Table of Contents

UNIT FOCUS

Unit 1: Antonyms, Homophones, Prefixes, Vocabulary Development, Visual Skills, Analogies ................. 1
Unit 2: Synonyms, Antonyms, Plurals, Often-Confused Words, Vocabulary Development .................. 10
Unit 3: Prefixes, Vocabulary Development, Hyphens, Homophones, Latin Roots .......................... 19
Unit 4: Phonics, Spelling Patterns, Mispronunciation, Greek Roots, Prefixes, Vocabulary Development ... 28
Unit 5: Suffixes, Irregular Verbs, Adjectives, Plurals, Proofreading, Parts of Speech ...................... 37
Unit 6: Plurals, Etymologies, Consonant Digraphs, Usage, Phonics ........................................... 46
Unit 7: Phonics, Spelling Patterns, Suffixes, Plurals, Stressed/Unstressed Syllables ......................... 55
Unit 8: Phonics, Capitalization, Homophones, Contractions, Spelling Patterns ............................. 64
Unit 9: Etymologies, Suffixes, Descriptive Writing, Phonics, Spelling Patterns, Analogies ............... 73
Unit 10: Latin Roots, Plurals, Contractions, Suffixes, Usage ......................................................... 82
Unit 11: Spelling Patterns, Vocabulary Development, conjunctions, Often-Confused Words, Latin Roots 91
Unit 12: Palindromes, Unstressed Syllables, Spelling Patterns, Visual Skills, Contractions ............... 100
Unit 13: Homophones, Homographs, Apostrophe, Often-Confused Words, Possessives ................ 109
Unit 14: Etymologies, Suffixes, Irregular Verbs, Cities/States, Comparisons, Abbreviations .......... 118
Unit 15: Suffixes, Spelling Mnemonics, Comparisons, Vocabulary Development ......................... 127
Unit 16: Word Games, Plurals, Possessives, Possessive Pronouns, Apostrophe, Comparisons, Suffixes 136
Unit 17: Clipped Words, Double Letters, Suffixes, Word Games, Plurals ...................................... 145
Unit 18: Silent Letters, Phonics, Dictation Usage, Multiple Meanings, Visual Skills ....................... 154
Unit 19: Consonant Blends, Onomatopoeia, Double Letters, Vocabulary Development, Suffixes .... 163
Unit 20: Visual Skills, Redundant Words, Possessives, British Spellings ........................................ 172
Unit 21: Eponyms, Greek and Latin Roots, Etymologies, Quotation Marks, Silent Letters ............... 181
Unit 22: Homophones, Homographs, Vocabulary Development, Variant Spellings, Suffixes ............ 190
Unit 23: Prefixes, Suffixes, Vocabulary Development, Comparisons, Symbols, Usage ..................... 199
Unit 24: Phonics, Compound Words, Antonyms, Plurals, Abbreviations ...................................... 208
Unit 25: Soft-Syllable Endings, Homophones, Homographs, Usage, Often-Confused Words .......... 217
Unit 26: Latin Roots, Compounds, Irregular Verbs, Vocabulary Development, Metaphors, Homophones 226
Unit 27: Phonics, Synonyms, Similes, Irregular Verbs, Compound Words ..................................... 235
Unit 28: Greek and Latin Roots, Phonics, Vocabulary Development, Apostrophe, Suffixes, Analogies . 244
Unit 29: Digraphs, Usage, Suffixes, Vocabulary Development, Phonics ..................................... 253
Unit 30: Phonics, Spelling Patterns, Writing Numbers, Consonant Blends, Vocabulary Development ... 262
Unit 31: Etymologies, Homophone Triads, Public Speaking, Phonics, Spelling Patterns, Antonyms ..... 271
Unit 32: Soft-Syllable Endings, Vocabulary Development, Portmanteau Words, Homophones ........ 280
Unit 33: Multiple Meanings, Idioms, Possessive Pronouns, Apostrophe, Contractions, Possessives ... 289
Unit 34: Etymologies, Homographs, Homophones, Silent Consonants, Misplaced Modifiers .......... 298
Unit 35: Suffixes, Usage, Often-Confused Words, Synonyms, Antonyms .................................... 307

