



# WORD STUDY TEACHER GUIDE

A RESOURCE FOR EDUCATORS





# TABLE OF CONTENTS

## 03 [Introduction](#)

Why Word Study for Struggling Readers?

What's Included?

How Can You Set Students Up for Success?

## 05 [Word Study User Guide](#)

Before Implementation

During Implementation

After Implementation

## 11 [Scope and Sequence Recommendations](#)

Instructional Table

## 13 [Word Study Lesson Universal Teacher Edition](#)

## 19 [Strategies Glossary: Word Study](#)

Introduction

Integrating Word Study in the Classroom

Recommended Strategies for Prefix and Suffix Lessons

Recommended Strategies for Syllabication Lessons

Recommended Strategies for Word Parts and Origins Lessons

Additional Word Study Strategies

Continual Learning

## 37 [Glossary of Terms](#)

## 41 [Appendices of Printable Resources](#)

Appendix A: Word Lists

Appendix B: Anchor Charts

Appendix C: Automaticity Practice Lists

Appendix D: Word Decoder Graphic Organizer



# INTRODUCTION

## Why Word Study for Struggling Readers?

Reading, writing, speaking, listening: mastering each of these skills involves a nuanced understanding of language. Assessment results have shown that fewer than half of tested middle and high schoolers earned proficiency in reading.<sup>1</sup> Recent studies point to decoding as a key skill that often requires additional development for middle and high school students to improve their reading comprehension.<sup>2</sup> Through systematized Word Study instruction, students can learn to read and derive meaning from common word parts and patterns and use them to decode the multisyllabic words that they are likely to encounter in grade-level texts.

## What's Included?

This suite of over 40 Word Study lessons is designed specifically for older students and intended for flexible use. The lessons offer targeted support in areas where comprehension often breaks down, and are divided into 5 different Word Study topics:

- Introduction to Word Study
- Prefixes
- Suffixes
- Syllabication
- Word Parts and Origins

Together, these lessons provide teachers with opportunities to deliver direct instruction on decoding multisyllabic words, facilitate the practice of this skill, and assess student learning.

### The lessons in this suite will help students:

- Learn common word parts and syllable patterns that make up longer multisyllabic words;
- Use word parts to infer the meaning of unfamiliar words;
- Practice decoding longer words by using a routine that they can apply in their reading.

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1 National Assessment of Educational Progress (NAEP), "Explore Results for the 2019 NAEP Reading Assessment," The Nation's Report Card, (2019) <https://www.nationsreportcard.gov/reading>. Based on 2019 NAEP results, fewer than 40% of tested middle and high schoolers earned proficiency in reading.

2 Wang, Z., Sabatini, J., O'Reilly, T., & Weeks, J., "Decoding and reading comprehension: A test of the decoding threshold hypothesis," *Journal of Educational Psychology*, 111, no. 3 (2019): 387-401.



Each lesson in the StudySync Word Study suite has a familiar interface and flow of activities that are organized across 4 tabs:

- **Define:** A brief introduction to Word Study
- **Vocabulary:** A drag-and-drop vocabulary activity specific to the lesson
- **Model:** A Model section where students learn about and practice the skill
- **Your Turn:** 3 activities that increase in rigor and may be used as additional practice or assessment

## HOW CAN YOU SET STUDENTS UP FOR SUCCESS?

### **Be transparent.**

- For readers in middle and high school, going back to some of the most basic lessons in syllabication and word parts may feel not only uncomfortable but also frustrating.
- Reassure students that all readers sometimes need guidance or assistance as they read, especially as texts grow more complex.

### **Be clear about the process.**

- Even the most skilled readers still encounter unfamiliar words from time to time. Strong readers know when and how to stop, break a word apart, figure out how to pronounce it, and determine the word's meaning.
- Every good reader often has to look up words, not only for meaning but also to break them into syllables and learn to pronounce them.

### **Explain in the affirmative.**

- All readers are in an ongoing learning process. No one finally knows “everything.”
- Celebrate student accomplishments and find opportunities to remind students of their personal progress. Encouraging a growth mindset will boost motivation and set students up for success.



# WORD STUDY USER GUIDE

## BEFORE IMPLEMENTATION

Before you begin using the Word Study lessons, you will want to familiarize yourself with the content of these lessons and determine how to implement them in each class.

### Previewing Content

You may preview the Word Study lessons by:

- Consulting the Scope and Sequence Guide to view the lesson categories and topics;
- Viewing a lesson from each Word Study topic to become familiar with the instructional approach and lesson features such as audio (all Word Study lessons can be accessed and assigned to students by searching “Word Study” on the Skills tab within the StudySync Library);
- Identifying any areas of instruction that you as a teacher may need to brush up on. (See the Glossary of Terms and Strategies Glossary for additional support.)

### Selecting Lessons

By conducting short, one-on-one reading conferences early in the first instructional term, you can identify which lessons will be most helpful to your students.

To identify students’ needs, listen to each student one-on-one as they read a few paragraphs of a grade-appropriate passage aloud to you. As you listen, note the following:

- What did the student read well?
- Where did comprehension seem to break down?
- At which words did the student pause?
- Did the student ask for coaching at any point?
- Did the student understand a word’s meaning once it was pronounced for them?
- Which words required more instruction?
- How well did the student understand the most important ideas or events in the passage?

Use the answers to those questions to determine which Word Study lessons might be most beneficial.



The following table includes examples of potential findings and action steps:

If the student...	Then start with...
is unfamiliar with vowel or vowel team sounds	lessons on syllabication
does not recognize basic affixes	lessons on prefixes and suffixes
needs help with the meaning of common roots	lessons on Greek and Latin roots and affixes
is unsure how to divide words into syllables when decoding	lessons on syllabication
is unsure of how words function in a sentence	lessons on parts of speech and suffixes

You know your students! Consider the patterns you have noticed regarding ways that students struggle with reading comprehension and decoding. Keep in mind that not every student is going to need every lesson. These lessons are meant to be used as needed, and as such, you should not expect all students to complete all lessons in one school year.

## Planning Lesson Delivery

The Word Study lessons are designed to help all students, but especially students who struggle with decoding. For this reason, we recommend that these lessons be teacher-led or completed by students in small groups as much as possible. If this is not feasible, students should be able to complete these lessons in a self-guided manner once they are given a basic overview of the lesson components and features.



## Providing Materials

Regardless of how the lessons are delivered, students will need access to two key materials:

- a device with reliable internet access
- headphones or earbuds

The lessons rely heavily on audio components, so access to headphones is essential for students' success. We encourage teachers to reach out to their administrators to ensure that this hardware can be provided for students before they begin the lessons.







## DURING IMPLEMENTATION

### Grouping Recommendations

Group your students in a variety of ways, depending on their needs.

- **Whole Class:** Use this for instruction of a skill the whole class can benefit from, such as Parts of Speech or Using a Dictionary.
- **Small Group:** Use this to provide direct instruction to several students working on the same skill.
- **Pair Work:** Use this when two students need to work on the same skill and may be able to help one another.
- **Independent Work:** Use this when you feel confident the student can read, listen to, and follow the directions independently.

We understand that depending on time, space, and personnel constraints, these lessons may be completed by students in a myriad of ways. However, the following chart outlines the ideal groupings for each component of these lessons.

Lesson Component	Whole Group	In Pairs	On Their Own
Introduce the Skill	✓		
Complete Vocabulary Chart		✓	
Read and Listen to the Model	✓		
Complete Your Turn Activities		✓	✓





## Tips for Success

In order to provide students with a strong foundation for success, consider:

## INSTRUCTION

### Whole-Group

- Set up the classroom so that all students have clear sightlines to the instructor.
- Ensure that you, the teacher, have a clear understanding of the terms in each lesson, as well as knowledge of the proper pronunciation of these terms.
- Encourage students to discuss, read aloud, and collaborate.

### Small Groups or Pairs

- Set up the classroom so that group discussions will not disrupt the learning of other students.
- Encourage students to listen to the audio components either with headphones or on a low volume as a group.
- Encourage students to read aloud and work together on Your Turn activities.

### Independent Learning

- Set up the classroom so that students can work undisturbed by peers.
- Ensure that students have headphones and are listening to all audio components of the lessons.
- Check in with students and review Your Turn results to gauge understanding and provide timely feedback and intervention.

## PRACTICE AND ASSESSMENT

**Your Turns can be completed in multiple ways:**

- independently as a form of assessment or additional practice;
- in collaborative pairs and groups as additional practice;
- as a whole group for additional modeling opportunities.



### **Additional considerations for assigning Your Turns:**

- Your Turns 1 and 2 are almost always autograded.
- Your Turn 3 will never be autograded.

## **Additional Resources Within This Guide**

**The Strategies Glossary includes a variety of engaging ways to:**

- Support Word Study instruction;
- Make Word Study an integral part of reading instruction.

**A Glossary that provides definitions of essential Word Study terms.**

### **The Appendices of Printable Resources**

- Appendix A: Word Lists
- Appendix B: Anchor Charts
- Appendix C: Automaticity Practice Lists
- Appendix D: Word Decoder Graphic Organizer

## **AFTER IMPLEMENTATION**

As students complete Word Study lessons, consider ways to continue building on their learning.

- Use available anchor charts, graphic organizers, and other printables at the end of this guide as supports to help students apply their learning from these lessons when reading texts in Core ELA and other content areas.
- Challenge students to look for common roots and affixes as they read and use these to infer the meaning of unknown words. This can be particularly helpful when reading grade-level texts for content areas.
- Remind students of what they've learned in these lessons when teaching Core lessons related to Word Study topics, such as lessons on determining the meaning of unknown words by analyzing Greek and Latin roots and affixes, analyzing context clues, and using references to confirm the meaning of unfamiliar words. You may also want to provide students the graphic organizer included in the Appendix D for use during those Core lessons.
- Refer to the Strategies Glossary within this guide for engaging ideas on how to activate prior knowledge, create opportunities for additional practice, reinforce learning, and continue word study throughout the year.



# SCOPE AND SEQUENCE RECOMMENDATIONS

The lessons in the Word Study suite are flexible. Depending on each student's level of proficiency, you may choose to have individual students work on specific lessons or elect to have the whole class work on one or two Word Study topics. You may also have some students who do not need these lessons at all. However, the Instructional Table provides an at-a-glance view of the skills that students practice in each topic within the suite, as well as a suggested order in which lessons should be completed.

In general, we recommend that students move through the Word Study topics in the following order: Introduction to Word Study, Prefixes, Suffixes, Syllabication, and Word Parts and Origins. However, if you have students who struggle with pronunciation of vowel sounds, you may prefer to have them move from the Introductory lessons straight to Syllabication.





