

TEACHER LESSON BOOK A

# SPELLOGRAPHY

Louisa Moats, Ed.D.  
and Bruce Rosow, Ed.D.



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# SPELLOGRAPHY



**A Fun Guide to Better Spelling**

## **Teacher Lesson Book**

**Book A**  
**Units 1–6**

Louisa Moats, Ed.D.  
and  
Bruce Rosow, Ed.D.

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## ABOUT THE AUTHORS



**Louisa Moats**, Ed.D., has been a teacher, psychologist, researcher, graduate school faculty member, and author of many influential scientific journal articles, books, and policy papers on the topics of reading, spelling, language, and teacher preparation. Dr. Moats earned her B.A. from Wellesley College, her M.A. from Peabody College of Vanderbilt, and her Ed.D. in Reading and Human Development from the Harvard Graduate School of Education. Prior to her doctorate, she was a teacher and education consultant in neuropsychology at the New England Medical Center, where she developed a keen interest in understanding students' spelling errors. After her doctorate, she spent fifteen years in private practice as a licensed psychologist in Vermont. In 1997, she became co-principal investigator of an NICHD Early Interventions Project in Washington, D.C., public schools. Her textbook, *Speech to Print*, is now in its third revision; the *Speech to Print Workbook* was also co-written with Dr. Rosow.

Dr. Moats has spent the last two decades developing and supporting *LETRS* Professional Development. *LETRS* gives teachers the background to understand and implement structured language and literacy programs like *Spellography*. Dr. Moats is also author of *LANGUAGE! Live*, a blended instructional program for middle and high school students who struggle with written language.

Dr. Moats' awards include the prestigious Samuel T. and June L. Orton award from the International Dyslexia Association for outstanding contributions to the field; the Eminent Researcher Award from Learning Disabilities Australia; and the Benita Blachman award from the Reading League.



**Bruce L. Rosow**, Ed.D., has been an educator for thirty-seven years, during which time he has worked with students from pre-kindergarten through graduate school. He began his career as an intermediate grade classroom teacher at Guilford Elementary School in Southern Vermont. After more than a decade in the classroom, he began training in structured literacy instruction including studying with Dr. Moats at the Greenwood Institute. Eventually, Dr. Rosow's role at Guilford School was shifted to remedial instruction. He worked with small groups of intermediate and middle school students to close gaps in reading and math. During this time, Dr. Rosow and Dr. Moats wrote the first edition of *Spellography* (Sopris West, 2003). In 2008, Dr. Rosow completed his doctoral studies in educational psychology at American International College in Springfield, Massachusetts. Over this time, and for close to a decade, Dr. Rosow served as the Academic Dean of the Greenwood School, helping intermediate, middle, and high school boys overcome their language-based learning differences. He then returned to public education in the Windham Central Supervisory Union in Southern Vermont. For six years, Dr. Rosow created and ran the Language Lab, providing remedial instruction to struggling middle and high school readers. For almost two decades, Dr. Rosow also taught in the Language and Literacy Program through the Reading Institute in Williamstown, Massachusetts, Simmons College in Boston, and Bay Path University in Longmeadow, Massachusetts. Dr. Rosow co-authored the *Speech to Print Workbook, 3rd Edition* with Dr. Moats (Brookes, 2020), based on his decades of work with graduate students. Dr. Rosow has always maintained his roots in direct instruction with students. He continues to tutor students, write curriculum, train teachers, and advocate for students with learning differences.

# Timeline of the English Language

The spelling of an English word is often explained by its history.



**54 CE**

## Pre-English

Roman alphabet introduced and languages evolve as Romans (Latin) conquer Celtic tribes in Britain.



**450**

## Romans leave Britain.

Jutes, Angles, and Saxons invade, bringing Germanic languages to England.



**800**

## Viking invasions of the British Isles begin.

They bring hard *g* words like *get* and *gift*.



**800-1066**

## Old English

Anglo-Saxon. 90% of 1,000 most commonly used English words come from this time period.





## Key

.....  
**Romans**

Latin influences such as: *abdomen, propel, femur, gluten*

.....  
**Jutes**

Danish or Old Norse influences such as: *they, egg, sky, knife*

.....  
**Angles and Saxons**

Anglo-Saxon influences such as: *bird, game, ice, kiss, walk*

.....  
**Norman French**

French influences such as: *chair, hotel, novel, rich, soup*

**1066**

### Norman French invade England.

French spelling adopted from Latin, including *qu*, is part of the new status quo.



**1380-1475**

### Middle-English

Canterbury Tales. Renaissance, where scribes borrow from Latin, the language of ancient Rome.



**1600-1928**

### Early Modern-English

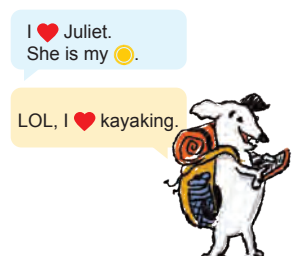
Shakespeare, printing presses, first English dictionaries. Scholars of math and science turn to ancient Greek language.



**1900s-**

### Present Day-English

English continues to evolve as we travel and interact with other cultures.







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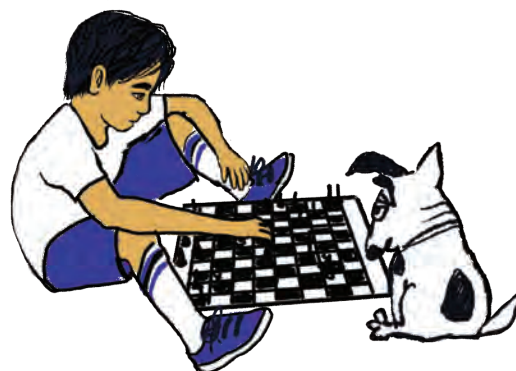
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# Welcome to Spellography!

*Spellography makes spelling as fun to teach as it is to learn!*

## What Is Spellography?

*Spellography* is a classroom-tested, expertly designed, research-aligned word study program for intermediate students who don't spell well and who can benefit from structured language teaching—which could be most of your class! Students explore and learn the reasons words are spelled the way they are and practice analyzing, reading, and writing them. Students will remember words better when they understand how letters represent sounds. Students will also benefit from learning to identify the meaningful parts of words and recognizing the roles that words play in sentences.

*Spellography* has also been designed to be fun and engaging. The tour of language is led by Hari, a middle school spelling whizz, his younger sister Tara, who is challenged by spelling, and her dog, Yogi, who keeps us all guessing what he will be up to next.



## Who Is Spellography Designed For?

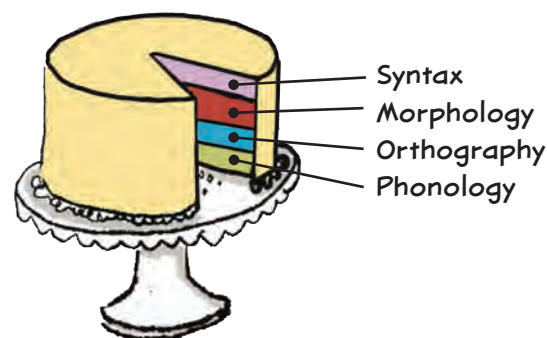
*Spellography* is designed especially for the following:

- (1) intermediate (grades 3–5) or older students who may have been introduced to spelling and language concepts but need additional practice to transfer their spelling knowledge to writing; and
- (2) students who read better than they spell (average readers who are weak spellers).

*Spellography* is not appropriate for students who spell below a mid-third-grade level or who have severe learning disabilities—unless they have already had years of structured language teaching. Typically, they will need a more individualized approach.

## How Is Spellography Designed?

*Spellography* is not like traditional spelling programs. It has no word lists to memorize for the Friday spelling test. It avoids rote practice routines. Rather, it emphasizes the development of insight into why words are spelled the way they are and how spoken language corresponds to written language. It follows a systematic progression through language components that build on one another, including phonology, orthography, morphology, and syntax. These components are represented in the program as the “language layer cake.” Students progress from practice on speech sound identification and phoneme awareness, to understanding spelling patterns, to exploring morphemes, and finally, to expanding their understanding of sentence structure (syntax) and usage. Each lesson provides varied practice routines, usually culminating with word dictation.



The program consists of four books; each book will have a teacher edition with answers and annotations and a student edition. *Spellography* will typically be used with fourth-grade and fifth-grade students. Teachers can use the Book A *Spellography* Survey (See *Spellography* Resources online) to determine whether students should start the program in Book A or Book C. Students at any grade level who haven’t had explicit, systematic instruction in spelling will most likely start in Book A.

Each book is organized into six units of six lessons, culminating with a book review. At the beginning and end of each book, students take a *Spellography* Spelling Survey so that teachers can evaluate student progress (See *Spellography* Resources online). Each lesson should take about 30 minutes to teach. A unit should take about two weeks to complete, including the unit reviews, if lessons are taught three days per week.

| Books  | Units | Pacing                                     |
|--------|-------|--|
| Book A | 1–6   | Each book = 6 units + book review          |
| Book B | 7–13  | Each unit = 6 lessons + unit review        |
| Book C | 14–20 | Each lesson = about 30 minutes             |
| Book D | 21–27 | Time per unit = 3 times per week = 2 weeks |
|        |       | Time per book = about 12–16 weeks          |

## What Does a Teacher Need to Know to Use This Program?

Some background in the components of language being taught is helpful but not required, because every concept is explicitly explained in the text. Many teachers learn the concepts along with their students. Those who have studied *Speech to Print* (Moats, 2020) or *LETRS* (Moats & Tolman, 2018) will have a strong foundation for teaching *Spellography*.

## A Multi-Linguistic Approach: The Layers of Language

The following are the layers of the “language layer cake” introduced in Unit 1 and addressed in each unit. As units progress, connections are made between these components of language to give students insight into the different dimensions of English spelling and sentence structure.

