SOME GUIDELINES FOR TEACHING THE PHONETIC ANALYSIS OF WORDS IN GRADES THREE AND FOUR ARE PRESENTED. ALL ELEMENTS INVOLVED IN THE TEACHING OF READING SKILLS, INCLUDING PHONETIC ANALYSIS, COMPREHENSION, AND ORAL READING, ARE COVERED. THE GUIDE PROVIDES EXAMPLES OF CHECKLISTS FOR COMPREHENSION SKILLS AND ORAL READING. (BK)
Guidelines

READING SKILLS 3-4

Bellevue Public Schools
Bellevue, Nebraska
PHONETIC ANALYSIS OF WORDS
IN GRADES 3 AND 4

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Bellevue, Nebraska

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FOREWORD

Guidelines in reading have been prepared to aid the classroom teacher in the presentation of reading skills. Lower elementary teachers will find the phonetic approach to reading instruction included in the manual of the Scott, Foresman basic text. All other elements involved in the teaching of reading skills may be found in this guide, including the phonetic analysis of words, comprehension, and oral skills which should be introduced or retaught during the school year.

An enrichment folder will be developed during the 1965-66 school year to supplement this guide. It will include suggested methods, devices, and blackboard activities for the teaching of reading skills.

The components above together with the teacher's interest, enthusiasm, and ability to recognize a student's reading aptitude are vital to a strong reading program. The combination of these elements constitutes the philosophy of the Bellevue Public Schools toward the teaching of reading.
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THE PHONETIC ANALYSIS OF WORDS
GRADES THREE AND FOUR

The review of primary reading skills, as well as the introduction of new reading skills, comes at third and fourth grade level. The child must be encouraged to use those word attack skills which he has previously learned to unlock new words. He needs to review and be thoroughly familiar with the skills previously taught.

The skills which have been taught in the primary grades, and those which will be taught at third or fourth grade level are the consonants, consonant blends, consonant digraphs, long and short vowels, "y" as a vowel, vowel variants, consonant-vowel combinations, vowel-vowel combinations, compound words, contractions, root words, addition of "s" to root words, addition of "ed" and "ing" to root words, plurals, possessives, prefixes and suffixes, dictionary skills, syllabication, accent, schwa sound, synonyms, antonyms, and hyponyms. They are discussed on the following pages in the order listed above.

Consonants

The auditory and visual recognition of consonants in initial, medial and final positions should be well established by third grade. These consonants nearly always record the sounds heard in the initial part of the following words:

<table>
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<th>bat</th>
<th>like</th>
<th>toy</th>
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<tr>
<td>fun</td>
<td>much</td>
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<td>how</td>
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<td>way</td>
</tr>
<tr>
<td>jam</td>
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<td>yes</td>
</tr>
<tr>
<td>kite</td>
<td>run</td>
<td>zoo</td>
</tr>
</tbody>
</table>

Even in the case of these fifteen consonants, there are instances when they are silent, and when they combine with other letters to record other sounds.

"b" -- When "b" follows "m" in a word, and is in the same syllable, it is silent (climb, dumb). When "b" precedes "t" in a syllable, it is silent (debt, doubt).
"h" -- When "h" is the first letter in a word it most often sounds as it does in "he" but it is sometimes silent (heir, hour). The letter "h" is silent when it follows "g" at the beginning of a word (ghost, ghetto), when it follows "k" at the beginning of a word (khan, khaki), and when it follows "r" at the beginning of a word (rhetoric, rhubarb).

"k" -- The letter "k" is silent when it is the initial letter in a word and is followed by "n" (know, knit). In some instances it helps to distinguish visually between homonyms (night, knight; not, knot).

"l" -- "l" is sometimes silent when it precedes another consonant within a syllable (calm, folk).

"n" -- The letter "n" is silent when it follows "m" in a syllable (solemn, condemn).

"p" -- The letter "p" is silent when it is the initial letter in a word and is followed by "s" (psalm, psychology).

"t" -- The letter "t" is silent when it precedes "ch" in a syllable (crutch, witch). "t" is sometimes silent when it follows "s" (listen, castle).

"w" -- When "w" follows "o" within a syllable, it is sometimes silent (bowl, low).