## Instructional Table

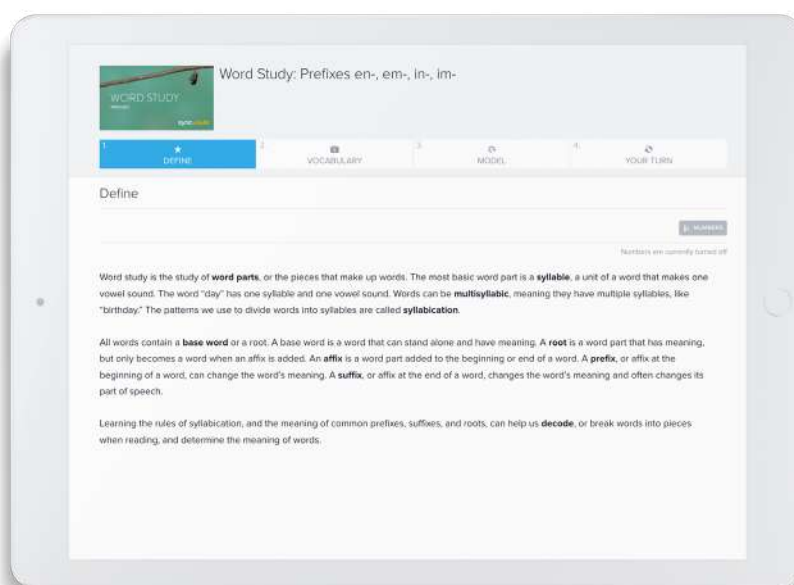
<b>Introduction to Word Study</b>	Parts of Speech	
	Syllabication	
	Using a Dictionary for Word Study	
	Prefixes, Suffixes, and Base Words	
	Word Families	

<b>Prefixes</b>	Prefixes pre-, re-	<b>Syllabication</b>	Syllable Type 1 of 6: Closed Syllables
	Prefixes un-, de-, non-, dis-, mis-		Syllable Type 2 of 6: Open Syllables
	Prefixes in-, im- ir-, il-		Syllable Division: Open Syllables (V/V)
	Prefixes sub-, over-, trans-, inter-		Syllable Type 3 of 6: Final e (VCE) Syllables
	Prefixes out-, pro-, super-		Syllable Type 4 of 6: Vowel Team Syllables
	Prefixes en-, em-, in-, im-		Syllable Division: Unstressed Syllable Schwa Sound
	Prefixes co-, con-, com-, syn-, sym-		Syllable Type 5 of 6: Final Stable Syllables
	Number prefixes uni-, bi-, tri-, cent-		Syllable Type 6 of 6: r-Controlled Vowel Syllables
<b>Suffixes</b>	Suffixes -er, -or, -ist	<b>Word Parts and Origins</b>	Greek Roots I
	Suffixes -less, -ness, -ment		Greek Roots II
	Suffixes -ion, -tion, -ation, -ition		Latin Roots
	Suffixes -able, -ible, -ous		Greek and Latin Prefixes
	Suffixes -ant, -ent, -ance, -ence		Compound Words
	Suffixes -ful, -ly, -y		
	Suffixes -al, -ial, -ive		
	Suffixes -acy, -dom, -ism, -ship		
	Suffixes -ity, -ty		
	Suffixes -ish, -ic, -ical		
	Suffixes -ate, -en, -ize, -fy		



# WORD STUDY LESSON UNIVERSAL TEACHER EDITION



## DEFINE

### Introduce Word Study

As needed, read the Word Study definition as a group. This definition is the same across all Word Study lessons. Depending on your students' reading proficiency and familiarity with word study, you may choose to review this definition in one of several ways:

- Read the definition aloud to students
- Have students read chorally
- Partner read
- Echo read
- Cloze read, pausing for boldface words

Check the Strategies Glossary for more information on these reading routines.



# VOCABULARY

## Complete Vocabulary Chart

Working in pairs or small groups, have students complete the vocabulary chart by dragging and dropping the definitions. Answers are available under the Vocabulary tab (select View When: Submitted).

## Check for Success

If students struggle to match the correct definition, discuss the correct meaning of the word.

If a majority of students struggle with the same word, pause the activity and discuss the definition. You may refer to the Word Study definition or provide students with examples to help make abstract concepts more concrete.

Word Study: Prefixes en-, em-, in-, im-

1 DEFINE 2 VOCABULARY 3 MODEL 4 YOUR TURN

Vocabulary

Instructions for Student  
Complete the chart by dragging and dropping the correct meaning into the third column to match the term in each row.

Meaning Options (5 of 5)

- the most basic part of a word that gives a word its meaning
- an affix added to the beginning of a base word or root that changes the word's meaning
- a piece of a word that, along with other word parts, builds a whole word
- a word part added to a root or base word that can change the word's part of speech or meaning
- a word before the attachment of any affixes, such as un-, -ed, or -est

Term	Form	Meaning
affix	noun	
base word	noun	



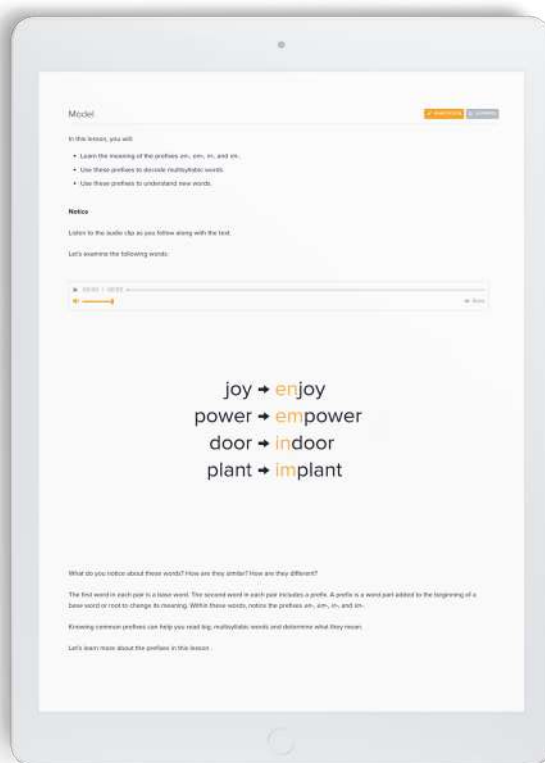
# MODEL

## Review Objectives

Each Model section begins with a short checklist outlining the objectives of the lesson. Review this checklist as a group. Encourage student volunteers to read the objectives aloud.

## Turn and Talk

Ask students: What do you think you will be able to do when you finish this lesson?



# NOTICE

## Invite Inquiry

Play the audio clip for the group as they study the words in the Notice section. Pause the audio clip after the questions about what students notice. Invite students to talk with a partner or share their observations about the words. If students struggle to make meaningful observations, you may model what you observe or prompt students with additional questions:





- What do you notice about the orange letters in each word?
- What patterns do you notice between the words?
- Are any of these words familiar? What do they mean?

After students have had a chance to share their observations, finish playing the audio clip and invite students to share any other ideas they have about the words in the list.

## Deepen Learning

While the Notice section is intended to get students thinking about new word parts, you might wish to pause here and spend a few minutes with the words in the list. Consider:

- Reading the words aloud and having students repeat after you
- Asking students if they know the meaning of the words and discussing any unknown words as a group
- Prompting students to identify other words that they could add to the existing list

# LEARN

## Review Key Content

Play the audio clip for the group as they study the chart in the Learn section. After students have finished listening, prompt them to engage with information in the chart by asking simple questions.

**For example, when working on Prefix or Suffix lessons, you might ask:**

- What do the prefixes/suffixes in this lesson mean?
- What happens to each base word when you add the prefix/suffix?
- Are there any prefixes/suffixes you are confused about?
- Can you think of any other words that start with the prefix/suffix in this chart?

**When working on Syllabication lessons, you might ask:**

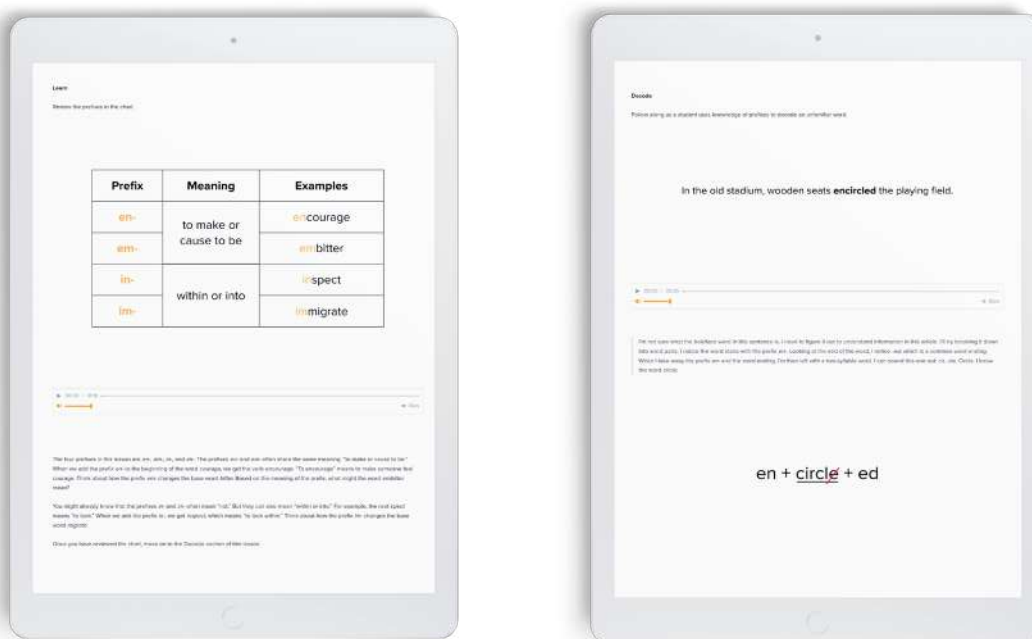
- What do you notice about where the vowels are in these words?
- What do you notice about where the consonants are in these words?
- What kinds of vowel sounds are created when this syllable pattern is present in a word?



- Are there any parts of this pattern or rule that are confusing?
- Can you think of any other words that follow this syllable pattern?

## Deepen Learning

For further activities to help students practice and learn the word parts and syllable patterns in each lesson, refer to the Strategies Glossary.



## DECODE

### Read and Prepare

Before playing the audio clip, invite students to silently read the sentence in the Decode section. Remind students it is okay if they do not know all of the words in the sentence.

### Listen and Discuss

Play each audio clip in the Decode section.

After listening to the audio clips, have students discuss the student modeling in pairs or as a group. Provide students with discussion questions, such as:



- How did the student in the model approach the unknown word?
- What steps did the student take?
- What word parts did the student identify?
- Were there any steps that confused you?

## YOUR TURN

### Complete Your Turn Activities

Have students complete the Your Turn activities to demonstrate their understanding of the lesson content. Encourage students to quietly read the directions, prompts, words, and word parts aloud to themselves to aid in comprehension and fluency practice. Remind students to refer back to the Model tab if they need to review key concepts from the lesson. Answers are available on each Your Turn tab by turning on the answer key.

### Practice Together

Instead of using Your Turn activities as an individual assessment, you may choose to have students complete the activities in pairs or small groups. Encourage students to take turns reading directions, prompts, words, and word parts aloud as they complete each activity.

Word Study: Prefixes en-, em-, im-

1 SETUP 2 VOCABULARY 3 MODEL 4 YOUR TURN

Your Turn

Item 2

Instructions for Student  
Read each sentence in the first column. Complete the chart by sorting the missing prefixes and base words or roots for each incomplete word into the appropriate columns. The first row has been done for you as an example.

Available Options (8 of 8)

en- em- bark in- rich em- port duct

Sentence	Correct Prefix	Base Word or Root
My grandmother's stories ____stilled in me a desire to help others.	in-	still
The leaders ____ported steel for the new building.		
The bakers ____rich their bread with vitamins.		
We ____barked on a journey across the Pacific.		



# STRATEGIES GLOSSARY: WORD STUDY

## TOOLS FOR EDUCATORS TO AID IN STUDENT LEARNING

### INTRODUCTION

The **Strategies Glossary: Word Study** is a resource for educators. It includes detailed, research-based strategies that will help teachers improve student learning. The glossary is divided into six sections: **Integrating Word Study in the Classroom**, **Prefixes and Suffixes**, **Syllabication**, **Word Parts and Origins**, **Additional Word Study Strategies**, and **Continual Learning**. The sections serve as recommendations to help you choose the best support for your students, but the strategies in this document are meant to be flexible and adaptable.

### INTEGRATING WORD STUDY IN THE CLASSROOM

One of the best ways to help students internalize the concepts learned in the Word Study lessons is through visual and auditory reminders of the content. Even if students have not completed the same lessons, using the following strategies in your classroom can be beneficial to all students in helping them learn and recognize common word parts and syllabication patterns.

#### Word Walls

A **word wall** is a collection of words or word parts that are displayed in large, visible letters on a wall, bulletin board, or other display surfaces in the classroom. The main purpose of a word wall is to serve as a scaffold to help students develop their word identification knowledge. Word walls provide a permanent model for high-frequency words. They also help students identify patterns in and relationships among words, thus building phonics and spelling skills. Finally, Word Walls provide reference support for students during reading and writing activities.

