Spelling by | S

Memorizing (the pronunciation and/or spelling of) lists of items is not the most efficient, effective way to acquire word-level vocabulary or increase language proficiency. Instead, it makes good sense to spend time and energy on productive principles, patterns, and rules that apply to oral and written language systems. Spelling patterns for one-syllable items and accented syllables appear in Ideas F-P on pages 19-108. Here are rules that can make phonics/spelling instruction more manageable in regard to items of all lengths, including those with added affixes, at higher levels of language proficiency.

- In normal English words, the consonant letters <u>i</u>, <u>k</u>, <u>w</u>, <u>x</u>, <u>y</u> are never doubled; -c (/s/) or -<u>v</u> (without -<u>e</u>) cannot end a word.
 The letters <u>b</u>, <u>c</u>, <u>h</u>, <u>k</u>, <u>l</u>, <u>n</u>, <u>p</u>, <u>s</u>, <u>t</u>, <u>w</u> are occasionally "silent," as in comb, science, honest, know, psalm, column, island, listen, wrong.
- 2. A well-known rule that usually works is to put "i before e except after c"—or when it makes the /ei/ sound within a syllable." Some examples are $friend(/\epsilon/)$, thief $(/i^y/)$, pies $(/a^y/)$; $receive(/i^y/)$, beige (/ei/). But there are many exceptions to the rule, like weird. And it doesn't apply to vowels in separate syllables, as in society.
- 3. The letter -y (/ i^y/) replaces -<u>i</u> at the end of accented syllables after consonants, as in body, family, happy, beauty, company, vary.

 But it becomes -<u>i</u>- again before any added suffix. Examples include bod<u>ily</u>, famil<u>iar</u>, happ<u>iness</u>, beaut<u>iful</u>, compan<u>ion</u>, var<u>ious</u>.
- 4. A word ending in final silent -e after a consonant drops the -e before a suffix beginning with a vowel. For instance, hope + -ing = hoping; nose + -y = nosy; use + -ual = usual; pure + -ity = purity. The rule may not apply to words ending in -ce (/ s /) or -ge (/ j /)—as in notice + -able = noticeable; outrage + -ous = outrageous.
- 5. Words or accented syllables ending in a single consonant letter (except -k, -y, -x) after a single (simple) vowel spelling double the final letter before adding a vowel ending. Some examples are rob + -ed = robbed; upset + -inq = upsetting; begin + er = beginner; biq + -est = biggest; refer + al = referral; star + -y = starry.
- 6. Generally, adding a prefix or a consonant-suffix to a word does not change its correct spelling.

Slow Down or Speed Up? Multi-Level Pointers

Here is a brief summary of phonics patterns that apply to the most frequent, "regular" spellings of one-syllable words and accented syllables. (The [phonetic symbols] used to represent sounds below are common in American dictionaries.)

- Most often, the simple
 ("short") vowel sounds [ăĕ
 iŏôŭ] are spelled with
 one letter a, e, i, o, u
 in "closed" syllables that
 end in consonants.
 The complex ("long") vowel
 sounds and diphthongs
 [āēīōūouoi] are spelled
 by two letters together
 inside a syllable—or a final
 silent -e after consonants
 that makes the previous
 vowel "complex."
- Whether they appear at the beginning or end of syllables, the consonant sounds [bpdtgv4rths] are regularly spelled by the (sometimes doubled) letters and digraphs b, p, d, t, g, v, th, s, sh. The [kfzjch] sounds have different spellings according to their positions: c/k/ck, f/ph*/gh**, z/s, j/g(e)/dge, ch/tch.
- The letters <u>b</u>, <u>c</u>, <u>ch</u>, <u>d</u>, <u>f</u>, <u>g</u>, <u>l</u>, <u>p</u>, <u>r</u>, <u>s</u>, <u>sh</u>, <u>th</u> can be blended in clusters without vowels in between.
- "Word-family spelling patterns"—rimes consisting of a vowel (+ consonants) result in rhyming words.

Following are suggestions for ways to incorporate the benefits of generally helpful spelling patterns and rules into lessons, activities, and games that optimize time and energy use:

1. Use "spelling test items" as learning tools. Language students working with sound and letter systems may benefit from selecting correct spellings from multiple choices; from identifying correct spellings while correcting wrong ones; from completing words with blanks; and from spelling items from their sounds and meanings.

Sample "test items" of these kinds—arranged according to the spelling principles they exemplify—are offered on pages 133-135. After checking their responses, learners can try stating patterns or rules that lead them to correct answers. To learn from mistakes—or simply to imbed (remember) principles, they can review and explain these to others.

Eventually, both teachers and learners may want to make up their own (less elaborate) printed "spelling tests" with items of familiar or new types.

