

Section 1

Reading

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



List 1.1 Long Vowels and Spellings

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

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

a: lady, basic, vacation	a-consonant-e: ate, name, space
ai: main, claim, wait	ei: eight, neighbor, freight
ay: say, play, maybe	ey: hey, prey, they

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

e: we, me, she	ie: field, brief, piece
ea: east, weak, flea	i-consonant-e: police, routine, vaccine
ee: see, keep, knee	y: memory, scary, very
e-consonant-e: these, complete, concrete	

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

i: idea, title, lion	ey: eye, eyelid, eyesight
igh: might, sigh, highway	uy: buy, guy, buyer
i-consonant-e: fire, five, wide	y: try, cycle, reply

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

o: go, hello, open	ow: owe, snow, bowl
oa: coat, goal, oak	o-consonant-e: hope, nose, spoke

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

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



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

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

List 1.2 Short Vowels and Spellings

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

Short a /ă/: pass, at, after, that, man, stand

Short e /ĕ/: end, gem, held, help, went, kept

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

Short i /ĭ/: will, miss, into, sip, big, thin

Short o /ŏ/: body, hot, rock, stop, clock, top

Short u /ŭ/: under, up, study, jump, sun, much

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



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

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

List 1.3 Special Vowel Sounds and Spellings

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

Vowels Affected by R

The /âr/ sound has several spellings, including:

- ar:** vary
- are:** spare
- air:** flair

The /är/ sound is often spelled **ar:** far

The /îr/ sound has several spellings, including:

- ear:** near
- eer:** cheer
- er:** serious
- ier:** pierce

The /ôr/ sound can be spelled:

- ar:** warm
- or:** force

The /ûr/ sound has several spellings, including:

- er:** herd
- ear:** search
- ir:** sir
- ur:** burst
- or:** world

Diphthongs

The /oi/ sound can be spelled:

- oi:** oil
- oy:** boy

The /ou/ sound can be spelled:

- ou:** out
- ow:** plow

Double O Sounds

The /oo/ sound can be spelled:

- oo:** soon
- u:** truth

List 1.3 continued

The /oo/ sound can be spelled:

oo: good

u: put

Broad O

The /ô/ sound has several spellings, including:

o: long

al: false

au: author

aw: saw

oa: broad

augh: caught

ough: bought

Schwa

The /ə/ sound has several spellings, including:

a: ago

e: happen

o: original

The /ə/ and l sound can be spelled:

al: final

el: marvel

il: pencil

le: table

ul: awful

The /ə/ and r sound can be spelled:

er: water

or: motor



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

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

List 1.4 Vowels and a Final E

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

A Words	I Words	O Words	U Words
tape	kite	cope	cube
hate	hide	robe	tube
came	prime	hope	cute
scrape	slide	rode	use
same	ripe	globe	fuse
fate	fine	code	mule
rage	shine	slope	dude

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

CE Words	LE Words	RE Words	SE Words	VE Words
voice	apple	are	horse	give
office	single	before	house	shove
dance	circle	sure	else	love

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



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

See List 1.1, *Long Vowels and Spellings*.

List 1.5 Consonants and Consonant Sounds

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

Single Consonant Sounds

- b:** big (*Exception:* In some words *b* is silent, as in *comb*.)
- c:** cat (*Exception:* In some words before *e, i,* or *y, c* is pronounced as *s*, as in *city*.)
- d:** dark
- f:** fish
- g:** go (*Exception:* In some words before *e, i,* or *y, g* is pronounced as *j*, as in *giraffe*.)
- h:** hat (*Exception:* In some words *h* is silent, as in *hour*.)
- j:** June
- k:** kind
- l:** leaf (*Exception:* In some words *l* is silent, as in *walk*.)
- m:** moon
- n:** new
- p:** paper
- q:** quiet (*Note:* The letter *q* is always used with *u*.)
- r:** red
- s:** sun (*Exception:* In some words *s* is pronounced as *z*, as in *nose*. In some, *s* is pronounced as *zh* as in *vision*. In others, *s* is pronounced as *sh*, as in *sure*.)
- t:** tea
- v:** very
- w:** water
- x:** box (*Exception:* At the beginning of a word, *x* is pronounced as *z*, as in *xylophone*. In others, *x* is pronounced as *gz* as in *exact*.)
- y:** yard (*Exception:* In some words, *y* is pronounced as long *e*, as in *city*; in others *y* is pronounced as long *i*, as in *fly*.)
- z:** zoo

Consonant Digraphs

- ch:** chin (*Exception:* In some words *ch* is pronounced as *k*, as in *character*. In a few words *ch* is pronounced *sh*, as in *chef*.)
- gh:** tough
- ph:** phone
- sh:** she
- th:** think (*Note:* The *th* in *think* is pronounced with a slight aspiration.)

