



## Spalding Grade-level Packet

### Kindergarten

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## 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.

## 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: Kindergarten

Week: \_\_\_\_\_ Day of Week: \_\_\_\_\_

Dear Parents,

Please dictate the following words/phonograms to your child. Say each word, then say it in a sentence, and then say the word again. Your child writes the *word* and *markings*, as seen below. He/she does not include the *rules* they learned in class, as rules are only done in classwork. You will then help your child make appropriate corrections, immediately, before moving on to the next word. When you complete all the 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 \_\_\_\_\_



Week	Literature study	Phonemic Awareness <i>Phonics/Spelling</i>	Systematic Phonics <i>Penmanship</i>	Sentence Construction and Vocabulary <i>Phonics/Spelling</i>	Literary Appreciation/Text Structure	Homework Spelling Words <i>Penmanship</i>	HW Phono	Class Reading	McCall- Harby- Page
1(1:1)	<i>The Gingerbread Man</i>	M: Me, do, and, go, at T: On, a, it, is W: Can, run, in Th: So, no, man F: Ten, tan, tin, ton Beginning and ending sounds	M-F: Purpose & Clock direction M-Pencil grip; Top and base line W-F: Short and tall lines Begin phonograms Tuesday (one per day): (o), (c), (a), (d) <i>Introduce writing</i>	Use of words in sentences. Go through all letters- M: a, b, c, d, e T: f, g, h, l, j W: k, l, m, n, o Th: p, q, r, s, t F: u, v, w, x, y, z	M-F: Directionality, Title page, retelling of what happened, what they enjoyed, Author and Illustrator T-F: Author's purpose (narrative- to entertain and develop understanding), what is a character and identify				

2(1:2)	<i>The Kissing Hand</i>	<p>M: bed, top, he, will  T: we, an, my, up, last  W: not, us, am  Th: dad/dog, fad/fog, gag/gas, sad/sog (beginning /ending sounds- same or different)  F: dad/fad/sad, dog/fog, gag/sag</p>	<p>M: f  T: g  W: s  Th: qu  Read words from board for spelling and reading  Rhyming  F: Review of clock letters  Diagonal lines</p>	<p>Review of letter names/uppercase intro</p>	<p>M-F Setting</p>			
3(1:3)	<i>Chicken Little</i>	<p>M: (bad, bed, big, bud)(bag, beg, big, bog, bug)  T: (bad, bed, big, bud)(bag, beg, big, bog, bug)  W: bad, had, beg, fed  Th: bog, hog: bid, big, hid  F: same vowel/ending sound- did/hid/bid; bug/hug</p>	<p>M: Tall and short letters/ (b)  T: (e) match words that have same middle sound  W: (h) same middle sound  Th: (i) Read words from board for spelling and reading  F: (u) Identify vowels/ consonants</p>	<p>Use of words in a sentence. (Who is this about? What are they doing?)</p>	<p>Identification of plot  Put events in order.  Narratives can be either believable (realistic) or make believe (fantasy).  Focus on what makes it real and make believe</p>			

4(1:4)	<i>The Lion and The Mouse</i>	<p>M: review (me, do, and, go, at, on ,a ,it, is, can , run, in, so, no, man, ten, tan, tin, ton)</p> <p>T: bed, top, he, will, we, an, my, up, last, not, us, am</p> <p>W: beg, bag, big, bog, bug</p> <p>Th: he, we, my, will, us</p> <p>F: previously learned words</p> <p><b>*List 1 Spelling Test*</b></p>	<p>M: (j) review all phonograms learned</p> <p>Identify vowels and consonants.</p> <p>Introduce rule 4</p> <p>T: (k) review above</p> <p>Explain placement of numbers over phonograms</p> <p>W: (l) review above</p> <p>Th: (m) review above, purpose for underlining vowels, rules 5 and 6</p> <p>F: (n) review above</p>	<p>W: Vocab- lad, log</p> <p>Th: Vocab-mud</p> <p>F: Vocab-bag, big</p>	<p>Is the narrative believable or unbelievable?</p> <p>Author and illustrator</p> <p>Th-F: Precise language is used to clearly describe people, animal, places, and events</p>	a/ c/ d/ f/ g/ o		
5(1:5)	<i>The Little Red Hen</i>	<p>Segment/blend/syllables</p> <p>Review all words</p> <p>New- ago, old, red, of, he, but, all, into, him, did</p>	<p>M: (p)</p> <p>T: (r)</p> <p>W: (t)</p> <p>Th: (v)</p> <p>Read and write all learned phonograms</p> <p>*Introduce Spelling words: me/ do/ and (writing these words) if class is ready -1/day</p> <p>Syllable separation</p>	<p>Action Verb lesson</p> <p>Declarative Sentences -what is needed for a sentence</p> <p>Vocab: red, all, old, but</p> <p>Rule #4- To be taught socratically. Students should question why the /e/ is saying its name in the word <i>me</i>.</p>	<p>Informative writing-is to give facts about a person, place, or thing. (will incorporate science and history books)</p>	s/ qu		

<p>6(1:6)</p> <p><i>Little Red Riding Hood</i></p>	<p><b>Segment/blend/syllables</b>  <b>Review old words</b>  <b>New-</b> six, by, had, must, band, hill, let, land, cold, hot</p>	<p><b>M: (w)</b>  <b>T: (x)</b>  <b>W: (y)</b>  <b>Th: (z)</b>  <b>Say 20 of the 26 phonograms daily</b>  <b>Write 15 daily</b>  <b>*Introduce Spelling words: go/ at/ on</b></p>	<p><b>Noun lesson</b>  <b>Declarative sentences</b>  <b>Vocab:</b> six, by, land, must  <b>Usage:</b> can, man, bed, time, chance, today, boy, book, street, hand, ring, land</p>	<p><b>Informative writing-</b>  Identify the author's purpose  (will incorporate science and history books)</p>	<p><b>b/ e</b></p>
<p>7(1:7)</p> <p><i>Johnny Appleseed</i></p>	<p><b>Segment/blend/ syllables</b>  <b>Review old words</b>  <b>New-</b> hat, sit, sits, lot, box, yes, soft, stand, stands, tell</p>	<p><b>Say 20 of the 26 phonograms daily/</b>  <b>Write 15 daily</b>  <b>Read word groups on wall which rhyme?</b>  -hat/sat/him;  sit/hit/sun; lot/hot/hug;  box/fox/bog  <b>Explain pronunciation, spelling, and markings</b>  of he, by, sit, sits, stands, stand, tell  <b>Spelling words:</b>a/ it/ is/</p>	<p><b>Review of capital letters</b>  <b>Writing Name</b>  <b>Usage:</b> lot, tell, sit, stand  <b>Separate words into verbs and different types of nouns</b>  <b>A, the, an signal that a noun is coming. Explain usage</b></p>	<p><b>Informative writing</b>  (will incorporate science and history books)</p>	<p><b>h/i/j-7 on HW</b></p>

8(1:8)	<i>Cinderella</i>	<p><b>Segment/ blend/ syllables</b></p> <p>Review all words</p> <p>New- she, see, the, now, ball, ask, just, get, call, to</p>	<p><b>M: (sh)</b></p> <p><b>T: (ee)</b></p> <p><b>W: (th)</b></p> <p><b>Th: (ow)</b></p> <p><b>Identify: consonants in</b> quit , cat, got</p> <p><b>Rhyme-</b> make/just/must; Get/got/set; now/cow/cat</p> <p><b>Spelling and markings-</b> she, call, ball, the, see <b>can/ see/ run/ in</b></p>	<p><b>Simple declarative sentence</b></p> <p><b>Subject pronoun lesson</b></p> <p><b>Usage and meaning: she, call, get, now,</b></p>		<p><b>k/ l/ m/ n/ p- 8 on HW</b></p>		
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9(1:9)	<p><i>Three Billy Goats Gruff</i></p>	<p>Segment/ blend/ syllables Review all words New- you, good, this, your, out, look, book, street, three, child <b>*List 2 Spelling Test*</b></p>	<p>M: (ou) T: (oo) W: (ch) Th: (ar)  Identify vowel sounds- at, end, big, on, us, me  Explain pronunciation, spelling, or markings- call, gym, child, you, your, look, book  Write:so/ no/ now/ man/bed</p>	<p>Adjective lesson (Which one)  Intro to interrogative sentences- asks for information</p>	Review	me/ do/ and	ee/ sh- 8 on HW	Mac and Tab/ The Cab- Read as a class.	
10(2:1)	<p><i>Three Little Kittens</i></p>	Review	<p>Week Review of all learned phonograms  Introduction of spelling words- both in notebook and on homework(me,do,and) tin/ tan/ tin/ ton/ top</p>	Review	Review				