#### Features of Word Walls

To successfully facilitate the use of Word Walls in your classroom, consider these guidelines:

- Make words accessible by putting them where every student can see them.
- Develop a procedure for choosing words.
  - Work with students to determine which words should go on the word wall.
  - Try to include words that students use most commonly in their writing.



- Add new words regularly — a general guideline is five words per week.
- Use the word wall daily to practice words, incorporating a variety of activities such as chanting, snapping, cheering, clapping, tracing, word-guessing games, and opportunities to write.
- Provide enough practice so that words are read and spelled automatically and make sure that words from the wall are always spelled correctly in the students' daily writing.
- Use content-area material from the curriculum rather than randomly selected words.
- Word walls should be referred to often so students understand their relevance.

For word lists that can facilitate the creation of Word Walls connected to each Word Study topic, please reference the Printable Resources Appendix A: Word Lists.

## Anchor Charts

**Anchor charts** are instructional tools displayed in the classroom for students to reference, usually in the form of a poster with large print that can be read across the room. For any particularly difficult or complicated skill, anchor charts can be created to reinforce concepts, word parts, syllabication patterns, and other information. Students can refer to their anchor charts when working collaboratively or independently.

## Features of Anchor Charts

To successfully facilitate the creation and use of Anchor Charts, consider these guidelines:

- Use large paper and markers to create Anchor Charts with students based on the word parts, definitions, and examples in the Word Study lessons.
- Print the resources provided in poster size.
- Print the resources provided on standard paper to have students add to their folders or notebooks for personal reference.
- Save digital copies of the resources and share them with students digitally.

For printable, visual resources that can facilitate the creation of Anchor Charts connected to each Word Study topic, please reference the Printable Resources Appendix B: Anchor Charts.



## Automaticity Practice Lists

**Automaticity practice lists**, also referred to as speed drills, are word lists meant to be read orally by the student while the teacher times them. This activity is used to measure the student's ability to accurately decode words at an appropriate rate, as they move towards fluency.

### Features of Automaticity Practice Lists

To successfully facilitate use of Automaticity Practice Lists, consider these guidelines:

- Print the resources provided and distribute them to students.
- Give students time to mark the pages as directed and to practice reading the word lists with a partner.
- Decide whether you will listen to each student or have them record themselves.
- Regardless of how you listen to their reading, explain to students that you will listen to them reading each list aloud for one minute, noting how many words they can read accurately. Remind students that they should not rush, but try to read the words correctly at an appropriate rate. You may want to time a proficient reader in your class first to provide a benchmark.
- As you listen to students read, count the number of words they read correctly, including corrections made within three seconds. If a word is mispronounced, substituted for another, omitted, or correction is made after three seconds, count it as read incorrectly.
- Make sure to record students' progress, either in notes that you share with them privately or on a chart displayed in the classroom.
- If a student struggles with a list, have them repeat it until they have mastered at least 80% of the words read. To determine this, divide the number of words read correctly by the number of words attempted.
- Note that each list contains around 20 words repeated 5 times, for a total of 100 words. It is unlikely that students will read all 100 words in one minute. They can be read top to bottom or left to right.

For printable resources connected to many Word Study topics, please reference the Printable Resources Appendix C: Automaticity Practice Lists.



## Graphic Organizers

Graphic organizers are designed to help readers break down and organize information to aid in understanding. The Word Decoder Graphic Organizer included in Appendix D is designed to help students decode unknown, multisyllabic words and determine their meaning and serves as a visual reminder of strategies that students have learned in the Word Study lessons.

### Features of the Word Decoder Graphic Organizer

To successfully facilitate the use of the Word Decoder Graphic Organizer, consider these guidelines:

- Print copies of the Word Decoder Graphic Organizers and distribute them to students. Along with sharing copies of the blank graphic organizers, you may choose to share provided examples of filled-in graphic organizers as references for students.
- This graphic organizer can be used in a number of ways. Model how to use the Word Decoder Graphic Organizer with a challenging word as a class, or have students practice using the graphic organizer in pairs and share their questions and/or findings.
- Remind students that they do not need to fill in every blank space on the graphic organizer. They should only add information that helps them decode the word and determine its meaning.
- Students can recreate the organizer in their notebooks when they would like to use it. Through practice, most students should internalize the process for decoding words and the Word Decoder Graphic Organizer should become unnecessary.
- The graphic organizer is meant to be a tool that supports students as needed; it is not designed to be an assessment and should not be graded.

For printable copies of this graphic organizer, please reference the Printable Resources Appendix D: Word Decoder Graphic Organizer.





# RECOMMENDED STRATEGIES FOR PREFIX AND SUFFIX LESSONS

## Cloze Reading

**Cloze Reading** is a strategy in which students insert missing words into a passage in which some words have been intentionally left out. As students read the passage and come across a missing word, they use the surrounding context and their knowledge of the Word Study topic to fill in the blank and complete the sentence. Cloze Reading provides students with fluency practice while they gain comprehension of a text.

## Features of Cloze Reading

**To successfully facilitate Cloze Reading, consider these guidelines:**

- Select a fluency passage (like those found in the third Your Turn of many Prefix and Suffix lessons), or choose a text from the StudySync Library or grade-level unit that is at an appropriate reading level for the student. The text should include words with prefixes or suffixes, or words related to other Word Study topics.
- When choosing which words to omit, leave the first and last sentences complete; students should ideally start to insert the missing words toward the middle of the passage. Keep all punctuation intact in the passage.
- Intentionally select which words will be omitted, such as words with prefixes and suffixes, or words that give clues to what those multisyllabic words mean. Be sure to give students clear directions on the kinds of words they are expected to produce during the Cloze Reading.
- Direct students to read the entire passage at least once to themselves before beginning the Cloze Read.
- Consider having students work independently or in pairs to fill in the blanks.
- Ask students to read the completed passage with a teacher or partner aloud. They should focus on fluency and assuring that the words they chose make sense in the context of the passage.

## Variations

**Here are three variations you might consider:**

- Only block out the prefixes or suffixes of the words in the paragraphs so that students can



correctly identify which word part goes with each root or base word. Conversely, another variation is to keep the prefixes and suffixes and have students identify the missing root or base word in the context of the passage.

- Provide a word bank for Cloze Reading based on students' needs.
- Forgo omitting words in print and instead read the text aloud as the students follow along silently. Every few words, the teacher can pause as the students continue reading the next word (preferably one tied to the focus of the lesson) aloud and in unison. This variation assists students in reading more high-level material. We recommend this variation when reading the Word Study definition and when encountering other parts of the lesson that are more text-heavy.

### Discover Ants!

Many people misunderstand ants. Most ants do not carry any sickness or \_\_\_\_\_. However, some ants may bite or sting. This can cause some \_\_\_\_\_. You can prevent ants from entering your home by putting food away. Ants should not be \_\_\_\_\_ or hurt because they are actually helpful creatures. Ants can help people by eating other insects, such as flies and caterpillars. The next time you see someone about to treat an ant unfairly, \_\_\_\_\_ the person from doing so! You know how cool ants are now!

**Directions: Fill in the blanks with words that have the prefix mis- or dis-.  
Each word should best complete a sentence from this passage.**

## Writing to Learn

**Writing to Learn** allows students to demonstrate their understanding of prefixes and suffixes in a flexible, frequent manner. An open-ended question prompt is given to students before, during, or after the lesson. These short, low-stakes writing opportunities provide students with time to process information and get thoughts down on paper. The goal of Writing to Learn is to give students time to think through information in an informal manner. The practice helps students become accustomed to demonstrating, clarifying, and revising their thinking while improving their writing capacity.



## Features of Writing to Learn

To successfully facilitate Writing to Learn, follow these steps:

Create an open-ended question based on a learning objective to use as a Writing to Learn prompt. For example, you might ask:

- How does the suffix **X** change the base word **Y**?
- What spelling changes do you notice when the prefix **A** is added to the roots in this lesson?

Share the prompt with students and have them write a response.

Circulate to assess what students do or do not understand. Guide students to reread, clarify, and add to their thinking as they write.

Begin giving feedback by naming one thing they did well. For example, you might say:

- See where you said this? You are on the right track with your thinking.
- This idea makes a lot of sense. Keep going!

Instead of correcting students' thinking or pointing out their errors, try posing a question to help them clarify or revise their thinking; for example:

- Can you think of an example from the lesson that shows this?
- How does this idea connect to what you learned from the lesson?

Depending on the learning goal(s), reserve time for student discussion.

## Variations

Here are two variations you might consider:

- **Yesterday's News:** Students will write a review of the lesson from the previous session. This is a good way for students to keep a running record of all the prefixes and suffixes they have learned, how they affect base words, and what their meanings are.
- **Teacher for a Day:** Students will present answers orally to the whole class or in pairs, answering an open-ended question based on a learning objective. This variation will allow students to showcase what they learned and receive positive feedback. For students who have already done extensive writing in a class period, this option gives them an alternative way to demonstrate their understanding of a lesson. Another option is to have students create short video



clips answering different questions about Word Study topics to feature as a “teacher expert” at the end of a unit.

How does adding the suffix -dom change  
the meanings of the following words?

king → *kingdom*

star → *stardom*

free → *freedom*

**Directions:** Respond to the following prompt based on  
your observations and knowledge of these words.

## RECOMMENDED STRATEGIES FOR SYLLABICATION

### Shared Reading

**Shared Reading** is a reading method that increases sight word recognition and the ability to decode words and different vowel sounds quickly and accurately. Rather than read independently or popcorn read, students read in unison with the support of the teacher. This is also known as **Choral Reading**. After repeated readings, students gain confidence, build fluency, and increase their comprehension of the text.

### Features of Shared Reading

To successfully facilitate Shared Reading, follow these guidelines:

Decide on grouping for this activity:

- Use this strategy as a whole group when the goal is for all students to hear the words pronounced.
- Use this strategy in small groups when a few students need targeted help in syllabication.

Choose the text that you will read together: We recommend implementing Shared Reading in the Definition, Model, or final Your Turn activity sections of the Word Study lessons.



For the first read, begin by reading the entire passage as students follow along.

For the second read, ask students to join in, reading alongside you. You may also designate particular groups to read specific sections aloud.

## Variations

Here are two variations you might consider:

- **Partner Reading:** During structured partner reading, the teacher assigns students partners. Partners can either choral read or take turns reading sentences or paragraphs and offering one another support. Teachers should avoid pairing the most advanced readers with those who are struggling.
- **Echo Reading:** Echo Reading works well for short reads such as passages in the Model, Your Turn excerpts, or even instructions. The teacher reads a sentence or phrase and students echo, trying to emulate the same pacing and intonation as the teacher. Students increase their word recognition by tracking the printed text as they read aloud.

## Music Mash-Up

**Music Mash-Up** is a strategy that combines rhythm, intonation, and cadence with fluency to help students correctly pronounce words. Music-based activities, such as clapping, writing rhyming lyrics, counting syllables by drumbeats, and participating in a poetry slam, are ways to help students become familiar with the rules of syllabication. This strategy may be especially helpful when studying poetry.

## Features of Music Mash-Up

To successfully facilitate Music Mash-Up, consider these guidelines:

- Incorporate some form of music into the syllabication lessons so students can hear and mimic the vowel sounds and correctly pronounce multisyllabic words. Songs, chants, or poetry can be helpful when students are learning how to properly divide words into syllables.
- Implement combinations of rhythmic expressions, such as clapping while singing, snapping while tapping out syllables with one's foot, or even dancing while reading multisyllabic words. Student engagement and whole-class participation are great ways to make the lesson “stick.”
- Identify rhyming words, especially ones that have similar spelling or vowel patterns, for students who are learning vowel patterns and syllable division. For example, the lesson on vowel teams



lends itself to writing poems or lyrics with rhyming words. Students can then have the opportunity to present their written works aloud to music or clapping.



