Flemington-Raritan Regional School District
Flemington, NJ

Language Arts
Word Study Program - Grades 5-8

Gregory Nolan, Superintendent
Daniel Bland, Assistant Superintendent
Carol Baker, Language Arts/Social Studies Supervisor

Stacey Cagenello
Christine Casterline
Chrisha Kirk
Karen Lurie
Marybeth Madlinger
Erin McNamara
Cherylann Schmidt
Daniel Shirvanian
Anabela Tavares

Council of Instruction Review: May 9, 2012
BOE Curriculum Committee Review: June 7, 2012
Board of Education Approval: June 18, 2012
Flemington-Raritan Regional School District

Word Study Program – Grades 5-8

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Flemington-Raritan Regional School District

Word Study Program – Grades 5-8

District Mission Statement

The Flemington-Raritan Schools, a caring and proactive district, in partnership with the community, will provide each student with:

- A sound educational foundation,
- The guidance to strive for his/her full potential, and
- The inspiration to become a lifelong learner and a responsible, productive citizen in an ever-changing global society.
Flemington-Raritan Regional Schools  
Word Study Program  
Philosophy

Students must be able to communicate effectively with others in oral and written forms. They must be independent learners who know word patterns and strategies to assist them with new and/or unknown words. Word study expands the students’ receptive and expressive vocabularies. Students’ knowledge of words transfers to reading to enhance their comprehension of new texts and aids them in the pronunciation of new words.

Word study is truly that. Students study words and word families so that they can enhance their reading and writing. While correct spelling is a goal, it is not the only goal of the program. The primary goal of the program is to help students develop the strategies to become independent word solvers in their reading and writing. Therefore, the goal of each unit is not for students to memorize a list of words, but rather to learn a strategy that they can apply in their reading and writing as they encounter new words. High frequency words are also a part of the program. These words do not follow a regular pattern, but occur most frequently in reading and writing.

Word study occurs within the context of the language arts literacy block. Students have the opportunity to practice the strategies in their reading and writing. Assessment is designed to be as authentic as possible and includes teachers’ observations of students as they work with words and how well students apply their knowledge of words in their own writing and reading.

Essential Questions

- What do students need to know and be able to do to become independent word solvers in their reading and writing?
- How will we know students can apply this information?
- How can we use word study to enhance students’ reading and writing proficiency?
- What habits of mind do students need to develop in order to become independent word solvers in their reading and writing?
- What authentic assessments can be utilized to determine students’ strengths and needs and guide instruction?
Flemington-Raritan Regional Schools
Word Study Program

Program Structure

Students progress through stages of spelling and literacy development. Spelling stages include emergent, letter name, within word, syllable juncture, and derivational constancy. (Ganske 2000) The Flemington-Raritan Regional Schools Word Study Program is designed to complement and enhance students’ literacy development and provides experiences, instruction, and activities that are appropriate to each stage of spelling development. The components of the program are core words that are exemplars of a pattern or rule, high frequency words, and personal words (see Word Study Components sheet for explanation). The program is aligned to the New Jersey Core Curriculum Content Standards for Language Arts Literacy, the Common Core Standards for Language Arts, and to the Flemington-Raritan Language Arts Curriculum.

Since not all students are at the same stage of development, the program has some inherent features to help teachers differentiate the instruction within each unit. Each unit includes challenge core words. The challenge words are words that are more sophisticated than the core words and are to be used with students who are proficient with the core words. The challenge core words utilize the same pattern as the unit words so that the students can participate in the word sorts and other activities in the classroom. Personal words are words students miss from previous tests, words they misspell in their writing, or words from content areas or themes. The personal words reflect the students’ individual spelling needs and abilities.

Pacing of Instruction

**Grades One and Two**
One unit per week

**Grades Three, Four**
One unit every two weeks

**Grade Five**
One unit per 6-day cycle

**Grades Six-Eight**
One unit every three weeks
*Since the middle school utilized the A/B block schedule, this comes to one unit every seven-eight class blocks.

The purpose for allowing additional time in grades three-eight is to provide teachers the opportunity to explore the patterns and skills with students more thoroughly. The bi-weekly structure allows teachers time to differentiate instruction using depth rather than breadth.
Grade 5

RF 3 Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).

L4c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L5c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

Grade 6

L4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible).

L4c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.

Grade 7

L4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. belligerent, bellicose, rebel).

L4c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.

Grade 8

L4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. precede, recede, secede).
Flemington-Raritan Regional School District
Word Study Program

L4c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and
digital, to find the pronunciation of a word or determine or clarify the precise meaning or
its part of speech.
The 21st Century Life and Career Skills are infused throughout the curriculum units in Grades 5-8. The mission of the 21st Century Life and Career Skills is to “enable students to make informed life and career decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace” (NJDOE, 2009). The 21st Century Skills include critical thinking and problem solving, communication skills, creativity and innovation skills, collaboration skills, information and media skills, and contextual learning skills.

