



Syllables Spell Success



Student Packet

Train your brain with syllables

Phonics to the 12th grade level

Spelling rules and tips

Latin and Greek word roots

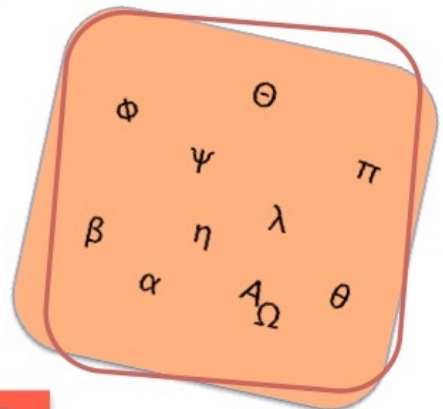
Improve your reading speed

Games, nonsense words, syllable division exercises

Mā|tēr
x | x
tī|mer
x | x

sis, sis-ter
mail, mail-man

trī-en-ni-al
mil-lĕn-ni-al



Syllables Spell Success Student Packet

Welcome to Syllables Spell Success!

Most students who have completed this class have improved their reading and spelling abilities. 40L volunteers hope you will, too. This packet includes all the files needed for the student folder for the syllables spell success program. (There are also files that needed to be printed for the teachers, and games to print for students to use in class, see 40L's Syllables Spell Success page for those documents.¹)

Here is a list of the documents included. You should either place tabs on each section or staple each section separately and place them in a folder. The one page vowel and consonant chart and the one page vowel team chart should not be stapled, they need to be separate for easy reference when using other material. The one page vowel team chart is best when printed in color. The rest of the documents are best printed in black and white. The one page vowel and consonant chart is best when directly printed from its PDF, in had to be reformatted as a picture and lost some of its quality to be included in this all in one collection of the Syllables resources.

The Webster's Speller Excerpts document was provided by Don Potter and includes notes from him as well as the original text from Noah Webster.

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40L volunteers wish you the best on your reading journey!

¹ 40L's Syllable Spell Success page, available at:
<http://www.thephonicspage.org/On%20Reading/syllablelesspellsu.html>

Syllables Spell Success Sequence

Blend Phonics = BP
 Webster's Speller = W
 Syllable Division = SD

Student Name _____

Spelling Rules = SpR
 Hebrews 12 = Heb. 12

Language Sheet = Lang. WS

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Blend Phonics Nonsense Words

1. fab jag mab yad kan jad sab mag nan vad
2. kib lin zib hig rit jin tib rin mib vig
3. fod lon kog yon mog nog kod tog zod von
4. jud vug nud yug fub sug vud mun jub yun
5. zed leb dag yeg pog reg geb peb hig seg sug
han nen bon ven hun yab jun sib ket
6. baft jift famp voft zuft kemp caft gamp neft zomp
kift lemp meft domp yoft timp jand vont kand bupt
lant yent sapt fopt yent yesp jisp fasp fusp bosp
7. sheck lish shiff shen tash shab fesh shan shep
yash dosh pesh yosh jush rish
8. thock theg thap thund thant thim thun thop thint
thipt thesp thash thish thosh thod
9. ched choss chid choff chut chib chog chod chud
cham chom chan chon chun chim chass chiff chet
chot chup chaft chift cheft choft chund chand chid
chend chept chupt chask chasp chusk chust chesh
10. want watch was water wasp wash what which
whisk whack whiff whip whet whiz when

Blend Phonics Nonsense Words

11. jang bing tong zung plong clung kang jing
strang trung
12. vink jank yink vonk kunk shronk grink thrank
blunk slonk
13. smab claff plack brob spad blad driff scrad
smod gluff bleff stod swuff frud stug cran flen
plon trun plip plass fless gliss closs druss
14. nace kibe pake fode glile vule thace zune crake
zime shrake thrume prale swide scrate zote zice
voke trote phripe slome throde skode glite snude
15. old bold scold cold fold told sold mold hold colt
volt molt bolt jolt toll roll post most host both
mild child wild rind wind blind find grind kind mind
16. be he no she go me so we I the
17. breb plick flad strod snaff hest jish basp bisp
rept blapt trask smesk tresp glipt vomp glant
sland trunt zent spift chent scaft shant spect
18. dar gar har kar clar lar nar par blar thar
19. kor tor vor zor clor flor glor phlor

Blend Phonics Nonsense Words

20. bird stir worm planner clerk third camper
runner fern curb cutter sitter jerk curl burn
chopper herd dirt term hurt spinner birth purr
helper dirt never worst fir work factor
21. jain blain tay crain blay nain chay shay splain thrain
22. jeed veed teel cheel neem dleep gleet yeet skeep dween
- 23a. beave deave sheave dreave gleave
23a. beat each reach leaf bean
- 23b. threat thread tread bread wealth weather breath
dead instead sweat
- 23c. steak break great breaker daybreak
- 24a. cried lies tied cries lied tried dried pie dries
pies spies fried lie tie
- 24b. priest relief believe brief chief yield grief field thief
- 25a. my ply sly try sky shy by why cry dry fly myself
- 25b. army handy sleepy candy hilly thirsty guppy
healthy twenty silly fifty dusty messy funny rainy
26. boe stroe choaf moak foan cloat floak sloan troan stoast

Blend Phonics Nonsense Words

27a. low slow window bowl tow willow blow throw
yellow crow show glow shown growth follow

27b. frown flower gown growl cow howl crowd
power how crown

28a. cloud mound round found out sound ground
our shout house mouse scout loud pound proud

28b. you country young soul

29. voin moy yoist broy droint joid moil croy ploid stoil

30. foon zool shool voon shoon brool droon sprool
roon froon

31. book good hood shook foot cook crook wood soot hoof

32. daw baun saun glaw kause glawn nause praw
thause traw

33. jall chall zall shrall kall

34. blew flew news flue brew threw pew glue chew dew
stew true crew few due drew blue hue grew clue

35. ajar around asleep about alike adrift ahead
apart awake afar

36. careful full fullback put pull push dull bull bush fulfill

Blend Phonics Nonsense Words

37a. cent brace mice rice cell chance space cease
decide niece nice slice center dance pace spice
civil place since cinder

37b. special ocean precious musician

38. age page badge budge bridge ridge plunge dodge
lodge ledge smudge change edge cage ginger
engage sage gist gymnast

39a. figh jight brigh glight righ yight snight bligh jight migh

39b. rough tough laugh enough laughter

40a. knish wrad gnap knut wrid gnit wrop wweep
gnipe knush wrip knib gnote gnote wrate

40b. lamb limb crumb doubt listen soften knot
wreath climb known comb wren numb write debt

41. choose noise please those nose rose wise cheese
pause rise ease pose tease because praise

42. elephant phonograph phonics photograph telegraph
prophet telephone pamphlet alphabet

43. battle handle circle section partition bundle
puzzle action portion bottle scramble addition
station buckle attention

Blend Phonics Nonsense Words

44a. added ended painted waited acted folded
planted counted landed printed crowded
rested lighted graded seated

44b. aimed changed saved stayed burned filled
rained turned called named rolled sailed
peeled pinned kneeled

44c. baked backed picked packed looked locked
wished boxed hoped hopped wrecked wrapped
stamped liked knocked

Syllable Division with some Nonsense Words

Syllable Division Exercise #1 (*Divide between 2 consonants*)

rincap latlap kidyud opdog zatnet yugbug libmat venhut kitraff
yupmit semlot beptin vadmek zebrup lemsip

Syllable Division Exercise #2 (*Divide before and after blends*)

testfap buntfip habsteb natplant implot questmib lantplug
kubstop lentbad fidtron chobtrig veflog

Syllable Division Exercise #3 (*Divide before 1 consonant.*)

timer grader hijack cupid totem liken maker diner meter taker
motor voter deter biter later defer baker biker tomato

Syllable Division Exercise #4 (*Divide before 1 cons, between 2*)

dinner, diner; matter, Mater; cotton, motor; mutter, cupid; gapping,
gaping; petty, Petey; mitten, miter; bonnet, bonus; musket, music;
bandit, basic; tigger, tiger; supper, super;
latter, later; mentor, meter; dentist, defer

Syllable Division Exercise #5 (*Divide between words*)

cowgill outplank failtay oatvill blymeet skysnay vebird maycray
aimploy toestrome sunbreave oilbroaf coingreel simlite downpline
seabrice glutshrume stormswoak

Syllable Division Exercise #6 (*all previous rules*)

byline outhouse later latter enjoy moonbeam master biker bitter
cider cedar caper cannon bashful mainstay banknote bogus bottom
cinder candor muted mutter slapstick inkwell

Syllable Division with some Nonsense Words

Syllable Division Exercise #7 *(all previous rules)*

circus carcass cinder candor cedar cater cellar caller
censor custom census capsize center cantor centric condor
cesspool cashbox cider cadence cinch conch cipher caper
cistern capstone cystic caustic citric catnip

Syllable Division Exercise #8 *(Words ending in le divide 1 letter before le, words ending in el divide directly before el)*

table kettle able maple marble cable idle saddle sidle
level rebel gravel model travel weasel tassel
battle axel sizzle novel ripple apple jewel quibble

Syllable Division Exercise #9 *(Divide between 2 vowels)*

radio cameo pioneer meow fiord pliable reliant truant casual
manual continuous dual cryogenic myopic
scientist diet quiet fluid ruin cereal fluent variety

Syllable Division Ex. #10 *(Divide after prefixes, before suffixes)*

prefix decide before coexist overwork discontinue unfit outlook
demand begin cooperate dismiss prevent overwhelm
stewardship nation wilderness stabilize useful massive
cooperation thankfulness uneventful mismanagement

Syllable Division Exercise #11 *(all previous rules)*

circus table caller mismanagement gravel cinder dinner
diner cedar ripple censor handstand custom baking census
capsize travel unwillingness center level craftsman quibble
dogwood cider dependent moonstruck citric hobbit revolt

Alternate Syllable Division Exercises with Real Words

Syllable Division Exercise #1 (*Divide between 2 consonants*)

hubcap laptop kidnap hotdog sonnet humbug puppet sunset
sudden combat magnet tiptop wellness catnip hilltop nutmeg
fullness sunlit summit happen rabbit admit napkin fantastic

Syllable Division Exercise #2 (*Divide before and after blends*)

chestnut sunspot handcuff landmass sandbag claptrap backstop
gumdrop endless dogsled dustpan desktop handbag wingspan
filmstrip handstand

Syllable Division Exercise #3 (*Divide before 1 consonant*)

timer mater grader hijack cupid totem liken
maker diner meter stupid taker motor voter
deter biter super later defer baker biker tomato

Syllable Division Exercise #4 (*Divide before 1 consonant, divide between 2 consonants*)

dinner, diner; matter, Mater; cotton, motor; mutter, cupid;
gapping, gaping; petty, Petey; mitten, miter; bonnet, bonus;
musket, music; bandit, basic; tigger, tiger; supper, super;
latter, later; mentor, meter; dentist, defer

Alternate Syllable Division Exercises with Real Words

Syllable Division Exercise #5 (*Divide between words*)

flyleaf mailman seashore freeway maintain beehive skydive
boatload toenail rainstorm breadbox downstream rowboat
sunspot tailspin jaybird beekeeper weekend keepsake seatbelt

Syllable Division Exercise #6 (*Divide between 2 consonants, before 1 consonant, between blends, between words*)

byline outhouse later latter enjoy moonbeam master biker
bitter cider cedar caper cannon bashful mainstay banknote
bogus bottom cinder candor muted mutter slapstick inkwell

Syllable Division Exercise #7 (*Divide between 2 consonants, before 1 consonant, between blends, between words*)

circus carcass cinder candor cedar cater cellar caller censor custom
census capsized center cantor centric condor cesspool cashbox cider
cadence cipher caper cistern capstone citric catnip

