

# **ANGLING FOR WORDS**

**Study Book**



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**Decoding and Spelling Practice**

**Academic Therapy Publications  
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## HOW TO USE THIS READING STUDY BOOK

### Follow the Fish!

1. Present each letter in a multisensory manner. Follow the letter order shown on the index before each level. Place reading and spelling cards that have been introduced in separate stacks for daily review.\* (A complete list of reading and spelling responses are listed in the companion ANGLING FOR WORDS WORKBOOK.)
2. Give auditory practice of sound for recognition in initial, medial, and final positions in words. (t) tap    water    faucet
3. Read part or all of the words on a page listed under that letter. These words contain ONLY those letters previously presented.
4. If a fish appears on right, refer to that page for pertinent exercise in companion ANGLING FOR WORDS WORKBOOK. If a fish appears on left, however, the exercise referred to would be helpful before reading word lists.
5. It is recommended that each student keep a loose-leaf notebook with the following sections in it:
  1. Basewords
  2. Syllable Division
  3. Affixes
  4. Plurals and Possessives
  5. Learned Words
  6. Other

As both sides of an exercise sheet are completed, the student transfers the page to his own notebook. Within each section, he groups exercises containing like concepts. This process of organizing material into appropriate categories is particularly helpful in developing a mental organization of rules and principles of reading and spelling.

6. Exaggerated pronunciation of short vowels, distinct from casual running speech, is an absolute necessity for the language student and serves as a spelling aid. Examples: label, table; in ci dent, prec e dent. Particular care must also be taken in pronouncing sounds such as (d) and (p), NOT (duh) and (puh). r and l should not become (ur) and (ul). Again, for spelling clarity, avoid the schwa in sound pictures to represent the vowel in unaccented syllables. Example: (dis tǎnt) NOT (dis tǝnt).
7. In this program basewords, sometimes called roots in other books, refer to the complete words to which affixes can be added. The first six levels deal with the reading and spelling of basewords, plus suffixes which can be added without changing the baseword spelling. Level VII deals with spelling rules for adding suffixes and for forming plurals and possessives.
8. Abbreviations used are: b.w. = baseword; syl. = syllable; C and con. = consonant; V. = vowel; suf. = suffix; L.W. = learned word.
- \*9. For teachers who have not had training in multisensory presentations, ANGLING FOR WORDS – THE TEACHER’S LINE, Dorothy B. Montgomery, Academic Therapy Publications, presents the program as used in public school resource rooms. ANGLING PHONO-CARDS for reading and spelling are also available.



## Background

This study book was developed in the Summer Language Training Program at the Hockaday School, Dallas, Texas, by language therapists trained in the Orton-Gillingham approach as taught in the Language Training Unit of the Neurology Division of Texas Scottish Rite Hospital, Dallas, Lucius Waites, M.D., Director.

The program has been used with individual students and in small classes of elementary through high school grades. The purpose of the program is to teach the language as IT is to the child as HE is. By over-learning the reliable principles of reading and spelling, the student eventually begins to substitute reasoning for guessing. The presentation presumes nothing on the part of the student except average intellectual ability. It does assume thorough training on the part of the therapist in a multisensory, structured, and sequential approach to the language.

## Sequence

It is important that the concepts outlined here be presented sequentially; however, levels are interchangeable if words which involve unrepresented concepts are omitted. The amount of drill necessary to develop each concept must be determined by the student's age, ability, and degree of disability. Anna Gillingham believed a student should go as fast as he can and as slow as he must. The lists, as well as the inserted reading matter, provide continuous daily review of letters and concepts. A lesson plan should involve a review of all reading and spelling cards which have been presented, reading columns from several different lists (perhaps one new, four review), cursive writing, and spelling dictations. Much chanting of rules and constant review and repetition are strongly suggested.

