

# HOW SPELLING IS TAUGHT

## LEVELS K-3

Spelling is taught in three different ways:

1. Spelling patterns are taught as the child learns to read the spelling patterns. For example, when the child learns to read words containing the phonogram EE, the child also learns to spell words containing EE. This is done through spelling dictation, meaning you dictate a word or sentence, and the child writes it.
2. The child learns spelling rules, beginning in Level 1. Many spelling rules have so many exceptions (some times up to 70% of words) that they are not as helpful. Our courses teach 13 spelling rules that we determined to be the most helpful rules. However, we do not emphasize spelling rules. You only have a certain amount of time to work with the child each day. Our studies show that spending extra time reading is generally more effective than spending extra time with spelling rules. However, if you would like to emphasize spelling rules more, simply make flashcards for the spelling rules (included at the end of this document) and print out extra copies of the spelling rule pages and work on them more often. Spelling rules are especially helpful to struggling readers.
3. The child practices a list of spelling words. These carefully chosen words are mainly rule breakers and commonly misspelled words. Information on how to practice these words is included in the course books.

## LEVEL 4

In order to change things up and keep learning fresh for the child, the child practices spelling independently in Level 4, completing carefully designed spelling assignments in which the child practices and reviews spelling rules, a list of commonly misspelled words, homophones, and commonly confused word pairs.

## LEVELS 5-7

In Levels 5-7, the child completes spelling through sentence dictation exercises. These sentences have been very carefully designed to target spelling rules and patterns, words that are rule breakers and commonly misspelled words, grammar and punctuation rules, homophones, commonly confused word pairs. The creators of The Good & the Beautiful curriculum found that having students utilize and process grammar skills through sentence dictation more effectively helps students understand and retain grammar skills than worksheets and exercises alone.

# Spelling Rules

1. **Double S, F, or L at the End of Words:** At the end of one syllable words, usually double the letters S, F, or L right after a vowel. The rule is the same if it is a compound word or if suffixes or prefixes are added to the one-syllable word.
2. **Double Consonants in the Middle of Words:** Usually double a consonant in the middle of a word if you need to close a syllable to keep the short vowel sound.  

When a syllable ends with a vowel, it is an open syllable, and the vowel is usually long ("says its name"). A closed syllable ends with a consonant.
3. **K, C, or CK at the End of Words:** For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or the phonogram OO. Use C at the end of multi-syllable words. The rule is the same if it is a compound word or if suffixes or prefixes are added to the one-syllable word.
4. **K or C at the Beginning or Middle of Words:** At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.
5. **111 Rule:** If a word is 1 syllable, has only 1 vowel, and ends with just 1 consonant, then double that consonant before adding a vowel suffix. Otherwise, do not double the consonant. Note: In words with two vowels and then a consonant, do not double the consonant (e.g., cooked, heatable). In words ending with a phonogram (two letters that make one sound such as EW or OW), do not double the consonant (e.g. chewable, bowed).
6. **Plural Nouns:** We usually make a noun plural by adding S. But we add ES to words that end with SH, CH, Z, X, or S. We drop the Y and add IES to words that end with a consonant + Y.
7. **CH or TCH:** If the sound /CH/ follows a short vowel sound, usually use TCH; otherwise, use CH.
8. **DGE:** If /j/ follows a short vowel sound, it is usually spelled with DGE.
9. **Consonant + LE:** Every syllable has to have a vowel, so a silent E is added to syllables ending with a CONSONANT + L. (Example: whistle, not whistl)
10. **Drop the E Rule:** If a base word ends in final silent E, drop the E before adding a vowel suffix. (Example: bake - baking) But do not drop the E when adding ABLE to words ending in CE or GE. (Examples, change - changeable, notice - noticeable)
11. **Changing Y to I:** Words that end with CONSONANT + Y must have the Y changed to an I before adding any suffix: (Examples: happy-happiness, beauty-beautiful, plenty-plentiful)
12. **Words That End with V:** A silent E is added to words to prevent them from ending in V because English words do not end with the letter V.
13. **Singular Words That End with S:** When a word ends in S but is not plural, usually add a silent E.