

The Patterns of English Spelling with their Word Families Put in Sentence Context

Volume 1

The Short Vowel — CVC Families

Such as:

a	e	i	o	u
cab	web	fib	Bob	rub
dad	red	lid	God	mud
bag	beg	big	bog	bug
Sam	hem	him	Tom	bum

& Miscellaneous Relatives

By

Don McCabe

Copyright © 2008 **AVKO** Educational Research **Foundation**

3084 W. Willard Road

Clio, Michigan 48420

Phone: (810) 686-9283 FAX: (810) 686-1101

The CVC Spelling Patterns Index by Ending Consonants

Clan	Pattern	Example.....	Page	Clan	Pattern	Example.....	Page		
B	ab	cab	101A	Z/ZZ	az	Yaz	136A		
	eb	web.....	102A		azz	jazz	136A		
	ib	rib	103A		ez	fez.....	137A		
	ob	Bob.....	104A		ezz	mezz	137A		
	ub	rub.....	105A		iz	quiz	138A		
D	ad	dad	106A		izz	fizz	138A		
	ed	red.....	107A		oz	Roz	139A		
	id	kid	108A		ozz	Ozzie	139A		
	od	God	109A		uz	Duz	140A		
	ud	mud	110A		uzz	fuzz	140A		
G	ag	bag	111A		S="Z"	as	has.....	136A	
	eg	leg	112A			is	his.....	138A	
	ig	big	113A			oes	does.....	140A	
	og	dog	114A	as	was	140A			
M	ug	bug	115A	F	aff	staff.....	141A		
	am	Sam.....	116A		eff	Jeff.....	142A		
	em	gem	116A		iff	stiff	143A		
	im	him	118A		if	if.....	143A		
	om	Tom.....	119A		off	scoff	144A		
	alm	calm.....	119A		ough	cough.....	144A		
	um	bum	120A		uff	stuff.....	145A		
	umb	thumb	120A		ough	tough.....	145A		
	N	an	man		121A	L	al	pal.....	147A
		en	men		122A		el	compel	148A
in		tin	123A	il	until		150A		
on		Don.....	124A	ol	control.....		152A		
un		fun	125A	ol	pistol		152A		
P	ap	cap	126A	ol	alcohol		152A		
	ep	pep	127A	ul	mogul.....		154A		
	ip	rip	128A	ul	spoonful		154A		
	op	top	129A	LL	all		tall	147A	
	up	pup	130A		ell		bell	149A	
S	as	gas	156A		ill	fill	151A		
	es	yes.....	157A		oll	roll.....	153A		
	is	this	158A		oll	doll.....	153A		
	os	thermos	159A		ull	full	155A		
	us	bus	160A		ull	dull	155A		
T	at	cat	131A		SS	ass	pass	156A	
	et	bet.....	132A			ass	compass	156A	
	it	sit	133A			ess	mess	157A	
	ot	hot.....	134A	iss		kiss	158A		
	ut	nut.....	135A	oss		toss	159A		
	ut	put.....	135A	oss		gross.....	159A		
		uss		fuss.....	160A		

The CVC Spelling Patterns Index by Vowels

Clan	Pattern	Example.....	Page	Clan	Pattern	Example	Page	
A	ab	cab.....	101A	AH	ob	Bob	104A	
	ad	dad	106A		od	God	109A	
	aff	staff.....	141A		og	dog	114A	
	ag	bag	111A		om	Tom.....	119A	
	al	pal.....	146A		alm	calm	119A	
	am	Sam	116A		on	Don	124A	
	an	man	121A		op	top.....	129A	
	ap	cap.....	126A		ot	hot.....	134A	
	as	gas.....	156A		oz	Roz	139A	
	ass	pass.....	156A		-----			
	at	cat.....	131A		AW	all	tall	147A
	az	Yaz	136A			ol	alcohol	152A
	-----					off	scoff	144A
-----				oss		toss	152A	
E	eb	web.....	102A	-----				
	ed	red	107A	UH	ub	rub.....	105A	
	eff	Jeff.....	142A		ud	mud.....	110A	
	eg	leg.....	112A		uff	stuff	145A	
	el	compel.....	148A		ug	bug.....	115A	
	ell	bell.....	149A		ull	dull	155A	
	em	stem.....	117A		um	bum.....	120A	
	en	ten	122A		un	fun.....	125A	
	ep	pep	127A		up	pup.....	130A	
	et	get	132A		us	bus	160A	
	ez	fez.....	137A		uss	fuss	160A	
	ezz	mezz.....	137A		ut	nut.....	135A	
	-----				uz	Duz	140A	
I	ib	rib	103A		uzz	fuzz	140A	
	id	kid.....	108A	-----				
	if	if.....	143A	uh	ass	compass	156A	
	iff	stiff.....	143A		ol	pistol	152A	
	ig	big.....	113A		ul	mogul	154A	
	il	until.....	151A		ul	useful	154A	
	ill	fill	151A	-----				
	im	him.....	118A	uu	ull	pull	152A	
	in	skin.....	123A		ut	put.....	135A	
	ip	rip	128A	-----				
	is	this.....	158A	OH	oss	gross	159A	
	iss	kiss	158A		ol	control	152A	
	it	sit.....	133A		oll	roll	153A	
	iz	quiz.....	138A		-----			
	izz	fizz	138A	-----				

Contents by Volumes of
The Patterns of English Spelling

	Types	Examples			Pages
Volume 1	Short Vowels CVC	dad cab get	set sit win	job fun sun	101A-161B
Volume 2	Short Vowels CVCC	hand went sketch	pitch limp clock	lump match with	201A-282B
Volume 3	Long Vowels CV & CVCe	go fly see	nice note gate	tube Jane time	301A-380B
Volume 4	Long Vowels CVVC	raid vein weight	seem read field	roam crawl taught	401A-442B
Volume 5	-R & W-Controls	tar war car wart sand wand	for word forth worth form worm	wad ward wan warn wasp warp	501A-548B
Volume 6	Basic Suffixes	-er / batter -est / lightest -en / lighten	-le / battle -el / tunnel An / human	-ful dreadful Able probable -ible possible	601A-691B
Volume 7	Ending Y's	DCy / Betty VCy / Tony + y / thrifty	ify simplify acy / privacy + ily / family	y to i / trickiest ory / memory + ity / sincerity	701A-764B
Volume 8	Power Suffixes	cious precious tious ambitious xious anxious	cial special tial partial sion vision	cion suspicion tion ignition ssion permission	801A-880
Volume 9	Advanced Patterns	techniques ricochet surgeon	chauvinist bureau impartial	fiancée debut compulsion	901A-962A
Volume 10	Prefixes Suffixes Roots	unconscious psychology magnitude	performance ambiguous photographic	synthesizer linguistics beneficial	1001A-1074A

Cross Index of Initial Onsets with Pages for Ending Rimes

B	C	D	F	G
bib 103A	cab 101A	dab 101A	“fab” 101A	gab 101A
bob¹ 44% 104A	cob 104A	Deb 102A	fib 103A	gob 104A
bub 105A	cub 105A	diib 104A	fob 104A	gad 106A
bad 68% 106A	cog 114A	dub 105A	fad 106A	God 48% 109A
bed 79% 107A	cam 116A	dad 53% 106A	fed 107A	gag 111A
bid 32% 108A	can 86% 121A	did 84% 108A	fig 112A	gig 113A
“bod” 109A	con 124A	dud 110A	fog 113A	gam 116A
bud 39% 110A	cap 77% 126A	dig 53% 113A	fan 54% 121A	gem 04% 117A
bag 58% 111A	cop 127A	dog 83% 114A	fin 123A	gum 51% 120A
beg 112A	cup 63% 128A	dug 34% 115A	fun 75% 125A	gin 123A
big 80% 113A	cat 88% 131A	dam 35% 116A	fat 71% 131A	gun 58% 125A
bog 114A	cot 134A	dim 26% 118A	fit 47% 133A	gap 126A
bug 115A	cut 57% 135A	Dom 119A	fall 65% 147A	gas 47% 156A
bam 116A	cuff 145A	Dan 121A	fell 46% 149A	Gus 160A
bum 120A	call 75% 147A	den 122A	fill 37% 151A	“gat” 131A
ban 121A	cull 155A	din 124A	full 40% 155A	get 58% 132A
Ben 122A		don 124A	fuss 160A	got 73% 134A
bin 123A		dun 125A		gut 135A
bun 124A		dip 39% 128A		gaff 141A
bus² 64% 160A		dit 133A		guff 145A
bat 69% 131A		dot 47% 134A		gall 147A
bet 48% 132A		doff 144A		gill 151A
bit 48% 132A		duff 145A		gull 155A
but 88% 135A		dell 149A		
Bev 136A		dill 151A		
Biff 143A		doll 153A		
buff 145A		dull 155A		
ball 69% 147A		Duz 140A		
bell 71% 149A		does ! 26% ... 140A		
bill 67% 151A				
boll 153A				
bull 155A				
bass 156A				
Bess 157A				
boss 24% 159A				
buss 160A				
buzz 140A				

Homophones: Duz/does, bob/Bob, bus/buss, boll/bowl, ball/bawl, dun/done, fin/Finn, God/ god

fill/ Phil, con/khan , bill/Bill, don/Don

Heteronyms: bass (the fish)/bass (the singer)

¹Words written in **bold face** and underscored with a percentage following are words found in most spelling books and the **percentage represents the percent of 3rd graders who can correctly spell the word.** Greene (1954).