Syllable Division Exercise #8 (*Words ending in le divide 1 letter before le, words ending in el divide directly before el*)

table kettle able maple marble cable idle saddle sidle
level rebel gravel model travel weasel tassel
battle axel sizzle novel ripple apple jewel quibble

Alternate Syllable Division Exercises with Real Words

Syllable Division Exercise #9 (*Divide between 2 vowels for vowels that don't normally divide, some Latin exceptions*)

radio cameo pioneer meow fiord pliable reliant truant
casual manual continuous dual cryogenic myopic
scientist diet quiet fluid ruin cereal fluent variety

Syllable Division Ex. #10 (*Divide after prefixes, before suffixes*)

prefix decide before coexist overwork discontinue unfit
outlook demand cooperate dismiss prevent overwhelm stewardship
nation stabilize useful massive cooperation thankfulness uneventful

Syllable Division Exercise #11 (*Divide between 2 consonants, before 1 consonant, between blends, between words, between 2 vowels that don't normally divide, words ending in le divide 1 letter before le, words ending in el divide directly before el*)

circus table caller mismanagement gravel cinder dinner
diner cedar ripple censor handstand custom baking census
capsize travel unwillingness center level craftsman quibble
dogwood cider dependent moonstruck citric hobbit revolt

Language Worksheets: Greek Word Generator Worksheet

using Greek word parts (combining forms)

Generally Beginning

astron
auto
bio
chron
dem, demos
hydro
micro
peri
poly
sym, syn
tele
thermo
theos, theo

Either

cosmos, cosm
graph
meter, metr
morph
naut
phon, phone

Generally Ending

crat, cratic, cracy
logy, ology
nomy, onomy

Make your own Greek words
using the parts above.

astron + nomy = astronomy

cosmos + ology = cosmology

My Greek Words:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Language Worksheets: Latin Word Ending Exercise

Figure out what main part of speech each word ending type is in the exercise below. (Each group of words in this exercise will have no exceptions, they will all be the same type of word.) The words in each group will be one of the 4 types of speech described below.

Noun: person, place, thing, idea

Adjective: describes a noun or pronoun

Verb: action, occurrence, or state of being

Adverb: modifies a verb

Ending	Example Words	Part of Speech
1 tion/ sion	proclamation recession election nation infraction	

2 ive	comprehensive progressive excessive defensive lucrative decisive	
----------	---	--

3 ture	nature feature future adventure infrastructure culture	
-----------	---	--

Ending	Example Words	Part of Speech
4 ial	essential perennial terrestrial arterial industrial special artificial	

5 ious	serious industrious rebellious glorious judicious	
-----------	---	--

6 uous	ambiguous conspicuous virtuous	
-----------	--------------------------------------	--

Language Worksheets: Phonics of Word Origin

Letter	Old English	Latin	French	Greek
Vowels	Many 2 letter: AI, AY, EE, EA, OU, OO, etc.	Mostly single vowels OR vowels divide between: IO, UE, UA, IU, IE, etc.	A few 2 letter vowels AND also 3 letter vowels (EAU)	Mostly single vowels but a few 2 letter (AU,EU); a few divide between
Long O at end	usually -OW	usually -O		usually -O
Long E at end	usually -Y		usually -IE	usually -Y
I	usually short or long	I as long E	I as Long E	often spelled with a Y
OU	OU as "OU" in ouch		OU as "OO" in soup	
Consonants	many together: CK, NK, NG, NCH, NT, SW, WH			PH as "F"
CH	CH as "CH"		CH as "SH"	CH as "K"
GN	Silent G as in gnat, sign	Usually both pronounced as in signal	Spanish LL sound as in chignon, vignette	
Silent letters	Letter teams, 1 silent: WR_, KN_, MB, GN Single letters silent: T, O, occasionally others		Single letters silent: H at beginning S at end	letter teams, 1 silent: RH_, MN PN_, PS_, PT_
G, J	ending J spelled -DGE	ending J spelled -DU	GE as ZH sound as in garage	
QU	usually "KW"	either "KW" or "K"	usually "K"	
General	Sounds "harsh," clunky Many common words	Romance sound Science, medicine	Romance + nasal vowels "Stuff" form of words	Medium "harsh," Science, theology
Other		-TU as in -TURE, -TIAL -SI as in -SION -TI as in -TION	-ILLE, -ETTE, -ARRE, etc. -ET as long A -OT as long O -EUR, -QUE, -GUE	

These words are in scrambled order. There are 5 words from each language of origin, put them in the correct row using the chart above for help. Some words may be in their correct row, but many are not!

punctuation	philosophy	church	think
radian	layette	morphology	educate
adventure	crevesse	entrepreneur	rhodium
wrong	good	avian	days
anaglyph	touche	psychokinesis	beauty

Old English	Latin	French	Greek

Language Worksheets: Word Origin Challenge

Your word origin challenge: Write 3 sentences about a similar topic using 1. words of mainly Old English (O.E.) origin 2. words of mainly Latin (L.) origin 3. words of mainly Greek (Gk.) origin. Here is an example:

1. I love to study English, its speech sounds and how the underlying letter sound spelling patterns are written and spoken. [O.E.]
2. Linguistics investigates language, its contrasts and cadences, explanations of pronunciation, its verbal transformations and areas of persistence. [L.]
3. Phonics is a pragmatic method; a synthesis of phonology and orthography; the rhyme and meter of the alphabet as a phonetic symbol system. [Gk.]

Extra Credit: Write 3 complete paragraphs or a short story using the 3 different languages of origin. The Word origin choice grid below can be used to help. Also, once you have a subject in mind, use a dictionary that includes word origin and look up the origin of words related to your subject. Some words have roots from multiple sources, for example, story is from Middle English *storie* and Latin *historia* and so can be used in either or both Old English or Latin sentences.

Word Origin Choice Grid

Old English	Latin	Greek
dirt, earth	terrain	geography
tale, story	story , legend, parable , history	parable , history , myth
gift	present	treasure
father, fatherly	paternal	patriarch
plant	flower	botany
town	city	metropolis
learner, pupil	pupil , student	scholar
chicken, hen	poultry, aviarist	ornithology, zoology
dog, hound	canine	cynology, zoology
spider	insect	arachnid
time, timeline	temporal	chronology, chronological
plot	map	cartography
drawing	picture	graphics
love	amorous	agape
healer	doctor	physician
belly	abdomen, stomach	stomach
ship, boat, sailboat	maritime	nautical
aware	cognizant	phycology, psyche
end of the world	complete disaster	apocalypse
to stand for	representation	symbolic
green	verdant	chlorophyll
old	ancient	archaic, geriatric
kingly	royal	aristocratic
smell	odor	aroma
big	immense	gigantic
small, little	minute, diminutive	micro, microscopic
cleanliness, clean, wash, purify	purify , sanitary, sanitation	hygiene
former, before	previous, prior	anachronism, prologue
friendly, kindred, agreeable	agreeable , amicable	empathetic, sympathetic, harmony
eat, snack	consume, ingest	gastronomy
seasickness, queasiness	vomiting	nausea
leaving, departure	departure	exodus
speak, talk	soliloquy	rhetoric, dialogue
run	exercise	calisthenics, gymnastics

Language Worksheets: Word Origin Challenge

1. Old English sentence:

2. Latin sentence:

3. Greek sentence

Example word origin hint--select a few related words for each, then make a sentence:

- 1. OE** tale, old, boat = This is a tale of an old boat.
- 2. Latin** legend, ancient, maritime = An ancient maritime legend exists.
- 3. Greek** myth, archaic, nautical = The archaic myth is nautical.

Noah Webster's Spelling Book Method for Teaching Reading and Spelling for the Twenty-First Century, Selected Excerpts

Teaching Students to Read from the **Sounds** of the Letters
Rather than Guess from the **Meaning** of the Words



An Adaptation of Noah Webster's
1908 *Elementary Spelling Book* to the
Needs of Twenty-First Century Students

*Bringing the Reading Standards of Today Up to the
High Standards of Yesterday*

WEBSTER'S SPELLING BOOK METHOD OF TEACHING READING
AND SPELLING FOR THE TWENTY-FIRST CENTURY, SELECTED EXCERPTS
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Copies of the full version can be purchased from Mr. Potter's Café Press Website:
www.cafepress.com/DonPotterTutoring

PREFACE

Excerpts from the 1866 Edition with Comments

In Syllabication it has been thought best not to give the etymological division of the Quarto Dictionary, but to retain the old mode of Dr. Webster as best calculated to teach *young* scholars the true pronunciation of words. [*My experience proves that this is the best way to divide the words for purposes of teaching reading and spelling. This is basically the respelling division in the modern dictionaries.*]

The plan of classification here executed is extended so as to comprehend every important variety of English words, and the classes are so arranged, with suitable directions for the pronunciation, that any pupil, who has mastered the *Elementary Tables*, will find little difficulty in learning to form and pronounce any word properly belonging to our vernacular language. [*Webster's Speller is a "System" of English orthography in the true sense. It will enable students to develop the skills necessary to be proficient in English reading and spelling. It can be used on all levels: beginning, intermediate, and advanced.*]

The Tables intended for *Exercises* in Spelling and forming words, contain the original words, with the terminations only of their derivatives. The tables answer the important purpose of teaching the *manner* of forming the various derivatives, and the distinctions of the parts of speech, and thus anticipate in some degree, the knowledge of grammar; at the same time they bring into small compass a much greater number of words than could be otherwise comprised in so small a book. [*The Spelling book concentrates an enormous amount of practice in reading and spelling into an exceptionally small space, allowing students to attain high levels of reading ability in an amazingly short period of time.*]

The reading lessons are adapted, as far as possible, to the capacities of children, and to their gradual progress in knowledge. These lessons will serve to substitute variety for the dull monotony of spelling, show the practical use of words in significant sentences, and thus enable the learner to better understand them. The consideration of diversifying the studies of the pupil has also had its influence on the arrangement of the lessons for spelling. It is useful to teach the signification of words, as soon as they can comprehend them; but the understanding can hardly keep pace with the memory, and the minds of children may well be employed in learning to spell and pronounce words whose signification is not within their capacities; for what they do not clearly comprehend at first they will understand as their capacities are enlarged.

The objects of a work of this kind being chiefly to teach *orthography* and *pronunciation*, is judged most proper to adapt the various Tables to these specific objects, and omit extraneous matter. In short, this little book is so constructed as to condense into the smallest compass a complete SYSTEM of ELEMENTS for teaching the language; and however small such a book may appear, it may be considered as the most important class book, not of religious character, which the youth of our country are destined to use. [*I know of no other book that concentrates so much language power into such a small space.*]

New York, 1866. William G. Webster. (Comments: Odessa, TX, 2009. Donald L. Potter)

PREFACE TO THE 1908 EDITION

The modifications in this revision are not of a character to embarrass those teachers who used the previous editions in the same class. The principal changes are:

In many instances an improved form of type;

The substitution of living words in the place of those words that have become obsolete.
The omission of orthoëpical marks where they are clearly unnecessary, as explained below;

The correction of a few errors in pronunciation, etc. etc.;

The addition at the end of the book, of four new pages of common words difficult to spell.

The repetition of orthoëpical mark has been omitted as needless in a succession of two or more words having the same vowel letter and sound. In such cases only the first word is marked – the syllable of this leading word being the key to the corresponding unmarked syllables in the words, which follow. But whenever there is liability to mispronounce, the right way is indicated by marking the doubtful syllable.

PREFACE TO THE 2011 EDITION

The Tables have been converted from columns of words into rows in this edition to encourage good left to right word scanning. This allowed me to increase the type size for ease of reading while reducing the number pages.

Bold has been substituted for Webster's accent marks. Students find this an acceptable method for indicating stress. A key element in the book's uncommon success is the classification of polysyllables according to accent. No modern work that I am aware of makes use of this important feature. In the 1822 edition of his *American Spelling Book*, Webster informs us, "In nine-tenths of the words in our language, a correct pronunciation is better taught by a natural division of the syllables and a direction for placing the accent, than by a minute and endless repetition of characters."