- 2. Take advantage of spelling puzzles with items illustrating rules. These may be Word Searches, Crosswords, Rebuses, Anagrams, Scrambled Words, Word Ladders / Pyramids, Mazes, or other puzzle types found in magazines, downloaded from sites like puzzlechoice.com/ or parenting-our-kids.com/word-puzzles or self-created—perhaps with direction from sites like discovery education.com/free-puzzle maker/. The best of these might be even more beneficial if they target relevant knowledge, stimulate productive thinking, and provide practice in useful multi-level vocabulary and spelling without wasting time or effort. Samples to (copy and) try and/or to use as models for puzzles with targeted content appear on pages 136-140. Reference lists with examples illustrating the rules are on pages 141 to 142. Templates and how-to instructions are in Activity Ideas V: Word Puzzles & Games on pages 177 to 188.
- 3. Play the spelling game of "Ghost." In an oralspelling amusement that utilizes knowledge of word parts and spelling by the rules, players take turns saying one letter in sequence without reaching the end of a word. Someone who completes a word or cannot add a letter that keeps the process going loses the round and is considered "one-third (1/3) of a ghost." The competitor who defaults twice more in this way, becoming "2/3" and finally "3/3 of a ghost," disappears from the game.

If the game is played in written form, participants add one letter at a time to sequences they are printing on cards circulating around the group.



In the above Game of Ghost, if the next player says -e, s/he loses the round with the word compete. But if s/he says "-i-," as in competition or competitor, the oral spelling process continues

Slow Down or Speed Up? Multi-Level Pointers



Here are more advanced principles to consider when learning to spell by the rules:

- [1] When / i^y / precedes a vowel suffix, it is spelled -ias in *medium*, *ingredient*. As a suffix, it is spelled -(e)y, as in copy, money.
- [2] When -y makes the $/i^y \alpha^y/$ sounds after a consonant, it changes to -i- before suffixes other than -ing, as in carry→carries / carried / carrier (but: carrying); deny → denies / denied / denier (but: denying).
- [3] When / ʃ / comes before a vowel suffix, it is spelled –<u>ci</u>-, -<u>si</u>-, -<u>ti</u>-, as in spe<u>ci</u>al, **I** ten<u>si</u>on, ratio; -si- may spell / 3 /, as in fusion).
- [4] The -ist suffix ends words for people (chemist); -est ends superlatives (finest, longest).

The *-cian* suffix is for people (musician, politician); -tion, for roots ending in /t/(cite → citation); -sion, for roots ending in / s d / (tense→ tension; divide → division). The -mit verb ending becomes -ssion in nouns (per<u>mit</u>→permission)

- [4] Between vowels, the / z / sound is often spelled -s-, as in present, result, noisy; / s / is usually spelled -ss- or -c, as in bossy, gossip; juice, dancing, bicycle.
- [5] The -le suffix follows two consonants after simple vowels (handle, little, puzzle) but only one after complex sounds (able, people, aisle). Much less commonly, -el can end nouns (label, jewel, hotel).

Many sites—like dyslexia.org/ spelling rules. shtml summarize spelling rules.

Here are Spelling Test questions of various kinds to assess understanding and use of valuable phonics/spelling patterns and principles. Each question type targets a different set of spelling rules, shown to the left. Follow Instructions for the items; check your answers.



Can you explain how regular spelling patterns/principles lead to your correct responses? Which correct spellings are examples of exceptions to spelling rules? In what ways?

Circle the correct spelling for each word . (* **) = less common or unusual spellings. (You may want to list the words for later review.) Then read the sentences aloud, telling the spelling of the items you chose. Can you explain them—and the exceptions?



May I please **(hav have) some nice [glasez/glasses], [ten/tean] [pinsles/pencils], one [thick/thyk], **[heavy/eviy] [skillet/scilett], and a pair of [perfectly/purficley] [waurme/warm] *[wull/wool] [socks/saks]?

**[What) Wutt] **[cullurr/color] is **[shooser/sugar]? How about [salt/sauwlt], [canied/canned] [broth/bruathe], and [dirt/duort]?

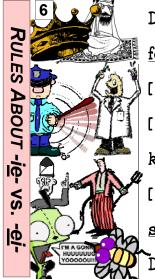


Our *[maier/mayor] is [estremli/extremely] [slumee/sloomy] about [crowded/croweddid] conditions on [esterets/streets], in the [schulls/schools], or at [stores/storrs] in [taun/town]. **[Do/Doo] **[wiea/we] [agree/agrea] with him?



Some *[chines/kinds] of [food/phut] are [meats/meedz], [fitche/ fish], [dallee/dairy] products like [milk/mileck] and *[cheese/ tsheeze], [plotuss/produce]—*[which/witsh] means **[fruits/fluttes] and [vveggees/vegies], "sirrialz/cereals] and "bledes/breads], and many *[udderr/other] things.

What can "scientists/sighentiss] do on a "[dizzerded/deserted] **[ailland/island]? They don't **[wixxel/whistle], [towidel/twiddle] their *[tums/thumbs], *[tawk/talk] or **[rissin/listen] to **[shosts/goass]. Instead, they get **[noulege/knowledge] by asking *[questions/ kwestchuns] and looking for the **[wride/right] instead of the **[rawng/wrong] **[answers/andsirs].



