

## RULES OF PRONUNCIATION, SPELLING, AND LANGUAGE

FOR CONVENIENT REFERENCE, all rules introduced in *The Writing Road to Reading* are listed on pages 223–225. The rule number is followed by the rule, explanations, instructional tips, and example words as needed.

Pronunciation rules are introduced in phonogram reviews, reinforced during spelling dictation, and applied during reading. Spelling rules are also taught in phonogram reviews and reinforced in spelling dictation, but are applied during writing. Language rules are taught during spelling dictation and applied during writing.

For kindergarten through second-grade students, the teacher demonstrates how the rules work in words. Children then write the words that illustrate each rule in their primary notebooks. Students in grade three and above write words that illustrate the first sixteen rules in the first six pages of the intermediate spelling/vocabulary notebook. All students learn to apply the rules by participating in practice activities described in chapter 1 (see pages 53–70). Students need daily practice applying the rules. Just memorizing a rule does not mean students understand or are able to apply it. Spalding Word Builder Cards (see Resources) are used to provide guided and independent practice of rules 9, 10, 11, 21, 22, and 24.

## RULES      EXPLANATION AND INSTRUCTIONAL TIPS

### 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 says *k* (*cat, cot, cut*).

The c is not numbered and the abbreviation for rule 2 is not written in student notebooks 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 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 and the abbreviation for rule 3 is not written in student notebooks.

4. Vowels a, e, o, and u usually say *ā, ē, ō, and ū* at the end of a syllable (*na vy, me, o pen, mu sic*).

This rule helps students know how to divide unfamiliar vowel-consonant-vowel words and then pronounce the vowel correctly (*re port*).

5. The letters i and y usually say *ī* (*big, gym*), but may say *î* (*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 *ē*, 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 1, pages 56-57.] The fifth 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 Ayres words for spelling, the silent e's are sounded (*t ī m ē*).

### 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 reading multisyllable Ayres 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 write a chart for the five spellings of *er*. Add each word that uses one of the five spellings when encountered in the Extended Ayres Word List.

### Rule Page 3 (Rules 9-10)

9. Words of *one* syllable (*bop*) ending in *one* consonant, with *one* vowel before it, need another final consonant (*bop + ped*) before adding 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 an 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 an ending that begins with a vowel.

#### Rule Page 5 (Rule 12)

12. After *c* we use *ei* (*receive*). If we say *a*, we use *ei* (*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 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* never follows *x*. The phonogram *x* includes an *s* sound (*ks*).
21. *All*, written alone, has two *l*'s, but when used as a prefix, only one *l* is written (*al so*, *al most*).
22. *Till* and *full*, written alone, have two *l*'s, but when used as a suffix, only one *l* is written (*un til*, *beau ti ful*).  
Students also need practice explaining how the addition of these endings changes word meanings and usage.

23. The phonogram dge may be used *only* after a single vowel that says *ă, ě, ĭ, ǫ, or ů* (*badge, edge, bridge, lodge, budge*).

24. When adding an 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 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, ĭ, ǫ, or ů* (*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. If a base word ends in the sound *d* or *t*, adding ed makes another syllable that says *ed* (*sid ed, part ed*). If the base word ends in a voiced consonant sound, the ending ed says *d* (*lived*). If the base word ends in an unvoiced consonant sound, the ending ed says *t* (*jumped*).

29. Words are usually divided between double consonants. For speaking and reading, only the consonant in the accented syllable is pronounced; the consonant in the unaccented syllable is silent (*lit' le*).

During dictation of words in sections A–H, focus only on having students pronounce both consonants to spell the words correctly. When reading words for spelling, students sound both consonants, but in speaking or reading, they say the consonant only in the accented syllable. When reading words for reading, be sure students read double-consonant words correctly (*lit' le, a count', o cur', e fect', a rive', of' i cer*).