

Literacy Essentials

the journey from spelling to reading

TEACHER TRAINING MANUAL

SAMPLE

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beta edition

72 Phonograms: English Spelling Patterns

1.	c	/k/ /s/	car, city
2.	o	/o/ /O/ /oo/	not, no, to
3.	g	/g/ /j/	get, giant
4.	d	/d/	did
5.	a	/a/ /A/ /aw/	at, ate, talk
6.	s	/s/ /z/	sit, has
7.	f	/f/	fun
8.	i	/i/ /I/ /E/	it, fine, machine
9.	r	/r/	run
10.	n	/n/	no
11.	m	/m/	met
12.	u	/u/ [U/ /oo/] /OO/	up, cute, blue, put
13.	y	/y/ /i/ /I/ /E/	yes, gym, my, baby
14.	j	/j/	jump
15.	p	/p/	pet
16.	e	/e/ /E/	met, me
17.	z	/z/	zoo
18.	l	/l/	let
19.	t	/t/	tell
20.	b	/b/	big
21.	h	/h/	his
22.	k	/k/	kite
23.	v	/v/	very
24.	w	/w/	wet
25.	x	/ks/	fox
26.	qu	/kw/	quit
27.	er	/er/ the /er/ of her	paper
28.	ur	/er/ the /er/ of hurt	burn
29.	ir	/er/ the /er/ of bird	thirst
30.	wor	/er/ the /er/ of worms	world
31.	ear	/er/ the /er/ of early	learn
32.	ee	E, double E, always says /E/	see
33.	th	/th/ /TH/	think, that

34.	sh	/sh/ used at the beginning of a word, at the end of a syllable, but not at the beginning of syllables after the first one, except for the ending -ship.	shut fish relationship
35.	wh	/hw/	where
36.	ow	/ow/ /O/	cow, snow
37.	ou	/ow/ /O/ /oo/ /u/	out, soul, soup, touch
38.	ar	/ar/	far
39.	or	/or/	for
40.	oo	/oo/ /OO/	fool, foot
41.	ck	/k/, 2-letter /k/, used only after a single vowel that says /a/ /e/ /i/ /o/ /u/	pack, peck, pick, lock, luck
42.	oa	/O/ the /O/ of boat	coat
43.	oe	/O/ the /O/ of toe	hoe
44.	ay	/A/ two-letter /A/ that we DO use at the end of English words.	play
45.	ai	/A/ 2-letter /A/ that we do NOT use at the end of English words. Why not? English words do not end with I.	wait
46.	ea	/E/ /e/ /A/	eat, bread, great
47.	ie	/E/ /I/, we say /E/ /I/ but we write I – E	thief, pie
48.	aw	/aw/ that we DO use at the end of English words.	saw
49.	au	/aw/ that we do NOT use at the end of English words. Why not? English words do not end with U.	sauce
50.	ed	/ed/ /d/ /t/ past tense ending	waited, warmed, baked
51.	ch	/ch/ /k/ /sh/	child, school, chef
52.	ng	/ng/	hung

53.	tch	/ch/, 3-letter /ch/, used after a single vowel that says /a/ /e/ /i/ /o/ /u/	hatch, etch, stitch, blotch, clutch
54.	ui	/oo/	fruit
55.	gu	/g/, 2-letter /g/, always followed by a vowel.	guess
56.	eigh	/A/ 4-letter /A/	weight
57.	ey	/A/ /E/ that we DO use at the end of English words.	they, key
58.	ei	/A/ /E/ that we do NOT use at the end of English words. Why not? English words do not end with I.	veil, ceiling
59.	igh	/I/ 3-letter /I/	fight
60.	ew	/oo/ /U/ that we DO use at the end of English words.	new, few
61.	eu	/oo/ /U/ that we do NOT use at the end of English words. Why not? English words do not end with U.	neutral, feud
62.	dge	/j/, 3-letter /j/, used only after a single vowel that says /a/ /e/ /i/ /o/ /u/.	badge, edge, fridge, lodge, judge
63.	wr	/r/ 2-letter /r/	wrong
64.	kn	/n/, 2-letter /n/, used only at the beginning of a base word.	know
65.	gn	/n/, 2-letter /n/, used both at the beginning and end of a base word	gnaw, sign
66.	ph	/f/, 2-letter /f/ or /f/, Greek /f/	graph
67.	oy	/oy/ that we DO use at the end of English words.	boy

