

## Table of Contents

<b>Philosophy</b>	<b>2</b>
<b>Enduring Understandings</b>	<b>3</b>
<b>Essential Questions</b>	<b>3</b>
<b>Scope and Sequence</b>	<b>4</b>
<b>Accountable Words</b>	<b>7</b>
<b>Frequently Asked Questions</b>	<b>8</b>
<b>Assessment</b>	<b>11</b>
Writing Running Record	12
Spelling Writing Assessment	14
Spelling Scoring Guide	16
<b>Strategies for Solving Words</b>	<b>17</b>
<b>Lesson Resources</b>	<b>18</b>
<b>Sample Word Lessons</b>	<b>19</b>
<b>Parent Letter</b>	<b>25</b>
<b>Parent Support Ideas</b>	<b>26</b>
<b>Glossary of Terms</b>	<b>27</b>

### **Teacher Resources**

Clusters/Blends	30
Consonant Digraphs	33
Words with Silent Letters	34
Long Vowels	35
Vowel Digraphs	36
R-Controlled Vowels	38
Vowel Diphthongs	39
Schwa	39
Contractions	40
Plurals	41
Inflectional Endings	42
Suffixes	43
Prefixes	44
Homophones	46
Compound Words	47
Greek and Latin Roots	48

<b>Professional Resources</b>	<b>49</b>
-------------------------------	-----------

# Philosophy

## ***We believe...***

- Word Study instruction is integrated into the context of the student's own writing and reading and provides a working knowledge of the principles and patterns of oral and written language. Word Study encompasses phonemic awareness, phonological awareness, spelling patterns, word-solving strategies, and word origins.
- understanding the principles and patterns of language will ensure all students are effective problem solvers when reading and writing.
- understanding the principles and patterns of language will allow students to communicate effectively and to be understood by their audience.
- Word Study instruction develops the cognitive structures necessary to use effective word-solving strategies. This is accomplished in a variety of ways throughout the literacy block when the students learn important principles of how words work and basic spelling patterns.
- students learn best through an approach that encourages inquiry, the forming and testing of hypotheses, the ability to reflect on what has been learned, and the ability to transfer knowledge and understanding from one situation to another. (Snowball, p. 3)
- the evidence of student learning is found through authentic daily work, inside and outside of school.
- effective instruction is dependent upon the teacher's knowledge of individual student needs, a developmental progression, and curriculum objectives.

## **Word Study Enduring Understandings**

*Students will understand that. . .*

- a writer's spelling impacts communication.
- readers and writers use words to communicate.
- readers and writers know letters and sounds are related.
- readers and writers use a variety of strategies to solve unknown words.
- knowledge of the principles and patterns of word study will enable transfer of this learning to other situations.
- some words do not follow a pattern and must be recalled automatically.

## **Word Study Essential Questions**

- How does using words help readers and writers communicate?
- How do readers and writers use strategies to solve unknown words?
- How does learning about 'how words work' help readers and writers?
- How does a writer's spelling impact communication?

## Scope and Sequence

Scope and Sequence p. 1 of 3

	K	1	2	3	4	5
<b>Accountable Words</b>	<i>See attached resource page.</i>					
<b>Rimes</b>	-an, -at, -in, -it, -op	-ack, -ake, -ame, -ap, -ash, -ate, -ay, -eat, -ell, -est, -ick, -ill, -ing, -ink, -ip, -ot, -ug, -ump	-ail, -ain, -ale, -ank, -aw, -ice, -ide, -ight, -ine, -ock, -oke, -ore, -uck, -unk			
<b>Clusters / Blends</b>		<b>Initial l clusters</b> bl-, pl-, cl-, sl-  <b>Initial s clusters</b> st-, sp-	<b>Initial r clusters</b> br-, cr-, dr-, fr-, gr-, pr-, tr- <b>Initial l clusters</b> fl-, gl- <b>Initial s clusters</b> sc-, sk-, sm-, sn-, sw- <b>Other initial clusters</b> qu-, tw-	<b>3 letter initial clusters</b> sch-, scr-, shr-, spl- spr-, squ-, str-, thr-  <b>2 letter final clusters</b> -ct, -ft, -ld, -lp, -lt, -mp, -nd, -nt, -pt, -rd, -rk, -sk, -sp, -st	<b>3 letter final clusters</b> -dge, -nce, -nge, -nse, -rge, -rse, -rve	<b>Other less common clusters and digraphs</b> dw-, chl-, chr-, kh-, kl-, kr-, phr-
<b>Consonant Digraphs &amp; Silent Letters</b>		<b>Initial digraphs</b> wh-  <b>Initial and final digraphs</b> ch, sh, th	<b>Initial and final digraphs</b> ph  <b>Final digraphs</b> -gh, -ng, -nk, -nch, -tch  <b>Silent letter (k)</b> kn-, -ck		<b>Silent letters</b> b, c, g, h, k, l, t, w	

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Vowels</b>		<b>Short—</b> a, e, i, o, u	<b>Long—</b> <b>Final silent e</b> CVCe <b>Open syllable</b> e, i, o, y <b>Digraphs</b> Long a (ai, ay, ey, ea, ei, eigh) Long e (ee, ea, ey, ie, ei, ea_e, ee_e) Long o (oa, ow, ough, oe) Long u (ui, ue, ew, ou) <b>R-controlled</b> ar, er, ir, or, ur	<b>R-controlled</b> air, are, ear, ar, eer, ere, oar, oor, ore, our, ure  <b>Digraphs</b> oo, aw, au, ea (short e)	<b>Diphthongs</b> oi, oy, ow, ou	<b>Schwa</b>
<b>Contractions</b>		not	am, is/has, will, us	have, are, had/would, irregular		
<b>Plurals</b>		<b>Add -s</b>	<b>Add -es</b>	<b>Change y to i + es</b>  <b>Irregular</b>	<b>Change f to v + es</b>  <b>Stay the same</b>	<b>Ends in vowel</b>
<b>Inflectional Endings (-ed, -ing)</b>		<b>No change to base word</b>	<b>Drop silent e</b>	<b>Change y to i</b>  <b>Double final consonant</b>		

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Suffixes</b>			-ly	-ly (as an adverb) -er, -est (comparative and superlative)	-er, -or (a person who) -ful, -less, -ment, -al, -ial, -ness, -tion	-ant, -en, -ous, -ty, -ity, -ance, -ence, -ible, -able
<b>Prefixes</b>			un-, re-	pre-, post-, non-	dis-, de-, mid-, mis-, over-, super- sub-, trans-, under	il-, ir-, im-, in-, en-, inter-, com-, anti- micro-, multi-, semi-, auto-, pro-, fore-, tele-  uni- bi-, tri-, deci-
<b>Homophones</b>				Homophones (GLE) <i>See Resource Page</i>	Homophones (GLE) <i>See Resource Page</i>	Homophones (GLE) <i>See Resource Page</i>
<b>Compounds</b>				Simple compounds (GLE) <i>See Resource Page</i>	Simple compounds (GLE) <i>See Resource Page</i>	Simple compounds (GLE) <i>See Resource Page</i>
<b>Roots</b>						Greek and Latin roots <i>See Resource Page</i>