List 1.5 continued

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

wh: which

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

gh: high (gh)

gn: gnat (g)

kn: knife (k)

lf: half (l)

lk: talk (l)

mb: climb (b)

tl: whistle (t)

wr: write (w)

Consonant Blends That Start Words

bl: blend

br: bridge

cl: clay

cr: crop

dr: dry

dw: dwell

fl: fly

fr: free

gl: glass

gr: great

pl: play

pr: prize

sc: scare

sch: school

scr: scrape

shr: shrink

sk: skunk

sl: slow

sm: smile

sn: snail

sp: spell

spl: splash

spr: spring

squ: squirrel

st: sting

str: strong

sw: sway

thr: throw

tr: train

tw: twin

wr: write

Consonant Blends That End Words

ct: act

ft: lift

ld: old

lm: palm

lp: pulp

lt: salt

mp: bump

nce: since

nch: bunch

nd: sand

nk: think

nt: hunt

pt: kept

rd: word

rt: smart

sk: tusk

sp: lisp

st: lost



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

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

List 1.6 Common Phonograms

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

ab: jab, crab, tab, slab, lab, nab

ack: back, pack, black, crack, track, sack

ag: rag, sag, wag, bag, nag, brag

ail: nail, snail, sail, mail, tail, pail

ain: main, brain, rain, pain, plain, train

ake: make, take, bake, cake, fake, rake

am: ram, clam, ham, slam, jam, swam

an: man, tan, ran, clan, fan, pan

ank: blank, thank, bank, sank, drank, yank

ap: cap, gap, map, slap, trap, clap

at: bat, flat, cat, mat, sat, rat

ay: day, ray, say, may, play, way

eat: neat, beat, seat, treat, feat, heat

ed: red, bed, fed, shed, sled, led

eed: seed, bleed, feed, weed, need, freed

ell: fell, tell, sell, dwell, bell, yell

est: rest, west, best, nest, test, jest

ew: chew, brew, grew, new, few, dew

ick: pick, kick, quick, chick, trick, sick

ide: side, tide, ride, wide, hide, pride

ight: light, tight, night, fight, sight, flight

ill: will, fill, spill, hill, still, thrill

im: grim, dim, him, brim, rim, slim

in: pin, fin, win, tin, chin, thin

ine: line, pine, nine, fine, spine, mine

ing: sing, ring, king, thing, wing, spring

ink: rink, think, sink, pink, link, drink

ip: tip, chip, ship, flip, rip, trip

ob: job, sob, rob, cob, knob, throb

ock: sock, stock, rock, flock, lock, knock

op: cop, drop, mop, flop, top, hop

ore: more, store, tore, score, sore, shore

ot: not, tot, pot, plot, hot, got

out: pout, scout, shout, sprout, flout, spout

ow: cow, now, plow, how, chow, vow

ow: low, grow, slow, show, flow, snow

uck: luck, duck, buck, truck, stuck, struck

ug: hug, bug, rug, shrug, tug, dug, plug

um: hum, glum, drum, plum, gum, sum

unk: bunk, junk, sunk, dunk, trunk, skunk

y: by, shy, dry, my, sky, fly



Did you know? Phonograms are also known as “rimes.”

List 1.7 Common Prefixes

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

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

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

See List 1.8, *Common Suffixes*.

List 1.8 Common Suffixes

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

Suffix	Meaning	Example Words
-able	able to, is	likable, doable, knowledgeable
-ant	one who	servant, immigrant, assistant
-ation	state or quality of	desperation, starvation, realization
-dom	state or quality of	freedom, wisdom, boredom
-er	more	softer, harder, hotter
-er	one who	teacher, banker, baker
-ess	who (female)	actress, princess, waitress
-est	most	smartest, softest, warmest
-ful	full of	thoughtful, fearful, wonderful
-ic	of, like	heroic, allergic, historic
-ion	state or quality of	tension, attention, suspicion
-ious	state or quality of	ambitious, delicious, religious
-ish	relating to	childish, bookish, religious
-ist	one who does	artist, lobbyist, biologist
-ity	state or quality of	reality, civility, necessity
-ive	inclined to	active, negative, passive
-ize	to cause or become	specialize, prioritize, hypnotize
-less	without, does not	careless, useless, thoughtless
-like	resembling	childlike, lifelike, homelike
-ly	resembling	motherly, fatherly, scholarly
-ment	act of, state of	enjoyment, agreement, development
-ness	quality, state of	kindness, sadness, happiness
-or	one who	inventor, creator, actor
-ous	full of	joyous, dangerous, nervous
-ship	art or skill	penmanship, leadership, friendship
-some	inclined to	tiresome, wholesome, awesome
-ty	state or quality of	honesty, loyalty, amnesty
-ward	direction	backward, forward, onward
-wise	manner, direction	clockwise, counterclockwise, lengthwise
-y	full of, like	sunny, rainy, funny

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

See List 1.7, *Common Prefixes*.

List 1.9 Synonyms

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

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

List 1.9 continued

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

List 1.9 continued

labor — work
late — tardy
learn — understand
lengthy — long
little — small
look — see
main — primary
many — numerous
may — might
melt — thaw
method — way
neat — orderly
need — require
new — recent
noise — uproar
nothing — zero
ocean — sea
ominous — threatening
one — single
open — unlock
ordinary — usual
part — portion
peak — summit
place — spot
plain — simple

power — strength
precious — valuable
provide — supply
pull — yank
push — shove
put — set
quick — fast
rash — reckless
record — write
refuse — reject
relate — tell
renew — restore
say — state
seize — take
slender — thin
story — tale
strong — sturdy
swear — vow
taut — tense
term — word
tired — weary
unclear — vague
uncommon — unusual
value — worth



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

See List 1.10, *Antonyms*.

