When learning a new word, think of synonyms and antonyms for it. Associating the word with other words will help students remember it.
9. Break compound words apart to make their meaning clear.
10. Use a thesaurus to vary word usage in writing.
11. Learn new words in every subject, not just reading.
12. Learn new words by doing crossword puzzles and other word games.

Did you know?  English is one of the most widely spoken languages on Earth. One out of every six people around the world is able to speak English.

See List 1.14, Important Words for Primary Students to Know; List 1.15, Important Words for Elementary Students to Know; List 1.16, Compound Words; List 1.17, Idioms.
List 1.14  Important Words for Primary Students to Know

Some words in English are used much more frequently than others, especially in the primary grades. Young students who understand these words have a head start in learning how to read.

a            about            crayon            her            one
am            an              desk              did              dirt
and           are             do               arm              arm
as            at              doctor            as              at
baby          ball            doll             down            banana
be            be              each             eight            band
been          bicycle         farmer           be              bird
bread         bus             for              bush            book
but            busy            fork             but              by
by            call            four             call             can
cat            cereal          giraffe         chair            girl
chamber        chest           go              chicken         grape
cloud          come            hat             computer         has
cook           could           have            cow              he

Reading 27
List 1.14 continued

<table>
<thead>
<tr>
<th>the</th>
<th>to</th>
<th>water</th>
<th>with</th>
</tr>
</thead>
<tbody>
<tr>
<td>their</td>
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<td>way</td>
<td>woman</td>
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<tr>
<td>them</td>
<td>train</td>
<td>we</td>
<td>word</td>
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<td>what</td>
<td>write</td>
</tr>
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<td>they</td>
<td>two</td>
<td>when</td>
<td>you</td>
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<tr>
<td>this</td>
<td>up</td>
<td>which</td>
<td>your</td>
</tr>
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<td>three</td>
<td>use</td>
<td>who</td>
<td></td>
</tr>
<tr>
<td>time</td>
<td>was</td>
<td>will</td>
<td></td>
</tr>
</tbody>
</table>

Did you know? Vocabulary is a powerful factor in reading success.

See List 1.15, Important Words for Elementary Students to Know.
### List 1.15  Important Words for Elementary Students to Know

From age two on, the average student learns about five new words each day. Assimilating those words into his or her vocabulary is a key to a student’s overall success in school. By the time they are in fifth grade, most students have vocabularies of several thousand words. Some words, of course, appear more often in elementary curricula than do others. Many of those words are in the following list.

<table>
<thead>
<tr>
<th>ability</th>
<th>article</th>
<th>brain</th>
<th>child</th>
</tr>
</thead>
<tbody>
<tr>
<td>aboard</td>
<td>asleep</td>
<td>break</td>
<td>children</td>
</tr>
<tr>
<td>accept</td>
<td>assembly</td>
<td>breakfast</td>
<td>chorus</td>
</tr>
<tr>
<td>achieve</td>
<td>attack</td>
<td>bruise</td>
<td>church</td>
</tr>
<tr>
<td>acrobat</td>
<td>attention</td>
<td>budget</td>
<td>circle</td>
</tr>
<tr>
<td>action</td>
<td>attract</td>
<td>bureau</td>
<td>citizen</td>
</tr>
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<td>address</td>
<td>audience</td>
<td>burn</td>
<td>climate</td>
</tr>
<tr>
<td>adult</td>
<td>automatic</td>
<td>business</td>
<td>coarse</td>
</tr>
<tr>
<td>advance</td>
<td>average</td>
<td>cabinet</td>
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List 1.15 continued

damage
danger
darkness
decrease
defeat
defend
degree
delight
deny
describe
despair
destroy
detail
didn’t
disagree
discover
discuss
disgrace
dishonest
divide
dodge
doesn’t
dollar
dolphin
double
draw
drawn
east
echo
edge
educate
eighth
either
elbow
elect
element
elevator
employ
enemy
energy
enormous
entire
entrance
envelope
equal
eraser

erosion
escape
essay
estimate
evening
event
exchange
exercise
expand
expensive
explain
explode
explore
extinct
factor
factory
faint
famine
fancy
feast
feather
fiction
figure
flannel
flesh
flute
foolish
forecast
fortune
fossil
fraction
frantic
freedom
frontier
fudge
future
garage
gasoline
general
generous
ghost
giggle
glory
government
governor
great
grocery
growl
habit
halfway
handkerchief
handsome
harbor
harmony
harvest
haven’t
hazard
hearth
height
history
hockey
honor
horizontal
hospital
human
humble
humid
humor
hundred
illustrate
image
imagine
impossible
include
incorrect
increase
independent
Indian
individual
industry
instance
instruct
interest
interview
invent
invite
janitor
jewel
journey

The Elementary Teacher’s Book of Lists
List 1.15 continued

mumble muscle museum music musical mustn’t mystery narrow nation nature nearly needle negative neighbor nerve never ninth nonsense normal north northern notebook notion number numeral o’clock office often open operation opposite orchestra organize ornament ounce outfit outside oven oven overhear oxygen oxygen package package palace parade parcel pardon parrot pasture patch patience patient perform photograph piano picture pillar pioneer pitcher pizza playmate pleasure plenty poetry poison polar police polite population porch portion pottery pound powder power practice praise prepare present price prince principal principal principle print private prize produce product program project promise property proud public publish pulley pupil purpose quick quit quite raccoon railroad rainbow react realize reason rebuilt recall receive recent record refuse region rehearse relate remark remember remove repair reply reptile rescue research restful retail return reward rhyme ridge river roast robot rough sailor salad salute sample scary scene scent scientist scoop scooter scrape screen search secret section separate settler share shatter shelf shiver shoulder shovel shower sickness sign silent sincere singer singular size skiing skillful skin skirt sleet slender slipper slumber snowflake soldier smart smash snowflake solid something sometime somewhere south spaniel spare
List 1.15  continued

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<td>value</td>
<td>zero</td>
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</table>

Did you know? By the end of fifth grade most students have acquired most of the words they will use as adults in routine life.

See List 1.14, Important Words for Primary Students to Know; List 1.16, Compound Words.
List 1.16  **Compound Words**

*Compound words* are made by combining two or more words. A compound word may be joined (baseball), hyphenated (up-to-date), or left open (ice cream). Encourage your students to consult a dictionary if they are uncertain about the correct spelling of a compound word.

<table>
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<th>blueprint</th>
<th>drugstore</th>
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List 1.16 continued

newspaper  popcorn  skyscraper  toothbrush
newsprint  postcard  slipcover  toothpick
nightgown  pushover  snowball  touchdown
nobody  quarterback  snowdrift  trade-off
notebook  quicksand  snowfall  tryout
oatmeal  railroad  snowstorm  tugboat
old-fashioned  railway  softball  turntable
outboard  rainbow  software turtle neck
outcome  raincoat  sometime  undercover
outcry  rattlesnake  spacecraft  uproot
outdoors  redwood  outlaw  upset
outfield  rip off  outline  videotape
outfit  riptide  outside  volleyball
outlaw  roadside  overlook  washcloth
outline  rowboat  overalls  washroom
out-of-bounds  runaway  overcoat  watchdog
outside  run away  overlook  watercolor
overalls  rush hour  overcoat  waterfall
overcoat  safety glass  overlook  watermelon
outside  sailboat  overpass  waterproof
overlook  sandpaper  pancake  weekday
overpass  scarecrow  paperback  wheelchair
pancake  school bus  part of speech  whenever
paperback  seagull  password  whirlpool
part of speech  seaside  payoff  wholesale
password  seat belt  peanut  wildflower
payoff  seaweed  peanut butter  windmill
peanut  school bus  peppermint  wingspan
peanut butter  seafood  pickup  wood
peppermint  seagull  pinball  woodland
pick  school bus  pinpoint  woodpecker
pinball  sidewalk  playmate  wristwatch
pinpoint  show  playpen  zookeeper
playmate  showroom  ponytail  

Did you know? The word basketball came into being when the game of basketball was invented.

