

Wilson Reading System®

Student Rules Notebook



by Barbara A. Wilson

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Wilson Reading System® Student Rules Notebook

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SOUNDS

SYLLABLES

SPELLING

SIGHT WORDS

b	c	d	f
bat /b/ (1.2)	cat /k/ (1.2) (e, i, y) /s/ (7.1)	dog /d/ (1.1)	fun /f/ (1.1)

g	h	j	k	l
game /g/ (1.1) (e, i, y) /j/ (7.1)	hat /h/ (1.2)	jug /j/ (1.2)	kite /k/ (1.2)	lamp /l/ (1.1)

m	n	p	qu	r	s
man /m/ (1.1)	nut /n/ (1.1)	pan /p/ (1.1)	queen /kw/ (1.2)	rat /r/ (1.1)	snake /s/ (1.1) bugs /z/ (1.6) wise /z/ (4.1)

t	v	w	x	y	z
top /t/ (1.1)	van /v/ (1.2)	wind /w/ (1.2)	fox /ks/ (1.2)	yellow /y/ (1.2)	zebra /z/ (1.2)

Consonants

Digraph

Two **consonants** combined to form only one sound

EX: _____ (1.2)
 _____ (1.2)
 _____ (7.3)

Blend

Two or more **consonants** together, each making a **separate** sound

EX: _____ (2.2)
 _____ (2.2)
 _____ (2.5)

Digraph Blend

A consonant **digraph** combined with a third **consonant** that retains its own sound

EX: _____ (2.2)
 _____ (2.2)

Trigraph

Three letters that stay together to make **one sound**

EX: **dge** - _____ - /j/ (7.2)
tch - _____ - /ch/ (7.3)

sh

/sh/

ship (1.2)

ck

/k/

sock (1.2)

ch

/ch/ or
/k/

chin (1.2)**chorus** (12.4)

th

/th/

thumb (1.2)

wh

/w/ or
/hw/

whistle (1.2)

ph

/f/

phone (7.3)

Short Vowels

a

/ă/

apple (1.1)

e

/ĕ/

Ed (1.2)

i

/ĭ/

itch (1.1)

o

/ŏ/

octopus (1.1)

u

/ŭ/

up (1.2)

y

/ĭ/

gym (11.1)

ə

/ə/

wagon (3.1)

Welded Sounds

These sounds are presented on green cards in the Wilson Reading System. Younger students can call them “glued sounds”. It is much easier to read and spell these sounds when they are welded or glued together rather than segmented. These are often referred to as word families because the sounds are altered slightly.

all

/òl/

ball (1.4)

an

/an/

fan (1.5)

am

/am/

ham (1.5)

Welded Sounds

ng

nk

ang

/ang/

ank

/ank/

fang (2.1)**bank** (2.1)

ing

/ing/

ink

/ink/

ring (2.1)**pink** (2.1)

ong

/ong/

onk

/onk/

song (2.1)**honk** (2.1)

ung

/ung/

unk

/unk/

lung (2.1)**junk** (2.1)

Closed Syllable Exceptions

old

/ōld/

cold (2.3)

olt

/ōlt/

colt (2.3)

ost

/ōst/

host (2.3)

ild

/īld/

wild (2.3)

ind

/īnd/

kind (2.3)

Vowel-Consonant-e

a

/ā/

safe (4.1)

e

/ē/

Pete (4.1)

i

/ī/

pine (4.1)

o

/ō/

home (4.1)

u

/ū/

/ü/

mule (4.1)**rule** (4.1)

y

/ī/

type (11.1)

Vowel-consonant-e words

(4.1)

EX: _____

End a word, following the letter v

(4.4)

EX: _____

The vowel in a consonant-le syllable

(6.4)

EX: _____

Change letters g and c to soft sound

(7.1)

EX: _____

To distinguish from a plural (e.g. please)

(9)

EX: _____

Open Vowels

a

/ā/

/ə/

acorn (5.1)

Alaska (5.5)

e

/ē/

me (5.1)

i

/ī/

/ə/ or

/ē/

hi (5.1)

compliment
(5.5)

/ĩ/

champion
(11.3)

o

/ō/

no (5.1)

u

/ū/

/ü/

pupil (5.1)

flu (5.1)

y

/ī/

/ē/

/ī/

cry (5.1)

baby (5.3)

reply (11.1)