**Accountable Words** A minimum proficiency for accurate spelling in everyday writing by the end of each grade level.

K	1		2		3		4		5	
a and can go I like me see the to  First and last name	am <u>an</u> * are as <u>at</u> * be big by <u>day</u> * did do for <u>got</u> * <u>had</u> * has he her him his if	<u>in</u> * is <u>it</u> * look my no of on one or <u>stop</u> * that the up was we with you  and words from previous grade levels	all <u>back</u> * <u>best</u> * <u>boy</u> * but come done ever friend from get girl have here into <u>make</u> * men much not <u>said</u> <u>saw</u> school	some still <u>tell</u> * there them then they <u>think</u> * this two want went were what when where <u>will</u> *  and words from previous grade levels	about also any because called <u>came</u> * does down each even family found give goes good home how knew know little long look	made now small new off old our out put <u>right</u> * says talk their they're three time too under who why your  and words from previous grade levels	a lot after before beginning been both could enough every excited favorite finally find first guess hear help house hour just laugh learn main	many more most must once only other over part people really should sure <u>than</u> * tried turn use very which whose word would  and words from previous grade levels	again above almost always answer another around beautiful believe better between children different everybody except great number place probably though thought through	together tomorrow until usually women work write young  and words from previous grade levels

\*indicates rimes that are addressed in the spelling scope and sequence that can be a springboard for the study of hundreds of additional words

## Frequently Asked Questions

### Why use an inquiry approach to teach word study?

An inquiry approach to teaching allows students to discover and investigate based on a common purpose. There are six steps:

1. State the purpose and focus of the inquiry
2. Find and list examples of words containing the spelling focus
3. Have students find further examples from material they can read
4. Guide students to notice ways to categorize the examples to see what can be learned from them
5. Guide children to form hypotheses based on their examples that can be applied in their own reading and writing
6. Observe and confer during independent writing (Snowball, p.11)

This approach allows children to acquire mastery over written language by formulating rules about the way written language works and testing out their hypotheses (Snowball, p. 255)

### When and how often is word study taught?

The study of words is incorporated weekly. The focus and time will differ by grade level:

**Kindergarten** - The first two trimesters in kindergarten focus upon letter recognition and sounds during interactive writing and shared reading. During the third trimester, word study becomes more formalized incorporating word patterns and high frequency words (refer to scope and sequence for words and patterns). It is recommended to devote ten minutes, three times a week during the literacy block, for this instruction.

**First and Second** - It is recommended to devote 20 minutes three times a week during the literacy block. This time may include whole group instruction, whole group inquiry, and/or small group work around word patterns, features, and high frequency words (refer to scope and sequence for words and patterns).

**Third, Fourth, and Fifth** - It is recommended to devote 15 minutes three times a week during the literacy block. This time may include whole group instruction, whole group inquiry, and/or small group work around word patterns, features, and high frequency words (refer to scope and sequence for words and patterns).



### **How should the scope and sequence be used?**

The scope and sequence is a guideline for continuous spelling development. Skills are listed by grade level and are considered an introduction to the learning. The scope and sequence allows teachers to differentiate by student need, for example some students might need further instruction on a skill addressed in previous grade levels or a student may need to be challenged by looking ahead on the continuum.

### **How should the teacher resource pages be used?**

These pages are made available for teacher background. **They are not intended to be used as a spelling list.** They are only example words that follow the word pattern or feature. Through inquiry, students will discover many additional words that appear in their independent reading and writing that best match their orthographic (spelling) level.

### **What are “accountable” words?**

Accountable words are the words students are expected to know by the end of each designated grade level. These words should be spelled accurately in daily writing across all subject areas. Students are accountable for all words taught in the previous grades.

### **How are accountable words assessed initially and throughout the year?**

Before beginning instruction with Parkway's accountable words, teachers should check to determine which words their students already know how to spell. This can be done by using a pre-test, through conferring one-on one, and/or by evaluating student writing samples. As the year progresses, teachers can use the writing running record form and spelling writing assessment to check for spelling accuracy of accountable words (see Assessment Section). These assessments would be used to help both student and teacher determine progress toward student goals.

### **Why are children taught to spell in a different way than in the past?**

Research shows that memorizing words and rules, without a sense of why they should be learned, is not effective. Word study is a problem-solving task where the writer uses many strategies to solve the problem (Snowball, pg. 255). Students become better spellers through daily reading and writing paired with appropriate instruction.

## **Should spelling rules be taught?**

Rather than telling students the rules, their learning will be more effective if they are guided through explorations that will help them discover generalizations that apply to the spelling of many words. It is helpful if these explorations are linked to the type of misunderstanding seen in children's writing. (See additional information about rules/generalizations in the Teacher Background Appendix.)

## **What about word walls?**

A word wall is not “bad” or “good” but simply a tool that can be used as a resource in the classroom. If a student knows that a particular word is on the word wall, he or she can quickly add that word to his or her writing independently. This is a scaffold for the student until the word becomes a part of his or her automatic writing vocabulary. Word walls may also be used as a resource for writing words connected to a current curricular topic. However, the words on the wall need to be fluid, changing as student needs indicate. It is imperative that words are removed when students no longer need them. Other words will be added according to student needs. Options for word walls include whole class word wall, portable word wall, content area word wall, and personal word walls.

## **Do I need to use anchor charts?**

In an inquiry-based approach, the use of anchor charts is essential. As children acquire knowledge about spelling strategies, anchor charts are created (with the students) that include a few exemplar words to illustrate the particular spelling pattern or strategy. These charts are resources for problem-solving on other words, thus the words are not the goal but rather the tool for learning other words. The teacher and children create ‘self-help’ spelling charts that include strategies for spelling unknown words. (from Linda Dorn)

## **Assessment**

Spelling is a strategic study of words that is inquiry based. Assessment should hold true to these beliefs and monitor and guide further spelling instruction. Assessment should be ongoing and include all areas of the spelling scope and sequence (accountable words, patterns, features, principles, and strategies). Student writing is the most authentic measure of student transfer of these skills. Spelling approximations and development through each stage of spelling acquisition should be monitored and supported (semi-phonetic through traditional). Included with this document are record-keeping tools for data collection and analysis.

## Writing Running Record (sample)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use with a writing sample.

Overall Accuracy %	Accountable Words Missed	Writing Record	
<b>24/33</b>  <b>73%</b>	<b>really</b>  <b>because</b>	<u>runing</u> running	<u>rilly</u> really
		<u>feirist</u> fast	<u>bade</u> bad
		<u>triped</u> tripped	<u>ners</u> nurse
		<u>rocke</u> rock	<u>becawse</u> because

Ideas to discuss with student at next writing conference:

Doubling final consonant, final silent e

## Writing Running Record

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use with a writing sample.

Overall Accuracy %	Accountable Words Missed	Writing Record

Ideas to discuss with student at next writing conference:

---

---

# Spelling Writing Assessment (sample) Teacher Record

Name 3<sup>rd</sup> Grader Date \_\_\_\_\_

Writing Sample: \_\_\_\_\_ Total Words Checked: 100

Strengths/Known Words*	Errors*			
<i>right</i>	<u>cosin</u> <i>cousin</i>	<u>scool</u> <i>school</i>	<u>wocking</u> <i>walking</i>	<u>lowed</u> <i>loud</i>
<i>home</i>				
<i>under</i>	<u>distins</u> <i>distance</i>	<u>nobodey</u> <i>nobody</i>	<u>frunt</u> <i>front</i>	<u>anser</u> <i>answer</i>
	<u>chrid</u> <i>tried</i>	<u>unuf</u> <i>enough</i>		

Total Errors: 10

Teaching Points:

- *sound of tr blend*
- *using known word—talk/walk, out/loud*
- *accountable word—school*

Spelling Percentage to Measure Growth Over Time: 10 / 100 = 90 %

## Spelling Writing Assessment Teacher Record

Name \_\_\_\_\_ Date \_\_\_\_\_

Writing Sample: \_\_\_\_\_ Total Words Checked: \_\_\_\_\_

Strengths/Known Words\*

Errors\*

--	--

Total Errors: \_\_\_\_\_

Teaching Points:

