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Build Skills and Word Experiences



Use Student Practice Pages 49–50 to follow up instruction for:
Activity 1A • Activity 3A, 3B



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.
Use Core Words **sure** (251), **knew** (252), **it's** (253), **try** (254), **told** (255).

Teaching Notes, page 331



Build Spelling and Language Skills

Choose from among these quick tasks to customize instruction for all or selected students.

Teaching Notes, page 334



It's across the way.



What was that sound. Father told the children to try there best to keep very still. Soon they all new for shure that it was only the water.

(question mark, *told*, *their*, *knew*, *sure*)



knew, right, sure, come, light, know, large, high, have

(e.g., silent letter *k/gh/e*; number of letters)



my, try, by, why, _____, _____, _____, _____

(words that end in long *i* spelled *y*)



It's always hard for me to tell my mother _____.



Words that show possession, or ownership

(e.g., *Mary's*, *theirs*, *its*)



Build Basic Concepts

Choose from among these skill-building activities to customize instruction for all or selected students.

Teaching Notes, page 339

concept one

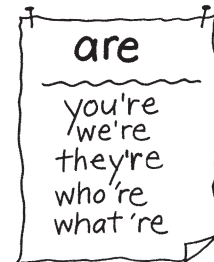
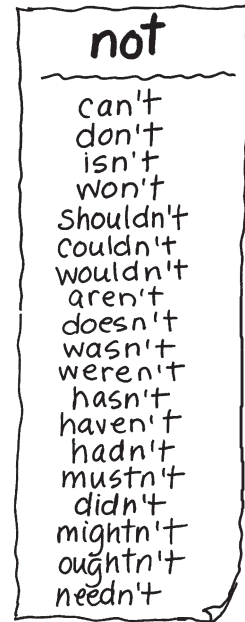
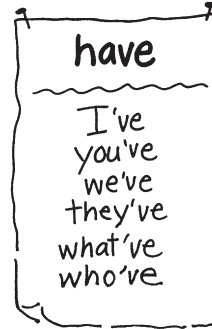
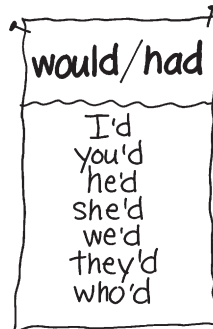
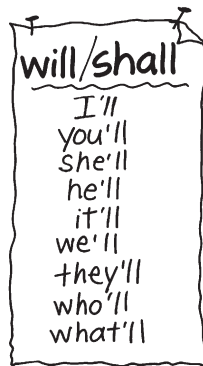
A contraction is a combination of two or more words with an apostrophe replacing a letter or letters.

contractions, writing words,
class book



1A Organize students into six cooperative groups. Assign a contraction set to each: *will/shall*,

would/had, *have*, *is/has*, *not*, *are*. Have groups brainstorm contractions. Then discuss the results of each group's effort. Make a complete list of contractions on the chalkboard. Include *I'm* and *let's*. Next, use the *not* and *are* contractions for review (Activity 3A, page 34) and the others to further your class book series on contractions.



word analysis, homophones,
writing sentences, contractions,
possessive pronouns


1B Demonstrate testing *its/it's* for which is correct: If it makes sense to say *it is*, use *it's*. If not, use *its*. Dictate these sentences for students to write. After each, write the sentence on the chalkboard and apply the test.

It's time to go.
The animal ate its food.
Tell us when it's over.

The dog is in its house.
Its picture is in the paper.
We all think it's great.

Follow up with students writing sentences for *it's* and *its*. Then have students read their sentences to a partner. The partner responds with the correct *it's/its*.

Have students make word cards (use the WORD CARD BLACKLINE MASTER, page 401) for *it's/its*. Say sentences that use *it's/its* and have students hold up the correct card. Reuse these cards as needed.


