

TEACHER LESSON BOOK B

SPELLOGRAPHY

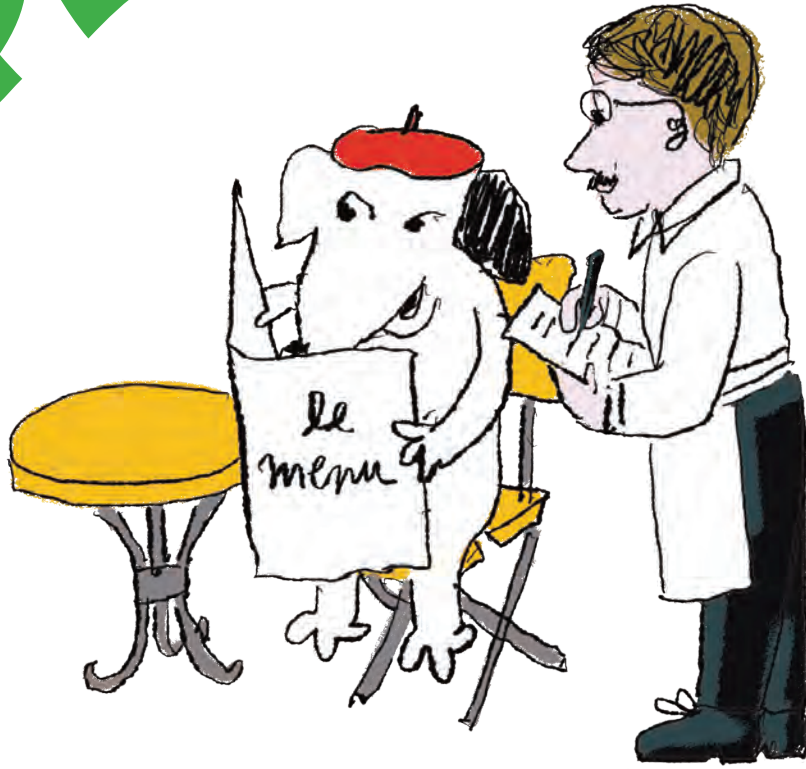
Louisa Moats
and Bruce Rosow



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SPELLOGRAPHY



A Fun Guide to Better Spelling

Teacher Lesson Book

Book B
Units 7–12

Louisa Moats
and
Bruce Rosow

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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.

I ♥ Juliet.
She is my ☺.

LOL, I ♥ kayaking.





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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?

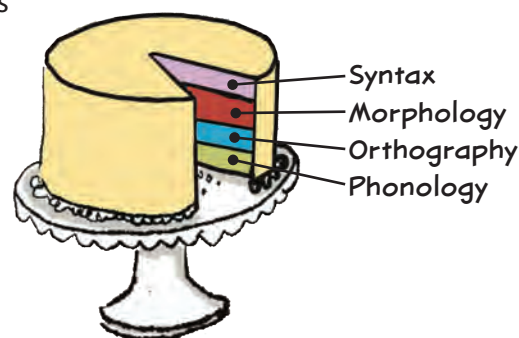
Spellography is designed especially for the following:

- (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, exploring morphemes, and finally, 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 has a teacher edition with answers and annotations and a student edition. *Spellography* will typically be used with fourth-grade and fifth-grade students. Teachers use the Book A *Spellography* Survey (see *Spellography* Resources online, page F22) to determine whether students should start the program in Book A or Book B. If students have successfully completed Book A, teachers can use the Book B *Spellography* Survey to determine whether students should continue the program in Book B 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* 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	7–12	Each unit = 6 lessons + unit review
Book C	13–18	Each lesson = about 30 minutes
Book D	19–24	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 instruction 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 Book A and addressed in each book. As units progress, connections are made among 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.

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As students 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 while 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*), **substitution** (in *pat*, change /p/ to /k/ = *cat*), and **reversal** (reverse the phonemes to say the new word: *spots/stops*).

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

The Vowel Valley

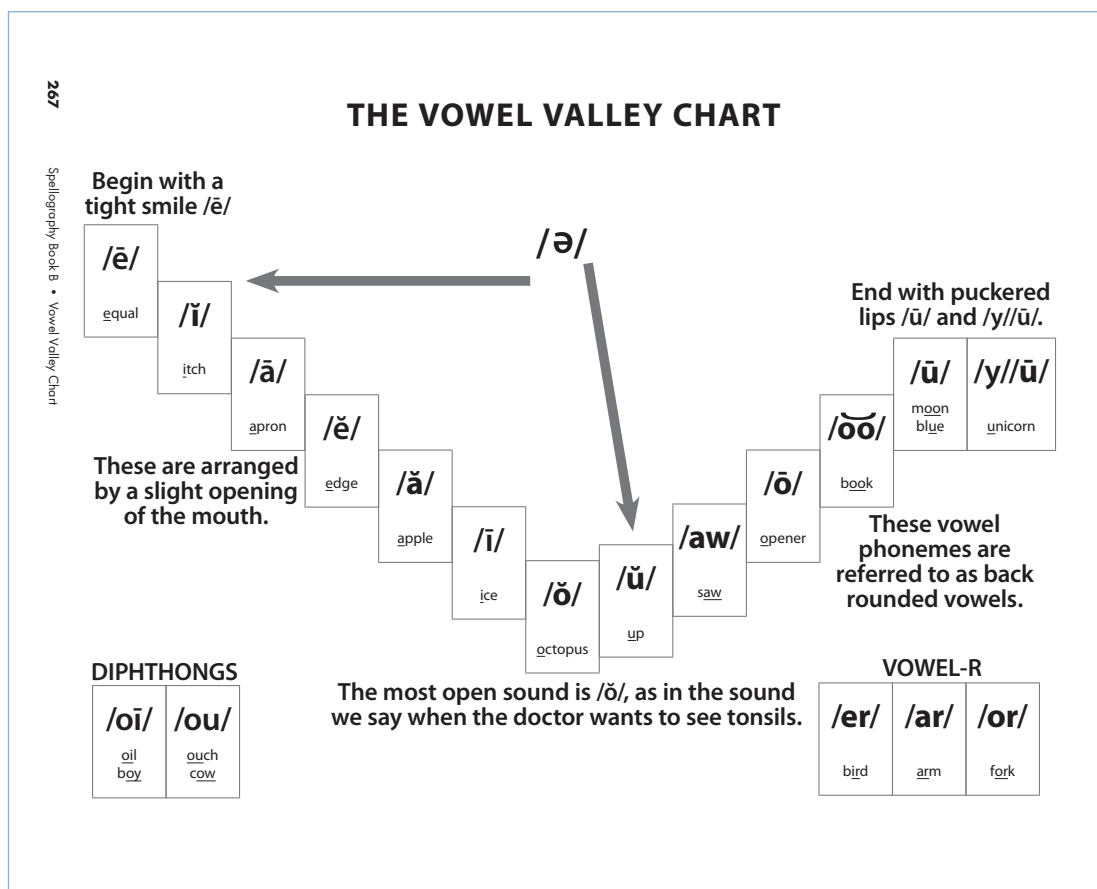
You will use the full-page version of the Vowel Valley Chart, page 267, to explain to students that the valley represents how the shape of the mouth and jaw changes while articulating the eighteen vowels of English. Starting at the top with /ē/ (as in *equal*), the mouth begins with a smile and the jaw 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 /oī/ (*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 /oī/ (*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 268 to explain to students how consonant sounds are articulated. The twenty-five 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 First Phoneme Unvoiced	/p/			/t/		/k/	
	Second Phoneme Voiced	/b/			/d/		/g/	
	Nasal Voiced	/m/			/n/		/ng/	
	Fricatives First Phoneme Unvoiced		/f/	/th/	/s/	/sh/		/h/
	Second Phoneme Voiced		/v/	/th/	/z/	/zh/		
	Affricates First Phoneme Unvoiced					/ch/		
	Second Phoneme Voiced					/j/		
	Glides First Phoneme Unvoiced	/wh/				/y/		
	Second Phoneme Voiced	/w/						
	Liquids Voiced				/l/	/r/		

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Spellography Book B • Consonant Chart

Page 268

Orthography: Sound and Letter Correspondences

Each lesson introduces and/or reinforces sound and letter correspondences. Examples and discussion are provided before students apply what they have learned to 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 the 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 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.

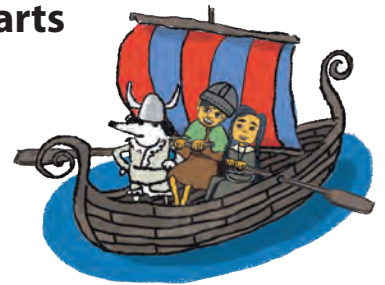


Dictation

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 B

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

Unit 7, Cheering at the Bots Match – Overview

In this unit, students meet the h-sisters (*sh, th, ch, wh, and ph*) and two-letter graphemes (digraphs) in initial position. Next, they explore three phonemes represented by the grapheme *ch*, related to language of origin, and the spelling of /ch/ in final position. How to add past tense and plural suffixes is reviewed. Students learn to distinguish the uses of suffixes *-ing* and *-en*, and they learn the difference between content and function words in sentences.

Practice and Objectives:


	Phonology	Orthography	Morphology	Syntax/Usage
1	Discriminate affricates /j/ and /ch/.	Recognize digraphs; spell words with digraphs in initial position. Recognize three sounds represented by /ch/, and when to use <i>-tch</i> .		
2	Distinguish voiced and voiceless <i>th</i> .	Use homophones <i>their, there, they're</i> accurately; match phonemes to graphemes in words with digraphs and trigraphs.		
3		Spell words with /ch/ in final position of learned syllable types.	Add <i>-ed</i> to words ending in /ch/.	
4		Sort final /ch/, /j/, or /k/ spellings by syllable type.	Add plural suffixes.	
5			Distinguish and use suffixes <i>-ing</i> and <i>-en</i> ; build words with Old English morphemes.	
6				

Unit 7 Review

UNIT 8, Perfect Storm – Overview

In Unit 8, students explore the mysterious connections between vowels and *r*. Consonants /l/ and /r/ are both liquid consonants. Liquid sounds spill backwards, soaking into the previous vowel phoneme. In addition, there are many spellings for /er/ and /or/, and to sort some of them out, students must consider the meaning and origin of words. In this unit, students also learn about the common Old English suffix *-ward* and the Latin root *vers/vert*, and how to use them to build words. They also practice knowing when and why to use apostrophes in words.