Do you have friends** [√] or neighbors** [√] that are riegning** [∅]

forieign** [] shieks** [], conscientious** [] cheifes [] of poliece**

[], or weis [] sceintists** on heigh** []-protein** []macrobicotic

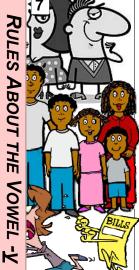
[] dieits* []? What about nieces [] that are heirs []? Do you

know preists [] of conscince** [] that don't decieve [], feindish

[] theives [] that pull hiests** [], or weirdly** [] concietid []

shreickeng [] aliens [] that sieze** [] gient [] flies []?

Do you believe [] you've copeed [] thees [] words correctly?



Does a tipycal* [] couple in their twentyes [] really [] have to get marreed [] to be happey []? Whay [] do many* [] peyple** [] seek joiful [] alliances [] or simply [] companyonship [] without tieing** [] themselves down with marryage [] and a loveyli [] family [] right away []? Mabee [] it's because they** [] are veriy [] shy [] or warey [] of hasty [] decisions made in a hurri []—especially [] if they don't make enough mony [] to paie [] for the necessitys [] of daily [] living.



What's a definention [○] of agism**[]? The terme [] is somtims**

[] used [] to describ [] prejudiceal [] attituds [] or negativity

[] discriminatory [] behaveor [] against folkes [] of widly []

diverse [] ageas []. For instanc [], an elderly [] populateion []

might be stereotypied [] as haveing [] decreased [] or decreaseing

[] mental capaceity [] or even senilety []. Of course [], oldsteres

[] over ninty may perceive [] teenageers [] as extremly []

inexperiencd [], boreing [], sensless [], crazey [], ridiculeous, ...

The missing letters for the lines, if any, will be repeats of <u>underlined</u> letters. If *no* letter belongs in a blank, put \otimes . Read the sentences aloud, telling the spelling of the items you chose. **Can you explain them according to the "rules?"



While hur y ing to a wed ing, a young coup le and som e of their fe low travel ers were ro bed of their lu gage, up set ing their travel plans. It never o cured to them what was hap en ing. When they ar ived at their destination, they dis covered they were mising not on ly the nece sit is from their suit cases and boxes of cloth es but also the gifts they were bring ing along. How ut er ly a noy ing and rid ic ulous!

To fill in the blanks, choose from these letters: s, se, si, ss; c, ce, ci; ti. Read the sentences, telling the letters you inserted.

**Can you explain the pronunciation of or reasons for those spellings? How about the word meanings and uses?



Effi_ent supervi_ors are u_ually fu_y about the practi_s and performan_ of their a__istants—techni_ans, scienti_ts, or other diver__ profe_ionals. The__ cau_ous bo__e_ have no de_ire to pa__ently ac_ept lazine__, confu_on, go__ip, di_hone_ty, so__al incompeten__, indeci_on, amne_a, de_er__on, nervou_ten__on, or pa__ionate emo__onality during bu_iness hour_.

They insi_t on wi__, ex_ep__onal employee_ who get re_ult__.

With the relevant single or doubled (consonant) letters <u>underlined</u>, here are the correct spellings of items on page 135 that may or may not illustrate Rules About Consonant Doubling and Spellings of the \z s 3 \subseteq Sounds Between Vowels:

9. While hurying to a wedding, a young couple and some of their fellow travelers were robbed of their luggage, upsetting their travel plans. It never occurred to them what was happening. When they arrived at their destination, they discovered they were missing not only the necessities from they discovered they were missing and ridiculous!

10. Efficient supervisors are usually fust of the practices and boxes of clothes but also the gifts they are discovered their assistants—the practices and performance of their assistants—the practices of their desirants—the practices in decirations housed have no decive to patiently accept latiness, confusiones so or other diverge profession, annesia, desertion, nervous tensional emotionality during business hours. They insist on wise, exceptional employees who get results.

With relevant letters <u>underlined</u>, here are the correct spellings of the items on page 134 that are spelled wrong—according to the rules about <u>-ie</u>- vs. <u>-ei</u>-, the vowel <u>-v</u> and final silent <u>-e</u>. The items that need no correction are checked [v]:

6. friends** [v] ... neighbors** [v] ... reigning** ... foreign** sheiks**, conscientous** [v] chiefs ... of police**, ... wise

scientists**... high** protein** [v] macrobiotic diets*? ... nieces [v] ... heirs [v], priests ... conscience** ... deceive.

fiendish thieves ... high** protein** [v] conceiled shrieking aliens [v] ... seize giant flies [v]? ... believe [v] ... copied.

... these...? 7. typical* [v] ... twenties really [v] ... marriage ... lovely family [v] ... away [v] people ... joylul alliances [v] ... there [v] ... twenties really [v] ... narriage ... lovely family [v] ... away [v]? Maybe ... they *** [v] ... very shy [v] ... hasty [v] ... hasty [v] ... twenties really [v] money ... polely family [v] ... away [v] pendition*... ageism**? ... ageism**? ... ageismily [v] money ... toly [v] money ... toly [v] money ... toly [v] discriminatory behavior ... folks ... ninter ... elderly [v] population ... stereotyped ... having decreased or decreasing ... capacity ... senility ... conrection ... oldsterz ... nine [v] ... toly [v] population ... stereotyped ... having decreased or decreasing ... capacity ... toly ... senility ... conrection ... oldsterz ... nine [v] ... toly ... teenagers ... extremely inexperienced, boring, senseless, crazy ridiculous ... course [v], oldsterz ... nine of ... toly ... [v] ... teenagers ... extremely inexperienced, boring, senseless, crazy ridiculous ...