List 1.10 Antonyms

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

above—below	break—fix
add—subtract	breezy—calm
adult—child	bright—dull
afraid—confident	brutal—gentle
after—before	busy—idle
alive—dead	careless—cautious
all—none	cause—effect
allow—prohibit	cheap—expensive
always—never	cheerful—gloomy
ancient—modern	chilly—warm
answer—question	clean—dirty
apart—together	clear—obscure
appear—vanish	close—open
approve—ban	cold—hot
arrive—leave	come—go
asleep—awake	common—exceptional
attack—defend	complex—simple
away—toward	continue—pause
back—front	courageous—cowardly
backward—forward	create—destroy
bad—good	crooked—straight
barbaric—civilized	crowded—empty
bashful—bold	cruel—kind
beautiful—ugly	cry—laugh
begin—end	curious—indifferent
big—little	dangerous—safe
bitter—sweet	dark—light
blunt—sharp	day—night
bored—interested	death—life
bottom—top	decrease—increase
boy—girl	deep—shallow

List 1.10 **continued**

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

List 1.10 **continued**

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

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



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

See List 1.9, Synonyms.

List 1.11 Homographs

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

angle: figure formed when two lines meet at a point

angle: to fish with line and hook

ball: formal dance

ball: round object

band: a group of musicians

band: a strip of material used for binding

bank: long mound (usually of dirt or snow)

bank: edge of a pond, stream, river, or lake

bank: place where financial business is conducted

bark: outer covering of a tree

bark: sound of a dog

bat: a club

bat: a flying mammal

batter: to hit again and again

batter: mixture used in baking

batter: a baseball player

bear: a large animal

bear: to carry or support

bill: statement of money due

bill: beak of a bird

blow: a powerful hit

blow: to expel a current of air

bowl: a rounded dish

bowl: to play the game of bowling

box: a container

box: to fight with fists

buck: a dollar

buck: a male deer

can: a metal container

can: to be able to

clip: to cut

clip: to fasten or attach

close (klōs): nearby

close (klōz): to shut

content (kōn' tēnt): that which is contained

content (kən tēnt'): pleased, satisfied

count: a title of nobility

count: to list or call numbers in order

date: sweet fruit of an Eastern palm tree

date: the time of an event

desert (děz' ert): a dry wasteland

desert (dī zûrt'): to abandon

List 1.11 continued

dove (dūv): a bird of the pigeon family

dove (dōv): past tense of *dive*

down: a place below another

down: soft feathers of a young bird

duck: a water bird with webbed feet and broad beak

duck: to dip or dodge quickly

fair: beautiful

fair: just

fair: a bazaar

fan: a devoted enthusiast

fan: machine used to put air into motion

fast: a high rate of speed

fast: to go without food

fine: of high quality

fine: money paid for breaking the law

firm: hard

firm: a company or business

flat: a small apartment

flat: level

fleet: a group of ships

fleet: fast, quick

fly: a small bug

fly: to move through the air

fresh: disrespectful behavior

fresh: new

grave: a place for burial

grave: of great importance

hatch: emergence of young from an egg

hatch: opening in the deck of a ship

hide: the skin of an animal

hide: to place or keep out of sight

husky: big and powerful

husky: a sled dog

invalid (ĭn' vəl ĭd): a disabled, bedridden person

invalid (ĭn vəl' ĭd): not acceptable

kind: a type of group

kind: caring, friendly

lead (lēd): to go first or show the way

lead (lēd): a soft, heavy metal

lean: standing in a slanted manner

lean: slim

left: direction

left: past tense of *leave*

light: not heavy

light: not dark

like: similar to

like: to enjoy or be pleased with

long: a great distance or measure

long: to wish or hope for

mean: to intend

mean: to be unkind

mean: an average of a set of numbers

List 1.11 continued

minute (mī nōōt'): very small
minute (mĭn' ĭt): sixty seconds

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

nag: an old horse
nag: to scold

object (əb jĕkt'): to protest
object (ŏb' jĭkt): a thing

pen: a writing tool
pen: an enclosed area

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

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

present (prĕz' ənt): now, currently
present (prĕz' ənt): a gift
present (prĭ zĕnt'): to introduce formally

prune: a fruit
prune: trim

pupil: student
pupil: part of the eye

rare: meat cooked for a short time
rare: uncommon

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

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

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

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

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

sock: a short stocking
sock: to strike or hit

soil: dirt or ground
soil: to make dirty

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

stick: thin piece of wood
stick: to pierce

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

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

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

tick: sound of a clock
tick: a small insect

tire: rubber placed around a wheel
tire: to become weary

List 1.11 **continued**

top: highest point

top: a spinning toy

wake: to rouse from sleep

wake: waves left by a ship passing
through water

wind (wīnd): moving air

wind (wīnd): to turn around

yard: a length of three feet

yard: area surrounding a building



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

See List 1.12, *Homophones*.