### 1. Phonology

The first layer of language study introduced is phonology, with the goal of bolstering students’ **phoneme awareness**. *Phone* is of Greek origin and means “sound”; a phoneme is an individual, distinct speech sound in a language that is a building block for making words. (In *Spellography*, phonemes are represented between two slashes, for example, /p/ and /ā/.) Phoneme awareness is conscious knowledge of the speech sound sequence in a word. Phoneme segmentation, substitution, deletion, and manipulation are included in the beginning lessons of each unit. It is impossible to remember a word’s spelling without a detailed and accurate mental map of the sounds that the letters correspond to.

It is impossible to remember a word’s spelling without a detailed and accurate mental map of the sounds that the letters correspond to.

As we learn to write words with more than one syllable, detection of the number of syllables in speech and their stress patterns is also addressed.



## 2. Orthography

Our alphabetic writing system uses **graphemes**—letters and letter combinations—to represent phonemes. It does so systematically, for the most part, but with considerable complexity and variation. There is much to learn about orthography in English, including conventional or high frequency correspondences and correspondences that are determined by the position of a sound in a word. There are also arbitrary rules about letter sequences, rules for adding suffixes, syllable spelling conventions, and correspondences that depend on the language from which the word originated.

Our alphabetic system represents phonemes systematically for the most part, but there are also arbitrary rules and exceptions to rules to remember.

## 3. Morphology and Etymology

English orthography represents both sound and meaning. Meaningful parts of words, including **prefixes**, **suffixes**, and **roots**, are often spelled consistently. Also included in the study of morphology are inflections (*-ed*, *-ing*, *-s/es*), compounds, affixes, combining forms, contractions, and etymology, or where words came from.

Morphemes are the meaningful parts of words. Understanding the origin of words reveals why some morphemes can stand alone or others must combine to make words.

Morphology instruction at first emphasizes common inflectional endings (past tense, plural, comparative) and Anglo-Saxon compounds. Anglo-Saxon base words, prefixes, and suffixes are targeted for word dissection and word building. Next, Latin-based words that add prefixes and/or suffixes to roots are included. Later, Greek combining forms are introduced and practiced as well.

An important goal of Spellography is to connect spelling to the history of the English language. (See the English language timeline on page F2). Encourage students to be curious about the **etymology** or **history of words**. Words are written artifacts that have survived like time capsules. They preserve the language of our ancestors for hundreds and even thousands of years. Linguists, working as language archeologists, study ancient writing from many languages to work back through time and learn the history of words. Young students will also love learning about word origins.

## 4. Syntax

The last layer of language explored is syntax, or the roles that words play in sentences. By exploring **sentence structure**, students build their knowledge of grammar and their ear for English syntax. As they build their sense of what sounds right, they also develop their understanding of the questions that nouns (who or what?), adjectives (how many? what kind?) verbs (action?) and adverbs (where, when, how?) answer in sentences.

# How to Teach Spellography Routines

## Phonology: Phoneme Awareness

Phoneme awareness activities have students hearing and producing speech sounds *without looking at print*. Students can use colored chips, blocks, or sticky notes to mark sound changes during word chaining activities.

Phoneme awareness activities should be brief (3–5 minutes) and lively. They can be done with the whole group and by choral responses. They include **segmentation** (how many sounds in *mix*: /m/ /i/ /k/ /s/ = 4), **deletion** (say *cat* without /k/ = *at*), and **substitution** (in *pat*, change /p/ to /k/ = *cat*).

Phoneme awareness activities should be brief, 3–5 minutes. Oral production of sounds and words is important throughout all the lessons.

## The Vowel Valley

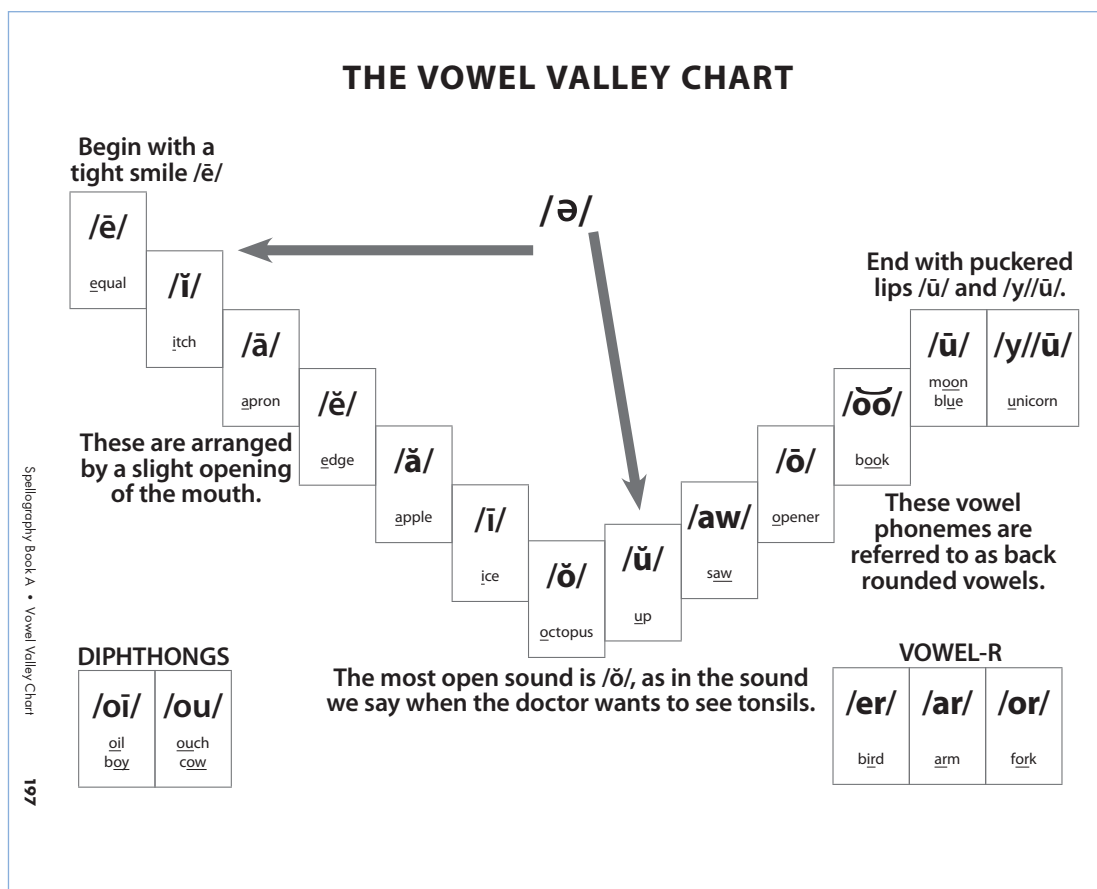
You will use the full-page version of the Vowel Valley Chart, page 197, to explain to students that the valley represents how the shape of the mouth and jaw changes while articulating the 18 vowels of English. Starting at the top with /ē/ (as in *equal*), the mouth begins with a smile and the jaw is almost closed. After the /ē/, saying each new vowel requires dropping the jaw a little bit until the vowel /ō/ (as in *octopus*), or the bottom of the valley, is reached. That's the lowest open vowel. Vowel sounds are made going up the other side by pulling back the tongue, rounding the lips, and closing the jaw step-by-step until reaching /ū/ (as in *moon* and *blue*) and /y//ü/ (as in *unicorn*).

The vowel sound /ō/ (*book*) and the vowel sound /aw/ (*saw*) belong with short vowels for pronunciation but have more varied spellings than short vowels used in closed syllables.



Schwa, /ə/, the unaccented and indistinct or “neutral” vowel (support: /s/ /ə/ /p/ /or/ /t/), floats in the middle of the mouth. The diphthongs /oi/ (boy) and /ou/ (cow) are sliders. Have students pay attention to how their lips slide out to the side or into the middle to say /oi/ (boy) and /ou/ (cow).

The vowel-r patterns are slippery because vowels followed by *r* are often changed and influenced by /r/. There is one agreed upon vowel-r sound, /er/ (bird), and two others commonly thought of as one phoneme, /or/ (fork) and /ar/ (arm), for the purpose of instruction. The phoneme /or/ is actually /aw+/r/, and /ar/ is actually /ō+/r/. Treat both as single-vowel phonemes to make them easier to learn.





## Consonant Sounds

You will use the full-size version of this Consonant Chart on page 198 to explain to students how consonant sounds are articulated. The 25 consonant phonemes of English are arranged in the chart by how and where they are articulated. There are nine pairs (“sisters”) of consonants that differ only in voicing; otherwise, they feel and look the same as they are being spoken. In general, consonant sounds that are in the same column or row in the chart are more easily confused with one another because they share similar features. *Spellography* addresses possible confusions of consonant sounds directly.

|                         |   | PLACE IN MOUTH WHERE PHONEME IS PRODUCED |              |                      |   |                                  |                       |                |
|-------------------------|---|--|--------------|----------------------|---|----------------------------------|-----------------------|----------------|
|                         |   | Lips together                            | Teeth on lip | Tongue between teeth | Tip of tongue raised to bump behind top teeth | Lips rounded, tongue pulled back | Back of tongue lifted | Back of throat |
| HOW PHONEME IS PRODUCED | Stop<br>First Phoneme<br>Unvoiced       | /p/                                      |              |                      | /t/   |                                  | /k/                   |                |
|                         | Second Phoneme<br>Voiced                | /b/                                      |              |                      | /d/   |                                  | /g/                   |                |
|                         | Nasal<br>Voiced                         | /m/                                      |              |                      | /n/   |                                  | /ng/                  |                |
|                         | Fricatives<br>First Phoneme<br>Unvoiced |  | /f/          | /th/                 | /s/   | /sh/                             |                       | /h/            |
|                         | Second Phoneme<br>Voiced                |  | /v/          | /th/                 | /z/   | /zh/                             |                       |                |
|                         | Affricates<br>First Phoneme<br>Unvoiced |  |              |                      |   | /ch/                             |                       |                |
|                         | Second Phoneme<br>Voiced                |  |              |                      |   | /j/                              |                       |                |
|                         | Glides<br>First Phoneme<br>Unvoiced     | /wh/                                     |              |                      |   | /y/                              |                       |                |
|                         | Second Phoneme<br>Voiced                | /w/                                      |              |                      |   |                                  |                       |                |
|                         | Liquids<br>Voiced                       |  |              |                      | /l/   | /r/                              |                       |                |

Page 198

## Orthography: Sound and Letter Correspondences

Hari, the program's spelling whizz, introduces the objective of each orthography lesson directly. Use Hari's language to introduce the concept; provide additional examples or discussion as necessary before students begin the application activities.