See List 1.15, Important Words for Elementary Students to Know.
List 1.17  Idioms

Idioms are phrases that have assumed special meanings. Because the meaning of an idiom is usually quite different from the literal interpretation of the words that make it up, idioms can be troublesome for young readers as well as for ESL students. In modern usage, to “let the cat out of the bag” does not mean to open a bag and allow a cat to escape (at least not in most cases). Following are idioms you should consider sharing with your students.

- a ball of fire
- a hungry enough to eat a horse
- bark up the wrong tree
- in the bag
- bend over backward
- in the same boat
- blow off steam
- jump down his (her) throat
- burn the candle at both ends
- keep a straight face
- by the skin of your teeth
- know the ropes
- call it a day
- let the cat out of the bag
- call onto the carpet
- make ends meet
- cough up the money
- money talks
- crack a smile
- off his (her) rocker
- dead to the world
- on thin ice
down in the dumps
out of sight, out of mind
eat your heart out
over the hill
face the music
pain in the neck
feel like a million bucks
piece of cake
feeling his (her) oats
pulling his (her) leg
get the show on the road
put on the dog
go all out
put their heads together
got a tiger by the tail
put two and two together
hang in there
raining cats and dogs
has a green thumb
red-carpet treatment
has cold feet
run rings around
hear through the grapevine
sell like hotcakes
hit the hay
shoot the breeze
hit the spot
spur of the moment
hold the fort
start the ball rolling
hold your horses
stick together
List 1.17 continued

<table>
<thead>
<tr>
<th>Still up in the air</th>
<th>Turn over a new leaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop dead in his (her) tracks</td>
<td>Up the creek without a paddle</td>
</tr>
<tr>
<td>Sweat bullets</td>
<td>Weigh a ton</td>
</tr>
<tr>
<td>Take a rain check</td>
<td>Wet behind the ears</td>
</tr>
<tr>
<td>Throw in the towel</td>
<td>Writing on the wall</td>
</tr>
</tbody>
</table>

*Did you know?* Many idioms have their origin in the past. “Let the cat out of the bag” dates to medieval times when sly merchants would put a cat in a bag instead of a chicken or pig. Cats were abundant and cheap; chickens and pigs were expensive. If the unsuspecting buyer paid the merchant and then opened the bag at home, he would be surprised that he was cheated. The smart buyer, of course, opened the bag and let the cat out before paying. Today, “to let the cat out of the bag” means to reveal a secret.
List 1.18 Comprehension Strategies

There are many strategies that can help your students improve their comprehension skills. Encouraging your students to do the following can not only boost their reading skills but also enrich their reading experience.

1. Read different kinds of material: novels, nonfiction books, short stories, articles, and poetry. Also read about different subjects and topics. Reading a variety of material will broaden reading skills.

2. Before you start to read, preview the material. For articles or stories, check titles, subtitles, pictures, illustrations, and charts. For books, check the front and back covers, contents, and introductory material for information.

3. Find a quiet place to read. Interruptions weaken concentration, making it hard to become engaged with the material.

4. Visualize scenes and images. Try to see the details. This will help you understand and remember main ideas and details.


6. Use context clues to help you understand the meaning of new words. (If necessary, check the definitions of new words in a dictionary.)

7. Recognize sequence. Note how one event leads to another. Look for signal words such as first, second, third, next, now, then, and finally.

8. Be aware of cause and effect. Recognize how one thing leads to another.


10. Compare what you read to your own ideas and experiences. How is what you are reading different from what you already knew? How is it the same? Relate what you read to your own life.

11. As you read, make predictions of what will happen next. Ask yourself why you believe your predictions are valid. If your predictions prove to be wrong, try to figure out why.

12. Always examine photographs and pictures. Study graphs, charts, and tables. Such visual aids can make ideas clearer.

13. When studying or reading hard material, take notes. Write down important ideas and details.

14. Reread material if you do not understand it the first time. A second reading often results in more understanding.

15. After you finish reading, summarize what you read. This will help you remember important information.

Did you know? The best way to become a good reader is to read.

See List 1.19, Questions to Aid Comprehension; List 1.20, Common Signal Words for Readers; List 1.21, How to Find Main Ideas and Supporting Details.
List 1.19  Questions to Aid Comprehension

Most reading teachers ask a lot of questions about the material their students read. But no matter how many questions they ask, they can always ask more. The following questions are broken down into the categories of nonfiction and fiction. They, and similar kinds of questions, can be adapted to just about any selection and will enable you to expand your reading discussions. They can also be used to provide direction for writing in reading logs.

Questions for Nonfiction Selections

- What is the author’s purpose for writing this article?
- What facts does the author use to support his or her ideas?
- Do you agree or disagree with the author’s ideas? Why or why not?
- Do you think the title of the selection is a good one? Why or why not?
- What does the word ________ mean in this article? What other meanings might it have?
- To what does the author compare ... ?
- What steps are needed to ... ?
- If you were to summarize this article in five sentences or less, what would you say?
- What advice does the author give?
- Why was the author able to write this article?
- What did you learn from this article?
- What did you find most interesting about this article? Why?
- How has this article changed your ideas about ... ?
- If you could ask the author a question about this topic, what would it be? Why?
- Would you like to learn more about this topic? Why or why not?

Questions for Fiction Selections

- Which of the characters in this story is your favorite? Why?
- If you could pick one word to describe each character, what words would you choose? Explain.
- Describe how the character(s) changed in the story.
- If you had been in the lead character’s place, what would you have done differently?
- Compare the traits of the hero and villain in this story.
- What problems do the characters face?
- How do they solve the problems?
- What is the theme, or author’s message, of this story?
- If you were to tell a friend about this story, what would you say?
List 1.19 continued

- What do you think is about to happen when . . . ?
- Describe a situation you have been in that is similar to the story.
- How do you think the character[s] feel about what happened?
- What clues helped you solve the mystery before the lead character?
- Would you like to read other stories written by this author? Why or why not?
- If you have read another story written by this author, how was it different from this one? How was it alike?

Did you know? Effective questioning can help students gain insight to their reading.

See List 1.18, Comprehension Strategies.
List 1.20  Common Signal Words for Readers

Signal words help readers organize and understand information. They are especially helpful to young readers because they highlight important facts. Some of the most common signal words young readers will find in their reading are included in the following list.

