

Word Study and Recognition Information

General Information Based on Word Origin

The following table lists the spellings by frequency of use.

General Information Based on Word Origin			
Sound	Spelling(s)	Examples	Information and Rules
Long- and short-vowel sounds	Short, one-syllable words	<i>sky, sun, hen, do, his, are</i>	Anglo-Saxon in origin Simple, common words originate from Old English, which was viewed as the language of the common person, and Middle English, which was a mixture of Old English and French; pronunciations changed over time, but spellings often did not.
Long- and short-vowel sounds	Vowel teams, including vowel digraphs	<i>read, night, key, hawk, toe, bread</i>	Anglo-Saxon in origin Pronunciations changed over time, but spellings often did not.
One sound	Digraphs (<i>ch, sh, th, wh, ck, ng, gh</i>)	<i>such, with, shall, when, back, sing</i>	Most Anglo-Saxon in origin The digraph <i>ph</i> (to spell the /f/ sound) and <i>ch</i> (to spell the /k/ sound) are Greek in origin.
/oi/, /ou/	<i>oi, oy, ow, ou</i>	<i>toy, soil, cow, loud</i>	Diphthongs are Anglo-Saxon in origin.
	Silent letters	<i>knight, mine, gnat, guess</i>	Anglo-Saxon in origin Many of these letters used to be pronounced. They often do specific jobs. For example, the <i>e</i> in <i>mine</i> marks the <i>i</i> to be long, and the <i>u</i> in <i>guess</i> allows <i>g</i> to be pronounced /g/ when it precedes a vowel (<i>e, i, or y</i>) that would otherwise make it a /j/.
	Irregular spellings	<i>was, of, love, one</i>	Anglo-Saxon in origin

General Information Based on Word Origin			
Sound	Spelling(s)	Examples	Information and Rules
/er/, /ar/, /or/	Vowel-r (er, ur, ir, ar, or, ear, oar, our)	<i>card</i> , <i>herd</i> , <i>lord</i> , <i>fur</i> , <i>heard</i> , <i>pour</i>	Anglo-Saxon in origin
	Six syllable types	Open, closed, VCe, Vr, VV, Cle	Anglo-Saxon in origin
	Compound words	<i>doghouse</i> , <i>mailman</i>	Anglo-Saxon in origin
/ū/	ou	<i>soup</i> , <i>coupon</i>	Norman French in origin Many of our words for food, fashion, relationships, and social ideas derive from Norman French.
/s/, /j/	ce, ci, cy, ge, gi, gy	<i>peace</i> , <i>huge</i> , <i>science</i>	Norman French in origin
	Special endings (-ette, -elle, -ique, -ine, -ice)	<i>boutique</i> , <i>baguette</i> , <i>novice</i> , <i>cuisine</i>	Norman French in origin
	Multisyllabic words with roots, prefixes, suffixes	<i>instruction</i> , <i>refer</i> , <i>paternal</i> , <i>reject</i> , <i>designate</i> , <i>aquarium</i>	Latin in origin These are the most predictable spellings and pronunciations; they include many words found in the social sciences, physical sciences, and literature.
/f/	ph	<i>agoraphobia</i>	Greek in origin
/k/	ch	<i>chlorophyll</i>	Greek in origin
/i/	y	<i>gymnasium</i>	Greek in origin
	Words using combining forms	<i>hypnosis</i> , <i>biology</i> , <i>geography</i> , <i>decathlon</i>	Greek in origin These word parts are all considered roots, or combining forms; these terms are used in philosophy, mathematics, science, and medicine.

Phoneme-Grapheme Connections: Vowel Sounds

The following table lists the vowel sound spellings by frequency of use.

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/ă/	<i>a</i>	<i>h<u>a</u>t</i>	Most often spelled just with <i>a</i> in closed syllable
/ā/	<i>a, a_e, ai, ay, eigh, ei, ey, ea</i>	<i>b<u>a</u>by, m<u>a</u>de, m<u>a</u>id, m<u>a</u>y, w<u>eigh</u>, v<u>ei</u>n, pr<u>ey</u>, st<u>ea</u>k</i>	Most often spelled with <i>a</i> at the end of an open syllable (as in <i>baby</i>) Spelled in the middle of a syllable with <i>a_e</i> or <i>ai</i> Spelled at the end of a syllable with <i>a</i> or <i>ay</i> Spellings <i>eigh</i> , <i>ey</i> , and <i>ea</i> less common
/ĕ/	<i>e, ea</i>	<i>b<u>e</u>d, br<u>ea</u>th</i>	Most often spelled just with <i>e</i> in closed syllable Can be spelled with <i>ea</i> —for example, in the <i>ead</i> family (e.g., <i>bread</i> , <i>head</i> , <i>lead</i>)
/ē/	<i>y, e, ee, ea, ei, ie, ey, e_e</i>	<i>pr<u>e</u>tty, f<u>ee</u>ver, m<u>ee</u>t, b<u>ea</u>d, r<u>ee</u>ceive, p<u>ie</u>ce, k<u>ey</u>, m<u>ee</u>t</i>	Most often spelled with <i>y</i> at the end of a multisyllabic word (like in <i>funny</i>) Also, often spelled with just <i>e</i> at the end of an open syllable (like in <i>me</i> or <i>he</i>) Spelled in the middle of a syllable with <i>ee</i> or <i>ea</i> Spellings <i>ei</i> , <i>ie</i> , <i>ey</i> , and <i>e_e</i> less common
/ĭ/	<i>i, i_e, y</i>	<i>s<u>i</u>t, g<u>i</u>ve, g<u>y</u>m</i>	Most often spelled just with <i>i</i> in closed syllable Much less often spelled <i>i_e</i> , as in <i>live</i> and <i>give</i> In words of Greek origin, can be spelled <i>y</i>
/ī/	<i>i_e, i, y, igh, ie, y_e</i>	<i>m<u>i</u>ne, h<u>i</u>, fl<u>y</u>, h<u>igh</u>, t<u>ie</u>, b<u>y</u>te</i>	Most often spelled with <i>i_e</i> in a VCe syllable or just <i>i</i> at the end of an open syllable Less often spelled <i>y</i> at the end of a single-syllable word Spelled in the middle of a syllable either <i>i_e</i> or <i>igh</i> Spellings <i>ie</i> and <i>y_e</i> less common Also found in a few irregular word families, such as the <i>ind</i> family (e.g., <i>find</i> , <i>bind</i>) and <i>ild</i> family (e.g., <i>wild</i> , <i>child</i>)

