

DSA Stage: Syllable Juncture

Sort #	Feature	Discovery	Resources
1	SJ- Additional- Compound Words	Some words are made of two whole words and are called compound words. The word parts in compound words often help you think about the meaning. Spellings may not look correct, but are correct because the spelling contains the meaning.	MOW pg. 23

DSA Stage: Syllable Juncture: Doubling with –ing or -ed

Sort #	Feature	Discovery	Resources
2	K	Base words with the VCC and VVC pattern there is no change when you add –ing to show present tense. Base words with VCe patterns you need to drop the final e and add –ing to show present tense.	Mindful of Words p. 26 and 27 Sort p. 34
3	K	Base words with the VCC and VVC patterns there is no change when you add -ed to make the word past tense Base words with VCe patterns you need to drop the e and add -ed to make the word past tense. Oddballs: Some words form the past tense in irregular ways.	Mindful of Words p. 27 and 28 Sort p. 35
4	K	Base words with the VCC and VVC pattern there is no change when you add –ing to show present tense. Base words with VCe patterns you need to drop the final e and add –ing to show present tense. Base word with CVC patterns you double the final consonant before adding the –ing to show present tense.	Mindful of Words p. 28 and 29 Sort p. 36
5	K	Base words with the VCC and VVC pattern there is no change when you add -ed to make the word past tense. Base words with VCe patterns you need to drop the e and add either -ed to make the word past tense. Base word with CVC patterns you double the final consonant before adding the –ed to make the word past tense.	Mindful of Words p. 29 and 30 Sort p. 37
6	K	R-Controlled vowels follow the same principals when adding –ed to make past or present tense. Base words with the VCC and VVC pattern there is no change when you add -ed to make the word past tense with r-controlled vowels. Base words with VCe patterns you need to drop the e and add either -ed to make the word past tense with r-	Mindful of Words p. 31 and 32 Sort p. 38

		controlled vowels. Base word with CVC patterns you double the final consonant before adding the -ed to make the word past tense with r-controlled vowels.	
7	K	Review Principles: Base words with the VCC and VVC pattern there is no change when you add -ing (to make present tense) and -ed (to make past tense) . Base words with VCe patterns you need to drop the e and add either -ing (to make present tense) and -ed (to make past tense) . Base word with CVC patterns you double the final consonant before adding the -ing (to make present tense) and -ed (to make past tense) .	Mindful of Words p.32 and 33 Sort p. 39

DSA Stage: Syllable Juncture -Plurals, Comparative & Superlatives

Sort #	Feature	Discovery	Resources
8	Plurals with -s and -es	Plural means more than one. Add -s to some words to make them plural. Add -es to words that end with x, ch, sh, s, ss, tch, and z to make them plural.	Mindful of Words Pages 40-41 & 43
9	More plurals	Add s to words that end in a vowel and y to make them plural like turkeys. Change the y to i and add es to words that end in a consonant and y to make them plural like cities. Base words with final -f or -fe often change to -v or -ve before -s is added to make the plural like in the word life and lives. Oddballs: Some words have irregular plural forms, and some words use the same spelling for both plural and singular forms, as in deer and goose and geese.	Mindful of Words Pages 41-42 & 44
10	Adding -er and -est to words with no change, e-drop, double, and change y to i	Review doubling/no change principles. Add -er to the base word when comparing two things. Add -est to words when comparing three or more things and we are saying it is superior to all others. Teach comparative & superlative.	Mindful of Words Pages 45-47

