## Table of Contents

### UNIT FOCUS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Focus</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Short/Long Vowels, Spelling Patterns, Vocabulary Development, Multiple Meanings, Diphthongs</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Spelling Patterns, Irregular Spellings, Long Vowels, Consonant Digraphs, Compound Words</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Spelling Patterns, Antonyms, Comparisons, Vocabulary Development</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>Compound Words, Diphthongs, Irregular Spellings, Silent Letters, Contractions</td>
<td>31</td>
</tr>
<tr>
<td>5</td>
<td>R-controlled Vowels, Homophones, Spelling Patterns, Alphabetical Order</td>
<td>41</td>
</tr>
<tr>
<td>6</td>
<td>Spelling Patterns, Consonant Digraphs, Plurals, Possessive Pronouns, Long Vowels</td>
<td>51</td>
</tr>
<tr>
<td>7</td>
<td>Diphthongs, Compound Words, Suffixes, Visual Skills, Silent Letters</td>
<td>61</td>
</tr>
<tr>
<td>8</td>
<td>Irregular Verbs, Spelling Patterns, Similes, Homophones, Contractions</td>
<td>71</td>
</tr>
<tr>
<td>9</td>
<td>Long Vowels, Prefixes/Suffixes, Irregular Spellings, Compound Words, Homophones</td>
<td>81</td>
</tr>
<tr>
<td>10</td>
<td>Spelling Patterns, Vocabulary Development, Homographs, Prefixes, Visual Skills</td>
<td>91</td>
</tr>
<tr>
<td>11</td>
<td>Silent Letters, R-controlled Vowels, Vocabulary Development, Homophones</td>
<td>101</td>
</tr>
<tr>
<td>12</td>
<td>Compound Words, Possessives, Suffixes, Apostrophe, Contractions</td>
<td>111</td>
</tr>
<tr>
<td>13</td>
<td>Spelling Patterns, Consonant Digraphs, Suffixes, Vocabulary Development</td>
<td>121</td>
</tr>
<tr>
<td>14</td>
<td>Spelling Patterns, Vocabulary Development, Suffixes, Comparisons, Visual Skills</td>
<td>131</td>
</tr>
<tr>
<td>15</td>
<td>R-controlled Vowels, Suffixes, Double Letters, Visual Skills, Antonyms</td>
<td>141</td>
</tr>
<tr>
<td>16</td>
<td>Short Vowels, Vocabulary Development, Spelling Patterns, Compound Words, Irregular Spellings</td>
<td>151</td>
</tr>
<tr>
<td>17</td>
<td>Contractions, Homophones, Silent Letters, Prefixes/Suffixes, Irregular Verbs</td>
<td>161</td>
</tr>
<tr>
<td>18</td>
<td>Homophones, Vocabulary Development, Compound Words, Prefixes/Suffixes, Comparisons</td>
<td>171</td>
</tr>
<tr>
<td>19</td>
<td>Homophones, Spelling Patterns, Irregular Verbs, Visual Skills</td>
<td>181</td>
</tr>
<tr>
<td>20</td>
<td>Double Letters, Suffixes, Irregular Spellings, Homophones</td>
<td>191</td>
</tr>
<tr>
<td>21</td>
<td>Diphthongs, Spelling Patterns, Prefixes/Suffixes, R-controlled Vowels</td>
<td>201</td>
</tr>
<tr>
<td>22</td>
<td>Spelling Patterns, Long Vowels, Suffixes, Homophones, Compound Words</td>
<td>211</td>
</tr>
<tr>
<td>23</td>
<td>Contractions, Vocabulary Development, Homophones, Spelling Patterns, R-controlled Vowels</td>
<td>221</td>
</tr>
<tr>
<td>24</td>
<td>Possessives, Prefixes/Suffixes, Apostrophe, Vocabulary Development, Contractions</td>
<td>231</td>
</tr>
<tr>
<td>25</td>
<td>Spelling Patterns, Compound Words, Irregular Spellings, Suffixes, Visual Skills</td>
<td>241</td>
</tr>
<tr>
<td>26</td>
<td>Silent Letters, Irregular Verbs, Suffixes, Plurals, Homophones</td>
<td>251</td>
</tr>
<tr>
<td>27</td>
<td>Vocabulary Development, Spelling Patterns, Homophones, Homographs, Compound Words</td>
<td>261</td>
</tr>
<tr>
<td>28</td>
<td>Suffixes, Spelling Patterns, Vocabulary Development, Comparisons, Irregular Verbs</td>
<td>271</td>
</tr>
<tr>
<td>29</td>
<td>Spelling Patterns, Antonyms, Comparisons, Diphthongs, Consonant Blends</td>
<td>281</td>
</tr>
<tr>
<td>30</td>
<td>Irregular Spellings, Suffixes, Homophones, Double Letters, Capital Letters</td>
<td>291</td>
</tr>
<tr>
<td>31</td>
<td>Long Vowels, Spelling Patterns, Contractions, Possessives, Homophones, Compound Words</td>
<td>301</td>
</tr>
<tr>
<td>32</td>
<td>Digraphs, Visual Skills, Suffixes, Homophones, Homographs, Often-Confused Words</td>
<td>311</td>
</tr>
<tr>
<td>33</td>
<td>Double Letters, Antonyms, Irregular Spellings, Suffixes, Irregular Verbs</td>
<td>321</td>
</tr>
</tbody>
</table>