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/ɒ/	<i>o, a, ough</i>	<i>fox, swap, thought</i>	<p>Most often spelled just with <i>o</i> in closed syllable</p> <p>Much less often spelled <i>a</i>, as in <i>swamp</i> or <i>want</i> (often this spelling occurs after <i>w</i> because the /w/ sound affects the sound of <i>a</i>)</p> <p>Very rarely spelled <i>ough</i> (as in <i>bought</i>)</p>
/ō/	<i>o, o_e, oa, ow, oe, ough</i>	<i>potato, hope, soap, bow, oboe, though</i>	<p>Most often spelled with <i>o</i> at the end of an open syllable (like in <i>go</i>)</p> <p>Spelled in the middle of a syllable with <i>o_e</i> or <i>oa</i></p> <p>Spelled at the end of a syllable with <i>ow</i> (or much less often <i>oe</i>, as in <i>toe</i>)</p> <p>Long <i>o</i> also found in a few irregular word families such as the <i>old</i> family (e.g., <i>cold, bold</i>), <i>ost</i> family (e.g., <i>most, host</i>), and <i>ough</i> family (e.g., <i>though, dough</i>)</p>
/ʊ/	<i>u, o</i>	<i>hut, cover</i>	<p>Most often spelled just with <i>u</i> in closed syllable</p> <p>The accented short-<i>u</i> sound; the schwa (/ə/) is the same sound, but it is found in unaccented syllables</p>
/ū/	<i>oo, u, o, u_e, ou, ew, ue, ui</i>	<i>too, truth, who, tube, soup, chew, glue, suit</i>	<p>Very tricky to spell</p> <p>Most often spelled <i>oo</i></p> <p>Spelled just with <i>u</i> at the end of an open syllable</p> <p>Spelled in the middle of a syllable <i>u_e</i> or <i>oo</i></p> <p>Spelled at the end of a syllable <i>ew</i> or <i>ue</i></p> <p>Spelled in a word of French origin <i>ou</i> or <i>ui</i></p>
/aw/	<i>o, al, au, aw</i>	<i>lost, call, pause, flaw</i>	<p>Most often spelled <i>o</i> in a closed syllable</p> <p>Also often spelled <i>al</i> or <i>au</i> in the middle of a syllable (as in <i>walk</i> and <i>haunt</i>), unless the syllable ends with <i>n</i> or <i>l</i> (as in <i>pawn</i> or <i>bawl</i>)</p> <p>Spelled <i>aw</i> at the end of a syllable</p>
/oo/	<i>u, oo, o</i>	<i>put, took, woman</i>	<p>Most often spelled <i>u</i> in a closed syllable</p> <p>Also often spelled <i>oo</i> (e.g., the <i>ook</i> family—<i>book, look</i>, etc.)</p> <p>Much less often spelled <i>o</i></p>

