



F.001

Letter-Sound Correspondence

Letter-Sound Mix-Up



Objective

The student will gain speed and accuracy in recognizing letter-sounds.



Materials

- ▶ Letter-sound sheets (Activity Master F.001.AM1a - F.001.AM1b)
Some letters have more than one sound (e.g., c, g, s, x, y, and all vowels). It is suggested that when timing, students say only one sound per letter. There are two versions of the sheets (i.e., 1 and 2). Students may use either one or both. Make two copies of each sheet and laminate.
- ▶ Sounds correct per minute record (Activity Master F.001.AM2)
- ▶ Timer (e.g., digital)
- ▶ Pencils
- ▶ Vis-à-Vis® markers



Activity

Students take turns identifying sounds of letters in a timed activity.

1. Place two copies of the letter-sound sheets and timer at the center. Provide each student with a sounds correct per minute record.
2. Taking turns, student one sets the timer for one minute and tells student two to “begin.”
3. Student two goes across the page, points to each letter, and says sound of letter (e.g., points to the letter “b,” says /b/). Student one follows on his copy and uses a Vis-à-Vis® marker to draw a line through any letters that are mispronounced. If all sounds are pronounced, go back to the top and continue until timer goes off.
4. Student two counts number of sounds pronounced correctly and records on his sounds correct per minute record.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation

Fluency					
Letter-Sound Mix-Up					
	r	c	x	f	p
	v	k	a	b	e
	h	x	n	i	o
	w	y	u	z	s
	g	d	c	m	j
	b	a	k	v	l
	n	l	i	h	p
	z	u	y	w	v
	f	l	o	q	t
	k	e	f	d	c
	m	j	y	r	g
	f	x	d	v	h

Fluency	
Letter-Sound Mix-Up	
Sounds Per Minute	
1 st try	_____ letter-sounds
2 nd try	_____ letter-sounds
3 rd try	_____ letter-sounds
4 th try	_____ letter-sounds
5 th try	_____ letter-sounds



Extensions and Adaptations

- ▶ Say letter name and sound.
- ▶ Time how long it takes to pronounce all sounds.
- ▶ Say all possible sounds during the timing for c, g, s, x, y, and all vowels.

Fluency

Letter-Sound Mix-Up

F.001.AM1a

1.

r	c	x	f	p
v	k	a	b	e
h	x	n	i	o
w	y	u	z	s
g	d	c	m	j
b	a	k	v	t
n	l	i	h	p
z	u	y	w	v
f	l	o	q	t
k	e	f	d	c
m	j	y	r	g
f	x	d	v	h

2.	j	a	y	v	t
	u	w	i	h	p
	b	d	f	m	e
	g	t	n	v	x
	p	o	k	j	a
	s	r	h	l	u
	z	e	f	d	b
	i	u	g	n	s
	x	k	w	t	o
	b	f	m	d	c
	q	s	c	y	v
	l	e	r	q	z

Sounds Correct Per Minute

1 st try	_____ letter-sounds
2 nd try	_____ letter-sounds
3 rd try	_____ letter-sounds
4 th try	_____ letter-sounds
5 th try	_____ letter-sounds

Sounds Correct Per Minute

1 st try	_____ letter-sounds
2 nd try	_____ letter-sounds
3 rd try	_____ letter-sounds
4 th try	_____ letter-sounds
5 th try	_____ letter-sounds



F.002

Letter-Sound Correspondence

Digraph and Diphthong Dash



Objective

The student will gain speed and accuracy in recognizing letter-sounds.



Materials

- ▶ Digraph-diphthong practice sheets (Activity Master F.002.AM1a - F.002.AM1b)
Digraphs presented are: ay, ea, oa, au, ai, oo, ee, aw, ph, sh, th, ch, wh, kn, ck.
Diphthongs presented are: oy, oi, ow, and ou.
There are two versions of the sheets (i.e., 1 and 2). Students may use either one or both.
Note: Some letter combinations have more than one sound (e.g., “ea” as in eat, head, break; “ow” as in now, row; “ou” as in out, four, you, country; “th” as in think, this; “oo” as in foot, boot, floor; “ch” as in chin, chorus, chivalry; “ai” as in bait and said).
It is suggested that, when timing, students say only one sound per letter combination.
- ▶ Sounds correct per minute record (Activity Master F.001.AM2)
- ▶ Timer (e.g., digital)
- ▶ Pencils



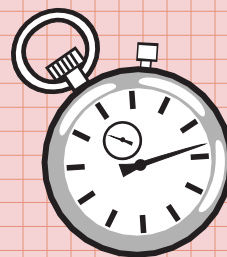
Activity

Students take turns identifying digraphs and diphthongs in a timed activity.

