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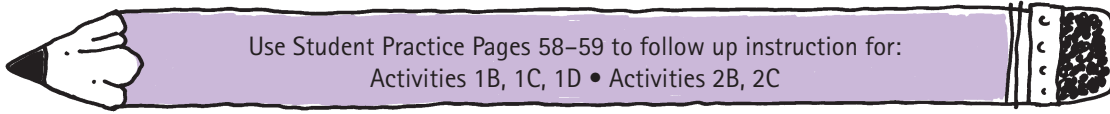
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Build Skills and Word Experiences



Use Student Practice Pages 58–59 to follow up instruction for:
Activities 1B, 1C, 1D • Activities 2B, 2C



Build Visual Skills

Do the Word Preview, a visual warm-up activity, with all students.
Use Core Words *leave* (431), *everything* (432), *game* (433), *system* (434), *bring* (435).

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



The game was over.



Matt said “to bring every thing we need for dinner and leave it at his house? Were going to eat outside after the game unless this whether system bring rain.”

(no quotation marks, *everything*, period instead of question mark, *We're*, *weather*, *brings*)



green, greatest, sleepy, found, forest, grow, story, games, systems

(e.g., suffix/no suffix; nouns/verbs/adjectives; beginning letter)



everything, understand, newspaper, _____

(three-syllable compound words)



We will leave when _____.



Words that rhyme with *game*

(e.g., tame, rename, exclaim)



Build Basic Concepts

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

Teaching Notes, page 339

concept one

Some words are spelled with consonant blends.

consonant blends, writing words,
writing clues, more words,
proofreading

1A Select a student to write *bring* on the chalkboard. Point out that when *bring* is spoken, the separate sounds of *b* and *r* are blended. Have students use these clues to write words that begin with *br*. After each word is identified, write the word on the chalkboard for students to self-check.

Your mother's son is your _____ (brother).

If a glass falls to the floor, it may _____ (break).

The first meal in the morning is called _____ (breakfast).

The opposite of dull is _____ (bright).

A word that rhymes with *thought* is _____ (brought).

Divide students into small groups and assign a consonant blend to each—*cr*, *dr*, *fr*, *gr*, *pr*, *scr*, *st*, *str*, *thr*, *tr*. Using the above activity as a model, ask students to identify words that begin with their blend and write clues for the words. Next, have the groups read their word clues and ask the class to write the words.

consonant blends, writing words,
word analysis

1B Review consonant blends at the beginning of words (Activity 1A, this unit) in preparation for students to find and write words with consonant blends within words and at the end of words. Focus on *cr*, *br*, *dr*, *fr*, *gr*, *pr*, *st*, *tr* (e.g., *cr*—secret, *br*—library, *dr*—children, *fr*—afraid, *gr*—angry, *pr*—April, *st*—against, *tr*—extra). Point out to students that to read and spell consonant blends within and at the end of words, they apply the same strategy they use when the consonant blends occur at the beginning of words—they blend the separate letter sounds together. Each letter can be heard. Post charts labeled with the consonant blends for students to add words over time. On occasion, review the word collections and have students spell the words aloud as you touch the letters. Help students discover that only *st* occurs at the end of words.

irregular verb forms, usage,
writing sentences

1C Remind students that we say and write *brought*, not *bringed*; and *left*, not *leaved*. Then ask students: Is it *dreamed* or *dreamt*, *spilled* or *spilt*, *burned* or *burnt*, *smelled* or *smelt*? Tell students the *ed* spellings are preferred, however the *t*-ending alternative forms are common. Some *t*-ending verbs have no alternative forms (e.g., *brought*, *left*, *crept*, *kept*, *meant*, *slept*, *swept*). Have students write sentences using *t*-ending verbs. Have students add these verbs to their irregular verb collection (initiated in Activity 3C, page 54).

usage, writing sentences

1D Tell students that *bring* and *take* can be confused. When do we use *bring* and when do we use *take*? To determine the correct word, ask students which way the object is moving. Is the object coming to or going away from the speaker? If it's going away from the speaker, someone is *taking* it. If it's coming to the speaker, someone is *bringing* it.

Ask students which is correct, *bring* or *take*:


- Dad said, “Please _____ your homework to school.” (*take*—the homework is going away from Dad)
- My teacher said, “Please _____ your homework to school.” (*bring*—the homework is coming to the teacher at school)

The same rule can be applied to forms of *bring* and *take*. Ask students which is correct, *brought* or *took*:

- Mom _____ a video home for us to watch. (*brought*—the video came to us)
- Mom _____ the video back to the store the next day. (*took*—the video went away from us)

Follow up with students writing sentences for *bring*, *brought*, *take*, and *took*. Select students to read their sentences to the class, leaving out the verb for the class to decide which is correct.

