

**Daily Lesson Plan – Word-Level Strategies for
Comprehension
Phonemics, Graphemes & Orthography in Context**

Date: July 10

Individual tutoring sessions are 60 minutes in length, twice weekly during the first week of the intervention study period. One lesson prior to this has been taught where John was diagnosed for fluency ratings according to MLPP's Oral Reading Rubric and Oral Reading Record. Vocabulary used for examples in this lesson comes from the summer reading novel, *And Then There Were None* (Agatha Christie). John is working on a number of goals, including a return to basic phonological/phoneme-grapheme awareness, as well as orthographical conventions and segmentation/syllabication in support of silent and oral reading fluency goals related to automaticity.

Objective(s) for today's lesson:

John will identify and decode unfamiliar words from the Schonell Spelling Test, "And Then There Were None" and other examples using phonological processing, orthographical cues and syllabication to construct meaning (decoding and encoding)--recognizing both conventional (or rule-governed onset and rime), as well as irregular words or sight words.

R.WS.02.04: Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.

R.WS.04.02: Use structural, syntactic, and semantic cues including letter-sound, rime, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

Rationale:

In order to properly decode and encode increasingly complex words and language structures, a review of basic syllabication, phonics, and orthographical conventions will assist with the application of these principles in the context of reading for information or comprehension.

Materials & Supplies:

"And Then There Were None" – by Agatha Christie
Christie, Agatha (January 1940). *And Then There Were None*.
New York: Dodd, Mead. 1-264

“Basic Information About Phonics, Pronunciation and Syllabication”
– *Entryways into College Reading and Learning*.

Schonell Spelling Test B (Review and syllabication)

ATTWN *Word Detective Clue Sheet*

Lined paper and pencils

Computer with Internet connection

Procedures and approximate time allocated for each event:

Introduction to the lesson:

Introduce the Schonell diagnostic spelling test as a tool for understanding John’s current mastery of sound and letter patterns, and that these patterns can be used in the process of decoding and encoding words in the context of reading and writing. Use examples from the Oral Fluency assessment conducted in lesson one to demonstrate example words which created a problem for comprehension. **(2 minutes)**

Outline of Key Events during the lesson:

- Administer the Schonell Spelling Test B **(10 minutes)**
- Correct and review results with the student, using example words to model segmentation and analyze for phoneme-grapheme relationships and spelling patterns **(5 minutes)**
- Use “About Phonics, Pronunciation and Syllabication” to segment example words and review basic rules such as short/long vowels, closed/open syllables, schwa pronunciations, digraphs and blends, R control words, vowel pairs or teams, special “y” rules, irregular words and “sight” words **(20 minutes)**
- Allow student to engage in guided active practice in applying these conventions to words from the examples
- Student engages in independent and guided practice while reading, selecting words from the passage and listing them on the Word Detective Study Sheet **(20 minutes)**

Academic, Social, Linguistic Support:

Stress fluency in connection to understanding. Highlight goals for learning

Explain that Schonell test is merely a way to determine what skills to work on. Review mistakes and use in connection with syllabication/phonics review.

Allow student to ask questions, monitor and check for understanding

After modeling examples, select words that follow conventions and guide student practice.

Explain word detective Study Sheet and model example(s) before guided/independent practice.

Answer questions and offer support when requested or wanted.

Monitor/ ask questions for comprehension and fix errors with explanations.

Assist with pronunciation or meaning, prosody or other questions. Provide positive feedback.

Assist with responses through more guided questions or by providing an example if needed. Congratulate student for work toward goals.

- Student fills out the appropriate elements (context, word clues, syllabication, etc...) independently after doing one or two examples together with teacher
- Student will consult with reference materials as needed to look up definitions (www.Dictionary.com)
- Words identified after reading and analysis are reviewed with the teacher, using syllabication and phonics rules in addition to word-level or contextual clues to determine the best meaning in context **(5 minutes)**

Conclusion & Summary for the lesson:

Take the list of words identified by student for study and return to the larger context of the text, referencing the study sheet as needed and ask the student if the definition makes sense. Student should re-read aloud each word within the sentence of its original context, and explain what it means. **(5 minutes)**

Transition to next learning activity:

“So what have we learned about word-level strategies for reading and understanding? What strategies can you use to try to figure out a word you don’t recognize in your reading? Do you think these strategies can help you with your reading goals? Why?”

Assessment:

Instructional assessments (Schonell spelling test) will be used in combination with data based upon pre-instruction assessments to tailor future instruction for word-level strategies. Student practice of syllabication and Word Detective Study Sheet will be used in assessing John’s application of lesson objectives. Fluency reading at the end of lesson will be observed, noting differences made through detailed segmentation of words which provided difficulty. Re-reading should demonstrate both automaticity and prosody, and levels of fluency will indicate progress toward reading goals.

Academic, Social and Linguistic Support during assessment:

In addition to modeling during guided practice, assistance with oral reading components and explicit help with Word Study will be provided throughout the lesson.
Review

Scoring

TEST B.

Schonell Spelling Test B

10	see bag	cut ten	mat hat	in dad	ran bed
20	leg good	dot till	pen be	yet with	hay from
29	time boat	call mind	help sooner	week year	pie dream
38	sight mistake	mouth pair	large while	might skate	brought stayed
47	yoke iron	island health	nerve direct	join calm	fare headache
56	final style	circus bargain	increase copies	slippery guest	lodge policy
62	view account	library earliest	cushion institution	safety similar	patient generous
66	orchestra appreciate	equally familiar	individual source	merely immediate	enthusiastic breathe
68	permanent materially	sufficient cemetery	broach leisure	customary accredited	especially fraternally
	subterranean mortgage	apparatus equipped	portmanteau exaggerate	politician amateur	miscellaneous committee

$$\text{Spelling Age} = \frac{\text{no. of correctly spelt words}}{10} + 5$$

$$\frac{68}{10} = 6.8 + 5 =$$

$$11.8 = \text{years}$$

e.g. Spelling Age = $\frac{25}{10} + 5 = 7.5$ years

(converted to twelfths) $\frac{11.8}{12} = 2$ years

* Please note that with all standardised spelling tests it is essential that there is no teaching to the test. None of the above words should be taught in preparation for the test.