1. Place the digraph-diphthong practice sheets and timer at the center. Provide each student with a sounds correct per minute record.
2. Taking turns, students practice reading the digraphs and diphthongs aloud to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any digraphs and diphthongs that are read incorrectly. If all on the sheet are read, go back to the top and continue reading. Continues until timer goes off.
5. Student one marks the last digraph or diphthong read and counts the number read correctly.
6. Student two records the number of digraphs or diphthongs read correctly on his record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Peer evaluation

Fluency			
Digraph and Diphthong Dash			
ay	ea	oa	wh
au	ou	ch	ai
oi	th	oo	ck
oo	ph	oy	aw
wh	ow	kn	ay
au	ch	ai	ck
ch	oo	ck	ee
kn	aw	ea	ay
ai	ou	ck	th
ea	th	oo	ow
oi	aw	ch	ck
ay	th	oo	ay

Fluency	
Letter-Sound Mix-Up	
Sounds Per Minute	
1 st try	_____ letter-sounds
2 nd try	_____ letter-sounds
3 rd try	_____ letter-sounds
4 th try	_____ letter-sounds
5 th try	_____ letter-sounds



Extensions and Adaptations

- ▶ Use the mixed letter-sound, digraph, diphthong sheet 3 (Activity Master F.002.AM2).
- ▶ Say all possible sounds during the timing for the digraphs (i.e., ea, ow, ou, th, oo, ch, ai).
- ▶ Use teacher-made practice sheets with repeating words containing target digraphs and diphthongs (e.g., meat, wheat, seal, mean, treat, seal, meat, treat, wheat, mean).

Fluency

Digraph and Diphthong Dash

F.002.AM I a

1.

ay	ea	oa	wh	ow
au	ou	ch	ai	sh
oi	th	oo	ck	ee
oa	ph	oy	aw	ea
wh	ow	kn	ay	sh
au	ch	ai	ck	ou
ch	oo	ck	ee	oi
kn	aw	ea	ay	wh
ai	au	ck	th	ou
ea	sh	oa	ow	ee
oi	aw	ch	ck	ea
ay	sh	oa	oy	ph

2.	au	ou	ch	ai	sh
	oa	ph	oy	aw	ea
	ch	kn	ck	ee	oi
	ph	aw	ea	ay	wh
	ai	au	ck	th	ou
	oi	th	oo	ck	ee
	ay	ea	oa	wh	ow
	au	ou	ch	ai	sh
	wh	ow	oa	kn	ch
	ck	ou	ph	ck	aw
	oo	wh	oi	sh	ay
	ee	ay	au	th	ea

Fluency

Digraph and Diphthong Dash

F.002.AM2

3. m oo aw o ay

ck b sh z oi

a n ea ay w

au th u ow wh

c f ou h j

ai x th e ph

s g i au k

q t r oy sh

d ai ee oa v

kn y oy ch ou

aw v d l sh

r aw p ea h



F.003

Word Parts Word Part Race



Objective

The student will gain speed and accuracy in reading word parts.



Materials

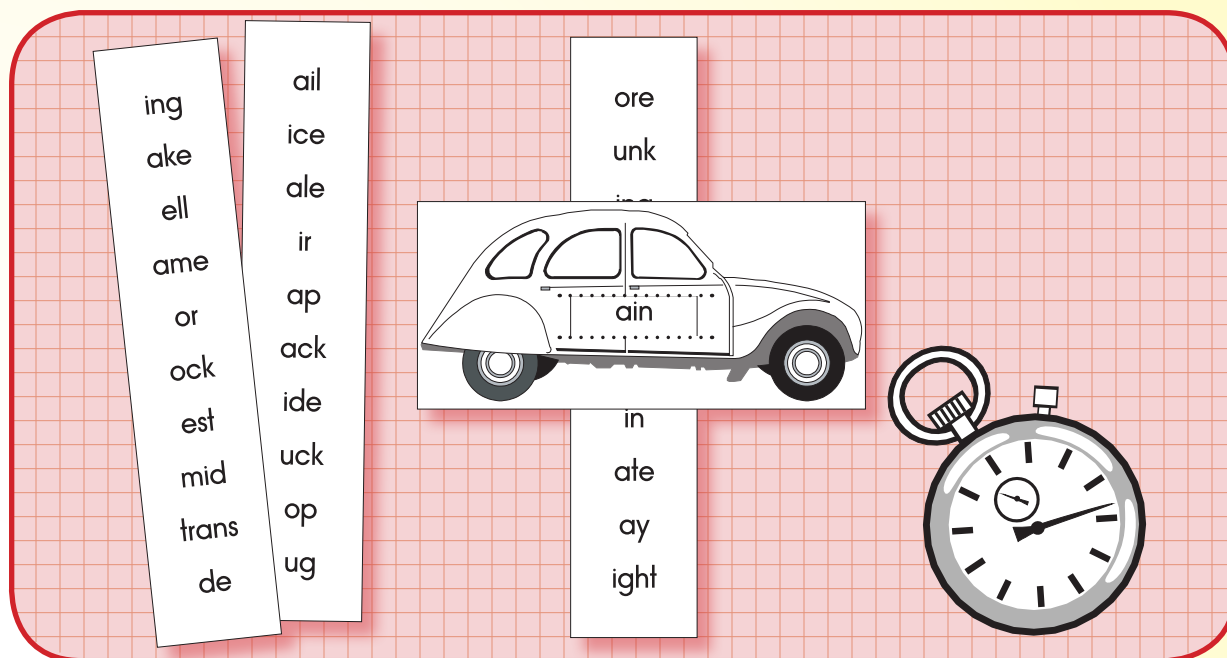
- ▶ Word part car slides (Activity Master F.003.AM1)
*These consist of the 37 most common rimes and common prefixes and suffixes.
Copy on card stock and laminate.
Cut on dotted lines to thread strips.*
- ▶ Word part strips (Activity Master F.003.AM2a - F.003.AM2b)
*Cut and laminate.
Thread the strips in the word part car slides so that word parts show.*
- ▶ Timer (e.g., digital)



