

# GreatHearts<sup>®</sup>

## Spalding Grade-level Packet

### 5<sup>th</sup> Grade

#### Contents

Archway Spalding Sequence

OPR, WPR, Dictation

Cursive Handwriting Model

Daily Spalding Instruction

Spalding Homework Template

Orders of Presentation (Year 1 Grade 5, Year 2 Grade 5)

Spelling Rules – Annotated

Notebook Rule Pages – Annotated

Primary Notebook – Annotated

Annotated Writing Road to Reading (Sections T-Y)







## OPR, WPR, Dictation

### OPR Oral Phonogram Review

**First time.** Students read sounds rapidly as they would read phonogram in a word. Teacher pulls card from BACK to front of deck (over top) to facilitate previewing students' response. 15-25 cards

**Second time.** Teacher uses same cards but asks for cues or knowledge questions, if applicable; eg. /oi/ cue: not used or "May I use this to write boy? Why not?"

Write 'cues' on the back of phonogram cards (1-70) so that language is consistent:

AI - not used

OI - not used

ER - her

IR - first

UR - nurse

EAR - early

AU - not used

CK - 2 letters

UI - not used

OA - boat

PH - 2 letters

KN - 2 letters - beginning

GN - 2 letters

WR - 2 letters

DGE - 3 letters

EIGH - 4 letters

TI - tall

CI - short

## WPR Written Phonogram Review

Immediate Feedback – used only in initial presentation or early review:

- 1) Teacher says **sound**.
- 2) Students repeats **sound**.
- 3) Teacher says **cue**, if applicable.
- 4) Student says **sound** only (not cue) as he writes it.....as he would say it in a word as he writes it.
- 5) Teacher writes and says **sound** as it is written after each phonogram with lines on board to model handwriting formation.

Delayed Feedback – normal review 10-15 phonograms.

Same as immediate feedback Steps 1-4.

Teacher and students reverse roles.

Student makes corrections with red pencil to identify any phonograms that still need review.

Teacher assesses quiz to know which phonograms to review.

The OPR and WPR should take a maximum of 10 minutes of class time but must be done daily.

## DICTATION

Teacher says word as used in normal speech and models sentence.

Students repeat word.

Students identify base word and affixes, if applicable. Explain process when adding affix.

Students show syllables on fists.

Students show sounds on fingers.

Students tell teacher syllables to write, as student writes and teacher writes simultaneously.

Students tell teacher sounds from beginning of the word to mark or note rules as students and teacher mark simultaneously.

Students read word when completely marked and finished.

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz  
vwxyz

abcdefghijklmnopqrstuvwxyz

sh ai ea oa wr

ll oy aw qu ie

th oi au ph dge

ow er or ough ei

ou ir ck oe igh

oo ur wh ey ti

ch wor ed igh si

ar ear ew kn ci

ay ng ui gn

Aa

Nn

Bb

Oo

Cc

Pp

Dd

Qq

Ee

Rr

Ff

Ss

Gg

Tt

Hh

Uu

Ii

Vv

Jj

Ww

Kk

Xx

Ll

Yy

Mm

Zz

## Daily Spalding Instruction

### OPR – 20-25

- 1) Cards flipped back to front by teacher. Students voice short distinct sounds.
- 2) Repeat, but teacher asks for cues or usage questions.

### WPR – 10-15

- 1) Immediate feedback if phonograms are new.
- 2) Delayed feedback. Written on lined board by teacher as students dictate. Total phonogram review *should be done daily and kept under 10 minutes.*

### Dictation

- 1) **Monday, Tuesday, Wednesday:** 10 words are dictated from Ayres List or Notebook Rule Pages. Teacher should check the notebooks on the same day after dictation and lightly note corrections that should be made. All grade level sections should be teaching the same words daily and following Order of Presentation to include Notebook Rule Pages.
- 2) Parents dictate ten words that been *prepared by teacher* as homework. Parents repeat two more times and students write with all markings: three total times. (Grade K-2 no rules on homework.)
- 3) Students make corrections to notebooks the next morning during class time (bell work). Teacher records completed homework.
- 4) **Thursday:** Teacher reviews all words (30) during class with all markings.
- 5) Students write 30 words as homework with no markings from dictation.
- 6) **Friday:** students test 30 words with no markings.

### Monthly Morrison-McCall assessments

These tests should be administered during the first week of school and during the first week of every month thereafter beginning in October. These should be used by the teacher to evaluate the class' and students' progress. Results are forwarded to the GH Phonics Network Coach for compilation.

( )

( )

( )



Archway Classical Academy, Cicero  
**Spalding Homework 3-5**

Grade: \_\_\_\_\_ Week: \_\_\_\_\_ Day of Week: \_\_\_\_\_ (Mon/Tue/Wed)

Dear Parents,

Please dictate the following 10 words to your child. Say each word, then say it in a sentence, and then say the word again. Your child writes the *word*, *markings*, and *rules*, as seen below. You will then help your child make appropriate corrections, immediately, before moving on to the next word. When you complete all 10 words, your child will need to fold their blank sheet of paper so the words do not show. Repeat this entire process 2 more times, so each word has been practiced a total of 3 times, but the words have never been copied. Thank you!


**Further Instructions:**

Child should label his/her paper with the title *Spalding Homework*, as well as write his/her name, grade/section, and date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as practice proper letter formation. Please instruct your child to use his/her best handwriting and to re-write any words that were not written with care.

Teacher/Admin Only: (Initial)

Words written by: \_\_\_\_\_ Proofed by \_\_\_\_\_ Approved by \_\_\_\_\_



Order of Presentation of Spalding-Intermediate Notebook

Grade Five – Year One

**Week 1:** Administer assessments: Morrison-McCall List 1. TG: Assessing pp. 28, 11, 12.

Teach manuscript lowercase letters: WRTR pp.41-56. Teach 1-54 phonograms.

Teach capital manuscript and numbers. WRTR pp.56-58

**Week 2:** Begin Ayres List Section A-G adding one column daily in manuscript (approx. 100 words)

**Week 3:** Continue Ayres List through Section H (approx. 100 words)

**Week 4:** Teach lower and upper-case cursive. WRTR pp.67-75. (upper case can be added as rule Page 9 in notebook). Teach final phonograms 55-70.

Begin Intermediate Notebook:

**Page 1** of notebook: use detailed technique from WRTR pp 76-80, 237. Mark in red as word is completed.

Page 2 dictate top line only

Page 3 dictate "hop" at top of column 1

Page 4 dictate "hope" at top of column 1

Page 5 dictate /ie/ at top of column 1

Page 6 dictate /ti/, /si/, /ci/ at top of columns 1, 2, 3

**Page 7** dictate entire page WRTR p. 94, 248-249.

**Page 9** capital letters including connections to lower case when applicable. (This page could have been added during cursive instruction.)

**Week 5: Page 4** of notebook (teach **before combination** in Section <sup>R</sup> ~~4~~ <sup>335</sup> page ~~305~~.)

Dictate all base words under *hope*. Mark column in red with modeled sentence.

**Continue this directive for remaining pages of notebook as column is eventually completed.**

Dictate all endings. Call attention to "beginning with a vowel" concept. Teach meanings. Dictate rule 11 and derivatives under *hoping*.

Choose **10 words for homework and Friday test.**

**Page 3a** of notebook: only columns 1 and 2 (side one of page) in same order as page 4 (BW, endings, rule 12 = hopping) Dictate all base words under "hop".

Choose **10 words for homework and Friday test.**

**Begin Section R – lose through entertain 10 words total. 30 words tested for week.**

**Page 10** of notebook: teach **before “wear” Section R page 335.** (irregular verbs)

Columns: Present, Past, Past with Helpers.

Row 1: hear, heard, heard

**Continue in Section R** until Rule Pages are noted:

**Page 3b** of notebook **columns 3 and 4:** teach **before “preference (add preferred)” Section R page 337. Add beginning/ begin to page 337.** Find accented syllable in the word you are going to write to determine accented syllable so that doubling of consonant may be determined. (rule 10) Teach all base word examples + derivatives.

Choose 30 words for homework (10 daily M Tu W) and test on Friday

**Page 6** of notebook: teach **before “provision” Section R page 337.** (rule 14,15)

Column 2: /si/ 1) Use if the syllable before it ends with /s/.

2) Use to replace /s/ in base word.

3) Use for /si/ second sound.

Column 3: /ci/ 1) Use to replace /c/ in base word.

2) Use if alone for the syllable to say “shi”.

Column 1: /ti/ Most common. Use if criteria for /si/ or /ci/ do not apply.

Choose 30 words for homework (10 daily M Tu W) and test on Friday.

**Page 2** of notebook: teach **before “search” in Section R page 339.**

- Dictate words across the columns (move left to right) without any markings. Add across the columns until all words have been added in each of the five columns. In the final column continue until all the /ear/ words have been added.
- Write the two sentences at the bottom of the page to help students memorize all the words with /ear/.
  1. The earl yearns for an earnest search in the hearse for the pearl.
  2. I heard you learned about the early rehearsal to earn money for the earth's dearth of food.
- Review the sentences with them several times until they are able to close their books and recite it from memory.
- Upon completion mark the /er-ear/ phonograms in red pencils and all other markings with a regular pencil as you call upon students to use the word in a sentence.

Choose 30 words for homework (10 daily M Tu W) and test on Friday.

**Page 5** of notebook: teach **before “fierce” Section R page 341.** (rule 12)

Column 2: cei (Use /ei/ after c.)

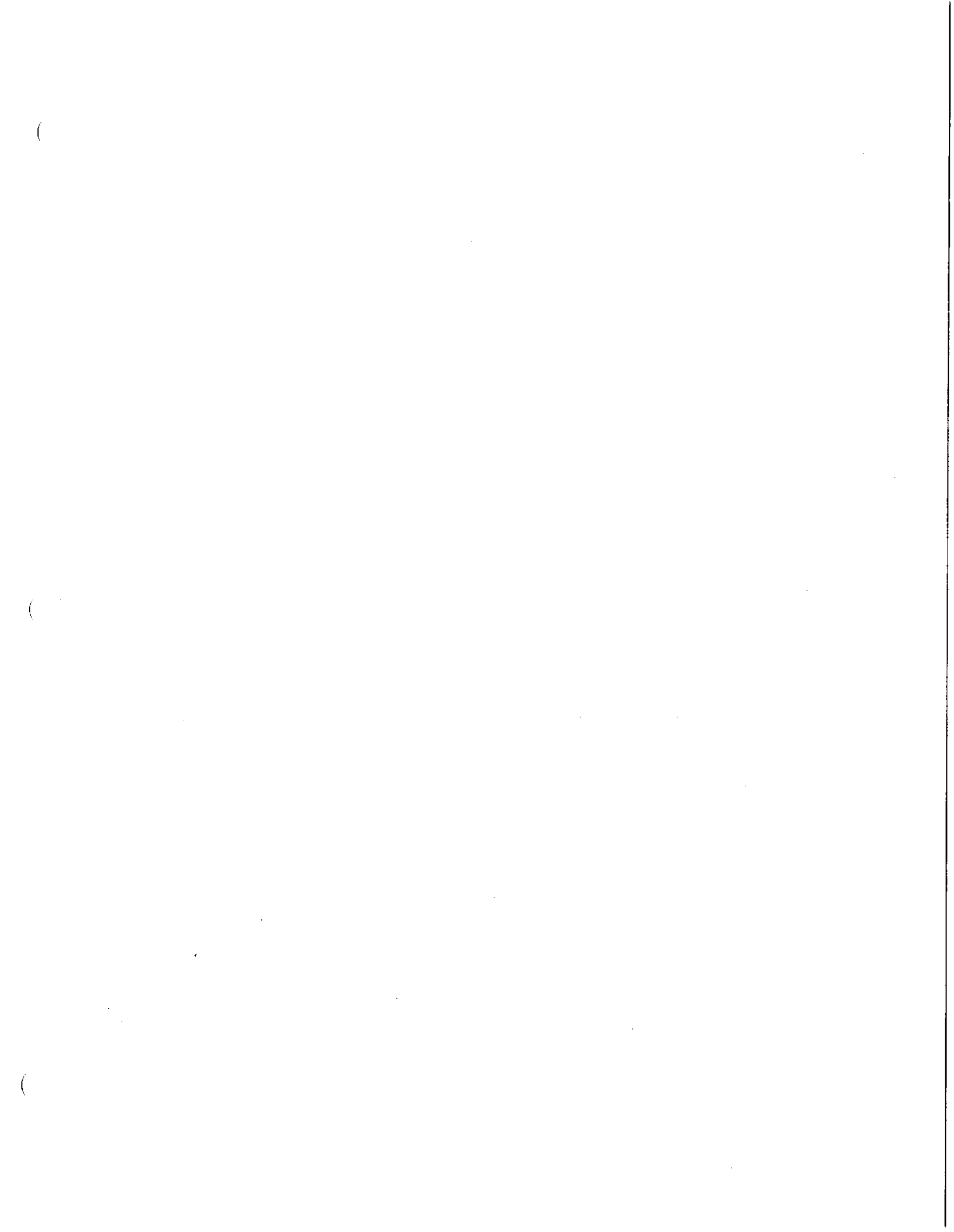
Column 3: ei says 'A'.

Column 4: Teach exception sentences

Column 1: “Use /ie/ because it is not after C, it doesn't say 'A', and it's not an exception.”

Choose 30 words for homework (10 daily M Tu W) and test on Friday.

**Page 8** of notebook: teach **before “biscuits” Section T page 354.** Do not teach: tch, eo, eau, di, sci. Do not enter any other phonograms until encountered in Ayres List.



## Order of Presentation of Spalding-Intermediate Notebook

### Grade Five – Year Two

Administer assessments: Morrison-McCall List 1. TG: Assessing pp. 28, 11, 12.  
Individual OPR – TG: Assessing p. 26  
Class WPR – 70 phonograms

Teach manuscript lowercase letters: WRTR pp.41-56. Teach 1-70 phonograms.

Teach capital manuscript and numbers. WRTR pp.56-58

Teach lower and upper case cursive. WRTR pp.67-75. (upper case can be added as rule **Page 9** in notebook)

Begin Intermediate Notebook:

**Page 1** of notebook: use detailed technique from WRTR pp 76-80, 237. Mark in red as word is completed.

Page 2 dictate top line only

Page 3 dictate "hop" at top of column 1

Page 4 dictate "hope" at top of column 1

Page 5 dictate /ie/ at top of column 1

Page 6 dictate /ti/, /si/, /ci/ at top of columns 1, 2, 3

**Page 7** dictate entire page WRTR p. 94, 248-249.

**Page 9** capital letters including connections to lower case when applicable. (This page could have been added during cursive instruction.)

**Page 4** of notebook

Dictate **all** base words under "hope". Mark column in red with modeled sentence.

**Continue this directive for remaining pages of notebook as column is completed.**

Dictate all endings. Call attention to "beginning with a vowel" concept. Teach meanings.

Dictate rule 11 and derivatives under "hoping"

**Page 3a** of notebook: *only columns 1 and 2*– in same order as page 4 (BW, endings, rule 12 = hopping)

**Select 30 words tested for week.**

**Page 6** of notebook

Column 2: /si/ 1) Use if the syllable before it ends with /s/.

2) Use to replace /s/ in base word.

3) Use for /si/ second sound.

Column 3: /ci/ 1) Use to replace /c/ in base word.

2) Use if alone for the syllable to say "shi".

Column 1: /ti/ Most common. Use if criteria for /si/ or /ci/ do not apply.

**Select 30 words tested for week.**

**Begin and continue Section T** until Rule Pages are noted:

**Page 3b** of notebook columns 3 and 4: teach **before "conference (add conferred)" Section T page 353**. Find accented syllable in the word you are going to write to determine accented syllable so that doubling of consonant may be determined. (rule 10)

**Page 5** of notebook: teach **before "deceive" Section T page 354**. (rule 12)

Column 2: "cei" Use /ei/ after c.

Column 3: "ei says 'A'". Rule is "Use /ei/ after C OR if it says, 'A'." That's it.

Column 4: Teach exception sentences.

Column 1: "Use /ie/ because it is not after C, it doesn't say 'A', and it's not an exception."

**Page 8** of notebook: teach **before "biscuits" Section T page 354**. Do not use: tch, eo, eau, di, sci. Do not enter any other phonograms until encountered in Ayres List.

**Page 2** of notebook. Teach **before "earliest" Section U page 358**. Go across page – one word under each heading – until the page is complete without marking /er/ phonograms. Upon completion, mark /er-ear/ phonograms in red as student models a sentence. Add two /ear/ sentences.

**Select 30 words to be included in test for the week.**

Rule Page 1 (Rules 1-7)

1. The letter *q* is always followed by *u* and together they say *kw* (*queen*). The *u* is not considered a vowel here. <sup>The only letter that cannot be alone for its sound. (qu)</sup>
2. The letter *c* before *e*, *i*, or *y* says *s* (*cent, city, cycle*), but followed by any other letter it says *k* (*cat, cot, cut*).

The *c* is not numbered, because the letter following *c* identifies the sound.

3. The letter *g* before *e*, *i*, or *y* (may) say *j* (*page, giant, gym*), but followed by any other letter it says *g* (*gate, go, gust*). The letters *e* and *i* following *g* do not always make the *g* say *j* (*get, girl, give*).

The *g* is not numbered, because the letter following *g* usually identifies the sound.

4. Vowels *a*, *e*, *o*, and *u* usually say *ā*, *ē*, *ō*, and *ū* at the end of a syllable (~~ma-ry, me,~~ <sup>may</sup> ~~o-pen, mu-sic~~).

This rule helps students pronounce the vowel correctly in unfamiliar vowel-consonant-vowel (vcv) words (*re-port*).

5. The letters *i* and *y* usually say *j* (*big, gym*), but may say *i* (*silent, my, type*) at end of a syllable. <sup>They usually say i.</sup>
6. The letter *y*, not *i*, is used at the end of an English word (*my*).
7. There are five kinds of silent final *e*'s. (In short words such as *me, she, and he*, the *e* says *ē*, but in longer words where a single *e* appears at the end, the *e* is silent.

We retain the first four kinds of silent *e*'s because we need them. (See Chapter 2.)

The fifth kind is probably a relic from Old English.

The abbreviation for rule 7 is not written in student notebooks, but the job of the silent final *e* is marked for each word as encountered. During dictation, including reading of the Spelling/Vocabulary words, for spelling, the silent *e*'s are sounded (*t i m ē*).

Rule Page 2 (Rule 8)

8. There are five spellings for the sound *er*. The phonogram *or* may say *er* when it follows *w* (*work*).

During phonogram reviews and in reading multisyllable Spelling/Vocabulary words, for spelling, students say the blended sound *wer*. When reading or writing one-syllable words (*work*) in the notebook, students say *wer k*. (They learn that the *w* influences the sound of *or*.) It is helpful for primary teachers to use the Primary Rule Page 2 poster for the five spellings of *er*. Add each word that uses one of the five spellings when encountered in the Spelling/Vocabulary Word List.