With relevant Spellings: 1. have**... glasses, ten pencils, ... thick, heavy** skillet, ... perfectly warm wool* socks?

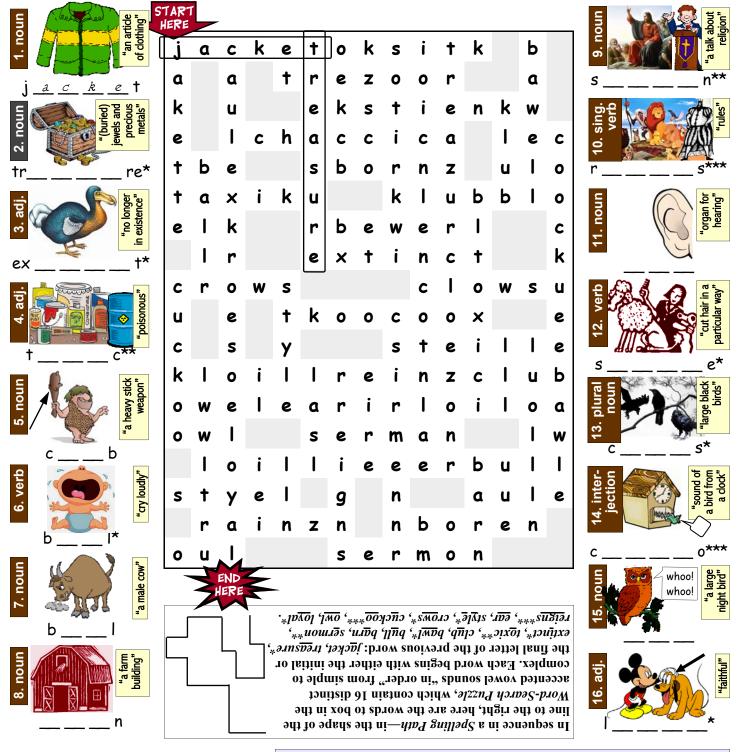
2. What** color**... sugar**? ... salt, canned broth, ... thick, heavy** skillet, ... perfectly warm wool* socks?

3. ... schools, ... stores... town. Do** we steed broth, ... dirt? 3. ... mayor*... extremely gloomy... crowded... streets, produce—which*... truits**... veggies*, cereals**... breads**... breads**... other ... 5. ... scientists**... deserted* island***?... wrong answers. whistle**, twiddle... thumbs*, talk*... tislend**... glooms**... glooms**... veggies*, cereals**... breads**, ... breads**... questions**... right***... wrong answers. whistle**, twiddle... thumbs*, talk**... wrong answers.

To practice vocabulary that follows spelling rules, in the *Word Search Puzzle* find and box the letters of the words under the picture + word clues. Copy them one letter per blank. Many initial and final letters are supplied; stars [* ** ***] indicate more difficult spellings.

Note that the 16 correct items are printed across and down, one letter per box, connected in a *Spelling Path* within the puzzle. *Don't* box the letters of the *incorrect* spellings.

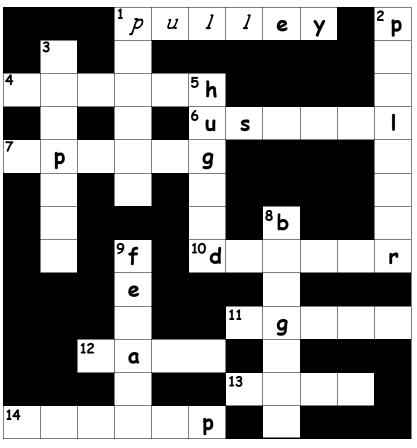
As usual, take time to master the pronunciation and uses of the words in context.



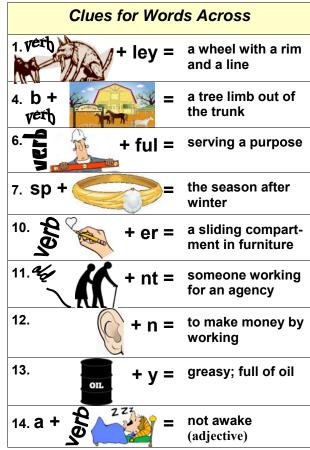
For more practice in *spelling by the rules*, complete this *Crossword*. Print the letters of the answer to each clue in the appropriate boxes across and down. Some letters are supplied.

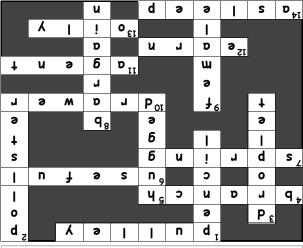


All the clues are basic *Rebuses* = *definitions*. To form words, add the given letters to the spellings for the words for the pictures. After checking your puzzle solution, review the items by saying them aloud in contexts that illustrate their meanings.