List 1.12 Homophones

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

ad: short for *advertisement*

add: to total

air: the atmosphere

heir: a successor to property
or rank

allowed: permitted

aloud: speaking with a loud voice

ant: a small insect

aunt: one's father's or mother's
sister

ate: past tense of *eat*

eight: the number after seven

ball: a round object

bawl: to cry

band: a musical group

banned: not allowed

base: the bottom part

bass: a very low voice

be: to exist

bee: a flying insect

blew: past tense of *blow*

blue: color of a clear daytime sky

bough: a tree limb

bow: the forward part of a ship

brake: device for stopping
a vehicle

break: to crack

buy: to purchase

by: near

bye: short for *good-bye*

cell: basic unit of life

sell: to trade for money

cent: a hundredth part of a dollar

scent: a smell

sent: past tense of *send*

cereal: food made from grains

serial: story presented in parts

cite: to present as proof

sight: the ability to perceive
with eyes

site: a place

close: shut

clothes: clothing

coarse: rough

course: the way traveled

creak: a grating sound

creek: a small stream

dear: highly valued

deer: an animal

List 1.12 continued

- die:** to stop living
dye: substance used for coloring materials
fair: a bazaar
fare: fee for transportation
feat: a great deed
feet: part of body used for walking
fir: a type of evergreen tree
fur: hair covering the body of animals
flea: a tiny insect
flee: to run
flew: past tense of *fly*
flu: short form of *influenza*
flue: a duct in a chimney
flour: milled grain
flower: bloom
for: preposition
four: the number after three
hair: filament growing from skin of an animal
hare: a rabbit
heal: to bring back to health
heel: back part of the bottom of the foot
he'll: contraction for *he will*
hear: to perceive with the ear
here: in this place
heard: past tense of *hear*
herd: a group of animals
hi: a greeting
high: far up
hoarse: husky sounding
horse: a large animal
hole: an opening
whole: entire, complete
hour: sixty minutes
our: belonging to us
in: preposition
inn: a place of food and lodging
knew: past tense of *know*
new: not existing before now
knight: a warrior of feudal times
night: time between daylight and sunset
knot: an intertwining of rope
not: in no way
know: to be aware of
no: a negative answer or reply
lead: a soft, heavy metal
led: past tense of *lead*
loan: to lend, or something that is lent
lone: single
made: past tense of *make*
maid: a female servant
meat: food from an animal
meet: to come together
might: power
mite: a small insect

List 1.12 continued

- oar:** a paddle
or: a conjunction
ore: a mineral deposit
- one:** the lowest cardinal number
won: past tense of *win*
- pain:** distress
pane: glass in a window
- pair:** two of a kind
pear: a fruit
- peace:** calmness
piece: a part
- plain:** simple
plane: flying vehicle
- pray:** to worship
prey: an animal hunted and killed for food
- principal:** most important in rank
principle: fundamental law or truth
- rain:** moisture falling from clouds
reign: period of rule of a king or queen
rein: leather strap used to control a horse
- read:** past tense of *read*
red: color of blood
- right:** proper, correct
write: to set down in words
- road:** a path
rode: past tense of *ride*
rowed: past tense of *row*
- root:** part of a plant that grows underground
route: course or way
- rose:** a flowering bush
rows: lines
- sail:** a sheet of canvas used to catch wind
sale: exchange of goods or services for money
- sea:** the ocean, or part of an ocean
see: to perceive with the eyes
- sew:** to mend
so: in such manner
sow: to plant
- soar:** to fly high
sore: painful
- some:** a part of
sum: total
- son:** a male child
sun: the star at the center of our solar system
- steal:** to rob
steel: strong metal
- tail:** a flexible extension of an animal's spine
tale: a story
- their:** possessive pronoun meaning *of them*
there: in a particular place
they're: contraction for *they are*
- through:** a preposition
threw: past tense of *throw*

List 1.12 **continued**

to: in a direction toward

too: also

two: the sum of one and one

wait: to stay

weight: the amount of heaviness

way: path

weigh: to measure how heavy

weak: feeble

week: a period of seven days

weather: the state of the atmosphere

whether: if

who's: contraction for *who is*

whose: possessive form of *who*

wood: the hard material of a tree

would: past tense of *will*

your: possessive pronoun meaning *of you*

you're: contraction for *you are*



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

See List 1.11, Homographs.

List 1.13 Ways to Build Vocabulary

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

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



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

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

List 1.14 Important Words for Primary Students to Know

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

a	crayon	her	one
about	cup	hill	or
am	day	him	orange
an	desk	his	other
and	did	horse	out
are	dirt	how	pants
arm	do	I	part
as	doctor	if	pear
at	dog	in	pen
baby	doll	into	pencil
ball	down	is	people
banana	dress	it	pig
band	duck	its	plane
be	each	juice	plate
bear	eight	letter	police officer
been	elephant	like	rabbit
bicycle	farmer	lion	radio
bird	field	long	rain
boat	find	look	rock
book	first	made	said
bowl	fish	make	second
boy	five	man	see
bread	flower	many	seven
bus	for	may	she
bush	fork	meat	shirt
but	four	milk	shoes
by	from	monkey	sign
call	fruit	moon	six
can	game	more	so
cat	get	movie	soda
cereal	giraffe	my	sofa
chair	girl	nine	some
chest	go	no	soup
chicken	grape	not	spoon
cloud	grass	now	star
come	had	number	sun
computer	has	nurse	table
cook	hat	of	television
could	have	oil	ten
cow	he	on	than

List 1.14 continued

the	to	water	with
their	tomato	way	woman
them	train	we	word
then	tree	were	would
there	truck	what	write
they	two	when	you
this	up	which	your
three	use	who	
time	was	will	



