Free Sample

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Teaching Phonograms

Helping Students Master the Sounds

The heart of Logic of English® curriculum lies in teaching the phonograms, the most foundational element of our written language. Essentials teaches all the sounds of the seventy-four basic phonograms used in the spelling of 98% of English words.

Phonograms are written, visual representations of sounds (phono, sound + gram, something written). A phonogram is a single letter or a group of two or more letters working together as a team (such as ch, ea, and igh), that makes a distinct sound.

Always refer to phonograms by their sounds, not their letter names. While many reading and spelling programs focus first on letter names, it is knowing the sounds of the phonograms that is actually needed for success in both reading and spelling. The names of the letters are used only occasionally, such as to read eye charts or discuss spelling, but we rely on our knowledge of the sounds every time we read or write a word. By developing immediate and automatic recognition of all the sounds of each phonogram, students equip themselves to use this information fluently as they read and write. Referring to the phonograms by their sounds, in order, greatly accelerates this mastery. It also lends greater clarity to the process of spelling analysis. The sounds of the phonograms are listed in the order of frequency, so that knowing all the sounds in order gives students additional tools for analyzing spelling and making an educated guess as to which sound is used in an unfamiliar word.

For those unfamiliar with the pronunciation symbols, sample words for each sound are provided on the back of each Basic Phonogram Flash Card and on the Phonogram and Spelling Rule Quick Reference to help you learn the sounds as you teach them.

In some specific cases in the lessons and spelling rules, letter names need to be used for clarity. To indicate this, these letters are printed in capital letters. Otherwise, the focus should be on the sounds.

A, IGH

Letters written in all capital letters should be read as the letter names.

/s/

Letters enclosed in slashes represent the individual sounds.

/s-i-t/

Letters enclosed in slashes and separated by dashes represent the individual sounds separated by a pause. This should be read as /s/ pause /i/ pause /t/.
Spelling Analysis

Key Steps for Students to Master Spelling

Spelling Analysis is a key part of the Logic of English® approach and is central in each Essentials lesson. It differs from traditional spelling lists in that rather than being asked to memorize each word by the letters that spell it, students are taught how to apply the phonograms and spelling rules to words. Spelling Analysis provides direct instruction for reading and spelling words and for understanding the reason for their spelling.

Spelling Analysis is taught in a series of ten steps. For ease of instruction, each Spelling Analysis List in the lessons is laid out in a chart with a section corresponding to each step. The steps are also provided for teachers on the Spelling Analysis Quick Reference. Teachers will find it beneficial to keep the Spelling Analysis Quick Reference near them as they learn how to teach Spelling Analysis.

Every lesson includes three levels of spelling: Levels A, B, and C. Choose the level that is best suited for your student. See “Where to Start” on page 44 for more information on the levels.

The pages that follow provide a step-by-step tutorial on how to teach Spelling Analysis. Start with the sample excerpt from a Spelling Analysis chart from Lesson 7 on the next page. Examine the information provided in the table and how it corresponds with the One-Syllable Words side of the Spelling Analysis Quick Reference.

Spelling Analysis with One-Syllable Words

In the Spelling Analysis section of each lesson you will find a chart like the one below. This chart includes all the information you need to teach each word. Notice how the colored numbers on the chart correspond to the Spelling Analysis Quick Reference.

<table>
<thead>
<tr>
<th>Spelling Analysis</th>
<th>List 1.A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Word</td>
<td></td>
</tr>
<tr>
<td>2. Sentence</td>
<td></td>
</tr>
<tr>
<td>3. Say to Spell</td>
<td></td>
</tr>
<tr>
<td>4. Say syllable</td>
<td></td>
</tr>
<tr>
<td>5. Segment…</td>
<td></td>
</tr>
<tr>
<td>6. Finger Spell &amp; Cue</td>
<td></td>
</tr>
<tr>
<td>7. Write</td>
<td></td>
</tr>
<tr>
<td>8. Write Segment</td>
<td></td>
</tr>
<tr>
<td>9. Analyze</td>
<td></td>
</tr>
<tr>
<td>10. Read</td>
<td></td>
</tr>
</tbody>
</table>

1. map

Point to Los Angeles on the map. 1 map /mæp/ /m-a-p/

map

All first sounds.

