

Teaching Analogy Phonics

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Teaching Phonics to Children and Adults

There are three evidence-based or proven approaches for teaching English letter-sound patterns or phonics to children and adults. All are sequential, systematic, and use explicit instruction. All can be delivered in short, regular lessons that combine seeing, hearing, saying, reading, and spelling activities. Below are brief descriptions of each.

- **Synthetic** (meaning combining different substances or components) teaches individual letter-sound patterns, blending, and segmenting of recognizable words. For example, a teacher shows and says the **consonants m, l, s, t** and **short vowel a**. Students practice saying the sounds and the teacher models how to blend (or combine) them into small words: **am, Sam, tam, Al, Sal, as, mat, at, sat**. Then he/she guides them in rereading and spelling the same words.
- **Analytic** (meaning separating something into components or parts) teaches analysis of letter-sound patterns in known words and application to unknown words. For example, a teacher explains **short vowel a** and **long vowel a, silent e** headers, which include phonetic spellings, example words, and sometimes pictures. He/she models how to sort (or separate) by headers a list 12-21 other words: **mad, fast, page, name, same, hand, snap, came, grass, rake, made**. Then he/she guides students in rereading, resorting, and spelling the same words.
- **Analogy** (meaning comparing things based on their similarities) teaches phonograms (or rimes) and their related word families (formed by adding onsets or consonant patterns at the front). For example, a teacher shows and says the phonogram **-ab**. He/she models how to add the single consonants **c, d, g, j, l, n, t** at the front to form relatives: **cab, dab, gab, jab, lab, nab, tab**. Then he/she guides students in rereading and spelling the word family.

Synthetic is the most common phonics approach and used in many published instructional materials. Analytic may be challenging for new readers with limited literacy experience or long-term reading difficulties, but can be a fun and interactive practice activity. Analogy teaches predictable, reliable, and decodable “chunks”, which can be generalized to many other one- and multi-syllable words.

The developer considers analogy phonics to have great potential for ABE and ESL beginning readers - if basic oral language and Roman alphabet skills are present. Therefore, this resource provides ABE and ESL reading teachers and tutors with convincing background information and testimonials, a lesson plan model and template, other reinforcement ideas, and many common or sequential phonogram and word family lists for immediate analogy phonics instruction.

How do history and research support analogy phonics?

Analogy phonics has a long history in American reading instruction. In fact, it dates back to the 1600s, 1700s, 1800s, and one-room schoolhouses! It has been successful across centuries because many new readers (children and adults) find it psychologically easier to divide words into onsets and rimes rather than individual letters and sounds. This may be explained by current brain research, which suggests that our brains are more natural “pattern detectors” rather than a “rule applicators”. In other words, if the brain has a store of learned phonograms and related word families, it will automatically search that storage and detect familiar patterns when encountering unfamiliar words. This cognitive process of pattern detection and pattern application is often more effective and efficient for new readers. It is also known to improve aspects of reading and writing fluency (accuracy and rate)!

What are the most common phonograms?

In 1970, Wylie and Durrell identified 37 high-frequency phonograms that can be found in over 500 words commonly found in lower-level texts. In vowel (a, e, i, o, u) order, they are:

-ack, -ail, -ain, -ake, -ale, -ame, -an, -ank, -ap, -ash, -at, -ate, -aw, -ay
-eat, -ell, -est
-ice, -ick, -ide, -ight, -ill, -in, -ine, -ing, -ink, -ip, -it
-ock, -oke, -op, -ore, -ot
-uck, -ug, -ump, -unk

Has analogy phonics been successful in ABE/ESL classrooms?

Between January and April of 2015, a small group of MN ABE/ESL reading teachers piloted analogy phonics in their classrooms. Below are excerpts from their inspiring testimonials:

- “My students have had strokes...One student rarely expresses emotion and her language is limited. We had completed a bingo activity, where they filled in a blank card with the word families we studied. At the end of the lesson, she said: Boy that was FUN!” (Lori Leininger)
- “I introduced two new word families a week and was encouraged to see students become more intentional in their pronunciation...” (Erin Evans)
- “We have been working with word families as part of our weekly story. The word earthquake came up in passing. After we talked about what it means, I realized that we worked with -ake recently. The students remembered and recognized the word family. It was a really neat ‘pieces coming together’ moment.” (Ellie Purdy)

What does analogy phonics look like?