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/yū/	u, u_e, ew	<u>u</u> nite, <u>u</u> se, <u>fe</u> w	<p>Actually two sounds but often taught as one sound</p> <p>Different from just long-u sound by itself (contrast <i>chew</i> with <i>few</i> to hear the difference)</p> <p>Most often spelled with <i>u</i> at the end of an open syllable, as in <i>unicorn</i></p> <p>Also often spelled with <i>u_e</i> in the middle of a syllable</p> <p>Much less often spelled <i>ew</i> at the end of a syllable</p>
/oi/	oi, oy	<u>oi</u> l, <u>bo</u> y	<p>Most often spelled <i>oi</i> in the middle of a syllable</p> <p>Also spelled <i>oy</i> at the end of a syllable</p>
/ou/	ou, ow	<u>lou</u> d, <u>cow</u>	<p>Most often spelled <i>ou</i> in the middle of a syllable (but if it precedes <i>l</i> or <i>n</i>, can be spelled <i>ow</i>, as in <i>fowl</i> or <i>town</i>)</p> <p>Also spelled <i>ow</i> at the end of a syllable</p>
/er/	er, or, ar, ir, ur, ear	<u>je</u> rk, <u>odo</u> r, <u>cella</u> r, <u>bi</u> rd, <u>bu</u> rp, <u>hea</u> rd	<p>Most often spelled <i>er</i></p> <p>Less often spelled <i>or</i> or <i>ar</i></p> <p>Much less often spelled <i>ir</i>, <i>ur</i>, or <i>ear</i></p>
/ar/	ar, are	<u>car</u> t, <u>are</u>	<p>Most often spelled <i>ar</i></p> <p>Much less often spelled <i>are</i></p>
/or/	or, ore	<u>sport</u> , <u>core</u>	<p>Most often spelled <i>or</i></p> <p>Much less often spelled <i>ore</i></p>
/ə/	o, u, a, i, e, ou	<u>pers</u> on, <u>circu</u> s, <u>ab</u> out, <u>pani</u> c, <u>ele</u> ct, <u>famou</u> s	<p>Very difficult to spell—helps to know derivations to figure out spelling in multisyllabic words</p> <p>For example, in <i>definition</i>, the first <i>i</i> makes the /ə/ sound, so it's difficult to figure out. If you know that <i>definition</i> derives from the word <i>define</i>, in which the <i>i</i> makes the long-i sound, you can figure out that you should spell the /ə/ with an <i>i</i>.</p> <p>Spellings of /ə/ used fairly evenly across words—about 10 percent to 25 percent for each spelling</p>

Phoneme-Grapheme Connections: Consonant Sounds

The following table lists the consonant sound spellings by frequency of use.

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/b/	<i>b, bb</i>	<i><u>b</u>ig, ni<u>b</u>ble</i>	<p>Almost always spelled just with <i>b</i></p> <p>Can be spelled with a double <i>b</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>bubble</i> and <i>flabby</i></p>
/k/	<i>c, k, ck, ch, que</i>	<i><u>c</u>ar, <u>k</u>it, <u>sick</u>, <u>ch</u>emist</i>	<p>Spelled <i>c</i> before <i>a</i>, <i>o</i>, or <i>u</i></p> <p>Spelled <i>k</i> before <i>e</i>, <i>i</i>, or <i>y</i></p> <p>Spelled <i>k</i> at the end of a syllable after a long vowel or vowel team (as in <i>seek</i>, <i>book</i>, or <i>make</i>)</p> <p>Spelled <i>k</i> at the end of a syllable after a consonant (as in <i>sink</i> or <i>walk</i>)</p> <p>Spelled <i>ck</i> at the end of a syllable after a short vowel (as in <i>lock</i> or <i>peck</i>)</p> <p>Spelled <i>ch</i> in words of Greek origin (as in <i>chlorophyll</i>)</p> <p>Spelled <i>que</i> in words of French origin (as in <i>boutique</i>)</p> <p>Sounds /k/ + /w/ and /k/ + /s/ have other spellings (<i>qu</i> and <i>x</i>)</p>
/d/	<i>d, dd, -ed</i>	<i><u>d</u>og, cu<u>dd</u>le, roa<u>re</u>d</i>	<p>Almost always spelled just with <i>d</i></p> <p>Can be spelled with a double <i>d</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>fiddle</i></p> <p>Also spelled with inflectional ending <i>-ed</i> when the base word ends with a voiced sound, as in <i>flowed</i></p>

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/f/	f, ph, ff	<u>f</u> at, <u>ph</u> one, <u>mu</u> ffle, <u>stu</u> ff	<p>Most often spelled with just <i>f</i></p> <p>Spelled <i>ph</i> in words of Greek origin (as in <i>philosophy</i>)</p> <p>Can be spelled with a double <i>f</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>baffle</i></p> <p>Also spelled <i>ff</i> in a syllable ending with the /f/ sound—follows the FLOSS rule (as in the word <i>off</i>)</p>
/g/	g, gg	<u>g</u> ot, <u>bug</u> gy	<p>Most often spelled with just <i>g</i></p> <p>Can be spelled with a double <i>g</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>goggles</i></p> <p>See /g/ + /z/ for other spelling (x)</p>
/h/	h, wh	<u>h</u> ot, <u>wh</u> o	<p>Most often spelled with just <i>h</i></p> <p>Rarely spelled with other spellings, such as <i>wh</i> (as in <i>whose</i>)</p>
/j/	ge, j, dge, d, g(i), g(y)	<u>cage</u> , <u>jet</u> , <u>edge</u> , <u>sold</u> ier, <u>gist</u> , <u>gym</u>	<p>Most often spelled <i>ge</i>, especially with a syllable that has a long vowel and ends in /j/ (as in <i>huge</i> and <i>page</i>)</p> <p>Also often spelled <i>j</i> at the beginning of a word</p> <p>Spelled <i>dge</i> at the end of a syllable with a short-vowel sound (as in <i>judge</i> and <i>ridge</i>)</p> <p>Much less often spelled <i>d</i> (usually when it precedes the /y/ sound), <i>gi</i>, or <i>gy</i></p> <p>No English words end with <i>j</i></p>
/l/	l, ll	<u>l</u> id, <u>fall</u>	<p>Most often spelled with just <i>l</i></p> <p>Also spelled with <i>ll</i> in a syllable ending with the /l/ sound—follows the FLOSS rule (as in <i>will</i>)</p>