Rule Page 3 (Rules 9-10)

9. For one-syllable words that have one vowel and end in one consonant (*hop*), write another final consonant (*hop + ped*) before adding suffixes (endings) that begin with a vowel. (Referring to rule 9 as the one-one-one rule helps students remember the criteria for applying the rule. This rule does not apply to words ending in *x* because *x* has two sounds.)
10. Words of <sup>multi</sup> two syllables (*begin*) in which the second syllable (*gin*) is accented and ends in one consonant, with one vowel before it, need another final consonant

(*begin' + ning*) before adding a suffix (ending) that begins with a vowel. (Refer to rule 10 as the two-one-one rule. This rule is applied more consistently in American English than in British English.)

#### Rule Page 4 (Rule 11)

- Words ending with a silent final *e* (*come*) are written without the *e* when adding a suffix (ending) that begins with a vowel.

#### Rule Page 5 (Rule 12)

- After *c* we use *ei* (*receive*). If we say *a*, we use *ei* (*vein*). In the list of exceptions, we use *ei*. ~~In all other words, the phonogram *ie* is used.~~

#### Rule Page 6 (Rules 13-16)

- The phonogram *sh* is used at the beginning ~~or end~~ of a base word (~~*she, dish*~~<sup>or</sup>), at the end of a syllable, (~~*finish*~~), ~~but never at the beginning of a syllable after the first one except for the suffix (ending) *ship* (*worship, friendship*).~~
- The phonograms *ti*, *si*, and *ci* are the spellings most frequently used to say *sh* at the beginning of a second or subsequent syllable ~~in a base word (*station, session, facial*).~~<sup>but, not first syllable.</sup>
- The phonogram *si* is used to say *sh* when the syllable before it ends in an *s* (~~*session*~~) or when ~~the base word has an *s* where the base word changes (*tense, tension*).~~<sup>replacing /s/ in base word.</sup>
- The phonogram *si* may ~~also say *zh*, as in *vision*.~~

#### Additional Rules (Rules 17-29)

- We often double *l*, *f*, and *s* following a single vowel at the end of a one-syllable word (*will, off, miss*). Rule 17 sometimes applies to two-syllable words like *recess*.  
While reading the word (e.g., *will*) for spelling, students say the extra-consonant sound (e.g., *wi+l*).
- We often use *ay* to say *ā* at end of a base word, never */a/* alone.  
Students just say the sound *ā*.
- Vowels *i* and *o* may say *ī* and *ō* if followed by two consonants (~~*find, old*~~).<sup>at end of base word.</sup>
- The letter *s* <sup>or z</sup> almost never follows *x*. The phonogram *x* includes an *s* sound (*ks*).
- All*, written alone, has two *l*'s, but when it is written with another syllable, only one *l* is written (~~*at-se, at-most*~~).<sup>in compound word,</sup>
- ~~*Till* and *full*, written alone, have two *l*'s, but when they are written with another syllable, only one *l* is written (*un-til, beau-ti-ful*).~~<sup>has</sup>  
Students also need practice explaining how the addition of these suffixes (endings) changes word meanings and usage.
- The phonogram *dge* may be used *only* after a single vowel that says *ā*, *ē*, *ī*, *ō*, or *ū* (~~*badge, edge, bridge, lodge, budge*~~).<sup>at end of base word.</sup>
- When adding a suffix (ending) to a word that ends with a consonant and */y/*, use *i* instead of *y* unless the ending is *ing*. change *Y* to *I* before <sup>(phonogram)</sup> adding endings.  
Students also need practice explaining how the addition of these suffixes (endings) <sup>because base word ends with /y/</sup>

changes word meanings and usage (plurals of nouns: *baby/babies*, verb tense: *try/trying*).

25. The phonogram *ck* may be used only after a single vowel that says *ă, ě, ĭ, ō, or ū* (*back, neck, lick, rock, duck*) at end of a syllable.
26. Words that are the names or titles of people, places, books, days, or months are capitalized (*Mary, Honolulu, Amazon River, Bible, Monday, July*).

Initially, students need to explain their use of capitals so they do not use them indiscriminately.

27. Words beginning with the sound *z* are <sup>usually</sup> always spelled with *z*, never *s* (~~zoo~~). (*z*)
28. The phonogram *ed* has three sounds and is used to form the past tense of verbs. If the verb ends in the sound *d* or *t*, adding *ed* makes another syllable that says *ed* (*hand ed, land ed, paint ed, plant ed*). If the verb ends in an unvoiced consonant, the suffix (ending) *ed* says *t* (*look ed, lik ed, jump ed, wash ed*). In all other verbs, the suffix (ending) *ed* says *d* (*live d, kill ed, play ed, belong ed*).

29. Words are usually divided between double consonants within a base word. (This helps for reading but not spelling.)  
 During dictation of words, have students pronounce both consonants to spell the words correctly. When reading words for reading, have students read double consonant words in normal speech. rather

We hear consonant in syllable two but add it to syllable one because vowel in syllable one does not say its name.

a<sup>(p)</sup> ple  
 be<sup>(t)</sup> ter  
 ca<sup>(m)</sup> mon  
 su<sup>(p)</sup> per

## MORPHOLOGY

MORPHOLOGY is the study of the structure of words. The Greek word *morpheme* means the smallest unit of meaning in a word. As children progress through the grades, they encounter thousands of words they have not been directly taught. To be independent readers, they must be able to accurately and automatically pronounce (decode) words so they can connect these words with their spoken vocabulary or identify them as unfamiliar. Knowing English word structure facilitates rapid pronunciation of unfamiliar multisyllable words because the arrangement of vowels and consonants influences the vowel sounds.

### Definitions

The following definitions provide a common vocabulary during class discussions of word structure.

- A *base word* is a unit of meaning that can stand alone (e.g., *book*) and is the foundation for many related words when affixes are added (e.g., *book, books; please, pleas ant, un pleas ant; cov er, cov er ing, re cov ered*).
- A *word root* is a unit of meaning derived from other languages that cannot stand alone but is the foundation for many English words when affixes are added. About 60 percent of all English words have Latin or Greek origins (e.g., *re port, re port ed, re port ing*).
- A *prefix* is a letter or group of letters added to the beginning of a base word or word root to change the meaning completely (*un happy*) or to clarify by making the word more specific (*re cover*).
- A *suffix* is a letter or a group of letters added to the end of a base word or word root. Suffixes may add information to the meaning of the word (*help ful*), or they may indicate number (*boys*), time (*lat er*), part of speech (*catch/catch er*), and tense (*com ing*).
- A *syllable* is a single word or the part of a word that is pronounced by a single impulse of the voice. There is at least one vowel in every syllable (e.g., *a, at, cat*).

6

0

0

### Consonants

b c d f g h j k l m n p q r s t v w x y z  
 c before e, i, o, y says <sup>2</sup>c  
 g before e, i, o, y may say <sup>2</sup>g

### Vowels<sup>2</sup>

a	at	na <u>v</u> y	fa <u>th</u> er <sup>3</sup>
---	----	---------------	------------------------------

e	end	me	
---	-----	----	--

i	{big}	sil <u>e</u> nt	
---	-------	-----------------	--

y	{gym}	my	
---	-------	----	--

o	odd	o <u>p</u> en	do <sup>3</sup>
---	-----	---------------	-----------------

u	up	mu <u>s</u> ic <sup>2</sup>	pu <u>t</u> <sup>3</sup>
---	----	-----------------------------	--------------------------

final e's	time
	have blue
	chance charge
	little
	are (no job e)



works

early.

worm

learn

word

heard

world

search

worth

earn

worthy

earth

worse

earnest

worst

pearl

worry

rehearse

worship

earl

yearn

hearse

death

I heard you learned about the early rehearsal, to earn money for the earth's of food.

The earl yearns for an earnest search in the hearse for the pearl.

hop	hop	ping	kopped <sup>3</sup>
set	set	ting	
run	run	ning	
red	red	dish	
hot	hot	test	
mud	mud	dyy	
flat	flat	ten	
writ	writ	ten	
ship	ship	ped	shipper
stop	stop	ped	stopper
		ing	ice
		er	ish <sup>3</sup>
		ous	ist <sup>4</sup>
Endings which	3.ed	age	ible
begin with a	est	ance	able <sup>4</sup>
vowel	y	ant <sup>3</sup>	ably <sup>4</sup>
	al	ence	ancy
	en	ent <sup>3</sup>	ency

begin<sup>2</sup>

beginning

forgot<sup>2</sup>

forgot<sup>2</sup>ten

control<sup>2</sup>

control<sup>2</sup>lable

occur<sup>2</sup>

occurrence<sup>4</sup>

excel<sup>2</sup>

excelled<sup>3</sup>

admit<sup>2</sup>

admittance

transmit<sup>2</sup>

transmitter<sup>3</sup>

acquit<sup>2</sup>

acquittal

omit<sup>2</sup>

omitted

travel

traveling

cancel

canceled

enter

entering

profit

profitable<sup>4</sup>

bidget

bidgeted

edit

editing

refer

reference, referred<sup>2</sup>

prefer

preference, preferred<sup>2</sup>

confer

conference, conferred<sup>2</sup>

defer

deference, deferred<sup>2</sup>

differ

difference, differed<sup>2</sup>

hope

hoping hoped<sup>3</sup>

come

coming

fierce

fiercest

write

writer

change

changed

serve

service

nerve

nervous

desire

desirable

settle

settling

ease

easy

rehearse

rehearsal

Endings  
beginning with  
a vowel

	<u>ing</u>	<u>ice</u>	<u>ous</u> <sup>4 (full of)</sup>
	<u>er</u>	<u>ish</u> <sup>3 (sort of kind of)</sup>	<u>ist</u> <sup>4 (person)</sup>
	<u>ed</u> <sup>3 (past tense)</sup>	<u>age</u>	<u>ible</u>
	<u>est</u> <sup>3 (most of all)</sup>	<u>ance</u> <sup>2</sup>	<u>able</u> <sup>4</sup>
	<u>y</u>	<u>ant</u> <sup>1</sup>	<u>ably</u> <sup>4</sup>
	<u>al</u>	<u>ence</u>	<u>ancy</u>
	<u>en</u>	<u>ent</u> <sup>3</sup>	<u>ency</u>
	<u>or</u>	<u>er</u> <sup>2 (more than 1)</sup>	

(teach definitions but students do not note)

Spalding Rule Pages 3 and 4

Page 3: rule 9

My base word is (hop)

My ending is (ing)

I write (hop) and double the (/p/)

Because the base word (hop) is a 1,1,1 word and

The ending (ing) starts with a vowel.

A 1,1,1 word is:

1 syllable

1 vowel followed by

1 consonant at the end of the word.

Page 3: rule 10

My base word is (begin).

My ending is (ing)

Since my final syllable of the base word (gin) looks like a 1,1,1 word

And my ending (ing) starts with a vowel, I MIGHT have to treat it like a 1,1,1 word.

I must say the word I'm going to write (beginning) in order to find the accented syllable.

BE GIN NING . Since the final syllable (gin) is accented AND is a 1,1,1 word AND the ending starts with a vowel, I must double the N.

Page 4: rule 11

My base word is (hope)

My ending is (ing)

I write (hope) without the silent final e

Because my ending (ing)

Starts with a vowel.

Spalding Rule Pages 5 and 6

Rules 12 - 16

Change Y to I: Rule 24

Page 5: rule 12

Use /eɪ/ (not /le/) if:

- 1) it is after a C

- 2) It SAYS "A"

- 3) It is an Exception

Neither foreign sovereign seized (the) counterfeit (and) forfeited leisure.

Weird helpers (drink) either caffeine (or) protein (from the) weir.

German "l" examples: heist, feisty, stein, kaleidoscope

Page 6: rule 13, 14

Use tɪ/sɪ/cɪ to begin a syllable, but never to begin a word,

rule 15

Use /sɪ/ if:

- 1) the syllable before it ends with an S - e.g. *session*

- 2) it replaces the S in the base word - e.g. *tension*: Base word is *tense*. Ending is *on*. Write *tense* but replace S with SI and add on.

- 3) it says "zh" (second sound of /sɪ/) rule 16 - e.g. *vision*

Use /cɪ/ if:

- 1) it replaces the C in the base word - e.g. *facial*: Base word is *face*. Ending is *al*. Write *face* but replace C with CI and add al.

- 2) it is alone for the syllable to say "shi" - e.g. *appreciate*

Use /tɪ/ if:

- 1) it replaces the T in the base word - e.g. *objection*: Base word is *object*. Ending is *on*. Write *object* but replace T with TI and add on.

- 2) there is no reason to use /sɪ/ or /cɪ/ (tɪ/ is the most common.) - e.g. *patient*: There is no base word *pace* or *pase* to explain meaning.

Rule 24: Change Y to I if base word ends with /y/ before adding ending. e.g. *happily*: Base word is *happy*. Ending is "ly". Write *happy* but change Y to I because the base word ends with /y/ and add "ly".



ieceibe lievebe lief =2fierce =3brief =3niece =3priest =3fieldchiefsiegeachieve =3piece =2pie =2 =3lie =2proirie =3mischief =3friend =2re ceive =2per ceive =2ceiling =2re ceipt (recipe)conceit =1

ei says "ā"      Exeptions<sup>2</sup>

their<sup>2</sup> (they)

wei

heir (in her it)

{ rein

{ reign

wein

surweilance<sup>3</sup>

skein

Nei ther

for eign

sover eign

seized<sup>2</sup> (the)

counter leit (and)

for leit<sup>3</sup> ed

lei sure

ei ther Weird

weird kei ers<sup>2</sup>

(drink) pro tein ei ther

kei er ca feine

(or)

pro tein

(from the)

wei r

German "i"

{ keist

{ feist y

{ stein

{ ka lei do scope

{ Fahr en keit

tisinationsessioncollectioncompressionpotenttialdiscussionpatientdepressionambitionadmissionsubstantial

or

infection(tense) tensioninfluential(manse) mansionconfidential(transit) transsientimpartialsuperstitioussitorrentialpolatialvisiondivisionoccasionexplosion

ci

(face) facial  
 (space) spacious<sup>4</sup>  
 (finance) financial<sup>3</sup>  
 (magic) magician<sup>2</sup>  
 (music) musician<sup>2</sup>  
 (electric) electrician<sup>2</sup>  
 (physic) physician<sup>2</sup>

social (so ci e ty)  
 { spécial (spe ci l'ic)  
 { es pécially (spé ci al) or es pécial (Br.)  
âncient (ân ces tor)  
crucial (cru ci ble)  
efficient (ef fi ca cy)  
sus picious (sus pe ct)

as sociate (ci alone for syl = "shi")  
ap preciate " " " "  
con scientious " " " "

# Multiletter Phonograms

sh

er

ir

ll

ur

wor

2 th

ear

{ 2 ou

ng

{ 4 ou

3 ee

2 oo

{ aw

3 ch

{ au

or

or

{ ay

ck

{ ai

wh

{ oy

{ oi

3 ed

{ km  
gn

{ 2 ur  
2 ui

ur

oo

3 ie

3 ei

qu

dge

ph

eigh

ough

oe

{ ti  
2 si  
ci

3 ey

igh

## Additional Phonograms

~~bu~~buu

L

~~teb~~tech~~mb~~climb

M

~~pe~~peopl<sub>4</sub>~~so~~beauty

N

aughdaughter

P

~~laughter~~

ce

ocean

P

gh

ghost

O

gi

region

Q

our

journey<sup>3</sup>

Q

~~di~~soldier





**SPALDING SPELLING/  
VOCABULARY WORD LIST:  
ORDER OF INSTRUCTION**

THE SPALDING SPELLING/VOCABULARY (S/V) Word List consists of more than 2,300 high-frequency words. Chapter 2 describes in detail how S/V words are used to teach spelling, reinforce handwriting, and develop fluent word recognition. Chapter 2 also provides explicit, interactive, diagnostic procedures and example lessons for using these words to teach sentence construction and parts of speech. Below, the S/V words are listed in the order of instruction. Starting on page 404, S/V words are listed alphabetically, to facilitate lesson planning.

The basic 1,000 high-frequency words were compiled by Dr. Leonard P. Ayres at Columbia Teachers College. In this edition, additional words (*extensions*) either are included in the core vocabulary identified in the *Collins COBUILD English Dictionary* (1995) or provide practice with phonograms and rules. *Merriam-Webster's Collegiate Dictionary*, Eleventh Edition, is the authority for pronunciation and syllable division.

Dr. Ayres divided words by sections. The first seven sections, A through G, are combined in *The Writing Road to Reading* because there are so few words in these sections. Kindergartners, first-graders, and older severely disabled readers begin with sections A-G. First-graders are pretested to determine which rules and phonograms need to be emphasized. Second-grade students and older students are pretested to determine in which section to begin. (See Chapter 3, "Assessing Skills Mastery"; and the "Assessing" section in the *Kindergarten Through Sixth-Grade Teacher Guides*).

As noted above, the following table lists the S/V words in the order of instruction. In the left-hand column, the original words are printed in boldface type; additional words are printed in italics. Some words are bracketed together to demonstrate relationships that need to be taught in integrated spelling/writing lessons.

The middle column lists rules that apply to S/V words. In this edition, all rules are listed throughout sections A-Z for convenient reference and for use in lesson planning. This enables upper-grade teachers to quickly find words (in earlier sections of the S/V list) to use for additional rule practice.

The right-hand column lists instructional tips that provide facts specific to particular words or information needed for students' success (e.g., the correct phonogram to use when several are possible). Most words in the Spelling/Vocabulary Word List have a single pronunciation.

