

### SIGHT SYLLABLES:

In both Shefelbine's and Cunningham's work, it is suggested that students learn certain syllabic 'chunks' that are most frequently found in words. Shefelbine calls these 'sight syllables'. He suggests these be practiced and studied, just like phonemes, to strengthen student success. He and Pat Cunningham have lists that are almost identical. Here is a list of suggested 'sight syllables':

-tion	-ment	-ish	ac	-ness	pre-	-ance		
mem	anti-	bi-	cir	co-	con	cred	cur	de
der	dif	dis	tri	em	en	-ence	ent	er
-est	ex	fac	fore	frac	-ful	-hood	-ible	
ic	ict	il	im-	in	-ing	inter-	-able	
-ist	sys	-ject	-less	med-	ant	ab	mid	mis
nect	non	ad	ob	oc	ous, eous, ious		pas	
pend	pic	por	port	al	prob	—ly	quad	
quent	re	scan	semi—	spect	sub	sus	sym	syn
ize	act	trans-	eer	tude	-ture	uct	ult	un-
ur	vade	vent	ves	ward				

-ble      -dle      -gle      -ple      -tle

**IN THIS STAGE OF PHONIC DEVELOPMENT, STUDENTS ARE BEGINNING TO TACKLE WORDS THAT MAY ALSO BE HARD TO COMPREHEND. THESE WORDS WILL COME MORE EASILY IF THEY HAVE BEEN HEARD BEFORE! THE IMPORTANCE OF MODELING AND READING HIGHER LEVEL LANGUAGE FOR STUDENTS CAN'T BE STRESSED ENOUGH!**