## Structure and Terminology

1. Nonsense words and unusual real words are used to challenge the phonetic skills of the reader. Asterisks (\*\*) denote made-up nonsense words which follow regular reading or spelling rules.
2. When a word uses the second (less common) sound of a digraph, the digraph is underlined once; the third sound has two underlines. (chair, Christmas, chef; easel, head, steak.)
3. Primary type with serifs is used for better visual discrimination.
4. The pages in the Workbook labeled Reading Cards and Spelling Cards represent the most frequent or regularly used responses for reading and spelling. In the text and workbook, underlines denote letter names; ( ) indicate sounds.
5. Situation (or generalization) pages in the Workbook help the student to learn to spell a particular sound in its various positions – initial, medial, and final. The therapist should dictate a few regularly-spelled words at a time, allowing the student to choose the proper column. See p. 11 in Workbook, Situation Summary.
6. Above each story are the words which do not follow the regular rules for reading. They need to be presented before reading with their irregularities noted.

## Introduction (Cont'd.)

### 7. Simplified DEFINITIONS as related to Language Training

VOWEL – letter with an open sound    CONSONANT – a letter with blocked or partially-blocked sound

VOICED AND UNVOICED PARTNERS: Letters whose sounds are formed by the same mouth position. The sounds differ only because of the absence or use of vocal cords.

voiced - unvoiced	voiced - unvoiced	voiced - unvoiced
(j) - (ch)	(d) - (t)	(g) - (k)
(z) - (s)	(b) - (p)	(v) - (f)
(zh) - (sh)		

INITIAL – first    MEDIAL – middle (any position but first or last)

FINAL – last

SYLLABLE - a word or part of word made by one voice impulse; has one V sound

OPEN SYL. – ends in vowel    CLOSED SYL. – ends in consonant

REGULAR – most common    IRREGULAR – less common

LEARNED WORDS – words that do not follow the regular patterns for reading or spelling.

KEY WORDS – words which “unlock” the sounds of letters

NONSENSE WORDS – made-up words which are phonetic and follow the rules of Eng.

BASE WORDS – complete words

SUFFIX – a letter or group of letters added to the end of a baseword to change its use in a sentence

PREFIX – a letter or group of letters added to the beginning of a baseword to change its meaning

#### Acknowledgments

1. References for word lists and diacritical markings are based on Webster's New International Dictionary 2nd edition. Exceptions are listed on the index pages of Level II.
2. Procedures for the therapists are based on the publications of Aylett R. Cox, Associate Director of the Language Training Unit of Texas Scottish Rite Hospital: Structure and Techniques, Remedial Language Training; Situation Reading; and Situation Spelling, an outgrowth of the Fifth Edition of the Gillingham-Stillman manual, Remedial Training. These materials were originally published by Educators Publishing Service, 31 Smith Place, Cambridge, MA 02138.
3. Alice Koontz is responsible for the book's overall design, original materials, organization and art work. Margaret Adair initiated and inspired the first efforts of compilation. Ann Harris and Judy Dusek have done the typing and proofreading. Without the willing and enthusiastic labors of my faithful husband, Dub, this book would not have been possible. Particular thanks go to all our students in language therapy who have been patient in learning with us the intricacies of our language. Perhaps this work can help save a few Anglers from the Sea of Look-Say.

Carolyn C. Bowen, Dallas, Texas

# CONCEPTS

## LEVEL ONE

Short Vowels and Consonants		1
i	(ĭ)	4
t	(t)	4
p	(p)	4
n	(n)	4
s	(s) (z)	4
a	(ă)	5
l	(l)	5
d	(d)	6
f	(f)	7
h	(h)	8
g	(g)	8
ng	(ng) and suf. <u>-ing</u>	9
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m	(m)	11
r	(r)	11
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b	(b)	33
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ar	(âr)	102
(ĕr)		103
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dge	(j)	117
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ch	(ch)	121
ch	(k) (sh)	123
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One-syl. words are arranged in following order up to the presentation of letter u:

1. Three letter words (no con. blends) lap
2. Words with final con. blends last
3. Words with initial con. blends slat
4. Words with initial and final con. blends plant

Beginning with letter u, one-syl. words are arranged by length. Initial and final blends are no longer grouped together.

Unless special situation is stated, the letter presented is regular for spelling the sound shown.

