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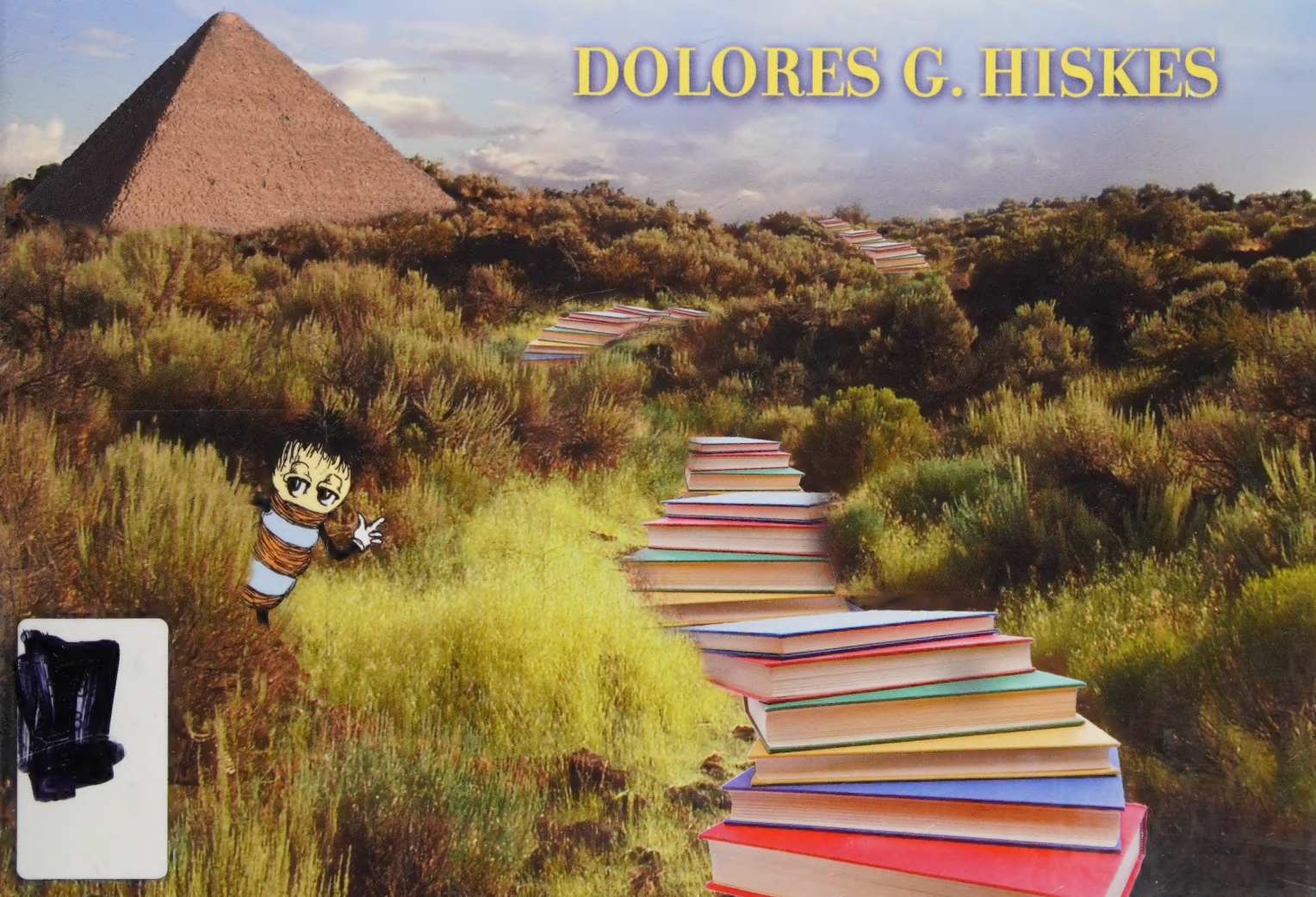
ALL AGES


Reading Pathways

5TH EDITION


Simple Exercises to
Improve Reading Fluency

DOLORES G. HISKES






Jossey-Bass Teacher



Hiskes, Dolores G.
Reading pathways

Jossey-Bass Teacher create a positive and educational mentors



knowledge and tools to
usted and experienced
ory-based teaching re-

sources for improving teaching practice in a broad range of grade levels and subject areas. From one educator to another, we want to be your first source to make every day your best day in teaching. *Jossey-Bass Teacher* resources serve two types of informational needs—essential knowledge and essential tools.

Essential knowledge resources provide the foundation, strategies, and methods from which teachers may design curriculum and instruction to challenge and excite their students. Connecting theory to practice, essential knowledge books rely on a solid research base and time-tested methods, offering the best ideas and guidance from many of the most experienced and well-respected experts in the field.

Essential tools save teachers time and effort by offering proven, ready-to-use materials for in-class use. Our publications include activities, assessments, exercises, instruments, games, ready reference, and more. They enhance an entire course of study, a weekly lesson, or a daily plan. These essential tools provide insightful, practical, and comprehensive materials on topics that matter most to K–12 teachers.

“*Reading Pathways* by Dolores G. Hiskes is an excellent resource for grade level readers in K–1 and for struggling readers beyond. Not only does it align perfectly to *Phonics Pathways*, it also serves well as a stand-alone program.

“The page prior to each pyramid provides the blending practice that is so necessary to beginning reading. Students then attack the connected pyramid. By limiting the reading task to only one or two additional words per line the student moves more easily from the pinnacle to the base, even for those who struggle mightily. The sentence gradually becomes more interesting and expansive, and confidence grows with fluency as students more quickly and correctly complete a whole page of text. The mini-pyramids toward the end of the book present multisyllabic words in manageable chunks, facilitating the decoding process. Accent marks for the stressed syllables are included, which are especially important for our English Language Learners.

“As a former teacher, principal, remedial reader teacher, and current author and reading consultant, I am happy to recommend this fine resource, and I frequently share it with colleagues.”

~Susan Ebberts, Author

Vocabulary Through Morphemes: Suffixes, Prefixes, and Roots for Intermediate Grades

“I am the reading facilitator of this school of approximately 450 students and also am in charge of Title 1 reading at our school. Tutoring is part of our responsibility. One of our biggest challenges is our ELL/ESL students, and we are getting more each year. Each year I’ve struggled with finding just the ‘right’ program. I have tried many programs, and I feel *Reading Pathways* would be invaluable to these students and would suit the small group and one-on-one tutoring that we also do.

“I’m excited about *Reading Pathways*, and can say that I would use this program in a heartbeat! I’m amazed at your art work, and the layouts are simply beautiful. The presentation is unique, and much more ‘brain-friendly’ than most phonics programs.”

~Susan Smith, Reading Facilitator
El Capitan Elementary, Roswell, NM

“*Reading Pathways* is the fastest way to accelerate reading speed and accuracy, once students have learned the short vowels and how to blend letters together. It makes reading successful for students whose eye tracking abilities are still developing, giving them confidence, mastery of the sentence, and the desire to read more.

“So many times reading their first ‘pyramid’ is the thrilling moment when students first realize that they can read! I have seen students read their first pyramid over and over again just to bask in the wonder and glory of reading. After that, one can not stop them from reading!”

~Lindsay Pavel, Teacher
Reading Program Coordinator, Livermore, CA

“The high school students we tutor have a difficult time building letters into words, as English is not typically spoken at home. Translating the daily sounds they hear and speak into small syllables is difficult for them. *Reading Pathways* tracks those sounds and builds more complex words, and this helps reading fluency greatly!”

~Molly McCrory, Director
Just Read, Mountain View, CA

“*Reading Pathways* is extremely useful when working with kids who are having real difficulties with beginning phonics. I’ve had several children who were seriously stuck until I tried *Reading Pathways* who subsequently made a real breakthrough after just a few hours’ work with this book.

“These pyramid reading exercises are especially useful for children who have difficulty with the left-to-right concept. One little Spanish-speaking boy who was suddenly dumped into an American school really changed right before my eyes with this book. Thanks for thinking of them!”

~Bobby Thayer, Tutor
YES Reading, Menlo Park, CA

“This is an amazing success story: Today one of my fourth graders who originally had tested at a third-grade reading level now tests at a sixth-grade level after finishing *Reading Pathways*! I had handed him a copy of this book to look at while I worked with other kids, and he just came in the room every day and sat reading it by himself. He really enjoyed it and said, ‘*I am finished, Mr. Potter. This book was a lot of fun!*’

“It’s highly unusual that a student would be able to sit alone reading a book and come up with such a fundamental improvement in reading in such a short time. Testing showed he dramatically reduced all measures of ‘whole word dyslexia,’ which may be explained only by the ability of this book to strengthen eye tracking and increase eye span. Now all the kids want to read *Reading Pathways*!”

~Don Potter, Instructional Resource Teacher
Murry Fly Elementary School, Odessa, TX

“I have been amazed at how many words a five-year-old is able to sound out using your pyramid technique of adding syllables one by one until the child can read really big words. The reward for me is watching how excited the child is at reading these long words. Children then have the courage to find syllables and sound out new words in their independent reading.

“*Reading Pathways* is a wonderful combination of delightful repetition and real ‘grown-up’ reading. This aspect of the book makes it also suitable for remedial reading with older students. I love it!”

~Jesse Wise, Author
The Well-Trained Mind: A Guide to Classical Education at Home

Reading Pathways

Simple Exercises to Improve
Reading Fluency, 5th Edition

Dolores G. Hiskes

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Published by Jossey-Bass

A Wiley Imprint

989 Market Street, San Francisco, CA 94103-1741

www.josseybass.com

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ISBN-10: 0-7879-9289-5

ISBN-13: 978-07879-9289-7

Printed in the United States of America

FIFTH EDITION

PB Printing

10 9 8 7 6 5 4 3 2

About This Book

With the use of a clever icon, Dewey the Bookworm, *Reading Pathways* develops reading fluency using predictable, repetitive reading practice of gradually increasing complexity to develop reading speed, accuracy, comprehension, and vocabulary.

This slowly progressive reading practice uses a unique pyramid format to nurture and develop fluent reading skills in an easy, especially effective, and truly delightful fashion.

Reading Pathways is printed in a large 8½ × 11" lay-flat format for easy photocopying. While appropriate for K–2 emergent readers, this unique text has also been used successfully with adolescent and adult learners, as well as second-language learners and students with learning disabilities such as dyslexia.

Reading Pathways was written to accompany *Phonics Pathways* and has the same sequence of instruction, but it is an ideal accompaniment to any other reading system to develop reading ease and fluency. It is perfect for school, tutoring, and home use.

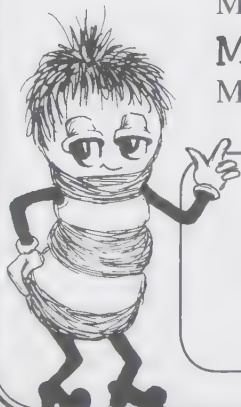
If students are able to effortlessly read and understand a wide variety of words it will help them build the strong vocabulary, critical thinking skills, and independent judgments based on complex, nuanced thinking that are so necessary for success in today's challenging society.

THE AUTHOR

Dolores G. Hiskes (Livermore, California) has tutored reading for over thirty years. She has collected classic old reading and spelling texts from English-speaking countries all over the world, which are incorporated into her instruction. She has implemented a number of school and community tutoring programs using her materials, such as the highly touted YES Reading Centers in and around Palo Alto, California, and the Kids Read literacy center in Montgomery, Maryland. Well-published in professional journals and a winner of numerous honors, she also publishes a free on-line newsletter about teaching reading called *Phonics Talk* (www.dorbooks.com). She is also the author of *Phonics Pathways*, 9th Edition (published by Jossey-Bass, 2005).

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Hi! I'm Dewey the Bookworm, and I'll be your guide through Reading Pathways. When you read a pyramid exercise, just go as far as you can, and then come back to it the next day. Every day you'll be able to read farther and farther down the page. Soon you'll be reading the whole thing—YOU'LL see!

*With everlasting gratitude
for my wonderful family, who inspired
this unique approach to reading fluency
in the first place.*




Acknowledgments

*I am now and will always be forever thankful:
to our beloved children, Robin and Grant, who inspired a passion
for teaching reading in the very beginning...
to our innocent grandchildren, Connor and Austen, who valiantly
serve as guinea pigs for my material and give such valuable feedback...
and to my beloved and long-suffering best friend, Johnny,
who knew better than to believe me
when I promised not to write any more books...
Grateful thanks also: to Lindsay Pavel, Lynn Gordon, Susan Ebbers,
Becky Faherty, and Don Potter for their wise critiques...
and a truly special thanks to
the eagle-eyed Sherrill Fink and Susan Smith for catching all of the errors
that I should have caught, all the subtle ones I wouldn't have,
and for all of their wonderful suggestions and insights...
Thanks to all the wonderful folks at Jossey-Bass/Wiley: especially
to my extraordinarily supportive editor Margie McAneny; Dimi Berkner, who
has been so extremely helpful; and that dynamic marvel Teresa Mankin!
I could not wish for a better publisher, and I consider them all friends...
Thanks to Bob and Joy Sweet of the National Right to Read Foundation
for their continuous and loyal friendship and support...
to all of the growing numbers of literacy centers using Dorbooks material
such as the inspiring "Kids Read" in Maryland, and to wonderful folks
such as Becky Faherty who give so generously of their
time, talents, and resources to make these Centers possible...
to May May Gong of Northwest Digital Designs for my stunning Web site...
to Rayve Fulfillment for warm friendship as well as order fulfillment...
to Fredda Cassidy for her incomparable computer graphics classes and
for the patience she showed to one who seemed to need so much assistance...
to Joanne Berven, Terry Rossow, and the mysterious "Sidney"
for their computer savvy and kind helpfulness...
There are so many more, but no more room.*

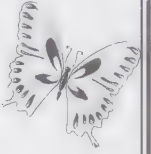
*But you know who you are,
and I **thank** you,
one and all!*

~ Dolores





*Go, little book, and wish to all
Flowers in the garden,
Meat in the hall.
A bin of wine, a spice of wit,
A house with lawns enclosing it,
A living river by the door,
A nightingale in the sycamore!*



~Robert Louis Stevenson



About *Reading Pathways*

Many students need extra help in learning how to track left-to-right with their eyes. These students benefit from reading practice that gradually and systematically builds letters into words, and words into connected reading. *Reading Pathways* (formerly known as *Pyramid*) provides this kind of practice with graduated “eyerobic” reading exercises—visual aerobics. (For more information check out *Phonics Talk*, an informative e-mail newsletter at <http://www.dorbooks.com/phonictalk.html>.)

An optional and useful activity is to write the sentences from dictation, which helps develop auditory and sequencing ability in memory recall. Reading should continue as long as learners are challenged, but stop at or before frustration level. With practice, students will soon be able to read longer and longer sentences.

Part One: Simple Pyramids

Students should know all letter sounds before beginning *Reading Pathways*, including short-vowel sounds. Letters are blended into words, and the same words are then built into sentences beginning with one word centered on top of the page. Every subsequent line has a few added words and is also centered, giving it the shape of a pyramid.

Part Two: Multisyllable Word Mini-Pyramids

This section is for established readers who need assistance reading multisyllable words. Longer words are built from smaller ones by syllables into mini-pyramids, one multisyllable word per pyramid. Two mini-pyramid words at a time are then incorporated into sentences, which are also helpful to use for comprehension. This practice will establish a firm habit of reading multisyllable words syllable by syllable, and not guessing.

Part Three: Multisyllable Word Pyramids (“Brain Busters”)

This section of *Reading Pathways* is for learners who are ready for more complex reading material. It is comprised of full-sized pyramids containing a wide variety of multisyllable words in every practice sentence. These “Brain Busters” are sure to be a challenge! These pyramids can be fun (as is the word “antidisestablishmentarianism” in *Phonics Pathways*), and there is no question that being able to read complex sentences will further develop decoding ease and fluency. And that, after all, is the primary goal of *Reading Pathways*.

Part Four: Multisyllable Word Summary

All words having three or more syllables are summarized and indexed at the end of the book for easy reference and vocabulary development, as some of these words are not likely to be in students’ current lexicon. Varying forms of the same word are not always included. If students are able to effortlessly read *and understand* a wide variety of multisyllable words, it will help them build the strong vocabulary, critical thinking skills, and ability to make independent judgments based on complex, nuanced thinking that are so necessary for success in today’s challenging society.

And now—sit back and enjoy *Reading Pathways*!

~ Dolores

Short-Vowel Review

WORDS AT TOP HALF OF PAGE:

A “diacritical mark” is a symbol on top of a letter that shows us how to pronounce it. There are diacritical marks for many different sounds. The diacritical mark for a short-vowel sound is “˘” as in “săt.” This particular diacritical mark is called a “breve.” There are five pages in this section, with one vowel featured on each page.

Read the words on top of the next page, working from left to right. Make sure that you blend the sounds together smoothly, and do not sound out each separate letter when you read the final word. Then write these words from dictation. This section is especially helpful for those of you who know letter sounds but need extra practice blending letters into words. Your left-to-right eye tracking will become *stronger!*

SENTENCES AT BOTTOM HALF OF PAGE:

After you are able to read these words smoothly and write them without error, you may begin reading the pyramid sentences on the lower half of the page. This section is especially helpful to those of you who already are reading words but need extra practice building words into whole sentences.

Begin with the top word, and read down as many lines as you can. Stop when it becomes too much of an effort. Keep reading this story—you will find that with practice, you will be able to read farther and farther down the page. Your eye span is *increasing!*

Just for fun, you might try writing these sentences, as well as the words, from dictation. It will not only help develop your memory, but also develop your ability to remember things in the correct order!

Take it easy. Just take one small thing at a time, and keep on going. It's like climbing a large oak tree: you only climb up one branch at a time, but if you keep on going you'll end up on top!

*Some people sit on an acorn, waiting for it to grow and **CARRY** them to the top. Guess what . . . they are **STILL WAITING!***



c-a	ca	ca-t	cat	
f-a	fa	fa-t	fat	
s-a	sa	sa-t	sat	
h-a	ha	ha-t	hat	
M-a	Ma	Ma-x	Max	
d-a	da	da-d	dad	dad-'s
J-a	Ja	Ja-n	Jan	Jan-'s

À à

Jan's

Jan's fat

Jan's fat cat

Jan's fat cat Max

Jan's fat cat Max sat.

Jan's fat cat Max sat on dad.

Jan's fat cat Max sat on dad's hat!

Only the
COMPLETE SENTENCES
have periods at the end—
the rest of the lines
are only **PHRASES**.



b-e be be-d bed

g-e ge ge-t get

f-e fe fe-d fed

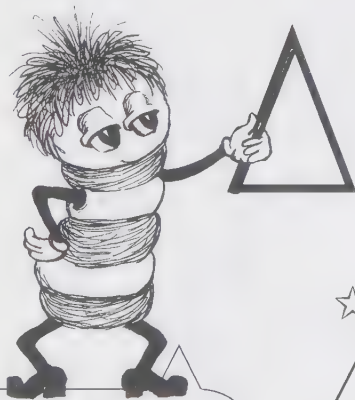
t-e te te-n ten

r-e re re-d red

p-e pe pe-t pet pet-s

M-e Me Me-l Mel Mel-'s

Ě ě



The
BEST ANGLE
to approach
any problem
is the
TRY-ANGLE!

Mel

Mel's ten

Mel's ten red

Mel's ten red pets

Mel's ten red pets get fed.

Mel's ten pets get fed in bed!

Mel's ten red pets get fed in bed!

i-n

in

K-i

Ki

Ki-t

Kit

h-i

hi

hi-d

hid

w-i

wi

wi-g

wig

d-i

di

di-sh

dish

J-i

Ji

Ji-m

Jim

Jim-'s

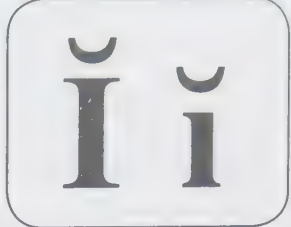
R-i

Ri

Ri-ck

Rick

Rick-'s



Jim

Jim hid.

If you need help reading any of these words when they are in sentences, try reading them again individually from the above list. Do this for the rest of the lessons in this book, as needed. It helps a LOT to have words broken down by letters and syllables!



Jim hid Kit's



Jim hid Kit's wig.



Jim hid Kit's wig in Rick's



Jim hid Kit's wig in Rick's dish!

Jim hid Kit's wig in Rick's red dish.

o-n on

B-o Bo Bo-b Bob

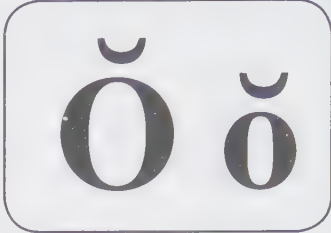
h-o ho ho-t hot

h-o ho ho-p hop hop-s

T-o To To-m Tom Tom's

r-o ro ro-ck rock rock-s

s-o so so-ck sock sock-s



Bob



*The noblest of all dogs is the
HOT DOG...
It FEEDS the hand that
BITES it!*

Bob hops.



Bob hops on



Bob hops on hot

Bob hops on hot rocks.



Bob hops on hot rocks in Tom's



Bob hops on hot rocks in Tom's socks!



u-g ug ug-ly ugly

p-u pu pu-p pup

d-u du du-g dug

b-i bi bi-g big

s-u su su-ch such

b-u bu bu-g bug bug-s

B-u Bu Bu-d Bud Bud-'s

Ū ů



Bud

If you go down the
WRONG ROAD,
make a
RIGHT TURN!!!



Bud's pup



Bud's pup dug.