Listed below are the most common sounds of "c" - "d" - "g" - "s" and "x" which are more varied in the sounds they record.

"c" -- The letter "c" has no phonetic value that is distinctly its own. Instead, the two sounds it records are associated with other letters. One of these sounds, called the "soft" sound is usually associated with the letter "s" (cent, cymbal). The other sound is referred to as the "hard" sound and is generally associated with "k" (calf, coat). When "c" is followed in a syllable by "e" - "i" or "y" it usually has its soft sound (certain, city, bicycle). When "c" is followed by "o" - "u" or "a", or is the final letter in a word, it usually has its hard sound (cord, fact, arc).

"x" -- This letter, like the letter "c", lacks a sound that is distinctly its own. It is used to record three different sounds. A sound commonly recorded by "x" is best represented by the letter combination "ks" (fix, mixture). Often, and especially when it is followed by a vowel or by a silent "h", "x" records a sound represented by the letter combination "gz" (exact, exhaust). When "x" is the initial letter in a word (usually words of a technical nature), it records the sound associated with the letter "z" (xylophone, xylem).

"g" -- Like "c" the letter "g" also has sounds referred to as "soft" and "hard." When "g" is followed in a syllable by "e" - "i" or "y" it often has its soft sound (gem, ginger, gypsy). When "g" is followed by any other letter, or is the final letter in a syllable, it usually has its hard sound (gallant, ghost, wig, gum, goat). When "g" is followed by "n" within a syllable, it is silent (gnome, reign).
"d" -- The letter "d" records two sounds. The usual sound is heard in words like do and wanted. The other sound is associated with the letter "t" as in picked and wrapped. When the consonant sound preceding "d" in a syllable is that of a voiceless consonant ("t" - "s" - "k" - "f" - "p"), the "d" sounds like a "t" (missed, kicked, puffed).

"s" -- The usual sound of "s" is heard in the words see, ask and taps. The other sound is that associated with the letter "z" (heads, wags). When the consonant sound preceding "s" is a syllable in one of the voiced consonants ("d" - "z" - "g" - "v" - "b"), the letter "s" assumes the sound of "z" (buzz, buzzes; wag, wags; bib, bibs).

Consonant Blends

When two or more consonants are used together to make a blended sound, they are referred to as consonant blends. A three consonant blend may be called a "giant blend." Blends should be recognized in initial, medial and final positions, both visually and auditorially.

steam, mist
tree
class
smile
twin
dream
score, disc
thread
spring
school

blue
frog
glad
snap
break
dwindle
skate, flash
splash
street

plate
flat
space, rasp
swim
crayon
prince
shrink
scratch

Consonant Digraphs

Some textbooks refer to these as blends. A consonant digraph is composed of two letters used together to make one sound. These should also be recognized in initial, medial and final positions.

chap, beaches, reach
ship, fashion, rush
rough

phone, Stephen, autograph
what, somewhere
sing, ring

"th" has two different sounds: thin, thimble, with
that, method
Long and Short Vowels

Key words for the pronunciation of short vowels are:

- e - elephant
- a - apple
- o - octopus
- i - Indian
- u - umbrella

Long vowel sounds have the sounds of their names.

Because the long and short sounds are most often recorded by vowels, it is important to know the conditions under which each predominates. The following generalizations are helpful in unlocking words.

1. In attacking a new word, try the short vowel sound first. If the word doesn't make sense, try the long sound.

2. Vowels are usually short when they appear as single vowels and are not at the end of a sentence (mat, rat, Tim, got, but).

3. Vowels usually have the long sound when they are the last letters of a word or syllable (by, he, go, music).

4. If two vowels appear together in a word, try the long sound of the first vowel and assume the second is silent (teach, laid, coat).

5. In a short word containing two vowels, where one of the vowels is a final "e" the first vowel will usually have a long sound and the "e" will be silent (name, rice, pole, cute).

6. When "i" is the only vowel within a syllable and it is followed by "ld" - "nd" or "gh" it is usually long (mile, kind, sigh).