Pages 6-7 outline a lesson plan model for reviewing *-ay* and teaching *-ill*. Each explicit step (see below) takes between 5-15 minutes, so it actually covers several days to a week of analogy phonics instruction and application to text. It is duplicable for all other phonograms.

1. Teacher **explanation** of analogy phonics purpose and process (as needed)
2. Teacher-student **drill** (or review) of taught phonograms and word families
3. Teacher **modeling** and student **guided practice** with a new phonogram and related one-syllable words
4. Teacher **modeling** and student **guided practice** with related multi-syllable words (optional)
5. Student **application** and teacher **monitoring** with echo, choral, or collaborative oral readings of connected text: phrases, sentences, paragraphs, passages, etc.

Page 8 presents a 'fill-in-the-blank' lesson plan for daily or weekly analogy phonics instruction and application to text.

Pages 9-12 provide other phonogram reinforcement activities used by one or more members of the MN ABE/ESL pilot reading teacher team:

- Erin Evans, IEC
- Emily Fisher, Central MN
- Kristin Klas, HAP
- Lori Leininger, PANDA
- Kristin Perry, HAP
- Eleanor Purdy, MLC

Which phonograms should I teach?

Pages 13-17 provide 37 high-frequency phonograms and word families in rank or frequency (not vowel) order (Fry, 2006). Each word family scaffolds from single consonant onsets to digraphs and blends. If you have limited time for analogy phonics, teach these phonograms and word "relatives". They are in larger font with room to add more words.

Pages 18-90 provide over 100 phonograms and word families organized by increasing complexity and alphabetical order: short vowels with single, blend, digraph, and trigraph consonants; then long vowel silent-e, long vowel digraph, r-controlled, diphthongs, and irregulars with all consonants. If you have regular time for analogy phonics, teach most of these phonograms, but carefully select word relatives your students should know. They are also in larger font with room to add more words.

Note: Several of the ESL pilot reading teachers, who use a core language curriculum or themed stories, taught 1-2 phonograms present within the curriculum or story per week. Although their phonogram selections may have been "out of sequence", this provided a relevant and workable balance of language and literacy instruction.

Sample Analogy Phonics Lesson Plan Model (-ay and -ill)

Step 1: Explain Purpose and Process (as needed)

"I am going to teach you English phonograms. Learning phonograms will help you read and spell more words. I will begin by showing you a simple pattern. Then we will add other letters to make words you should know. All of the words will sound the same at the end or rhyme. This will help you remember the pattern. Together, the pattern and other words are called a word family. We will read and spell word families many times. Then we will be able to read them in phrases, sentences, paragraphs, or stories."

Step 2: Drill (or Review) Taught Phonograms and Word Families (5 minutes)

- Visual: Teacher shows and reads a list of taught -ay words: bay, day, gay, hay, Jay, lay, may, pay, ray, say, way (and if appropriate: quay, clay, slay, bray, fray, gray, pray, stay, tray, sway, spray, stray). Students reread the words.
- Auditory: Teacher erases the list, dictates the same (or some) of the words, and students orally spell or air write them together. Immediate correction is provided.

Step 3: Model and Guide New Phonogram and Word Family (10-15 minutes)

1. Teacher shows and blends the new phonogram: $i + ll = ill$
2. Teacher shows and blends a set of -ill words with single consonant onsets: bill, dill, fill, hill, gill, Jill, kill, mill, pill, quill, sill, till, will.
3. Students reread -ill and the word family as the teacher underlines -ill in each word.
4. Teacher quickly defines unknown words or gives simple contexts: "Fish use gills to breathe in water. A till, like in a cash register, stores money."
5. If appropriate, teacher shows and blends another set of -ill words with consonant digraph or blend onsets: chill, drill, grill, frill, trill, skill, spill, still, twill, shrill, thrill.
6. Teacher quickly defines unknown words or gives simple contexts: "A chill is when you feel cold. A frill, like lace or ribbon, can be added to clothing."
7. Students reread the other relatives as the teacher underlines -ill in each word.
8. Teacher dictates some of the taught -ill words and students spell on paper. Immediate correction is provided.

