

Part 1: Lesson 172 • Long i as in pine, marked i (12 Words)

LONG I SPELLED <I> • 26PX TRACKS

kindly /'kaɪndli/ adv. in a gentle, caring way	mildly /'maɪldli/ adv. softly; without anger	nicely /'naɪsli/ adv. finely; pleasingly	title /'taɪtl/ n. name of book or office
tiny /'taɪni/ adj. extremely small	silent /'saɪlənt/ adj. making no sound; quiet	idle /'aɪdə/ adj. inactive; not working	Friday /'fraɪdeɪ/ prop n. day before Saturday (cap F)
highly /'haɪli/ adv. in a great degree	quiet /'kwaɪət/ adj. free from loud noise	writer /'raɪtər/ n. author; one who writes	twilight /'twaɪlaɪt/ n. soft evening glow after sunset

Part 2: Morphological Inquiry • The ie → y Rule & Monosyllabic Suffixes

MORPHOLOGICAL LAWS

1. Deriving <i>dying</i> from base <i>die</i>: Explain why <i>die</i> + <i>-ing</i> changes <i>ie</i> to <i>y</i> : _____	2. Suffix <i>-ly</i> on <i>sly</i> and <i>shy</i>: Explain why single-syllable roots keep <i>y</i> in <i>sly/ly</i> and <i>shy/ly</i> : _____
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Part 3: Lesson 173 • y = i long (12 Words)

LONG I SPELLED <Y> • 26PX TRACKS

type /'taɪp/ n. model, class, or font	dying /'daɪɪŋ/ v. ceasing to live (base die)	Byron /'baɪrən/ prop n. English poet (capital B)	rely /rɪ'laɪ/ v. place trust or depend
reply /rɪ'plaɪ/ v./n. make answer in speech	deny /dɪ'naɪ/ v. declare untrue; refuse	flying /'flaɪɪŋ/ v. moving through the air	trying /'traɪɪŋ/ v. attempting with effort
crying /'kraɪɪŋ/ v. weeping or shouting loud	prying /'praɪɪŋ/ v. looking curiously; lifting	slyly /'slaɪli/ adv. in a cunning, secret way	shyly /'ʃaɪli/ adv. in a bashful, timid way

Part 4: Sentence Composition • Apply Any Four Target Words

SYNTAX • 26PX TRACKS

Wheeler directs: "Select four words and use them in sentences of your own." Compose four expressive sentences:	
1. Sentence with <i>writer</i>, <i>silent</i>, or <i>twilight</i>:	3. Sentence with <i>Byron</i>, <i>rely</i>, or <i>reply</i>:
_____	_____
2. Sentence with <i>Friday</i>, <i>kindly</i>, or <i>nicely</i>:	4. Sentence with <i>flying</i>, <i>trying</i>, or <i>shyly</i>:
_____	_____

Section 1: Open Syllable Long i & The Morphological Roles of <y>

PHONOLOGY • SUFFIXATION LAWS

Long i in Open Syllables & Clusters:

- **Open Accented Syllables:** When the first syllable ends in vowel *i* (*ti-tle, ti-ny, si-lent, i-dle, Fri-day, wri-ter, qui-et*), the vowel is pronounced long (/aɪ/).
- **Closed Cluster Lengthening:** In native English base words, vowel *i* is lengthened before consonant clusters *-nd* and *-ld*: *kind-ly, mild-ly*.
- **Silent Digraph <gh>:** In *high-ly* and *twi-light*, historical velar fricative is silent, lengthening preceding *i*.

The Diphthong /aɪ/ Spelled with <y>:

- **Terminal <y> = /aɪ/:** When an accented syllable ends in *y*, it has the long sound: *re-ly, re-ply, de-ny, By-ron*.
- **The <ie> → <y> Rule:** When adding *-ing* to verbs ending in *-ie* (*die, lie, tie*), the *ie* changes to *y* to prevent an illegal double *i* (**diing* → *dying*).
- **Preservation in Monosyllables:** Unlike multisyllabic words (*happy* → *happily*), single-syllable roots retain *y* before *-ly*: *sly* → *slyly, shy* → *shyly*.