Spelling Percentage to Measure Growth Over Time: \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_ %

## Spelling Scoring Guide

Name \_\_\_\_\_ Date: \_\_\_\_\_

Title of Piece: \_\_\_\_\_

Spelling Strategy Used: \_\_\_\_\_

Criteria	5	4	3	2	1
<b>Circles all misspelled words.</b>	Student found and circled all misspelled words.	Student circled 75% - 99% of misspelled words.	Student circled 50% - 74% of misspelled words.	Student circled 25% - 49% of misspelled words.	Student circled 1% - 24% of misspelled words.
<b>Accurately corrects all circled misspelled words.</b>	Student accurately corrected all circled misspelled words.	Student accurately corrected 75% - 99% of circled misspelled words.	Student accurately corrected 50% - 74% of circled misspelled words.	Student accurately corrected 25% - 49% of circled misspelled words.	Student accurately corrected 1% - 24% of circled misspelled words.
<b>Always uses stretching it out, similar words, spell-checker, dictionary, or other resources to spell words.</b>	Student always used one of the taught spelling strategies to spell words correctly on his or her own.	Student used one of the taught spelling strategies almost all of the time to spell words correctly on his or her own.	Student sometimes used one of the taught spelling strategies to spell words correctly on his or her own.	Student always used one of the taught spelling strategies to spell words correctly with some help from an adult.	Student sometimes used one of the taught spelling strategies to spell words correctly with some help from an adult.
<b>Spells all words correctly in writing.</b>	Student correctly spelled all the words in his or her writing.	Student correctly spelled 75% - 99% of the words in his or her writing.	Student correctly spelled 50% - 74% of the words in his or her writing.	Student correctly spelled 25% - 74% of the words in his or her writing.	Student correctly spelled 1% - 24% of the words in his or her writing.

**Total: \_\_\_\_\_ / 20 points**



## Strategies for Solving Words

### **Sound (Phonemic Strategies)**

You can read or write some words by thinking about the sounds (*man, dog, hit, cup*).

“Say the word slowly; write what you hear.”

### **Look (Visual Strategies)**

You can read or write some words by thinking about the way they look (*the, pie, make*).

“Make the word look right.”

### **Connections (Linking Strategies)**

You can use what you know about a word to figure out a new word (*tree, my—try*).

“Think of other words you know.”

### **Meaning (Morphemic Strategies)**

You can read or write some words by thinking about what they mean (*unpack, two, meat*).

“Think about what the word means.”

### **Inquiry (Research Strategies)**

You can use resources to learn more about words (list, dictionary, chart, computer).

“Use other sources.”

Word Matters, Fountas and Pinnell, p. 150

## Lesson Resources

Because Word Study is inquiry based and your cues are taken from the students, isolated lessons will not work for everyone. Here is a list of resources for you to refer to in order to meet the ever changing needs of your students. All of these books can be found in your school's Professional Library.

### **Spelling K-8**

#### **Diane Snowball**

Chapter 19, pages 239-251

Other lessons throughout the book.

### **Spelling Strategies and Patterns Grades 3-5**

#### **Sandra Wilde**

There is a DVD included,

reproducibles begin on page 266.

The entire book is lessons!

### **Word Matters**

#### **Gay Su Pinnell and Irene C. Fountas**

Appendixes are helpful as well as the lessons.

### **Phonics Lessons, Letters, and Words**

#### **Teaching Resource Binder Grade K**

#### **Gay Su Pinnell and Irene C. Fountas**

Fabulous resource of ready made lessons and reproducibles. Includes a CD with picture cards, games, materials, templates, and assessments.

### **Phonics Lessons, Letters, and Words**

#### **Teaching Resource Binder Grade 1**

#### **Gay Su Pinnell and Irene C. Fountas**

Fabulous resource of ready made lessons and reproducibles. Includes a CD with picture cards, games, materials, templates, and assessments.

### **Phonics Lessons, Letters, and Words**

#### **Teaching Resource Binder Grade 2**

#### **Gay Su Pinnell and Irene C. Fountas**

Fabulous resource of ready made lessons and reproducibles. Includes a CD with picture cards, games, materials, templates, and assessments.

### **Phonics Lessons, Letters, and Words**

#### **Teaching Resource Binder Grade 3**

#### **Gay Su Pinnell and Irene C. Fountas**

Fabulous resource of ready made lessons and reproducibles. Includes a CD with picture cards, games, materials, templates, and assessments.

## Word Study Sample Lessons

Here are some sample ways to incorporate the inquiry approach to Word Study into reading and writing workshop. These are just a few ideas that show how you can integrate word study into what you are already doing. You will find a strategy taken from the Word Study Scope and Sequence for each grade level paired with a component from the reading or writing workshop. The components are NOT in any order, they just show how the word study approach can be used in the literacy block. We hope this will give you an idea of how to use the Word Study Unit within your Reading and Writing Units.

### KINDERGARTEN

Unit/ Grade Level	Strategy	Components of Workshop	Sample Ideas
K: Beginning, Middle,End	Rimes: “op”	Read Aloud	During read aloud, draw attention to words with the “op” sound. Record the words and underline the rime.
		Independent Reading	Look for words with the “op” rime and have each student record what they find.
		Writing Workshop: Interactive Writing	Write a sentence and say a word with an “op” sound and have a student write the word.
		Inquiry Lesson	Word Hunt in the room for words with “op” sounds and chart them. How does this help you as a reader and a writer?

## 1<sup>st</sup> GRADE

Unit/ Grade Level	Strategy	Components of Workshop	Sample Ideas
1: Readers Help Themselves	cluster: -ake	Read Aloud	During read aloud, read <u>Jake Baked the Cake</u> (Learning From our Names, K). Stop each time you read a word with the -ake cluster, write on an anchor chart labeled -ake or use a document camera
		Independent Reading	Look for words with -ake cluster and have each student record what they find.
		Writing Workshop: Interactive Writing	Write a sentence and say a word with the -ake cluster and have a student write the word.
		Inquiry Lesson	Word Hunt in the room for words with -ake cluster and chart them, sort them. How does this help you as a reader and a writer?

## 2<sup>nd</sup> GRADE

Unit/ Grade Level	Strategy	Components of Workshop	Sample Ideas
<b>2: Fixing it Up</b>	<b>Long Vowels: “e”</b>	<b>Read Aloud</b>	<b>Read <u>Sheep Out to Eat</u> (Word Play/Language Skills, K-1) paying particular attention to words with the long “e” sound.</b>
		<b>Independent Reading</b>	<b>Look for words with the long “e” sound and notice how they are spelled. Record the different spellings on an anchor chart and/or in writers’ notebooks.</b>
		<b>Writing Workshop: Mini-lesson</b>	<b>During the mini-lesson, model (using your own writing) how to edit for words with the long “e” sound from the inquiry study chart generated by the class. Students will find and fix their own writing in the same way.</b>
		<b>Inquiry Lesson</b>	<b>Students could collect words over the week with the letter “e” in it. Then sort the words to see what letters make the long “e” sounds such as “ee”, “ea”, “ey”, “y”, “eigh”, “ie”, “i”, “ie”. How can knowing the many ways the sound of long “e” is spelled help you as a reader and writer?</b>

### 3<sup>rd</sup> GRADE

Unit/ Grade Level	Strategy	Components of Workshop	Sample Ideas
<b>3: Persuasive Letter</b>	<b>Suffixes: -er, -est</b>	<b>Read Aloud</b>	Read <u>Pig</u> , <u>Pigger</u> , <u>Piggest</u> (Word Play/Language Skills, K-1). Draw attention to words with the -er, -est suffixes. Record the words and underline the suffix.
		<b>Independent Reading</b>	Look for words with comparative and superlative suffixes and have each student record what they find on a post-it note. Use the post-its to start an anchor chart.
		<b>Writing Workshop: Mini-lesson</b>	Use comparative and superlative suffixes in persuasive letters.
		<b>Inquiry Lesson</b>	Divide the class into two groups. Have one group generate a list of -er words, while the other generates a list of -est words. Then have them switch to add onto one another's list. Lead students to discover the generalization that -er means more and -est means most. How does this help you as a reader and a writer?