DSA Stage: Syllable Juncture Other Syllable Juncture Doubling

Sort #	Feature	Discovery	Resources
11	L	<p>When a syllable ends in a vowel, the vowel is usually long and the syllable is open in the VCV pattern words like diner [di-ner].</p> <p>When a syllable ends with a vowel and at least one consonant, the vowel sound is usually short and the syllable is closed in the VCCV pattern words like dinner [din-ner].</p>	Mindful of Words Pages 48-49 & 57
12	L	<p>The consonants in a closed VCCV pattern across syllables can be the same or different, as in contest and funny. Divide into syllables between the consonants.</p> <p>Limit is an oddball because both syllables are closed/short, but there is one consonant between the two syllables.</p>	Mindful of Words Pages 48 and 51 & 58
13	L	<p>When a syllable ends in a vowel, the vowel is usually long and the syllable is open in the VCV pattern words like diner [fa-mous].</p> <p>The consonants in a closed VCCV pattern across syllables can be the same or different, as in contest and funny. Divide into syllables between the consonants.</p> <p>Two vowels together are not always a team; sometimes the vowels are situated across syllable boundaries, creating a VV pattern but with the syllable division between them, as in poet.</p>	Mindful of Words Pages 48 and 52 & 59
14	L	<p>Review previous discoveries for VCV, VCCV and doublet.</p> <p>Sometimes consonants that occur at the juncture of syllables forms a team; sometimes vowels act as a team as well. Knowing the syllable rules for open/closed can help know where the word breaks for spelling, pronunciation, and/or meaning.</p> <p>When dividing words with three or more consonants at the juncture look for blends or digraphs.</p> <p>Discussion regarding oddball words not belonging.</p>	Mindful of Words Pages 48 and 53 & 60

15	L	<p>Review previous discoveries for VCV open, VCCV Doublet, VCCV Different</p> <p>The VCV syllable pattern can be long or short. If syllable ends in long vowel sound, the consonant that follows will not be doubled when they write the word.</p> <p>If the syllable is closed and the vowel is short it may or may not be doubled (rabbit/habit).</p> <p>In words with a VCV pattern at the syllable juncture, it is best to consider the syllable open and the vowel sound long and then try identifying it. If that approach does not produce a recognizable word, the syllable should be considered closed, and a short vowel sound applied.</p>	Mindful of Words Pages 48 and 55 & 61

DSA Stage: Syllable Juncture Vowels in Stressed Syllables

Sort #	Feature	Discovery	Resources
INTRO	M-O	<p>*Essential Understanding for all subsequent sorts at this stage – not needed for a written discovery, but essential for students to understand and build on.</p> <p>Vowel pattern s in the stressed syllable are easier to spell than those in the unstressed syllable because sound provides a clue to the pattern.</p> <p>Work with the stressed syllable can help when approaching unfamiliar words in their reading. If pronouncing a word one way does not lead to a known word, shift the stress to another syllable and try alternative pronunciations.</p>	Page 62-64
16	M	<p>Long and short <i>a</i> in stressed syllables. Hearing a long vowel sound can help identify the stressed syllable. A particular vowel pattern can be stressed in the first syllable or second syllable (and some not at all other words like <i>chocolate</i>)</p> <p>The vowel is usually long in the stressed syllable. Three common long <i>a</i> patterns found in stressed syllables are <i>aCe</i>, <i>ai</i>, and open <i>a</i>.</p>	Mindful of Words Pages 62, 65-67 & 78
17	M	<p>Long and short <i>e</i> in stressed syllables. The vowel is usually long in the stressed syllable.</p> <p>Three common long <i>e</i> patterns found un stressed syllables are <i>eCe</i>, <i>ee</i>, and open <i>e</i>.</p> <p>Although very few one syllable words have the <i>eCe</i></p>	Mindful of Words Pages 62, 68-69 & 79

		pattern, this is found in the second syllable of numerous polysyllabic words.	
18	M	Long and short <i>e</i> in stressed syllables. In the stressed syllable the <i>ea</i> pattern can produce either a long or short <i>e</i> sound. Sometimes <i>ie</i> works as a team and sometimes the letters are in separate syllables (oddball). The sound /v/ at the end of a word is spelled <i>ve</i> as in <i>achieve</i>.	Mindful of Words Pages 62, 70-71 & 80
19	M	Long and short <i>i</i> in stressed syllables. Three common ways to spell long <i>i</i> in polysyllabic words are <i>iCe</i>, <i>igh</i>, and open <i>i</i>. <i>iCe</i> doesn't always make a long sound, the sound depends on whether or not the syllable is stressed (<i>excite</i> versus <i>justice</i>).	Mindful of Words Pages 72-73 & 81
20	M	More long and short <i>i</i> in stressed syllables. <i>Y</i> sometimes acts as a vowel and its sound can be long or short. When <i>Y</i> occurs at the end of a syllable it creates an open syllable and has a long vowel sound. <i>Y</i> can also make a long <i>e</i> sound.	Mindful of Words Pages 73-74 & 82
21	M	Long and short <i>o</i> in stressed syllables. Common long <i>o</i> patterns in accented syllables include <i>oCe</i>, <i>ow</i>, and open <i>o</i>. <i>Oa</i> and <i>oCC</i> are 2 more long <i>o</i> patterns.	Mindful of Words Pages 75-76 & 83
22	M	Long and short <i>u</i> in stressed syllables. Three patterns that produce the long <i>u</i> sound are <i>uCe</i>, <u><i>oo</i></u>, and open <i>u</i>. <i>VCV</i> pattern with <i>u</i> can be long or short.	Mindful of Words Pages 76-77 & 84