11(2:2)	<i>The Three Little Pigs</i>	<p>Segment/ blend/ syllables Review all words</p> <p><b>New-</b> may, today, boy, say, play, cool, feed, green, oil, paint</p>	<p><b>New phonograms:</b> (ay, ai, oy, oi) <b>Identify:</b> beginning, ending, and vowel sounds. <b>Orally produce words that rhyme with:</b> may, ball, cold <b>Explain rule 5, 6,(my) 18(today)</b> <b>Explain pronunciation, spelling, or markings-</b> today, may, cool, oil, paint <b>you/ will/ we/ an/ he/</b></p>	<p><b>Declarative and interrogative sentences</b></p> <p><b>All the jobs of adjectives</b></p> <p><b>Intro to suffixes- add 's' to bed, boy, top, street, hand</b></p>	<p>Distinguish between informative writing and narrative.</p> <p>Read a book in unison to help develop fluency</p>	go/ at/ on	ow/ th	<p><b>The Tin Man/ Kim and Wag- Begin independent reading.</b></p>	
12(2:3)	<i>The Dog and His Shadow</i>	<p>Segment/ blend/ syllables Review all words</p> <p><b>New-over, mother, bird, earth, fur, pool, tooth, teeth, worm, day</b></p> <p><b>*List 3 Spelling Test*</b></p>	<p><b>New phonograms: the 'ers'</b></p> <p><b>Introduce brackets</b></p> <p><b>Syllable-</b> have students define</p> <p><b>Explain pronunciation, spelling, or markings-</b> Over, mother, tooth, teeth, day, worm</p> <p><b>up/ last/ not/ good/ not/ am</b></p>	<p><b>Declarative and interrogative sentences</b></p> <p><b>All the jobs of adjectives</b></p> <p><b>Intro to suffixes- add 's' to bed, boy, top, street, hand</b></p> <p><b>Exclamatory sentences</b></p> <p><b>Adverb lesson</b></p> <p><b>Suffixes-</b> add 's' to ring, bag, hat, bird, worm</p>	<p>Distinguish between informative writing and narrative.</p> <p>Read a book in unison to help develop fluency</p>	a/ it/ is/ she	ou/ oo	<p><b>Al/ The Van and the Hot Rod</b></p>	

13(2:4)	<i>King Midas</i>	<p>Segment/ blend/ syllables</p> <p>Review all words New- way, home, much, I, door, floor, low, send, school</p>	<p>Review phonograms 1-43 (20 a day)</p> <p>Silent 'e' job 1</p> <p>Explain pronunciation, spelling, or markings- School, door, way, home</p> <p>Mark- floor, low, home, I</p> <p>Time / review</p>	<p>Compose declarative, interrogative, or exclamatory sentences the demonstrate usage- way, low, send, much</p> <p>Suffix-bug, hat, door</p> <p>Explain the conjunction 'and,' connects two nouns and/or two verbs</p>	<p>Distinguish between informative writing and narrative.</p> <p>Read a book in unison to help develop fluency</p>	<p>can/ see/ run/ the/ in</p>	<p>ch/ ar- 10 on HW</p>	<p>Tim/ Fun in the Mud</p>	
14(2:5)	<i>The Wolf and the Seven Kids</i>	<p>***Phonograms***</p>	<p>Ng, ea, aw, au (plus review)</p> <p>Explain pronunciation, spelling, or markings- Me, do, go, a, is, she</p> <p>Silent 'e' job 2</p> <p>have/ blue/ ago/ old</p>	<p>Compose declarative, interrogative, or exclamatory sentences the demonstrate usage-me, do, at, on, she, time</p> <p>Linking verb lesson (am, is, are)</p>	<p>Informative-narrative writing introduction</p> <p>Read a book in unison to help develop fluency</p>	<p>so/ no/ now/ man/ bed</p>	<p>ay/ ai</p>	<p>The Jet/ Hal and Nip</p>	

15(2:6)	<i>Pilgrims</i>	<p>***Phonograms***</p> <p>Or, ck, wh, ed (plus review)</p> <p>Explain pronunciation, spelling, or markings- can-top</p> <p>Silent 'e' job 3</p> <p>chance/ charge/ bad/ red</p>	<p>Imperative Sentence lesson</p> <p>Linking verb between pronoun and adjective (I am happy) (am, is, are)</p>	<p>Informative-narrative writing</p> <p>Read a book in unison to help develop fluency</p>	<p>Review-Thanksgiving Week</p>		Ben Bug/ Cop Cat	
16(2:7)	<i>Goldilocks and the Three Bears</i>	<p>***Phonograms***</p> <p><b>*List 4 Spelling Test*</b></p> <p>Ew, ui (plus review)</p> <p>Silent 'e' job 4</p> <p>Explain pronunciation, spelling, or markings- Be-good</p> <p>Time, have, blue, chance, charge</p> <p>He, you, will, my, good, little</p> <p>Little/ but/ be/ of/ this/ all</p>	<p>Explain: adjectives signal</p> <p>1) noun is coming (a, an, the-day 2) 2) tell which one (tan, good-day 3)</p> <p>3) tell how many (ten-day 4)</p> <p>Compose sentences using different ways</p>	<p>Informative-narrative writing</p> <p>Read a book in unison to help develop fluency</p>	<p>tin/ tan/ ten/ ton/ top</p>	oi/ oy	Ed/ The Wet Pup	

17(2:8)	<i>The Legend of the Jumping Mouse</i>	<p>***Phonograms***</p>	<p>Oa, gu</p> <p>Silent 'e' job 5- are</p> <p>Say, read, write: Time-bad</p> <p>Explain pronunciation, spelling, or markings- Have, blue, little, are, ago, old, chance, charge</p> <p>are/ your/ you/ out/ may/ into/ him/ little*</p>	<p>Compose-declarative, interrogative, imperative, and exclamatory sentences</p> <p>Adjective review-compose sentences using a, an, the, little, old, bad, ten</p> <p>Explain- adverb describes 1) when (now) or 2) where (up) the action happens.</p> <p>Compose sentences that use now and up</p>	<p>Informative-narrative writing</p> <p>Read a book in unison to help develop fluency</p>	you/ will/ we/ an/ he/ my	er/ ir/ ur	Meg/ The Cod and the Fat Cat	
18(2:9)	<i>The Velveteen Rabbit</i>	<p>***Phonograms***</p>	<p>Ph, ough</p> <p>Say, read, write: red-look</p> <p>Explain pronunciation, spelling, or markings- Time, all, may, into, of, this, your, into</p> <p>today/ look/ did/ like/ six/ boy/ book/ are*</p>	<p>Compose-declarative, interrogative, imperative, and exclamatory sentences</p> <p>Compound words- into, today</p> <p>Explain- suffix ending ing- add to do, go, will, look</p> <p>Helping verb- helps form other verbs- am, is, are with do, go, will, look (He is going home.)</p>	<p>Authors evoking emotional appeal</p> <p>Read in unison</p>	up/ last/ not/ good/ not/ am	wor/ ear	Ted/ Del	

	<p>19(3:1) <i>Snow White</i></p>	<p>***Phonograms***  <b>*List 5 Spelling Test*</b></p>	<p>igh, eigh  Say, read, write: did-come</p>	<p>Compose-declarative, interrogative, imperative, and exclamatory sentences</p> <p>Explain- suffix 'ing' means the action is happening now. Sentences using 'am, is, are' with 'look, say'</p> <p>Explain- adding the suffix 'ing' to silent final 'e' words.</p>	<p>Authors evoking emotional appeal  (reread The Gingerbread Boy, Three Little Kittens, or The Three Little Pigs- participate in reciting aloud predictable patterned sections)  Read in unison</p>	<p>Time / review</p>	<p>Review most recent</p>	<p>The Wig/Gum on a Cat</p>	<p>1</p>
<p>20(3:2) <i>Stone Soup</i></p>		<p>***Phonograms***</p>	<p>oe, kn, gn  Say, read, write: hand-land</p>	<p>Compose-written sentences using homographs (live, live)</p> <p>Explain- suffix 'ing' means the action is happening now. Sentences using 'am, is, are' with 'hand, ring, land'</p> <p>Explain- adding the suffix 'ing' to silent final 'e' words.</p>	<p>Examples of insight-explain that authors help us understand that people feel bad when they are mistreated./ help us understand that bad behavior has consequences.  Read in unison</p>	<p>have/ blue/ ago/ old</p>	<p>ng/ ea</p>	<p>Mac is Safe/ Babe, the Big Hit</p>	<p>2</p>