A few words have been modernized in their pronunciation.

The Syllabary has been slightly expanded to make it more complete, and the Syllabary Tables are organized in a more logical manner.

Helpful resources for teaching Webster's method are available on the Internet at www.donpotter.net.

Students who complete *Webster's American Spelling Book Method of Teaching Reading and Spelling* will gain a command English reading, vocabulary, and spelling that is available in no other single book.

I consider it a privilege of a lifetime to make this edition available to educators whose minds are open to going to **the past** to improve **the future**.

Donald L. Potter, Odessa, Texas, 2009, 2011.

ANALYSIS OF SOUNDS IN THE ENGLISH LANGUAGE

The Elementary Sounds of the English language are divided into two classes, *vowels* and *consonants*.

A *vowel* is a clear sound made through an open position of the mouth-channel, which molds or shapes the voice without obstructing its utterance; as *a* (in *far*, or *fate*, etc.), *e*, *o*.

A *consonant* is a sound formed by a closer position of the articulating organs than any position by which a vowel is formed, as *b*, *d*, *t*, *g*, *sh*. In forming a consonant the voice is compressed or stopped.

A *diphthong* is the union of two simple vowel sounds, as *ou* (äoö) in *out*, *oi* (äi) in *noise*.

The English Alphabet consists of twenty-six letters, or single characters, which represent vowel, consonant, and diphthongal sounds – *a*, *b*, *c*, *d*, *e*, *f*, *g*, *h*, *i*, *j*, *k*, *l*, *m*, *n*, *o*, *p*, *q*, *r*, *s*, *t*, *u*, *v*, *w*, *x*, *y*, *z*. The combinations *ch*, *sh*, *th*, and *ng* are also used to represent elementary sounds; and another sound is expressed by *s*, or *z*; as in *measure*, *azure*, pronounced *mězh-yoor*, *ăzh-ur*.

Of the foregoing letters, *a*, *e*, *o*, are always simple vowels; *i* and *u* are vowels (as in *in*, *us*), or diphthongs (as in *time*, *tune*); and *y* is either a vowel (as in *any*), a diphthong (as in *my*), or a consonant (as in *ye*).

Each of the vowels has its regular long and short sounds which are most often used; and also certain *occasional* sounds, as that of *a* in *last*, *far*, *care*, *fall*, *what*; *e* in *term*, *there*, *prey*, *i* in *firm*, *marine*; *o* in *dove*, *for*, *wolf*, *prove*; and *u* in *flurl*, *rude*, and *pull*. These will now be considered separately.

A. The regular long sound of *a* is denoted by a horizontal mark over it; as in *ān*-cient, pro-*fā*ne; and the regular short sound by a curve over it; as, *căt*, *păr*-ry.

Occasional sounds. –The Italian sound is indicated by two dots over it; as *bār*, *fä*-ther; –the short sound of the Italian *a*, by a single dot over it; as, *fäst*, *läst* (Modern English, as *făst*, *lăst*); –the broad sound, by two dots below it; as, *bałł*, *stałł*; – the short sound of broad *a*, by a single dot under it; as, *whaț*, *quađ*-rant; – the sound of *a* before *r* in certain words like *care*, *fair*, etc., is represented by a sharp or pointed circumflex over the *a*, as, *câre*, *hâir*, *fâir*, etc.

E. The regular long sound of *e* is indicated by a horizontal mark over it; as, *mēte*, se-*rēne*; the regular short sound, by a curve over it; as, *mět*, re-*běl*.

Occasional sounds. –The sound of *e* like *a* in *care* is indicated by a pointed circumflex over the *e*, as in *thêir*, *whêre*; and of short *e* before *r* in cases where it verges toward short *u*, by a rounded circumflex, or wavy line, over it; as, *hěr*, pre-*fěr*.

I, O, U. The regular long and short sounds of *i*, *o*, and *u* are indicated like those of *a* and *e* by a horizontal mark and by a curve; as, *bīnd*, *bēnd*; *dōle*, *dōll*; *tūne*, *tūn*.

Occasional sounds. –When *i* has the sound of long *e* it is marked by two dots over it; as, *fa-tīgue*, *ma-rīne*; –when *o* has the sound of short *u*, it is marked by a single dot over it; as, *dōve*, *sòn*; –when it has the sound of *oo*, it is marked with two dots under it; as, *mōve*, *prōve*. –when it has the sound of *oo*, it is marked with a single dot under it; as, *wōlf*, *wō*-man; –when it has the sound of broad *a*, this is indicated by a pointed circumflex over the vowel; as, *nôth*, *sôrt*; –the two letters *oo*, with a horizontal mark over them have the sound heard in the words *boōm*, *loōm*; –with the curve mark, they have a shorter form of the same sound; as, *boōk*, *goōd*; –when *u* is sounded like short *oo*, it has a single dot under it; as, *fułł*, *pułł*; while its lengthened sound, as when preceded by *r*, is indicated by two dots; as in *rude*, *ru*-al, *ru*-by.

NOTE. –The long *u* in unaccented syllables has, to a great extent, the sound of *oo*, preceded by *y*, as in *educate*, pronounced *ěd-yoo-kāte*; *nature*, pronounced *nāt-yoor*.

The long sound of *a* in *late* when shortened, coincides nearly with that of *e* in *let*; as *adequate*, *disconsolate*, *inveterate*.

The long *e*, when shortened, coincides nearly with the short *i* in *pit* (compare *feet* and *fit*). This short sound of *i* is that of *y* unaccented, at the end of words; as in *glory*. The short sound of broad *a* in *hall*, is that of the short *o* in *holly* and of *a* in *what*.

The short sound of long *oo* in *pool*, is that of *u* in *pull*, and *oo* in *wool*.

The short sound of long *o* in *not*, is somewhat lengthened before, *s*, *th*, and *ng*; as in *cross*, *broth*, *belong*.

The pronunciation of diphthongs *oi* and *oy* is the same and uniform; as, in *join*, *joy*.

The pronunciation of diphthongs *ou* and *ow* is the same and uniform; as, in *sound*, *now*. But in the terminations *ous*, *ou* is not a diphthong, and the pronunciation is *us*; as, in *pious*, *glorious*.

A combination of two letters used to express a single sound is called a digraph; as, *ea* in *head*, or *th* in *bath*.

The digraphs *ai* and *ay*, in words of one syllable, and in accented syllable, have the sound of *a* long. In unaccented syllables of a few words, the sound of *a* is nearly or quite lost; as, in *certain*, *curtain*. The digraphs *au* and *aw*, have the sound of broad *a* (*a* as in *fall*); *ew*, that of *u* long, as in *new*; and *ey* in unaccented syllables, that of *y* or *i* short, as *valley* (Modern English long *e*: ēy).

When one vowel of a digraph is marked, the other has no sound; as in *cōurt*, *rōad*, *slōw*.

The digraphs *ea*, *ee*, *ei*, *ie*, when not marked, have in his book, the sound of *e* long; as in *near*, *meet*, *seize*, *grieve*.

The digraph *oa*, when unmarked, has the sound of *o* long.

Vowels, in words of one syllable, following by a single consonant and *e* final, are long; as, in *fate*, *mete*, *mite*, *note*, *mute*, unless marked, as in *dōve*, *gīve*.

The articulation or sounds represented by the consonants are best apprehended by placing a vowel before them in pronunciation, and prolonging the second of the two elements; thus, *eb*, *ed*, *ef*, *eg*, *ek*, *el*, *em*, *en*, *ep*, *er*, *es*, *et*, *ev*, *ez*.

Those articulations, which wholly stop the passage of the breath from the mouth, are called, *close*, or *mute*, as *b*, *d*, *g*, *k*, *p*, *t*.

Those articulations which are formed either wholly or in part by the lips, are called *labials*; as, *b*, *f*, *m*, *p*, *v*.

Those articulations which are formed by the tip of the tongue and the teeth, or the gum covering the roots of the teeth, are called *dentals*; as, *d*, *t*, *th*, (as in *thin*, *this*).

Those which are formed by the flat surface of the tongue and the palate, are called *palatals*; as, *g*, *k*, *ng*, *sh*, *j*, *y*.

The letters *s* and *z* are also called *sibilants*, or hissing letters.

W (as in *we*) and **y** (as in *ye*) are sometimes called *semi-vowels*, as being intermediate between vowels and consonants, or partaking of the nature of both.

B and **p** represent one and the same position of the articulating organs; but *p* differs from *b* in being an utterance of the breath instead of the voice.

D and **t** stand for one and the same articulation, which is a pressure of the tongue against the gum at the root of the upper front teeth; but *t* stands for a whispered, and *d* for a voiced sound.

F and **v** stand for one and the same articulation, the upper teeth placed on the upper lip; but *f* indicates an expulsion of voiceless breath; *v* of vocalized breath, or tone.

Th in **thin** and **th** in **this** represent one and the same articulation, the former with breath the latter with voice.

S and **z** stand for one and the same articulation, *s* being a hissing or whispered sound, and *z* a buzzing and vocal sound.

Sh and **zh** have the same distinction as *s* and *z*, whispered and vocal; but *zh* not occurring in English words, the sound is represented by *si* or by other letters; as in, *fusion*, *osier*, *azure*.

G and **k** are cognate letters, also **j** and **ch** the first of each couplet being vocal, the second aspirate or uttered with breath alone.

Ng represents a nasal sound.

B has one sound only, as in *bite*. After *m*, or, before *t*, it is generally mute; as in *dumb*, *doubt*.

C has the sound of *k* before *a*, *o*, *u*, *l* and *r*, as in *cat*, *cot*, *cup*, *clock*, and *crop* and of *s* before *e*, *i*, and *y*, as in *cell*, *cit*, *cycle*. It may be considered as mute before *k*; and in *sick*, *thick*. **C**, when followed by *e* or *i*, before another vowel, unites with *e* or *i* to form the sound of *sh*. Thus, *cetaceous*, *gracious*, *conscience*, are pronounced *ce-ta-shus*, *gra-shus*, *con-shense*.

D has its proper sound, as in *day*, *bid*; when preceded in the same syllable by a whispered or non-vocal consonant, it uniformly takes the sound of *t*, as in *hissed* (*hist*).

F has only one sound; as in *life*, *fever*, except *of*, in which it has the sound of *v*.

G before *a*, *o*, and *u*, is a close palatal articulation; as, in *gave*, *go*, *gun*; before *e*, *i*, and *y*, it sometimes represents the same articulation, but generally indicates a compound sound like that of *j*; as in *gem*, *gin*, *gyves*. Before *n* in the same syllable it is silent; as, in *gnaw*.

H is a mark of mere breathing or aspiration. After *r* it is silent; as, in *rhetoric*.

I in certain words has the use of *y* consonant; as, in *million*, pronounced *mill-yun*. Before *r* it has a sound nearly resembling that of short *u*, but more open; as in *bird*, *flirt*.

J represents a compound sound, pretty nearly equivalent to that represented by *dzh*; as, in *joy*.

K has one sound only; as, in *king*. It is silent before *n* in the same syllable; as, in *knave*.

L has one sound only; as in *lame*, *mill*. It is silent in many words, especially before a final consonant; as, in *walk*, *calm*, *calf*, *should*.

M has one sound only; as, in *man*, *flame*. It is silent before *n* in the same syllable; as, in *mnemonics*.

N has only one sound only; as, in *pit*, *lap*. It is silent after *l* and *m*; as, in *kiln*, *hymn*, *solemn*.

P has one sound only; as, in *pit*, *lap*. At the beginning of words, it is silent before *n*, *s*, and *t*; as, in *pneumatics*, *psalm*, *pshaw*, *ptarmigan*.

Q has the sound of *k*, but it is always followed by a *u*, and these two letters are generally sounded like *kw*; as, in *question*.

R is sounded as in *rip*, *trip*, *form*, *carol*, *mire*.