**Words That Signal Sequence**
- after  
- as a result  
- at last  
- before  
- finally  
- in conclusion  
- in the first place  
- last  
- last of all  
- later  
- in conclusion  
- in the first place  
- next

**Words That Signal Time**
- after  
- at the same time  
- before  
- currently  
- during  
- earlier  
- immediately  
- morning  
- night  
- noon  
- now  
- once  
- previously  
- the next day  
- today  
- tomorrow  
- when  
- yesterday

**Words That Signal a Change**
- although  
- but  
- despite  
- even though  
- however  
- in spite of  
- instead of  
- on the contrary  
- on the other hand  
- rather than  
- still  
- yet

**Words That Signal an Explanation**
- for example  
- for instance  
- just as  
- like  
- similar to  
- such as

**Words That Signal the End**
- as a result  
- consequently  
- in conclusion  
- at last  
- finally  
- in summary

Other signals, especially for emphasis, include *italics*, *underlining*, and *bold print*.

*Did you know?* Pointing out signal words in your students’ reading is an easy way to help them recognize not only the signal words but the ideas the words signal.

See List 1.18, Comprehension Strategies.
List 1.21 How to Find Main Ideas and Supporting Details

Understanding main ideas and supporting details is essential for comprehension. To help your students identify the main ideas and details in their reading, include the following suggestions in your instruction.

- One way to find the main idea is to think of the main idea as being the topic of the paragraph. The main idea is stated in one sentence, known as the topic sentence. All other sentences give information about the topic. Consider the topic of baseball. In a paragraph in which baseball is the main idea, sentences that tell about batters, fielders, pitchers, the field, bases, and hits and runs provide details that help to describe the game of baseball.

- Another way to identify the main idea of a paragraph is to ask what all of the sentences of the paragraph are about. Each paragraph has only one main idea. All sentences in the paragraph give information to make the main idea clear. Find what all of the sentences are about and you will find the paragraph’s main idea.

- A third way to find the main idea is to identify a paragraph’s topic sentence. Every paragraph has a topic sentence. Because the topic sentence usually contains information about the most important person, place, or thing in the paragraph, it also contains the main idea. In many paragraphs, the topic sentence is the first sentence. But sometimes the topic sentence may be in the middle or at the end of the paragraph. To find the topic sentence, suggest that your students do the following:
  - Start with the first sentence. If the rest of the sentences of the paragraph add details to the information in the first sentence, the first sentence is probably the topic sentence.
  - If the first sentence is not the topic sentence, check the last sentence of the paragraph. If the other sentences add details to the idea in the last sentence, the last sentence contains the main idea.
  - If the first or last sentence is not the topic sentence, check the other sentences in the paragraph. The sentence that contains the idea that all of the other sentences are about will be the topic sentence.

- After finding the main idea, check that the details in the other sentences add more information to the main idea. If they do, you have found the main idea and details of the paragraph.

Did you know? Students who can identify main ideas and details in their reading are likely to incorporate main ideas and details in their writing.

See List 1.18, Comprehension Strategies.
List 1.22  How to Use Context Clues

Context clues are words or phrases that help readers understand the meaning of a new, unfamiliar word in a sentence. The ability to decode the meaning of new words through context clues is an important reading skill. Teaching your students how to use the following types of context clues will, without question, help them become better readers.

**Clues with Synonyms**

The police officer interrogated the suspect and asked him many questions. 

(“Asked” is a synonym of “interrogated” and provides a clue to its meaning.)

**Clues with Antonyms**

Randy was surprised that the complex problem had such a simple solution.

(Randy’s surprise at the “simple” solution is a clue to the meaning of “complex.”)

**Clues in Definitions**

Nocturnal animals, which are active at night, have excellent eyesight.

(The words “which are active at night” define “nocturnal.”)

**Clues in Examples**

Many people are afraid of arachnids, such as spiders, scorpions, and ticks.

(The words “such as” signal an example coming that gives meaning to “arachnids.”)

**Clues in Familiar Words or Phrases**

Melissa’s puppy was energetic. He could play all day.

(The words “could play all day” hint at the meaning of “energetic.”)

*Did you know?* Most good readers are adept at using context clues.

*See List 1.18, Comprehension Strategies.*
**List 1.23  Habits of Good Readers**

Good readers share many positive reading habits. Sharing the following habits with your students can encourage them to develop these habits themselves.

Most good readers do the following:

1. Read a lot. Reading is not an ability a person is born with; it is a process of many skills that are learned. The more a person reads, the better reader that person becomes.

2. Read a variety of materials, for example, novels, nonfiction books, and magazines.

3. See three, four, or more words at a time when they read. They do not focus on just one word at a time. Seeing several words at once helps them read faster.

4. Visualize ideas and scenes as they read.

5. Use context clues to help them understand the meanings of new words.

6. Choose books that interest them.

7. Have favorite authors.

8. Talk about books with their friends.

9. Become involved in what they are reading. They ask themselves questions and seek answers to their questions as they read. They try to predict what will happen next. They reflect upon the material and compare the author’s ideas to their own experiences.

10. Always have a book that they look forward to reading.

*Did you know? Students who are good readers often select books that are considered to be above their grade level.*

*See List 1.24, Overcoming Poor Reading Habits.*
List 1.24  Overcoming Poor Reading Habits

Just as important as it is for students to develop effective reading habits, they must avoid habits that undermine their ability to read. Poor reading habits sap the enjoyment from reading and make reading tiresome.

When reading, encourage your students to be mindful of the following:

1. Do not place a finger beneath words as you read. This tends to focus your eyes on one word at a time and slows your reading down.

2. Do not focus on only one word at a time. Instead focus on two, three, or more words as you read. Seeing sections of a sentence increases your speed and helps you understand ideas more quickly.

3. Do not move your lips when reading. Silently speaking the words as you read slows your reading and weakens your concentration on the material.

4. Do not stop and try to sound out or figure out the meaning of new words. Try to find the meaning of the word from context clues.

5. Do not limit your reading to only one subject or topic. Read different kinds of books and articles on different topics.

6. Do not think that good readers are born with “reading” talent. Most people become good readers through reading. They develop good reading habits and overcome poor ones.

Did you know? Many adults who do not like to read had poor reading habits as children.

See List 1.23, Habits of Good Readers.
List 1.25 Helping Students Select Books to Read

From an early age, many children rely on their teachers and parents or guardians to select books for them. Consequently, they may not gain much experience in selecting books for themselves. When they do choose books, they may not choose books that interest them and in time they may lose interest in reading. You have no doubt been in your school’s library with your class and had students say, “I can’t find a book.” The tips that follow can help your students select books that they will enjoy.

When selecting books to read, suggest that your students do the following:

1. Think about things that interest you. What do you like to do? What kinds of stories do you like? What types of movies and TV shows do you like to watch? Books that satisfy your interests will be good choices for reading.
2. Think about the kinds of books you have read and enjoyed. Similar books will probably interest you.
3. If you enjoy one book of a series, you will probably like another of the same series.
4. If you like the books written by a particular author, you will probably like other books he or she has written.
5. To find books you will enjoy, browse the library, stop in bookstores with your parents or guardians when you go to the mall, and check online booksellers such as Amazon.com.
6. Ask your school librarian about books he or she might recommend for you. Many librarians have vast knowledge of books that they are quite happy to share with readers.
7. Before choosing a book, check its table of contents, read its back cover, and glance through a few pages. This can give you an idea of whether you will like the book.
8. If you are looking for books online, check its reviews. A review is the written opinion of someone who has read the book. But keep in mind that you may not agree with the reviewer’s opinion. Try to read several reviews before deciding whether or not to read a book.