Step 4: Model and Guide More Complex Word “Relatives” (optional)

If appropriate, teacher shows and blends more complex sets of *-ill* words with *-s/es*, *-ing*, *-ed* endings, as compounds, or with common suffixes and prefixes.

bills fills hills gills kills mills pills sills tills wills drills grills
billing filling killing willing drilling grilling spilling thrilling
billed filled killed milled drilled grilled spilled shrilled thrilled
landfill downhill uphill hillside pillbox windowsill millpond goodwill
biller filler killer miller driller griller spiller shriller thriller
billion million trillion refill unskilled unwilling stillness silly chilly

Step 5: Apply New Word Family to Text and Monitor Progress (10-15 minutes)

1. If needed, the teacher shows and says a set of sight or high frequency words: has, a, he, take, the, on, it, look, for, works, at, she, has, lots, of. *
2. Students practice rereading sight or high frequency words.
3. Teacher models reading phrases or sentences with *-ill* and sight or high frequency words:

Bill has a chill. The cat sat on the sill. Jill works at the mill.
He will take a pill. It will look for birds. She has a lot of skills.

4. Students echo or chorally read the phrases or sentences.
5. Teacher and students write and read other sentences using *-ill* words.
6. Teacher and students collaboratively read aloud published text at easy or beginning levels. **
7. Teacher and students list all or some words from the text that are related to known phonograms.
8. Teacher informally checks comprehension of the text by asking a few 6W questions (Who, What, When, Where, Why, and How).

*Go to https://lincs.ed.gov/readingprofiles/PF_Instant_Words.htm for Fry's First 300 Instant Words

**Go to <http://atlasabe.org/resources/ebri/ebri-fluency> for a variety of FREE leveled resources

Analogy Phonics Lesson Plan Template

Step 1: Explain Purpose and Process

Step 2: Drill Taught Phonograms and Word Families

Visual words:

Auditory words:

Step 3: Model and Guide New Phonogram and Word Family

New phonogram(s):

New simple words:

Step 4: Model and Guide More Complex Word "Relatives" (optional)

New complex words:

Step 5: Apply New Word Family to Text and Monitor Progress (10-15 minutes)

New sight or high-frequency words:

Phrases or sentences:

1. _____
2. _____
3. _____
4. _____
5. _____

Text for collaborative oral reading:

Other Ideas for Phonogram Reinforcement

Phonogram Bingo

Make copies of this 4 x 4 Bingo card. Students write one word in each box from 2-4 known word families. Teacher calls out words and students mark matching words. All students who cover three words down, across, or diagonally win!

Phonogram Bingo			
			FREE
		FREE	
	FREE		
FREE			

Phonogram Sorts

Use this page and the next to create two- or three-pattern phonogram sorts. Write taught phonograms in the shaded boxes and word relatives in the unshaded boxes. Students cut up the page, teacher models how to sort by headers, and students reread and resort alone or in pairs. Word sorts work especially well for similar looking or sounding patterns.

Phonogram Sort 2	

Phonogram Sort 3

Phonogram Find

Write up to eight taught phonograms in the shaded boxes. Students reread a passage, article, story, or even book chapter and write all found word “relatives” in the unshaded boxes. This activity increases excitement about phonograms because it reinforces their connection to accurate word recognition within text!

Phonograms	Word Family Relatives

Common Phonograms and Word Families in Rank or Frequency Order (no names)

Phonograms	Word Family Relatives
-ay	bay, day, hay, lay, may, pay, ray, say, play, stay
-ill	bill, fill, gill, hill, kill, mill, pill, sill, till, will, spill, still
-ip	dip, hip, lip, rip, sip, tip, zip, flip, drip, trip, slip
-at	bat, cat, fat, hat, mat, pat, rat, sat, flat, slat, spat
-am	am, dam, ham, jam, ram, tam, clam, slam, spam
-ag	bag, lag, nag, rag, sag, tag, wag, flag, drag, snag
-ack	back, hack, lack, pack, rack, sack, black, track