~~XXXXXXXXXX~~ (Student name has been removed)

B Test

See bag	cut ten	mat hat	in dad	ran bed
leg good	dot till	pen be	yet with	hay from
time boat	call mind	help sooner	weak year	pie dream
Sight mistake	mouth pair	large while	might skate	brought stair
yoke iron	island health	nerve direct	join calm	fare headache
Final style	Circus bargain	increase copies	Slippery guest	ledge policy
view account	library earliest	Cussion institution	Safty similar	patient generous
Orchestra appreciate	equally familiar	individual source	nearly mediate	enthusiastic breathe
permanente materially	Sufficient cemetery	broch leisure	Customary accredited	especially fraternally

(2)

~~XXXXXXXXXX~~ - Schonell Spelling Test.
B Test - Page 2

Politian

Subteranian	aparaticce	portmanteau	politian	misallianous
Morgadge	Equipt	eqsadrat	amitor	comitee

③ Schnell
Spelling
Test

u /ə/ u
a m / a / t e u r

Orthography
Review

u - th o r

Syllabicator

u · th o r · i · t a · t i v e · l y

Irregular
Regular
Words

rit

är · g u · m e n · t a · t i v e · l y

Suffix

a · d r o i t · n e s s

word
chunks

in / s t i t · u t i o n g e n e r o u s

v / c / c v c / v / c v n

mis / c e n t i a / n e o u s e n t h u s i a s t i c

similar

"magic"
"e"

ex / a g g e r a t e i n d i v i d u a l

WORD
ROOT

"TER"

sub / t e r / r a / n e / a n

Prefix = sub
Suffix = ean

app / a r a t / u s (a · p o n · r a t · u s)

app · a · r a t · u s

④

Costo mātrā

Āmleṭṭerky

Sufficient

māṭṭerīḷly

ma

Root = suffice
Suffix = rent

-ly <
use for
adverbs

⑤ Syllabication / Word Study - ATTWN / Schorell Spelling Test

Üntēn.āntēd
v c v c / v c v c

θ = "uh"

c - y
~~c - y~~
c ← le
t - ed
d - ed

~~WA~~

i. m ē. d i. a t e

v c v c v c v c

i m | m ē d i a t e
v c c v c v c v c

~~u~~ ~~v~~ ~~v~~ ~~v~~

Syllabication Phonics / Segmentation: Orthography

① Guided Practice halo cv cvc
cvc (with arrow) cv/cv
hā - lō
cv - cv

MAGIC "E" cape (with arrows) hūgē

2 vowels = Vowel team restrain
vv / a ay |
die

c, g, d, g, s, t Combine Consonants

digraphs → new sound "ch"
blends → cl, str, trail - combined sounds

R "Control" / W "Control" JAW COW FEW

Car - her for
Stir "R" fur

Hard = Car = 'k'
Soft = exercise 's'
E, I, Y receive

② Syllabication & Orthography

Closed \bar{a}

Open Syllables

Cōmītee

C V C V C V V

(open) (open) (open)

Long \bar{e}

Short
Vowels

Cōmmittee

C V C C V C C V V - vowel team

closed closed open

(~~tee~~)

"SCHWA"

- Unstressed syllable

- "uh"

- any vowel can sound like

a-bāt

ə · bāt

tion

igh

light

midnight

fright = /it/

midnight
C V C C V C C V V
mid f nīt

straight = /āt/

"common" spelling, & word chunks

thought = /awt/

Other examples

light /-aight /-ought
fight straight thought
tight

Word Detective - Clue Sheet

And Then There Were None - Vocabulary Study

Name _____
Chapter _____
Pages _____

Fill out the chart with words that you found in the Chapter that were "new" words, or words that you did not recognize immediately. Do your best to uncover as many "clues" about the word as you can to discover what it means, and write them in the appropriate spaces provided.

Independent Practice

Word: Abated

Page # 115 and whole sentence it appears in: The wind had somewhat abated but was still blowing

Part of speech: (circle one) noun verb adjective adverb

(where in sentence)

Context Clues: wind is calming
Syllables: VCVCVC / AB-AT-ED a-ba-ted

Word Structure Clues (roots, prefix, suffix, cognates):

root-Abate suffix-ED

I think this word means: calmed down

Word: ascertained = VCVCVCVCVCVC

Page # 116 and whole sentence it appears in: The little party moved through the house, Rogers room as Philip Lombard had already ~~ascertained~~ was untenanted.

Part of speech: (circle one) noun verb adjective adverb

Context Clues: to
Syllables: VCVCVCVCVC / AS-CER-tain-ED

Word Structure Clues (roots, prefix, suffix, cognates):

Prefix-AS root-cer suffix-ED cognates-tain

I think this word means: told certain

Word: untenanted untenanted VC

Page # 116 and whole sentence it appears in: Some as above

Part of speech: (circle one) noun verb adjective adverb

Context Clues: -After was
Syllables: VCCVVCVC / un-tenant-ED

Word Structure Clues (roots, prefix, suffix, cognates): prefix-un root-tenant suffix-ED

I think this word means: empty

Fill out the chart with words that you found in the Chapter that were "new" words, or words that you did not recognize immediately. Do your best to uncover as many "clues" about the word as you can to discover what it means, and write them in the appropriate spaces provided.

Word: ploddingly

Page # 120 and whole sentence it appears in: But Blaise went on, ploddingly, perseveringly.

Part of speech: (circle one) noun ~~verb~~ adjective adverb

Context Clues: describe how he went on

Syllables: CCVCCVCCCV / plod-ding-ly

Word Structure Clues (roots, prefix, suffix, cognates):

~~plod~~ root=plod cognates=-ing suffix=-ly

I think this word means: with out stoping

Word: Procession

Page # 129 and whole sentence it appears in: The five of them went up stairs, a silent procession

Part of speech: (circle one) noun verb adjective adverb

Context Clues: Silent is describing it

Syllables: CCVCVCCVVC / pro-ces-sion

Word Structure Clues (roots, prefix, suffix, cognates):

prefix-pro root-ces cognates-sion

I think this word means: act

60 min.

20 Pages

p. 169
Ch. 16

Guided
Practice
Reciprocal

Word: conjuring

Page # 169 and whole sentence it appears in: A conjuring trick, my dear.

Part of speech: (circle one) noun verb adjective adverb

Context Clues: describes trick

Syllables: CVCCVCVCC / con-jur-ing

Word Structure Clues (roots, prefix, suffix, cognates):

cognate conjure suffix=-ing

I think this word means: to falsly bring about

Word: solicitude

Page # 170 and whole sentence it appears in: so that's the reason for your worried solicitude

Part of speech: (circle one) noun verb adjective adverb

Context Clues: worried is describing

Syllables: cvlcvkvcv cv sōl.ī.c.ī.tū.dē

Word Structure Clues (roots, prefix, suffix, cognates):

Cognate - Soli.cite Suffix - ude

I think this word means: plea

Word: authoritatively

Page # 170 and whole sentence it appears in: He said authoritatively

Part of speech: (circle one) noun verb adjective adverb

Context Clues: describes how he said it

Syllables: avə.thər.ī.tə.tīv.ē.lē

Word Structure Clues (roots, prefix, suffix, cognates):

root - author Suffix - ly

I think this word means: stating

(Independent Practice)

Word: argumentatively

Page # 171 and whole sentence it appears in: He spoke slowly, argumentatively

Part of speech: (circle one) noun verb adjective adverb

Context Clues: was arguing

Syllables: ar.gu.men.tə.tīv.ē.lē

Word Structure Clues (roots, prefix, suffix, cognates):

argu.ment suffix - ly

I think this word means: quespaining

Word Detective - Clue Sheet

And Then There Were None – Vocabulary Study

Name _____

Chapter _____

Pages _____

Fill out the chart with words that you found in the Chapter that were "new" words, or words that you did not recognize immediately. Do your best to uncover as many "clues" about the word as you can to discover what it means, and write them in the appropriate spaces provided.