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

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

List 1.15 Important Words for Elementary Students to Know

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

ability	article	brain	child
aboard	asleep	break	children
accept	assembly	breakfast	chorus
achieve	attack	bruise	chuckle
acrobat	attention	budget	church
action	attract	bureau	circle
address	audience	burn	citizen
adult	automatic	business	climate
advance	average	cabinet	coarse
adventure	avoid	calm	cocoon
advice	awake	camera	collar
afraid	aware	canal	combine
against	awhile	cancel	comedy
agent	bacon	candidate	command
agreement	badge	canoe	common
alert	balcony	canvas	company
alley	ballot	capture	complete
alligator	bare	career	concert
allow	bargain	careful	conserve
alone	barrel	carpet	contain
American	basic	carton	continent
among	basket	cartoon	correct
amuse	beagle	castle	costume
ancestor	beautiful	catcher	cough
ancient	begun	cause	country
animal	believe	caution	county
annoy	beneath	celebration	courage
answer	beware	cellar	course
antonym	bicycle	century	cousin
apartment	billion	certain	creation
apology	biography	chance	crowd
appoint	blew	character	cruel
area	blizzard	charge	culture
aren't	blunder	charm	current
argue	bother	chase	curtain
arrive	bought	cheap	cyclone
arrow	bound	chief	cylinder

List 1.15 continued

damage	erosion	government	junior
danger	escape	governor	knee
darkness	essay	great	knock
decrease	estimate	grocery	knot
defeat	evening	growl	lamb
defend	event	habit	language
degree	exchange	halfway	lantern
delight	exercise	handkerchief	later
deny	expand	handsome	laughter
describe	expensive	harbor	launch
despair	explain	harmony	lawyer
destroy	explode	harvest	lazy
detail	explore	haven't	lead
didn't	extinct	hazard	league
disagree	factor	hearth	level
discover	factory	height	liberty
discuss	faint	history	lively
disgrace	famine	hockey	loaf
dishonest	fancy	honor	lonesome
divide	feast	horizontal	loyal
dodge	feather	hospital	lucky
doesn't	feature	human	luggage
dollar	fertile	humble	lumber
dolphin	festival	humid	lyrics
double	fiction	humor	machine
draw	figure	hundred	magic
drawn	flannel	illustrate	majesty
east	flesh	image	mammal
echo	flute	imagine	marvel
edge	foolish	impossible	mature
educate	forecast	include	maybe
eighth	fortune	incorrect	mayor
either	fossil	increase	measure
elbow	fraction	independent	medicine
elect	frantic	Indian	mention
element	freedom	individual	million
elevator	frontier	industry	mineral
employ	fudge	instance	minute
enemy	future	instruct	mirror
energy	garage	interest	misplace
enormous	gasoline	interview	mission
entire	general	invent	misspell
entrance	generous	invite	moist
envelope	ghost	janitor	molecule
equal	giggle	jewel	motion
eraser	glory	journey	movie

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List 1.15 **continued**

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

List 1.15 continued

special	subject	throne	vein
spoil	succeed	throw	vertical
spoke	sugar	thrust	video
sprinkle	suggest	together	view
spruce	sunburn	tonight	voyage
square	supply	topic	wagon
squirt	suppose	torch	waist
stairway	supreme	tornado	wasn't
standard	swift	tough	weary
stare	swim	tower	weight
statue	switch	tragic	weird
steal	sword	triangle	welcome
stiff	system	truth	weren't
stingy	tailor	tundra	west
stomach	taught	twelfth	wherever
stories	teacher	twilight	window
storm	theater	typical	wonderful
straight	there's	understand	world
stranger	they'd	unhealthy	worth
strength	they're	union	would've
stretcher	thigh	unless	wouldn't
stroke	though	unusual	wrinkle
studio	thought	useful	youth
study	thousand	vacant	zebra
style	throat	value	zero



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

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

List 1.16 Compound Words

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

able-bodied	blueprint	drugstore	high rise
above-ground	bookcase	dry clean	highchair
afterthought	bookkeeper	earring	highway
air conditioner	bookmark	earthquake	hilltop
airline	box seat	everybody	holdup
airmail	boxcar	everyday	home run
airplane	broadcast	eyeball	homemade
airport	brokenhearted	eyelid	homework
all-American	brother-in-law	fairy tale	horseshoe
all-around	bulldog	farmland	household
all-time	buttermilk	filmstrip	housekeeper
alongside	campfire	firehouse	ice cream
anchorman	carpool	fireplace	infield
anchorwoman	classmate	fishhook	jelly bean
anybody	classroom	flagpole	jellyfish
anyhow	clipboard	flashlight	keyboard
anymore	close call	flowerpot	keypad
anyone	close-up	folklore	landlady
babysitter	clothesline	football	landlord
back door	cold shoulder	frostbite	landslide
back talk	copyright	gentleman	lawn mower
backbone	crosswalk	goldfish	leftover
backyard	cupcake	good-bye	lifeboat
badlands	cutout	grandfather	lifeguard
bad-tempered	darkroom	grandmother	lifeline
barefoot	daydream	grasshopper	life-size
baseball	daytime	haircut	lightheaded
basketball	dogcatcher	half brother	lightweight
bathroom	doghouse	half sister	light-year
battleship	door knob	halfway	locksmith
beanbag	double talk	handcuff	loudspeaker
birthday	downfall	handlebar	lukewarm
birthplace	downpour	hard-boiled	mailbox
blackout	downstairs	hardware	merry-go-round
blood pressure	downtown	haystack	midnight
bloodhound	dragonfly	headache	moonwalk
bloodshot	drive-in	headlight	motorcycle
bloodstream	driveway	headline	nearby
blood vessel	dropout	headquarters	newscast