A-G		1
<u>me</u> r.4		can
<u>do</u> <sup>3</sup>		<u>see</u>
and		run
<u>go</u> r.4		<u>the</u> r.4
at		in
on		<u>so</u> r.4
<u>a</u> r.4		<u>no</u> r.4
it		<u>now</u>
<u>is</u> <sup>2</sup>		man
<u>she</u> r.4		ten <i>do not skip this line</i>

2		
ten	tan	an
tan	t	my r.5,6
tin	t	up
ton		last
bed		not
top		us
he r.4		am
you <sup>3</sup>		good <sup>2</sup>
will r.17		time <sup>2</sup> <i>not skip</i>
we r.4		have <sub>=2</sub>
		blue <sub>=2</sub>

*last line remains blank*

<u>time</u>	red
<u>have</u> <u>blue</u>	<u>of</u>
<u>chance</u> <u>change</u>	<u>be</u> r.4
lit tle <sub>←<sup>3</sup> (new line)</sub>	but
<u>are</u> (no job e)	<u>this</u>
do not step	<u>all</u> r.17
lit tle	<u>your</u>
<u>a</u> <u>go</u> r.4	<u>you</u>
old r.19	<u>out</u>
bad	<u>time</u>

#		
may	r.18	by
in to <sup>3</sup>		have <sub>2</sub>
him		are <sub>5</sub>
to day	r.18	had
look <sup>2</sup>		over
did		must
like		make
six		street
boy		say
book <sup>2</sup>		come <sub>5</sub>

hand	big
ring	bag
live	beg
live	bag
kill n.17	bug
late	moth <sup>er</sup>
let	three
	land
<i>do not skip</i>	cold n.19
	hot

6	
hat	fur
<u>ch</u> ild      r.19	gre <u>en</u>
<u>ic</u> e	<u>oi</u> l
pl <u>ay</u> r.18	pa <u>in</u> t
[ <u>se</u> a	po <u>o</u> l
[ <u>se</u> e	[ <u>to</u> o <u>th</u>
<u>bir</u> d	[ <u>te</u> e <u>th</u>
<u>co</u> ol	wa <u>rm</u> r.8
<u>ear</u> th	
<u>fe</u> ed	

Spelling Words	Rule(s)	Instructional Tips
[ val <u>u</u> <u>a</u> ble <sub>4</sub> [ val <u>ue</u> <sub>2</sub>	BW: value r. 4, 11 end:able	Write value without silent final e because ending able starts with a vowel. Base word.
[ wore [ <u>w</u> orn		Add to irregular verb chart on p 10 of notebook. Present tense: Wear Past " Wore Past participle worn

Grade Five Year <sup>Two</sup> Section T Teach Rule Page 4  
 125 Words for Spelling, Writing, and Reading 3 (hop)  
 6

Spelling Words	Rule(s)	Instructional Tips
2) [ cir <u>cu</u> lar 1) [ cir <u>cle</u> <sub>4</sub>	r. 2, 4 r. 2	Skip a space. Dictate the base word, <sup>does not help spelling, only meaning</sup> circle, first. ( <del>Continue to dictate the base word first throughout the section.</del> ) For spelling, say ar, not er. (Continue to require precise pronunciation of vowels in unaccented syllables throughout the section.)
2) [ ar <u>gu</u> ment 1) [ ar <u>gue</u> <sub>2</sub>	BW: argue r. 4 end:ment	In argument, the silent final e is not needed. Write argue and add 'ment' Base word. but /u/ does not follow rule! (truly, truth)
vol <u>u</u> me		
or <u>g</u> anize or gan ize		After children say the syllables, say, "In the last syllable, use z. The letter z is usually used at the beginning of a base word." (Size, dozen, organize, realize, and citizen are exceptions.) B.E.: Spelling is or ga nize.
sum mon	r. 29	For spelling, say both m's. For reading, say the word in normal speech. (Continue to require precise pronunciation for spelling and reading throughout the section.) We hear /m/ in syllable two but we add /m/ to syllable one so that /u/ does not say "U."

Spelling Word	Rule(s)	Instructional Tips
3) of fi <u>ci</u> al 2) of fi <u>ce</u> r 1) of fi <u>ce</u> <sub>3</sub>	BW: office r. 29, 14 bw: office r. 29, 2, 11 end: er r. 29	end: al = Write office but replace /c/ with /ci/ and add "al." : Write office without silent finale because ending begins with a vowel. Base word.
vic tim		Imagine "Tim." Tim is victim - not Tom.
es ti mate		
ac ci dent	r. 2	After children say the syllables, say, "In the second syllable, <i>ci</i> has two separate phonogram sounds, s, i."
2) in vi ta <u>ti</u> on 1) in vi <u>te</u>	BW: invite r. 11, 4, 14 end: ation	Write "invite" without silent finale because ending (ation) starts with a vowel. Base word.
2) ac cept (take) 1) ex cept (x)	r. 2	For spelling, say each sound in the second syllable. (Continue to require precise pronunciation throughout the section.)
im pos si ble <u>le</u> <sub>4</sub>	BW: possible r. 29 pre: im	
con cern	r. 2	
au to mo <u>bi</u> le <sub>3</sub>	r. 4	Explain that a French I says "E" so we learn it as bile.
2) as so ci a <u>ti</u> on 1) as so ci <u>ate</u>	BW: associate r. 29, 4, 2, 14 end: on r. 29, 4, 14	After children say the syllables, say, "In the third syllable, <i>ti</i> has two separate phonogram sounds, s, i." Replace /t/ with Base word. /ti/ and add "on." After children say the syllables, say, "In the third syllable, use short sh. The <i>i</i> has two functions: it forms the phonogram <i>sh</i> , and it provides the vowel sound for the syllable <i>shi</i> ." Use /ci/

Spelling Word	Rule(s)	Instructional Tips
3) $\left[ \begin{array}{l} \text{v}^2 \text{ar} \text{i} \text{ous}^4 \\ \text{v}^2 \text{ar} \text{y} \\ \text{v}^1 \text{er} \text{y} \end{array} \right.$	BW vary r. 24 end: ous r. 6 r. 6	Write 'vary' but change y to i because BW 'vary' ends with /y/ Base word. Meaning should be apparent. After children say the syllables, say, "In the second syllable, use i instead of y and add the suffix ous."
$\left[ \begin{array}{l} \text{de}^2 \text{ci} \text{si}^2 \text{on} \\ \text{de} \text{ci} \text{de} \end{array} \right.$	r. 4, 2, 16 r. 4, 2	After children say the syllables, say, "In the second syllable, ci has two separate phonogram sounds, s, i." Use /s/ because it is the only phonogram that says "zh." Base word.
en ti tle <sub>4</sub>	BW: title r. 5 Pre: en	
<del>po lit i cal</del> pó lit i cal	BW: politic r. 4 end: al	pol i tic po lit' i cal - // moves to accented syllable
$\left[ \begin{array}{l} \text{na}^1 \text{tion}^2 \text{al} \\ \text{na} \text{tion} \end{array} \right.$	BW: nation r. 14 end: al r. 4, 14	Base word.
re cent	r. 4, 2	
$\left[ \begin{array}{l} \text{bu}^2 \text{si}^2 \text{ness} \\ \text{by}^3 \text{i} \text{ness} \\ \text{bu}^2 \text{sy} \text{ by}^3 \text{y} \end{array} \right.$	BW: busy r. 24, 17 end: ness r. 6	Write busy but change y to i because After children say the syllables, say, "In the second syllable, use i instead of y and add the suffix ness." ends with /y/. Base word. For spelling, say būs For reading, say bīs
re fer	r. 4	
2) $\left[ \begin{array}{l} \text{min} \text{ute}^5 \\ \text{mi} \text{nute} \end{array} \right.$		For spelling, say ū t ē.
1) $\left[ \begin{array}{l} \text{mi} \text{nute} \end{array} \right.$	r. 5	For spelling, say n ū t ē.
<u>ought</u>		After children say the sounds for ought, say, "Use ō, ōō, ūf, ōf, aw, ow."
2) $\left[ \begin{array}{l} \text{ab} \text{sence}^3 \\ \text{ab} \text{sent} \end{array} \right.$	BW: absent end: ence	Write 'absent' but change ending 'ent' to ending 'ence.' Base word.

Teach Notebook page 3 columns 3 and 4

Spelling Word	Rule(s)	Instructional Tips
3) con fer ence <sub>3</sub> 2) con ferred <sub>2</sub> 1) con fer	r. 10 r. 10	con fer ence In conference, we do not add another r, because the accent moves to the first syllable, con. con ferred - teach first Base word. review theory page 3
Wed nes day	r. 26, 18	For spelling, say Wed nes day. For reading, say Wen s day.
2) re al ly 1) re al	BW: real r. 4, 6 end: ly r. 4	Base word ends with /l/: choose "ly" not "y" for ending. Base word. This is a two-syllable word.
cel e bra tion	BW: celebrate r. 2, 4, 14 end: on	Base word is celebrate. Write celebrate but replace /t/ with /ti/ and add 'on'.
2) fol ks 1) folk	BW: folk r. 19 end: "s" r. 19	Base word.
2) aches 1) ache	BW: ache end: "s"	After children say the sounds for ache, say, "Use ch, k, sh." Base word.
a mu se ment	BW: amuse r. 4 end: ment	
3) an gri ly 2) an gry 1) an ger	r. 24, 6 BW: angry end: ly r. 6	Write angry but change /t/ to /l/ because After children say the syllables, say, "In the base word second syllable, use /i/ instead of /y/ and add the suffix /ly/." Base word. Let /g/ go to second syllable. Not /ng/ For spelling, say an.
ap prov al ap prove <sub>2</sub>	BW: approve r. 29, 11 end: al r. 29	Write approve without silent final e because ending al starts with a vowel. Dictate approve first. Base word is not 'prove'; prefix is not 'a'. /g/ will not sit at end of syllable one. We hear /p/ in syllable two but will add /p/ to syllable one so it does not say first sound.
a vail a ble <sub>4</sub>	r. 4	
a void	BW: void r. 4 pre: a	
ba na na <sub>3</sub> ba nan a		B.E. ba na na

Begin  
Notebook  
Page 8.

Spelling Word	Rule(s)	Instructional Tips
<u>bis</u> <u>cu</u> its		After children say the syllables, say, "In the last syllable, the additional phonogram <u>cu</u> says <u>k</u> ." Add /cu/ to page 8 - NEW phonogram
bot <u>tle</u> <sub>4</sub>	r. 29	We hear /t/ in syllable two but we add /t/ to syllable one so that /o/ does not say "O".
bot <u>tom</u>	r. 29	
<u>bru</u> is <u>ed</u> <u>bru</u> is <u>e</u> <sub>5</sub>	BW: bruise r. 11, 28 end: /ed/	Write bruise without the silent final e because ending /ed/ ("d") starts with a vowel. Base word.
<u>change</u> <u>a</u> <u>ble</u> <sub>4</sub> <u>change</u>	BW: change r. 11, 4 end: /able	After children say the syllables, say, "Write change with the e and add the suffix <u>able</u> . We need the e to let the g say <u>j</u> ." Base word: Write change without silent final e because ending starts with a vowel. BUT "g" cannot say "j" without e (i or y) so we must bring back e.
<u>chap</u> <u>ter</u>		
<u>chim</u> <u>ney</u> <sub>3</sub>		After children say the syllables, say, "In the last syllable, use <u>a</u> , <u>e</u> , <u>i</u> ." Chim is accented syllable so we don't hear second syllable vowel sound easily.
2) <u>choir</u> 1) <u>cho</u> <u>rus</u>	r. 4	For spelling, say <u>ch oi r</u> . For reading, say <u>quire</u> . (which means 24 sheets of paper. 20 quires = 480 sheets = old ream) Italian
<u>com</u> <u>pete</u>		Call attention to job I rather than /ea/ or /ee/.
<u>de</u> <u>ceiv</u> e <sub>2</sub>	r. 4, 2, 12	After children say the syllables, say, "In the last syllable, use <u>k</u> , <u>s</u> , and <u>a</u> , <u>a</u> , <u>i</u> ." should we use /ei/ or /ie/. Why? Page 5.
3) <u>de</u> <u>ter</u> <u>mi</u> <u>na</u> <u>tion</u>	BW: determine r. 4, 11, 14 end: /ation	
2) <u>de</u> <u>ter</u> <u>min</u> e <u>d</u>	r. 4, 11, 28 end: /ed/	
1) <u>de</u> <u>ter</u> <u>min</u> e <sub>5</sub>	r. 4	Base word. Write <u>discovery</u> but change <u>y</u> to <u>i</u> .
3) <u>dis</u> <u>cov</u> <u>er</u> <u>ies</u> <sub>2</sub>	BW: discover r. 24 / 3 ("2")	BW ends with /y/ and add ES. After children say the syllables, say, "In the last syllable, use <u>i</u> , <u>i</u> , instead of <u>y</u> and add <u>es</u> . The <u>ie</u> together says <u>i</u> ." Write <u>discover</u> and add <u>y</u> ("i")
2) <u>dis</u> <u>cov</u> <u>er</u> <u>y</u>	r. 6 end: /y ("i")	
1) <u>dis</u> <u>cov</u> <u>er</u>	BW: cover pre: dis bad or not	Dictate <u>discover</u> first. Write <u>dis</u> , add <u>cover</u> .

Teach  
Notebook  
Page 5

Spelling Word	Rule(s)	Instructional Tips
1) <u>e</u> <u>lec</u> <u>tric</u> <u>i</u> <u>ty</u> <u>e</u> <u>lec</u> <u>tri</u> <u>ci</u> <u>an</u> 2) <u>e</u> <u>lec</u> <u>tri</u> <u>cal</u> 1) <u>e</u> <u>lec</u> <u>tric</u>	BW: electric r. 4, 2, 6 end: ity r. 4, 14 end: an r. 4, 10 end: al r. 4	Accented syl is 'tric' but cannot double because first /c/ cannot say "s" Replace /c/ in BW with /t/ for "sh" Accented syllable is 'lec': do not double. Base word.
<u>en</u> <u>ter</u> <u>ed</u>	BW: enter r. 28, 10 end: /ed/	Accented syllable is 'en': do not double
<u>er</u> <u>ror</u> (noun) <u>err</u> (verb)	r. 29 r. 17	For spelling, say <u>er</u> <u>ror</u> . Base word. For spelling, say <u>er</u> <u>r</u> . For reading, (say <u>er</u> ).
<u>ex</u> <u>act</u>	r. 20	x is never followed by /s/ or /z/
<u>ex</u> <u>cep</u> <u>ti</u> <u>on</u> <u>s</u>	BW: except r. 20, 2, 14 end: on(s)	Replace /t/ in BW with /ti/ for "sh"
<u>fa</u> <u>vor</u> <u>a</u> <u>ble</u> <u>fa</u> <u>vor</u> <u>ite</u> <u>fa</u> <u>vor</u>	BW: favor r. 4, 10 end: able r. 4, 10 end: ite r. 4	Accented syl is 'fa' - do not double B.E.: Spelling is <u>fa</u> <u>vor</u> <u>a</u> <u>ble</u> . B.E.: Spelling is <u>fa</u> <u>vor</u> <u>ite</u> . Accented syl is 'fa' - do not double Base word. B.E.: Spelling is <u>fa</u> <u>vor</u> .
<u>fou</u> <u>ght</u>		After children say the sounds for <u>fou</u> <u>ght</u> , they say, "Use <u>o</u> , <u>oo</u> , <u>if</u> , <u>of</u> , <u>aw</u> , <u>ow</u> ." Teacher holds up 4 fingers; students discern phonogram
<u>fu</u> <u>el</u>	r. 4	
<u>gen</u> <u>u</u> <u>ine</u>	r. 3, 4	/g/ may say <u>g</u> when before e (i, or y) Pronounce as marked ("in")
<u>grow</u> <u>th</u>	BW: grow end: th	After children say the sounds for <u>grow</u> <u>th</u> , say, "Use <u>ow</u> , <u>o</u> ."
<u>hand</u> <u>ful</u>	BW: hand r. 22 end: ful	'ful' as ending has only one /l/
<u>hard</u> <u>ly</u>	r. 6	
<u>hymn</u>		For spelling, say <u>h</u> <u>i</u> <u>m</u> <u>n</u> . /n/ is pronounced if adding ending (hymnal)
<u>in</u> <u>ves</u> <u>ti</u> <u>ga</u> <u>ti</u> <u>on</u>	BW: investigate r. 4, 14 end: on	Replace /t/ in BW with /ti/ for "sh"

Spelling Word	Rule(s)	Instructional Tips
<p>[ <u>in</u> <u>volv</u> <u>ed</u> <sup>2</sup></p> <p>[ <u>in</u> <u>volv</u> <u>e</u> <sub>2</sub></p>	<p>BW: involve r. 11, 28 end: /ed/ "d"</p>	<p>Write base word, involve without silent final e because ending /ed/ ("d") starts with a vowel. Base word. r. 28 - past tense ending</p>
<p>[ <u>lil</u> <u>i</u> <u>es</u> <sup>3 2</sup></p> <p>[ <u>lil</u> <u>y</u></p>	<p>BW: lily r. 24 end: /z/ "z"  r. 6</p>	<p>After children say the syllables, say, "In the last syllable, use i instead of y and add e's. The ie together says i." Change Y to I Base word, because base word ends with /y/ (phonogram) and add E S. (letter names)</p>
<p>[ <u>mas</u> <u>siv</u> <u>e</u> <sub>2</sub></p> <p>[ <u>mas</u></p>	<p>BW: mass r. 29 end: ive r. 17</p>	<p>Base word.</p>
<p>[ <u>med</u> <u>al</u> (a ward)</p> <p>[ <u>met</u> <u>al</u> (f in)</p>		<p>med dle r. 29 =4 met tle r. 29 =4</p>
<p>[ <u>med</u> <u>i</u> <u>cine</u> <sub>5</sub></p>	<p>BW: medic r. 2, 10 end: ine</p>	<p>Accented syllable is 'med'. Do not double.</p>
<p>[ <u>nine</u> <u>ty</u></p>	<p>BW: nine r. 6 end: ty</p>	
<p>[ <u>re</u> <u>al</u> <u>ize</u></p>	<p>r. 4, 10 BW: real end: ize</p>	<p>The letter z is usually used at the beginning of a base word. (Size, dozen, organize, realize, and citizen are exceptions.) B.E: re al ize. Accented syl is 're'. Do not double.</p>
<p>[ <u>re</u> <u>ign</u></p>	<p>r. 12</p>	<p>After children say the sounds for reign, say, "Use e, i, y." Which phonogram will rule 12 tell us to use? Why?</p>
<p>[ <u>se</u> <u>vere</u></p>	<p>r. 4</p>	
<p>[ <u>slipp</u> <u>ed</u> <sup>3</sup></p> <p>[ <u>slip</u></p>	<p>BW: slip r. 9, 28 end: /ed/ "f"</p>	<p>Write slip and double /p/ because base word is l, l, l word and Base word, ending starts with a vowel.</p>
<p>[ <u>sneeze</u> <sub>5</sub></p>		<p>Ask students to verify /ee/ and /z/ After children say the sounds for sneeze, (breeze, freeze; same pattern)</p>

Spelling Word	Rule(s)	Instructional Tips
① <u>sta</u> <u>tion</u> <u>ar</u> <u>y</u> <u>sta</u> <u>tion</u> <u>er</u> <u>y</u> (write)	r. 4, 14, 6 r. 4, 14, 6	/ti/ most common. No criteria for /si/ or /ci/ ury is used for notepaper to write
<u>stom</u> <u>ach</u>		After children say the syllables, say, "In the last syllable, use <i>ch, k, sh.</i> "
<u>straight</u>		After children say the sounds for <i>straight</i> , say, "The additional phonogram <i>aigh</i> says <i>ā.</i> "
<u>suc</u> <u>ceed</u>	r. 2	After children say the syllables, say, "In the second syllable, use the phonogram that says <i>ē.</i> "
<u>te</u> <u>le</u> <u>vis</u> <u>ion</u>	BW: vision r. 4, 16 Pre: tele	Write <i>tele</i> (reaching over distance) and add <i>vision</i> .
<u>tough</u>		After children say the sounds for <i>tough</i> , say, "Use <i>ō, oo, ū, ūf, ūf, ūw, ūw.</i> " Teacher holds up 4 fingers. Students discern phonogram.
<u>whis</u> <u>tl</u> <u>ing</u> <u>whis</u> <u>tl</u> <u>e</u>	BW: whistle r. 11 end: ing	For spelling, say only two syllables (two vowel sounds) and pronounce the <i>t</i> . Base word. Write BW w/o silent E because ending starts with a vowel. For spelling, say <i>tlē</i> .
<u>whole</u> <u>some</u>	BW: whole end: some	ending turns noun to adj: burdensome, quarrelsome, awesome
<u>wreath</u>		After children say the sounds for <i>wreath</i> , say, "Use <i>ē, ē, ā.</i> " What do we use for "E"?
<u>wres</u> <u>tl</u> <u>ing</u> <u>wres</u> <u>tl</u> <u>e</u>	BW: wrestle r. 11 end: ing	For spelling, say only two syllables (two vowel sounds) and pronounce the <i>t</i> . Base word. Write BW without silent final E because ending starts with a vowel. For spelling, say <i>tlē</i> .