Word: adroitness

Page # 172 and whole sentence it appears in: By her own quick-wittedness and adroitness she had turned the table on her would-be destroyer

Part of speech: (circle one) noun verb adjective adverb

Context Clues: hers

Syllables: a - droi - tness

Word Structure Clues (roots, prefix, suffix, cognates): droit - Cognate
Suffix - ness

I think this word means: being witty ness

Word: automaton

Page # 173 and whole sentence it appears in: like an automaton
Vera moved forward

Part of speech: (circle one) noun verb adjective adverb

Context Clues: like an

Syllables: auto - ma - tion

Word Structure Clues (roots, prefix, suffix, cognates): auto, Suffix - tion

I think this word means: automatic

vinced that the murderer is one of us. That means that one of us is possessed by a devil. I had already suspected that. Which of us is it? They are all asking themselves that. I alone know...

She sat for some time without moving. Her eyes grew vague and filmy. The pencil struggled drunkenly in her fingers. In shaking loose capitals she wrote: THE MURDERER'S NAME IS BEATRICE TAYLOR... Her eyes closed. Suddenly, with a start, she awoke. She looked down at the notebook. With an angry exclamation she scoured through the vague, unevenly scrawled characters of the last sentence. She said in a low voice: "Did I write that? Did I? I must be going mad..."

Oral Reading Record

v (Suspiciously)

* The storm increased. The wind howled against the side of the house. Everyone was in the living room. They sat listlessly huddled together. And, surreptitiously, they watched each other. When Rogers brought in the tea tray, they all jumped. He said: "Shall I draw the curtains? It would make it more cheerful-like."

Receiving an assent to this, the curtains were drawn and the lamps turned on. The room grew more cheerful. A little of the shadow lifted. Surely, by tomorrow, the storm would be over and someone would come—a boat would arrive.

Vera Claythorne said, "Will you pour out tea, Miss Brent?" The elder woman replied, "No, you do it, dear. That teapot is so heavy. And I have lost two skeins of my gray knitting wool. So annoying." Vera moved to the tea table. There was a cheerful rattle and clink of china. Normality returned.

Tea! Blessed ordinary everyday afternoon tea! Philip Lombard made a cheery remark. Blore responded. Dr. Armstrong told a humorous story. Mr. Justice Wargrave, who ordinarily hated tea, sipped approvingly.

Into this relaxed atmosphere came Rogers. And Rogers was

omitted

(Not much - 1st-2e)

upset. He said nervously and ^{casually} randomly, "Excuse me, sir, but does anyone know what's become of the bathroom curtains?" Lombard's head went up with a jerk. "The bathroom curtains? What the devil do you mean, Rogers?"

"It's gone, sir, clean vanished. I was going round drawing up all the curtains and the one in the lav-bathroom wasn't there any longer."

Mr. Justice Wargrave asked, "Was it there this morning?"

"Oh, yes, sir."

Blore said, "What kind of a curtain was it?"

"Scarlet oilsilk, sir. It went with the scarlet tiles."

Lombard said, "And it's gone?"

"Gone, sir."

They stared at each other. Blore said heavily, "Well—after all—what of it? It's mad—but ^{so's} everything else. Anyway, it doesn't matter. You can't kill anybody with an oilsilk curtain. Forget about it." (no pause)

Rogers said, "Yes, sir, thank you, sir." He went out, shutting the door behind him. (You!)

Inside the room, the pall of fear had fallen anew. Again, surreptitiously, they watched each other.

44 3:30 see 344 words

Dinner came, was eaten, and cleared away. A simple meal, mostly out of tins. Afterwards, in the living room, the strain was almost too great to be borne. At nine o'clock, Emily Brent rose to her feet. She said, "I'm going to bed."

Vera said, "I'll go to bed too."

The two women went up the stairs and Lombard and Blore came with them. Standing at the top of the stairs, the two men watched the women go into their respective rooms and shut the doors. They heard the sound of two bolts being shot and the turning of two keys. Blore said with a grin, "No need to tell 'em to lock their doors!"

**Daily Lesson Plan – Text-Level Strategies for Comprehension
Summary, Analysis, Response & Fluency**

Date: July 17 - 19

Individual tutoring sessions held 60 minutes in length, twice weekly during the first week of the intervention study period were followed by four sessions in week two. Lessons in the first week focused more on word-level strategies, while the second week of sessions included word-level and comprehension-focused activities. This lesson plan was used for three sessions focused on text-level strategies for comprehension, and summarizing information from the text, *And Then There Were None* (Agatha Christie) and also from ACT Practice Exam Passages in Reading Comprehension in order to form opinions about character motivations, plot, setting, and other elements common to the mystery genre of literature. John is working on a number of goals, including word study and the application of strategies to promote comprehension and fluency.

Objective(s) for today's lesson:

John will respond to reading and pre-write, preview and predict; summarize and paraphrase; and develop theories and gather evidence from the text (*And Then There Were None*) by creating concept maps which link main ideas with details from the text and student explanations or rationale. John will also participate in reciprocal reading with the teacher and discuss comprehension through SQ2R and QAR question development and discussion of reading.

CE 2.1.1 Use a variety of pre-reading and previewing strategies to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

[**CE 1.1.2** Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).]

[**CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.]

[**CE 2.1.7** Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.]

Rationale:

In order to apply strategies at both the word level and text level, John must engage in reading activities which promote the synthesis and analysis of text. Through attention to text during reciprocal and guided reading activities and word study, John can increase his fluency and apply word-level strategies in context. Discussion and inquiry-based approaches will help him analyze and organize textual information and using the visual element of graphic organizers and concept maps will engage John in constructing meaning in connection with his reading.

Materials & Supplies:

“And Then There Were None” – by Agatha Christie
Christie, Agatha (January 1940). *And Then There Were None*. New York: Dodd, Mead. 1-264

“Basic Information About Phonics, Pronunciation and Syllabication” – *Entryways into College Reading and Learning*.

ATTWN *Word Detective Clue Sheet*

ATTWN Concept Map – “Wargrave – How and Why?”

ATTWN Concept Map – “Suspects and Theories”

ATTWN Character Identification Chart – “Mystery Passages”

QAR Worksheets (Question Answer Relationships, Raphael 1982, 1984)

ACT Practice Exams – Reading Comprehension (available at <http://www.actstudent.org/sampletest>)

MLPP Oral Reading Record

Lined paper and pencils

Procedures and approximate time allocated for each event:

Introduction to the lesson:

Introduce the concept of text-level strategies for comprehension monitoring and for summarizing or analysis of text. Explain the connection between word-level strategies and context clues discovered during vocabulary study and the overall meaning of a passage or text. Highlight the ways that learning new text-level strategies support John’s literacy goals. **(2 minutes)**

Outline of Key Events during the lesson:

- Begin by asking student to create a concept map of each character that could be suspected as the murder, and link to references which support motive or opportunity from the text. Ask students to rate the suspects, with the most likely candidate being rated first. When done, discuss the results, allowing student to support their claims with references to the text and explanation/rationale. **(10 minutes)**
- Introduce the QAR Worksheet and explain the four kinds of questions, modeling several examples for each kind. **(5 minutes)**
- Engage with student in reciprocal/shared reading, using the Word Detective Study Sheet to identify and analyze words outside of the current lexicon. **(On-going during reading segment, 30 minutes)**

Academic, Social, Linguistic Support:

Stress fluency in connection to text comprehension. Highlight goals for learning in this lesson and others.

Explain the concept of motive, and details from the text need to be specific and tied to character motives or traits.