## 4<sup>th</sup> GRADE

Unit/ Grade Level	Strategy	Components of Workshop	Sample Ideas
<b>4: Questioning and Inferring</b>	<b>Plurals: Change f to v + es</b>	<b>Read Aloud</b>	Read <u>Your Foot's On My Feet</u> (Word Play and Language Skills, 4-5). Read pages 28-29. Notice how the words "wife" and "knife" change when made plural.
		<b>Independent Reading</b>	Look for more examples of v + es words and have each student record what they find.
		<b>Writing Workshop: Mid-workshop Teaching Point</b>	Have students reread their writing to ensure that f to v + es words are written correctly.
		<b>Inquiry Lesson</b>	Teacher creates cards that have singular and plural words, including -s, -es, and f to v + es. Examples: muffin and muffins, box and boxes, half and halves. Students match the singular and plural word cards. Lead students to discover the generalization that words ending with -f or -fe are made plural by changing the f to v + es. How does this help you as a reader and a writer?

## 5<sup>th</sup> GRADE

Unit/ Grade Level	Strategy	Components of Workshop	Sample Ideas
<b>5: Writers Build Good Habits</b>	<b>Homophones</b>	<b>Read Aloud</b>	Read pages 27-33 from <u>Eight Ate</u> (Word Play/Lang. Skills, 2-3) and discover what homophones are. Great vocabulary—start an anchor chart.
		<b>Independent Reading</b>	As students read, have them record any homophones in their writer's notebook.
		<b>Writing Workshop: Mini-lesson</b>	As you talk about homophones, also talk about figurative language and humor with puns and why correct usage of homophones is so important (clear message). Have students try some out in their own writing.
		<b>Inquiry Lesson</b>	Create cards that are homophones and pass one out to each student. Then, students find their “match.” Once their match is found, each pair creates a sentence using the words appropriately. (For example, “pair/pear”) How does knowing how to use homophones correctly help you as a reader and a writer?



Dear Parents,

As we strive to ensure that all Parkway students are capable, curious and confident learners, we continually seek the most current research-supported approaches to instruction. As a result, our curriculum evolves. We would like to provide clarity about Parkway's K-5 Word Study curriculum.

Spelling was once taught through the memorization of a weekly word list. On Monday, students took a pretest. In some cases students that spelled all the words correctly were exempt from the final test on Friday. While many students successfully memorized the list of words each week, others were not yet ready for the challenge presented by the words on the list. Still others already knew the words and therefore, no new learning occurred. There was little or no transfer from the memorized words to the students' daily writing. Research shows that memorizing words and rules, without a sense of why they should be learned, are not effective.

By memorizing a list of spelling words each week, students may learn a finite number of words in their school career. However, by learning patterns, such as the *-ake* pattern, students will be able to build many new words such as *shake*, *taken*, *remake*, and *earthquake*. This way of learning how words work supports students in transferring their knowledge when problem-solving with new text and writing unfamiliar words in all subject areas. This is the foundation of "word study."

Word study is a problem-solving approach where the student uses many strategies to make sense of unknown words. It is based on a progression of development and includes instruction in the relationship of letters and sounds, patterns found in words, and the origin of words. Word study instruction occurs in the context of reading and writing workshop. The desired result is for students to become proficient readers and writers, using their knowledge of how words work to help them in all areas of communication in and out of school. Since word study knowledge extends beyond memorization of a weekly list, student learning will be assessed continuously through authentic measures, such as the observation and evaluation of the student's daily writing and reading.

Word study is taught using an inquiry approach where students are guided through explorations of words. These explorations will help students discover spelling patterns, as well as generalizations that apply to many words.

Although students will not have a weekly list of words to memorize, there are many ways that you can support their word study learning. Attached you will find a list of specific activities that you and your child can have fun doing together while discovering how words work.

We look forward to an ongoing partnership between school and home as your child continues to develop as a capable and confident communicator.

## Suggested Ideas For Parent Support With Word Study

- Encourage your child to write at home for a variety of purposes-lists, letters, stories, messages, notes, etc.
- Encourage your child to read a variety of texts that will introduce them to new words
- Search for or cut out words in magazines, catalogs or newspapers that contain a focus spelling pattern (-ick, -ack, -ash)
- For younger children, play with language through word games, songs, rhymes and poetry
- Search for examples of contractions, homophones, apostrophes, words that end with silent e, prefixes, suffixes, etc.
- Reinforce the strategic work done at school. When a child asks, "How do I spell the word \_\_\_\_\_?" parents may reply:
  - What chunks do you hear?
  - What sounds do you hear?
  - Say it slowly.
  - Try writing it two ways and pick the way that looks right.
  - Do you know another word that sounds like that word?
  - Do you know another word that looks like that word?
- Explore words with your child through the following activities:
  - Write any smaller words you can see in the word.
  - Write something that surprised you about the word and something that will help you remember how to spell it.
  - Write any other words that have the same spelling pattern. Check a resource to make sure you are right.
  - Can you add a letter to make a new word?
  - Can you delete a letter to make a new word?
  - Can you change a letter to make a new word?
  - Can you make a chain of words by changing one letter at a time?
  - Can you make a compound word with any of your words?
  - Can you change any words to plurals?
  - Can you add any prefixes or suffixes to any of your words to create other words?
- Play a family game!

Scrabble	Bananagrams	Websites: <a href="http://puzzlemaker.com">puzzlemaker.com</a>	<a href="http://yourdictionary.com">yourdictionary.com</a>
Upwords	Mad Libs	<a href="http://bookworm.com">bookworm.com</a>	<a href="http://wordtwist.com">wordtwist.com</a>
Boggle	Seek and Finds	<a href="http://kidspell.com">kidspell.com</a>	<a href="http://spellingcity.com">spellingcity.com</a>
Wheel of Fortune	Crossword Puzzles	<a href="http://spellingbeethgame.com">spellingbeethgame.com</a>	

## Glossary of Terms (Teacher Background)

**Accountable words** - a minimum proficiency for accurate spelling in all everyday writing

**Affixes** - one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes (DESE)

**Base word** - a word that is left after you take off a prefix or suffix; can stand on its own

**Blends** - words with more than one letter and more than one sound. The term cluster refers to the written form and the term blend refers to the spoken form. (blead, bread, clock)

**Clusters** - two letters that appear together in a word with each one retaining its sound when blended. The term cluster refers to the written form and the term blend refers to the spoken form. (blead, bread, clock)

**Comparative form** - form of an adjective or adverb to compare two items

**Compound word** - a combination of two or more words that function as a single unit of meaning. There are 3 types of compound words: open (fire drill), closed (doghouse), and hyphenated (by-pass).