DSA Stage: **Syllable Juncture** R-Controlled Vowel Patterns in Stressed Syllables

Sort #	Feature	Discovery	Resources
		Remember to review the stress syllable and how it helps you to know/hear the sound for spelling (See intro of feature M)	Page 62 and 1 st part of page 85
23	N (R-Controlled vowel patterns in stressed syllables)	Words with the <i>Vre</i> pattern have a long vowel pattern with an r-influenced vowel, as in <i>explore</i> compared to <i>explode</i>. There are often multiple ways to spell a particular r-controlled vowel, as in <i>barely</i>, <i>terrible</i>, and <i>therefore</i>.	Mindful of Words Pages 85-86 & 90

24	R- Controlled o in stressed syllables	R-controlled vowels with long and short o patterns make the same sound, as do the <i>or, ore, orr,</i> and <i>our</i> patterns of this sort, as in the words <i>order, ignore, sorry</i> and <i>resource</i>. W nearly always influences the sound of <i>or</i>, as in <i>worry</i> and <i>worthless</i>.	Mindful of Words Pages 86-87 & 91
25	R- controlled a in stressed syllables	There are different ways to spell the <i>ar</i> sound, as in <i>ar, air, are, arr,</i> as in <i>prepare, fairly</i> and <i>carry</i>. The <i>ar</i> sound sounds like the <i>arrrr</i> sound a pirate makes.	Mindful of Words Pages 87-88 & 92
26	R- controlled ur in stressed syllables	There are three different ways to spell the <i>ur</i> sound, as in <i>dirty, person,</i> and <i>further</i>. In stressed syllables the /ûr/ sound is usually spelled with <i>er, ir,</i> or <i>ur</i>.	Mindful of Words Pages 88-89 & 93
27	R- controlled e in stressed syllables	The <i>ear</i> pattern can be pronounced with a short as well as a long r-influenced vowel sound, as in <i>earning</i> vs. <i>clearing</i>. There are different ways to spell /îr/, including the common <i>ear, ere,</i> and <i>ear</i>.	Mindful of Words Pages 89 & 94

DSA Stage: Syllable Juncture Abstract Vowel Patterns in Stressed Syllables

Sort #	Feature	Discovery	Resources
28	N	The <i>oi</i> and <i>oy</i> are used to spell the /oi/ sound. <i>Oy</i> is usually found at the end of a syllable like <i>employ</i> and <i>loyal</i>. The <i>ou</i> and <i>ow</i> are used to spell the /ou/ sound. <i>Ow</i> is usually used at the end of a syllable as in <i>power</i> and <i>allow</i>. The <i>ou</i> and <i>ow</i> can be pronounced in many ways. If one doesn't sound correct try another.	Mindful of Words p. 95 Sort p. 98
29	N	There are multiple ways of spelling the /ô/ sound, including <i>au, aw,</i> and <i>al</i> as in <i>laundry, awful,</i> and <i>also</i>. <i>Aw</i> is usually at the end of a syllable.	Mindful of Words p. 96 Sort p. 99