Bud's pup dug such



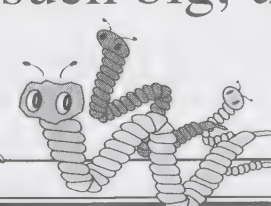
Bud's pup dug such big



Bud's pup dug such big, ugly



Bud's pup dug such big, ugly, bad bugs!



Short-Vowel Pyramids

The following pyramids contain all of the short-vowel sounds mixed together, and the sentences are longer as well. First read the words on this page, working from left to right. Each “block” of words on this page has the same short-vowel sound. Then write these words from dictation.

After you are able to read these words smoothly and spell them correctly, you may begin reading the pyramid on the next page. There is one sight word in the pyramid: it is the word “a.”

(Try writing a sentence or two from dictation, also. See how far you can get!)

a a-n an an-d and

e M-e Me Me-g Meg

i i-n in

i s-i si si-t sit sit-s


i s-i si si-p sip sip-s

o h-o ho ho-t hot

o p-o po po-p pop

u m-u mu mu-g mug

u s-u su su-n sun



*NEVER compare yourself with anyone else ...
After all, if only the best birds sang,
the woods would be **SILENT!***



Sip.

Sip pop.

Meg sips pop.

Meg sits and sips pop.

Meg sits in sun and sips pop.

Meg sits in sun and sips pop in a mug.

Meg sits in hot sun and sips pop in a mug.

Meg sits in hot sun and sips *hot pop* in a mug!



Continue working through the rest of these pyramids, just as you have on pages 8 and 9. Take your time—there is no hurry. Sometimes it takes the most **BEAUTIFUL FLOWERS** in the garden the **LONGEST** to grow!

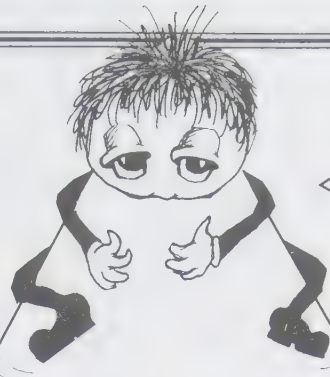
a	f-a	fa	fa-t	fat
a	h-a	ha	ha-s	has
a	b-a	ba	ba-ck	back

e	K-e	Ke	Ke-n	Ken
e	d-e	de	de-ck	deck

i	b-i	bi	bi-g	big
i	h-i	hi	hi-s	his

o	o-n	on
---	-----	----

u	d-u	du	du-ck	duck
---	-----	----	-------	------



*Blessed are the FLEXIBLE...
For they shall not
be BENT out of SHAPE!*

Ken

Ken has

Ken has a deck.

Ken has a back deck.

Ken has a big back deck.

Ken has a duck on his back deck.

Ken has a fat duck on his back deck.

Ken has a big fat duck on his back deck.

Ken has a big fat duck on his big back deck!

a J-a Ja Ja-n Jan

a P-a Pa Pa-t Pat

a a-n an an-d and

e w-e we we-t wet

i s-i si si-t sit

i d-i di di-g dig

o T-o To To-m Tom

o j-o jo jo-g jog

o h-o ho ho-p hop hop-s

u b-u bu bu-g bug bug-s



It's a **REAL CHALLENGE**
to climb the ladder of success . . .
For you must keep your:
EYES on the ball,
EARS to the ground,
NOSE to the grindstone,
HANDS on the wheel, and
FEET on the path . . .
But the view from the top is
FANTASTIC!!

Hop.

Jan hops.

Jan and Tom hop.

Jan, Pat, and Tom hop.

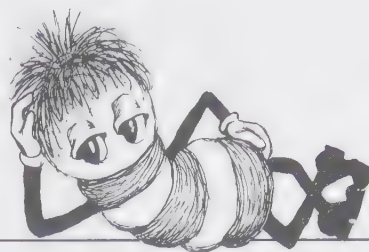
Jan, Pat, and Tom hop and jog.

Jan, Pat, and Tom hop, jog, and sit.

Jan, Pat, and Tom hop, jog, sit, and dig.

Jan, Pat, and Tom hop, jog, sit, and dig *wet bugs!*

There's so much good
 in the **WORST** of us,
 And so much bad
 in the **BEST** of us,
 That it hardly behooves
ANY of us
 To talk about
 the **REST** of us!



a	h-a	ha	ha-m	ham	
a	j-a	ja	ja-m	jam	
a	a-n	an	an-d	and	
a	a-n	an	an-t	ant	ant-s

e	f-e	fe	fe-d	fed
e	B-e	Be	Be-n	Ben
e	r-e	re	re-d	red

i	b-i	bi	bi-g	big
---	-----	----	------	-----

o	h-o	ho	ho-t	hot
---	-----	----	------	-----

u	G-u	Gu	Gu-s	Gus
---	-----	----	------	-----

u	b-u	bu	bu-n	bun	bun-s
---	-----	----	------	-----	-------

Some people are so afraid of **ROCKING** the **BOAT**
That they **STOP ROWING!**

fed

fed Gus

Ben fed Gus.

Ben fed Gus jam.

Ben fed Gus red jam.

Ben fed Gus red jam and buns.

Ben fed Gus red jam and hot buns.

Ben fed Gus red jam, hot buns, and ham.

Ben fed Gus red jam, hot buns, ham, and *big ants!*





The road *UPHILL*
and the road *DOWNHILL*
are the same one!

a	h-a	ha	ha-d	had
a	b-a	ba	ba-g	bag
a	a-n	an	an-d	and
a	c-a	ca	ca-t	cat
a	f-a	fa	fa-t	fat

i	i-n	in			
i	h-i	hi	hi-d	hid	
i	h-i	hi	hi-s	his	
i	b-i	bi	bi-g	big	
i	f-i	fi	fi-g	fig	fig-s

o	B-o	Bo	Bo-b	Bob
---	-----	----	------	-----

u	g-u	gu	gu-m	gum	
u	n-u	nu	nu-t	nut	nut-s

Sometimes we have to
climb
the ladder of success
WRONG
BY
WRONG!!!



Bob

Bob had

Bob had a bag.

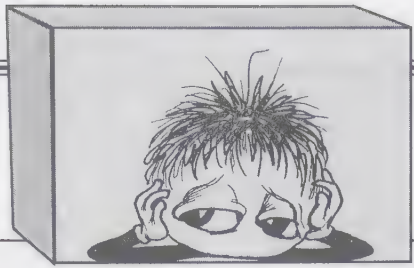
Bob had a big bag.

Bob hid gum in his big bag.

Bob hid gum and figs in his big bag.

Bob hid gum, figs, and nuts in his big bag.

Bob hid gum, figs, nuts, and a *fat cat* in his bag!



*When you've BOXED YOURSELF IN,
there is NO SUNSHINE!!*

a	c-a	ca	ca-t	cat
a	a-n	an	an-d	and
a	s-a	sa	sa-d	sad
a	f-a	fa	fa-t	fat
a	S-a	Sa	Sa-m	Sam

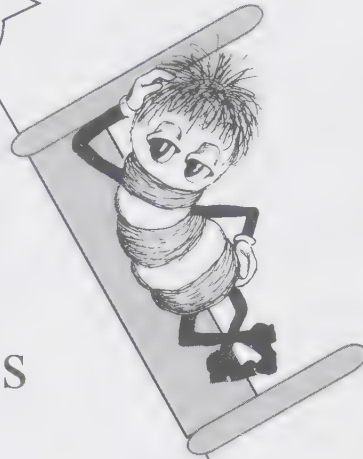
e	r-e	re	re-d	red
---	-----	----	------	-----

i	i-s	is		
i	k-i	ki	ki-ss	kiss
i	J-i	Ji	Ji-ll	Jill

o	n-o	no	no-t	not
o	l-o	lo	lo-t	lot

u	G-u	Gu	Gu-s	Gus
u	h-u	hu	hu-g	hug
u	P-u	Pu	Pu-ff	Puff

Bad habits are like a comfortable *BED*...
Easy to get *INTO*, but hard to get *OUT* of!



Puff

Puff is

Puff is a cat.

Puff is a fat cat.

Puff is a fat, red cat.

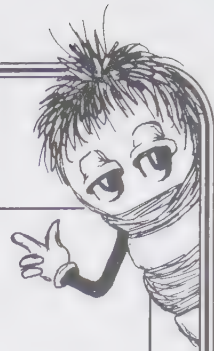
Jill and Sam kiss fat Puff.

Jill and Sam hug and kiss fat Puff.

Jill and Sam kiss fat Puff a lot. Gus is sad.

Jill and Sam hug and kiss Gus. Gus is *not* sad!

*ACT the way you want to BE,
and soon you'll BE the way you ACT!*



a a-n an an-d and

a c-a ca ca-t cat

a f-a fa fa-t fat

a l-a la la-p lap

a m-a ma ma-d mad

e w-e we we-t wet

i i-n in

i i-s is

i b-i bi bi-g big

i J-i Ji Ji-ll Jill Jill-'s

o h-o ho ho-t hot

o h-o ho ho-p hop hop-s

u P-u Pu Pu-ff Puff

u t-u tu tu-b tub

Puff

Puff hops.

Puff hops in a

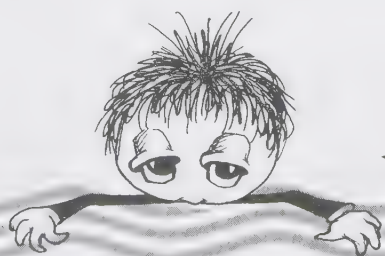
Puff hops in a tub.

Fat Puff hops in a big, hot tub.

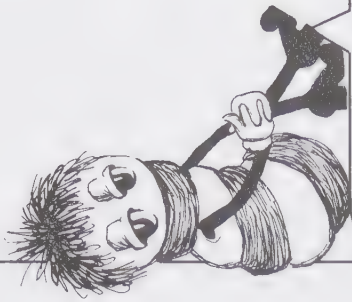
Fat Puff hops in a big, hot, wet tub.

Puff hops in a big, wet tub and is a wet cat.

Wet Puff hops in Jill's lap. Jill is *mad* and *wet*!



The **LOWEST POINT** is the **TURN** of the **TIDE**!



*Life is a GRINDSTONE...
But whether it grinds us down
or polishes us up
depends on US!
(Oh yes, we have another sight word
in the next pyramid—"he.")*

a	a-s	as			
a	f-a	fa	fa-t	fat	
a	a-n	an	an-d	and	
a	t-a	ta	ta-n	tan	
a	n-a	na	na-p	nap	nap-s

e	g-e	ge	ge-t	get-s	gets
---	-----	----	------	-------	------

i	i-s	is		
i	i-n	in		
i	p-i	pi	pi-g	pig

o	h-o	ho	ho-t	hot
---	-----	----	------	-----

u	G-u	Gu	Gu-s	Gus
---	-----	----	------	-----

u	s-u	su	su-n	sun
---	-----	----	------	-----

The world has
too many **CRANKS**
and not enough
SELF STARTERS!!!



Gus

Gus is

Gus is a pig.

Gus is a fat pig.

Gus is a fat pig, and he

Gus is a fat pig, and he naps.

Gus is a fat pig, and he naps in sun.

Gus is a fat pig, and he naps in hot sun.

Gus is a fat pig, and he gets *tan* as he naps in
hot sun!

Two-Consonant Endings

(Short-Vowel Words)

a	f-a	fa	fa-t	fat	
a	a-n	an	an-d	and	
a	b-a	ba	ba-d	bad	
a	n-a	na	na-p	nap	
a	J-a	Ja	Ja-ck	Jack	Jack-'s

e	b-e	be	be-d	bed	
e	r-e	re	re-s	res	res-t

i	i-s	is			
i	i-n	in			
i	w-i	wi	wi-th	with	
i	s-i	si	si-ck	sick	

*We can't all be shining stars,
but we can at least **twinkle** a little!!!*



o	h-o	ho	ho-p	hop-s	
---	-----	----	------	-------	--

u	b-u	bu	bu-g	bug	
u	G-u	Gu	Gu-s	Gus	
u	m-u	mu	mu-s	mus	mus-t
u	b-u	bu	bu-m	bum	bum-p
u	l-u	lu	lu-m	lum	lum-py

Jack

Jack is sick.

Jack is sick in bed.

Jack is sick with a bad bug.

Jack is sick in bed with a bad bug.

Jack is sick in bed and must rest and nap.

Gus hops in Jack's bed, and Gus and Jack nap.

Gus hops in Jack's bed and is a *fat, lumpy bump!*

*Hmmmm
Double-consonant endings
are a little bit trickier,
aren't they?*



a a-n an an-d and

a f-a fa fa-t fat

e f-e fe fe-ll fell

e S-e Se Se-th Seth

i b-i bi bi-g big

i l-i li li-p lip

i h-i hi hi-ll hill

o o-n on

o h-o ho ho-p hop hop-s

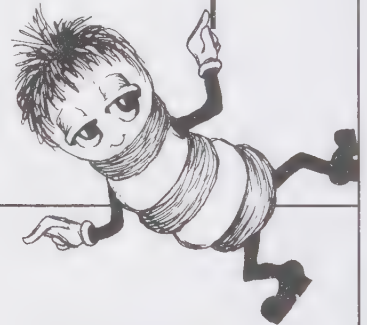
o r-o ro ro-ck rock

u u-p up

u c-u cu cu-t cut

u b-u bu bu-m bum bum-py

*Whether you are
climbing to the peak
of a MOUNTAIN
or the peak of
LITERACY,
you simply take
one small step
at a time,
and keep on going,
right to the
TOP!*



There is a difference between
an *OPEN MIND* and a
HOLE IN THE HEAD!!!

Seth

Seth hops.

Seth hops up.

Seth hops up a rock.

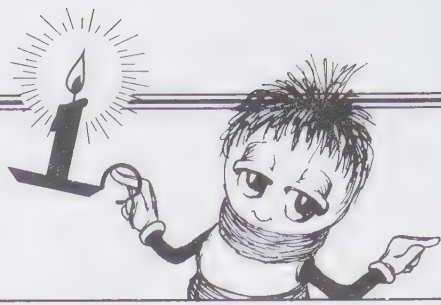
Seth hops up a big rock.

Seth hops up a big, bumpy rock.

Seth hops up a big, bumpy rock on a hill.

Seth fell on a bumpy rock and cut his *big, fat lip!*

*Make your life a light to others...
A candle loses nothing of its light
by lighting another candle...
Brighten the corner where YOU are!*



a	a-t	at				
a	a-n	an	an-d	and		
a	p-a	pa	pa-s	pas	pas-t	past
a	p-a	pa	pa-th	path		
a	r-a	ra	ra-n	ran	ran-ch	ranch

e	B-e	Be	Be-th	Beth		
e	K-e	Ke	Ke-n	Ken	Ken-t	Kent-'s

i	i-n	in		
i	b-i	bi	bi-g	
i	R-i	Ri	Ri-ck	Rick

o	p-o	po	po-n	pon	pon-d	pond
---	-----	----	------	-----	-------	------

u	d-u	du	du-ck	duck		
u	j-u	ju	ju-s	jus-t	just	
u	j-u	ju	ju-m	jum	jum-p	jump

*Your reading is really beginning to “kick in” now—that’s why there are more words in each pyramid. (Wait ‘til you see the **NEXT** page!)*



Rick

Rick and Beth

Rick and Beth jump.

Rick and Beth jump in a big pond.

Rick and Beth jump in a big pond past a path.

Rick and Beth jump in a big pond at Kent’s ranch.

Rick and Beth jump in a big pond at Kent’s ranch,
just past a duck path.

a	a-n	an	an-d	and		
a	s-a	sa	sa-n	san	san-d	sand
a	h-a	ha	ha-n	han	han-d	hand
a	c-a	ca	ca-s	cas	cas-k	cask

e	t-e	te	te-n	ten		
e	K-e	Ke	Ke-n	Ken	Ken-t	Kent
e	f-e	fe	fe-l	fel	fel-t	felt
e	y-e	ye	ye-l	yel	yel-ps	yelps

i	i-s	is				
i	i-n	in				
i	b-i	bi	bi-g	big		
i	h-i	hi	hi-s	his		
i	w-i	wi	wi-th	with		
i	m-i	mi	mi-l	mil	mil-k	milk
i	m-i	mi	mi-n	min	min-t	mints
i	l-i	li	li-f	lif	lif-t	lifts
i	f-i	fi	fi-ll	fill	fill-ed	filled

See what I
MEAN???



u	d-u	du	du-g	dug		
u	l-u	lu	lu-m	lum	lum-p	lump
u	j-u	ju	ju-s	jus	jus-t	just
u	g-u	gu	gu-l	gul	gul-ps	gulps



Kindness costs *NOTHING*...
But the things that it buys
are *PRICELESS!!!*

Kent

Kent dug.

Kent dug in sand.

Kent dug his hand in sand.

Kent dug in sand and felt a lump.

Kent lifts a big lump with his hands.

His lump is a big cask filled with mints.

Kent's big cask is just *filled* with big mints!

Kent yelps and gulps ten big mints with milk.

Long-Vowel Review

WORDS AT TOP HALF OF PAGE:

The pyramids in this section are all composed of long-vowel sounds. The diacritical mark for a long-vowel sound is “-” as in “sāme.” A long-vowel diacritical mark is called a “macron.” There are five pages in this section and one vowel to each page.

First read the words on top of the next page, working from left to right. Remember, blend the sounds together smoothly! Then write the words from dictation.

SENTENCES AT BOTTOM HALF OF PAGE:

After you are able to read these words smoothly and write them without error, you may begin reading the pyramid sentences on the bottom of the page.

Begin with the top word, as we have been doing, and continue reading down the page. With practice, you will be able to read farther and farther down the page—perhaps even the very last sentence! (But don’t worry if you can’t. Just do the best that you can.)

The long-vowel words in this section are all “silent-e” words—that is, they all have an “e” on the end, which changes the vowel from short to long.*

(Remember—try writing a few sentences, as well as words, from dictation.)

**Here are some examples of three-letter words using each short vowel. Notice how adding the “silent e” changes them to long vowel words:*

Ⓐ păn + e = pāne

Ⓔ pět + e = pēte

Ⓘ bīt + e = bīte

⓪ hōp + e = hōpe

Ⓤ cūt + e = cūte



a-te ate

d-a da da-te date

D-a Da Da-ve Dave

l-a la p-la pla pla-te

c-a ca ca-ke cake cake-s

J-a Ja Ja-ne Jane Jane-'s

Ā ā

*TRYING times
are not the times to
STOP trying!!!*



Dave

Dave ate.

Dave ate Jane's

Dave ate Jane's plate

Dave ate Jane's plate of date

Dave ate Jane's plate of date cakes.

P-e Pe Pe-te Pete

l-ea lea lea-n lean

l-ea lea lea-p leap

m-ea mea mea-n mean

l-ee lee f-lee flee flee-s

l-ea lea f-lea flea flea-s

Eē

Say what you *MEAN* and mean what you *SAY*...
But *DON'T* say it *MEAN*!



fleas



Fleas leap.



Mean fleas leap.



Lean, mean fleas leap.



Lean, mean fleas leap—Pete



Lean, mean fleas leap—Pete flees!



M-i	Mi	Mi-ke	Mike	ī ī	
f-i	fi	fi-ve	five		
n-i	ni	ni-ce	nice		
p-i	pi	pi-ne	pine		pine-s
h-i	hi	hi-ke	hike		hike-s
m-i	mi	mi-le	mile		mile-s

*The world is a **GREAT BOOK**...but those who never venture beyond their own horizons read only **ONE PAGE**...*

Mike

Mike hikes.

Mike hikes five

Mike hikes five miles.

Mike hikes five miles in nice

Mike hikes five miles in nice pines.



o-l	ol	ol-d	old	Ōō	
R-o	Ro	Ro-se	Rose		
w-o	wo	wo-ke	woke		
t-o	to	to-l	tol		tol-d
j-o	jo	jo-ke	joke		joke-s
d-o	do	do-ze	doze		doze-d

Rose

Rose dozed.

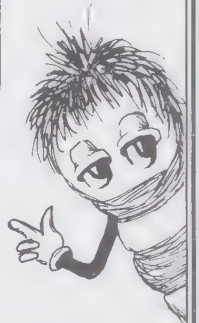
Rose dozed, woke

Rose dozed, woke, and

Rose dozed, woke, and told

Rose dozed, woke, and told old jokes.

*Every little bit
HELPS...
And every little quit
HURTS!*



u-se use

c-u cu cu-te cute

L-u Lu Lu-ke Luke

J-u Ju Ju-ne June

D-u Du Du-ke Duke

m-u mu mu-le mule mule-s

Ū ū

*Be bold in what you **STAND** for...
But be careful in what you **FALL** for!*

Luke

Luke, June

Luke, June, and

Luke, June, and Duke


Luke, June, and Duke use cute

Luke, June, and Duke use cute mules.




Long-Vowel Pyramids

Read the words on this page first, as before. When you are able to read them easily and spell them correctly, you may begin reading the pyramid on the next page. (Remember: *all* of the words on this page have a long vowel sound!)



Hmmm.....
That looks pretty hard.
Too much **WORK** to try!

(Which Dewey are **YOU**?)



Hmmm.....
That looks pretty hard.
Might be **FUN** to try!

a c-a ca ca-ve cave

a l-a la la-ke lake

a c-a ca ca-se case

ee d-ee dee dee-p deep

ee k-ee kee kee-p keep keep-s

i f-i fi fi-ve five

i p-i pi pi-ne pine

i p-i pi pi-le pile

i d-i di di-me dime dime-s

o c-o co co-ne cone cone-s

u J-u Ju Ju-ne June

Whether you think you
YOU'RE

can or think you can't...
RIGHT!!!

