

# WORD STRUCTURES

(1) No Change

(3) Change

\* Add word parts

(5) Syllabication

\* Combination words

(2) Compounds

(4) Contractions

(6) Phonics  
or  
(7) Sight

## TEACHER DIRECTIVES FOR NO CHANGE BASE WORDS 1

1. a. You will learn to read a new word by adding a suffix/prefix to a word you already know.  
b. Read the suffix/prefix.  
c. Read this word.
2. a. How have I changed this word? Use letter names. What sound(s) have I added?  
b. Read each word part as I point to it and read the word.  
c. Spell each word part and read the word.
3. Read.
4. (Teacher read sentence orally)
5. Read.
6. Spell and read.
7. a. You will provide missing sounds and letters in this word.  
b. This word should be \_\_\_\_\_.  
c. Say \_\_\_\_\_.  
d. What sound(s) is (are) missing?  
e. What letter(s) makes (make) that (those) sounds in this word?  
f. Spell the sound(s) so I can write it (them).  
g. Read.  
h. Spell and read.
8. Write, spell, and read.
9. Proof and correct.
10. Spell and say. Look at me.
11. How have I changed this word? Use letter names. What sound(s) have I added? Read each word part and read the word.
12. Think of a sentence using the word.
13. Tell me/partner your sentence.
14. You will read the new word(s) in a sentence. Read this sentence.
15. a. You will identify which letters and sounds are the same and different in these words.  
b. Read each word as I point to it.  
c. What letters are the same in these words?  
d. What sounds are the same in these words?  
e. What letters are different in these words?  
f. What sounds are different in these words?  
g. Spell and read each word as I point to it.  
h. Read each word as I point to it.

## TEACHER DIRECTIVES FOR COMPOUND WORDS 2

1. a. You will learn to read a new word by combining words you know.
2. a. Read each word part as I point to it and read the word.  
b. Spell each word part and read the word.
3. Read.
4. (Teacher read sentence orally)
5. Read.
6. Spell and read.
7. a. You will provide missing sounds and letters in this word.  
b. This word should be \_\_\_\_\_.  
c. Say \_\_\_\_\_.  
d. What sound(s) is (are) missing?  
e. What letter(s) makes (make) that (those) sounds in this word?  
f. Spell the sound(s) so I can write it (them).  
g. Read.  
h. Spell and read.
8. Write, spell, and read.
9. Proof and correct.
10. Spell and say. Look at me.
11. Read each word part and read the word.
12. Think of a sentence using the word.
13. Tell me/partner your sentence.
14. You will read the new word(s) in a sentence. Read this sentence.
15. a. You will identify which letters and sounds are the same and different in these words.  
b. Read each word as I point to it.  
c. What letters are the same in these words?  
d. What sounds are the same in these words?  
e. What letters are different in these words?  
f. What sounds are different in these words?  
g. Spell and read each word as I point to it.  
h. Read each word as I point to it.

## TEACHER DIRECTIVES FOR CHANGE IN BASE WORD

3

1. a. You will learn to read a new word by changing a word you know and adding a suffix.  
b. Read the word part.  
c. Read the word.
2. a. How have I changed this word? Use letter names. What sound(s) have I added?
3. Read.
4. (Teacher read sentence orally)
5. Read.
6. Spell and read.
7. a. You will provide missing sounds and letters in this word.  
b. This word should be \_\_\_\_\_.  
c. Say \_\_\_\_\_.  
d. What sound(s) is (are) missing?  
e. What letter(s) makes (make) that (those) sounds in this word?  
f. Spell the sound(s) so I can write it (them).  
g. Read.  
h. Spell and read.
8. Write, spell, and read.
9. Proof and correct.
10. Spell and say. Look at me.
11. How have I changed this word? Use letter names. What sound(s) have I added? Read.
12. Think of a sentence using the word.
13. Tell me/partner your sentence.
14. You will read the new word(s) in a sentence. Read this sentence.
15. a. You will identify which letters and sounds are the same and different in these words.  
b. Read each word as I point to it.  
c. What letters are the same in these words?  
d. What sounds are the same in these words?  
e. What letters are different in these words?  
f. What sounds are different in these words?  
g. Spell and read each word as I point to it.  
h. Read each word as I point to it.

## TEACHER DIRECTIVES FOR CONTRACTIONS

4

1. a. You will learn to read a new word by changing words you know.  
b. Read these words.
2. How have I changed these words? What sound(s) have I added?
3. Read.
4. (Teacher read sentence orally)
5. Read.
6. Spell and read.
7. a. You will provide missing sounds and letters in this word.  
b. This word should be \_\_\_\_\_.  
c. Say \_\_\_\_\_.  
d. What sound(s) is (are) missing?  
e. What letter(s) makes (make) that (those) sounds in this word?  
f. Spell the sound(s) so I can write it (them).  
g. Read.  
h. Spell and read.
8. Write, spell, and read.
9. Proof and correct.
10. Spell and say. Look at me.
11. How have I changed these words? Read.
12. Think of a sentence using the word.
13. Tell me/partner your sentence.
14. You will read the new word(s) in a sentence. Read this sentence.
15. a. You will identify which letters and sounds are the same and different in these words.  
b. Read each word as I point to it.  
c. What letters are the same in these words?  
d. What sounds are the same in these words?  
e. What letters are different in these words?  
f. What sounds are different in these words?  
g. Spell and read each word as I point to it.  
h. Read each word as I point to it.