DSA Stage: Syllable Juncture Unstressed Syllables

Sort #	Feature	Discovery	Resources
	INTRO	<p>Intro Schwa Lesson may be helpful</p> <p>*Important for all subsequent sorts: Vowel patterns in the unstressed syllables are more difficult to spell, because there are many patterns for the schwa sound.</p>	On Curriculum Website
30	O	<p>In words with the –ace unstressed final syllable, the a makes a schwa sound like surface.</p> <p>In words with the –age unstressed final syllable, the a makes a schwa sound like manage.</p> <p>In words with the –ain unstressed final syllable, the ai vowel blend makes a schwa sound like bargain.</p> <p>ODDBALL: Engage because the second syllable is stressed so it is a long a. Same with obtain. Practice is spelled ice instead of ace but makes the same sound.</p>	Mindful of Words Pages 100-101 & 111
31	O	<p>In verbs with the unstressed final syllable, the final syllable is spelled with an (en) like awaken.</p> <p>In nouns with an unstressed final syllable, the final syllable is spelled with an (an, en, in, on) like slogan, dozen, cabin, lemon.</p> <p>There are many ways to spell unstressed final syllable /ən/; meaning can be of help, for example, verbs tend to be spelled –en, as in <i>sharpen</i> and <i>darken</i>.</p> <p>ODDBALL: Urban is an adjective in the verb/noun pattern but has an unstressed final syllable spelled with an.</p>	Mindful of Words Pages 102-103 & 112
32	O	<p>Final /ər/ can be spelled several ways; the most common is –er, as in <i>swimmer</i> and <i>cover</i>.</p> <p>In people nouns with an unstressed final syllable, the final syllable is spelled with an <i>er</i> or <i>or</i> like <i>brother</i> or <i>doctor</i>.</p> <p>In other nouns with an unstressed final syllable, the final syllable is spelled with an <i>er</i> or <i>ar</i> like <i>finger</i>, <i>favor</i> or <i>sugar</i>.</p>	Mindful of Words Pages 104 & 113

33	O	<p>In people nouns with an unstressed final syllable, the final syllable is spelled with an <i>er</i> or <i>or</i> like <i>brother</i> or <i>doctor</i>.</p> <p>In adjectives with an unstressed final syllable that compare, the adjective is spelled with <i>er</i> like <i>younger</i>.</p> <p>In other adjectives with an unstressed final syllable, the final syllable is spelled with an <i>ar</i> like <i>stellar</i>.</p> <p>ODDBALL: <i>Beggar</i> and <i>Burglar</i> are oddballs because they are people nouns that are spelled with <i>ar</i>.</p>	Mindful of Words Pages 105 & 114
34	O	<p>In words that sound like /zher/, the final syllable is spelled <i>-sure</i> as in <i>treasure</i>.</p> <p>In words that sound like /cher/ and include a base word that ends in /ch/, the final syllable is spelled <i>-cher</i> as in <i>pitcher</i>.; if not, the ending is <i>-ture</i> as in <i>nature</i> or <i>creature</i>.</p> <p>ODDBALL: <i>Danger</i> and <i>injure</i> are oddballs because the unstressed final syllables make the /cher/ sound but are spelled with a <i>-ger</i> and <i>-jure</i>.</p>	Mindful of Words Pages 106-107 & 115
35	O	<p>The /ə/ in unstressed syllables can be spelled in several ways (<i>-al</i>, <i>-il</i>, <i>-el</i>, <i>-le</i>), but <i>-le</i> is the most common spelling.</p> <p>In words that end with <i>-le</i> and the final consonant is part of the preceding syllable, <i>-le</i> is its own syllable, such as <i>coup-le</i>;</p> <p>In words that are spelled <i>-el</i>, the word is broken into syllables with the last consonant attached to the <i>-el</i> sound, such as “<i>can-cel</i>”.</p> <p>In words with the ending <i>-al</i>, you can hear the /a/ sound.</p>	Mindful of Words Pages 107 & 116
36	O	<p>In words with the unstressed initial syllable, the vowel makes the schwa sound like <i>alarm</i>, <i>select</i> and <i>consume</i>.</p> <p>Notice how the schwa is spelled in an unstressed syllable so you can remember it and ask, “does it look right, sound right, and make sense.</p>	Mindful of Words Pages 109-110 & 117