Vowels

SOUNDS

	Closed Syllable	Vowel-Consonant-e Syllable	Open Syllable
a	apple /ă/ (1.1) wash /ô/ (12.3) squash /ô/ (12.3)	safe /ā/ (4.1)	acorn /ā/ (5.1) Alaska /ə/ (5.5)
e	Ed /ĕ/ (1.2)	Pete /ē/ (4.1)	me /ē/ (5.1)
i	itch /ĭ/ (1.1)	pine /ī/ (4.1)	hi /ī/ (5.1) compliment /ə/ or /ĭ/ (5.5) champion /ē/ (11.3)
o	octopus /ô/ (1.1)	home /ō/ (4.1)	no /ō/ (5.1)
u	up /ŭ/ (1.2)	mule /ū/ (4.1) rule /ü/ (4.1)	pupil /ū/ (5.1) flu /ü/ (5.1)

R-Controlled Vowels

ar

/ar/

/ər/

/or/

car (8.1)**beggar** (8.5)**warn** (12.3)

or

/or/

/ər/

/ər/

horn (8.1)**doctor** (8.5)**worm** (12.3)

er

/ər/

her (8.1)

ir

/ər/

bird (8.1)

ur

/ər/

burn (8.1)

Vowel Digraphs / Diphthongs

Vowel Digraph

Two vowels combined to form only one sound (e.g. **ee**)

Vowel Diphthong

Two or more letters that begin with one vowel sound and glide into another vowel sound (e.g. **oy**)

ai

bait (9.1)

/ā/

ay

play (9.1)

/ā/

ee

jeep (9.2)

/ē/

ey

valley (9.2)

/ē/

oa

boat (9.3)

/ō/

oe

toe (9.3)

/ō/

ue

blue (9.3)

/ū/

cue (9.3)

/ü/

oi

coin (9.4)

/oi/

oy

boy (9.4)

/oi/

Vowel Diphthongs / Digraphs (continued)

aw

saw (9.4)

/ò/

au

autumn (9.4)

/ò/

ow

snow (9.5)

/ō/

plow (9.5)

/ou/

ou

trout (9.5)

/ou/

soup (9.5)

/ü/

oo

school (9.5)

/ü/

book (9.5)

/ü/

ea

eat (9.6)

/ē/

bread (9.6)

/ě/

steak (9.6)

/ā/

eu

feud (9.7)

/ū/

deuce (9.7)

/ü/

Vowel Diphthongs / Digraphs (continued)

ew	few (9.7)	/ū/	grew (9.7)	/ü/
ui	suit (9.7)			/ü/
ie	piece (11.4)			/ē/
ei	ceiling (11.4)	/ē/	vein (11.4)	/ā/
igh	light (11.5)			/ī/
eigh	eight (11.5)			/ā/

Additional Sounds

tion

/shŭn/

vacation (7.4)

sion

/shŭn/

/zhŭn/

mansion (7.4)**television** (7.4)

gh

/g/

ghost (12.2)

gn

/n/

gnat (12.2)

kn

/n/

knife (12.2)

mb

/m/

lamb (12.2)

mn

/m/

column (12.2)

rh

/r/

rhyme (12.2)

wr

/r/

wrist (12.2)

que

/k/

clique (12.4)

ti

/sh/

patient (12.5)

ci

/sh/

social (12.5)

tu

/chü/

spatula (12.5)

ture

/chər/

capture (12.5)

Spelling Options for Sounds

/w/ →	<input type="text"/>	wind (1.2)	<input type="text"/>	whistle (1.2)
/z/ →	<input type="text"/>	zebra (1.2)	<input type="text"/>	bugs (1.6), wise (4.1)
/ŭ/ →	<input type="text"/>	up (1.2)		wagon/ə/ (3.1)
	<input type="text"/>	Alaska (5.5)	<input type="text"/>	<input type="text"/>
/ĩ/ →	<input type="text"/>	itch (1.1), compliment (5.5)	<input type="text"/>	gym (11.1)
/t/ →	<input type="text"/>	top (1.1)	<input type="text"/>	jumped (6.2)
/s/ →	<input type="text"/>	snake (1.1)	<input type="text"/>	followed by <input type="text"/> (7.1)
/d/ →	<input type="text"/>	dog (1.1)	<input type="text"/>	thrilled (6.2)
/j/ →	<input type="text"/>	jug (1.2)	<input type="text"/>	followed by <input type="text"/> (7.1)
	<input type="text"/>	fudge (7.2)		
/f/ →	<input type="text"/>	fan (1.1)	<input type="text"/>	phone (7.3)
/k/ →	<input type="text"/>	cat (1.2)	<input type="text"/>	kite (1.2)
	<input type="text"/>	sock (1.2)	<input type="text"/>	chorus (12.4)
	<input type="text"/>	clique (12.4)		
/ch/ →	<input type="text"/>	chin (1.2)	<input type="text"/>	catch (7.3)
	<input type="text"/>	spatula (12.5)	<input type="text"/>	capture (12.5)
/shŭn/ →	<input type="text"/>	vacation (7.4)	<input type="text"/>	mansion (7.4)