TEACHING NOTES

Word Preview ................................................................. 316
Exercise Express ......................................................... 319
Seeds for Sowing Skills ................................................ 325
Build Skillful Writers .................................................... 328
Test Ready ................................................................. 329
<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>LEVEL SIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Words</td>
<td>330</td>
</tr>
<tr>
<td>Word Test</td>
<td>336</td>
</tr>
<tr>
<td>Skill Test</td>
<td>339</td>
</tr>
<tr>
<td>Proofreading Test</td>
<td>341</td>
</tr>
<tr>
<td>Sentence Dictation Test</td>
<td>342</td>
</tr>
<tr>
<td>Achievement Battery of Tests</td>
<td>346</td>
</tr>
<tr>
<td>Evaluating Spelling</td>
<td>350</td>
</tr>
<tr>
<td>Challenging the Capable Speller</td>
<td>351</td>
</tr>
<tr>
<td>Students with Spelling Challenges</td>
<td>353</td>
</tr>
<tr>
<td>Suggestions for the Multiage Classroom</td>
<td>356</td>
</tr>
<tr>
<td>Word Study Strategy</td>
<td>357</td>
</tr>
<tr>
<td>Parents as Partners</td>
<td>359</td>
</tr>
<tr>
<td><strong>BLACKLINE MASTERS</strong></td>
<td></td>
</tr>
<tr>
<td>Core Words</td>
<td>363</td>
</tr>
<tr>
<td>Priority Words</td>
<td>366</td>
</tr>
<tr>
<td>Personal Poster 1</td>
<td>367</td>
</tr>
<tr>
<td>Personal Poster 2</td>
<td>368</td>
</tr>
<tr>
<td>Personal Poster 3</td>
<td>369</td>
</tr>
<tr>
<td>Personal Poster 4</td>
<td>370</td>
</tr>
<tr>
<td>Personal Poster 5</td>
<td>371</td>
</tr>
<tr>
<td>Introducing Spelling</td>
<td>372</td>
</tr>
<tr>
<td>Ideas for Proofreading</td>
<td>373</td>
</tr>
<tr>
<td>Ideas for Word Study</td>
<td>374</td>
</tr>
<tr>
<td>Words to Learn</td>
<td>375</td>
</tr>
<tr>
<td>Word Preview</td>
<td>376</td>
</tr>
<tr>
<td>Word Study Strategy</td>
<td>377</td>
</tr>
<tr>
<td>Stretch It</td>
<td>378</td>
</tr>
<tr>
<td>Fix It</td>
<td>379</td>
</tr>
<tr>
<td>Sort It</td>
<td>380</td>
</tr>
<tr>
<td>Add It</td>
<td>381</td>
</tr>
<tr>
<td>Finish It</td>
<td>382</td>
</tr>
<tr>
<td>Find It</td>
<td>383</td>
</tr>
<tr>
<td>Make Word Cards</td>
<td>384</td>
</tr>
<tr>
<td>Make Letter Cards</td>
<td>385</td>
</tr>
<tr>
<td>Achievement Tests</td>
<td>386</td>
</tr>
<tr>
<td><strong>REFERENCES</strong></td>
<td></td>
</tr>
<tr>
<td>Student Practice Books</td>
<td>389</td>
</tr>
<tr>
<td>Games and Productive Practice Ideas</td>
<td>390</td>
</tr>
<tr>
<td>Class Book Projects</td>
<td>394</td>
</tr>
<tr>
<td>Teaching Posters and Personal Posters</td>
<td>395</td>
</tr>
<tr>
<td>Ten-Box Reusable Chart</td>
<td>396</td>
</tr>
<tr>
<td>Literature List</td>
<td>397</td>
</tr>
<tr>
<td>Answer Key</td>
<td>398</td>
</tr>
<tr>
<td>Graphic Organizer</td>
<td>402</td>
</tr>
<tr>
<td>Scope and Sequence</td>
<td>403</td>
</tr>
<tr>
<td>Description of Materials</td>
<td>407</td>
</tr>
<tr>
<td>Order Form</td>
<td>408</td>
</tr>
</tbody>
</table>
Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.

Use Core Words movement (811), exercise (812), bread (813), process (814), nature (815).

Build Spelling and Language Skills

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

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Build Basic Concepts

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

concept one

A knowledge of Greek and Latin roots unlocks the meaning of many words.

Select a student to write nature on the chalkboard. Point out that the Greek physikos, meaning “nature,” is a root in English words, such as physical. Have students identify more examples (e.g., physician, physique, physiology). Discuss meanings. Review the Greek logy (Word Mysteries and Histories, page 43) and nym (Word Mysteries and Histories, page 7) and words that contain these word parts. Then introduce these common Greek spellings for which students can find and write word examples sorted by spelling pattern. You may wish to initiate an ongoing chart for the collection of each Greek spelling.