### Phoneme-Grapheme Matching

In this activity, students use a grid to explicitly match each phoneme in the spoken word with the letters or letter combinations that represent each phoneme. It is important that students say the target word out loud and segment the sounds orally before writing the letters in the boxes that represent the sounds. Give immediate feedback by showing a correctly completed grid and have students self-correct any errors.

### Word Completion (Cloze)

Many exercises require students to supply a missing letter or letters to complete words that illustrate the pattern being taught. Dictate the target words if students are too slow to recognize what they should be. Ask students to chorally read the list of words once completed, or to read the words with a partner. Give immediate feedback by showing the correct answers, and have students rewrite any words that have errors.

### Word Sorting

Through word sorting, students classify words to learn in detail what makes them different and what makes them similar. In most lessons, students are asked to sort words that match a target speech sound or sounds. Give students support as necessary by asking them to look closely at the letters in a word or pay attention to the sounds. When they are done, show students the correctly sorted word lists and have students fix any errors. Teachers can check in and read with individual students on a rotating basis.

### Speed Reading

Timed word list reading and passage reading reinforces a student's familiarity with a given spelling pattern or word family and helps to build fluency. Students should use a simple timer and record their time on a first and then a second reading. A third reading may be helpful as well. Student partners can help each other with timing and error correction.

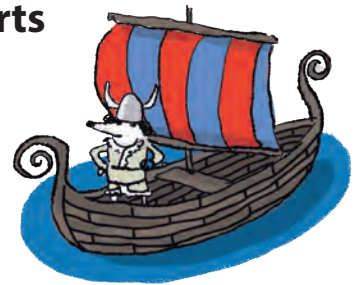


## Dictation

Writing words to dictation is a form of practice for students and a way for teachers to monitor whether students are learning and applying the lesson's concepts. Do not present word lists for memorization ahead of time. Rather, ask students to use what they know to figure out a word if it is unfamiliar. After dictating the words, show the students a list of correctly spelled words. Have them self-correct by writing the whole word correctly. When possible, teachers should prompt students with questions that will help them self-correct or ask students why they chose the correct spellings that they did.

## Morphology and Etymology: Meaningful Word Parts

*Spellography* contains many word building and word dissection exercises to study morphemic structure. Words and word families should be read aloud and, where necessary, their meanings discussed.



Students love learning about etymology, or word origin. Make sure they have dictionaries (online or print) that include this information. Word origins are usually provided before or after the definitions. Dictionaries have an index for abbreviations to help students understand the etymological information. Direct students to <https://www.thefreedictionary.com> if they need to look up words with bases and roots.

## Syntax: Sentence Building

When students are writing or coining phrases for sentence building, encourage them to speak their phrases and sentences out loud. Encourage sharing among students when they are creating novel sentences. Continually reinforce the idea that words and phrases are put into sentence frames to provide answers to basic questions, including nouns (who or what?), adjectives (how many? what kind?), verbs (action?), and adverbs (where, when, how?).



# SUMMARY OF LESSON CONTENT, Book A

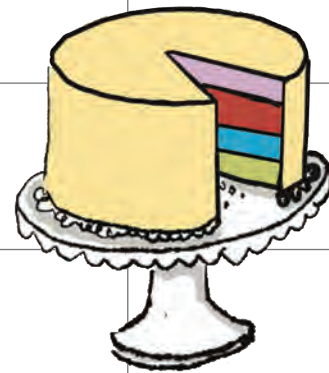
Before starting Book A, give students the Book A Spellography Survey

## Unit 1, The Layer Cake of Language – Overview

In Unit 1, students begin by considering the history of the English language and the origin of some common English words. Students are introduced to the key components of English language structure as the language layer cake. Those layers include phonology (speech sounds), orthography (letters), morphology (meaningful word parts) and syntax (the order and role of words in sentences).

### Practice and Objectives:

|   | Phonology   | Orthography  | Morphology  | Syntax/Usage  |
|---|---|--|---|---|
| 1 |   | Become an explorer of language—and discover that words have histories. |   |   |
| 2 | Isolate and identify phonemes in words.   | Identify graphemes, and match phonemes with graphemes.                 |   |   |
| 3 |   | Explore spelling by position of phonemes and graphemes in a word.      |   |   |
| 4 |   |  | Build words using morphemes and Old English base words. |   |
| 5 | Investigate 18 vowel sounds in English; understand that they are required in syllables. | Explore common graphemes for each vowel sound.                         |   |   |
| 6 |   |  |   | Build sentences with pattern words; understand basic sentence structure (syntax). |




Unit 1 Review

## Unit 2, Clever Mr. Clem – Overview

Unit 2 focuses on consonant phonemes and how they cluster in initial blends. Consonants are different from vowels. Consonants are spoken by blocking the air. By feeling where and how air is blocked, students identify features that distinguish similar consonant phonemes from each other. Students learn to read and spell common initial consonant blends, including those beginning with /s/ and those that use /r/ or /l/ as the second sound. They then explore Old English words that commonly use consonant blends and that also combine to form compound words. The final lesson focuses on phrases within sentences.

### Practice and Objectives:

|   | Phonology  | Orthography   | Morphology  | Syntax/Usage                   |
|---|--|---|---|--------------------------------|
| 1 | Contrast voiced and unvoiced consonant phonemes. | Build and read initial consonant blends beginning with /s/.                                   |   |                                |
| 2 |  | Read and spell words with initial consonant blends that have /l/ and /r/ as the second sound. |  |                                |
| 3 |  | Learn the “floss” or consonant doubling rule.   |   |                                |
| 4 |  |   | Read, write, and build Anglo-Saxon-based compound words.                            |                                |
| 5 |  | Recognize <i>tr</i> and <i>dr</i> blends.   | Identify the meanings of tricky compound words.                                     |                                |
| 6 |  |   |   | Identify phrases in sentences. |

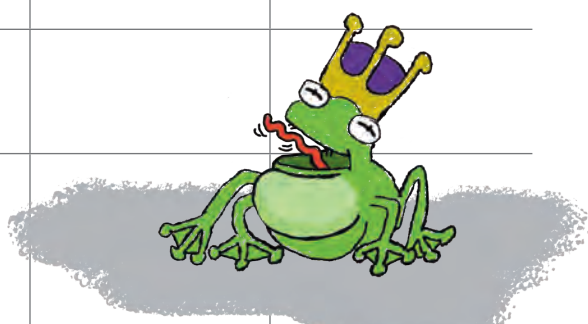
Unit 2 Review

### Unit 3, Jealous King Fred – Overview

In this unit, students are reminded that syllables are houses for vowels. Every syllable has a vowel; the consonants are optional. Next, students look at how short vowels are contained in closed syllables where they are followed by one or more consonant guards. Those final consonants include complex consonant graphemes (*x, ck, ng, tch, dge*), final blends, and doubled consonants. In this unit, students also use Anglo-Saxon morphemes to make words and learn more about the jobs of words in sentences.

#### Practice and Objectives:

|   | Phonology                                      | Orthography  | Morphology  | Syntax   |
|---|--|--|---|--|
| 1 | Contrast short and long vowels.                | Recognize closed syllables in spelling.  |   |  |
| 2 | Discriminate nasal consonants in final blends. | Write words with closed syllables.   |   |  |
| 3 |  | Recognize and apply a general principle: a closed syllable consists of a short vowel closed in by final consonants, including complex consonant graphemes: <i>ng</i> ; doubles; <i>ck</i> ; <i>tch</i> ; <i>dge</i> and final consonant blends). |   |  |
| 4 |  | Understand that doubled consonants result from syllable combinations; learn the doubling rule for adding suffixes.   |   |  |
| 5 |  |  | Construct words using Old English affixes and base words. |  |
| 6 |  |  |   | Build a variety of sentences with nouns, verbs, adjectives, and adverbs. |




Unit 3 Review

## Unit 4, Soccer in City Park – Overview

The stars of Unit 4 are the phoneme /k/, the long vowel–silent *e* pattern, and the past tense *-ed*. The spelling of /k/ is based on its position in a syllable or word. To understand spellings for /k/, students need to distinguish hard *c* from soft *c* and explore blends with /k/. In this unit, the VCe or “silent *e*” syllable pattern for long vowels and the patterns for spelling /k/ after short and long vowels and vowel teams are introduced. Morphology practice focuses on the sounds of *-ed* and the rules for adding this suffix to base words. Students practice word building with Old English prepositions as prefixes, base words, and suffixes. Finally, students expand sentences with prepositional phrases.