-ank	bank, rank, sank, tank, blank, drank, frank, thank
-ick	kick, lick, nick, pick, quick, sick, thick, click, stick
-ell	bell, cell, fell, sell, tell, well, yell, shell, smell, spell
-ot	cot, dot, got, hot, lot, not, pot, rot, shot, spot
-ing	king, ring, sing, wing, thing, bring, sting, swing, spring
-ap	cap, gap, lap, map, nap, rap, tap, clap, snap
-unk	bunk, dunk, hunk, junk, sunk, chunk, drunk, trunk
-ail	bail, fail, hail, jail, mail, nail, pail, rail, sail, tail, trail

-ain	gain, main, pain, rain, chain, brain, train, stain
-eed	deed, feed, need, seed, weed, bleed, greed, speed
-y	by, my, shy, why, fly, cry, dry, fry, try, sky, spy
-out	out, bout, pout, shout, scout, spout, trout, sprout
-ug	bug, dug, hug, jug, mug, rug, tug, drug, shrug
-op	cop, hop, mop, pop, sop, top, chop, drop, stop
-in	bin, fin, pin, sin, tin, win, shin, thin, skin, spin, twin
-an	ban, can, fan, man, pan, ran, than, plan, span

-est	best, nest, pest, rest, test, west, zest, chest, crest
-ink	link, pink, rink, sink, wink, think, blink, drink, shrink
-ow	low, row, show, blow, flow, grow, slow, snow, know
-ew	dew, few, new, chew, blew, brew, stew, knew
-ore	bore, core, more, sore, wore, chore, score, store
-ed	bed, fed, led, red, wed, bled, fled, sled, shred
-ab	cab, dab, lab, tab, flab, slab, crab, drab, grab
-ob	cob, job, mob, rob, sob, blob, slob, snob, knob

-ock	dock, lock, mock, rock, sock, shock, clock, knock
-ake	bake, cake, lake, make, quake, take, flake, brake
-ine	dine, fine, line, mine, nine, vine, shine, whine, shrine
-ight	light, might, night, right, sight, tight, flight, plight
-im	dim, him, rim, slim, brim, grim, trim, skim, slim, swim
-uck	buck, duck, luck, muck, suck, tuck, pluck, stuck
-um	bum, gum, hum, sum, glum, slum, drum, strum

Single and Beginning Consonant Blends + Short Vowel Phonograms (some names)

-ab	-ad	-ag
<p>cab dab gab jab lab nab tab</p>	<p>bad dad fad had lad mad pad sad tad</p>	<p>bag gag jag lag nag rag sag tag wag</p>
<p>blab flab slab crab drab grab scab stab</p>	<p>clad glad Brad grad</p>	<p>brag drag flag slag snag stag swag</p>

-am	-an	-ap
<p>bam cam dam ham jam Pam ram Sam tam yam</p>	<p>ban can Dan fan man Nan pan ran tan van</p>	<p>cap gap lap map nap rap sap tap yap</p>
<p>clam cram gram tram scam slam swam scram</p>	<p>clan plan bran Fran scan span</p>	<p>clap flap trap wrap slap snap scrap strap</p>

-at	-ed	-eg
bat cat fat hat mat pat rat sat vat	Ed bed fed led Ned red Ted wed	beg keg leg Meg peg
flat slat brat scat spat	bled fled Fred sled sped	

-en	-ep	-et
<p>Ben den hen Ken Len men pen ten yen</p>	<p>pep rep</p>	<p>bet get jet let met net pet set wet yet</p>
<p>glen wren</p>	<p>prep step</p>	<p>fret whet</p>

-ib	-id	-ig
bib fib jib rib	bid did hid kid lid mid quid rid	big dig fig jig gig pig rig wig zig
glib crib	grid skid slid	brig swig twig sprig

-im	-in	-ip
<p>dim him Jim Kim rim Tim vim</p>	<p>bin din fin kin pin sin tin win</p>	<p>dip hip lip nip quip rip sip tip zip</p>
<p>brim grim prim trim skim slim swim</p>	<p>grin skin spin twin</p>	<p>blip clip flip drip grip trip skip slip snip strip</p>