Clues for Words Down								
1.	+ C	il =	a writing instrument with a lead point					
2.	+ ste	er =	a person whose job is taking public-opinion polls					
3.	+ le	et =	a tiny <i>drop</i> , as from sprinkles					
5.	verb 👸 + ge	d =	embraced; put one's arms around					
8.	+ weig	= ht	a good buy; an advantageous purchase					
9.	fe +	I =	a girl or a woman					





This solution to the above Crossword Puzzle contains the answers to the 9 Across and 6 Down clues. Their letters are supplied in correct left-to-right and top-to-bottom order.

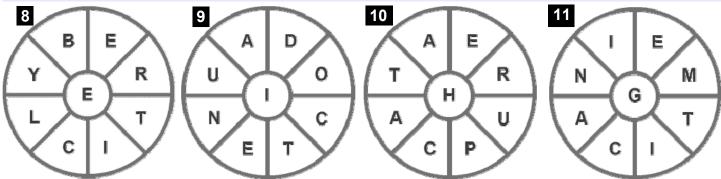
Word puzzles with various shapes and formats provide practice in letter manipulation, which helps develop "common sense" regarding phonics/spelling patterns and rules. Follow the specific instructions for each puzzle type; pronounce and check your answers.

	4				
1		K	7		
U	Ŀ	,		a	
١		h	4	/	

You might also *list* the items: consider their spellings, parts of speech, meanings, and uses.

Tou might also hist the items. Consider the	en spennigs, parts of speech, meanings, and uses.									
Make new words for clues until you reach the base.	For this <i>Upside-Down Pyramid</i> , subtract 1 letter at a time from the previous word. Keep the letters in the same sequence to make a shorter word for each clue—until you reach the single vowel letter at the bottom.									
	*** a hole in the bucket.									
Bring a and a baseball. \[\bar{D} \frac{a}{L} \bar{L} \] Hello***! How are you?										
take a nice, warm										
* the smelly dog* with me?										
That isn't his; it belongs to										
	That man over there—who is?									
For this <i>Upside-Down Pyramid</i> , leave out one letter at a time from the previous word. Rearrange letters if necessary to make shorter words—down to one single letter. SPRING For this <i>Letter-Pyramid Puzzle</i> , add one letter at a time to the vowel at the top. Change the order of the letters if necessary. Make a new word to fit in each set of blanks until you reach the six-letter word at the bottom. How do you****?										
a natural mineral	**?									
shy, not smiles	10 degrees below is very									
wearing a wedding										
_//	I would if I**.									
We got there just time.	LOUDY It's a, gray day.									
we got there just three.	_									
For each of these Word- Ladder Puzzles, change	east 6 gorge a deep between cliffs									
one letter per step. LOSS suffer a	a signature									
Make a new word underneath that win or	the use of in war									
fits the clue. tin** and	war Cooking isn't my									
In five steps, you will get to the word at** to a new	house walk back and*									
the bottom of the ladder. more much,,	most worth How much is it*?									
7 tastes Honey always sweet.	The puzzle formats above are from www.parenting-our- kids.com/word-puzzles-for-kids.html									
You barely your dinner.	ી. દેલકાંસ્કુ, ધ્લકાંસ્ <u>વે</u> , <u>ખ</u> લકાંસ્વે, ખલાંસ્વે, ખલાંસ્વે ખ <u>ત</u> ાંસ્વ									
We just a lot of money.	5. ોટ્કડ, દિરક, દિરક, દુરા કું									
I in line for an hour.	\overline{A} . Q \overline{do}^{***} , \overline{doc}^{**} , \overline{cold} , \overline{could}									
 	ો. તે, તો, <u>b</u> તાં, bતાં <u>તિ,</u> bath <u>e</u> *, bathe <u>r</u> 3. spring, gring, gin*, i <u>n</u> , /									
get menus from the	Puzzles on this page, with changes underlined when possible:									
whiter Which soap washes?	Here are solutions to the 7 Letter-Pyramid and Letter-Ladder									

For each of these *Letter-Wheel Puzzles* (downloaded from http://www.puzzlechoice.com/pc/Hub_Words_Menx.html), list one— and multi-syllable words of three to nine different letters each. The "hub" (middle) letter must be included in each answer.



