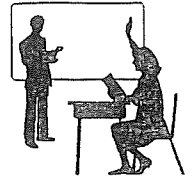




47 Spelling, Plural, Syllabication, Capitalization, and Apostrophe Rules



CONSONANT RULES:

1. The letter **q** is always followed by the letter **u**, and we say 'kw.' [quiet]
2. /c/ before **e, i** or **y** says 's.' [chance, icing, icy]
3. /g/ before **e, i** or **y** may say 'j.' [germ, giant, gym]
4. We often double **l, f** and **s**, following a single vowel, at the end of a one-syllable word. [ball, off, miss]
5. Two-letter 'k' (ck) is used only after a single vowel which says 'ă' - 'ĕ' - 'ĭ' - 'ŏ' - 'ŭ.' [pack, peck, pick, pock, puck]
6. Three-letter 'j' (dge) is used only after a single vowel which says 'ă' - 'ĕ' - 'ĭ' - 'ŏ' - 'ŭ.' [badge, ledge, ridge, lodge, fudge]
7. The letter **z**, never **s**, is used to say 'z' at the beginning of a base word. [zoo]
8. The letter **s** never follows **x**.
9. Double consonants within words of more than one syllable should both be sounded for spelling. [hap py]
10. **s-h** is used to say 'sh' at the beginning of a word, at the end of a syllable, but not at the beginning of most syllables after the first one – except for the ending *ship*. [she, wish, friendship]
11. **t-i, s-i, and c-i** are used to say 'sh' at the beginning of any syllable after the first one. [nation, mansion, facial]
12. **s-i** is used to say 'sh' when the syllable before it [session] or the base word ends in an **-s** [tense/tension]; **s-i** can say its voiced 'zh' sound when **s** is between two vowels. [vision]

VOWEL RULES:

13. Vowels **a, e, o, u** usually say 'ă' - 'ĕ' - 'ŏ' - 'ŭ' at the end of a syllable. [pa per, be gin, o pen, u nit]
14. Vowels **i** and **o** may say 'ĭ' and 'ŏ' when followed by two consonants. [find, old]
15. Vowels **i** and **y** may say 'ĭ' at the end of a syllable [fam i ly, bi cy cle], but usually say 'ĕ' or 'ĭ.' [pi an o, ba by, by, fi nal]

16. Vowel **y**, not **i**, is use at the end of English words. [by, guy]
17. Base words do not end with the letter **a** saying 'ă' (except for the article **a**); **a-y** is used most often. [play]
18. **o-r** may say 'er' when **w** comes before the **o-r**. [works]
19. We use **ei** after **c** [receipt], if we say 'ă' [veil], and in some exceptions. [neither, foreign, sovereign, seized, counterfeit, forfeited, leisure, either, weird, heifer, protein, height, feisty, stein, weir, seismograph, sheik, kaleidoscope, Geiger counter, etc.]
20. Silent final **e**'s:
 - Job 1. Silent final **e** lets the vowel say its name. [time]
 - Job 2. English words *do not end with v or u*. [have, value]
 - Job 3. Silent final **e** lets **c** and **g** say their second sounds. [chance, charge]
 - Job 4. English syllables *must have a written vowel*. [ta ble]
 - Job 5. No job **e** [none of the above, e.g., are, horse, house]

AFFIX RULES:

21. **All, till** and **full** are usually written with one **l** when added to another syllable. [almost, until, careful]
22. The past tense ending **e-d** says 'd' or 't' after words that do not end with **d** or **t** [warmed, baked]; otherwise **e-d** forms a second syllable. [grad ed]
23. Final **y** is changed to **i** before a suffix that does not begin with **i**. [cry, cried, cry ing]
24. When adding a consonant suffix, silent final **e** words usually keep the **e** [safe ty, shame less, move ment], but not always. [wis dom, tru ly, ninth]
25. When adding a vowel suffix, silent final **e** words are written without the **e**. [time, timing]
26. When adding a vowel suffix to a **one-syllable** word ending with **one** short vowel and **one** consonant [hop], *double* the final consonant. [hopping]
27. When adding a vowel suffix to a **two-syllable** word ending with **one** short vowel and **one** consonant, *double*

the final consonant **if** the accent is on the last syllable [admit', admitted] **unless** the suffix throws the accent back to the first syllable. [refer', referred, refer'ence; confer, conferred, con'ference]

28. When prefixes **dis**, **mis** and **un** are added to root words beginning with the same letter with which the prefix ends, this letter will be doubled. [unnecessary, dissolve, misspell]

PLURAL RULES:

29. The plural of most nouns is formed by adding **s**. [boys, cages, horses]

30. Nouns ending with the *sounds* of **s**, **z**, **ch**, **sh** or **j** form their plurals by adding **e-s**. [foxes, bushes, bosses]

31. Nouns ending in **y** after a vowel form their plurals by adding **s**. [monkey/monkeys]

32. Nouns ending in **y** after a consonant form their plurals by changing **y** to **i** and adding **e-s**. [puppy/puppies]