-it	-ob	-od
bit fit hit kit lit nit pit quit sit wit	bob cob fob job lob mob rob sob	cod God nod pod rod sod
flit grit skit slit spit twit split	blob glob slob snob knob	clod plod prod trod

-og	-op	-ot
<p>bog dog fog hog jog log</p>	<p>bop cop hop lop mop pop sop top</p>	<p>cot dot got hot jot lot not pot rot</p>
<p>blog clog flog slog smog frog</p>	<p>clop flop plop crop drop prop slop stop</p>	<p>blot clot plot spot trot slot knot</p>

-ub	-ud	-ug
cub dub hub nub pub rub sub tub	bud cud dud mud	bug dug hug jug lug mug pug rug tug
club flub grub snub stub scrub shrub	spud stud	plug slug drug smug snug shrug

-um	-un	-ut
bum gum hum mum rum sum	bun fun gun nun pun run sun	but cut gut hut jut nut rut
glum plum drum scum slum swum strum	spun stun	glut smut strut

Ending Consonant Blends + Short Vowel Phonograms (some combined)

-aff/-eff/-iff	-off/-uff	-ell
<p>gaff staff</p> <p>Jeff</p> <p>tiff Cliff skiff sniff stiff whiff</p>	<p>off scoff</p> <p>buff cuff huff muff puff bluff fluff gruff scuff snuff stuff</p>	<p>bell cell dell fell hell jell Nell quell sell tell well yell smell spell dwell swell</p>

-ill	-ull	-ass
<p>bill dill fill gill hill ill Jill kill mill pill quill sill will drill frill grill trill skill spill still shrill</p>	<p>cull dull gull hull lull mull null skull</p>	<p>bass lass mass pass class glass brass grass</p>

-ess/-iss	-oss/-uss	-azz/-izz/-uzz
<p>Bess less mess bless dress press stress</p> <p>hiss kiss miss bliss</p>	<p>boss loss moss toss floss gloss cross</p> <p>cuss fuss muss truss</p>	<p>jazz razz</p> <p>fizz</p> <p>buzz fuzz</p>

-ack	-eck	-ick
<p>back hack jack lack pack quack rack sack tack black clack crack track slack smack snack stack knack</p>	<p>deck neck peck fleck speck wreck check</p>	<p>Dick kick lick nick pick quick Rick sick tick wick click flick brick trick slick stick</p>

-ock	-uck	-amp
<p>dock hock lock mock rock sock tock block clock flock crock frock knock</p>	<p>buck duck luck muck puck suck tuck cluck pluck truck stuck struck</p>	<p>camp damp lamp ramp tamp clamp cramp tramp stamp</p>

-and	-ask	-asp
<p>band hand land sand bland gland brand stand strand</p>	<p>ask cask mask task flask</p>	<p>gasp rasp clasp grasp</p>

-ast	-end	-ent
<p>cast fast last mast past vast blast</p>	<p>bend end lend mend rend tend vend blend trend spend</p>	<p>bent cent dent Kent lent rent sent tent vent went scent spent</p>

-ept	-est	-ift
<p>kept wept crept slept swept</p>	<p>best guest jest lest nest pest quest rest test vest west zest blest crest wrest</p>	<p>gift lift rift sift drift swift</p>

-isk	-ist	-ost
disk risk brisk frisk whisk	fist list mist grist wrist twist	cost lost frost

-ump	-unt	-ust
<p> bump dump hump jump lump pump rump clump plump frump grump slump stump trump </p>	<p> bunt hunt punt runt blunt grunt stunt </p>	<p> bust dust gust just lust must rust crust trust </p>

-ang	-ing	-ong
<p> bang fang gang hang pang rang sang tang clang slang sprang twang </p>	<p> bing ding king ping ring sing wing zing bling cling fling sling bring wring swing string spring </p>	<p> bong dong gong song tong prong wrong strong </p>

-ung	-ank	-ink
<p> dung hung lung rung sung clung flung slung swung wrung strung sprung </p>	<p> bank dank hank lank rank sank tank yank blank clank flank plank crank frank prank spank stank </p>	<p> kink link mink pink rink sink wink blink clink plink brink drink slink stink </p>