Activity

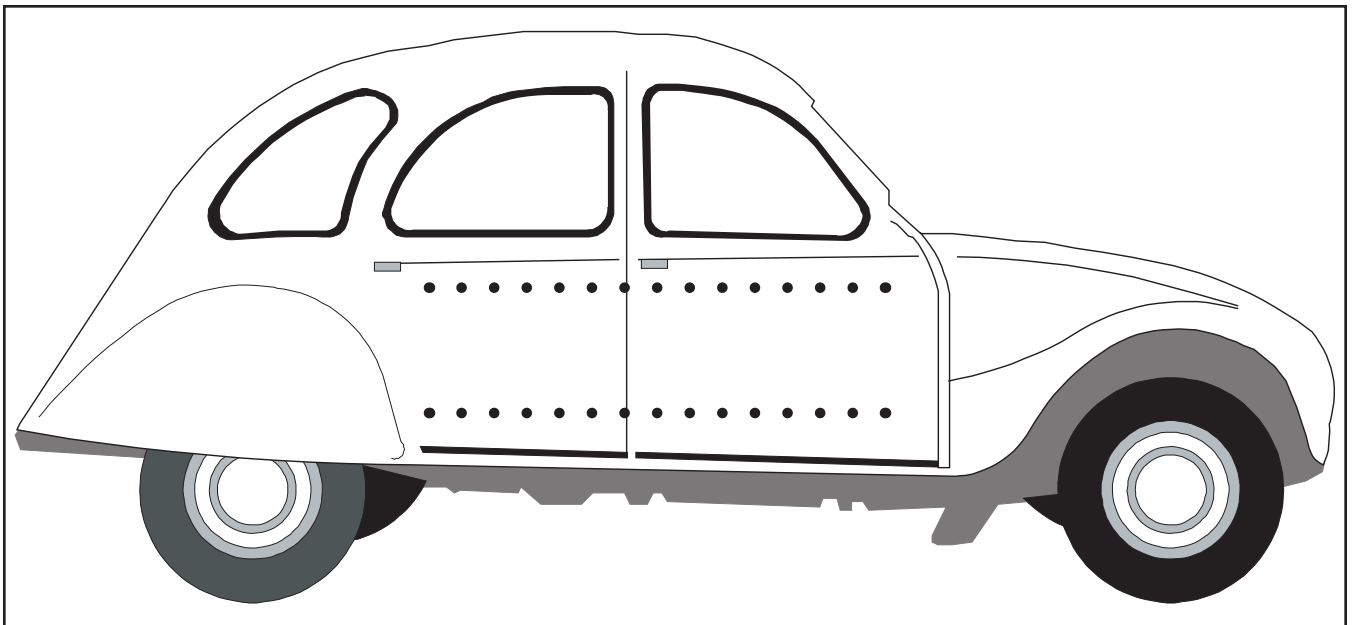
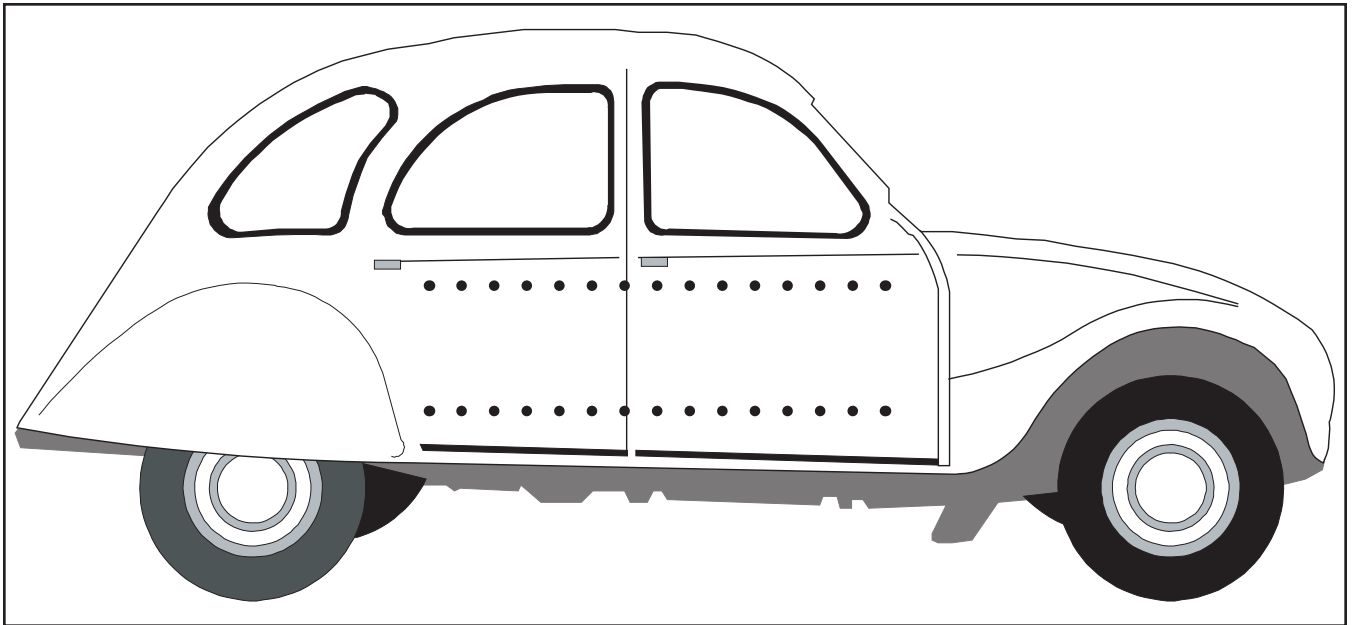
Students quickly read word parts by using a race car slide.