Practice and Objectives:


	Phonology	Orthography	Morphology	Syntax/Usage
1	Detect vowel-r combinations in speech.	Sort words with vowel-r spellings, including the <i>-er</i> suffix meaning <i>more than</i> .		
2		Examine sounds of vowel-r spellings.	Understand meaning and use of suffixes <i>-er</i> , <i>-or</i> , and <i>-ar</i> .	
3		Understand and apply the change <i>y</i> rule for endings.	Sort words with <i>-er</i> suffixes by their sound; add <i>-er</i> to words ending in <i>y</i> .	
4		Revisit syllable types and word usage.	Determine spellings of vowel-r suffixes based on meaning and usage.	
5			Identify the meaning of homophones; build words by adding affixes to both Anglo-Saxon and Latin-based words and roots.	
6				Understand that some words ending in <i>-er</i> can be both nouns and verbs; distinguish <i>your</i> , <i>yore</i> , and <i>you're</i> ; and use apostrophes in contractions.

Unit 8 Review

UNIT 9, Thanks to Old English, and More! – Overview

Students travel back in time in this unit, where they first focus on consonant spellings in closed syllables. They review chameleon and complex consonant spellings including hard/soft *c* and *g*, as well as *n*, *th*, *ch*, and *qu*. They also review final consonant spellings for /k/, /j/, and /ch/ as determined by syllable type. Students practice applying rules for endings with *-ed* and plural suffixes. They contrast how words are built with Old English base words and Latin roots. Last but not least, students review four parts of speech, including nouns, verbs, adjectives, and adverbs, and the questions they answer in sentences.

Practice and Objectives:

	Phonology	Orthography	Morphology	Syntax/Usage
1	Orally manipulate phonemes in words with blends.	Review consonant blend spellings.	Examine the meaning of Anglo-Saxon compounds; build compound words.	
2		Review nasal consonants in ending blends.	Build words from Anglo-Saxon base words, prefixes, and suffixes.	
3		Review closed syllables and the doubling rule.	Examine some Old English past tense forms.	
4		Review spellings for /k/, including <i>qu</i> and <i>x</i> .	Add the plural and practice the silent <i>e</i> rule for adding suffixes.	
5		Review hard/soft <i>c</i> and <i>g</i> and complex final consonants.	Add suffixes to build longer words.	
6		Review complex consonant spellings.	Add prefixes to base words and roots.	Identify parts of speech of words in sentences by asking and answering questions.

Unit 9 Review

UNIT 10, Singing the Vowels – Overview

Students take a closer look at vowels in this unit and are reminded that syllables are houses for vowels. They use the Vowel Valley Chart to build accurate vowel sound identification. Students learn to identify syllable junctures in multi-syllable words by exploring syllable accent and schwa. They also review the three rules for adding suffixes: the doubling rule, the silent *e* rule, and the change *y* rule. They build sentences using the conjunction *so*.

Practice and Objectives:

	Phonology	Orthography	Morphology	Syntax/Usage
1	Compare and map vowels by mouth position.	Learn about open syllables, and explore how a syllable is a house for a vowel.		
2	Place short and long vowels on the Vowel Valley Chart.	Sort words with short and long vowels by written syllable type and vowel sound.		
3	Sort and map words with mid-low and back vowels. Review accented syllables and identify schwa.	Practice consonant doubling rules and patterns.		
4	Introduce diphthong vowels: /ī/, /y//ū/, /ou/, /ōī/.	Investigate position spellings for /ōī/.	Review the silent <i>e</i> rule.	Explain homographs <i>use</i> (n) and <i>use</i> (v).
5	Identify and manipulate vowel-r phonemes.	Identify vowel-r spellings. Review the change <i>y</i> rule. Use pronunciation to remember how to spell irregular words.	Add suffixes to words ending in letter <i>y</i> .	
6		Sort written syllables by type.	Investigate syllable accent and schwa.	Make sentences using the conjunction <i>so</i> .




Unit 10 Review

UNIT 11, Bo, the Crazy Robot – Overview

Students build on their study of long vowel spellings by further investigating open syllables. They learn that the common places to look for open syllables include in the middle of donuts (just for fun!)—actually, in the first and last syllable in words and in open prefixes and suffixes. They again review all three rules for endings. Students continue their study of syllable accent and schwa vowels. They sort Old English base words and Latin roots and build words using Old English and Latin morphemes. Finally, they practice identifying adjectives and adverbs as they unscramble sentences.

Practice and Objectives:

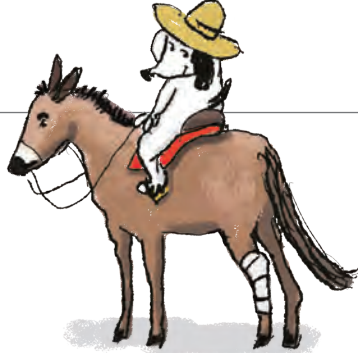
	Phonology	Orthography	Morphology	Syntax/Usage
1	Contrast long and short vowel sounds in words.	Explore open syllables; identify chameleon graphemes <i>i</i> and <i>y</i> in open syllables.	Build Old English words using open syllable prefix <i>be-</i> and base words <i>go</i> and <i>do</i> .	
2	Identify syllable accent and schwa.	Identify syllable accent and schwa with homographs; contrast open and closed syllables.	Practice the doubling rule and the silent <i>e</i> rule for adding suffixes.	
3		Investigate VCV syllable division; sort chameleon vowels <i>i</i> and <i>y</i> by position in open syllables.	Review and apply the change <i>y</i> rule for adding suffixes.	
4		Review VCV syllable division.	Explore open syllable prefixes. Sort Old English base words from Latin roots, then build words adding open syllable prefixes.	
5	Identify accented and unaccented syllables.	Learn patterns of open <i>a</i> and <i>o</i> in final position including rules for adding the plural to final open <i>o</i> words.	Investigate word etymology including the word <i>iota</i> .	
6			Sort Old English base words and Latin roots; build words using open prefixes <i>re-</i> and <i>de-</i> ; compare adjective suffix <i>-y</i> and adverb suffix <i>-ly</i> .	Identify adjectives and adverbs while unscrambling sentences.

Unit 11 Review

UNIT 12, Wise Mule – Overview

In this unit, students continue their tour of syllables by reviewing VCe syllables. They practice contrasting VCe syllables with closed, open, and vowel-r syllables, and they learn more about accent shift in two or more syllable words. Students continue to sort and build words with Old English base words and Latin roots, using compounding and affixing forms. Two new VCe suffixes are introduced: *-ate* and *-ize*.

Practice and Objectives:

	Phonology	Orthography	Morphology	Syntax/Usage
1	Auditorily identify long and short vowels.	Review VCe syllables and understand the two jobs of silent <i>e</i> .	Practice the drop silent <i>e</i> rule when adding a suffix.	
2		Contrast VCe with closed syllables. Chunk longer words into parts, by syllable and by morpheme.	Build longer words with Old English affixing and compounding forms.	
3	Increase fluency with long/short vowel substitution.	Locate morpheme and syllable boundaries mixing VCe, closed, and open syllables. Divide and combine syllables in longer words.	Practice the doubling rule and drop silent <i>e</i> rule for suffixes. Build and compare words using the Old English suffixes <i>-ward</i> and <i>-wise</i> .	
4		Make new vowel-r words by adding silent <i>e</i> . Review syllable juncture patterns in two-syllable words with closed and VCe syllables.	Sort and build words with Old English base words and Latin roots using Old English and Latin affixes.	
5	Identify syllable accent in multi-syllable words.	Identify accented syllables and schwa vowels. Divide words into syllables.	Introduce the suffix <i>-ate</i> , noting how accent informs usage.	
6		Investigate syllable accent and accent shift in words with more than one syllable.	Introduce the meanings and uses for suffix <i>-ize</i> .	Write sentences with verbs having the <i>-ize</i> suffix.

Unit 12 Review

Book B Review

After completing the Book B Review, give students the Book B Spellography Survey.

Book B Review

Allow one to three lessons to complete this final review of Book B 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 B *Spellography* Survey to students again (see *Spellography* Resources online). If there is a particular concept still giving students difficulty, provide additional practice by using the exercises from previous Book B units. See the Book B 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 C.

Spellography Resources Online

Create a free log-in and access the downloadable surveys at <https://www.tools4reading.com/tools4teachers>.

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.



Cheering at the Bots Match

UNIT

7

Unit 7 Overview

Welcome to Book B of *Spellography*! In this book, we continue exploring the layers of language with Hari, Tara, and, of course, Yogi. In Unit 7, we'll get a little help from bots—robots, that is. There's so much more to learn to become a spellographer, so let's get started.

Lesson 1: Spellings for /ch/

Recognize digraphs; spell words with digraphs in initial position. Recognize three sounds represented by /ch/ and when to use *-tch*.

Lesson 2: Digraph *th*

Distinguish voiced and unvoiced /th/; use homophones *their*, *there*, *they're* accurately; match phonemes to graphemes in words with digraphs and trigraphs.

Lesson 3: Digraphs at the End of Words

Spell words with /ch/ in final position of learned syllable types, and add the past tense suffix *-ed* to those words.

Lesson 4: Four Syllable Types and the Plural

Sort final /ch/, /j/, or /k/ spellings by syllable type; add plural suffixes.

Lesson 5: Sorting Out Suffixes

Distinguish and use suffixes *-ing* and *-en*; build words with Old English morphemes.

Lesson 6: Using Content and Function Words

Understand the distinction between content and function words, using *th* words as examples, and use *then* and *than* in context.



Spellings for /ch/

- Objectives**
- Recognize digraphs; spell words with digraphs in initial position.
 - Recognize three sounds represented by /ch/ and when to use *-tch*.



Welcome back! It's great to have a group of aspiring spellographers to share our adventures!

Remember my soccer friends, Cory, Cece, and Kyeem? Well, Cece and Kyeem have been telling each other secrets lately. During soccer practice, Cece whispers to Kyeem and Kyeem waves to Cece. After practice, they sit together and take notes. Cory, Yogi, and I are curious about their secret. What are they up to?

Chameleons and Digraphs

Spelling rules can be puzzling, too.