**Contraction** - the shortening of a spoken or written expression by the omission of one or more sounds or letters

**Digraph** - a combination of two letters that stand for a single sound. There are consonant digraphs and vowel digraphs (shop, boat)

**Diphthong** - a complex vowel sound that begins with the sound of one vowel and ends with the sound of another vowel, in the same syllable (for example /oi/)

**Grapheme** - the written representation of a phoneme

**High frequency words** - common words that appear often in written or spoken language (DESE)

**Homographs** - words that look the same but have different meanings (fair, bow)

## Glossary (p. 2)

**Homophones** - words that sound the same but are spelled differently and have different meanings (hear and here)

**Inflectional endings** - a subcategory of suffixes that indicate tense and number (walked, walking, walks, cats, foxes)

**Irregular nouns** - a noun whose plural form does not follow the standard rules (mouse/mice, child/children)

**Onset** - initial consonant sound of a syllable (The onset of bag is *b-*; the onset of swim is *sw-*) (DESE), the part of the syllable that comes before the vowel. An onset can be a single consonant, a consonant cluster, or a consonant digraph. (cat, plate, chair)

**Orthography** - the spelling system of a language; the study of spelling

**Patterns** - common features of words such as onsets, rimes, blends, affixes, contractions, etc. (DESE)

**Phoneme** - Smallest part of spoken language that makes a difference in the meaning of words (English has approximately 41 phonemes. Some words, such as “a” or “oh,” have only one phoneme. The word “if” has two phonemes: /i/ and /f/. “Check” has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)(DESE)

**Phonemic awareness** - awareness of the sounds that make up words (DESE)

**Possessives** - words that imply ownership

**Principles** - a generalization or a sound/spelling relationship that is predictable

**R-controlled vowel** - a vowel that comes before the letter *r* in a word. The letter *r* changes and thereby “controls” the sound of the preceding vowel.

**Rime** - part of a syllable that contains the vowel and all that follows it. The rime of bag is *-ag*; the rime of swim is *-im*. Rime is also referred to as a **word chunk**. (DESE)

## Glossary (p. 3)

**Root word** - form of a word after all affixes are removed (DESE)

**Schwa** - a neutral middle vowel; occurs in unstressed syllables

**Scope and sequence** - the skills taught in a program and the order in which they are taught

**Sound-spelling relationship** - the relationship between a phoneme (sound) and the grapheme (letter or spelling) that represents it in writing

### **Spelling Progression (DESE):**

**Semi-phonetic spelling** - (K) a stage in spelling development in which the spelling represents only the surface sound features of the words (A few letters may represent whole words: “ke” for the word *cookie* or “bk” for the word *book*.)

**Phonetic spelling** - (1<sup>st</sup>) spelling a word as it sounds

**Transitional spelling** - (2<sup>nd</sup>) a stage of spelling development in which the speller relies more on how words look than on how they are pronounced

**Standard spelling** - (3<sup>rd</sup>-5<sup>th</sup>) conventional spelling

**Superlative form** - form of an adjective or adverb used to compare more than two items

**Syllable** - a unit of pronunciation, usually consisting of either a vowel sound or a vowel sound and one or more consonant(s) before and/or after it. Syllables can be closed (ending in a consonant phoneme) or open (ending in a vowel phoneme).

**Vowel patterns** - a combination of vowels such as digraphs and diphthongs. Vowel patterns are very complex, and the sounds they make in words are related to the other words they are with. (Fountas and Pinnell, p. 95)

**Word chunk** - parts of monosyllabic words in spoken language [see **onset** and **rime**] (DESE), also known as a phonogram

## Clusters/Blends (Initial)

Consonant clusters are two or three consonants that appear together in a word, each retaining its sound when blended. The term *cluster* refers to the written form and the term *blend* refers to the spoken form.

*(The following words are for teacher examples only and are **not** to be used as spelling lists.)*

### Initial bl-

black  
blast  
blend  
bleed  
blister  
blind  
block  
blow  
blue

### Initial cl-

clap  
class  
clay  
clean  
clever  
clock  
close  
cloud  
club

### Initial fl-

flag  
flame  
flat  
flavor  
flea  
flew  
flip  
floor  
fly

### Initial gl-

glad  
glass  
glide  
glitter  
globe  
glove  
glow  
glue  
glum

### Initial pl-

place  
plan  
planet  
plate  
play  
please  
plenty  
plot  
plus

### Initial sl-

slam  
sleep  
sled  
slick  
slide  
sloppy  
slow  
slug  
sly

### Initial br-

branch  
brake  
brass  
bread  
breeze  
brick  
bright  
brother  
brush

### Initial cr-

crack  
crayon  
cream  
crib  
crime  
crop  
crow  
crumble  
crust

### Initial dr-

drag  
drain  
dream  
dress  
drink  
drip  
drove  
drum  
dry

### Initial fr-

frame  
freeze  
fresh  
friend  
fright  
frog  
from  
fruit  
fry

### Initial gr-

grain  
grand  
grape  
grease  
great  
green  
grip  
ground  
grumpy

### Initial pr-

pray  
preach  
press  
print  
prize  
problem  
program  
proof  
prune

### Initial tr-

trace  
track  
trash  
treat  
trick  
trip  
trophy  
truck  
true

## Clusters/Blends (Initial cont.)

Consonant clusters are two or three consonants that appear together in a word, each retaining its sound when blended. The term *cluster* refers to the written form and the term *blend* refers to the spoken form.

*(The following words are for teacher examples only and are **not** to be used as spelling lists.)*

### Initial sc-

scale  
scan  
scar  
scare  
scatter  
school  
score  
scuba

### Initial sk-

skeleton  
sketch  
skid  
skim  
skin  
skip  
skirt  
sky

### Initial sm-

smack  
smart  
smash  
smell  
smile  
smog  
smoke  
smooth

### Initial sn-

snack  
snail  
snake  
sneak  
sneeze  
sniff  
snow  
snug

### Initial sp-

space  
speak  
spell  
spider  
spill  
spoil  
spot  
spun

### Initial st-

stand  
star  
stay  
stem  
stick  
stop  
storm  
stuck

### Initial sw-

swam  
sweet  
swell  
swept  
swim  
swing  
swipe  
switch

### Initial qu-

quack  
queen  
quick  
quiet  
quilt  
quit  
quiz  
quote

### Initial tw-

twelve  
twenty  
twice  
twig  
twin  
twinkle  
twirl  
twist

### Initial sch-

schedule  
scheme  
scholar  
scholastic  
school  
schooner

### Initial scr-

scramble  
scrape  
scratch  
scream  
screech  
script  
scrub

### Initial shr-

shrank  
shred  
shrill  
shrimp  
shrine  
shrink  
shrub  
shrug

### Initial spl-

splash  
splatter  
splendid  
splinter  
split  
splotch  
splurge

### Initial spr-

sprain  
spray  
spread  
spring  
sprint  
sprout

### Initial squ-

squad  
square  
squash  
squeak  
squeeze  
squirrel

### Initial str-

straw  
street  
stress  
stretch  
string  
strong

### Initial thr-

thread  
threat  
three  
thrill  
throat  
throw

### Other less common

dwarf	<b>(dw-)</b>	chlorine	<b>(chl-)</b>
dwelt		chrome	<b>(chr-)</b>
dwindle		Christmas	
khaki	<b>(kh-)</b>	phrase	<b>(phr-)</b>
klutz	<b>(kl-)</b>		
krill	<b>(kr-)</b>		

## Clusters/Blends (Final)

Consonant clusters are two or three consonants that appear together in a word, each retaining its sound when blended. The term *cluster* refers to the written form and the term *blend* refers to the spoken form.