### Practice and Objectives:


|   | Phonology   | Orthography  | Morphology   | Syntax and Usage                                  |
|---|---|--|--|---|
| 1 | Isolate and identify long and short vowels in words. Substitute and delete /k/ in blends. | Read and spell words with hard <i>c</i> (/k/) and soft <i>c</i> (/s/); read and spell words with the VCe spelling pattern. |         |   |
| 2 |   | Understand how to spell final /k/ in closed syllables.   |  |   |
| 3 | Recognize the three sounds for suffix <i>-ed</i> .  | Learn the silent <i>e</i> suffix addition rule.  |  |   |
| 4 |   | Spell words with final /k/ in VCe and vowel team syllables.  | Understand that pronunciation of <i>-ed</i> depends on the final phoneme in the base word. |   |
| 5 |   | Review final /k/ and three sounds of <i>-ed</i> .  | Build words with Anglo-Saxon prepositions used as prefixes.                                |   |
| 6 |   |  |  | Expand sentences by adding prepositional phrases. |

Unit 4 Review

## UNIT 5, A Quiz and a Saxophone – Overview

There are many ways to spell /k/, so it helps for students to think about the position of /k/ in a word when choosing the grapheme. In this unit, students also look at two quirky graphemes: *qu* and *x*. They learn that *u* can be a chameleon letter, and that *x* has changeable qualities as well. Students continue word building with the prefix *ex-* and continue to expand sentences using prepositional phrases.

### Practice and Objectives:

|   | Phonology                                       | Orthography  | Morphology  | Syntax and Usage                             |
|---|---|--|---|--|
| 1 | Manipulate /k/ and /w/ in words with [kw].      | Understand that <i>qu</i> represents two consonant phonemes, /k//w/, and apply the doubling rule with <i>qu</i> words.     |                        |  |
| 2 | Identify vowel sounds in spoken words.          | Build words with <i>qu</i> , <i>squ</i> , and various vowels; identify when plural words require <i>-s</i> or <i>-es</i> . |   |  |
| 3 | Discriminate consonants that differ in voicing. | Understand that <i>x</i> represents two phonemes, /k//s/ or /g//z/.  |   |  |
| 4 |   |  | Add plural and past tense to words; build words with Old English prefixes.                                |  |
| 5 |   |  | Determine meanings for words with prefix <i>ex-</i> , and build words with prefixes, roots, and suffixes. |  |
| 6 |   |  |   | Expand sentences with prepositional phrases. |


Unit 5 Review



## UNIT 6, Dog Joy – Overview

In this unit, students review chameleon letters, and add hard and soft *g* to their spelling skills, along with the sound of /j/ based on its position in a syllable or word. The role of prepositional phrases in sentences, whether modifying a noun or a verb, is also explored.

### Practice and Objectives:

|   | Phonology                                | Orthography   | Morphology  | Syntax and Usage   |
|---|--|---|---|--|
| 1 | Identify minimally contrasting phonemes. | Review chameleon consonant graphemes, and distinguish the sounds of hard and soft <i>g</i> .  |   |                 |
| 2 |  | Sort and match words with hard and soft <i>c</i> and <i>g</i> ; understand that <i>-dge</i> and <i>-ge</i> represent /j/ in the final position. |   |  |
| 3 |  | Identify initial and final spellings for /j/; write VCe words with <i>-ge</i> .   | Remove suffixes from base words ending in <i>-dge</i> and <i>-ge</i> .      |  |
| 4 |  | Identify four syllable types.   | Add suffixes to words with various vowel spellings.                         |  |
| 5 |  |   | Build words by adding prefixes and suffixes to the Latin root <i>ject</i> . |  |
| 6 |  |   |   | Vary the order of phrases in sentences that answer specific questions about the noun and the verb. |

Unit 6 Review

Book A Review

**After completing the Book A Review, give students the Book A Spelling Survey.**

# Book A Review

Allow one to three lessons to complete this final review of Book A with students. The review is organized by the layers of language and their representation in the writing system. After completing the review, give the Book A Spelling Survey to students again (See *Spellography* Resources online at <https://www.tools4reading.com/tools4teachers>). If there is a particular concept still giving students difficulty, provide additional practice by using the exercises from previous Book A units. See the Book A Summary of Lesson Content, page F16, to locate activities related to skills that may need reinforcement. When your students are ready, move on to Book B.

Spellography Resources online. See Tools 4 Reading at <https://www.tools4reading.com/tools4teachers> to create a free log-in and access the downloadable surveys.

An important criterion for evaluating student progress is whether students understand the concepts and can recognize when to apply them while spelling. If students are progressing, they will make closer and closer approximations to an accurate spelling, even if they are not totally accurate. Closer approximations will be helpful for using spellcheckers and recognizing correct words.

*Spellography was designed so that spelling “makes sense” to all students. Spellography will not only improve your students’ spelling but also their word attack, reading fluency, and vocabulary, resulting in improved word recognition and reading comprehension.*



**Congratulations, spellographers! You've finished Unit 2!**



## Unit 3 Overview

Welcome to Unit 3! In this unit, we'll meet jealous King Fred and his loyal consonant guards. We'll discover why sometimes Tara and Yogi mean double trouble. And we'll travel back in time to build Old English words.

### Lesson 1: Short Vowels and Closed Syllables

Contrast short and long vowels, and recognize closed syllables in spelling.

### Lesson 2: Nasal Blends and Closed Syllables

Discriminate nasal sounds in final consonant blends; write words with closed syllables.

### Lesson 3: Short Vowels and Final Consonants

Recognize and apply a general principle: a closed syllable consists of a short vowel closed in by final consonants.

### Lesson 4: Closed Syllables and the Doubling Rule

Understand that doubled consonants result from syllable combinations; learn the doubling rule for adding suffixes.

### Lesson 5: Morphemes in Anglo-Saxon Base Words

Construct words using Old English affixes and base words.

### Lesson 6: Making Sense with Syntax

Build a variety of sentences with nouns, verbs, adjectives, and adverbs.



## Short Vowels and Closed Syllables

- Objectives**
- Contrast short and long vowels.
  - Recognize closed syllables in spelling.



We're talking about vowels and syllables again because they are so important in learning to spell. In Unit 1, we learned that syllables always have a vowel sound. Vowels are open, unblocked sounds that we can sing. Now, let's think more closely about the difference between short and long vowels.

A **closed syllable** has a short vowel spelled with a single letter and ends in one or more consonants.

Examples:  
*hat fan/tas/tic*

A **vowel** is an open phoneme, the heart of every syllable.

### Long and Short Vowel Sounds: What's the Difference?

We group some vowels together and call them **long vowels**. The letters *a*, *e*, *i*, *o*, and *u* can represent long vowel sounds, which are the same as the letters' names. For example, the *i* in *idol* represents a long vowel sound.

We group other vowels together and call them **short vowels**. The short vowel sounds are not the same as their letter names. For example, the *i* in *itch* represents the short vowel sound. Each vowel has a key word that starts with the sound. See the chart below.

| Letter name              | a               | e               | i              | o                 | u  |
|--------------------------|-----------------|-----------------|----------------|-------------------|--|
| <b>Long vowel sound</b>  | /ā/ as in apron | /ē/ as in eagle | /ī/ as in ice  | /ō/ as in opener  | /ū/ as in moon, blue<br>/y//ū/ as in unicorn |
| <b>Short vowel sound</b> | /ă/ as in apple | /ĕ/ as in edge  | /ĭ/ as in itch | /ŏ/ as in octopus | /ŭ/ as in up                                 |

**1.1****Practice Vowels: Sounds, Letters, and Key Words**

- Work with a partner. Turn to the Vowel Valley Chart on page 21.
- Silently point to a vowel on the chart. Have your partner say the letter name or names, the key word, and the vowel sound by itself.
- Each partner should take at least four turns.

Find a larger version of the Vowel Valley Chart on page 197.

**1.2****Identify Vowel Phonemes****A. The Short of It**

- Listen to each of the dictated words.
- Repeat each word, then say the vowel sound and point to the matching short vowel on the Vowel Valley Chart, page 21.

|               |     |
|---------------|-----|
| <b>A.</b>     |     |
| <b>cot</b>    | /ɒ/ |
| <b>kit</b>    | /ɪ/ |
| <b>kept</b>   | /ɛ/ |
| <b>capped</b> | /ă/ |
| <b>cupped</b> | /ü/ |
| <b>flop</b>   | /ɔ/ |
| <b>flap</b>   | /ă/ |
| <b>fled</b>   | /ɛ/ |
| <b>flood</b>  | /ü/ |

**B. The Long and Short of It**

- Listen to the dictated words.
- Form a new word by changing the vowel in the given word from long to short or from short to long.
- Point to the correct vowel sound on the chart as you say the new word.

**B. Set 1**  
**pip (pīpe), pop (pōpe),**  
**pep (pēep), coop (cūp),**  
**cope (cōp), cap (cāpe)**

**B. Set 2**  
**shut (shoot) /ū/, mate**  
**(māt), note (nōt), sweet**  
**(sweat) /ě/, slight (slīt)**

OooooooooAaaaaaa.



Read this with the students. Ham it up!

## Closed Syllables and Jealous King Fred

A closed syllable is one of six different written syllable types in English (or seven types if you add *oddball* as a type of syllable!).

In a **closed syllable**, one vowel letter is followed by a consonant or consonants that close in the vowel, like the wall of a castle. Consonant letters that come before this vowel do not count in identifying a closed syllable. The lone vowel letter, closed in, spells a short vowel sound in most words.

To remember closed syllables, imagine a kingdom ruled by King Fred. King Fred is jealous of vowels because vowels can hold a note forever and sing beautifully. The sad fact is that King Fred can't sing one note without sounding like a croaking frog.