Add *aigh* to Page 8 before adding to word list.

Section U  
125 Words for Spelling, Writing, and Reading

Teach Notebook Page 2

Spelling Words	Rule(s)	Instructional Tips
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px;"> <p><u>me</u><sup>2</sup><u>ant</u></p> <p><u>mean</u></p> </div>	BW: mean end: /t/	Skip a space. Dictate the base word, <i>mean</i> , first. (Continue to dictate the base word first throughout the section, <sup>only</sup> if necessary. After children say the sounds in <i>mean</i> , say, "Use ē, ě, ā." Change Y to I
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px;"> <p><u>ear</u> li est</p> <p><u>ear</u> ly</p> </div>	r. 24  r. 6	After children say the syllables, say, "In the second syllable, use <i>i</i> instead of <i>y</i> and add the suffix <i>est</i> ." Base word. For spelling, say <i>li</i> . (Continue to require precise pronunciation of vowels in unaccented syllables throughout the section.) base word ends with /y/
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px;"> <p>dis tin <u>gu</u>ish</p> </div>	r. 13	After children say the syllables, say, "In the last syllable, the phonogram <i>gu</i> says <i>gw</i> ." Pronounce as /gu/ to spell. "GW" to mark.
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px;"> <p>con sid er a <u>ti</u>on</p> </div>	BW: considerate r. 4, 14 end: on	Write BW but replace /t/ with /ti/ for "sh"
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px;"> <p><u>co</u><sup>1</sup> lo ni al</p> <p>col o <u>ni</u><sup>3 2</sup>es</p> <p>col o <u>ny</u></p> </div>	BW: colony r. 4, 24 end: al  BW: colony r. 4, 24 end: "2" /3/	After children say the syllables, say, "In the third syllable, use <i>i</i> instead of <i>y</i> and add the suffix <i>al</i> ." After children say the syllables, say, "In the last syllable, use <i>y</i> instead of <i>y</i> and add <sup>Change Y to I</sup> <del>ie</del> The <i>ie</i> together says <i>i</i> ." because base word ends with /y/ and add <del>E, S.</del>
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px;"> <p>as <u>su</u>re</p> <p><u>su</u>re</p> </div>	r. 29	For spelling, say both s's. For reading, say the word in normal speech. (Continue to require precise pronunciation for spelling and reading throughout the section.) Base word. /s/ before /u/ is distorted to "sh" in speech. For spelling, say s ū r ē.
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px;"> <p>re <u>li</u>ef</p> </div>	r. 4, 12	After children say the syllables, say, "Should we the second syllable, use ē, ě, ī." or ē ā ĩ? "E" is not after a C and doesn't say "A" Why?

Spelling Word	Rule(s)	Instructional Tips
oc <u>cu</u> py	r. 29, 4, 5, 6	For spelling, say both c's. For reading, say the word in normal speech.
prob <u>a</u> bly	BW: probable r. 4, 11, 6 end: y	After children say the syllables, say, "Write the word <i>probable</i> without the <i>e</i> because <del>and add</del> the suffix, which begins with a vowel."
1) prob <u>a</u> ble <sub>4</sub>	r. 4	Base word.
<sup>1</sup> for <sup>3</sup> <u>ei</u> gn	r. 12	Students should be able to recite After children say the syllables, say, "In the exceptions second syllable, use <i>e</i> , <i>a</i> , <i>i</i> and two-letter <i>n</i> to <i>ei</i> rule. that is used at the end of a word." Review rule page 5:
ex <u>pense</u> <sub>5</sub>	r. 20	x is never followed by s or z. The ending is not <i>ence</i> . There is no word <i>expent</i> .
1) <u>re</u> sp <u>on</u> si <u>ble</u> <sub>4</sub>	BW: response r. 4, 11 end: ible	Write response without the <i>e</i> because the ending <i>ible</i> starts with a vowel.
1) <u>re</u> sp <u>onse</u> <sub>5</sub>	r. 4	Note /s/ moves from base word as in <i>sen sible</i> . Base word.
ap <u>pli</u> ca <u>tion</u>	BW: apply r. 29, 24, 4, 14 end: cation	Write <i>apply</i> but change <i>y</i> to <i>i</i> After children say the syllables, say, "In BECAUSE the second syllable, use <i>i</i> instead of <i>y</i> ." base word ends with /y/ and add cation
1) ap <u>ply</u>	r. 29, 5, 6	Base word.
dif <u>fi</u> cul <u>ty</u>	BW: difficult r. 29, 6 end: y	Write <i>difficult</i> . Add <i>y</i> . (r)
1) dif <u>fi</u> cult	r. 29	Base word.
Add additional phonogram /sc/ to Page 8		
1) <u>sc</u> ene	r. 2	After children say the sounds for <i>scene</i> , say, "The additional phonogram <i>sc</i> says <i>s</i> ."
<u>sc</u> en <u>er</u> y	BW: scene r. 2, 6, 11 end: ery	Write <i>scene</i> without <i>e</i> because ending <i>ery</i> starts with a vowel.
<u>sc</u> i <u>s</u> <sup>2</sup> <u>sc</u> o <u>r</u> s <sup>2</sup>	r. 2, 29	
<u>sc</u> i <u>e</u> n <u>c</u> e <sub>3</sub>	r. 2, 5	
<u>de</u> sc <u>end</u>	r. 4, 2	verb
<u>de</u> sc <u>ent</u>	r. 4, 2	noun
as <u>ce</u> nd	r. 29, 2	v Rule 29 holds here because <i>s</i> and <i>c</i> have the same sound. Phonogram, unusually, is broken apart for syllables.
as <u>ce</u> nt	r. 29, 2	n

Spelling Word	Rule(s)	Instructional Tips
1) [ fi nal ly fi nal	BW: final r. 5, 6 end: ly r. 5	Choose 'ly' not 'y' as ending When base word ends with /l/. Dictate <i>final</i> first. really usually especially
1) [ de vel op 2) [ en vel op 3) [ en vē lōpe	r. 4	verb verb - explain meaning 'surround' What would I surround a letter with in order to mail it?
3) [ cir cum stance <sub>3</sub> 2) [ cir cum fer ence <sub>3</sub> 1) [ cir cle <sub>4</sub>	r. 2 r. 2 r. 2	That which is <u>around</u> us now is the <u>circumstance</u> we are in. The area <u>around</u> (perimeter) a circle.
1) [ is <u>sue</u> <sub>2</sub> tis <u>sue</u> <sub>2</sub>	r. 29 r. 29	For spelling, say both s's. For reading, say the words in normal speech. /s/ before /u/ is distorted to "sh" in speech.
mā te ri al	r. 4	Accented syllable is second syllable. Leave "E" at end.
sug gest	r. 3	
mere		define.
3) [ sen a to ri al 2) [ sen a tor 1) [ sen ate	BW: senate end: orial r. 4, 11 BW: senate r. 4, 11 end: or	Write senate without silent final e because ending 'orial' starts with a vowel. ... ending 'or' starts with a vowel. Base word. Job 1 of e. (Part of base word)
re ceive <sub>2</sub>	r. 4, 2, 12	Do we use e/i/e? Why? Review After children say the syllables, say, "In rule the last syllable, use ē, ā, ī." page 5.
3) [ re spect ful ly 2) [ re spect fūl 1) [ re spect	r. 4, 22, 6 r. 4, 22 r. 4	After children say the syllables, say, "In the last syllable, write <i>full</i> with one l." = r. 22 Base word. For spelling, say each sound in the second syllable. (Continue to require precise pronunciation throughout the section.)

Spelling Word	Rule(s)	Instructional Tips
1) <u>a</u> <u>g</u> <u>r</u> <u>e</u> <u>e</u> <u>m</u> <u>e</u> <u>n</u> <u>t</u> <u>a</u> <u>g</u> <u>r</u> <u>e</u> <u>e</u>	BW: agree r. 4 end: ment  r. 4	After children say the syllables, say, "Use the phonogram that says <u>ē</u> ." "Write Base word."
un <u>for</u> <u>tu</u> <u>na</u> <u>t</u> <u>e</u> <sub>5</sub>	BW: fortunate r. 4, 11 Pre: un	Write fortune without silent final e because ending ate starts with vowel
1) <u>m</u> <u>a</u> <u>j</u> <u>o</u> <u>r</u> <u>i</u> <u>t</u> <u>y</u> <u>m</u> <u>a</u> <u>j</u> <u>o</u> <u>r</u>	r. 6  r. 4	Note pronunciation change. Base word.
1) <u>e</u> <u>l</u> <u>a</u> <u>b</u> <u>o</u> <u>r</u> <u>a</u> <u>t</u> <u>e</u> <sub>5</sub> <u>e</u> <u>l</u> <u>a</u> <u>b</u> <u>o</u> <u>r</u> <u>a</u> <u>t</u> <u>e</u>	r. 4  r. 4	adj. verb - explain meaning
1) <u>c</u> <u>i</u> <u>t</u> <u>i</u> <u>z</u> <u>e</u> <u>n</u> <u>c</u> <u>i</u> <u>t</u> <u>y</u>	BW: city r. 2, 24 end: zen  r. 2, 6	Write city, but change y to i because base After children say the syllables, say, "In the second syllable, use i instead of y; and in the last syllable, use z. The letter z is (not $\frac{z}{s}$ ) usually used at the beginning of a base word. ( <del>Size, dozen, organize, realize;</del> and citizen are exceptions.) Base word.
1) <u>n</u> <u>e</u> <u>c</u> <u>e</u> <u>s</u> <u>s</u> <u>a</u> <u>r</u> <u>y</u> <u>n</u> <u>e</u> <u>c</u> <u>e</u> <u>s</u> <u>s</u> <u>a</u> <u>r</u> <u>y</u>	r. 2, 29, 6  r. 2, 29, 6	Write necessary but change 'ary' to 'ity'. Accent moves to 'ces'. Base word. The first S appears in the syllable that says S "es" Note ending "ary" Accent on nec.
di <u>vide</u>		
1) <u>a</u> <u>chie</u> <u>ves</u> <sub>2</sub> <u>a</u> <u>chie</u> <u>ve</u> <sub>2</sub>	BW: achieve r. 4, 12 end: "z"  r. 4, 12	Base word. After children say the syllables, say, "In the second syllable, use <u>ē</u> , <u>ī</u> , <u>ī</u> ." Do we use ei or ie? Why? Review p 5.
ac <u>quire</u>	r. 1	A followed by qu = water aqua, aquatic, aquarium
<u>an</u> <u>cient</u>	BW: ancestor r. 14 end: end	Write ancestor but REPLACE c After children say the syllables, say, "In the last syllable, use short sh." for "sh" sound. Review p. 6.

Spelling Word	Rule(s)	Instructional Tips
<u>an</u> y one	BW: any BW: one r. 6	Write any. Add one to make compound word. <i>Compound words do not change.</i> Use Y not I at end of base word.
a <u>pie</u> ce <sub>3</sub>	BW a r. 4, 12 BW piece	Compound word. "A" gives meaning. After children say the syllables, say, "In the second syllable, use ē, ē, ī." Why is? Not after c, doesn't say "A" not an exception
ap <u>pro</u> ach <sub>2</sub> es <sup>2</sup>	BW: approach r. 29 end: "es"	After children say the syllables, say, "In the second syllable, use o of boat."
at <u>tack</u>	r. 29, 25	We hear /t/ in syl 2 but add /t/ to syl one because /a/ does not say "A" Use /ck/ after first sound of single vowel at end of syllable.
at <u>tor</u> ne <sup>3</sup> y	r. 29	After children say the syllables, say, "In the last syllable, use ā, ē, ī." For spelling, say <u>tor</u> . For reading, say <u>ter</u> .
<u>bal</u> <u>ance</u> <sub>3</sub>		
(1) <u>cal</u> <u>cu</u> <u>la</u> <u>tion</u> <u>cal</u> <u>cu</u> <u>late</u>	BW: calcu late r. 4, 14 end: on r. 4	Write calculate but REPLACE /t/ with /ti/ for "sh" and add 'on' Base word.
<u>cen</u> <u>tral</u>	r. 2	
<u>cēr</u> <u>e</u> <u>mō</u> ny	r. 2, 4, 6	
con <u>ceal</u> ed <sub>2</sub>	BW: conceal r. 2, 28 end: "d"	Write conceal and add "d" (ed - past) After children say the syllables, say, "In tense the last syllable, use ē, ē, ā." ending: r. 28
<u>de</u> <u>li</u> <u>ciō</u> s <sup>4</sup>	BW: delicacy r. 4, 14 end: <u>ous</u>	Write delicacy but replace /k/ with /ci/ for After children say the syllables, say, "In 'sh' the last syllable, use short sh." and add 'ous' (full of)
(1) <u>de</u> <u>scri</u> bed <sub>2</sub> <u>de</u> <u>scri</u> be	BW: describ r. 4, 11, 28 end: "d" r. 4	Write describe without silent (full of) Final e because ending starts with a vowel. Dictate <i>describe</i> first.
<u>dis</u> ap <u>pear</u>	BW: appear r. 29 pre: dis	Write dis. Add appear. After children say the syllables, say, "In the last syllable, use ē, ē, ā." dis = bad or not.
<u>dropp</u> ed <sub>3</sub> <u>drop</u>	BW: drop r. 9, 28 end: "t"	Write drop but double /p/ because base word is 1, 1 word and ending starts with a vowel Base word.

Spelling Word	Rule(s)	Instructional Tips
el e gant	r. 4	Pronounce E in syl 2 distinctly.
em per or		or = person
3) es tab lish ment 2) es tab lish ed 1) es tab lish	BW: establish r. 13 end: ment r. 13, 28 end: "f" r. 13	Base word.
3) ex cel lent 2) ex celled 1) ex cel	r. 20, 2, 10 r. 20, 2, 10, 28 r. 20, 2	In excellent, write another l even though the accent moves to the first syllable. Exception to rule 10. Base word.
gath er		
gen er al ly	BW: general r. 3, 6 end: ly	Choose 'ly' not 'y' for ending when base word ends with /l/.
grate ful	r. 22	Base word is 'gratitude' - helps understanding of /a/ in first syllable.
2) heir 1) in her it	r. 12	For spelling, say h e i r. After children say the sounds for heir, say, ask "Use e, i, h." do we use ei or ie? Why? Write 'inherit' first to explain /h/ in 'heir'.
hoarse		B.E.: After children say the sounds for hoarse, say, "Use oa of boat."
i ci cle	BW: ice r. 5, 2 end: icle	Write base word ice without silent e. After children say the syllables, say, "In final e the second syllable, use k, s." because ending - icle starts with vowel.
i den ti fied 1) i den ti fy	BW: identify r. 5, 24, 28 end: "d" r. 5, 6	Write identify but change y to i. After children say the syllables, say, "In the last syllable, use i instead of y and add the past tense suffix. The ie together says i." because base word identify ends with /y/ and add "d" (ed) Base word.
3) ig no rance 2) ig no rant 1) ig nore	BW: ignore r. 4, 11 end: ance r. 4, 11 end: ant	Write base word without silent final e because ending ant/ance starts with a vowel. Base word. Call attention to "O" sound of vowel. Leave at end of syllable in derivatives. To ignore the truth shows ignorance.

Spelling Word	Rule(s)	Instructional Tips
1) <u>in di ca tion</u> 2) <u>in di cate</u>	BW: indicate r. 4, 14 end: on	Write indicate but replace /t/ with /ti/ for "sh" and add 'on'. Base word.
1) <u>in ter fer ence</u> <sub>3</sub> 2) <u>in ter fere</u>	BW: interfere r. 11 end: ence	Write BW interfere without the silent final e because ending starts with a vowel. (Syl 3 = e "E" from Base word. silent e in base word.)
<u>lead er ship</u> <u>lead er</u>	BW: leader r. 13 end: ship OW: lead end: er	We use /sh/ to begin word and end syllable; we also use to write ending 'ship'. Dictate leader first. <p style="text-align: right;">                         worship                          kinship                     </p>
1) <u>mes sen ger</u> 2) <u>mes sage</u>	r. 29, 3  r. 29	Base word, but doesn't help me spell 'messenger'.
<u>mu si cian</u> <u>mu sic</u>	BW: music r. 4, 14 end: an  r. 4	Write music but replace /c/ with /ci/ for "sh" and add 'an'.  Base word.
Add additional phonogram /ge/ to rule page 8. <u>pi geon</u>		After children say the syllables, say, "In the last syllable, the additional phonogram ge says j." Vowel sound pronounced is "o".
<u>plane</u> <u>plain</u>		
<u>prob lem</u> <sup>2</sup>	BW: problem end: "2"	
1) <u>re hears al</u> 2) <u>re hearse</u> <sub>5</sub>	BW: rehearse r. 4, 11 end: al  r. 4	Write rehearse without silent final e because ending 'al' starts with a vowel. Which "er"? Students recite. Dictate rehearse first. Sentences page 2. "I heard you learned."
<u>re mov al</u> <u>re mov ed</u> <u>re move</u> <sub>2</sub>	BW: remove r. 4, 11 end: al  r. 4, 11, 28 end: "d"  r. 4	Write remove without silent final e because al/ed starts with vowel.  Dictate remove first.