After practice today, I had to go home and help Tara with her studies. We reviewed the fact that many of our letters are like chameleons: they can stand for different sounds depending on their position in a word. We also studied some two-letter graphemes—the digraphs—where most of the time neither letter stands for the sound that the combination represents.

For example, look at the three sounds that the digraph *ch* can spell.

chop = /ch/ /ō/ /p/ *chef* = /sh/ /ě/ /f/ *chord* = /k/ /or/ /d/

Let's practice listening closely to the sounds spelled by digraphs. Notice that /sh/, /ch/, and /j/ sound and feel a lot alike. Be careful not to confuse the unvoiced phoneme /ch/ with voiced /j/, and notice how /ch/ is stopped but /sh/ is continuous.



1.1 Phoneme Practice

A. Word Chaining

- Listen as the first word is read out loud.
- Repeat the word as you place one colored marker to show each sound you hear in the word.
- Listen to the next word and identify how it has changed.
- Show changes by substituting, deleting, or reversing the order of the markers.

B. Substitution

- Repeat the word your teacher reads out loud.
- Then listen for which phoneme to replace; example: change /ch/ to /j/.
- Substitute the phoneme and say the new word.

A. Set 1
beep, cheep, peep, peach,
pitch, chip

A. Set 2
chap, lap, latch, catch,
cash, shack

B.
choice /ch/ to /j/ = Joyce
jeez /j/ to /ch/ = cheese
cheap /ch/ to /sh/ = sheep
chop /ch/ to /sh/ = shop
ditch /ch/ to /sh/ = dish
chain /ch/ to /j/ = Jane
junky /j/ to /ch/ = chunky
shoe /sh/ to /ch/ = chew
crutch /ch/ to /sh/ = crush
wash /sh/ to /ch/ = watch

- Do these exercises orally with students.
- Keep the pace lively (3–5 minutes).

- 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.

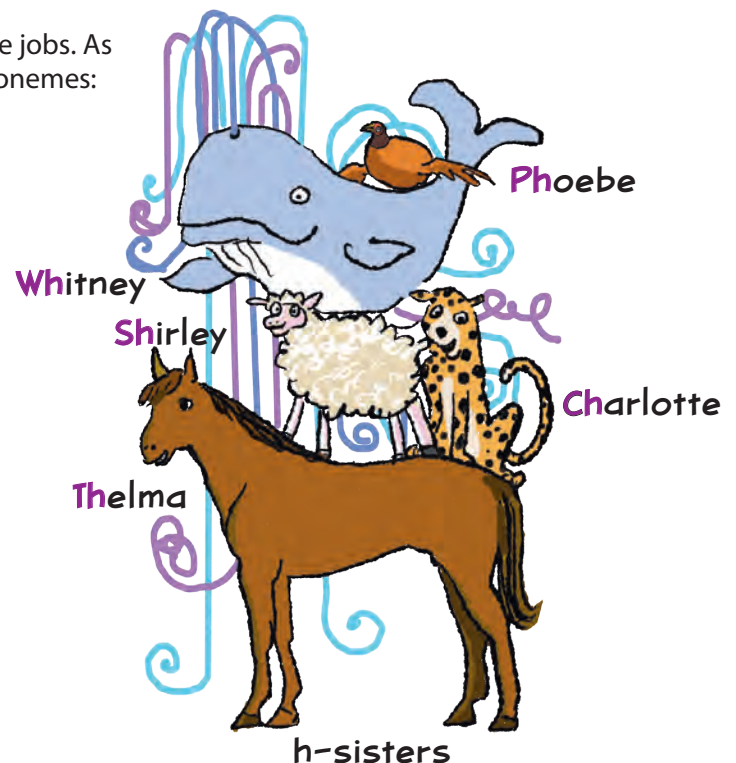
About Digraphs

Two-letter graphemes, called **digraphs**, are often found in the initial position of a word or at the beginning of syllables. *Di* means “two” and *graph* means “writing.” The crazy thing about the letters in most digraphs is that neither letter alone spells the sound that the combination represents.

The **h-sisters** form a family of two-letter consonant graphemes, or digraphs. Let’s meet them: *sh*, *th*, *ch*, *wh*, and *ph*.

The *ch* digraph is special because it has three jobs. As you will see, it represents three different phonemes: /ch/, /sh/, and /k/.

A **digraph** is a two-letter combination representing a single speech sound.



1.2 Phoneme-Grapheme Matching

- Read each word out loud.
- Segment the phonemes, saying each one separately. Decide how many phonemes there are in the word.
- Write the graphemes that stand for each sound in the boxes. Use one box for each phoneme in the word.

Word	1	2	3	4	5
phone	ph	o	n(e)		
chop	ch	o	p		
whack	wh	a	ck		
thing	th	i	ng		
show	sh	ow			
chord	ch	or	d		
chef	ch	e	f		
this	th	i	s		

Discuss these questions orally with students.

- Now, answer these questions:

Which word uses *ch* for /ch/? **chop**

Which word uses *ch* for /k/? **chord**

Which word uses *ch* for /sh/? **chef**



The chef chops.

1.3 Chief Chef

- Sort these words based on the phoneme that *ch* spells.
- Add more words to each column if you can.

chug chalet chum choral chomp chrome
 chord chef chess chop orchid chemistry
 chagrin chronic cachet schism chiffon cheese

ch = /ch/ (chat)	ch = /k/ (scholar)	ch = /sh/ (machine)
chug	choral	chalet
chum	chrome	chef
chomp	chord	chagrin
chess	orchid	cachet
chop	chemistry	chiffon
cheese	chronic	(quiche, Charlotte, sachet ...)
(cherry, chin, chase, much ...)	schism	
	(schooner, Christmas, character ...)	

Read the words out loud with students to make sure they pronounce them correctly.

Spicy Origins of *ch* Sounds

The three different phonemes that *ch* spells generally come from three different language streams:

- /ch/ as in *church* is common in words from Old English.
- /k/ as in *character* is common in words taken from Greek.
- /sh/ as in *chef* is often found in words of French origin.



1.4 Closed Club

Let's review closed syllable patterns to understand how /ch/ is spelled at the end of closed syllables.

- Fill in the blanks to review a closed syllable.

A closed syllable has _____ **one** _____ vowel letter, followed by _____ **one or more consonants** _____, and the vowel sound is _____ **short** _____.

- In the table below, write "yes" if the word is spelled as a closed syllable. If not, write "no" and use the following letters to explain the reason it is not.
 - Has more than one vowel letter
 - Is not followed by one or more consonant guards
 - The vowel sound is not short

Word	Yes or No	Why not?	Word	Yes or No	Why not?
thief	No	a, c	shook	No	a, c
chip	Yes		check	Yes	
shape	No	c	phone	No	c

Spelling /ch/ with *-tch*

Short vowels in closed syllables are often followed by more than one consonant guard; for example:

- two- or three-letter consonant graphemes (*-tch, -ck, -ng, -dge*)
- final consonant doubles (*-ll, -ss, -ff*)
- blends (*-nt, -ld, -sk*)

Remember the Floss Rule:

Jeff will be a whizz at **chess**.

At the end of closed syllables, /ch/ is spelled in one of two ways:

1. **-tch** when /ch/ follows a short vowel
2. **-ch** in final blends after *n* (*pinch*) or *l* (*gulch*)

1.5 Quick Sort: Final /ch/

- Sort these words based on the final position for spelling /ch/ in closed syllables.

mulch stitch clinch clutch
 scratch belch scrunch pinch
 quenched squelch watch zilch

-tch	Final Consonant Blend	
	-nch	-lch
stitch	clinch	mulch
clutch	scrunch	belch
scratch	pinch	squelch
watch	quenched	zilch

1.6 Cloze Shop

- Complete these words using *-ch* or *-tch*. Read words as you complete them.
- Which rule did you follow? Write "a" or "b" in the chart.
 - tch* when /ch/ follows a short vowel
 - ch* after *n* (*pinch*) or *l* (*gulch*)

Word	Rule	Word	Rule	Word	Rule
cru <u> tch </u>	a	crun <u> ch </u>	b	bel <u> ch </u>	b
mul <u> ch </u>	b	sni <u> tch </u>	a	blo <u> tch </u>	a
scrun <u> ch </u>	b	squel <u> ch </u>	b	scra <u> tch </u>	a
in <u> ch </u>	b	la <u> tch </u>	a	bran <u> ch </u>	b





1.7 Speed Read

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

crutch	crunch	bench	belch
munch	mulch	pitch	pinch
stitch	stench	itch	inch
wretch	wrench	quench	squelch
mismatch	dispatch	unhitch	unstitch
unclench	retrench	outpunch	outpitch

T1: _____ T2: _____

1.8 Review: Dictation

- Dictate the words for students to write.
- Give corrective feedback by showing correct spellings and having students fix their own mistakes.
- Ask the questions about the words. Students can answer orally.

- Write down the words you hear.
- Remember the three different phonemes *ch* can spell.

- | | |
|-------------------|---------------------|
| 1. chop | 7. belch |
| 2. chomp | 8. scrunch |
| 3. chord | 9. scrunched |
| 4. chef | 10. blotch |
| 5. watch | 11. hinge |
| 6. watched | 12. badge |

Questions to ask once the words are written and checked:

Which word uses *ch* for /sh/? (*chef*)

From what language did it most likely come? (French)

Find three words that end in a trigraph (a 3-letter grapheme).
(*watch, blotch, badge*)

What is the sound of *-ed* in *munched* and *watched*? (/t/)

Why do these words end in that sound? (the final consonant /ch/ is unvoiced)

Digraph *th*

- Objectives**
- Distinguish voiced and unvoiced /th/.
 - Use homophones *their*, *there*, and *they're* accurately.
 - Match phonemes to graphemes in words with digraphs and trigraphs.



I've been thinking about why my two friends might be telling secrets. They're both in the technology club at school, and there is a lot of activity in that room these days with excited kids building this and that.

It made me think of another digraph that spells more than one sound: *th*. The two sounds are made with the tongue between the teeth. One *th* is voiced, as in *this* and *that*, and the other is unvoiced, as in *thimble* and *thingamabob*. You may have never thought of that!

This, That, and the Other Thing

Put your tongue between your teeth. Feel your throat as you say the first sound in *this*, *that*. Then say *thick*, *thin*.

The voiced sound in *this* makes your throat rumble and your tongue buzz. The symbol for the sound—the phoneme—is underlined, /th/.