 **1C** Demonstrate testing *lets/let's* for which is correct: If it makes sense to say *let us*, use *let's*. If not, use *lets*. Dictate these sentences for students to write. After each sentence, write the sentence on the chalkboard and apply the test.

Let's play ball!	She lets her hair dry in the sun.
He lets me in for free.	He said, "Let's be quiet."
Let's go home.	Who lets the dog out at night?

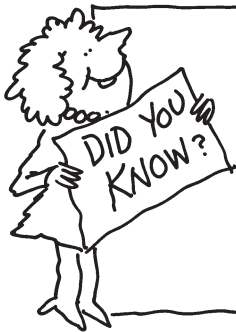
word analysis, writing sentences, contractions, homophones

Follow up with students writing sentences for *let's* and *lets*. Then have students read their sentences to a partner. The partner responds with the correct *let's/lets*.

Have students make word cards (use the WORD CARD BLACKLINE MASTER, page 401) for *let's/lets*. Say sentences that use *let's/lets* and have students hold up the correct card. Reuse these cards as needed.

 **1D** Post Teaching Poster 1. Chant the rhyme and review *there/their/they're*. Then ask students to write the contraction *they're* in its longer form (they are). Next, ask students to find a sentence in print material that uses *they're*. Have them write the sentence—then rewrite it using *they are*.


homophones, contractions, writing sentences



Many people are very busy, so shortcuts that save time and effort are widespread. A speech and writing time-saver is the contraction. Shortcuts, such as *don't* and *can't*, began circa 1642. Yet, the use of contractions was forbidden in formal writing because it was thought to reflect sloppy speech. This prohibition is now eroding, however, and contractions are no longer considered careless or too casual for most written work.


concept two

Some words have silent letters.

 **2A** Write on the chalkboard: *rose, write, line, above, sure*. Ask students how these words are alike (final silent *e*). Remind students that some words have silent letters. Review final silent *e* words using student-made word cards (Activity 1A, page 102). Then, working in pairs, one student draws a word card from the pile (face down) and gives a clue for the word. The partner writes the word. Then the spelling is checked against the word card. Redistribute the word cards and have students replay the game.

phonics, word analysis, spelling game



 **2B** Select a student to write *knew* on the chalkboard. Underline the silent *k*. Provide clues for students to identify more silent *k* words (e.g., *knife, knee, know, knit, kneel, knock, knuckle, knead*). Write the words on the chalkboard as students predict the spelling. Then have students gather knock-knock jokes from among those they've heard or those in joke books (e.g., *Knock. Knock. Who's there? Lettuce. Lettuce who? Lettuce in, and you'll find out!*). Create a class book of knock-knock jokes.

phonics, more words, predicting spelling, creating a book

phonics, writing names

2C Ask students to take turns writing their name on the chalkboard. Then identify the silent letters in students' names.

phonics, writing words, more words, game

2D Revisit the silent *k* words (Activity 2B, this unit). Review silent *t* and *w*, as in *often* and *write* (Activity 2A, page 34); and *gh* and *mb*, as in *high* and *lamb* (Activity 1D, page 102). Make a generous list of words with silent letters on the chalkboard. Then have student pairs select a word to begin a word chain to add to the word chain bulletin board (Activity 1A, page 152).

concept three

A prefix is a letter or letters added to the beginning of a word.
A suffix is a letter or letters added to the end of a word.

prefix practice, suffix practice, vocabulary development, more words, predicting spelling, writing sentences, art

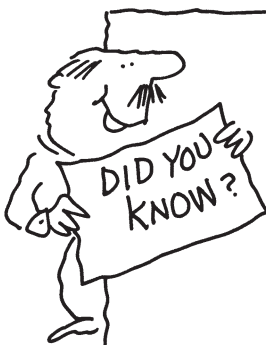
3A Write on the chalkboard: *He's sure that it's his bike.* Then challenge students to change *sure* to *not sure* in the sentence by writing only two letters (*unsure*). Have a student change *sure* to *unsure* in the sentence. Remind students that a prefix is a letter or letters added to the beginning of a word—*un* is a prefix. Have students brainstorm more words with the *un* prefix (e.g., *unable*, *uneven*, *unused*, *unwritten*, *unwanted*, *unkind*, *unhappy*, *unclean*, *undo*, *unlucky*). Write the words on the chalkboard as students predict the spelling. Help students discover that the *un* prefix means not or opposite of.