Spelling Word	Rule(s)	Instructional Tips
<u>siege</u> <sub>3</sub>	r. 12	After children say the sounds for <i>siege</i> , say, "Use <u>e</u> , <u>i</u> , <u>y</u> ." ask "Do we use <u>e</u> or <u>i</u> ? Why?" Review p.5
<u>val ley</u> <sub>3</sub>	r. 29	After children say the syllables, say, "In the last syllable, use <u>a</u> , <u>e</u> , <u>i</u> ." Not "E" because accented syl is 'val' so little voice is on /ey/.
<u>veg e ta ble</u> <sub>4</sub>	r. 2, 4	"Eat your veggies at the table!"

Section V  
125 Words for Spelling, Writing, and Reading

Spelling Words	Rule(s)	Instructional Tips
<u>prin ci pal</u> (m <u>ain</u> ) <u>prin ci ple</u> <sub>4</sub>	r. 2 r. 2	<del>Principal = Headmaster OR</del> adj "main" → After children say the syllables, say, "In the second syllable, use <u>k</u> , <u>s</u> ." For spelling, say <u>al</u> , not <u>il</u> . (Continue to require precise pronunciation of vowels in unaccented syllables throughout the section.) principal character, reason, dancer, etc.
<u>tes ti mo ny</u>	r. 4, 6	Pronounce syllables to write precisely.
<u>dis cus sion</u> <u>dis cuss</u>	r. 14, 15 r. 17	Skip a space. Dictate <i>discuss</i> first. Use /s/ because syllable before "sh" ends in /s/ and it replaces /s/ in base word.
<u>ar range ment</u> <u>ar range</u>	r. 29 r. 29	Base word. (Continue to dictate the base word first throughout this section.)— if necessary. For spelling, say both r's. For reading, say word in normal speech. (Continue to require precise pronunciation for spelling and reading throughout the section.)
3) <u>ref er ence</u> <sub>3</sub> 2) <u>re fer red</u> <sub>2</sub> 1) <u>re fer</u>	BW: refer r. 10 end: ence r. 4, 10, 28 end: "d" r. 4	In <i>reference</i> , we do not write another r, because the accent shifts to the first syllable, <i>ref</i> . Referred: Since my final syllable of BW looks like l, l, l word and ending starts with vowel, I might have to treat it like l, l, l word... Accented syllable is 'fer' so I double /r/

Spelling Word	Rule(s)	Instructional Tips
<u>siege</u> <sub>3</sub>	r. 12	After children say the sounds for <i>siege</i> , say, "Use <u>e</u> , <u>i</u> , <u>y</u> ." ask "Do we use ei or ie? Why?" Review p.5
val <u>ley</u> <sub>3</sub>	r. 29	After children say the syllables, say, "In the last syllable, use <u>a</u> , <u>e</u> , <u>i</u> ." Not "E" because accented syl is 'Val' so little voice is on /ey/.
veg <u>e</u> <u>ta</u> <u>ble</u> <sub>4</sub>	r. 2, 4	"Eat your veggies at the table!"

Section V

125 Words for Spelling, Writing, and Reading

Spelling Words	Rule(s)	Instructional Tips
<u>prin ci pal</u> (main)	r. 2	Principal = Headmaster OR adj "main" → After children say the syllables, say, "In the second syllable, use k, s." For spelling, say <u>al</u> , not <u>ul</u> . (Continue to require precise pronunciation of vowels in unaccented syllables throughout the section.) principal character, reason, dancer, etc.
<u>prin ci ple</u> <sub>4</sub>	r. 2	
tes ti mo ny	r. 4, 6	Pronounce syllables to write precisely.
<u>dis cus sion</u> <u>dis cuss</u>	r. 14, 15 r. 17	Skip a space. Dictate <i>discuss</i> first. Use /s/ because syllable before "sh" ends in /s/ and it replaces /s/ in base word.
<u>ar range ment</u> <u>ar range</u>	r. 29 r. 29	Base word. (Continue to dictate the base word first throughout this section.) — if necessary, For spelling, say both r's. For reading, say word in normal speech. (Continue to require precise pronunciation for spelling and reading throughout the section.)
3) <u>ref er ence</u> <sub>3</sub> 2) <u>re ferr ed</u> <sub>2</sub> 1) <u>re fer</u>	3) refer r. 10 end: "ence" 2) r. 4, 10, 28 end: "d" 1) r. 4	In <i>reference</i> , we do not write another r, because the accent shifts to the first syllable, <i>ref</i> . Referred: Since my final syllable of BW looks like 1,1,1 word and ending starts with vowel, I might have to treat it like 1,1,1 word... Accented syllable is 'fer' so I double /r/

Spelling Word	Rule(s)	Instructional Tips
ev i dence <sub>3</sub>		
ex pe ri ence <sub>3</sub>	r. 20, 4	Syllable two: /e/ says E and is accented. Leave at end of syllable.
ses sion	r. 14, 15	Syllable before "sh" ends with /s/ = Use /si/.
sec re tary	BW: secret r. 4, 6, 10 end: ary	Since final syl 'cret' looks like l, l, l Word and ending 'ary' starts with a vowel... Accent is on 'sec'; do not double.
as so ci a tion	BW: associa r. 29, 4, 2, 14 end: on	After children say the syllables, say, "The third syllable has two separate sounds, s, i." Replace /t/ with /ti/ and add 'on'.
cā reer	r. 4	After children say the syllables, say, "In the last syllable, use the phonogram that says ē." (Latin career - wheeled vehicle:) Verb - move swiftly in specific direction → track of life
height high weight		For spelling, say h eigh t. Base word. The doctor measures my height and weight.
ap par ent	r. 29	I hear /p/ in syl two but add /p/ to syl one because d does not say "A."
as cend ing	r. 29, 2	<del>Rule 29 holds here because s and c have the same sound.</del> /sc/ phonogram is split between syllables (Section U p. 359)
1) ba si cal ly ba sic	BW: basic r. 4, 6 end: ally r. 4	No base word basical. Use 'ally' for ending Dictate basic first.
3) bou <sup>h</sup> gh 2) bow 1) bow		Explain meaning. After children say the sounds for bough, say "Use ō, ōō, ūf, ōf, aw, ow:" After children say the sounds for bow, say, "Use ow, ō." phonogram.
cam pa ign		After children say the syllables, say, "In the last syllable, use two-letter n that is on fingers, used at the end of a word."
1) cap i tal cap i tol (dome)		After children say the syllables for capital, say, "In the last syllable, use ā, ā, ah; and for capitol, use ō, ō, ōō." Explain difference in meaning. Capitol is building with dome.

Spelling Word	Rule(s)	Instructional Tips
<u>ce</u> <u>re</u> <u>al</u>	r. 2, 4	
<u>choi</u> <u>ce</u> <sub>3</sub>		
3) <u>cho</u> <sup>2</sup> <u>se</u> <sup>2</sup> <u>cho</u> <sup>2</sup> <u>se</u> <sup>2</sup> <u>en</u> <sup>2</sup> 2) <u>cho</u> <sup>2</sup> <u>se</u> <sup>2</sup> 1) <u>choo</u> <sup>2</sup> <u>se</u> <sup>2</sup>	BW: chose r. 4, 11 end: en	The base word is often kept in one syllable, but here it is not. Keep base word together. Add to irregular verbs page 10. Base word.
<u>coar</u> <u>se</u> <sub>5</sub> (not fine)		After children say the sounds for <i>coarse</i> , say "Use oa of boat."
<u>col</u> <u>um</u> <sup>2</sup> <u>n</u> <sup>2</sup> <u>s</u> <sup>2</sup>	BW: column end: "z"	For spelling, say each sound in the second syllable. The /n/ is pronounced when adding an ending → <i>columnar</i>
<u>cor</u> <u>rect</u>	r. 29	For spelling, say each sound in the second syllable. (Continue to require precise pronunciation throughout the section.) I hear /r/ in syl two, but add to syl one because o does not say "o"
<u>cur</u> <u>rent</u>	<del>r. 29</del>	After children say the syllables, say, "Use er of nurse in the first syllable." <del>B.E. cur-rent</del>
<u>de</u> <u>sir</u> <u>a</u> <u>ble</u> <sub>4</sub> <u>de</u> <u>sire</u>	BW: desire r. 4, 11 end: able r. 4	Write desire without silent final E because ending starts with a vowel. Base word.
<u>di</u> <u>vi</u> <u>sion</u> <sup>2</sup> <u>di</u> <u>vide</u>	r. 16	Use /si/ because it is only phonogram that can say "zh". Base word. - but does not explain /si/
2) <u>Dr.</u> <del><u>Doc</u> <u>tor</u></del> 1) <u>Doc</u> <u>tor</u>	r. 26 r. 26	Dr. = used with last name (compare to Mr.) B.E. Dr is the international alternative. Full word is not used with last name but explains letters for abbreviation.
3) <u>drawn</u> 2) <u>drew</u> 1) <u>draw</u>		Add to irregular verbs page 10. Base word.

Spelling Word	Rule(s)	Instructional Tips
3) <u>e</u> <u>quip</u> <u>ment</u> 2) <u>e</u> <u>quipp</u> <sup>3</sup> <u>ed</u> 1) <u>e</u> <u>quip</u>	BW: equip r. 4 end: ment r. 4, 10, 28 end: "t" r. 4	Since final syl 'quip' looks like 1,1,1 word and ending starts with vowel... accent on quip ∴ double /p/ Base word.
1) <u>ex</u> <u>tr</u> <u>e</u> <u>m</u> e <u>ly</u> <u>ex</u> <u>tr</u> <u>e</u> <u>m</u> e	BW: extreme r. 20, 6 end: ly r. 20	Write extreme. Add ly. No reason to write without E. Base word. Be sure to note job one of E → not <u>eg</u> or <u>ee</u>
<u>f</u> <u>e</u> <u>a</u> r <u>f</u> <u>u</u> <u>l</u> <u>f</u> <u>e</u> <u>a</u> r	BW: fear r. 22 end: ful	After children say the sounds for fear, say, "Use <u>e</u> , <u>a</u> , <u>r</u> ." Use ful with one /l/ if an ending. Base word.
<u>f</u> <u>u</u> <u>n</u> <u>c</u> <u>t</u> <u>i</u> <u>o</u> <u>n</u> <u>a</u> <u>l</u> <u>f</u> <u>u</u> <u>n</u> <u>c</u> <u>t</u> <u>i</u> <u>o</u> <u>n</u>	BW: function r. 14 end: al r. 14	Base word. Clearly pronounce syllable one to hear /c/
<u>f</u> <u>u</u> <u>r</u> <u>n</u> <u>i</u> <u>t</u> <u>u</u> <u>r</u> <u>e</u>		After children say the syllables, say, "In the first syllable, use <u>er</u> of nurse." Pronounce in syllables as word is spelled.
<u>f</u> <u>u</u> <u>t</u> <u>u</u> <u>r</u> <u>e</u>	r. 4	"t" is distorted to /ch/ by /u/ by American (not British) pronunciation
<u>g</u> <u>a</u> <u>t</u> <u>h</u> <u>e</u> <u>r</u> <u>i</u> <u>n</u> <u>g</u>	BW: gather r. 10 end: ing	Final syl 'er' looks like 1,1,1; ending starts with vowel. accent on <u>gath</u> - do not double.
1) <u>h</u> <u>e</u> <u>a</u> <u>v</u> <u>i</u> <u>l</u> <u>y</u> <u>h</u> <u>e</u> <u>a</u> <u>v</u> <u>i</u> <u>e</u> <u>r</u> <u>h</u> <u>e</u> <u>a</u> <u>v</u> <u>y</u>	BW: heavy r. 24, 6 end: ly r. 24 end: er r. 6	After children say the syllables, say, "In the second syllable, use <u>i</u> instead of <u>y</u> and add the suffix <u>ly</u> over." Write heavy but change <u>y</u> to <u>i</u> because base word ends with <u>ea</u> saying <u>e</u> never ends a /y/. Add syllable. Ending.
<u>h</u> <u>u</u> <u>n</u> <u>d</u> <u>r</u> <u>e</u> <u>d</u>		
<u>i</u> <u>m</u> <u>a</u> <u>g</u> <u>i</u> <u>n</u> <u>e</u> <u>i</u> <u>m</u> <u>a</u> <u>g</u> <u>e</u>	BW: image r. 11 end: "in" s	Write image w/o e b/c ending starts with vowel /m/ moves to accented syllable. Base word. im' is accented syllable
<u>i</u> <u>n</u> <u>c</u> <u>h</u> <u>e</u> <u>s</u>	BW: inch end: 'es'	

Spelling Word	Rule(s)	Instructional Tips
in <u>de</u> pen dent	BW: depend r. 4	This bw has prefix and ending that are added without changing base word.
in di vid <u>u</u> al	BW: divide r. 4, 11	Divide into individual parts. Write divide without silent E.
in flu <u>ence</u> <sub>3</sub>	r. 4	Pronounce "U" in syllable two.
in <u>no</u> cent	r. 29, 4, 2	I have stolen NO CENT.
in <u>stance</u> <sub>3</sub>	BW: instant end: ance	Write instant. Change 'ant' to 'ance'
i) [ in <u>stru</u> men tal in <u>stru</u> ment	BW: instrument r. 4 end: a) r. 4	Base word. For spelling, say <u>stru</u> . "U"
lei <u>sure</u>	r. 12	After children say the syllables, say, "Use <u>su</u> , i". Not after c or says "A" but B.E. <del>for sure</del> is an exception. Recite applicable sentence: "Neither foreign..."
li <u>cense</u> <sub>5</sub>	r. 5, 2	B.E.: Spelling for the noun is <u>license</u> ; verb is <u>license</u> . Review page 5. No base word 'licen <u>t</u> '. Don't change ent to ence.
li <u>quid</u>	r. 1	
i) [ lo <u>ca</u> tion lo <u>cat</u> ed lo <u>cate</u>	BW: locate r. 4, 14 end: a) B.W: locate r. 4, 11, 28 end: ed r. 4	Write locate but replace /t/ with /ti/ for "sh". Add 'on'. Write locate without silent final E because ending 'ed' starts with a vowel. Base word.
mag nif i cent	BW: magnif r. 24, 2 end: cent	Write magnify but change y to i because base word ends with /y/
main		/ai/ followed by n at end of word.
min er als <sup>2</sup>	BW: mineral end: "z"	
meth od		
mod ern		

Spelling Word	Rule(s)	Instructional Tips
1) <u>m</u> ys <u>t</u> er i <u>o</u> us <u>m</u> ys <u>t</u> er y	BW: mystery r. 4, 24 end: ous r. 6	Write mystery but change y to i because After children say the syllables, say, "In the base word third syllable, use i instead of y and ends with /y/ add the suffix <u>ous</u> ." - means "full of" Base word. After children say the syllables, say, "In the first syllable, use y, i, i."
oc <u>c</u> a <u>s</u> ion	r. 29, 4, 16	Cannot be pronounced <u>o</u> ca sion. Use /si/ because it is the only phonogram that says "zh"
<u>o</u> r di n <u>a</u> r i ly <u>o</u> r di n <u>a</u> r y	BW: ordinary r. 24, 6 end: ly r. 6	After children say the syllables, say, "In the fourth syllable, use i instead of y and because the add the suffix ly." base word ends with Base word. /y/ and add 'ly.'
per s <u>o</u> (n) al i ty	r. 6	/n/ moves to accented syllable
ph <u>y</u> s i cal ly	BW: physical r. 6 end: ly	Move <u>s</u> to syllable 2. After children say the syllables, say, "In the first syllable, use y, i, i." Add ly (not y) because base word ends with ///.
plan et		
<u>p</u> len ti <u>f</u> ul <u>p</u> len ty	BW: plenty r. 24, 22 end: ful r. 6	After children say the syllables, say, "In the second syllable, use i instead of y and Change add the suffix ful." because base Base word. word ends with /y/ and add ful.
pow <u>e</u> r <u>f</u> ul	BW: power r. 22 end: ful	After children say the syllables, say, "In the first syllable, use ow, o." at end of a syllable.
prai <u>r</u> ie	<del>EW</del>	After children say the syllables, say, "Use <u>a</u> not used at the end of a word and <u>e</u> , <u>i</u> , <u>i</u> ." /ie/ at end of a word is uncommon for /i <sup>3</sup> / (menagerie)
pre <u>p</u> ar <u>e</u> d	BW: prepare r. 4, 11, 28 end: "d"	
pre vent	r. 4	

Spelling Word	Rule(s)	Instructional Tips
3) <u>pro</u> <u>tec</u> <u>tion</u> 2) <u>pro</u> <u>tec</u> <u>tive</u> <sub>2</sub> 1) <u>pro</u> <u>tect</u>	BW: protect r. 4, 14 end: on r. 4 end: ire r. 4	Change /t/ to /ti/ for "sh" and add "n" Write protect. Add ive. Base word. For spelling, say each sound in the last syllable.
<u>quar</u> <u>ter</u> <u>quar</u> <u>t</u>	r. 1 r. 1	/or/ is distorted by /w/ and /q/ to create "or" sound Base word. <u>war</u> <u>warm</u>
<u>rec</u> <u>og</u> <u>ni</u> <u>tion</u> <u>rec</u> <u>og</u> <u>nize</u>	r. 14	Use /ti/: no reason to use /si/ or /ci/ Base word. but does not help me spell. The letter z is usually used at the beginning of a base word. (Size, dozen, organize, and citizen are exceptions.) B.E.: Spelling is <u>rec og nize</u> .
<u>rec</u> <u>ord</u> <sup>2</sup> <u>re</u> <u>cord</u> <sup>2</sup>	r. 4	accent on first syllable = noun accent on second syllable = verb
<u>re</u> <u>lieve</u> <sub>2</sub>	r. 4, 12	After children say the syllables, say, "In the last syllable, use ē, ī, ŷ." because it is not after a c doesn't say "A", and is not an exception.
<u>re</u> <u>peat</u> <u>ed</u> <u>rep</u> <u>e</u> <u>ti</u> <u>tion</u>	BW: repeat r. 4, 28 end: ec r. 4, 14	After children say the syllables, say, "In the second syllable, use ē, ā, ä." Base word is repeat BUT spelling has changed
<u>re</u> <u>quir</u> <sup>2</sup> <del>re</del> <u>quir</u> <sup>2</sup> <u>ed</u>	BW: require r. 4, 11, 28 end: "d"	Write require without a silent final e because ending starts with a vowel.
<u>sac</u> <u>ri</u> <u>fi</u> <u>ce</u>		
<u>sen</u> <u>si</u> <u>ble</u> <sub>4</sub> <u>sense</u> <sub>5</sub>	BW: sense r. 11 end: ible	Write sense without silent final e because ending starts with a vowel. S moves from base word. Base word. and ending is not able: re spon si ble
<u>shoul</u> <u>der</u>	r. 13	After children say the syllables, say, "In the first syllable, use ou, ō, ōō, ŷ."