² Words written in **bold italics** are homophones. Quite often they involve vocabulary and irregular spellings.

Cross Index of Initial Onsets with Pages for Ending Rimes

H	J	K	L	M
hob 104A	jab..... 101A	kid 31% 108A	lab..... 101A	mob 24% 104A
had 76% ³ 106A	jib..... 103A	keg 112A	lib..... 103A	mad 67% 106A
hid 28% 108A	job 23% 104A	Kim..... 118A	lob..... 104A	med..... 107A
HUD 110A	Jed..... 107A	Ken..... 122A	lad 38% 106A	mid 108A
hag 111A	Jud..... 110A	kin 123A	led 26% 107A	mod..... 109A
hog 53% 114A	jag..... 111A	Kip..... 128A	lid..... 108A	mud 110A
hug 30% 115A	jig..... 113A	kit 133A	lag..... 111A	Mag..... 111A
ham 51% 116A	jog..... 114A	Kell 149A	leg 42% 112A	Meg..... 113A
hem 23% 117A	jug..... 115A	kill..... 151A	log 48% 114A	MIG 113A
him ⁴ 79% 118A	jam..... 116A	kiss..... 158A	lug..... 115A	mug 115A
hum 120A	Jim 118A		lam..... 116A	mom 119A
hen 46% 122A	Jan..... 121A		Lem 117A	mum 120A
Hun 125A	Jen..... 122A		Len 122A	man 89% 121A
hep 127A	Jon..... 124A		Lon 124A	men 76% 122A
hip 128A	jet..... 132A		lap 47% 126A	Min 123A
hop 55% 129A	jot..... 134A		lip 24% 128A	map 45% 126A
hat 80% 131A	Jeff..... 142A		lop..... 129A	mop 129A
hit 52% 133A	Jiff 143A		let 68% 132A	mat 55% 131A
hot 79% 134A	jell 149A		lit 42% 133A	met 44% 132A
hut 25% 135A	Jill 151A		lot 51% 134A	miff 143A
huff 145A	Jess 157A		lav 136A	muff 145A
hall 56% 147A			Lill 151A	mall 147A
hell 34% 149A			loll 153A	mill 51% 151A
hill 64% 151A			lass 156A	moll 153A
Hess 157A			less 28% 157A	mull 155A
hiss..... 158A			loss 11% 159A	mass 11% 156A
Hoss..... 159A				mess 157A
				miss 47% 158A
				moss 09% 159A
				muss 160A

Homophones: hall/haul, him/hymn, Jim/gym

³ Words written in **bold face** and underscored with a percentage following are words found in most spelling books and the **percentage represents the percent of 3rd graders who can correctly spell the word.** Greene (1954).

⁴ Words written in **bold italics** are homophones. Quite often they involve vocabulary and irregular spellings.

Cross Index of Initial Onsets with Pages for Ending Rimes

N	P	R	S	T
nab..... 101A	pub105A	rib..... 103A	<u>sob 23%</u>104A	tab..... 101A
nib 103A	pad106A	<u>rob 16%</u> 104A	sub105A	tub..... 105A
<i>nob</i> ⁵ 104A	pod109A	<u>rub 37%</u> 105A	sad 58%106A	tad..... 106A
nub..... 105A	peg112A	<u>red 77%</u> 107A	Sid108A	Ted 107A
Ned 107A	<u>pig 78%</u>113A	<u>rid 22%</u> 108A	sod109A	Tod 109A
<u>nod</u> ⁶ 23% 109A	pug115A	<u>rod 33%</u> 109A	sag111A	<u>tag 38%</u> 111A
nag..... 111A	Pam.....116A	<u>rag 41%</u> 111A	Sig113A	tug..... 115A
Nan 121A	<i>pom</i>119A	rig..... 113A	Sam.....116A	tam..... 116A
<i>nun</i> 125A	<u>pan 63%</u>121A	<u>rug 39%</u> 115A	<u>sum 34%</u>120A	Tim..... 118A
<u>nap 52%</u> 126A	pen 60%122A	ram..... 116A	sin 30%123A	Tom 119A
nip 128A	<u>pin 33%</u>123A	<u>rim 14%</u> 118A	<u>sun 79%</u>125A	<u>tan 53%</u> 121A
Nat 131A	pun125A	ROM 119A	sap126A	<u>ten 84%</u> 122A
<u>net 47%</u> 132A	pap126A	rum..... 120A	sip.....128A	<u>tin 34%</u> 123A
<i>nit</i> 133A	pep127A	<u>ran 64%</u> 121A	sup130A	<u>tap 51%</u> 126A
<u>not 85%</u> 134A	pip128A	Ron 124A	<u>sat 56%</u>131A	<u>tip 50%</u> 128A
<u>nut 46%</u> 135A	<u>pop 62%</u>129A	<u>run 74%</u> 125A	set132A	<u>top 70%</u> 129A
Neff 142A	<u>pup 46%</u>130A	<i>rap</i> 126A	<u>sit 46%</u>133A	tat..... 131A
<i>Nell</i> 149A	pus160A	<u>rip 28%</u> 128A	<u>sell 38%</u>149A	Tet 157A
Ness..... 157A	<u>pat 64%</u>131A	<u>rat 28%</u> 156A	sill 151A	tot..... 134A
	<u>pet 70%</u>132A	rot..... 134A		tut..... 135A
	pit133A	rut..... 135A		tiff 143A
	<u>pot 47%</u>134A	riff..... 143A		<u>tall 59%</u> 147A
	<u>puff 32%</u>145A	<i>ruff</i> 145A		<u>tell 71%</u> 149A
	<i>pall</i>147A	rill 151A		<u>till 43%</u> 151A
	pell.....149A	<u>roll 43%</u> 153A		toll 153A
	pill.....151A	Ross 159A		Tess..... 157A
	<i>poll</i>153A	Russ 160A		<u>toss 16%</u> 159A
	<u>pull 34%</u>155A			
	<u>pass 31%</u>156A			

Homophones: nob/knob, nun/none, nit/knit, not/knot, pom/palm, pall/Paul, poll/pole, rap/wrap, ruff/rough, roll/role, sob/Saab, sell/cell

⁵ Words written in ***bold italics*** are homophones. Quite often they involve vocabulary and irregular spellings.

⁶ Words written in **bold face** and underscored with a percentage following are words found in most spelling books and the **percentage represents the percent of 3rd graders who can correctly spell the word**. Greene (1954).

Cross Index of Initial Onsets with Pages for Ending Rimes

V	W	Y	Z
vim 118A	web 102A	yam 116A	zag..... 111A
van ⁷ 121A	wed ⁸ 29% 107A	yum 120A	zig..... 113A
Von..... 124A	wag..... 111A	yen 122A	Zen 122A
vat 131A	wig 113A	yin 123A	zap..... 126A
vet 132A	win 46% 123A	yon 124A	zip..... 128A
	wet 62% 132A	yap 126A	zit..... 133A
	wit 31% 133A	yip 128A	
	was ! 76% 140A	yup 130A	
	wall 55% 147A	yes 87% 157A	
	well 73% 149A	yet 61% 132A	
	will 84% 151A	yell 26% 149A	

KN	GN	WR
knob 103A	gnat 131A	wrap 06% 126A
knit 05% 133A		writ 133A
knot 10% 134A		
knell 149A		
knoll..... 153A		

Homophones: nob/knob, nit/knit, not/knot, rap/wrap, Nat/gnat

⁷ Words written in **bold italics** are homophones. Quite often they involve vocabulary and irregular spellings.