June

June keeps

June keeps dimes.

June keeps dimes in a cave.

June keeps dimes in a cave at a lake.

June keeps a case of dimes in a cave at a lake.

June keeps a case of dimes in a pile of pine cones.

June keeps a case of dimes in a pile of pine cones
in a deep cave at a lake.

a	K-a	Ka	Ka-te	Kate	
a	m-a	ma	ma-ke	make	
a	c-a	ca	ca-ke	cake	
a	t-a	ta	ta-ke	take	take-s

ea	t-ea	tea			
ee	s-ee	see	see-s	sees	
ea	ea-t	eat	eat-s	eats	
ea	m-ea	mea	mea-l	meal	
ea	b-ea	bea	bea-n	bean	bean-s

i	f-i	fi	fi-ne	fine	
i	b-i	bi	bi-te	bite	bite-s
i	l-i	li	li-me	lime	lime-s
i	wh-i	whi	whi-te	white	

o	h-o	ho	ho-me	home	
o	J-o	Jo	Jo-dy	Jody	

u	L-u	Lu	Lu-ke	Luke	
---	-----	----	-------	------	--

Shoot for the *MOON!*
Even if you miss,
you'll still land
among the *STARS!*



Kate

Kate and

Kate and Luke

Kate and Luke make

Kate and Luke make a fine cake.

Kate and Luke make a fine white cake.

Jody sees Kate and Luke's fine white cake.

Jody takes Kate and Luke's white cake home.

Jody eats a fine meal with beans, limes, tea, and

big bites of white cake!



Arrrgghh...the last sentence
on the next page is

TWENTY WORDS long!

This could take
forever...

hmmm... I wonder
what it says?

a	D-a	Da	Da-ve	Dave
a	b-a	ba	ba-ke	bake
a	d-a	da	da-te	date
a	pl-a	pla	pla-te	plate-s

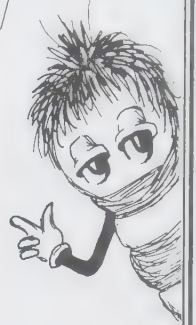
e	sh-ee	shee	shee-t	sheet-s
e	p-ea	pea	pea-ch	peach
e	t-ea	tea	tea-ch	teach

i	f-i	fi	fi-ve	five
i	n-i	ni	ni-ne	nine
i	t-i	ti	ti-ny	tiny
i	M-i	Mi	Mike	

oo	c-oo	coo	coo-k	cook-ies
----	------	-----	-------	----------

u	R-u	Ru	Ru-th	Ruth
---	-----	----	-------	------

What you *DO*
speaks louder than
what you *SAY!*



Ruth

Ruth and Dave

Ruth and Dave teach.

Ruth and Dave teach Mike.

Ruth and Dave teach Mike how to

Ruth and Dave teach Mike how to bake.

Ruth and Dave teach Mike how to bake five

Ruth and Dave teach Mike how to bake five

plates of tiny peach cakes and nine sheets

of date cookies!



*Troubles are like **BABIES**...
They only grow if you **NURSE** them!!!*


a	t-a	ta	ta-king	taking
a	b-a	ba	ba-by	baby
a	sh-a	sha	sha-dy	shady
a	l-a	la	la-ke	lake

ea	J-ea	Jea	Jea-n	Jean
ea	b-ea	bea	bea-ch	beach

i	l-i	li	li-kes	likes
i	M-i	Mi	Mi-ke	Mike
i	n-i	ni	ni-ce	nice

o	m-o	mo	mo-st	most-ly
---	-----	----	-------	---------

u	J-u	Ju	Ju-ne	June
---	-----	----	-------	------



*If you think you're too little to make
a difference, try getting in bed with a*

MOSQUITO!!

Jean

Jean likes

Jean mostly likes

Jean mostly likes taking

Jean mostly likes taking baby

Jean mostly likes taking baby Mike to

Jean mostly likes taking baby Mike to the

Jean mostly likes taking baby Mike to the nice

Jean mostly likes taking baby Mike to the nice,

shady beach at June Lake.

The LONG and the SHORT of It

(Mixed Vowel Warmup)

Reading short *and* long vowel pyramids together can be very tricky! To make it easier let's practice reading short- and long-vowel words just by themselves first, to get your skills up before reading pyramids made with these words. Read down each group of words, and then read each two-word phrase across the page, from left to right.

Optional activities: (1) Put phrases on flash cards. (2) Play **TREASURE CHEST**: Copy these two pages and cut phrases into individual strips. Fold them in half, and put them into a "Treasure Chest"—an empty tissue box is perfect! Choose cards one at a time and read them out loud. Repeat with as many cards as you can for that lesson.

a

rat	rate	gab	Gabe	Jack	Jake
back	bake	pan	pane	can	cane
Dan	Dane	Jan	Jane	Sam	same
Mack	make	lack	lake	pal	pale
rack	rake	tap	tape	bass	base
Cass	case	mad	made	tack	take

e

sell	seal	fell	feel	Les	lease
ten	teen	met	meat	set	seat
led	lead	fed	feed	pet	Pete
Tess	tease	dell	deal	men	mean
red	read	bed	bead	Ned	need

i

hid	hide	sit	site	fin	fine
pick	pike	fill	file	Kit	kite
Tim	time	win	wine	fill	file
dim	dime	pin	pine	Tim	time

O

hop hope

doll dole

not note

con cone

cop cope

pop pope

pock poke

mop mope

dot dote

lop lope

pock poke

jock joke

U

luck Luke

duck Duke

fuss fuse

muss muse

Russ ruse

dud dude

Now read these phrases, in which the long-vowel word is *not* derived from the short-vowel word. (Yes, you are absolutely correct—it will be more of a challenge!) Read across the page, put phrases on flash cards, or play “Treasure Chest” (page 46):

rat bite

pale wine

Dean sick

note Jack

Jan bakes

hide dime

Mike rode

ranch lake

dear pet

fish bite

hug Jane

mock vote

Jack woke

seek Jim

wide fin

get Jeep

weak leg

Jill weeps

lucky Pete

lame cat

pick lime

big meal

fine wig

keep van

tan home

bad joke

nap time

ham bake

dike leaks

hot tea

big seal

red cane

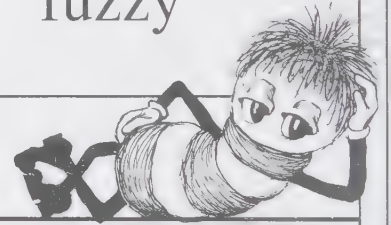
see pine

Mixed Vowel Pyramids

Just take it easy, and read as far as you can. Next time you'll read farther—you'll see!

Short-Vowel Words

a	Ja	Ja-n	Jan	Jan-'s
a	la	bla	bla-ck	black
a	ca	ca-tch	catch	catches
i	ki	kit	kit-ty	kitty
i	mi	mis	mis-ty	misty
u	fu	fuzz	fuzz-y	fuzzy



Long-Vowel Words

a	la	la-ke	lake	
a	wh-a	whale		
ee	dee	dee-p	deep	
i	ti	ti-ny	tiny	
i	di	di-ve	dive	dives
u	hu	hu-ge	huge	
u	cu	cu-te	cute	

EYESIGHT is more powerful
than *HEARSAY*!



Jan

Jan's tiny

Jan's tiny fuzzy

Jan's tiny, cute, fuzzy kitty

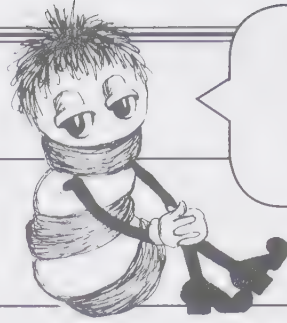
Jan's tiny, cute, fuzzy kitty dives deep.

Jan's cute, fuzzy kitty dives deep in a misty

Jan's tiny, cute kitty dives deep in a misty lake.

.....

Jan's tiny, cute, fuzzy kitty dives deep in a misty
lake and finds a *huge, black whale!*



*There is nothing we cannot
live **DOWN**, rise **ABOVE**,
and **OVERCOME**!*

Short-Vowel Words

a	ma	mad	Mad-dy	Maddy
a	sma	sma-ck	smack-ed	smacked
i	si	si-x	six-ty	sixty
o	go	gob	gob-bled	gobbled
u	cru	cru-n	crun-chy	crunchy
u	bu	but	but-ter	butter

Long-Vowel Words

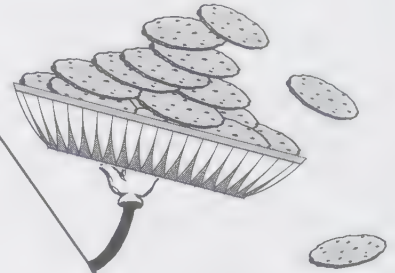
a	ba	ba-ke	bake-d	baked
ea	pea	pea-nut	peanut	
ea	drea	drea-m	dream-y	dreamy
ea	crea	crea-m	cream-y	creamy
i	li	li-me	lime	
oo	coo	coo-k	cook-ies	cookies



Maddy



Maddy baked.



Maddy baked crunchy



Maddy baked sixty crunchy

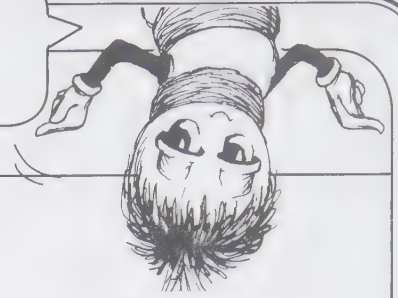
Maddy baked sixty crunchy peanut
butter cookies and

Maddy baked sixty crunchy peanut butter
cookies and ten dreamy lime cakes.



Maddy baked sixty crunchy peanut butter cookies
and ten dreamy, creamy lime cakes. Gus sneaked
in, smacked his lips, and *gobbled them all up!*

We learn to walk by
STUMBLING!



Short-Vowel Words

fi fi-sh fish

si si-ck sick

pi pi-nk pink

bu bu-n bun bun-s buns

mi mi-n min min-t mint

ca ca-n can can-dy candy

mu mu-n mun mun-ch munch-es

we we-d wed wed-ding wedding

Long-Vowel Words

ti ti-ny tiny

ca ca-ke cake

pea pea-s peas

bee bee-f beef

fee fee-l feel feel-s feels

pea pea-ch peach peach-es peaches



Gus

Gus munches.

Gus munches wedding

Gus munches wedding cake, fish,

Gus munches wedding cake, fish, peaches,

Gus munches wedding cake, fish, pink candy,

Gus munches cake, peaches, pink candy, ham,

Gus munches pink candy, peaches, beef, ham, figs,

.....

Gus munches wedding cake, fish, big buns, beans,
peaches, beef, ham, figs, pink candy, and peas.

He feels *sick* and sips mint tea!

Two-Consonant Beginnings

From now on short-vowel and long-vowel words will be mixed together. Diacritical marks will be used at first to help you read them. Clue: *făt* is the diacritical mark for *short* vowel sounds and *fāte* is the diacritical mark for *long* vowel sounds!

a

F-r	Fr	Fr-ă	Fra	Fra-n	Fran-'s
b-l	bl	bl-ă	bla	bla-ck	black
t-r	tr	tr-ă	tra	tra-ck	track
b-r	br	br-ā	bra	bra-ke	brake-s
t-r	tr	tr-āi	trai	trai-n	train

i

s-l	sl	sl-ĭ	sli	sli-p	slip-s
s-k	sk	sk-ĭ	ski	ski-d	skid-s
b-r	br	br-ĭ	bri	bri-m	brim
s-l	sl	sl-ĭ	sli	sli-ck	slick
s-k	sk	sk-ĭ	ski	ski-d	skid-s

O

s-t	st	st-ō	sto	sto-p	stop
b-r	br	br-ō	bro	bro-ke	bro-ken

It really hurts to crack a bone
But there's **ONE** thing
and that's a great

(Healing can take quite a while!)
it never does hurt to crack
big **SMILE!!!**



Fran's

Fran's slick

Fran's slick black

Fran's slick black train brakes.

Fran's slick black train brakes, skids

Fran's slick black train brakes, skids, and

Fran's slick black train brakes, skids, and slips.

Fran's slick black train brakes, skids, and slips to
a stop.



Fran's slick black train brakes, skids, and slips
to a stop at the *brim* of the *broken track*!



Some people see *difficulty*
in every opportunity...
Others see *opportunity*
in every difficulty!!!

a

G-r	Gr	Gr-ă	Gra	Gra-nt	Grant
c-r	cr	cr-ă	cra	cra-ck	crack
c-r	cr	cr-ă	cra	cra-g	crag-gy

e

c-r	cr	cr-ě	cre	cre-st	crest
s-t	st	st-ēē	stee	stee-p	steep

i

c-l	cl	cl-ĩ	cli	cli-ff	cliff
c-l	cl	cl-ĩ	cli	cli-ng	cling-s

o

g-r	gr	gr-ō	gro	gro-pe	grobe-s
-----	----	------	-----	--------	---------

u

b-r	br	br-ũ	bru	bru-sh	brush-y
-----	----	------	-----	--------	---------

Yesterday you may have been
discouraged . . .
But today you see something
you didn't see before . . .
Maybe that's what yesterdays
are **FOR!**



Grant

Grant gropes.

Grant gropes and clings.

Grant gropes and clings to a
crack.

Grant gropes and clings to a crack on the
crest of

Grant gropes and clings to a crack on the
crest of the craggy

Grant gropes and *clings to a crack* on the *crest*
of the craggy, brushy, *steep cliff!*

Now you're getting into even
Longer sentences!

(Count the words in the very last sentence on the next page!)



e

s-t	st	st-ě	ste	ste-p	step
c-r	cr	cr-ēē	cree	cree-p	creep
s-l	sl	sl-ēē	slee	slee-p	sleep

i

s-l	sl	sl-ĩ	sli	sli-p	slip
t-r	tr	tr-ĩ	tri	tri-p	trip
f-l	fl	fl-ĩ	fli	fli-p	flip
s-k	sk	sk-ĩ	ski	ski-d	skid
s-p	sp	sp-ĩ	spi	spi-n	spin
s-l	sl	sl-ī	sli	sli-de	slide
f-r	fr	fr-ĩ	fri	fri-sk	frisk-y

O

s-t	st	st-ō	sto	sto-p	stop
t-r	tr	tr-ō	tro	tro-t	trot
f-l	fl	fl-ō	flo	flo-p	flop



*It's good to speak straight
but be sure it originates*

*from the **SHOULDER**,
from **HIGHER UP!***

Julie's

Julie's frisky

Julie's frisky kids

Julie's frisky kids creep.

Julie's frisky kids creep, step, slide.

Julie's frisky kids creep, step, slip, slide, trip.

Julie's frisky kids creep, step, slip, slide, trip, trot.

Julie's frisky kids creep, step, slip, slide, trip, trot,
flip, flop, skid, spin—stop—and then *sleep!*



a

p-l	pl	pl-ă	pla	pla-n	plan-s
p-l	pl	pl-ā	pla	pla-te	plate-s
b-l	bl	bl-ă	bla	bla-ck	black
c-r	cr	cr-ă	cra	cra-b	crab-s
c-l	cl	cl-ă	cla	cla-m	clam-s
f-l	fl	fl-ā	fla	fla-ky	flaky
g-r	gr	gr-ā	gra	gra-pe	grape-s

e

F-r	Fr	Fr-ě	Fre	Fre-d	Fred
f-r	fr	fr-ě	fre	fre-sh	fresh
g-r	gr	gr-ēe	gree	gree-n	green
c-r	cr	cr-ēa	crea	crea-m	cream
t-r	tr	tr-ēa	trea	trea-t	treat-s

u

p-l	pl	pl-ŭ	plu	plu-m	plum-s
c-r	cr	cr-ŭn	crun	crun-ch	crunch-y
p-r	pr	pr-ū	pru	pru-ne	prune

People are a lot like cars... some are best racing up a hill, others drifting down a hill
... and when you hear one knocking *WRONG* under all the time, it's a sure sign something's
the *HOOD!*



Fred

Fred plans.

Fred plans plates of

Fred plans plates of black plums.

Fred plans plates of black plums, green grapes,

Fred plans plates of black plums, green grapes,
fresh crabs, and flaky

.....

Fred plans plates of black plums, green grapes,
fresh crabs, crunchy clams, and flaky prune treats
with fresh cream!

R-Modified Vowels

When vowels are followed by the letter “r” they make new sounds, which are neither short nor long. This new sound has been modified by the letter “r.” The diacritical mark for an r-modified “a” word such as “park” is called an “umlaut,” and looks like this: **ar=ä r**

The diacritical mark for an r-modified “o” word as in “pork” is called a “circumflex,” and looks like this: **ôr.** There are many spellings for this sound:

Or (pork), **ar** (warn), **oor** (door), **ore** (more), **our** (four), **oar** (soar)

But the diacritical mark for “or” as in “work” looks like this: **ur.** There are many different spellings for this sound as well:

or (work), **er** (fern), **ir** (bird), **ur** (burn), & **ear** (pearl)

Whew!



är

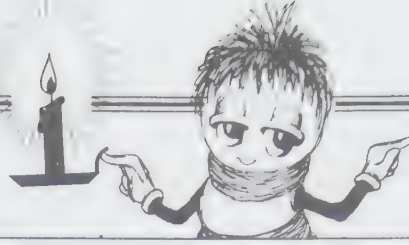
är	Mar	Mar-k	Mark
är	har	har-d	hard
är	char	char-d	chard
är	gar	gar-den	garden

ôr

ôr	cor	cor-n	corn
ôr	nor	s-nor-es	snores
ôr	por	por-ch	porch
ôr	war	war-m	warm

ur

ur	nor	Con-nor	Connor
ur	wor	wor-k	work
ur	Fer	Fer-n	Fern



Self-reliance is like a candle...No matter how dark things get,
it will *always* help you find your way!

Connor

Connor works.

Connor and Fern work.

Connor and Fern work hard growing

Connor and Fern work hard growing corn.

Connor and Fern both work hard growing corn and
chard in the garden.

Connor and Fern both work hard growing corn
and chard in the garden, and Mark and Bert



Connor and Fern both work hard growing corn
and chard in the garden, and Mark and Bert
snore and *snore* on the *warm porch!*

All of the words on this page have the **ur** sound, even though they are spelled in many different ways:

er

er	G-er	Ger	Ger-t	Gert
er	H-er	Her	Her-b	Herb
er	f-er	fer	fer-n	fern
er	p-er	per	per-fect	perfect

ir

ir	f-ir	fir	fir-m	firm
----	------	-----	-------	------

or

or	w-or	wor	wor-ms	worms
----	------	-----	--------	-------

ur

ur	b-ur	bur	burn-t	burnt
ur	t-ur	tur	tur-n	turn

ear

ear	s-ear	sear	sear-ch	search
ear	ear-th	earth		
ear	p-ear	pear	pear-l	pearl

Watch out for your tongue...
It's usually wet, and likely to

SLIP!

Gert

Gert and

Gert and Herb

Gert and Herb search for

Gert and Herb search for worms.

Gert and Herb search for worms in the
firm earth.

Gert and Herb search for worms in the firm
earth by the burnt fern.

.....

Gert and Herb search for worms in the firm earth
by the burnt fern and turn up
a perfect pearl!

är	shar	shar-k	shark
är	smar	smar-t	smart
är	dar	dar-k	dark
är	Bar	Bar-t	Bart

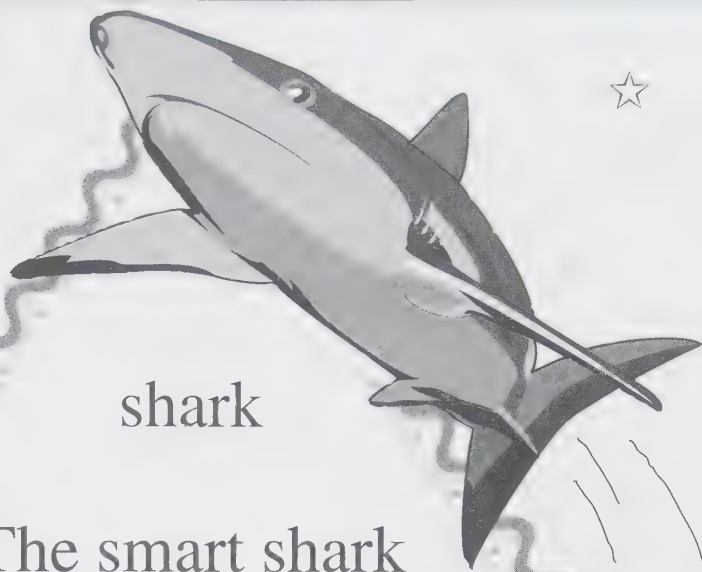
ôr	for	for-th	forth
ôr	stor	stor-my	stormy
ôr	snor	snor-ts	snorts
ôr	soar	soar-s	soars

ur	lur	lur-ks	lurks
ur	mur	mur-ky	murky
ur	cur	cur-ls	curls
ur	tur	tur-ns	turns
ur	bur	bur-sts	bursts
ur	sear	sear-ch	searches

är

ôr

ur



shark

The smart shark

The smart shark lurks.

The smart shark lurks in the

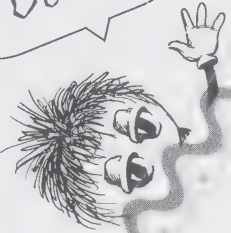
The smart shark lurks in the dark
stormy sea, and snorts.