## RECOMMENDED STRATEGIES FOR WORD PARTS AND ORIGINS LESSONS

### Exclusion Brainstorming

**Exclusion Brainstorming** is an approach to pre-teaching words as well as word parts. This approach is unique because it engages students in activating prior knowledge and identifying word patterns before beginning a Word Study lesson. Students are asked to look at a list of words and identify what they notice. In doing so, they will make initial judgments about which words they think will appear in the next Word Study lesson and exclude those they think will not.

### Features of Exclusion Brainstorming

To incorporate Exclusion Brainstorming into the lesson, follow these steps:

- Create a word list by identifying words that appear in the lesson students are about to study. For example, in a Greek or Latin roots lesson, choose words with Greek or Latin roots. In a



compound word lesson, add compound words that students will see in the Model and Your Turn. Then, add several other words that do not appear in the lesson to the list.

- Reveal the name of the next lesson or topic for students.
- Allow students to cooperate in pairs or groups to decide which words from the list they predict will appear in the lesson and which they predict will not. Students should cross out the words they decide will not appear in the lesson. Encourage students to share their reasoning with their partners or other group members.
- Facilitate a discussion with the class in which students share their thinking about which words fit with the proposed topic and which words do not. Remind students that their thought process is more important than their answers.
- As students navigate the lesson, they should notice which words in their Exclusion Brainstorming activity are mentioned in the text. After completing the lesson, students should check their Exclusion Brainstorming list and correct or confirm their predictions. Students should put check marks by words they encountered during the lesson.

## Word List

✓ ten-year-old  
✓ backpack  
butterfly  
~~doghouse~~  
written  
daylight  
~~night~~  
tiger  
post office  
✓ pencil

**Directions:** Consider which words in the list have something in common and might be related to our upcoming lesson on “Compound Words.” In the provided list, cross off the words from the list that you do not think will appear in the lesson. After the lesson, correct or confirm your predictions.





## Match Game

**Match Game** is a strategy for correctly identifying Greek and Latin roots and affixes, including their meanings and examples of words that have these word parts. The game is best played in groups of 2-4 students. Using index cards or slips of paper, the teacher creates anywhere from 10-20 cards with various word parts, definitions, or examples written on them. Each card should be matched with one other card. For example, one card might have the root “auto” and the matching card will say “meaning: self.” Another pair might include a Greek or Latin root and an example of a word that includes that root. The goal of the game is to make as many matches as possible.

## Features of Match Game

To incorporate Match Game into the lesson, follow these steps:

- After completing a Word Parts and Origins lesson, choose roots, prefixes, definitions, or examples to use when creating matching cards.
- Create cards that match roots to their meanings, roots to examples with that root, or even words with Greek or Latin roots to definitions of those words. Be sure to explain to students the criteria for making a correct match based on the activity you create.
- Divide students into pairs or small groups.
- Explain the rules of the game: all of the cards are laid out facedown, and each student takes a turn flipping over two cards at a time. If a match is made, the student takes the cards and earns a point. If no match is made, the student turns both cards back over and the next student gets a turn.
- After the game, encourage students to review their matches with their peers to reinforce what they learned about these roots or affixes.

sub

meaning:  
below, under

**Directions:** Flip over two cards. If you can make a match by correctly matching the word part to its definition, then you get to keep the cards and earn a point.



## ADDITIONAL WORD STUDY STRATEGIES

### Word Sneak

**Word Sneak** is a word review game designed by Dr. Catlin Tucker. This game engages students in using vocabulary in real-time conversation. Dr. Tucker got the inspiration for this game from a sketch on a late-night talk show.

### Features of Word Sneak

To incorporate this entertaining review game in a lesson, follow these steps:

Create a short list of 5–10 words or word parts from a recent Word Study lesson, such as Parts of Speech. Print out the list so students can mark words they can seamlessly “sneak” into the conversation.

Preview the activity with students by modeling how to play it with a volunteer.

Put students into pairs, facing each other. Give each student the list of words. Each member of the pair should be assigned a different half of the list.

Consider setting a timer and have students begin their conversation. The student who successfully sneaks the most words into the conversation wins.

- As they “sneak” words into the conversation, they should check the words off on their half of the list.
- If a student’s partner does not think the word was inserted into the conversation casually and seamlessly, then the student does not earn a point for that word.
- Simply listing the words all in one sentence or using the word in a way in which the meaning cannot be inferred is not allowed.

### Variations

Here are two variations you might consider:

- Turn the Word Sneak game into a writing activity. Pairs of students are given two sets of different words from the list, but instead of sneaking them into a conversation, they sneak them into a paragraph. Once finished writing, the students will exchange papers and evaluate the words their partner “snuck” into the paragraph. If a student’s partner does not think the word was in-



serted into the paragraph correctly, then the student does not earn a point for that word.

- Encourage students to sneak in words they learned in Word Study lessons on a daily basis. Write a “word-sneak sentence of the day” on the board or greet students with one at the beginning of class. Sample sentences provided by teachers help students get familiar with using new words in their own writing or speaking. When students search for chances to use a new word or word part, they are more likely to remember it.

## Word Sneak

### *List 1*

noun  
adverb  
house  
pronoun  
interjection  
quickly  
before

## Word Sneak

### *List 2*

verb  
adjective  
purple  
conjunction  
animals  
preposition  
after

**Directions: Cross off words as you insert them into a conversation as naturally as possible.**

## Choice Board

**Choice Board** is a formative assessment that gives students an opportunity to demonstrate their understanding in an engaging manner. This teacher-created graphic organizer resembles a tic-tac-toe board, with one task in each square. Students can showcase their learning in a way that matches their learning style, interest, and readiness.

## Features of Choice Board

**To successfully facilitate Choice Board, consider these guidelines:**

Determine a focus and student goals for this assessment. Then, design a board with at least nine squares: 3 x 3. Some teachers choose to add more squares for additional tasks.

Create a required task that all students complete and place that task at the center of the board.

Create differentiated tasks that include various learning styles (kinesthetic, auditory, and visual).



- Investigate student interest and use data to determine tasks that will engage and challenge students.
- Design tasks that increase in complexity to meet the needs of all learners.
- Arrange tasks on the board.

Explain the goals and pacing to students, and then present the Choice Board.

Provide time for students to work independently on tasks while you support students who need more assistance in the selection of appropriate tasks.

Sing a song or chant that helps you remember the difference between open and closed syllables.	Create a Cloze Reading activity with compound words that another student can complete.	Write a 2-sentence explanation of what an r-controlled vowel is, along with at least three examples.
Make flashcards of words with the VCe syllable pattern and practice reading them with a partner.	<b>Create an anchor chart for Greek and Latin prefixes that can be displayed in the classroom, including meanings and examples.</b>	Draw a diagram that shows how four different base words change when adding the suffixes -al, -ial, or -ive.
Choose three different suffixes that change the part of speech of a word. Explain your findings to a teacher or peer with at least one example word for each suffix.	Divide five multisyllabic words into syllables by clapping. Write down the division of the syllables after.	Use a dictionary to look up the meaning of a multisyllabic word you have read recently. Write the definition and note if it has Greek or Latin roots.

**Directions: Complete the task in the middle and one additional task to showcase your mastery of Word Study lessons.**



# CONTINUAL LEARNING

## Word Journals

**Word Journals** are a great way for students to collect and revisit words and word parts over the course of a school year and beyond. Have students dedicate at least one page per Word Study lesson in their journals. During lessons, students are encouraged to write down examples or words from each lesson along with any other notes or tips they have learned. Students should keep their Word Journals with them throughout the school day to reference and record other words that provide examples for a given Word Study lesson.

## Features of Word Journals

To successfully facilitate Word Journals, follow these guidelines:

- Have students dedicate one journal for Word Study; the journal should not be shared with any other topic of study.
- Provide students with a few minutes at the end of each lesson to record any favorite words or relevant notes.
- Encourage students to keep their journals out during reading activities in ELA class and to add to them in other subjects as well. Students can use their journals to reference the meaning of parts of speech and collect new words, word parts, and examples they come across in other areas of study.

## Variations

Here are two variations you might consider:

**Writing and Speaking Inspiration:** Incorporate Word Journals into your writing routine or discussion activities. Challenge students to respond to prompts by including at least three words from their Word Journals or to use words from their journals when participating in a class discussion. Reinforce this practice by celebrating when you catch a student using words from their journal unprompted.

**Word Race:** Have students use their Word Journals as a space to do a quick and fun word generation race. Provide students with a base word, root, affix, or syllabication pattern to write at the top of a page in their Word Journal. Give students a short amount of time, 30 seconds to a minute, to generate as many words as they can that fit the criteria you have given them. Have students count up their total number of words. Students who have generated the most words can share their lists. Encourage students to add to their lists as their classmates share.



## Suffix *-ion* Words

**Note:** this suffix makes words into nouns.

motivation  
population  
automation  
suspension  
ovation  
exhaustion  
diffusion  
cooperation  
contraction

**Directions:** In your Word Journal, add relevant notes related to the Word Study lesson on the suffixes *-ion*, *-tion*, and *-ation*. Record any new words with this suffix that you encounter in the lesson, in other readings, and in other courses.

## Word Trees

**Word Trees** provide a visual way for students to explore word families and how word parts work together to make new words with related meanings. Have students draw a tree or provide them with a simple template. Students should record a base word or root on the trunk of the tree along with its meaning. Then, on each of the tree's branches, students can write other words that use the base word or root.

## Features of Word Trees

**To successfully facilitate Word Trees, consider these guidelines:**

- Make Word Trees living documents, not tasks that are completed and then never referenced again. If students are using Word Journals, include a section for Word Trees.
- Provide time at the end of Word Study lessons or after reading a new text to have students flip through their Word Trees and add any new words.
- Ask students to include a definition or sample sentence along with words they record on



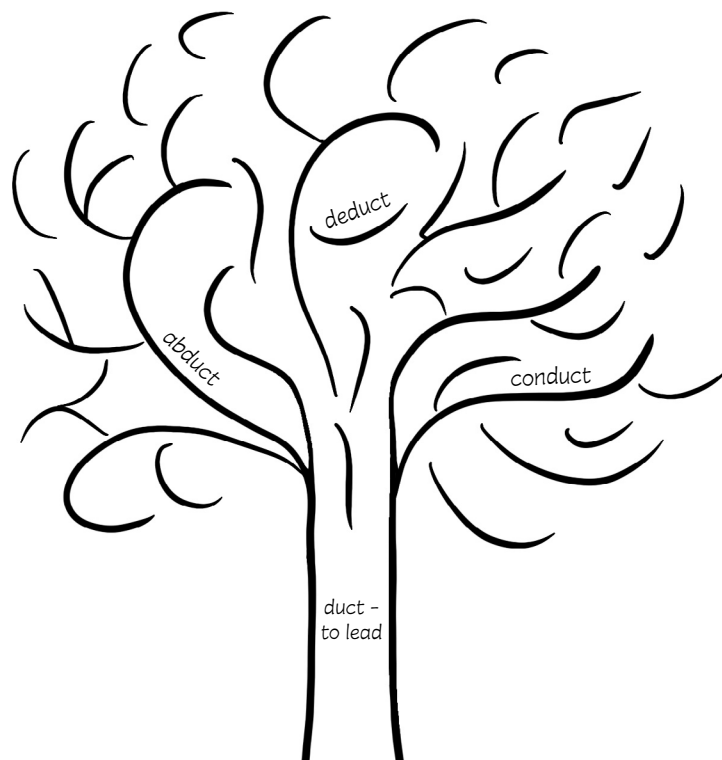
branches. Students can make up a sentence or copy down the sentence in which they noticed the word being used.

## Variations

Here are two variations you might consider:

**Class Trees:** Word trees can be used by the entire class, the same way you would use a Word Wall, for example. Create a Class Tree by drawing a tree on butcher paper and hanging it on the wall of your classroom. Provide a base word or root, and over the course of a unit or year, have students add new words and branches as they notice words in their reading that include the root.