68.	oi	/oy/ that we do NOT use at the end of English words. Why not? English words do not end with I.	boil
69.	ough	/O/ /oo/ /uff/ /off/ /aw/ /ow/	though, through, tough, cough, thought, bough
70.	ti	/sh/ tall letter /sh/ used at the beginning of syllables after the first one.	na·tion
71.	si	/sh/ /zh/ used at the beginning of syllables after the first one.	mis·sion vi·sion
72.	ci	/sh/ short letter /sh/ used at the beginning of syllables after the first one.	gla·cier

These four phonograms are not used frequently enough to be included with the 72 most common English spelling patterns. However, they do occur occasionally in vocabulary in texts. The cards can be used to teach these phonograms when needed.

73.	rh	/r/, Greek /r/.	rhythm
74.	sc	/s/, 2-letter /s/	science
75.	pn	/n/, Greek /n/	pneumonia
76.	qu	/k/ (a less often used second sound of the Q-U phonogram in foreign-origin words)	mosquito

Key to standardize how sounds are represented and read in this text:

A **phonogram** []; letters in brackets are read as the phonogram with all sounds and text needed to distinguish it from another.

A **single sound** is represented by letters within forward slashes, /sh/, /oy/, /t/, /k/. **Lowercase vowel letters**, /a/, represent the first sound of the phonogram (short sound) and **capital vowel letters**, /A/, represent the second sound of the phonogram (its name). [/oo/ first sound of [oo], /OO/ second sound of [oo]; /th/ the first or unvoiced sound of [th], /TH/ the second or voiced sound of [th].]

English Spelling Rules

Vowel Rules:

1. **Consistent vowels: A, E, O, U** usually say /A/, /E/, /O/, /U/ or /oo/ at the **end of a syllable**. (pa·per, me·ter, o·pen, u·nit/stu·dent) *The vowel U is unusual because it can say its name two ways. Both /U/ or /oo/ are considered the “name sound” in an open syllable or for Silent Final E Job 1 (V C e).
2. **Less consistent vowels: I and Y** usually say /E/ or /I/ at the **end of a syllable** (baby, happy; my, ty·rant, sup·ply; per·i·od, hap·pi·est, li·on, gi·ant), but may say /i/ (fam·i·ly).
3. English words do not end with I, so **Y stands in for I**. (la·dy, cry, de·ny)
4. **I and O** may say /I/ and /O/ when followed by two consonants. (find, child, chill; old, roll, molt, pond, cloth) *The use of ‘may’ means it may or may not.
5. **A-Y** most often spells the sound /A/ at the end of a base word. (may, away)
6. **O-R** says /or/, but when W comes before O-R it usually says /er/. (work, world, worry, worm)
7. **A-R** says /ar/, but when W comes before A-R it usually says /or/. (war, warn, toward)
8. **[ar] and [or]** usually say /er/ in an unstressed syllable (often a final syllable). ('cow·ard, 'dol·larar, 'su·garar, 'col·oror, 'doc·toror)
9. **Silent Final E's (SFE)** Interrogate the E. “Why are you here?”

Job 1 - Vowel Consonant E (V C e)

The E makes the vowel say its name. See Identifying Syllables #34.

(ca pe, the se, no te, cu te / ru le)

Job 2 – V and U Job 2

English words do not end with V or U, so add a Silent Final E. (h a v e, v a l u e / b l u e)

Job 3 – C and G Job 3

The E makes C say $\overset{2}{c}$ and G say $\overset{2}{g}$. (English words do not end with J.) (d a n c e, l a r g e)

Job 4

English syllables must have a written vowel, so add a Silent Final E. See Identifying Syllables (ta·ble, cy·cle, lit·tle, gig·gle)

Job 5 – S Job

When a main idea word ends with a single letter S, the Silent Final E is added to show the S belongs to the base word and is not a suffix. (h o r s e, h o u s e, l o s e, r a i s e)

Job 6 – Odd Job E

Lengthening two letter main idea words (awe, ewe); differentiating homophones (or, ore); pronounced at one time (one, come, are); other reasons (were, there, where, gone).