1. Place the word part car slides threaded with strips and the timer at the center.
2. Taking turns, student one sets the timer for one minute and tells student two to “begin.”
3. Student two moves the strip through the slide as he reads each word part. Chooses additional slides with strips and continues reading until the timer goes off.
4. Reverse roles and continue activity attempting to read all slides within one minute.
5. Peer evaluation



Extensions and Adaptations

- ▶ Make other strips using target word parts and words.



Directions: Cut on dotted lines and thread slide through to show word parts.

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Fluency

Word Part Race

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**Objective**

The student will gain speed and accuracy in reading syllables.

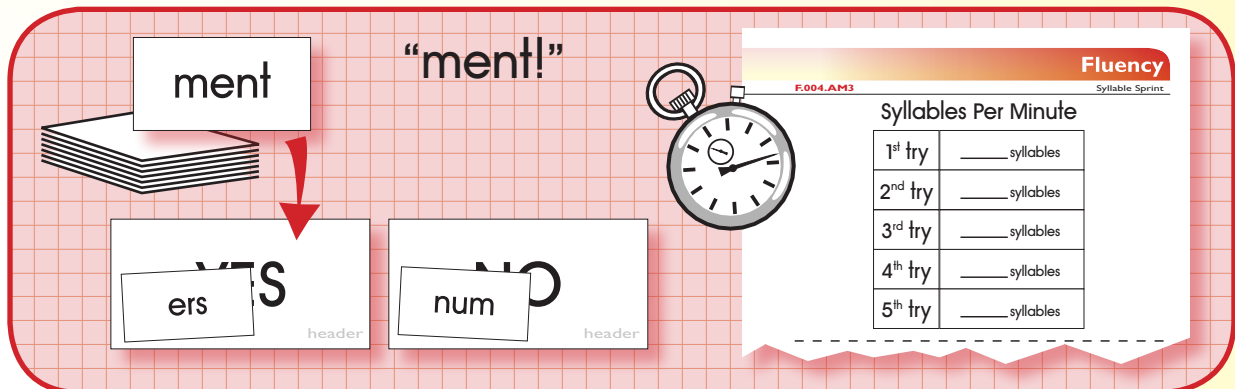
**Materials**

- ▶ YES and NO header cards (Activity Master F.004.AM1)
Copy on colored construction and laminate.
- ▶ Syllable cards (Activity Master F.004.AM2a - Activity Master F.004.AM2j)
There are 100 common non-word syllables. Some syllables have more than one pronunciation (e.g., “ty” as in Tyrone and party; “ger” as in geranium and hunger; “ar” as in artist and dollar). It is suggested that when timing, students say only one sound per syllable. Note: All open syllables are pronounced with a long vowel sound. The syllable “peo” is pronounced /pē/ as in people.
- ▶ Syllables correct per minute record (Activity Master F.004.AM3)
- ▶ Timer (e.g., digital)
- ▶ Pencils

**Activity**

Students quickly read syllables in a timed activity.

1. Place timer and header cards at the center. Stack the set of syllable cards face down and provide each student with a syllables correct per minute record.
2. Taking turns, student one sets the timer for one minute, turns a card over, and prompts partner to read the syllable.
3. If the syllable is read correctly, the student places the card in a pile on the “YES” card. If the syllable is read incorrectly, places it in a pile on the “NO” card.
4. Continue the activity until the timer rings. Count the syllable cards in the “YES” pile and record the number on the syllables correct per minute record. Read cards in “NO” pile together.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation

**Extensions and Adaptations**

- ▶ Use practice sheets containing common non-word syllables. There are approximately 20 different syllables presented on each sheet (Activity Master F.004.AM4a - F.004.AM4e).
- ▶ Use syllables provided at end of Word Parts (Activity Master F.CS.001 - F.CS.027).

YES

header



NO

header



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Fluency

Syllable Sprint

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Syllables Correct Per Minute

1 st try	_____ syllables
2 nd try	_____ syllables
3 rd try	_____ syllables
4 th try	_____ syllables
5 th try	_____ syllables

Syllables Correct Per Minute

1 st try	_____ syllables
2 nd try	_____ syllables
3 rd try	_____ syllables
4 th try	_____ syllables
5 th try	_____ syllables

1. y ver tion ter ry
 re oth o ing i
 ex es er en ed
 e di de com bout
 al ing er i y
 ter al ed es e
 tion re o oth de
 ver ex en di bout
 com al bout com de
 di e ed er es
 ex oth ing o re
 i ter tion ry ver

common non-word syllables

2. wa un u ty tle

 ri pro ple per peo

 num mer ment ma ers

 der con ble ber ar

 af ple con per un

 der tle ber ty num

 peo ble af ers mer

 wa ment pro ar ma

 ri af ar ber ble

 con der ers ment mer

 ri un ty tle wa

 pro ple per peo num

common non-word syllables

3. sen ture fer dif pa
 tions ther fore est fa
 la ei n't si ent
 ven ev ac ca fol
 sen ture fer dif pa
 tions ther fore est fa
 la ei n't si ent
 ven ev ac ca fol
 sen ture fer dif pa
 tions ther fore est fa
 ev fa ven ca ei
 fore ther tions fol ac

common non-word syllables

4. tain po pic pe par
 ny ning na mu moth
 mon lar im ful ern
 dis coun col cit cal
 ful na tain ning col
 par dis ern ny cit
 po cal mu moth pic
 im coun mon pe lar
 cal cit col coun dis
 ern ful im lar mon
 mu tain par po pic
 pe ning na mu moth

common non-word syllables

5. ward ure tween ters tence
stud sec por nit nev
mem hap ger gan fi
cov bod bers ap ad
por fi tween sec ap
stud ad hap gan bod
tence ward cov nev ure
mem ters bers ger nit
ad ap ger bod cov
fi gan por hap mem
sec ward ters ure tween
tence stud por nit nev

common non-word syllables



Objective

The student will gain speed and accuracy in reading syllables.