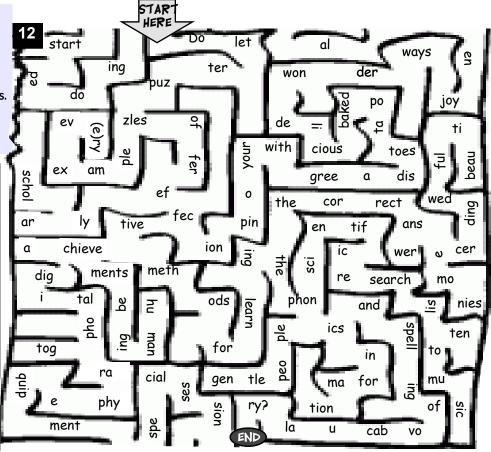
** letters: tmagina, teaming, magnetic * 9 letters: enigmatic ** 6 letters: acting aiming citing*, eating enigma**, ignite**, magnet*, mating taming timing *9ฐกา๋ , *9ฐภูทา , *ฐกาวเ รู letters: magic*, ฐเฉทt* 4 letters: cage, gain, gait, game, gate, gent*, gnat** ** n_1 8 ; n_2 9 ; n_3 9 ; $c\overline{\psi}$ eat, $c\overline{\psi}$ ute*, $c\overline{\psi}$ teac $\overline{\psi}$, $c\overline{\psi}$ atet, $c\overline{\psi}$ date $c\overline{\psi}$, $c\overline{$ '***upodvāo : saballei / 2 letters: chart, cheap, \overline{b}_{0} \overline{b}_{0} *notiod*, auction*, caution** 9 letters: education 6 letters: action, auntie**, coined, detain, induce, induct*, notice** united, cntie, edict, tonie, tunie, unite, untie, 2 letters: adieu**, antic*, audio** audit*, cited*, Puzzle 9 (i): 3 letters: ion*; din; tin 4 letters: dine, dice, diet*; tide grect*, leevy*, liter**, redel*, relic*, relic*, tride, tride 6 letters: celevy*, gerily*, recite*, tredle*, grectly* 9 letters: celevity* $\overline{Pu55lo~8}$ (g): 3 letters: $t\underline{e}e$, $t\underline{i}e$; $\underline{i}ce$, $\underline{i}re$; rye^{**} 4 letters: $ric\underline{e}$, $rit\underline{e}$, $rit\underline{e}$, $ric\underline{e}$ 5 letters: $beli\underline{e}^*$, $b\underline{e}ret^{***}$, $bli\underline{e}r$, $\underline{e}lite^{**}$, $elite^{**}$ length. Items with less common, unusual, or exceptionally difficult spellings are starred (* ** ***).

Here are solutions to the Letter-Wheel Puzzles above, with the hub letter in each item underlined, arranged according to

To solve the *Syllable-Maze Puzzle* to the right, draw a line directly from *START* to *END*. Don't make any detours. On paper, print the syllables you crossed from left to right: join the syllables that go together, but leave spaces between those that end and begin separate words. *Can you answer the question you wrote?***If you wish, you can make additional items from the syllables in other parts of the *Maze*.

From left to right and top to bottom, here are some random puzzle items not included in the maze solution: started doing, always wonder, enjoy, every example, delicious baked potatoes, disagree with your opinion, the correct answer, beautiful wedding ceremonies, scholarly achievements, scientific research, digital photography equipment, being human, special session, gentle people, information, listen to music

In a sentence, here are words (with • between syllables) in the correct path of the Syllable-Maze Puzzle: Do • lete ter puzelles of fer effective methoods • for • learneing • the • phoneics • and • spelleing • of • voecabenelaery?





Suggestions for creating your own word puzzles are in Activities-Idea V on pages 179-188.

To practice spelling, follow the instructions to print letters in the boxes of this 24-step *Word-Ladder/Pyramid Puzzle*. White boxes are for letters to *copy*; shaded boxes, for spelling *changes*. Some letters are supplied; possibly challenging items are starred (* ** ***).

These Clues 1-24 might help you to check the finished puzzle and to use the items in context:

1. one 2. the whole of 3. ring a _____ 4. having ability 5. color of the sky 6. a slow, sad style of music 7. the most <u>blue</u> 8. hustle & ____ 9. rent a rental to someone else 10. not obvious 11. subordinate type 12. quality of being subtle 13. having a secondary title 14. added up before the final total 15. took away 16. exhibiting differences 17. strange-looking equipment 18. a _____ agreement 19. Beauty is an _____ 20. an _____ blocking the road 21. being in the way 22. destroying 23. teachers 24. related to teaching

1	α	Beg	jin w	ith th	e ind	defin	ite ar	ticle	<u>a</u> .							5	9	N	1ost	t Wa	ord-	Leve	e /	
2	а	1	1	Add	Add the doubled letters - <u>II</u> after the vowel.																			
3	Ь	e			Put the initial consonant <i>b</i> Change the vowel from _a_ to _e Keep the final consonants. Instead of prov																			
4	a				Begin with the vowel letter a Rearrange the first 3 letters of the previous word.* clues, they begin w										wi	th a								
5			и		Substitute - <u>u</u> - for - <u>a</u> -; put it in the 3rd box. Copy the other 3 letters in order.** To change the provious adjective to a																			
6					S	To o	hang al no	un, ad	dd the	e –s e	nding	J. ***							_				ith a	
7						<i>†</i>	Add that	-t at	the e	end to uperla	com ative	plete adjec	a sı tive.	uffix **									on	
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Instructions for *Spelling by the Rules* with Spelling-Rule Word Reference Lists

On pages 141 to 142 are reference lists of common words whose spelling illustrates the most useful, productive phonics patterns, principles, and rules of American English. Items with unusual or exceptional spellings that still follow the rules are starred (* **).