List 1.16 continued

newspaper	popcorn	skyscraper	toothbrush
newsprint	postcard	slipcover	toothpick
nightgown	pushover	snowball	touchdown
nobody	quarterback	snowdrift	trade-off
notebook	quicksand	snowfall	tryout
oatmeal	railroad	snowstorm	tugboat
old-fashioned	railway	softball	turntable
outboard	rainbow	software	turtleneck
outcome	raincoat	someone	undercover
outcry	rattlesnake	sometime	underline
outdoors	redwood	spacecraft	uproot
outfield	rip off	speedboat	upset
outfit	riptide	splashdown	up-to-date
outlaw	roadside	spotlight	videotape
outline	rowboat	stagehand	volleyball
out-of-bounds	runaway	stairway	washcloth
outside	runway	starfish	washroom
overalls	rush hour	stepfather	watchdog
overcoat	safety glass	stepmother	watercolor
overlook	sailboat	streetcar	waterfall
overpass	sandpaper	suitcase	waterfront
pancake	scarecrow	sunbeam	watermelon
paperback	school bus	sunflower	waterproof
part of speech	seafood	sweatshirt	weekday
password	seagull	sweetheart	well-to-do
payoff	seaside	tablecloth	wheelchair
peanut	seat belt	teacup	whenever
peanut butter	shipwreck	teammate	whirlpool
peppermint	shoelace	textbook	wholesale
pickup	shortstop	thumbtack	wildflower
pinball	showcase	time line	windmill
pinch hitter	showroom	time-out	wingspan
pinpoint	sidewalk	timetable	woodland
playmate	sister-in-law	tiptoe	woodpecker
playpen	skateboard	toenail	wristwatch
ponytail	skyline		zookeeper



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

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

List 1.17 Idioms

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

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

List 1.17 continued

still up in the air
stop dead in his (her) tracks
sweat bullets
take a rain check
throw in the towel

turn over a new leaf
up the creek without a paddle
weigh a ton
wet behind the ears
writing on the wall



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

List 1.18 Comprehension Strategies

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

1. Read different kinds of material: novels, nonfiction books, short stories, articles, and poetry. Also read about different subjects and topics. Reading a variety of material will broaden reading skills.
2. Before you start to read, preview the material. For articles or stories, check titles, subtitles, pictures, illustrations, and charts. For books, check the front and back covers, contents, and introductory material for information.
3. Find a quiet place to read. Interruptions weaken concentration, making it hard to become engaged with the material.
4. Visualize scenes and images. Try to see the details. This will help you understand and remember main ideas and details.
5. Pay close attention to key words and events. Try to answer the questions: Who? What? When? Where? Why? How?
6. Use context clues to help you understand the meaning of new words. (If necessary, check the definitions of new words in a dictionary.)
7. Recognize sequence. Note how one event leads to another. Look for signal words such as *first*, *second*, *third*, *next*, *now*, *then*, and *finally*.
8. Be aware of cause and effect. Recognize how one thing leads to another.
9. Look for connections and relationships. Ask yourself how one thing affects another. Identify differences and similarities.
10. Compare what you read to your own ideas and experiences. How is what you are reading different from what you already knew? How is it the same? Relate what you read to your own life.
11. As you read, make predictions of what will happen next. Ask yourself why you believe your predictions are valid. If your predictions prove to be wrong, try to figure out why.
12. Always examine photographs and pictures. Study graphs, charts, and tables. Such visual aids can make ideas clearer.
13. When studying or reading hard material, take notes. Write down important ideas and details.
14. Reread material if you do not understand it the first time. A second reading often results in more understanding.
15. After you finish reading, summarize what you read. This will help you remember important information.



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

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

List 1.19 Questions to Aid Comprehension

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

Questions for Nonfiction Selections

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

Questions for Fiction Selections

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

List 1.19 **continued**

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



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

See List 1.18, Comprehension Strategies.

List 1.20 Common Signal Words for Readers

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

Words That Signal Sequence

after	finally	last
as a result	first, second, third ...	last of all
at last	in conclusion	later
before	in the first place	next

Words That Signal Time

after	immediately	previously
at the same time	morning	the next day
before	night	today
currently	noon	tomorrow
during	now	when
earlier	once	yesterday

Words That Signal a Change

although	however	on the other hand
but	in spite of	rather than
despite	instead of	still
even though	on the contrary	yet

Words That Signal an Explanation

for example	just as	similar to
for instance	like	such as

Words That Signal the End

as a result	consequently	in conclusion
at last	finally	in summary

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



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

See List 1.18, *Comprehension Strategies*.