⁸ Words written in **bold face** and underscored with a percentage following are words found in most spelling books and the **percentage represents the percent of 3rd graders who can correctly spell the word**. Greene (1954).

Cross Index of Initial Consonant Blends with Pages for Ending Rimes

BL	FL	GL	PL	SL
blab 101A	flab 101A	glib 103A	pled 107A	slab 101A
blat 131A	flag 51% 111A	glob 104A	plod 109A	slob 104A
bled 107A	flam 116A	glad 63% 106A	plug 115A	sled 27% 107A
bless⁹ 18% ... 157A	fliim 118A	glug 115A	plum 27% 120A	slid 13% 108A
blip 128A	flap 126A	glum 120A	plan 46% 121A	slag 111A
bliss 158A	flip 128A	glen 122A	plop 129A	slog 113A
blob 104A	flat 50% 131A	glop 129A	plot 134A	slug 114A
blot 134A	flit 133A	glut 135A	plus 18% 160A	slam 116A
		glass 34% 156A		slim 118A
		gloss 159A		slum 120A
CL			SPL	slap 126A
clad 106A			splat 131A	slip 25% 128A
clam 116A			split 15% 133A	slop 129A
clap 126A				slat 131A
Clem 117A				slit 133A
clod 109A				slot 134A
clot 134A				
cliff 5% 143A				
class 37% 156A				
BR	CR	DR	FR	GR
Brad 106A	crab 101A	drab 101A	Fred 1071A	grab 17% 101A
bred¹⁰ 107A	crud 110A	drub 105A	frog 36% 113A	grub 105A
brag 111A	crag 111A	drag 24% 111A	Fran 121A	Greg 112A
brim 118A	cram 116A	dram 116A	frat 131A	gram 116A
bran 121A	crop 129A	drum 28% 120A	fret 132A	grim 17% 111A
brass 156A	crass 156A	drip 128A	frill 151A	grin 123A
brat 131A	cross 28% 159A	drop 40% 129A		grip 128A
		drat 131A		grass 43% 156A
	SCR	drill 11% 151A		grit 133A
	scram 116A	droll 153A		gruff 145A
	scrap 12% 126A	dress 40% 157A		grill 151A
PR	TR	STR	ST	SW
prod 109A	trod 109A	strap 126A	stab 101A	swag 111A
prig 113A	trig 113A	strip 16% 128A	stub 105A	swig 113A
pram 116A	tram 116A	strum 120A	stud 110A	swam 116A
prim 118A	trim 12% 118A	strut 135A	stag 111A	swim 118A
prom 119A	trap 22% 126A	stress 157A	stem 117A	swell 149A
prep 128A	trip 38% 128A		Stan 121A	swill 151A
prop 129A	tress 157A	SN	stun 125A	Swiss 158A
Prell 149A	trot 134A	snob 104A	step 33% 130A	
		snub 105A	stop 71% 129A	
SPR	SM	snit 133A	staff 11% 141A	DW
sprig 113A	smog 113A	snag 111A	stuff 15% 145A	dwell 149A
	smug 114A	snug 115A	still 7% 151A	
	small 147A	snot 134A		
	smell 21% 148A	snap 39% 126A		
		snip 128A		
		sniff 143A		
		snuff 145A		

Homophones: plum/plumb, bred/bread, ob/knob, nit/knit, not/knot, rap/wrap, Nat/gnat

⁹ Words in **bold face** and underscored with a percentage following are words found in most spelling books and the percentage represents the percent of 3rd graders who can correctly spell the word. Greene (1954).

¹⁰ Words written in **bold italics** are homophones. Quite often they involve vocabulary and irregular spellings.

Cross Index of Initial Blends with Pages for Ending Rimes

SC	SK	QU (KW)	SQU (SKW)
scab 101A	skid 108A	quad ¹¹ 504A	squad..... 504A
scam 116A	skim 118A	quid 108A	squid..... 108A
scum 120A	skin¹² 28% .. 122A	quip 128A	squib..... 103A
scan 121A	skip 14% 128A	quit 13% 133A	squat..... 504A
scat 131A	skit 133A	quiz 138A	squall 147A
Scot..... 134A	skiff 143A	quaff 504A	
scoff 144A	skill 15% 151A	quell 149A	
scuff 145A	skull 155A	quill..... 151A	

Cross Index of Initial Digraphs with Pages for Ending Rimes

SH	CH	TH	WH ¹³
shed19% 107A	chub..... 105A	thud 110A	Whig 112A
shod 109A	Chad..... 106A	thug 114A	wham..... 116A
shag 111A	chug..... 114A	thin 41% 122A	whim 118A
sham 116A	chum 14% 120A		when 53% 122A
shim 118A	chin..... 122A		whip 14% 128A
shun 125A	chap..... 126A		whop 129A
ship 49% 128A	chip..... 128A	them 69% 117A	whet..... 132A
shop 45% 129A	chop 22% 129A	than 43% 121A	whit 133A
shot 35% 134A	chat 26% 131A	then 63% 122A	whiff 143A
shut 16% 135A	Chet..... 132A	that 74% 131A	
shell 17% 149A	chit..... 133A	this 79% 158A	
shill..... 151A	chill 11% 151A		
	chess 157A		

Cross Index of Initial Digraph Blends with Pages for Ending Rimes

SHR	THR	CHR	SCH	SHL
shrub 105A	throb 104A			shlep 127A
shred 107A	thrall..... 147A			
shrug 115A	thrill 11% 151A			
shrill..... 151A				

¹¹The letter **u** in the **qu** pattern is NOT a vowel. It is a consonant having the same sound as the consonant **w** and the same control over the letter **a** as the **w**. Note that *wad* rhymes with *odd* not *dad* and so do *quad* and *squad*. The words having the **w- control** are found in Volume 5. We are not including the *su- /sw/* consonant digraph which occurs in words such as *suede*, *persuade*, and *suite* because beginning readers do not need to deal with these words.

¹² Words in **bold face** and underscored with a percentage following are words found in most spelling books and the **percentage represents the percent of 3rd graders who can correctly spell the word**. Greene (1954).

¹³Technically speaking the letters *wh* are not a digraph. They are a “dyslexic “consonant blend of *hw*. Perhaps the original creators of our spelling were dyslexic or didn’t like the looks of *hw* as a beginning blend or perhaps they transposed the letters by mistake. But who cares?

Alphabetic Index of Consonant Short Vowel Consonant (CVC) Rimes

	AB p.101A	EB p. 102A	IB p. 103A	OB p. 104A	UB p. 105A
b			bib	<u>44%¹⁴ bob</u>	bub
c	cab			cob	cub
d	dab	Deb			dub
f	fab		fib	fob	
g	gab			gob	hub
h				hob	
j	jab		jib	<u>23% job</u>	
k					
l	lab		lib	lob	
m				<u>24% mob</u>	
n	nab		nib	nob	nub
p					pub
r			rib	<u>16% rob</u>	<u>37% rub</u>
s				<u>23% sob</u>	sub
t	tab				tub
w		web			

	AD p. 106A	ED p. 107A	ID p. 108A	OD p. 109A	UD p. 110A
b	<u>68% bad</u>	<u>79% bed</u>	<u>32% bid</u>	bod	<u>39% bud</u>
c	cad			cod	cud
d	<u>53% dad</u>		<u>84% did</u>		dud
f	fad	<u>32% fed</u>			
g	gad			<u>48% God</u>	
h	<u>76% had</u>		<u>28% hid</u>		HUD
j		Jed			Jud
k			<u>31% kid</u>		
l	<u>38% lad</u>	<u>26% led</u>	lid		
m	<u>67% mad</u>	med	mid	mod	<u>33% mud</u>
n		Ned		<u>23% nod</u>	
p	pad			pod	
r		<u>77% red</u>	<u>22% rid</u>	<u>33% rod</u>	
s	<u>58% sad</u>		Sid	sod	
t	tad	Ted		Tod	
w		<u>29% wed</u>			

¹⁴The percentages quoted come from the most definitive study of spelling ever undertaken, *The New Iowa Spelling Scale*. by Harry A. Greene, University of Iowa, 1954. They represent the number of 3rd graders who can spell the word correctly. As this study was done over forty years ago the figures are on the “high side”! More than likely, today’s students don’t spell nearly this well.