21(3:3)	<i>Casey Jones</i>	***Phonograms***	wr, dge	<p><b>Compose-written sentences</b> using homophones- sea/see</p> <p><b>Categorize- into parts of speech-</b> cold(n/adj), hot(adj), hat(n), child(n), ice(n/v), play(n/v), sea(n, adj), see(v), bird(n), cool (adj), earth (n), feed (n/v), fur(n), green (n/adj), oil(n/v)</p> <p><b>Explain-</b> adding the suffix 'es' when a new syllable is formed</p> <p><b>Explain-</b> suffix 'ed' happened before now (regular verbs)</p>	<p><b>Compare narratives/informatives/informative-narratives</b></p> <p><b>Read in unison</b></p>	chance/ charge/ bad/ red	aw/ au	The Big Game/ Make the Bed	3
22(3:4)	<i>Momotaro: Peach Boy</i>	***Phonograms*** <b>*List 6 Spelling Test*</b>	ey, ei, ie	<p><b>Compose-written sentences</b> using any of the four types of simple sentences</p> <p><b>Explain-</b> noun plurals- 1)add s, 2) adding es, 3) changing the phonogram- s-pool, worm, day/ es-box/tooth-teeth</p> <p><b>Explain-</b> verbs show action that happened in the past by</p> <ol style="list-style-type: none"> <li>1) adding the ending ed,</li> <li>2)changing the phonogram,</li> <li>3) changing the word. (show for paint, do, see, run, make, believe)</li> </ol>	<p><b>Demonstrate- checking of understanding, making connections, and predicting type of writing</b></p>	Little/ but/ be/ of/ this/ all/ chance/ charge	or/ ck/ wh	The Joke/ Mole	4

23(3:5)	<i>George Washington's Teeth</i>	***Phonograms***	review ey, ei, ie	<p><b>Compose-written sentences</b> using any of the four types of simple sentences</p> <p><b>Explain-</b> related sentences are about one topic. Compose two related sentences</p>	<p><b>Demonstrate-</b> checking of understanding, making connections, and predicting type of writing</p>	are/ your/ you/ out/ may/ into/ him/ little	ed/ ew/ ui	The Cake/ A Ride on the Bus	5
24(3:6)	<i>Abe Lincoln and Me</i>	***Phonograms***	Ti,si,ci	<p><b>Adverb Lesson</b></p> <p><b>Compose-written sentences</b> using any of the four types of simple sentences</p> <p><b>Categorize- into parts of speech-</b> home(n), much(adj/adv), call(n/v), long(adj), love(n/v), then (Adj), house(n/v), year(n), I(pron), as(adv), send(v), alone(adj), lone(adj), one(n/adj)</p>	<p><b>Demonstrate-</b> checking of understanding, making connections, and predicting type of writing</p>	today/ look/ did/ like/ six/ boy/ book/ are	oa/ gu/ ph	The Bee/ The Lie	6

25(3:7)	<b><i>Little Bear</i></b>	***Phonograms***	Review Phonograms	<p>Compose-written sentences using any of the four types of simple sentences</p> <p>Form-plurals of call, baby, man</p> <p><b>Explain-</b> suffix 'ing'- using the word run with pronouns (running)</p> <p><b>Explain-</b> a paragraph has three or more sentences about a topic.</p> <p><b>Teacher's model of a 1st person informative-</b> narrative- prewriting, composing, revisiting,</p>	<p>Students will- check for understanding, make connections, and predict type of writing</p>	<p>have/ are/ had/ over/ must/ make/ street/ say/ come/ hand</p>	ough/ oe/ ey	The Goat/ A Fine Coat	7
26(3:8)	<b><i>Little Bear</i></b>	***Phonograms*** *List 7 Spelling Test*	Review Phonograms	<p>Compose-written sentences using any of the four types of simple sentences</p> <p>Categorize-regular and irregular past tense verbs: lead/led, lay/laid, eat/ate, jump/jumped</p> <p><b>Teacher's model of a 1st person informative-</b> narrative- prewriting, composing, revisiting, editing, publishing (one a</p>	<p>Students will- check for understanding, make connections, and predict type of writing</p> <p><b>Explain-</b> categorizing essential words or phrases helps listeners and readers understand and remember the important information and identify the main idea (reformatting and mentally summarizing).</p>	<p>live/ live/ hill/ late/ let/ big/ bag/ beg/ bog/ bug</p>	igh/ kn/ gn	Sail/ Cop Cat and the Mule	8



	27(3:9) <i>Little Bear</i>	***Phonograms***	Review Phonograms	<p><b>Preposition Lesson</b>  <b>Compose</b>-written sentences using any of the four types of simple sentences  <b>Categorize-regular and irregular past tense verbs:</b>  sleep/slept, wash/washed, miss/missed, ride/rode, get/got, spend/spent  <b>Explain</b>- phrase is a group of words.  <b>Write together a 1st person informative-narrative-</b>  prewriting, composing, revisiting, editing, publishing</p>	<p><b>Explain</b>- categorizing essential words or phrases helps listeners and readers understand and remember the important information and identify the main idea (reformatting and mentally summarizing).  <b>Identify the topic and main idea</b></p>	<p>mother/  three/  land/ cold/  hot/ hat/  child/ ice/  play</p>	wr/ ie/ dge	The Seal/ A Real Pal	9
								Spring Break	

<p>28(4:1) <i>Winnie the Pooh</i></p>	<p>***Phonograms***</p>	<p>Review Phonograms</p>	<p><b>Compose</b>-written sentences using any of the four types of simple sentences  <b>Categorize</b>-regular and irregular past tense verbs: Blow/blew, plant/planted, cut/cut, sing/sang  <b>Explain</b>- phrase is a group of words. Identify prepositional phrases on the board (The men ride in the car./ I live in a free land.  <b>Identify</b> – attributes in a model informative paragraph-identify the writing process prewriting, composing, revisiting, editing, publishing (one a day)</p>	<p><b>Explain</b>- categorizing essential words or phrases helps listeners and readers understand and remember the important information and identify the main idea (<i>reformatting and mentally summarizing</i>).</p>	<p>bird/sea/ see/ cool/ earth/ feed/ fur/ green/ oil/ paint/ pool <b>CHART for rule page 2</b></p>	<p>ei/eigh</p>	<p>Hide and Seek/ Rose and Weed</p>	<p>10</p>
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29(4:2)	<i>The ugly Duckling</i>	***Phonograms***	Review Phonograms	<p>Compose-written sentences using any of the four types of simple sentences</p> <p><b>Explain-</b> suffix 'ing' say sentence patterns that include subject pronouns, helping verbs am, is, are, and the 'ing' form of main verbs- fall, put</p> <p><b>Categorize-</b>lake(n), lace(n/v/adj), page(n/v), nice(adj), end(n/v), fall(n/v/adj), went(v), back(n/v/adj), away(adv), paper(n/v/adj), put(v), each(pron/adj/adv), soon(adv), came(v), Sunday(n)</p> <p><b>Identify</b> – attributes in a model informative paragraph-identify the writing process prewriting, composing, revisiting, editing, publishing (one a day)</p>	<p><b>Explain-</b> categorizing essential words or phrases helps listeners and readers understand and remember the important information and identify the main idea (reformatting and mentally summarizing).</p> <p><b>Identify the topic and main idea</b></p>	tooth/ teeth/ worm/ day/ eat/ sits/ sit/ lot/ box/ school	ti/ si/ ci	The Fire/ The Deer	11
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30(4:3)	<i>The Story of Ping</i>	<p>***Phonograms***  <b>*List 8 Spelling Test*</b></p>	Review Phonograms	<p><b>Compose</b>-written sentences using any of the four types of simple sentences  <b>Explain</b>- Four ways to form plurals of foot, river, song, letter, moon, baby, box  <b>Model</b>– attributes in a model informative paragraph- identify the writing process prewriting, composing, revisiting, editing, publishing (one a day)</p>	<p><b>Explain</b>- categorizing essential words or phrases helps listeners and readers understand and remember the important information and identify the main idea (reformatting and mentally summarizing).  <b>Identify the topic and main idea</b>  <b>Retell in correct sequence</b></p>	<p>belong/  door/  floor/ yes/  low/ soft/  stands/  stand/  yard/ bring</p>	Review- 20 OPR/15 WPR	Slide/ The Plane Trip	12
31(4:4)	<i>Make Way For Ducklings</i>	<p>***Phonograms***</p>	Review Phonograms	<p><b>Compose</b>-written sentences using any of the four types of simple sentences  <b>Explain</b>- an apostrophe is used to show that two words are combined (it's) compose sentences using this contraction  <b>Identify</b>– attributes in a model 1st person narrative- identify the writing process prewriting, composing, revisiting, editing, publishing (one a day)</p>	<p><b>Explain</b>- categorizing essential words or phrases helps listeners and readers understand and remember the important information and identify the main idea (reformatting and mentally summarizing)  <b>Identify the topic and main idea</b>  <b>Retell in correct sequence</b></p>	<p>tell/ five/  ball/ law/  ask/ just/  way/ get/  home/  much/ call/  long</p>	Review- 20 OPR/15 WPR	Spot/ The Prints	13