The chart notes the activities and structures in the curriculum units that support students’ facility with 21st Century Life and Career Skills. Only the 21st Century Life and Career Skills that pertain to Language Arts are included in the table. The remaining 21st Century Life and Career Skills and CPI’s are infused in other content-area curricula. The learning experiences are included in Grades 5-8 unless otherwise noted. All of the indicators must be met by the end of Grade 8.

The chart contains the strands of the following Standard:

**9.1 ALL STUDENTS WILL DEMONSTRATE CREATIVE, CRITICAL THINKING, COLLABORATION AND PROBLEM SOLVING SKILLS TO FUNCTION SUCCESSFULLY AS GLOBAL CITIZENS AND WORKERS IN DEVERSE ETHNIC AND ORGANIZATIONAL CULTURES.**

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<td>The ability to recognize and apply critical thinking and problem solving skills to solve the problem is a lifelong skill that develops over time.</td>
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<tr>
<td>9A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills.</td>
<td>• Cooperative learning structures</td>
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<td></td>
<td>• Brainstorming strategies</td>
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<tr>
<td>9.A.4 Design and implement a management plan using problem solving strategies.</td>
<td>• Cooperative learning structures- Role for each person in group</td>
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TEACHER RESOURCES
Core Words
The core words are the words that are exemplars of the sound, pattern, or meaning relationship of the unit’s words. Students should be able to automatically recognize the core words so that they can concentrate on the sound, pattern and meaning relationships of the words. These words should also be ones that students will be likely to use in their writing. The core words are appropriate for the students’ level of maturity. Students will be able to read and may be able to spell the core words. These are the words used in dictation sentences and/or other assessments.

Usually, there are 4-8 Core Words per unit.

Challenge Core Words
These are core words that are exemplars of the sound, pattern, or meaning relationship of the unit’s words. However, they are more sophisticated than the core words. Students who are proficient with the core words can use the challenge core words as their core words. Since these words fit the unit’s pattern, students can participate in all of the words sorts and other activities that accompany the unit. These are the words used in dictation sentences and/or other assessments.

Usually, there are 4-8 Challenge Core Words per unit. This may vary in grades 1-2.

*The challenge core words are the starred/italicized words in the Word Sort Lists.

Word Sort Words
The word sort words fit the particular sound, pattern, or meaning relationship for the unit. They are taken from the supplemental word lists in the appendices of Words Their Way and Word Journeys. These words are used for word sorts so that students can learn the sound, pattern, or meaning relationship for the unit. These words should be put on the word sort cards and utilized by the students throughout the unit.

High Frequency Words (Grade 5 only)
The high frequency words occur frequently in print and enhance students’ ability to read and write fluently. These words were selected from various high frequency lists (Fry, Fountas & Pinnell, Durell & Wylie, Sitton). These words need to be memorized as they do not usually follow a particular spelling pattern. If a word follows a pattern for the unit, it was included in that unit’s lesson, when possible. For example, the word “five” was a high frequency word in the Long “i” Unit. (See Activities for High Frequency Words) These words are used in dictation sentences and/or other assessments.
Personal Words

Personal words are words that students either miss on the previous unit’s assessment, are commonly confused, or misspell in their own writing. Usually, these words will be high frequency words from previous units. They may also be called “recycled words.” Personal words can also come from content area units or topics. Students keep a list of personal words in their word study notebook or folder. *If a student is extremely proficient, his or her personal words focus on words he or she misspells in writing. Also, theme or other content-related words may be used as personal words. THE STUDENT MAY NOT HAVE PERSONAL WORDS EVERY UNIT. The teacher assigns personal words as appropriate.
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Word Study Program

Word Study Assessments

Unit Assessments- Grades One and Two

Grade One

- Students will start with one dictation sentence and progress to three dictation sentences.
- Teachers may observe students writing and/or use sorts in addition to dictation sentences, especially in the beginning of the year.

Grade Two

- There will be no more than three dictation sentences per unit. The sentences will include as many core and high frequency words as possible.

Scoring the Assessment (Optional Point Values)

- Each word in the sentence is worth one point.
- Capitalization and punctuation are also worth one point each.
- When recording students’ scores, note the word that the students missed to provide reinforcement for students. Also, note the capitalization and punctuation errors in order to plan mini-lessons.
- The spelling information should be used on that portion of the report card.
- The capitalization and punctuation information should be used to inform the Language Arts portion of the report card.

Always remind the students to check their capitalization and punctuation before they hand in the assessment or any other assignment.

Grades Three – Five

- There will be three dictation sentences containing as many high frequency words and sort words as possible (usually 2 high frequency words per sentence).
- The core and challenge words should be dictated to the students as appropriate.

Scoring the Assessment

- Sentences are worth five points each. Count the high frequency and sort words, other words, and capitalization and punctuation for each sentence. Take off no more than five points per sentence.
- Dictated words are worth one point each.