Alphabetic Index of Consonant Short Vowel Consonant (CVC) Rimes

	AG p. 111A	EG p. 112A	IG p. 113A	OG p. 114A	UG p. 115A
b	<u>58% bag</u>	beg	<u>80% big</u>	bog	bug
c				cog	
d			<u>53% dig</u>	<u>83% dog</u>	<u>34% dug</u>
f			fig	fog	
g	gag		gig		
h	hag			<u>53% hog</u>	<u>30% hug</u>
j	jag		jig	jog	jug
k		keg			
l	lag	<u>42% leg</u>		<u>48% log</u>	lug
m	Mag	Meg	MIG		mug
n	nag				
p		peg	<u>78% pig</u>		pug
r	<u>41% rag</u>		rig		<u>39% rug</u>
s	sag				
t	<u>38% tag</u>				tug
w	wag		wig		
z	zag		zig		

	AM ¹⁵ p. 116A	EM p. 117A	IM p. 118A	OM p. 119A	UM p. 120A
b	bam				bum
c	cam				
d	<u>35% dam</u> ¹⁶		<u>26% dim</u>	Dom	<i>dum</i>
g	gam	<u>4% gem</u>			<u>51% gum</u>
h	<u>51% ham</u>	<u>23% hem</u>	<u>79% him</u>		hum
j	<i>jam</i>		<i>Jim</i>		
k			Kim		
l	<i>lam</i>	Lem			
m	mam			mom	mum
p	Pam			<i>pom</i>	
r	ram		<u>14% rim</u>	ROM	rum
s	Sam				<u>34% sum</u>
t	tam		Tim	Tom	
v			vim		
y	yam				yum

¹⁵ The word am can be spelled correctly by 71% of 3rd graders. It really shouldn't be that difficult to add a single regular consonant sound before it to spell the other words in that column.

¹⁶ Words in ***bold italics*** are homophones. Since the other word that sounds the same often has an irregular spelling you may choose to take this opportunity to discuss these ***dumb*** words such as ***jamb***, ***gym***, ***lamb***, ***hymn***, ***some***, and ***dumb***.

Alphabetic Index of Consonant Short Vowel Consonant (CVC) Rimes

AN ¹⁷ p. 121A	EN p. 122A	IN p. 122A	ON p. 123A	UN p. 124A
b	ban	Ben	bin	bun
c	86% can			con
d	Dan	46% den	din	Don <i>dun</i> ¹⁸
f	54% fan		fin	75% fun
g			gin	58% gun
h		46% hen		Hun
j	Jan	Jen		<i>Jon</i>
k		Ken	kin	
l		Len		Lon
m	89% man	76% men	Min	
n	Nan			<i>nun</i>
p	63% pan	60% pen	33% pin	pun
r	64% ran			Ron 74% run
s			30% sin	79% sun
t	53% tan	84% ten	34% tin	
v	van			Von
y		yen	yin	yon
w/z		Zen	46% win	

AP p. 126A	EP p. 127A	IP p. 128A	OP p. 129A	UP p. 130A
b			bop	
c	77% cap		cop	63% cup
d/g	gap	39% dip		
h		hep	hip	55% hop
j/k	Jap ¹⁹		Kip	
l	47% lap		24% lip	lop
m	45% map		mop	
n	52% nap		nip	
p	pap	pep	pip	62% pop 46% pup
r	rap		28% rip	
s	sap		sip	sup
t	51% tap		50% tip	70% top
y	yap		yip	yup
z	zap		zip	

¹⁷ *An, in, on* and *up* can be correctly spelled by 61%, 94%, 74% and 88% of 3rd graders respectively.

¹⁸ Words in **bold italics** are homophones. Since the other word that sounds the same often has an irregular spelling you may choose to take this opportunity to discuss these **dumb** words such as *some, none, and done*.

¹⁹ It is highly inappropriate to use *Jap* in almost any context. However, many children may not be aware of this.

Alphabetic Index of Consonant Short Vowel Consonant (CVC) Rimes

AS p. 156A **ES** p. 157A **IS** p. 158A **OS** p. 159A **US**²⁰ p. 160A

b		<u>64% bus</u>
g	<u>47% gas</u>	Gus
p		pus
y	<u>87% yes</u>	

AT p. 131A **ET** p. 132A **IT** p. 133A **OT** p. 134A **UT** p. 135A

b	<u>69% bat</u>	<u>48% bet</u>	<u>48% bit</u>		<u>88% but</u>
c	<u>88% cat</u>			cot	<u>57% cut</u>
d			dit	<u>46% dot</u>	
f	<u>71% fat</u>		<u>47% fit</u>		
g	gat	<u>58% get</u>		<u>73% got</u>	gut
h	<u>80% hat</u>		<u>52% hit</u>	<u>79% hot</u>	<u>25% hut</u>
j/k		jet	kit	jot	
l		<u>68% let</u>	<u>42% lit</u>	<u>51% lot</u>	
m	<u>55% mat</u>	<u>44% met</u>			
n	<i>Nat</i>	<u>47% net</u>	<i>nit</i>	<u>85% not</u>	<u>46% nut</u>
p	<u>64% pat</u>	<u>70% pet</u>	pit	<u>47% pot</u>	
r	<u>28% rat</u>			rot	rut
s	<u>56% sat</u>	<u>52% set</u>	<u>46% sit</u>		
t	tat	Tet		tot	tut
v	vat	vet			
w		<u>62% wet</u>	<u>31% wit</u>		
y		<u>61% yet</u>			
z			zit		

AV p. 136A **EV** p. 136A **IV** p. 136A

b		Bev
l	lav	
r		rev

AZ p. 136A **EZ** p. 137A

f		fez
y	Yaz	

²⁰The words *us*, *at*, and *it* can be correctly spelled by 75%, 90%, and 94% of 3rd graders respectively.

Alphabetic Index of **C**onsonant short **V**owel **D**ouble **C**onsonant (CVDC) Rimes

	AFF p. 141A	EFF p. 142A	IFF p. 143A	OFF ²¹ p. 144A	UFF p. 145A
b			Biff		buff
c					cuff
d				doff	duff
g	gaff				guff
j		Jeff	Jiff		
h					huff
m			miff		muff
n		Neff			
p					32% puff
r			riff		ruff
t			tiff		

	ALL p. 147A	ELL p. 149A	ILL p. 151A	OLL p. 153A	ULL p. 155A
b	69% ball	71% bell	67% bill	<i>boll</i>	22% bull
c	75 call	12% cell			cull
d		dell	dill	73% doll	18% dull
f	65% fall	46% fell	37% fill		40% full
g	gall		gill		gull
h	56% hall	34% hell	64% hill		hull
k		Kell	48% kill		
l				loll	lull
m	<i>mall</i>		51% mill	moll	mull
n		Nell			null
p	<i>pall</i>	pell	pill	<i>poll</i>	34% pull
r			rill	43% roll	
a		38% sell	sill		
t	59% tall	71% tell	43% till	toll	
w	55% wall	73% well	84% will		
y		26% yell			

²¹The words *off*, *all* and *ill* can be correctly spelled by 58%, 89%, and 34% of third graders respectively.

Alphabetic Index of **C**onsonant short **V**owel **D**ouble **C**onsonant (CVDC) Rimes

ASS ²² p. 156A	ESS p. 157A	ISS p. 158A	OSS p. 159A	USS p. 160A
b	bass	Bess	<u>24% boss</u>	buss
c	Cass			cuss
f				fuss
h		Hess	hiss	Hoss
j		Jess		
k			kiss	
l	lass	<u>28% less</u>		<u>11% loss</u>
m	<u>11% mass</u>	mess	<u>47% miss</u>	<u>9% moss</u>
n		Ness		muss
p	<u>31% pass</u>			
r			Ross	Russ
t		Tess	<u>16% toss</u>	

AZZ p. 136A	EZZ p. 137A	IZZ p. 138A	OZZ p. 139A	UZZ p. 140A
b				buzz
f			fizz	fuzz
j	jazz			
m		mezz		
r	razz			

Teacher Note: Although we teach our students that the letters **w** and **y** are consonants, that is only true at the beginning of a syllable. When either the letters **w** or **y** are at the end of a word (or syllable), they are part of a vowel digraph. Words like **law**, **few**, **low**, **bay**, **key**, and **boy** are not CVC words but rather CVV words. These families are found in Volume III.

The rationale for teaching the structural rimes VC+s, VC+C+ed, VC+C+ing is very simple. Students, by and large, do not learn them on their own.

This is witnessed by the fact that while 44% of the third graders can spell *bob*, only 3% can spelled *bobbed*!

On the following page is a quick breakdown of all the CVC and CVDC words which have more than one form appearing in *The New Iowa Spelling Scale*. As you can tell, those that have just one form have been omitted because no comparison is possible except through interpolation techniques.