DSA Stage: Syllable Juncture Consonant Extensions

Sort #	Feature	Discovery	Resources
37	O	Some consonants stand for two or more sounds. The consonants <i>c</i> and <i>g</i> usually make a hard sound (/k/ and /g/) when followed by <i>a</i>, <i>o</i>, or <i>u</i>, as in <i>camera</i>, <i>cookie</i>, <i>custom</i>, <i>gadget</i>, <i>gossip</i>, or <i>guilty</i>. The consonants <i>c</i> and <i>g</i> usually make a soft sound (/s/ and /j/) when followed by <i>e</i>, <i>i</i>, or <i>y</i>, as in <i>center</i>, <i>circle</i>, <i>cycle</i>, <i>gentle</i>, <i>gigantic</i>, or <i>gymnast</i>	Mindful of Words Pages 118-119 & 125
38	O	In words with 2 or more syllables, the final /k/ sound can be spelled with <i>-ck</i>, <i>-ke</i>, <i>-k</i>, or <i>-c</i>; however, in polysyllabic words, the most common form is <i>-c</i> which occurs in many adjectives.	Mindful of Words Pages 119-120 & 126
39	O	Some consonant letters represent more than one sound. <i>Ch</i> has many different sounds including: /ch/, /k/, and /sh/. /Ch/ is the most common sound for <i>ch</i>. <i>Ph</i> is a common spelling for /f/ like in <i>phone</i>, but occurs in low-frequency words.	Mindful of Words Pages 121-122 & 127
40	O	Some consonant/vowel letters represent more than one sound. In words like <i>question</i>, the <i>qu</i> sounds like /qw/. In words with a final <i>-que</i> like <i>unique</i>, the <i>que</i> makes the /k/ sound. In words like <i>penguin</i>, the <i>gu</i> makes the /gw/ sound sound. In words with a final <i>-gue</i> like <i>league</i>, the <i>gue</i> makes the /g/ sound.	Mindful of Words Pages 122-123 & 128
41	O	The /sh/ sound in an unstressed final syllable can be spelled with <i>ci</i> (like <i>special</i>), <i>si</i> (like <i>mansion</i>), or <i>ti</i> (like <i>motion</i>). In unstressed final syllables, the <i>i</i> sounds like an initial <i>y</i>, /y/, as in <i>onion</i> and <i>senior</i>.	Mindful of Words Pages 123-124 & 129

DSA Stage: Syllable Juncture Prefixes and Suffixes

Sort #	Feature	Discovery	Resources
42	O	<p>A prefix is a word part that is added to the beginning of a word to change its meaning. Prefix <i>un-</i> means “not” and <i>re-</i> means “back” or “again.”</p> <p>Sometimes a doesn’t-look-right spelling can happen when you add a prefix to a base word like <i>reelect</i> and <i>misspell</i>, but writers need to remember that it is meaning that really matters.</p> <p>Oddballs look as though they have a prefix, but the meaning connection is lacking.</p>	<p>Mindful of Words Pages 131, 138; Word Journeys p.160 (extra words)</p>
43	O	<p>A prefix is a word part that is added to the beginning of a word to change its meaning. Prefix <i>dis-</i> means “opposite of” and <i>fore-</i> means “before” or “in front of,” and <i>mis-</i> means “to do something wrong.”</p> <p>Sometimes a doesn’t-look-right spelling can happen when you add a prefix to a base word like <i>dissimilar</i>.</p> <p>Oddballs look as though they have a prefix, but the meaning connection is lacking.</p>	<p>Mindful of Words Pages 132, 139</p>
44	O	<p>A prefix is a word part that is added to the beginning of a word to change its meaning. Prefix <i>in-</i> means “in-into” and also “not” and <i>non-</i> means “not” and <i>pre-</i> means “before.” Some prefixes have multiple meanings so you have to look at the meaning of the word to use the correct prefix.</p> <p>Oddballs look as though they have a prefix, but the meaning connection is lacking.</p>	<p>Mindful of Words Pages 133, 140; Word Journeys p. 253 (extra words)</p>
45	O	<p>A suffix is a word added to the end of a base word to change the word meaning.</p> <p><i>-ful</i> means “full of”, <i>-less</i> means “without”, and <i>-ness</i> means “a state of being”, and <i>-ly</i> means “in a certain way”. <i>-ful</i>, <i>-less</i>, and <i>-ly</i> when added to words change the word to a describing word (adj.-adv.).</p> <p>The suffix <i>-ness</i> changes the word to a noun.</p> <p>Unlike previous suffix study (e drop, etc.), suffixes that begin with a consonant do not require a change.</p>	<p>Mindful of Words Pages 135, 141; Word Journeys pp. 254-255 (extra words)</p>
46	O	<p>Adjectives ending in “y” can be formed from many nouns by following the e-drop, doubling, and “no change” rules for <i>-ed</i> and <i>-ing</i>. Just add “y” if the word includes a team of vowels or ends in more than one consonant</p>	<p>Mindful of Words Pages 136,142</p>
47	O	<p>Pulling all understanding about prefixes and suffixes together.</p>	<p>Mindful of Words Pages 137, 143</p>

