

## Spelling Guide

1. Short and long vowel sounds  
Use the short sound unless the long sound is indicated.

|          |            |          |              |
|----------|------------|----------|--------------|
| <b>a</b> | <b>hat</b> | <b>ā</b> | <b>bay</b>   |
| <b>e</b> | <b>bed</b> | <b>ē</b> | <b>bee</b>   |
| <b>i</b> | <b>big</b> | <b>ī</b> | <b>light</b> |
| <b>o</b> | <b>log</b> | <b>ō</b> | <b>rope</b>  |
| <b>u</b> | <b>sun</b> | <b>ū</b> | <b>tune</b>  |

- 2 Stressed syllables are indicated by italicized letters in Levels 5 and above.

**bē gun**

- 3 The Schwa      ə

This symbol designates an unstressed “uh” sound.  
A short u is used if the syllable is stressed.

**hum bəg humbug hum<sup>3</sup> bug<sup>3</sup>**

Both have the same sound, but the short u is stressed and the schwa is not stressed.

- 4 Open and closed syllables

A syllable with a short vowel sound is usually closed by a consonant at the end.

A syllable with a long vowel sound is usually open with the vowel at the end of the syllable.

|                |               |  |
|----------------|---------------|--|
| <b>tā bl</b>   | <b>table</b>  | <b>ta<sup>2</sup> ble<sup>3</sup></b>  |
| <b>ta blit</b> | <b>tablet</b> | <b>tab<sup>3</sup> let<sup>3</sup></b> |

In the word “tablet,” the “b” is usually pronounced with the second syllable and not the first. However, since the “a” is a short vowel sound, it is closed with the “b” at the end of the syllable. Attention to this rule will assist in learning the spellings of many larger words.

- 5 Differences in pronunciations and number of syllables

An asterisk\* will indicate words whose spelling differs significantly from the number of syllables commonly spoken.

|                     |                  |  |
|---------------------|------------------|--|
| <b>chok o lāt*</b>  | <b>chocolate</b> | <b>choc<sup>4</sup> o<sup>1</sup> late<sup>4</sup></b> |
| <b>dif fer int*</b> | <b>different</b> | <b>dif<sup>3</sup> fer<sup>3</sup> ent<sup>3</sup></b> |

The student is encouraged to learn the different pronunciation in order to assist in spelling these irregular words.

- 6 Blended syllables

Some syllables that are pronounced as only one syllable may be written as two syllables in the third column when it is logical for spelling. In these cases, the space between the syllables is removed.

|              |                |  |
|--------------|----------------|--|
| <b>trapt</b> | <b>trapped</b> | <b>trap<sup>4</sup>ped<sup>3</sup></b> |
|--------------|----------------|--|

# SYLLABLE SAVVY SPELLING SIX

## Lesson 1

|                         |             |  |
|-------------------------|-------------|--|
| 1. <i>af gan i stan</i> | Afghanistan | Af <sup>2</sup> ghan <sup>4</sup> is <sup>2</sup> tan <sup>3</sup> |
| 2. <i>ku bəl</i>        | Kabul       | Ka <sup>2</sup> bul <sup>3</sup>                                   |
| 3. <i>al bān ē ə</i>    | Albania     | Al <sup>2</sup> ban <sup>3</sup> i <sup>1</sup> a <sup>1</sup>     |
| 4. <i>ter o nə</i>      | Tirana      | Tir <sup>3</sup> a <sup>1</sup> na <sup>2</sup>                    |
| 5. <i>ser priz</i>      | surprise    | sur <sup>3</sup> prise <sup>5</sup>                                |
| 6. <i>fūl ish nis</i>   | foolishness | fool <sup>4</sup> ish <sup>3</sup> ness <sup>4</sup>               |
| 7. <i>per fikt</i>      | perfect     | per <sup>3</sup> fect <sup>4</sup>                                 |
| 8. <i>per pleks</i>     | perplex     | per <sup>3</sup> plex <sup>4</sup>                                 |
| 9. <i>pop ū lā shn</i>  | population  | pop <sup>3</sup> u <sup>1</sup> la <sup>2</sup> tion <sup>4</sup>  |
| 10. <i>ol thō</i>       | although    | al <sup>2</sup> though <sup>6</sup>                                |
| 11. <i>gâr ən tē</i>    | guarantee   | guar <sup>4</sup> an <sup>2</sup> tee <sup>3</sup>                 |
| 12. <i>fo lō ěn</i>     | following   | fol <sup>3</sup> low <sup>3</sup> ing <sup>3</sup>                 |
| 13. <i>ges</i>          | guess       | guess <sup>5</sup>   |
| 14. <i>rē sōrs</i>      | resource    | re <sup>2</sup> source <sup>6</sup>                                |
| 15. <i>con sə qwins</i> | consequence | con <sup>3</sup> se <sup>2</sup> quence <sup>6</sup>               |
| 16.                     |             |  |
| 17.                     |             |  |
| 18.                     |             |  |
| 19.                     |             |  |
| 20.                     |             |  |