²²It might be appropriate to teach your students that the word *ass* is used in *The Bible* and it is the name of a pack animal known for its stubbornness. The male is called a jack and the female is a jenny. Other uses of the word generally are inappropriate.

**Statistics for 3rd Grade from *The New Iowa Spelling Scale*
Relating to Structural Endings**

	CVC	CVC+s	CVC+C+ed	CVC+C+ing
b	grab 17%	grabs NA ²³	grabbed 01%	NA
b	bob 44%	bobs NA	bobbed 03%	NA
d	bed 79%	beds 65%	NA	NA
d	wed 29%	NA	NA	wedding 08%
d	bid 32%	bids 16%		NA
d	kid 31%	kids 30%	NA	NA
g	bag 58%	bags 45%	NA	NA
g	leg 42%	legs 25%		
g	dig 53%	NA		digging 10%
g	pig 58%	pigs 43%	NA	NA
g	dog 83%	dogs 76%		
g	log 48%	logs 28%	NA	NA
m	trim 12%	trims NA	trimmed 01%	NA
n	pan 63%	pans 55%	NA	NA
n	plan 46%	plans 44%	planned 07%	planning 10%
n	pen 60%	pens 42%	NA	NA
n	pin 33%	pins 44%	NA	NA
n	skin 28%	skins 33%	skinned 03%	NA
n	run 74%	runs 58%		running 12%
n	gun 58%	guns 49%	NA	NA
n	win 46%	wins NA		winning 09%
p	cap 77%	caps 50%	NA	NA
p	dip 39%	dips NA	dipped 05%	NA
p	lip 24%	lips 35%	NA	NA
p	slip 25%	slips NA	slipped 02%	NA
p	trip 38%	trips 31%	NA	NA
p	step 33%	steps NA	stepped 02%	NA
p	top 70%	tops 64%	NA	NA
p	stop 71%	stops 52%	stopped 08%	NA
p	shop 43%	NA	NA	shopping 08%
p	drop 40%	NA	dropped 04%	NA
p	cup 63%	cups 60%	NA	NA
t	bat 69%	bats 56%	NA	NA
t	cat 88%	cats 75%		
t	hat 80%	hats 74%		
t	get 58%	gets 53%		getting 17%
t	let 68%	lets 42%		letting 13%
t	pet 70%	pets 67%	NA	NA
t	set 52%	sets 35%		setting 12%
t	fit 47%	NA	fitted 04%	NA
t	hit 52%	hits 37%		NA
t	sit 46%	sits 36%		sitting 12%
t	cut 57%	cuts 35%		cutting 19%

²³NA= Percentages Not Available because the word for that position is not included in *The New Iowa Spelling Scale*. Since most spelling series are based on the same word lists as *The New Iowa Spelling Scale*, words such as *grabbing, bobbing, bedded, bedding*, etc. whose positions are marked NA most likely do not occur in any commercial spelling program.

**Statistics for 3rd Grade from *The New Iowa Spelling Scale*
Relating to Structural Endings
Continued from p. 17**

CVDC	CVDC+s	CVDC+ed	CVDC+ing
ball 69%	balls 64%	NA ²⁴	NA
call 75%	calls 56%	called 63%	calling 65%
fall 65%	falls 47%		falling 44%
bell 71%	bells 55%		
well 73%	wells 40%	NA	NA
sell 38%	sells 34%		selling 36%
tell 71%	tells 48%		telling 38%
bill 67%	bills 48%	billed 20%	billing 40%
fill 37%	NA	filled 25%	filling 27%
hill 64%	hills 54%	NA	NA
kill 48%	NA	killed 30%	killing 26%
mill 51%	mills 42%	NA	NA
will 84%	NA	NA	willing 54%
thrill 11%	NA	NA	thrilling 09%
roll 43%	rolls 27%	rolled 28%	rolling 41%
doll 73%	dolls 64%		
pull 34%	pulls 39%	pulled 31%	pulling 28%
CVDC	CVDC+es	CVDC+ed	CVDC+ing
miss 47%	NA	missed 19%	missing 42%
pass 31%	passes 09%	passed 09%	passing 21%
cross 28%	NA	crossed 09%	crossing 29%
dress 40%	dresses 23%	dressed 22%	dressing 31%

²⁴NA= Percentages Not Available because the word for that position is not included in *The New Iowa Spelling Scale*. Since most spelling series are based on the same word lists as *The New Iowa Spelling Scale*, words such as *misses*, *crosses*, *wills*, *willed*, etc. whose positions are marked NA most likely do not occur in any commercial spelling program.

**Summary of statistics involving single consonant + vowel + single consonant (CVC)
and single consonant + vowel + double consonant (CVDC) words**

Note: These statistics do not include words containing blends or digraphs!

Pattern	Sample Words	Number of phonically regular words available for beginning readers to learn	Number of phonically regular words taught in traditional spelling books
CVC	cat dog run pop	299	75 or 25%
CVC + s	cats dogs runs pops	252	33 or 13%
CVC + C + ed	batted tugged popped	118	11 or 09%
CVC + C + ing	batting tugging popping	135	11 or 08%
Totals		804	130 or 16%
CVDC	call tell fill dull	64	14 or 22%
CVDC + s	calls tells fills dulls	61	13 or 21%
CVDC + ed	called filled dulled	36	06 or 17%
CVDC + ing	calling filling dulling	38	11 or 29%
Totals		199	48 or 24%
CVDS & CVDZ	miss fizz mass jazz	28	6 or 21%
CVDS/DZ + es	misses fizzes masses	23	2 or 09%
CVDS/DZ + ed	missed fizzed massed	12	4 or 33%
CVDS/DZ + ing	missing fizzing massing	12	4 or 33%
Totals		75	16 or 21%
Totals 3 groups		1078	194 or 18%

**Statistics involving consonant blends or digraphs + vowel + single consonant (CCVC)
and consonant blends + vowel + double consonant (CCVDC) words**

Note: These statistics do NOT include words ending with blends or digraphs!

Pattern	Sample Words	Number of phonically regular words available for beginning readers to learn	Number of phonically regular words taught in traditional spelling books
CCVC	plan clap brag slip	184	43 or 33%
CCVC + s	plans claps brags slips	146	04 or 03%
CCVC + C + ed	planned bragged slipped	91	08 or 09%
CCVC + C + ing	planning bragging	98	02 or 02%
Totals		519	71 or 14%
CCVDC	stuff grill spell staff	27	10 or 37%
CCVDC + s	stuffs grills spells staffs	22	00 or 00%
CCVDC + ed	stuffed grilled spelled	19	00 or 00%
CCVDC + ing	stuffing grilling spelling	18	01 or 06%
Totals		86	11 or 13%
CCVDS	class stress truss	14	06 or 21%
CCVDS + es	classes stresses trusses	10	02 or 09%
CCVDS + ed	classed stressed trussed	06	04 or 33%
CCVDS + ing	classing stressing trussing	06	04 or 33%
Totals		36	16 or 21%
Totals 3 groups		641	98 or 15%
Grand Totals		1,719	292 or 17%

Conclusions concerning the words chosen for teaching reading and spelling in grades 1 & 2.

It has been my opinion for many years that students are more likely to learn that which they have been taught. This, you would think, should be obvious. But is it? If it were such an obvious truism wouldn't the educational establishment have long ago decided to find out what it is that students need to learn and then to teach them? We know the students pouring out of our educational system are poor spellers. Why? Because they haven't been taught. That's why. It is not the case, as one college reading instructor insists that "Most children have learned as much phonics as they will ever need after two years."²⁵ This is perhaps what this reading instructor considers to be the academically correct version of the official "Report of the Commission on Reading" which states: "Phonics instruction should be kept simple and it should be completed by the end of the second grade..."²⁶

When 83% of 3rd graders can spell *dog*, but only 48% can spell *God*, something is terribly wrong.

When only one out of ten 3rd graders can spell *wedding*, *digging*, *planning*, *running*, *winning*, *shopping*, or *sitting* how can one say with a straight face that these children have learned all the phonics they'll ever need. But how about just adding -ed's? Less than one out of twenty 3rd graders can spell *grabbed*, *bobbed*, *trimmed*, *skinned*, *dipped*, *slipped*, *stepped*, *dropped*, or *fitted*.

Our statisticians state approximately 10% of all third graders are "gifted." Assuming that gifted third graders should be able to spell the word *grabbed*, why could only 1% of the third graders spell it. In other words 9 out of 10 "gifted" children could not spell the word *grabbed*.