The smart shark lurks in the dark stormy sea,
and snorts, curls, jerks, and turns.

.....

The smart shark lurks in the dark, stormy sea,
and snorts, curls, jerks, and turns. It searches
for Bart. It bursts forth and *soars!*

WATCH
OUT!!!



Long-Vowel Digraphs

Digraphs are two letters that make one sound. This lesson will present practice with long-a and long-e digraphs. (No, “y” isn’t a digraph, but it sounds like long-e!)

\bar{a} =ay, $\bar{a}i$

\bar{e} =ie, $i\bar{e}s$, y

\bar{a}

ay	pl	pl-ay	play
ay	gr	gr-ay	gray
ay	str	str-ays	strays
ay	cr-ay	cr-ay-fish	crayfish
ai	fai	fai-nt	faints
ai	trai	trai-l	trail
ai	pai	pai-l	pail
ai	frai	frai-l	frail

\bar{e}

ie	Ka	Ka-tie	Katie
ie	Deb	Deb-bie	Debbie
ies	kit	kit-ties	kitties
ies	pan	pan-sies	pansies
y	car	car-ry	carry



The *DISTANCE* we travel is never as important as the *DIRECTION*!



Katie



Katie and Debbie



Katie and Debbie carry



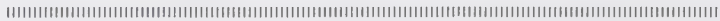
Katie and Debbie carry a pail.



Katie and Debbie carry a pail of frail gray

Katie and Debbie carry a pail of frail gray kitties
on a trail in a field.

Katie and Debbie carry a pail of frail gray kitties
on a trail in a field of pansies and play.



Katie and Debbie carry a pail of frail gray kitties
on a trail in a field of pansies and play.

A kitty strays away and gets bit by a mean crayfish.

Katie faints!

Here are the long-vowel digraphs used in this pyramid:

$\bar{i}=y$

$\bar{o}=oe, oa, ow$

$\bar{u}=oo, ue, ew, ui$

\bar{i}

y shy

y spy

\bar{o}

oe Joe

oa coa coa-st coast

oa roa roa-d road

ow slow slow-ly slowly

ow sha-dow shadow

\bar{u}

oo moo moo-n moon

oo stoop stoop-ing stooping

ue Sue

ue bl-ue blue

ew ch-ew chew-ing chewing

ui crui-se cruise

ui fr-uit fruit



ONE way to get high blood pressure
is to go *MOUNTAIN CLIMBING*
over *MOLEHILLS!*

Joe

Joe and Sue

Joe and Sue cruise slowly.

Joe and Sue cruise slowly on a
road and spy a shadow.

Joe and Sue cruise slowly on a road and spy
a shadow stooping under

Joe and Sue cruise slowly on a road and spy a
shadow stooping under the blue moon.

That shadow is

Joe and Sue cruise slowly on a road and spy
a shadow stooping under the blue moon.

That shadow is a shy moose chewing fruit!

Here are the long-vowel digraphs that are used in this pyramid:

\bar{a} =ay

\bar{i} =ie

\bar{o} =oa, ow

\bar{u} =oo, ui

\bar{a}

ay gr-ay gray
ay cr-ay cray-fish crayfish

\bar{i}

ie fried
y rye

\bar{o}

oa roa roast
oa toa toads
oa toa toast
oa loa loaves
ow bow bowls
ow yel yel-low yellow

\bar{u}

oo goo goose
oo choo choose choos-es
ui crui cruise

TEACHERS
but you walk in

Gus

open the door
YOURSELF!

Gus choose

Gus chooses a cruise

Gus chooses a cruise with
loads of cream pies,

Gus chooses a cruise with loads of cream
pies, plain rye loaves,

Gus chooses a cruise with loads of cream pies, plain
rye loaves, pails of fried toads,

Gus chooses a cruise with loads of cream pies, plain
rye loaves, pails of fried toads, bowls of gray crayfish,

.....

Gus chooses a cruise with loads of cream pies, plain
rye loaves, pails of fried toads, bowls of gray crayfish,
toast, and a yellow roast goose.

Short-Vowel Digraphs

Short-vowel digraphs can be spelled many different ways, just as long-vowel digraphs can. Here are the short-vowel digraphs used in this pyramid:

ě=ai

ĩ=y

õ=a

ũ=o, a, ou

ě

ai

moun-tain

mountains

ĩ

y

Lynn

Lynn's

y

syr-up

syrup

õ

a

fa

fa-ther

father

a

wan

Wan-da

Wanda

ũ

o

of

o

ton

o

love

a

so-da

soda

o

moth-er

mother

ou

dou-ble

double

o

hon-ey

honey

a

ban-an

ban-an-a

banana

Put your troubles in a pocket
that has a *HOLE* in it!

Lynn's

Lynn's father and

Lynn's father and Wanda's
mother just love to watch

Lynn's father and Wanda's mother just
love to watch Gus munch a ton of

Lynn's father and Wanda's mother just love to watch
Gus munch a ton of double banana nut sodas

Lynn's father and Wanda's mother just love to watch
Gus munch a ton of double banana nut sodas
with mountains

.....

Lynn's father and Wanda's mother just love to watch
Gus munch a ton of double banana nut sodas with
mountains of honey syrup.

Here are the short-vowel digraphs used in this pyramid:

ě=ea

ĩ=y

õ=a

ũ=o, a, ou

ě

ea	dea	deaf	
ea	rea	ready	
ea	heav	heav-y	heavy
ea	lea	lea-ther	leather
ea	sw-ea	swea-ter	sweaters

ĩ

y	Syl	Syl-via	Sylvia's
---	-----	---------	----------

õ

a	was	was-p	wasp
a	want	want-ed	wanted
a	wan	wan-der	wander-ed

ũ

ou	touch		
o	cov	cov-er	covered
a	a-mong	among	
o	no	no-thing	nothing
ou	cous	cous-ins	cousins

When opportunity knocks, don't be the one who says

CAN SOMEBODY GET THAT?

Once

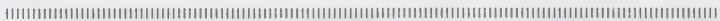
Once a deaf

Once a deaf wasp wandered.

Once a deaf wasp wandered among
Sylvia's cousins.

Once a deaf wasp wandered among Sylvia's
cousins and wanted to touch them,

Once a deaf wasp wandered among Sylvia's cousins
and wanted to touch them but they were covered.



Once a deaf wasp wandered among Sylvia's
cousins and wanted to touch them, but they were
covered with heavy leather sweaters.



Here are the short-vowel digraphs used in this pyramid:

ě=ea, ai

ĩ=y, ui

ũ=o, a, ou

ě

ea	read	read-y	ready
ea	stead	stead-y	steady
ea	stead	in-stead	instead
ai	a-gain	against	
ai	tain	moun-tain	mountain
ai	tain	foun-tain	fountain

ĩ

i	ril	Cy-ril	Cyril
y	Fly	Flynn	Flynn's
y	crys	crys-tal	crystal
y	lyr	lyr-i-cal	lyrical
y	typ	typ-i-cal	typical
ui	bui	build	
ui	build	build-ing	building

ũ

o	of		
o	bro	bro-ther	brother
a	was		
a	a-bove	above	
ou	count	count-ry	country



When you *ADD* to the truth,
you *SUBTRACT* from it!

Flynn

Flynn's brother



Flynn's brother Cyril



Flynn's brother Cyril was ready
to build a typical



Flynn's brother Cyril was ready to build
a typical country building.



Flynn's brother Cyril was ready to build a typical
country building above a fountain.

Flynn's brother Cyril was ready to build a typical
country building above a fountain instead of



Flynn's brother Cyril was ready to build a typical
country building above a fountain instead of
against a mountain.

Multisyllable Word Mini-Pyramids

In this section we shall practice stringing syllables together to make longer or multisyllable words. We'll call them mini-pyramids because that's what they are—little pyramids!

Syllables are the parts into which longer words can be divided. Each syllable contains one vowel sound—and that's how you can always tell how many syllables there are in a word. The small word or syllable on top builds by syllables into the long multisyllable word on the bottom of each mini-pyramid. The longest word in the world can be read easily, once it is broken up into syllables!

There is one word in each mini-pyramid, and two mini-pyramids are incorporated in each sentence. Read the first word and then write it from dictation. Repeat with the second word, and then read the sentence itself. It's fun to “build” long words, and it's interesting to read them in sentences! With practice you will be able to read them faster and faster—perhaps on sight. Take your time, though—your focus right now is on learning how to read long words *accurately* and not to guess at them. The focus is not on trying to read them *fast*. Speed will come later, with practice.

You may not understand what some of these words mean. Look them up in the dictionary! Not only will it give you the exact definition of these words, but the diacritical marks used over the letters will help you know how to pronounce them, as will the accent marks over the syllables in this book.

A summary of all multisyllable words is in Part Four in back of the book, on page 130. It's a lot of fun building **very long** words from *very short* words!

NOTE: Sometimes the middle syllables of mini-pyramids are actually real words themselves. They may be pronounced differently because they are accented according to how they are read in the final multisyllable word on the next line.*

**For example, in this book “con'-front” has the accent on the first syllable because that is how we pronounce it when we read “con'-fron-tá-tion” in the next line. But the correct pronunciation for that word without the suffix is really “con-front.”*

lent
tal'-ent
tal'-ent-ed



art
ar-tis'
ar-tis'-tic

Chris is very talented and makes artistic book covers.

press
im-press'
im-pres'-sion



get
for-get'
for-get'-ful

I have the impression that Dor can be a bit forgetful.

sent
pre-sent'
pre-sent'-ed

chant
en-chant'
en-chant'-ing

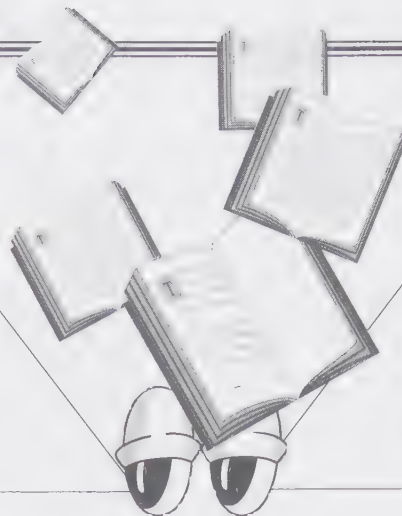
Robin presented Chris with an enchanting baby boy.

den
sud'-den
sud'-den-ly

cape
es-cape'
es-cap'-ing

Suddenly Andy and Jason see the big fish escaping.

rent
cur-rent
cur-rent-ly



cult
fi-cult
dif-fi-cult

Jamie is currently reading ex-treme-ly difficult books.

pare
pre-pare
pre-par-ing

doc
doc-u
doc-u-ment

Barbara is preparing a thick document for Norm.

sense
sen-si
sen-si-tive

ten
ten-der
ten-der-ness



Ruth's sensitive little dog needs a lot of tenderness.

tend
pre-tend'
pre-tend'-ing



vest
in-vest'
in-vest'-ment

Katie is pretending that the investment is real gold.

tend
ex-tend'
ex-tend'-ing

form
per-form'
per-form'-ance

The club is extending Margo's great performance.

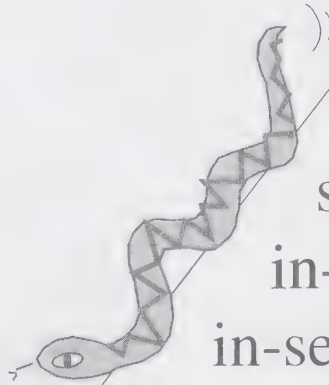
test
pro-test'
pro-test'-ing



gust
dis-gust'
dis-gust'-ing

Brian is protesting the disgusting slug in his mug.

like
un-like'
un-lik'-a-ble



sense
in-sen'-si
in-sen'-si-tive

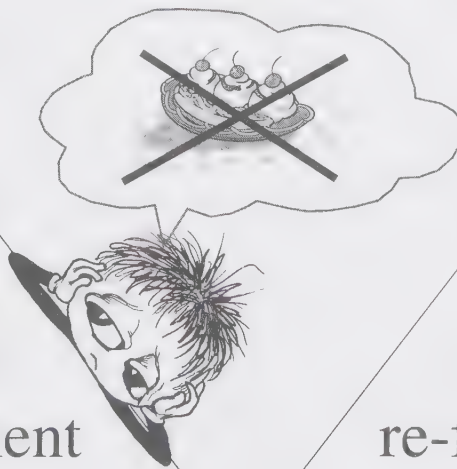
Justine says snakes are unlikable, insensitive pets.

hen
pre-hend'
com'-pre-hends'

ice
price
price'-less

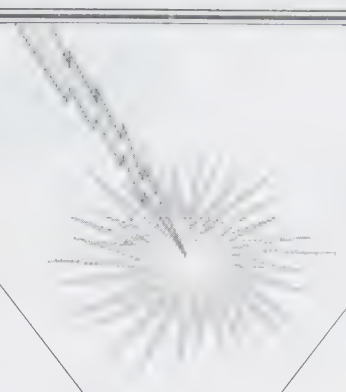
Leslie comprehends that the old coin is priceless.

pun
pun'-ish
pun'-ish-ment



fresh
re-fresh'
re-fresh'-ments

As punishment, Gus did not get any refreshments.



here
co-her-é'
in-co-her-é'-ent




men
tre-men-é'
tre-men-é'-dous

Phoebe was incoherent after the tremendous storm.



con
con-clu-é'
con-clu-é'-sive

res
re-son-é'
re-son-é'-si-ble

This proved conclusively that Irv wasn't responsible.

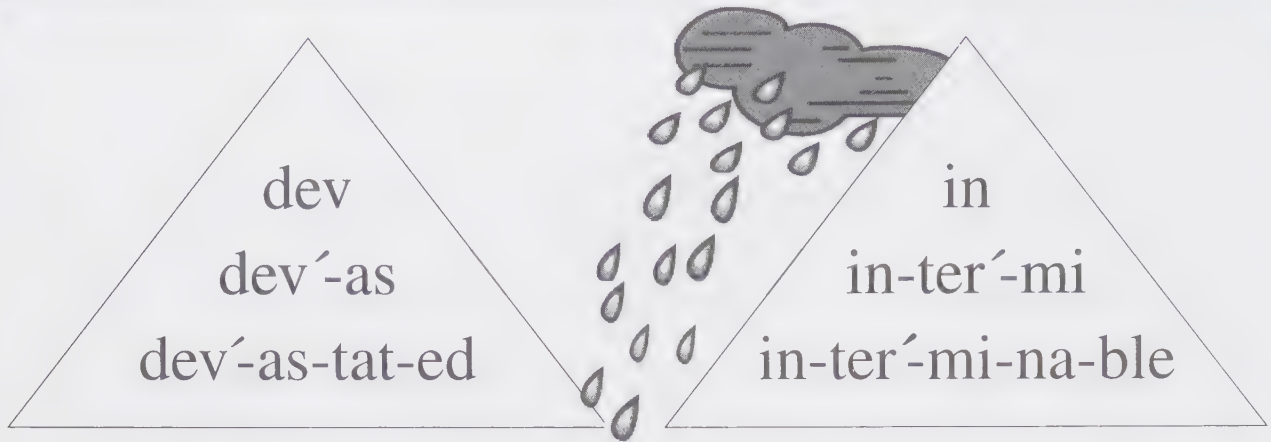


port
im-port-é'
im-por-é'-tant

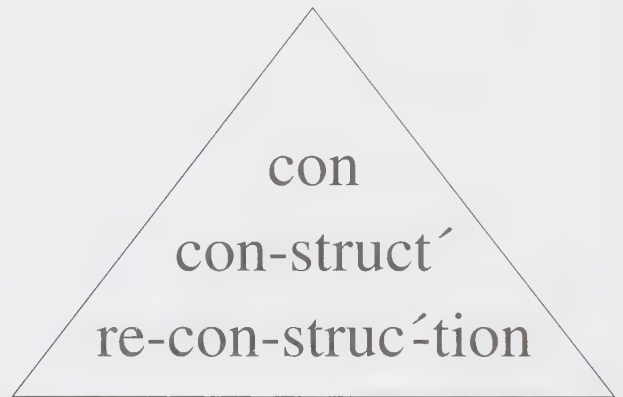
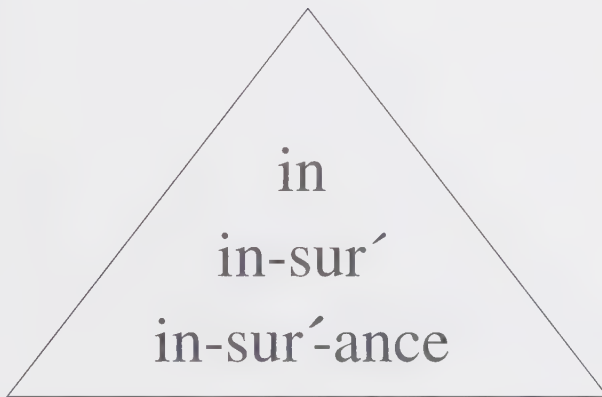


ter
ter-é'-mi
ex-ter-é'-mi-nate

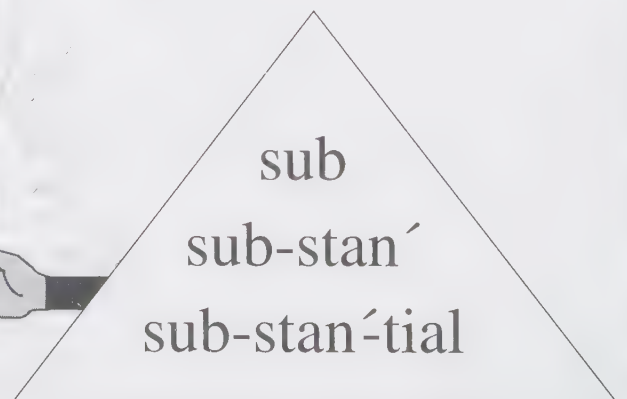
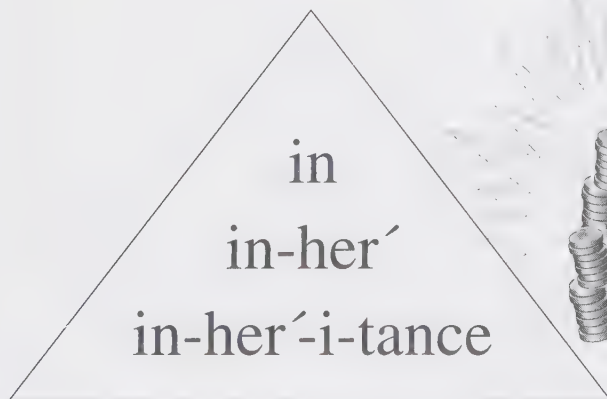
It is important that Bob exterminates all the bugs!



David was devastated by the interminable flood.

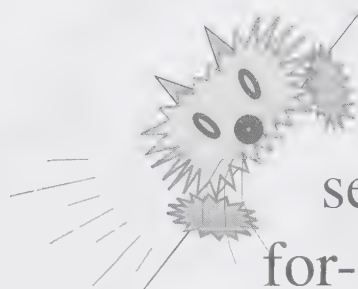


Ken's insurance will pay for all reconstruction costs.



She had a very substantial inheritance from her aunt.

land
out-land'
out-land'-ish



see
for-see'
un'-for-see'-a-ble

Stinson's antics are outlandish and unforeseeable.

firm
con-firm'
con-firm'-ing

point
ap-point'
ap-point'-ment

Alex is confirming his baseball game appointment.

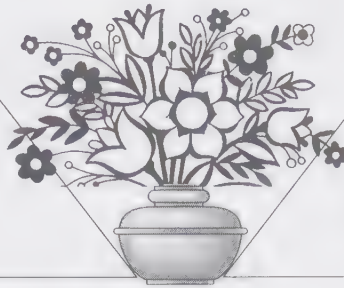
rest
in'-ter-est'
in'-ter-est'-ing



vest
in-vest'
in-vest'-ment

Ralph and Maryann made a very interesting investment.

ten
in-ten'
in-ten'-sive



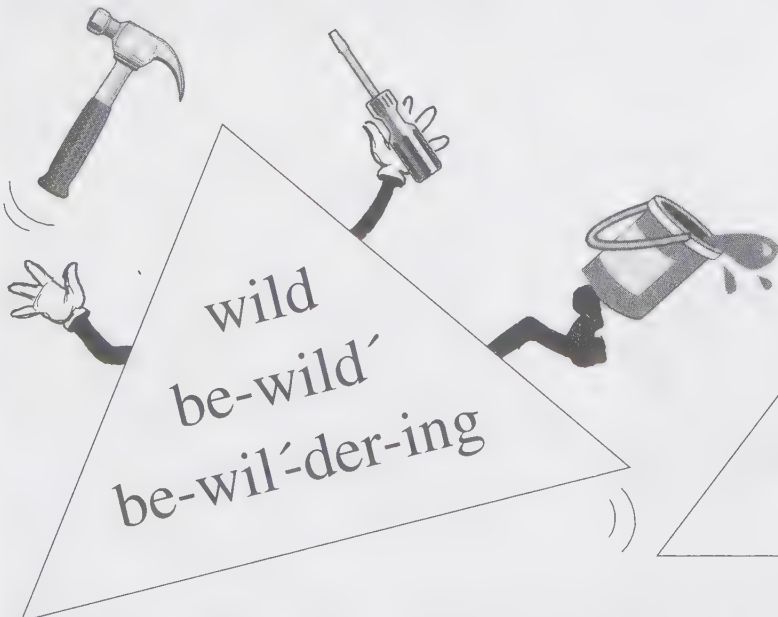
part
de-part'
de-part'-ment

Mom is doing well in the intensive care department.

dent
ci-dent'
ac'-ci-dent'

vent
pre-vent'
pre-ven'-ta-ble

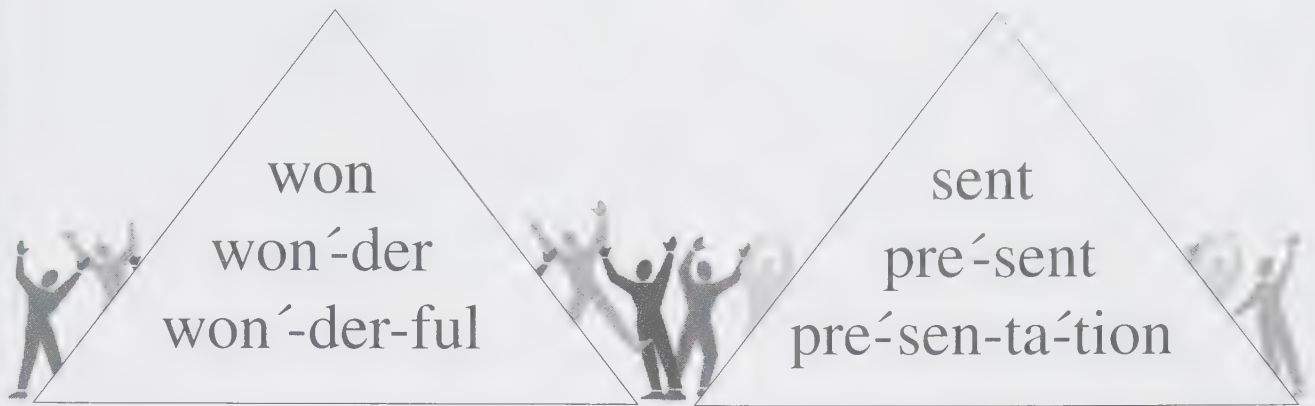
Fredda told me that the accident was preventable.