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/m/	m, mm, mb	<u>h</u> um, cl <u>am</u> my, cl <u>im</u> b	Most often spelled with just <i>m</i> Can be spelled with a double <i>m</i> , specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>humming</i> Rarely with another spelling, such as <i>mb</i> (as in <i>plumber</i>)
/n/	n, kn, nn	<u>n</u> o, <u>k</u> nee, fun <u>n</u> y	Most often spelled with just <i>n</i> In a few Anglo-Saxon words, spelled with <i>kn</i> Can be spelled with a double <i>n</i> , specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>tunnel</i>
/p/	p, pp	<u>p</u> ot, <u>top</u> ple	Almost always spelled just with <i>p</i> Can be spelled with a double <i>p</i> , specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>sappy</i>
/k/ +/w/	qu	<u>q</u> uick	<i>qu</i> represents two sounds, /k/ and /w/ When heard together in a word, most often spelled with <i>qu</i>
/r/	r, wr	<u>r</u> un, <u>w</u> rite	Almost always spelled just with <i>r</i> In a few Anglo-Saxon words, spelled with <i>wr</i>
/s/	s, c(e), c(i), c(y), ss	<u>s</u> eal, <u>r</u> ice, <u>c</u> ite, <u>c</u> yst, me <u>s</u> s	Usually spelled just with <i>s</i> Can be spelled with a <i>c</i> before <i>e</i> , <i>i</i> , or <i>y</i> Also spelled with <i>ss</i> in a syllable ending with the /s/ sound—follows the FLOSS rule (as in <i>pass</i>)
/t/	t, tt, -ed	<u>t</u> op, <u>litt</u> le, gas <u>p</u> ed	Almost always spelled just with <i>t</i> Can be spelled with a double <i>t</i> , specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>potty</i> Also spelled with inflectional ending <i>-ed</i> when the base word ends with an unvoiced sound, as in <i>walked</i>

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/v/	v, ve	<u>v</u> ery, ha <u>v</u> e	Almost always spelled just with v At the end of a word ending with the /v/ sound, has a silent e (as in <i>love</i> , <i>leave</i> , etc.) No English words end with v
/w/	w, u	<u>w</u> ork, pen <u>u</u> in, persu <u>a</u> de	Almost always spelled just with w Spelled with u in <i>qu</i> (see /k/ + /w/ above) and after g (as in <i>language</i>), and s (as in <i>suede</i>)
/k/ + /s/ /g/ + /z/	x	ex <u>er</u> cise, ex <u>a</u> ct	x the only consonant that can represent two sounds in a word After an accented syllable, represents the sounds /k/ + /s/ (<i>box</i>) Before an accented syllable, represents the sounds /g/ + /z/ (<i>exist</i>)
/y/	i, y	on <u>i</u> on, <u>y</u> es	/y/ sound almost evenly represented by i (55 percent) and y (44 percent)
/z/	s, z, es, x, zz	was <u>s</u> , <u>z</u> ero, fl <u>i</u> es, xylo <u>ph</u> one, bu <u>zz</u>	Most often spelled with s (especially in Anglo-Saxon words, such as <i>his</i> , <i>is</i> , <i>has</i>) Spelled with inflectional ending -s when the base word ends with a voiced sound, as in <i>flows</i> Spelled with inflectional ending -es (as in <i>foxes</i>) Spelled x in words of Greek origin (as in <i>xenophobia</i>) Also spelled with zz in a syllable ending with the /z/ sound—follows the FLOSS rule (as in the word <i>jazz</i>)
/th/	th	<u>th</u> ank	Unvoiced /th/ always spelled <i>th</i>
/ <u>th</u> /	th	<u>th</u> is	Voiced / <u>th</u> / always spelled <i>th</i>

