

Samples from 'Advancing Spelling Skills ~ Spelling Lessons' Section  
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This spelling section includes 31 specific spelling lessons covering helpful spelling guidelines and patterns.

The following sample is from page 257-259

~ Spelling Lessons ~  
Helpful Spelling Guidelines and Patterns

The following spelling lessons directly teach helpful spelling guidelines and patterns. Each lesson presents and explains a guideline and includes a list of applicable words or refers to the reading lesson the words are located in. Read the guideline, look at the words, notice the specific spelling pattern, and have the student practice writing/spelling words meeting the guideline. Writing/spelling these words allows the student to 'see' and practice the expected patterns. The majority of these lessons are not memorizing a rule, but rather learning the guideline or pattern and understanding how and why it works. These spelling lessons are to be conducted after the student has established the foundation of correct phonologic processing and learned the complete phonemic code (after completing reading lessons 1-71).

## Spelling Lesson 1:

### **Every syllable has a vowel**

Syllables are simply the chunks of sound within a spoken word that we say with a single puff of air. It is important to know **every syllable has a vowel**. This is a fundamental element of spelling English words.

- Knowing every syllable has a vowel helps in spelling words where the final e is silent.

Practice Words: little sparkle struggle handle angle apple article triple principle flexible possible  
table tumble riddle puzzle fiddle single grumble tumble saddle raffle simple bubble terrible brittle  
cattle jungle stable dazzle dribble candle scribble

- Knowing every syllable has a vowel also helps the student look at a word and 'see' if it 'looks right'. If a syllable doesn't have a vowel then something is missing.

## Spelling Lesson 2:

### 'Silent e': Learning the 5 types of 'silent e' and knowing when to use the 'silent e'.

"Silent-e" is found at the end of many words. It is important to realize in most cases 'silent-e' is *not* randomly added to the end of words. Although the 'e' is 'silent', it has very important purposes. There are five ways the 'silent-e' occurs. Spelling is easier when you understand the important functions of 'silent e'. The five primary functions of 'silent-e' are:

- In the vowel-consonant-e combinations, 'e' is needed to make the first vowel say its name. This is the most common occurrence of 'silent e' when the 'e' is acting as a necessary partner of the other vowel. It is not 'magic'. This 'e' has a specific function. The final, silent 'e' is the hardworking partner for the vowel in the vowel-consonant-e combination. (tim-time, bit-bite, at-ate, not-note, rob-robe, cod-code, home, strike, graze, flute). See Reading Lesson 25.

Practice Words: See Reading Lessons 26 - 30.

- In words with 'ce' and 'ge' where the 'e' is necessary to make the 'c' have the /s/ sound (as in dance, chance, fence, justice, sentence, prance, prince, peace) or the 'g' have the /j/ sound (large, charge, manage, change, edge, fridge). This 'silent-e' is necessary to make the 'soft c' /s/ or 'soft g' /j/ sound.

Practice Words: See Reading Lesson 31

- In words ending in **ve**: In the English language words do *not* end in **v**. Therefore, 'e' is added to the end simply to prevent the word from ending in 'v'. This 'e' often does not change the sound of other letters in the word.

Practice Words: have, give, love, above, live, active, native, captive, passive, massive, active, negative, motive, relative, expensive, aggressive, descriptive, detective, sensitive, informative

See Reading Lesson 70 for additional words.

- In words with ending consonant blend and **le** ending, the 'e' is necessary because every syllable needs a vowel. This was explained in Spelling Lesson 1.

Practice Words: See words listed in Spelling Lesson #1 on the preceding page.

- And of course, some words have a final **'silent-e'** for no apparent phonetic reason. Maybe it is just to make spelling difficult and confusing! Although the 'e' is not needed phonetically, a spelling pattern does exist for many of these words. Notice most of the 'no-reason' silent-e words end in the /s/ or /z/ sound spelled with the letter 's'. These 'no-reason' silent-e words do need to be practiced and learned. Grouping by similar spelling patterns helps the student learn these words.

Practice Words: (house, mouse, grouse, louse);(please, crease, lease, tease, grease, decrease, increase, release); (geese, cheese); (cruise, bruise); (cause, pause, because, clause); (loose, choose, goose); (some, come, done), horse, promise, noise.

## Spelling Lesson 3:

### No English words end with the letter i

No *English* words end with the letter 'i'. It is very helpful to remember this in spelling because **you must spell the word in a pattern that does NOT end in 'i'**.

- The /oy/ sound at the *end* of words is always spelled with 'oy' (boy, toy, ploy, destroy) as 'oi' can never be used at the end of a word. See Reading Lesson 34 for practice words.
- In the same way the /ay/ sound at the end of a word cannot be spelled with 'ai'. It must be 'ay' (play, away, stay) or another pattern (sleigh, they). See Lesson 23 for practice words.

- In spelling the 'ie' ending of words such as brownie, collie, cookie, rookie, and auntie you know the 'i' must come first as 'e' must end the word. See Lesson 42 for practice words.

Exceptions are words from *other* languages and proper names.

1. taxi (short for taxicab);
2. macaroni, manicotti, rigatoni, (The Italian 'noodle' words)
3. radii, nuclei, (the plurals of some Latin words found mostly in math and science)
4. alkali (French from an Arabic word); zucchini (Italian); chili (Spanish); kiwi (Maori)
5. lei, Maui, Hawaii, Molokai (You guessed it; these are Hawaiian words.)
6. Proper names can always provide exceptions. For example: location names (Cincinnati, Missouri, Mississippi), personal names (Jeni, Heidi, Toni and numerous surnames). There are also a few common nouns originating from proper names ending in 'i'. For example the wildland firefighting tool, 'pulaski' was named after Edward Pulaski, a US Forest Service Ranger and firefighter hero of the 'Big Burn' that raged through Idaho & western Montana in 1910.

While this trivia on word origination and search for exceptions may be interesting, the guideline "No English words end in the letter i" remains a very useful spelling guideline.

## Spelling Lesson 4:

### No English words end with the letter v

As previously discussed in the 'silent e' section, no English words end with the letter 'v'. If a word ends in the /v/ sound, you *must* add the 'silent e' to the end so the word does *not* end in 'v'. This is most common in the -tive and -ive suffixes.

Practice Words: See Spelling Lesson #2 "Silent e" words ending in -ve and Reading Lesson 70.

## Spelling Lesson 5:

### No English words end in the letter j

No English words end in the letter 'j'. Therefore if a word ends in the /j/ sound, you must spell the /j/ ending with either the 'ge' or 'dge' ending.

Practice Words: charge, barge, rage, strange, range, edge, ledge, pledge, stage, page, fridge, change, large, cottage, savage, engage, package and words from Reading Lessons 31 and 62.

The spelling section of *Back on the Right Track Reading Lessons* includes 26 additional spelling lessons covering specific spelling patterns and helpful guidelines.