

26. When adding a vowel suffix to a **one-syllable** word ending with **one short vowel** and **one consonant** [hop], **double** the final consonant. [hopping]
27. When adding a vowel suffix to a **two-syllable** word ending with **one vowel** and **one consonant**, **double** the final consonant if the accent is on the last syllable [ad'mit, admitted] **unless** the suffix throws the accent back to the first syllable. [re'fer, referred, 'ref er ence; con'fer, conferred, 'con fer ence]
28. When prefixes **dis**, **mis** and **un** are added to root words beginning with the same letter with which the prefix ends, this letter will be doubled. [**unn**ecessary, **dis**solve, **miss**pell]

#### PLURAL RULES:

29. The plural of most nouns is formed by adding **s**. [boys, cages, horses]
30. Nouns ending with the *sounds* of '**s**,' '**z**,' '**ch**,' '**sh**' or '**j**' form their plurals by adding **e-s**. [fox **es**, bush **es**, boss **es**]
31. Nouns ending in **y** *after a vowel* form their plurals by adding **s**. [mon key/mon keys]
32. Nouns ending in **y** *after a consonant* form their plurals by changing **y** to **i** and adding **e-s**. [pup **py**/pup **pies**]
33. Nouns ending in **o** *after a vowel* form their plurals by adding **s**. [pa ti **o** / pa ti **os**]
34. Nouns ending in **o** *after a consonant usually* form their plurals by adding **e-s** [he ro/he ro**es**] – except some musical terms. [pi an **o**/pi an **os**]
35. Most nouns ending in **f** and **f-e** form their plurals by adding **s** [belief / beliefs]; some change **f** to **v** and add **e-s**. [wolf /wolves, wife /wives]
- 35a. Most verbs form their third person, present, singular as if they were nouns becoming plurals. [cuts, raises, dresses, fixes, fizzes, catches, pushes, plays, carries, goes]

#### SYLLABICATION RULES:

36. A one-syllable word is never divided. [boat, good, knelt]
37. A compound word is divided between the words that make the compound word. [shot gun, sun set, air plane]
38. Divide between two consonants [hap py, per haps] unless the consonants form a digraph and are sounded together. [ma chine, el e phant]

39. When a word has an affix, it is divided between the root and the affix. [re run, soft ness, cry ing]
40. When a single consonant comes between two vowels, it is usually divided after the consonant *if the first vowel is short*. [clev er, lem on, rob in]
41. When a single consonant comes between two vowels or vowel sounds, it is usually divided before the consonant *if the first vowel is long*. [mu sic, po lite, pa per]
42. Divide between two vowels when they are sounded separately. [di et, cru el]
43. Vowels that are sounded alone form their own syllable. [dis o bey, a live, u ni form]
44. When a word ends in **l-e** preceded by a consonant, divide before the consonant. [tur tle, ca ble, this tle]

#### CAPITAL LETTER & APOSTROPHE RULES:

45. Capitalize words which are the individual names or titles of people, of places, of books, of days and months, etc. [Bill, Chief Sitting Bull, New York, Amazon River, *Call of the Wild*, Sunday, June]
46. An apostrophe takes the place of missing letters in a contraction. [it is/it's; she is/she's; cannot/can't]
47. An apostrophe shows ownership or possession [Mary's coat, boys' coats], but is never used with any possessive pronouns. [my, mine, yours, his, hers, ours, theirs, its, whose]

#### SOUND KEY HOW TO PRONOUNCE THE RULES

1. Say *all* sounds of phonograms written between forward slashes /o/.
2. Say *names* of single or hyphenated letters shown in bold (l, f, s; s-i, l-e).
3. Say the *sound* of phonograms in quotation marks ('ck'), with mnemonic markings (h c'h), or with diacritical dictionary markings (â - ê) with, or without, quotation marks.
4. Do not say anything in brackets [dge; cry/ crying] when teaching the rules. These are illustration words for the teacher's use only.
5. Do not teach rule numbers to students; they must articulate the rule itself as each is applied in dictated spelling, reading, blending and decoding lessons.