-onk	-unk	
bonk honk	bunk dunk funk hunk junk punk sunk clunk flunk plunk drunk trunk skunk slunk spunk stunk	

Consonant Digraphs and Trigraphs + Short Vowel Phonograms (all combined)

sh-/shr-	-sh	th-/-th
shack shag sham shank shed shell shift shim shin ship shod shop shot shun shunt shut shrink shrunk shred shrill	cash dash gash hash lash mash rash sash clash flash trash slash smash stash dish fish wish swish gosh gush hush lush mush rush blush flush plush crush	than thank that them then thin think thump bath path wrath Beth Seth moth cloth broth froth sloth

ch-	-tch	-dge
<p> Chad chap chat champ chest chin chip chop chink chunk check chick chuck </p>	<p> batch catch hatch latch match patch scratch thatch fetch retch sketch wretch stretch ditch hitch Mitch pitch witch switch botch notch blotch Scotch Dutch Hutch clutch crutch </p>	<p> badge Madge edge hedge ledge wedge pledge sledge dredge budge fudge judge nudge grudge </p>

All Consonants + Long Vowel - Silent E Phonograms

-ace (soft c)	-ade	-age (soft g)
face lace mace pace race place brace grace trace space	bade fade jade made wade blade glade grade trade spade shade	cage gage page rage sage wage stage

-ake	-ale	-ame
<p>bake cake fake Jake lake make quake rake take wake flake brake drake</p>	<p>bale dale gale hale male pale sale tale scale stale shale whale</p>	<p>came dame fame game lame name same tame blame flame frame shame</p>

-ane	-ape	-are
<p>cane Jane lane mane pane sane vane wane plane crane</p>	<p>cape gape nape tape drape grape scrape shape</p>	<p>bare care dare fare hare mare pare rare ware blare flare glare scare snare spare square stare share</p>

-ate	-ibe	-ice (soft c)
<p> date fate gate hate Kate late mate rate plate crate grate skate state </p>	<p> jibe bribe tribe scribe </p>	<p> dice lice mice nice rice vice price slice splice twice thrice </p>

-ide	-ife	-ike
bide hide ride side tide wide glide slide bride pride snide stride	life rife wife strife knife	bike dike hike like Mike pike spike strike

-ile	-ime	-ine
<p> bile file mile Nile pile tile vile smile stile while </p>	<p> dime lime mime time crime grime prime slime chime </p>	<p> dine fine line nine mine nine pine vine wine brine spine swine shine whine shrine </p>

-ipe	-ire	-ite
pipe ripe wipe gripe tripe snipe swipe stripe	fire hire tire wire spire	bite kite mite quite rite site white write sprite

-ive	-ie	-obe
<p>dive five hive jive live drive strive chive thrive</p>	<p>die lie pie tie vie</p>	<p>lobe robe globe probe</p>

-ode	-oke	-ole
<p>code lode mode node rode strode</p>	<p>coke joke poke woke yoke broke smoke spoke stoke stroke choke</p>	<p>dole hole mole pole stole whole</p>

-ome	-one	-ope
<p>dome home Nome Rome gnome chrome</p>	<p>bone cone hone lone tone zone clone crone drone prone stone phone shone</p>	<p>cope dope hope lope mope nope pope rope grope scope slope</p>

-ore	-ose	-ote
<p> bore core fore gore more pore sore tore wore score snore spore store swore chore shore </p>	<p> hose nose pose rose close prose chose those </p>	<p> note quote rote vote wrote </p>

-oe	-ube	-ude
doe foe hoe Joe toe woe	cube rube tube	dude nude rude crude prude

-uke	-ule	-ume
duke nuke puke fluke	mule rule yule	fume flume plume

-une	-ure	-use
<p>June tune prune</p>	<p>cure lure pure sure</p>	<p>fuse muse ruse</p>

-ute	-ue	
cute jute lute mute flute brute chute	cue due hue Sue blue clue flue glue true	