7. When "o" is the only vowel within a syllable and it is followed by "ld" it is usually long (old, fold).

8. When a syllable ends in "nce" or "dge" the preceding vowel is usually short (since, pledge, dodge).

9. When a syllable ends in "ous" the "ou" assumes the short sound of "u" (jealous, dangerous, callous).

10. When the letter combination "ie" is found within a syllable, the "i" is very often silent and the "e" is long (field, chief, piece).

11. When the letters "ei" appear within a syllable and do not follow "c" they often assume the sound of long "a" (weight, vein).
"y" as a Vowel

In many instances, "y" records sounds associated with the vowels. For this reason, the vowels are often named as "a" - "e" - "i" - "o" - "u" and sometimes "y."

1. When "y" is the final sound in a one syllable word it usually records the long "i" sound (fly, my, try).

2. When "y" is the final sound in a word of more than one syllable, it usually approaches the long "e" sound (merrily, quietly, heavily).

3. "y" usually assumes the short "i" sound when heard in the medial position of a word (myth, system, lymph).

Vowel Variants

About ten per cent of all phonetic syllables contain vowels modified by "r." Three of these modified vowels (er, ir, ur) have the same sound (her, fir, cur). Other sounds result when "r" follows "o" (for) and "a" (far).

When "r" is preceded by "a" - "e" - "i" - "u" but is also followed by "e", still another variant sound is produced (bare, mere, tire, sure).

When the consonant "w" follows "a" - "o" or "u" it affects their sounds (saw, new, bow).

The letter "l" affects only the letter "a" to which it gives a broad sound (all, fall, always).

Consonant-Vowel Combinations

When "d" or "t" are followed by the letter "u" they produce a kind of slurring sound, best represented by the letter "joo" or "choo" (educate, gradual, factual, punctuate).

When "i" follows "c" - "s" or "t" and is then followed by another vowel, the sound is the same as that produced by the digraph "sh" (facial, mission, action).
"q" is always followed by "u" and together they produce the sound recorded by the letter "k" alone, or by the letters "kw" (bouquet, parquet, require, conquer).

Vowel-Vowel Combinations

ay (play)  au (auto, laugh)
ee (feet)   ey (they, money)
eu (feud)   oe (hoe, shoe)
oa (boat)   eu (cue, blue)

ai (laid, aisle, said)  ou (out, ought, dough, soup, cautious, could)
en (eat, great, head)
ei (either, height, eight)
ie (pie, chief, friend)
o (look, cool, flood)
u (guilt, guise, suit)

Compound Words

A compound word consists of two words together which make one word related in meaning to the two single words (fireplace, boxcar, playhouse).

Contractions

The apostrophe takes the place of omitted letters in making contractions. In some cases, context clues must be used to determine the words which have been shortened.

(he had)  that's (that has)
he'd (he did)  (that is)
(he would)

Root Words

Pupils should be able to determine the base or root word in words containing prefixes and suffixes.
use pack
uses packs
using packing
used packed
useful unpack
useless repack
uselessness packable

Addition of "s" to Root Words

1. Only the letter "s" is added to many words (boy, boys; hat, hats; coat, coats).

2. "es" is added to words that end in "x" - "s" - "ch" and "sh" thus forming an extra syllable (fox, foxes; class, classes; thrush, thrushes; perch, perches).

3. When the final "y" is preceded by a consonant, the "y" is changed to "i" and "es" is added (fly, flies; grocery, groceries; balcony, balconies).

4. When the final "y" is preceded by a vowel, only the letter "s" is added to the root word (boy, boys; tray, trays; buy, buys).

5. Words that end in "fe" or "f" change the "f" to "v" and add "s" or "es" (wife, wives; life, lives; calf, calves).

Addition of "ed" and "ing" to Root Words

1. If a word has a short vowel preceding the final consonant, the final consonant of the root word is doubled before adding the "ed" or "ing" (scrub, scrubbing; drip, dripping; fan, fanning).

2. When a word ends with silent "e", drop the silent "e" and add "ed" or "ing" (like, liked, liking; frame, framed, framing). Instruct children to drop the silent "e" when adding "ed" rather than to just add "d."

3. When adding "ed" to words ending in "y" change the "y" to "i" before adding "ed" (fry, fried; try, tried).

4. The final "y" remains the same in adding "ing" (fry, frying; try, trying).

5. Words that end in "w" or "y" preceded by a vowel remain the same when adding "ed" or "ing" (snow, snowing; stay, staying).