32(4:5)	<b>How Many Spots Does a Leopard Have?</b>	***Phonograms***	Review Phonograms	<p><b>Object Pronoun Lesson</b>  <b>Compose</b>-written sentences using any of the four types of simple sentences  <b>Categorize</b>- west(n/adv), sold(v), told(v), best(adj/adv), form(n/v), far(adj/adv), gave(v), alike(adj/adv), add(v), brave(v/adj), corn(n)  <b>Model</b>- attributes in a model informative paragraph- identify the writing process prewriting, composing, revisiting, editing, publishing</p>	<p><b>Explain</b>- categorizing essential words or phrases helps listeners and readers understand and remember the important information and identify the main idea (reformatting and mentally summarizing).  <b>Identify the topic and main idea</b>  <b>Retell in correct sequence</b></p>	love/ then/ house/ year/ to/ I/ as/ send/ alone/ lone/ one/ has	Review- 20 OPR/15 WPR	3.3/ 3.4	14
33(4:6)	<b>Bremeanto wn Musicians</b>	***Phonograms***	Review Phonograms	<p><b>Compose</b>-written sentences using any of the four types of simple sentences  <b>Explain</b>- Four ways to form plurals of foot, river, song, letter, moon, baby, box  <b>Model</b>- attributes in a model narrative paragraph-identify the writing process prewriting, composing, revisiting, editing, publishing (one a day)</p>	<p><b>Explain</b>- categorizing essential words or phrases helps listeners and readers understand and remember the important information and identify the main idea (reformatting and mentally summarizing).</p>	some/ if/ how/ her/ them/ other/ baby/ well/ about/ man/ men/ for	Review- 20 OPR/15 WPR	3.5/ 3.6	15

34(4:7)	<i>Mouse Soup</i>	Review <b>*List 1 Spelling Test*</b>	Review	Review	Review	Review	ran/ run/ was/ that/his/ led/ lay/ apple/ ate/ author/ bread/ brown/	Review- 20 OPR/15 WPR	3.7/3.8	16
35(4:8)	<i>Mouse Tales</i>	Review	Review	Review	Review	Review	dog/ eats/fast/ food/ jump/ sleep/ wash/ yellow	Review- 20 OPR/15 WPR	3.9/3.10	17
36(4:9)	Review	Review	Review	Review	Review	Review	Review	Review- 20 OPR/15 WPR	Review	Review

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. (q,u)</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* <sup>may</sup> 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 (~~may~~, <sup>may</sup> *me, open, music*).

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 *ī* (*silent, my, type*). <sup>at end of a syllable.</sup>

6. The letter *y*, not *i*, is used at the end of an English word (*my*). <sup>They usually say i.</sup>

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 ī 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 *wfer 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

(*be gin' + 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)

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)

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)

13. The phonogram *sh* is used at the beginning ~~or end~~ of a base word (~~*she, dish*~~), at the end of a syllable, (~~*fin ish*~~), ~~but never at the beginning of a syllable after the first one except for the suffix (ending) *ship* (*wor ship, friend ship*).~~ <sup>or</sup>
14. 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 (*ma tion, ses sion, fa cial*).~~ <sup>but not first syllable.</sup>
15. The phonogram *si* is used to say *sh* when the syllable before it ends in an *s* (~~*ses sion*~~) or when ~~the base word has an *s* where the base word changes (*ense, ten sion*).~~ <sup>replacing /s/ in base word.</sup>
16. The phonogram *si* may ~~also~~ say *zh*, as in ~~*vi sion*~~.

#### Additional Rules (Rules 17–29)

17. 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*. <sup>lsh in</sup>  
While reading the word (e.g., *will*) for spelling, students say the extra consonant sound (e.g., *wi-l-l*).
18. We often use *ay* to say *ā* at end of a base word, never /*a*/ alone.  
Students just say the sound *ā*.
19. Vowels *i* and *o* may say *ī* and *ō* if followed by two consonants (~~*find, old*~~). <sup>at end of base word.</sup>
20. The letter *s* ~~almost~~ never follows *x*. The phonogram *x* includes an *s* sound (~~*ks*~~). <sup>or z</sup>
21. *All*, written alone, has two *l*'s, but when it is written with another syllable, only one *l* is written (~~*al-so, al-most*~~). <sup>in compound word,</sup>
22. ~~*Full*~~ and *full*, written alone, ~~have~~ <sup>has</sup> two *l*'s, but when they are written with another syllable, only one *l* is written (~~*un-til, beau ti ful*~~). <sup>as an ending</sup>  
Students also need practice explaining how the addition of these suffixes (endings) changes word meanings and usage.
23. The phonogram *dge* may be used *only* after a single vowel that says *ă*, *ĕ*, *ĭ*, *ō*, or *ŭ* (~~*badge, edge, bridge, lodge, budge*~~). <sup>at end of base word.</sup>
24. 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*. <sup>change Y to I before adding ending.</sup> <sup>(phonogram)</sup>  
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, ǒ, or ŭ* (~~*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*~~). ( $\frac{z}{k}$ )

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. <sup>(This helps for reading but not spelling.)</sup>  
 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. <sup>rather</sup>

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

a(p) ple  
 be(t) ter  
 co(m) mon  
 su(p) 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*).

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 c<sup>2</sup>  
 g before e, i, o, y may say g<sup>2</sup>

Vowels<sup>2</sup>

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

e	end	me <u>e</u>
---	-----	-------------

i	{ big	sil <u>e</u> nt
y		

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

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

silent final e's	{	time
		have <u>ave</u> <sup>=2</sup> blue <u>blue</u> <sup>=2</sup>
		chance <u>chance</u> <sup>=3</sup> charge <u>charge</u> <sup>=3</sup>
		lit <u>tle</u> <sup>=4</sup> are (no job <u>e</u> ) <sup>=5</sup>



worksearlywormlearnwordheardworldsearchworthearnwor<sup>2</sup>thyearthworseearnestworst<sup>5</sup>pearlworryrehearse<sup>5</sup>worshipearlyearnhearse<sup>5</sup>dearth