Materials

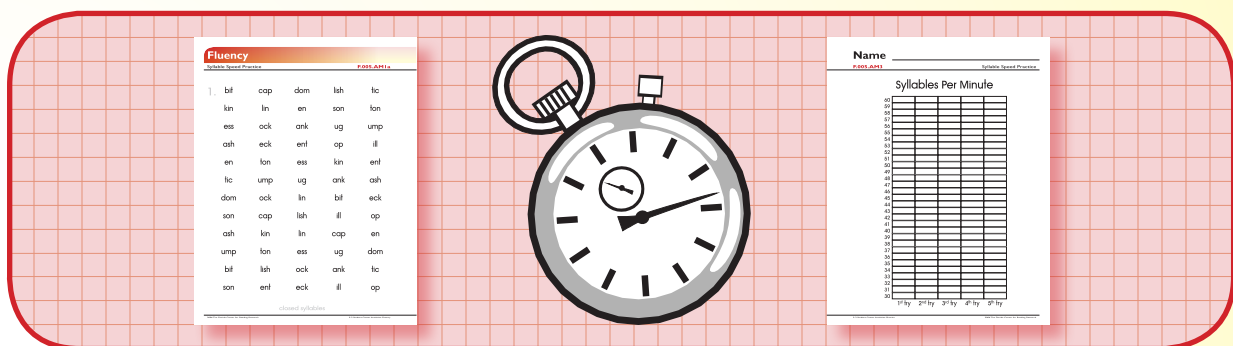
- ▶ Syllable speed practice sheets (Activity Master F.005.AM1a - F.005.AM1f)
Each sheet has a different syllable type (i.e., open, closed, r-controlled, VCE, vowel teams, cons-le). Select target practice sheet. Twenty syllables are presented on each page. Make two copies of each sheet and laminate.
Note: All vowels are pronounced long on the open syllable sheet.
- ▶ Syllables correct per minute graph (Activity Master F.005.SS)
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers



Activity

Students quickly read syllables by doing timed practices.

1. Place two copies of the target syllable speed practice sheet and timer at the center. Provide each student with a syllables correct per minute graph.
2. Taking turns, students practice reading the syllables aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his copy and uses a Vis-à-Vis® marker to draw a line through any syllables that are read incorrectly. If all the syllables on the sheet are read, go back to the top and continue reading.
5. When the timer goes off, student one marks the last syllable read. Counts the number of syllables read correctly.
6. Student two graphs number of syllables read correctly on his syllables correct per minute graph.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation



Extensions and Adaptations

- ▶ Use practice sheet containing all six syllable types (Activity Master F.005.AM2).
- ▶ Use advanced graphs with more fluent readers (Activity Master F.025.SS2 and F.025.SS3).

Fluency

Syllable Speed Practice

F.005.AM I a

1.

bit	cap	dom	lish	tic
kin	lin	en	son	ton
ess	ock	ank	ug	ump
ash	eck	ent	op	ill
en	ton	ess	kin	ent
tic	ump	ug	ank	ash
dom	ock	lin	bit	eck
son	cap	lish	ill	op
ash	kin	lin	cap	en
ump	ton	ess	ug	dom
bit	lish	ock	ank	tic
son	ent	eck	ill	op

closed syllables

2.	he	re	ba	me	de
	te	ne	vo	di	ra
	fi	spa	du	be	co
	fa	de	bo	fi	mu
	ru	hi	ha	le	fo
	go	pe	fli	pa	tu
	la	pu	se	wo	di
	pre	wa	ti	ru	bo
	fi	be	mu	da	ha
	vo	pi	fa	pu	se
	ma	du	we	ti	sho
	bi	ne	pra	go	tu

open syllables

Fluency

Syllable Speed Practice

F.005.AM1c

3.

er	or	ir	ar	ur
or	ir	art	ur	ar
ird	ar	ur	erm	or
ar	er	orn	ir	ur
urt	ir	ar	erd	or
orn	er	irk	ar	ur
art	urb	er	ork	ir
er	arm	ir	ur	ark
ir	er	ur	ar	arn
or	ir	ard	ur	er
irt	erb	urp	irm	or
er	ar	art	urn	arm

r-controlled syllables

4.	ate	ire	obe	ume	ede
	ote	ene	ive	ade	ube
	ife	ape	ode	ule	ete
	use	ide	ame	eve	ope
	aze	uke	ine	ole	ene
	ipe	one	ede	ace	uge
	ale	oke	ute	ive	ibe
	ete	ube	ake	ite	ove
	ice	ave	oke	ude	ete
	ove	ike	afe	ede	use
	ile	eve	une	ite	ote
	uke	ate	ove	ime	ube

vowel-consonant-e syllables

Fluency

Syllable Speed Practice

F.005.AM I e

5.