WORD MYSTERIES AND HISTORIES



Language grows and changes over time. One example is portmanteau words—words that are blended together. For example, *brunch* is a blend of *breakfast* and *lunch*. Have students find and write more examples and/or provide these examples for students to determine the words from which they were made: *motel* (motor+hotel), *moped* (motor+pedal), *skylab* (sky+laboratory), *smog* (smoke+fog), *glimmer* (gleam+shimmer), *infomercial* (information+commercial), *farewell* (fare+thee+well), *bit* (binary+digit), *motorcade* (motor+cavalcade), *twirl* (twist+whirl), *telethon* (television+marathon), *squiggle* (squirm+wiggle), *splatter* (splash+spatter).

concept two

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




Select a student to write *leave* and its other word forms on the chalkboard (*leaves*, *leaving*, *left*). Ask students to point out the rule on Teaching Poster 2 that tells the action necessary to add the *ing* suffix to *leave* (Rule 2). Then write this rhyme on the chalkboard or on a chart for students to chant chorally.

suffix practice, spelling rules, writing words, chanting a rhyme, writing a rhyme, class book, art

Listen up! Good news I bring!
 You can spell words that end in *ing*.
 For words that end in silent *e*,
 It's as easy as can be.
 Just drop the *e* and add the *ing*.
 Believe me, it's a simple thing!


Have students write the rhyme and write a title for it. Then ask students to decorate the rhyme with word examples. Compile the results into a class book. (Rhyme is reused in Activity 2B, this unit, and expanded in Activity 2A, page 213.)

suffix practice, word analysis,
sorting words, writing words

 Review the rhyme for adding the *ing* suffix to words ending in silent *e* (Activity 2A, this unit). Solicit word examples from students to write on the chalkboard. Then have students identify words in the rhyme that end in *ing*, but *ing* is not a suffix (bring, thing).

Last, write these words randomly on the chalkboard: *singing, adding, string, leaving, growing, living, being, during, changing, noticing, running*. Have students sort the words into two categories: words for which *ing* is a suffix and those for which *ing* is part of the base word. Next, have students find and write more words to add to each category. At a later time, have students write the base words for those on their list for which *ing* is a suffix.

suffix practice, sorting words,
spelling rules/exceptions, word
analysis writing an explanation

 Write these words on the chalkboard: *snow, tax, destroy, complete, order, set, copy*. Then have students add *ing* to each word. Discuss the rule on Teaching Poster 2 that applies to each word. Note that *snow, tax,* and *destroy* are exceptions to Rule 3. They end in one vowel and one consonant, but the final consonant is not doubled before adding *ing*. Have students identify more words that end in vowel-*w*, vowel-*x*, and vowel-*y* (e.g., *draw, fix, buy*), and guide them to discover that *w, x,* and *y* are never doubled.

Ask students to apply their knowledge of *ing* suffix additions using Teaching Poster 2 as a reference. Write these nonsense words randomly on the chalkboard. Tell students they are not real words. Ask students to sort them into categories according to the action necessary to add the *ing* suffix.

trollow, frist, clix, stright (Rule 1)

drave, prine, breve, crudge (Rule 2)

scrin, slaf, fron, thrum (Rule 3)

Have students explain in writing why the rule applies to the words they sorted into each category. This explanation should include why *trollow* and *clix* do not double the final consonant before adding *ing*. Help students discover that for the addition of the *ing* suffix they simply need to watch for two kinds of words: words that end in silent *e* (drop the *e* before adding *ing*), and words that end in one vowel and a consonant (double the consonant before adding *ing*, except for words ending in *w, x,* or *y*).



Build Skillful Writers

Use these interrelated language learnings for all or selected students.

Teaching Notes, page 343

Tell students that each of these sentences describes the pitcher leaving the ball game. Yet, by moving *only*, different words are emphasized and the meaning changes. *Only* means *single*, or *no other*. Tell students to be careful to place *only* right before the word to be singled out. To illustrate, have students discuss the meaning of these sentences.

Only the coach says he saw the pitcher leave the ball game.

(No one but the coach says that he saw the pitcher leave the game.)

The coach only says he saw the pitcher leave the ball game.

(The coach says, but may not mean, he saw the pitcher leave.)

The coach says only he saw the pitcher leave the ball game.

(The coach says he, and no one else, saw the pitcher leave.)

The coach says he only saw the pitcher leave the ball game.

(The coach says he only saw, but did not hear, the pitcher leave.)

The coach says he saw only the pitcher leave the ball game.

(The coach says he saw only the pitcher, not anyone else, leave.)