The unvoiced or quiet sound in *thin* is a quiet airstream. We write that phoneme as /th/, without the underline.

Both are written as *th* when we're spelling words.



Do this phoneme activity orally with students.

2.1 Sound Substitution

Let's practice hearing the difference between /th/ and /th/.

- Listen to each word your teacher reads out loud.
- Then listen for which phoneme to replace.
- Substitute the phoneme and say the new word.

bath	/th/ to /sh/ = bash
thy	/ <u>th</u> / to /th/ = thigh
oath	/th/ to /f/ = oaf
thin	/th/ to /sh/ = shin
Ruth	/th/ to /f/ = roof
breathe	/ <u>th</u> / to /ch/ = breech
soothe	/ <u>th</u> / to /p/ = soup
with her	/ <u>th</u> / to /th/ = wither
miff	/f/ to /th/ = myth
thine	/ <u>th</u> / to /sh/ = shine
bathe	/ <u>th</u> / to /s/ = base

2.2 Quick Sort: th Words

- Sort these words based on how *th* sounds:

this	thud	thug	bathe	throb
thick	that	then	theft	thatch
they	oath	thus	them	breathe

Quiet th = /th/ (thin)		Noisy th = / <u>th</u> / (the)	
thug	thick	bathe	they
thud	thatch	this	thus
throb	oath	that	them
theft		then	breathe

Homophone Home: *They're, Their, and There*

A **homophone** is a word that sounds exactly like another word (or words) but is spelled differently and means something different. One sound, two meanings. A challenging homophone trio consists of *they're*, *their*, and *there*. Let's support our teachers by getting these straight.

There points to a place. *Here* is in *there*, right after the *t*. However, *there* is not *here*. It is there, a place farther away.

Their has an *i* inside: *their*. It refers to someone's stuff—their dog, their cat, their locker.

They're is a contraction that means "they are." A contraction is made of two words mashed together so hard that one word loses letters. An apostrophe marks the spot where letters are missing. The word *apostrophe* comes from Greek and means "to turn away," as in turning letters away.

Here are some other contractions:

they'd = *they would* *they're* = *they are* *they'll* = *they will*
we'd = *we would* *we're* = *we are* *we'll* = *we will*



2.3 Contraction Action

- Make a contraction out of the two words.
- Cross out the letter or letters in the second word that are lost or turned away in the contraction.
- Then write the contraction, remembering to place the apostrophe where the missing letter or letters were.

Cross out letters	Contraction	Cross out letters	Contraction
they + are	they're	we + are	we're
they + will	they'll	we + will	we'll
they + would	they'd	we + would	we'd



2.4 Where Are They?

- Fill in the blanks with *there*, *their*, or *they're* while you read these sentences out loud.

1. "If **they're** late again, we will start practice without them," Cory said.

When they got **there** late, they missed **their** chance to play right away.

2. "**They're** never going to tell us **their** secret," said Hari.

"**Their** sneaky behavior is odd, but **there**

may be a reason," said Cory. "**They're** probably ready to tell us what they've been up to."

3. After school **they're** going over to **their** friend's house. They asked us to go **there** with them to hang out.



2.5 Phoneme-Grapheme Matching with *ch*, *tch*, and *th*

- Read each word out loud.
- Segment the phonemes, saying each one separately. Decide how many phonemes there are in the word.
- Write the graphemes that stand for each sound in the boxes. Use one box for each phoneme in the word.

Word	1	2	3	4	5	6
thatched	th	a	tch	ed		
rematch	r	e	m	a	tch	
squelch	s	q	u	e	l	ch
nothing	n	o	th	i	ng	
think	th	i	n	k		
unlatch	u	n	l	a	tch	
chorus	ch	or	u	s		
bathe	b	a	th(e)			
stench	s	t	e	n	ch	

- Now, answer these questions:

Why do you put the graphemes *th*, *ch*, and *tch* in one box?

They stand for one unique sound.

What is the sound of *-ed* on *thatched*?

/t/

When do you use *-tch*?

Right after a short vowel.

What are the three sounds of *squ*?

/s/ /k/ /w/

Why is *ng* in one box, but *nk* is in two boxes?

***ng* stands for one sound; *nk* stands for two sounds.**

2.6 Review: Dictation

- Dictate the words for students to write.
- Optional: Dictate the sentence for students to write.
- Give corrective feedback by showing correct spellings and having students fix their own mistakes.
- Ask the questions about the words. Students can answer orally.

Questions to ask once the words are written and checked:

What are the two sounds represented by *th*? (/th/ and /th/)

What are the three sounds represented by *ch*? (/ch/, /sh/, and /k/)

In addition to *th* and *ch*, what are the other *h*-sisters? (*ph*, *wh*, and *sh*)

- Write down the words you hear.
- Remember the digraphs and trigraphs we studied.
- Recall the difference between *their*, *there*, and *they're*.

1. **bath**

6. **than**

2. **bathe**

7. **thank**

3. **then**

8. **with**

4. **thin**

9. **they're (they are)**

5. **both**

10. **thus**

Optional Sentence: They're going to take us there to see

their secret project.



Digraphs at the End of Words

- Objectives**
- Spell words with /ch/ in final position of learned syllable types.
 - Add the past tense suffix *-ed* to those words.



Guess what our friends have been building? Robots that play soccer! Yes, it's true. They're getting ready for their first match against another tech team.

Kyeem and Cece want us to come and cheer on their bots! I said that must be hard to program a robot to play a game like soccer. Learning to code, Kyeem said, is just like learning the rules of a new language. And that is something that I can understand.

Sounds of Suffix *-ed*

Today I'm helping Tara review some of the spelling concepts we've been studying, such as spelling /ch/ at the end of words. We're also practicing adding the past tense to those words.

Do you remember the three sounds for the suffix *-ed*?

-ed = /t/

-ed = /d/

-ed = /ɪd/

The robot **kicked** the ball. /k/ /ɪ/ /k/ /t/

Yogi **hugged** his trophy. /h /ʊ/ /g/ /d/

Kyeem **darted** for the goal. /d/ /ɑr / /t/ /ɪd/



3.1 Phoneme Tune-Up

- Have students turn to the Vowel Valley Chart on page 267.
- Dictate words for students.

A. The Long and Short of It

- Listen as your teacher reads a word out loud.
- Change a short vowel to long or a long vowel to short, and say the new word.

B. Vowel-r

- Listen as each word is read out loud.
- On your vowel chart, page 267, point to the vowel that matches the vowel-r sound in each word you hear.

C. Substitution

- Repeat the word your teacher reads out loud.
- Then listen for which phoneme to replace.
- Substitute the phoneme and say the new word.

A. Set 1

tut (toot), steep (step),
snack (snake), lied (lid),
bloat (blot)

A. Set 2

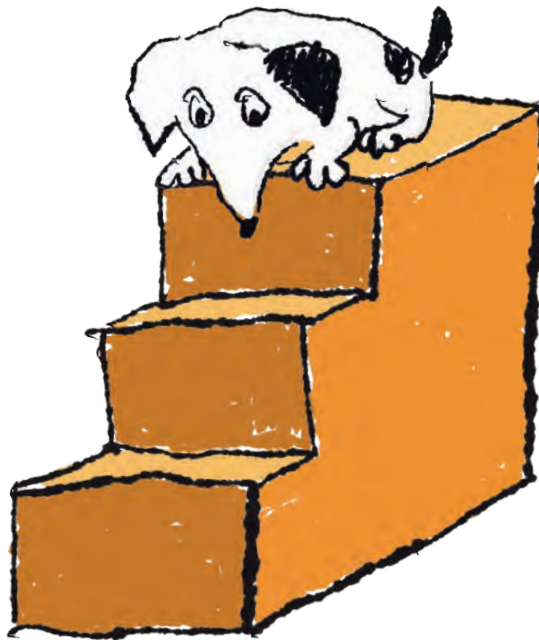
cloak (clock), wise (whizz),
bass (base), coop (cup),
fuse (fuzz)

B.

purr (/er/), pore (/or/),
par (/ar/), for (/or/), far (/ar/),
fur (/er/), spar (/ar/),
sport (/or/), spurt (/er/),
bore (/or/), burr (/er/),
bar (/ar/), store (/or/),
star (/ar/), stir (/er/)

C.

coach /ō/ to /ă/ = catch
arch /ar/ to /ě/ = etch
etch /ě/ to /ĩ/ = itch
mooch /ū/ to /ü/ = much
poach /ō/ to /ū/ = pooch
perch /er/ to /or/ = porch
ditch /ĩ/ to /ü/ = Dutch
peach /ē/ to /ă/ = patch
porch /or/ to /ar/ = parch



Watch out for the
steep step.

3.2 Phoneme-Grapheme Matching

- Read each word out loud.
- Segment the phonemes, saying each one separately. Decide how many phonemes there are in the word.
- Treat vowel-r combinations /er/, /ar/, and /or/ as one sound and one grapheme.
- Write the graphemes that stand for each sound in the boxes. Use one box for each phoneme in the word.

Word	1	2	3	4	5	6
birch	b	ir	ch			
screech	s	c	r	ee	ch	
scorch	s	c	or	ch		
parch	p	ar	ch			
snitch	s	n	i	tch		
stretch	s	t	r	e	tch	
pooch	p	oo	ch			
charcoal	ch	ar	c	oa	l	
arch	ar	ch				

- Now, answer these questions:

When do we use *-tch*?

After a short vowel.

Why do *or*, *ar*, and *ir* go in one box?

Because they stand for one vowel sound.

Why don't *screech* and *pooch* use *-tch* for /ch/? **Because the vowel is spelled with a vowel team, which usually spells a long vowel.**

Why does *-tch* go in one box?

It stands for /ch/, one sound.



3.3 Cloze Shop



- Complete these words using *-ch* or *-tch*. Read words as you complete them.
- Which rule did you follow? Write “a,” “b,” or “c” on the chart.

Rules for final /ch/:

- After a short vowel, use *-tch*.
- After a consonant or vowel-r, use *-ch*.
- After a vowel team, use *-ch*.

Word	Rule	Word	Rule	Word	Rule
coa <u>ch</u>	c	cru <u>tch</u>	a	sti <u>tch</u>	a
scra <u>tch</u>	a	pea <u>ch</u>	c	star <u>ch</u>	b
scor <u>ch</u>	b	sna <u>tch</u>	a	blea <u>ch</u>	c
squel <u>ch</u>	b	tor <u>ch</u>	b	flin <u>ch</u>	b

Exception Words!