Note that prefixes change the meaning of a word.
Suffixes generally do not change the meaning of a word, but change its use by changing the part of speech.



Ask students what we call a letter or letters added to the end of a word (suffix). Write *surely* on the chalkboard. Use *surely* in oral sentences to confirm its meaning. Note that the final silent *e* is not dropped because the suffix doesn't begin with a vowel. This principle is usually true; however, one exception is *true* (truly). Have students find and write more words that end in silent *e* to which the *ly* suffix can be added (e.g., *lonely*, *completely*, *lively*).

Have students fold story paper in half to make two boxes. In one box have them write and illustrate a sentence using a word with the *un* prefix. In the other, have them write and illustrate the same sentence, but with the *un* prefix removed from the word (e.g., *It is unnecessary to call me. It is necessary to call me.*). This activity helps students contrast the meaning of words with/without the *un* prefix.



The most common spelling of /sh/ is *ti*, as in *nation*. This accounts for about 53% of the /sh/ spellings. Of course, *sh* spells this sound—26% of the time. Words with a French origin spell the sound with *ch*, for example *chic* and *chef*. Other /sh/ spellings include *ci* (*special*), *ce* (*ocean*), *ss* (*pressure*), *si* (*mission*), and *sci* (*conscious*). The /sh/ is spelled with a single *s* in only two words (or their word forms)—*sugar* and *sure*.

- Challenge students to find words in which the initial *s* spells /sh/.



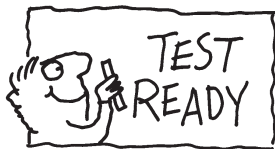
Write on the chalkboard: *Please tell the story again*. Read the sentence—then cross out *again*. Ask students to add a prefix to a word in the sentence that will make the sentence mean exactly the same thing (retell). Ask students what we call letters added to the beginning of a word (prefix—*re* is a prefix). Have students work in pairs to brainstorm more words with the *re* prefix (e.g., relive, replace, rewrite, reopen, remodel, restudy, replay, replant, reread, reorder, redo, reuse, refill). Award students one point for each accurate word. Make a cumulative list on the chalkboard. Note that *re* means again or back. Then have students write the words in alphabetical order.

prefix practice, writing words, more words, alphabetizing, vocabulary development



Post Teaching Poster 3. Write *tell* on the chalkboard. Have students write *tell* and suffix forms of *tell* (tells, telling, told, teller). Write the words on the chalkboard for students to self-check. Note that the *ed* suffix is not added to *tell*—instead the spelling is changed to *told* in the past tense. Provide practice with more irregular verbs by dictating these verbs for students to write their irregular past tense forms: *make, have, find, write, think, come, give, keep, know*. Then write the words on the chalkboard for students to self-check.

suffix practice, other word forms, writing words, irregular verbs, proofreading



Build Assessment Readiness

Use these at-school and at-home exercises to prepare all students for the Skill Test.

Teaching Notes, page 343

at-school

Ask students to write contractions. Time the session (about three minutes). Have students take turns writing one of their contractions on the chalkboard. Then choose another student to write its longer form next to it.

Skill to be tested:
contractions

at-home

Send home a copy of TAKE-HOME TASK 17 BLACKLINE MASTER, page 166, with each student to encourage parent-child partnerships.

Skill to be tested:
contractions



Build Proofreading Skills

Provide spelling application opportunities for all students.

Teaching Notes, page 344

Track students' ability to meet a minimum competency for spelling and proofreading within selected samples of their everyday writing.