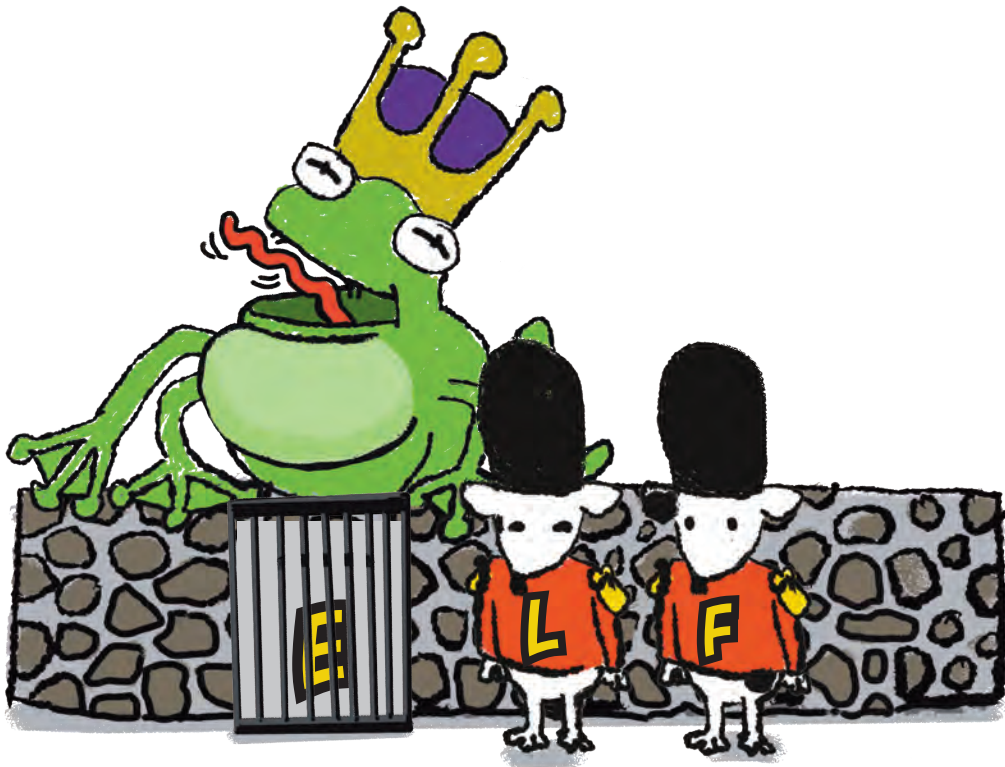
To get even, King Fred captures vowels when they are alone. He locks each vowel up in his castle with a door set in stone after the vowel. To keep the vowel from singing, King Fred places a consonant guard or guards outside this door. The only sound the lonely, locked-up vowel can make is **short** because it is so closed in that it can't sing properly. You'd sound the same in such a sorry situation.

Here are some examples of consonant guards that keep the vowel short:

lid      felt      mass      ink      punt

**If a syllable is closed, it will have all three of the following:**

- one vowel letter
- one or more consonants after the vowel
- a short vowel sound



# 1.3

## Closed Syllable Club

### A. Words with Closed Syllables

- In the following words, put a "V" under the single vowel letter, and underline the final consonants.
- Remember the important consonants come right *after* the vowel, not before it.

snag      crust      scrap      much      split      spilt

v
v
v
v
v
v

### B. Find the Closed Syllables

- In the table below, write "yes" if the given word is spelled as a closed syllable. If it is not a closed syllable, write "no" and use the letters below to explain the reason it is not.
  - Has more than one vowel letter
  - Does not have final consonants
  - The vowel sound is long

| Word   | Yes or No | Why not? | Word   | Yes or No | Why not? |
|--------|-----------|----------|--------|-----------|----------|
| odd    | Yes       |          | spa    | No        | b        |
| oaf    | No        | a, c     | throb  | Yes       |          |
| scrap  | Yes       |          | thread | No        | a        |
| scrape | No        | c        | shod   | Yes       |          |
| stoop  | No        | a, c     | clank  | Yes       |          |



## Nasal Blends and Closed Syllables

- Objectives**
- Discriminate nasal sounds in final consonant blends.
  - Write words with closed syllables.



There are three nasal consonants that go through your nose when you say them: /m/, /n/, and /ng/. Hold your nose and say the sounds.

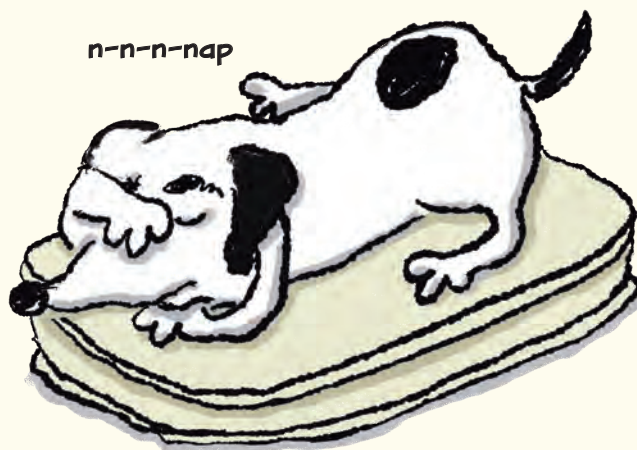
Next, leave your nose alone and say the nasal sounds.

Where in your mouth—front, middle, or back—do you block the air?

/m/: front nasal **air blocked with your lips**

/n/: mid nasal **air blocked with your tongue behind your back top teeth**

/ng/: back nasal **air blocked with the back of your tongue raised up**



## 2.1

## Play with Phonemes

## A. Word Chaining

- Listen to the words your teacher reads out loud.
- Use one colored marker or sticky note for each speech sound.
- In this word chain, one phoneme will change with each new word.
- Track the changes by changing the markers or sticky notes.

## B. Substitution

- Repeat the word you hear.
- Substitute the phoneme to change the word.
- Say the new word.



## A. Set 1

rat, ram, ran, rang, rank,  
shrank, shank, shack

## A. Set 2

such, sum, sun, sung,  
stung, stunk, stuck

## B. Change /m/

strum /m/ to /ng/ = strung

clam /m/ to /n/ = clan

whim /m/ to /ng/ = wing

grim /m/ to /n/ = grin

## B. Change /n/

ran /n/ to /m/ = ram

skin /n/ to /m/ = skim

stun /n/ to /ng/ = stung

tan /n/ to /ng/ = tang

## B. Change /ng/

sling /ng/ to /m/ = slim

wing /ng/ to /n/ = win

hung /ng/ to /m/ = hum

rung /ng/ to /n/ = run

- Distribute 5 markers (colored chips or sticky notes) to each student.
- Read words in the word chain out loud, one at a time.
- Disregard spelling in this exercise. Have students set down (or replace) a marker for each sound in a word.

Nasal Blends and Letter *n*

One kind of blend at the end of words that often causes trouble for Tara is called a **nasal blend**. Sometimes she leaves out nasal sounds when they come after a vowel and before another consonant. She writes *jup* instead of *jump*, or *sik* instead of *sink*.

The words *jump*, *pants*, and *sink* all end in a nasal blend that include a nasal sound and another consonant. These are final nasal blends:

-mp    -nt    -nd    -nk    -nch    -nge

The letter *n* is a chameleon letter; it spells different phonemes when it has different neighbors. *N* alone spells /n/ (as in *tin*) or /ng/ before /k/ or /g/ (as in *bank* or *mango*). *Mango* has two syllables, but the letter /n/ stands for the sound /ng/ because it comes before /g/.

Consonant phonemes in final blends are easy to say together because they share where and/or how the air is blocked.

Sounds of letter **N**

By itself in a word: /n/ as in *tin*  
Before /k/: /ng/ as in *bank*  
Before /g/: /ng/ as in *mango*  
With the letters *ng*: /ng/ as in *sing*

## 2.2

## Nasal Consonants

### A. Nasal Place

Nasals after the vowel in closed syllables, including in blends, are common.

- Sort these words by the matching front (/m/), mid (/n/), or back (/ng/) nasal sounds.

bump      grunt      sunk      slant      stamp  
 slink      range      combine      lunch      angle  
 land      limber      bond      single      jungle

| Front nasal + p or b<br>/m/ (mud) +<br>consonant | Middle nasal + t, d, ch,<br>or ge<br>/n/ (nut) + consonant | Back nasal + k or g<br>/ng/ (sung) +<br>consonant |
|--|--|---|
| bump   | grunt  | sunk  |
| stamp  | slant  | slink   |
| limber   | land   | single  |
| combine  | bond   | angle   |
|  | lunch  | jungle  |
|  | range  |   |

<sup>m</sup>  
Yogi jumps over  
the fence



## B. Final Nasal Blend Cloze

- Listen to the dictated word.
- Add *g*, *k*, *t*, or *d* to form a real word.
- Read down the columns of the list when you have added a last letter, paying attention to the sound of the letter *n* in each word.

strin \_\_\_\_\_      hon \_\_\_\_\_      spen \_\_\_\_\_      spun \_\_\_\_\_  
**string**              **honk**              **spend**              **spunk**

stun \_\_\_\_\_      lin \_\_\_\_\_      inten \_\_\_\_\_      brin \_\_\_\_\_  
**stung**              **link**              **intend**              **brink**

than \_\_\_\_\_      flin \_\_\_\_\_      blan \_\_\_\_\_      sen \_\_\_\_\_  
**thank**              **flint**              **blank**              **sent**

blin \_\_\_\_\_      shran \_\_\_\_\_      prin \_\_\_\_\_      respon \_\_\_\_\_  
**blink**              **shrank**              **print**              **respond**

### 2.3

## Review: Dictation

- Write the words that you hear.
- Pay attention to the nasal blends and to the sound /ng/ on the ends of words.

1. **shrimp** \_\_\_\_\_

6. **frond** \_\_\_\_\_

2. **sprung** \_\_\_\_\_

7. **flung** \_\_\_\_\_

3. **slant** \_\_\_\_\_

8. **think** \_\_\_\_\_

4. **stunk** \_\_\_\_\_

9. **bench** \_\_\_\_\_

5. **chomp** \_\_\_\_\_

10. **cringe** \_\_\_\_\_

- Dictate the words for students to write.
- If students misspell a word because a sound is left out of a blend, ask them to segment the sounds slowly.
- Give corrective feedback by showing correct spellings and having students fix their own mistakes.

## Short Vowels and Final Consonants

**Objective** • Recognize and apply a general principle: a closed syllable consists of a short vowel closed in by final consonants.