Allow student to ask questions, model the creation of different types of questions, create some together.

Assist student with pronunciation and segmentation. Model strong fluency when reading and encourage prosody in student reading. Encourage comprehension monitoring through periodic restatement, summary, SQ2R questions. Model word and text-level strategies, including help with

- While reading, stop and discuss relevant events or other elements, and ask student to summarize and paraphrase, drawing conclusions and generating questions using the QAR Worksheet. Ask student to develop at least three questions for discussion in each of the four quadrants, and then discuss them using the text as a reference for illustrating examples or drawing inferences. (**On-going during reading segment, 30 minutes**)
- Ask student to create a concept map depicting the character that they feel is responsible for the murders, webbing the appropriate character motivations and events with specific references to the text. (**10 minutes**)

Conclusion & Summary for the lesson:

Student presents his concept map and explains the reasoning behind his selection of the murderer. Along with specific references from the text, teacher should elicit student responses that include reasoning for motives and character qualities. Ask student to explain what the author did to mislead the reader or obscure details to create suspense, “When did you first suspect this character? Did your opinion change as you read? Why? Why might the author have done this? (**5 minutes**)

Transition to next learning activity:

“So what have we learned about text-level strategies for reading and understanding? What strategies can you use to try to figure out the meaning of a passage or a piece of text? How can you use predicting, previewing, summarizing and responding to help understand what you read?”

Instructional & Final Assessment:

Progress toward literacy goals will be analyzed based upon student oral reading and participation in reciprocal reading activities, Word Detective Study Sheets, Concept Map activities, and QAR Worksheets and ensuing discussions. Additional final assessments will be used including the review and re-testing of ACT Practice Exam Passages in Reading Comprehension and English, and a second Oral Reading Record Fluency Assessment will be done after all tutoring sessions are complete. Fluency levels regarding automaticity and the application of word and text-level strategies will be part of the final assessment along with pre- and post- assessment data on reading based standardized test formats (ACT).

cognates, morphological or contextual clues

Answer questions and offer support when requested or wanted.

Monitor/ ask questions for comprehension and discuss student theories through open-ended questions.

Assist with responses through more guided questions or by providing an example if needed. Congratulate student for work toward goals.

Support during assessment:

In addition to modeling during guided practice, assistance with oral reading components and explicit help with Word Study will be provided throughout the lesson.

Word: solicitude

Page # 170 and whole sentence it appears in: so that's the reason for your worried solicitude

Part of speech: (circle one) noun verb adjective adverb

Context Clues: worried is describing

Syllables: cvlcv/vkvcv Sö:li:ci:ti:tud

Word Structure Clues (roots, prefix, suffix, cognates):

Cognate - Soli:te Suffix - ude

I think this word means: plea

Word: authoritatively

Page # 170 and whole sentence it appears in: He said authoritatively

Part of speech: (circle one) noun verb adjective adverb

Context Clues: describes how he said it

Syllables: avə'thər-i-tə-tiv-ly

Word Structure Clues (roots, prefix, suffix, cognates):

root - author Suffix - ly

I think this word means: sternly

(Independent Practice)

Word: argumentatively

Page # 171 and whole sentence it appears in: He spoke slowly, argumentatively

Part of speech: (circle one) noun verb adjective adverb

Context Clues: was arguing

Syllables: ar-gu-men-tə-tiv-ly

Word Structure Clues (roots, prefix, suffix, cognates):

argu-ment suffix - ly

I think this word means: questioning

Word Detective - Clue Sheet

And Then There Were None – Vocabulary Study

Name _____

Chapter _____

Pages _____

Fill out the chart with words that you found in the Chapter that were "new" words, or words that you did not recognize immediately. Do your best to uncover as many "clues" about the word as you can to discover what it means, and write them in the appropriate spaces provided.

Word: adroitness

Page # 172 and whole sentence it appears in: By her own quick-wittedness and adroitness she had lulled the table on her would-be destroyer

Part of speech: (circle one) noun verb adjective adverb

Context Clues: hers

Syllables: a-droit-ness

Word Structure Clues (roots, prefix, suffix, cognates): droit - Cognate

Suffix - ness

I think this word means: being witty/ness

Word: automaton

Page # 173 and whole sentence it appears in: like an automaton
Vera moved forward

Part of speech: (circle one) noun verb adjective adverb

Context Clues: like an

Syllables: auto-mat-on

Word Structure Clues (roots, prefix, suffix, cognates): auto, suffix - ton

I think this word means: automatic

Question Answer Relationships

Raphael, 1982, 1984

In Text
In The Book QARs

In My Head QARs

RIGHT THERE (1)

Answer in the text.

What did Wargrave use to kill Vera?
How did Blove meet his untimely end?
How did Vera pick Lombard's pocket and take possession of the revolver?

AUTHOR & YOU

Answer NOT in the story.

What do you think about the ending of the story?
Do you think the title makes sense and is appropriate for the book?
What did you like or not like about the use of the nursery rhyme as a theme?

THINK & SEARCH *Interview Analysis*

Put it together.

2 victims were killed with poisons - which ones and what poisons?
What was unique about Armstrong's death?
~~It's what way~~ Which death(s) were types of "red herrings"?

ON MY OWN

Don't even have to have read the story.

What makes a mystery story suspenseful or interesting?
If you wrote a murder mystery story what would it be about?
Do you like solving problems or mysteries? Why or why not?

"And Then There Were None" - Style Analysis
 USE OF - VOICE & CHARACTER MOTIVES

p. 137 - Stream of thought passages

Identify the streams of thought patterns represented by the passages on page 137. For each "new" character / perspective, write the first and last three words (separated by "...") from the quotation and guess which character is thinking in each. Fill in the chart below for each distinct thought pattern and character

Beginning/ending Quotation / passage	Character	Reasoning / Why?
"It's Armstrong I ... hating me now!"	Blore	hates Armstrong
"They wait get ... where it is!"	Lombard	Revolver, tight places.
"They're going mad ... watch the girl."	Wargrave	Thinks every one else is mad
"Twenty for four ... Quarters to four!"	Armstrong	wants to leave bond
"I must keep ... Think - yes - him."	Vera	killer