5. Words that end in one consonant preceded by two vowels remain the same when adding "ed" or "ing" (wait, waited; heat, heating).
7. Words that end in two or three consonants remain the same when adding "ed" or "ing" to the root word (earn, earned; watch, watching).

The above rules apply when adding any suffixes that begin with vowels to root words.

**Plurals**

Rules for forming plurals of words are the same as the rules for addition of "s" to root words with these additions:

1. Some nouns form their plurals by changing the vowels (man, men; foot, feet; mouse, mice).
2. A few plurals end in "en" (child, children; ox, oxen).
3. Some nouns have the same form for both singular and plural (deer, sheep, trout, swine).

**Possessives**

Use of the apostrophe to denote possessive case is important for comprehension. The difference between that and plural form should be recognized.

**Prefixes and Suffixes**

Children at this level should learn the meaning of the following list of prefixes and suffixes. Vocabulary can best be increased by this method. To the extent that children learn the meaning of suffixes and prefixes, the size of the child's vocabulary can actually be predicted. They need not be learned always in isolation, but he should be able to recall the meaning of the prefix or suffix when he comes across it in a particular word.
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<th>Meaning</th>
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<td>being</td>
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<td>president</td>
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<td>age</td>
<td>collection of</td>
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<tr>
<td>ance</td>
<td>state of being</td>
<td>disturbance</td>
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<tr>
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<td>ity</td>
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<td>vicinity</td>
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<tr>
<td>ure</td>
<td>denoting action</td>
<td>pleasure</td>
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<tr>
<td>ion</td>
<td>condition or quality</td>
<td>action</td>
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</table>
Dictionary Skills

The use of the dictionary has been introduced at the third grade level. Not until the fourth grade will a student depend upon his ability to use reference material.

One of the major skills learned in the fourth grade is the proper use of reference material.

He needs to review the order of the letters in the alphabet. Arranging words in alphabetical order by using all the letters in a word needs to be practiced.

The major breaks in the alphabet must be known, learning which letters are in the middle, which ones are toward the first, and which letters are toward the last.

ABCDEFGHI     JKLmnopq     Rstuvwxyz
front         middle         last

At the top of each page in the dictionary, two words are printed called GUIDE WORDS. The word at the left is the same as the first word listed on the page. The word at the right is the same word as the last word printed on the page. Any word which would come between those guide words in an alphabetical list will appear on that page if it is in the dictionary.

believe       berry
believe       bend
belong        berry

The meaning and the use of phonetic spelling that follows in parenthesis each word in the dictionary needs to be learned.

An understanding of how the dictionary shows the syllabication of a word needs to be studied so that pronunciation can be determined. A great deal of practice should be given in determining how to pronounce words according to accent mark as given in the dictionary.

Fourth grade children need to learn how to select the meaning of a word which applies to the context in which the word is used.
Syllabication

The following rules should be understood by every child at the fourth grade level, although it is not necessary that he be able to state these rules from memory. It is more important that he be able to use the rules to unlock words, rather than to list the rules.

1. There are as many syllables in a word as there are vowel sounds within the word.

2. Suffixes and prefixes are syllables with meanings of their own.

3. If the first vowel is followed by two consonants, usually the first syllable ends with the first of two consonants.

4. If the first vowel in a word has a long sound and is followed by a single consonant, the first syllable usually ends with the vowel. This is also called an open syllable in the first syllable.

5. If the first vowel in the word has a short sound and is followed by a single consonant, usually the consonant is a part of the first syllable. This first syllable is also noted as a closed syllable.