S has its proper sound, as in *send*, *less*; or the sound of *z*, as in *rose*. Followed by *i* preceding a vowel, it unites with the vowel in forming the sound of *sh*; as in *mission*, pronounced *mish-un*; –or of its vocal correspondent *zh*; as in *osier* pronounced *o-zher*.

T has its proper sound, as in *turn*, at the beginning of words and at the end of syllables. Before *i*, followed by another vowel, it unites with *i* to form the sound of *sh*, as, in *nation*, *partial*, *patience*, pronounced *na-shun*, *par-shal*, *pa-shense*. But when *s* or *x* precedes *t*, this letter and the *i* following it preserve their own sounds; as in *bastion*, *Christian*, *mixtion*, pronounced *băst-yun*, *krist-yan*, *mikst-yun*. **T** is silent in the terminations *ten* and *tle* after *s*; as in *fasten*, *gristle*; also in the words *often*, *chestnut*, *Christmas*, etc.

V has one sound only; as, in *voice*, *live*, and is never silent.

W before *r* in the same syllable is silent, as in *wring*, *wrong*. In most words beginning with **wh** the *h* precedes the *w* in utterance, that is, *wh* is simply an aspirated *w*; thus *when* is pronounced *hwen*. But if *o* follows this combination, the *w* is silent, as in *whole*, pronounced *hole*.

X represents *ks*, as in *wax*; but it is sometimes pronounced like *gz*; as, in *exact*. At the beginning of words, it is pronounced like *z*; as, in *Xenophon*.

Z has its proper sound, which is that of a vocal *s*; as, in *maze*.

Ch has very nearly the sound of *tsh*; as, in *church*: or the sound of *k*; as, *character*; or of *sh* in *machine*.

Gh is mute in every English word, both in the middle and at the end of words, except in the following: *cough, chough, clough, enough, laugh, rough, slough, tough, trough*, in which it has the sound of *f*; and *hiccough*, in which it has the sound of *p*. At the beginning of a word, it is pronounced like *g* hard; as in *ghastly, ghost, gherkin*, etc; hence this combination may be said not to have a proper or regular sound in any English word.

Ph has the sound of *f*, as in *philosophy*; except in *Stephen*, pronounced *Ste-vn*.

Sh has one sound only; as in *shall*.

Th has two sounds; whispered, as in *think, both*; and vocal, as in *thou, this*. When vocal, the *th* is marked thus, (*th*), as in *thou*.

C has the sound of *sk* before *a, o, u*, and *r*; as in *scale, scoff, sculpture, scroll*; and the sound of *s* alone before *e, i*, and *y*; as, *scene, scepter, science, Scythian*.

ACCENT.

Accent is the forcible stress or effort of voice on a syllable, distinguishing it from others in the same word, by a greater distinctness of sound.

The accented syllable is designed by **bold** font.

The general principle by which accent is regulated, is, that the stress of voice falls on that syllable of a word, which renders the articulations most easy to the speaker, and most agreeable to the hearer. But this rule has the accent of most words been imperceptibly established by a long and universal consent.

When a word consists of three or more syllables, ease of speaking requires usually a secondary accent, of less forcible utterance than the primary; but clearly distinguishable from the pronunciation of unaccented syllables; as in **su**-per-flu-it-y, lit-er-**ar**-y. The strongest accent is on the underlined font.

KEY TO THE PRONUNCIATION VOWELS

REGULAR LONG AND SHORT SOUNDS

LONG. –ā, as in *fame*; ē, as in *mete* (and *y* as in *lady*); ī as in *fine*; ō, as in *note*; ū as in *mute*; ŷ, as in *fly*.

SHORT. –ă, as in *fat*; ě, as in *met*; ĭ, as in *fin*; ȝ as in *not* ũ, as in *but*; ŷ, as in *nymph*.

VOWELS. –OCCASIONAL SOUNDS

â, as in *care*,
 ä *Italian*, as in
 à, as in *last* (ă in Modern American English)
 ạ *broad*, as in *all*
 a, as in *what* (like short o)
 ê like â, as in
 ě, as in *term*,
 e, like long *a*, as in
 ĭ, like long *e* as in
 ĭ, as in *bird*,
 ò like short *u*, as in
 o, like long *oo*, as in
 ȝ like short *oo*, as in
 ô like board *a*, as in
 oō (long *oo*), as in
 oō (short *oo*), as in
 ʀ long, preceded by *r*, as in
 ʀ like oō, as in
e, i, o (italic) are silent

EXAMPLES.

âir, shâre, pâir, beâr.
 fâther, fâr, bâlm, pâth.
 âsk, grâss, dânce, brânc̄h.
 cạll, tạlk, hạul, swạrm.
 wạn, wạnton, wạllow
 thêre, hêir, whêre, êre.
 ěrmine, vĕrge, prefĕr.
 preŷ, they, eigh̄t.
 pĭque, machĭne, mĭem.
 fĭrm, vĭrgĭn, dĭrt.
 dôve, sòn, dône, wòn.
 proŷe, do, moye, tōmb.
 bōsom, wōlf, wōman.
 ôrder, fôrm, stôrk.
 moōn, foōd, boōty.
 foōt, boōk, woōl, goōd.
 rụde, rụmor, rụral.
 pụt, pụsh, pụll, fụll.
 tōken, coūsin, māson.

REGULAR DIPHTHONGAL SOUNDS

EXAMPLES

oi, or oy (unmarked), as in
 oil, join, toy
 ou, or ow (unmarked), as in

out, owl, vowel

CONSONANTS

ç, *soft*, like *s sharp*, as in
 e, *hard* like *k*, as in
 ch (unmarked), as in
 çh *soft*, like *sh* as in
 eh *hard*, like *k*, as in

çede, merçy
 eall, eoneur.
 child, choose, much.
 maçhine, çhaise.
 ehorus, epoeh.

g *hard*, as in
g *soft*, like *j*, as in
s sharp (unmarked), as in
s *soft* or *vocal*, as in
th sharp (unmarked) as in

th flat, or *vocal*, as in

ng (unmarked), as in

n (much like *ng*), as in
x, like *gz*, as in

e*xist*, a*uxiliary*.

ph (unmarked), like *f*: as in *sylph*. *qu* (unmarked), like *kw*, as in *queen*.

wh (unmarked), like *hw* as in *what*, *when*, *awhile*.

This “Key to Pronunciation” is from *Noah Webster’s Elementary Spelling Book* (1908). This form of diacritical marks was first introduced in the 1829 edition. It is quite similar to the 1908. Interestingly, no major changes were introduced during those dates. Before 1829, Webster used “figures” or numbers over the vowels to indicate sounds.

An audio for the “Analysis of English Sounds” and the “Key” is available for free on the “Spelling Book Reference Page” of the www.donpotter.net web site.

get, begin, foggy.
gentle, ginger, elegy.
same, gas, dese.
has, amuse, prison.

thing, path, truth.

thine, their, wither.

sing, single.

linger, link, uncle.

The Syllabary

bā	bē	bī	bō	bū	bȳ	hā	hē	hī	hō	hū	hȳ
ca	çe	çi	co	cu	çy	ja	je	ji	jo	ju	jy
da	de	di	do	du	dy	ka	ke	ki	ko	ku	ky
fa	fe	fi	fo	fu	fy	la	le	li	lo	lu	ly
ga	ge	gi	go	gu	gy	ma	me	mi	mo	mu	my
	ġe	ġi			ġy	na	ne	ni	no	nu	ny

Most syllables ending in a vowel (open syllables) are long. They say their letter name. *ce*, *ci* and *cy* are pronounced *se*, *si*, *sy*.

pā	pē	pī	pō	pū	pȳ	ăb	ĕb	ĭb	ōb	ŭb
ra	re	ri	ro	ru	ry	ac	ec	ic	oc	uc
sa	se	si	so	su	sy	ad	ed	id	od	ud
ta	te	ti	to	tu	ty	af	ef	if	of	uf
va	ve	vi	vo	vu	vy	ag	eg	ig	og	ug
wa	we	wi	wo	wu	wy					

Syllables ending in a consonant (closed syllables) are short (i.e., *cab*, *Jeb*, *fib*, *bob*, *cub*)

ăj	ĕj	ĭj	ōj	ŭj
ak	ek	ik	ok	uk
al	el	il	ol	ul
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up

är	ēr	îr	ôr	ûr
ās	ēs	īs	ōs	ūs
at	et	it	ot	ut
av	ev	iv	ov	uv
ax	ex	ix	ox	ux
az	ez	iz	oz	uz

The closed syllables with *r* are pronounced like: *car, her, first, corn* and *nurse*.

blā	blē	blī	blō	blū	blȳ
cla	cle	cli	clo	clu	cly
fla	fle	fli	flo	flu	fly
gla	gle	gli	glo	glu	gly
pla	ple	pli	plo	plu	ply
sla	sle	sli	slo	slu	sly

thā	thē	thī	thō	thū	thȳ
tha	the	thi	tho	thu	thy
cha	che	chi	cho	chu	chy
sha	she	shi	sho	shu	shy
pha	phe	phi	pho	phu	phy

quā	quē	quī	quō	qu-	quȳ
spa	spe	spi	spo	spū	spy
sta	ste	sti	sto	stu	sty
ska	ske	ski	sko	sku	sky
sca	sçe	sçi	sco	scu	sçȳ
swa	swe	swi	swo	swu	swȳ

brā	brē	brī	brō	brū	brȳ
cra	cre	cri	cro	crū	cry
dra	dre	dri	dro	drū	dry
fra	fre	fri	fro	frū	fry
gra	gre	gri	gro	grū	gry
pra	pre	pri	pro	prū	prȳ
tra	tre	tri	tro	trū	try
wra	wre	wri	wro	wrū	wry

sce, sci, scy are pronounced *se, si, sy*.

splā	splē	splī	splō	splū	splȳ
spra	spre	spri	spro	sprū	sprȳ
stra	stre	stri	stro	strū	stry
shra	shre	shri	shro	shrū	shry
scra	scre	scri	scro	scrū	scry
scla	scle	scli	sclō	sclū	sclȳ

No. 26. – 83 Words [4th Grade Level]

WORD OF TWO SYLLABLES, ACCENTED ON THE FIRST.

bā-ker, **sha**-dy, **la**-dy, **tī**-dy, **hō**-ly, **li**-my, **sli**-my, **bo**-ny,
po-ny **ti**-lēr, **ca**-per, **pa**-per, **ta**-per, **vi**-per, **bi**-ter, **fē**-ver,
o-ver, **tro**-ver, **clo**-ver, **do**-ner, **va**-por, **fa**-vor, **sa**-vor,
ha-lo, **so**-lo, **he**-ro, **ne**-gro, **tȳ**-ro, **sa**-go, **tū**-lip, **çe**-dar,
bri-er, **fri**-ar, **so**-lar, **po**-lar, **so**-ber, **pa**-çer, **ra**-çer, **gro**-çer,
çi-der, **spi**-der, **wa**-fer, **ti**-ģer, **ma**-ker, **ta**-ker,
ra-ker, **se**-ton, **ru**-in, **wo**-ful, **po**-em, **Sa**-tan, **fu**-el, **du**-el,
cru-el, **gru**-el, **pu**-pil, **la**-bel, **li**-bel, **lo**-cal, **fo**-cal, **vo**-cal,
le-gal, **re**-gal, **di**-al, **tri**-al, **pa**-pal, **co**-pal, **vi**-al, **pe**-nal,
fi-nal, **o**-ral, **ho**-ral, **mu**-ral, **na**-sal, **fa**-tal, **na**-tal, **ru**-ral,
vi-tal, **to**-tal, **o**-val, **pli**-ant, **ģi**-ant.

Bakers bake bread and cakes. A pony is a little horse. The best paper is made of linen rags. Vipers are bad snakes, and they bite men. An ox likes to eat clover. A tulip is very pretty, growing in the garden. A sundial shows the hours of the day. Cedar trees grow in the woods. The blackberry grows on the brier. Cider is made from apples. A tiger will kill and eat a man. A raker can rake hay. A vial is a little bottle. A giant is a very stout, tall man. The Holy Bible is the book of God.