*(The following words are for teacher examples only and are **not** to be used as spelling lists.)*

### Final -ct

act  
duct  
fact  
pact  
strict  
tact

### Final -ft

craft  
gift  
left  
lift  
raft  
soft

### Final -ld

bald  
cold  
child  
held

### Final -lp

help  
gulp

### Final -lt

belt  
felt  
knelt  
melt  
quilt  
wilt

### Final -mp

bump  
camp  
damp  
jump  
shrimp  
stomp

### Final -nd

and  
band  
bend  
pond  
send  
second

### Final -nt

ant  
bent  
front  
plant  
sent  
went

### Final -pt

crept  
kept  
script  
slept  
swept  
wept

### Final -rd

bird  
card  
cord  
sword  
third  
yard

### Final -rk

clerk  
dark  
fork  
park  
shark  
smirk

### Final -sk

ask  
disk  
desk  
dusk  
mask  
risk

### Final -sp

clasp  
crisp  
gasp  
grasp  
lisp  
wisp

### Final -st

dentist  
dust  
fast  
first  
lost  
test

### Final -dge

bridge  
edge  
fridge  
judge  
lodge  
pledge

### Final -nce

chance  
dance  
fence  
ounce  
prince  
since

### Final -nge

binge  
cringe  
fringe  
hinge  
lunge  
twinge

### Final -nse

rinse  
sense  
tense

### Final -rge

large surge  
merge

### Final -rse

horse  
nurse  
purse

### Final -rve

nerve  
serve



## Consonant Digraphs

A consonant digraph is two consonants that represent one sound that is different from either of the sounds alone.

*(The following words are for teacher examples only and are **not** to be used as spelling lists.)*

### Initial ch-

chat  
check  
cheese  
chest  
children  
chin  
choose  
chop  
chunk

### Final ch-

beach  
coach  
grouch  
march  
peach  
speech  
such  
teach  
which

### Initial sh-

shack  
shade  
she  
shell  
shine  
ship  
shop  
show  
shut

### Final sh-

bush  
cash  
crush  
dash  
dish  
fish  
fresh  
smash  
trash

### Initial th-

than  
that  
then  
these  
thin  
think  
third  
thorn  
thumb

### Final th-

bath  
cloth  
death  
earth  
math  
mouth  
teeth  
tenth  
with

### Initial wh-

whale  
what  
wheat  
wheel  
when  
which  
while  
white  
why

### Initial ph-

phase  
phone  
phonics  
phony  
photo  
physical

### Final -ph

graph

### Final -gh

enough  
laugh  
rough

### Final -ng

bring  
king  
long  
ring  
sing  
sting  
strong  
thing  
wrong

### Final -nk

blink  
drink  
honk  
junk  
link  
pink  
sank  
thank  
trunk

### Final -tch (silent t)

catch  
itch  
patch  
scratch  
witch

### Final -nch

bench  
inch  
launch  
punch

## Words with Silent Letters

(The following words are for teacher examples only and are **not** to be used as spelling lists.)

### Silent k

knee (**kn-**)  
knew  
knit  
knock  
know

### Silent c

back (**-ck**)  
clock  
neck  
sack  
truck

### Silent c

scene (**sc-**)  
science

### Silent b

climb (**-mb**)  
comb  
thumb  
debt (**-bt**)  
doubt

### Silent g

gnat (**gn-**)  
gnaw  
gnarly  
gnu  
sign (**-gn**)  
assignment

### Silent w

wrap (**wr-**)  
wreck  
wrinkle  
wrist  
write  
wrong

### Silent w

who (**who-**)  
whose  
whole  
answer (**other**)  
two  
sword

### Silent t

castle (**-tle**)  
whistle  
fasten (**-ten**)  
listen  
often

### Silent l

calf (**-lf**)  
half  
chalk (**-lk**)  
talk  
walk

### Silent l

could (**-ould**)  
should  
would  
calm (**-lm**)  
salve (**-lv**)

### Silent h

ghost (**gh-**)  
khaki (**kh-**)  
rhino (**rh-**)  
rhyme  
honor (**beginning of word**)  
hour

## Long Vowels

(The following words are for teacher examples only and are **not** to be used as spelling lists.)

**Open Syllable:** In this pattern there is only one vowel in the syllable and the syllable ends with the sound of the vowel.

### a

baby  
bacon  
basic  
fable  
favor

### e

be  
equal  
even  
secret  
she  
we  
zebra

### i

driver  
hi  
idea  
silent  
spider  
tiny  
title

### o

go  
hello  
no  
open  
over  
total  
zero

### u

menu  
music  
pupil  
tuna  
unicorn  
unit  
united

### y

cry  
cycle  
fly  
my  
python  
why

**Vowel-Consonant-Silent e:** A silent e at the end of a word often indicates that the preceding vowel is long.

### a

base  
blaze  
cave  
game  
grape  
late  
place  
snake  
trade

### i

bike  
drive  
dime  
five  
slide  
stripe  
time  
white  
write

### o

bone  
globe  
hole  
joke  
nose  
rope  
stole  
those  
vote

### u

cube  
cute  
flute  
huge  
June  
mute  
refuse  
rule  
tube

Contrasts: Use contrasts in instruction to show the difference a silent e can make in a word.

bit/bite  
hat/hate  
hop/hope  
tap/tape

past/paste  
cap/cape  
cub/cube  
rip/ripe

slid/slide  
hid/hide  
cut/cute  
not/note

can/cane  
plan/plane  
mad/made  
us/use

## Vowel Digraphs

A vowel digraph has **two** vowels that make **one** sound.

(The following words are for teacher examples only and are **not** to be used as spelling lists.)

Long a – Most Common		Other Long a			
<u>ai</u> braid complain daily jail paint rain raise wait	<u>ay</u> away crayon maybe pay player stay today	<u>ei</u> eight sleigh weigh	<u>ey</u> obey survey they	<u>ea</u> break great steak	<u>ei</u> neighbor reindeer veil vein

Long e – Most Common		Other Long e				
<u>ee</u> bee feet greedy need sleep street three week	<u>ea</u> bead dream eagle mean real sea teach	<u>ea_e</u> increase leave peace please tease	<u>ee_e</u> cheese freeze geese sleeve sneeze	<u>ey</u> chimney key money monkey	<u>ie</u> believe chief field niece piece	<u>ei</u> ceiling receive

## Vowel Digraphs (cont.)

A vowel digraph has **two** vowels that make **one** sound.

(The following words are for teacher examples only and are **not** to be used as spelling lists.)

Long o				Long u			
<u>oa</u>	<u>ow</u>	<u>oe</u>	<u>ough</u>	<u>ui</u>	<u>ue</u>	<u>ew</u>	<u>ou</u>
coach	blow	doe	dough	fruit	blue	blew	group
coat	bowl	toe	though	juice	clue	chew	soup
goal	know			suit	glue	few	
road	low				true	new	
soak	own						
soap	show						
toad	snow						
toast	yellow						

/aw/		Short oo	Long oo	Short e
<u>aw</u>	<u>au</u>	<u>oo</u>	<u>oo</u>	<u>ea</u>
awful	August	book	boot	ahead
crawl	author	cookies	broom	bread
draw	because	crook	cartoon	breakfast
hawk	caught	foot	food	feather
lawn	haunted	good	moon	heaven
saw	launch	hood	school	ready
straw		shook	tooth	sweat
yawn			zoo	weather

## R-Controlled Vowels

When a vowel is followed by an **r**, the **r** makes the vowel sound a little different.  
 Sometimes you can hear the vowel it should be, and sometimes you just have to know the word.  
 (The following words are for teacher examples only and are **not** to be used as spelling lists.)

