

## Rule Page 1 (Rules 1–7)

1. The letter *q* is always followed by *u* and together they say *kw* (*queen*). The *u* is not considered a vowel here.
2. The letter *c* before *e*, *i*, or *y* says *s* (*cent*, *city*, *cycle*), but followed by any other letter it says *k* (*cat*, *cot*, *cut*).

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

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

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

4. Vowels *a*, *e*, *o*, and *u* usually say  $\bar{a}$ ,  $\bar{e}$ ,  $\bar{o}$ , and  $\bar{u}$  at the end of a syllable (*na vy*, *me*, *o pen*, *mu sic*).

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

5. The letters *i* and *y* usually say  $\bar{i}$  (*big*, *gym*), but may say  $\bar{i}$  (*si lent*, *my*, *type*).
6. The letter *y*, not *i*, is used at the end of an English word (*my*).
7. There are five kinds of silent final *e*'s. (In short words such as *me*, *she*, and *he*, the *e* says  $\bar{e}$ , but in longer words where a single *e* appears at the end, the *e* is silent.

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

The fifth kind is probably a relic from Old English.

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

## Rule Page 2 (Rule 8)

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

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

## Rule Page 3 (Rules 9–10)

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

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

#### Rule Page 4 (Rule 11)

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

#### Rule Page 5 (Rule 12)

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

#### Rule Page 6 (Rules 13–16)

13. The phonogram *sh* is used at the beginning or end of a base word (*she, dish*), at the end of a syllable (*fin ish*), but never at the beginning of a syllable after the first one except for the suffix (ending) *ship* (*wor ship, friend ship*).
14. The phonograms *ti, si,* and *ci* are the spellings most frequently used to say *sh* at the beginning of a second or subsequent syllable in a base word (*na tion, ses sion, fa cial*).
15. The phonogram *si* is used to say *sh* when the syllable before it ends in an *s* (*ses sion*) or when the base word has an *s* where the base word changes (*tense, ten sion*).
16. The phonogram *si* may also say *zh*, as in *vi sion*.

#### Additional Rules (Rules 17–29)

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

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

25. The phonogram *ck* may be used only after a single vowel that says *ă*, *ě*, *ĩ*, *õ*, or *ũ* (*back, neck, lick, rock, duck*).
26. Words that are the names or titles of people, places, books, days, or months are capitalized (*Mary, Honolulu, Amazon River, Bible, Monday, July*).  
Initially, students need to explain their use of capitals so they do not use them indiscriminately.
27. Words *beginning* with the sound *z* are always spelled with *z*, never *s* (*zoo*).
28. The phonogram *ed* has three sounds and is used to form the past tense of verbs. If the verb ends in the sound *d* or *t*, adding *ed* makes another syllable that says *ed* (*hand ed, land ed, paint ed, plant ed*). If the verb ends in an unvoiced consonant, the suffix (ending) *ed* says *t* (*looked, liked, jumped, washed*). In all other verbs, the suffix (ending) *ed* says *d* (*lived, killed, played, belonged*).
29. Words are usually divided between double consonants within a base word.  
During dictation of words, have students pronounce both consonants to spell the words correctly. When reading words for reading, have students read double-consonant words in normal speech.