Spelling Options for Sounds

/oi/ →	<input type="text"/>	coin (9.4)	<input type="text"/>	boy (9.4)
/ò/ →	<input type="text"/>	ball (1.4)	<input type="text"/>	saw (9.4)
	<input type="text"/>	autumn (9.4)	<input type="text"/>	wash squash (12.3)
/ö/ →	<input type="text"/>	octopus (1.1)		
/ou/	<input type="text"/>	plow (9.5)	<input type="text"/>	trout (9.5)
/ě/ →	<input type="text"/>	Ed (1.2)	<input type="text"/>	bread (9.6)
/y/ →	<input type="text"/>	yellow (1.2)	<input type="text"/>	million (11.3)
/g/ →	<input type="text"/>	game (1.1)	<input type="text"/>	ghost (12.2)
/r/ →	<input type="text"/>	rat (1.1)	<input type="text"/>	wrist (12.2)
	<input type="text"/>	rhyme (12.2)		
/n/ →	<input type="text"/>	nut (1.1)	<input type="text"/>	knife (12.2)
	<input type="text"/>	gnat (12.2)		
/m/ →	<input type="text"/>	man (1.1)	<input type="text"/>	lamb (12.2)
	<input type="text"/>	column (12.2)		
/or/ →	<input type="text"/>	horn (8.1)	<input type="text"/>	warm (12.3)
/sh/ →	<input type="text"/>	ship (1.2)	<input type="text"/>	patient (12.5)
	<input type="text"/>	social (12.5)	<input type="text"/>	chandelier (taught as needed)

Spelling Options for Sounds

/ər/

**her** (8.1)

/ər/

**bird** (8.1)

/ər/

**burn** (8.1)

/ər/

**beggar** (8.5)

/ər/

**doctor** (8.5)**worm** (12.3)

/ā/

**safe** (4.1)

/ā/

**acorn** (5.1)

/ā/

**bait** (9.1)

/ā/

**play** (9.1)

/ā/

**steak** (9.6)

/ā/

**vein** (11.4)

/ā/

**eight** (11.5)

/ē/

**Pete** (4.1)

/ē/

**me** (5.1)

/ē/

**baby** (5.3)

/ē/

**jeep** (9.2)

/ē/

**valley** (9.2)

/ē/

**eat** (9.6)

/ē/

**champion**
(11.3)

/ē/

**piece** (11.4)

/ē/

**ceiling** (11.4)

Spelling Options for Sounds

SOUNDS

/ī/	/ī/	/ī/	/ī/	/ī/
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
pine (4.1)	hi (5.1)	cry (5.1) reply (11.1)	type (11.1)	light (11.5)

/ō/	/ō/	/ō/	/ō/	/ō/
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
home (4.1)	no (5.1)	boat (9.3)	toe (9.3)	snow (9.5)

/ū/	/ū/	/ū/	/ū/	/ū/
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
mule (4.1)	pupil (5.1)	cue (9.3)	feud (9.7)	few (9.7)

/ü/	/ü/	/ü/	/ü/	/ü/	/ü/	/ü/	/ü/
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
rule (4.1)	flu (5.1)	blue (9.3)	soup (9.5)	school (9.5)	deuce (9.7)	grew (9.7)	suit (9.7)

Syllables

A **syllable** is a word or part of a word made by one push of breath.

A **syllable** must have at least one vowel.