Did you know? Taking your students to the library regularly, participating in classroom book clubs, and attending school book fairs gives students the opportunity to select books they will enjoy reading.

See List 1.26, Types of Fiction and Nonfiction Your Students Might Read.
List 1.26  Types of Fiction and Nonfiction Your Students Might Read

Students who read a variety of materials often develop into more competent readers than their peers who resist reading beyond a topic of special interest. Encourage all of your students to read an assortment of both fiction and nonfiction. The following list offers categories of written works from which they might choose.

action  fairy tale  poetry
adventure  fantasy  realistic fiction
animals  folk tale  reference
autobiography  historical fiction  religious
ballad  horror  romance
biography  how-to  science fiction
book review  humor  self-improvement
comedy  informational  sports
coming of age  inspirational  suspense
diary  interview  tall tale
drama  juvenile  technical
editorials  multicultural  tragedy
essay  mystery  western
ethnic  news articles
fable  plays

Did you know? The word genre refers to distinctive categories of written material. An example of a genre is the adventure story.

See List 1.25, Helping Students Select Books to Read; List 1.27, Important Parts of a Book.
List 1.27  Important Parts of a Book

When you discuss books with your students, it is helpful to use the proper terminology. Following are terms you and your students should use when you talk about books and their parts.

- **Jacket**: The removable paper cover used to protect the binding of a book
- **Front cover**: Includes title and author
- **Back cover**: Often includes a brief summary or description designed to interest readers
- **Spine**: Usually has the title and author’s name, making it easy to find books set on shelves
- **Title page**: Includes title, author, publisher
- **Copyright page**: Includes the date of publication and the International Standard Book Number (ISBN)
- **Author bio note**: Provides brief information about the author
- **Dedication**: Brief note dedicating the book to someone as a sign of affection or respect
- **Table of contents**: A listing of chapters and topics by page number
- **Preface**: Statement by the author that introduces a book and explains its scope
- **Acknowledgments**: Recognition of others who helped the author with his or her writing
- **Introduction**: The beginning or opening of a book
- **Chapters**: Main divisions of a book
- **Subheads**: Smaller divisions of a book’s chapters, usually focusing on one topic
- **Illustrations**: Includes photographs, pictures, charts, tables, graphs
- **Glossary**: List of important words with their definitions, usually at the back of a book
- **Bibliography**: A list of reference books

**Did you know?** Johann Gutenberg is generally considered to be the inventor of the first practical printing press, which dramatically increased the availability of books. Although historians argue over the exact date of Gutenberg’s invention, most agree it was between 1440 and 1450.

See List 1.26, Types of Fiction and Nonfiction Your Students Might Read.
List 1.28  Major Parts of Stories

All stories have a basic structure composed of several parts. When students understand the parts of a story, they are more likely to have a solid understanding of the whole. You should introduce the following story parts as soon as possible in your reading program.

- The **plot** of a story is the action line of the story. It consists of the events and happenings that move the story from its opening to its climax and conclusion. The plot is built around characters who face a problem. Their efforts to solve the problem are told in the story.

- The **characters** are the people who take part in the story. In some stories, especially those for young readers, characters may be animals or entirely imaginary creatures.

- The **setting** of a story is where and when the events of the story occur. Depending on a story’s length and plot, a story may have just one setting, or it may have several. Settings that support the action of a story help to make a story interesting.

- The **climax** of a story is the moment when the characters solve (or fail to solve) their problem. The climax is usually the most exciting part of a story.

- The **theme** of a story is a message the author hopes to share with his or her readers. In most stories, the theme arises from the plot and becomes apparent at the story’s conclusion.

**Did you know?** Storytelling has been a part of the human experience since its earliest times. In primitive societies, knowledge was passed on to the next generation through storytelling.
List 1.29  Reading Log Guidelines

Reading logs, also known as reading journals, response logs, and literature journals, can be important components of a reading program. They may serve as a place in which students record their reactions to reading, answer questions, or write down questions they may have about a selection. Reading logs can be useful to discussions and group activities. Following are suggestions of how you can incorporate reading logs into your reading program.

- A standard spiral notebook is a good choice for a reading log, although a log can take many forms.
- Students should write their names on their reading logs.
- Students should bring their reading logs to school each day.
- Logs should be used only for reading. They should not be used for the work in other subjects.
- You should encourage your students to record their reactions to reading done in class, and also when they read at home.
- Students should begin each entry on a new page. They should date and label their entries, for example, October 29, 2011, Chapter 6, pages 64–73.
- You should periodically collect the logs of your students and read their entries.
- You should respond to your students’ entries by offering comments and suggestions. Short notes that spur critical thinking are particularly useful.
- You should encourage your students to answer questions fully and support their ideas with facts.
- You should suggest that your students periodically review their logs to see how they are growing as readers.

Did you know? While many students benefit from reading logs, some become frustrated with having to regularly complete entries after reading. For these students, logs may undermine the development of their reading skills. Consider providing such students with alternatives that foster their reading enthusiasm. For example, instead of requiring a student to write about her reactions to a scene in a story, you might ask her to draw a picture of her opinion, create a dialogue with a character about an event, or rewrite a scene and provide a different conclusion.

See List 1.19, Questions to Aid Comprehension; List 1.30, Some Suggestions for Student Entries in Reading Logs.
List 1.30  Some Suggestions for Student Entries in Reading Logs

Reading logs can serve many purposes. At its most basic, a reading log serves as a record of what students read. Logs may also be a place in which students write responses to their reading. Responses can take various forms, examples of which follow.

- Answers to specific questions you pose
- Questions students pose to themselves or to other students for group discussions
- Completion of statements such as:
  - What I really liked about this book was . . .
  - I was really disappointed because . . .
  - What surprised me the most was . . .
  - The story made me feel . . .
  - Something new I learned was . . .
- A poem about a character, the plot, or a place in the story
- An opinion in agreement or disagreement with the material
- An imaginary interview with a character
- A diary entry from the viewpoint of a character
- An alternative ending
- A list of what students feel are the most important ideas in a book
- Possible different scenes or characters
- A letter written to a character or the author
- A list of possible different titles
- An explanation of something students learned
- Comments about how the story relates to students’ lives
- A review of the book in no more than five sentences

Did you know? Providing a wide range of ideas and options for making entries in reading logs helps to address the diverse interests of students.

See List 1.29, Reading Log Guidelines.
List 1.31  Famous Children’s Authors

There are many outstanding authors of children’s books. The following list contains twenty-five whom we consider to be among the best of these authors, along with an example of their work. The list can serve as an excellent starting point for building a classroom library.

Judy Blume, Tales of a Fourth Grade Nothing
Frances Hodgson Burnett, The Secret Garden
Beverly Cleary, Freckle Juice
Roald Dahl, Charlie and the Chocolate Factory
Sid Fleishman, The Whipping Boy
Virginia Hamilton, M. C. Higgins, the Great
Madeleine L’Engle, A Wrinkle in Time
C. S. Lewis, The Lion, the Witch and the Wardrobe
Lois Lowry, Anastasia Krupnik
Patricia MacLachlan, Sarah, Plain and Tall
A. A. Milne, Winnie the Pooh
L. M. Montgomery, Anne of Green Gables
Scott O’Dell, Island of the Blue Dolphins
Katherine Paterson, Bridge to Terabithia
Wilson Rawls, Where the Red Fern Grows
J. K. Rowling, the Harry Potter series
George Selden, The Cricket in Times Square
Maurice Sendak, Where the Wild Things Are
Jerry Spinelli, Maniac Magee
R. L. Stine, the Goosebumps series
Mildred Taylor, Roll of Thunder, Hear My Cry
Chris Van Allsburg, Jumanji
E. B. White, Charlotte’s Web
Laura Ingalls Wilder, the Little House series
Jane Yolen, Owl Moon

Did you know? Laura Ingalls Wilder published her first book when she was sixty-five years old.