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

hopping hopped<sup>3</sup>

set

setting

run

running

red

reddish

hot

hottest

mud

muddy

flat

flatten

writ

written

ship

shipped<sup>3</sup> shipper

stop

stopped<sup>3</sup> stopper

Endings which begin with a vowel	{	ing	ice	ous <sup>4</sup>
		er	ish <sup>3</sup>	ist
		ed <sup>3</sup>	age	ible
		est	ance	able <sup>4</sup>
		y	ant <sup>3</sup>	ably <sup>4</sup>
		al	ence	ancy
		ent <sup>3</sup>	ency	

begin<sup>o</sup>

beginning

forgot<sup>o</sup>

forgotten

control<sup>2o</sup>

controllable<sup>=2</sup>

occur<sup>o</sup>

occurrence<sup>=4</sup>

excel<sup>o</sup>

excelled<sup>2'3</sup>

admit<sup>o</sup>

admittance<sup>=3</sup>

transmit<sup>o</sup>

transmitter<sup>=3</sup>

acquit<sup>o</sup>

acquittal<sup>=4</sup>

omit<sup>o</sup>

omitted<sup>=4</sup>

travel

traveling

cancel

canceled<sup>2</sup>

enter<sup>o</sup>

entering

profit<sup>o</sup>

profitable<sup>=4</sup>

budget<sup>o</sup>

budgeted<sup>=4</sup>

edit<sup>o</sup>

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

fierce<sup>=5</sup>

write<sup>=3</sup>

change

serve<sup>=2</sup>

nerve

desire<sup>=2</sup>

settle<sup>=4</sup>

ease<sup>=2</sup>

rehearse<sup>=5</sup>

coming

fiercest

writer

changed<sup>2</sup>

service

nervous<sup>=3</sup>

desirable<sup>=4</sup>

settling

easily<sup>2</sup>

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> <sup>4</sup>
	<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 /ei/ (not /ie/) 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 heifers (drink) either caffeine (or) protein (from the) weir.**

**German "I" examples: heist, feisty, stein, kaleidoscope**

Page 6: rule 13, 14

Use ti/si/ci to begin a syllable, but never to begin a word.

**rule 15**

Use /si/ 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 /si/) **rule 16** - *e.g. vision*

Use /ci/ 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 /ti/ 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 /si/ or /ci/. (/ti/ 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 liev<sup>=2</sup>fiercebrief<sup>=3</sup>niecepriest<sup>=3</sup>fieldchiefsiegeachieve<sup>=3</sup>piece<sup>=2</sup>pie<sup>.2</sup>lie<sup>.2</sup>prairie<sup>.3</sup>mischiev<sup>.3</sup>friendre ceive<sup>=2</sup>per ceive<sup>=2</sup>ceilingre ceiptcon ceit

(rec i pe)

ei says "ā"

Exceptions<sup>2</sup>

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

Neither<sup>2</sup>

weil<sup>2</sup>

for eign<sup>3</sup>

heir<sup>2</sup> (in her it)

soverer eign<sup>3</sup>

{ rein<sup>2</sup>

seized<sup>2</sup> (the)<sup>1,3</sup>

{ reign<sup>2</sup>

counter feit<sup>3</sup> (and)

wein<sup>2</sup>

for feit<sup>3</sup> ed

sur weilance<sup>2</sup>

lei sure<sup>2</sup>

skein<sup>2</sup>

either<sup>2</sup> Weird

weird heifer<sup>2</sup>

(drink) protein either

heifer caffeine<sup>2</sup>

(or)

protein

(from the)

wein.

German "i"

heist

feist y

stein

kā lei do scope

Fahr en heit

tisinationsessioncollectioncompressionpotentialdiscussionpatientdepressionambtionadmissionsubstantial

or

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

ci

(face) facial

(space) spacious

(finance) financial

(magic) magician

(music) musician

(electric) electrician

(physic) physician

social (society)

{ special (specific)

{ especially (special) or especial (Br.)

ancient (ancestor)

crucial (crucible)

efficient (efficaccy)

suspicious (suspect)

associate (ci alone for syl = "shi")

appreciate " " " " "

conscientious " " " "

# Multiletter Phonograms

sh

er

ir

ee

ur

wor

2th

ear

{ 2 ow

ng

{ 4 ou

3 eo

2 oo

{ aw

3 ch

{ au

ar

or

{ ay

ck

{ ai

wh

{ oy

{ oi



3 ed

{ kn  
gn

{ 2 ew  
2 ui

wr

oa

3 ie

3 ei

qu

dge

ph

eigh

6 ough

oe

{ ti  
2 si  
ci

3 ey

igh

## Additional Phonograms

bu

buy

L

~~tk~~catch

mb

climb

M

~~to~~people<sub>=4</sub>~~ate~~beauty

K

augh

daughter

P

~~laugh~~ter

ce

ocean

P

gh

ghost

O

gi

region

Q

our

journey<sup>3</sup>

Q

di

soldier

8

cu

biscuit

T

aigh

straight

T

sc

scene

U

ge  
<sub>qu</sub>  
<sub>z</sub>

pigeons  
 an ti que  
 an ti ty

U

W

W

rh

rhyme

W

ce

ocean

X

eu

Europe

X

sci

conscientious

pn

pneumonia

Z

---

---

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

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

2		
<del>ten</del> 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 <sub>o</sub> <i>not skip</i>
we r. 4		have =2
		blue =2

*last line remains blank*

time	red
have blue	of
chance charge	be r.4
lit tle <i>(new line)</i>	but
are (no job e) <i>do not skip</i>	this
lit tle	all r.17
a go r.4	your
old r.19	you
bad	out
	time

4	
may                      r.18	by                      r.5,6
in to <sup>3</sup>	have <sub>2</sub>
him	are <sub>5</sub>
to <sup>3</sup> day                      r.18	had
look <sup>2</sup>	over                      r.4
did	must
like	make
six	street
boy	say                      r.18
book <sup>2</sup>	come <sub>5</sub>



hand

ring

live

live<sub>2</sub>

kill r.17

late

let

*do not skip*

big

bag

beg

bag

bug

moth<sup>er</sup>

three

land

cold r.19

hot

6	
hot	fur
<u>ch</u> ild r.19	green
<u>ic</u> e	<u>oi</u> l
pl <u>ay</u> r.18	paint
[ <u>se</u> a	pool
[ <u>se</u> e	[ <u>to</u> oth
bird	[ <u>te</u> eth
<u>co</u> ol	<u>wor</u> m r.8
<u>ear</u> th	
<u>fe</u> ed	

Grade K and 1 - Year One <sup>and each year thereafter</sup>  
 SPALDING SPELLING/VOCABULARY WORD LIST

## Sections A-G

## 113 Words for Spelling, Writing, and Reading

Spelling Word	Rule(s)	Instructional Tips
<u>me</u>	r. 4	In <i>me</i> , the <i>e</i> says $\bar{e}$ at the end of a syllable. Remind children that a syllable is a word or part of a word that is said in one impulse (beat) of the voice.
<u>d<sup>3</sup>o</u>		After children say the sounds for <i>do</i> , say, "Use the phonogram that says $\check{o}$ , $\bar{o}$ , $\bar{o}\bar{o}$ . Write a three above the $\bar{o}$ to show the third sound, $\bar{o}\bar{o}$ ."
<u>and</u>		
<u>go</u>	r. 4	In <i>go</i> , the <i>o</i> says $\bar{o}$ at the end of a syllable.
<u>at</u>		
<u>on</u>		
<u>a</u>	r. 4	In the word <i>a</i> , the <i>a</i> says $\bar{a}$ at the end of a syllable. Say $\bar{a}$ for spelling. In reading, the accent is almost never on the word <i>a</i> ( <i>a man, a house</i> ).
<u>it</u>		
<u>i<sup>2</sup>s</u>		After children say the sounds for <i>is</i> , say, "Use the phonogram that says <i>s, z</i> . Write a two above the <i>s</i> to show the second sound, <i>z</i> ."
<u>she</u>	r. 4	Underline the two-letter phonogram that says <i>sh</i> at the beginning of a word (r. 13). In <i>she</i> , the <i>e</i> says $\bar{e}$ at the end of a syllable.
<u>can</u>		In the word <i>can</i> , say, "Use the phonogram that says <i>k, s</i> ."