No. 32 – 89 Words [5th Grade Level]

Words of Two Syllables, Accented on the Second.

a-bāse, de-base, in-case, de-bate, se-date, cre-ate, ob-late, re-late, in-flate, col-late, trans-late, mis-state, re-plēte, com-plete, se-crete, re-çite, in-çite, po-lite, ig-nite, re-deem, es-teem, de-claim, re-claim, pro-claim, ex-claim, de-mēan, be-mōan, re-tain, re-main, en-grōss, dis-crete, al-lay, de-lay, re-play, in-lay, mis-lay, dis-play, de-cay, dis-may, de-fray, ar-ray, be-tray, por-tray, a-stray, un-say, as-say, a-way, o-bey, con-vey, pur-vey, sur-vey, de-fy, af-fy, de-ny, de-cry, re-boil, de-spoil, em-broil, re-coil, sub-join, ad-join, re-join, en-join, con-join, mis-join, pur-loin, ben-zoin, a-void, a-droit, ex-ploit, de-coy, en-joy, al-loy, em-ploy, an-noy, de-stroy, con-voy, es-pouse, ca-rouse, de-vour, re-dound, de-vout, a-mount, surmount, dis-mount, re-count, re-nown, en-dow, a-vow.

Strong drink will debase a man. Hard shells incase clams and oysters. Men inflate balloons with gas, which is lighter than common air. Teachers like to see their students polite to each other. Idle men often delay till to-morrow things that should be done to-day. Good men obey the laws of God. I love to survey the starry heavens. Careless girls mislay their things. The fowler decoys the birds into his net. Cats devour rats and mice. The adroit ropedancer can leap and jump and perform as many exploits as any monkey. Wise men employ their time in doing good to all around them. In time of war, merchant vessels sometimes have a convoy of ships of war. Kings are men of high renown, Who fight and strive to wear a crown. God created the heavens and the earth in six days, and all that was made was very good. To purloin is to steal.

No. 66. – 21 Words [6th Grade Level]

WORDS OF TWO SYLLABLES, ACCENTED ON THE FIRST.

a IN **ate**, UNMARKED, DOES NOT HAVE THE FULL SOUND OF LONG **a**.

sĕn-ate, **in-grāte**, **pal-ate**, **stel-lāte**, **in-māte**, **mess-māte**, **stag-nāte**,
fil-trāte, **pros-trate**, **frus-trāte**, **dic-tāte**, **tes-tāte**, **clī-mate**, **prel-ate**,
vī-brāte, **pī-rate**, **cū-rate**, **prī-vate**, **fī-nīte**, **pōst-āge**, **plū-māge**, **trī-**
umph, **stāte-ment**, **rāi-ment**.

When an old house is pulled down, it is no small job to remove the rubbish. Washington was not a selfish man. He labored for the good of his country more than for himself. Exercises will give us relish for our food. Riding on horseback is good exercise. Lampblack is fine soot formed from the smoke of tar, pitch, or pinewood. Granite is a kind of stone which is very strong, handsome, and useful in building. The Senate of the United States is called the Upper House of Congress. Water will stagnate, and then it is not good. Heavy winds sometimes prostrate trees. Norway has a cold climate. Medals are sometimes given as a reward at school. We punish bad men to prevent crimes. The drunkard's face will publish his vice and his disgrace.

No. 68. – 80 Words [7th Grade Level]

WORDS OF THREE SYLLABLES, ACCENTED ON THE SECOND.

im-**m**ôr-tal, pa-**r**ent-al, ac-**q**uit-tal, en-**a**m-el, im-**p**an-el, ap-**p**är-ent, ū-**t**en-sil, un-**ç**iv-il, trī-**u**mp-al, in-**f**orm-al, bap-**t**is-mal, hī-**b**ēr-nal, in-**f**er-nal, ma-**t**er-nal, pa-**t**er-nal, e-**t**er-nal, in-**t**er-nal, dī-**û**r-nal, noc-**t**ur-nal, pro-**c**on-sul, un-**ç**êr-tain, in-**c**lem-ent, de-**t**êr-mīne, as-**s**as-sin, re-**p**lev-in, a-**b**an-don, pī-**a**s-ter, pī-**l**as-ter, as-**s**ev-er, dis-**s**ev-er, de-**l**iv-er, e-**l**ix-ir, pre-**c**ep-tor, com-**p**os-ite, en-**a**m-or, to-**b**ac-co, si-**r**oc-co, me-**m**en-to, pī-**m**en-to, mu-**l**at-to, pal-**m**et-to, en-**v**el-ope, de-**v**el-op, De-**c**em-ber, Sept-**t**em-ber, No-**v**em-ber, en-**c**um-ber, con-**s**id-er, be-**w**il-der, mis-**f**ort-ūne, me-**a**n-der, en-**g**en-der, sur-**r**en-der, dis-**ô**r-der, nar-**c**is-sus, co-**l**os-sus, im-**p**êr-fect, in-**t**er-pret, in-**h**ab-it, pro-**h**ib-it, dis-**c**red-it, de-**c**rep-it, in-**h**er-it, de-**m**er-it, pôme-**g**ran-ate, ex-**a**m-ple, in-**t**es-tāte, a-**p**os-tāte, pro-**m**ul-gate, in-**c**ar-nate, vol-**c**ā-no, Oc-**t**ō-ber, in-**c**lo-sūre, dis-**c**lo-sure, ex-**p**o-sure, fore-**c**lo-sure, dis-**c**ôv-er, dis-**c**ol-or, re-**c**ov-er dis-**a**s-ter, re-**p**äss-ing.

The spirit is immortal; it will never die. Our bodies are mortal; they will soon die. Utensils are tools to work with. Plows, axes, and hoes are utensils for farming; needles and scissors are utensils for making garments. A formal meeting is one where the forms of ceremony are observed; when people meet without attending these formalities it is called an informal meeting. Children are sometimes bewildered and lost in the woods. Sons and daughters inherit the estate and sometimes the infirmities of their parents. The diurnal motion of the earth is its daily motion, and this gives us day and night. Pimento is the plant whose berries we call allspice. Paternal care and maternal love are great blessings to children, and should be repaid with their duty and affection. The blowing up of a steamship was a terrible disaster to us. Pomegranate is a fruit about the size of an orange.

No. 81. – 78 Words [8th Grade Level]
WORDS OF THREE SYLLABLES, ACCENTED ON THE SECOND.

re-venġe-ful, for-ġet-ful, e-vent-ful, neg-lect-ful, dis-gust-ful, dis-trust-ful, suc-ġess-ful, un-skill-ful, col-lect-ive, pros-pect-ive, per-spect-ive, cor-rec-tive, in-vec-tive, vin-dic-tive, af-flict-ive, at-tract-ive, dis-tinct-ive, sub-junct-ive, con-junct-ive, in-duct-ive, pro-duct-ive, con-struct-ive in-ġen-tive, re-ten-tive, at-ten-tive, pre-vent-ive, in-vent-ive, per-ġep-tive, pre-sump-tive, de-ġep-tive, as-sġert-ive, a-bġor-tive, dġ-ġest-ive ex-plu-sive, com-pul-sive, im-pul-sive, re-puls-ive, de-fen-sive, of-fen-sive, sub-vġer-sive, dis-cġer-sive, ex-cur-sive, in-cur-sive, suc-ġess-ive, ex-ġess-ive, pro-ġress-ive, ex-press-ive, im-press-ive, sub-mis-sive, per-mis-sive, trans-mis-sive, in-ac-tive, de-fect-ive, ef-fect-ive, ob-ject-ive, e-lect-ive, ad-he-sive, co-he-sive, de-ġi-sive, cor-ro-sive, a-bu-sive, con-clu-sive, ex-clu-sive, in-clu-sive, e-lu-sive, de-lu-sive, al-lu-sive, il-lu-sive, co-lu-sive, ob-tru-sive, in-tru-sive, pro-tru-sive, e-va-sive, per-sua-sive, as-sua-sive, di-sua-sive, un-fad-ing, un-feel-ing.

We are apt to live forgetful of our continual dependence on the will of God. We should not trust our lives to unskillful doctors or drunken sailors. Washington was a successful general. A prospective view means a view before us. Prospective glasses are such as we look through, to see things at distance. Telescopes are perspective glasses. Rum, gin, brandy, and whisky are destructive enemies of mankind. They destroy more lives than wars, famine, and pestilence. An attentive boy will improve in learning. Putrid bodies emit an offensive smell. The drunkard's course is progressive; he begins by drinking a little, and shortens his life by drinking to excess. The slouch is an inactive slow animal. The President of the United States is elected once every four years. He is chosen by electors who are selected by the people of the different states.

No. 90. – 57 Words [9th Grade Level]
WORDS OF FOUR SYLLABLES, ACCENTED ON THE SECOND.
WORDS IN FINAL SYLLABLE ATE, IF UNMARKED HAVE NOT ITS FULL LONG SOUND

trī-**en**-ni-al, lǐx-**iv**-i-al, mil-**lěn**-ni-al, quaḍ-**ren**-ni-al, per-**en**-ni-al, sep-**ten**-ni-al, sex-**ten**-ni-al, ter-**res**-tri-al, col-**lat**-er-al, de-**lǐr**-i-um, lix-**iv**-i-um, e-**ques**-tri-an, il-**lit**-er-ate, a-**dul**-ter-āte, as-**sev**-er-āte, de-**çem**-vi-rate, e-**lab**-o-rate, cor-**rob**-o-rāte, in-**vig**-or-āte, de-**lin**-e-āte, e-**vap**-o-rāte, in-**ac**-cu-rate, ca-**paç**-i-tāte, re-**sus**-çi-tāte, de-**bil**-i-tāte, fa-**çil**-i-tāte, de-**cap**-i-tāte, per-**çip**-i-tāte, in-**def**-i-nīte, e-**rad**-i-cāte, çer-**tif**-i-cate, in-**del**-i-cate, pre-**var**-i-cāte, aḡ-**ten**-ti-cāte, do-**mes**-ti-cāte, prog-**nōs**-ti-cāte, in-**to**-i-cāte, re-**çi**-ro-cāte, e-**quiv**-o-cāte, in-**val**-i-dāte, con-**sōl**-i-dāte, in-**tim**-i-dāte, di-**lap**-i-dāte, ac-**com**-mo-dāte, com-**men**-su-rate (*com-**měn**-shoo-rate*), in-**ves**-ti-gāte, re-**tal**-i-āte, con-**çil**-i-āte, ca-**lŭm**-ni-āte, de-**mōn**-stra-tīve, de-**rīv**-a-tīve, con-**sērv**-a-tīve, de-**fin**-i-tīve, in-**fin**-i-tīve, re-**trib**-ū-tīve, con-**sec**-ū-tīve, ex-**ec**-ū-tīve.

A triennial assembly is one that continues three years, or is held once in three years. The Parliament of Great Britain is septennial², that is, formed once in seven years. The sun will evaporate water on the ground. It is difficult to eradicate vicious habits. Never retaliate an injury, even on an enemy. Never equivocate or prevaricate, but tell the plain truth. A definitive sentence is one that is final. Liquors that intoxicate are to be avoided as poison. Love and friendship conciliate favor and esteem.

² The Septennial Act has been amended and the term is currently 5 years.