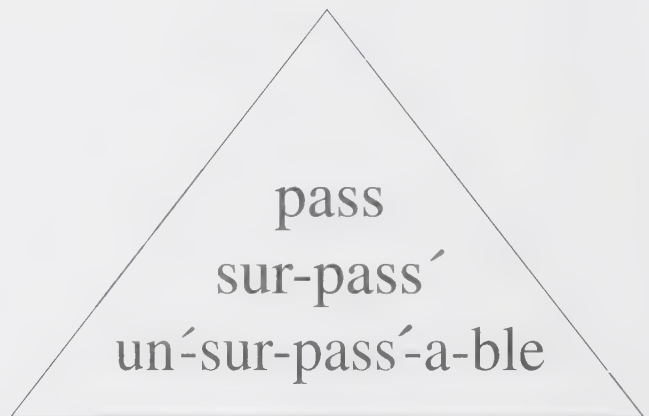
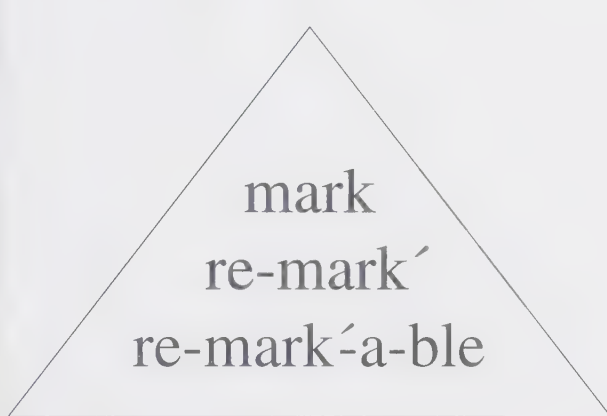
wild
be-wild'
be-wil'-der-ing

man
hu'-man
su'-per-hu'-man

Arne has bewildering and superhuman projects.



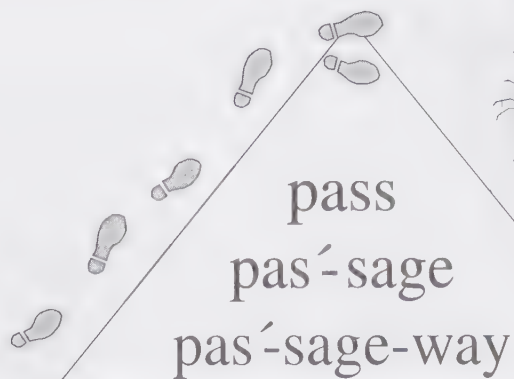
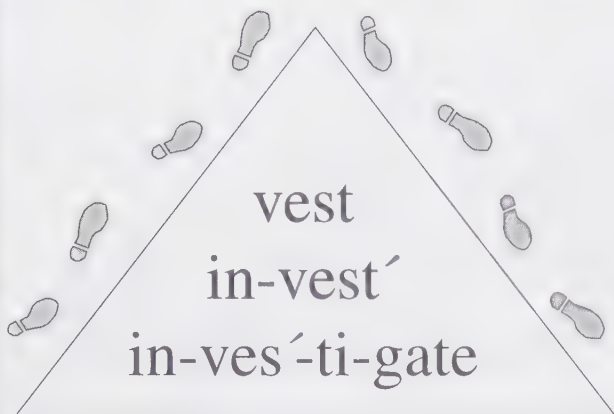
Lesley gave a truly wonderful, inspiring presentation.



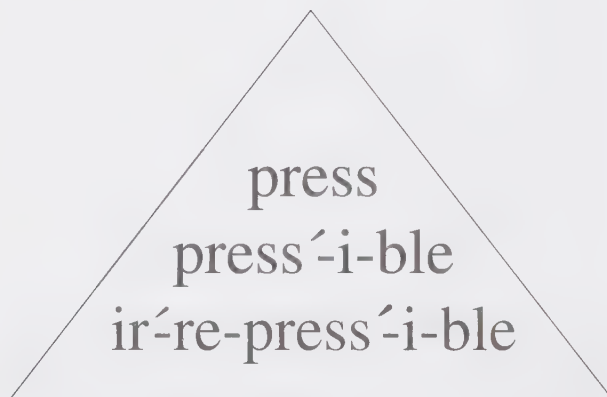
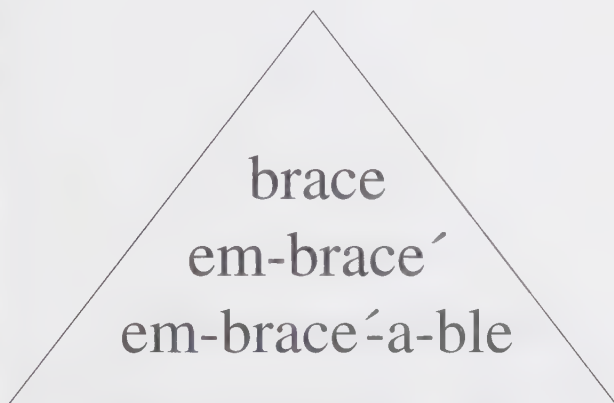
Linda and Rick do a remarkable, unsurpassable job.



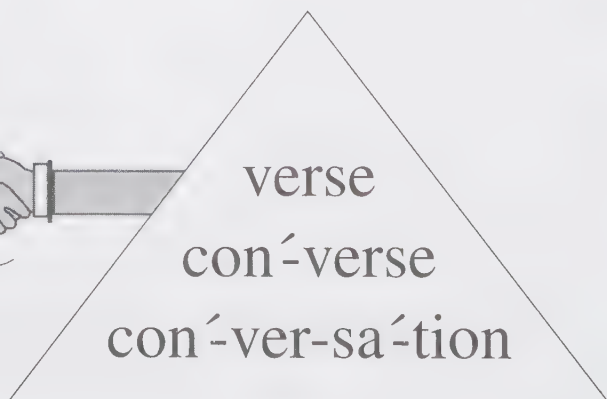
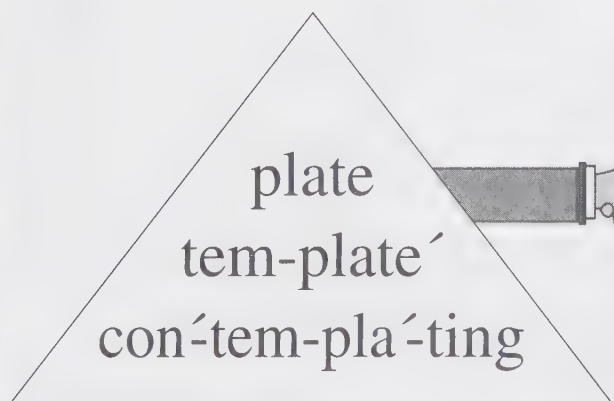
Ashley is contented and contemplates her dinner.



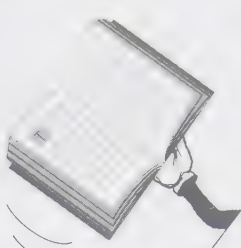
Judy will investigate that deep, dark passageway.




Connor is an embraceable and irrepressible toddler.



Paul is still contemplating their brief conversation.



cover
dis-cov'er
dis-cov'er-ing




for
for'-mi
for'-mi-da-ble

Scott is discovering that Joel's homework is formidable.


fort
com'-fort
com'-fort-a-bly

part
com-part'
com-part'-ment

Jesse sits comfortably in the plane's big compartment.



maze
a-maze'
a-maz'-ing



tell
in-tell'
in-tel'-li-gent

Chris is an amazing and intelligent soccer coach.

mark
re-mark'
re-mark'-a-bly



tent
con-tent'
con-tent'-ed

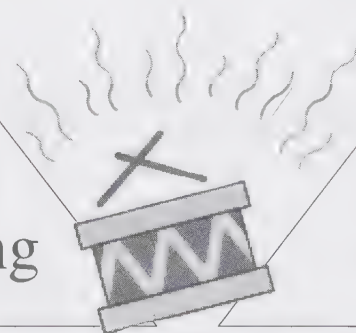
Ben truly is a remarkably contented young man.

arc
sub-arc'
sub-arc'-tic

mark
mar'-ket
su'-per-mar'-ket


Julie is freezing in this cold, subarctic supermarket.

cov-er
dis-cov'-er
dis-cov'-er-ing



as
as-tound'
as-tound'-ing

Hunter is discovering Tyler's astounding drum set.



men
pli-men'
com'-pli-ment'-ed

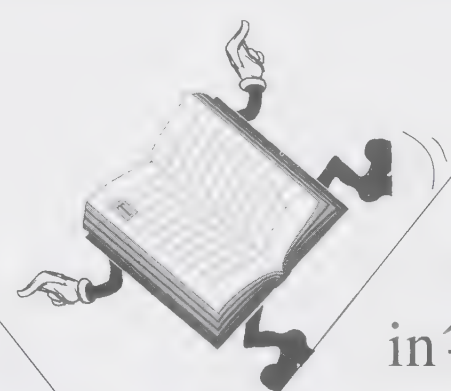
maze
a-maze'
a-maz'-ing

Teresa gets complimented for doing an amazing job.

pare
pre-pare'
pre-par'-ing

tab
es-tab'-lish
es-tab'-lish-ment


Patti is preparing Courtney's newest establishment.



hen
pre-hend'
com'-pre-hends'

rest
in'-ter-est'
in'-ter-est'-ing

Steven comprehends Jimmy's interesting book.



brace
em-brace'
em-brace'-a-ble

sense
sen'-si-tive
su'-per-sen'-si-tive

Kiwi was an embraceable but supersensitive kitty.

lock
in'-ter-lock'
in'-ter-lock'-ing

bin
com'-bin
com'-bi-na'-tion

Jeff and Sharon's lock has an interlocking combination.

rent
cur'-rent
con-cur'-rent-ly

com
com'-pli
com'-pli-cat'-ed

Lindsay's kids concurrently read complicated books.



fan
fan-tas'
fan-tas'-tic

mem
mem-ber
re-mem-bered



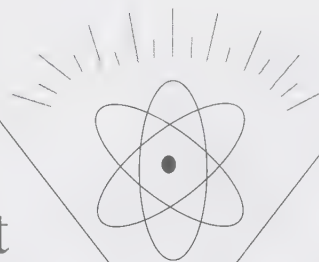
Connor was fantastic and will always be remembered.

be
be-gin'
be-gin'-ning

sub
sub-trac'
sub-trac'-tion

Chad and Carly are beyond beginning subtraction.

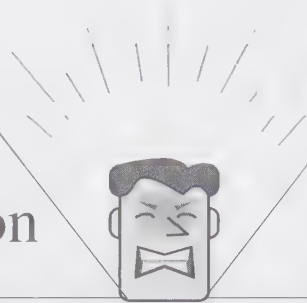
in
in-tel'
in-tel'-li-gent



bun
a-bun'
a-bun'-dant

Debra is very intelligent and has abundant energy.

front
con-front
con-fron-ta-tion



cat
del-i-ca
del-i-ca-tes-sen

Adam avoided the big confrontation in the delicatessen.

day
yes-ter
yes-ter-day

set
up-set
up-set-ting

The news on TV yesterday was upsetting to Warren.

flag
con-flag
con-fla-gra-tion



for
un-for
un-for-tu-nate

That sudden conflagration was most unfortunate.



form
trans-form'
trans'-for-ma'-tion



fan
fan-tas'
fan-tas'-tic

The transformation with Pam's twins is just fantastic!

math
math'-e-ma
math'-e-mat'-ics

pet
re-pet'
re-pet'-i-tive

Mathematics needs a great deal of repetitive study.

pen
pend'-ent
in'-de-pend'-ent



press
re-press'
ir'-re-press'-i-ble

Allison and Ryan are independent, irrepressible kids.

en'-er
en'-er-get'
en'-er-get'-ic



sub
sub'-sti
sub'-sti-tute

Cassie is a truly kind and energetic substitute teacher.

duct
in'-tro-duct'
in'-tro-duc'-tion

be
be-wil'
be-wil'-der-ing

Dee felt her introduction was odd and bewildering.

sent
sent'-i-men'
sen'-ti-men'-tal

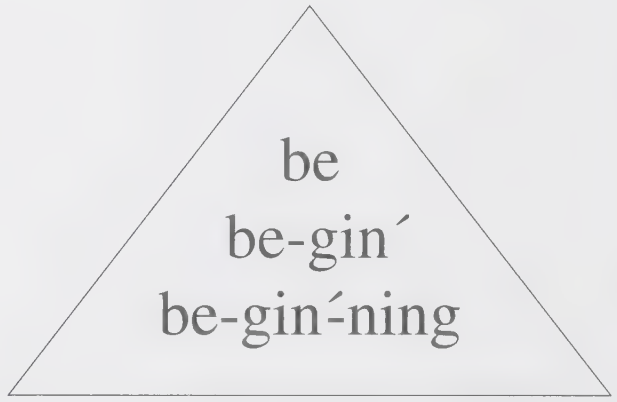
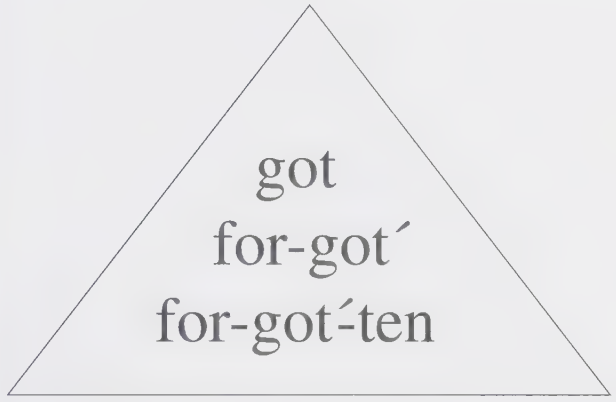


in
in'-ter-con'
in'-ter-con'-ti-nen'-tal

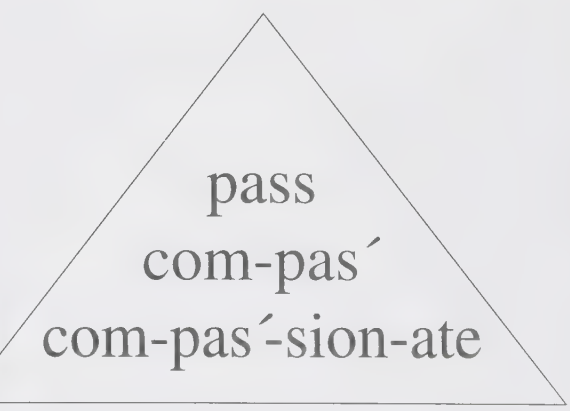
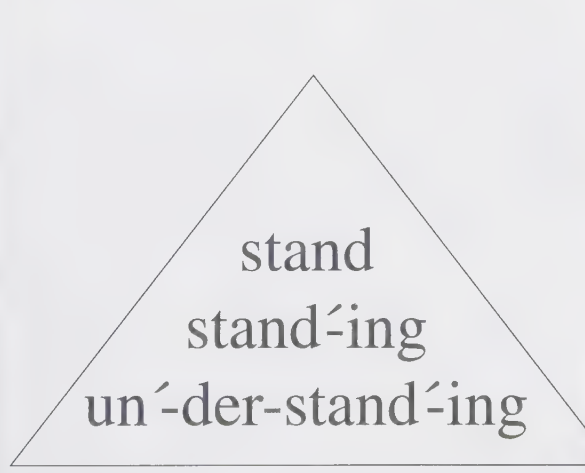
John gets sentimental over intercontinental travel.



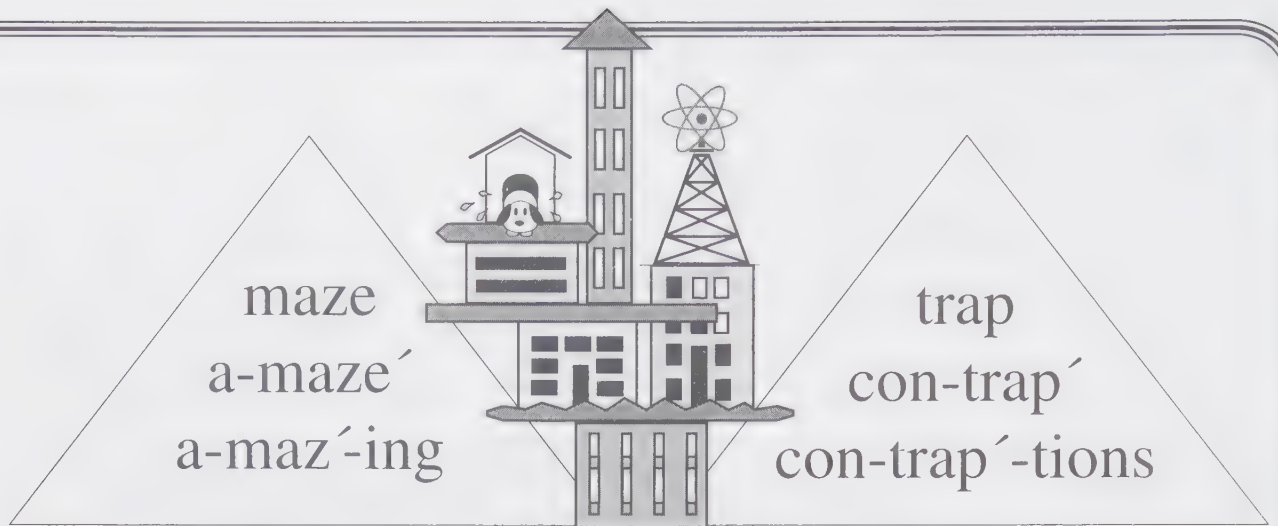
Austen is a very sparkling and dramatic child.



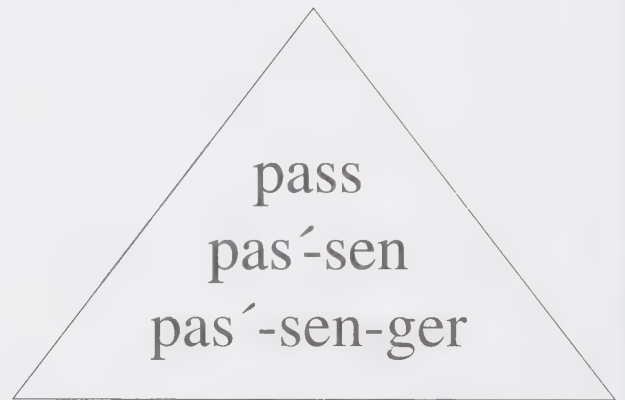
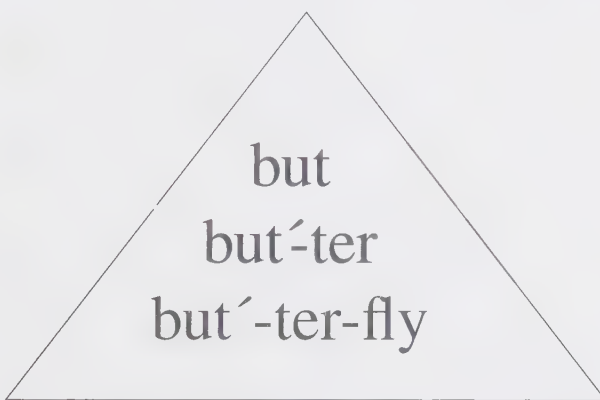
Lorraine had not forgotten the beginning of the poem.