eam	oat	een	ood	ait
ie	ay	own	eep	ood
oan	aid	oan	ead	oal
ail	eed	own	aw	oof
oe	ait	each	ay	EEK
oon	eal	ook	ain	eet
eep	oe	ead	ood	air
oop	eet	aid	oan	own
oam	ie	eem	oup	eal
oad	ail	oa	eak	eet
oon	eam	oat	ay	ook
ain	eel	eem	eap	aw

vowel team syllables

6. ble kle zle dle gle
 ple gle kle fle zle
 kle ple dle ble fle
 gle dle cle fle gle
 dle zle ple ble cle
 gle ple ble kle zle
 zle dle cle gle fle
 kle dle gle ble tle
 dle kle zle ble kle
 ple ble cle gle fle
 ble dle kle zle gle
 kle ple tle fle cle

consonant -le syllables

Fluency

Syllable Speed Practice

F.005.AM2

7. est arm ink ite de
 ame bout un oat com
 ble ex num ing fi
 own dis bo oke ple
 oat de est un ble
 ite pe ex ame com
 oke bout ing ink num
 ple own fi dis bo
 ink ble oat ex un
 ar dis fi bout ite
 ple de oke num own
 bo ame com est ing

all syllable types

Name _____

F.005.SS

Syllable Speed Practice

Syllables Correct Per Minute

60					
59					
58					
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54					
53					
52					
51					
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49					
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47					
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41					
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33					
32					
31					
30					
	1 st try	2 nd try	3 rd try	4 th try	5 th try



Pick-A-Part



Objective

The student will gain speed and accuracy in recognizing letter-sounds and word parts.



Materials

- ▶ Letter-sound and word part cards (Activity Master F.006.AM1a - F.006.AM1f)

These cards consist of common consonant digraphs, vowel digraphs, diphthongs, initial blends, and a sampling of syllables.

Some letter combinations have more than one sound (e.g., oo as in foot, boot, floor; ea as in eat, head, break; ar as in car, dollar; ch as in chin, chorus, chivalry).

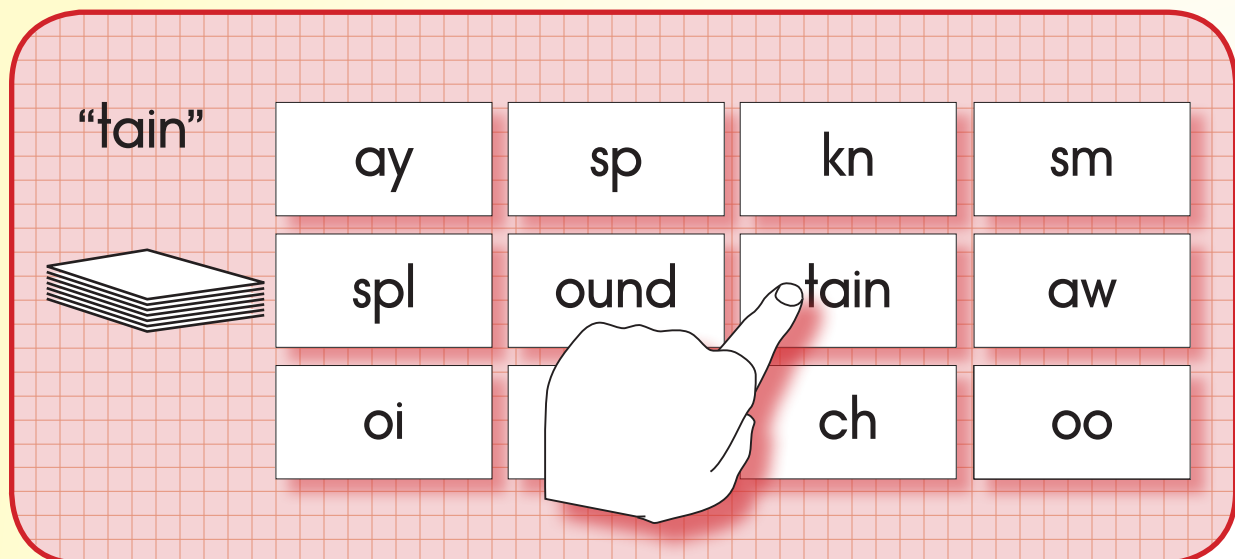
It is suggested that students say only one sound per letter combination when doing this activity.



Activity

Students quickly identify letter-sounds and word parts in a card game.

1. Place letter-sound and word part cards in a stack face down at the center.
2. Working in pairs, students sit side-by-side and place up to 15 letter-sound and word part cards face up in rows.
3. Student one looks at the cards, says a sound or word part, and counts to five silently while student two quickly finds, points, and says the sound or word part.
4. If the word part is identified before the count of five, student two picks up the card. Student two replaces the card with a new letter-sound or word part card. If the letter-sound or word part card is not identified, student one points to the card and says another letter-sound or word part.
5. Reverse roles and continue until all cards have been identified.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use words, phrases, or short sentences.
- ▶ Use word part cards as flash cards.

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Fluency

Pick-A-Part

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Fluency

Pick-A-Part

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Objective

The student will gain speed and accuracy in reading affixes.