Vocabulary

Part of Speech

Plural / Past Tense

N, V

maps, mapped

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Take out your *Spelling Analysis Quick Reference* that looks like this:

Let's apply the process with some one-syllable words like *map*.

1. **Say the word.**
   
   **Teacher:** map

2. **Read the sentence. Repeat the word.**
   
   **Teacher:** Point to Los Angeles on the map. map

3. **The students say the word.**
   
   **Students:** map
While the students segment the word, finger spell and cue which phonogram to use if there are multiple options.

Teacher:

Students: /m/ /a/ /p/
The phonograms in "map" do not need additional cues. There is only one way to spell each sound.

The students write the word, sounding it out as they write.

The students sound out /m-a-p/ as they write in their workbooks: map

Help me write it. Write the word as the students segment it aloud.

Students: /m-a-p/
Teacher writes the word on the board: map

How do we mark it? While the students analyze the spelling, mark the word on the board. The students also mark the word in their books.

The word “map” does not need marking. We'll introduce markings in the next example.

The students sound out the word and read it.

Students: /m-a-p/ map

Now let’s try the word night. Notice that the students can know to use three-letter /i/ when you hold up three fingers during finger spelling. No other cue or clarification is needed to spell this word correctly.

Any relevant spelling rule(s) will be listed in step 9 of the chart. When a word uses a spelling rule, draw students' attention to that part of the word and ask them to tell you what rule applies to it.

<table>
<thead>
<tr>
<th>3. night</th>
<th>The city is so beautiful at night.</th>
<th>/n/i/</th>
<th>/n-igh-t/</th>
</tr>
</thead>
<tbody>
<tr>
<td>night</td>
<td>Underline /i/. Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /f/.</td>
<td>N</td>
<td>nights</td>
</tr>
</tbody>
</table>
1. Say the word.
   **Teacher:** night

2. Read the sentence. Repeat the word.
   **Teacher:** The city is so beautiful at night. night

3. The students say the word.
   **Students:** night

4. While the students segment the word, finger spell and cue which phonogram to use if there are multiple options.
   **Teacher:**
   **Students:** /n/ /i/ /t/

5. The students write the word, sounding it out as they write.
   The students sound out /n-i-t/ as they write: night

6. Help me write it. Write the word as the students segment it aloud.
   **Students:** /n-i-t/
   **Teacher writes the word on the board:** night

7. How do we mark it? While the students analyze the spelling, mark the word on the board. The students also mark the word in their books.
   **Students:** Underline the /i/.
   **Teacher underlines /i/ on the board:** night
   **Students underline /i/ in their workbooks:** night
   **Teacher:** Use a spelling rule to tell me where three-letter /i/ is used.
   **Students:** Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /f/. Three-letter /i/ was used before a T. The GH was silent.

8. The students sound out the word and read it.
   **Students:** /n-i-t/ night

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**Teacher Tip**

**Markings**

Multi-letter phonograms are underlined to show that the letters are working together as a phonogram to say one sound. See “Spelling Markings” on page 37 for a complete list of markings. The various ways to mark words will be introduced in the lessons.
One-Syllable Sample Words with Cues

At times in Spelling Analysis, a cue is needed to provide students with specific hints about which phonogram to use when there are multiple options for spelling the same sound. For example, if the teacher holds up two fingers for the sound /ā/, it could be spelled in five different ways: [ai], [ay], [ea], [ei], or [ey]. In this case the teacher will need to cue students further about which phonogram to use. Sounds which include multiple options for spelling are highlighted in pink under the blue 6 “Segment” as a reminder that a cue is needed. (See the orange circle below.) The wording for the cue is provided for the teacher under the pink 6 “Finger Spell & Cue” on the Spelling Analysis chart. (See the blue circle below.) Study the example below with the word play, which has one sound that requires an additional cue.