Spelling Word	Rule(s)	Instructional Tips
<u>see</u>		After children say the sounds for <i>see</i> , say, "Use the phonogram that says $\bar{e}$ ."
run		
<sup>2</sup> <u>the</u>	r. 4	After children say the sounds for <i>the</i> , say "Use the phonogram that says $th$ , $\overset{2}{th}$ . Write two above and between the letters <i>t</i> and <i>h</i> to show the second sound, $\overset{2}{th}$ ." For spelling, say $\bar{e}$ distinctly. For reading, <del>the <i>e</i> is not accented.</del>
in		
<u>so</u>	r. 4	In <i>so</i> , the <i>o</i> says $\bar{o}$ at the end of a syllable.
<u>no</u>	r. 4	In <i>no</i> , the <i>o</i> says $\bar{o}$ at the end of a syllable.
<u>now</u>		After children say the sounds for <i>now</i> , say, "Use the phonogram that says <i>ow</i> , $\bar{o}$ ."
man		
ten tan tin ton		In <i>ten</i> , use the phonogram that says $\check{e}$ , $\bar{e}$ . In <i>tan</i> , use $\check{a}$ , $\bar{a}$ , <i>ah</i> . In <i>tin</i> , use $\check{i}$ , $\bar{i}$ . In <i>ton</i> , use $\check{o}$ , $\bar{o}$ , $\bar{o}\bar{o}$ . Have children say $\check{o}$ precisely. Say $\check{o}$ as writing word but not in normal speech. <del>British English (B.E.): <i>ton</i> is colloquial.</del>
bed		
top		
<u>he</u>	r. 4	In <i>he</i> , the <i>e</i> says $\bar{e}$ at the end of a syllable.

Spelling Word	Rule(s)	Instructional Tips
<u>yo</u> <sup>3</sup> <u>u</u>		After children say the sounds for <i>you</i> , say, "Use the phonogram that says <i>ou</i> , $\bar{o}u$ , $\bar{o}\bar{o}$ , $\bar{u}$ . Write three above and between the <i>o</i> and <i>u</i> to show the third sound, $\bar{o}\bar{o}$ ." ( <i>You</i> is one of the few words that end with <i>ou</i> .)
<u>will</u>	r. 17	After children say the sounds for <i>will</i> , say, "Write another <i>l</i> because the <i>l</i> is often doubled following a single vowel at the end of a one-syllable word." For spelling, say both <i>l</i> 's.
<u>we</u>	r. 4	In <i>we</i> , the <i>e</i> says $\bar{e}$ at the end of a syllable.
<u>an</u>		
<u>my</u>	r. 5, 6	<del>r. 5 = y may say "i" at end of syllable.</del> In <i>my</i> , the <i>y</i> may say $\bar{i}$ . The letter <i>y</i> , not <i>i</i> , is used at the end of an English word. = r. 6
<u>up</u>		
<u>last</u>		<del>B.E.: last.</del>
<u>not</u>		
<u>us</u>		
<u>am</u>		
<u>g</u> <sup>2</sup> <u>oo</u>		After children say the sounds for <i>good</i> , say, "Use the phonogram that says $\bar{o}\bar{o}$ , $\bar{o}\bar{o}$ . <del>Write two above and between the <i>o</i>'s to show the second sound, <math>\bar{o}\bar{o}</math>.</del> Let students DISCOVER that /oo/ says second sound.

Spelling Word	Rule(s)	Instructional Tips
<p>time                      have<sub>2</sub> blue<sub>2</sub>                      chance<sub>3</sub> charge<sub>3</sub>                      lit tle<sub>4</sub>                      are<sub>5</sub> (no job e)</p>		<p>This will take 7 lines.                      Rule 7 explains silent final e's. The e lets the i say ī (job 1).                      English words do not end in v or u (job 2).                      The e lets c say s and g say j (job 3).                      Every syllable must have a vowel (job 4).                      Remnant of Old English (job 5). (ar en)</p>
lit tle <sub>4</sub>		<p>Use two hands to demonstrate two syllables (two impulses of the voice).                      Children say lit and write lit, then say tle and write tle (job 4). For spelling, be sure they say both t's (rule 29).</p>
a go	r. 4	<p>Children say ā and write it, then go and write it. Say ā for spelling, but accent go when reading. We do not hear "ā" as well because it is unaccented syllable.</p>
old	r. 19	<p>In old, the o says ō because it is followed before by two consonants. It is not necessary to write the two above o, because rule 19 explains which sound is used.</p>
bad		
red		
of		<p>Say ōf for spelling but ōv for reading. Both must be learned. Underline the f twice to indicate an uncommon sound for f. Call attention to tactile pronunciation of /f/ and /v/ to explain relationship.</p>
be	r. 4	<p>In be, the e says ē at the end of a syllable.</p>
but		
<sup>2</sup> this		<p>Write two above and between the letters t and h to show the second sound, th.</p>

Spelling Word	Rule(s)	Instructional Tips
all	r. 17	After children say the sounds for <i>all</i> , say, "Use the phonogram that says <i>ă, ā, ah.</i> " For spelling say both <i>l</i> 's. <del>B.E.:</del> The sound of <i>a</i> may be altered when followed by an <i>l</i> . - Teach <i>ăl</i> If we use <i>ă</i> (not <i>ō</i> ), there should be a reason.
1) $\left[ \begin{array}{l} \text{your} \\ \text{you} \end{array} \right.$	BW: you end: r	Skip a space after the word <i>all</i> . Dictate the base word, <i>you</i> , first, then the derived word, <i>your</i> , on the line above. Write "you" and add /r/.
out		After children say the sounds for <i>out</i> , say, "Use the phonogram that says <i>ou, ō, ōō, ū.</i> "
time		In <i>time</i> , the <i>e</i> lets the <i>i</i> say <i>ī</i> (job 1 on primary notebook page 3 and intermediate notebook rule page 1).
may	r. 18	After children say the sounds for <i>may</i> , say, "Use the phonogram that says <i>ā</i> at the end of a base word." r. 18: We use /ay/ (not /a/ at end of base word for "A" sound.
in to	BW: in BW: to	After children say the syllable <i>to</i> , say, "Use the phonogram that says <i>ō, ō, ōō.</i> " Write "in", add "to" for COMPOUND word "into"
him		
to day	r. 18 BW: to BW: day	After children say the syllable <i>day</i> , say, "Use the phonogram that says <i>ā</i> at the end of a base word." (rule 18) Write "to". Add "day" for COMPOUND word "today"
look		After children say the sounds for <i>look</i> , say, "Use the phonogram that says <i>ōō, ōō.</i> "
did		

Spelling Word	Rule(s)	Instructional Tips
<u>like</u>		After children say the sounds for <i>like</i> , say, "Use <i>k</i> ." The silent <i>e</i> lets the <i>i</i> say <i>ī</i> (job 1 on primary notebook page 3 and intermediate notebook rule page 1).
six		
<u>boy</u>		After children say the sounds for <i>boy</i> , say, "Use the phonogram that says <i>oy</i> at the end of a word."
<u>book</u>		After children say the sounds for <i>book</i> , say, "Use the phonogram that says <i>ōō</i> , <i>ōō</i> ."
<u>by</u>	r. 5, 6	In <i>by</i> , the <i>y</i> says <i>ī</i> <sup>at the end of a syllable.</sup> The letter <i>y</i> , not <i>i</i> , is used at the end of an English word. <sub>r. 6</sub> <sub>r. 5</sub>
<u>have</u> <sub>2</sub>		English words do not end with a <i>v</i> (job 2). Refer to the five kinds of silent <i>e</i> on primary notebook page 3 or intermediate notebook rule page 1.
<u>are</u> <sub>5</sub>		In <i>are</i> , the silent <i>e</i> has no job (job 5). Refer to primary notebook page 3 or intermediate notebook rule page 1.
had		
<u>o ver</u>	r. 4	Before spelling dictation, write, "Her <u>first</u> <u>nurse</u> <sub>5</sub> <u>works</u> <u>ear</u> ly," on Rule Page 2 poster. After children say the syllable <i>ver</i> , say, "The <i>er</i> in <i>her</i> is the one we use most often."
must		
<u>make</u>		After children say the sounds for <i>make</i> , say, "Use the phonogram that says <i>k</i> ." The <i>e</i> lets the <i>a</i> say <i>ā</i> (job 1).