If you have been thinking about words that don't follow this pattern, good for you! Like other things in life, rules and patterns are sometimes broken, including the *-tch* rule.

Here are the most common rule-breakers:

rich *such* *much* *attach*
which *sandwich* *bachelor*



3.4 Adding the Past Tense Suffix -ed

Let's review the three sounds of past tense suffix -ed.

- Add -ed to the words in the chart. Drop the silent e by putting a line through it.
- Say each word and write the phoneme for how -ed sounds.

-ed = /t/

-ed = /d/

-ed = /ɪd/

- If you use a suffix addition rule, note which one you used.

1. The doubling rule: If a one-syllable word ends in one vowel and one consonant, double the consonant before adding the vowel suffix.

Examples: *drip + ing = dripping* *hum + ed = hummed*

2. The drop silent e rule: If you add a vowel suffix, drop the silent e.

Examples: *cute + est = cutest* *prize + ed = prized*

Which rule did you follow?

Add -ed suffix	Sound	Rule	Add -ed suffix	Sound	Rule
clutch <u>ed</u>	/t/		pitch <u>ed</u>	/t/	
hug <u>ged</u>	/d/	1	coach <u>ed</u>	/t/	
bag <u>ged</u>	/d/	1	gouge <u>ed</u>	/d/	2
barge <u>ed</u>	/d/	2	screech <u>ed</u>	/t/	
branch <u>ed</u>	/t/		pledge <u>ed</u>	/d/	2

3.5 Speed Read



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

crunch	scrunch	scrunched	crunched
perch	search	searched	perched
torch	scorch	scorched	torched
belch	squelch	squelched	belched
barge	bridge	bridged	barged
edge	edged	hedged	hedged

T1: _____ T2: _____

3.6 Review: Dictation

- Dictate the words for students to write.
- Optional: Dictate the sentence for students to write.
- Give corrective feedback by showing correct spellings and having students fix their own mistakes.
- Ask the questions about the words. Students can answer orally.

- Write down the words you hear.
- Remember when to use *-tch* to spell the /ch/ sound at the end of a word.

- | | |
|-------------------|---------------------|
| 1. change | 6. pitched |
| 2. inch | 7. scorched |
| 3. smooch | 8. stretched |
| 4. starch | 9. chorus |
| 5. screech | |

Optional Sentence: The robot inched the ball closer to

the edge.



Questions to ask once the words are written and checked:

Which word uses *ch* for /k/? (*chorus*)

From what language did it most likely come? (Greek)

How do we spell /j/ on the end of *change*? (*ge*)

Find examples of *-tch* after a short vowel. (*pitched, stretched*)

Four Syllable Types and the Plural

- Objectives**
- Sort final /ch/, /j/, or /k/ spellings by syllable type.
 - Add plural suffixes.



Since my friends have been building robots, Tara and I have been thinking about what robots could do. It turns out that bots can do a lot. They explore places where humans can't go, like deep underwater and up into space. They help us drive cars and fly planes. They can do surgery. There are robot cats and dogs that keep people company. Robots can even play the saxophone. Tara likes that.

Tara asks, "Can robots spell, so that I don't have to study so much?"

Well, there is an editor tool you can use when you write on the computer, I tell her, but you have to know how to spell in order to use the editor and avoid mistakes!

Tara and I are next going to review the four syllable types that we've already learned. Don't worry, we'll learn them all before long.

Syllable Types

There are six basic written syllable types. We've learned four so far:

- closed syllables = short vowels
- vowel-consonant-silent e (VCe) = long vowels
- vowel-r = /er/, /ar/, /or/
- vowel teams = any kind of vowel sound

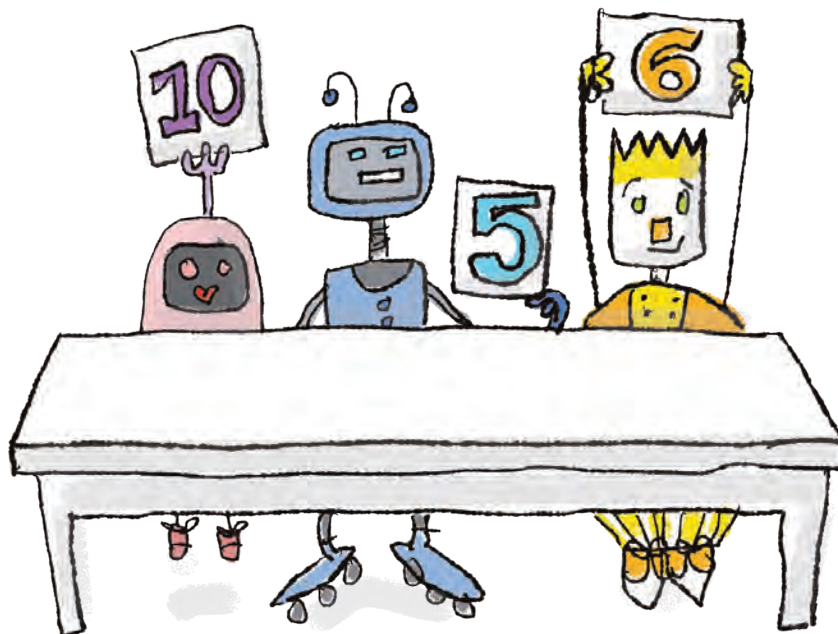


4.1 Sort by Final Consonant Grapheme and Syllable Type

- Sort these words ending in /ch/, /j/, or /k/ by syllable type.
- Notice how final position spelling for /k/ and /j/ depends on whether the base word is a closed syllable with a short vowel—or not.

bunch clutch coach starch mulch torch
 purge judge stooge grunge huge task
 stork bulge pluck cheek stoke plan

Short vowel, closed		Long vowel, VCe	Vowel team	Vowel-r
Consonant blend	Digraph or trigraph	huge	coach	starch
bunch	clutch	stoke	stooge	torch
mulch	judge		cheek	purge
grunge	pluck			stork
bulge				
task				
plank				



4.2 Cloze Shop

- Complete the words using final position spellings for /ch/, /j/, and /k/.
- Give the rule you followed, and read the words as you complete them.

Rule #	/ch/	/j/	/k/
1. After a short vowel	tch	dge	ck
2. After a consonant or vowel-r	ch	ge	k
3. After a long vowel or vowel team	ch	ge	k

Word	Rule	Word	Rule	Word	Rule
hu <u>tch</u>	1	plu <u>ck</u>	1	bris <u>k</u>	2
gru <u>dge</u>	1	approa <u>ch</u>	3	sle <u>dge</u>	1
crun <u>ch</u>	2	ske <u>tch</u>	1	twi <u>tch</u>	1
pi <u>tch</u> (or pick)	1	plun <u>k</u> (or plunge)	2	blea <u>k</u> (or bleach)	3

Plural Whirl

The plural suffix can sound three different ways: /s/, /z/, or /iz/. The sound of the plural matches the phoneme at the end of the base word: quiet with quiet, and noisy with noisy.

You will need -es when the base word ends in one of these phonemes:

/ch/ /j/ /s/ /k/s/ /z/ /sh/ /zh/



4.3 Add the Plural

- Add -s or -es, meaning “more than one,” to the words below.
- Remember to drop silent e at the end of a word when adding -es.
- Don't forget the doubling rule when a one-syllable word ends in one vowel and one consonant.
- Write the sound of the plural.

-s = /s/

-s = /z/

-es = /iz/

Word	Sound	Word	Sound	Word	Sound
pinch <u>es</u>	/iz/	box <u>es</u>	/iz/	plus <u>ses</u>	/iz/
hedge <u>es</u>	/iz/	book <u>s</u>	/s/	switch <u>es</u>	/iz/
flag <u>s</u>	/z/	pledge <u>es</u>	/iz/	stage <u>es</u>	/iz/
speck <u>s</u>	/s/	screech <u>es</u>	/iz/	pit <u>s</u>	/s/
garage <u>es</u>	/iz/				



Just add two
pinches.

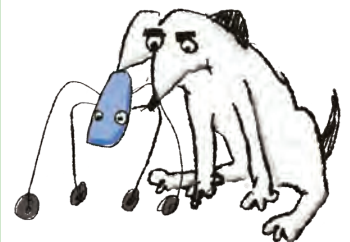
4.4 About Animal Robots

- Use the words in the Word Bank to complete the passage. You will use some words more than once.
- Change a word to plural if you need to.
- Write the right form of each word in the blank.

Word Bank:

animal switch hive robot bee
falcon scientist school researcher guppy

_____ **Robots** _____ are used by _____ **researchers** _____ to study _____ **animals** _____ in the wild. They have created robot bees, robot falcons, robot fish, and robot dogs. The robots have _____ **switches** _____ that allow the _____ **scientists** _____ to control how they move. Robot _____ **bees** _____, for example, can enter _____ **hives** _____ and tell the other _____ **bees** _____ where to fly to look for food. Robot _____ **falcons** _____ can plunge into groups of pigeons to scatter them. Robot fish can be planted in _____ **schools** _____ of _____ **guppies** _____ to study what kind of leader the school will follow. Without animal _____ **robots** _____, we would know far less about real _____ **animals** _____ in the wild.



4.5 Quick Sort: *Thin* and *That*

The two different phonemes spelled with *th* can be slippery to tell apart. The difference is that one is quiet (as in *thin*) and the other noisy (as in *that*).

- Sort these words based on the sound that *th* spells:

throat	thumb	there	thrift	throb
these	their	thorn	they	then
thrash	those	throw	them	than

Quiet th = /th/ (thin)		Noisy th = /θ/ (the)	
throat	thumb	there	these
thrift	throb	their	they
thorn	thrash	then	those
throw		them	than

4.6 Contractions

- Take each contraction apart and write the two words it stands for.

Contracted word	=	Word 1	+	Word 2
they're		they		are
they'd		they		would
they'll		they		will
we're		we		are
we'd		we		would
we'll		we		will
he'll		he		will
he'd		he		would

4.7 Review: Dictation

- Write down the words you hear.
- Remember when to add -s or -es to make the plural, meaning “more than one.”

1. **checks**

2. **sketched**

3. **porches**

4. **ketchup**

5. **starched**

6. **screeches**

7. **grudges**

8. **choked**

9. **quenched**

10. **scratches**

Optional Sentence: We watched their robots pass the soccer ball

toward the net and gasped when one slipped and fell.