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/sh/	ti, sh, ci, ss, ch	ac <u>ti</u> on, <u>sh</u> ed, spe <u>ci</u> al, pass <u>i</u> on, ass <u>u</u> re, <u>ch</u> ef	More than half of /sh/ sounds spelled <i>ti</i> , as in the syllable <i>tion</i> 26 percent spelled <i>sh</i> The rest divided across several other spellings— <i>ci</i> , <i>ss</i> , <i>si</i> , <i>sc</i> , <i>s</i> , <i>ch</i> Spelled <i>ch</i> in words of French origin (as in <i>chagrin</i>)
/zh/	si, s, ge, z	vi <u>s</u> ion, mea <u>s</u> ure, ga <u>r</u> age, seiz <u>u</u> re	Half of /zh/ sounds spelled <i>si</i> , as in suffix <i>-sion</i> Another third spelled <i>s</i> , as in suffix <i>-sure</i> Spelled <i>ge</i> in words of French origin (as in <i>rouge</i>) Less often spelled <i>z</i> , as in suffix <i>-zure</i>
/ch/	ch, t, tch	<u>ch</u> air, advent <u>u</u> re, wat <u>ch</u>	More than half of /ch/ sounds spelled <i>ch</i> , including at the end of a syllable following vowel team or consonant (as in <i>each</i> or <i>bench</i> ; exceptions include <i>such</i> and <i>which</i>) Another third spelled <i>t</i> , as in suffix <i>-ture</i> Spelled <i>tch</i> at the end of syllable following short vowel (as in <i>witch</i>)
/wh/	wh	<u>wh</u> ite	Unvoiced /wh/ always spelled <i>wh</i> Sound almost lost in American English due to most dialects pronouncing this spelling as /w/
/ng/	ng, n	si <u>ng</u> , mon <u>key</u> , Engl <u>ish</u>	Spelled <i>ng</i> at the end of syllable Spelled <i>n</i> when before /k/ or /g/ (as in <i>sink</i> or <i>language</i>)

Letter Patterns and Morphemes

The following table lists complex orthographic patterns and morphemes (meaning units).

Letter Patterns and Morphemes	
Rule or Topic	Explanation and Examples
No words end with <i>j</i> or <i>v</i> .	If a word ends in /j/, spell it with <i>ge</i> (following long vowel) or <i>dge</i> (following short vowel). If a word ends in /v/, put a silent <i>e</i> after the <i>v</i> (as in <i>dove</i> and <i>live</i>).
Add extra letters (consonants) after short vowels.	This is why we use spellings such as <i>ck</i> , <i>dge</i> , <i>tch</i> , and <i>x</i> (which stands for two consonant sounds) after short vowels. It's also why we double consonants when adding endings (as in <i>mopping</i> and <i>rubbed</i>).
The letter <i>e</i> has a lot of jobs.	Used to make short- <i>e</i> sound in closed syllables Used to make long- <i>e</i> sound in open syllables Used to make long- <i>e</i> sound in vowel teams such as <i>ee</i> and <i>ea</i> Used to mark long vowels in VCe words (as in <i>lake</i> and <i>note</i>) Used to mark the soft- <i>c</i> and soft- <i>g</i> sounds (as in <i>cease</i> and <i>page</i>) Keeps words from ending in <i>v</i> (as in <i>have</i> and <i>believe</i>) Keeps words from looking plural (as in <i>horse</i> , <i>house</i> , and <i>please</i>) Used to mark the voiced / <u>th</u> / in verbs (as in <i>breathe</i> and <i>teethe</i>)
Soft <i>c</i> and soft <i>g</i> follow specific rules.	French in origin <i>c</i> makes /s/ sound when followed by <i>e</i> , <i>i</i> , or <i>y</i> <i>g</i> makes /j/ sound when followed by <i>e</i> , <i>i</i> , or <i>y</i>
The letter <i>u</i> acts as interloper.	We put a silent <i>u</i> after <i>g</i> to keep it from changing to the soft sound /j/ (as in <i>guest</i> and <i>guide</i>).
Some word families don't follow the rule of closed syllables and short vowels.	Examples: <ul style="list-style-type: none"> <i>find, bind, kind, rind, hind, mind</i> <i>most, ghost, post, provost</i> <i>wild, mild, child</i> <i>old, cold, sold, told, mold</i>

Letter Patterns and Morphemes	
Rule or Topic	Explanation and Examples
Six syllable types	<p>Closed syllable: Vowel closed off by consonant to make it short (<i>music</i>)</p> <p>VCe: Silent-<i>e</i> makes vowel say long sound (<i>like</i>)</p> <p>Open syllable: Vowel not closed off by a consonant, so it is long (<i>music</i>)</p> <p>Vowel team: Includes those that spell long-vowel sounds (<i>meet</i>), short-vowel sounds (<i>bread</i>), and diphthongs (<i>cow</i>)</p> <p>Vowel-<i>r</i>: Includes those with one vowel (<i>car</i>) or two vowels (<i>heart</i>)</p> <p>Stable final syllable: <i>Cle</i>—final syllable with a consonant followed by <i>le</i>, such as in <i>little</i> (other examples include <i>tion</i> and <i>ture</i>, as in <i>station</i> and <i>adventure</i>)</p>
Syllable division, VC-CV: Two consonants between two vowels	When syllables have two adjacent consonants between them, divide between the consonants. The first syllable is closed (with short-vowel sound), as in <i>mid-dle</i> and <i>tem-per</i> .
Syllable division, V-CV and VC-V: One consonant between two vowels	<p>First try dividing before the consonant, which makes the first syllable open (with a long-vowel sound). This method works 66 percent to 75 percent of the time (e.g., <i>e-ven</i>).</p> <p>If you don't recognize the word, divide after the consonant, which makes the first syllable closed (with a short-vowel sound). This method works 25 percent to 33 percent of the time (e.g., <i>ev-er</i>).</p>
Syllable division: Consonant blends and digraphs	Consonant blends and digraphs stick together. Do not separate them, as in <i>crust-y</i> and <i>moth-er</i> .
Accenting	<p>Accent first word of an Anglo-Saxon compounds (<i><u>cat</u>fish</i>).</p> <p>Accent root word in a Latin-based words (<i>instr<u>uction</u></i>).</p> <p>Accent syllable before <i>tion</i> (<i>prod<u>uction</u></i>).</p> <p>Accent first syllable to make a noun and accent second syllable to make a verb (<i><u>pre</u>sent</i> vs. <i>pre<u>sent</u></i>).</p>