The coach says he saw the pitcher only leave the ball game.

(The coach says he saw the pitcher only leave, not return, to the ball game.)

The coach says he saw the pitcher leave only the ball game.

(The coach says he saw the pitcher leave only the ball game, not the ball park.)

Follow up with students writing sentences containing *only*, carefully placing it before the word to be singled out.



Build Assessment Readiness

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

Teaching Notes, page 344

at-school

Define consonant blends: consonant letters that blend their separate sounds together. Explain to students that they will be more successful at spelling words with consonant blends if they listen carefully for the blended consonant sounds. Have students follow the directions to write words that begin with consonant blends. Help students identify the consonant blends in each word and to hear their separate sounds. Have students write:

- *string, bring, cling, fling, spring*
- *crash, flash, slash, smash, trash, thrash, splash*
- *black, crack, smack, snack, stack, track*
- *brush, blush, crush, flush, plush, slush, thrush*

Skill to be tested:
consonant blends

Next, have students work in pairs to create their own consonant blend word families.

at-home

Send home a copy of TAKE-HOME TASK 20 BLACKLINE MASTER, page 196, with each student to encourage parent-child partnerships.

Skill to be tested:
consonant blends



Build Proofreading Skills

Provide spelling application opportunities for all students.

Teaching Notes, page 345

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 389.



Dear Parents,

In this analogy activity, your child is exercising word analysis and reasoning skills, reinforcing visual skills, and working with consonant blends—consonant sounds that blend together. Your child is learning to spell words with consonant blends by listening carefully for each blended consonant sound. Begin by having your child read the directions and explain to you what is expected. Then guide your child through the activity, having your child explain each answer.

Complete the analogies with a word that begins with a consonant blend.

front is to back as wet is to

mad is to angry as creek is to

leave is to left as bring is to

plant is to green as sky is to

straight is to strait as threw is to

stone is to rock as avenue is to

common is to unusual as spoiled is to

fall is to spring as fast is to

woman is to women as dress is to

sugar is to sweet as glue is to

prints is to prince as plain is to

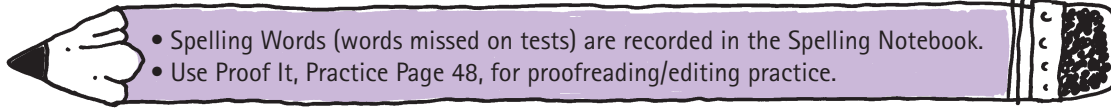
hot is to sweltering as cold is to

full is to empty as false is to

twenty is to ten as six is to

There's more! Have your child read each answer word and identify the blended consonant letters. Then turn the paper over and ask your child to remember and write as many answers as possible. Last, proofread these words letter by letter against the answer words.

Assess Words and Skills



Assess Spelling Progress

Give this Cloze Story Word Test of Core Words within the frequencies 1–435 to all students. Words students miss are their Spelling Words.

Teaching Notes, page 351



BEFORE THE CLOZE STORY WORD TEST

Students do not prestudy the words. Provide students with a copy of REVIEW 20 BLACKLINE MASTER, page 200. Tell students to put on their thinking caps because this story asks them to solve a problem that seems to have no solution. Remind students that story blanks may contain more than one word.



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.



A Fishing Riddle

Two fathers and two sons (1) often go fishing (2) together. They pack (3) everything they need the night before so they can (4) leave early in the (5) morning. They are (6) all ready to go before sunrise. (7) Usually they (8) bring home a lot of fish for dinner and (9) several good stories about the trip. One summer weekend this group was fishing at (10) their favorite woodland lake. By noon they each had caught one fish. (11) Because it was (12) already warm outside, the fishermen started home early in the afternoon.

Now, here is a thinking (13) game for you. (14) There were two fathers and two sons. These fishermen had (15) only three fish. Each of them caught one. No fish were lost. This (16) cannot be! Don't jump to this conclusion (17) too quickly. Yes, it (18) really happened! Think (19) through this problem (20) carefully so you can figure out the right (21) answer. Then explain the (22) system you used so everyone can understand your strategy.

Words tested:

all (33), there (37), their (42), only (85), through (102), too (112), because (127), often (186), together (187), several (263), answer (265), usually (278), morning (283), really (313), cannot (343), ready (357), already (411), carefully (427), leave (431), everything (432), game (433), system (434), bring (435)



AFTER THE CLOZE STORY WORD TEST

1. Have students write and share their answer to the story puzzle. Conclude that only three people went fishing: a boy, his father, and his grandfather—two sons and two fathers.

reasoning, writing

recording words for personal study list

2. Have students record the words they missed on the test
 - in their Spelling Notebook, 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 390.