<b>/är/ sounds like are</b>		<b>/ûr/ sounds like her</b>				
<b><u>-ar</u></b>	<b><u>-ear</u></b>	<b><u>-ar</u></b>	<b><u>-er</u></b>	<b><u>-ir</u></b>	<b><u>-ur</u></b>	<b><u>-ear</u></b>
arm	heart	polar	camera	birthday	burn	earn
car		solar	her	dirty	fur	earth
dark			letter	first	hurt	heard
large			mother	girl	nurse	learn
sharp			reader	stir	purple	research
start			were	third	Thursday	
yard						

<b>/âir/ sounds like air</b>				<b>/ee/ sounds like ear</b>		
<b><u>-air</u></b>	<b><u>-are</u></b>	<b><u>-ear</u></b>	<b><u>-ar</u></b>	<b><u>-ear</u></b>	<b><u>-eer</u></b>	<b><u>-ere</u></b>
chair	care	bear	area	clear	cheer	here
fair	compare	pear	dictionary	dear	deer	sincerely
hair	share	wear	January	fear	peer	sphere
pair	square	swear	parent	hear	steer	
stair	stare		primary	year		

<b>/ôr/ sounds like or</b>					<b>/ur/ or /yoor/</b>	
<b><u>-or</u></b>	<b><u>-oar</u></b>	<b><u>-oor</u></b>	<b><u>-ore</u></b>	<b><u>-our</u></b>	<b><u>-ure</u></b>	
born	roar	door	before	four	capture	cure
forget	soar	poor	chore	pour	future	mature
horse			more		measure	insure
morning			score		picture	pure
story			store		(Note: Pronunciation of these words may vary.)	

## Vowel Diphthongs

A diphthong is **two** vowel sounds in **one** syllable.

*(The following words are for teacher examples only and are **not** to be used as spelling lists.)*

<u>/oi/</u>		<u>/ow/</u>	
<b><u>oi</u></b>	<b><u>oy</u></b>	<b><u>ow</u></b>	<b><u>ou</u></b>
avoid	annoy	brown	around
boil	boy	crowd	count
coin	destroy	down	mouse
moist	enjoy	flower	mouth
noise	joyful	frown	ouch
point	loyal	how	out
spoil	toy	power	proud
		shower	scout
		towel	south
		town	

## Schwa

The schwa sound is the most frequent vowel sound in English speech. It is pronounced “uh” and represented with an upside down e. The schwa sound can be difficult to spell because it is not always clear which vowel is making the sound. It typically occurs in unstressed syllables.

*(The following words are for teacher examples only and are **not** to be used as spelling lists.)*

### Words with schwa

#### **a**

about  
America  
balloon  
orphan  
principal

#### **e**

carpet  
happen  
problem  
target  
the

#### **i**

direct  
holiday  
pencil  
president  
vitamin

#### **o**

canyon  
complete  
mother  
onion  
parrot

#### **u**

circus  
census  
medium  
suddenly  
supply

#### **schwa + l**

awful  
candle  
pedal  
single  
special

## Contractions

A contraction is one word made from two longer words, with some letters omitted and replaced with an apostrophe.

### not

aren't  
can't  
couldn't  
didn't  
doesn't  
don't  
hadn't  
hasn't  
haven't  
isn't  
shouldn't  
wouldn't

### is/has

here's  
he's  
it's  
she's  
that's  
there's  
what's  
where's  
who's

### will

I'll  
it'll  
he'll  
she'll  
that'll  
they'll  
we'll  
you'll

### am

I'm

### us

let's

### have

could've  
I've  
might've  
should've  
they've  
we've  
would've  
you've

### had/would

I'd  
it'd  
she'd  
there'd  
they'd  
we'd  
you'd

### are

they're  
we're  
you're

### irregular

o'clock (of the clock)  
won't (will not)



## Plurals

(The following words are for teacher examples only and are **not** to be used as spelling lists.)

### Add s

apple/apples  
bag/bags  
can/cans  
dog/dogs  
face/faces  
tree/trees

### Add s

(end in vowel + y)  
boy/boys  
day/days  
key/keys  
play/plays  
valley/valleys

### Add es

(end in s, ch, sh, x, z)  
arch/arches  
bush/bushes  
buzz/buzzes  
fox/foxes  
kiss/kisses  
peach/peaches

### Add ies

(end in consonant + y)  
baby/babies  
city/cities  
fly/flies  
family/families  
lady/ladies  
story/stories

### Irregular

child/children  
foot/feet  
goose/geese  
man/men  
mouse/mice  
ox/oxen  
woman/women

### Change f to v

calf/calves  
half/halves  
knife/knives  
life/lives  
self/selves  
wife/wives  
wolf/wolves

### Stay the same

deer  
lamb  
moose  
sheep

### Ends in vowel

patio/patios  
radio/radios  
potato/potatoes  
tomato/tomatoes

## Generalizations for Forming Plurals

### **Add s.**

Add s to most words to form the plural (*car, cars*). Also add s to words ending in the vowel y (*monkey, monkeys*).

### **Add es.**

Add es to words that end with s, ss, sh, ch, x, z.

### **Change f to v.**

Change f or fe to v and add es to words ending in f or fe.

### **Change y to i.**

Change y to i and add e to words ending in y preceded by a consonant.

### **Change spelling.**

Some words change their spelling to form the plural (*mouse, mice*).

### **Spelling stays the same.**

Some words are spelled the same in both the singular and plural forms (*sheep, sheep*).

## Inflectional Endings (-ed, -ing)

(The following words are for teacher examples only and are **not** to be used as spelling lists.)

### No change to base word

walk/walked/walking  
play/played/playing  
paint/painted/painting  
want/wanted/wanting  
yell/yelled/yelling

### Drop silent e

come/coming  
hope/hoping  
make/making  
skate/skating  
slide/sliding

### Change y to i

carry/carried  
cry/cried  
dry/dried  
fry/fried  
hurry/hurried  
try/tried

### Double final consonant

begin/beginning  
drop/dropped/dropping  
grab/grabbed/grabbing  
plan/planned/planning  
run/running  
stop/stopped/stopping  
swim/swimming

## Generalizations for Adding Inflectional Endings (-ed, -ing)

### **No change.**

Simply add the ending to most base words (*walked, walking*).

### **Drop silent e.**

When a word ends in a silent e, drop the e when adding an ending that begins with a vowel (*come, coming*).

### **Change the y to i.**

Change the y to i when adding an ending unless the ending is *ing* (*carry, carried, carrying*).

### **Double the final consonant.**

Double the final consonant in a word ending in a single vowel and a consonant (*hop, hopped, hopping*). Adding the second consonant ensures that the short vowel sound of the base word is maintained.

## Suffixes

Suffixes are letter groups added to the end of a base word or root.

<u>Suffix</u>	<u>Meaning</u>	<u>Examples</u>
-able	is, can be	comfortable, enjoyable, lovable, washable
-al	having characteristics of	criminal, comical, musical, educational, magical
-ance, -ence	state or quality of	annoyance, resistance, repentance, violence, absence
-ant, -ent	one who	assistant, servant, resident
-en	to make	bitten, broken, frozen, loosen, sharpen, straighten
-er	one who	teacher, builder, farmer, leader, painter, speaker
-er	more (comparative)	brighter, bigger, faster, deeper, smaller, warmer
-est	most (superlative)	coldest, kindest, longest, softest, sickest, tallest
-ful	full of	mouthful, beautiful, colorful, forgetful, helpful
-ial	relating to	artificial, editorial, financial, memorial, sacrificial
-ible	is, can be	collectible, divisible, flexible, responsible, sensible
-ity, -ty	state of	unity, obesity, humidity, honesty, loyalty, safety
-less	without	motherless, careless, endless, fearless, helpless
-ly	every	weekly, monthly, daily, yearly
-ly	like (adverb)	happily, motherly, scholarly, slowly, largely
-ment	action or process	argument, entertainment, payment, treatment
-ness	state of	happiness, darkness, illness, sadness, sickness
-or	one who	doctor, survivor, actor, inventor, visitor
-ous	full of	nervous, curious, adventurous, furious, nutritious
-tion,	act, process	attention, addition, education, direction, investigation

## Prefixes

Prefixes are letter groups added before a base word or root.  
Prefixes generally add to or change the meaning of the word.