Page	Letter Order	Concepts to Develop
4	i(ĭ) t(t)	Reading and spelling in initial and medial situation Blending sounds into words. A vowel in a closed syl. is short. <u>it</u> Marking short vowel with breve. <u>ĭ</u>
	p(p)	
	n(n)	Doubled con. are pronounced once. <u>inn</u> Sound pictures omit silent letters. <u>inn</u> (ĭn)
	s(s)(z)	<u>s</u> is naturally pronounced (s) after unvoiced con. sounds and (z) after voiced con. sounds. <u>sips</u> <u>sins</u> (z) is regularly spelled <u>s</u> except when initial in a word. <u>is</u> <u>Spelling Rules</u> : The regular plural of a noun is spelled by adding <u>s</u> . <u>tips</u> . Third person singular verbs add <u>s</u> . <u>He sits</u> .
5	a(ă)	
5	l(l)	
6	d(d)	(d)(t) Voiced and unvoiced partners
7	f(f)	Spelling Rule: One-syl. words ending in (f), (l) or (s) after one vowel usually end in <u>ff</u> , <u>ll</u> , <u>ss</u> . <u>stiff</u> , <u>pill</u> , <u>pass</u>
8	h(h)	
8	g(g)	
9	ng(ng)	<u>Suffix Concept</u> : Final <u>ing</u> can be b.w. ending or a suffix. (Is a word left after covering <u>ing</u> ? If so, <u>ing</u> is a suffix.) <u>ing</u> can be added to any b.w. ending in two con. with no change to b.w. or suf. (suffix rules for dropping, doubling or changing final letters of b.w. do not apply to these words.)

Page	Letter Order	Concepts to Develop (Cont'd.)
10	o(ö)	Recognizing slightly altered sound (ö). <u>log</u>
11	m(m)	
11	r(r)	Reading and spelling <u>r</u> when initial in a word or in initial blends. <u>rat trap</u> (Omit <u>r</u> -controlled vowels – er, ir, etc., at this point.) Blending words into sentences.
15	e(ě)	Many students will never be able to distinguish between (ĭ) and (ě) when it falls before <u>n</u> or <u>m</u> , but they should be aware of the difficulty. <u>Syllable Division</u> : VC'/CV VC'/CV' Beginning with first vowel in a word, write V over vowels and C over consonants. $r^{VCCV}o\check{s}s\check{i}l$ Divide between two consonants which stand between two vowels. Determine accent. ar'/rest - - - - ar/rest'√ den'/tist√- - - - -den/tist' <u>Syllable Division</u> : VC/CCV VCC/CV with con. blend A consonant blend sticks together in a syl. and behaves as one con. Determine best blend. Divide word. im'/press√ imp/ress Determine accent: im'press im press'√ (More often, a single con. will close the first syl.)
19	y(y) y(ĭ)(ī)	Consonant <u>y</u> is initial in syl. Irregular for spelling except in initial position in word. Vowel <u>y</u> takes sounds of <u>i</u> : (ī) at end of accented syl. (1-syl. word is accented.) <u>fly</u> (ĭ) at end of unaccented syl. <u>pen'ny</u> (ĭ) in closed syl. <u>pyg'my</u> <u>Spelling Situation</u> : English words do not end in <u>i</u> . Use <u>y</u> . Read medial <u>y</u> , which behaves as <u>i</u> . Suffix <u>y</u> – (added to base words ending in 2 con.)
21	u(ü)	Blending sentences into stories.
26	k(k) nk(ngk)	(g) (k) Voiced and unvoiced partners (ng) (ngk) Voiced and unvoiced partners
27	c(k)(s)	<u>c</u> = (s) before <u>e</u> , <u>i</u> and <u>y</u> <u>c</u> has no sound of its own and appears as (k) or (s) in sound pictures. (ăk' sěnt) <u>c</u> (s) is irregular for spelling at this point. <u>Spelling Situation</u> : Initial and Medial (k) 1. Use <u>c</u> unless before <u>e</u> , <u>i</u> and <u>y</u> . 2. Use <u>k</u> before <u>e</u> , <u>i</u> , and <u>y</u> . <u>keg skip sky</u>
31	ck(k)	Digraph = two letters with one sound. Reading <u>ck</u> words. (Spelling final (k) must be delayed until initial and medial situation is thoroughly understood and automatic.)




