

1	2	3	4	5	6	7	
Word	Sentence	# Syllables	Say to Spell	Say syllable	Segment...	Finger Spell & Cue	Write
1. <b>terrify</b>	The army's goal was to terrify the enemy combatants.	3	tĕr rī fī	/tĕr/ /rī/ /fī/	/t-e-r/ /r-i/ /f-y/	Use /ī-ī-ē-y/. Use /y-ī-ī-ē/.	
<p>8 8 Write Segment</p> <p>ter ri fī</p>		<p>9 9 Analyze</p> <p><sup>5</sup>I and Y may say /ī/ or /ī/ at the end of a syllable. Put a line over the /ī/. /y-ī-ī-ē/ said a long sound. <sup>5</sup>I and Y may say /ī/ or /ī/ at the end of a syllable.</p>		<p>10 Read</p>			
<p>Vocabulary</p> <p><b>terr</b> to frighten <b>-ify</b> to make</p>		<p>Part of Speech</p> <p>V</p>		<p>Plural / Past Tense</p> <p>terrified</p>			
2. <b>special</b>	This is a special ring.	2	spĕ shāl	/spĕ/ /shāl/	/s-p-e/ /ci-a-l/	Use /s-z/. Use short /sh/ used only at the beginning of any syllable after the first one.	
<p>spe cial</p>		<p>E is saying its short sound /ĕ/ at the end of the syllable. This is an exception to rule 4, A E O U usually say their long sounds at the end of the syllable. Underline the /sh/. <sup>17</sup>Tl, Cl, and Sl are used only at the beginning of any syllable after the first one. <sup>31</sup>Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word.</p>					
<p><b>spec</b> to look, to see <b>-ial</b> characterized by, a kind of</p>		<p>Adj, N</p>		<p>specials</p>			
3. <b>specialize</b>	Joe plans to specialize in data analysis related to healthcare costs.	3	spĕ shāl īz	/spĕ/ /shāl/ /īz/	/s-p-e/ /ci-a-l/ /ī-z-e/	Use /s-z/. Use short /sh/ used only at the beginning of any syllable after the first one. Use /ī-ī-ē-y/. Use /z/. Silent final E.	
<p>spe cial ize</p>		<p>E is saying its short sound /ĕ/ at the end of the syllable. This is an exception to A, E, O, U usually say their long sounds at the end of the syllable. Underline the /sh/. <sup>17</sup>Tl, Cl, and Sl are used only at the beginning of any syllable after the first one. <sup>31</sup>Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word. Put a line over the /ī/. /ī-ī-ē-y/ said a long sound. Double underline the silent final E. <sup>12</sup>The vowel says its long sound because of the E.</p>					
<p><b>spec</b> to look, to see <b>-ial</b> characterized by, a kind of <b>-ize</b> verb suffix</p>		<p>V</p>		<p>specialized</p>			
4. <b>customize</b>	Jack will customize his car.	3	kūs tōm īz	/kūs/ /tōm/ /īz/	/c-u-s/ /t-o-m/ /ī-z-e/	Use /k-s/. Use /s-z/. Use /ī-ī-ē-y/. Use /z/. Silent final E.	
<p>cus tom ize</p>		<p><sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>31</sup>Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word. Put a line over the /ī/. /ī-ī-ē-y/ said a long sound. Double underline the silent final E. <sup>12</sup>The vowel says its long sound because of the E.</p>					
<p><b>-ize</b> verb suffix</p>		<p>V</p>		<p>customized</p>			
5. <b>idealize</b>	Susan tends to idealize the situation and is not able to acknowledge the difficulties.	4	ī dĕ ā līz	/ī/ /dĕ/ /ā/ /līz/	/ī/ /d-e/ /a/ /l-i-z-e/	Use /ī-ī-ē-y/. Use /ī-ī-ē-y/. Use /z/. Silent final E.	