- Send home papers for proofreading and, if necessary, a copy of the IDEAS FOR PROOFREADING BLACKLINE MASTER, page 390.

Students get more spelling practice than ever as they proofread for Priority Words in their everyday writing assignments across the curriculum.





Dear Parents,

Finish this jingle with your child. Then gather the family and read the rhyme chorally. Clap it, stamp it, and enjoy it! Try substituting your names in the rhyme. It's fun!

Shortcuts

If I will not, I say I _____!

If I do not, I say I _____!

If I could not, I say I _____!

If I should not, I say I _____!

It works the same for would and _____!

that is _____ you are _____

they are _____ I will _____

you have _____ we have _____

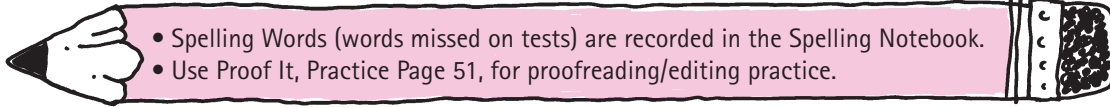
there is _____ cannot _____

do not _____ it is _____

what is _____ we are _____

Continue to practice contractions with your child by making more "shortcut" words. We're working on contractions at school, too—but your help at home is excellent practice for your child. Thank you!

Assess Words and Skills



- Spelling Words (words missed on tests) are recorded in the Spelling Notebook.
- Use Proof It, Practice Page 51, for proofreading/editing practice.



Assess Spelling Progress

Teaching Notes, page 350

Give this Cloze Story Word Test of Core Words within the frequencies 1–255 to all students. Words students miss are their Spelling Words.



BEFORE THE CLOZE STORY WORD TEST

Students do not prestudy the words. Provide students with a copy of REVIEW 17 BLACKLINE MASTER, page 170. Tell students that this story will have them singing.



THE CLOZE STORY WORD TEST

Read the entire story aloud, including the test words. Then read it again slowly as students write the missing words.



Sing a Song

(1) There is a song you (2) knew when you were (3) little. You (4) still sing it (5) today. It is (6) sure to be sung to you (7) once a year. We are (8) told that (9) it's the most (10) often sung song! Mildred Hill, a Kentucky (11) school teacher, wrote the melody, and her sister, Patty Hill, a principal, wrote (12) its words. (13) However, long ago the words were (14) different. The song (15) began, "Good morning to all, Good morning to all." (16) Try to sing this song with these words. (17) Then write the song the way all of us (18) know it best.

Words tested:
there (37), then (53), its (76),
little (92), know (100), different
(139), still (153), often (186),
school (194), once (206), began
(215), today (249), however,
(250), sure (251), knew (252), it's
(253), try (254), told (255)



AFTER THE CLOZE STORY WORD TEST

1. Have students recall and write the words to the familiar song, "Happy Birthday." Then write the words on the chalkboard for students to self-check. Discuss the meaning of melody. Follow up by challenging students to write the words to one of their favorite songs.

writing, proofreading

2. Have students record the words they missed on the test

- in their Spelling Notebook (see page 353) for at-school study, and
- on a copy of the WORDS TO LEARN BLACKLINE MASTER, page 392, for at-home study.

recording words for personal
study list

Send home the completed WORDS TO LEARN personal study list and, if necessary, a copy of the IDEAS FOR WORD STUDY BLACKLINE MASTER, page 391.