SARR -
Review & Predict
Analyze &

1 Pick 4
Suspects
based on your
reading up to
page 87
(Chapter 8)

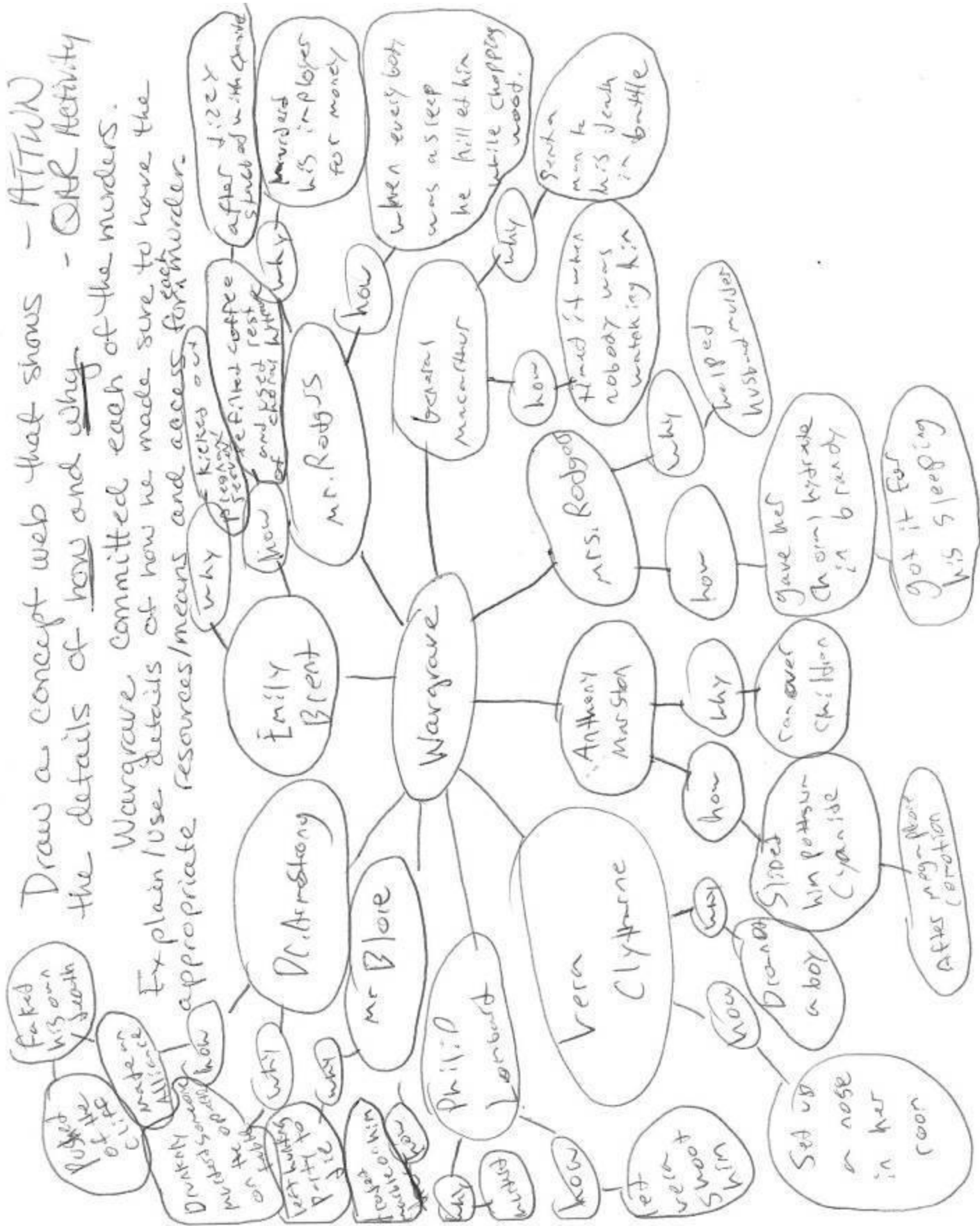
2 Web your
clues/reasons/
evidence
for each
suspect.

3 Rate
them
1 = most
likely
to
4 = least
likely



Draw a concept web that shows - ATTUN
the details of how and why - OR Activity

Wargrave committed each of the murders.
Explain/Use details of how he made sure to have the appropriate resources/means and access for each murder.



EPILOGUE

TIMED ORAL READING #2

A START

SIR THOMAS LEGGE, Assistant Commissioner at Scotland Yard, said irritably, "But the whole thing's incredible!" Inspector Maine said respectfully, "I know, sir."

The A.C. went on, "Ten people dead on an island and not a living soul on it. It doesn't make sense!"

Inspector Maine said stolidly, "Nevertheless, it happened, sir."

Sir Thomas Legge said, "Damn it all, Maine, somebody must have killed 'em."

"That's just our problem, sir."

"Nothing helpful in the doctor's report?"

"No, sir. Wargrave and Lombard were shot, the first through the head, the second through the heart. Miss Brent and Marston died of cyanide poisoning. Mrs. Rogers died of an overdose of chloral. Rogers' head was split open. Blore's head was crushed in. Armstrong died of drowning. MacArthur's skull was fractured by a blow on the back of the head and Vera Claythorne was hanged."

The A.C. winced. He said, "Nasty business—all of it." He considered for a minute or two. He said irritably, "Do you mean to say that you haven't been able to get anything helpful out of the Sticklehaven people? Dash it, they must know something."

Inspector Maine shrugged his shoulders. "They're ordinary

✓ decent seafaring folk. They know that the island was ^Qbought by a man called Owen—and that's about all they do know."

"Who provisioned the island and made all the necessary arrangements?"

A "Man called Morris, Isaac Morris."

"And what does he say about it all?"

"He can't say anything, sir, he's dead."

The A.C. frowned. "Do we know anything about this Morris?"

"Oh, yes, sir, we know about him. He wasn't a very savory gentleman, Mr. Morris. He was implicated in that share-
pushing fraud of Bennito's three years ago—we're sure of that though we can't prove it. And he was mixed up in the dope business. And again we can't prove it. He was a very careful man, Morris." *cheer*

"And he was behind this island business?"

"Yes, sir, he put through the sale—~~through~~ ⁴⁰he made it clear that he was buying Indian Island for a third party, unnamed." *3:15*

"Surely there's something to be found out on the financial wangle, there?"

Robson's student
Inspector Maine smiled. "Not if you knew Morris! He can wangle figures until the best chartered accountant in the country wouldn't know if he was on his head or his heels! We've had a taste of that in the Bennito business. No, he covered his employer's tracks all right."

The other man sighed. Inspector Maine went on, "It was Morris who made all the arrangements down at Sticklehaven. Represented himself as acting for 'Mr. Owen.' And it was he who explained to the people down there that there was some experiment on—some bet about living on a 'desert island' for a week—and that no notice was to be taken of any appeal for help from out there."

Sir Thomas Legge stirred uneasily. He said, "And you're telling me that those people didn't smell a rat? Not even then?"

Maine shrugged his shoulders. He said, "You're forgetting.

sir, that Indian Island previously belonged to young Elmer Robson, the American. He had the most extraordinary parties down there. I've no doubt the local people's eyes fairly popped out over them. But they got used to it and they'd begun to feel that anything to do with Indian Island would necessarily be incredible. It's natural, that, sir, when you come to think of it."

The Assistant Commissioner admitted gloomily that he supposed it was.

Maine said, "Fred Narracott—that's the man who took the party out there—did say one thing that was illuminating. He said he was surprised to see what sort of people these were. 'Not at all like Mr. Robson's parties.' I think it was the fact that they were all so normal and so quiet that made him override Morris' orders and take out a boat to the island after he'd heard about the SOS signals."

"When did he and the other men go?"

"The signals were seen by a party of boy scouts on the morning of the 11th. There was no possibility of getting out there that day. The men got there on the afternoon of the 12th at the first moment possible to run a boat ashore there. They're all quite positive that nobody could have left the island before they got there. There was a big sea on after the storm."

"Couldn't someone have swum ashore?"

"It's over a mile to the coast and there were heavy seas and big breakers inshore. And there were a lot of people, boy scouts and others on the cliffs looking out towards the island and watching."

The A.C. sighed. He said, "What about that gramophone record you found in the house? Couldn't you get hold of anything there that might help?"