The word *grabbed* follows perfectly the rules of simple phonics! All past tense spellings of words ending *ab*, are spelled *abbed* from *tabbed* to *stabbed*. The only rational explanation for the failure of 90% of the "gifted 10%" to spell *grabbed* is simply that they were never taught the simple phonics necessary to encode that word. If, as some experts contend, the gifted don't need to be taught (they learn on their own), then the only rational explanation is that they were not exposed systematically to sufficient numbers of the words to make the necessary phonic generalizations on their own.

In either case, the failure is within the curriculum, within the educational system itself. This is why the AVKO Educational Research Foundation has spent over twenty years compiling *The Patterns of English Spelling*. This book can enable curriculum designers to determine which patterns should be taught and when. This book can provide spelling teachers (or authors of spelling books) with the words that can be used to illustrate any spelling pattern.

²⁵This is from a Mott Community College Interoffice Memo written to Dr. Fred Duprai, a dentist who had given the pamphlet *Is Professor AVKO Right?* to a staff member at the Mott Foundation.

²⁶Anderson, Richard C. et. al. *Becoming a Nation of Readers: The Report of the Commission on Reading*. Washington, D.C.: The National Institute of Education, 1985, p. 118.

The Patterns of English Spelling as Homework

Students can be instructed to write sentences constructed from the words belonging to specific patterns or word families. For example, if Alfred E. Neumann on his dictation exercise misspelled the word *robbed* as *robed*, he can be referred to page 104 and told to copy just the words he knows. Being a conscientious student, Alfred copies down only the words that he is 100% sure of. So, he copies:

Bob			
bob	bobs	bobbed	bobbing
cob	cobs		
gob	gobs		
job	jobs		
slob	slobs		
blob	blobs		
mob	mobs	mobbed	mobbing
knob	knobs		
snob	snobs		
sob	sobs	sobbed	sobbing

Alfred does not copy the words lob, lobs, lobbed, lobbing, fob, fobs, fobbed, and fobbing. He doesn't know the meanings of these words. When Alfred goes home at night he takes the paper with him so he can do his homework assignment which is to make sentences out of the words. Right after supper (So he can get out of dishes), he sets the timer for fifteen minutes and begins writing.

Bob	I like Bob.
bob	I don't like to bob for apples.
bobs	His Adam's apple bobs up and down when he talks.
bobbed	
bobbing	I hate bobbing for apples.
cob	I love corn on the cob.
cobs	_____
gob	_____
gobs	I wish I had gobs and gobs of money.
job	I wish I had a job.
jobs	Good jobs don't grow on trees.
slob	Don't you dare call me a slob.
slobs	_____
mob	There was a real mob down at the mall.

Alfred doesn't write a sentence for all the words. He doesn't have to. He is only supposed to write as much as he can in fifteen minutes. Each night he is to try to write a little more. Now, these sentence writing exercises are not going to teach Alfred how to write paragraphs, short stories, poems, term papers, etc. However, he will learn how to write sentences and usually it is rather difficult to write good paragraphs, short stories and term papers if you have never learned to write sentences. We believe in first things, first. These sentences will tend to be original—not something copied from a book or magazine. It also has the effect of helping students discriminate between words such as *hop*, *hops*, *hopped*, and *hopping*. They must learn to use the third person singular whether or not they have the vaguest idea of the difference between first, second, and third person. The past tense has to be used, and they will use it.

We believe the homework should be daily, if only for 15 minutes. It is true that Alfred may cheat and only write for ten minutes instead of fifteen. But ten minutes a day writing is a lot better than none. The point is to have the students write as much as possible as often as possible. Quantity not quality in a limited time span is what we want for beginning writers. This technique frees up the students' computer-

brains so that they can spill words onto paper nearly as fast as they can spill words from their mouths. Once students have attained sentence fluency, then they are ready to begin the more complicated compositional skills. But if students can't write simple sentences, they can't write paragraphs or themes.

Another advantage of daily sentence writing homework assignments based on words the students are studying is that it gives the students an extra opportunity to use the words they are learning as well as making it extremely easy for the teacher to check.

NOTE: We said "check"—not grade—not correct. There is no need to correct the sentences. Check the paper by writing the date in big letters with a felt marker as it is handed in. This prevents the little con artist from trying to keep handing in the same paper over and over again. If you have your students keep their homework papers in their folders, you will eventually have the opportunity to review these papers with the students individually at their desks and to then be able to show them their progress (or lack thereof) and to work with them on their individual problems.

The reason for this is very simple. Most students never learn a thing from papers that are handed back days or weeks later. Most students do learn when they are watching their teacher correct their paper—and this also affords them the opportunity right there and then to either challenge your correction or to be taught how to avoid the mistake that they made.

But enough. You are the teacher. You know your students. You know what they need to learn. *The Patterns of English Spelling* comes in ten volumes. You can purchase them separately or bound together so that you can find whatever word list you want for whatever reason you want to use it. You don't have to use all the words. Use just those words you want to use.

Special Notations Concerning the Format

On most pages there will occur most of the following:

- **Dolch Words:**
- **Difficulty Levels on Scale of 1.00 to 21.00:**
- **Spelling Demons:**
- **Homophones:**
- **Homographs:**
- **Related Families:**
- **Other Related Words:**

Dolch Words: These words are those found by E. W. Dolch to comprise the most basic of all sight vocabularies. The validity of these words as a basic list has withstood the test of time. It first appeared in Dolch's book, *Teaching Primary Reading*, pp. 205-27, published by Garrard Press, 1941. We feel, however, that the Dolch list should not be used as an end in itself. Most of these words can be used to teach regular phonic patterns. Why teach just the Dolch word *train*, when you can teach *rain*, *brain*, *strain*, *restrain*, *pain*, *Spain*, *gain*, etc.?

Difficulty Levels on Scale of 1.00 to 21.00: The levels were based upon an analysis of *The New Iowa Spelling Scale* by Harry A. Greene and Brad Loomer of the University of Iowa. In this study, the authors took 5,507 of the most important words for students to learn and tested over 230,000 students in 645 school systems.

The study listed the percentages of the students in grades 2 through 8 who could correctly spell the words in September of their grade. For example:

Word	2nd	3rd	4th	5th	6th	7th	8th	Changed to Scale
grab	5	17	38	52	67	77	78	7.05
grabbed	--	01	10	16	30	39	52	14.15

We believe percentage figures can be misleading. Too often they may serve as the target to reach rather than to surpass. Surely, we would want more than just half our 8th grade students to be able to spell the word *grabbed*! So, we converted the average of the 5th through 8th grade percentages to a 20 point scale with 1.00 being the easiest—that is, known by over 99.5% of middle school students. The theoretical 0% was 21. The word *grab* is 7.05 on this scale while *grabbed* is 14.15. This one scale now becomes applicable to all types of schools and all types of students. No matter what the percentage of students in expensive private school Brand X who could correctly spell the words *seat* (3.70), *scatter* (9.50) *electricity* (13.45), or *initial* (17.45) as compared to a college freshman English class or a ghetto public school, the relative rankings of these words will remain the same. That is, *seat* will be the easiest and *initial* the most difficult of the four sample words. As to the grade level of any word, our rule of thumb is to divide the difficulty level by two and the result is approximately the grade level. However, the word *grabbed* should be learned long before the 7th grade. We believe the word *grabbed* can be mastered by most students before they get into the third grade, provided they are taught the Ab, Abs, Abbed, and Abbing “rimes” or word families.

Spelling Demons: These are words that appear on one or more of four separate lists entitled “Spelling Demons.” One list is that of Edward Fry’s that is in his very handy book entitled *The New Reading Teacher’s Book of Lists* published by Prentice-Hall. Another is George W. Feinstein’s list in his college text, *Programmed Spelling Demons* also published by Prentice-Hall. The third list is a secretarial list published by Quali-dex. The fourth list is the list found in *The Random House Dictionary of the English Language. 2nd Edition, Unabridged*. The total number of demons came to over 2,000 because

there is so very little agreement among the experts as to which words are demons. We listed them mainly so that teachers, if they desire, can give special emphasis to these words.

Homophones: These are words that are pronounced the same as each other but which differ in meaning and/or spelling as in *heir* and *air*. We also extend the meaning to include words that have two spellings such as *color* (American spelling) and *colour* (British spelling). See British Spellings below. Because in our language we may have two or more words pronounced the same but spelled differently, we have elected to present the homophones for any member of any word family so that a teacher may—if she/he chooses to—teach the homophone. If a teacher elects to call homophones homonyms, we do not object. Homophones is the term of choice in a technical context. Homonyms is more frequently the term of choice in a non-technical context.