- Dictate the words for students to write.
- Optional: Dictate the sentence for students to write.
- Give corrective feedback by showing correct spellings and having students fix their own mistakes.
- Ask the questions about the words. Students can answer orally.

Questions to ask once the words are written and checked:

What word has an open syllable? (*we*)

What does *their* mean in the sentence? How do you remember its spelling? (It has an “i” meaning it belongs to someone.)

Which words are examples of the drop silent *e* rule? (*choked*, *grudges*)

Why do we use *-tch* and not *-ch* in the word *watched*? (*/ch/* comes after a short vowel.)

Sorting Out Suffixes

- Objectives**
- Distinguish and use suffixes *-ing* and *-en*.
 - Build words with Old English morphemes.

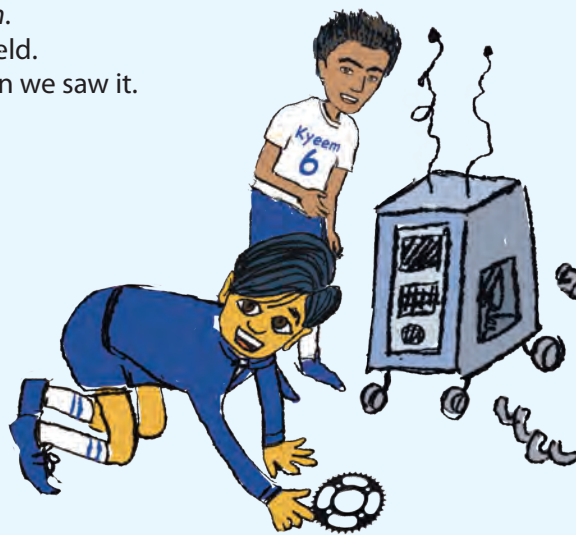


Tara, Yogi, and I just got back from cheering on the bots at the soccer match. I'm happy to report that the match went well, even though in the end Kyeem's robot was kicked and broken. A sprocket fell out of its socket. Kyeem said some of their computer code also needed to be rewritten.

Past Participles

When he said "broken," I realized that morphology is the next thing I needed to help Tara study. Take the verb phrases "was broken" and "needed to be rewritten." Some verb forms end in *-en*, not *-ing* or *-ed*. Verbs that have the *-en* suffix are called past participles. **Past participles** are verb forms that function as adjectives.

The robot was broken.
 It was taken off the field.
 We were shaken when we saw it.



Participate in Participles: Verb Forms with Suffix -en

Past participles describe what was done to something, so they are part verb and part adjective. We can say that past participles share the jobs of past tense verbs and adjectives.

The *-en* suffix fits nicely with irregular past tense verbs like *woke/awoken* and *steal/stole/stolen*. Past tense verbs using this *-en* form need help from a helping verb (such as *was*, *were*, and *can be*) that is placed before the participle.

Verb Tenses			
Present	Past	Past participle	Examples with helping verbs
speak	spoke	spoken	Kind words <u>were</u> spoken.
break	broke	broken	The robot <u>was</u> broken.
hide	hid	hidden	The ball <u>was</u> hidden.
bite	bit	bitten	The cat <u>was</u> bitten.
write	wrote	written	Computer code <u>can be</u> written.

5.1 Which Verb?

- Complete the sentences with the right form of the verb.

- (hide) Yogi's favorite bone was well **hidden**.
- (bite) The ham bone was **bitten** in the middle.
- (break) Last night the robot **broke** and stood frozen in place.
- (write) Overnight, we **wrote** new code to fix our robot.
- (write) The code was well **written**, and the robot is back in business.
- (hide) The robot frightened the cat, so she **hid** under the ledge.
- (speak) Kyeem **spoke** confidently about repairing the robots.
- (speak) After Kyeem had **spoken**, we played robot soccer.

A **past participle** is formed by adding *-ed*, *-en*, or *-t* to the base form of some verbs. In a sentence it usually describes a completed action.

The game *was played* yesterday.

The robot *was broken*.

A new robot *was built*.



The bone was well hidden.

Confusable Suffixes *-ing* and *-en*

People speak English in different dialects or accents depending on where they live. Because of this, some suffixes, like *-ing* and *-en*, can sound a lot alike and be easy to mix up.

Both *-ing* and *-en* are also slippery because they change the job of a word in a sentence. Both suffixes form verbs and adjectives, and *-ing* also forms nouns. See how this works in the chart below.

Suffix	Usage and meaning	Examples
-ing	Verb suffix (shows ongoing action)	I am dancing the tango. He was reading the news.
	Adjective suffix (describes a noun)	Dancing bears are clever. Reading skills are important.
	Noun suffix (turns a verb into a noun)	Dancing is enjoyable. Reading daily is my habit.
-en	Adjective suffix (turns a noun into an adjective; turns a verb into a past participle) Means "made of or consisting of."	earthen golden frozen hidden
	Verb suffix (turns an adjective into a verb; turns a verb into a past participle) Means "cause to be," "cause to have," "come to be," or "come to have."	widen lengthen sharpen frighten fasten

Both *-en* and *-ing* come from the Anglo-Saxon or Old English layer of language. They are added to base words. Sometimes both suffixes can be added to the same word, as in *frightening*.



5.2 Combining Morphemes

A. Base Build

- Put the prefixes, base words, and suffixes together to make a word.
- Remember to drop silent *e* or to double a final consonant if necessary.

Prefix	Base word	Suffix	Suffix	Word
	sharp	en	ing	sharpening
	tight	en	ing	tightening
	wide	en	ing	widening
	red	en	ing	reddening
	mad	en	ing	maddening
be	hold	en		beholden
a	wake	en	ing	awakening
un	spoke	en		unspoken
for	give	en		forgiven
un	forsake	en		unforsaken

B. Meaning and Usage

- Working with a partner, use each word from the chart above in spoken sentences to demonstrate meaning and usage.

Example 1: Verb to Adjective

- Kyeem and Cece repaired the robot.
- The repaired robot was just like new.

Example 2: Adjective to Verb

- The beaten team celebrated with the second place trophy.
- The team was beaten but the crowd still cheered.



5.3 Old English Word Construction Zone

To build words in Old English, we can attach common prefixes and suffixes to base words.

- Build words from the base words *think/thought*, *sharp*, and *shot*, selecting prefixes and suffixes from the boxes below.

Prefixes box				Suffixes box			
under-	for(e)-	over-	un-	-ful	-less	-ing	-er
down-	out-	re-		-ed	-ly	-able	-est
up-	after-			-en	-ness	-s/-es	

think / thought	sharp	shot
thoughtful	sharply	upshot
thoughtless	sharpened	shots
rethink	resharpen	shotless
unthinkable	sharpening	undershot
overthought	oversharp	overshot
forethought	sharpness	
afterthought	sharper, sharpest	
outthink		



Thinker

5.4 Speed Read

In Old English, to build longer words we add common prefixes and suffixes to a base word, or we join two base words into one compound word.

- Underline or highlight the base words in these longer words.
- Read with accuracy going across the rows, and see if you can increase your speed on a reread.
- Record your times.

re <u>think</u>	out <u>think</u> ing	over <u>think</u> ing	un <u>think</u> able
thought <u>less</u>	out <u>thought</u>	fore <u>thought</u>	after <u>thought</u>
shar <u>pest</u>	shar <u>pen</u>	unshar <u>pen</u> ed	shar <u>pen</u> ing
re <u>shot</u>	up <u>shot</u>	unders <u>shot</u>	overs <u>shot</u>
forsake <u> </u>	forsake <u>n</u>	forsake <u> </u> ing	unforsake <u>n</u>

T1: _____ T2: _____



5.5 Review: Dictation

- Write the sentences you hear.
- Try to recall the prefixes and suffixes we have studied.
- Remember the difference between *their*, *they're*, and *there*.
 - *There* points to a place.
 - *Their* has an *i* inside. It refers to someone's stuff.
 - *They're* can be replaced with *they are*.

1. **Their game is happening now.**

2. **Fans are sitting over there where they're cheering each team.**

3. **It was maddening seeing Hari's shot sail high.**

- Dictate the sentences for students to write.
- If students misspell a word, remind them of what they have studied.
- Give corrective feedback by showing correct spellings and having students fix their own mistakes.
- Ask the questions about the words. Students can answer orally.

Questions to ask once the words are written and checked:

Which words have the suffix *-en*? (*happening*, *threatening*, *maddening*, *forgiven*)

What is *they're* called, and what is it short for? (a contraction; *they are*)

Using Content and Function Words

- Objectives**
- Understand the distinction between content and function words, using *th* words as examples.
 - Use *then* and *than* in context.



Today, I'm helping Tara with another one of her written assignments. She just learned about the difference between content and function words in school, and now she is learning how to use them in her writing. I asked if she could tell the difference between how the *th* was pronounced in content words and function words. Can you guess the answer before you turn the page?

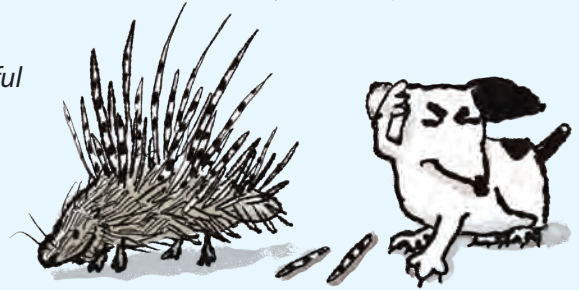
Content and Function Words

Content words, such as nouns, verbs, adjectives, and adverbs, carry meaning in a sentence.

Examples: *think, throwing, thorny, thankful*

Function words, including *and, the, but, a,* and *was*, are often necessary to describe the relationships among content words.

Examples: *the, their, those, they, them*



Yogi is not thankful for those thorny things on the porcupine. They hurt!

Two Different Phonemes: *th*

How did you do? Remember the two different phonemes spelled with *th*. The difference is that one is quiet (*thin*) and the other noisy (*that*).