List 1.21 How to Find Main Ideas and Supporting Details

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

- One way to find the main idea is to think of the main idea as being the topic of the paragraph. The main idea is stated in one sentence, known as the topic sentence. All other sentences give information about the topic. Consider the topic of baseball. In a paragraph in which baseball is the main idea, sentences that tell about batters, fielders, pitchers, the field, bases, and hits and runs provide details that help to describe the game of baseball.
- Another way to identify the main idea of a paragraph is to ask what all of the sentences of the paragraph are about. Each paragraph has only one main idea. All sentences in the paragraph give information to make the main idea clear. Find what all of the sentences are about and you will find the paragraph's main idea.
- A third way to find the main idea is to identify a paragraph's topic sentence. Every paragraph has a topic sentence. Because the topic sentence usually contains information about the most important person, place, or thing in the paragraph, it also contains the main idea. In many paragraphs, the topic sentence is the first sentence. But sometimes the topic sentence may be in the middle or at the end of the paragraph. To find the topic sentence, suggest that your students do the following:
 - Start with the first sentence. If the rest of the sentences of the paragraph add details to the information in the first sentence, the first sentence is probably the topic sentence.
 - If the first sentence is not the topic sentence, check the last sentence of the paragraph. If the other sentences add details to the idea in the last sentence, the last sentence contains the main idea.
 - If the first or last sentence is not the topic sentence, check the other sentences in the paragraph. The sentence that contains the idea that all of the other sentences are about will be the topic sentence.
- After finding the main idea, check that the details in the other sentences add more information to the main idea. If they do, you have found the main idea and details of the paragraph.



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

See List 1.18, *Comprehension Strategies*.

List 1.22 How to Use Context Clues

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

Clues with Synonyms

The police officer interrogated the suspect and *asked* him many questions. ("Asked" is a synonym of "interrogated" and provides a clue to its meaning.)

Clues with Antonyms

Randy was surprised that the complex problem had such a *simple* solution. (Randy's surprise at the "simple" solution is a clue to the meaning of "complex.")

Clues in Definitions

Nocturnal animals, *which are active at night*, have excellent eyesight. (The words "which are active at night" define "nocturnal.")

Clues in Examples

Many people are afraid of arachnids, *such as spiders, scorpions, and ticks*. (The words "such as" signal an example coming that gives meaning to "arachnids.")

Clues in Familiar Words or Phrases

Melissa's puppy was energetic. He *could play all day*. (The words "could play all day" hint at the meaning of "energetic.")



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

See List 1.18, *Comprehension Strategies*.

List 1.23 Habits of Good Readers

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

Most good readers do the following:

1. Read a lot. Reading is not an ability a person is born with; it is a process of many skills that are learned. The more a person reads, the better reader that person becomes.
2. Read a variety of materials, for example, novels, nonfiction books, and magazines.
3. See three, four, or more words at a time when they read. They do not focus on just one word at a time. Seeing several words at once helps them read faster.
4. Visualize ideas and scenes as they read.
5. Use context clues to help them understand the meanings of new words.
6. Choose books that interest them.
7. Have favorite authors.
8. Talk about books with their friends.
9. Become involved in what they are reading. They ask themselves questions and seek answers to their questions as they read. They try to predict what will happen next. They reflect upon the material and compare the author's ideas to their own experiences.
10. Always have a book that they look forward to reading.



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

See List 1.24, Overcoming Poor Reading Habits.

List 1.24 Overcoming Poor Reading Habits

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

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

1. Do not place a finger beneath words as you read. This tends to focus your eyes on one word at a time and slows your reading down.
2. Do not focus on only one word at a time. Instead focus on two, three, or more words as you read. Seeing sections of a sentence increases your speed and helps you understand ideas more quickly.
3. Do not move your lips when reading. Silently speaking the words as you read slows your reading and weakens your concentration on the material.
4. Do not stop and try to sound out or figure out the meaning of new words. Try to find the meaning of the word from context clues.
5. Do not limit your reading to only one subject or topic. Read different kinds of books and articles on different topics.
6. Do not think that good readers are born with "reading" talent. Most people become good readers through reading. They develop good reading habits and overcome poor ones.



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

See List 1.23, Habits of Good Readers.

List 1.25 Helping Students Select Books to Read

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

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

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



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

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

List 1.26 Types of Fiction and Nonfiction Your Students Might Read

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

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



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

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

List 1.27 Important Parts of a Book

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

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



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

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

List 1.28 Major Parts of Stories

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

- The *plot* of a story is the action line of the story. It consists of the events and happenings that move the story from its opening to its climax and conclusion. The plot is built around characters who face a problem. Their efforts to solve the problem are told in the story.
- The *characters* are the people who take part in the story. In some stories, especially those for young readers, characters may be animals or entirely imaginary creatures.
- The *setting* of a story is where and when the events of the story occur. Depending on a story's length and plot, a story may have just one setting, or it may have several. Settings that support the action of a story help to make a story interesting.
- The *climax* of a story is the moment when the characters solve (or fail to solve) their problem. The climax is usually the most exciting part of a story.
- The *theme* of a story is a message the author hopes to share with his or her readers. In most stories, the theme arises from the plot and becomes apparent at the story's conclusion.



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

List 1.29 Reading Log Guidelines

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

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



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

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

List 1.30 Some Suggestions for Student Entries in Reading Logs

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

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



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

See List 1.29, *Reading Log Guidelines*.

List 1.31 Famous Children's Authors

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

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

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

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

List 1.32 Books for Pre-Readers

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

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

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List 1.32 **continued**

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



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

See List 1.33, Books for Beginning Readers.