<p>ī dĕ ā līze</p>		<p>Put a line over the /ī/. /ī-ī-ē-y/ said a long sound. <sup>5</sup>I and Y may say /ī/ or /ī/ at the end of a syllable. Put a line over the /ĕ/. /ĕ-ē/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. Put a line over the /ā/. /ā-ā-ā/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. <sup>31</sup>Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word. Put a line over the /ī/. /ī-ī-ē-y/ said a long sound. Double underline the silent final E. <sup>12</sup>The vowel says its long sound because of the E.</p>					
<p><b>-ize</b> verb suffix</p>		<p>V</p>		<p>idealized</p>			
6. <b>population</b>	What is the population of New York?	4	pōp ū lā shōn	/pōp/ /ū/ /lā/ /shōn/	/p-o-p/ /u/ /l-a/ /ti-o-n/	Use tall /sh/ used only at the beginning of any syllable after the first one.	
<p>pop ū lā tion</p>		<p>Put a line over the /ū/. /ū-ū-ō-ū/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. Put a line over the /ā/. /ā-ā-ā/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. Underline the /sh/. <sup>17</sup>Tl, Cl, and Sl are used only at the beginning of any syllable after the first one. <sup>31</sup>Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word.</p>					
<p><b>popul</b> people <b>-ate</b> verb, adjective, noun suffix <b>-ion</b> noun suffix</p>		<p>N</p>		<p>populations</p>			
7. <b>obvious</b>	There is no obvious reason for her absence.	3	ōb vē ūs	/ōb/ /vē/ /ūs/	/o-b/ /v-i/ /ou-s/	Use /ī-ī-ē-y/. Use /ow-ō-ō-ū-ū/. Use /s-z/.	
<p>ob vi ous</p>		<p>Put a 3 over the /ĕ/. /ī-ī-ē-y/ said its third sound. <sup>7</sup>2i may say /ĕ/ with a silent final E, at the end of a syllable, and at the end of foreign words. Underline the /ū/ and put a 4 over it. /ow-ō-ō-ū-ū/ said its fourth sound.</p>					
<p><b>ob-</b> against, toward <b>vi</b> way <b>-ous</b> adjective suffix; full of, characterized by</p>		<p>Adj</p>					

8. <b>exclaim</b>	I expect she will exclaim that she does not agree with the decision.	2	ěks klām	<u>/ěks/</u> <u>/klām/</u>	<u>/e-x/</u> <u>/c-l-aj-m/</u>	Use /k-s/. Use two-letter /ā/ that may NOT be used at the end of English words.
<i>ex cl<u>aim</u></i>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ā/.					
	<b>ex-</b> out, up <b>claim</b> to cry out, to shout			V		exclaimed
9. <b>bandage</b>	Emma needs a bandage.	2	bān dāj	<u>/bān/</u> <u>/dāj/</u>	<u>/b-a-n/</u> <u>/d-a-g-e/</u>	Use /g-j/. Silent final E.
<i>ban d<u>age</u></i>	Put a line over the /ā/. /ā-ā-ā/ said a long sound. <sup>311</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. <sup>12,13</sup> The vowel says its long sound because of the E. <sup>12,13</sup> The C says /s/ and the G says /j/ because of the E.					
	<b>band</b> to bind <b>-age</b> noun suffix			N, V		bandages, bandaged
10. <b>tradition</b>	The winning team kept the tradition of running a victory lap.	3	trā dī shōn	<u>/trā/</u> <u>/dī/</u> <u>/shōn/</u>	<u>/t-r-a/</u> <u>/d-i/</u> <u>/ti-o-n/</u>	Use /i-ī-ē-y/. Use tall /sh/ used only at the beginning of any syllable after the first one.
<i>trā d<u>i</u> tion</i>	Put a line over the /ā/. /ā-ā-ā/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>311</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. <sup>5</sup> I and Y may say /i/ or /i/ at the end of a syllable. Underline the /sh/. <sup>17</sup> Ti, Cl, and Sl are used only at the beginning of any syllable after the first one. <sup>311</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word.					