33. Nouns ending in **o** after a vowel form their plurals by adding **s**. [patio / patios]

34. Nouns ending in **o** after a consonant **usually** form their plurals by adding **e-s** [hero/heroes] – except some musical terms. [piano/pianos]

35. Most nouns ending in **f** and **f-e** form their plurals by adding **s** [belief / beliefs]; some change **f** to **v** and add **e-s**. [wolf / wolves, wife / wives]

35a. Most verbs form their third person, present, singular as if they were nouns becoming plurals. [cuts, raises, dresses, fixes, fizzes, catches, pushes, plays, carries, goes]

SYLLABICATION RULES:

36. A one-syllable word is never divided. [boat, knelt]

37. A compound word is divided between the words that make the compound word. [shotgun, sunset, airplane]

38. Divide between two consonants [happy, perhaps] unless the consonants form a digraph and are sounded together. [machine, elephant]

39. When a word has an affix, it is divided between the root and the affix. [re-run, softness, crying]

40. When a single consonant comes between two vowels, it is usually divided after the consonant **if** the first vowel is

short. [clever, lemon, robin]

41. When a single consonant comes between two vowels, or vowel sounds, it is usually divided before the consonant **if** the first vowel is long. [music, polite, paper, feature]

42. Divide between two vowels when they are sounded separately. [diet, cruel]

43. Vowels that are sounded alone form their own syllable. [diobey, alive, uniform]

44. When a word ends in **l-e** preceded by a consonant, divide before the consonant. [turtle, cable, thisle]

CAPITAL LETTER & APOSTROPHE RULES:

45. Capitalize words which are the individual names or titles of people, of places, of books, of days and months, etc. [Bill, Chief Sitting Bull, New York, Amazon River, *Call of the Wild*, Sunday, June]

46. An apostrophe takes the place of missing letters in a contraction. [itis/it's; sheis/she's; cannot/can't]

47. An apostrophe shows ownership or possession [Mary's coat, boys' coats], but is never used with possessive pronouns. [my, mine, yours, his, hers, ours, theirs, its, whose]

SOUND KEY HOW TO PRONOUNCE THE RULES

1. Say **all** sounds of phonograms written between forward slashes /o/.

2. Say **names** of single or hyphenated letters shown in bold (l, f, s; s-i, l-e).

3. Say the **sound** of phonograms in quotation marks ('ck'), with mnemonic markings (**h c^h**), or with diacritical dictionary markings (ã - ě) with, or without, quotation marks.

4. Do not say anything in brackets [dge; cry/ crying] when teaching the rules. These are illustration words for the teacher's use only.

5. Do not teach rule numbers to students; they must articulate the rule itself as each is applied in dictated spelling, reading, blending and decoding lessons.

Mnemonic Marking System

1. Single vowels are underlined when they say their names in a given word (be long, name old, by, fi nal). Associated letters in silent final e words are also single underlined (see #3 below). When long vowel sounds do not follow the rules on Notebook Page 1b, we use a small ² (na²med, con²tr²ol).
2. Phonograms of two or more letters are underlined to show that the letters in these combinations are not pronounced separately, but stand for one sound in each word (fault, eight, sight, nation, badge, pack, echo). The multiple letters in consonant blends or clusters are *not* underlined since each letter retains its own sound value though they are “blended,” seemingly, to form a single sound (strike, melt, proud). This ensures that oral *phonemic awareness* of each of the 42 elementary sounds of English speech is not destroyed, but built.
3. All letters (consonants, vowels), when silent for pronunciation (limb, naughty, raspberry, cocoa, lesson, pe²ple, friends, counter feit), are double underlined. This includes five kinds of silent final e words (see Rule 20):

n a m e ₁ - h a v e ₂ - r e s c u e ₂ - c h a n c e ₃ - c h a r g e ₃ - l i t t l e ₄ - a r e ₅

4. If a phonogram has more than one sound, small numerals ^{1 2 3 4 5 6} are placed above the phonogram to indicate which of its multiple sounds are used in accordance with the order in which they were taught as phonograms:

³ d o - ² l o w - ³ y o u - ⁴ c o u g h - ⁴ c o s t - ² h a s I F . . .

- ▶ It is not the first sound as taught with the phonograms. First sounds of each phonogram are understood, and they need no number (am, not, though, bet, could, thin).
 - ▶ It is not an underlined vowel saying its name or second vowel sound (see #1 above) when Rules 13, 14, 15 or 16 apply (be long, a ble, bold, fi nal, by, use).
 - ▶ A spelling rule does not first explain its use. Spelling rules supersede markings if both apply (gentle, charge, cent, chance). The g and c are not marked with the small numeral ² since Rule 20, Job 3 explains the pronunciation of both c and g saying their second, soft sounds.
5. Some words should be bracketed, as: [] to show similarity or peculiarity in spelling, meaning, or pronunciation [won, one, lone, alone, once, only, none].