Spelling Word	Rule(s)	Instructional Tips
<u>street</u>		After children say the sounds for <i>street</i> , say, "Use the phonogram that says <i>ē</i> ." - as shown Say each phonogram separately. <i>with two fingers</i>
<u>say</u>	r. 18	After children say the sounds for <i>say</i> , <sup>ask</sup> say, "Use the phonogram that says <i>ā</i> at the end of a base word?" <i>What</i> <i>ay</i>
<u>come</u> <sub>5</sub>		For spelling, say <i>ō</i> . In <i>come</i> , the silent <i>e</i> has no job (job 5). Refer to primary notebook page 3 or intermediate notebook rule page 1. <i>Overpronounce ō for spelling. (e came from 'cometh')</i>
<u>hand</u>		
<u>ring</u>		For spelling, <i>not "ee"</i> (say <i>i</i> and <i>ng</i> precisely). <i>do not separate</i>
<div style="border-left: 1px solid black; padding-left: 5px; display: inline-block;"> <u>live</u>  <u>live</u><sub>2</sub> </div>		In <i>live</i> , the <i>e</i> lets the <i>i</i> say <i>ī</i> (job 1) and <del>keeps</del> <sup>g</sup> <del>the word from ending in a v (job 2)</del> . Mark only the first job. The <i>i</i> says <i>ī</i> , but the silent <i>e</i> is needed because English words do not end with <i>v</i> (job 2).
<u>hill</u>	r. 17	For spelling, say both <i>l</i> 's. <i>We often double vowel at the end of 1 syl word.</i> // after a single
<u>late</u>		In <i>late</i> , the <i>e</i> lets the <i>a</i> say <i>ā</i> (job 1).
<u>let</u>		
<div style="border-left: 1px solid black; padding-left: 5px; display: inline-block;"> <u>big</u>  <u>bag</u>  <u>beg</u>  <u>bog</u>  <u>bug</u> </div>		Emphasize precise pronunciation of the vowel sounds.  <i>big - define</i>

Spelling Word	Rule(s)	Instructional Tips			
moth <sup>2</sup> er		For spelling, say <u>ō</u> . After children say the syllable <i>moth</i> , say, "Use the phonogram that says <u>ō, o, oo</u> ." After the syllable <i>er</i> , say, "Use the <i>er</i> of <i>her</i> ." Compare to 'mom', or 'mommy' for vowel /o/.			
three		After children say the sounds for <i>three</i> , say, "Use the phonogram that says <u>ē</u> ."			
land					
cold	r. 19	In <i>cold</i> , the <i>o</i> says <u>ō</u> because it is followed before by two consonants. at end of base word. The /i/ is the only other vowel to follow rule 19.			
hot					
hat					
child	r. 19	In <i>child</i> , the <i>i</i> says <u>ī</u> because it is followed before by two consonants. at end of base word.			
ice		In <i>ice</i> , the <i>e</i> lets the <i>i</i> say <u>ī</u> (job 1) and lets the <i>c</i> say <u>s</u> (job 3). Mark only the first job. Since we use /e/ first job, it helps us know which "s" we may use.			
play	r. 18	After children say the sounds for <i>play</i> , ask "What say, "Use the phonogram that says <u>ā</u> at the end of a base word."			
<table border="0"> <tr> <td rowspan="2">1)</td> <td>sea</td> </tr> <tr> <td>see</td> </tr> </table>	1)	sea	see		After children say the sounds for <i>sea</i> , say, "Use the phonogram that says <u>ē, ě, ā</u> ." The phonograms <i>ee</i> and <i>ea</i> (each saying <u>ē</u> ) show that the words have different meanings. After children say the sounds for <i>see</i> , say, "Use the phonogram that says <u>ē</u> ."
1)		sea			
	see				

The three usual ways for a vowel to say ā, ē, ī, ō, or ū have now been introduced:

1. By ending the syllable (*me*).
2. By being followed by a consonant and a silent *e* (*time*).
3. By having two consonants follow an *i* or an *o* (*old, child*).

When reading, teach children to try the first sound unless one of these conditions exists.

## Start Rule Page 2 Chart

Spelling Word	Rule(s)	Instructional Tips
<u>bird</u>		After children say the sounds for <i>bird</i> , say, "Use the <i>er</i> of <i>first</i> ." Teacher adds to chart first as presentation
<u>cool</u>		before notebook. After children say the sounds for <i>cool</i> , say, "Use the phonogram that says $\bar{o}\bar{o}$ , $\bar{o}\bar{o}$ ."
<u>earth</u>		After children say the sounds for <i>earth</i> , say, "Use the <i>er</i> of <i>early</i> ." CHART
<u>feed</u>		After children say the sounds for <i>feed</i> , say, "Use the phonogram that says $\bar{e}$ ."
<u>fur</u>		After children say the sounds for <i>fur</i> , say, "Use the <i>er</i> of <i>nurse</i> ." CHART
<u>green</u>		After children say the sounds for <i>green</i> , say, "Use the phonogram that says $\bar{e}$ ."
<u>oil</u>		After children say the sounds for <i>oil</i> , say, "Use the phonogram <i>oi</i> that is not used at the end of a word."
<u>paint</u>		After children say the sounds for <i>paint</i> , say, "Use $\bar{a}$ that is not used at the end of a word."
<u>pool</u>		After children say the sounds for <i>pool</i> , say, "Use the phonogram that says $\bar{o}\bar{o}$ , $\bar{o}\bar{o}$ ."
[ <u>tooth</u> <u>teeth</u> ]		After children say the sounds for <i>tooth</i> , say, "Use the phonogram that says $\bar{o}\bar{o}$ , $\bar{o}\bar{o}$ ." After children say the sounds for <i>teeth</i> , say, "Use the phonogram that says $\bar{e}$ ."
<u>worm</u>	r. 8	For spelling, say <i>w/er/m</i> . CHART

Section H  
73 Words for Spelling, Writing, and Reading

Spelling Word	Rule(s)	Instructional Tips
<u>day</u>	r. 18	After children say the sounds for <i>day</i> , say, "Use the phonogram that says $\bar{a}$ at the end of a base word." <u>not /a/.</u> We use /a/ at end of word for $\bar{a}$ sound.
<u>eat</u>		After children say the sounds for <i>eat</i> , say, "Use $\bar{e}$ , $\bar{e}$ , $\bar{a}$ ."
2) <u>sits</u> 1) <u>sit</u>	BW: sit end: "S"	Skip a space. Dictate the base word, <i>sit</i> , first. Then "sits." Ask "What word could I use to help me write 'sits'?" Explain base word and ending language.
<u>lot</u>		Use the sentence, "Weeds are growing in the vacant <i>lot</i> ."
<u>box</u>		
<sup>2</sup> <u>school</u>		After children say the sounds for <i>school</i> , say, "Use <i>ch, k, sh</i> . Use $\bar{o}\bar{o}$ , $\bar{o}\bar{o}$ ."
<u>be long</u>	r. 4	
<u>door</u> <u>floor</u>		Help by telling them. After children say the sounds for <i>door</i> , say, "Use $\bar{o}\bar{o}$ , $\bar{o}\bar{o}$ ." For spelling, <u>say <math>\bar{o}\bar{o}</math>.</u> To mark say underline the <i>oo</i> twice to indicate an uncommon sound. For reading, say <i>dor</i> . <u>What we hear: d o o r</u>
<u>yes</u>		
<sup>2</sup> <u>low</u>		After children say the sounds for <i>low</i> , say, "Use <i>ow, \bar{o}</i> ." at end of syllable. (now, how)
<u>soft</u>		Teacher does not say sounds. Listen for students to find each sound.
2) <u>stands</u> <sup>2</sup> 1) <u>stand</u>	BW: stand end: "z"	Skip a space. Dictate the base word, <i>stand</i> , first. After children say the sounds for <i>stands</i> , say, "Use <i>s, z</i> ." for base word for <i>stands</i> . What is ending? "z" Write <u>Use /s/ stand, add 'z'</u>
<u>yard</u>		

Spelling Word	Rule(s)	Instructional Tips
<u>bring</u>		Compare to ring → not reeng. For spelling, say <u>i</u> and ng precisely. Separate sounds so /ng/ is not anticipated with /i/ sound.
tell	r. 17	For spelling, say both l's. We often double // after single vowel at end of one syllable word.
<u>five</u>		In five, the e lets the i say i (job 1) and keeps the word from ending in a v (job 2). Mark only the first job. (The v is no longer at end of word so job 2 does not apply)
<u>ball</u>	r. 17 o 3   a	After children say the sounds for ball, ask which <u>o</u> apply) say "Use <u>ā</u> , <u>ā</u> , <u>ah</u> ." For spelling, say "ah." both l's. B.E.: The sound of a may be altered when followed by an l.
<u>law</u>		After children say the sounds for law, say, "Use aw that is used at the end of English words."
ask		After children say the sounds for ask, say, ask "Use k." Which "k" B.E.: ask.
just		
<u>way</u>	r. 18	After children say the sounds for way, ask "Which <u>ā</u> " say "Use <u>ā</u> that is used at the end of a base word." not /a/ for "A" at end of word.
get		
<u>home</u>		The e lets the o say <u>ō</u> (job 1).
<u>much</u>		
<u>call</u>	r. 17	After children say the sounds for call, ask which <u>o</u> apply) say, "Use <u>ā</u> , <u>ā</u> , <u>ah</u> ." For spelling, say "ah." both l's. B.E.: The sound of a may be altered when followed by an l.