Letter Patterns and Morphemes	
Rule or Topic	Explanation and Examples
Adding endings: Consonant doubling	<p>When a one-syllable word with one vowel ends with one consonant, double the final consonant before adding a suffix that begins with a vowel (<i>fit</i>, <i>fittest</i>).</p> <p>Do not double if the suffix begins with a consonant (<i>ship</i>, <i>shipment</i>).</p> <p>In multisyllabic words, double the final consonant if the last syllable is accented (<i>repelled</i>). If it is not accented, do not double the consonant (<i>canceling</i>).</p>
Adding endings: Drop silent <i>e</i>	<p>When a base word ends in silent <i>e</i>, drop the <i>e</i> when adding a suffix that begins with a vowel (<i>like</i>, <i>liking</i>).</p> <p>Keep the <i>e</i> before a suffix that begins with a consonant (<i>shame</i>, <i>shameless</i>).</p>
Adding endings: Change <i>y</i> to <i>i</i>	<p>When a base word ends in <i>y</i> preceded by a consonant, change the <i>y</i> to <i>i</i> before a suffix (except <i>-ing</i>; <i>ruby</i>, <i>rubies</i>).</p> <p>If a base word ends in <i>y</i> preceded by a vowel (e.g., <i>ay</i>), just add the suffix (<i>pray</i>, <i>praying</i>).</p> <p>Note that <i>y</i> changes to <i>i</i> even if the suffix begins with a consonant (<i>busy</i>, <i>business</i>).</p>
Inflectional endings	Anglo-Saxon in origin and do not change a word's part of speech (e.g., <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , <i>-est</i>)
Three sounds of <i>-ed</i>	<p>Makes the /əd/ sound when base word ends in <i>d</i> or <i>t</i> (<i>beaded</i> or <i>panted</i>)</p> <p>Makes the /d/ sound when base word ends in voiced sound (<i>canned</i>)</p> <p>Makes the /t/ sound when base word ends in unvoiced sound (<i>fixed</i>)</p>
Three sounds of plural (<i>-s</i> or <i>-es</i>)	<p>Makes the /z/ sound when base word ends in voiced sound (<i>moves</i>)</p> <p>Makes the /s/ sound when base word ends in unvoiced sound (<i>sticks</i>)</p> <p>Add <i>-es</i> and make the /əz/ sound when based word ends with /s/, /z/, /j/, /ch/, /sh/, or /zh/ (<i>kisses</i>, <i>buzzes</i>, <i>edges</i>, <i>witches</i>, <i>hushes</i>, <i>garages</i>)</p>
Derivational prefixes and suffixes	<p>Prefix: Often Latin in origin and changes a word's meaning (<i>benevolent</i>, <i>malevolent</i>)</p> <p>Suffix: Often Latin in origin and can change a word's meaning (<i>hopeful</i>, <i>hopeless</i>) and/or part of speech (<i>nature</i>, <i>natural</i>, <i>naturalize</i>, <i>naturalistic</i>)</p>

Morphemes

Most Common Prefixes	Most Common Suffixes	Most Common Latin and Greek Roots (found in more than 100,000 multisyllabic words)	
<i>un-</i>	<i>-s</i>	<i>duct</i>	<i>ten</i>
<i>re-</i>	<i>-es</i>	<i>fic</i>	<i>tain</i>
<i>dis-</i>	<i>-ed</i>	<i>fer</i>	<i>tim</i>
<i>in-</i>	<i>-ing</i>	<i>tent</i>	<i>sist</i>
<i>mis-</i>	<i>-er</i>	<i>tend</i>	<i>sta</i>
<i>fore-</i>	<i>-or</i>	<i>tens</i>	<i>stat</i>
<i>de-</i>	<i>-hood</i>	<i>mit</i>	<i>stit</i>
<i>pre-</i>	<i>-ion</i>	<i>miss</i>	<i>pon</i>
<i>a-</i>	<i>-ship</i>	<i>cap</i>	<i>pose</i>
	<i>-y</i>	<i>ceit</i>	<i>pound</i>
	<i>-ible</i>	<i>ceive</i>	<i>plic</i>
	<i>-able</i>	<i>cep</i>	<i>ply</i>
		<i>cept</i>	<i>graph</i>
		<i>cip</i>	<i>ology</i>

Adapted from Ebbers, 2011; Henry, 2010; Moats, 2009; Venezky, 1999.

Ejemplos de reglas ortográficas para el español

This handout presents a sample of the orthographic rules for the Spanish language.

