

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

Volume 8

The Advanced Suffixes

| Such as: | -cious | -tial | -ssion | -tion | -ive |
|-----------------|-------------------|----------------|-------------------|------------------|-------------------|
| as in: | delicious | partial | mission | location | passive |
| | ferocious | initial | passion | ignition | imperative |
| | luscious | martial | concession | execution | conductive |
| | suspicious | special | concession | promotion | definitive |

& Miscellaneous Relatives

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| Family | Example | Family Pg | Family Example | Pg | Example | Pg | | |
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| -C | | 801-816 | -AL | 817-827 | -ON | 832-851 | | |
| ac | maniac | 801 | bal | verbal | 818 | bon | carbon | 832 |
| ec | Aztec | 801 | cal | local | 817 | con | falcon | 832 |
| aic | archaic | 802 | cial | special | 818 | don | London | 832 |
| bic | cubic | 802 | chal | matriarchal | 818 | gon | wagon | 832 |
| dic | medic | 802 | dal | medal | 818 | geon | surgeon | 833 |
| fic | traffic | 803 | dial | cordial | 819 | gion | religion | 833 |
| gic | magic | 803 | fal | offal | 819 | shion | fashion | 834 |
| hic/c | psychic | 803 | gal | legal | 819 | ssion | mission | 834 |
| hic/p | graphic | 804 | ial | vestigial | 819 | sion | invasion | 835 |
| hic/r | pyrrhic | 804 | ial | imperial | 819-820 | sion/r | version | 836 |
| hic/t | mythic | 804 | kal | jackal | 820 | sion/l | emulsion | 836 |
| lic | public | 805 | mal | primal | 820 | sion/n | tension | 836 |
| mic | comic | 806 | mal | animal | 820 | ion | million | 837 |
| nic | panic | 807-808 | nal | criminal | 821 | ion | champion | 837 |
| oic | heroic | 808 | pal | principal | 822 | cion | suspicion | 837 |
| pic | topic | 808 | ral | rural | 823 | tion/a | vacation | 838-846 |
| ric | fabric | 809-10 | sal | basal | 823 | tion/e | completion | 847 |
| sic | basic | 810 | shal | marshal | 823 | tion/i | petition | 847 |
| tic/a | automatic | 811-812 | tal | fatal | 824 | tion/o | motion | 848 |
| tic/c | hectic | 812 | thal | lethal | 824 | tion/u | solution | 848 |
| tic/e | energetic | 813 | ial | trial | 825 | tion/c | action | 849-850 |
| tic/i | critic | 814 | tial | partial | 825 | tion/n | mention | 850 |
| tic/l | Baltic | 814 | ual | gradual | 826 | tion/p | option | 851 |
| tic/n | frantic | 814 | val | rival | 827 | tion/s | question | 851 |
| tic/o | patriotic | 814 | wal | withdrawal | 827 | | | |
| tic/p | skeptic | 815 | yal | royal | 827 | -AN | 852-856 | |
| tic/r | cathartic | 815 | | | | ban | urban | 852 |
| tic/s | fantastic | 815-816 | -M | 828-831 | | ian | Arabian | 853 |
| tic/t | attic | 816 | | | | gian | collegian | 853 |
| tic/u | therapeutic | 816 | am | madam | 828 | cian | magician | 854 |
| tic/y | analytic | 816 | am | Islam | 828 | man | woman | 854-856 |
| vic | civic | 816 | em | tandem | 828 | | | |
| xic | toxic | 816 | im | pilgrim | 829 | -EN | 857-860 | |
| oc | havoc | 816 | om | seldom | 829 | | | |
| sc/u | mollusc | 816 | um | museum | 829 | en | adj sudden | 857 |
| | | | um | medium | 830 | en | (N) warden | 858 |
| | | | um | talcum | 831 | en | (V) thicken | 859-860 |
| -ment | | 863-866 | | | | -IN | 861-862 | |
| ment | experiment | 863-866 | | | | in | margin | 861-862 |
| -IVE | | 875-880 | | | | -OUS | 867-874 | |
| sive | passive | 875 | | | | dous | tremendous | 867 |
| tive | relative | 876-80 | | | | geous | gorgeous | 867 |
| | | | | | | gious | religious | 869 |
| | | | | | | cious | precious | 868 |
| | | | | | | tious | ambitious | 870-871 |
| | | | | | | rous | glamorous | 873 |
| | | | | | | xious | anxious | 871 |
| | | | | | | tuous | impetuous | 874 |
| | | | | | | mous | famous | 872 |

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| 2 | Short Vowels: CVCC | band lift salt | went lamp milk | itch path tack | 201 |
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A Few Observations

If it is true as the experts¹ tell us that phonics need only be taught in the first two grades, then third graders should have no trouble with the words that end -ic, ical, or ically as in *medic*, *medical*, and *medically*. Yet, only 2% could correctly spell *medical*. 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*² 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 ending -ic, -ical, and -ically words (such as *magic*, *magical*, and *magically*) that occur in traditional spelling texts from grades 2 through 8. Of the over 800 possible, only 34 of these words regularly occur.

¹Anderson, 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.

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

**Does your Adult Community School Program
offer courses for the minority of people
who want to:**

1. learn how to make flower arrangements?
2. play bridge?
3. operate computers?
4. learn CPR?

Most probably they do. And they should. **All minorities should have equal opportunity rights to the education they need.**

Now, what about that minority of adults who would like to learn how they can tutor their husband, wife, child, or friend who has severe reading/writing/spelling problems?

AVKO would like to see this minority have equal opportunities to learn how to help those they love and who cannot afford the luxury of expensive private tutoring.

You can help them by having your Community School Director write for the Free AVKO pamphlet, *How to Set Up a Course for Adults Whose Children or Spouses have Reading/Spelling Problems*

Write to:

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