Now let's try working through the steps to teach the word play using Spelling Analysis.

1. Say the word.
   
   **Teacher:** play

2. Read the sentence. Repeat the word.

   **Teacher:** Haley likes to play with her little brother. play

3. The students say the word.

   **Students:** play
While the students segment the word, finger spell and cue which phonogram to use if there are multiple options.

Teacher:

Students: /p/ /l/ /ā/
Teacher: Use two-letter /ā/ that may be used at the end of English words.
As the students sound out play, after they say /ā/ point to your two fingers and say, “Use two-letter /ā/ that may be used at the end of English words.”

The students write the word, sounding it out as they write.

The students sound out /p-l-ā/ as they write in their workbooks: play

Help me write it. Write the word as the students segment it aloud.

Students: /p-l-ā/
Teacher writes the word on the board: play

How do we mark it? While the students analyze the spelling, mark the word on the board. The students also mark the word in their books.

Students: Underline the /ā/.
Teacher underlines /ā/ on the board: play
Students underline /ā/ in their workbooks: play
Teacher: What is the spelling rule that tells us which phonogram to use to spell the /ā/ sound in this word? (*Lead students in saying the correct rule if they need guidance. They will catch on with practice.)
Students: AY usually spells the sound /ā/ at the end of a base word.
Teacher: Why can’t we use AI?
Students: English words do not end in I, U, V, or J.

The students sound out the word and read it.

Students: /p-l-ā/ play
Now let’s try it with the word *cat*.

1. **Say the word.**
   
   **Teacher:** cat

2. **Read the sentence. Repeat the word.**
   
   **Teacher:** That is a funny cat! cat

5. **The students say the word.**
   
   **Students:** cat

6. While the students **segment** the word, **finger spell** and **cue** which phonogram to use if there are multiple options.
   
   **Teacher:**
   
   Students: /k/ /ä/ /t/
   
   **Teacher:** Use /k-s/.
   
   As the students are sounding out cat, interrupt them after the /k/ and point to your finger as you say “use /k-s/.”

7. **The students write the word**, sounding it out as they write.
   
   The students sound out /k-ä-t/ as they write in their workbooks: cat

8. **Help me write it.** Write the word as the students **segment** it aloud.
   
   **Students:** /k-ä-t/
   
   **Teacher writes the word on the board:** cat

---

**Teacher Tip**

The charts for each lesson’s Spelling Lists also include grammar and vocabulary information in the last, shaded row for each word. Skip these rows during Spelling Analysis; you will return to them on Day 3 of the lesson.

C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.  

<table>
<thead>
<tr>
<th>N</th>
<th>cats</th>
<th>cat</th>
<th>1</th>
<th>ăat</th>
<th>Use /k-s/.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher Tip</th>
<th>The Shaded Rows</th>
</tr>
</thead>
<tbody>
<tr>
<td>The charts for each lesson's Spelling Lists also include grammar and vocabulary information in the last, shaded row for each word. Skip these rows during Spelling Analysis; you will return to them on Day 3 of the lesson.</td>
<td></td>
</tr>
</tbody>
</table>
How do we mark it? While the students analyze the spelling, mark the word on the board. The students also mark the word in their books.

The word “cat” does not need marking.

Teacher: Do you remember why the C says /k/ here? (*Lead students in saying the correct rule if they need guidance. They will catch on with practice.)

Students: Because the C is followed by an A. C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

The students sound out the word and read it.

Students: /k-ā-t/ cat

Practice

Now pretend you are teaching a student the word tree using the Spelling Analysis Chart below and the Spelling Analysis Quick Reference. When you have finished, check the example on the next page.

14. tree

This redwood tree is huge!  

\[ /t-r-e-\text{e}/ \]

\[ /t-r-e/ \]

Use /e/ double /e/.  