No. 100. – 72 Words [10th Grade Level]
WORDS OF FOUR SYLLABLES, ACCENTED ON THE SECOND.

ad-vent-ūr-oŭs, a-non-y-mous, sŷ-non-y-mous, un-ġen-er-ous, mag-nan-i-mous, ū-nan-i-mous, as-pār-a-gus, pre-çip-i-toŭs, ne-çes-si-tous, am-phib-i-ous, mĭ-rac-ŭ-lous, a-nal-o-gous, per-fĭd-i-ous, fas-tid-i-ous, in-sid-i-ous, in-vid-i-ous, con-spic-u-ous, per-spic-u-ous, pro-mis-cŭ-ous, as-sid-ŭ-ous, am-big-ŭ-ous, con-tig-ŭ-ous, mel-lif-lu-lous, su-pĕr-flu-ous, in-ġen-ŭ-ous, con-tin-ŭ-ous, in-con-gru-ous, im-pet-ŭ-ous, tu-mult-u-ous, vo-lupt-u-ous, tem-pest-u-ous, sig-nif-i-cant, e-trav-a-gant, pre-dom-i-nant, in-tol-er-ant ĭ-tin-er-ant, in-hab-i-tant, con-com-i-tant, ir-rel-e-vant, be-ne-fi-çent, mag-nif-i-çent, co-in-çi-dent, non-res-i-dent, im-prov-i-dent, in-tel-li-ġent, ma-lev-o-lent, be-nev-o-lent, pre-dic-a-ment, dis-par-aġe-ment, en-cour-aġe-ment, en-fran-chĭse-ment, dis-fan-chĭse-ment, en-tan-ġle-ment, ac-knŏwl-edġ-ment, es-tab-lish-ment, em-bel-lish-men, ac-com-plish-ment, as-ton-ish-ment, re-lin-quish-ment, im-ped-i-ment, ha-bil-i-ment, im-pris-on-ment, em-bār-rass-ment, in-teġ-ŭ-ment, e-mol-ŭ-ent, pre-em-i-nent, in-con-ti-nent, im-pĕr-ti-nent, in-dif-fer-ent, ir-rev-er-ent, om-nip-o-tent, mel-lif-lu-ent, çĭr-cum-flu-ent, ac-coŭ-ter-ment, com-mŭ-ni-cant.

An anonymous author writes without signing his name to his composition. Synonymous words have the same signification. Very few words in English are exactly synonymous. Precipitous signifies steep; the East and West rocks in New Haven are precipitous. An amphibious animal can live in different elements. The frog lives in the air, and can live in water for a long time. A miraculous event is one that cannot take place according to the ordinary laws of nature. It can only take place by the agency of divine power. Assiduous study will accomplish almost any thing that is within human power. An integument is a cover. The skin is the integument of animal bodies. The bones also have integuments. Young persons are often improvident – far more improvident than the little ants.

No. 102. – 41 Words [11th Grade Level]
WORDS OF FIVE SYLLABLES, ACCENTED ON THE SECOND.

co-**tem**-po-ra-ry, ex-**tem**-po-ra-ry, de-**rog**-a-to-ry, ap-**pel**-la-to-ry, con-**sol**-a-to-ry, de-**fam**-a-to-ry, de-**clam**-a-to-ry, ex-**clam**-a-to-ry, in-**flam**-a-to-ry, ex-**plan**-a-to-ry, de-**clar**-a-to-ry, pre-**par**-a-to-ry, dis-**pen**-sa-to-ry, sub-**sid**-i-a-ry, in-**çen**-di-a-ry, stī-**pen**-di-a-ry, e-**pis**-to-la-ry, vo-**cab**-u-la-ry, im-**aĝ**-i-na-ry, pre-**lim**-i-na-ry, con-**fec**-tion-er-y, un-**neç**-es-sa-ry, he-**re**-di-ta-ry, in-**vol**-un-ta-ry, re-**sid**-ū-a-ry, tu-**mult**-ū-a-ry, vo-**lupt**-ū-a-ry, ob-**sērv**-a-to-ry, con-**serv**-a-to-ry, pro-**hib**-it-o-ry, pre-**mon**-i-to-ry, re-**pos**-i-to-ry, sup-**pos**-i-to-ry, le-**ĝit**-i-ma-çy, in-**vet**-er-a-çy, sub-**serv**-i-en-çy, de-**ĝen**-er-a-çy, con-**fed**-er-a-çy, ef-**fem**-i-na-çy, in-**del**-i-ca-cy, in-**ab**-it-an-çy, ac-**côm**-pa-ni-ment.

Addison and Pope were contemporary authors, that is, they lived at the same time. A love of trifling amusements is derogatory to Christian character. Epistolary correspondence is carried on by letters. Imaginary evils make no small part of the troubles of life. Hereditary property is that which descends from ancestors. The Muskingum is a subsidiary stream of the Ohio. A man who willfully sets fire to a house is an incendiary. An observatory is a place for observing heavenly bodies with telescopes. An extemporary discourse is one spoken without notes or premeditation. Christian humility is never derogatory to character. Inflammation, signifies to heat, or excite. Strong liquors inflame the blood and produce disease. The prudent good man will govern his passions, and not suffer them to be inflamed with anger. A conservatory is a large greenhouse for the preservation and culture of exotic plants.

No. 121. – 18 Words [12th Grade Level]
WORDS OF SEVEN SYLLABLES, ACCENTED ON THE FIFTH.

im-ma-te-ri-**āl**-i-ty, in-di-vis-i-**bīl**-i-ty, in-di-vid-ū-**āl**-i-ty, im-com-pat-i-**bīl**-i-ty, in-de-struct-i-**bil**-i-ty, im-per-çep-ti-**bil**-i-ty, ir-re-sist-i-**bil**-i-ty, in-com-bus-ti-**bil**-i-ty, im-pen-e-tra-**bil**-i-ty, in-el-i-ği-**bil**-i-ty, im-mal-le-a-**bil**-i-ty, per-pen-dic-ū-**lār**-i-ty, im-com-press-i-**bīl**-i-ty, in-de-fen-si-**bil**-i-ty, val-e-tu-di-**nā**-ri-an, an-ti-trin-i-**ta**-ri-an.

WORDS OF EIGHT SYLLABLES, ACCENTED ON THE SIXTH.

un-in-tel-li-ği-**bil**-i-ty, in-com-pre-hen-si-**bil**-i-ty.

T

he immateriality of the soul has rarely been disputed. The indivisibility of matter is supposed to be demonstrably false. It was once a practice in France to divorce husband and wife for incompatibility of tempers; a practice soon found to be incompatible with social order. The incompressibility of water has been disproven. We can not doubt the incomprehensibility of the divine attributes. Stones are remarkable for their immalleability. The indestructibility of matter is generally admitted. Asbestos is noted for its incombustibility. A Valetudinarian is a sickly person.

January 10, 2009

Since I use cedilla (ç) for the *soft* c, there is no need to code the *hard* c with a line through it. It is sufficient to write: c for *hard* k. The c with strikethrough looks a lot like *e* to my students. I used strikethrough (e) in the explanation but not in the Tables. The hard c of ch has the strikethrough, *eh*.

I have marked all the g letteres that present the /j/ sound with a dot, ġ I have only marked the *hard* ġ, when the following letter is an e or i, since there is not so many exceptions.

The line under s and x are not quite like Webster, which appears to be connected to the letter by a tiny line in the middle. I found the “combining up tack below,” but for now the underline seems to be sufficient. It is very hard to see it clearly even in the good print of the 1908 edition. Combining print is much more difficult (requiring more work) than the simple underline - which works with any font.

The crossed **t** (t) of the **th** isn't quite the same since Webster's appears to be a line touching the top of the **t**.

In the body of my *Webster's Spelling Book Method for Teaching Reading and Spelling*, I avoided overusing didactical. The original work coded more words. I believe the diacriticals in this editor are sufficient for teaching reading and spelling.

Most of the text is in *Times New Romans*, except where I had to switch to *Microsoft Symbol* or *Lucida Grande* in order to gain access to the diacritical marks that are not available in *Times New Romans*.

I prefer Webster to the newer dictionaries because he did not use the schwa. The introduction of the schwa as a diacritical mark has done much to limit the effectiveness of the modern dictionary for the purposes of teaching the common conventions of English orthography.

I used **bold** to indicate accented syllables instead of Webster's accent marks because it is easier for children to understand. Experience teaching the program has proven that the move from written accents to bold type was a good idea.

All fonts were found on my Macbook computer on January 10, 2009. Thanks to Dr. Eugene Roth Jr. for assistance in finding all the diacritical marks.

Thanks also to Elizabeth Brown for using this book in her tutoring and providing valuable feedback. Here informative web site is, www.thephonicspage.org. Mrs. Brown's success using this this book with her tutoring students was one of my main reasons I went ahead with the publication.

Special thanks to reading teacher, researcher, and reading historian Miss Geraldine Rodgers whose brilliant essay, “Why Webster's Way was the Right Way,” motivated me to explore the power of Webster's Spelling Book Method for teaching reading from the “sounds of the letters” instead of from the “meaning of the words.” Her essay may be read on my web site.

Note from Internet Publisher: Donald L. Potter

November 10, 2008

This book is an adaptation of Noah Webster's 1908 *Elementary Spelling Book*. Previously I had typed and published the 1824 *American Spelling Book*. I taught the 1824 edition in my classroom with great success. I have seen students improve their reading levels by several grades with Webster in a very short period of time. It is a little known fact that **the current grade-level system of teaching can have a retarding effect on student's advancement in reading**. Many students who are performing on grade level in reading are often reading **far below their personal potential**. I experimented years with teaching polysyllables to second grade bilingual students and regular English speaking first grade students. The results completely changed my opinion of student capabilities if they were systematically taught how to read polysyllables.

Grade levels are determined by tests like the *Fries Readability Formula*, the *Flesch-Kincaid Formula*, or the *Dale-Kincaid Formula*. With the *Fries Formula*, the average number of syllables and sentences in a 100 words passage are used to determine reading level. It was **obvious** that restricting students to small words and short sentences can have a **severe retarding effect** on their grade level ability. When I taught the first graders to read polysyllables, they experienced dramatic improvement on standard grade level reading assessments. Several were able to pass the *1987 Riverside Informal Reading Inventory* 5th and 6th grade levels. The *Accelerated Reader Program*, for example, strictly controls reading levels. The same is true of most grade level curriculum material.

Students in Noah Webster's day did not experience this unfortunate retarding effect because they learned to read polysyllables at an early age with Webster's spelling books. **In Webster's day, spelling books were used to teach reading**. Their reading books consisted of material of interest to children but not restricted to small words or short sentences. The *Bible* in the KJV and *Pilgrims Progress* were often their first reading materials.

Visit my web sites, www.donpotter.net, especially my Education and Spelling Book Reference pages. I highly recommend Elizabeth Brown's www.thephonicspage.org

Mrs. Elizabeth Brown and I have started a blog for **Webster's Spelling Book Method**: <http://phonicsfirstsyllablesalways.wordpress.com/Last>. Mrs. Brown and I will be publishing free printed and audio-visual (YouTube) training material.

Special thanks to Dillon DeArmond, one of my 6th grade tutoring students (in 2008), who was the first student of mine to complete *Webster's Spelling Book Approach for Teaching Reading and Spelling*. His editorial assistance has been invaluable. His progress with Webster was excellent.

Notice these definitions from Webster's 1828 Dictionary: "**Spelling Book**: A book for teaching children to spell and read. **Spell**: to tell or name the letters of a word, with proper division of syllables, for the purpose of learning the pronunciation, children learn to read by first spelling the word." On page 26 of the 1783 *Grammatical Institutes of the English Language*, Part I, Webster wrote, "Spelling is the foundation of reading and the greatest ornament of writing"

Revised 1/21/12.