Spelling Word	Rule(s)	Instructional Tips
sit <u>u</u> <u>a</u> <u>t</u> <u>i</u> <u>o</u> <u>n</u>	BW: situate r. 4, 14 end: on	Write situate but change /t/ to /ti/ for "sh" and add 'on'
slight <u>l</u> <u>y</u>	BW: slight r. 6 end: ly	
sol <u>e</u> <u>m</u> <u>n</u>		Pronounce /n/ when ending is added! For spelling, say <u>em</u> . solemnity. <u>autumnal</u> , <u>columnar</u> , <u>hymnal</u>
spir <u>i</u> <u>t</u> <u>u</u> <u>a</u> <u>l</u> spir <u>i</u> <u>t</u>	BW: spirit r. 4, 10 end: ual	Final syllable of base word (it) looks like a, l, l word and ending starts with a vowel. Accent on 'spir' so I do not double.
stea <u>d</u> <u>i</u> <u>l</u> <u>y</u> stea <u>d</u> <u>y</u>	BW: steady r. 24, 6 end: ly r. 6	After children say the syllables, say, "In the second syllable, use <u>i</u> , <u>i</u> , instead of y and y to I add the suffix ly." because base word ends with /y/ and add 'ly'
tem <u>p</u> <u>e</u> <u>r</u> <u>a</u> <u>t</u> <u>u</u> <u>r</u> <u>e</u>	BW: temperate r. 4, 11 end: ure	Write temperate without silent final e because ending starts with vowel.
thou <u>s</u> <u>a</u> <u>n</u> <u>d</u>		
ty <u>i</u> <u>n</u> <u>g</u> 1) tie	BW: tie r. 5, 11 end: ing	Write tie without silent final e b/c ending starts with a vowel. After children say the syllables, say, "In the first syllable, use <u>y</u> , <u>i</u> , <u>i</u> ." BUT - we can't put two I's together so we change I to y for tie, say, "Use <u>y</u> , <u>i</u> , <u>i</u> ." Is it at end? Can we treat it as silent, final E? Yes
wi <u>s</u> <u>e</u> <u>d</u> <u>o</u> <u>m</u> <del>wi<u>s</u> <u>e</u> <u>d</u> <u>o</u> <u>m</u></del>		Base word: Wise doesn't help spelling.

Section W

125 Words for Spelling, Writing, and Reading

Spelling Words	Rule(s)	Instructional Tips
or <u>g</u> <u>a</u> <u>n</u> <u>i</u> <u>z</u> <u>a</u> <u>t</u> <u>i</u> <u>o</u> <u>n</u> or <u>g</u> <u>a</u> <u>n</u> <u>i</u> <u>z</u> <u>a</u> <u>t</u> <u>i</u> <u>o</u> <u>n</u> or <u>g</u> <u>a</u> <u>n</u> <u>i</u> <u>z</u> <u>e</u> 1) or <u>g</u> <u>a</u> <u>n</u> <u>i</u> <u>z</u> <u>e</u>	BW: organize r. 11, 4, 14 end: ation	Pronounce syllable three "y" Skip a space. Dictate the base word, organize, first. (Continue to dictate the base word first throughout the section.) B.E.: Spelling is <u>or gan i za tion</u> . Base word. B.E.: Spelling is <u>or gan i ze</u> .

Spelling Word	Rule(s)	Instructional Tips
e mer gen cy	r. 4, 3, <del>1</del> , 2, 6	For spelling, y says ĩ. (Continue to require precise pronunciation of vowels in unaccented syllables throughout the section.) <del>Base word is merge.</del>
ap pre ci a tive <sub>2</sub> ap pre ci ate	BW: appreciate r. 29, 4, 14, 11 end: ive r. 29, 4, 14	Write BW without silent final -e because ending 'ive' starts with a vowel. (r. 11) Base word. -/ci/ alone for syllable = "shĭ" For spelling, say both p's. For reading, we hear /p/ say word in normal speech. (Continue to require precise pronunciation for spelling but add it and reading throughout the section.) After children say the syllables, say, "In the third syllable, use short sh." because /a/ does not say "A"
sin cere ly sin cere	BW: sincere r. 2, 6 end: ly r. 2	Write sincere. Add 'ly'. Base word.
ath let ic ath lete	BW: athlete r. 11 end: ic	Write athlete without silent final e because ending 'ic' starts with a vowel. Base word.
ex treme	r. 20	Call attention to silent e job l; not /ea/ or /ee/. X/ is never followed by /s/.
prac ti cal	BW: practice end: a'l r. 11	It is a good practice to arise at 6 a.m. to make arrival at school by 7 a.m. Practical.
pro ceed	r. 4, 2	After children say the syllables, say, "In the last syllable, use the phonogram that says ě." Confirm that students are using /c/.
cor di al ly cor dial con di al	BW: cordial r. 6 end ly	B.E.: cor di al ly. → Use this pronunciation for spelling. Base word. Choose 'ly' not /y/ for ending. After children say the syllables, say, "In when base the second syllable, the additional word ends phonogram di says j." B.E.: cor di al. — Use for spelling
char ac ter		Base word 'act' is helpful to hear unaccented syllable.

Spelling Word	Rule(s)	Instructional Tips
sep a rate	r. 4	Beware: A RAT is in this word. Verb. Sep a rate is adjective.
Feb ru ar y	r. 26, 4, 6	Pronounce word as spelled. /r/ is not silent.
3) ac tiv i tiēs 2) ac tiv i ty 1) ac tive <sub>2</sub>	BW: activity r. 11, 24 BW: active r. 11, 6 end: ity	After children say the syllables, say, "In but change the last syllable, use i instead of y and y to I because add ēs. The ie together says i." base word ends with /y/ and add E. S. (ie, say: i as it does in base word) Write activity Dictate active first.
1) ac tu al ac tu al ly	r. 4 BW: actual r. 4, 6 end: ly	Use 'ly' not 'y' for ending because base word ends with /l/.
an gu lar an gle <sub>4</sub>	r. 4	Base word: helps with meaning but not spelling.
an ti que	r. 1	For spelling, say t i qu ē. The French i says ē and qu says k. -Additional phonogram. Job 2: words don't end in U. (mos qui to)
1) an xi e ty an xi ous an xi ous	r. 5, 6	Additional phonogram = x (xy lo phone) After children say the syllables, say, "In the second syllable, use the phonogram x saying z, an uncommon sound." For spelling, say an sh ōus. /xi/ begins syllable Pronounce 'an' as ti, si, cibut For spelling, is uncommon.
av er age		
2) bi cy cle <sub>4</sub> (bi = 2) 1) tri an gle <sub>4</sub> (tri = 3)	BW: cycle r. 5, 2 Pre: bi BW: ang le pre: tri	After children say the syllables, say, "In the second syllable, use y, i, i." Add prefix meanings to instruction.
bou quet	r. 1	After children say the syllables, say, "In qu on page 8. the first syllable, use ou, ō, ōō, ū. In the second syllable, use qu to say k and et to say ā in this French word." French et = "A" with 'antique' For spelling, say bōō quet. For reading, call out letter names E T to spell. B.E.: bōō quet. ballet, sachet, croquet
cal en dar		

Page 8.

Page 8. x

Spelling Word	Rule(s)	Instructional Tips
$\left[ \begin{array}{l} \text{cen tu ries} \\ \text{cen tu ry} \end{array} \right.$	BW: century r. 2, 4, 24 end: "z"  r. 2, 4, 6	Write century but change <u>y</u> to <u>i</u> because After children say the syllables, say, "In BW ends the last syllable, use <u>i</u> instead of <u>y</u> and <u>with /y/ and</u> <del>add es</del> . The <u>ie</u> together says <u>i</u> ." as <u>add E, S.</u> Dictate <u>century</u> first. <u>it does in BW.</u> Pronounce <u>t</u> for spelling - distorted by <u>u</u> for reading.
$\left[ \begin{array}{l} \text{cli mate} \\ \text{com posed} \\ \text{com po sition} \end{array} \right.$	r. 5  BW: compose r. 11, 28 end: "d"  r. 4, 11, 14 end: ition	Pronounce as <u>job i</u> for spelling (unaccented syllable.) Silent <u>e</u> is gone - do not underline <u>o</u> or <u>s</u> in syllable two. Write compose without silent final <u>e</u> because ending <u>ition</u> starts with vowel.
$\left[ \begin{array}{l} \text{con se quence} \\ \text{cor ner} \end{array} \right.$	BW: sequence r. 4, 1 pre: con	The sequence of events leads to a consequence - good or bad.
$\left[ \begin{array}{l} \text{cot ton} \\ \text{count less} \\ \text{count} \end{array} \right.$	r. 29  BW: count r. 17 end: less	We hear <u>t</u> in syl two, but add it to syl one because <u>o</u> does not say "O".  Base word.
$\left[ \begin{array}{l} \text{de pen dent} \\ \text{de pend}^2 \\ \text{de pend} \end{array} \right.$	BW: depend r. 4 end: ent r. 4 end: "z" r. 4	Use 'ent' not 'ant'.  Base word.
$\left[ \begin{array}{l} \text{di a gram} \\ \text{dis ease}^2 \end{array} \right.$	r. 5, 4  BW: ease pre: dis fix	Pronounce for spelling as written (/a/ = "A") After children say the syllables, say, "Use s, z in both syllables and <u>e</u> , <u>e</u> , <u>a</u> in the second syllable." Prefix = bad or not. You are not at ease if you have a disease.
$\left[ \begin{array}{l} \text{el e men ta ry} \\ \text{el e ment} \end{array} \right.$	BW: element r. 4, 6 end: ary r. 4	Base word.
$\left[ \begin{array}{l} \text{emp ty} \\ \text{en vi ron ment} \end{array} \right.$	r. 6  r. 5	

Spelling Word	Rule(s)	Instructional Tips
$\left[ \begin{array}{l} \underline{e} \underline{q} \underline{u} \underline{i} \underline{v} \underline{a} \underline{l} \underline{e} \underline{n} \underline{t} \\ \underline{e} \underline{q} \underline{u} \underline{a} \underline{l} \underline{i} \underline{t} \underline{y} \\ \underline{e} \underline{q} \underline{u} \underline{a} \underline{l} \end{array} \right.$	r. 4, 1 BW: equal r. 4, 6 end: ity r. 4, 1	Base word.
ev <u>e</u> ry one	BW: every BW: one	Write every; add one to make compound word. Nothing changes if compound word. 'ONE' taught in Section 4 page 265.
ev <u>e</u> ry wh <u>e</u> re <sub>s</sub>	BW: every BW: where	Related to 'lone' + 'alone'. No markings and no sounding for spelling. COMPOUND word.
$\left[ \begin{array}{l} \underline{e} \underline{x} \underline{c} \underline{l} \underline{a} \underline{i} \underline{m} \underline{e} \underline{d} \\ \underline{e} \underline{x} \underline{c} \underline{l} \underline{a} \underline{m} \underline{a} \underline{t} \underline{i} \underline{o} \underline{n} \end{array} \right.$	BW: exclaim r. 20, 28 end: "d" r. 20, 4, 14	BW helps meaning but does not help spelling. Call attention to /a/.
$\left[ \begin{array}{l} \underline{e} \underline{x} \underline{p} \underline{e} \underline{r} \underline{i} \underline{m} \underline{e} \underline{n} \underline{t} \underline{a} \underline{l} \\ \underline{e} \underline{x} \underline{p} \underline{e} \underline{r} \underline{i} \underline{m} \underline{e} \underline{n} \underline{t} \underline{a} \underline{l} \\ \underline{e} \underline{x} \underline{p} \underline{e} \underline{r} \underline{i} \underline{m} \underline{e} \underline{n} \underline{t} \\ \underline{e} \underline{x} \underline{p} \underline{e} \underline{r} \underline{i} \underline{m} \underline{e} \underline{n} \underline{t} \end{array} \right.$	BW: experiment r. 20, 4 end: al r. 20, 4	Base word. /e/ says "E" at end of syllable (which is accented)
ex <u>pr</u> es <u>s</u> ion	BW: express r. 20, 14, 15 end: on	Write express but replace /s/ with /si/ for "sh" and add 'on'. (Use /si/ when syllable before "sh" ends with an S.)
fac <u>t</u> or <u>s</u>	BW: factor end: "z"	
f <u>a</u> t <u>i</u> g <u>u</u> e <sub>2</sub>		For spelling, say t <i>igu</i> ē. The French <i>i</i> says <i>ē</i> . English words don't end with <u>u</u> = <u>e</u> <sub>2</sub>
$\left[ \begin{array}{l} \underline{f} \underline{o} \underline{r} \underline{e} \underline{i} \underline{g} \underline{n} \underline{e} \underline{r} \underline{s} \\ \underline{f} \underline{o} \underline{r} \underline{e} \underline{i} \underline{g} \underline{n} \end{array} \right.$	BW: foreigner r. 12 end: "z" r. 12	Base word. Exception to e/i/e page 5. After children say the syllables, say, "In Review the last syllable, use e, o, and two-letter n all excepti that is used at the end of a word." Sentences
$\left[ \begin{array}{l} \underline{f} \underline{r} \underline{e} \underline{q} \underline{u} \underline{e} \underline{n} \underline{c} \underline{y} \\ \underline{f} \underline{r} \underline{e} \underline{q} \underline{u} \underline{e} \underline{n} \underline{t} \end{array} \right.$	BW: frequent r. 4, 2, 6 end: ency r. 4, 1	Write frequent but replace ending 'ent' with 'ency'. Base word. Call attention to ending 'ent' (Partner: ency)
$\left[ \begin{array}{l} \underline{g} \underline{r} \underline{a} \underline{d} \underline{u} \underline{a} \underline{l} \underline{l} \underline{y} \\ \underline{g} \underline{r} \underline{a} \underline{d} \underline{u} \underline{a} \underline{l} \end{array} \right.$	r. 4, 6 r. 4	Use 'ly' not 'y' as ending when base word ends with /l/. Dictate gradual first.
ist <u>h</u> mus		For spelling, say <u>is th</u> . /th/ is silent for reading. Explain meaning. Panama is an isthmus.

Spelling Word	Rule(s)	Instructional Tips
lev el		
li brar y	r. 5, 6	
mod el		
mo ment	r. 4	
mos <u>qui</u> to	r. 4	For spelling, say <u>qu i</u> . The phonogram <u>qu</u> (page 8) says <u>k</u> and the Spanish <u>i</u> says <u>e</u> .
1) mus cu lar 2) mus cle	r. 4 <del>r. 29</del>	Base word. After children say the syllables, say, "In the second syllable, use <u>k</u> , <u>s</u> ." (Rule 29, <u>qs</u> in muscular. holds here because <u>s</u> and <u>c</u> have the same sound.) Phonogram <u> sc </u> is divided between syllables (as cent, as cend)
nar row	r. 29	After children say the syllables, say, "In the second syllable, "Use <u>ow</u> , <u>o</u> ." We hear <u>lr/</u> in syl 2, but we add it to syl one because <u>al</u> does not say "A"
4) nat u ral ist 3) nat u ral ly 2) nat u ral 1) na ture	r. 4, 11 end: ist r. 4, 11, 6 end: ly r. 4, 11 end: al r. 4	ist = person Choose 'ly' not 'y' when BW ends with /s/. For spelling, say <u>nat u ral</u> . For reading, say <u>natch u ral</u> . -U distorts  t  Base word.
non sense	BW: sense pre: non	
ob ser va tion ob serv a to ry 1) ob serve	BW: observe r. 4, 11, 14 end: ation r. 4, 11, 6 end: atory	Write BW without silent final E After children say the syllables, say, "In <u>because</u> the second syllable, use <u>s</u> , <u>z</u> ." ending starts with a vowel. /v/ is in accented syllable. Base word.

Spelling Word	Rule(s)	Instructional Tips
3) <u>oc cur</u> <u>rence</u> <sub>3</sub> 2) <u>oc curr</u> <sup>2</sup> <u>ed</u> 1) <u>oc cur</u>	BW: occur r. 29, 10 ending: ence r. 29, 10, 28 ending: "d" r. 29	Since final syllable (cur) looks like 1, 1, 1 <del>B.E. of cur rence</del> Word and ending starts with a vowel... find accented syllable. Final syllable is accented = double (r).  Base word. We hear /c/ in syl 2 but add to syl one. After children say the syllables, say, "In what /er/ would work? the second syllable, use er of nurse. None except /ur/ or /c/ is effected.
2) <u>op po</u> <sup>2</sup> <u>si</u> <u>tion</u> 1) <u>op po</u> <sup>2</sup> <u>si</u> <u>te</u> <sub>5</sub>	BW: opposite r. 29, 4, 11, end: on 14 BW: appose r. 29, 4, 11 end: ite	Write opposite but replace [t] with [ti] for "sh" and add 'on'. Dictate opposite first. Write appose w/o silent final e because ending starts with Vowel.
<u>phra</u> <sup>2</sup> <u>se</u>		
<u>prac</u> <u>tice</u> <sub>3</sub>		B.E.: Spelling for the noun is <u>prac tice</u> <sub>3</sub> ; verb is <u>prac tise</u> <sub>5</sub> .
<u>pro</u> <sup>1</sup> <u>cess</u> Proc ess	r. 2, 17	B.E.: <u>pro cess</u> . (prog' ress division) No reason to move [c] away from accented syllable.
3) <u>pro</u> <u>duc</u> <u>tion</u> 2) <u>pro</u> <u>duc</u> <u>tive</u> <sub>2</sub> 1) <u>prod</u> <u>uct</u>	BW: product r. 4, 14 end: on BW: product r. 4 end: ive	Write product but replace [t] with [ti] for "sh" and add 'on'. Write product and add ive.  Base word. For spelling, say each sound in the second syllable. (Continue to require precise pronunciation throughout the section.)
<u>pro</u> <u>gram</u>	r. 4	
<u>re</u> <u>source</u> <sub>3</sub> <u>ful</u> <u>re</u> <u>sourc</u> <sup>2</sup> <u>es</u> <sub>2</sub> <u>re</u> <u>source</u> <sub>3</sub>	r. 4, 22 BW: resource r. 4, 2, 11 end: es r. 4	Write resource. Add ful (only one /l/ when it is an ending) Write resource w/o silent final e because ending 'es' starts with a vowel. Dictate resource first. After children say the syllables, say, "In the second syllable, use ow, o, oo, u."
Add /rh/ to Page 8 before adding 'rhyme' to Agres List.		
<u>rhyme</u> <u>rhythm</u> <u>rhythmic</u>		After children say the sounds for rhyme, say, "Use the additional phonogram rh to say r, and use y instead of i." E lets Y say "I" job. This is a one-syllable word. (rhythm - only rhythmic = 2 vowel sounds, one vowel sound)

Spelling Word	Rule(s)	Instructional Tips
<u>rou</u> tes <sub>=5</sub>	BW: route end: "s"	Write route. Add 's'. Base word does not After children say the sounds for routes, change; say, "Use ou, ō, ōō, ū." B.E.: r <u>ou</u> tes. <span style="float: right;">job 5 for silent e.</span>
<u>safe</u> ty	BW: safe r. 6 end: ty	
<u>scale</u>		
<u>sci</u> en tific	r. 2, 5	After children say the syllables, say, "In the first syllable, use the additional phonogram sc to say s." ist = person
<u>sci</u> en tists	r. 2, 5	
<u>se</u> cre <sup>2</sup> cy	r. 4, 6	Base word gives meaning but not spelling. Base word.
<u>se</u> cret	r. 4	
<u>sec</u> tions <sup>2</sup>	BW: section r. 14 end: "z"	Use /ti/ as most common. No reason to use /si/ or /ci/.
<u>square</u>	r. 1	
<u>stan</u> dard		
<u>struc</u> tural	BW: structure r. 11, 4 end: al	Write structure without silent final e because ending 'al' starts with vowel. Base word. Division of syllables to leave /u/ at end:
<u>struc</u> ture		
<u>sub</u> stan tial	r. 14	Use substantive to explain <sup>in-ju-ry</sup> for tu- rate /ti/ replacement. Base word. includes ending 'ance'
<u>sub</u> stance <sub>3</sub>		
<u>tongue</u> <sub>2</sub>	<u>tongue</u> <sub>2</sub>	For spelling, say t ō ng ū ē.
<u>tri</u> an gle <sub>4</sub>	BW: angle r. 5 pre: tri	tri = 3
<u>vari</u> e ty	BW: vary r. 24, 5, 6 end: ety	Write vary, but change y to i because base word ends with /y/ and add 'ety'
<u>ve</u> hi cle <sub>4</sub>	r. 4	
<u>vi</u> cin I ty	r. 2, 6	Each syllable: vowel sound is "i"

Spelling Word	Rule(s)	Instructional Tips
vol un <u>teer</u>		After children say the syllables, say, "In the last syllable, use the phonogram that says ē." Carefully pronounce syllable + two "un"
wel <u>fare</u>		
y <sup>3</sup> <u>acht</u>		For spelling, say y <sup>ā</sup> ch t. Danish word.