N, V  

trees, treed

Underline /e/ double /e/.
1. Say the **word**.

   **Teacher:** tree

2. Read the **sentence**. Repeat the word.

   **Teacher:** This redwood tree is huge! tree

3. The students **say the word**.

   **Students:** tree

4. While the students **segment** the word, **finger spell** and **cue** which phonogram to use if there are multiple options.

   **Teacher:**

   ![Finger spelling image]

   **Students:** /t/ /r/ /ē/
   **Teacher:** Point to your two fingers as you say "Use /ē/ double /ē/" after students say /ē/.

5. The students **write the word**, sounding it out as they write.

   The students sound out /t-r-ē/ as they write in their workbooks: tree

6. **Help me write it.** Write the word as the students **segment** it aloud.

   **Students:** /t-r-ē/
   **Teacher writes the word on the board:** tree

7. **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.

   **Students:** Underline the /ē/.
   **Teacher underlines /ē/ on the board:** tree
   **Students underline /ē/ in their workbooks:** tree

8. The students sound out the word and **read it**.

   **Students:** /t-r-ē/ tree

---

**Teacher Tip**

**Markings**

Multi-letter phonograms are underlined to show the letters are working together as a phonogram. See "Spelling Markings" on page 37 for a complete list of markings.
Spelling Analysis with Multi-Syllable Words

When teaching multi-syllable words, use the second side of the Spelling Analysis Quick Reference. Steps 3 and 4 will now be included.

1. Say the word.

2. Read the sentence. Repeat the word.

3. How many syllables? The students count the syllables. Hum the word or feel under the chin.

4. Say to spell. Pause for syllable breaks and carefully enunciate each syllable as written in the Say to Spell column. The students repeat the say to spell.

5. The students say the first syllable.

6. While the students segment the first syllable, finger spell and cue which phonogram to use if there are multiple options. Repeat steps 5 and 6 with any additional syllables.

7. The students write the word, leaving a space between the syllables, and sounding it out as they write.

8. Help me write it. Write the word as the students segment it aloud.

9. How do we mark it? While the students analyze the spelling, mark the word on the board. The students also mark the word in their books.

10. The students sound out the word and read it.

Teacher Tip

Key

Teacher steps in violet.

Student steps in blue.
**Sweetest**

Let’s teach the two-syllable word *sweetest*.

<table>
<thead>
<tr>
<th>Spelling Analysis</th>
<th>List 2.B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. sweetest</strong></td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td></td>
</tr>
<tr>
<td>Sentence</td>
<td></td>
</tr>
<tr>
<td># Syllables</td>
<td></td>
</tr>
<tr>
<td>Say to Spell</td>
<td></td>
</tr>
<tr>
<td>Say syllable</td>
<td></td>
</tr>
<tr>
<td>Segment...</td>
<td></td>
</tr>
<tr>
<td>Finger Spell &amp; Cue</td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td></td>
</tr>
<tr>
<td>2 swēt ěst</td>
<td>/swēt/</td>
</tr>
<tr>
<td>2</td>
<td>/s-w-ē-t/</td>
</tr>
<tr>
<td></td>
<td>Use /s-z/. Use /ē/ double /ē/.</td>
</tr>
<tr>
<td>3 sweetest</td>
<td>/ěst/</td>
</tr>
<tr>
<td></td>
<td>/e-s-t/</td>
</tr>
</tbody>
</table>
|                   | Use /s-z/.

**Spelling Analysis**

1. **Say the word.**

   **Teacher:** sweetest

2. **Read the sentence. Repeat the word.**

   **Teacher:** This cake has the sweetest frosting I’ve ever tasted.

3. **How many syllables?** The students **count the syllables.** Hum the word or feel under the chin.