See List 1.34, Great Books for Any Primary or Elementary Classroom; List 1.36, Books for Young Readers Written by African American Authors; List 1.37, Poetry Books for Children.
List 1.32  Books for Pre-Readers

Most children who are introduced to the wonders and joys of reading at an early age go on to become competent readers. With wonderful art and either no print or very little print, the books below are ideal for the very young who are just beginning to learn to read.

Across the Stream by Mirra Ginsburg
All Fall Down by Brian Wildsmith
Alligator’s Toothache by Diane De Groat
Animal Alphabet by Bert Kitchen
Anno’s Counting Book by Anno Mitsumasa
Another Story to Tell by Dick Bruna
The Bear and the Fly by Paula Winter
Big Ones, Little Ones by Tana Hoban
Carl Goes Shopping by Alexandra Day
The Cat Sat on the Mat by Brian Wildsmith
Creepy Castle by John Goodall
The Creepy Thing by Fernando Krahn
The Chick and the Duckling by Mirra Ginsburg
Chicka Chicka Boom Boom by Bill Martin Jr. and Jon Archambault
Deep in the Forest by Brinton Turkle
Do You Want to Be My Friend? by Eric Carle
Frog Goes to Dinner by Mercer Mayer
Goodnight Baby Bat by Debi Gliori
The Great Cat Chase by Mercer Mayer
Have You Seen My Duckling? by Nancy Tafuri
Hiccup by Mercer Mayer
Hooray for Fish by Lucy Cousins
Junglewalk by Nancy Tafuri
The Little Star Who Wished by Michael Broad
Look Book by Tana Hoban
Looking Down by Steve Jenkins
The Midnight Adventures of Kelly, Dot and Esmeralda by John Goodall
Moonlight by Jan Ormerod
Not a Box by Antoinette Portis
The Odd Egg by Emily Gravett
Pancakes for Breakfast by Tomie dePaola
The Paperboy by Dav Pilkey
List 1.32  continued

*Penguin* by Polly Dunbar
*Picnic* by Emily Arnold McCully
*Rosie’s Walk* by Pat Hutchins
*Russell the Sheep* by Rob Scotton
*The Secret in the Dungeon* by Fernando Krahn
*The Silver Pony* by Lynd Ward
*The Snowman* by Raymond Briggs
*Tiger in the Snow!* by Nick Butterworth
*Time Flies* by Eric Rohmann
*What a Tale* by Brian Wildsmith
*Whose Nose and Toes?* by John Butler
*Window* by Jeannie Baker
*The Yellow Umbrella* by Henrik Drescher

*Did you know?* Very young children often memorize the words of favorite books before being able to actually read them.

See List 1.33, *Books for Beginning Readers.*
### List 1.33 Books for Beginning Readers

Books with rhyme and repetition can help beginning readers become familiar and comfortable with the structure of written material—reading left to right, gaining understanding from words and pictures, and recognizing word and sentence patterns. Such books also foster early vocabulary development and aid comprehension. The following books serve well in any beginning reading program.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Busy Monday Morning</em></td>
<td>Janina Domanska</td>
</tr>
<tr>
<td><em>Can I Keep Him?</em></td>
<td>Steven Kellogg</td>
</tr>
<tr>
<td><em>The Chick and the Duckling</em></td>
<td>Mirra Ginsburg</td>
</tr>
<tr>
<td><em>Chicken Soup with Rice</em></td>
<td>Maurice Sendak</td>
</tr>
<tr>
<td><em>Click Clack Moo: Cows That Type</em></td>
<td>Doreen Cronin</td>
</tr>
<tr>
<td><em>Cookie’s Week</em></td>
<td>Cindy Ward</td>
</tr>
<tr>
<td><em>Crocodile Beat</em></td>
<td>Gail Jorgensen</td>
</tr>
<tr>
<td><em>Dear Zoo</em></td>
<td>Rod Campbell</td>
</tr>
<tr>
<td><em>Fortunately</em></td>
<td>Remy Charlip</td>
</tr>
<tr>
<td><em>A Funny Fish Story</em></td>
<td>Joanne and David Wylie</td>
</tr>
<tr>
<td><em>The Gingerbread Boy</em></td>
<td>Paul Galdone</td>
</tr>
<tr>
<td><em>Good Night, Owl</em></td>
<td>Pat Hutchins</td>
</tr>
<tr>
<td><em>Greedy Cat</em></td>
<td>Joy Cowley</td>
</tr>
<tr>
<td><em>Henny Penny</em></td>
<td>Paul Galdone</td>
</tr>
<tr>
<td><em>Hey! Get Off Our Train</em></td>
<td>John Burningham</td>
</tr>
<tr>
<td><em>The House That Jack Built</em></td>
<td>Rodney Peppe</td>
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<tr>
<td><em>I Know an Old Lady</em></td>
<td>Rose Bonne and Alan Mills</td>
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<tr>
<td><em>I Went Walking</em></td>
<td>Sue Williams</td>
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<tr>
<td><em>If You Give a Mouse a Cookie</em></td>
<td>Laura Joffe Numeroff</td>
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<tr>
<td><em>In a Dark Dark Wood</em></td>
<td>June Melser and Joy Cowley</td>
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<tr>
<td><em>Is Your Mama a Llama?</em></td>
<td>Deborah Guarino</td>
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<tr>
<td><em>It Looked Like Spilt Milk</em></td>
<td>Charles G. Shaw</td>
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<tr>
<td><em>Joshua James Likes Trucks</em></td>
<td>Catherine Petrie</td>
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<tr>
<td><em>Just Like Daddy</em></td>
<td>Frank Asch</td>
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<tr>
<td><em>The Little Red Hen</em></td>
<td>Paul Galdone</td>
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<tr>
<td><em>More Spaghetti I Say!</em></td>
<td>Rita Gelman</td>
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<tr>
<td><em>Mrs. Wishy-Washy</em></td>
<td>Joy Cowley</td>
</tr>
<tr>
<td><em>Mud</em></td>
<td>Wendy Cheyette Lewison</td>
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<tr>
<td><em>My Bike</em></td>
<td>Craig Martin</td>
</tr>
<tr>
<td><em>Noisy Nora</em></td>
<td>Rosemary Wells</td>
</tr>
<tr>
<td><em>Oh, A-Hunting We Will Go</em></td>
<td>John Langstaff</td>
</tr>
<tr>
<td><em>The Old Woman and Her Pig</em></td>
<td>W. Mars</td>
</tr>
</tbody>
</table>
List 1.33  continued

“Pardon?” Said the Giraffe by Colin West
Pumpkin Pumpkin by Jeanette Titherington
Q is for Duck, An Alphabet Guessing Game by Mary Elting and Michael Folsom
Seven Little Rabbits by John Becker
The Three Billy Goats Gruff by Marcia Brown
The Three Little Bears by Paul Galdone
The Three Little Pigs by Paul Galdone
Things I Like by Anthony Browne
Too Much Noise by Ann McGovern
A Treeful of Pigs by Arnold Lobel
The Very Busy Spider by Eric Carle
Where Are You Going, Little Mouse by Robert Kraus
Who Said Red? by Mary Serfozo

Did you know? Rhyme and repetition make books for beginning readers predictable and enjoyable.