**Section X**  
125 Words for Spelling, Writing, and Reading

Spelling Words	Rule(s)	Instructional Tips
im me di <u>ate</u>	r. 29, 4	For spelling, say both m's. For reading, say the word in normal speech. (Continue to require precise pronunciation for spelling and reading throughout the section.)
<del>con-ve-nient</del> con <u>vene</u> con ven ient	<del>r. 4, 11</del> B.W: convene r. 11 end: "gent"	Write convene without silent final E. Skip a space. Dictate the base word, because ending <u>convene</u> , first. (Continue to dictate the base word first throughout the section.) For spelling, say <u>n i e n t</u> . For reading, say n yent. /i/ is consonant sound as B. E.: <u>con-ve-ni-ent</u> instructed in Section 5 page 345.
re <u>ceipt</u> rec i <u>pe</u>	r. 4, 2, 12 r. 2, 4	After children say the syllables, say, "In use for 'E'?" Why? After c. the second syllable, use ē, ā, ī. For spelling, say each sound in the second "Receipt" syllable. For reading, say re cēt. (Continue to require precise pronunciation throughout the section.) is old word which was used to mean recipe - Explains /p/ that is silent.
pre lim i nā <sup>1</sup> r y	r. 4, 6	For spelling, y says ī. (Continue to require precise pronunciation of vowels in unaccented syllables throughout the section.)
dis ap <u>point</u>	r. 29	Dis = <u>bad</u> or not. "appoint" is not base word, but "dis" connotes 'bad'.

Spelling Word	Rule(s)	Instructional Tips
[ es p <sup>1</sup> e <sup>1</sup> c <sup>1</sup> i <sup>1</sup> a <sup>1</sup> l <sup>1</sup> y sp <sup>1</sup> e <sup>1</sup> c <sup>1</sup> i <sup>1</sup> a <sup>1</sup> l <sup>1</sup>	BW: especia r. 14, 15 BW: specific r. 14 end: a l	British especial = special (American) After children say the syllables, say, "Use short sh." Leave e at end because /ci/ must Base word. Write specific but replace /c/ with /ci/ for "sh" and add 'a l'.
an nu al	r. 29, 4	We hear /n/ in syllable two, but we add /n/ to syl one because /a/ does not say "A"
[ com mit t <sup>ee</sup> com mit	BW: commit r. 29, 10 end: ee. r. 29	After children say the syllables, say, "In the third syllable, use the phonogram that says ē." Final syllable (mit) is accented Base word. so double /t/
ad jec tive <sub>2</sub>		For spelling, say ad jek tive.
ad van tage		
af fect	r. 29	Compare meaning to effect.
Af ri cā <sup>3</sup>	r. 26	/a/ = ā at end of word.
al ti tude		
an ces tors <sup>2</sup>	BW: ancestor r. 2 end: "z"	
Ant arc ti cā <sup>3</sup>	r. 26	/a/ says ā at end of word.
[ ap plied <sup>22</sup> ap ply ing ap ply	BW: apply r. 29, 24, 28 end: "d" r. 29, 5 r. 29, 5, 6	Write BW, change y to i because BW ends After children say the syllables, say, "In the with /y/ last syllable, use i instead of y and add ed." Change y to i because BW ends with /y/. But two i's cannot be next to each other so we change i Base word. Base word is not 'ply'. change i Prefix 'A'. Add /p/ to syl one. to y.
ar chi tec ture <sup>2</sup> Add ce to Additional Arc tic Ocean	BW: architected end: ure Phonogram r. 26, 4	After children say the syllables, say, "In the second syllable, use ch, k, sh." t is distarted sound by /y/ After children say the syllables, say, "Use the additional phonogram ce to say sh."
ar ti fi cial	BW: artifice r. 14 end: a l	Write artifice but replace /c/ with /ci/ and After children say the syllables, say, "In the fourth syllable, use short sh." artifice = noun - trick.

Spelling Word	Rule(s)	Instructional Tips
<u>A</u> <sup>2</sup> <u>si</u> <sup>3</sup> <u>a</u>	r. 26, 4, 16	After children say the syllables, say, "In the second syllable, use <i>sh, zh</i> ."
<u>At lan tic</u> <u>O cean</u>	r. 26, 4	After children say the syllables, say, "Use the additional phonogram <i>ce</i> to say <i>sh</i> ."
<u>Aus tra lia</u> <u>Aus tra l i a</u>	r. 26	After children say the syllables, say, "In the first syllable, say <i>au s</i> . In the last syllable, say <i>li a</i> ." For reading, say <i>ly a</i> . The letter <i>i</i> says the consonant <i>y</i> sound.
<u>ben e fi cial</u> <u>ben e fit</u>	BW: benefice r. 4, 14 end: al r. 4	= gift of property to priest. Replace /c/ with /ci/ and add /al/. After children say the syllables, say, "In the last syllable, use the short <i>sh</i> ." Base word.
<u>bound a ries</u> <u>boun da ries</u>	r. 4, 24	Change <i>y</i> to <i>i</i> because base word ends with /y/. After children say the syllables, say, "In the ends last syllable, use <i>i</i> instead of <i>y</i> and add with /y/." and add /eɪ/. The <i>ie</i> together says <i>i</i> ." and add E, S.
<u>bound a ry</u> <u>boun da ry</u>	r. 4, 6	Dictate <i>boundary</i> first.
<u>bril li ant</u>	r. 29	For spelling, say <i>li ant</i> . For reading, say <i>yant</i> . The letter <i>i</i> says the consonant <i>y</i> sound.
<sup>2</sup> <u>char ac ter</u> <sup>1</sup> <u>is tics</u>		After children say the syllables, say, "In the first syllable, use <i>ch, k, sh</i> ."
<sup>3</sup> <u>Chi ca go</u>	r. 26, 4	After children say the syllables, say, "In the first syllable, use <i>ch, k, sh</i> , and in the second syllable, use <i>ă, ā, ah</i> ."
<u>choc o late</u>	r. 4	Pronounce "o" for spelling.
4) <u>civ i li za tion</u>	BW: civilize r. 2, 5, 11, 4, 14 end: iation	Write <i>civilize</i> without silent final <i>e</i> . B.E. Spelling is <i>civilization</i> . because ending 'ation' starts with a vowel.
3) <u>civ i lized</u>	BW: civilize r. 2, 11, 28 end: "d"	B.E. Spelling is <i>civilised</i> .
2) <u>civ i lize</u>	BW: civil r. 2 end: ize	B.E. Spelling is <i>civilise</i> .
1) <u>civ il</u>	r. 2	Base word.

Spelling Word	Rule(s)	Instructional Tips
col <u>o</u> nel	r. 4	For spelling, say col <u>o</u> nel. For reading, say kernel. From Italian word meaning column. Officer headed column/company of regiment.
con gress	r. 17	
Add gi to rule, page 8. con <u>ta</u> <u>gi</u> ous	r. 4	After children say the syllables, say, "Use the additional phonogram gi to say j in the last syllable." gi introduced in Section Q with 'region' p. 328.
1) [ con ti nen tal con ti nent	BW: continent end: al	Base word.
depth		deep
[ de scrip tion de scrip tive <sub>2</sub>	r. 4, 14 r. 4	Use /ti/ most common. Base word 'describe' does not help spelling.
1) [ de vel op ment de vel op	BW: develop r. 4 end: ment r. 4	Base word.
di ag o nal	r. 5, 4	
di am e ter	BW: meter r. 5, 4 pre: dia	'Meter will help' spelling. third syllable that is not accented.
1) [ ef fec tive <sub>2</sub> ef fect	BW: effect r. 29 end: ive r. 29	Base word.
1) [ em ploy ee em ploy	BW: employ end: ee	After children say the syllables, say, "In the third syllable, use the phonogram that says <u>e</u> ." ee can mean person: payee addressee
En gland <del>Eng</del> land <del>Eng</del> lish En glish	r. 26 r. 26, 13	/g/ moves to syllable where first sound <u>g</u> is pronounced. hun gry an gry

Add ey to rule page 8.

Spelling Word	Rule(s)	Instructional Tips
<u>e</u> <u>nor</u> <u>mous</u> <sup>4</sup>	r. 4	After children say the syllables, say, "In the last syllable, use <i>ow</i> , <i>ō</i> , <i>ōō</i> , <i>ū</i> ."
<u>es</u> <u>sen</u> <u>tial</u>	r. 29, 14	
<u>Eu</u> <u>rope</u>	r. 26	After children say the syllables, say, "Use the additional phonogram <i>eu</i> to say <i>u</i> ."
<u>e</u> <u>ven</u> <u>tu</u> <u>al</u> <u>ly</u>	BW: eventual r. 4, 6 end: ly	Add <i>ly</i> not <i>y</i> when BW ends with /l/. <i>t</i> is distorted by /l/.
<u>ex</u> <u>change</u>	r. 20	
<u>ex</u> <u>is</u> <u>tence</u> <sub>3</sub> <u>ex</u> <u>ist</u>	BW: exist r. 20 end: ence r. 20	Base word. <i>x</i> is never followed by <i>s</i> or <i>z</i> .
<u>ex</u> <u>plo</u> <u>ra</u> <u>tion</u> <u>ex</u> <u>plor</u> <u>ers</u> <sup>2</sup> 1) <u>ex</u> <u>plore</u>	BW: explore r. 20, 4, 11, 14 end: ation r. 20, 11 end: er + s r. 20	Write <i>explore</i> without silent final <i>e</i> because ending starts with a vowel. Base word.
<u>ex</u> <u>qui</u> <u>s</u> <u>ite</u> <sub>5</sub>	r. 20, 1	After children say the syllables, say, "In the last syllable, use <i>s</i> , <i>z</i> ."
3) <u>f</u> <u>am</u> <u>il</u> <u>iar</u> <u>i</u> <u>ty</u> 2) <u>f</u> <u>am</u> <u>il</u> <u>iar</u> 1) <u>fam</u> <u>i</u> <u>ly</u>	BW: familiar r. 24, 6 end: ity BW: family r. 24 end: ar r. 6	After children say the syllables, say, "In the last syllable, use <i>i</i> instead of <i>y</i> and add the suffix <i>ar</i> ." For spelling, say <i>iar</i> . The letter <i>i</i> says the consonant <i>y</i> sound. <i>y</i> to <i>I</i> because <i>y</i> stays with base word ends with accented syllable. /y/... add /ar/. Write 'family' but change <i>y</i> to <i>I</i> because base word ends with accented syllable. /y/... add /ar/.
<u>forth</u> <u>four</u> <sup>2</sup> <u>th</u>	BW: for end: th BW: four end: th	Use meaning for determination. After children say the sounds in <i>fourth</i> , say, "Use <i>ow</i> , <i>ō</i> , <i>ōō</i> , <i>ū</i> ."
<u>frac</u> <u>tion</u> <u>al</u> <u>frac</u> <u>tion</u>	r. 14 r. 14	Base word. Use /ti/ most common. No criteria to use /si/ or /ei/
<u>grav</u> <u>i</u> <u>ty</u>	11, r. 6 BW: grave end: ity	Write <i>grave</i> without silent final <i>e</i> because ending <i>ity</i> starts with a vowel. Meaning → gravity of situation

Spelling Word	Rule(s)	Instructional Tips
<u>guard</u>		
<u>hor i zon tal</u>		
<u>Il li nois</u>	r. 26, 29	For spelling, say <i>n ois</i> . The French <i>s</i> is silent. named for Native American tribe
<u>im ag i na tion</u>	BW: imagine r. 3, 11, 4, 14 end: iation	Base word is <del>image</del> . (n) moves to accented syl. Write imagine without silent final e because <u>ation</u> starts with vowel.
<u>in de pen dence</u>	independent r. 4 end: ence	Write independent and replace ending 'ent' with 'ence'
<u>In di an O cean</u>	r. 26, 4	After children say the syllables, say, "Use the additional phonogram <i>ce</i> to say <i>sh</i> ."
1) <u>in dus tri al</u> <u>in dus try</u>	BW: industry r. 24 end: a l r. 6	Write industry but change <i>y</i> to <i>i</i> because base word ends with /y/. Base word.
<u>in tel li gent</u>	r. 29, 3	I hear /l/ in syllable 3, but /e/ in syl 2 does not say "E" so I can add /l/.
<u>in te ri or</u>	r. 4	Syllable 2 is accented; leave /e/ at end of syl to say "E"
<u>in vent ed</u> <u>in ven tion</u>	BW: invent r. 28 end: ed r. 14 end: an	Write invent but replace /t/ with /t/ and add 'on'
<u>lat i tude</u>		
<u>lat ter</u>	r. 29	
<u>Lin coln</u>	r. 26	For spelling, say <i>c ö ln</i> .
<u>lon gi tu di nal</u> <u>lon gi tude</u>	BW: longitude r. 3, 4, 11 end: inal r. 3	Write BW without silent final e because ending starts with a vowel. Dictate <i>longitude</i> first.

Spelling Word	Rule(s)	Instructional Tips
$\left[ \begin{array}{l} \overset{1}{m} \overset{3}{a} \overset{5}{c} h \overset{2}{i} n \overset{4}{e} r y \\ \overset{1}{m} \overset{3}{a} \overset{5}{c} h \overset{2}{i} n e \\ \overset{1}{m} \overset{3}{a} \overset{5}{c} h \overset{2}{i} n e \end{array} \right.$	BW: machine r. 11, 6 end: ery	After children say the syllables, say, "In the second syllable, use <i>ch, k, sh.</i> " Base word. The French <i>i</i> says <i>ē</i> . See p. 336 Section R.
$\left[ \begin{array}{l} \overset{1}{m} \overset{2}{a} \overset{3}{g} \overset{4}{a} \overset{5}{z} i n e \\ \overset{1}{m} \overset{2}{a} \overset{3}{g} \overset{4}{a} \overset{5}{z} i n e \end{array} \right.$	r. 4	After children say the syllables, say, "In the third syllable, <i>zine</i> , use the French <i>i</i> saying <i>ē</i> ."
$\overset{1}{m} i r \overset{2}{r} o r$	r. 29	
$\overset{1}{m} i s \overset{2}{t} a k \overset{3}{e} n$	BW: mistake r. 11 end: en	Write <i>mistake</i> without silent final <i>e</i> because ending starts with a vowel. Base word is <del>take</del> <i>mistake</i>
$\left[ \begin{array}{l} \overset{1}{m} o i s \overset{2}{t} u r e \\ \overset{1}{m} o i s t \end{array} \right.$	BW: moist end: ure	<i>t</i> is distorted by /u/ Base word.
$\overset{1}{N} o r t h \overset{2}{A} m e r \overset{3}{i} c a$	r. 26, 4	
$\overset{1}{o} c \overset{2}{c} a \overset{3}{s} i o n \overset{4}{a} l \overset{5}{l} y$	BW: occasional r. 29, 4, 16, 6 end: ly	Use <i>ly</i> , not <i>y</i> for ending when base word ends with /l/.
$\left[ \begin{array}{l} \overset{1}{o} p \overset{2}{p} o r \overset{3}{t} u \overset{4}{n} i \overset{5}{t} y \\ \overset{1}{o} p \overset{2}{p} o r \overset{3}{t} u n e \end{array} \right.$	BW: opportune r. 29, 4, 11, 6 end: ity r. 29	Write BW without silent final <i>e</i> because ending starts with a vowel. Base word.
$\overset{1}{P} a \overset{2}{c} i f \overset{3}{i} c \overset{4}{O} c e a n$	r. 2, 26, 4	After children say the syllables for <i>ocean</i> , say, "In the second syllable, use the additional phonogram <i>ce</i> to say <i>sh.</i> "
$\overset{1}{p} a r \overset{2}{e} n t s$	BW: parent end: 's'	
$\left[ \begin{array}{l} \overset{1}{p} e \overset{2}{c} u \overset{3}{l} i a r \\ \overset{1}{p} e \overset{2}{c} a \overset{3}{l} i a r \\ \overset{1}{p} e r \overset{2}{p} e n \overset{3}{d} i c \overset{4}{u} l a r \end{array} \right.$	r. 4 r. 4	For spelling, say <i>liar</i> . For reading, say <i>liar</i> . <i>i</i> is consonant saying "y" and is not blended with /l/
$\overset{1}{p} e r \overset{2}{s} e \overset{3}{v} e r e$	r. 4	
$\overset{1}{r} e \overset{2}{p} r o a c h e d$	BW: reproach r. 4, 28 end: "t"	After children say the syllables, say, "In the second syllable, use <i>ō</i> of <i>boat.</i> "