				N		traditions
11. <b>recent</b>	How recent was the withdrawal?	2	rē sēnt	<u>/rē/</u> <u>/sēnt/</u>	<u>/r-e/</u> <u>/c-e-n-t/</u>	Use /k-s/.
<i>rē cent</i>	Put a line over the /ē/. /ē-ē/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. Put a 2 over the /s/. /k-s/ said its second sound. <sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>311</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word.					
						Adj
12. <b>completely</b>	We are completely done.	3	kōm plēt lē	<u>/kōm/</u> <u>/plēt/</u> <u>/lē/</u>	<u>/c-o-m/</u> <u>/p-l-e-t-e/</u> <u>/l-y/</u>	Use /k-s/. Silent final E. Use /y-i-ī-ē/.
<i>com pl<u>ē</u>t<u>e</u> ly</i>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>311</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ē/. /ē-ē/ said a long sound. Double underline the silent final E. <sup>12</sup> The vowel says its long sound because of the E. <sup>13</sup> Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules. Put a 4 over the /ē/. /y-i-ī-ē/ said its fourth sound. <sup>7,17</sup> Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.					
	<b>com-</b> with, together, completely <b>plete</b> to fill <b>-ly</b> adverb suffix					Adv
13. <b>determined</b>	He was determined to get the job done.	3	dē ter mīnd	<u>/dē/</u> <u>/ter/</u> <u>/mīnd/</u>	<u>/d-e/</u> <u>/t-er/</u> <u>/m-i-n-ed/</u>	Use the /er/ of her. Use /i-ī-ē-y/.
<i>dē t<u>er</u> m<u>in</u>ed</i>	Put a line over the /ē/. /ē-ē/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. <sup>311</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. Underline the /er/. Underline the /d/ and put a 2 over it. /ēd-d-t/ said its second sound. <sup>19</sup> To make a verb past tense, add the ending -ED unless it is an irregular verb. <sup>20</sup> -ED, past tense ending, forms another syllable when the base word ends in /d/ or /t/. Otherwise, -ED says /d/ or /t/.					
	<b>de-</b> away from, out of <b>termin</b> limit, end, boundary <b>-ed</b> past tense suffix					Adj, V
14. <b>cooperate</b>	This project will require the students to cooperate.	4	kō ōp er āt	<u>/kō/</u> <u>/ōp/</u> <u>/er/</u> <u>/āt/</u>	<u>/c-o/</u> <u>/o-p/</u> <u>/er/</u> <u>/a-t-e/</u>	Use /k-s/. Use the /er/ of her. Silent final E.
<i>cō op<u>er</u> āt<u>e</u></i>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ō/. /ō-ō-ō/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. Underline the /er/. Put a line over the /ā/. /ā-ā-ā/ said a long sound. Double underline the silent final E. <sup>12,13</sup> The vowel says its long sound because of the E.					
	<b>co-</b> with, together, completely <b>oper</b> to work, to have an effect <b>-ate</b> verb, adjective, noun suffix			V		cooperated
15. <b>exhausting</b>	That was exhausting!	3	ěks hās tīng	<u>/ěks/</u> <u>/hās/</u> <u>/tīng/</u>	<u>/e-x/</u> <u>/h-au-s/</u> <u>/t-i-ng/</u>	Use a silent H. Use two-letter /ā/ that may NOT be used at the end of English words. Use /s-z/. Use /i-ī-ē-y/.
<i>ex h<u>aus</u> t<u>ing</u></i>	<sup>311</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. Say-to-spell /hās/. Double underline the H because it is silent. Underline the /ā/. Underline the /ng/.					
	<b>ex-</b> out, up <b>haust</b> to draw out, to drain <b>-ing</b> noun and adjective suffix - associated with, an instance of					Adj