See List 1.32, Books for Pre-Readers; List 1.34, Great Books for Any Primary or Elementary Classroom.
List 1.34  Great Books for Any Primary or Elementary Classroom

There are countless great books for children. While any list of this nature, of course, is subjective and will exhibit some overlap, the following books, broken down roughly for primary and elementary students, provide plenty of choices. You should choose those books you feel are most suitable for your students.

Primary

*Across the Stream* by Mirra Ginsburg
*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
*Amelia's Road* by Linda Altman
*Amos and Boris* by William Steig
*Angel Child, Dragon Child* by Michele Maria Surat
*Animals Should Definitely Not Wear Clothing* by Judi Barrett
*Annie and the Old One* by Miska Miles
*Anno's Counting House* by Mitsumasa Anno
*Anno's Mysterious Multiplying Jar* by Masaichiro and Mitsumasa Anno
*Araminta's Paint Box* by Karen Ackerman
*Bearsie Bear and the Surprise Sleepover Party* by Bernard Waber
*Bunny Cakes* by Rosemary Wells
*Bunny Money* by Rosemary Wells
*The Bus Ride* by Anne McLean
*Buz* by Richard Egielski
*Chester's Way* by Kevin Henkes
*The Chick and the Duckling* by Mirra Ginsburg
*Chicken Soup with Rice* by Maurice Sendak
*Cinderella, or the Little Glass Slipper* by Charles Perrault
*Cookie's Week* by Cindy Ward
*The Courage of Sarah Noble* by Alice Dalgliesh
*Do Not Open* by Brinton Turkle
*Each Peach Pear Plum* by Janet and Allan Ahlberg
*Eloise* by Kay Thompson
*Elmer* by David McKee
*Emily and the Enchanted Frog* by Helen V. Griffith
*The Enormous Crocodile* by Roald Dahl
*Everybody Needs a Rock* by Byrd Baylor
*Feathers for Lunch* by Lois Ehlert
*Flossie and the Fox* by Patricia McKissack
*Frog and Toad Together* by Arnold Lobel
List 1.34 continued

Gathering the Sun: An Alphabet in Spanish and English by Alma Flor Ada
Good Driving, Amelia Bedelia by Peggy Parish
The Great Kapok Tree by Lynne Cherry
Growing Vegetable Soup by Lois Ehlert
Hailstones and Halibut Bones by Mary O’Neill
Hattie and the Fox by Mem Fox
Horace by Holly Keller
I Am Not Going to Get Up Today! by Dr. Seuss
I Hate English by Ellen Levine
I Like Books by Anthony Browne
I Want a Dog by Dayal Kaur Khalsa
If You Give a Moose a Muffin by Laura Numeroff
In a Cabin in a Wood by Darcy McNally
Is Your Mama a Llama? by Deborah Guarino
Jamaica’s Find by Juanita Havill
James and the Giant Peach by Roald Dahl
The Little Red Hen by Paul Galdone
Little Red Riding Hood by Trina Schart Hyman
Lon Po Po by Ed Young
Madeline by Ludwig Bemelmans
Make Way for Ducklings by Robert McCloskey
Millions of Cats by Wanda Gag
The Mitten by Jan Brett
The Mixed-Up Chameleon by Eric Carle
Mud by Wendy Cheyette Lewison
Nana Upstairs, Nana Downstairs by Tomie dePaola
The Napping House by Audrey Wood
The New Adventures of Mother Goose by Bruce Lansky
Pat the Bunny by Dorothy Kunhardt
The Patchwork Quilt by Valerie Flournoy
Polkabats and Octopus Slacks by Calef Brown
Squirrels by Brian Wildsmith
Ten Nine Eight by Molly Bang
A Toad for Tuesday by Russell E. Erickson
There Was an Old Lady Who Swallowed a Fly by Simms Taback
Town Mouse, Country Mouse by Jan Brett
The Very Hungry Caterpillar by Eric Carle

Reading
List 1.34  **continued**

_Wagon Wheels by Barbara Brenner_

_What a Tale by Brian Wildsmith_

_Where the Wild Things Are by Maurice Sendak_

**Elementary**

_Afternoon of the Elves by Janet Taylor Lisle_

_Anastasia Krupnik by Lois Lowry_

_Anne of Green Gables by L. M. Montgomery_

_The Bones in the Cliff by James Stevenson_

_Bridge to Terabithia by Katherine Paterson_

_Bunnicula by Deborah and James Howe_

_Castle in the Attic by Elizabeth Winthrop_

_The Cat in the Hat by Dr. Seuss_

_The Cat Sat on the Mat by Alice Cameron and Carol Jones_

_Charlie and the Chocolate Factory by Roald Dahl_

_Charlotte’s Web by E. B. White_

_Child of the Owl by Laurence Yep_

_The Comeback Dog by Jane Resh Thomas_

_Cousins in the Attic by Gary Paulsen_

_Coyote Dreams by Susan Nunes_

_The Cricket in Times Square by George Selden_

_Danny the Champion of the World by Roald Dahl_

_A Dog Called Kitty by Bill Wallace_

_Ella Enchanted by Gail Carson Levine_

_Fly Away Home by Eve Bunting_

_Freckle Juice by Beverly Cleary_

_Frindle by Andrew Clements_

_Goosebumps [any books of the series] by R. L. Stine_

_Grasshopper Summer by Ann Turner_

_The Green Book by Jill Paton Walsh_

_Harry Potter [any of the books of the series] by J. K. Rowling_

_How Does It Feel to Be Old? by Norma Farber_

_How to Eat Fried Worms by Thomas Rockwell_

_I’ll Meet You at the Cucumbers by Lilian Moore_

_The Indian in the Cupboard by Lynne Reid Banks_

_Island of the Blue Dolphins by Scott O’Dell_

_Jumanji by Chris Van Allsburg_

_The Lion, the Witch and the Wardrobe by C. S. Lewis_
List 1.34 continued

Little House (any books of the series) by Laura Ingalls Wilder
Little Women by Louisa May Alcott
The Lucky Stone by Lucille Clifton
Lyddie by Katherine Paterson
M. C. Higgins, the Great by Virginia Hamilton
Maniac Magee by Jerry Spinelli
The Midwife’s Apprentice by Karen Cushman
Molly’s Pilgrim by Barbara Cohen
My Great-Aunt Arizona by Gloria Houston
The Night the Bells Rang by Natalie Kinsey-Warnock
No Mirrors in My Nana’s House by Ysaye M. Barnwell
Nothing but the Truth by Avi
Nothing Ever Happens on 90th Street by Roni Schotter
Number the Stars by Lois Lowry
Old Henry by Joan W. Blos
Once Upon a Dark November by Carol Beach York
Owl Moon by Jane Yolen
The Pinballs by Betsy Byars
The Polar Express by Chris Van Allsburg
Redwall by Brian Jacques
Roll of Thunder, Hear My Cry by Mildred Taylor
Romona Quimby, Age 8 by Beverly Cleary
Sarah, Plain and Tall by Patricia MacLachlan
The Secret Garden by Frances Hodgson Burnett
Seedfolks by Paul Fleschman
Shades of Gray by Carolyn Reeder
Shadow Spinner by Susan Fletcher
Sounder by William Armstrong
The Spell of the Sorcerer’s Skull by John Bellairs
Stone Fox by John R. Gardiner
Summer of the Monkeys by Wilson Rawls
Tales of a Fourth Grade Nothing by Judy Blume
A Taste of Salt by Frances Temple
Toad Food and Measle Soup by Christine McDonnell
Tuck Everlasting by Natalie Babbit
Wan Hu Is in the Stars by Jennifer Armstrong
Water Dance by Thomas Locker
List 1.34 continued