To make a closed syllable, one final consonant after a short vowel may not be enough. Sometimes two or three final consonant sounds or letters are needed. To become an expert spellographer, here are the ones you should know.

After a stressed (longer, louder) short vowel:

- /k/ is spelled with *-ck* as in *check*
- /j/ is spelled *-dge* as in *dodge*
- /ch/ is usually spelled *-tch* as in *itch*
- /f/, /l/, /s/, and /z/ are spelled *ff*, *ll*, *ss*, and *zz*

### Remember the Floss Rule

Don't let the double give you trouble! To remember the *f*, *l*, *s*, *z* rule, you can recite, *Jeff will be a whizz at chess.*

### What Are Digraphs and Trigraphs?

Digraphs and trigraphs are types of graphemes.

A **digraph** is a two-letter combination that stands for a single phoneme. Examples:

*ck* = /k/      *ph* = /f/      *th* = /th/

A **trigraph** is a three-letter combination that stands for a single phoneme. Examples:

*tch* = /ch/      *dge* = /j/

A **grapheme** is a letter or letter combination, like *ck*, *ph*, or *dge*, that spells a phoneme (speech sound).

## 3.1

## Grapheme Roundup

## A. Phoneme-Grapheme Matching with Closed Syllables

- Read each word out loud.
- Segment the phonemes in the word, saying each one separately. Decide how many phonemes there are in the word. That is the number of boxes you will need to write the graphemes for each word.
- Do the first few words together with the class; then see if you can do the rest with a partner or on your own.

| Word   | 1  | 2 | 3  | 4   | 5  |
|--------|----|---|----|-----|----|
| throng | th | r | o  | ng  |    |
| knack  | kn | a | ck |     |    |
| switch | s  | w | i  | tch |    |
| sledge | s  | l | e  | dge |    |
| glass  | g  | l | a  | ss  |    |
| dwell  | d  | w | e  | ll  |    |
| scruff | s  | c | r  | u   | ff |
| whizz  | wh | i | zz |     |    |

## B. Word Building

- Fill in the row below with the final graphemes from words in part A above. They are all two- or three-letter consonant graphemes, used after single short vowels in closed syllables.

\_\_\_\_\_  
 ng      ck      tch      dge      ss      ll      ff      zz

- Then, listen to the dictated words.
- Use one of the graphemes to complete each word below.
- When you are finished, read the whole list.

|             |           |           |           |            |
|-------------|-----------|-----------|-----------|------------|
| blo _____   | fri _____ | wru _____ | bri _____ | thri _____ |
| pizza _____ | gra _____ | twi _____ | sti _____ | sli _____  |
| whi _____   | sha _____ | sha _____ | e _____   | swi _____  |

Dictate these words for students and have them identify the two- or three-letter consonant graphemes to complete the words.

### 3.2 What's What?

Let's review what we have learned so far.

- Use the words in the Word Bank to fill in the blanks.

#### Word Bank:

one graphemes sound combination

1. A phoneme is a speech                     **sound**                    .
2. Spelling is the act of writing the                     **graphemes**                     that represent the speech sounds in words.
3. Graphemes can be                     **one**                     letter or a                     **combination**                     of letters to represent a phoneme.

What's a closed syllable?

- Complete the sentences below to define a closed syllable.

|                       |   |
|-----------------------|---|
| <b>Vowel letters?</b> | The syllable has <u>                    <b>one</b>                    </u> vowel letter.                |
| <b>Consonants?</b>    | The vowel is followed by <u>                    <b>one or more consonants</b>                    </u> . |
| <b>Vowel sound?</b>   | The vowel sound is <u>                    <b>short</b>                    </u> .                        |

### 3.3 Final Consonant Blends

#### A. Substitution

- Listen to each of the dictated words.
- Substitute the phoneme to change the word.
- Say the new word.

|              |                           |
|--------------|---------------------------|
| <b>A.</b>    |                           |
| <b>tilt</b>  | <b>/l/ to /n/ = tint</b>  |
| <b>colt</b>  | <b>/t/ to /d/ = cold</b>  |
| <b>wisp</b>  | <b>/s/ to /m/ = wimp</b>  |
| <b>list</b>  | <b>/s/ to /n/ = lint</b>  |
| <b>soft</b>  | <b>/f/ to /l/ = salt</b>  |
| <b>held</b>  | <b>/d/ to /p/ = help</b>  |
| <b>husk</b>  | <b>/s/ to /l/ = hulk</b>  |
| <b>rust</b>  | <b>/s/ to /n/ = runt</b>  |
| <b>graft</b> | <b>/f/ to /n/ = grant</b> |

## B. Fix-It Shop

Before she learned about spellography, Tara would misspell words with nasal sounds and blends.

- Can you fix the spellings in these words?

1. I held the balloon by its (*stig*) string.
2. Yogi wants a (*chunck*) chunk of your cookie.
3. Action movies use (*stut*) stunt actors.
4. We chose the (*plunp*) plump chicken legs, not the skinny ones.
5. Please (*respod*) respond to my letter.
6. Click on the (*lingk*) link to find the website.
7. My pants (*shrak*) shrank in the wash.
8. Put the (*ubrella*) umbrella up before it rains.



## 3.4 Review: Dictation

- Write down the words that you hear.
- Pay attention to the nasal blends and to the sound /ng/ on the ends of words and morphemes.

- |                  |                       |
|------------------|-----------------------|
| 1. <b>stink</b>  | 6. <b>flung</b>       |
| 2. <b>strand</b> | 7. <b>stinger</b>     |
| 3. <b>shrink</b> | 8. <b>thump</b>       |
| 4. <b>cramp</b>  | 9. <b>fluff</b>       |
| 5. <b>sprint</b> | 10. <b>underpants</b> |

- Dictate the words for students to write.
- If students misspell a word because a sound is left out of a blend, ask them to segment the sounds slowly.
- Give corrective feedback by showing correct spellings and having students fix their own mistakes.



## Closed Syllables and the Doubling Rule

- Objectives**
- Understand that doubled consonants result from syllable combinations.
  - Learn the doubling rule for adding suffixes.



### Consonant Doubling

In this unit, you might think you are seeing double—double consonants, that is. And you would be right. In addition to the doubling that occurs with *f, l, s,* and *z* after short vowels, consonant letter doubling happens in two other cases:

1. In the middle of two-syllable words starting with a closed syllable:  
*button    possum    ribbon    summon    ballad*
2. When using the doubling rule for adding suffixes that begin with vowels:  
*chipping    scrapped    slotted    luggage    reddest*

Let's practice these new doubling challenges.



### Syllable Junctions

To help Tara read and spell a longer word, I show her how to divide the word into smaller chunks. The logical chunks are syllables—chunks with a vowel sound. When you see a doubled consonant in the middle of a word, divide the syllables between the two consonants. Then, the vowel sound in the first syllable will be short, because the syllable is closed (ends with one or more consonants.) For example:

hop/ping      rab/bit      cot/ton



## 4.1 Double Divide

- Read these words, then divide them into syllables between the doubled consonants.
- What kind of vowel sound is in the first syllable? **short**

madden    trapping    scrubber    gallon    sputter  
blizzard    slobber    buffoon    slimmest    flippant

## 4.2 Double Combine

- Look at each syllable in the left-hand column.
- Combine it with a syllable in the middle column and make a real word.
- Write the words you have made in the right-hand column.

|      |      |                   |
|------|------|-------------------|
| red  | sel  | <b>red</b> _____  |
| com  | pen  | <b>com</b> _____  |
| ves  | ten  | <b>ves</b> _____  |
| bliz | mit  | <b>bliz</b> _____ |
| buf  | nis  | <b>buf</b> _____  |
| mit  | fer  | <b>mit</b> _____  |
| ten  | den  | <b>ten</b> _____  |
| hap  | zard | <b>hap</b> _____  |





## The Troubling Doubling Rule

Sometimes Tara and Yogi play tricks on me. For example, one time I was all set to go running and they hid all my shoes. It's times like these that I call the two of them "double trouble." There's also double trouble when we are trying to add suffixes to certain words, but it can be easier than you think. Put simply ...

- In a one-syllable word spelled with one vowel letter followed by one consonant letter,
- If the suffix starts with a vowel,
- Double the final consonant before adding the suffix.

hop + **ing** becomes hopping      flat + **er** becomes flatter

This double trouble rule only applies when you want to add suffixes that begin with vowels, such as *-ed*, *-ing*, *-est*, *-er*, *-age*, and *-ish*.

Another name for the doubling rule is the **one-one-one** rule:

**one** vowel + **one** consonant in **one**-syllable words means you must double the single consonant before adding a suffix that starts with a vowel.



### 4.3 Doubling by Rule

#### A. One-One-One

- Underline the words that fit the one-one-one pattern.

|            |             |              |             |            |
|------------|-------------|--------------|-------------|------------|
| <u>cob</u> | cost        | fist         | <u>fit</u>  | steep      |
| <u>sit</u> | sift        | <u>strap</u> | hoot        | <u>pot</u> |
| clamp      | <u>clam</u> | claim        | <u>prod</u> | pond       |

#### B. Suffix Search

- Underline the suffixes that start with vowels.

|             |            |            |           |             |
|-------------|------------|------------|-----------|-------------|
| <u>-ing</u> | -ness      | <u>-er</u> | -ful      | <u>-est</u> |
| -less       | <u>-ed</u> | -ly        | <u>-y</u> | <u>-ish</u> |

### C. Double or Nothing

- In the chart below, combine each base word with a suffix.
- Remember to double if the one-one-one rule applies.
- In words that don't double, refer to the list of reasons below and write the correct letter in the middle column.
  - a) There is more than one final consonant letter
  - b) There is more than one vowel
  - c) The suffix starts with a consonant

| Base word + suffix | Why not double? | Write the whole word |
|--------------------|-----------------|----------------------|
| wag + ed           |                 | wagged               |
| fret + ing         |                 | fretting             |
| spend + er         | a               | spender              |
| skid + ing         |                 | skidding             |
| wait + er          | b               | waiter               |
| drip + less        | c               | dripleless           |
| smash + ed         | a               | smashed              |
| snap + ing         |                 | snapping             |
| float + er         | b               | floatier             |
| spit + ing         |                 | spitting             |





## 4.4 Seeing Double Speed Read

- Read with accuracy, going across the rows, and see if you can increase speed with a reread.
- Record your times.

|       |          |           |           |
|-------|----------|-----------|-----------|
| bit   | bitten   | bitter    | bitterly  |
| got   | gotten   | rotten    | forgotten |
| lug   | lugged   | logging   | clogging  |
| scrap | scrapped | strapping | strapless |
| mad   | madden   | madder    | maddest   |
| slip  | slipped  | slipping  | slippery  |
| trap  | trapped  | strapped  | strapping |
| scrub | scrubbed | scrubber  | scrubbing |

T1: \_\_\_\_\_ T2: \_\_\_\_\_

## 4.5 Review: Dictation

- Dictate the words for students to write.
- If students misspell a word because they forget to double, remind them of the one-one-one rule.
- Give corrective feedback by showing correct spellings and having students fix their own mistakes.