All Consonants + Long Vowel - Digraph Phonograms

-aid	-ail	-ain
<p>laid maid paid raid braid staid</p>	<p>bail fail Gail hail jail mail nail pail quail rail sail tail wail flail frail trail snail</p>	<p>lain main pain rain vain brain drain grain slain Spain stain train sprain strain chain</p>

-ait	-ay	-ea/-ead
bait gait wait trait strait	bay day hay jay lay may nay pay ray say clay play slay bray fray gray pray stay tray sway spray	pea sea tea flea plea bead lead read knead plead

-eak	-eal	-eam
<p> beak leak peak teak weak bleak creak freak sneak squeak streak tweak </p>	<p> deal heal meal peal real seal teal veal zeal squeal steal </p>	<p> beam ream seam team gleam cream dream steam scream streak </p>

-ean	-eap	-ear
<p>bean dean jean lean mean wean clean glean</p>	<p>heap leap reap cheap</p>	<p>dear fear gear hear near rear sear tear year clear smear spear shear</p>

-east	-eat	-ee
<p>beast feast least yeast</p>	<p>beat feat heat meat neat peat seat bleat cleat pleat treat cheat wheat</p>	<p>bee fee lee see tee wee knee flee glee tree</p>

-eed	-eek	-eel
<p> deed feed heed need reed seed weed kneed bleed breed creed freed greed speed steed </p>	<p> leek mEEK peek reek seek week sleek creek Greek cheek </p>	<p> feel heel keel peel reel steel wheel </p>

-een	-eep	-eer
<p> keen queen seen teen green preen screen </p>	<p> beep deep jeep keep peep seep weep sleep creep steep sweep sheep </p>	<p> beer deer jeer peer queer sneer steer </p>

-eet	-eez(e)	-oach
<p>beet feet meet fleet greet sleet</p>	<p>breeze freeze sneeze squeeze tweeze wheeze</p>	<p>coach poach roach broach</p>

-oad	-oak	-oal
goad load road toad	oak soak cloak croak	coal foal goal shoal

-oam	-oan	-oar
foam loam roam	Joan loan moan groan	boar roar soar

-oat	-oast	-y/-ye (long i)
boat coat goat moat gloat float throat	boast coast roast toast	by my cry dry fly fry ply pry try sky sly spy spry shy why aye dye eye lye rye

All Consonants + Vowel R Controlled Phonograms

-ar	-ard	-ark
<p>bar car far jar mar par tar scar spar star char</p>	<p>bard card hard lard yard guard shard</p>	<p>bark dark hark lark mark park Clark spark stark shark</p>

-arm	-arn	-arp
arm farm harm charm	barn darn yarn	carp harp tarp sharp

-art	-ear	-er
<p> cart dart mart part tart smart start chart </p>	<p> dear fear gear hear near rear sear tear year clear smear shear </p>	<p>her</p>

-arge/-erge (soft g)	-erk	-erm
<p>barge large charge</p> <p>merge serge verge</p>	<p>jerk clerk</p>	<p>germ berm term sperm</p>

-ern	-ir	-ird
fern tern stern	fir sir stir whir	bird gird third

-irk	-irt	-irth
quirk shirk smirk	dirt flirt skirt squirt shirt	birth firth girth mirth

-orch	-ord	-ork
<p>porch torch scorch</p>	<p>cord ford lord sword chord</p>	<p>cork fork pork York stork</p>

-orm	-orn	-ort
<p>dorm form norm storm</p>	<p>born corn horn morn torn worn scorn sworn shorn thorn</p>	<p>fort port sort snort sport short</p>

-ur	-urb	-url
<p>cur fur blur slur spur</p>	<p>curb blurb</p>	<p>burl curl furl hurl purl churl</p>

-urn	-urs(e)	-urt
<p> churn burn turn spurn churn </p>	<p> curse nurse purse </p>	<p> curt hurt blurt </p>

All Consonants + Vowel Diphthong Phonograms (a few combined)

<p>-aught (aw)</p>	<p>-aunch (aw)</p>	<p>-aunt (aw)</p>
<p>caught naught taught fraught</p>	<p>haunch launch paunch</p>	<p>aunt daunt gaunt haunt jaunt taunt flaunt</p>