<u>Prefix</u>	<u>Meaning</u>	<u>Examples</u>
anti-	against, opposed	antibacterial, antibiotic, antigravity, antisocial
auto-	self	autobiography, autograph, automobile
bi-	two	biceps, bicycle, bimonthly, biracial, bisect, bifocals
com-	with, together	combat, combine, commune, compare
de-	down, undo, away	decrease, deduct, deflate, depart
de-	opposite, not	deactivate, deform, derail, dehumidify, declaw, debug
deci-, dec-	ten, tenth	decibel, decimal, decimeter, decade, decathlon
dis-	not, opposite	disappear, dislike, distrust, disagree, dishonest, disorder
en-	in, into, cover	engage, enclose, encourage, enjoy, enforce
fore-	before	forecast, forewarn, forehead, forearm, foresee
il-	not	illegal, illogical, illegible, illiterate
im-	not	impossible, imbalance, immature, impassable, impatient
in-	into, not	incurable, incorrect, independent, invisible, inappropriate
inter-	among, between	internet, intermission, international, interact
ir-	not	irregular, irresponsible, irresistible, irrational
micro-	small, short	microphone, microscope, microwave
mid-	middle	midnight, midyear, midsummer, midterm
mis-	wrong, not	misbehave, mislead, mistake, miscount, misconduct
multi-	many, much	multiply, multicolored, multimillionaire

## Prefixes (cont.)

Prefixes are letter groups added before a base word or root.  
Prefixes generally add to or change the meaning of the word.

<u>Prefix</u>	<u>Meaning</u>	<u>Examples</u>
non-	not	nonsense, nonviolent, nonfiction, nonstop, nonliving
over-	above, beyond	overdue, overflow, overpriced, overactive, overdo
post-	after	postpone, postdate, postmark, postscript
pre-	before	prefix, preamble, precaution, preheat, prehistoric, pregame
pro-	forward	progress, project, proceed, prognosis
re-	again	revise, recopy, rebuild, reuse, rewind, repay, reheat
semi-	half	semicircle, semiannual, semifinal, semipro, semi active
sub-	under, beneath	submerge, submarine, subgroup, subway, subdivide
super-	above, beyond	supernatural, supercharge, superhuman, superpower
tele-	far, distant	telephone, telescope, telegram, television
trans-	across	transplant, transatlantic, transfer, transmit, transit
tri-	three	tricycle, triangle, triplet, trillion, tripod, trilogy, trio, trimester
un-	not	unknown, unjust, uncover, unclear, unpaid, unsafe
under-	beneath, below	underline, underage, undercover, undersea, undershirt
uni-	one, single	unicorn, unicycle, uniform, universe, unison, unique

## Homophones

Homophones are words that sound the same, or almost the same, but have different meanings and spellings.  
The following lists are suggestions of possible homophones for each grade level.

### 3<sup>rd</sup> Grade

there/they're/their  
your/you're  
to/too/two  
for/four  
here/hear  
meet/meat  
one/won  
red/read  
some/sum  
sun/son  
dear/deer  
blew/blue  
bee/be

### 4<sup>th</sup> Grade

our/hour  
who's/whose  
no/know  
ate/eight  
new/knew  
night/knight  
break/brake  
cheap/cheep  
weak/week  
not/knot  
mail/male  
sea/see  
rode/road/rowed  
plain/plane  
pair/pear/pare  
where/wear  
knows/nose  
it's/its

### 5<sup>th</sup> Grade

right/write  
weather/whether  
past/passed  
marry/merry  
peace/piece  
threw/through  
pore/poor/pour  
which/witch  
whole/hole  
way/weigh  
wait/weight  
by/bye/buy  
flour/flower  
would/wood  
sent/scent/cent  
stair/stare  
bored/board  
waste/waist

## Compound Words

Compound words are two whole words that are combined to make a new word. These compound words may be simple (*into*) or more complex (*everywhere*). Compound words may be derived from the meaning of the combined words (*blackbird*) or change the meaning completely (*brainstorm*). (Fountas and Pinnell, p. 96)

There are three types of compound words: closed (*doghouse*), open (*fire drill*), and hyphenated (*by-pass*).

The following lists are suggestions of possible compound words for each grade level.

### 3<sup>rd</sup> Grade

airplane  
backpack  
bedroom  
cookbook  
cowboy  
cupcake  
fishbowl  
football  
haircut  
playground  
popcorn  
rooftop  
snowman  
tiptoe  
toothbrush  
waterfall

### 4<sup>th</sup> Grade

barefoot  
birdhouse  
birthday  
daydream  
earring  
earthquake  
grasshopper  
grandfather  
halfway  
keyboard  
newspaper  
notebook  
raindrop  
shoelace  
sunflower  
toothache

### 5<sup>th</sup> Grade

bookkeeper  
breakfast  
everywhere  
homesick  
thunderstorm  
wheelchair  
air bag  
life jacket  
post office  
remote control  
vice president  
double-header  
great-grandmother  
mother-in-law  
merry-go-round  
well-known

## **Greek and Latin Roots**

More than 60% of the words in the English language are of Latin and Greek origin. These roots, which have meaning, can help readers understand new words. An inquiry into word origins could be especially interesting for students who need more challenge in the area of word study and vocabulary development.

### **Latin Roots**

<u>Root</u>	<u>Meaning</u>	<u>Examples</u>
audi	hear	audience, audible, audition, auditorium
aqua	water	aquarium, aquamarine, aquatic
rupt	break	rupture, interrupt, eruption, disruption, bankrupt
vis, vid	see	vision, visible, video

### **Greek Roots**

<u>Root</u>	<u>Meaning</u>	<u>Examples</u>
bio	life	biology, biography, biosphere
graph	write	autograph, biography, graphic, graphite
meter	measure	centimeter, speedometer, thermometer, perimeter
mono	one	monopoly, monologue, monotone, monarch
ology	the study of	biology, mythology, technology, astrology, criminology
phobia	fear	arachnophobia (spiders), claustrophobia (closed spaces)
phon	sound	telephone, phonics, microphone, symphony
therm	heat	thermometer, thermos, thermostat, thermal



## Professional Resources

Blevins, W. (2006). Phonics From A to Z. New York: Scholastic

Blevins, W. (2001). Teaching Phonics and Word Study in the Intermediate Grades. New York: Scholastic.

Fountas, I. & Pinnell, G. (2001). Guiding Readers and Writers: Grades 3-6. New Hampshire: Heinemann.

Fountas, I. & Pinnell, G. (1998). Word Matters. New Hampshire: Heinemann.

Fry, E., Kress, J., Fountoukidis, D. (2000). The Reading Teacher's Book of Lists. San Francisco: Jossey Bass.

Invernizie, M., Johnston, F., Bear, D., & Templeton, S. (2009). Words Their Way. Massachusetts: Pearson.

Snowball, D. (1999). Spelling K-8: Planning and Teaching. Maine: New Hampshire.

Wilde, S. (2008). Spelling Strategies and Patterns: What Kids Need to Know. New Hampshire: Heinemann.