The Rules of Syllable Division

One Consonant (vcv)

Use one consonant to “close in” the first syllable: EX: _____ (3.1)

One consonant usually goes with the second syllable: EX: _____ (5.2)

Two Consonants (vccv)

Divide between two consonants: EX: _____ (3.1)

Keep digraphs together: EX: _____ (3.1)

A blend may stay together in the second syllable, especially if there is a prefix in the first syllable: EX: _____ (5.2)

Divide just before the consonant in a word ending in the syllable -le: EX: _____ (6.4)

Three Consonants (vcccv)

Keep digraphs together: EX: _____ (3.1)

Blend stays together in second syllable: EX: _____ (3.2)

If a word is a compound word, split between the two words; the blend may be in the first syllable: EX: _____ (3.2)

Divide just before the consonant in a word ending in the syllable -le: EX: _____ (6.4)

Four Consonants (vcccvv)

Watch for digraphs, blends and welded sounds; divide between them: EX: _____ (3.2)

Watch for three-letter blends in the second syllable: EX: _____ (3.3)

1 Closed Syllable

Step 2.1

This syllable has only one vowel.

The vowel is followed by one or more consonants (closed-in).

The vowel sound is **short**. To indicate the short sound, the vowel is marked with a breve (˘).

REAL

NONSENSE

EX:

_____	_____
_____	_____
_____	_____
_____	_____

EXCEPTIONS

old, olt, ost, ild, ind words

(2.3)

The vowel is usually **long** even though it is in a closed syllable.

EX:

old

olt

ost

ild

ind

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Sentence to remember:

Closed syllables can be combined together to make multisyllabic words.

(3.1)

EX:

The Six Syllable Types

2 Vowel-Consonant-e Syllable

Step 4.1

This syllable has a vowel, then a consonant, then an **e**.

The first vowel is long. To indicate the long sound, the vowel is marked with a macron (ˉ).

The **e** is silent.

REAL

NONSENSE

EX:

_____	_____
_____	_____
_____	_____
_____	_____

These syllables can be combined with other syllables to make multisyllabic words.

(4.2)

EX:

EXCEPTIONS

The letter **v**

(4.4)

Sometimes a word has a vowel, a **v**, then an **e**. The **e** may make the vowel long (**five**), or it may be there because English words do not end in a **v**. The vowel sound may still be short.

EX:

OTHER EXCEPTIONS

(10.1)

ace _____ /ɪs/

age _____ /ɪj/

ate _____ /ɪt/

ite _____ /ɪt/

ine _____ /ɪn/

ice _____ /ɪs/

ile _____ /ɪl/

3 Open Syllable

Step 5.1

This syllable has only one vowel which is the last letter in the syllable.

The vowel sound is **long**. To indicate the long sound, the vowel is marked with macron (ˉ).

	REAL	NONSENSE
EX:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

These syllables can be combined with other syllables to make multisyllabic words.

(5.2)

EX: _____

EXCEPTIONS

Vowels **a** and **i** in open syllables

(5.5)

a - says - /ə/ in an unstressed open syllable (often the first or last syllable in a word)

EX: _____

i - says - /ə/ in an unstressed open syllable (often the middle syllable in a word). Sometimes this **i** sounds like a short **i** (/ɪ/).

EX: _____

The Six Syllable Types

4 Consonant-le Syllable

Step 6.4

This syllable has only three letters: a **consonant**, an **l** and an **e**.

The **e** is silent. It is the vowel; every syllable needs at least one vowel. The consonant and the **l** are sounded like a blend.

This syllable must be the last syllable in a **multisyllabic** word.

REAL

NONSENSE

EX:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

EXCEPTIONS

s tle

(6.4)

When this syllable is preceded by an **s**, the **t** is silent. This syllable is sounded /l/.

EX:

_____	_____
-------	-------

5 R-Controlled Syllable

Step 8.1

This syllable contains a single vowel followed by an **r** (**ar**, **er**, **ir**, **or**, **ur**)

The vowel is neither long nor short; it is controlled by the **r**.

REAL

NONSENSE

EX: _____

These syllables can be combined with other syllables to make multisyllabic words. (8.2)

EX: _____

EXCEPTIONS

A vowel followed by a double **r** is often short. (8.4)

EX: _____

para says /pă^ərə/

ar followed by another vowel: the first **a** can be short /ă/ as in **arid** or say /ə/ as in **arise**

or and **ar** in a final, unstressed syllable say /ər/ (8.5)

EX: _____

ard says /ə^ərd/ in an unstressed syllable (8.5)

EX: _____

ward - as a suffix says - / / (8.5)

war - wart - / / (12.3)

wor - worm - / / (12.3)

The Six Syllable Types

6 Vowel Digraph/Diphthong “D” Syllable

Step 9

This syllable contains a vowel digraph or a diphthong.

Vowel Digraph:

Two vowels together that represent one sound (**ee**).

Diphthong:

A sound that begins with one vowel sound and glides into another (**oi**).

EX: _____

These syllables can be combined with other syllables to form multisyllabic words.