**Team Trees:** Turn Word Trees into a collaborative activity by giving each group of students a blank Word Tree template and the same base word or root. Have teams use a source text, their Word Journals, their knowledge of words, a dictionary, or other resources to find as many words as they can to add to their Team Tree. At the end of a set amount of time, have teams share out the words they found and compare notes.



**Directions:** Fill out the following Word Tree for the root duct by writing the meaning of the root and then adding words that feature this root on each of the branches.





# GLOSSARY OF TERMS

The terms in this glossary are provided to help secondary teachers familiarize themselves with phonics and word study terms and definitions that may not be familiar, as these concepts are generally taught at the elementary school level.

<b>affix</b>	a word part added to a base word or root that changes the word's meaning and can change its part of speech, e.g., <i>-ed</i> and <i>pre-</i>
<b>case word</b>	a word that has meaning on its own without the addition of prefixes or suffixes
<b>closed syllable</b>	a syllable that ends in a consonant and usually creates a short vowel sound
<b>compound word</b>	a word formed by joining together two or more other words
<b>consonant</b>	a basic speech sound in which the breath is partly blocked and can be combined with a vowel sound
<b>consonant blend</b>	two consonants together that each make their own sound but must be kept in the same syllable, e.g., <i>fl</i> and <i>st</i>
<b>decode</b>	to break words into word parts and syllables in order to pronounce and read them
<b>digraph</b>	two consonants together that make one sound and must be kept in the same syllable, e.g., <i>th</i> and <i>ch</i>



<b>final stable syllable</b>	a syllable that is at the end of a word and always makes the same sound; it is often made up of a consonant plus the letter combinations <i>-el, -al, -le, or -ion</i> .
<b>long vowel</b>	vowel sound in which a vowel's sound matches its spoken name, including /ā/, /ē/, /ī/, /ō/ and /ū/
<b>multisyllabic</b>	having more than one syllable
<b>open syllable</b>	a syllable that ends in a vowel and usually creates a long vowel sound
<b>part of speech</b>	a word's function in a sentence; the eight parts of speech are <i>noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection</i> .
<b>prefix</b>	an affix added to the beginning of a base word or root that changes the word's meaning, e.g., <i>pre-, re-, in-</i>
<b>r-controlled vowel syllable</b>	a syllable that includes a vowel or vowel team followed by the letter <i>r</i> , e.g., <i>barn</i> and <i>fern</i>
<b>root</b>	the most basic part of a word that gives a word its meaning
<b>schwa</b>	a vowel sound in an unstressed syllable, usually between consonants, that makes neither a long nor short vowel sound, e.g., the <i>a</i> in <i>amount</i>
<b>short vowel</b>	vowel sounds that include /ă/, /ĕ/, /ĭ/, /ŏ/ and /ŭ/



<b>suffix</b>	an affix added to the end of a base word or root that changes the word's meaning and part of speech, e.g., <i>-ist</i> and <i>-tion</i>
<b>syllable</b>	a unit of speech containing one vowel sound
<b>syllabication</b>	the division of a word into syllables, based on common syllable patterns
<b>VCCCV pattern</b>	a pattern with three consonants in a row and a vowel before and after; the syllables may be divided between the first and second consonants or between the second and third consonants, depending on the presence of consonant blends or digraphs, e.g., <i>influence</i> and <i>laughter</i>
<b>VCCV pattern</b>	a pattern with vowel-consonant-consonant-vowel in the middle of the word, usually resulting in syllables being divided between the two consonants, e.g., <i>muffin</i> and <i>until</i>
<b>VCe pattern</b>	a pattern where a vowel is followed by a consonant and silent e and the vowel sound is usually long, e.g., <i>face</i> and <i>mice</i>
<b>VCV pattern</b>	a pattern with a vowel-consonant-vowel where the syllables can be divided before or after the consonant, e.g., <i>final</i> and <i>shiver</i>
<b>V/V pattern</b>	a pattern where two vowels are next to each other but make two sounds and are in different syllables, e.g., <i>trial</i> and <i>fluid</i>
<b>vowel</b>	a letter ( <i>a, e, i, o, u</i> , and sometimes <i>y</i> ) that represents a sound



<b>vowel sound</b>	a single sound that is made up of one or more vowels created when the vocal tract is open
<b>vowel team</b>	a combination of vowels, or a vowel and a consonant, that makes one single vowel sound, e.g., <i>cheat</i> and <i>rain</i>
<b>vowel team syllable</b>	a syllable with two or more letters that work together to make one vowel sound
<b>word family</b>	a group of words that have a common feature, spelling pattern, or word part
<b>word part</b>	a part of a word that, along with other word parts, builds a whole word



# APPENDICES OF PRINTABLE RESOURCES

## OVERVIEW

Within these appendices, you will find resources that can be used in myriad ways to engage students in the continued practice of Word Study. Some options include:

- Using the resources as source material for teacher- and student-created Word Walls or Anchor Charts;
- Printing the resources at poster size to display in the classroom;
- Printing at standard size to distribute to students so that they may keep them in their Word Journals or folders for personal reference;
- Downloading resources to distribute to students digitally.

### **Appendix A: Word Lists**

This section includes lists of words with common prefixes, suffixes, roots, and common compound words. It also includes lists of words that illustrate the six syllable types and syllable division patterns. These lists are just a starting point, and we encourage you and your students to add to the lists as you encounter related words through shared or independent reading and discussion.

### **Appendix B: Anchor Charts**

This section includes Anchor Charts of common prefixes, suffixes, roots, the parts of speech, syllabication rules, and the parts of a dictionary entry. Each chart includes relevant information, such as definitions and examples.

### **Appendix C: Automaticity Practice Lists**

This section includes Automaticity Practice lists, or speed drills, of words with common prefixes, suffixes, roots, and syllabication patterns. Students should be given time to practice reading the lists before being timed by the teacher.



## Appendix D: Word Decoder Graphic Organizer

This section includes two examples of filled-in graphic organizers as references and two blank graphic organizers for students to use. The examples include a fully filled-in graphic organizer and a filled-in graphic organizer with some blanks. The latter example shows that students do not need to fill in each blank when using this tool: they should only add information that helps them decode an unknown word and determine its meaning.





## APPENDIX A: WORD LISTS

Common Prefix Word List				
Prefix	Example Words			
<b>pre-</b>	prepay	preplan	precut	preheat
<b>re-</b>	redo	retell	repack	reread
<b>un-</b>	unfair	unwrap	unable	untrue
<b>de-</b>	defrost	decode	deactivate	deplete
<b>non-</b>	nonfiction	nonstop	nonsense	nonviolent
<b>dis-</b>	disappear	disobey	dislike	distrust
<b>mis-</b>	mistreat	misread	misplace	mistake
<b>in-</b>	incorrect	informal	injustice	inexpensive
<b>im-</b>	imperfect	impolite	impossible	immobile
<b>ir-</b>	irregular	irresponsible	irrational	irretrievable
<b>il-</b>	illogical	illegal	illiterate	illegible
<b>sub-</b>	subway	submarine	subzero	submerge
<b>over-</b>	overcrowd	overheat	overload	oversleep
<b>trans-</b>	transplant	transform	transcribe	transatlantic



<b>inter-</b>	interact	interstate	international	interrupt
<b>Common Prefix Word List, cont.</b>				
<b>Prefix</b>	<b>Example Words</b>			
<b>out-</b>	outrun	outlast	outstanding	outdoors
<b>pro-</b>	progress	proclaim	project	proceed
<b>super-</b>	superstar	supermarket	supervise	supercede
<b>uni-</b>	uniform	unicorn	universe	unify
<b>bi-</b>	biplane	bilingual	bisect	bifocal
<b>tri-</b>	triangle	tricolor	tripod	tricycle
<b>cent-</b>	century	centimeter	centipede	centigrade
<b>en-</b>	encircle	encourage	enlighten	enjoy
<b>em-</b>	embark	embrace	employ	empower
<b>in-</b>	indoor	inspect	instruct	instill
<b>im-</b>	implant	immigrate	impose	import
<b>co-</b>	coauthor	coexist	coworker	cooperate
<b>con-</b>	contest	congregate	concert	confident
<b>com-</b>	communicate	combat	combine	compare
<b>syn-</b>	synergy	synonym	synthesize	synopsis
<b>sym-</b>	symmetric	sympathy	symbol	symphony





## Common Suffix Word List

Suffix	Example Words			
<b>-er</b>	teacher	printer	writer	driver
<b>-or</b>	creator	director	actor	editor
<b>-ist</b>	biologist	finalist	chemist	artist
<b>-less</b>	hopeless	restless	worthless	harmless
<b>-ness</b>	kindness	happiness	alertness	sickness
<b>-ment</b>	argument	payment	treatment	statement
<b>-ion</b>	illusion	pollution	detection	creation
<b>-ation</b>	initiation	explanation	inspiration	respiration
<b>-able</b>	lovable	enjoyable	portable	inhabitable
<b>-ible</b>	sensible	possible	visible	edible
<b>-ous</b>	famous	glorious	outrageous	mysterious
<b>-ant</b>	observant	fragrant	defiant	hesitant
<b>-ent</b>	diligent	coherent	excellent	confident
<b>-ance</b>	observance	fragrance	defiance	hesitance
<b>-ence</b>	persistence	permanence	reverence	intelligence
<b>-ful</b>	respectful	thoughtful	helpful	careful
<b>-y</b>	sunny	furry	fruity	junky



## Common Suffix Word List, cont.

Suffix	Example Words			
<b>-ly</b>	gently	quietly	joyfully	fully
<b>-al</b>	global	dental	vital	normal
<b>-ial</b>	social	spatial	martial	official
<b>-ive</b>	secretive	creative	attractive	active
<b>-acy</b>	democracy	fallacy	legacy	meritocracy
<b>-dom</b>	serfdom	freedom	stardom	kingdom
<b>-ism</b>	realism	cubism	ageism	cynicism
<b>-ship</b>	friendship	hardship	township	citizenship
<b>-ity</b>	ability	civility	variability	responsibility
<b>-ty</b>	puberty	subtlety	property	cruelty
<b>-ish</b>	childish	sluggish	feverish	lavish
<b>-ic</b>	heroic	enthusiastic	artistic	civic
<b>-ical</b>	magical	comical	ethical	mechanical
<b>-ate</b>	activate	formulate	captivate	orate
<b>-en</b>	frighten	quicken	lighten	fasten
<b>-ize</b>	modernize	emphasize	scrutinize	colorize
<b>-fy</b>	modify	clarify	mystify	purify



Common Greek and Latin Roots List				
Root	Example Words			
<b>auto</b>	autograph	automatic	autonomy	autopilot
<b>graph</b>	biography	graphite	topography	choreography
<b>tele</b>	telescope	telephone	telegraph	telepathic
<b>phon</b>	phonics	megaphone	symphony	homophone
<b>photo</b>	photograph	photocopy	photosynthesis	photogenic
<b>logy</b>	biology	mythology	ecology	geology
<b>pathy</b>	sympathy	telepathy	empathy	apathy
<b>cracy</b>	democracy	autocracy	aristocracy	bureaucracy
<b>meter</b>	thermometer	barometer	diameter	speedometer
<b>scope</b>	microscope	telescope	periscope	horoscope
<b>spect</b>	inspect	spectacle	spectator	spectacular
<b>man / manu</b>	manage	manual	manuscript	manicure
<b>script / scribe</b>	describe	unscripted	prescription	scribble
<b>aud</b>	audio	auditorium	inaudible	audience
<b>port</b>	portable	import	support	important
<b>bene</b>	benefactor	beneficial	benefit	benign
<b>trans</b>	transfer	transparent	transportation	transition
<b>struct</b>	construct	instruction	destructive	structure