6. Usually the letters in a blend are not separated when a word is divided into syllables.

7. The letters in a digraph are never separated when a word is divided into syllables.

8. If a word ends in "le" preceded by a consonant, that consonant begins the last syllable.

9. When "r" follows a vowel, the vowel and the "r" go together to make the "er" - "ir" and "ur" sound.
10. The letter "x" always goes with the preceding vowel to form a syllable.

extra

11. The letters "ck" go with the preceding vowel and end the syllable.

jacket

12. The ending "ed" has three sounds.

ed
  t
  d
  ed

The ending "ed" has the sound of "t" in some words and you hear one syllable.

asked fixed cooked

The ending "ed" has the sound of "d" in some words and you hear one syllable.

rained burned called

The ending "ed" is pronounced as a separate syllable when the letter "t" or "d" comes before "ed"

shouted traded

13. When you add a suffix that begins with a vowel to a one syllable word that has a short vowel right before the final consonant, double this final consonant of the root word before you add the suffix.

bat batted batter batting

When a word has had its final consonant doubled because the suffix "ing" has been added, the syllable division comes between the double letters.

cutting hemming

Accent

1. In a word of two or more syllables, the first syllable is usually accented unless it is a prefix.

2. Two like consonant letters following the first vowel are a clue to an accented first syllable and to a short vowel sound in that syllable.

hobby mes sage ladder hammer
3. Usually syllables that contain long vowel sounds are accented.

   e/ven          to day'

4. The last syllable in a word that ends in "le" begins with the consonant that comes before "le." This syllable is not accented.

   cir'cle        gob'ble

5. If a syllable contains a root word, the root word is usually accented.

   harm'less      cry'ing

6. In most two syllable words that end in a consonant followed by "y" the first syllable is accented and the last is unaccented.

   ti'ny          ug'ly

7. Beginning syllables "de" - "re" - "be" - "ex" - "in" and "a" are usually unaccented.

   de part'       in deed'     ex plain'  re peat'

8. Endings that form syllables are usually unaccented.

   swim'ing

9. The letters "ck" following a single vowel letter are a clue to an accented syllable.

   pack'age       rack'et

10. Two vowel letters together or two vowel letters, one of which is final "e", in the last syllable are usually a clue to an accented final syllable.

    ex cite'       re peat'

**Schwa Sound**

The schwa sound is first introduced in the third grade and it is developed to a greater extent at the fourth grade level.

Vowels in unaccented syllables usually do not have the long or the short sound. They usually have neutral vowel sounds that are shown by the schwa (ə).
The schwa is an unobtrusive speech sound and is used to show such sounds as the "a" in about, "e" in master, "i" in devil, "o" in lemon, and "u" in circus. The schwa sound takes the sound similar to the short "u" sound. It usually occurs in the unaccented syllable.

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  but ter  lem on  al low
  butər lemən ə lou'
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The observant teacher always seizes opportunities to add to vocabulary and knowledge.

**Synonyms**

Synonyms which have been taught before should be reviewed.

**Antonyms**

Children at this level have already learned the opposites of words, but at the third grade level, the word "antonyms" is introduced for the first time. The word is reviewed again in the fourth grade.

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  hot - cold
  up - down
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**Homonyms**

Homonyms are introduced for the first time in grade three but emphasis is not placed upon them until at the fourth grade level.

Homonyms are words which sound alike, but are not spelled the same. Usually they have different meanings.

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  to  too  two
  do  due  dew
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Critics of phonetic teaching invariably call attention to the largely non-phonetic character of our English spelling. They fail, however, to point out that at least a part of practically every word follows the regular rules, so that only a portion of even the worst "word demon" needs to be memorized.

The teaching of reading skills is not an end in itself. Only to the extent that the teacher incorporates these skills in the actual reading process itself will they be successful.
CHECK LIST FOR COMPREHENSION SKILLS AND
ORAL READING IN GRADE THREE

I. Comprehension Skills

The following comprehension skills must either be reviewed, relearned, or introduced for the first time:

A. Can find the main idea in the story
B. Can keep events in proper sequence
C. Can draw logical conclusions
D. Is able to see relationships
E. Can predict outcomes
F. Can follow printed directions
G. Can read for a definite purpose:
   1. for pleasure
   2. to obtain answer to a question
   3. to obtain general idea of content
H. Classify items
I. Uses index
J. Arrange words in alphabetical order by using all the letters in a word
K. Knows technique of skimming. The pupil needs this skill to be able to obtain information from resource books.
L. Can determine best source for specific information (dictionary, encyclopedia, index, glossary, etc.)
M. Uses charts and maps

II. Oral Reading Skills

A. Reads with a pleasing voice quality
B. Reads with adequate volume
C. Reads with clear and distinct enunciation
D. Accuracy in pronunciation
E. Ability to convey meaning to listeners
COMPREHENSION SKILLS IN GRADE FOUR

A formal reading period should continue throughout the upper elementary grades. However, the child is actually using study skills when he reads in science and social studies for the purpose of gathering facts to use in class discussion, in experimentation, in demonstration, in making a report, in preparing a summary, in taking a test. He uses reading study skills in arithmetic when he reads a problem and applies information gained from his reading to work the problem, or when he reads directions that tell him how to perform the process. When a pupil reads and does something with what he reads in situations such as these, he uses study skills.