<table>
<thead>
<tr>
<th>sound</th>
<th>spelling</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>/k/</td>
<td>ch</td>
<td>character, chronology, archive, monarch, mechanic, psychology, technical, stomach, echo</td>
</tr>
<tr>
<td>/r/</td>
<td>rh</td>
<td>rhyme, rhubarb, rhetoric, rhinoceros, rheumatism</td>
</tr>
<tr>
<td>/i/</td>
<td>y</td>
<td>synonym, chlorophyll, rhythm, nymph, amethyst, syllable, symphony</td>
</tr>
<tr>
<td>/l/</td>
<td>ph</td>
<td>pharmacy, telephone, phrase, alphabet, apostrophe</td>
</tr>
</tbody>
</table>

Challenge some students to write word clues for words that illustrate the Greek spellings ch, rh, y, and ph. For example:

- In which city and state will you find the Liberty Bell? (Philadelphia, Pennsylvania)
- Which state is the smallest in the US? (Rhode Island)
- In which large western city will you find saguaros? (Phoenix)
- Which explorer sailed in 1492? (Christopher Columbus)
- Which heavy horned animal has two acceptable plural forms? (rhinoceroses or rhinoceros)

The most frequent spelling for /k/ is c, the Greek ch is far less frequent. Usually ch spells /ch/, as in children, which accounts for over 50% of the /ch/ spellings. The next most frequent /ch/ pattern is t, as in nature, which occurs about 30% of the time.

Review the meaning of these prefixes, asking students for word examples for each: pre (before), pro (forward/in front of), re (back/again), ex (out), con (with), inter (between). Then write on the chalkboard: cee, cede, cess. This Latin root means “to go.” Have students combine the meanings of the prefixes and roots to explain in writing how each contributes to the meaning of these words—exceed, precede, proceed, recede, concede, intercede, recession, processional, recessional.
Build Skillful Writers

Use these interrelated language learnings for all or selected students.

An *apostrophe* can cause a spelling *catastrophe*. Point out the Greek *ph* spellings. Ask students to identify the purpose for an apostrophe—

- takes the place of a letter or letters in a contraction
- signals ownership, or possession

Write these phrases on the chalkboard and discuss the meaning of each:

- *carpenters hammer* (carpenters—plural of carpenter, hammer—verb)
- *carpenter’s hammer* (hammer belonging to one carpenter)
- *carpenters’ hammer* (hammer belonging to more than one carpenter)
- *carpenter’s hammers* (more than one hammer belonging to one carpenter)
- *carpenters’ hammers* (more than one hammer belonging to more than one carpenter)

Then have students apply what they know to explain in writing: *wranglers rope, cartographers’ map, farmer’s harvest.*

Build Assessment Readiness

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

**at-school**

Post Teaching Poster 3. Review the steps for adding a suffix (Activity 1B, page 38). Then have students add—

- ing to compare, permit, study, decide
- able to value, admire, argue, change
- less to value, admire, argue, change
- ment to move, announce, enlarge, develop
- ize to capital, colony, general, equal
- ness to lazy, silly, tough, late
- s/es to key, practice, catch, carry

Next, students remove the suffix and write the base word. Note: The *less* suffix is the only suffix that changes the meaning of the base word. For the addition of the *ment* suffix, the final *e* is not dropped, with few exceptions (e.g., argument and judgment). A variant of the *able* suffix is *ible*.

**at-home**

Send home a copy of *Take-Home Task 28 Blackline Master*, page 247, with each student to encourage parent-child partnerships.

Build Proofreading Skills

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 a copy of the *Ideas for Proofreading Blackline Master*, page 373.
Dear Parents,

Here is another analytical thinking activity to familiarize your child with analogies, a format often used in formal testing. Further, this activity provides practice with suffixes.

Complete the analogies.