Where the Red Fern Grows by Wilson Rawls
The Whipping Boy by Sid Fleishman
Winnie the Pooh by A. A. Milne
Witch Week by Dianna Wynne Jones
A Wrinkle in Time by Madeleine L’Engle

Did you know? The Caldecott Medal is awarded each year to the artist of the most distinguished American picture book. For a list of Caldecott winners, visit the Web site of the American Library Association at http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal.cfm. (Or you can simply search the Internet with the term “Caldecott Medal Winners” to find numerous Web sites about the award.) The Newbery Medal is awarded to the author of the most distinguished contribution to American literature for children. For a list of Newbery winners, visit the Web site of the American Library Association at http://www.ala.org/ala/mgrps/divs/alsc/awardgrants/bookmedia/newberyaward/newberyaward.cfm. (Or use the term “Newbery Award Winners” to search the Internet to find other useful Web sites.)

See List 1.31, Famous Children’s Authors; List 1.33, Books for Beginning Readers; List 1.36, Books for Young Readers Written by African American Authors.
List 1.35 Books for Reluctant Readers

Reluctant readers are children who have little interest in reading. Many reluctant readers lack strong reading skills, which only adds to their reading reluctance. Most, if asked, will tell you that they do not like to read. Your best strategy for motivating reluctant readers is to provide them with high-interest books that have strong story lines and relatively easy language. The books in the following list are aimed at the elementary grades, where reluctant readers begin to emerge.

*Beware the Mare* by Jessie Haas
*Cam Jansen and the Mystery of the Stolen Diamonds* by David Adler
*The Chalk Box Kid* by Clyde R. Bulla
*Chevrolet Saturdays* by Candy Dawson Boyd
*Crash* by Jerry Spinelli
*Danger Guys* by Tony Abbot
*December* by Eve Bunting
*George the Drummer Boy* by Nathaniel Benchley
*Ghosthunters and the Incredibly Revolting Ghost!* by Cornelia Funke
*The Golly Sisters Go West* by Betsy Byars
*Going with the Flow* by Claire H. Blachford
*The Good, the Bad, and the Goofy* by Jon Scieszka
*How to Train Your Dragon* by Cressida Cowell
*Jason and the Losers* by Gina Willner-Pardo
*Julian Rodriguez* by Alexander Stadler
*Kidnap Kids* by Todd Strasser
*Losers, Inc.* by Claudia Mills
*Lust and Found* by Andrew Clements
*Marco’s Monster* by Meredith Sue Willis
*Maxx Comedy: The Funniest Kid in America* by Gordon Korman
*Meanwhile* by Jules Feiffer
*Monster Manners* by Beverly Collins
*My Haunted House* by Angie Sage
*My Life as a Fifth Grade Comedian* by Elizabeth Levy
*My Life in Dog Years* by Gary Paulsen
*Oggie Cooder* by Sarah Weeks
*Shark in School* by Patricia Reilly Giff
*Shoeshine Girl* by Clyde R. Bulla
List 1.35 continued

Skeleton Man by Joseph Bruchac
Skylark by Patricia MacLachlan
Star Jumper: Journal of a Cardboard Genius by Frank Asch
Wayside School Gets a Little Stranger by Louis Sachar
The Zack Files, My Son the Time Traveler by Dan Greenburg

Did you know? Some reluctant readers may be hampered by an undiagnosed learning disability. Identifying and overcoming the effects of the disability can improve the student’s reading skills and make reading pleasurable.

See List 1.34, Great Books for Any Primary or Elementary Classroom.
List 1.36 Books for Young Readers Written by African American Authors

The list below contains an assortment of outstanding books written by African American authors for young readers. Each would be a valuable addition to your reading program.

*Aunt Harriet’s Underground Railroad in the Sky* by Faith Ringgold
*The Big Box* by Toni Morrison
*Black Cat* by Christopher Myers
*The Black Snowman* by Phil Mendez
*Bluish* by Virginia Hamilton
*Bubber Goes to Heaven* by Arna Bontemps
*Bud, Not Buddy* by Christopher Paul Curtis
*Celie and the Harvest Fiddler* by Vanessa Flournoy and Valerie Flournoy
*Cloudy Day Sunny Day* by Donald Crews
*Cornrows* by Camille Yarbrough
*Cousins* by Virginia Hamilton
*Danitra Brown Leaves Town* by Nikki Grimes
*An Enchanted Hair Tale* by Alexis DeVeaux
*Goin’ Someplace Special* by Patricia C. McKissack
*Grandma’s Purple Flowers* by Adjoa J. Burrowes
*Hold Fast to Dreams* by Andrea Davis Pinkney
*The House of Dies Drear* by Virginia Hamilton
*I Love My Hair* by Natasha Tarpley
*John Henry* by Julius Lester
*Just Us Women* by Jeannette Caines
*Justin and the Best Biscuits in the World* by Mildred Pitts Walter
*Kevin and His Dad* by Irene Small
*The Little Tree Growin’ in the Shade* by Camille Yarbrough
*Martin Luther King* by Rosemary L. Bray
*Minnie Saves the Day* by Melodye Benson Rosales
*Mirandy and Brother Wind* by Patricia C. McKissack
*Moja Means One: Swahili Counting Book* by Muriel Feelings and Tom Feelings
*More Than Anything Else* by Marie Bradby
*Nathaniel Talking* by Eloise Greenfield
*No Mirrors in My Nana’s House* by Ysaye M. Barnwell
*On the Day I Was Born* by Debbi Chocolate
*The Patchwork Quilt* by Valerie Flournoy
List 1.36  continued

*The River That Gave Gifts* by Margo Humphrey
*Show Way* by Jacqueline Woodson
*Spin a Soft Black Song* by Nikki Giovanni
*Stevie* by John Steptoe
*Sweet, Sweet Memory* by Jacqueline Woodson
*Tar Beach* by Faith Ringgold
*To Be a Drum* by Evelyn Coleman
*Turtle Knows Your Name* by Ashley Bryan
*The Watsons Go to Birmingham—1963* by Christopher Paul Curtis
*The Well: David’s Story* by Mildred D. Taylor
*When I Am Old with You* by Angela Johnson
*White Socks Only* by Evelyn Coleman

**Did you know?** Virginia Hamilton is among America’s most honored authors of children’s books.

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*See List 1.34, Great Books for Any Primary or Elementary Classroom.*
List 1.37  Poetry Books for Children

The rhyme, rhythm, and imagery of poetry can excite the imaginations of children and instill in them a love for words. The following books offer poems that are particularly appealing to students.