Materials

- ▶ Affix Zip practice sheets (Activity Master F.007.AM1a - F.007.AM1d)
These sheets consist of common prefixes and suffixes.
Select target practice sheet (i.e., prefix, suffix).
Make two copies of each sheet and laminate.
It is suggested that when timing, students say only one sound per affix.
- ▶ Affixes correct per minute record (Activity Master F.007.AM4)
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

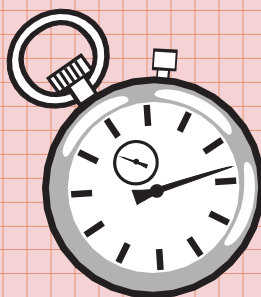


Activity

Students quickly read affixes by doing timed practices.

1. Place two copies of the target affix zip practice sheet(s) and timer at the center.
Provide each student with an affixes correct per minute record.
2. Taking turns, students practice reading the affixes aloud to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any affixes that are read incorrectly. If all the affixes on the sheet are read, go back to the top and continue reading.
5. When the timer goes off, student one marks the last affix read. Counts the number of affixes read correctly.
6. Student two records the number of affixes read correctly on his record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation

Fluency									
F.007.AM1a									
1.	anti	re	dis	super	mid				
	inter	im	en	semi	em				
	de	il	non	over	mid				
	pre	re	un	sub	trans				
	under	fore	anti	em	super				
	dis	ir	semi	in	en				
	over	non	im	mis	ir				
	de	mis	de	in	pre				
	trans	un	sub	under	ir				
	fore	il	dis	anti	inter				
	mid	em	trans	super	en				
	ir	pre	mid	ir	inle				



Fluency									
F.007.AM4									
Affixes Per Minute									
1 st try									
2 nd try									
3 rd try									
4 th try									
5 th try									



Extensions and Adaptations

- ▶ Use mixed affix practice sheet (Activity Master F.007.AM2).
- ▶ Use affixes and words practice sheets (Activity Master F.007.AM3a - F.007.AM3b).

Fluency

Affix Zip

F.007.AM I a

1.	anti	re	dis	super	mid
	inter	im	en	semi	em
	de	il	non	over	mid
	pre	re	un	sub	trans
	under	fore	anti	em	super
	dis	ir	semi	in	en
	over	non	im	mis	ir
	de	mis	de	in	pre
	trans	un	sub	under	ir
	fore	il	dis	anti	inter
	mid	em	trans	super	en
	ir	pre	mid	ir	inter

prefixes

2.	de	over	il	de	non
	dis	re	ir	trans	mis
	em	semi	en	semi	ir
	fore	sub	em	un	inter
	il	trans	non	trans	in
	im	un	over	super	im
	in	super	mis	sub	fore
	inter	un	pre	semi	en
	ir	re	inter	re	em
	non	im	fore	pre	dis
	un	re	in	non	over
	dis	de	pre	trans	il

prefixes

Fluency

Affix Zip

F.007.AM1c

3.	ing	al	ible	ed	able
	al	er	ous	est	ive
	ic	ment	ly	en	er
	ive	ful	less	ment	est
	es	ty	ful	ation	al
	ness	ing	y	less	ic
	ed	est	ly	tion	ness
	ation	er	al	ity	ly
	ing	es	able	ive	or
	ity	en	or	ed	tion
	able	y	tion	ic	ible
	ty	or	ful	less	ous

suffixes

4.	able	ship	ible	ed	ation
	ness	er	ar	est	or
	est	ment	ly	ess	ful
	ette	ful	less	ish	ible
	ent	ist	ism	ation	ish
	ness	ing	ship	ess	ism
	ed	ar	ible	ly	like
	ation	ish	hood	est	ly
	ing	er	able	ent	ment
	ism	ent	ist	ed	ness
	ing	or	like	hood	able
	ar	ful	ment	ness	est

suffixes

5.	ed	est	ment	ly	able
	trans	un	sub	re	dis
	ing	non	less	pre	over
	ful	im	dis	ness	est
	dis	or	non	less	pre
	ment	ly	est	ness	ed
	re	sub	trans	un	able
	or	ful	dis	over	ing
	ment	ly	able	est	ed
	un	sub	dis	trans	re
	less	pre	ing	non	over
	dis	ful	ness	est	im

prefixes and suffixes

6.	un-	undo	unable	unlike	uneven
	re-	reheat	refill	return	rewind
	in-	invisible	indirect	incorrect	infinite
	im-	impossible	impure	imperfect	impatient
	dis-	disable	disappoint	disobey	disagree
	en-	enjoy	enlarge	enlist	encounter
	non-	nonslip	nonfiction	nonstop	nonsense
	over-	overact	overbake	overflow	overcame
	mis-	mislead	mislocate	misread	mistreat
	pre-	precut	preplan	preschool	preheat

prefixes and words

7.

-s	chains	books	streets	cubes
-es	wishes	catches	glasses	mixes
-ed	dragged	ended	asked	brushed
-ing	covering	reaching	teaching	matching
-ly	friendly	safely	kindly	mostly
-er	cleaner	teacher	jogger	singer
-or	actor	collector	sailor	visitor
-y	rusty	tricky	summery	needy
-est	loudest	straightest	shortest	biggest
-ful	armful	playful	wonderful	peaceful

Affixes Correct Per Minute

1 st try	_____ affixes
2 nd try	_____ affixes
3 rd try	_____ affixes
4 th try	_____ affixes
5 th try	_____ affixes

Affixes Correct Per Minute

1 st try	_____ affixes
2 nd try	_____ affixes
3 rd try	_____ affixes
4 th try	_____ affixes
5 th try	_____ affixes

Fluency

Common Syllables

F.CS.001

This list is comprised of 337 common syllables found in the 5,000 most frequent English words. 100 are non-word syllables and can be found in card format with activity F.004.