Spelling Word	Rule(s)	Instructional Tips
3) <u>rev</u> <u>er</u> <u>ence</u> <sub>3</sub>	BW: reverent r. 11	Write reverent but replace ending ent with ence.
2) <u>rev</u> <u>er</u> <u>ent</u>	BW: reverse r. 11	Write reverse without silent final e because ending starts with a vowel.
1) <u>re</u> <u>vere</u>	end: ent r. 4	Base word.
<u>rinse</u> <sub>5</sub>	BW: rinse r. 11, 28	Write rinse without silent final e because ending starts with a vowel.
<u>rinse</u> <sub>5</sub>	end: "t"	Base word.
<u>se</u> <u>quence</u> <sub>3</sub>	r. 4, 1	
<u>se</u> <u>ries</u>	r. 4, <del>1</del>	Accent on 'se'. After children say the syllables, say, "In the last syllable, use e, i, i." Compare to <u>se</u> <u>ri</u> <u>al</u> .
<u>sim</u> <u>i</u> <u>lar</u> <u>ities</u> <sub>3 2</sub>	BW: similarity r. 24 end: "z"	After children say the syllables, say, "In the last syllable, use i instead of y and add the suffix es. The ie together says i."
<u>sim</u> <u>i</u> <u>lar</u> <u>ity</u>	BW similar r. 6	Base word. Write similarity but change y to i because base word ends with y and add E, S.
<u>sim</u> <u>i</u> <u>lar</u>	end: ity	
<u>South</u> <u>A</u> <u>mer</u> <u>i</u> <u>ca</u> <sub>3</sub>	r. 26, 4	
<u>treach</u> <u>er</u> <u>y</u>	r. 6	The phonogram ea saying ea never ends a syllable.
<u>ty</u> <u>pi</u> <u>cal</u>	BW type r. 11	Write type without silent final e because ending starts with a vowel.
<u>type</u>	end: ical	Base word. After children say the sounds for type, say, "Use y, i, i."
<u>ver</u> <u>ti</u> <u>cal</u>		

Section Y

124 Words for Spelling, Writing, and Reading

Spelling Words	Rule(s)	Instructional Tips
<u>de</u> <u>ci</u> <u>sion</u> <sub>2</sub>	r. 2, 4, 16	Use si to say "zh". Skip a space. Dictate the base word, decide, first. (Continue to dictate the base word first throughout the section.)
<u>de</u> <u>cide</u>	r. 2, 4	

Spelling Word	Rule(s)	Instructional Tips
prin ci ple <sub>4</sub> prin ci pal (main)	r. 2 r. 2	ple = theory pal = headmaster or "main" (adj)
ac com mo date	r. 29, 4	For spelling, say both c's and m's. For reading, say the word in normal speech. (Continue to require precise define r. 29 pronunciation for spelling and reading throughout the section.)
ac cu ra cy	r. 29, 4, 2, 6	For spelling, y says ĩ. (Continue to require precise pronunciation of vowels in unaccented syllables throughout the section.)
i) ac cu rate	r. 29, 4	Base word. Replace end a t e with a c y
ap prox i mate	r. 29, 20	verb
ap prox i mate <sub>5</sub>	r. 29, 20	adj
com mence <sub>3</sub>	r. 29	
com mer cial	bw commerce r. 29, 14 end: al	Write commerce. Replace /c/ with /ci/. After children say the syllables, say, "In the last syllable, use short sh." Add al.
i) com merce <sub>3</sub>	r. 29	Base word.
com mu ni ca tion	r. 29, 4, 14 14 end: on	Write communicate. Replace /t/ with /ti/ add 'on'.
i) com mu ni cate	r. 29, 4	Dictate communicate first.
com plex	<del>20</del>	
con clu sion <sup>2</sup>	r. 4, 16	After children say the syllables, say, "In the last syllable, use sh, zh." /si/ is only phonogram = "zh"
con struc tion	bw construct r. 14 end: on	Write construct. Replace /t/ with /ti/. Add 'on'.
con struct		Base word. For spelling, say each sound in the last syllable.
con ver sa tion	bw converse r. 11, 4, 14 end: ation	Write converse without silent final e because ending 'ation' starts with a vowel.
con verse <sub>5</sub>		Base word.

Spelling Word	Rule(s)	Instructional Tips
prin ci ple prin ci pal (main)	r. 2 r. 2	ple = theory pal = headmaster or "main" (adj)
ac com mo date	r. 29, 4	For spelling, say both c's and m's. For reading, say the word in normal speech. (Continue to require precise define r. 29 pronunciation for spelling and reading throughout the section.)
ac cu ra cy	r. 29, 4, 2, 6	For spelling, y says i. (Continue to require precise pronunciation of vowels in unaccented syllables throughout the section.)
1) ac cu rate	r. 29, 4	Base word. Replace end ate with acy
ap prox i mate	r. 29, 20	verb
ap prox i mate	r. 29, 20	adj
com mence	r. 29	
com mer cial	BW commerce r. 29, 14 end: al	Write commerce. Replace /c/ with /ci/. After children say the syllables, say, "In the last syllable, use short sh." Add al.
1) com merce	r. 29	Base word.
com mu ni ca tion	r. 29, 4, 14 14 end: on	Write communicate. Replace /t/ with /ti/ add 'on'.
1) com mu ni cate	r. 29, 4	Dictate communicate first.
com plex	<del>r. 20</del>	
con clu sion	r. 4, 16	After children say the syllables, say, "In the last syllable, use sh, zh." /si/ is only phonogram "zh"
con struc tion	BW construct r. 14 end: on	Write construct. Replace /t/ with /ti/. Add 'on'.
con struct		Base word. For spelling, say each sound in the last syllable.
con ver sa tion	BW converse r. 11, 4, 14 end: ation	Write converse without silent finale because ending 'ation' starts with a vowel.
con verse		Base word.



Spelling Word	Rule(s)	Instructional Tips
4) <u>ex ten sion</u> 3) <u>ex ten sive</u> <sub>2</sub> 2) <u>ex tent</u> 1) <u>ex tend</u>	BW: extensive r. 20, 14 end: on r. 20 r. 20 r. 20	Replace /s/ with /si/. Add 'on' After children say the syllables, say, "In the last syllable, use sh, zh."  Base word.
<u>im mense</u> <sub>5</sub>	r. 29	
<sup>in tro, duced</sup> <del>in tro duced</del> <u>in tro duc tion</u>	BW: introduce r. 4, 11, 28 end: "t" r. 4, 14	Write introduce without silent final e because ending "t" starts with a vowel.
<u>in vis i ble</u> <sub>4</sub>	BW: visible pre: in	Write in. Add visible. After children say the syllables, say, "In the second syllable, use s, z."
<u>leo pard</u> le o pard	r. 4	After children say the syllables, say, "In the first syllable, use the additional phonogram eo to say e." Treat as 3 syllable to call attention to silent vowel u.
4) <u>lit er al ly</u> 3) <u>lit er ar y</u> 2) <u>lit er a ture</u> 1) <u>lit er ate</u>	r. 6 r. 6 BW: literate r. 4, 11 endure	Write l; terate without silent final e because ending starts with a vowel. Base word. compare job l to 'accurate'
1) <u>man u fac tur ing</u> <u>man u fac ture</u>	r. 4, 11 r. 4	Base word.
<u>Med i ter ra ne an</u>	r. 26, 4	
1) <u>mem o ra ble</u> <sub>4</sub> <u>mem o ri al</u> <u>mem o rize</u> <u>mem o ry</u>	r. 4 BW: memory r. 4, 24 end: al r. 4, 24 end: ize r. 4, 6	Change y to I because BW memory ends with /gl. B.E. Spelling is mem-o-ri-ze. Replace ending y with ending ize Base word.

Spelling Word	Rule(s)	Instructional Tips
men tal ly	BW: mental r. 6 end: ly	Write mental. Add ly (not g) because base word ends with /l/.
mil lion aire <sub>5</sub>	r. 29 BW: million end: aire	After children say the syllables, say, "In the second syllable, the phonogram i says the <u>consonant sound y.</u> "
1) [ mi nor i ty mi nor	BW: minor r. 5, 6 end: ity r. 5	Note pronunciation change. Base word.
1) [ neg a tive <sub>2</sub> ne gate	BW: negate r. 4, 11 end: ive r. 4	Dictate negate first.
1) [ nu mer i cal nu mer ous nu mer al	r. 4 r. 4 r. 4	Base word.
[ op er a tion op er a tor op er ate	BW: operate r. 4, 11, 14 end: on r. 4, 11 end: or	Replace /t/ with /ti/ Write BW without e because ending starts with a vowel. Base word.
or ches tra <sup>3</sup>		After children say the syllables, say, "In the second syllable, use ch, k, sh; and in the last syllable, use ä, ā, oh." - /a/ is always <sup>3</sup> a at end of word.
[ o rig i nal o rig i nat ed or i gin	r. 4, 3 BW: originate r. 4, 3, 11, 28 end: ed r. 3	/r/ moves to accented syllable. Base word.
per li a ment par li a ment		For spelling, say <del>tr</del> British pronounce a. Write as 4 syllables to call attention to /a/
[ per ceiv ed per ceive <sub>2</sub>	BW: perceive r. 2, 12, 11, 28 end: "d" r. 2, 12	After children say the syllables, say, "In the last syllable, use ē, ā, ī." Why? Students recite rule: after a C or if it says "A"

Spelling Word	Rule(s)	Instructional Tips
$\left[ \begin{array}{l} \underline{p} \underline{e} \underline{r} \underline{f} \underline{o} \underline{r} \underline{m} \underline{a} \underline{n} \underline{c} \underline{e} \\ \underline{p} \underline{e} \underline{r} \underline{f} \underline{o} \underline{r} \underline{m} \end{array} \right]$		Base word.
$\underline{p} \underline{e} \underline{r} \underline{m} \underline{a} \underline{n} \underline{t}$		
$\underline{p} \underline{o} \underline{s} \underline{i} \underline{t} \underline{i} \underline{v} \underline{e}$		After children say the syllables, say, "In the first syllable, use s, z."
$\left. \begin{array}{l} \underline{p} \underline{r} \underline{e} \underline{c} \underline{i} \underline{p} \underline{i} \underline{t} \underline{o} \underline{u} \underline{s} \\ \underline{p} \underline{r} \underline{e} \underline{c} \underline{i} \underline{p} \underline{i} \underline{c} \underline{e} \end{array} \right\}$	<p>r. 4, 2</p> <p>r. 2</p>	<p>"cip" is accented.</p> <p>After children say the syllables, say, "In the last syllable, use ow, o, oo, i."</p> <p>pinnacle (precipice) headlong, hasty (precipitous) <small>falling from precipice</small></p>
$\underline{p} \underline{r} \underline{e} \underline{v} \underline{i} \underline{o} \underline{u} \underline{s}$	r. 4	After children say the syllables, say, "In the last syllable, use ow, o, oo, i."
$\left. \begin{array}{l} \underline{p} \underline{r} \underline{e} \underline{s} \underline{e} \underline{n} \underline{c} \underline{e} \\ \underline{p} \underline{r} \underline{e} \underline{s} \underline{e} \underline{n} \underline{t} \end{array} \right\}$	<p>BW: present end: ence end: s</p>	<p>- Replace ending ent with ence noun</p> <p>Add "s" - noun</p>
$\left. \begin{array}{l} \underline{p} \underline{r} \underline{i} \underline{m} \underline{i} \underline{t} \underline{i} \underline{v} \underline{e} \\ \underline{p} \underline{r} \underline{i} \underline{m} \underline{a} \underline{r} \underline{i} \underline{l} \underline{y} \\ \underline{p} \underline{r} \underline{i} \underline{m} \underline{a} \underline{r} \underline{y} \\ \underline{p} \underline{r} \underline{i} \underline{m} \end{array} \right\}$	<p>BW: prime end: ive r. 5, 24, 6 BW prime r. 5, 11, 4, 6 end: ary</p>	<p>After children say the syllables, say, "Use i instead of y and add the suffix -ly."</p> <p>Change y to i because BW ends with /y/</p> <p>Base word.</p>
$\left. \begin{array}{l} \underline{p} \underline{r} \underline{o} \underline{f} \underline{e} \underline{s} \underline{s} \underline{i} \underline{o} \underline{n} \underline{a} \underline{l} \\ \underline{p} \underline{r} \underline{o} \underline{f} \underline{e} \underline{s} \underline{s} \underline{i} \underline{o} \underline{n} \end{array} \right\}$	<p>r. 4, 15</p> <p>r. 4, 15</p>	Dictate <i>profession</i> first. Use si because syllable before "sh" ends with /s/.
$\left[ \begin{array}{l} \underline{p} \underline{r} \underline{o} \underline{j} \underline{e} \underline{c} \underline{t} \underline{i} \underline{o} \underline{n} \\ \underline{p} \underline{r} \underline{o} \underline{j} \underline{e} \underline{c} \underline{t} \underline{o} \underline{r} \\ \underline{p} \underline{r} \underline{o} \underline{j} \underline{e} \underline{c} \underline{t} \end{array} \right]$	<p>r. 4, 14 end: on r. 4 end: or r. 4</p>	<p>Replace (t) with  t .</p> <p>Base word. <u>Verb</u> not proj'ect (noun) to carry meaning to derivatives.</p>
$\left[ \begin{array}{l} \underline{q} \underline{u} \underline{a} \underline{l} \underline{i} \underline{t} \underline{i} \underline{e} \underline{s} \\ \underline{q} \underline{u} \underline{a} \underline{l} \underline{i} \underline{t} \underline{y} \end{array} \right]$	<p>r. 24 end: "z"</p> <p>r. 6</p>	<p>After children say the syllables, say, "Use i instead of y and add -s. The letters ie together say i and the ending says z."</p> <p>Base word. R 24 = Change y to i because BW ends with /y/ and add E, S.</p>

Spelling Word	Rule(s)	Instructional Tips
$\left[ \begin{array}{l} \text{quan}^3 \text{ti}^3 \text{ties}^2 \\ \text{quan}^3 \text{ti} \text{ty} \end{array} \right.$	$\left. \begin{array}{l} \text{r. 24} \\ \text{end: "z"} \\ \text{r. 6} \end{array} \right\}$	Change y to t because BW ends with /y/. After children say the syllables, say, "Use <u>i</u> instead of y and add <u>es</u> . The letters ie together say <u>i</u> and the ending says z." Add e, s. Base word.
<u>re search</u>	r. 4	After children say the syllables, say, "In the last syllable, use er of early."
$\left[ \begin{array}{l} \text{re}^2 \text{sem} \text{blanc}^3 \\ \text{re}^2 \text{sem} \text{ble}^4 \end{array} \right.$	$\left. \begin{array}{l} \text{r. 4, 11} \\ \text{end: ance} \\ \text{r. 4} \end{array} \right\}$	After children say the syllables, say, "In the second syllable, use s, z." Base word.
<u>re com mend</u>	BW: commend r. 29 pre: re	We commend again (to another person) when we recommend. (Prevents cc)
$\left[ \begin{array}{l} \text{re} \text{la} \text{tion} \text{ship} \\ \text{re} \text{la} \text{tion} \\ \text{re} \text{late} \end{array} \right.$	$\left. \begin{array}{l} \text{r. 4, } \cancel{14} \\ 14, 13 \\ \text{r. 4, } \cancel{14}, 14 \\ \text{end: on} \\ \text{r. 4} \end{array} \right\}$	Ending 'ship' uses /sh/ rule 13. Replace /t/ with /ti/. Base word.
<u>res tau rant</u>		After children say the syllables, say, "In the last syllable, use <u>ā, ā, ah</u> ." Fr. restore exception to
<u>scarce ly</u>	BW: scarce r. 6 end: ly	
<u>scheme</u>		After children say the sounds for scheme, say, "Use <u>ch, k, sh</u> ."
$\left[ \begin{array}{l} \text{seiz}^2 \text{ed} \\ \text{seiz}^5 \end{array} \right.$	$\left. \begin{array}{l} \text{BW: seize} \\ \text{r. 12, 11, 28} \\ \text{end: "d"} \\ \text{r. 12} \end{array} \right\}$	After children say the sounds for seize, say, "Use <u>ē, ā, ī</u> ." Base word. Why /ei/? Rule cei, "A" Recite exceptions
<u>se lec tion</u>	BW: select r. 4, 14 end: on	Write select but replace /t/ with /ti/.

Spelling Word	Rule(s)	Instructional Tips
<p><i>sim pli ci ty</i>  <del><i>sim pli fy</i></del>  <i>sim pli fied</i></p> <p><i>sim pli fy</i>  <i>sim ple</i></p>	<p>end: icity                      r. 11, 2, 6                      BW: <del>simply</del>                      r. 24, 28                      end: "d"                      BW: simple                      r. 11, 5, 6                      end: i fy</p>	<p>Change Y to I because BW ends with /y/ and add /eɪ/</p> <p>After children say the syllables, say, "Use <i>i</i> instead of <i>y</i> and add <i>ed</i>. The letters <i>ie</i> together say <i>i</i> and <i>ed</i> together say <i>d</i>."</p> <p>Base word.</p>
<p><i>sub ma rine</i>  <del><i>ma rine</i></del>  <i>ma rine</i></p>		<p>Dictate <i>marine</i> first. Compare: <i>ma chine</i></p> <p>For spelling, say <i>ri n e</i>. The Latin <i>i</i> says <i>e</i>.                      French</p>
<p><i>su per in ten dent</i></p>	<p>r. 4</p>	
<p><i>sur geon</i></p>		<p>After children say the syllables, say, "Use <i>er</i> of <i>nurse</i> and the additional phonogram <i>ge</i> to say <i>j</i>." (pigeon Section U)</p>
<p><i>te-le-scope</i> tel e scope</p>	<p>scope</p>	
<p><i>ter ri to ri al</i>  <del><i>ter ri to ry</i></del></p>	<p>r. 29, 4, 24                      end: al                      r. 29, 4, 6</p>	<p>Write base word but change Y to I</p> <p>After children say the syllables, say, "In the fourth syllable, use <i>i</i> instead of <i>y</i> because and add the suffix <i>al</i>."                      BW ends with /y/.</p> <p>Base word.</p>
<p><i>thor ough ly</i></p>	<p>r. 6</p>	<p>After children say the syllables, say, "In the first syllable, use the phonogram <i>or</i> to say <i>er</i>, an uncommon sound."</p>
<p><i>tre men dous</i></p>	<p>r. 4</p>	<p>After children say the syllables, say, "In the last syllable, use <i>ow</i>, <i>ō</i>, <i>ōō</i>, <i>ū</i>."</p>