Inspector Maine said, "I've been into that. It was supplied by a firm that does a lot of theatrical stuff and film effects. It was sent to U. N. Owen, Esq., c/o Isaac Morris, and was understood to be required for the amateur performance of a

Additional Materials Needed for Lessons:

Section VII

Oral Reading

Rationale

Oral reading provides a window for the listener to understand the integration of skills that the child uses to read. Children who read accurately, quickly, and in phrased units, often do better on assessments of reading, their attitudes toward reading are more positive, and they are more likely to read for pleasure. Fluency plays an important role in becoming a good reader. We also know that the integration of reading skills appropriate to the text level and genre, foster reading rates and accuracy related to comprehension.

One way to assess fluency is to document in written form the child's oral reading. By listening to, documenting in written form, and observing a child read, teachers gather information about the reading behaviors and cueing systems (meaning, structure, and visual) used by the student. In order to establish instructional priorities for each child in the early stages of literacy development, the teacher may use the Oral Reading assessment. This assessment helps teachers understand what individual children know and use when reading aloud. Teachers' observations are crucial and critical factors informing their decisions about whom and when to assess.

Definition

Observing and creating a written record for a child reading orally is a way of recording fluency, rate, accuracy, and the use of reading strategies. Fluency and rate are not the same but are related. Fluency reflects the ability of the reader to read smoothly, which includes paying attention to punctuation, grouping words into meaningful chunks, and using intonations that reflect appropriate meaning of text. Rate refers to the speed of oral and/or silent reading as measured in words per minute. Reading strategies include cues such as structure of language, meanings, and visual components.

Assessment Guidelines

Assess each child individually. The assessment area should be quiet and free from major distraction. Sit at a small table where you can sit beside the child and where the child can have the book placed on the table in front of her/him at a comfortable angle and distance. Sometimes many classroom teachers take oral reading records in the classroom during small group time and/or during "drop everything and read" time.

The Comprehension Assessment has been adapted for MLPP from the work of Dr. Dorsey Hammond of Oakland University, Ms. Deanna Birdyshaw of CIERA, Dr. Scott Paris of University of Michigan, and Dr. Elizabeth Sulzby of University of Michigan.

Oral Reading Record

Student _____ Age _____ Grade _____ Date _____

Text Difficulty	Text Familiarity
<input type="checkbox"/> Easy Text (95-100% Correct)	<input type="checkbox"/> Not Previously Read
<input type="checkbox"/> Instructional Text (90-94% Correct)	<input type="checkbox"/> Read Previously
<input type="checkbox"/> Hard Text (Below 90% Correct)	

Text Title: _____ Text Level: _____

$$\begin{array}{ccccccc}
 \boxed{} & - & \boxed{} & = & \boxed{} & \div & \boxed{} & \times 100 = & \boxed{}\% \\
 \text{Total Words} & & \text{Errors} & & & & \text{Total Words} & & \text{Accuracy Rate}
 \end{array}$$

Example Scoring: 98 words read minus 6 errors equals 92. Then divide 92 by 98, and multiply by 100, and you will find the 93% accuracy rate. Do not round off the number.

$$\frac{\text{Total Errors} + \text{Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections} \quad \boxed{}\%$$

<p>Competencies: (Check Observed behavior)</p> <p><input type="checkbox"/> Self-monitors</p> <p><input type="checkbox"/> 1 to 1 Matching</p> <p><input type="checkbox"/> Directionality</p> <p>At an unknown word, the child attempts to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input type="checkbox"/> Visual letter/Sound Identification</p> <p>Self Corrects by attempting to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input type="checkbox"/> Visual letter/Sound Identification</p>	<p>Fluency: (Check one)</p> <p><input type="checkbox"/> Fluent, phrased reading (4)</p> <p><input type="checkbox"/> Mixed word-by-word and phrased reading (3)</p> <p><input type="checkbox"/> Mostly word-by-word reading (2)</p> <p><input type="checkbox"/> All word-by-word reading (1)</p> <p><input type="checkbox"/> Appropriate expression/intonation</p> <p>Retelling: (Write score from rubric in the box. For additional information, see individual student rubric sheet)</p> <table style="width: 100%;"> <thead> <tr> <th style="text-align: center; border-bottom: 1px solid black;">Narrative</th> <th style="text-align: center; border-bottom: 1px solid black;">Informational</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Plot's main idea</td> <td><input type="checkbox"/> Central purpose</td> </tr> <tr> <td><input type="checkbox"/> Story/element</td> <td><input type="checkbox"/> Restatement/elements</td> </tr> <tr> <td><input type="checkbox"/> Story structure</td> <td><input type="checkbox"/> Thought development</td> </tr> <tr> <td><input type="checkbox"/> Linguistic spillover</td> <td><input type="checkbox"/> Linguistic spillover</td> </tr> </tbody> </table>	Narrative	Informational	<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose	<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements	<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development	<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover
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<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover										

Comments:

Oral Reading Fluency Rubric

4 **Fluent, phrased reading**

Reads primarily in larger meaningful phrases; fluent, phrased reading with a few word-by-word slow downs for problem-solving; expressive interpretation is evident at places throughout the reading; attention to punctuation and syntax; rereading for problem-solving may be present but reading is generally fluent.

3 **Mixed word-by-word and phrased reading**

A mixture of word-by-word reading and fluent, phrased reading (expressive interpretation); there is evidence of attention to punctuation and syntax; reading for problem-solving may be present.

2 **Mostly word-by-word reading**

Mostly word-by-word reading but with some two-word phrasing and even a couple of three- or four-word phrases (expressive interpretation); evidence of awareness of syntax and punctuation, although not consistently so; rereading for problem-solving may be present.

1 **All word-by-word reading**

Very little fluency; all word-by-word reading with some long pauses between words; almost no recognition of syntax or phrasing (expressive interpretation); very little evidence of awareness of punctuation; perhaps a couple of two-word phrases but generally disfluent; some word groupings awkward.

Student _____ Age _____ Grade _____ Date _____

Running Record Worksheet

Page	Title:	Level:	E	SC	Information used	
					MSV	SC MSV

And Then There Were None

Reading Group Guide Questions:

1. Who is telling the story of *And Then There Were None*? What effect did the tone, voice, or language employed by the narrator have on you (i.e., it was frightening)? Explain.
2. What is a motive? (Distinguish between the words motive and motivation.) What motives, if any, did each of the ten guests have for committing these horrible murders?
3. Did you “see it coming”? If not, before you read the “Manuscript Document,” what did you think explained the murders? If you were asked to rewrite the story’s conclusion, which character would you make the murderer and what would you see as his/her motive?
4. Which one of the killings depicted in the novel seemed especially accurate or believable to you, and which one seemed especially incredible or fantastic? How would you rewrite the former murder so that it is less realistic, or the latter so that it is less farfetched?
5. Discuss the depiction of group psychology in this novel. Are there any scenes where events or ideas are altered or influenced by how the characters interact with one another? Also, does the dynamic of group psychology in this novel strike you as realistic, frenzied, contrived, simplified, or otherwise?
6. Think a bit more about how this story is told, especially its remarkable plot. What are the inherent problems a storyteller might encounter in killing off all of his or her main characters one by one? And what are the problems an author might face in basing his or her plot on a familiar nursery rhyme? How does Christie successfully avoid these problems, or if you think she fails, how so?
7. Were there moments when you as a reader thought the characters were acting in ways such as you yourself would have acted? If so, explain. If not, how and why would you have behaved differently?
8. Though there isn’t a real “main character,” Vera Claythorne is one of the more fully developed ones (if only because she lives longer). What do you think of the way that she dies and do you think it is consistent with her character up until that point?
9. The effect of guilt emerges as one of the major underlying themes in the book. Based on your own experience, how accurately does Christie portray the different human responses?
10. Talk about the idea of “justice” in the mystery. Did people “get what they deserved,” or were any of the characters punished unfairly? Does “just behavior” (i.e., Warfield punishing the others for their prior actions) mean that you are a “good” person? Why or why not?