- Write down the words you hear.
- Be alert for the words that need a doubled consonant.

- |                     |                    |
|---------------------|--------------------|
| 1. <b>brimming</b>  | 5. <b>neatest</b>  |
| 2. <b>clanking</b>  | 6. <b>snuggest</b> |
| 3. <b>strapless</b> | 7. <b>briskly</b>  |
| 4. <b>scrapping</b> | 8. <b>swatter</b>  |

# Morphemes in Anglo-Saxon Base Words

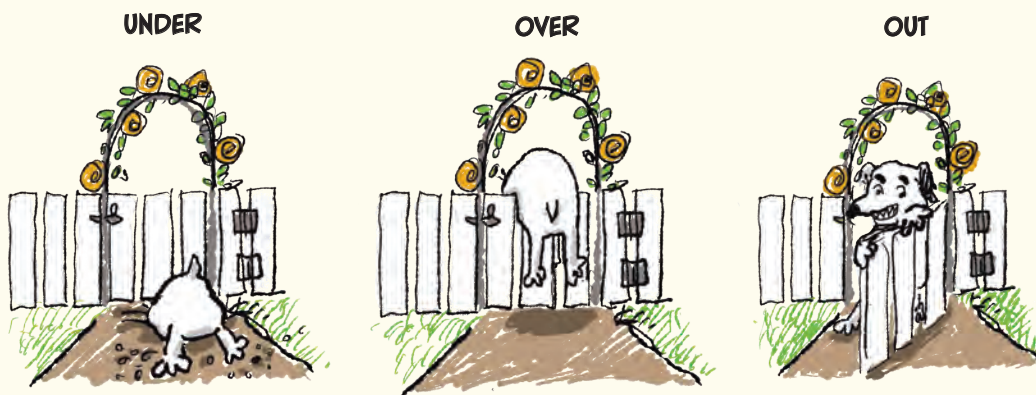
**Objective** • Construct words using Old English affixes and base words.



## Morphemes in Anglo-Saxon Based Words

Hey, do you remember our language layer cake? The tastiest layer is morphology. Morphemes include prefixes—added to the beginning of a root or base word—and suffixes, which are added to the end of a root or base word. Base words come from Anglo-Saxon or the Old English language, not Latin or Greek. Old English came out of West German tribes, including the Angles and Saxons, who invaded England between the fifth and sixth centuries. Many of our common words are made from base words with added morphemes.

To build words with Old English morphemes, we attach common prefixes and suffixes to base words. Many of the prefixes used with Old English words are **prepositions**. They tell us the position of something in space (*over, under, down, up*) or time (*pre, fore*).



# 5.1

## Word Construction Zone

- Work in teams.
- Build words from the base words *hand* and *stand*. Refer to a dictionary if you need help with making real words.
- Use the prefixes and suffixes given in the boxes.
- Write the words on the lines. Can you make at least 16 words?

| Hand or Stand  |  |
|--|--|
| Prefixes box   | Suffixes box   |
| be-    fore-    in-    over-    up-<br>with-    under-    un-    mis-    out-<br>re-    back-  | -ful    -less    -ly    -ing    -ed<br>-s    -some    -en    -ness    -es<br>-er    -est    -y    -able  |
| prefix + hand  | prefix + stand   |
| <u>beforehand, overhand,</u><br><u>underhand, backhand,</u><br><u>forehand, unhand ...</u><br>_____<br>_____<br>_____                                    | <u>withstand, understand,</u><br><u>misunderstand ...</u><br>_____<br>_____<br>_____   |
| hand + suffix  | stand + suffixes (and prefixes)  |
| <u>handful, handed, handsome,</u><br><u>handy, handily, handiest,</u><br><u>handing, handless,</u><br><u>handiness, handedness ...</u><br>_____<br>_____ | <u>standing, upstanding,</u><br><u>outstanding, understanding,</u><br><u>misunderstandings,</u><br><u>understandable,</u><br><u>understandably ...</u><br>_____<br>_____ |



## 5.2

**Meaningful Moment**

Words from Old English have been used for hundreds of years. Over time many of the most commonly used words have shifted in meaning.

- How many different meanings can you find in the dictionary for the base words we just used?

| Word  | Meanings                             | Example sentence                                      |
|-------|--------------------------------------|---|
| hand  | <b>Body part</b>                     | <b>My hand hurts from writing too much.</b>           |
|       | <b>To pass, give, or take</b>        | <b>Please hand me the peas.</b>                       |
|       | <b>To help</b>                       | <b>Give me a hand moving the stove.</b>               |
|       | <b>Worker</b>                        | <b>He was a hired hand at the farm stand.</b>         |
|       | <b>Present</b>                       | <b>The time was at hand to start the game.</b>        |
| stand | <b>Upright on two feet</b>           | <b>Please stand up and look ahead.</b>                |
|       | <b>A holder</b>                      | <b>The music stand has clips.</b>                     |
|       | <b>Put up with</b>                   | <b>I can't stand pickles and prunes.</b>              |
|       | <b>A position or belief</b>          | <b>We stand for human rights.</b>                     |
|       | <b>A small, outdoor business</b>     | <b>At the farm stand we sell potatoes.</b>            |
|       | <b>A place to wait for transport</b> | <b>We waited at the taxi stand for the next ride.</b> |
|       |                                      |   |



### 5.3 History Lesson

- Notice how prefixes add to the meaning of the same base words below.
- Explain how the meaning of the word relates to the meaning of the prefix combined with the base word. (The first one is completed as an example.)
- You may be helped by checking the etymology, or history, of the words using a dictionary.

| Word        | Combined meaning   |
|-------------|--|
| overhand    | To hit or throw a ball with your hand over your shoulder.  |
| forehand    | <b>To hit or throw a ball with the palm of your hand facing the stroke.</b>  |
| backhand    | <b>To hit or throw a ball with the back of your hand facing the stroke.</b><br><b>Also: a type of rude or insulting comment.</b> |
| beforehand  | <b>Happening in advance; in front of the expected time.</b>  |
| withstand   | <b>To continue to stand while something else is trying to knock you down.</b>  |
| understand  | <b><i>Under</i> in this case means <i>among</i>. To be among or with. To keep up, stay with and comprehend.</b>                  |
| outstanding | <b>To be set apart so as to be noticed; also, debt that is due—not yet paid.</b>   |
| upstanding  | <b>Honest and respected. <i>Up</i> in the sense of <i>above</i> or <i>higher</i>.</b>  |
| bystander   | <b>To be near (by) something taking place but not take part.</b>   |

## 5.4 Compound Interest

Affixing, or adding, common prefixes and suffixes is one way to build longer words in Old English. Compounding by combining base words is the other way.

- In 4 minutes, maybe while doing a *handstand*, how many compound words can you form from the two base words *hand* and *stand*?

| hand                          | stand                       |
|-------------------------------|-----------------------------|
| handsaw, handoff, handout,    | standby, standup, standout, |
| handbag, handwritten,         | standoff, standpoint,       |
| handpick, handhold, handcuff, | standstill ...              |
| handrail, handbook, handheld, |                             |
| handgrip, handpicked,         | bedstand, nightstand,       |
| handmade, handblown,          | inkstand, bookstand,        |
| handshake ...                 | bandstand, newsstand,       |
|                               | washstand, kickstand,       |
| cowhand, barehand, dockhand,  | grandstand ...              |
| freehand, deckhand, farmhand, |                             |
| firsthand, thirdhand,         |                             |
| stagehand, shorthand ...      |                             |





## 5.5 Speed Read

- In these longer words, underline the base words.
- Then read the list, going across the rows. Can you keep your accuracy but increase speed on a second read?
- Record your times.

|                     |                     |                         |
|---------------------|---------------------|-------------------------|
| fore <u>hand</u>    | over <u>hand</u>    | back <u>handed</u>      |
| handy               | long <u>hand</u>    | handstamp               |
| hand <u>some</u>    | under <u>handed</u> | open <u>handed</u>      |
| hand <u>picked</u>  | even <u>handed</u>  | even <u>handedness</u>  |
| standoff            | standstill          | standpoint              |
| withstand           | bandstand           | grandstand              |
| outstand <u>ing</u> | upstand <u>ing</u>  | freestand <u>ing</u>    |
| understand          | misunderstand       | understand <u>ingly</u> |

T1: \_\_\_\_\_ T2: \_\_\_\_\_

## 5.6 Review: Combining Morphemes

- Combine prefixes, base words, and suffixes to write whole words. Remember to double if the one-one-one rule applies.
- Then, read down the list of the whole words.

| Prefix | Prefix | Base word | Suffix | Suffix | Whole word            |
|--------|--------|-----------|--------|--------|-----------------------|
|        | for    | get       | ful    | ness   | <b>forgetfulness</b>  |
|        | be     | get       | ing    |        | <b>begetting</b>      |
| un     | for    | get       | able   |        | <b>unforgettable</b>  |
|        | under  | stand     | able   |        | <b>understandable</b> |
|        | out    | stand     | ing    | ly     | <b>outstandingly</b>  |
|        | up     | stand     | ing    |        | <b>upstanding</b>     |
| un     | fore   | see       | able   |        | <b>unforeseeable</b>  |
|        | over   | see       |        |        | <b>oversee</b>        |
|        |        | self      | ish    | ness   | <b>selfishness</b>    |
|        | un     | self      | ish    | ly     | <b>unselfishly</b>    |

## Making Sense with Syntax

**Objective** • Build a variety of sentences with nouns, verbs, adjectives, and adverbs.



In Unit 1, we learned about syntax, or the order of words in sentences, as the top layer of the language layer cake. We also learned the names for the jobs that words do in sentences.