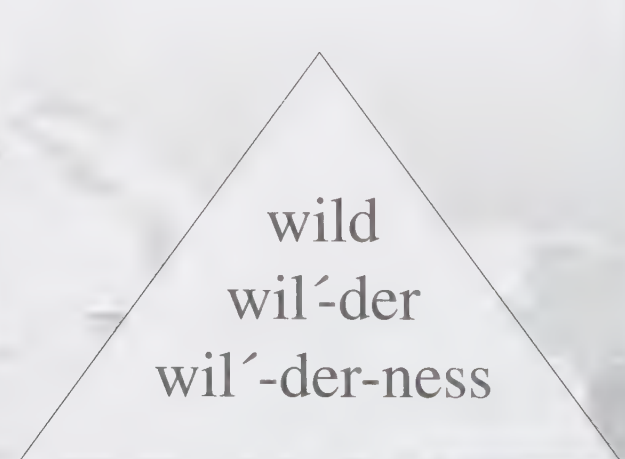
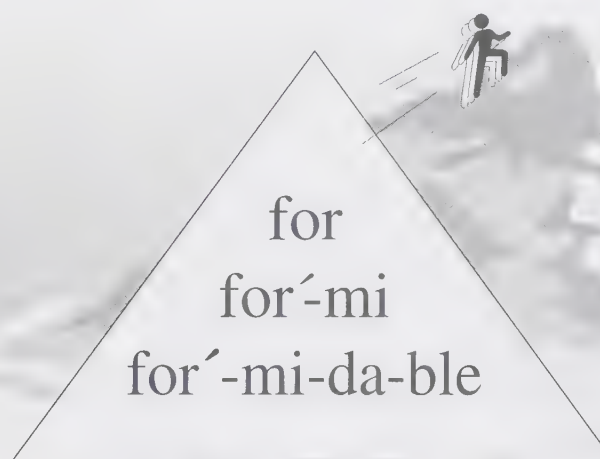
Claire is an understanding and compassionate friend.




Connor loves to build the most amazing contraptions.



Bobbie found a blue butterfly on the passenger seat.



Jim went on a formidable hike in the wilderness.



out
out-stand´
out-stand´ing


pen
dis-pen´
in´dis-pen´-sa-ble

Olga's outstanding cookies are truly indispensable.

ant
an´te
an´te-lope

day
hol´i
hol´-i-day

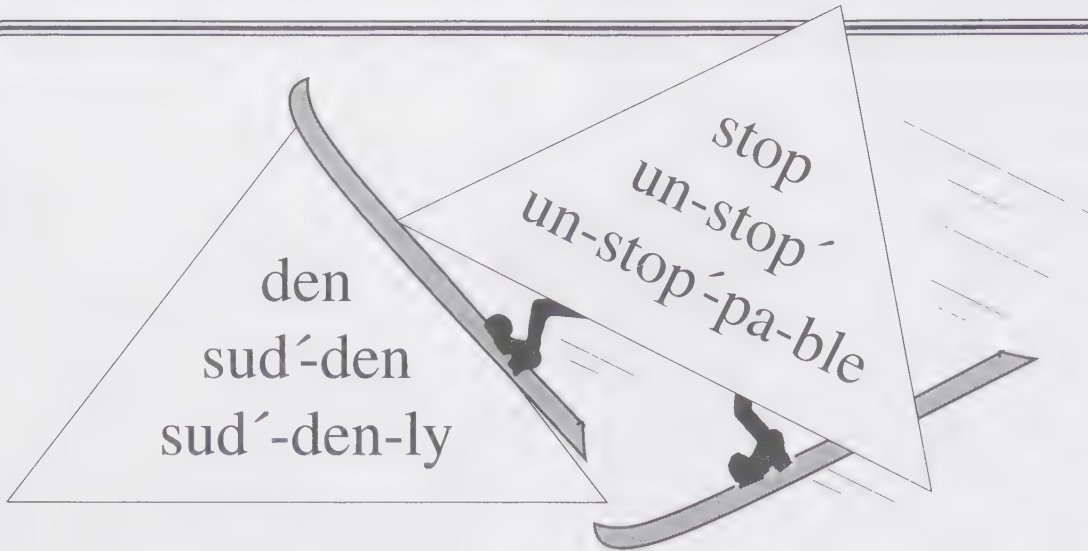
Ginny saw a tiny baby antelope while on holiday.



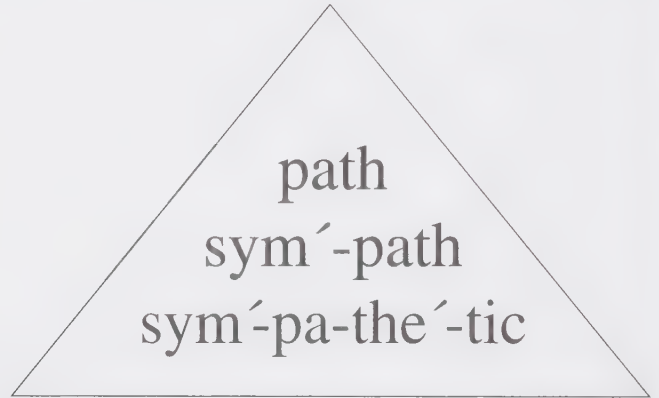
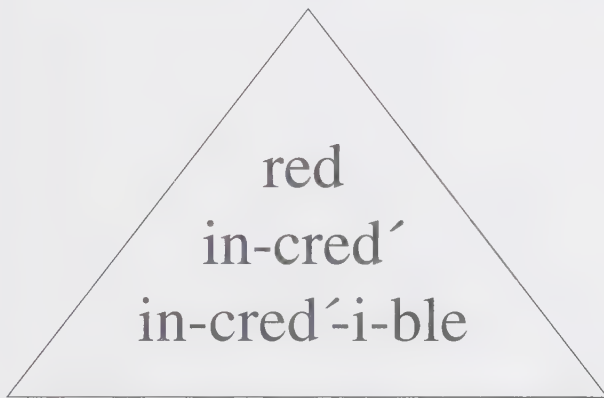
won
won´der
won´-der-ful

mark
re-mark´
re-mark´-a-ble

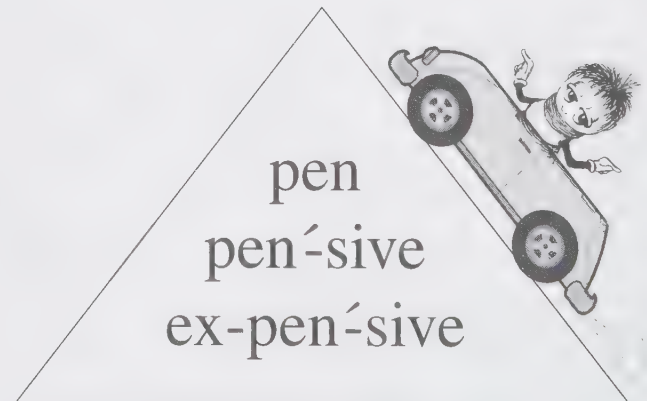
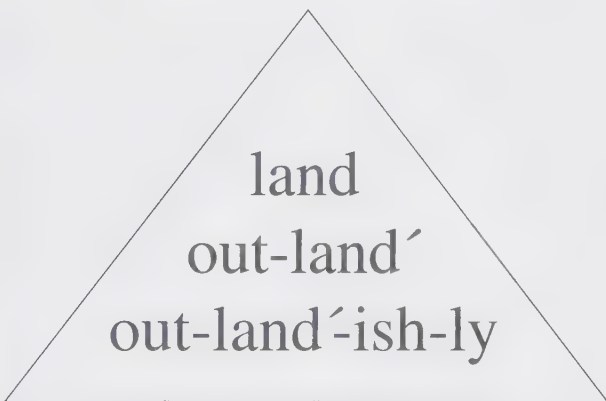
Bev was my wonderful and truly remarkable sister.



Suddenly Dimi skied faster and was unstoppable.



Becky and Alyce are incredible, sympathetic teachers.



Mark's shiny new red car is outlandishly expensive!



pan
ex-pand'
ex-pand'-ing

fresh
re-fresh'
re-fresh'-ments



Gus is expanding from eating too many refreshments.

found
foun-da'
foun-da'-tion

force
in-force'
re'-in-force'-ment

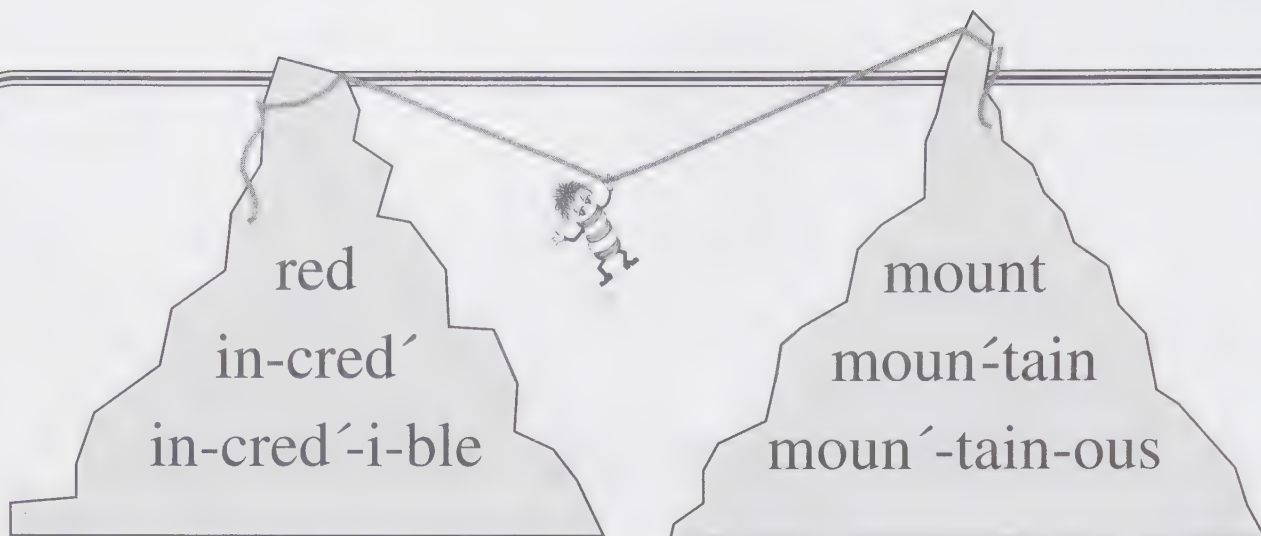
Bob and Joy's foundation has a lot of reinforcement.

press
ex-press'
ex-pres'-sion

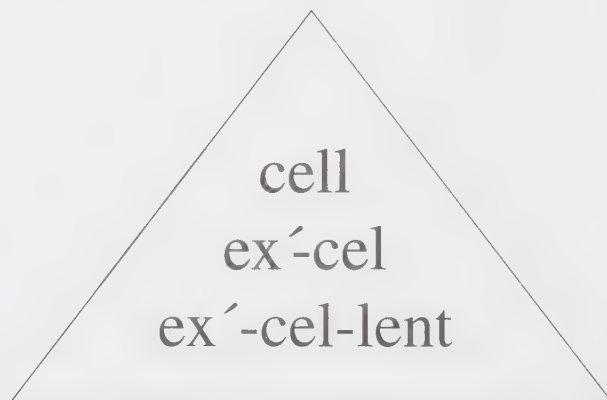
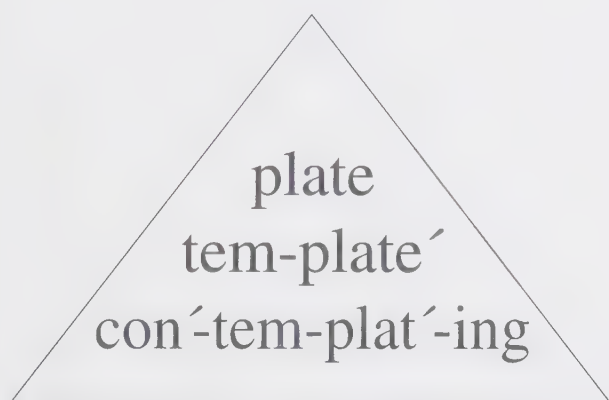
chant
en-chant'
en-chant'-ing



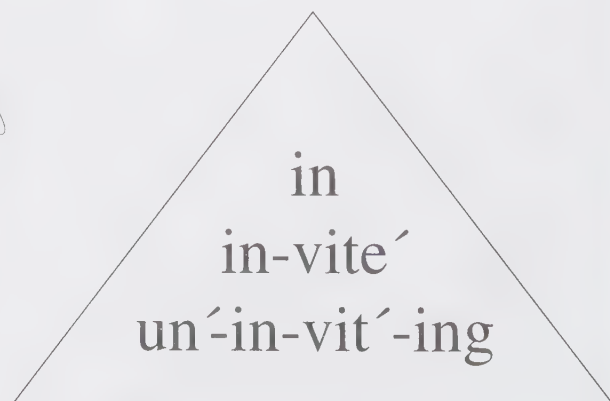
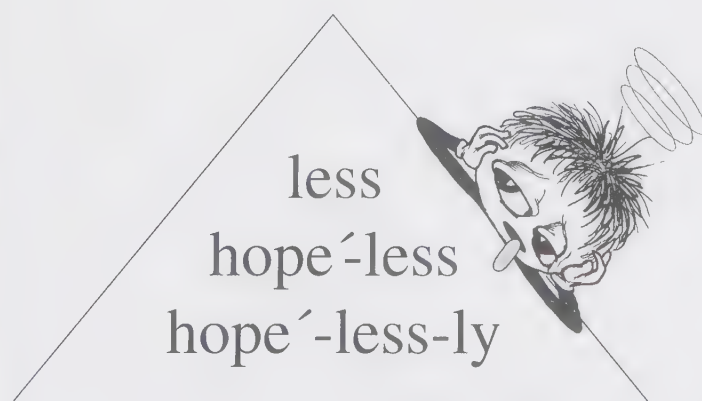
Baby Austen's expression is sweet and enchanting.



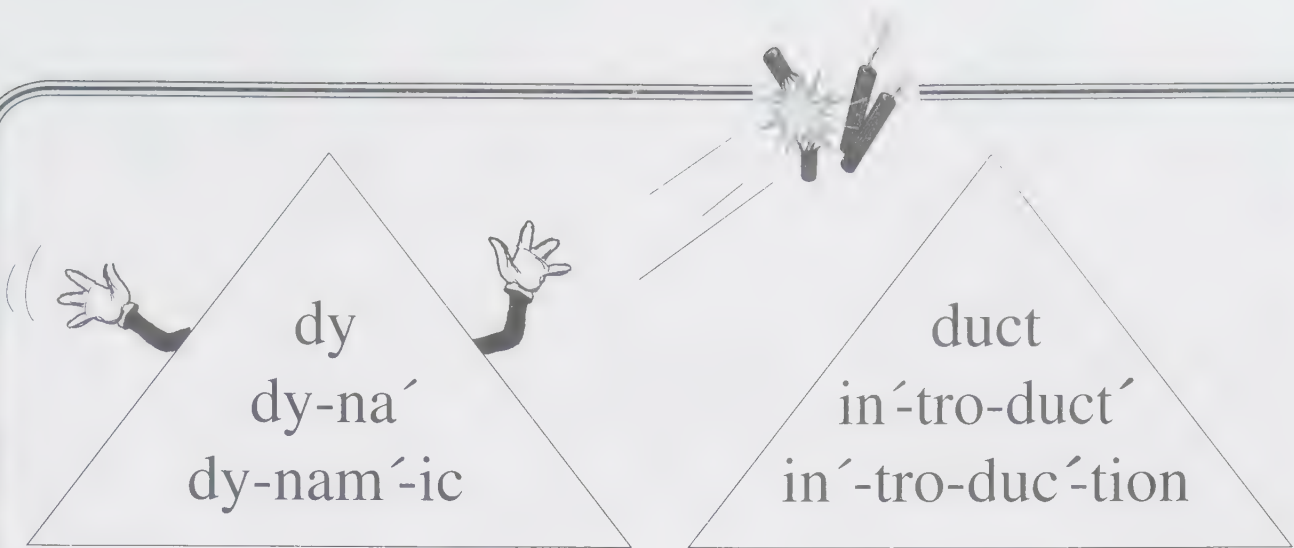
Grant likes climbing incredible, mountainous peaks.



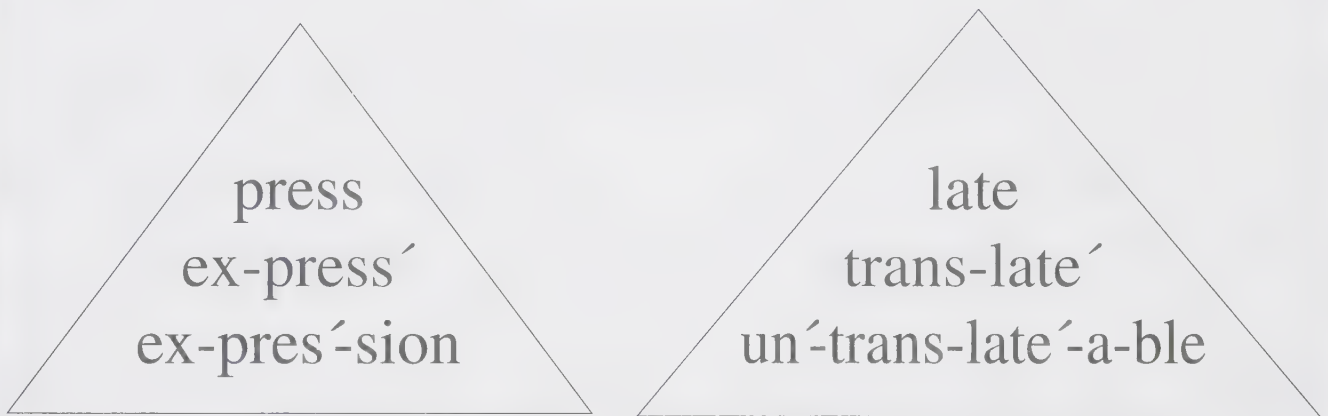
Susan is now contemplating three excellent choices.



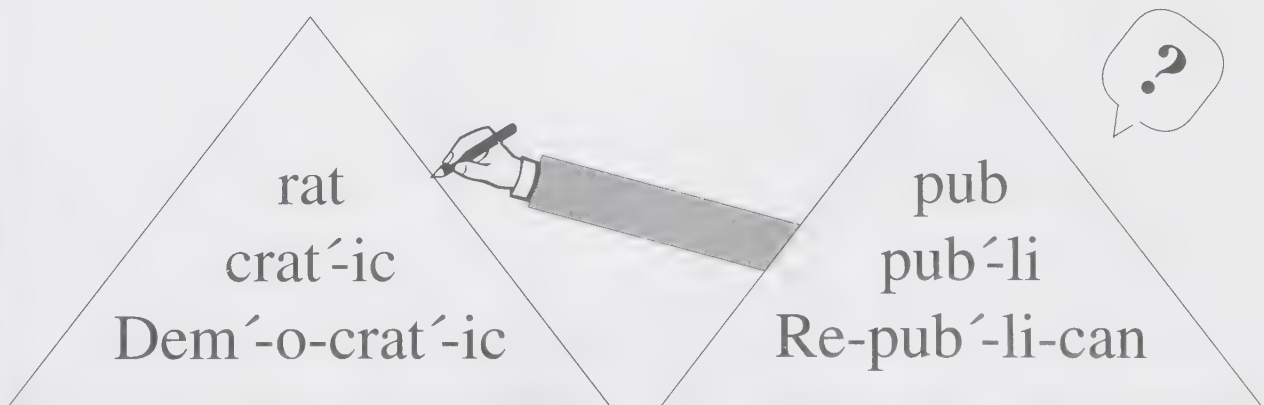
Don's cold, limp dinner was hopelessly uninviting.



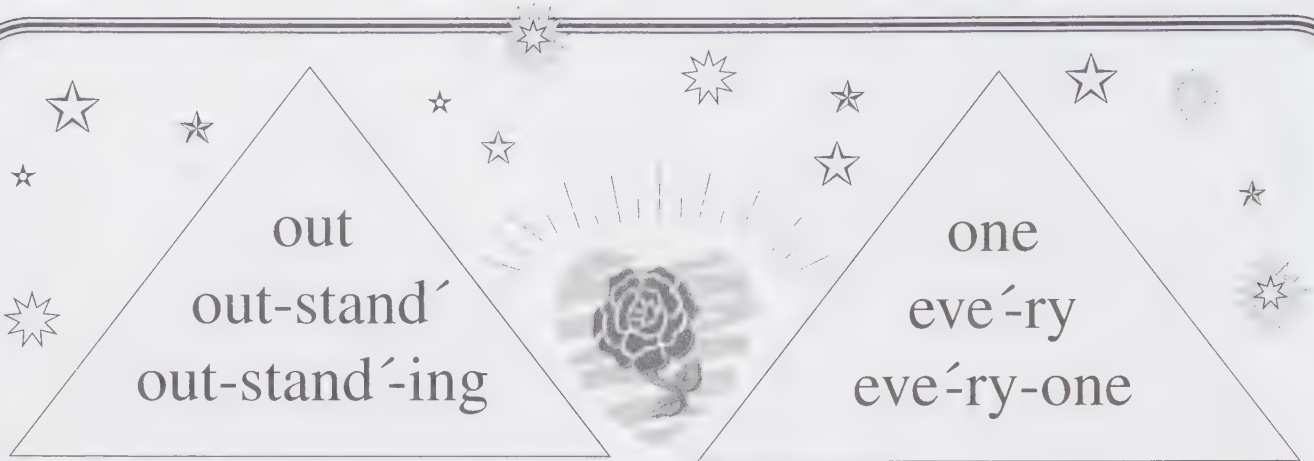
Margie gave a truly fantastic, dynamic introduction.