Spelling Word	Rule(s)	Instructional Tips
long		
love <sub>2</sub>		For spelling, <u>say ō.</u> <sup>overpronounce for spelling but not introducing</sup> The <i>e</i> is needed, since English words do not end in <i>v</i> (job 2).
<sup>2</sup> then		
house <sub>5</sub>		After children say the sounds for <i>house</i> , say, "Use <i>ou</i> , <i>ō</i> , <i>ōō</i> , <i>ū</i> ." The <i>e</i> has no job (job 5). (It did not help h <u>ou</u> s)
year		After children say the sounds for <i>year</i> , say, "Use <i>ē</i> , <i>ě</i> , <i>ā</i> ."
<sup>3</sup> to		After children say the sounds for <i>to</i> , say, "Use <i>ō</i> , <i>ō</i> , <i>ōō</i> ."
I I	r. 26, 5	The pronoun <i>I</i> is always capitalized. Explain that early printers thought the lowercase <i>i</i> looked insignificant as a word. Confirm correct formation of capital letter. r. 5 = I may say "I" at end of syllable (top to bottom)
as <sup>2</sup>		After children say the sounds for <i>as</i> , say, ask "Use <i>s</i> , <i>z</i> ." <sup>What should be used for "z"</sup>
send		
2) <u>a lone</u> ① <u>lone</u> 3) <u>one</u>	BW: lone r. 4 pre: a	1) Write lone. Skip <del>two</del> <sup>one</sup> spaces after the word <i>send</i> . On the third line, dictate the base word, <i>one</i> . 2) explain For spelling, say letter names <i>o</i> , <i>n</i> , <i>e</i> . <sup>BW lone and prefix added</sup> because <i>one</i> is not phonetic. For reading, to beginning <u>say won.</u> On the second line, write <i>lone</i> of word. (job 1). On the first line, write <i>alone</i> 3) Relate (job 1). <sup>meaning and spelling</sup> B.E.: For reading, say <i>won</i> . of 'lone' and 'alone' to 'one'. Write 'one' without <sup>sounding out or</sup> marking.
has <sup>2</sup>		After children say the sounds for <i>has</i> , say, "Use <i>s</i> , <i>z</i> ."

Spelling Word	Rule(s)	Instructional Tips
some <sub>5</sub>		For spelling, say <i>õ</i> . The <i>e</i> has no job (job 5). Compare to 'come <sub>5</sub> '
if		
how		After children say the sounds for <i>how</i> , say, "Use <i>ou, õ</i> ."
her		After children say the sounds for <i>her</i> , say, "Use <i>er</i> of <i>her</i> ."
<sup>2</sup> them		
<sup>2</sup> oth er		After children say the syllables, say, "In the first syllable, use <i>õ, õ, õõ</i> . <del>In the</del> Write on second syllable, use <i>er</i> of <i>her</i> ." 'er' chart and call attention to /er/ used at end of word.
ba by	r. 4, 6	For spelling, say <i>bā bĩ</i> . The accent is on the first syllable. <u>so second syllable is tiny sound "i"</u>
well	r. 17	For spelling, say both /s/.
a bout	r. 4	For spelling, say <i>ā bout</i> . For reading, the <i>ā</i> is not accented.
2) [men 1) [man		Skip a space. Dictate the base word, <i>man</i> , first. (2) "What word do we use for more than one man?"
for		
2) [ran 1) [run		<del>Irregular Verb chart</del> first: <i>run, ran, have</i> . Skip a space. Dictate the base word, <i>run</i> , first. "I run every morning. What did I do yesterday?" Let them find past tense.
was <sup>32</sup>	<sup>1</sup> o 3 a 3 w 3 a ( <sup>3</sup> a//)	After children say the sounds for <i>was</i> , say, "Use <i>ă, ā, ah</i> , and <i>s, z</i> ." B.E.: The sound of <i>a</i> may be altered after <i>w</i> . (or at end of syllable but students don't need info yet.)
<sup>2</sup> that		

Spelling Word	Rule(s)	Instructional Tips
hi <sup>s</sup>		After children say the sounds for <i>his</i> , say, "Use s, z."
led		
lay	r. 18	Use /ay/ not /a/ at end of word for "A" sound.
ap ple <sub>4</sub>	r. 29	For spelling, say both p's (rule 29). We hear /p/ in syllable two. We Every syllable must have a vowel cannot leave a (job 4). at end of syl one so we are allowed to add extra
ate		In <i>ate</i> , the <i>e</i> lets the <i>a</i> say <i>ā</i> /p/ to syl one = r. 29 (job 1).
au thor		After children say the syllables, say, (tell them) "Use the <i>au</i> that is not used at the end of the first English words." For spelling, say <i>or</i> , time they not <i>er</i> . <i>or</i> = person have used /au/ for spelling.
bre <sup>2</sup> ad (eat)		After children say the sounds for <i>bread</i> , "If I made say, "Use <i>ē, ē, ā</i> ." fresh warm bread and offered you a piece. What would you do with it? Use <i>eat</i> as
brown		After children say the sounds for <i>brown</i> , our clue for say, "Use <i>ow, ō</i> ." before <i>n</i> /at /ea/ in 'bread' end of word." (clown, frown, own, grown)
dog		
eats	BW: eat end: s	What word would help us write 'eats' After children say the sounds for <i>eats</i> , say, Students say, "Use <i>ē, ē, ā</i> ." "My base word is eat. My ending is 's'. I write eat and add 's'.
fast		B.E.: <i>fast</i> .
food		After children say the sounds for <i>food</i> , ask for say, "Use <i>ōō, ōō</i> ." phonogram for /oo/
jump		
sleep		After children say the sounds for <i>sleep</i> , ask "Use which the phonogram that says <i>ē</i> ."



Spelling Word	Rule(s)	Instructional Tips
<u>w</u> ash <sup>3</sup>		After children say the sounds for <i>wash</i> , say, "Use <i>ă, ā, ah.</i> " <del>BE</del> : The sound of <i>a</i> may be altered after <i>w</i> .    w <sup>3</sup> as, w <sup>3</sup> ater, w <sup>3</sup> ant
ye <sup>2</sup> l <u>l</u> ow	r. 29	For spelling, say both <i>l</i> 's (rule 29). After I hear children say the syllables, say, "Use one /l/ in syllable two. I can't leave <u>e</u> at end of syllable one so I am allowed to add extra /l/ to syllable one."

Section I  
90 Words for Spelling, Writing, and Reading

Spelling Word	Rule(s)	Instructional Tips
<u>n</u> ine		In <i>nine</i> , the <i>e</i> lets the <i>i</i> say <i>ī</i> (job 1).
<u>f</u> ace		After children say the sounds for <i>face</i> , say, "Use <i>k, s.</i> " In <i>face</i> , the <i>e</i> lets the <i>a</i> say <i>ā</i> (job 1) and the <i>c</i> says (job 3). Mark only the first job. Since I have added <i>e</i> , what can I use for "s"? /c/ followed by <i>e, i, y.</i>
miss	r. 17	For spelling, say both <i>s</i> 's. <del>We often double /s/ after single vowel at end of base word.</del>
2) <u>r</u> ides <sup>2</sup> 1) <u>r</u> ide	BW: ride end: "z"	Skip a space. Dictate the base word, <i>ride</i> , first. In <i>ride</i> , the <i>e</i> lets the <i>i</i> say <i>ī</i> (job 1). 3) Students say "My base word is <i>ride</i> . My ending is "z". I write <u>ride</u> and add "z"
<u>t</u> ree		After children say the sounds for <i>tree</i> , say, "Use the phonogram that says <i>ē.</i> "
<u>s</u> ick	r: 25	After children say the sounds for <i>sick</i> , say, "Use two-letter <i>k</i> , after single vowel saying its first sound at end of syllable"
got		Discuss examples. (black, check, ticket, sock, truck)
<u>n</u> orth		