Homographs: These are words that are spelled the same but have different meanings and different origins. For example, *bat* (a club) and *bat* (a “flying mouse”) are homographs as are *batter* (the man with the bat in baseball), *batter* (as in cake or pancake dough before it is cooked), or *batter* (as in to beat up a person). To save space we ignore them—inasmuch as we assume a good teacher will point out how words change in meaning according to context.

Heteronyms: These are words that are spelled the same but have different pronunciations. Common examples are *lead* (opposite of follow) and *lead* (the very heavy metal). One rhymes with *seed* and the other with *bed*.

Word Selection: Finding words that belong to families is not easy. You can’t just look them up in a dictionary unless you can find a dictionary that lists all the words in reverse alphabetical order. The closest thing to that is *The English Word Speculum* compiled by J. L. Dolby and H. L. Resnikoff and published by Mouton & Company, The Hague, Paris in 1964. Unfortunately, this work is hopelessly flawed. However, we did find that it had many words we didn’t have in our first few editions—and vice versa.

Censorship: We freely admit to having censored some words, especially those found on bathroom walls. But mostly, we censored only those that are extremely arcane or archaic such as *araucaria* or *argal*.

British Spellings: Whenever possible, we indicate where American spellings and British spellings part company. For example, *color* is American; *colour* is British. *Encyclopedia* is American; *encyclopaedia* is British. If we have inadvertently omitted making the distinctions on some words—please let us know. We like to hear from those who use our materials. We especially like to be informed about any mistakes we have made so that we can correct them in future editions.

Pronunciation: Out of the myriad methods of denoting pronunciation we chose to use the method most frequently used by writers when they write dialect to try to make sure that the reader correctly pronounces a word. Whenever we had any doubt as to a word’s pronunciation we chose to use *The Random House Dictionary of the English Language, Second Edition, Unabridged* as our arbiter. We gave the pronunciations not because we felt that teachers need to know how to pronounce the word families (“rimes”) but so they would have at their disposal a method of making spelling exercises and/or word cards using the pronunciations given as a guide. For example, using these pronunciations, teachers can construct exercises such as the following:

“RAP’t”	The man _____ three times on the door.
“PRESH us”	Little children are _____ as gold.
“HAHP’t	The bunny rabbit _____ along the path.
“HOHP’t	We had _____ that you would get this right.
“HAH ping	The little boy was _____ on just one foot.
“HOH ping	We were _____ to get your attention.

Definitions: For the most part, we never define any word. This is not a dictionary. Besides, if there are words which a student doesn't know, the student can ask the teacher or (Heaven forbid!) use a dictionary.

Grade Levels: Word families ("rimes") don't come in grade levels. The series of ten volumes that make up *The Patterns of English Spelling* is constructed so that teachers in any grade can easily find examples of words that follow whatever linguistic principle is being taught in their particular textbook. There is nothing to prevent a third grade teacher from teaching some of the pre- words in volume 10 such as *prevent*, *pretend*, and even *predict*.

Related Families: We consider all CVC families that have the same last consonant (or same double consonant) to be of the same extended family in much the same way as people who may have different first and second names but who have the same last name are often related. You will notice that they share the same patterns for adding -s, -ed, and -ing. Pages on which they are found are given.

Other Related Words: These are often words formed by adding different structural endings such as the ending -y, -er, -le, -ive, An, -on, -tion, -tian, -ous, etc. to form words such as *Bobby* and *bobber* from *Bob* and *bob*, *battle*, *batter*, and *battery* from *bat*, etc. Pages on which they are found are given.

Challenging the Gifted Students

No matter how simple a word family or set of rimes may appear, there are often going to be words that will stretch the vocabularies of the most gifted. For example, most gifted students don't know the meanings of the words *tat*, *fez*, *dab*, *lob*, *nub*, *hub*, *gad*, *med*, *sod*, and even *lad* and *lass*! We don't have to force-feed these words onto the gifted or the less-than-gifted. We can just use them as examples of phonic patterns in much the way some teachers use "nonsense" words to teach decoding. After all, if we can't decode nonsense words how could we ever enjoy Lewis Carroll's "Jabberwocky?"

Page Numbering of the 10 Volumes in The Patterns of English Spelling

The first number indicates the volume: the last two, the page. For example, page 604 is the 4th page in volume 6; however, page 1045 is the 45th page in Volume 10.

Contents of the Volumes

Volume Number	Type of Words	Examples			First Page
1	Short Vowels: CVC and CVDC:	dad cab fall fill	get sit pass mess	tin fun Jeff stiff	101
2	Short Vowels: CVCC	band bang sketch	went bank clock	itch cash with	201
3	Long Vowels: CV and CVV: and CVCe:	go see gate	be Joe nice	fly play rose	301
4	and CVVC:	seem dream field	poem roam weight	plain vein taught	401
5	-R Controls: W- Controls:	car war card ward harm warm	cord word Fort Worth form worm	wad squad wan swan wand wander	501
6	Basic Suffixes:	batter doctor altar	battle tribal pretzel	dreadful jungle symbol	601
7	Ending Y's:	destiny thrifty family	simplify privacy sincerity	tricky, trickiest memory testimony	701
8	Power Suffixes:	precious ambitious anxious	partially special conclusion	permission suspicion magician	801
9	Advanced Patterns:	techniques ricochet surgeon	chauvinist bureau signature	fiancée debut plague	901
10	Prefixes/Suffixes/Roots:	psychology unconscious magnitude	photographic performance ambiguous	synthesizer linguistics beneficial	1001

Questions for Curriculum Designers

Does your grades K-3 curriculum cover the concepts in volumes 1 through 6 in depth?
If not, why not?

Does your grades 4-8 curriculum cover the concepts in volumes 7-10 in depth?
If not, why not?

Word Families in Sentence context

can be used as a text for:

1. Teaching spelling and reading (encoding and decoding) skills to
 - beginning readers,
 - children and adults with LEARNING DIFFERENCES,
 - adults in adult literacy programs.
2. Helping students develop specific **reading comprehension** skills such as “thinking” and “anticipating” as they read rather than after.
3. Giving extra practice in mastering the patterns of English spelling in regular keyboarding²⁷ classes to students who need additional help in reading and spelling
4. As a source for
 - class choral readings,
 - eye span training with the overhead projector,
 - automaticity training using the overhead projector as a tachiscope,
 - training in the usage of context clues.

²⁷We do specifically recommend the keyboarding textbook *Individually Guided Keyboarding* by Don McCabe which can be obtained from the AVKO Foundation, 3084 W. Willard Road, Clio, Mich. 48420. However, no matter what text is used for mastering the keyboard, this book—*Word Families in Sentence Context*—can be used as a supplementary text to help lock in the spelling patterns necessary to attain automaticity in both decoding and encoding.

Teaching Spelling and Reading Skills

One variation on the technique called Key Vocabulary²⁸ that we use at the AVKO Reading Clinic is to give our students the choice of what word they would like to learn to spell correctly without studying it! Naturally, we use the diagnostic index on p. 32 and carefully select words that have some pizzazz, such as *slugged*, *winning*, or *swimming*. We would also have transparencies made of the pages that contain these words. That way, so no matter what word the students select, we would have the transparency all ready to go. Now, let's suppose your students chose the word *winning* which is on pages 123A and 123B

If you don't have daily access to an overhead projector, you can always use your chalkboard. The following are the key steps:

1. Give the word. Read the sentence. Say the word one more time.
2. Students write the word.
3. Show the word. Say it. Spell it.
4. Students self-correct the word. Check marks should not be allowed. Corrections only! Students must erase any error and write the word correctly. We recommend A's to all perfectly corrected papers. No grade if a mistake is left uncorrected by the student.
5. Show the sentence and have the class read it aloud along with you.
6. Students write the sentence (optional).
7. Discuss the meaning of key words or the sentence (optional).

Regarding step #6, you may want to have your students practice their speed and legibility handwriting *immediately after* the reading of *each* sentence or *immediately after selected* sentences. We do not recommend waiting until after the spelling part is over and then doing all the sentences. You might, however, assign a number of words for your students to create sentences of their own as homework.