Reglas básicas para la letra B	
Reglas	Ejemplos
Se escribe <i>b</i> después de <i>m</i>	<i>tambor, septiembre, mambo, cambio</i>
Las sílabas que empiezan con <i>br</i> y <i>bl</i> se escriben con <i>b</i> :	<i>brazo, sobre, blusa, pueblo, sombrero</i>
Se escriben con <i>b</i> los verbos terminados en <i>bir</i> (excepción <i>vivir, hervir, servir</i> y sus compuestos)	<i>escribir, recibir, subir, percibir, prohibir</i>
Se escriben con <i>b</i> las palabras con los siguiente sufijos y prefijos <i>bio, biblio, sub, bilidad, bundo/a, bi, bis, y biz</i>	bio: <i>microbio, biología, biomecánico</i> biblio: <i>biblioteca, bibliografía</i> sub: <i>subterránea, subsistir</i> bilidad: <i>habilidad, amabilidad</i> bundo/a: <i>vagabundo, moribundo</i> bi, bis, biz: <i>bimotor, bisabuelo, bizcocho</i>

Reglas básicas para la letra V	
Reglas	Ejemplos
Se escribe <i>v</i> después de las letras <i>d</i> y <i>n</i>	<i>adviento, envidia, invento</i>
Se escriben con <i>v</i> los adjetivos terminados en <i>-ava, -avo, -eva, -eve, -evo, -iva, -ive, e -ivo</i>	<i>adictivo, octavo, reactiva</i>
Se escriben con <i>v</i> las palabras que empiezan con <i>villa</i> y <i>vice</i> (excepto <i>bíceps</i> y <i>billar</i>)	<i>villano, villancico, vicepresidente</i>
Se escriben con <i>v</i> las palabras que empiezan por <i>eva, eve, evo, y evi</i> (excepto <i>ebanista</i> y <i>ébano</i>)	<i>evento, evacuar, evitar, evolución</i>

Reglas básicas para la letra C	
Reglas	Ejemplos
Se escriben con <i>c</i> las terminaciones <i>-cito</i> , <i>-cita</i> , <i>-cillo</i> , <i>-cilla</i> , <i>-cecillo</i>	<i>pedacito</i> , <i>nochecita</i> , <i>manecilla</i> , <i>pececillo</i> , <i>lucilla</i>
Palabras que en singular terminan con <i>z</i> , el plural se escribe con <i>c</i>	<i>pez-peces</i> , <i>luz-luces</i> , <i>lápiz-lápices</i>
Se escriben con <i>c</i> los verbos que terminen en <i>-cer</i> , <i>-ceder</i> , <i>-cir</i> , <i>-cendir</i> , <i>-cibir</i> , <i>-cidir</i> (excepto <i>asir</i> y <i>coser</i>)	<i>cocer</i> , <i>conceder</i> , <i>decir</i> , <i>recibir</i>

Reglas básicas para la letra G	
Reglas	Ejemplos
Se escribe con <i>g</i> el prefijo <i>geo</i>	<i>geografía</i> , <i>geometría</i>
Se escriben con <i>g</i> las conjugaciones de los verbos que terminan en <i>ger</i> , <i>gir</i> (excepto <i>tejer</i> y <i>crujir</i>)	<i>recoger</i> – <i>recogí</i> , <i>recogieron</i> , <i>recogerás</i> <i>exagerar</i> , <i>emerger</i> , <i>proteger</i> , <i>dirigir</i>
Se escriben con <i>g</i> el conjunto de letras <i>gen</i> (excepto <i>avejentar</i> , <i>berejena</i> , <i>ajeno</i>)	<i>gente</i> , <i>imagen</i> , <i>gentil</i> , <i>general</i> , <i>agente</i>
Se escriben con <i>g</i> el conjunto de letras <i>gio</i> , <i>gia</i> , <i>gión</i> , <i>gía</i>	<i>regia</i> , <i>plagio</i> , <i>región</i> , <i>morfología</i> , <i>fonología</i> , <i>biología</i>

Reglas de acentuación en español

Las palabras en español de dos o más sílabas tienen una sílaba que es la que se pronuncia más fuerte o la que tiene una mayor intensidad al decir la palabra. Esta sílaba se llama la **sílaba tónica**. La sílaba tónica puede o no llevar un acento escrito o tilde en una de las vocales de esa sílaba, por ejemplo:

cárcel sílaba tónica: *cár*
camiseta sílaba tónica: *se*
pantalón sílaba tónica: *lón*

Para saber cuándo poner acento escrito en una sílaba tónica de una palabra, se tiene que saber en que posición se encuentra la sílaba tónica y aplicar unas simples reglas.

La sílaba tónica puede ser la **última**, la **penúltima**, o la **antepenúltima** sílaba de una palabra. Si la sílaba tónica es la última, la palabra es **aguda**. Si la sílaba tónica es la penúltima, la palabra es **grave**. Si la sílaba tónica es la antepenúltima, la palabra es **esdrújula**.