   **Teacher:** How many syllables?
   **Students:** hm-hm two syllables

4. **Say to spell.** Pause for syllable breaks and carefully enunciate each syllable as written in the Say to Spell column. The students repeat the **say to spell.**

   **Teacher:** Say to spell swēt ěst.
   **Students:** swēt ěst

5. **The students say the first syllable.**

   **Students:** sweet

---

**Teacher Tip**

**Step 4: Say to Spell**

Always leave a clear pause between the syllables. Through this tip, students know where the syllable breaks.
While the students segment the first syllable, finger spell and cue which phonogram to use if there are multiple options.

Teacher:

Students: /s/ /w/ /ē/ /t/
Teacher: Use /s-z/. Use /ē/ double /ē/.
As the students are sounding out sweet, interrupt them after the /s/ and point to your finger as you say, “Use /s-z/.” Interrupt them after the /ē/ and point to your two fingers as you say, “Use /ē/ double /ē/.”

The students say the second syllable.

Students: est

Teacher:

Students: /ē/ /s/ /t/
Teacher: Use /s-z/.
As the students are sounding out est, interrupt them after the /s/ and point to your finger as you say, “Use /s-z/.”

The students write the word, leaving a space between the syllables and sounding it out as they write.

The students sound out /s-w-ē-t/ /ē-s-t/ as they write in their workbooks: sweet est

Help me write it. Write the word as the students segment it aloud.

Students: sweet /s-w-ē-t/ est /ē-s-t/
Teacher writes the word on the board: sweet est
How do we mark it? While the students analyze the spelling, mark the word on the board. The students also mark the word in their books.

**Students:** Underline /ē/.  
**Teacher underlines** /ē/ on the board: sweet est  
**Students underline** /ē/ in their workbooks: sweet est

The students sound out the word and read it.

**Students:** /s-w-ē-t/ /ē-s-t/ sweetest

Let’s continue with the word *seedling*.

1. Say the word.  
**Teacher:** seedling

2. Read the sentence. Repeat the word.  
**Teacher:** The seedling emerged overnight. seedling

3. How many syllables? The students count the syllables. Hum the word or feel under the chin.  
**Teacher:** How many syllables?  
**Students:** hm-hm two syllables

4. Say to spell. Pause for syllable breaks and carefully enunciate each syllable as written in the Say to Spell column. The students repeat the say to spell.  
**Teacher:** Say to spell sēd ling.  
**Students:** sēd ling

---

**Teacher Tip**

**Markings**

Multi-letter phonograms are underlined to show that the letters are working together as a phonogram to say one sound. See “Spelling Markings” on page 37 for a complete list of markings.

**Teacher Tip**

The Shaded Rows  
The charts for each lesson’s Spelling Lists also include grammar and vocabulary information in the last, shaded row for each word. Skip these rows during Spelling Analysis; you will return to them on Day 3 of the lesson.

**Teacher Tip**

Say to Spell  
Leave a clear pause between the syllables.
The students **say the first syllable.**

**Students:** *seed*

**Teacher:**

While the students **segment** the first syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**

Students: /s/ /ē/ /d/  
Teacher: Use /s-z/. Use /ē/ double /ē/.

As the students are sounding out *seed*, interrupt them after the /s/ and point to your finger as you say, “Use /s-z/.” Interrupt them after the /ē/ and point to your two fingers as you say, “Use /ē/ double /ē/.”

The students **say the second syllable.**

**Students:** *ling*

**Teacher:**

While the students **segment** the second syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**

Students: /l/ /i/ /ng/
Teacher: Use /i-ē-y/.

As the students are sounding out *ling*, interrupt them after the /i/ and point to your finger as you say, “Use /i-ē-y/.”

The students **write the word**, leaving a space between the syllables and sounding it out as they write.

**The students sound out** /s-ē-d/ /l-ī-ng/ **as they write in their workbooks:** *seed ling*

**Help me write it.** Write the word as the students **segment** it aloud.

**Students:** *seed /s-ē-d/ ling /l-ī-ng/  
Teacher writes the word on the board: *seed ling*
How do we mark it? While the students analyze the spelling, mark the word on the board. The students also mark the word in their books.