**adjective**

Hopeful

**noun**

Yogi

**verb**

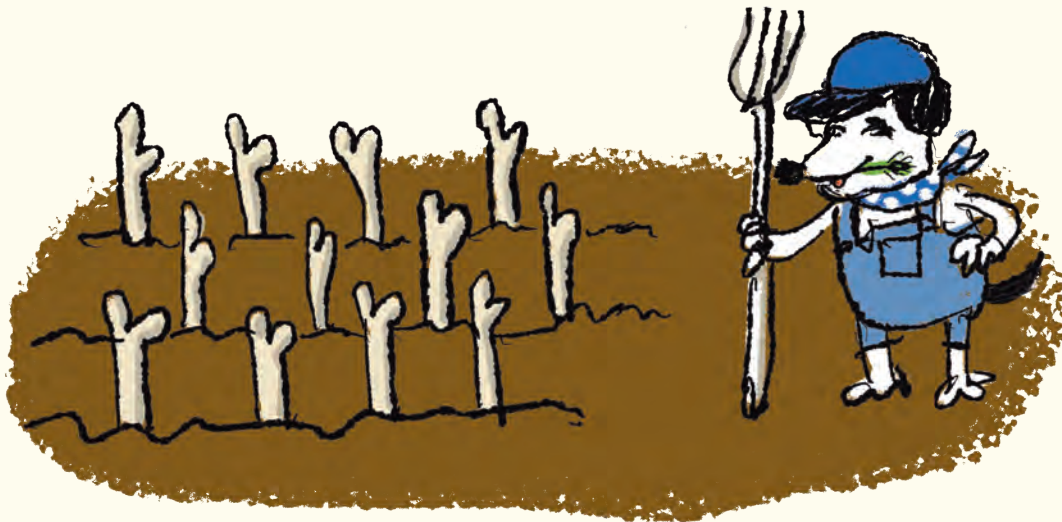
plants

**noun**

bones

**adverb**

carefully.



## 6.1 Parts of Sentences

- Let's review the parts of this sentence: Clever Tara skateboards well.
- Identify the word and what job it has in the chart below.

| Part of speech                       | Word        | Job (used for what purpose?)              |
|--------------------------------------|-------------|---|
| Noun<br>(who or what)                | Tara        | To name persons, places, things, or ideas |
| Verb<br>(action)                     | skateboards | To state or describe an action            |
| Adjective<br>(which ones, what kind) | clever      | To say more about or to describe the noun |
| Adverb<br>(how)                      | well        | To describe or say more about the action  |

## Sentence Variety

Sentences can vary in syntax or in the order of their parts, and they can vary in the amount of their detail. To see how, start simply. The first sentence frame below is simple. Then add one kind of detail to each additional sentence frame. Notice the kinds of questions each added detail answers and where it fits. Doing so will help you understand the jobs different types of words, like adjectives and adverbs, have in a sentence, and about the order of words in sentences.

## 6.2 Build Sentences

- Fill in the slots with words that answer the question. Don't leave any necessary slots blank.
- Note that some of the verbs or action words will be followed by nouns; others will not.

### A. Write simple sentences.

| What/who? (noun) | Does what? (verb) | What/who? (noun) |
|------------------|-------------------|------------------|
| Yogi             | chased            | a frisbee        |
|                  |                   |                  |
|                  |                   |                  |

**B. Add an adverb to describe how the action was done.**

| What/who?<br>(noun) | How? (adverb) | Does what?<br>(verb) | What/who?<br>(noun) |
|---------------------|---------------|----------------------|---------------------|
| Hari                | deftly        | opened               | the package         |
|                     |               |                      |                     |
|                     |               |                      |                     |

**C. Describe the noun with an adjective that tells which one or what kind.**

| Which one, what kind?<br>(adjective) | What/who? (noun) | How? (adverb) | Does what? (verb) |
|--------------------------------------|------------------|---------------|-------------------|
| The soccer                           | player           | quickly       | scored            |
|                                      |                  |               |                   |
|                                      |                  |               |                   |

**D. Add the noun that receives the action.**

| Which one, what kind?<br>(adjective) | What/who?<br>(noun) | How? (adverb) | Does what?<br>(verb) | What/who?<br>(noun) |
|--------------------------------------|---------------------|---------------|----------------------|---------------------|
| Forgetful                            | Tara                | suddenly      | remembered           | her homework        |
|                                      |                     |               |                      |                     |
|                                      |                     |               |                      |                     |



## Show What You Know

### Short Vowels and Consonants

In this unit, we looked at four ways that short vowels in closed syllables need consonants, including:

- The final /f/, /l/, /s/, and /z/ doubling rule (*stuff, well, miss, jazz*)
- Two- and three-letter consonant graphemes for final consonants (*hack, dodge, switch*)
- Final consonant blends with nasal sounds (*splint, blimp, junk*)
- The one-one-one doubling rule for adding suffixes that start with vowels (*grabbing, quitter, reddish*)

### 1. Round up the graphemes.

#### A. Phoneme-Grapheme Matching

- Segment the phonemes in each word, saying each one separately.
- Decide how many phonemes there are in the word.
- Write the graphemes that stand for each sound in the words below.

| Word   | 1  | 2 | 3   | 4   | 5 |
|--------|----|---|-----|-----|---|
| fling  | f  | l | i   | ng  |   |
| shack  | sh | a | ck  |     |   |
| snatch | s  | n | a   | tch |   |
| badge  | b  | a | dge |     |   |
| gloss  | g  | l | o   | ss  |   |
| swell  | s  | w | e   | ll  |   |
| duff   | d  | u | ff  |     |   |
| jazz   | j  | a | zz  |     |   |

## B. Word Sort

- Sort the words in the Word Bank by the final grapheme. Add any more words you know with the same final graphemes.

### Word Bank:

fling      switch      gloss      slack      frizz      grudge  
 swell      chuck      scuff      pledge      strung      clutch

| ng              | ck             | tch              | dge              |
|-----------------|----------------|------------------|------------------|
| fling<br>strung | chuck<br>slack | switch<br>clutch | pledge<br>grudge |

| ss    | ll    | ff    | zz    |
|-------|-------|-------|-------|
| gloss | swell | scuff | frizz |

## C. Final Blend Cloze

- Make real words by completing the consonant blends.

| L-blends<br>-ld -lk<br>-lp -lt  | S-blends<br>-sk -sp<br>-st                         | Nasal blends<br>-mp -nt -nd<br>-nch -nge -nk               |
|---------------------------------|--|--|
| scol    scal<br>mil    spel     | flas    fris<br>cris    crus<br>wris    clas       | stom    clin<br>stun    frin<br>gran    spun               |
| scold<br>milk<br>scalp<br>spelt | flask<br>crisp<br>wrist<br>frisk<br>crust<br>clasp | stomp<br>stunt<br>grand/grant<br>clinch<br>fringe<br>spunk |



## 2. Review the troubling doubling rule.

- In the chart below, combine each base word with a suffix.
- Remember to double if the one-one-one rule applies.
- In words that don't double, refer to the list of reasons below and write the correct letter in the middle column.
  - a) There is more than one final consonant letter
  - b) There is more than one vowel
  - c) The suffix starts with a consonant

| Base word + suffix | Why not double? | Write the whole word |
|--------------------|-----------------|----------------------|
| drag + ed          |                 | <b>dragged</b>       |
| train+ ing         | <b>b</b>        | <b>training</b>      |
| bliss + ful        | <b>c</b>        | <b>blissful</b>      |
| lug + ed           |                 | <b>lugged</b>        |
| crisp + y          | <b>a</b>        | <b>crispy</b>        |
| weed + ed          | <b>b</b>        | <b>weeded</b>        |
| surf + er          | <b>a</b>        | <b>surfer</b>        |
| spin + ing         |                 | <b>spinning</b>      |
| flood + ed         | <b>b</b>        | <b>flooded</b>       |
| strap + less       | <b>c</b>        | <b>strapless</b>     |

### 3. Dictation Station

- Listen to the dictated word.
- Repeat the word before writing it.

1. **sunny**

2. **sunless**

3. **trapper**

4. **stretcher**

5. **helpless**

6. **bitten**

7. **slinging**

8. **plumper**

- Dictate the words for students to write.
- If students misspell a word because a sound is left out of a blend, ask them to segment the sounds slowly.
- Give corrective feedback by showing correct spelling and having students fix their own mistakes.

### 4. Recognize Anglo-Saxon morphemes.

In each word below:

- Underline the base word.
- Circle any prefix.
- Box any suffix.

beforehand **beforehand**

overtaken **overtaken**

undertaker **undertaker**

handedness **handedness**

withstand **withstand**

foreseeable **foreseeable**

misunderstandings **misunderstandings**

**Congratulations, spellographers! You've finished Unit 3!**





# A FUN guide to better spelling

**TEACHER LESSON BOOK A**  
UNITS 1-6