Page	Letter Order	Concepts to Develop (Cont'd.)
31	ck(k)	<u>Spelling Situation</u> : Final (k) 1. Use <u>ck</u> at end of one-syl. words after short vowel. <u>truck</u> 2. Use <u>k</u> after consonants. <u>sink</u> 3. Use <u>ic</u> to spell (ɪk) at the end of multisyl. words. <u>picnic</u>
33	b(b)	(b) (p) Voiced and unvoiced partners Careful pronunciation: (b), NOT (buh)!
35	j(j)	Final accented vowels are long. A 1-syl. word is accented <u>mē nō</u> <u>Chant</u> : "A vowel at the end of an accented syl. is long." <u>mē</u> "A vowel in a closed syl. is short." <u>mět</u> Final <u>o</u> is long regardless of accent. <u>stuc'co</u> Reading 3-syl. words, dividing between consonants.
39	ed(ěd) (d) (t)	In multisyl. words, final <u>ed</u> is usually a suffix pronounced (ěd) (t) (d) Note to TEACHER: <u>ed</u> after <u>d</u> and <u>t</u> = (ěd); <u>hunted added</u> after unvoiced sound = (t); <u>asked</u> after voiced sound = (d); <u>filled</u> Recognizing and spelling complete base words before adding suffixes. <u>less, ness, ful, ly, en.</u>
40	w(w) wa(wǒ)	
41	v	(v) (f) Voiced and unvoiced partners Eng. words do not end in <u>v</u> but add silent <u>e</u> . <u>give</u> Suffix <u>-ive</u> (ɪv)
42	z(z) x(ks) (gz)	(z) is spelled <u>z</u> only when initial in word. Unvoiced Voiced
46	qu(kw)	<u>qu</u> acts as two cons., <u>k</u> and <u>w</u> . <u>u</u> after a <u>q</u> is not considered a vowel; thus (f) (l) (s) Rule and (k) Spelling Situations apply. <u>quill, quick</u> <u>Spelling Situations</u> : In a 2-syl. word, when only 1 medial con. sound is heard after a short vowel in the first syl., the con. is regularly doubled. <u>rabb</u> it is regular; <u>rob</u> in, irregular. Cons. are not regularly doubled in <u>three-syl.</u> base words. Before proceeding to Level II, the student must recognize con. suffixes <u>less, ness, ful, ly.</u>


i t p n s

it	nit	pips
is	tip	pins
in	nip	pits
inn	pit	tints
sip	its	sist
sin	it's	spin
sis	sins	snit
tit	nits	spit
tin	sips	snips
sit	tint	spins
pip	inns	stint
pin	nips	stints

\*\*\*\*\*

ip	nint	pispp	spist
iss	sispp	spiss	spints
nin	sint	sniss	spips
niss	ips	stit	stins
tiss	sints	inst	spint
int	ints	spip	stisp
ipt	pinst	stip	snint
nins	tisp	snin	spipt
tist	nist	stin	snisp
nisp	tinst	stiss	stist
inst	nints	snist	spisp

a (ă) 

at	nasp	spass	last
as	snap	stans	list
an	spat	stast	lint
ass	span	spant	lilt
Ann	Stan	snast	lisp
pap	stap	stasp	lant
pan	* * * *	stant	silt
pass		spast	Alps
san	ap	snant	tilt
tap	nass	spasp	palp
tan	tant	snans	slit
sap	nans	snasp	plat
sat	pasp	<u>l</u> 	slip
sass	ans		plap
pat	tast	lass	plan
tat	nasp	nill	still
nap	nant	lap	slat
Nan	sasp	lit	slap
Nat	tasp	pal	spill
ant	snass	ill	split
past	spap	lip	splat
sant	snan	till	plant
pant	stass	Sal	stilt
asp	snat	pill	slant
apt	stat	sill	splint

