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BLACKLINE MASTERS

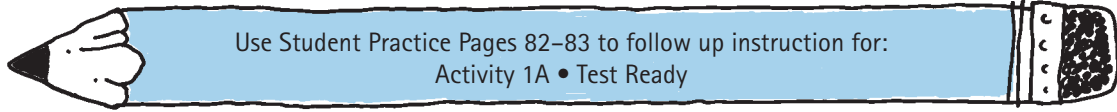
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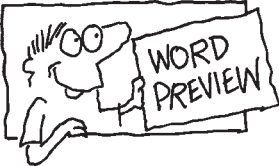
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Build Skills and Word Experiences



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).

Teaching Notes, page 316

Build Spelling and Language Skills



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

Teaching Notes, page 319



We like nature.

Needing bread is good exercise. The process is quit simple. Measure the water, salt, yeast, and flour. Than began to work the dough with firm hand movement until it's smooth Next, sit it in a warm place to let it rise. You'll love the smell of freshly baked bred.



(Kneading, quite, Then, begin, movements, period, set, bread)



walking, French, lifting weights, jogging, rye, whole wheat, bicycling, aerobics, pumpernickel, swimming

(e.g., forms of exercise/kinds of bread; with/without *ing* suffix; one word/two words)



enlargement, movement, commitment, _____

(words that contain the *ment* suffix)



My favorite exercise is _____.



synonyms for *process*



Build Basic Concepts

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

Teaching Notes, page 325

concept one

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

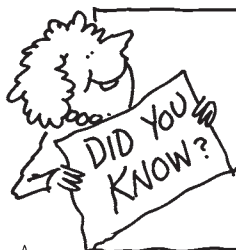
1A Select a student to write *nature* on the chalkboard. Point out that the Greek *physikos*, meaning “nature,” is a root in English words, such as *physical*. Have students identify more examples (e.g., physician, physique, physiology). Discuss meanings. Review the Greek *logy* (Word Mysteries and Histories, 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.

vocabulary development, roots, spelling word patterns, more words, sorting words, writing word clues

sound	spelling	examples
/k/	ch	character, chronology, archive, monarch, mechanic, psychology, technical, stomach, echo
/r/	rh	rhyme, rhubarb, rhetoric, rhinoceros, rheumatism
/i/	y	synonym, chlorophyll, rhythm, nymph, amethyst, syllable, symphony
/f/	ph	pharmacy, telephone, phrase, alphabet, apostrophe

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.

1B 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: *ceed*, *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*.

prefix practice, roots, vocabulary development, writing an explanation



Build Skillful Writers

Use these interrelated language learnings for all or selected students.

Teaching Notes, page 328

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)

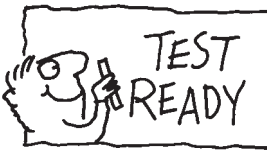
carpenter's hammer (hammer belonging to one carpenter)

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.

Teaching Notes, page 329

Skill to be tested:
suffixes

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*
- *ize* to *capital*, *colony*, *general*, *equal*
- *able* to *value*, *admire*, *argue*, *change*
- *ness* to *lazy*, *silly*, *tough*, *late*
- *less* to *care*, *fear*, *end*, *sense*
- *s/es* to *key*, *practice*, *catch*, *carry*
- *ment* to *move*, *announce*, *enlarge*, *develop*

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*.

Skill to be tested:
suffixes

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.

Teaching Notes, page 330

- 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

Teaching Notes, page 336

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), complete(ly) (365), voice (382), probably (383), already (411), beautiful (429), everyone (430), although (450), suddenly (458), caught (527), position(ed) (710), cause (750), please(d) (751), attention (759), kitchen (761), wonder (776), movement (811), exercise(d) (812), bread (813), process (814), nature (815)



AFTER THE CLOZE STORY WORD TEST

writing, class book



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.

recording words for personal study list

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.

Teaching Notes, page 339



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 **s** or **es** suffix:

hurry hurries crash crashes mix mixes

Add the **ing** suffix:

charge charging omit omitting bully bullying

Skill tested:
suffixes

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.

Teaching Notes, page 341



THE PROOFREADING TEST



Circle the words in each row that are spelled right.

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

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



Teaching Notes, page 342

Extend Spelling Assessment

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

Words tested:

the (1), of (2), and (3), a (4), to (5), in (6), that (9), was (13), as (16), with (17), at (20), by (27), all (33), when (35), their (42), about (48), such (133), every (151), air (160), end (170), together (187), food(s) (198), boy(s) (205), began (215), got (219), morning (283), group (295), before (332), six (354), start(ed) (389), girl(s) (405), outside (420), weather (464), poor (496), friend(s) (498), information (549), except (550), milk (579), practice (634), train(ing) (696), fresh (697), sharp (740), action(s) (756), basic (764), include(d) (777), rose (803), movement(s) (811), exercise (812), bread (813), process (814), nature (815)

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



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.*



AFTER THE SENTENCE DICTATION TEST

writing directions, following directions

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.

recording words for personal study list

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.

WORD MYSTERIES AND HISTORIES

Exercise and exorcise 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/yz words sorted by spelling pattern.



Word Test

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.



Name _____

REVIEW 28

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 _____

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	pleese
production	totally	dessert	visitor	officer
engine	board	intrest	island	weightless