Compound Word List				
Type	Example Words			
closed compound	doghouse	homework	backpack	daylight
	watermelon	notebook	seafood	snowflake
hyphenated compound	fifteen-year-old	drive-through	mother-in-law	high-speed
	made-for-TV	over-the-counter	self-service	in-depth
open compound	mail carrier	post office	fire drill	high school
	full moon	real estate	living room	coffee mug



Syllable Pattern List				
Type	Example Words			
Closed Syllables	cat	button	signal	napkin
	insect	submit	plastic	hidden
Open Syllables	go	paper	rodent	relax
	basic	even	rivals	major
Final e (Vce) Syllables	made	bite	cube	timeless
	debate	mistake	milestone	before
Vowel Team Syllables	say	plainly	succeed	relief
	frightful	coach	rescue	feud
Final Stable Syllables	candle	bubble	metal	approval
	yodel	chapel	tension	mention
r-Controlled Vowel Syllables	star	story	repair	perhaps
	turkey	cheer	garden	earring

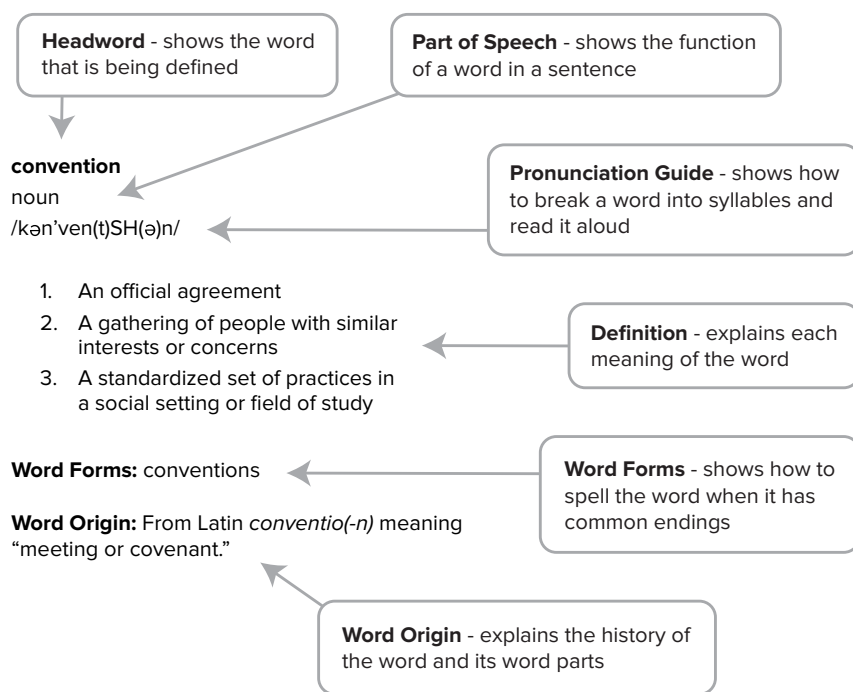


Syllable Division List				
Type	Example Words			
<b>V/V Open Syllables</b>	create	neon	triumph	pioneer
	react	poet	diet	reality
<b>Unstressed Syllable Schwa Sound</b>	problem	camel	freedom	about
	parrot	denim	focus	passage
<b>VC/CV Pattern</b>	rabbit	inform	pretzel	thunder
	expire	chimney	contest	absent
<b>VC/CCV and VCC/CV Patterns</b>	hundred	explode	purchase	conflict
	pumpkin	sandwich	frankly	thickness
<b>V/CV and VC/V Patterns</b>	recent	taken	minus	silent
	dozen	punish	vanish	robin



## APPENDIX B: ANCHOR CHARTS

### Reading a Dictionary Entry





Common Prefixes		
Prefix	Meaning	Examples
<b>pre-</b>	before	pay → <u>pre</u> pay
<b>re-</b>	again	pay → <u>re</u> pay
<b>un-</b>	not, the opposite of	fair → <u>un</u> fair
<b>de-</b>	not, the opposite of	frost → <u>de</u> frost
<b>non-</b>	not, the opposite of	fiction → <u>non</u> fiction
<b>dis-</b>	not, a lack of	belief → <u>dis</u> belief
<b>mis-</b>	badly, wrongly	treat → <u>mis</u> treat
<b>in-</b>	not	correct → <u>in</u> correct
<b>im-</b>	not	perfect → <u>im</u> perfect
<b>ir-</b>	not	regular → <u>ir</u> regular
<b>il-</b>	not	legal → <u>il</u> legal
<b>sub-</b>	under, beneath, below	marine → <u>sub</u> marine
<b>over-</b>	too much, too many	heat → <u>over</u> heat
<b>trans-</b>	across, on the other side of	form → <u>trans</u> form
<b>inter-</b>	between, among	state → <u>inter</u> state
<b>out-</b>	more or better than	do → <u>out</u> do
	out or away	door → <u>out</u> door





Common Prefixes, cont.		
Prefix	Meaning	Examples
<b>pro-</b>	forward, forth, in front of	claim → <u>pro</u> claim
<b>super-</b>	above, over, beyond	power → <u>super</u> power
<b>uni-</b>	one	form → <u>uni</u> form
<b>bi-</b>	two	monthly → <u>bi</u> monthly
<b>tri-</b>	three	angle → <u>tri</u> angle
<b>cent-</b>	hundred	meter → <u>cent</u> imeter
<b>en-</b>	to make or cause to be	courage → <u>en</u> courage
<b>em-</b>	to make or cause to be	bitter → <u>em</u> bitter
<b>in-</b>	with	scribe → <u>in</u> scribe
<b>im-</b>	into	migrate → <u>im</u> migrate
<b>co-</b>	together, with	exist → <u>co</u> exist
<b>con-</b>	together, with	test → <u>con</u> test
<b>com-</b>	together, with	bat → <u>com</u> bat
<b>syn-</b>	together, with	energy → <u>syn</u> ergy
<b>sym-</b>	together, with	metric → <u>sym</u> metric



Common Suffixes			
Suffix	Meaning	Effect on Word	Examples
<b>-er</b>	a person who	makes a word a noun	print → printer <u>er</u>
<b>-or</b>	a person who	makes a word a noun	direct → director <u>or</u>
<b>-ist</b>	a person who	makes a word a noun	science → scientist <u>ist</u>
<b>-less</b>	without, lacking	makes a noun an adjective	defense → defense <u>less</u>
<b>-ness</b>	the quality or state of	makes an adjective a noun	happy → happiness <u>ness</u>
<b>-ment</b>	the state, action, or result of	makes a verb a noun	pay → payment <u>ment</u>
<b>-ion</b>	the action or process of	makes a word a noun	react → reaction <u>ion</u>
<b>-ation</b>	the result of an action or process	makes a word a noun	explain → explanation <u>ation</u>
<b>-ition</b>	the state or condition of	makes a word a noun	define → definition <u>ition</u>
<b>-able</b>	able to be or do something	makes a word an adjective	rely → reli <u>able</u>
<b>-ible</b>	able to be	makes a word an adjective	suggest → suggest <u>ible</u>



Common Suffixes, cont.			
Suffix	Meaning	Effect on Word	Examples
<b>-ous</b>	full of; having	makes a word an adjective	danger → danger <u>ous</u>
<b>-ant</b>	performing an action; being in a state	makes a word an adjective	rely → reli <u>ant</u>
<b>-ent</b>	performing an action; being in a state	makes a word an adjective	persist → persis <u>ent</u>
<b>-ance</b>	action or process	makes a word a noun	rely → reli <u>ance</u>
<b>-ence</b>	action or process	makes a word a noun	persist → persis <u>ence</u>
<b>-ful</b>	full of or characterized by	makes a word an adjective	beauty → beautif <u>ul</u>
<b>-y</b>	full of or characterized by	makes a word an adjective	shine → shin <u>y</u>
<b>-ly</b>	characteristic of	makes an adjective an adverb	slow → slow <u>ly</u>
<b>-al</b>	related to	makes a word an adjective or a noun	rent → renta <u>l</u>
<b>-ial</b>	related to	makes a word an adjective or a noun	memory → memoria <u>l</u>



Common Suffixes, cont.			
Suffix	Meaning	Effect on Word	Examples
<b>-ive</b>	having the quality of or tending toward an action	makes a word an adjective or a noun	secret → secret <u>ive</u>
<b>-acy</b>	state of being	makes a word a noun	accurate → accur <u>acy</u>
<b>-dom</b>	state of being	makes a word a noun	free → freed <u>om</u>
	position or area governed by	makes a word a noun	king → kingd <u>om</u>
<b>-ism</b>	practice of; system of	makes a word a noun	tour → tour <u>ism</u>
<b>-ship</b>	state of being; act of	makes a word a noun	leader → leaders <u>hip</u>
	participants who	makes a word a noun	reader → readers <u>hip</u>
<b>-ity</b>	the state or condition of	makes an adjective a noun	diverse → divers <u>ity</u>
<b>-ty</b>	the state or condition of	makes an adjective a noun	royal → royalt <u>y</u>



Common Suffixes, cont.			
Suffix	Meaning	Effect on Word	Examples
<b>-ish</b>	relating to, being	makes a word an adjective	child → child <u>ish</u>
	of a place	makes a word an adjective	Ireland → Ir <u>ish</u>
	somewhat	makes a word an adjective	old → old <u>ish</u>
<b>-ic</b>	of or relating to	makes a word an adjective	poet → poet <u>ic</u>
<b>-ical</b>	of or relating to	makes a word an adjective	biology → biolog <u>ical</u>
<b>-ate</b>	to act upon	makes a word a verb	hyphen → hyphen <u>ate</u>
<b>-en</b>	cause or come to be or have	makes a word a verb	sharp → sharpen <u>en</u>
<b>-ize</b>	to cause to be or become like	makes a word a verb	normal → normal <u>ize</u>
<b>-fy</b>	to make or cause to be	makes a word a verb	beauty → beaut <u>ify</u>



Common Greek and Latin Roots		
Root	Meaning	Examples
<b>auto</b>	self	<u>auto</u> graph, <u>auto</u> matic
<b>graph</b>	to write or record	<u>auto</u> graph, <u>bio</u> graphy
<b>tele</b>	far away	<u>tele</u> phone, <u>tele</u> scope
<b>phon</b>	voice or sound	<u>phon</u> ics, <u>tele</u> phone
<b>photo</b>	light	<u>photo</u> graph, <u>photo</u> copy
<b>spect</b>	to look at	<u>inspect</u> , <u>spect</u> acle
<b>man / manu</b>	hand	<u>man</u> age, <u>manu</u> al
<b>script / scribe</b>	to write	<u>unscript</u> ed, <u>describe</u>
<b>aud</b>	to hear	<u>auditory</u> , <u>auditorium</u>
<b>port</b>	to carry	<u>portable</u> , <u>import</u>
<b>bene</b>	good	<u>benefactor</u> , <u>beneficial</u>
<b>trans</b>	across	<u>transfer</u> , <u>transparent</u>
<b>struct</b>	to build	<u>construct</u> , <u>instruction</u>
<b>logy</b>	the study of	<u>biology</u> , <u>geology</u>
<b>pathy</b>	feeling or disease	<u>sympathy</u> , <u>neuropathy</u>
<b>cracy</b>	rule or government	<u>democracy</u> , <u>autocracy</u>
<b>meter</b>	to measure	<u>thermometer</u> , <u>barometer</u>
<b>scope</b>	to see	<u>microscope</u> , <u>telescope</u>



Syllabication Rules		
Syllable Type	Definition	Examples
<b>Closed Syllables</b>	a syllable that ends in a consonant and usually creates a short vowel sound	in   sect v v sub   mit v v
<b>Open Syllables</b>	a syllable that ends in a vowel and usually creates a long vowel sound	e   ven v ba   sic v
<b>Final e (VCe) Syllables</b>	a syllable pattern where a vowel is followed by a consonant and silent e, and the vowel sound is usually long	globe vce time   less vce
<b>Vowel Team Syllables</b>	a syllable with two or more letters that work together to make one vowel sound	re   lief vv coach   ing vv
<b>Final Stable Syllables</b>	a syllable at the end of the word that always makes the same sound, often made up of a consonant + -el, -al, -le, or -ion	me   tal v con   clu   sion vv
<b>R-Controlled Syllables</b>	a syllable that includes a vowel or vowel team followed by the letter r	start   ed v re   pair vv