10. **Which is it, I-E or E-I? Usually write the letters I-E for the sound /E/** within a base word (chief, thief, believe, piece), except after C (CEI: receive, ceiling) or when we hear the sound /A/ (beige,

their, reign, heir). [And then there are the exceptions: 1. Common words (either, neither, leisure, seize, caffeine, protein, weird) 2. German origin (stein, feisty, Geiger counter, poltergeist, height, sleight) and Greek (seismograph, kaleidoscope) 3. Others (heifer, forfeit, counterfeit)]

Consonant Rules

11. The letter **Q** is always followed by **U**, and the **U** is not a vowel. (quit, quiet, squeeze)
12. **C** followed by **E, I** or **Y** says $\frac{2}{c}$. (dance, city, cycle, ceiling)
13. **G** followed by **E, I** or **Y** may say $\frac{2}{g}$. (gem, germ, gear, giant, girl, gym, baggy)
14. **FLOSS Rule: We often double F, L and S** after a single vowel at the end of a base word. (off, ball, miss)
15. **[ck]- /k/, 2-letter /k/, used only** after a single vowel that says /a/, /e/, /i/, /o/, /u/
[dge]- /j/, 3-letter /j/, used only after a single vowel that says /a/, /e/, /i/, /o/, /u/
 (English words do not end with J.)
[tch]- /ch/, 3-letter /ch/, used after a single vowel that says /a/, /e/, /i/, /o/, /u/

pack	badge	catch/watch
peck	edge	fetch
pick	ridge	witch
pock	lodge	notch
puck	fudge	clutch/butcher

16. The letter **Z** is used to spell /z/ at the beginning of a base word. (zoo, zebra)
17. The letter **X** is never followed by **S**. (foxes, except, excite, excuse)
18. **Double consonants within multi-syllable base words (hap·py, bun·ny, lit·tle):** The first of the double consonants is silent. It closes the first syllable so the vowel cannot say its name.
19. **S-H is used to spell /sh/**
 at the **beginning** of a word (shut, shop),
 at the **end** of a syllable (fish, fin·ish),
BUT NOT at the beginning of syllables after the first one,
EXCEPT for the ending -ship (friendship, hardship).
20. **T-I, S-I, C-I are used to spell /sh/** at the **beginning** of syllables **AFTER** the first one.
 (na·tion, vi·sion, so·cial)

Affix Rules

21. Suffix S:

Nouns—simply add S to form the plural of most nouns. (boys, trucks)

Verbs—simply add S to form singular verbs. (waits, makes)

22. Suffix E-S: add to nouns and verbs ending with the sounds of /s/, /z/, /ch/, /sh/, or /j/.

Nouns (phases, bushes, foxes, churches, cages)

Verbs (misses, loses, forces, pushes)

23. **Suffix E-S:** add to most nouns and verbs **ending with O after a consonant.**

The exceptions are some musical terms. (pianos, cellos, solos)

Nouns (heroes, potatoes)

Verbs (goes, does)

24. **Suffix E-S:** add to some **nouns ending in f and f-e.** They form their plurals by changing the F to V and adding ES. (wolves, wives)

25. **Drop the E**

When adding a **vowel suffix**, **Silent Final E words** are written without the E (give, giving) unless they need it (outrageous, rechargeable).

26. **1 - 1 - 1**

When adding a **vowel suffix** to a **one-syllable** word ending with **one vowel** and **one consonant** (hop, shut), **double** the last **consonant.** (hopped, shut · **ting**)

27. **2 – 1 - 1 Accent**

When adding a **vowel suffix** to a **two** (or more) **syllable** word ending with **one vowel** and **one consonant**, **double** the last **consonant** IF the **accent** is on the **last syllable** (ad · 'mit, ad · 'mit · **ted**) UNLESS the **suffix** **throws the accent** to another syllable (re · 'fer, re · 'ferred, 're · fer · ence).

28. **Y Exchange**

Final Y changes to I when adding **any suffix** that does **not begin with I.** (cry, cried, crying) *This rule always uses E-S as the suffix for plural nouns and singular verbs. (babies, relies, cries)

29. The past tense ending [**ed**] says /e//d/ as a separate syllable after **words ending** with the sounds /d/ or /t/ (grad·ed, wait·ed), says /d/ after words ending in a **voiced sound** (warmeded), and /t/ after words ending in an **unvoiced sound** (bakeded).