## TEACHER DIRECTIVES FOR SYLLABICATED WORDS 5

1. You will learn to read a new word by reading the syllables.
2. Read each syllable as I point to it. Try another sound for the vowel/consonant in this syllable (or) try the schwa sound in this syllable.
3. Read the word.
4. (Teacher read sentence orally)
5. Read.
6. a. Spell the syllables and read the word.  
b. Spell and read the word.
7. a. You will provide missing sounds and letters in this word.  
b. This word should be \_\_\_\_\_.  
c. Say \_\_\_\_\_.  
d. What sound(s) is (are) missing?  
e. What letter(s) make(s) that (those) sounds in this word?  
f. Spell the sound(s) so I can write it (them).  
g. Read.  
h. Spell and read.
8. Write, spell, and read.
9. Proof and correct.
10. Spell and say. Look at me.
11. Read each syllable and read the word.
12. Think of a sentence using the word \_\_\_\_\_.
13. Tell me/partner your sentence.
14. Read this sentence.
15. a. You will identify which letters and sounds are the same and different in these words.  
b. Read each word as I point to it.  
c. What letters are the same in these words?  
d. What sounds are the same in these words?  
e. What letters are different in these words?  
f. What sounds are different in these words?  
g. Spell and read each word as I point to it.  
h. Read each word as I point to it.

## TEACHER DIRECTIVES FOR PHONICS 6

1. You will learn to read a new word by sounding the letters.
2. Read each sound and hold it as long as my finger is under the letter or letters that go together. Sound.
3. Read.
4. (Teacher read sentence orally)
5. Read.
6. Spell and read.
7. a. You will provide missing sounds and letters in this word.  
b. This word should be \_\_\_\_\_.  
c. Say \_\_\_\_\_.  
d. What sound(s) is (are) missing?  
e. What letter(s) makes (make) that (those) sounds in this word?  
f. Spell the sound(s) so I can write it (them).  
g. Read.  
h. Spell and read.
8. Write, spell, and read.
9. Proof and correct.
10. Spell and say. Look at me.
11. Sound and read.
12. Think of a sentence using the word.
13. Tell me/partner your sentence.
14. You will read the new word(s) in a sentence. Read this sentence.
15. a. You will identify which letters and sounds are the same and different in these words.  
b. Read each word as I point to it.  
c. What letters are the same in these words?  
d. What sounds are the same in these words?  
e. What letters are different in these words?  
f. What sounds are different in these words?  
g. Spell and read each word as I point to it.  
h. Read each word as I point to it.

## TEACHER DIRECTIVES FOR SIGHT

7

1. You will learn to read a new word by sight.
2. This word is \_\_\_\_\_.
3. Read.
4. (Teacher read sentence orally)
5. Read.
6. Spell and read.
7. a. You will provide missing sounds and letters in this word.
  - b. This word should be \_\_\_\_\_.
  - c. Say \_\_\_\_\_.
  - d. What sound(s) is (are) missing?
  - e. What letter(s) makes (make) that (those) sounds in this word?
  - f. Spell the sound(s) so I can write it (them).
  - g. Read.
  - h. Spell and read.
8. Write, spell, and read.
9. Proof and correct.
10. Spell and say. Look at me.
11. This word is \_\_\_\_\_. Read.
12. Think of a sentence using the word.
13. Tell me/partner your sentence.
14. You will read the new word(s) in a sentence. Read this sentence.
15. a. You will identify which letters and sounds are the same and different in these words.
  - b. Read each word as I point to it.
  - c. What letters are the same in these words?
  - d. What sounds are the same in these words?
  - e. What letters are different in these words?
  - f. What sounds are different in these words?
  - g. Spell and read each word as I point to it.
  - h. Read each word as I point to it.

## TEACHER DIRECTIVES FOR LETTER SOUNDS

8

1. You will learn to read (a) new sound(s).
2. The name(s) of this (these) letter(s) is (are)?
3. What is (are) the name(s) of this (these) letter(s)?
4. This (these) letter(s) represent(s) the sound(s) /\_\_\_/.
5. Say /\_\_\_/.
6. What sound(s) does (do) this (these) letter(s) represent?
7. Spell and read this (these) sound(s).
8. Write, spell, and read.
9. Proof and correct.
10. What letter(s) represent(s) the sound(s) /\_\_\_/?
11. Spell and say. Look at me.