Students: Underline /e/.
Teacher underlines /e/ on the board: seedling
Students underline /e/ in their workbooks: seedling
Teacher underlines /ng/.
Students underline /ng/ in their workbooks: seedling

The students sound out the word and read it.

Students: /s-e-d/ /l-i-ng/ seedling

Some words will also use a technique called Say to Spell to help students hear sounds that are obscured or distorted in normal speech. Say to spell is most common with words that include a schwa sound or two consonants. Now we will try the word mitten. Notice you will need to sound out both /t/ sounds and enunciate the /e/ sound clearly.

5. mitten The mitten is hanging on the line. 2 mít tén /mít/ /m-i-t/ /tén/ /t-e-n/ Use /i-i-ē-y/.
mit ten Say to spell /ē/. 31.1 Schwa in an unstressed syllable or word.

mittens
**Say to spell.** Pause for syllable breaks and carefully enunciate each syllable as written in the Say to Spell column. The students repeat the say to spell.

**Teacher:** Say to spell mit tēn.

**Students:** mit tēn

The students **say the first syllable.**

**Students:** mit

While the students **segment** the first syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**

![Finger Spell]

**Students:** /m/ /i/ /t/  
**Teacher:** Use /i-ē-y/.

As the students are sounding out mit, interrupt them after the /i/ and point to your finger as you say, “Use /i-ē-y/.”

The students **say the second syllable.**

**Students:** ten

While the students **segment** the second syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**

![Finger Spell]

**Students:** /t/ /ē/ /n/

The students **write the word**, leaving a space between the syllables and sounding it out as they write.

**The students sound out m-i-t/ t-e-n/ as they write in their workbooks:** mit tēn

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**Teacher Tip**

**Say to Spell**

Say the red bold sounds as written, not as you would say them in the word in daily speech. These are sounds that are commonly distorted or unemphasized. By Saying to Spell the sounds clearly, you provide students with an auditory picture of the word.
Help me write it. Write the word as the students segment it aloud.

**Students:** mit /m-i-t/ ten /t-ĕ-n/

Teacher writes the word on the board: mit ten

How do we mark it? While the students analyze the spelling, mark the word on the board. The students also mark the word in their books.

**Students:** No markings.

**Teacher:** Why don’t we hear the /ĕ/ sound clearly in normal speech when we say the word mitten?

**Students:** It is in an unstressed syllable. Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.

The students sound out the word and read it.

**Students:** /m-i-t/ /t-ĕ-n/ mitten
Spelling Markings

Single-Letter Phonograms

First Sounds of a Phonogram – No marking. These are the most common sounds.

hat

Short Vowels – Mark with a breve. The breve is used only in a few activities. We do not ask students to mark short vowels in Spelling Analysis.

map věnt hïnt hãnt

Long Vowels – Mark with a macron (line).

pærë title sō cûte

Broad Vowels – Mark with two dots.

fæther do pût

The Third Sound of U, /uː/ – Mark with a macron (line). U has two long sounds. This one sounds the same as the /ð/ in do.

flæte prûne rûde

The Third and Fourth Sounds of I – Mark with a 3 or a 4 respectively.

³ piano ⁴ stallion

The Second Sound of Y – Mark with a breve. This is a short vowel sound.

gïm

The Third Sound of Y – Mark with a macron (line). This is a long vowel sound.

típe

The Fourth Sound of Y – Mark with a 4.

babï
Multi-Letter Phonograms

**Multi-Letter Phonograms** - Underline multi-letter phonograms.

- *eight*
- *black*
- *paint*

**Multi-Letter Phonograms with Multiple Sounds** - Mark with a 2, 3, 4... if the phonogram is not saying its first sound.

- *book*
- *great*
- *country*

**Silent Letters**

**Silent Final E** – Double underline the silent final E.

- *same*
- *voice*
- *title*

**Other Silent Letters** - Double underline other silent letters.

- *talk*
- *answer*