In addition, quiet *th* words with /th/, such as *thimble* and *thistle*, are content words. Noisy *th* words with /th/, such as *the*, *this*, and *that*, are function words.

thin
that



6.1 *th* Sort

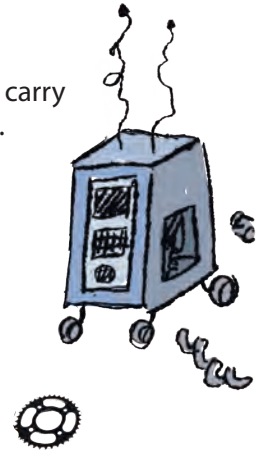
- Sort these words based on the sound *th* spells:

throat thumb thorn thrift throbb
these their there they then
thrash those throw them than

Quiet th = /th/ (thin) Content words		Noisy th = / <u>th</u> / (the) Function words	
throat	throbb	these	they
thumb	thrash	those	then
thorn	throw	their	than
thrift		there	them

Function Junction

Let's look at how content and function words differ. Content words carry meaning in the sentence. Function words are the glue in sentences.



Example Sentence 1:

- Content words: Our **friends** were **building robots**.
- Function words: **Our** friends **were** building robots.

Example Sentence 2:

- Content words: This **robot**, not that **robot**, was **broken**.
- Function words: **This** robot, not **that** robot, **was** broken.

The job of **function words** is to show relationships among words rather than carrying meaning themselves. They do the work of holding the sentence together. Let's see how function words work.

Function words include these word types:

Word types	What they do	Examples
pronouns	Substitute for a noun or noun phrase	I, we, you, he, she, they
prepositions	Indicate time, location, direction	of, about, over, under, with, during
conjunctions	Link words, phrases, and clauses	and, so, but, for, because, or, though
determiners	Point to something about a noun; modifying words	a, an, the, this, these, that, those, every, all
auxiliary verbs	Form the tenses, moods, and voices of other verbs	was, were, be (am, are, is, was, were, being) can, could, do (did, does, doing) have (had, has, having) may, might, must
qualifiers	Further describe another word's meaning	quite, too, very, really
question words	Inform the type of question being asked	how, where, why, what, when, who

That's a big list! Let's look at a few of these word types.

6.2 Meanings of Determiners

Function words include determiners. **Determiners** point out or point toward a noun. Determiners are necessary parts of the noun phrase that tell which one, how many, or whose.

- Tell a partner what each bolded word is referring to or pointing to.

	What do the determiners point to in each sentence?
A penguin ate the pizza.	Any penguin, not identified.
The penguin ate the pizza.	A specific penguin.
That penguin ate the pizza.	A specific penguin over there.
Those penguins ate the pizza.	Several penguins over there.
These penguins ate the pizza.	Several penguins, close at hand.
Their penguins ate the pizza.	Penguins that belong to someone else.



Then and than were treated as the same word back in the Middle Ages according to *Webster's Dictionary*. Ever since then, they have bewildered many aspiring spellographers.

Conjunctions: *Then* and *Than*

Conjunctions join two phrases or clauses together. Words like *and*, *so*, and *but* are conjunctions. The words *then* and *than* can also act as conjunctions.

Then: The word *then* refers to time.

- We played soccer; *then* we celebrated our win.
- The robot fell down; *then* the crowd groaned.

Then: The word has other uses, including in **if/then** statements.

- *If* a robot steps on your foot, *then* politely ask it to move.

Than: The word *than* is used to compare two things that are not the same.

- Is Cece faster *than* Kyeem at learning to code?
- Or does Kyeem have more patience *than* Cece has speed?
- It's easier said *than* done to learn something new.

then
than



6.3 Two Cold Brothers

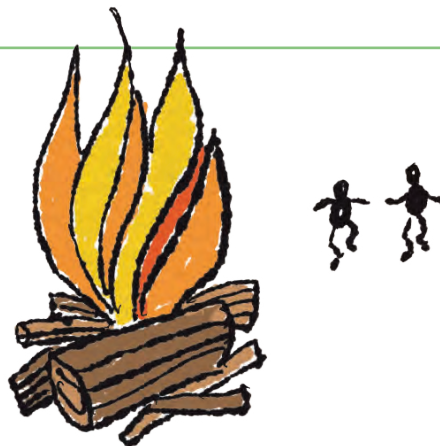
- Use *then* or *than* to complete this tale of two cold brothers.

At the cabin, it was colder _____ **than** _____ a frozen fish. Kyeem, feeling bossy, asked his brother Dev to chop wood and _____ **then** _____ start a fire. Dev, who was younger _____ **than** _____ Kyeem, told him to do it himself. Kyeem got madder _____ **than** _____ a wet rooster. Dev grumbled, "If you're cold, _____ **then** _____ too bad. He turned, _____ **then** _____ shut himself in his room.

_____ **Then** _____ it got colder _____ **than** _____ four frozen fish and darker _____ **than** _____ a moonless night. Both regretted not sharing the work. Kyeem thrust his head into Dev's room and said, "I'm sorry. I'll chop the wood, _____ **then** _____ I'll make a fire."

Dev _____ **then** _____ felt sorry, too, so he said, "Let's do it together." _____ **Then** _____ the brothers set about chopping wood faster _____ **than** _____ Paul Bunyan. Their fire warmed them up—inside and out.

Have fun reading this tale out loud with students.



Content Words

A **content word** is a word that carries meaning, including adjectives, nouns, verbs, and adverbs. We've already spent some time elaborating our sentences with these kinds of words to make them more interesting. Here is a way to test which type of word will work in different phrases.

You can test adjectives by seeing if they sound right before nouns. Adjectives answer these questions: Which one? How many? And what kind?

Adjective testing kit:

_____ (noun)

blackberry jam

thrilling game

wooden bench

You can test adverbs by seeing if they sound right after verbs. Adverbs answer these questions: When? Where? And how?

Adverb testing kit:

(verb) _____

walking daily

crying loudly

writing clearly

6.4 Sorting *th* Content Words by Part of Speech

- Sort these content words by part of speech. If you are not sure, try the testing kits.

thin	thinly	throw	thick	thickly
thank	thankful	thankfully	thrifty	thwart
thatch	thatched	thief	thorny	thigh
thumb	thrush	thermos	thicket	think

Adjective	Noun	Verb	Adverb
thin	thigh	throw	thinly
thick	thumb	think	thankfully
thankful	thrush	thank	thickly
thatched	thermos	thatch	
thrifty	thief	thwart	
thorny	thicket		

This thorny unit is now finished, and the review is next.



Show What You Know

1. Complete the definitions.

- Fill in the blanks below with key words from the lessons.

a. A letter or letter combination that spells a phoneme

is a grapheme.

b. A two-letter grapheme that spells a consonant

is a digraph.

c. A three-letter grapheme that spells a consonant

is a trigraph.

2. Match phonemes and graphemes.

- 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 boxes. Use one box for each phoneme in the word.
- When you are finished, circle all the consonant digraphs and trigraphs.

Word	1	2	3	4	5	6	7
phones	ph	o	n(e)	s			
cheeping	ch	ee	p	i	ng		
chords	ch	or	d	s			
thrashed	th	r	a	sh	ed		
sharpening	sh	ar	p	e	n	i	ng
Michigan	M	i	ch	i	g	a	n
those	th	o	s(e)				
blotches	b	l	o	tch	e	s	
gardening	g	ar	d	e	n	i	ng
thankful	th	a	n	k	f	u	l

- Now, answer these questions:

What three different sounds does *ch* represent? /k/, /ch/, /sh/

What two different sounds does *th* represent? /th/, /th/

3. Detect the concept.

- Find an example of the spelling pattern or concept in the Word Bank.
- Write the word.

Word Bank:

gorge thinking sharpening then
they're their overshot broken

- A word with a soft g /j/ gorge
- A past participle broken
- A word with two suffixes sharpening
- A pronoun showing belonging (possessive) their
- A contraction they're
- A word with a quiet, unvoiced *th* thinking
- A word with an Old English prefix overshot
- A word that refers to time then

4. Edit it.

- Tara wrote this narrative about Yogi. Let's help her fix the spelling errors by writing the correct word over each underlined word.

Yogi snatched chips from Tara's backpack and munched them under a bench in the kitchen. Then he looked at the fridge, begging for a bone, which she did not give him. This was maddening, so he went digging in the garden for an old one.



5. Take apart the words.

- Take these words apart into their prefixes, base words or roots, and suffixes.

	Prefix	Base word/ root	Suffix	Suffix
projected	pro	ject	ed	
replacing	re	place	ing	
overthinking	over	think	ing	
resharpening	re	sharp	en	ing
outsized	out	size	ed	
unpolluted	un	pollute	ed	
upended	up	end	ed	
prejudged	pre	judge	ed	
unforsaken	un	forsake	en	

- Now, answer the questions about the syllable types in the above morphemes.

Which base words have VCe syllables with long vowels?

place, size, pollute, forsake

Which base word is also a vowel-r syllable? sharp

What kind of syllables are *judge* and *ject*? closed

6. Content or function?

- Underline the content words and circle the function words in this sentence:

I felt excited cheering for my friends, while the robots passed the soccer ball
awkwardly toward the goal.



Congratulations, spellographers! You've finished Unit 7!

Glossary

Adjective A word that describes a noun; it answers the questions: Which one? and What kind? Examples: a *beautiful* day, a *gutsy* move.

Adverb A word that describes and refers to a verb; it answers the questions: When? Where? and How? Examples: *quickly* grabbed, *perfectly* done.

Affix A morpheme or meaningful part of a word attached before or after a root or base word to modify its meaning; a category that includes prefixes and suffixes.

Anglo-Saxon The primary language of Old English; the base language for Modern English.

Antonym A word opposite in meaning to another word. Examples: *happy/sad*.

Apostrophe A “flying comma” or mark used to show possession (*the group’s size*) or to replace letters omitted in a contraction (*don’t*).

Auxiliary verbs Words that form the tenses, moods, and voices of other verbs; also called helping verbs. Examples: *am, was, is, do, has, can be*.

Back vowel Vowel formed with the tongue pulled back and the lips rounded, such as /ō/ or /ū/.

Base word A word that can stand on its own, usually of Anglo-Saxon origin, to which other words and affixes can be added.

Chameleon letter A letter or grapheme that can represent more than one sound. Examples: *n (/n/, /ng/); c (/k/, /s/); s (/s/, /z/)*.

Change y rule If a word ends in consonant-y, change the *y* to *i* and add the ending; for plurals, add *-ies*. If it ends in vowel-y, just add the ending. To avoid double *i*, keep the *y* when adding *-ing* or *-ish*. Examples: *payer, cloudiness, partying, daisies*.