Palabra	Sílaba tónica es la antepenúltima sílaba	Sílaba tónica es la penúltima sílaba	Sílaba tónica es la última sílaba	Tipo
<i>azul</i>		<i>a</i>	<i>zul</i>	aguda
<i>camión</i>		<i>ca</i>	<i>mión</i>	aguda
<i>maceta</i>	<i>ma</i>	<i>ce</i>	<i>ta</i>	grave
<i>cárcel</i>		<i>cár</i>	<i>cel</i>	grave
<i>cámara</i>	<i>cá</i>	<i>ma</i>	<i>ra</i>	esdrújula
<i>hígado</i>	<i>hí</i>	<i>ga</i>	<i>do</i>	esdrújula

Como se puede ver en los ejemplos, las palabras agudas y graves pueden llevar o no acento escrito. Las palabras esdrújulas siempre llevan acento escrito. Las siguientes reglas nos ayudan a saber cuando una palabra aguda o grave lleva acento escrito.

Palabras agudas

En una palabra aguda, la sílaba tónica es la última. Una palabra aguda lleva acento escrito si termina en vocal, *n* o *s*.

Sin acento escrito	Con acento escrito
<i>pa-pel</i>	<i>des-pués</i>
<i>na-riz</i>	<i>co-ra-zón</i>
<i>re-loj</i>	<i>in-te-rés</i>
<i>ca-li-dad</i>	<i>ca-fé</i>

Palabras graves

En una palabra grave, la sílaba tónica es la penúltima. Una palabra grave lleva acento escrito cuando **no** termina en vocal, *n* o *s*.

Sin acento escrito

a-ma-da
ca-mi-se-ta
com-pu-ta-do-ra
dul-ce

Con acento escrito

cár-cel
lá-piz
án-gel
ca-rác-ter

Excepciones: Las palabras que terminan en diptongos *-ía* o *-ío* son palabras graves que llevan acento escrito aún cuando terminan en vocal:

-ía

mí-a
bio-gra-fí-a
li-bre-rí-a

-ío

mí-o
ti-o
ca-se-rí-o

Palabras esdrújulas

En una palabra esdrújula, la sílaba tónica es la antepenúltima. Una palabra esdrújula siempre lleva acento escrito:

México
cámara
pétalo
círculo

último
mágico
símbolo
lágrima

hígado
exámenes
tarántula
sábado

rápido
látigo
máscara
cálido

Reglas de acentuación			
Sílaba tónica	Antepenúltima	Penúltima	Última
Acento escrito cuando...			Aguda La palabra termina en <i>n</i> , <i>s</i> , vocal. <i>camión</i> , <i>José</i> , <i>atún</i>
Acento escrito cuando...		Grave La palabra no termina en <i>n</i> , <i>s</i> , vocal <i>mármol</i> , <i>árbol</i>	
Acento escrito cuando...	Esdrújula Siempre lleva acento escrito <i>exámenes</i> , <i>México</i> , <i>lámpara</i>		

Pasos para decidir si una palabra lleva acento o no

1. Dividir la palabra en sílabas.

La palabra es *camioneta*: *ca – mio – ne – ta*

2. Encontrar la sílaba tónica en la palabra: ¿Es la última? ¿La penúltima? ¿La antepenúltima?

La sílaba tónica es la penúltima: *ca – mio – **ne** – ta*.

3. Decidir qué tipo de palabra es: ¿La palabra es aguda, grave, o esdrújula?

La palabra *camioneta* es grave.

4. Decidir si esta palabra lleva acento escrito o no.

Una palabra grave lleva acento cuando **no** termina en vocal, *n* o *s*. La palabra *camioneta* termina en vocal, entonces esta palabra no lleva acento escrito.

Decidir si una palabra lleva acento o no – ejemplo			
Pasos	Palabra		
1. Dividir la palabra en sílabas.	la – pi – ces		
2. Encontrar la sílaba tónica en la palabra.	<div style="text-align: center;"> la – pi – ces </div>		
3. Decidir qué tipo de palabra es.	<div style="border: 1px solid black; border-radius: 15px; padding: 2px; display: inline-block;">antepenúltima</div>	penúltima	última
4. Decidir si esta palabra lleva acento escrito o no.	<div style="border: 1px solid black; border-radius: 15px; padding: 2px; display: inline-block;">esdrújula</div>	grave	aguda

Una versión en blanco para usarse en clase:

Decidir si una palabra lleva acento o no			
Pasos	Palabra		
1. Dividir la palabra en sílabas.			
2. Encontrar la sílaba tónica en la palabra.			
3. Decidir qué tipo de palabra es.	antepenúltima	penúltima	última
4. Decidir si esta palabra lleva acento escrito o no.	esdrújula	grave	aguda

Pautas para la instrucción

Los estudiantes deben saber cómo dividir una palabra en sílabas y cómo identificar la sílaba tónica. Los estudiantes de 3er, 4to, y 5to año deberán practicar mucho la separación de palabras en sílabas y la identificación de la sílaba tónica.

Una vez que estas dos habilidades han sido desarrolladas, los estudiantes deberán aprender y aplicar las reglas de acentuación. Apoye este aprendizaje al hacer un póster con las reglas que los estudiantes puedan ver y utilizar.