“Think to Spell” Words: When correct spellings, and the rules of spelling and syllabication, vary from currently used pronunciations (see the Merriam-Webster 10th Collegiate Ed.), words are marked as follows:

6. **Vowels and vowel digraphs** use: a caret ^ mark above the letter/s when we must “think” the first vowel sound to spell correctly (but t[^]on, an y, na t[^]ion); an underline to “think to spell” long vowel sounds if they match our spelling and/or syllabication rules (th^e, a[^] lone, a[^] gain, r^e gard), a small ² when they do not match the rules (us a²ge s), a small ³ or ⁴ between the letter and the caret to show “think to spell” third or fourth vowel sounds (com m³a, rel a⁴ tive, t³o geth er, neu t⁴r[^]al) and a ^ over the middle of a differently pronounced vowel digraph (for f e[^]i t, moun t a[^]i n).
7. **Consonants, consonant digraphs or consonant-vowel digraphs** get a double underline (see #3 above) when pronunciations do not match spelling patterns (ques t[^]ion, sure, su gar, ex am), or when doubled consonants (sounded and written for spelling) drop out in pronunciations (ye l low, ba t ter, sum mer).



Quick Guide to Riggs Spelling Markings

Marking	Explanation	Examples
Syl-la-ble Breaks	important because many spelling and pronunciation rules are based on syllabication	open syllable rule: "Vowels A,E,O,U usually say their name at the end of a syllable." a·pron vs. ap·ple mu·sic vs. tus·sle
	multi-letter phonograms – letters that work together to produce a sound in a word	pa <u>rk</u> , wi <u>th</u> , ei <u>ght</u> , sn <u>ow</u> , th <u>atch</u> , cou <u>gh</u>
<u>Single Underline</u>	single vowel when it is saying its name – this is a long vowel or second sound	be <u>h</u> eld, o <u>o</u> pen, u <u>u</u> nit, wi <u>l</u> d, mo <u>o</u> st, bo <u>o</u> ld
	certain letters in some silent final e words	Refer to that section.
<u>Double Underline</u>	silent letters	cl <u>im</u> b, ha <u>pp</u> y, wa <u>l</u> k, col <u>um</u> n
Numbers above phonograms	indicates which phonogram sound – other than the first one which is not marked	² th <u>em</u> , ³ yo <u>u</u> , ³ ch <u>e</u> f, ² sn <u>ow</u> , ⁵ bo <u>u</u> ght, ⁶ bo <u>u</u> gh
	over a phonogram not making one of its typical sounds	^ su <u>r</u> e, doc <u>tor</u> , beg <u>gar</u> , <u>be</u> en
Think to Spell: ^	over a vowel not making one of its typical sounds: usually a schwa sound (uh) in an unaccented syllable	^ so <u>fa</u> , be <u>low</u> , spe <u>cial</u> , pe <u>r</u> son, be <u>tween</u>

Silent Final E Jobs and Markings

<p>Job 1</p>	<p>Say your name, say your name!</p>	<p><u>no</u> <u>i</u> <u>e</u>₁</p> <ul style="list-style-type: none"> underline the vowel that says its name underline the consonant that the e jumps over double underline the silent final e 	<p>at → <u>a</u> <u>i</u> <u>e</u>₁</p> <p>pet → <u>P</u> <u>e</u> <u>t</u> <u>e</u>₁</p> <p>fin → <u>f</u> <u>i</u> <u>n</u> <u>e</u>₁</p>
<p>Job 2</p>	<p>V or U? Job 2! English words do not end with V or U.</p>	<p><u>hav</u> <u>e</u>₂</p> <ul style="list-style-type: none"> underline the V or U double underline the silent final e 	<p><u>give</u>₂, <u>love</u>₂, <u>blue</u>₂</p>
<p>Job 3</p>	<p>C or G? Job 3! The silent final E softens C to /s/ and G to /j/ their second sounds.</p>	<p><u>chanc</u> <u>e</u>₃ <u>chang</u> <u>e</u>₃</p> <ul style="list-style-type: none"> underline the C or the G double underline the silent final e 	<p><u>fenc</u> <u>e</u>₃, <u>princ</u> <u>e</u>₃, <u>larg</u> <u>e</u>₃</p>
<p>Job 4</p>	<p>“4” every syllable, we must have written vowel.</p>	<p><u>spar</u> <u>cl</u> <u>e</u>₄</p> <ul style="list-style-type: none"> underline the silent final e 	<p><u>cir</u> <u>cl</u> <u>e</u>₄, <u>rid</u> <u>dl</u> <u>e</u>₄, <u>ta</u> <u>bl</u> <u>e</u>₄</p>
<p>Job 5</p>	<p>Just an Odd Job E The silent final E that does any job not covered by the other four.</p>	<ul style="list-style-type: none"> keeps a non-plural word from ending with -s adds length to a short main-idea word gives distinction in homonyms retains earlier spelling when the silent e was pronounced any other miscellaneous reason 	<p><u>dens</u> <u>e</u>₅, not dens</p> <p><u>aw</u> <u>e</u>₅, <u>ry</u> <u>e</u>₅</p> <p>or / <u>or</u> <u>e</u>₅</p> <p><u>giraffe</u> <u>e</u>₅</p>