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Word Detective - Clue Sheet
And Then There Were None – Vocabulary Study

Name _____


Chapter _____

Pages _____

Fill out the chart with words that you found that you did not recognize immediately. Do your best to uncover as many “clues” about the word as you can to discover what it means, and write them in the appropriate spaces provided.

Word: _____

Page # _____ **and whole sentence it appears in:** _____

Part of speech: (circle one) noun verb  adjective adverb

Context Clues: _____


Syllables: _____

Word Structure Clues (roots, prefix, suffix, cognates): _____

I think this word means: _____

Word: _____

Page # _____ **and whole sentence it appears in:** _____

Part of speech: (circle one) noun verb  adjective adverb

Context Clues: _____


Syllables: _____

Word Structure Clues (roots, prefix, suffix, cognates): _____

I think this word means: _____

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Page # _____ **and whole sentence it appears in:** _____

Part of speech: (circle one) noun verb  adjective adverb

Context Clues: _____

Syllables: _____

Word Structure Clues (roots, prefix, suffix, cognates): _____

I think this word means: _____

Schonell Spelling Test B

see	cut	mat	in	ran
bag	ten	hat	dad	bed
leg	dot	pen	yet	hay
good	till	be	with	from
time	call	help	week	pie
boat	mind	sooner	year	dream
sight	mouth	large	might	brought
mistake	pair	while	skate	stayed
yoke	island	nerve	join	fare
iron	health	direct	calm	headache
final	circus	increase	slippery	lodge
style	bargain	copies	guest	policy
view	library	cushion	safety	patient
account	earliest	institution	similar	generous
orchestra	equally	individual	merely	enthusiastic
appreciate	familiar	source	immediate	breathe
permanent	sufficient	broach	customary	especially
materially	cemetery	leisure	accredited	fraternally
subterranean	apparatus	portmanteau	politician	miscellaneous
mortgage	equipped	exaggerate	amateur	committee

$$\text{Spelling Age} = \frac{\text{no. of correctly spelt words}}{10} + 5$$

$$\text{e.g. Spelling Age} = \frac{25}{10} + 5 = 7.5 \text{ years}$$

* Please note that with all standardised spelling tests it is essential that there is no teaching to the test. None of the above words should be taught in preparation for the test.

Spelling Test Procedure (Schonell)

1. Test the entire group at one time. The children should be seated sufficiently far apart in order to prevent them from being able to copy from each other.
2. Use foolscap paper. On the top of paper should be written
 - a. child's name
 - b. the date
 - c. A or B test
 - d. the score
3. Explain the procedure
 - a. words dictated by teacher/examiner and marked in groups of ten
 - b. a boy continues his test until he makes ten mistakes in succession
 - c. words to be written in a column, not across the page, with space left between groups of ten
 - d. each word will be given only three times
4. Giving the test
 - a. call out each word, starting at the top and going from left to right (i.e. 'see')
 - b. use the word in a sentence so that its meaning is clear (i.e. "I can see the lion.")
 - c. say the word again - "see"
5. Explain you cannot tell them where they went wrong as it is a test
6. Scoring
 - a. keep a running total as you mark each group of ten (i.e. 10 20 26 30 32 36)
 - b. take the raw score (the total number of words spelt correctly) divide by 10 and add 5
i.e. $\frac{36}{10} + 5 \text{ years} = 8.6 = 8.7$ (converted to twelfths)
anything over a whole year must be converted to twelfths
 - c. write correct word besides word they have wrong.

Conversion Table

<u>Tenths</u>	<u>Twelfths</u>
1	1
2	2
3	4
4	5
5	6
6	7
7	8
8	10
9	11

* Please note that it is advisable to wait at least six months before testing a child again on the same test.

Source:

http://highered.mcgraw-hill.com/sites/dl/free/0073123587/380570/Basic_Information_about_Phonics.doc

BASIC INFORMATION ABOUT PHONICS, PRONUNCIATION, AND SYLLABICATION

Phonics

Phonics is a system for pronouncing written symbols that represent the way words sound. It is both a reading and spelling tool. There are 26 letters in the English alphabet but 40 sounds in the English language. Phonics, pronunciation, and syllabication go hand-in-hand since most people try to sound out unfamiliar words by saying them syllable-by-syllable. When they write or spell words, they usually break them into syllables.

Vowels, Consonants, and Pronunciation

First, though, a quick review. The alphabet consists of 26 letters. Letters are divided into two general categories: vowels (*a, e, i, o, u*, and sometimes *y*) and consonants (the remaining letters). Depending on the word, the letter *y* can be a vowel or a consonant. You can remember the vowels if you remember this joke: A student asks the teacher, “Is there a word in the English language that uses all the vowels including ‘y’?” The teacher replies *Unquestionably!* (The word “unquestionably” include all the vowels and “y.”)

Vowels are important because every word has at least one vowel sound. **Vowels** can have *long* or *short sounds*:

- **Long vowels** sound like the name of the letter itself, as in the first sound in the words *ape*, *eagle*, *ice*, *open*, and *use*. In dictionary pronunciations, long vowel sounds are indicated by a “long mark” or macron. A macron is a bar written over the letter (for example, the \bar{a} in the word *ape*).
- **Short vowels** sound like the first sound in the words *apple*, *egg*, *it*, *ox*, and *up*. In the dictionary, short vowel sounds are indicated by breve, a curved mark above the vowel (for example, the # in *apple*).
- There is also a long *oo* and a short *oo* (double *oo*) sound. The long double *oo* (**L**) sounds the way it does in *moon*, *choose*, *food*, *boot*, and *scoop*. The short double *oo* (**K**) sounds the way it does in *took*, *good*, *foot*, and *hood*.
- The schwa, whose dictionary symbol (**M**) resembles an upside-down *e*, represents an unstressed vowel. All five vowels can have the schwa sound, which sounds like “uh,” as in the words *about*, *item*, *edible*, *gallop*, and *circus*.

Pronunciation of Vowels in Open and Closed Syllables

Syllables can be “open” or “closed.” This affects the sound of the vowel in the syllable.

- **Open syllables** end in a vowel, and the vowel has a long sound (as in *be*, or the last syllable of *halo*).
- **Closed syllables** contain (enclose) a vowel between two consonants, and a vowel in a closed syllable has a short sound (as in *pat*, *pet*, *pit*, *pot*, and *putt*). Another way of saying this is that in words that consist of a vowel between two consonants, the vowel is short (*hat*, *leg*, *tip*, *dog*, *hum*).