Section 2: 24 Target Words Master Phonics, IPA & Etymology Key

24 DISSYLLABLES • IPA • ROOTS

Word	IPA	Lesson 172 (Long i: <i> Rules	Word	IPA	Lesson 173 (Long i: <y> Rules
kindly	/ˈkaɪndli/	Base <i>kind</i> (long <i>i</i> before <i>-nd</i>) + suffix <i>-ly</i>	type	/ˈtaɪp/	Greek <i>typos</i> ; medial <i>y</i> = /aɪ/; silent <i>-e</i>
mildly	/ˈmaɪldli/	Base <i>mild</i> (long <i>i</i> before <i>-ld</i>) + suffix <i>-ly</i>	dying	/ˈdaɪɪŋ/	Base <i>die</i> ; <i>ie</i> changes to <i>y</i> before suffix <i>-ing</i>
nicely	/ˈnaɪsli/	Base <i>nice</i> (soft <i>c</i> = /s/) + adverb suffix <i>-ly</i>	Byron	/ˈbaɪrən/	Proper noun; Lord Byron; open syllable <i>By-</i>
title	/ˈtaɪtl̩/	Latin <i>titulus</i> ; open <i>ti-</i> + syllabic <i>-le</i>	rely	/rɪˈlaɪ/	OF <i>relier</i> ; accent on second syllable; terminal <i>y</i>
tiny	/ˈtaɪni/	Open first syllable <i>ti-</i> gives long <i>i</i>	reply	/rɪˈplaɪ/	Latin <i>replicare</i> ; accent on final syllable
silent	/ˈsaɪlənt/	Latin <i>silere</i> ; open first syllable <i>si-</i>	deny	/dɪˈnaɪ/	Latin <i>denegare</i> ; accent on final syllable
idle	/ˈaɪdəl/	OE <i>īdele</i> ; open syllable <i>i-</i> + syllabic <i>-le</i>	flying	/ˈflaɪɪŋ/	Base <i>fly</i> ; <i>y</i> preserved before suffix <i>-ing</i>
Friday	/ˈfraɪdeɪ/	OE <i>Frīgedæg</i> ; proper noun; requires capital F	trying	/ˈtraɪɪŋ/	Base <i>try</i> ; <i>y</i> preserved before suffix <i>-ing</i>
highly	/ˈhaɪli/	Base <i>high</i> (silent <i>-gh-</i>) + adverb suffix <i>-ly</i>	crying	/ˈkraɪɪŋ/	Base <i>cry</i> ; <i>y</i> preserved before suffix <i>-ing</i>
quiet	/ˈkwaɪət/	Latin <i>quietus</i> ; digraph <i>qu-</i> = /kw/; two syllables	prying	/ˈpraɪɪŋ/	Base <i>pry</i> ; <i>y</i> preserved before suffix <i>-ing</i>
writer	/ˈraɪtər/	Base <i>write</i> (silent <i>w-</i>) + agent suffix <i>-er</i>	slyly	/ˈslaɪli/	Monosyllabic root keeps <i>y</i> before suffix <i>-ly</i>
twilight	/ˈtwɑɪlɪt/	Compound: <i>twi-</i> + <i>light</i> ; two long <i>i</i> vowels	shyly	/ˈʃaɪli/	Monosyllabic root keeps <i>y</i> before suffix <i>-ly</i>

Section 3: Master Oral Dictation Script, Socratic Inquiry & Evaluative Rubric

DICTIONATION • SOCRATIC • 20-POINT RUBRIC

Master Oral Dictation Sentences (Administer at 12 wpm):

1. "On Friday, the silent writer finished his new book title." (Tests: *Friday, silent, writer, title*)
2. "A tiny bird was flying gently through the quiet twilight." (Tests: *tiny, flying, quiet, twilight*)
3. "Do not deny the truth; rely upon your faithful friend." (Tests: *deny, rely*)
4. "The shyly smiling girl spoke kindly to her weeping friend." (Tests: *shyly, kindly*)
5. "No idle pupil will reply with slyly chosen excuses." (Tests: *idle, reply, slyly*)

Socratic Inquiry Key (ie → y Rule):

Teacher: "Why does the word 'die' become 'dying' instead of 'diing'?"
Pupil: "Because in English we avoid writing two 'i's together. The 'ie' changes to 'y' before '-ing'!"

Monosyllable Suffix Rule Key:

Teacher: "Why do 'slyly' and 'shyly' keep the letter 'y', when 'happily' changes 'y' to 'i'?"
Pupil: "Because 'sly' and 'shy' are single-syllable words. Single-syllable words retain final 'y' before '-ly'!"

1. Long i Phonics (5 pts)

Accurate identification and spelling of long *i* spelled <i> and <y> across 24 words.

2. Morphological Suffixation (5 pts)

Flawless derivation of *ie* → *y* in *dying*, and preservation of *y* in *slyly, shyly*.

3. Penmanship (5 pts)

Strict 26px line discipline; ascenders and descenders properly touching dashed midline.

4. Sentence Mechanics (5 pts)

Original sentence composition with correct syntax, and capitalization of *Friday* and *Byron*.

Total: 20 Points • Mastery: 18–20 | Proficient: 15–17 | Developing: 12–14 | Emerging: <12