Parts of Speech		
Part of Speech	Definition	Examples
<b>noun</b>	a word that names a person, a place, a thing, or an idea	student, car, school, love
<b>verb</b>	a word that expresses action or a state of being	run, hide, play, is
<b>pronoun</b>	a word that takes the place of a noun	me, he, she, they, you, it
<b>adjective</b>	a word that describes a noun or pronoun	happy, purple, energetic
<b>adverb</b>	a word that describes a verb, an adjective, or another adverb, often ending in <i>-ly</i>	quickly, sadly, silently, very
<b>preposition</b>	a word that shows the relationship of a noun or a pronoun to another word	into, out of, above, after
<b>conjunction</b>	a word that joins single words or groups of words	and, or, but, so
<b>interjection</b>	an abrupt word or phrase that expresses emotion	Oh no! Yikes!

fds





## APPENDIX C: AUTOMATICITY PRACTICE LISTS

### AUTOMATICITY PRACTICE: COMPOUND WORDS

**Directions:** Put a slash (/) between the words that make up each compound word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

overnight	summertime	shopkeeper	step ladder	father-in-law
handwriting	dragonfly	newspaper	pillowcase	thunderstorm
fingernail	seventy-two	pillowcase	grandmother	newspaper
fingerprint	wallpaper	grandmother	step ladder	underpass
thunderstorm	fingernail	shopkeeper	seventy-two	dragonfly
wintertime	overnight	jellyfish	shopkeeper	thunderstorm
step ladder	wallpaper	shopkeeper	summertime	grandmother
fingernail	overnight	underpass	tablespoon	fingerprint
sunflower	jellyfish	father-in-law	overnight	summertime
jellyfish	fingerprint	wallpaper	step ladder	thunderstorm
wintertime	newspaper	wintertime	shopkeeper	pillowcase
tablespoon	overnight	sunflower	summertime	father-in-law
underpass	seventy-two	dragonfly	wallpaper	jellyfish
summertime	father-in-law	sunflower	pillowcase	handwriting
thunderstorm	handwriting	dragonfly	newspaper	underpass
handwriting	tablespoon	fingerprint	sunflower	newspaper
dragonfly	step ladder	underpass	pillowcase	fingernail
wintertime	handwriting	tablespoon	wintertime	wallpaper
seventy-two	grandmother	jellyfish	sunflower	fingerprint
tablespoon	seventy-two	father-in-law	fingernail	grandmother



## AUTOMATICITY PRACTICE: PREFIXES *UN-* AND *RE-*

**Directions:** Underline the prefix *un-* and *re-* at the beginning of each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

return	unbreakable	reaccept	unnatural	recreate
recounted	unachievable	rebuilding	uncomfortable	unsettled
unproductive	reaccept	unbuttoned	unnatural	reappear
recapture	replace	unequal	unbreakable	unproductive
uncomfortable	unlock	unnatural	reappear	return
recreate	unachievable	uncomfortable	unlock	unequal
replace	unequal	rearrange	reliving	return
unbreakable	unselfish	reaccept	unlock	reappear
rebuilding	recounted	recapture	unselfish	rearrange
rearrange	unachievable	uncomfortable	unlock	unbuttoned
reaccept	unbreakable	rearrange	reaccept	rebuilding
unsettled	recapture	recounted	unachievable	reappear
recreate	reliving	unnatural	unproductive	unequal
unsettled	recapture	return	unbreakable	unachievable
recreate	unselfish	replace	reliving	reappear
unbuttoned	recreate	unsettled	unselfish	recapture
replace	recounted	replace	reliving	unproductive
unselfish	return	unbuttoned	unequal	recounted
reliving	rebuilding	rebuilding	uncomfortable	unsettled
unproductive	rearrange	unbuttoned	unnatural	unlock



## AUTOMATICITY PRACTICE: PREFIXES *PRE-* AND *DIS-*

**Directions:** Underline the prefix *pre-* and *dis-* at the beginning of each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

displease	prepacked	precook	disorder	preexisting
disadvantage	preapprove	disorder	preplan	prejudge
prepacked	prehistoric	preheat	disinformation	disorganized
prejudge	preview	predawn	precook	prehistoric
disinfect	preexisting	prehistoric	preview	disrespect
precook	disrespect	preheat	predawn	preplan
preexisting	prepacked	disorganized	preapprove	displease
distasteful	predawn	prejudge	disrespect	prepacked
displease	preapprove	disservice	disadvantage	disorganized
preheat	disservice	distasteful	prehistoric	preexisting
disinfect	preexisting	disinfect	preview	disorder
precook	disorder	disinformation	prejudge	preview
disadvantage	disrespect	disorder	distasteful	disorganized
discomfort	preplan	disadvantage	prepacked	disservice
preplan	displease	distasteful	disrespect	discomfort
distasteful	predawn	disorganized	preview	displease
discomfort	precook	preheat	preapprove	disinfect
disinformation	discomfort	disadvantage	prehistoric	prejudge
preapprove	disinformation	predawn	preheat	disservice
disinfect	disservice	discomfort	preplan	disinformation



## AUTOMATICITY PRACTICE: PREFIXES *DE-* AND *MIS-*

**Directions:** Underline the prefix *de-* and *mis-* at the beginning of each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

deactivate	misstep	deboned	misplace	decode
misplace	misfortune	misprint	deface	derail
dehydrate	mislay	misguided	misrepresent	deactivate
dehydrate	misstep	debark	misguided	mistreat
deactivate	decelerate	deforestation	demagnetize	deboned
misbehavior	deforestation	misbehavior	debark	decode
mislay	misrepresent	deforestation	misprint	mistreat
misplace	misfortune	mislay	deboned	decode
misinform	decelerate	misstep	misfortune	deface
misstep	derail	misinform	mistreat	debark
misinform	demagnetize	misbehavior	misguided	decode
misprint	misprint	misplace	deactivate	decelerate
deactivate	mislay	misprint	dehydrate	misrepresent
deboned	deforestation	debark	deface	misinform
dehydrate	deboned	decelerate	misfortune	debark
misfortune	mistreat	misinform	deface	mistreat
misrepresent	derail	misguided	misbehavior	mislay
misplace	demagnetize	misstep	deforestation	misbehavior
decelerate	derail	dehydrate	derail	misrepresent
decode	demagnetize	misguided	deface	demagnetize



## AUTOMATICITY PRACTICE: PREFIXES

**Directions:** Underline the prefix *un-*, *re-*, *pre-*, *dis-*, *de-*, and *mis-* at the beginning of each word.

Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

unequal	unprofessional	distasteful	retelling	unofficial
preload	displease	prebook	misbelief	recall
precaution	misconception	redirect	depart	deactivate
discomfort	unofficial	preload	mislay	presuppose
prebook	depart	unequal	distasteful	misbelief
retelling	mislay	unprofessional	displease	decompose
misstep	presuppose	distasteful	misstep	recall
misconception	deactivate	precaution	retelling	unequal
unprofessional	presuppose	mislay	unofficial	discomfort
misbelief	recall	prebook	depart	deactivate
mislay	misstep	redirect	misstep	decompose
distasteful	presuppose	retelling	recall	unprofessional
presuppose	displease	unequal	misbelief	discomfort
preload	unofficial	recall	misconception	misstep
displease	decompose	discomfort	precaution	unofficial
discomfort	unprofessional	decompose	misconception	depart
deactivate	prebook	distasteful	redirect	preload
precaution	depart	decompose	deactivate	precaution
mislay	preload	redirect	redirect	displease
misbelief	misconception	unequal	retelling	prebook



## AUTOMATICITY PRACTICE: SUFFIXES *-ER* AND *-OR*

**Directions:** Underline the suffix *-er* and *-or* at the end of each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

protector	projector	performer	generator	bookkeeper
daydreamer	exterminator	supporter	instructor	blogger
conductor	inspector	extinguisher	defender	protector
governor	projector	amplifier	protector	instructor
impersonator	generator	adviser	commander	daydreamer
supporter	defender	governor	inspector	inventor
blogger	conductor	protector	projector	amplifier
performer	blogger	bookkeeper	instructor	impersonator
bookkeeper	daydreamer	defender	exterminator	inspector
impersonator	extinguisher	performer	bookkeeper	inventor
exterminator	generator	inspector	projector	extinguisher
blogger	conductor	commander	daydreamer	supporter
instructor	impersonator	commander	conductor	adviser
inventor	adviser	performer	daydreamer	extinguisher
inventor	amplifier	exterminator	projector	inventor
amplifier	governor	supporter	generator	governor
commander	protector	defender	adviser	inspector
performer	generator	extinguisher	impersonator	conductor
instructor	conductor	adviser	bookkeeper	amplifier
blogger	instructor	governor	exterminator	commander



## AUTOMATICITY PRACTICE: SUFFIXES *-FUL* AND *-LESS*

**Directions:** Underline the suffix *-ful* and *-less* at the end of each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

baseless	forgetful	delightful	beautiful	thoughtful
worthless	limitless	beautiful	delightful	emotionless
peaceful	regretful	limitless	motionless	regretful
armful	ageless	worthless	useless	thoughtful
thoughtless	forgetful	ageless	cheerful	armful
forgetful	cheerful	peaceful	thoughtful	disrespectful
thoughtless	useless	limitless	thankless	worthless
disrespectful	motionless	forgetful	cheerful	graceful
thankless	emotionless	armful	tasteless	useless
graceful	peaceful	delightful	regretful	worthless
disrespectful	tasteless	thoughtless	cheerful	thankless
ageless	beautiful	regretful	thoughtful	thoughtless
emotionless	armful	limitless	peaceful	ageless
baseless	motionless	thoughtless	baseless	emotionless
regretful	useless	delightful	graceful	thankless
graceful	beautiful	disrespectful	baseless	tasteless
emotionless	motionless	limitless	disrespectful	tasteless
armful	cheerful	worthless	tasteless	thankless
useless	ageless	peaceful	graceful	motionless
beautiful	delightful	forgetful	baseless	thoughtful



## AUTOMATICITY PRACTICE: SUFFIXES *-LY* AND *-ABLE*

**Directions:** Underline the suffix *-ly* and *-able* at the end of each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

cleverly	knowledgeable	properly	portable	extendable
extendable	politely	debatable	annoyingly	affordable
portable	memorable	knowingly	incurable	debatable
favorable	extendable	absolutely	cleverly	knowledgeable
honestly	decently	memorable	absolutely	foolishly
acceptable	properly	extendable	cleverly	favorable
clickable	annoyingly	foolishly	properly	politely
annoyingly	debatable	knowingly	acceptable	cleverly
suddenly	memorable	absolutely	affordable	incurable
acceptable	decently	clickable	properly	knowledgeable
suddenly	debatable	affordable	absolutely	honestly
annoyingly	acceptable	favorable	decently	clickable
extendable	affordable	honestly	foolishly	memorable
knowingly	clickable	properly	politely	cleverly
absolutely	knowingly	clickable	decently	clickable
incurable	memorable	knowledgeable	honestly	absolutely
knowledgeable	decently	annoyingly	suddenly	affordable
suddenly	foolishly	favorable	portable	incurable
incurable	suddenly	debatable	politely	portable
incurable	acceptable	honestly	knowingly	favorable
politely	extendable	politely	portable	foolishly