Two Other Helpful Pronunciation Rules

- **Silent-*e* rule:** In words that end with a vowel + consonant + silent *e*, the vowel usually has a long sound.

Examples: *behave*, *scene*, *time*, *whole*, *huge*

- **Two-vowels-together rule:** When two vowels are next to each other in a word, the first vowel is usually long and the second is silent (not pronounced). You might remember the rhyme from elementary school that sums it up, “When two vowels go walking, the first one does the talking.”

Examples: *restrain*, *team*, *die*, *throat*, *pay*

Consonants

Consonants are the rest of the alphabet letters other than *a, e, i, o, and u*. Fifteen consonants have only a single sound. Some consonants (*c, g, d, q, s, and x*) have more than one sound when they are combined with other letters. Consonant combinations can be digraphs or blends:

- **Consonant digraphs** are pairs of letters that together create a new sound. Think, for example of *ph* that sounds like an *f* (*photo*), *gh* that sounds like an *f* (*cough*), and the three sounds of *ch* (*cheer, chef, choir*).
- **Consonant blends** are what the name suggests: combinations that blend the sounds of individual consonants. Common blends involve the consonants *s* (*smile, snoop, speak, squeal, spring, stream, sweet*), *l* (*blur, clothes, flip, glass, please*), and *r* (*breath, cream, drip, free, grape, praise, trail*).

The letter *y* can be a vowel or a consonant; it depends on where it appears in a word. When it occurs at the beginning of a word, it is a consonant (as in *yes, youth, year*). It is a vowel when it occurs within a word or ends a word. As a vowel, it will sound like a long or short *i* (as in *my* or *myth*) or like a long *e* (as in the last sound in *happy*). The letter *w* is usually a consonant (as in *wish*), but also appears in vowel combinations (as in *jaw, tower, row*).

Hard and Soft Sounds of C and G

The consonants *c* and *j* can each be pronounced two ways: hard or soft. When they are followed by *e, i, or y*, they have the soft sound. Knowing that *e, i, or y* changes their pronunciation to the soft sound will help you spell more words correctly.

- *C* sounds like *k* (hard sound) or *s* (soft sound). (The alphabet contains both of those letters, but have the letter *c* anyway!) It sounds soft—like *s*—when it is followed by *e, i, or y*.

Examples: In *cage, country, comb, and cube*, the *c* sounds like *k* (the hard sound).
 In *cement, city, and cycle*, the *c* sounds like *s* (the soft sound).

- *G* has a hard sound (as in *gate*), but when followed by *e, i, or y*, it the soft sound of *j*.

Examples: In *game, go, and gum*, the *g* has a hard sound.
 In *germ, giant, and gym*, the *g* sounds like *j* (the soft sound).

Whew! That's a lot to keep in mind. Let's see how this information can help you divide words into syllables and to pronounce words correctly.

Syllabication

You learned about syllables in Chapter 4, on using the dictionary. A **syllable** is a unit of sound (spoken language) that has one vowel sound. A word can consist of only one syllable (*I, go, try, stay*) or it can have several syllables (*dic•tion•ar•y*). It is also used to describe one or more written letters or phonetic symbols that represent a spoken syllable. **Syllabication** refers to dividing written words into syllables. Syllabication is useful to know: when you are writing and a word is too long to fit on a line, you must divide the word correctly. Words should always be divided between syllables.

Knowledge of syllabication is also helpful in pronouncing words. Dictionaries show words divided into syllables, but you won't always have a dictionary or computer at hand. Therefore, knowing a few basic rules of syllabication will help you greatly.

Basic Syllabication Rules

Here are a few basic syllabication rules. In these rules, V stands for *vowel*, and C stands for *consonant*. The slanted line shows where the word is likely to be divided. Each syllable has one and only one vowel sound, regardless of how many actual vowels appear in the syllable. For example, the word *beauty* has four vowels (*e, a, u, and y*), but only two vowel sounds (the long double *oo* and the *y*, which sounds like *). Therefore, the word has two syllables.

- 1. Affixes** **Affixes** are word parts that are added to a **root**, a base word that has a meaning of its own. Prefixes and suffixes are affixes. A **prefix** is word part attached to the beginning of a word that adds its meaning to that base word. A **suffix** is a word part that is attached to the end of a root word. For example, the word *unhelpful* contains the prefix *un*, the base or root word *help*, and the suffix *-ful*. There are a few syllabication rules regarding affixes.
- Prefixes are always separate syllables (*pre•scribe*, *re•turn*, *dis•play*, *sub•tract*).
 - Suffixes are usually separate syllables (*hand•ful*, *kind•ness*, *state•ment*).
 - The suffix *-ed* is a separate syllable when the base word ends in *d* or *t* (*land•ed*, *hunt•ed*).
 - The suffix *-y*, along with the consonant that precedes it, usually forms a separate syllable (*late•ly*, *no•sy*).
- 2. Compound words** Compound words are made of two other words. Divide them between those words (*mail•box*; *lap•top*).
- 3. V/CV** When there is a consonant between two vowels, the consonant usually goes with the second syllable (*na•ture*, *de•ny*, *be•low*, *a•go*, *spo•ken*, *e•vil*, *a•bove*). Notice that the first syllable is open and has a long vowel sound. The exception is if the consonant is an *r*; it usually stays with the first vowel (*per•il*, *bar•i•tone*).
- 4. VC/CV** When two consonants appear together, you will usually divide between them (*com•mon*, *mix•ture*, *hun•ger*, *pic•nic*).
- 5. Two vowel sounds** Divide words between two vowel *sounds* (*a•re•a*, *re•li•a•ble*, *fi•as•co*). Remember, though, that often two or more vowels together make only *one sound* (*beau•ty*, *cou•ra•geous*).
- 6. VC/CCV** When there are three consonants between two vowels, divide between the first consonant and the blend or digraph that follows it (*spar•kler*, *stran•gled*, *cas•tle*, *nor•thern*, *ham•ster*).
- 7. Final le** If a word ends in a consonant followed by *le*, those three letters form the last syllable (*ta•ble*, *an•gle*, *bun•dle*).

For more tips on dividing words when you write, see the box on page 000 of Chapter 4.

Pronunciation Tips

With regard to pronunciation, keep in mind this general information, much of which was just presented:

- **Vowels in closed syllables are short.** That is, when a vowel is followed (closed in) by one or more consonants, that vowel is usually short. Examples: *pat*, *pet*, *pit*, *pot*, *putt*
- **If a words ends in a vowel + a consonant + e, the vowel is long and the e is silent (not pronounced): VCe.** Examples: *ate*, *delete*, *kite*, *rope*, and *mute*
- **An open syllable (a single vowel at the end of a word a syllable) usually has a long sound.** Examples: *she*, *my*, *he•ro*, *la•bel*
- **When two vowels appear together, the first one is usually long and the second one is silent.**
- **Vowels followed by r may not sound long or short.** Instead, they have a sound that is neither long nor short. Such vowels are sometimes referred to as *r-controlled vowels*. In dictionary pronunciation keys, the have a special mark above them that looks like a roof (û). Examples: *morning*, *murder*, *refer*, *heard*, *rare*, *word*, *perfect*

**Additonal Materials Have been included as attachments/Appendices.