EX: _____

EXCEPTIONS

Two vowels together are not always a vowel digraph or diphthong. Sometimes they are divided for syllabication. (12.1)

EX: _____

Syllable Exception Chart

Syllable Type	Example	Syllable Exception
Closed	(2.1)	(2.3)
Vowel-Consonant-e	(4.1)	(4.4)
Open	(5.1)	(5.5)
Consonant-le	(6.4)	(6.4)
R-Controlled	(8.1)	(8.4)
Vowel Digraph - "D"	(9.1)	(12.1)

Spelling Rules / Generalizations

The Bonus Letter Rule for **ll**, **ss**, and **ff**

Step 1.4

If a one-syllable word ends in a vowel immediately followed by the consonant **l**, **s**, or **f**, double that consonant

EX:

ll

ss

ff

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The letter **z** is doubled in these words:

_____	_____	_____
_____	_____	_____

The letter **a** followed by double **l** does not have the expected short vowel sound (e.g. **all**)

EX:

_____	_____	_____
_____	_____	_____

Reasons to Double Consonants

Steps 1.4 - 12.6

1 "Bonus" Letter Rule

EX: _____ (1.4)

2 To retain short vowel sound in the first syllable

EX: _____ (3.1)

_____ (5.3)

_____ (6.4)

_____ (8.4)

3 When adding a suffix with the same last letter of word or suffix to which it attaches

EX: _____ (6.1)

_____ (6.3)

4 Doubling Spelling Rule

EX: _____ (10.3)

_____ (10.4)

5 When adding a prefix to word with the prefix ending with the same letter that begins the word

EX: _____ (12.6)

6 Chameleon Prefixes

EX: _____ (12.6)

NOTE: The consonants **h, j, k, v, w, x,** and **y** do not double in English words.

Spelling Rules / Generalizations

Plurals Steps 1.6 - 11.2

Most nouns: add **s** (1.6)

EX: _____

Nouns ending in **s, x, z, ch,** and **sh**: add **es** (6.1)

EX: _____

Nouns ending in **y** (if **y** is part of a "D" syllable): just add **s** (11.2)

EX: _____

Nouns ending in **y** after a consonant: change **y** to **i** and add **es** (11.2)

EX: _____

EXCEPTIONS / IRREGULAR (Teach as sight words as needed)

fe, f: change to **v** and add **es**

EX: _____

Some words ending in **o**: add **es** rather than **s**

EX: **veto** **veto****es**

Irregular: must be memorized

EX: **foot** **feet**

Suffix Endings

Steps 1.6 - 10.5

Baseword: A word that can stand alone as a word or have something added to it.

Suffix: An ending that can be added to a baseword. There are two kinds of suffixes, vowel and consonant.

EX: bug + s = _____ (1.6)

 fish + ing = _____ (3.5)

 rent + ed = _____ (3.5)

Vowel Suffixes (begin with a vowel)

_____ (3.5)	_____ (10.1)	_____ (10.5)
_____ (3.5)	_____ (10.5)	_____ (10.5)
_____ (6.1)	_____ (10.5)	_____ (10.5)
_____ (6.1)	_____ (10.5)	_____ (10.5)
_____ (6.1)	_____ (10.5)	_____ (10.5)
_____ (6.1)	_____ (10.5)	_____ (10.5)
_____ (6.1)	_____ (10.5)	_____ (10.5)
_____ (6.1)	_____ (10.5)	_____ (10.5)
_____ (6.1)	_____ (10.5)	
_____ (6.1)	_____ (10.5)	

Consonant Suffixes (begin with a consonant)

_____ (1.6)	_____ (6.1)	_____ (7.4)
_____ (6.1)	_____ (6.1)	_____ (8.5)
_____ (6.1)	_____ (6.1)	
_____ (6.1)	_____ (7.4)	

Spelling Rules / Generalizations

Ways to Spell /k/

Steps 1.2 - 12.4

c (cat)

c - cat (1.2)

cr, cl - crash, clash (2.2)

ic - public (3.1)

ct - subject (3.3)

k (kite)

ank, ink, onk, unk (2.1)

lk, sk - milk, task (2.2)

ke - bike (4.1)

ke - Ken (7.1)

ki - kite (7.1)

ky - Kyle (7.1)

smirk (r-controlled) (8.1)

seek (double vowel) (9.1)

ck (sock) after a short vowel

ck - sock (1.2)

ckle - tackle (6.4)

ch (chorus) (12.4)

que (clique) (12.4)

Spelling Generalization: **dge, tch**

Steps 7.2 - 7.3

At the end of a word or syllable, the sounds /j/ and /ch/ need an extra supportive letter when they follow a **short** vowel (similar to **ck** above).