Children should always read selections silently before being asked to read orally. During the formal reading period, children should be asked to read to find out certain key ideas. The ability of the reading group will determine how many pages should be read to find a specific thought. Some children can handle as many as four or five pages, while slow learners will need to read only one or two pages. Immediately after silent reading, comprehension should be checked by the use of oral questions. These questions should be of a type that will require analysis of the material read, rather than questions that may be answered by "yes" or "no."

In order for a child to improve his comprehension, he must be able to reorganize the thoughts and material which he has read, using his own words, and be able to discuss this material with others. If he is not able to put the material into his own words, then he is actually unable to comprehend the material, and it is too difficult for him.
CHECK LIST FOR COMPREHENSION SKILLS AND
ORAL READING IN GRADE FOUR

I. Comprehension Skills

A. Finding the main idea.
   1. Choosing titles for material read.

       One of the best ways for finding the main idea is to create a title for the material. This may be a title for the whole story, or for only a small part. It needs to be short and informative. A child will need definite training in being able to do this.

   2. Summarizing.

       This is another technique to help the student find the main idea. If the child has difficulty doing this, the summary should be longer than desired. As the child progresses in this ability, the material should be cut more and more. Merely lifting verbatim a few sentences is not the goal of teaching the child to summarize.

   3. Can identify key words and topic sentences.

B. Finding details.
   1. Finding specific information.

       It is not enough that the child merely be able to condense the total story and find main ideas. He needs to be able to find specific information, regardless of how minute the point of information may be.

   2. Interpreting descriptive words and phrases.

       He must be able to interpret descriptive words and phrases and use the vocabulary which is new in context.

   3. Selecting facts to remember.

       Training will have to be given in knowing which facts to remember, as applicable, to the type of reading.

   4. Selecting facts to support the main idea.

       In addition to actually being able to remember what went on in the story they should have practice in recalling. This results from leading questions a teacher or other children in the class might ask.
5. Using guides, charts, and outlines.
6. Verifying answers.

   He must always be aware of the location of specific information so that when necessary he will be able to verify his answers.

7. Arranging ideas in sequence.

   An outstanding characteristic of a child with poor comprehension is that he usually repeats what he has read last. He is unable to remember a great number of single items which happened in the story, and feels he has a poor memory. The teacher feels he has poor comprehension. None of us could remember fifteen unrelated facts. By proper sequence the child recalls what happened first, the child has a clue as to what happened next, etc.

C. Creative writing.
   1. Able to interpret story ideas.

      The child should be able to interpret the story ideas so that he can generalize about the story.

   2. Able to see relationships.

      Seeing relationships and making comparisons aid in developing a mental ability necessary for good reading comprehension.

   3. Able to identify the author's purpose.

      Rather than merely remembering the names of characters, he should learn to know their traits, as well as their general physical descriptions.

D. Formal outlining
   1. Form
      a. Main ideas (I, II, III)
      b. Subordinate ideas (A, B, C)

   2. Talking from an outline.

      If pupils are required to outline material before giving a talk, they will come to realize its value.
II. Oral Reading Skills

A. Review previously taught skills.
   1. Pleasing voice quality
   2. Adequate volume
   3. Clear and distinct enunciation
   4. Accuracy in pronounciation
   5. Ability to convey meaning to listeners

B. Eye-voice span of three words.

   The child's eye should be ahead of the point where he is reading, otherwise, he will read word by word.

C. Choral reading.

   Choral reading has been used most successfully beginning at about the fourth grade level to help children improve both their expression and appreciation for various types of literature. The pupil needs to form the habit of keeping his eyes ahead of his voice so that he knows what is coming and can regulate his voice accordingly.