List 1.33 Books for Beginning Readers

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

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

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List 1.33 **continued**

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



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

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

List 1.34 Great Books for Any Primary or Elementary Classroom

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

Primary

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

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List 1.34 **continued**

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

List 1.34 continued

Wagon Wheels by Barbara Brenner
What a Tale by Brian Wildsmith
Where the Wild Things Are by Maurice Sendak

Elementary

Afternoon of the Elves by Janet Taylor Lisle
Anastasia Krupnik by Lois Lowry
Anne of Green Gables by L. M. Montgomery
The Bones in the Cliff by James Stevenson
Bridge to Terabithia by Katherine Paterson
Bunnicula by Deborah and James Howe
Castle in the Attic by Elizabeth Winthrop
The Cat in the Hat by Dr. Seuss
The Cat Sat on the Mat by Alice Cameron and Carol Jones
Charlie and the Chocolate Factory by Roald Dahl
Charlotte's Web by E. B. White
Child of the Owl by Laurence Yep
The Comeback Dog by Jane Resh Thomas
Cousins in the Attic by Gary Paulsen
Coyote Dreams by Susan Nunes
The Cricket in Times Square by George Selden
Danny the Champion of the World by Roald Dahl
A Dog Called Kitty by Bill Wallace
Ella Enchanted by Gail Carson Levine
Fly Away Home by Eve Bunting
Freckle Juice by Beverly Cleary
Frindle by Andrew Clements
Goosebumps (any books of the series) by R. L. Stine
Grasshopper Summer by Ann Turner
The Green Book by Jill Paton Walsh
Harry Potter (any of the books of the series) by J. K. Rowling
How Does It Feel to Be Old? by Norma Farber
How to Eat Fried Worms by Thomas Rockwell
I'll Meet You at the Cucumbers by Lilian Moore
The Indian in the Cupboard by Lynne Reid Banks
Island of the Blue Dolphins by Scott O'Dell
Jumanji by Chris Van Allsburg
The Lion, the Witch and the Wardrobe by C. S. Lewis

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List 1.34 continued

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

List 1.34 **continued**

Where the Red Fern Grows by Wilson Rawls

The Whipping Boy by Sid Fleishman

Winnie the Pooh by A. A. Milne

Witch Week by Dianna Wynne Jones

A Wrinkle in Time by Madeleine L'Engle



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

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

List 1.35 Books for Reluctant Readers

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

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

List 1.35 **continued**

Skeleton Man by Joseph Bruchac

Skylark by Patricia MacLachlan

Star Jumper: Journal of a Cardboard Genius by Frank Asch

Wayside School Gets a Little Stranger by Louis Sachar

The Zack Files, My Son the Time Traveler by Dan Greenburg



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

See List 1.34, Great Books for Any Primary or Elementary Classroom.

List 1.36 Books for Young Readers Written by African American Authors

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

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

List 1.36 **continued**

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



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

See List 1.34, Great Books for Any Primary or Elementary Classroom.

List 1.37 Poetry Books for Children

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

Falling Up by Shel Silverstein

Favorite Poems Old and New selected by Helen Ferris

The Genie in the Jar by Nikki Giovanni

The Great Frog Race and Other Poems by Kristine O'Connell George

Honey I Love by Eloise Greenfield

It's Raining Laughter by Nikki Grimes

Joyful Noise: Poems for Two Voices by Paul Fleischman

Knock at a Star: A Child's Introduction to Poetry by X. J. Kennedy and Dorothy M. Kennedy

A Light in the Attic by Shel Silverstein

The Random House Book of Poetry for Children selected by Jack Prelutsky

Read-Aloud Poems for the Very Young selected by Jack Prelutsky

Sing a Song of Popcorn by Beatrice Shenk deRegniers

Sing to the Sun by Ashley Bryan

Sky Scrape/City Scape: Poems of City Life by Jane Yolen

The Sun Is So Quiet by Nikki Giovanni

The 20th Century Children's Poetry Treasury selected by Jack Prelutsky

Where the Sidewalk Ends by Shel Silverstein



Did you know? Without music, the lyrics of songs are poems.

List 1.38 Magazines for Children

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

American Girl Magazine: www.americangirl.com

Boy's Life Magazine: www.boyslife.org

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

Cobblestone: www.cobblestonepub.com

Cricket: www.cricketmag.com

Faces: www.cobblestonepub.com

Girl's Life: www.girlslife.com

Highlights for Children: www.highlightskids.com

Humpty Dumpty's Magazine: www.humptydumptymag.org

Jack and Jill: www.jackandjillmag.org

National Geographic Kids: www.kids.nationalgeographic.com

Ranger Rick: www.nwf.org/RangerRick

Spider: www.cricketmag.com

Stone Soup: www.stonesoup.com

Your Big Backyard: www.nwf.org/YourBigBackyard



Did you know? Many print magazines also offer original content through their Web sites.

List 1.39 Suggestions for Parents and Guardians to Help Their Children with Reading

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

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



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

List 1.40 Reading Teaching Tips

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

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



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

See List 1.39, Suggestions for Parents and Guardians to Help Their Children with Reading.

List 1.41 Checklist for a Successful Reading Program

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

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

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

See List 1.40, Reading Teaching Tips.