For those who might question the wisdom of teaching kids to read some words beyond their level of comprehension, let me suggest a consideration of the following quote from the "Preface" to the 1908 **Elementary Spelling Book**: "The reading lessons are adapted, as far as possible, to the capacities of children, and to their gradual progress in knowledge. The lessons will serve to substitute variety for

dull monotony of spelling, show the practical use of words in significant sentences, and thus enable the learner to better understand them. The consideration of diversifying the studies of the pupil has also had its influence in the arrangement of the lessons for spelling. It is useful to teach children the signification of words, as soon as they can comprehend, but the understanding can hardly keep pace with the memory, and the minds of children may well be employed in learning to spell and pronounce words whose signification is not within the reach of their capacities; **for what they do not clearly comprehend at first, they will understand as their capacities are enlarged.**”

It is important to note that the division of syllables is **not** based strictly on roots, prefix and suffixes, that is etymology. Webster’s 1908 *Elementary Spelling Book* clearly states, “In Syllabication it has been thought best not to give the etymological division of the Quarto Dictionary, **but to retain the old mode of Dr. Webster as best calculated to teach young scholars the true pronunciation of words.**” Previous experience with a polysyllable reading program that I developed eight years ago lead me to recognize the wisdom of Webster’s original method of dividing syllables according to pronunciation, similar to the respelling in our modern dictionaries.

In the 1822 edition of his *American Spelling Book*, Webster informs us, “In nine-tenths of the words in our language, a correct pronunciation is better taught by a natural division of the syllables and a direction for placing the accent, than by a minute and endless repetition of characters.” For this reason, I have curtailed the use of diacritical marks as much as possible, especially the breve in closed syllables.

I always have the children orally spell some of the words we have read to help fix the spelling in their minds. Students can practice looking the words up in a dictionary.

It is important to keep in mind that the spelling book in Webster’s day was considered a method of **teaching reading** and spelling - not just spelling, as in our day.

One of the chief advantages of Webster’s method is the way the words are grouped according to **accent**. This **crucial aspect of word identification** is largely overlooked in modern reading and spelling methods. It is especially important for second language learners.

I recommend that students practice both oral and written spelling. All written spelling should be done in **cursive only**, as it was done in Webster’s day. Manuscript was not introduced into American schools until 1922, with the results that handwriting, spelling, and composition have deteriorated considerably since Webster’s day.

Unknown words can be explained by definition or use in illustrative sentences. Example: “*Demeanor* is how you act. You have a nice *demeanor*. You act nice.”

**FLESCH-KINCAID GRADE LEVELS
FOR WEBSTER'S 1908 ELEMENTARY SPELLING BOOK**

Table	Grade Equivalent	Table	Grade Equivalent	Table	Grade Equivalent
16	0.4	74	5.3	110	9.9
25	0.7	75	9.3	111	10.6
26	4.0	77	3.8	112	6.3
32	5.1	79	7.0	113	10.1
35	0.7	80	3.8	114	7.3
43	1.4	81	8.0	116	8.2
44	4.8	82	6.8	117	10.5
46	1.3	85	8.1	120	10.3
47	1.3	87	4.0	121	12.9
49	1.3	88	5.8	123	8.3
53	2.4	89	6.3	124	7.1
54	8.9	90	9.5	125	10.7
55	3.4	92	5.8	126	5.3
56	4.4	93	7.5	127	5.5
59	1.2	96	3.7	128	9.1
61	1.6	98	4.9	131	9.1
64	7.5	99	6.3	137	12.0
66	6.4	100	10.0	142	7.1
67	8.8	101	7.7		
68	7.6	102	11.7		
72	2.5	107	7.7		
73	5.2	109	4.5		

TABLE 147

The Dog: 3.4; The Stage: 5.0; The Squirrel: 6.4; The Boy who Stole the Apple: 3.1; The Country Maid and Her Pail: 10.2; The Two Dogs: 10.7. The Partial Judge: 6.6; The Fox in the Bramble: 8.9; The Bear and the True Friends: 6.9; Questions for Henry: 4.2.

Only the sentences were examined for grade equivalent. The tables of individual words were not used in this study. This study was done using the 2003 Microsoft Word.

The Truth about Reading and the Spelling Approach

Excerpt from *The Spelling Progress Bulletin: Winter 1968*

by Leo G. Davis

WHOLE WORD APPROACH: Unquestionably the “w-w” (whole-word) experiment has turned out to be the most deplorable blunder in academic history. It not only produced countless youngsters who can’t read, but also saddled us with a crew of teachers, *few of whom have any practical knowledge of the fundamentals of alphabetical orthography*. Expecting a 5-yr-old to develop a lasting mental picture of a whole word is basically identical to the “turky-track” approach to literacy that has been a millstone around the Oriental’s neck for eons. But worse yet, under current practices the child is expected to “figure out” words to which he has never been exposed, and without any knowledge of what phonics we do have. Idiotic! With that kind of thinking (?) going into our school programs *it’s a wonder that any child ever learns to read!* As a natural result of the “look-GUESS” fiasco, current researchers are looking for “guessing” aids (clues) by which children may guess strange words. **They haven’t done enough research to discover that there were no guessing aids prior to the w-w debacle, because children were taught to SPELL the words before trying to read them.**

SPELLING APPROACH: Prior to the w-w fiasco there were no “reading” failures per se, because all up-coming, new words were listed as SPELLING exercises ahead of the narratives introducing them, and vocabularies of other texts were controlled to minimize the chances of children encountering strange words, until they had learned to use the dictionary, after which there was no instruction in reading (decoding). In the old-fashioned spelling class children were taught meticulous pronunciation, spelling, encoding, meaning, word recognition, self-expression (in defining words), **all in one course**. The initial “attack” on words was made in the SPELLING class, rather than in literature. Although we frequently forgot exactly how to spell a given word, we seldom failed to recognize it where it was already spelled. Thus there were **NO “reading” failures**, *just SPELLING failures, due to the idiotic inconsistencies of traditional orthography*. Current researchers seem to look upon spelling as the result of reading, rather than as the traditional approach there-to. They seem to expect children to “catch” spelling thru exposure, like they do the measles

See Ronald P. Carver’s 2000 *Causes of High and Low Reading Achievement* for a modern defense of spelling as a method of improving reading achievement.

For more information on the **Spelling Book Method for Teaching Reading and Spelling**, see my *Spelling Book Resource Page* on my web site www.donpotter.net

Spelling Rules

Units 1 to 5 Spelling Rules

Syllables and words ending in a consonant will have their short sound:

at in on up, en (as in en-ter); man met lip hop tug

Short (1-syllable) words ending in a K sound are usually spelled with a ck:

lack peck sick rock truck

Short (1-syllable) words ending in a L, F, or S sound usually have doubled letters:

fall well mill doll pull; gaff tiff doff muff; mass hiss less toss fuss

Words usually divide between two consonants (ck & doubled letters count as 1 consonant):
(remember the rule that syllables ending in a vowel are short)

nap-kin rab-bit ad-mit well-ness son-net bob-cat

Units 6 to 13 Spelling Rules

Words usually divide between consonant blends:

hand-craft lip-stick dust-pan

The letter groups sh, th, wh, ng, and nk count as one letter for syllable division, and will stay together when dividing words.

Words ending in a CH sound are usually spelled -tch:

watch etch itch much thatch

Words beginning with wa usually have an "ah" sound as in water instead of the expected short a sound:

want water watch

Spelling Rules

Units 14 to 20 Spelling Rules

Words with a vowel followed by a consonant followed by a letter e will have their long sound (silent e rule.)

late Pete nine home cube

Some short words with o and i will have a long sound, they used to have a silent e at the end of the word. This often happens when these o and i words have the letters l, t, or d in them.

wild child old told both post host kind find mind roll colt

Words and syllables ending in a vowel will have their long sound:

be hi go mu my; ma-ker me-ter si-ding mo-tor cu-pid

(Words ending in an a are exceptions, they will say “ah,” ma, pa. Syllables ending in a will have their long a sound, as in “ma-ker” and “pa-per.”)

or will usually say “er” after a w and at the end of a word (or normally says “or” as in for):

word world work; doctor actor janitor

Short words with another consonant sound before the k sound will be spelled with a k:

dark pink perk thank

Units 21 to 27 Spelling Rules

Long a sound is spelled with an ai within the word and an ay at the end: **mail, paid; say stay**

Words with ea normally have a long e sound (67% of the time.) However, they sometimes (32% of the time) have a short e sound, and occasionally (1% of the time) will have a long a sound.

Long e (67%): **seat meal bean seat**; Short e (32%): **bread breath**; long a (1%) **steak**

Short words with ie have a long i sound, longer words with ie have a long e sound

Long i: **pie cried tie dries**; long e: **grief field thief yield**

When y is a vowel, it normally has the same sound as i. However, at the end of long words, it is normally a long e sound:

Short i: **gym**; Long i: **try my type**; end of word, long e: **happy puppy army**

Long o is spelled oa within the word and oe at the end: **boat goat loaf; toe Joe**

Spelling Rules

Units 28 to 36 Spelling Rules

The sound of ou as in out or how is spelled with a ou within the word and ow within the word or at the end of the word. It will not end spelled with a ou.

out south; howl; now plow

Usually, ou says ou as in out, however, it can also have a long o sound (11% of the time), a long oo sound (8% of the time), or a short oo sound (1% of the time, but common words)

ou (81%): **out found** Long o (11%): **soul**
Long oo (8%): **you soup** Short oo (1%): **could should would**

The sound of oi is spelled with oi within the word and oy at the end:

oil, coin; boy, troy

The sound of au is spelled with au within the word, aw at the end (aw can also be used within the word):

faun, autumn; lawn, hawk; raw, claw

Unaccented syllables are often mushed to the schwa sound of uh (shown in the dictionary as an upside-down e.)

This happens especially often with words beginning with an a:

apart, alike.

Unit 37 Spelling Rules

The letter c is pronounced as an s before e, i, and y, but with a k sound before all other letters. (Before the vowels a, o, and u and before all consonants.) The letter c is often followed by a silent e whose purpose is to keep the sound of the c “soft,” as its s sound is called. When it is before an e or an i at the end of a word, it will sometimes say “sh.”

c as s before e, i, or y: **cell, city, cyber, ace, dice, mice**

c as s with a silent e to keep the “soft” sound: **prince, fleece**

c as k before a, o, u and all consonants: **cap, cot, cube, club, crash**

c as sh before i or e: **special, ocean**

The c syllables:

ca, ce, ci, co, cu, cy; sca, sce, sci, sco, scu, scy

(pronounced kay, see, sigh, ko, cue, sigh; ska, see, sigh, sko, sku, sigh)

Spelling Rules

Unit 38 Spelling Rules

The letter g is pronounced as a j before e, i, and y, but with a g sound before all other letters. (Before the vowels a, o, and u and before all consonants.) English words will not end with a j. The letter g is often followed by a silent e whose purpose is to keep the sound of the g “soft,” as its j sound is called. A letter d is added before the ge to keep the vowel short (2 consonants, short vowel: 1 consonant, long vowel.) A few common words such as girl and get have a hard g where a soft g “j” sound would be expected.

g as j before e, i, or y: **gem, ginger, gypsy**

g as j with a silent e to keep the “soft” sound: **age huge**

g as j with a silent e to keep the “soft” sound and a d to keep the vowel short (2 consonants, short vowel): **badge, ridge, edge, dodge, grudge**

g as g before e, i, or y as an exception--a few common words: **get, girl**

The g syllables: **ga, ge, gi, go, gu, gy** (pronounced gay, gee, gigh, go, goo, guy)

Units 39 to 40 Spelling Rules

The letter team igh says long i. The letters gh are not truly silent, it is part of a team of letters making the i long: **high bright**

At the end of words, gh occasionally says f: **rough laugh**

The letter team kn is pronounced with the k silent: **knight, knee**

The letter team wr is pronounced with the w silent: **write, wrong**

The letter team mb is pronounced with the b silent: **lamb climb comb**

The letters b and t are sometimes silent: **debt, often**

The letter L is not exactly silent, it changes the sound of the vowel: **calf, half**

Spelling Rules

Units 41 to 44 Spelling Rules

The letters s and z are consonant pairs. They are pronounced with the mouth in the same position. The letter s often has its z sound, especially at the end of a word: **has, is; nose wise**