1. capital : capitalize :: material : m __ __ __ __ __ __ __ __ __
2. exercising : exorcising :: reigning : __ __ __ n __ __ __
3. ball : bouncy :: glue : __ __ __ __ k __
4. roper : ropes :: chef : c __ __ __ __
5. trees : leaves :: states : __ __ t __ __ __
6. breaking : braking :: rings : w __ __ __ __ __
7. rule : commandment :: penalty : p __ __ __ __ __ m __ __ t
8. hot : sizzling :: cold : __ r __ __ __ __ __
9. bigger : tinier :: slowest : __ __ __ __ __ __ t
10. weighted : waited :: needing : k __ __ __ __ __ __ __
11. strongest : weakest :: fuller : e __ __ __ __ __ __
12. dogs : barking :: horses : n __ __ __ __ __ __ __
13. change : changeable :: notice : __ __ __ __ __ e __ __ __
14. happiness : sadness :: hopeless : h __ __ __ __ __ __
15. accurately : correctly :: hardly : b __ __ __ __ __

There's more! On another sheet of paper, have your child:
- Write the answer words, sorted by suffix.
- Write one more word in each category.
- Write the words without the suffixes.
Assess Words and Skills

• Spelling Words (words missed on tests) are recorded in the Spelling Notebook.
• Use Proof It, Practice Page 84, for proofreading/editing practice.

Assess Spelling Progress

Give this Cloze Story Word Test of Core Words within the frequencies 1–815 to all students. Words students miss are their Spelling Words.

THE CLOZE STORY WORD TEST

Students do not prestudy the words. Provide students with a copy of Review 28 Blackline Master, page 251. Tell students that this story is a fable, so there is a moral to be learned. Read the entire story aloud, including the test words. Then read it again slowly as students write the missing words.

The Fox Dines Out

The arrogant fox strolled into the (1) beautiful restaurant and (2) positioned himself at a prime table. He was (3) already hungry for his dinner. After a lengthy (4) process of studying the menu, he (5) suddenly demanded the (6) attention of the waiter. He was (7) all ready to order. He chose his favorites—barbecued ribs and (8) bread pudding.

When the waiter (9) brought his meal, the fox glared at the food, indicating trouble. As was his (10) nature, the fox (11) exercised little constraint as he sharply reprimanded the poor waiter in a loud (12) voice. “You (13) probably call this a meal, but I don’t! These portions are (14) among the smallest I’ve ever seen! Of (15) course, you’ll bring me more at (16) once!”

The waiter hurried (17) toward the (18) kitchen and returned with portions three times the size as before. Now (19) there were (20) enough ribs to feed a whole family! This (21) pleased the fox and he promptly gulped down (22) every one of them. (23) Although he was feeling full, he devoured the pudding next and licked the bowl (24) completely clean.

As the fox prepared to leave, he found that the slightest (25) movement was painful. His enlarged stomach was (26) caught between the table and his chair. He struggled late into the evening to free himself. The other diners had finished (27) their meals. Soon (28) everyone had left. Still the suffering fox could not budge. He began to (29) wonder if he should have eaten less.

Indeed, too much of a good thing may (30) cause regret. Please advise this forlorn fox.

Words tested:
one (28), all (33), there (37), their (42), every (151), once (206), enough (209), toward (275), course (317), brought (327), among (345), ready (357), completely (365), voice (382), probably (383), already (411), beautiful (429), everyone (430), although (450), suddenly (458), caught (527), position (710), cause (750), please (751), attention (759), kitchen (761), wonder (776), movement (811), exercise (812), bread (813), process (814), nature (815)

writing, class book

recording words for personal study list

AFTER THE CLOZE STORY WORD TEST

1. Have students write and share their advice to the fox. Then have students share their experiences of overindulgence. You may wish to compile students’ advice to the fox into a class book.

2. Have students record the words they missed on the test in their Spelling Notebook (see page 338) for at-school study, and on a copy of the Words to Learn Blackline Master, page 375, for at-home study.
Assess Skill Application

Give this assessment of spelling and related skills to all students. The REVIEW 28 BLACKLINE MASTER is on page 252.

THE SKILL TEST

Add the *ed* suffix:
- value __valued__
- flag __flagged__
- empty __emptied__

Add the *able* suffix:
- compare __comparable__
- advise __advisable__
- exchange __exchangeable__

Add the *ness* suffix:
- empty __emptiness__
- forgetful __forgetfulness__
- useless __uselessness__

Add the *er* suffix:
- healthy __healthier__
- gray __grayer__
- wander __wanderer__

Add the *ment* suffix:
- move __movement__
- agree __agreement__
- punish __punishment__

Add the *less* suffix:
- fear __fearless__
- point __pointless__
- wire __wireless__

Add the *ing* suffix:
- charge __charging__
- omit __omitting__
- bully __bullying__

Note the ability of each student to apply the rules to add suffixes.