Falling Up by Shel Silverstein
Favorite Poems Old and New selected by Helen Ferris
The Genie in the Jar by Nikki Giovanni
The Great Frog Race and Other Poems by Kristine O'Connell George
Honey I Love by Eloise Greenfield
It's Raining Laughter by Nikki Grimes
Joyful Noise: Poems for Two Voices by Paul Fleischman
Knock at a Star: A Child's Introduction to Poetry by X. J. Kennedy and Dorothy M. Kennedy
A Light in the Attic by Shel Silverstein
The Random House Book of Poetry for Children selected by Jack Prelutsky
Read-Aloud Poems for the Very Young selected by Jack Prelutsky
Sing a Song of Popcorn by Beatrice Shenk deRegniers
Sing to the Sun by Ashley Bryan
Sky Scrape/City Scape: Poems of City Life by Jane Yolen
The Sun Is So Quiet by Nikki Giovanni
The 20th Century Children's Poetry Treasury selected by Jack Prelutsky
Where the Sidewalk Ends by Shel Silverstein

Did you know? Without music, the lyrics of songs are poems.
List 1.38  Magazines for Children

Magazines can be sources of high-interest reading material for students. Along with fostering the development of reading skills, they can promote the habit of reading for enjoyment. The magazines that follow are easily contacted through their Web sites.

*American Girl Magazine*: www.americangirl.com

*Boy's Life Magazine*: www.boyslife.org

*Children's Digest*: www.cbhi.org/cbhi/magazines/childrensdigest.shtml

*Cobblestone*: www.cobblestonepub.com

*Cricket*: www.cricketmag.com

*Faces*: www.cobblestonepub.com

*Girl's Life*: www.girlslife.com

*Highlights for Children*: www.highlightskids.com

*Humpty Dumpty's Magazine*: www.humptydumptymag.org

*Jack and Jill*: www.jackandjillmag.org

*National Geographic Kids*: www.kids.nationalgeographic.com

*Ranger Rick*: www.nwf.org/RangerRick

*Spider*: www.cricketmag.com

*Stone Soup*: www.stonesoup.com

*Your Big Backyard*: www.nwf.org/YourBigBackyard

*Did you know?* Many print magazines also offer original content through their Web sites.
List 1.39  Suggestions for Parents and Guardians to Help Their Children with Reading

Parents and guardians can play a major role in the development of their children’s reading ability. Their support and encouragement can not only help their children master fundamental reading skills, but help them acquire an appreciation of reading. Following are some suggestions.

- Make reading an important part of your home. Have books on hand and subscribe to magazines for both you and your children.
- Be a reader. Read a variety of materials—newspapers and magazines, novels, and nonfiction books. When children see their parents or guardians reading for pleasure, they will come to view reading as important and enjoyable.
- Let your children see you reading advertisements, letters, and solicitations. All demonstrate that reading is an essential skill.
- Read to your children every day. Start when they are very young and remember that even older children enjoy being read to. Reading to your children models fluency, inflection, and familiarity with words and phrases. Encourage older children to read to their younger brothers and sisters.
- Reread favorite books to your children often. For very young children, choose picture books, books with rhyme, and books with a lot of repetition. Rereading favorite books lays the foundation for reading skills by helping children become familiar with story lines, recognize words, and gain a sense of sentence patterns.
- Talk about stories. Point out repetitive words and encourage your children to say them as you read them. This fosters word recognition and comprehension.
- Use the pictures in books to help clarify and enhance the story. Point out and explain illustrations and photographs.
- Help your children develop vocabulary by using synonyms and antonyms.
- As you read a story, periodically stop and ask your children to predict what will happen next. Encourage them to share their ideas about the story.
- Give books as gifts.
- Help your children build a library in their rooms. Include fiction and nonfiction, as well as reference books such as a dictionary, thesaurus, and a child’s almanac.
- Visit your public library regularly. Help your children select books, and involve them with special library events such as story time.
- Share your favorite stories and books with your children.
- Treat books with respect. Regard them as wonderful repositories of knowledge that can excite the imagination. When your children see you value books, they will too.

Did you know? Reading ability is a crucial factor for success in other subjects.
List 1.40  Reading Teaching Tips

A key element to a successful reading program is the use of multiple strategies and approaches for instruction. The following tips can help you make reading a productive and enjoyable part of your students’ day.

- Use a variety of interesting, age-appropriate reading materials, including novels, nonfiction books, short stories, articles, and poetry.
- Incorporate reading across your curriculum. Emphasize to your students that reading is important to all subjects.
- Provide plenty of time for reading. Do not assume that students devote much time to reading at home.
- Encourage individual reading. Consider reserving time for silent reading in your classroom.
- Plan class, group, and individual reading activities.
- Use reading logs as a means to engage students in their reading, probe for deeper insight, and stimulate critical thinking.
- Teach phonics, especially for beginning readers, but also for older students if necessary.
- Be aware of the progress of your students. Address problems quickly.
- Teach vocabulary in reading and also in other subjects.
- Teach students how to use context clues to find the meaning of new words.
- Discuss reading to enhance comprehension.
- Talk about books and encourage your students to talk about books with each other.
- Display titles of your students’ favorite books on the bulletin board, perhaps as ‘‘Books of the Month.’’
- Invite the parents and guardians of your students to support your efforts in class by encouraging their children to read at home.
- Be a cheerleader for your students and their reading. When your students know that you support their efforts at reading, they will work harder.

Did you know? Most teachers agree that a balanced approach to reading instruction, which includes phonics, word recognition skills, and the use of interesting, authentic reading materials, is most effective.

See List 1.39, Suggestions for Parents and Guardians to Help Their Children with Reading.
List 1.41 Checklist for a Successful Reading Program

Successful reading programs have several positive elements in common. Evaluating your reading program according to the following criteria can help you build a program for your students that is productive and enjoyable.

- Reading is respected as a subject and valued as a skill.
- A variety of reading materials are available to students—nonfiction books, novels, magazines, short stories, plays, and poetry.
- Students are encouraged to read a variety of selections.
- Phonics, word recognition, and comprehension are central to instruction.
- Instruction takes into account different learning styles and includes activities for the whole class, groups, and individuals.
- Reading skills are taught in context in meaningful selections.
- Students are taught helpful reading strategies such as using context clues, focusing on groups of words rather than a single word while reading, and formulating questions and seeking answers as they read.
- Reading materials are interesting and appropriate for the age and abilities of students.
- Time for reading is provided in school; reading at home is encouraged.
- Students are encouraged to select books for themselves.
- Students are encouraged to respond to their reading.
- Students are given opportunities to share their ideas about what they read with their classmates.
- The classroom is filled with books and reading materials. In addition to classroom materials, regular trips to the school library are scheduled.
- Effort and achievement in reading are supported and applauded.
- The progress of students is monitored closely. Intervention and remediation, when necessary, are quick and effective.
- Assessment is fair and practical.
- An underlying objective of the class is to help students build confidence in their ability to read.
- The class fosters an appreciation of reading, not just as a subject in school, but as an important ability to other aspects of life.

Did you know? For many children, their teachers are the most significant factor in their learning to read.

See List 1.40, Reading Teaching Tips.