To make optimal use of these lists, you might want to *state* each principle, reading aloud (some of) its examples to identify how they follow—or are exceptions to—the rule.

Can you think of/write down other vocabulary items that function in the same way?

Summaries of Principles	Examples of Vocabulary Items That "Follow the Rules" (Or Not* ** ***)
1. Most often, the simple ("short") vowel sounds [ă ĕ ĭ ô ŭ ŏŏ a:(r) û(r) ŏŏ a:(r) û(r)] are spelled with one letter <u>a</u> , <u>e</u> , <u>i</u> , <u>o</u> , <u>u</u> in "closed" syllables ending in consonants.	danced*, glasses, after, attack; spent, pencils, never, recommend; things, didn't, enrich, symbols*; chopped, bottles, correspond, quality, garage*; false, always, smoggy, coffee, belong; rubber, result, wonder, among; bushes, sugar, wolves*; woman**; carved, started, cigar; service, nervous, prefer, circle, confirm, nursing, occurred, disturbance, worthy*, attorney*
2. The complex ("long") vowel sounds/diphthongs [ā ē ī ō ū ou oi] are spelled by two letters together within a syllable—or a final silent -e after consonants that makes the vowel sound "complex." In a few cases (* **) before two consonants—or in "open syllables," one letter spells a complex vowel sound.	mayor, today, painted, explain, spaced, inhale, exchange; teaches, reveal, freezing, between, these, extremely, grieving, believe, magazine**; replied, strike, decide, style*, heighten**; toasted, approach, jokes, alone, owns*, below*, toes*, shoulder**, although**, sewn**; gloomy, rules, jewels**, renew*, pursues**, maneuvered***, coupons**, removes***, canoeing***; rounded, pronounce, allow, flowery; joyful, annoying, voices, avoidance waste*, fatal, potato, canary; legal, media, stereo*, cereal**, syrup**; mirror**, machinery**; childish*, behind*, giant*, icy; folks**, both*, social, poet*, oral*; truth*, music*, refusal, curious*, who(m)**
3. The consonant sounds [bpdtgvththssh] are regularly spelled by the same (perhaps doubled) letters or digraphs. The consonants b, c, ch, d, f, g, l, p, ph*, q*, r, s, sh, t, th can be blended in clusters without vowels in between.	<u>baby</u> , ro <u>bbed</u> ; <u>puppet</u> , sleepy; <u>doddering</u> , <u>deed</u> ; <u>tatt</u> le, fee <u>t</u> ; <u>gigg</u> le, league*, bags; <u>very</u> , save, every; <u>this</u> , rather, <u>think</u> , nothing; <u>sits</u> , <u>sissy</u> , message; <u>shoes</u> , wishes. <u>blurb</u> , <u>branches</u> , <u>clerks</u> , <u>cranky</u> , <u>drafted</u> , <u>flirtatious</u> , <u>fragrant</u> , <u>glance</u> , <u>phrasal*</u> , <u>prankster</u> , <u>scalped</u> , <u>scholarly*</u> , <u>screwdriver</u> , <u>shrinkage</u> , <u>skirts</u> , <u>slanted</u> , <u>smuggler</u> , <u>snobbish</u> , <u>spherical*</u> , <u>splurging</u> , <u>spread</u> , <u>squeamishly*</u> , <u>standard</u> , <u>strength</u> , <u>sweeten</u> , <u>through</u>
4. [k f z j ch] have different spellings according to their positions. The letters j, k, w, x, y are never doubled; -c ([s]) or -v (without -e) cannot end a word. The letters b, c, gh, h, k, l, n, p, s, t, w are occasionally silent.**	<pre>cake, kick, creek, acre**, picnicking**, quirky, chaos**, ache**, chromatic**; fluffy, faxing, photography**; zigzags, pizzazz**, razor, seasons; wisdom; jagged, lounge, judg(e)ment**, George**; charges, riches, voucher, switching thumb*, bombing*, debtor*; science*, rescind**; highest*, daughter**; hour*, ghost**, whistle**; knowledge*, knee*; calming*; column**; pneumonia**; raspberry**; receipt**; island**; listen**; depot**; wrong*, answer**</pre>
5. In single vowel-sound spellings, the letter -i-precedes -e except after c-or when it makes the /eɪ / sound within a syllable. There are exceptions (** ***). Also, the rules don't apply to vowels in separate syllables.	$fr\underline{ie}$ nd** (= ϵ); consc <u>ie</u> nce*** (= Λ); $f\underline{ie}$ ld, th <u>ie</u> f, $f\underline{ie}$ rce, $gr\underline{ie}$ ving, $cop\underline{ie}$ d, $eer\underline{ie}$ *, $gen\underline{ie}$ *, $spec\underline{ie}$ s*, $bel\underline{ie}$ ves, $f\underline{ie}$ ndish (= i^y); $p\underline{ie}$ s, $f\underline{ie}$ ry, $appl\underline{ie}$ d (= a^y) $h\underline{ei}$ fer*** (= ϵ); $forf\underline{ei}$ t***, $for\underline{ei}$ gn*** (= i); $eighth$ ***, $f\underline{ei}$ gning*** (= e^y); $forf\underline{ei}$ t**, $forf$

