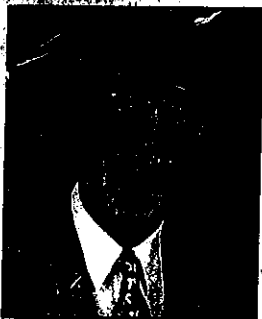


How to Teach Reading

In the fourth edition of his classic book, Dr. Fry continues to promote a six-step method of teaching reading that is the result of his extensive research in literacy and spelling. He has found that the following six steps work equally well with young children, older children who need remedial help, and even adults who are English Language Learners.

- Step 1: Find present reading ability.
- Step 2: Select the right reading material.
- Step 3: Guide comprehension.
- Step 4: Teach vocabulary.
- Step 5: Teach phonics.
- Step 6: Develop writing.

In this latest edition, Dr. Fry provides background information on all five of the essential elements of an effective reading program, as identified by the National Reading Panel.



Dr. Edward Fry has been a professor of Education and Director of the Reading Center at Rutgers University and Loyola University in Los Angeles. He has written a number of textbooks for both students and teachers. He is widely known for the famous *Instant Words* list and his *Readability Graph*.

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Instant Words List

Instant Words are the most common words in English, ranked in order of frequency. The first 25 make up about a third of all printed material. The first 100 make up about half of all written material, and the first 300 make up about 65 percent of all written material. Is it any wonder that all students must learn to recognize these words instantly and also to spell them correctly?

You can use these lists as an individual oral reading test to see which words the student can read “instantly” and which words the student needs to learn.

First Hundred Instant Words

1-25	26-50	51-75	76-100
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	words	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	am
on	can	make	its
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down
they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	come
this	how	write	made
have	their	go	may
from	if	see	part

Common suffixes: *-s, -ing, -ed, -er, -ly, -est*

VOWEL SOUNDS (Clustered)

Short Vowels

a - at	/ă/
e - end	/ĕ/
i - is	/ĭ/
o - hot	/ŏ/
u - up	/ŭ/

Long Vowels Open Syllable Rule

a - baby	/ā/
e - we	/ē/
i - idea	/ī/
o - so	/ō/

Long Vowels Final E Rule

a - make	/ā/
e - here	/ē/
i - five	/ī/
o - home	/ō/
u - use	/ū/

Long Vowel Digraphs

ai - aid	/ā/
ay - say	/ā/
ea - eat	/ē/
ee - see	/ē/
oa - oat	/ō/
ow - own	/ō/

Schwa

a - hurt	/ə/
e - happen	/ə/
o - other	/ə/

Vowel Y

y - try	/ī/
y - funny	/ē/

Vowel Plus R

er - her	/ər/
ir - sir	/ɪr/
ur - fur	/ʊr/
ar - far	/är/
ar - vary	/ār/
or - for	/ôr/

Diphthongs

oi - oil	/oi/
oy - hoy	/oi/
ou - out	/ou/
ow - how	/ou/

Double O

oo - soon	/ōō/
oo - good	/ōō/
u - truth	/ōō/
u - put	/ōō/

Broad O

o - long	/ô/
a (l) - also	/ô/
a (w) - saw	/ô/
a (u) - auto	/ô/

Vowel Exceptions

ea - bread /ĕ/

"ea" makes both a long and a short E sound.

e (silent) - come

E at the end of a word is usually silent and sometimes makes the preceding vowel long.

y - yes /y/

y is a consonant at the beginning of a word. (yes)
y is long I in a one syllable word or middle. (cycle)
y is long E at the end of a polysyllable word. (funny)

le - candle /lĕ/

final LE makes a schwa plus L sound.

al - pedal /lĕ/

final AL makes a schwa plus L sound also.

ul - awful /lĕ/

final UL makes a schwa plus L sound also.

Phonics Charts

A Complete Phonics Curriculum of 99 Charts
By Edward Fry, Ph.D.

CONSONANT SOUNDS (Clustered)

Single Consonants

b n v
c j p w
d k r y
f l s z
g m t

Important Exceptions

(qu = /kw/ blend as in "quick"
(the letter "q" is never used without "u")
ph = /f/ sound as in "phone"
c = /s/ before i, e, or y, as in "city"
c = /k/ before a, o, or u, as in "cat"
g = /j/ before i, e, or y, as in "gem"
g = /g/ before a, o, or u, as in "good"
x = /ks/ blend as in "fox"
s = /z/ sound at the end of some words as in "is"
ng = /ng/ unique phoneme, as in "sing"

Consonant Digraphs

ch as in "church"
sh as in "shoe"
th (voiced) as in "thin"
th (voiceless) as in "this"
wh (hw blend) as in "which"

Rare Exceptions

ch = /k/ as in "character"
ch = /sh/ as in "chef"
ti = /sh/ as in "attention"
s = /sh/ as in "sure"
x = /gz/ as in "exact"
s = /zh/ as in "measure"
si = /zh/ as in "vision"

Silent Consonants

gn = /n/ as in "gnat"
kn = /n/ as in "knife"
wr = /r/ as in "write"
gh = /-/ as in "right"
ck = /k/ as in "back"
mb = /m/ as in "lamb"
lf = /f/ as in "calf"
lk = /k/ as in "walk"
tle = /l/ as in "castle"

Beginning Consonant Blends

<i>(r family)</i>	<i>(l family)</i>	<i>(s letter)</i>	<i>(s family)</i>	<i>(no family)</i>
br	bl	sc	scr	dw
cr	cl	sk	squ	tw
dr	fl	sm	str	thr
fr	gl	sn	spr	
gr	pl	sp	spl	
pr	sl	st	shr	
tr		sw	sch	
wr				

Final Consonant Blends

Note: These are usually best learned as part of rhymes.

ct - act	mp - jump	nt - ant	rk - dark
ft - lift	nc(e) - since	pt - kept	rt - art
ld - old	nd - and	rd - hard	st - least
lt - salt	nk - ink		sk - risk

PHONICS PATTERNS

Onset and Rhyme Word Lists

By Edward Fry, Ph.D.