30. **All** and **full** are **usually written with one L** when **added** to another syllable. (almost, careful)

31. 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 in the word. (unnecessary, dissolve, misspell)

Identifying Syllables

A syllable is a word or word part that contains one vowel sound and all the consonants associated with the vowel sound. Since the program covers the different syllable types as individual words are analyzed during spelling lessons, the words will be syllabicated for spelling. When syllabication for spelling differs from pronunciation in the rhythm of speech, it will be pointed out to students. When using the dictionary, be careful with the syllabication as given. Some dictionaries syllabicate for both speech and spelling, and some do not. When teaching syllabication for spelling, honor the base word spelling and any spelling rules. (When decoding: students identify the number of syllables by locating the vowels; when dividing words into syllables, do not separate the letters of a multi-letter phonogram; watch for Silent Final E Job 4, “every English syllable must have a written vowel”.)

- 32. Closed** – The syllable **ends with one or more consonants** and the **vowel** says its **first sound** (cannot say its name). Divide after the consonant/s that close a syllable (shut, fund-ed, neph-ew). Words with doubled consonants use the first consonant to force a closed syllable. Always divide between the double consonant (hap · py).
- 33. Open** – The syllable **ends with a single vowel** and the **vowel says its name** (ba · by, fi · nal, be · gin, po · ta · to). Divide the syllable after the single vowel saying its name. A vowel can form its own open syllable: pi an o, fam i ly, a go. [VR1. And VR2.]
- 34. SFe Job 1 VCe** – The Silent Final E **is not** counted as a vowel in the syllable count. (c a m e, a · w a k e)
- 35. SFe Job 4 L-E** – The Silent Final E **is** counted as a vowel in the syllable count. (The L-E often pulls the consonant before it when forming the syllable: wig·gle, i·dle, un·cle, im·pos·si·ble.)
- 36. Vowel teams** – Multi-letter vowel teams should be underlined to show the letters work together to represent one vowel sound. Together they represent the vowel sound for one syllable (chief, pur·suit). Letters that sit together in a word may not always be a vowel team (di · et).
- 37. R-controlled** – The phonograms containing vowel + R, (or, ar, er, ir, ur, wor, ear), act as a vowel team and stay together to form the vowel sound for a syllable. (ear·ly, ner·vous, col·or)
- 38. Compound words** - Syllabicate each word in the compound word as though it was a single word, then divide between the two words. ([but·ter] · [fly], back · pack)
- 39. Prefixes and suffixes** – Prefixes and suffixes usually form their own syllable for spelling. Usually divide between the base word or root and the affix. (**re**·wind, teach·**er**, **mis**·chief, bak·**ing**, run·**ner**, walked)

Capitalization Rules

The following are the capitalization rules that will be covered in K-3 vocabulary and writing

- 40.** Capitalize the pronoun I.
- 41.** Capitalize the first word of
- Sentences
 - Letter greetings
 - Letter closings
 - Quotations
 - Lines of poetry
- 42.** Capitalize the names of titles of:

- People and the title when it is with the name
- Days and months
- Cities, states and countries
- Streets
- Books and movies

Apostrophe Rules

Apostrophes are used in two situations:

43. Apostrophes take the place of a missing letter/letters in forming contractions. (it's-it is, can't-cannot, aren't-are not, they'll-they will)
44. Apostrophes are added with an S to show ownership or possession. They are added before S when the noun is singular and after the S when the noun is plural. (Mary's dress, all the boys' desks)

Key to standardize how the phonogram, sound, and letter name are represented and read in dialogue for this text (vocabulary taught for spelling will be marked with the marking system):

1. **Letter names** will be represented by capital letters. When you see a capital letter with no forward slashes simply say the letter name/s.
2. **Phonograms** will be represented by brackets around the letters of the phonogram, whether a single letter or multiple letters, [a], [ea], [igh]. The box around (representing the phonogram card) indicates you will say all the sounds and text that distinguish it from another phonogram.
3. A **single sound** is represented by letters within forward slashes, /sh/, /oy/, /t/, /k/.
Lowercase vowel letters, /a/, represent the first sound of the phonogram (short sound) and **capital vowel letters**, /A/, represent the second sound of the phonogram (its name or long sound). [/oo/ first sound of [oo] like sound of the U in *true* or the O-O in *fool*, /OO/ second sound of [oo] like the sound of U in *put* or the O-O in *foot*; /th/ the first or unvoiced sound of [th] like the T-H in *think*; /TH/ the second or voiced sound of [th] like the T-H in *them*.]