Assess Proofreading Application

Give this assessment of spelling and related skills to all students. The REVIEW 28 BLACKLINE MASTER is on page 252.

THE PROOFREADING TEST

Circle the words in each row that are spelled right.

- window__shore__
- exercise__process__
- natural__sharpener__
- further__production__

Note the ability of each student to proofread for spelling errors.
Extend Spelling Assessment

Give this in-context assessment of Core Words within the frequencies 1–815 to students who need more practice or challenge.

THE SENTENCE DICTATION TEST

Students do not prestudy the words. Provide students with writing paper and pencil. Have students write the sentences as they are dictated.

1. The boys’ and girls’ exercise program began before breakfast at six o’clock sharp every morning.
2. The group of friends all got together outside in the fresh air of nature, except when the weather was poor.
3. Their practice was a process that started with slow movements and rose to rapid actions by the end of the workout.
4. The training included nutrition information about basic foods, such as bread and milk.

Extra words: breakfast, nutrition, o’clock, program, rapid, slow, workout

writing directions, following directions
recording words for personal study list

AFTER THE SENTENCE DICTATION TEST

1. Ask students to write the directions for doing one of the exercises this group may include in their daily workouts. Follow up the writing with student partners following the directions to determine their accuracy.

2. Have students record the words they missed on the test in their Spelling Notebook (see page 345) for at-school study, and on a copy of the Words to Learn Blackline Master, page 375, for at-home study.

Exercise and exercise are homophones. Have students explore the meanings. Nearly nine out of ten /ɪz/-ending words are spelled ize. Some are spelled ise, as in the homophones above. The least frequent spelling pattern is yze, as in analyze and paralyze. Students may encounter British spellings that prefer ise, such as criticise, over the American ize, criticize. Further, /ɪz/ occurs at the end of /ɪ/-ending words with the s suffix, as in tries.

• Ask students to find and write ize/ise/yze words sorted by spelling pattern.
The Fox Dines Out

The arrogant fox strolled into the (1) ________________ restaurant and
(2) ________________ himself at a prime table. He was (3) ________________ hungry
for his dinner. After a lengthy (4) ________________ of studying the menu, he
(5) ________________ demanded the (6) ________________ of the waiter. He was
(7) ________________ to order. He chose his favorites—barbecued ribs and
(8) ________________ pudding.

When the waiter (9) ________________ his meal, the fox glared at the food,
indicating trouble. As was his (10) ________________, the fox (11) ________________
little constraint as he sharply reprimanded the poor waiter in a loud (12) ________________.
“You (13) ________________ call this a meal, but I don’t! These portions are
(14) ________________ the smallest I’ve ever seen! Of (15) ________________, you’ll
bring me more at (16) ________________!”

The waiter hurried (17) ________________ the (18) ________________ and returned
with portions three times the size as before. Now (19) ________________ were
(20) ________________ ribs to feed a whole family! This (21) ________________
the fox and he promptly gulped down (22) ________________ of them.
(23) ________________ he was feeling full, he devoured the pudding next and licked
the bowl (24) ________________ clean.

As the fox prepared to leave, he found that the slightest (25) ________________
was painful. His enlarged stomach was (26) ________________ between the table and
his chair. He struggled late into the evening to free himself. The other diners had
finished (27) ________________ meals. Soon (28) ________________ had left. Still the
suffering fox could not budge. He began to (29) ________________ if he should have
eaten less.

Indeed, too much of a good thing may (30) ________________ regret. Please advise
this forlorn fox.
Skill Test

Add the **ed** suffix:
- value __________
- flag __________
- empty __________

Add the **able** suffix:
- compare __________
- advise __________
- exchange __________

Add the **ness** suffix:
- empty __________
- forgetful __________
- useless __________

Add the **er** suffix:
- healthy __________
- gray __________
- wander __________

Add the **ment** suffix:
- move __________
- agree __________
- punish __________

Add the **less** suffix:
- fear __________
- point __________
- wire __________

Add the **s** or **es** suffix:
- hurry __________
- crash __________
- mix __________

Add the **ing** suffix:
- charge __________
- omit __________
- bully __________

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Proofreading Test

Circle the words in each row that are spelled right.

- windoe
- shore
- cottin
- throughout
- sell
- exercize
- prosess
- bread
- believeable
- safely
- natural
- sharpener
- radios
- controllable
- producing
- further
- therefore
- difficulty
- senseless
- please
- production
- totally
- dessert
- visitor
- officer
- engine
- board
- intrest
- island
- weightless