Regarding step #7, you will note that the second word in the *in* family is *kin*. The word *kin* most likely is not in the active vocabularies of your students. Rather than being a weakness, this is a strength of our program. Those students who don't know the meaning of the word *kin*, now have the opportunity to learn the meaning of the word from the context of the sentence it is used in. Even if all the students may not retain the meaning of *kin*, most will be able to apply the knowledge of the spellings of the first

²⁸Ashton-Warner, S. (1986). *Teacher*. New York: Simon & Schuster.

word **in** and then **kin** to lead them into the correct spelling of **skin**. Many studies have shown that nonsense words can be used effectively to teach decoding and encoding skills. So why not consider the word **kin** as a nonsense word that helps the reader recognize the onset pattern (**k-** as in **keep**, **kiss**, and **kettle**) and the rime (**-in** as in **skin**, **win**, **twin** and all the other words in the first column on page 123). If the students add to their vocabularies a word such as **kin**, that is adding icing to the cake.

By giving the lesson as a form of spelling and handwriting practice, the slower readers are being exposed systematically to the patterns of encoding that are equally necessary to know for fast or automatic decoding. As the multi-sensory approach is being used, every student's individual "learning style" is being utilized in one way or another. This way, students with learning differences (often referred to as disabilities) have a better chance of learning.

Audio learners learn best by hearing the words, hearing the spelling, hearing the sentences read and by hearing themselves say the letters, the words, and the sentences.

Visual learners learn best by seeing the words, seeing the spelling, seeing the pattern (rime) that is embedded in the word, seeing the onsets in front of the rime, seeing the structural endings after the rime, and seeing the sentences as they read them.

Kinesthetic learners learn best by using their hands, their bodies, their muscles in their fingers by writing the words and writing the letters.

Oral learners learn best by saying the words, saying the letters that spell the words, and saying the sentence (reading aloud or silently).

Now, you know where the name **AVKO** comes from: **A**udio, **V**isual, **K**inesthetic, and **O**ral—the four basic modalities of learning. We believe that when all four modalities are used simultaneously, all students learn faster and more effectively no matter what their primary learning style may happen to be.

Developing Reading Comprehension Skills

Because COMPREHENSION is the purpose of reading, most of the short sentences in this book contain ideas, allusions, and references that very definitely are NOT “Look, Dick! Look! See the bunny rabbit” or “Look, Jane! Look! See the pretty red balloon.” Instead, we have short sentences such as: “My sister Lynn gets under my skin.” Although this sentence, like most, rates as 2.3 on a readability index, it is not a turn-off to adults. But are they too advanced for early elementary readers? We think not. We believe that you can treat children like adults, but you should never treat adults like children. These sentences quite often do challenge the gifted children. But, at the same time, the average students do develop more reading skills with these more sophisticated sentences than they would with traditional. Likewise, there are many reasons why this form of spelling/reading/writing exercise develops better reading comprehension skills than traditional exercises that require the student to first read a story and then to answer a set of questions.

The most important reason is that comprehension is an active process that should take place **AS** a person is reading—not afterwards. Too many students get in the habit of just hearing a voice in their heads talking at them as they call out in a deadly monotone the words in front of them. After they finish reading the paragraph, the page, or the story, they can’t remember what they’ve read. Why? Because their minds were not actively engaged while they were reading. They were just hearing the words in their heads—they were not listening and thinking at the same time. On the other hand the short sentences in *Word Families in Sentence Context* challenge the students and their minds are subtly being trained to think **as** they are reading.

Another reason why our *Word Families in Sentence Context* is better than traditional exercises at developing comprehension skills, is that getting the right answer to a question isn’t the same as comprehending what you are reading. Typical comprehension exercises are really practice exercises in taking comprehension tests—not in the act of comprehending while reading.

If you do want more traditional and individualized reading comprehension exercises, AVKO does recommend, SRA’s *Reading for Understanding* by Thelma Gwinn Thurston. No, this isn’t the SRA Reading Program/s that you might be acquainted with. This is different. *RFU (Reading for Understanding)* is, as Tony the Tiger would say, “G-R-R-REAT!” Please note: AVKO is not being paid to endorse this product. One set lasts for years and years. We have used ours at the AVKO Reading Clinic since the late 60’s. Perhaps that’s why you rarely find this set at the SRA exhibits and why it’s almost impossible to find in SRA’s catalog. But, it’s there! It’s awfully expensive—but, we feel it’s a good buy for any school.

For TUTORING

we recommend that the tutor use the word list on page 32.

We suggest that the tutor have the student attempt reading the list until the student misses three words. At this point, we suggest that the tutor ask the student which word he²⁹ would like to learn first.

For example, out of the first ten words on page 9, Johnny Pooba couldn't read planning, tripping, and slugged. If Johnny thinks the word slugged is a fun kind of word to learn, his tutor could start him on page 115B which starts out:

ug	
bug	I wish you wouldn't bug me about that anymore.
bugs	How many different kinds of bugs are there?
bugged	I understand that the FBI bugged your telephone.
bugging	My sister is always bugging me.
dug	I think he dug his own grave.

We suggest that the tutor have the student attempt to read "ug" the rime as it is called in the new jargon of reading specialists. If the student can't, that's all right. The tutor tells him the rime is "ug" quickly and painlessly. The tutor could then have the student write the rime ug. Remember, there isn't just one right way to use this book. It should be used by the tutor in the way the tutor feels the student will enjoy it the most and learn the fastest. The following are only some suggestions.

1. The student attempts the word. If right, the tutor says, "Good." Then the tutor begins reading the sentence with the student reading along with her.
2. If the student reads the word incorrectly, she corrects him by simply stating the word correctly. The student then writes the word. After the student writes the word, then the tutor begins reading the sentence with the student reading along with her.

We don't expect that the student will learn all the words in all the sentences. We only expect that after reading the sentences, the student will know most of the words being targeted, in this case, the -ug words.

²⁹Using the politically correct s/he, she/he, he/she, his/her, her/his, him/her etc., in these directions we believe might lead to confusion. Therefore, we are using the masculine pronouns he, him, and his to refer to the student and the feminine pronouns she, her, and hers for the tutor.

Index of CVC Word Families (Rimes) for **DIAGNOSTIC³⁰ PURPOSES**

Word	Pattern	Page	Word	Pattern	Page	Word	Pattern	Page
swimming	im	118	guns	un	125	fussed	uss	160
winning	in	123	Hal	al	146	prom	om	119
begged	eg	112	rollers	ol	153	quiz	iz	138
conned	on	124	pups	up	130	ribbing	ib	103
blesses	ess	157	hasn't	as	136	gross	oss	159
planning	an	121	pulling	ull	154	robbed	ob	104
bragging	ag	111	hemmed	em	117	rotted	ot	134
slugged	ug	115	jazz	azz	136	ruts	ut	135
brig	ig	113	hotel	el	148	scam	am	116
tripping	ip	128	installing	all	147	pistol	ol	152
sitting	it	133	jammed	am	116	sheds	ed	107
bugs	ug	115	buzzed	uzz	140	chops	op	129
Cal	al	146	Jeb	eb	102	skid	id	108
shots	ot	134	keg	eg	112	Jeff	eff	142
calm	alm	119	chin	in	123	skilled	ill	151
shopping	op	129	kidding	id	108	slums	um	120
missed	iss	158	chills	ill	151	crossing	oss	159
canned	an	121	kisses	iss	158	chum	um	120
slapped	ap	126	mall	all	147	spats	at	131
passed	ass	156	jogging	og	114	muddy	ud	110
clap	ap	126	misspelled	ell	149	studs	ud	110
pad	ad	106	stems	em	117	con	on	124
dens	en	122	mobs	ob	104	suffering	uff	145
nutty	ut	135	nags	ag	111	dwelling	ell	149
digging	ig	113	fog	og	114	supper	up	130
staff	aff	141	Mr. Neff	eff	142	tipping	ip	128
dollars	oll	153	stunned	un	125	floss	oss	159
skiff	iff	143	nods	od	109	trimming	im	118
stepping	ep	127	offered	off	144	scoff	off	144
expelled	el	148	tubs	ub	105	truthful	ful	154
fibs	ib	103	Oz	oz	139	until	il	150
scuff	uff	145	patrol	ol	152	webbing	eb	102
prodding	od	109	dulled	ull	155	pressing	ess	157
frets	et	132	patted	at	131	wedding	ed	107
fuzzy	uzz	140	glasses	ass	156	getting	et	132
gab	ab	101	pencils	il	150	penny	en	122
whiffed	iff	143	fizzing	iz	151	scrubbing	ub	105
gladly	ad	106	pepper	ep	127			
useful	ful	154	grits	it	133			
grabbed	ab	101	plus	us	160			

³⁰The words chosen are those that, if known, most likely demonstrate mastery of the word family being tested.