-aw (aw)	-awl (aw)	-awn (aw)
<p>caw jaw law paw raw saw claw flaw draw slaw squaw straw gnaw</p>	<p>bawl brawl crawl drawl trawl scrawl shawl</p>	<p>dawn fawn lawn pawn yawn brawn drawn prawn spawn</p>

-ea (short e)	-ew (as oo)	-ief/-ield (long e)
<p>dead head read bread dread stead sweat spread thread threat breath death</p>	<p>dew few hew Jew knew mew new pew blew brew stew chew</p>	<p>brief grief chief thief field yield shield</p>

<p style="text-align: center;">-oil (oi)</p>	<p style="text-align: center;">-oin (oi)</p>	<p style="text-align: center;">-oist (oi)</p>
<p style="text-align: center;">oil boil coil foil soil toil spoil broil</p>	<p style="text-align: center;">coin join loin groin</p>	<p style="text-align: center;">foist hoist joist moist</p>

<p style="text-align: center;">-oo (oo)</p>	<p style="text-align: center;">-ood/-oof (oo)</p>	<p style="text-align: center;">-ood/-ook (as ōō)</p>
<p style="text-align: center;">boo coo goo moo too woo zoo shoo</p>	<p style="text-align: center;">food mood brood goof roof proof spoof</p>	<p style="text-align: center;">good hood wood stood book cook hook look nook took brook crook shook</p>

<p style="text-align: center;">-ool (oo)</p>	<p style="text-align: center;">-oos(e) (oo)</p>	<p style="text-align: center;">-oot (oo)</p>
<p style="text-align: center;">cool fool pool tool drool spool stool school</p>	<p style="text-align: center;">goose loose moose noose</p>	<p style="text-align: center;">boot hoot loot moot root toot scoot shoot</p>

-ouch (ow)	-oud (ow)	-ounce (ow)
<p>couch pouch vouch crouch grouch slouch</p>	<p>loud cloud proud</p>	<p>bounce pounce flounce trounce</p>

-oup (oo)	-our (ow)	-ouse (ow)
<p>soup croup group</p>	<p>hour sour flour scour</p>	<p>douse house louse mouse blouse grouse spouse</p>

-out (ow)	-outh (ow)	-ow (ow)
<p> out bout gout pout clout flout grout trout scout </p>	<p> mouth south </p>	<p> bow cow how now pow vow down gown town brown clown crown drown frown </p>

<p style="text-align: center;">-ow (long o)</p>	<p style="text-align: center;">-own (long o)</p>	<p style="text-align: center;">-oy (oi)</p>
<p style="text-align: center;"> bow know low mow row sow tow blow flow glow crow grow slow snow stow show </p>	<p style="text-align: center;"> mown sown blown flown grown known shown thrown </p>	<p style="text-align: center;"> boy joy soy toy ploy </p>

All Consonants + Irregular Phonograms (most combined)

-ei/-eigh/-eight (long a)	-ey (long a)	-igh/-ight (long i)
<p>rein</p> <p>neigh weigh sleigh</p> <p>weight</p> <p>Note: height has a long i vowel sound</p>	<p>hey</p> <p>grey</p> <p>prey</p> <p>they</p> <p>whey</p>	<p>high</p> <p>sigh</p> <p>thigh</p> <p>fight</p> <p>light</p> <p>might</p> <p>night</p> <p>right</p> <p>sight</p> <p>tight</p> <p>blight</p> <p>flight</p> <p>plight</p> <p>bright</p> <p>fright</p> <p>slight</p> <p>knight</p>

-ild/-ind (long i)	-old/-ost (long o)	-ought (aw)
<p>mild wild child</p> <p>bind find hind kind mind rind wind blind grind</p>	<p>old bold cold fold gold hold mold sold told scold</p> <p>host most post ghost</p>	<p>ought bought fought sought brought thought</p>

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Beginning-Level Reading Instruction is an online course in collaboration with the Minnesota Literacy Council available at <http://online.themlc.org>. Units 1-4 strive to improve participant knowledge and instruction of alphabetics and fluency, two important components of beginning reading instruction. Unit 5 provides past case study examples and an opportunity for new participants to earn four continuing education units. It will be updated during the summer of 2015.