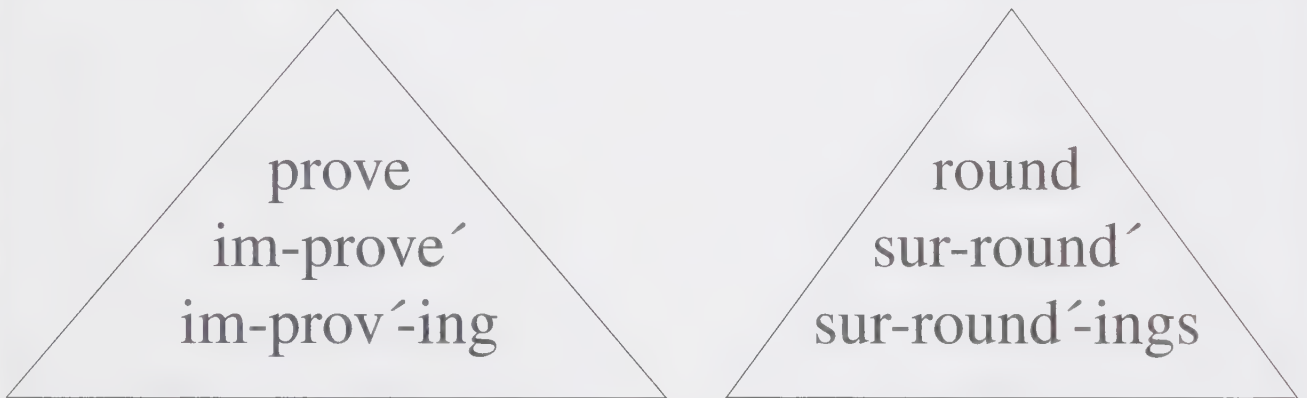
The expression on Allie's face was untranslatable.



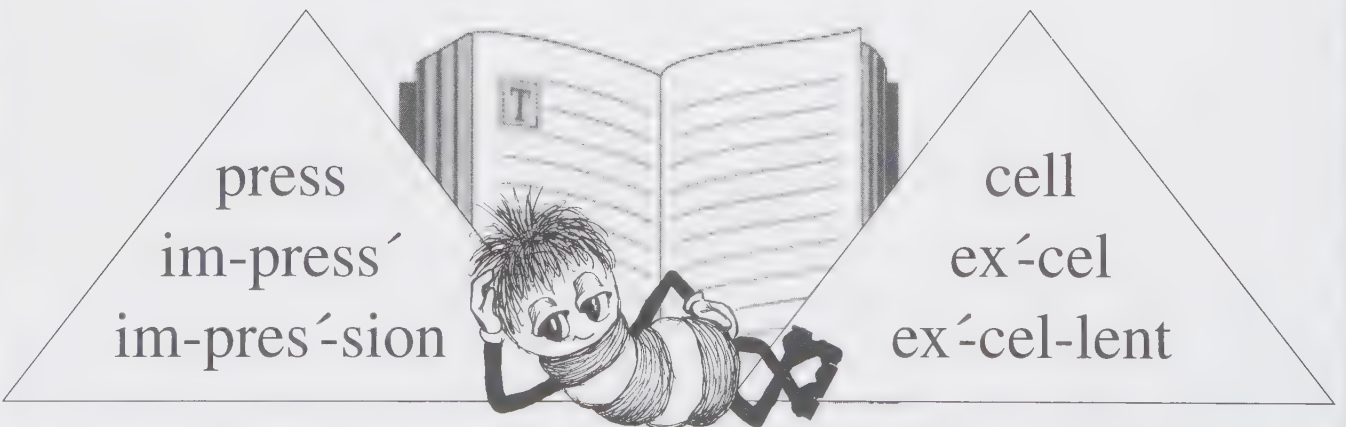
Do you think Tot will vote Democratic or Republican?



Robin is outstanding and is much loved by everyone.



Molly and Mary are improving these surroundings.



Dewey's impression is that this class is *excellent!*



...And so ends the mini-pyramid section of this book.

Congratulations!

Your reading is now *so* much better than it was when you first began! Don't believe me? I can prove it to you. Try this: Go back to the very first pyramid in this book and read it again...

...See? You read it really quickly, didn't you? *Now* it's very easy for you to go back and read those beginning pyramids again. But think about it: It certainly wasn't that easy when you first began, was it?

The final section of this book will focus on more complex multisyllable words to further develop reading skills. Multisyllable words can make reading *much* more interesting! For example, here are two sentences saying the same thing, but one grabs your attention and the other is just—well, see what *you* think:

1. "Yesterday something nice happened."
2. "Yesterday something incredibly fantastic happened."

See what I mean?

It's much easier to read multisyllable words when you are able to break them down into syllables, and that's what the rest of this book is all about.

Being able to read long words will certainly make reading more interesting, but these multisyllable pyramids will also present more of a challenge—so take a deep breath, buckle your seat belts, and *go for it!*

Good luck!

Multisyllable Word Pyramids

("Brain Busters")

Review these words before reading the pyramid, working from left to right.

The word is first introduced segmented by syllables with an accent mark over the accented syllable. (Be *sure* to emphasize this syllable when reading the word, and read it *louder*!) It is also spelled out phonetically in what to the author was the simplest way for learners to read, but not necessarily in any standardized format.

Then read as much of the pyramid as you can. Stop when you get tired. Some of these words really are "brain busters," and are certainly more of a challenge! You may need many days to finish reading even one pyramid.

Reading *accurately* is much more important than reading *swiftly*! So go slowly, and take your time. Speed will come with practice, as it does for just about anything! If any word is a special challenge, hold a card over it and just expose it syllable by syllable. Look at the practice word for help as needed.



pre-sent´

(pree-ZENT)

present

prac´-ticed

(PRAK-tist)

practiced

in-cred´-i-bly

(in-KRED-ih-blee)

incredibly

en-chant´-ing

(en-CHANT-ing)

enchanted

fan-tas´-tic

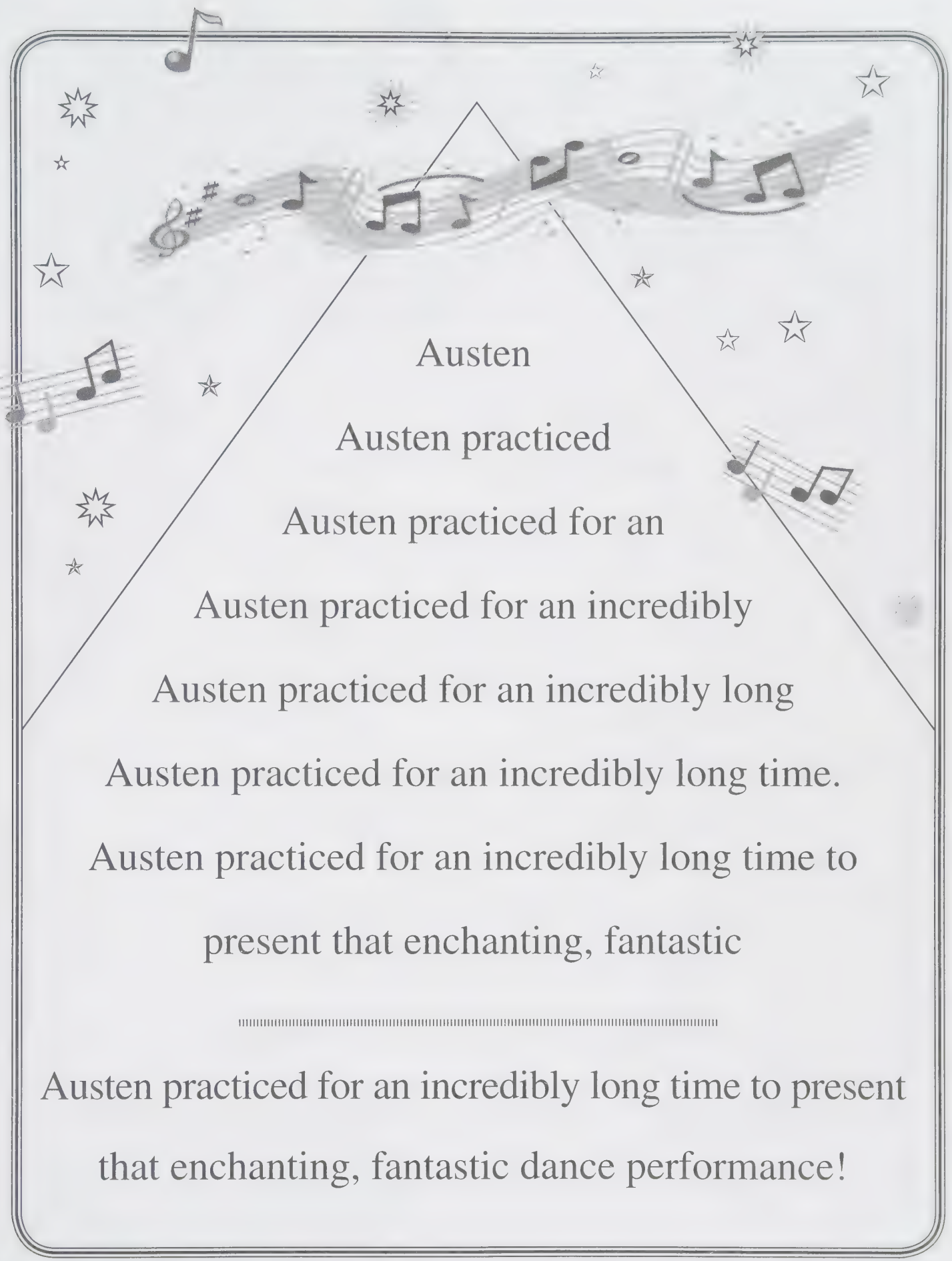
(fan-TAS-tik)

fantastic

per-form´-ance

(per-FORM-ens)

performance



Austen

Austen practiced

Austen practiced for an

Austen practiced for an incredibly

Austen practiced for an incredibly long

Austen practiced for an incredibly long time.

Austen practiced for an incredibly long time to

present that enchanting, fantastic



Austen practiced for an incredibly long time to present
that enchanting, fantastic dance performance!

Review these words before reading the pyramid on the next page, as you did previously. Do this for the rest of the pyramids in this book.

Just read as much of the pyramid as you can without letting your eyes get tired, and come back to it later on. It will get easier and easier!

(Letters with a curved line underneath indicate a diphthong and should be blended together. Diphthongs are two vowels that make individual sounds but are blended together and treated as one, in the same syllable. Example: ou = ah-oo)



*It won't be too long before you are able to read the
whole thing!*

Con'-nor

(KON-nur)

Connor

play'-er

(PLAY-ur)

player

as-tound'-ing

(us-TAH-OOND-ing)

astounding

out-stand'-ing

(ah-oot-STAND-ing)

outstanding

in-cred'-ible

(in-KRED-i-buhl)

incredible

bas'-ket-ball

(BAS-ket-bawl)

basketball

Sat'-ur-day's

(SAT-ur-dayz)

Saturday's



Connor

Connor is an

Connor is an outstanding

Connor is an outstanding, incredible

Connor is an outstanding, incredible
basketball player.

Connor is an outstanding, incredible basketball
player who shot

Connor is an outstanding, incredible basketball player
who shot 20 astounding baskets.



Connor is an outstanding, incredible basketball player
who shot 20 astounding baskets during Saturday's game!

de-vour´ed
(deh-VAH-OOR-d)

devoured

pea´nut
(PEA-nut)

peanut

but´ter
(BUT-tur)

butter

sand´wich-es
(SAND-wich-es)

sandwiches

cat´er-pil´lar
(KAT-er-pil-ur)

caterpillar

cas´se-role
(KAS-eh-rohl)

casserole

marsh´mal-lows
(MARSH-mal-ohs)

marshmallows

choc´o-late
(CHOK-o-let)

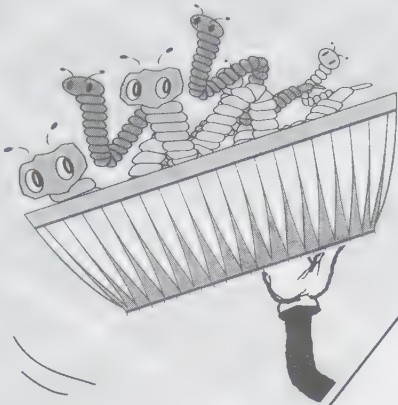
chocolate

broc´co-li
(BRAHK-oh-lee)

broccoli

stom´ach-ache
(STUM-uk-ayk)

stomachache



Gus

Gus devoured

Gus devoured a gigantic

Gus devoured a gigantic feast.

Gus devoured a gigantic feast including

Gus devoured a gigantic feast including fried ant sandwiches,

Gus devoured a gigantic feast including fried ant sandwiches, a caterpillar casserole, and



Gus devoured a gigantic feast including fried ant sandwiches, a caterpillar casserole, marshmallows, and chocolate broccoli pie. He has a *stomachache!*

Chris´to-pher

(KRIS-toe-fur)

Christopher

re-peat´ed

(ree-PEET-ed)

repeated

un´for-get´ta-ble

(un-for-GET-uh-buhl)

unforgettable

O-lym´pic

(O-LIM-pik)

Olympic

per-form´ance

(per-FORM-uns)

performance

spell´bound

(SPEL-bah-oond)

spellbound

au´di-ence

(AU-dee-uns)

audience

slip´per-y

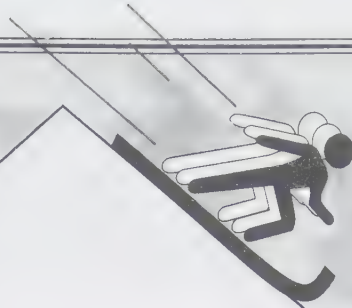
(SLIP-ur-ee)

slippery

snow´storm

(SNO-storm)

snowstorm



Christopher

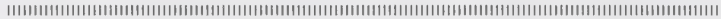
Christopher repeated

Christopher repeated his unforgettable

Christopher repeated his unforgettable Olympic
ski performance.

Christopher repeated his unforgettable Olympic ski
performance for the spellbound audience.

Christopher repeated his unforgettable Olympic ski
performance for the spellbound audience, as he raced



Christopher repeated his unforgettable Olympic ski
performance for the spellbound audience, as he raced
down the slippery slope in the snowstorm.



Do-lor'-es

(Do-LOR-us)

Dolores

as-ton'-ished

(as-TAHN-isht)

astonished

de-light'-ed

(dee-LITE-ud)

delighted

won'-der-ful

(WUN-dur-fuhl)

wonderful

ad-ven'-ture

(ad-VEN-chur)

adventure

fab'-u-lous

(FAB-yoo-lus)

fabulous

di'-a-monds

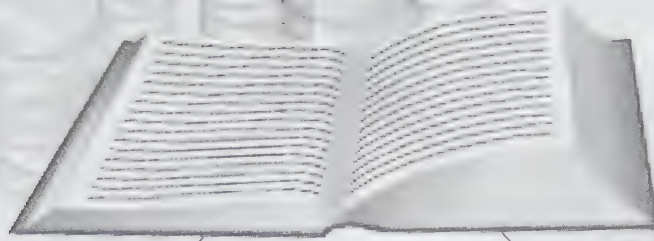
(DI-mundz)

diamonds

em'-er-alds

(EM-ur-uldz)

emeralds



Dolores

Dolores was

Dolores was astonished.

Dolores was astonished and delighted.

Dolores was astonished and delighted by all
the wonderful adventure stories.

Dolores was astonished and delighted by all the
wonderful adventure stories in that fabulous book
about hidden stashes of



Dolores was astonished and delighted by all the
wonderful adventure stories in that fabulous book about
hidden stashes of gold, diamonds, and emeralds.

ec-stat´ic

(ek-STA-tik)

ecstatic

con´tem-pla´ted

(KON-tem-play-tud)

contemplated

fan-tas´tic

(fan-TAS-tik)

fantastic

pan´o-ram´a

(pan-o-RAM-uh)

panorama

search´ing

(SERCH-ing)

searching

pas´sage

(PAS-uj)

passage

wil´der-ness

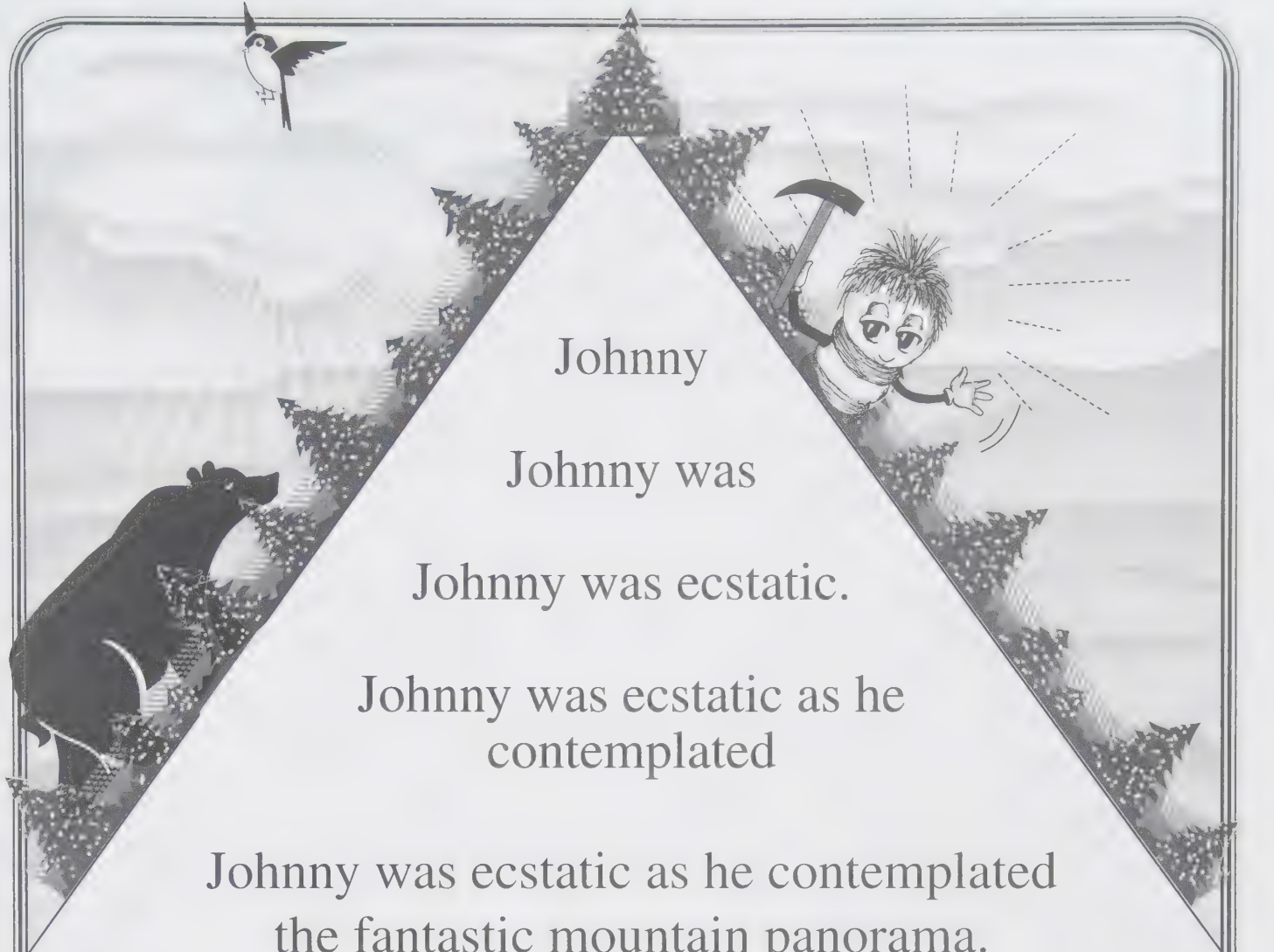
(WIL-dur-nes)

wilderness

ex´plo-ra´tion

(ex-ploh-RAY-shun)

exploration



Johnny

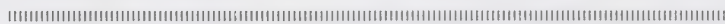
Johnny was

Johnny was ecstatic.

Johnny was ecstatic as he
contemplated

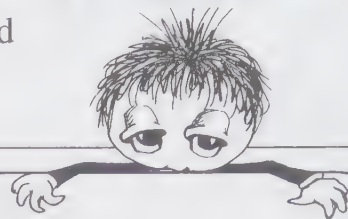
Johnny was ecstatic as he contemplated
the fantastic mountain panorama.

Johnny was ecstatic as he contemplated the fantastic
mountain panorama when searching for the hidden
passage.



Johnny was ecstatic as he contemplated the
fantastic mountain panorama when searching for the
hidden passage during his wilderness exploration.