\* \* \* \* \* \* \* \* \* \* \* d  \* \*  111°

ilp	spilp	id	pid
lilp	slist	dill	nad
lanst	planst	add	dass
pilp	snilp	did	dat
tilp	plint	dap	dant
nilt	splant	tid	disp
linst	snilt	dip	dilp
plit	splast	pad	dasp
slan	plins	lid	dist
sliss	plist	Dan	dinst
pliss	slasp	diss	dilt
slin	stilp	tad	dast
splass	splinst	Sid	tand
lass	plast	nid	danst
spliss	slisp	dad	snad
plip	splanst	din	spid
splin	slint	sad	plid
splan	splins	diss	snid
snill	plinst	lad	slad
plin	splasp	and	stid
splap	plasp	sand	splad
splip	splist	land	splid
slast	slinst	slid	sland
plilt	slins	spad	spand
slans	plisp	stand	spland

fad	sniff	fant	sliff
fin	flat	ift	plaff
piff	stiff	fint	spaff
fill	flip	filp	fliss
if	spiff	pift	flad
fit	flint	ilf	slaff
fip	* * * *	fasp	fland
tiff		pilf	spaft
fat	taff	naft	slaft
faff	laff	fanst	flant
fan	fap	fift	spilf
fid	fass	filt	plaft
daff	fiff	alf	flast
fast	naff	tilf	slift
lift	fiss	dift	flanst
fand	aff	laft	spift
fist	siff	silf	plift
taft	paff	faft	flasp
aft	niff	finst	snaft
sift	liff	nilf	flins
daft	diff	saft	flist
flap	saff	fliff	flinst
staff	dilf	snaft	flift
flan	nift	flass	splift
flit	paft	flin	splaft

h



g



had  
 hill  
 has  
 hiss  
 his  
 hip  
 hap  
 hit  
 hat  
 han  
 hid  
 Hal  
 hin  
 hand  
 hint  
 hant  
 hast  
 hist  
 haft  
 hilt  
 hasp  
 hasn't


gag  
 dig  
 fag  
 fig  
 gig  
 gal  
 dag  
 gap  
 hag  
 nig  
 gas  
 nag  
 gan  
 pig  
 gad  
 sag  
 lag  
 gid  
 gaff  
 tig  
 tag  
 gat  
 gilt  
 gasp  
 gift

glid  
 flag  
 glad  
 gliss  
 glass  
 snig  
 slag  
 snag  
 gliff  
 stag  
 gland  
 glint  
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 ag  
 hig  
 gaft  
 gant  
 gast  
 hilg  
 gand  
 spag

glan  
 glaff  
 spig  
 plig  
 slig  
 glat  
 flig  
 glit  
 plag  
 glap  
 glin  
 glag  
 glid  
 stig  
 glip  
 splag  
 splig  
 glist  
 glind  
 glast  
 glasp  
 glant  
 glaft  
 glinst  
 glanst

ng 

Suffix -ing

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sin	sing	singing	sifting
pin	ping	lifting	hanging
fan	fang	tilling	slinging
pan	pang	stinging	lispings
din	ding	gasping	flinging
tan	tang	sanding	ganging
Dan	dang	sniffing	dinging
tin	ting	hinting	staffing
fling		slanting	tinging
gang		hissing	handing
hang		listing	standing
sting		lilting	landing
slang		spilling	sassing
sling		planting	passing
sang		panting	lasting



Dan is gasping – hand is stinging!

Dan at asp his hat is flinging.

o (ö)



\* \* \* \*

o (õ)

dot	doss	fod	dog
doll	hot	ot	hog
God	fop	noss	loss
don	Todd	dods	off
got	doff	tont	on
hod	soos	hond	toss
loll	pond	sont	log
gog	golf	nong	oft
hop	opt	hoft	lost
tog	tongs	nosp	soft
lot	fond	polp	song
nod	font	lond	loft
lop	spot	hons	long
fog	stoss	gont	gong
not	flop	sond	gloss
odd	snod	stoff	floss
nog	stop	spod	
pop	slop	ploss	
pot	plod	spoll	
sol	slot	sploss	
top	flog	splot	
sop	plop	stons	
tot	plot	stont	
goff	spong	spond	
pod	ping-pong	plont	