EX: /j/ = **dge**

/ch/ = **tch**

_____	_____
_____	_____
_____	_____

Contractions

Step 7.5

Contractions are formed by combining two words together, omitting one or more letters. A letter or letters are dropped from the second word. The omitted letters are replaced by an apostrophe (').

EX: he is → _____

we would → _____

he will → _____

they have → _____

Do not, when contracted, is spelled **don't** and is pronounced /dōnt/. **Will not** is an irregular contraction. Combined, it is spelled **won't** and is pronounced /wōnt/.

Spelling Generalization: **oi, oy**

Step 9.4

Use **oi** at the beginning or middle of a word.

EX: **oi**

_____	_____
_____	_____

Use **oy** at the end of a word

EX: **oy**

_____	_____
_____	_____

Spelling Generalization: **ou, ow**

Step 9.5

Use **ou** at the beginning or middle of a word.

EX: **ou**

_____	_____
_____	_____

Use **ow** at the beginning or middle of a word if followed by **n, l, el,** or **er**.

EX: **ow**

_____	_____
_____	_____

Use **ow** at the end of a word.

EX: **ow**

_____	_____
-------	-------

Spelling Rules / Generalizations

The Silent e and Suffix Rule

Step 10.2

When adding a vowel suffix to a baseword ending in **e**, drop the **e**.

EX: glide + ing → _____ dance + er → _____
live + ing → _____ juggle + ing → _____

When adding a consonant suffix to a baseword ending in **e**, just add the suffix.

EX: like + ly → _____ settle + ment → _____
life + less → _____

If a baseword ends in **ce** or **ge**, do not drop the **e** when adding a vowel suffix. Dropping the **e** would change the **c** or **g** to a hard sound.

EX: _____

The 1:1:1 Doubling Rule Part I

Step 10.3

Doubling Words

Closed or r-controlled words with **1 syllable**, **1 vowel** and **1 consonant** after the vowel.

EX:	DOUBLING WORDS	NON-DOUBLING WORDS
	_____	_____
	_____	_____
	_____	_____

When adding a vowel suffix to a 1:1:1 doubling baseword, double the final consonant.

EX: cup + ed → _____ flat + est → _____
ship + ing → _____

When adding a consonant suffix to a 1:1:1 doubling baseword, just add the suffix.

EX: cup + ful → _____ ship + ment → _____
flat + ly → _____

NOTE: The consonants **h, j, k, v, w, x, y** and **z** do not double in English words.

The 1:1:1 Doubling Rule Part II

Step 10.4

In a **multisyllabic** word that **ends** in a **stressed syllable** that is r-controlled or closed, with one consonant following the vowel (1:1:1)

When adding a vowel suffix to a baseword, double the last consonant.

EX: commit' + ed → _____
 admit' + ing → _____
 prefer' + ed → _____

When adding a consonant suffix to a baseword, just add the suffix.

EX: commit' + ment → _____
 defer' + ment → _____

NOTE: Words ending in **ic**: add **k** rather than doubling the **c** to add suffix (this helps to retain /**k**/ sound).

EX: panic → _____ picnic → _____

The y and Suffix Rule

Step 11.2

If **y** is a part of a diphthong or vowel digraph ("D" syllable), just add suffix.

EX: play + ed → _____ volley + ing → _____
 play + ful → _____ employ + ment → _____

If **y** follows a consonant, change **y** to **i** when adding **any** suffix (**y** in an open syllable). The **i** retains the original sound of the **y**.

EX: cry + ed → _____ dirty + est → _____
 cry + s → _____ lonely + ness → _____

EXCEPTION

When the suffix begins with **i**, do not change the **y** to **i**, just add the suffix.

EX: baby + ish → _____

High Frequency / Sight Words

WORD: _____

SENTENCE:

WORD: _____

SENTENCE:

WORD: _____

SENTENCE:

WORD: _____

SENTENCE:

WORD: _____

SENTENCE:

WORD: _____

SENTENCE:

Vocabulary

WORD _____

PICTURE

MEANING _____

SENTENCE _____

WORD _____

PICTURE

MEANING _____

SENTENCE _____

WORD _____

PICTURE

MEANING _____

SENTENCE _____
