

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

## Volume 6

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### & Miscellaneous Relatives

By

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## A Few Observations

If it is true as the experts<sup>1</sup> tell us that phonics need only be taught in the first two grades, then third graders should have no trouble with the double consonant plus the le ending families (CVDC+le) as in *riddle*, *struggle*, *kettle*, etc. Yet, only 9% could correctly spell *riddle*. Only 4% could spell *kettle* and only 2% could spell *struggle*. Obviously, something is wrong. And if it is true that students don't spell as well today as the students did when the New Iowa Spelling Scale<sup>2</sup> was written, something is seriously wrong with our spelling curriculum or how spelling is—**or is not**—taught. Mostly, is not. As nearly every spelling program is based upon the same word frequency studies as the *New Iowa Spelling Scale* we can estimate quite accurately the number of CVCC+le words that occur in traditional spelling texts from grades 2 through 8. Of the 406 possible, only 15 regularly occur. Of the 100 CVDC+ing words such *struggling*, the odds say that not one will be found in today's spelling texts.

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<sup>1</sup>Anderson, Richard C., Elfrieda H. Heibert, *et. al. Becoming a Nation of Readers: The Report of the Commission on Reading*. Washington, D.C., The National Institute of Education, U.S. Department of Education.

<sup>2</sup>Greene, Harry. *The New Iowa Spelling Scale*. Iowa City: The University of Iowa, 1954.