### TEACHING NOTES

<table>
<thead>
<tr>
<th>Notes</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Preview</td>
<td>331</td>
</tr>
<tr>
<td>Exercise Express</td>
<td>334</td>
</tr>
<tr>
<td>Seeds for Sowing Skills</td>
<td>339</td>
</tr>
<tr>
<td>Test Ready</td>
<td>343</td>
</tr>
<tr>
<td>Priority Words</td>
<td>344</td>
</tr>
<tr>
<td>Word Test</td>
<td>350</td>
</tr>
</tbody>
</table>
Table of Contents

Skill Test.................................................................................................................. 354
Sentence Dictation Test .......................................................................................... 355
Achievement Battery of Tests ................................................................................ 359
Evaluating Spelling ................................................................................................ 362
Challenging the Capable Speller ........................................................................... 364
Students with Spelling Challenges ....................................................................... 366
Suggestions for the Multiage Classroom ............................................................... 369
Word Study Strategy ............................................................................................. 371
Parents as Partners ................................................................................................. 373

🍎 BLACKLINE MASTERS

Core Words ............................................................................................................. 377
Priority Words ....................................................................................................... 379
Personal Poster 1 .................................................................................................. 380
Personal Poster 2 .................................................................................................. 381
Personal Poster 3 .................................................................................................. 382
Personal Poster 4 .................................................................................................. 383
Personal Poster 5 .................................................................................................. 384
Letter Cards ............................................................................................................ 385
Introducing Spelling ............................................................................................... 389
Ideas for Proofreading ........................................................................................... 390
Ideas for Word Study ............................................................................................. 391
Words to Learn ....................................................................................................... 392
Word Preview ......................................................................................................... 393
Word Study Strategy ............................................................................................. 394
Stretch It .................................................................................................................. 395
Fix It ....................................................................................................................... 396
Sort It ...................................................................................................................... 397
Add It ...................................................................................................................... 398
Finish It ................................................................................................................... 399
Find It ...................................................................................................................... 400
Make Word Cards .................................................................................................. 401
Make Letter Cards ................................................................................................. 402
Grid .......................................................................................................................... 403
Achievement Tests ................................................................................................. 404

🍎 REFERENCES

Student Practice Books ............................................................................................ 407
Games and Productive Practice Ideas ..................................................................... 408
Class Book Projects ................................................................................................. 410
Teaching Posters and Personal Posters ................................................................. 411
Ten-Box Reusable Chart ........................................................................................ 412
Literature List .......................................................................................................... 413
Answer Key ............................................................................................................. 414
Scope and Sequence ............................................................................................... 416
Graphic Organizer ................................................................................................... 418
Description of Materials ......................................................................................... 423
Order Form ............................................................................................................... 424
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).

Build Spelling and Language Skills

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

It’s across the way.

What was that sound. Father told the children to try their best to keep very still. Soon they all knew for sure 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.

**concept one**

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

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.

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

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.

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*.

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.

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.

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

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).

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.

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.

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.

Build Assessment Readiness

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

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.

at-home

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

Build Proofreading Skills

Provide spelling application opportunities for all students.

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.
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

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.

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.

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.

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

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

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.

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.

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.

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.

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

Make contractions.

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<thead>
<tr>
<th>it</th>
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<td>are</td>
<td>will</td>
<td>us</td>
<td>let</td>
<td>we</td>
<td>can’t</td>
<td>let’s</td>
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</tbody>
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*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.*
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.

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.

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.

Words tested:
the (1), and (3), to (6), on (14), they (19), be (21), by (27), were (34), an (39), their (42), do (45), will (46), very (93), show (184), wanted (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

speculating, writing

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.
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.

Make contractions.

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<tr>
<th>it is</th>
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<tr>
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</tbody>
</table>