The remaining 237 can be found in card format following this listing. Some of these 237 syllables may actually be words. However, for these activities, they are intended to be used as syllables. For example, the letters “t-r-y” spell the word “try,” but they also represent the second syllable in the word “coun-try.”

Furthermore, there are instances when a syllable will have more than one pronunciation. The syllable “dy” can be pronounced /dē/ as in candy, or /dī/ as in “dynamite.” In addition, all syllables ending with a vowel are pronounced with a long vowel sound (e.g., “t-a” is pronounced /tā/).

It is up to the judgment and expertise of the teacher regarding how and when to introduce the syllables in the classroom as well as how to pronounce them during the activities. It is suggested, however, that during timings only one pronunciation be required.

- | | |
|----------|----------|
| 1. a | 35. can |
| 2. ac | 36. cap |
| 3. act | 37. car |
| 4. ad | 38. cat |
| 5. af | 39. cate |
| 6. ag | 40. cen |
| 7. age | 41. cent |
| 8. air | 42. char |
| 9. al | 43. ci |
| 10. als | 44. cial |
| 11. am | 45. cir |
| 12. an | 46. cit |
| 13. ap | 47. cle |
| 14. ar | 48. co |
| 15. as | 49. col |
| 16. at | 50. com |
| 17. ate | 51. come |
| 18. au | 52. con |
| 19. ba | 53. cor |
| 20. bat | 54. coun |
| 21. be | 55. cov |
| 22. ber | 56. cu |
| 23. bers | 57. cul |
| 24. bet | 58. cus |
| 25. bi | 59. cy |
| 26. ble | 60. da |
| 27. bles | 61. dan |
| 28. bod | 62. day |
| 29. bor | 63. de |
| 30. bout | 64. den |
| 31. but | 65. der |
| 32. by | 66. ders |
| 33. ca | 67. di |
| 34. cal | 68. dif |

69. dis	103. ful	137. lar	171. mo
70. dle	104. gan	138. lat	172. mon
71. dy	105. gen	139. lead	173. moth
72. e	106. ger	140. lec	174. mu
73. east	107. gi	141. lect	175. mul
74. ed	108. gle	142. lent	176. my
75. ef	109. go	143. less	177. n't
76. el	110. grand	144. let	178. na
77. en	111. great	145. li	179. nal
78. ence	112. hap	146. light	180. near
79. end	113. har	147. lin	181. nel
80. ent	114. head	148. lo	182. ner
81. er	115. heav	149. long	183. ness
82. ered	116. high	150. low	184. net
83. ern	117. ho	151. lu	185. nev
84. ers	118. hunt	152. ly	186. new
85. es	119. i	153. ma	187. ni
86. est	120. ic	154. mag	188. ning
87. et	121. ies	155. main	189. nit
88. ev	122. il	156. mal	190. no
89. eve	123. im	157. man	191. nore
90. ex	124. in	158. mar	192. nu
91. fa	125. ing	159. mat	193. num
92. fac	126. ings	160. me	194. ny
93. fect	127. ion	161. meas	195. o
94. fer	128. is	162. mem	196. ob
95. fi	129. ish	163. men	197. oc
96. fin	130. it	164. ment	198. of
97. fish	131. its	165. ments	199. on
98. fix	132. jo	166. mer	200. one
99. fol	133. ket	167. mi	201. op
100. for	134. la	168. mil	202. or
101. fore	135. land	169. min	203. oth
102. form	136. lands	170. mis	204. ous

Fluency

Common Syllables

F.CS.003

205. out	239. round	273. tain	307. ture
206. pa	240. row	274. tal	308. tures
207. par	241. ry	275. te	309. tween
208. prac	242. sa	276. ted	310. ty
209. parc	243. sand	277. tel	311. u
210. pe	244. sat	278. tem	312. uer
211. pen	245. sent	279. ten	313. um
212. peo	246. se	280. tence	314. un
213. per	247. sec	281. tend	315. up
214. pi	248. self	282. ter	316. ure
215. pic	249. sen	283. ters	317. us
216. play	250. ser	284. the	318. va
217. ple	251. set	285. ther	319. val
218. ples	252. ship	286. ti	320. var
219. ply	253. si	287. tic	321. vel
220. po	254. side	288. ties	322. ven
221. point	255. sim	289. tin	323. ver
222. por	256. sion	290. ting	324. vi
223. port	257. sions	291. tion	325. vid
224. pos	258. sis	292. tions	326. vis
225. pre	259. so	293. tive	327. wa
226. pres	260. some	294. tle	328. ward
227. press	261. son	295. to	329. way
228. pro	262. sons	296. tom	330. west
229. ra	263. south	297. ton	331. where
230. ral	264. stand	298. tor	332. wil
231. re	265. stud	299. tors	333. win
232. read	266. su	300. tra	334. won
233. rec	267. sub	301. tract	335. work
234. rect	268. sug	302. tray	336. writ
235. rep	269. sun	303. tri	337. y
236. ri	270. sup	304. tro	
237. ried	271. sur	305. try	
238. ro	272. ta	306. tu	

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Fluency

Common Syllables

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Common Syllables

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Fluency

Common Syllables

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Common Syllables

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Fluency

Common Syllables

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