Words ending in le divide 1 letter before le: **ta-ble, ket-tle**

Words ending in el divide directly before el: **lev-el, reb-el**

The letters ed at the end will be pronounced like the name “Ed” after a d or a t: **added acted**
Otherwise, ed will be pronounced “d” or “t” with no vowel sound for the e: **saved baked**
(d and t are also consonant pairs)

Extra rules 1:

Vowel teams that don’t make a sound on their own divide between vowels:

ra-di-o, me-ow, cas-u-al

(exception: some Latin words divide between 2 vowels that normally make another sound: **di-et, con-gru-ent**)

Extra rules 2:

The letters wh normally are a letter team that makes the sound of w (or, in some regions, its unvoiced consonant pair sound of wh) However, before o, it often makes the sound of h:

when where which; who whose whole

The letter team gh usually says g, and the letter team gn usually says n:

ghost, spaghetti; gnat sign

The letter h is often silent at the beginning of words: **honor, herb**

Longer words ending in a k sound are usually spelled with a single c: **music, celiac, republic**
(review: short words ending in a k sound are usually spelled with a ck: **duck, pick, lack**
and with another consonant sound before the k sound, spelled with a k: **dark, think, perk**)

Divide before prefixes and after suffixes: **pre-fix, be-fore; na-tion, use-ful; pre-ven-tion**

Common prefixes: re- dis- over- un- mis- out- be- co- de- pre- fore- inter- sub- trans-

Common suffixes: -tion -ize -ate -en -ity -er -ness -ism -ment -ant -ship -ive -ful -less

Spelling Rules

Extra rules 3:

The letters ei normally say long a as in rein. After a c, they say long e as in receipt. They also sometimes just say long e as in neither. It sometimes says short i as in forfeit or long i as in feisty.

long a (66%) **rein** After c: long e **receipt** long e (9%) **neither**
short i (13%) **forfeit** long i (12%) **feisty**

ear followed by a consonant usually (61% of the time) says “er” as in earl but sometimes says “ar” as in heart (39% of the time): er (61%) **earth earn** ar (39%) **heart hearth**

ear at the end of a word or syllable usually says “eer” as in fear (79% of the time) but sometimes “air” as in bear (21% of the time): eer (79%) **fear appear** air (21%) **bear swear**

ere usually (93% of the time) says eer as in here, but sometimes (7% of the time) air as in there: eer (93%) **here mere** air (7%) **there where**

Words in English will not end in v, so words with ve at the end may be either short or long:
give, live, have (Live can be pronounced either long or short depending on its usage.)

A few important exceptions

A few words with a u after the s are pronounced with s as sh: **sugar, sure**

Words with one vowel mushed to the schwa sound of uh (occurs especially often in words that begin with a or with the letter o followed by m, n, or v):

again, about, around, away, what, from, come, some, done, love

Words with consonant pair substitutions (z sound for s, v sound for f).

as, has, is, his, was, use, does, of

(does and was also have the vowel sound mushed to uh)

These words have one vowel sound off from their expected sound, oo as in moo instead of long o:

to, do, who

More words vowel one sound off:

because, been, could, pretty, said, shall, you; never, seven, upon, only

The or in wor is normally pronounced er as in her, the a in words starting with wa is pronounced ah as in saw, and the ar sound in words like warm is pronounced like or in for.

word, work, worth; want, wash; warm, ward, war

Spelling Rules

Webster's Speller Rules

Unaccented syllables are often mushed to the schwa sound of uh. This is especially common at the end of words. However, e's often mush to short i: **rur-al fill-et** (pronounced rurul and fillit)

When the last syllable is accented, the sounds will not schwa: **com-pel, la-ment**
(accented syllables underlined)

The letter u is already a relaxed sound, so it is already mushed! The letter i usually holds its sound, or at least some of its sound. The letters o and a are most likely to "mush" to a schwa uh sound.

(as noted above, e's will generally mush to a short i if they schwa, especially at the end)

At the end of a word, the letter y will have its normal long i sound when it is accented, but will have a long e sound in an unaccented syllable (accented syllables underlined):

de-ny, mis-ap-ply; cru-el-ty

Rules important for ESL students and students with speech/language difficulties:

u, eu, ue, and ew can be pronounced either "yoo" or "oo" depending on the letter that comes before the vowel. Words that start with a ch, d, j, l, r, or s will say "oo," t can say either sound except for a few words which can only be pronounced "oo." Words starting with all other letters will say "yoo."

oo: **due, chew, june, lute, rue, Sue, blue, brew** yoo: **butane, cube, feud, mew**

Adding ed: Words that end in a d or a t will say "ed:" **ended, added; fasted, listed**

Words ending in the sound of a vowel, b, g, l, n, m, r, s as a z sound, v or z will end with the sound of d:

mobbed, logged, hauled, claimed, barred, closed, loved

Words ending in the sounds of ch, sh, f, k, p, s, or x will end with the sound of t:

laughed, kicked, hopped, bossed, boxed


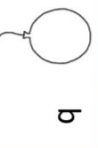
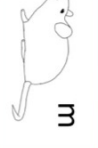




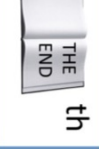

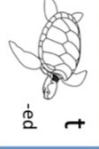




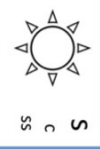

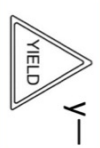

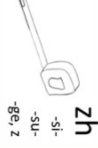
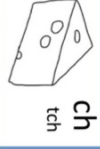
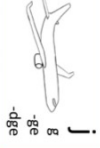



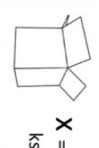

Syllable Division Rules

1. Divide between 2 consonants (**rab-bit, mon-key**)
2. Divide between 2 words (**sail-boat, lip-stick**)
3. Divide before and after blends (**trans-fer, brink-man-ship**)
4. Divide before 1 consonant (**mi-ner, o-bey, to-ma-to**)
 Exception: Latin words divide after consonant (**lim-it, met-al**)
5. Vowel teams that don't make a sound (underlined and red in chart below) divide between vowels (**ra-di-o, me-ow, cas-u-al**)
 Exception: some Latin words divide between 2 vowels that normally make another sound (**di-et, con-gru-ent**)
6. Divide after prefixes (**pre-fix, be-fore**)
 Divide before suffixes (**hap-i-ness, faith-ful, sleep-ing**)
 le, divide 1 letter before -le (**ta-ble, ket-tle**)
 el, divide before -el (**lev-el, reb-el**)






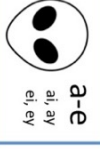
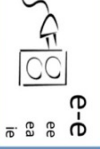
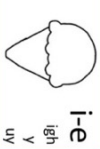
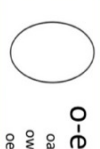
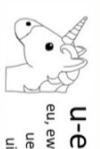
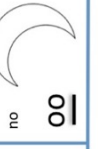





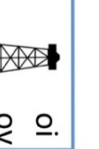




	EA	<u>IA</u>	OA	<u>UA</u>	
AE	EE	IE	OE	UE	
AI	EI	<u>II</u>	OI	UI	
<u>AO</u>	<u>EO</u>	<u>IO</u>	OO	<u>UO</u>	<u>YO</u>
AU	EU	<u>IU</u>	OU		
AW	EW		OW		
AY	EY	<u>IY</u>	OY	UY	

40L Consonant and Vowel Charts in Black and White

40L Consonant Chart in Black and White

 p	 b	 m		
 wh	 w— wh			
 f ph	 v			
 th	 th			
 t -ed	 d -ed	 n	 l ll	 r— wr
 s c ss	 z s		 y—	
 sh -th- -di- -si-	 zh -si- -su- -ge, z			
 ch tch	 j g -ge -dge			
 k c ck h—	 g	 ng nk		 X = ks  qu = kwh

Vowel Chart in Black and White

 a	 e ea	 i y	 o	 u
 a-e ai, ay ei, ey	 e-e ee ea ie	 i-e igh y uy	 o-e oa ow oe	 u-e eu, ew ue ui
 oo ou	 oo u ou		 or (w) ar	 ar
 au (a) ll aw	 ou ow	 oi oy	 air err -ar	 îr er, ir ear, eer ere, ier
		 ur er if (w) or	 -ur -er -or -ar	

Syllable Division

- Divide between 2 consonants; before 1 (rab-bit; ra-dar, sun-llit; o-pen)
- Divide between 2 words (sail-boat, lip-stick)
- Divide between unsounded vowel teams (ra-di-o, me-ow, cas-u-al)
- Divide after prefixes; before suffixes (pre-fix, be-fore; faith-ful, hap-pi-ness)
- Divide 1 letter before -le; directly before -el (ta-ble, ket-tle; lev-el, reb-el)

Latin Exceptions:

EA	IA	OA	UA
AE	EE	IE	OE
AI	EI	ll	OI
AO	EO	IO	OO
AU	EU	IU	OU
AW	EW		OW
AY	EY	IY	OY
			UY
			YO

Divide before 1 consonant
(lim-it, met-al)

Divide between some vowels
that normally make a sound
(di-et, con-gru-ent)

Vowel Team Charts

Vowel Chart with Color Coding

	EA	<u>ia</u>	OA	<u>ua</u>	
AE	EE	IE	OE	UE	
AI	EI	ii	OI	UI	
<u>ao</u>	<u>eo</u>	<u>io</u>	OO	<u>uo</u>	<u>yo</u>
AU	EU	<u>iu</u>	OU		
AW	EW		OW		
AY	EY	<u>iy</u>	OY	UY	
		IGH			

Key:

Dark Green	1st Vowel Long
Light Green	1st Vowel Short
Dark Blue	2nd Vowel Long (W acts as a U, Y as an I.)
Light Blue	2nd Vowel Short
Dark Purple	Long OO as in zoo
Light Purple	Short OO as in book
Pink	OI as in coin, toy
Red	OU as in ouch, brown
Orange	AU as in pause, lawn
Grey	Long a spelled with an EI or EY (vein, they)

Red lowercase vowels will normally divide between the vowels, as in radi-o or me-ow

Vowel Chart in Black and White

	EA	<u>ia</u>	OA	<u>ua</u>	
AE	EE	IE	OE	UE	
AI	EI	ii	OI	UI	
<u>ao</u>	<u>eo</u>	<u>io</u>	OO	<u>uo</u>	<u>yo</u>
AU	EU	<u>iu</u>	OU		
AW	EW		OW		
AY	EY	<u>iy</u>	OY	UY	
		IGH			

Vowel Chart with Shading

	EA	ia	OA	ua	
AE	EE	IE	OE	UE	
AI	EI	ii	OI	UI	
ao	eo	io	OO	uo	yo
AU	EU	iu	OU		
AW	EW		OW		
AY	EY	iy	OY	UY	
		IGH			

Key	
1L	1st Vowel Long
1S	1st Vowel Short
2L	2nd V. Long (W as U, Y as I)
2S	2nd Vowel Short
OO	Long OO as in school
oo	Short OO as in book
OI	OI as in coin, toy
OU	OU as in ouch, brown
AU	AU as in pause, lawn
A	Long a spelled with an EI or EY
wh	Usually divide between (me-ow)

Vowel Chart in Black and White

	EA	ia	OA	ua	
AE	EE	IE	OE	UE	
AI	EI	ii	OI	UI	
ao	eo	io	OO	uo	yo
AU	EU	iu	OU		
AW	EW		OW		
AY	EY	iy	OY	UY	
		IGH			

Congratulations on Completing 40L's Syllables Spell Success Course! To improve your phonics and spelling even more, you can check out the resources on Don Potter's website:

http://www.donpotter.net/education_pages/

40L's Phonics Page website:
<http://www.thephonicspage.org>,

and 40L's YouTube Phonics Page:
<https://www.youtube.com/channel/UC7yiFJ9K3tTseq4tYGCJTyA>

Congratulations!

Completed
Syllables Spell Success!!

FAN-TAS-TIC

NA-TION PRE-FIX

BA-KER OB-JECT BI-BLE

AB EB IB OB UB YB BA BE BI BO BU BY