Summaries of Principles Examples of Vocabulary Items That "Follow the Rules" (Or Not* ** ***) 6. Adding one or more absent, antibody, before, confide, counteract, disagree, enrage, expand, prefixes to a word (root) may hemisphere, hyperactive, influence, interchange, non-smoker, obstruct, not change its spelling. outgrow, overturn, preview, produce, renew, submarine, translate, ultrasound For many words the same principle usually applies to basement, careless, slowly, wonderful, churchgoer, autograph, childhood, the addition of a root or suffix friendship, lengthwise, witness, microphone, laundry, condescend, backward starting with a consonant. 7. As a suffix added to a root. copy + -er = copi<u>er</u>; rea<u>dy</u> + -ly = readily; family + -ar = famili<u>ar</u>; happy + the / i^y / and / a^y / sounds are -ness = happiness; beauty + -ful = beautiful; marry + -age = marriage; spelled -y. When the letter -y company + -on = companion; vary + -ous = various; bury + -al = burial; follows a consonant, it identify + -cation = identification; multiply + -ed = multiplied; deny + -es = changes to -i- before endings denies. copy + -inq = copyinq; marry + -inq = marryinq; accompany + --inq =other than -ing. The rule does not apply to $-\underline{y}$ after a *vowel*. accompanying; bury + -ing = burying; identify + -ing = identifying; deny + -Before a vowel suffix, / i^y / is ing = denying. says, mayor, delaying, monkeys, surveyed, annoyance, joyful, spelled -i-. There are a few buyers, buoys. medium, genial; die + -ing = dying**, dye + -ing = dyeing*** exceptions to these rules. dose + -age = dosage; arrive + -al = arrival; oxide + -ant = oxidant; 8. A word ending in final silent -e after a consonant reptile + -an = reptilian; rate + -o = ratio; relate + -ive = relative; drops it before a suffix hope + -ing = hoping; nose + -y = nosy; move + -ie = movie; use + -ual = starting with a vowel. u<u>sual</u>; pru<u>de</u> + -ish = pru<u>dish</u>; pu<u>re</u> + -ity = pu<u>rity</u>; bri<u>be</u> + -er + -y = Words with -ce(/s/)bribery; create + -ive + -ity = creativity But: notice + -able = noticeable; or -ge (/ j /) may be outrage + -ous = outrageous; age + ism—ageism exceptions. 9. Words or accented rob + -ed = robbed; pup + et = puppet; dad + y = daddy; upset + -ing = syllables ending in a single upsetting; bag + -age = baggage; picnic + ing = picnicking, if + y = iffy; consonant letter (except -k, bus + ed = bussed; quiz + ical = quizzical; program + able = programmable; -v, -x) after a single simple begin + er = beginner; refer + al = referral; star + -y = starry vowel spelling double the final But: hope + ing = hoping; prove + en = proven; zeal + ous = zealous; etc. letter before a vowel ending. 10. Between vowels, / z / is razor, lazy, blizzard; present, result, business, season, drowsy; desért (= z) spelled $-(\underline{z})\underline{z}$ or $-\underline{s}$; bossy, gossip, essay. But: dessert ** (/ v /); juice, acid, icy, bicycle (/ s /) /s /is spelled -ss- or -c. Before a vowel suffix, / f / is special, socially, musician; tension, mansion, session*; patient, cautious (/ʃ/) spelled -<u>ci</u>-, -(<u>s</u>)si-, -<u>ti</u>-; vision, abrasion, explosion, confusion, aversion, amnesia, ambrosia, (131) -si- may be pronounced / 3 /. 11. The -ist and -cian suffixes chemist, artist, ageist*, dentist, egoist, florist, guitarist, idealist, purist; end words for people; -est magician, politician, beautician, technician, electrician, mathematician; ends superlatives. The -tion saddest, fittest, thinnest; nicest, finest, driest, newest; laziest, busiest; suffix is for roots ending in /t/; cite /citation, emote /emotion, adopt /adoption, flirt /flirtation*; -sion, for roots ending in confuse /confusion; diverse /diversion; tense /tension; decide /decision, /zsd/. The -mit verb ending becomes -ssion in nouns. expand /expansion, provide /provision; admit /admission, permit /permission, 12. The -le suffix follows two babble, apple, handle, castle**, little, puzzle, uncle. But: couple**, icycle**; consonants after simple enable, doodle, idle, eagle, measles, cycle, rifle, bridle, bugle, people, aisle vowels, but one after complex ALSO: angel, novel, bagel, camel, label, diesel, jewel; loyal*, pedal*, arrival* sounds. Less common is -el.

Do you remember any rules from earlier times that help you in your spelling?

(An example is "When two vowels go walking, the first does the talking," meaning that complex vowel sounds may be pronounced like the name of the first letter.) Explain.

Or have you figured out rules from your own experience that might prove helpful?

(For instance, it seems that <u>i</u> and <u>o</u> have tense sounds before certain consonant blends, as in mild, pint; cold, post.) Tell others your "theories" so they can check if they work.