CLOZE STORY SKILL-BUILDING EXTENSIONS

vocabulary development, antonyms, writing words

1. Ask students to circle story words that have antonyms (e.g., often, everything, early, morning, summer, several, bring, started, lost). Have students write these words and their antonyms.

vocabulary development, writing sentences

2. Have students circle *already*, *all ready*, and *a lot*. Ask them to write each one in a sentence.

compounds, making words

3. Have students find and write the compound words in the story (everything, sunrise, weekend, woodland, outside, fishermen, afternoon, cannot, everyone). Then have students use the word parts of these compound words to make more compounds.

suffix practice, writing words

4. Have students circle story words with suffixes (fishing, usually, stories, started, sons, carefully, used, really, thinking, fathers, happened, conclusion, quickly). Then have them write the base words.

silent letters, writing words, phonics

5. Have students find and write story words with silent letters. Circle the letters that are silent.



Assess Skill Application

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

Teaching Notes, page 355



BEFORE THE SKILL TEST

Direct students' attention to the Skill Test at the bottom of REVIEW 20 BLACKLINE MASTER, page 200. Read the directions as students follow along.



THE SKILL TEST

Skill tested:
consonant blends

Add consonant blends to make words.

_____ing	_____ush	_____ock	_____in
_____ack	_____ive	_____ill	_____ip
_____an	_____end	_____y	_____unk

(answers will vary)



AFTER THE SKILL TEST

Note the ability of each student to spell words with consonant blends.



Extend Spelling Assessment

Give this in-context assessment of Core Words within the frequencies 1–435 to students who need more practice or challenge.

Teaching Notes, page 356



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. Have you ever left something at home that your teacher told you to bring to school?
2. I frequently had this problem until I began my new system on Tuesday.
3. Now there is a way that I always remember everything before I leave the house in the morning.
4. It's a useful game you can play so that you don't forget important things.

Words tested:

the (1), a (4), to (5), in (6), is (7), you (8), that (9), on (14), at (20), this (22), I (24), have (25), had (29), there (37), can (38), your (40), so (57), now (78), my (80), way (86), new (107), home (157), left (169), something (178), always (183), house (189), don't (190), school (194), important (195), until (196), began (215), ever (240), it's (253), told (255), thing(s) (258), play (274), morning (283), remember (315), before (332), problem (422), leave (431), everything (432), game (433), system (434), bring (435)

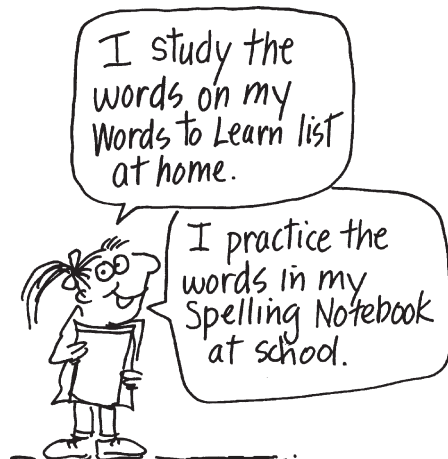
Extra words (see page 357): forget, frequently, teacher, Tuesday, useful



AFTER THE SENTENCE DICTATION TEST

1. Ask students to describe in writing what they think this game to remember important things for school might be. Remind students that their written explanation should have a beginning, a middle, and an end. Then have students pair and share their written explanations and work cooperatively to proofread their writing. A class discussion could follow, with students determining new ways to remember important things.

writing



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

recording words for personal study list

- in their Spelling Notebook (see page 359) 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 390.

Name _____



Word Test

A Fishing Riddle

Two fathers and two sons (1) _____ go fishing (2) _____. They pack (3) _____ they need the night before so they can (4) _____ early in the (5) _____. They are (6) _____ to go before sunrise. (7) _____ they (8) _____ home a lot of fish for dinner and (9) _____ good stories about the trip. One summer weekend this group was fishing at (10) _____ favorite woodland lake. By noon they each had caught one fish. (11) _____ it was (12) _____ warm outside, the fishermen started home early in the afternoon.

Now, here is a thinking (13) _____ for you. (14) _____ were two fathers and two sons. These fishermen had (15) _____ three fish. Each of them caught one. No fish were lost. This (16) _____ be! Don't jump to this conclusion (17) _____ quickly. Yes, it (18) _____ happened! Think (19) _____ this problem (20) _____ so you can figure out the right (21) _____. Then explain the (22) _____ you used so everyone can understand your strategy.

Skill Test

Add consonant blends to make words.

_____ing _____ush _____ock _____in

_____ack _____ive _____ill _____ip

_____an _____end _____y _____unk