DSA Stage: Syllable Juncture Homophones & Homographs

Sort #	Feature	Discovery	Resources
48	Homophones	Sort 1: Some words sound the same but look different and have different meanings. Sort 2: Sort according to 1 st syllable stress, 2 nd syllable stress, or no stress.	Mindful of Words: Page 144 & 148-150
49	Homophones	Sort 1: Some words sound the same but look different and have different meanings. Sort 2: Sort according to 1st syllable stress, 2nd syllable stress, or no stress.	Mindful of Words: Page 145-147 & 151-153
50	Homophones	Sort 1: Some words sound the same but look different and have different meanings. Sort 2: Sort according to two-syllable pairs, three-syllable pairs, or two-syllable trios.	Mindful of Words: Page 145-147 & 154-156
51	Homographs	Sort 1: Some words look the same, have a different meaning, and may sound different. Syllable stress relates to parts of speech. Sort 2: Sort based on 1st stress/nouns and 2nd stress/verbs.	Mindful of Words: Page 157
52	Homographs	Sort 1: Some words look the same, have a different meaning, and may sound different. Syllable stress relates to parts of speech. Sort 2: Sort based on 1st stress/nouns and 2nd stress/verbs.	Mindful of Words Page 158-160

DSA Stage: Syllable Juncture Compounds & Hyphenated Words

Sort #	Feature	Discovery	Resources
53 (page 179)	Compounds with Substance Words	The two word parts in a compound word help you find the meaning of the whole. These words are sorted the theme of substance words (air, fire, land and water.)	Mindful of Words Pages 165-166 & 179
54 (page 180)	Compound Words with Space	The two word parts in a compound word help you find the meaning of the whole. These words are sorted the theme of space words (sun, moon, star, and sky.)	Mindful of Words Pages 166-167 & 180
55 (page 181)	Compound Words with Opposites	The two word parts in a compound word help you find the meaning of the whole. These words are sorted the theme of opposite words (work, play, day, night.)	Mindful of Words Page 168 & 181
56 (page 182)	Compounds with Around the Home words	The two word parts in a compound word help you find the meaning of the whole. These words are sorted the theme of home words (home, bed, bath, table, door.)	Mindful of Words Page 169 & 182
57 (page 183)	Compound Position Words	The two word parts in a compound word help you find the meaning of the whole. These words are sorted the theme of position words (down, up, over, out, under.)	Mindful of Words Page 169-170 & 183
58 (page 184)	Compound words with weather	The two word parts in a compound word help you find the meaning of the whole. These words are sorted the by theme of weather words (rain, wind, snow, thunder.)	Mindful of Words Page 170-171 & 184
59 (page 185)	Compound food words	The two word parts in a compound word help you find the meaning of the whole. These words are sorted by the theme of food words. (corn, bean, pea, butter, egg)	Mindful of Words Page 172 & 185
60 (page 186)	Compound color words	The two word parts in a compound word help you find the meaning of the whole. These words are sorted by the theme of color words. (black, red, white, blue, green)	Mindful of Words Page 173 & 186
61 (page 187)	Hyphenated Compound words	The two word parts in a compound word help you find the meaning of the whole. These words are sorted by the theme of hyphenated compound words. (body, numbers, sports, heat, cold) Numbers are always hyphenated. When certain compound words are used as an adjective it is hyphenated, however when it is used as a noun it is not hyphenated.	Mindful of Words Page 174 & 187
62	Hyphenated	The two word parts in a compound word help you	Mindful of Words

Adapted from *Word Sorts & More* (2006) by Kathy Ganske and *The Continuum of Literacy Learning PreK-8* (2011) by Fountas and Pinnell

(page 188)	Compound with repeated elements	<p>find the meaning of the whole. These words are sorted by the theme of hyphenated compound words. This sort includes many re-duplications, words formed with doubled parts, that differ in only a single part of the word. Examples are – flip-flop and wishy-washy.</p>	Page 176 & 188
63 (page 189)	States Stress Break	<p>The two word parts in a compound word help you find the meaning of the whole. These words are sorted by where the stressed syllable occurs in the name of each of the 50 states.</p> <p>For states that contain two words, determine the stress for the poly-syllabic word.</p>	Mindful of Words Page 177 & 189