## AUTOMATICITY PRACTICE: SUFFIXES

**Directions:** Underline the suffix *-er*, *-or*, *-ful*, *-less*, *-ly*, and *-able* at the end of each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

sufferable	reusable	additionally	powerful	spectator
computer	limitless	collectively	generously	converter
converter	careless	harmless	spectator	harmful
healthful	limitless	reusable	debater	careless
generously	harmful	removable	additionally	inventor
debater	inventor	powerful	additionally	spectator
notable	healthful	converter	harmful	sufferable
harmless	fluently	navigator	generously	reusable
fluently	computer	powerful	navigator	converter
collectively	careless	removable	healthful	notable
additionally	notable	powerful	harmless	fluently
removable	limitless	removable	collectively	computer
harmless	notable	debater	computer	fluently
sufferable	spectator	navigator	navigator	healthful
careless	debater	removable	harmless	notable
generously	limitless	debater	computer	reusable
collectively	careless	inventor	healthful	collectively
reusable	generously	spectator	limitless	powerful
sufferable	converter	navigator	harmful	sufferable
inventor	harmful	additionally	inventor	fluently



## AUTOMATICITY PRACTICE: GREEK ROOTS

**Directions:** Underline the Greek roots *graph*, *photo*, *auto*, *phon*, *tele*, and *meter* in each word.

Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

teleport	television	telecast	telegram	telescope
speedometer	thermometer	centimeter	autocrat	barometer
photocell	photogenic	photosynthesis	photocopy	photojournalist
autograph	geography	biographer	bibliography	graphic
phonics	saxophone	microphone	automobile	automate
speedometer	photogenic	thermometer	television	barometer
autograph	autograph	saxophone	biographer	telecast
automate	photojournalist	teleport	geography	centimeter
photocell	teleport	photojournalist	phonics	autocrat
automobile	speedometer	thermometer	biographer	microphone
automobile	bibliography	geography	telecast	photogenic
graphic	phonics	saxophone	photocopy	centimeter
photosynthesis	telecast	centimeter	bibliography	barometer
photocell	automobile	autocrat	telescope	speedometer
autograph	telegram	photosynthesis	automate	bibliography
biographer	thermometer	photogenic	graphic	photocopy
automate	television	photocell	autograph	telescope
centimeter	barometer	phonics	graphic	geography
telescope	telegram	autocrat	teleport	photojournalist
saxophone	photocopy	television	photosynthesis	telegram



## AUTOMATICITY PRACTICE: LATIN ROOTS

**Directions:** Underline the Latin roots *aud*, *port*, *bene*, *struct*, and *trans* in each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

benefit	auditorium	transparent	audience	transition
portable	import	support	important	construct
benefactor	transfer	instruction	benign	inaudible
transportation	beneficial	destructive	structure	audio
auditorium	portable	important	benefit	auditorium
support	structure	audio	destructive	portable
transfer	benefit	transition	auditorium	beneficial
import	benign	beneficial	support	structure
audience	important	transfer	portable	important
beneficial	inaudible	benefactor	beneficial	benign
transparent	support	auditorium	construct	transparent
benign	transition	transportation	inaudible	benefactor
structure	benefactor	construct	transition	support
construct	transportation	benefit	import	audience
audio	instruction	structure	instruction	transfer
inaudible	destructive	import	transparent	destructive
transition	audience	portable	transfer	transportation
important	audio	benign	benefactor	import
instruction	transparent	inaudible	transportation	benefit
destructive	construct	audience	audio	instruction



## AUTOMATICITY PRACTICE: CLOSED SYLLABLES

**Directions:** Draw a line between the syllables in each word. Next, underline the closed syllable in each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

capital	publisher	peppermint	commonly	trumpeting
cinnamon	sandwiches	partnership	suddenly	basketball
government	antenna	corduroy	intended	partnership
basketball	intended	peppermint	welcoming	balcony
trumpeting	bucketful	publisher	antenna	government
commonly	balcony	tunneling	suddenly	tunneling
cinnamon	peppermint	bucketful	welcoming	trumpeting
happening	corduroy	sandwiches	corduroy	publisher
pocketbook	publisher	basketball	happening	capital
capital	sandwiches	partnership	peppermint	government
commonly	intended	cinnamon	publisher	sandwiches
trumpeting	balcony	tunneling	suddenly	peppermint
pocketbook	bucketful	capital	government	tunneling
suddenly	corduroy	pocketbook	commonly	sandwiches
welcoming	basketball	trumpeting	tunneling	antenna
pocketbook	basketball	happening	cinnamon	balcony
intended	antenna	corduroy	balcony	antenna
partnership	welcoming	welcoming	suddenly	cinnamon
bucketful	happening	commonly	partnership	pocketbook
intended	bucketful	government	capital	happening



## AUTOMATICITY PRACTICE: OPEN SYLLABLES

**Directions:** Draw a line between the syllables in each word. Next, underline the open syllable in each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

grocery	photograph	musical	museum	finalist
tomato	united	babysit	potato	nitrogen
grocery	museum	dinosaur	refusal	radio
photograph	united	favorite	musical	relaxing
ladybug	museum	finalist	potato	vacation
dinosaur	babysit	musical	finalist	refusal
nitrogen	tomato	finalist	library	photograph
vacation	library	decision	musical	recently
favorite	refusal	radio	united	potato
decision	favorite	vacation	dinosaur	favorite
recently	museum	united	refusal	tomato
decision	babysit	recently	library	relaxing
nitrogen	library	ladybug	dinosaur	relaxing
ladybug	grocery	dinosaur	nitrogen	finalist
vacation	relaxing	potato	grocery	grocery
decision	library	united	decision	museum
tomato	recently	favorite	ladybug	vacation
babysit	radio	photograph	relaxing	photograph
radio	babysit	potato	nitrogen	radio
ladybug	tomato	refusal	recently	musical



## AUTOMATICITY PRACTICE: VOWEL TEAM SYLLABLES

**Directions:** Draw a line between the syllables in each word. Next, underline the vowel team in each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

cheaper	display	squawk	money	playground
moonbeam	bowtie	oatmeal	fourteen	rainbow
countdown	fountain	pausing	spoonful	lawful
childhood	daydream	detail	throat	repeat
squawk	cheaper	countdown	detail	daydream
playground	lawful	display	squawk	fountain
money	childhood	moonbeam	repeat	oatmeal
display	countdown	lawful	daydream	bowtie
spoonful	moonbeam	rainbow	pausing	repeat
bowtie	fourteen	cheaper	childhood	playground
daydream	money	spoonful	playground	cheaper
pausing	playground	throat	oatmeal	childhood
lawful	oatmeal	fountain	cheaper	fourteen
rainbow	detail	childhood	bowtie	squawk
fourteen	squawk	repeat	rainbow	display
detail	spoonful	bowtie	countdown	money
throat	pausing	playground	moonbeam	pausing
oatmeal	repeat	daydream	display	spoonful
fountain	rainbow	money	lawful	countdown
throat	throat	fourteen	fountain	moonbeam



## AUTOMATICITY PRACTICE: FINAL *E* SYLLABLES

**Directions:** Underline the syllable with a final *e* in each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

advertise	usefulness	rattlesnake	celebrate	microscope
imitate	estimate	buttonhole	decorate	summertime
microscope	crocodile	incomplete	riverside	crocodile
anytime	prizewinner	estimate	imitate	telephone
estimate	lemonade	telephone	usefulness	summertime
incomplete	microscope	riverside	microwave	incomplete
crocodile	firecracker	summertime	rattlesnake	celebrate
firecracker	prizewinner	microscope	microwave	anytime
decorate	crocodile	firecracker	celebrate	lemonade
telephone	advertise	decorate	microscope	firecracker
usefulness	summertime	lemonade	incomplete	homeowner
prizewinner	telephone	riverside	homeowner	microwave
estimate	anytime	crocodile	advertise	riverside
decorate	celebrate	firecracker	prizewinner	microwave
buttonhole	decorate	incomplete	usefulness	telephone
riverside	buttonhole	rattlesnake	imitate	buttonhole
advertise	microwave	estimate	homeowner	usefulness
homeowner	celebrate	rattlesnake	imitate	buttonhole
lemonade	advertise	anytime	imitate	rattlesnake
homeowner	anytime	prizewinner	lemonade	summertime



## AUTOMATICITY PRACTICE: FINAL STABLE SYLLABLES

**Directions:** Underline the final stable syllable in each word. Then practice reading the words aloud. Tell your teacher when you are ready to read to them or to record yourself reading.

candlelight	bubblegum	metal	approval	sensible
yodel	chapel	tension	mention	gentlemen
unsaddle	tabletop	bicycle	handlebars	unscramble
terrible	version	tension	petal	information
bubblegum	candlelight	tabletop	metal	handlebars
chapel	mention	sensible	gentlemen	terrible
approval	tension	petal	tabletop	version
metal	yodel	handlebars	sensible	petal
mention	metal	unsaddle	unscramble	bicycle
tension	handlebars	chapel	version	tension
gentlemen	unsaddle	approval	candlelight	bubblegum
unscramble	gentlemen	yodel	bicycle	chapel
sensible	bicycle	candlelight	unsaddle	tension
version	approval	terrible	bubblegum	tabletop
bicycle	petal	gentlemen	tension	metal
tension	terrible	mention	chapel	unsaddle
handlebars	sensible	unscramble	tension	approval
tabletop	information	bubblegum	yodel	candlelight
petal	tension	information	terrible	yodel
information	unscramble	version	information	mention





## AUTOMATICITY PRACTICE: R-CONTROLLED SYLLABLES

**Directions:** Underline the vowel + *r* syllable in each word. Then practice reading the words aloud.  
Tell your teacher when you are ready to read to them or to record yourself reading.

apart	author	comfortable	ordinary	regular
fiber	turnip	chapter	falter	virtual
regular	urchin	apart	turnip	author
admiration	apart	curve	birch	urchin
comfortable	ordinary	thirsty	calories	ordinary
regular	moisture	bargain	author	marvel
hover	calories	moisture	falter	urchin
curve	marvel	chapter	moisture	marvel
comfortable	curve	thirsty	ordinary	admiration
birch	calories	bargain	comfortable	turnip
hover	regular	turnip	chapter	fiber
author	thirsty	birch	urchin	bargain
virtual	admiration	bargain	virtual	apart
ordinary	moisture	calories	hover	marvel
regular	falter	comfortable	admiration	author
curve	birch	fiber	urchin	turnip
falter	thirsty	bargain	calories	thirsty
apart	admiration	virtual	birch	marvel
chapter	virtual	curve	hover	falter
fiber	chapter	hover	fiber	moisture



## APPENDIX D: GRAPHIC ORGANIZER

### EXAMPLE 1 - FULLY FILLED IN

#### Word Decoder

**Directions:** Use this Word Decoder tool to break down an unknown multisyllabic word and determine its meaning. Remember to reread the sentence with the meaning you come up with.

Unknown Word: incompletely		
Prefixes	Base Word or Root	Suffixes
in-: not or inside?	complete: total, having all parts	-ly: characteristic of
Syllables	Possible Meaning	Dictionary Definition
in/com/plete/ly	characteristic of not being full	adverb - in a way that is partial or unfinished

### EXAMPLE 2 - FILLED IN WITH SOME BLANKS

#### Word Decoder

**Directions:** Use this Word Decoder tool to break down an unknown multisyllabic word and determine its meaning. Remember to reread the sentence with the meaning you come up with.

Unknown Word: embark		
Prefixes	Base Word or Root	Suffixes
em-	bark?	
Syllables	Possible Meaning	Dictionary Definition
em/bark	?	verb: to set out on a journey

## Word Decoder

**Directions:** Use this Word Decoder tool to break down an unknown multisyllabic word and determine its meaning. Remember to reread the sentence with the meaning you come up with.

Unknown Word:		
Prefixes	Base Word or Root	Suffixes
Syllables	Possible Meaning	Dictionary Definition



## Word Decoder

**Directions:** Use this Word Decoder tool to break down an unknown multisyllabic word and determine its meaning. Remember to reread the sentence with the meaning you come up with.

Unknown Word:		
Prefixes	Base Word or Root	Suffixes
Syllables	Possible Meaning	Dictionary Definition