Clause A group of words that has a subject and a predicate and functions as a unit.

Closed sound See Consonant.

Closed syllable In English spelling, a syllable with a short vowel followed by one or more consonants. Examples: *elf, switch*.

Compound word A word of Anglo-Saxon origin that is made of two or three base words joined together or separated by a hyphen. Examples: *quicksand, off-key*.

Conjunctions Words such as *and, but, and or* that connect sentences, phrases, words, or clauses and identify relationships between ideas.

Consonant A phoneme that is not a vowel and is formed with obstruction of the flow of air with the teeth, lips, or tongue; also called a *closed sound*. English has 25 consonant sounds.

Consonant blend Two or three consonant sounds before or after a vowel. Examples: *strap, twist, grasp*.

Consonant digraph Written letter combination that corresponds to one speech sound but is not represented by either letter alone, such as *th* or *ph*.

Content words Nouns, verbs, adjectives, and adverbs; words that carry most of the meaning in a sentence.

Contraction One word formed from two, with an apostrophe marking omitted sounds and letters. Examples: *would've, I'd, can't*.

Determiners A group of words that modify nouns. Examples: *a, than, the, this, that*.

Digraph A two-letter combination that spells a single speech sound. Examples: *th, wh, ch, sh, ng, ph*.

Diphthongs Vowels that slide in the middle and feel as if they have two parts. Examples: /ou/ (*cow*), /oī/ (*boy*).

Doubling rule (one-one-one rule) If a one-syllable word has one vowel letter followed by one consonant letter, double the last consonant letter before adding a suffix beginning with a vowel. Examples: *stunned, bigger, running*.

Emu-in-the-middle consonants See VCV syllable junction.

Etymology The origin or history of a word. Example: *biology* comes from the Greek roots *bios*, meaning "life," and *logos*, meaning "study."

Floss or f, l, s doubling rule Right after a short vowel sound, especially in one-syllable words, we usually double letters *f, l, s*, and sometimes *z* at the end of the word. Examples: *gruff, thrill, bless, whizz*.

Front vowel Vowel spoken with the tongue positioned in the front of the mouth. Examples: /ī/, /ē/, /ĕ/.

Function words Words that show relationships in a sentence, including conjunctions, articles, pronouns, prepositions, and auxiliaries or helping verbs.

Grapheme A letter or letter combination that spells a single phoneme or speech sound; in English, a grapheme may be one, two, three, or four letters, such as *e, ei, igh, or igh*.

Hard sound of c and g The sounds /k/ and /g/ represented by the letters *c* and *g*.

Helping verbs See Auxiliary verbs.

Homographs Words that are spelled the same but may have different meanings and/or be pronounced differently. Examples: *bow* (n: a knot with two loops) and *bow* (v: to bend the head, body, or knee).

Homophones Words that sound alike but mean different things and are spelled differently. Examples: *no/know, not/knot, which/witch*.

Latin The language of Ancient Rome which has heavily influenced English.

Liquid sounds or phonemes Two liquid sounds or phonemes in English are /l/ and /r/. Called liquids because they “leak” into the vowel sound and blend together. Examples: *cold, film, car, letter*.

Long vowel sound A subset of vowels pronounced with tension in the mouth. Long vowel sounds are the same as the names of the letters *a, e, i, o, u*; long vowel sounds are spelled many different ways.

Morpheme The smallest meaningful unit of language, including base words, prefixes, suffixes, roots, and combining forms. Examples: *un-form-ed, tele-vis-ion, pre-dict-able*.

Morphology The study of meaningful units of language and how they are combined to make words.

Multisyllabic word A word with more than one syllable. Example: *dif-fer-ence*.

Nasal A consonant sound spoken with the air stream directed through the nose. Examples: /m/, /n/, /ng/.

Noun A word that names persons, places, things, or ideas.

Object The noun or noun phrase that follows a verb and that names who or what receives the action. Example: Tom held *the red pencil*.

Open sound A vowel sound that is spoken without blocking the airflow with our lips, teeth, or tongue. Examples: /ā/, /ē/, /ō/.

Open syllable In English spelling, a syllable with a long vowel at the end, spelled with one vowel letter. Examples: *ro-bot, de-mon, men-u*.

Orthography A writing system representing spoken language, including the letters, spellings for words, and punctuation marks.

Parts of speech Categories for words based on the jobs they do in a sentence. Examples: noun, verb, adjective, preposition.

Past participle A verb form that functions as an adjective; usually made by adding *-ed, -en, or -t* to some verbs. Examples: *golden, built*. A past participle often has a helping verb. Example: The mistake *was forgiven*.

Phoneme A speech sound that combines with other speech sounds to make words. Phonemes include vowel and consonant sounds, distinguished by their features of pronunciation, such as stopping, voicing, and placement in the mouth.

Phoneme awareness The conscious awareness that words are made up of segments of our own speech that are represented with letters in an alphabetic writing system; also called *phonemic awareness*.

Phoneme blending The act of assembling single speech sounds into a whole word. Example: /j/ /oi/ /f/ /ü/ /l/ = *joyful*.

Phoneme deletion The act of leaving out a sound in a word in order to make a new word. Example: *fist/fit*.

Phoneme discrimination The act of telling the difference between phonemes that may be similar in some features. Example: /b/ /p/.

Phoneme-grapheme matching or mapping The act of associating the sounds in a spoken word with the graphemes or spellings for those sounds.

Phoneme identification The act of showing, by pointing to a picture, object, or symbol, which speech sound is in the beginning, middle, or end of a word. Example: pointing to a picture of a ball and saying the first sound is /b/, or the last sound is /l/.

Phoneme reversal The act of reversing the sounds in a spoken word to make a new word. Example: *pot/top*.

Phoneme segmentation The act of separating a word into its component speech sounds. Example: *clever* = /k/ /l/ /è/ /v/ /er/.

Phoneme substitution The act of removing one sound from a word and substituting another to make a new word. Example: change /v/ to /n/: *leave/lean*.

Phonology The rule system of a language by which phonemes can be sequenced, combined, and pronounced to make words.

Plural A form of a word that means more than one. Examples: *brains, bridges*.

Position-based spelling A spelling pattern determined by the position of a sound in a word—beginning, middle, or end. Example: /j/ spelled *j* before a vowel, or *ge* or *dge* after a vowel (*jump, wage, dodge*).

Predicate One of two main parts of a sentence, containing the verb or action.

Prefix A morpheme that comes in front of a root or base word and that affects the meaning of a word. Examples: *overtax, prepare, export, confirm*.

Preposition A word placed at the beginning of a prepositional phrase that answers the question: Which one? What kind? Where? When? or How? Examples: *in, to, for, with, over*.

Pronouns A class of function words that are used as substitutes for nouns or noun phrases. Examples: *I, me, mine, you, yours, they, their*.

Qualifier A word or a phrase, usually an adjective, that further describes another word's meaning. Examples: *a very long road; a really noisy room*.

Question word A function word that asks a question. Sometimes called wh-words. Examples: *who, what, why*.

Root A morpheme, usually of Latin origin in English, that cannot stand alone but can form a family of words with related meanings. Examples: *ject, struct, duct*.

Schwa An unstressed and indistinct vowel; an "empty" vowel sound that cannot be spelled by sounding a word out. Examples: *cot-ton, ap-proach, cir-cus*.

Sentence anagrams Words in a sentence that are rearranged to make sense. Example: *doggy a Yogi treat wanted*. (Yogi wanted a doggy treat.)

Short vowel sound A group of vowels in English pronounced with less mouth tension than the "long" vowels. These vowels are not necessarily pronounced with shorter duration than the long vowels. They are most often spelled with single vowel letters. Examples include the vowels in the closed syllables *bit, bet, bat, bot, but*.

Silent e rule If a word ends in silent *e*, the *e* is dropped if an ending beginning with a vowel is added. Examples: *hoping, freezer, dodged*.

Simple syllables Syllables that have no consonant blends. Examples: *bit, bite, boy*.

Soft sound of c and g The sounds /s/ and /j/ spelled with *c* and *g*.

Stop Consonant speech sound that is articulated with a stop of the air stream. Examples: /k/, /p/, /t/.

Subject A noun phrase that tells who or what is doing the action in a sentence; one of two necessary parts of a sentence.

Suffix A morpheme, added after a root or base word, that often changes the word's part of speech and its meaning. Examples: *teacher, buying, voiceless*.

Syllable A unit of speech with a vowel sound. It may or may not have consonants before and/or after the vowel.

Syllable accent Stress on one syllable when pronouncing a word. Stress is often determined by the vowel sound or sometimes by word meaning. Examples: *candle, about, record, record*.

Syllable juncture The point of connection between syllables within a word. Examples: *con/nect, sum/mer, scratch/ing*.

Synonym A word that means the same or almost the same thing as another. Examples: *fast/quick, happy/glad, kind/considerate*.

Syntax The set of rules governing the order of words, phrases, and clauses in sentences.

Trigraph A three-letter grapheme that represents one sound. Examples: *tch, dge*.

VCe syllable A syllable with a long vowel sound spelled with a vowel-consonant-silent *e* pattern. Example: *ice*.

VCV syllable junction When one consonant is between two vowels at the syllable break, the “emu-in-the-middle” consonant may attach to the second vowel, leaving the first syllable open and the vowel long. Examples: *ra/ven, be/have, si/lent*. However, if the first vowel is short, the syllable break will often be after the consonant. Examples: *sil/ver, pal/ace, vis/it*.

Verb An action or doing word. Examples: *run, climb, think, feel*.

Vowel An open phoneme that is at the heart of every syllable and is classified by tongue position and height, such as high/low or front/mid/back; English has 15 vowel phonemes, not including vowel-*r* combinations or schwa.

Vowel letter In English, the letters that are used primarily to represent vowel sounds, including *a, e, i, o, u*, and *y*.

Vowel-r syllable A syllable containing a vowel sound spoken in combination with */r/*, spelled with a single vowel letter plus *r*. Examples: *er, ar, ur, or, ir*.

Vowel team syllable A syllable that uses two to four letters to represent the vowel sound. Examples: *meet, boat, pie, high, neigh*. Vowel teams represent long, short, and diphthong sounds in English.

Warp of *w* The phoneme */w/* often warps or changes the sound of the vowel that follows it. Example: *worm = /w/ /er/ /m/*.



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