There are *four four-syllable words* in this pyramid — they *really are* “brain busters”! (Remember to hold a card over the word and move it over just one syllable at a time to make it easier to read, and to review the word from the practice word list below.)



un'-pre-dict'-a-ble

(un-pree-DIKT-uh-buhl)

unpredictable

hor-ren'-dous

(hor-REN-dus)

horrendous

earth'-quake

(ERTH-kwayk)

earthquake

dev'-as-ta-ted

(DEV-us-tay-ted)

devastated

sur-round'-ings

(sur-RAH-OOND-ings)

surroundings

com'-pre-hen'-sive

(kahm-pree-HEN-siv)

comprehensive

re'-con-struc'-tion

(ree-kon-STRUK-shun)

reconstruction

That

That horrendous

That horrendous
unpredictable earthquake

That horrendous, unpredictable
earthquake had devastated

That horrendous, unpredictable earthquake
had devastated their surroundings, but

That horrendous, unpredictable earthquake had
devastated their surroundings, but comprehensive

That horrendous, unpredictable, earthquake had
devastated their surroundings, but comprehensive
reconstruction will soon begin.

ex-treme´ly

(ex-TREEM-lee)

extremely

com-pas´-sion-ate

(kum-PASH-uh-net)

compassionate

en´-ter-pris-ing

(EN-tur-priz-ing)

enterprising

bal´-anc-es

(BAL-uns-ez)

balances

tre-men´-dous

(tree-MEN-dus)

tremendous

com´-pre-hen´-sive

(kahm-pree-HEN-siv)

comprehensive

mul´-ti-ple

(MUL-ti-pul)

multiple

ac-tiv´-i-ties

(ak-TIV-i-tees)

activities

fas´-ci-na-ting

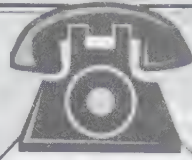
(FAS-ih-nay-ting)

fascinating

in´-ter-est-ing

(IN-tur-est-ing)

interesting



Robin

Robin is extremely

Robin is extremely compassionate.

Robin is extremely compassionate and enterprising, and balances

Robin is extremely compassionate and enterprising, and balances a tremendous variety

Robin is extremely compassionate and enterprising, and balances a tremendous variety of complex activities.

Robin is extremely compassionate and enterprising, and balances a tremendous variety of complex activities in her fascinating and interesting life.

breath´tak-ing

(BRETH-tayk-ing)

breathtaking

ad-ven´tures

(ad-VEN-churs)

adventures

moun´tain

(MAH-OON-ten)

mountain

Re-spond´er

(Ree-SPOND-ur)

Responder

res´cue

(RES-kyoo)

rescue

his-tor´i-cal

(his-TOR-i-kul)

historical

pro´grams

(PRO-grams)

programs

na´tion-al

(NA-shun-ul)

national



Grant has

Grant has breathtaking

Grant has breathtaking adventures.

Grant has breathtaking adventures in
mountain rescue climbing,

Grant has breathtaking adventures in mountain
rescue climbing, teaching First Responder classes,

Grant has breathtaking adventures in mountain
rescue climbing, teaching First Responder classes,
and giving historical programs.

Grant has breathtaking adventures in mountain
rescue climbing, teaching First Responder classes,
and giving historical programs in national parks.

ef'-fer-vesc'-ent

(ef-fer-VES-ent)

effervescent

per'-son-al'-i-ty

(per-sun-AL-i-tee)

personality

en-chant'-ed

(en-CHANT-ed)

enchanted

es-pec'-ial-ly

(es-PESH-uh-lee)

especially

mag'-i-cal

(MAJ-i-kul)

magical

gui-tar'

(gih-TAHR)

guitar

love'-ly

(LUV-lee)

lovely

haunt'-ing

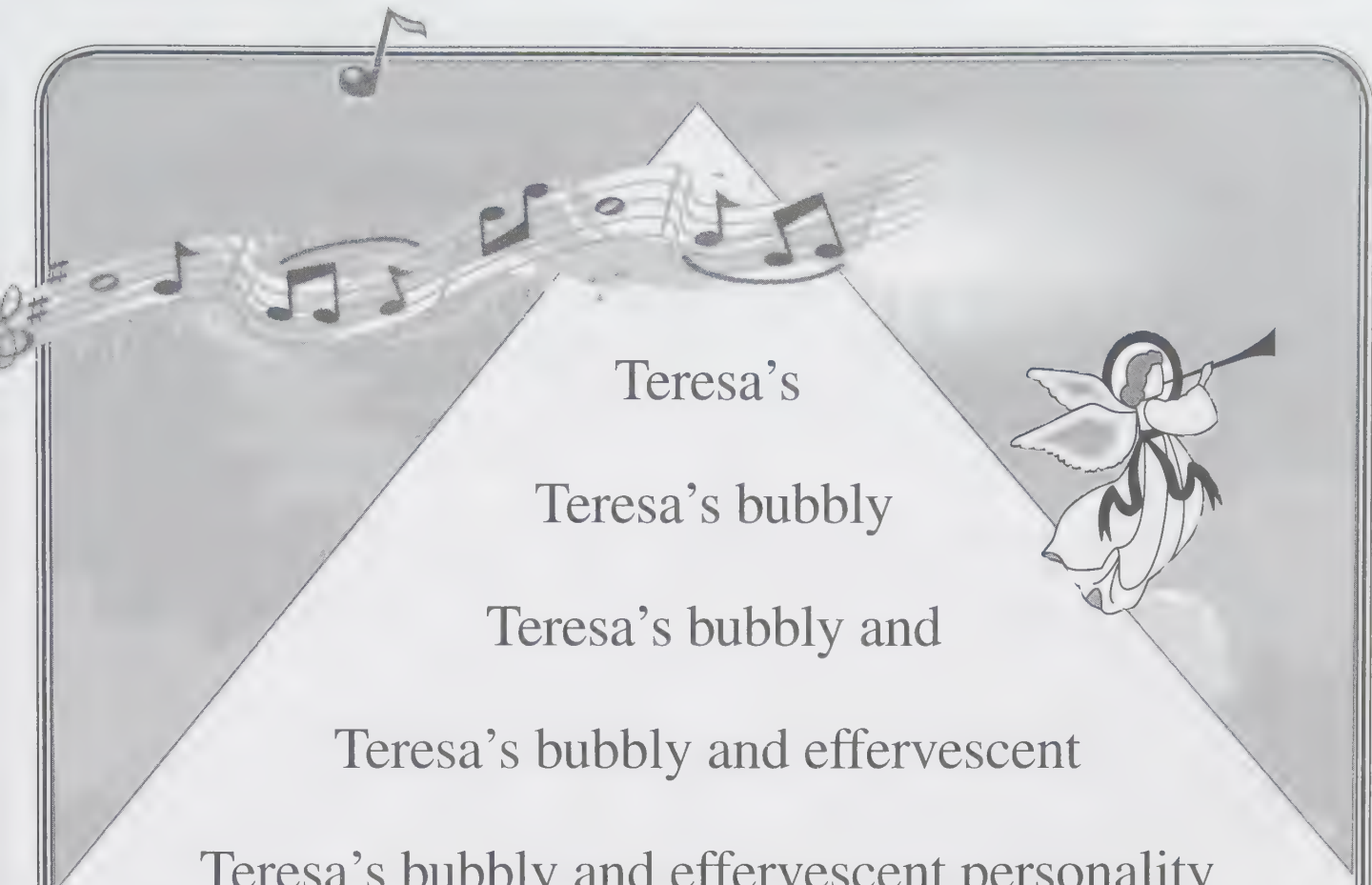
(HAWNT-ing)

haunting

lull'-a-bies

(LUL-uh-bys)

lullabies



Teresa's

Teresa's bubbly

Teresa's bubbly and

Teresa's bubbly and effervescent

Teresa's bubbly and effervescent personality

Teresa's bubbly and effervescent personality enchanted everyone.

Teresa's bubbly and effervescent personality enchanted everyone, especially when she played her magical



Teresa's bubbly and effervescent personality enchanted everyone, especially when she played her magical guitar and sang those lovely, haunting lullabies.

Multisyllable Word Summary

You are just about to the end of this book—**CONGRATULATIONS!** It took a lot of hard work on your part, and just *look* at how you can read now!

Here is the very last section in *Reading Pathways*. It is a summary of all words having three or more syllables that are used in this book. It will be a very handy reference to develop both vocabulary skills and reading fluency, as all words are indexed with the page(s) they appear in and can easily be read in context within a sentence to help determine its meaning.



HOT TIP!

Playing multisyllable word games is a really enjoyable and effective way of developing fluency as well as vocabulary. The four games on the next page use the multisyllable word list and are easily adaptable for home or classroom use, or even given as homework assignments.

(Yes, parents and tutors, you can participate too! Even having just two different sentences, yours and the students', can prove to be most enjoyable indeed, and lead to some very interesting discussions.)

By learning the meaning of complex words and using them when speaking and writing, our critical thinking skills will develop and become more subtle and complex. Our horizons will keep on expanding along with our vocabulary.

*The limits of our words
determine the limits of our world!*

Multisyllable Word Games

WORDSCRAMBLE

- 1—Teacher writes a multisyllable word with large letters on individual sheets of paper, one syllable per sheet.
- 2—The same number of students are called in front of the class, and each learner is handed one syllable sheet, in random order.
- 3—Students work together to find the proper order of the syllables to make the word, then stand in a line facing the class. They hold up their papers and take turns reading each syllable.
- 4—Now the class reads the whole word together, out loud!
(One-on-One: Teacher lays sheets face down on floor, student uncovers and reassembles.)

WORDSLEUTH *(Students may use the multisyllable word list as a reference.)*

- 1—Each learner gets a different word and writes his or her word in large letters on pieces of paper, one syllable per sheet.
- 2—Students take their papers to the front of the class, and hold up one syllable at a time (in the proper order, of course!) and ask the class to guess what the word is.
- 3—Keep showing added syllable sheets for more clues until the whole word is either correctly guessed or read. The winner gets a sticker!
(One-on-One: Teacher lays sheets down one at a time until student guesses the word.)

WORDMASTER *(Requires knowledge of how to use a dictionary.)* The students:

- 1—Write one of the words from the following index in large letters on the chalkboard.
- 2—Copy the word on paper, underlining the accented syllable.
- 3—Look up the word in the dictionary to determine its meaning, and write a sentence using that word correctly.
- 4—Take turns reading the sentences out loud, to hear the various ways the word was used.
(Variation: Give each learner a different word, and think of other ways to use it.)

WORDSWITCH *(Requires knowledge of how to use a thesaurus and a dictionary.)*

Learners work in pairs, and one word is given to each pair of students.

- 1—One partner looks up the word in the dictionary to determine its meaning and writes out a sentence using the word correctly.
- 2—The other partner looks up the same word in a thesaurus to find another word that means the same thing and writes out a sentence using that word correctly.
- 3—Each team gets up in front of the class and reads its own word and sentence, explaining how both words have similar meanings.
(Of course, students will understand by now what a thesaurus is and how to use it, right?)

Multisyllable Word Index

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book become part of your lives. Happy Reading!

Dolores and DEWEY

Thank you for letting this wonderful world of ours, or even the whole universe! Thank you for letting this wonderful world of ours, or even the whole universe!

fabulous books that can take you on incredible adventures anywhere in this wonderful world of ours, or even the whole universe!

Keep on reading — there are so many fabulous books that can take you on incredible adventures anywhere in this wonderful world of ours, or even the whole universe!

fantastic, absolutely wonderful reader! It has been fun working with you. Keep on reading — there are so many fabulous books that can take you on incredible adventures anywhere in this wonderful world of ours, or even the whole universe!

and you are an incredible, fantastic, absolutely wonderful reader! It has been fun working with you. Keep on reading — there are so many fabulous books that can take you on incredible adventures anywhere in this wonderful world of ours, or even the whole universe!

Now we have come to the end of this book,



"There is no vessel like a book

To take us lands away...

*Nor any horses like a page
of prancing poetry...*

This travel may

the poorest take

without one cent

of toll...

How wondrous is

this chariot

that bears the

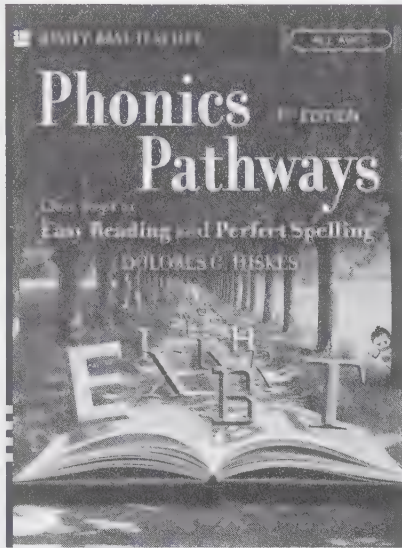
human

soul!"

—Adapted from
Emily Dickinson



Also By Dolores Hiskes



Phonics Pathways: Clear Steps to Easy Reading and Perfect Spelling, 9th Edition

Dolores G. Hiskes

Paper

ISBN: 0-7879-7910-4

www.josseybass.com

“Adorable characters like Dewey the Bookworm™ and illustrations to delight all make this program vital in becoming part of your child’s life. Let your child be a lifelong reader—give him the *Phonics Pathways* advantage!”

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“I had no idea how to teach phonics, yet in about six weeks my 3-1/2- and 5-year-old children were reading and spelling. I always recommend *Phonics Pathways*—it remains my favorite program.”

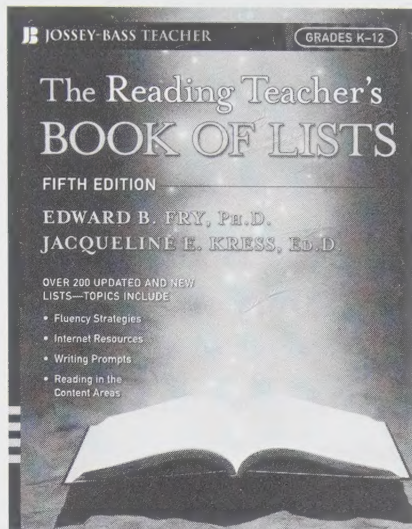
—Sandra S. Elam, director, The National Right to Read Foundation

Now in its ninth edition, *Phonics Pathways* (with help from Dewey the Bookworm™) teaches students of all ages the rudiments of phonics and spelling with an efficient, practical, and foolproof method. Written in an easy-to-use format, *Phonics Pathways* is organized by sounds and spelling patterns. The patterns are introduced one at a time and slowly built into syllables, words, phrases, and sentences.

Printed in a large 8-1/2" × 11" lay-flat format for easy photocopying, *Phonics Pathways* is filled with illustrative examples, word lists, and practice readings that are 100 percent decodable. While appropriate for K–2 emergent readers, this award-winning book has also been used successfully with adolescent and adult learners, as well as second language learners and students with learning disabilities such as dyslexia.

Phonics Pathways is ideal for school, tutoring, and home use and includes wise, humorous proverbs that encourage virtues such as patience, perseverance, honesty, compassion, courage, and loyalty.

Other Books of Interest



The Reading Teacher's Book of Lists, 5th Edition

**Edward B. Fry
and Jacqueline E. Kress**

Paper

ISBN: 0-7879-8257-1

www.josseybass.com

“The Reading Teacher’s Book of Lists should be on the bookshelf of every reading teacher in the English-speaking world! It is a tremendous resource that I have used over and over again throughout my career. The fifth edition is the best yet! It has more useful information than any of the previous editions. You can be assured that I will make good use of Dr. Fry and Dr. Kress’s classic book.”

—**Timothy Rasinski, Ph.D.**, professor of education, Kent State University

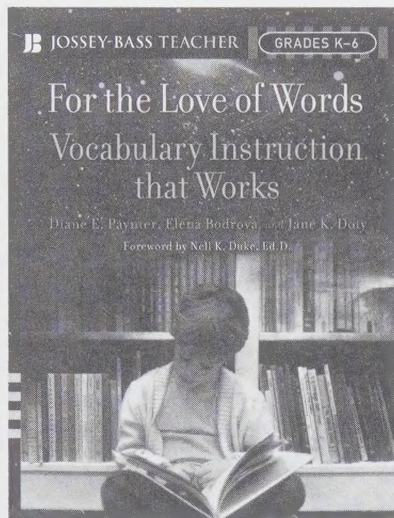
Written for anyone who teaches reading, *The Reading Teacher’s Book of Lists* is the thoroughly revised edition of the best-selling foundational reading reference book. This classic resource is filled with 218 up-to-date lists teachers can use to develop instructional materials and plan lessons that might otherwise take years and much effort to acquire. The book is organized into eighteen sections that are brimming with practical examples, key words, teaching ideas, and activities that can be used as is or adapted to meet the students’ needs. The lists are designed to be photocopied as needed for individual, small group, or large group use.

This revised fifth edition contains a complete overhaul of teaching methods sections and includes new sections on electronic resources, new literacies, building fluency, and reading in content areas. It is an essential resource with endless uses.

Edward Fry (Laguna Beach, CA), Ph.D., is a professor emeritus of education at Rutgers University (New Brunswick, NJ). At Rutgers, Dr. Fry was the director of the Reading Center and taught graduate and undergraduate courses in reading, curriculum, and other educational subjects. A prolific author and respected scholar and speaker, he has also written *The Vocabulary Teacher’s Book of Lists* for Jossey-Bass (ISBN 0-7879-7101-4). Dr. Fry is internationally renowned for his Readability Graph, which is used by teachers, publishers, and others to judge the reading difficulty of books and other materials.

Jacqueline E. Kress (Elizabeth, NJ), Ed.D., is dean of education at New York Institute of Technology. She has designed numerous educational programs, including programs for at-risk students, students with special needs, and standards-based K–12 and college-level curricula. Dr. Kress is also the author of *The ESL Teacher’s Book of Lists* for Jossey-Bass.

Other Books of Interest



For the Love of Words: Vocabulary Instruction that Works, Grades K-6

**Diane E. Paynter, Elena Bodrova,
and Jane K. Doty**

Paper

ISBN: 0-7879-7784-5

www.josseybass.com

“Elementary school teachers will find a wealth of ideas that can expand their students’ reading, writing, and thinking vocabulary.”

—**Laura Robb, director, language arts and curriculum coordinator,
Powhatan School, Boyce, Virginia**

“This lively and useful book addresses the need of elementary and middle school teachers to make vocabulary instruction sensible and contextualized in unique and powerful ways. The section on ‘incidental learning’ is worth the cover price for any teacher at any level.”

—**Jeffrey Wilhelm, professor, Boise State University**

Many elementary students today have a reading and speaking vocabulary far below what is expected and necessary for their grade level. *For the Love of Words* offers teachers a practical and systematic instructional framework for helping students overcome “the vocabulary gap” so that they can succeed academically, especially in reading comprehension. Topics include:

- A five-step framework for introducing new words and concepts
- Multiple strategies for enabling students to master and apply new words
- Techniques for weaving vocabulary learning into routine content teaching
- Ways of prioritizing instruction to emphasize the most critical words
- Effective assessment and feedback strategies

Extensive classroom examples are included along with guidance for tailoring instruction to students of differing grade levels and learning profiles. A major feature of the book is an extensive resource list of critical words (almost 7000 words) that students should master by the sixth grade.

Diane E. Paynter, Elena Bodrova, and Jane K. Doty were associated with Mid-Continent Research in Education and Learning (McREL) as researchers and trainers.



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Reading Pathways

Simple Exercises to Improve Reading Fluency

5th Edition (All Ages)

From **Dolores G. Hiskes**, the best-selling author of *Phonics Pathways*

Now in its fifth edition, *Reading Pathways* (with help from Dewey the Bookworm™) offers an easy-to-use, highly effective approach to teaching reading accuracy and fluency to students of all ages, using a unique pyramid format.

Reading pyramids begin with one word and slowly build into phrases and sentences of gradually increasing complexity. As the student moves from the pinnacle to the base of each pyramid, the phrase or sentence becomes more interesting and expansive, and the student's confidence grows with each line completed. Progressively building up the amount of text per line increases eye span, strengthens eye tracking, and develops reading fluency.

The book also features more challenging multisyllable word pyramid exercises and games to further develop fluency and vocabulary. Learning to read long words by syllables removes the fear and mystique of multisyllable words and helps students build the strong vocabulary so critical for success in reading and writing.

Reading Pathways is ideal for school, tutoring, and home use, and has already proven successful with K–2 emergent readers, second language learners, and students with learning disabilities. This unique approach has won rave reviews from teachers, parents, and English language learners all over the world.

Previous editions were entitled *Pyramid Reading Exercises*.

Praise for *Reading Pathways*

"With clarity, interest, humor, and precision, Dolores has offered a way out of the darkness of illiteracy. I am pleased to endorse [her] books as some of the finest instructional materials for teaching children and adults to read that I have reviewed."

—**Robert W. Sweet Jr.**, professional staff member, Committee on Education and the Work Force, U.S. Congress, Washington, D.C.

"Our organization, Kids Read, offers tutoring to struggling or non-reading second graders in the public schools. Dolores Hiskes's materials are our most powerful tools for helping kids achieve confidence and independence in reading . . . The pyramid practice in *Reading Pathways* strengthens eye tracking and gives learners immediate practice with the concepts they just learned in a bigger setting. Non-readers find initial success in the presentation of short vowel words and stories. The pyramid stories provide an opportunity for multiple readings of the words and phrases, an exercise which is very empowering for emerging readers."

—**Becky Faherty**, director, Kids Read, Inc., Gaithersburg, Maryland

"*Reading Pathways* led my children so gently through the pyramids that they were reading big words before they knew it! This is a 'no pain' approach to giving children the extra practice that helps to develop a strong reader."

—**Sherrill Fink**, homeschooling mother, Virginia

"My students love the multisyllable word pyramids and feel proud they can finally read those mysterious long words. It's so beautiful to see their self-esteem grow. This is what makes teaching rewarding. Thank you!"

—**Renee Wesly**, special education and regular education teacher, Maunawili Elementary School, Kailua, Hawaii



THE AUTHOR

Dolores G. Hiskes has authored a wide variety of nationally acclaimed teaching materials, including her best-selling book *Phonics Pathways*. She has tutored reading for over thirty years and trained teachers from all over the world. Well-established in professional journals and a winner of numerous honors, Hiskes publishes *Phonics Talk*, a free online newsletter about teaching reading, which can be found at www.dorbooks.com.

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