CLOZE STORY SKILL-BUILDING EXTENSIONS

visual skill building, writing an explanation, contractions

1. Have students circle and write the story words *it's* and *its*. Have them explain in writing how these words are used differently.

visual skill building, multiple meanings, writing sentences

2. Have students circle and write the story words *still*, *long*, and *way*. Then have students write each word in two sentences, each sentence using a different meaning for the word. Have students share their sentences.

visual skill building, writing words, alphabetizing

3. Have students find and circle the story words *when*, *were*, *wrote*, *words*, *with*, and *way*. Then have students write the words in alphabetical order.

suffix practice, more words, writing words, irregular verbs

4. Have students write the story words *sing*, *write*, and *know*. Then have them add the appropriate suffixes and write the past tense word forms. Next, have students find and write more base words for which *ed* cannot be added, but the spelling changes instead.

compound words, writing words

5. Have students write the compound word *birthday*. Then have students find and write more compound words.



Assess Skill Application

Give this assessment of spelling and related skills to all students.

Teaching Notes, page 354



BEFORE THE SKILL TEST

Direct students' attention to the Skill Test at the bottom of REVIEW 17 BLACKLINE MASTER, page 170. Read the directions as students follow along.



THE SKILL TEST

Skill tested:
contractions

Make contractions.



it	is	that	there	not	can	do
are	will	us	let	we	who	you

it's, that's, there's, who's, we're, who're, you're, we'll,

who'll, it'll, you'll, won't, isn't, aren't, can't, don't, let's



AFTER THE SKILL TEST

Note the ability of each student to write contractions. Use the Word Test to evaluate each student's ability to discriminate between *it's/its*.



Teaching Notes, page 355

Extend Spelling Assessment

Give this in-context assessment of Core Words within the frequencies 1–255 to students who need more practice or challenge.



BEFORE THE SENTENCE DICTATION TEST

Students do not prestudy the words. Provide students with writing paper and pencil.



THE SENTENCE DICTATION TEST

Have students write the sentences as they are dictated.



1. The school play and music show will begin soon.
2. It's sure to be an important night on the stage.
3. The children were told by everyone to try very hard.
4. Their mothers and fathers knew they wanted to do their best.

Words tested:

the (1), and (3), to (5), on (14), they (19), be (21), by (27), were (34), an (39), their (42), do (45), will (46), very (93), show (184), want(ed) (193), school (194), important (195), children (200), mother(s) (226), father(s) (229), night (231), soon (236), hard (242), best (246), sure (251), knew (252), it's (253), try (254), told (255)

Extra words (see page 356):
begin, everyone, music, play, stage



AFTER THE SENTENCE DICTATION TEST

1. Based on what the sentences say, have students write how they think the children in the school play and music show are feeling. Have students write about a time they felt the same way. Remind students that their explanation should have a beginning, a middle, and an end.

speculating, writing

2. Have students record the words they missed on the test

- in their Spelling Notebook (see page 358) for at-school study, and
- on a copy of the WORDS TO LEARN BLACKLINE MASTER, page 392, for at-home study.

recording words for personal study list

Send home the completed WORDS TO LEARN personal study list and, if necessary, a copy of the IDEAS FOR WORD STUDY BLACKLINE MASTER, page 391.

THE CLOZE STORY WORD TESTS AND SENTENCE DICTATION TESTS ALLOW YOU, THE TEACHER, TO BE A BETTER PRACTITIONER. THESE TESTS IDENTIFY STUDENTS' SPELLING NEEDS. HOW CAN WE MEET STUDENTS' NEEDS WITHOUT KNOWING WHAT THEY ARE?



Name _____



Word Test

Sing a Song

(1) _____ is a song you (2) _____ when you were
(3) _____. You (4) _____ sing it (5) _____. It
is (6) _____ to be sung to you (7) _____ a year. We are
(8) _____ that (9) _____ the most (10) _____
sung song! Mildred Hill, a Kentucky (11) _____ teacher, wrote the
melody, and her sister, Patty Hill, a principal, wrote (12) _____
words. (13) _____, long ago the words were (14) _____.
The song (15) _____, "Good morning to all, Good morning to all."
(16) _____ to sing this song with these words. (17) _____
write the song the way all of us (18) _____ it best.

Skill Test

Make contractions.

it	is	that	there	not	can	do
are	will	us	let	we	who	you