Always remind the students to check their capitalization and punctuation before they hand in the assessment or any other assignment.

Teacher Reference 2012
Flemington-Raritan Regional Schools
Word Study Program

Grades Six-Eight

- Dictate two sentences that use the core words.
- The three core words that were not used in the sentences above are dictated to the students. Students need only to write the word.
- NOTE: For students who are using the challenge core words, choose any three challenge core words and dictate them to the students. These students will write the challenge core words instead of the core words.
- Dictate any two words from the word sorts that you had students practice during the unit.
- Other skills may be incorporated into the assessment. Ex: parts of speech

Scoring the Assessment

- Sentences- Five points each (Core words count for one point. Mechanics and other spelling count for the remainder of the points.)
- Each dictated word- 1 point
- Each dictated word sort word- 1 point
- Other skills- 1 point per word

Adapting the Dictation Sentences

- Contact the parents, principal, and Language Arts Supervisor to make adaptations other than those listed here.
- Dictate shorter sentences to the child.
- Use fewer high frequency or sort words in each sentence.
- Count only the core/high frequency words for the week in each sentence. Do not take points off for other misspelled words.

Assessing Personal Words

- Students keep their personal words in their word study notebooks.
- During guided reading independent work, have students trace the words with their fingers until they “know” the word.
- In Grades One-Two, personal words are assessed either every unit or every two or three units. Students give each other partner/buddy tests on their personal words. The words students spell correctly are taken off the list. Words students spell incorrectly are kept on the list.
- In Grades Three-Eight, personal words can be assessed once per marking period. Students give each other partner/buddy tests on their personal words. The words students spell correctly are taken off the list. Words students spell incorrectly are kept on the list.
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Word Study Program

- The teacher checks students’ progress with their personal words. The words that students have learned can be sent home at the end of the marking period.
- Students are expected to spell their personal words correctly in their writing.
Additional Assessments

Spelling Words Correctly in Writing

Grades One-Two

- Collect two or three first drafts at least once per marking period. The goal is to have writing that consists of about 100 words from which to make an assessment. The drafts can be writing pieces, benchmark pieces, reading responses, etc.
- Have students circle any words they think are misspelled. High frequency words are posted in the classroom.
- Students may use a dictionary or other resource to edit their work for the first three marking periods.
- Review the pieces for misspelled words and record in students’ portfolios.

Grades Three-Eight

- Collect a first draft each marking period. The pieces can be writing pieces, writing notebook pieces, reading responses, etc. During marking periods in which there are benchmark assessments, these can be used to check spelling.
- Have students circle any words they think are misspelled. Since the current high frequency words are posted in the classroom, students should not use a dictionary or other resource to identify the misspelled words.
- Count up a total of 100 words and count the number of words students misspelled. Once students understand the process, have them count the words.
- Note the number and record for student’s portfolio.

NOTE: SINCE STUDENTS ARE NOT ABLE TO USE RESOURCES ON THE NJ ASSESSMENTS, STUDENTS SHOULD EDIT AT LEAST ONE SAMPLE WITHOUT THE USE OF ANY RESOURCES.

Editing

- Teach students to read the piece backwards or frame each word as they read it to edit for spelling.
- Remind students to circle any word they are not sure they spelled correctly before they hand in any piece of writing.

Open- Closed Sorts can be used as students sort for specific criteria.

Teacher Reference 2012
Ways to Differentiate Instruction (All Grade Levels)

- Proficient spellers can be assigned the challenge words rather than the core words.
- Personal words can be used to differentiate the level of difficulty for all students.
- Less proficient spellers can be assigned fewer words or words from previous year’s high frequency lists.
- Students can work on activities during their independent work time and/or in guided reading groups. Students can do differentiated activities with the same word list.
- Teachers can reinforce word patterns and skills in guided reading groups. Students can then practice skills and find examples in materials at their instructional level.
- Teachers can use any of the activities provided in centers in the classroom. NOTE: Students should be able to do the activity independently before they can be successful in centers.
- Teachers can meet small groups during reading or writing workshop time. They can provide additional instruction, model a strategy, extend activities or word lists, or observe students as they do a word sort or other activity.

(Ganske, 2000)

Ways to Differentiate Word Sorts

- Teachers can increase the number of contrasts in the word sort to make them more challenging. Word sorts can have more categories in order to provide more challenge or fewer categories to make them accessible to all students.
- Teachers can make sorts easier or more difficult by the contrasts in sounds or patterns that are included in the sort. When including contrasts in sorts, teachers should begin with more obvious contrasts such as long vowel sounds and short vowel sounds and move to finer distinctions.
- The actual words that teachers choose for the word sort can increase or decrease the difficulty of the sort. Teachers can increase difficulty in the primary grades by adding words with blends or digraphs.
- Adding an “oddball” or exception column to the sort can increase the difficulty. Oddball words are words that may follow a particular spelling pattern, but do not have the same vowel sound as the other words in the unit or sort.

(Bear, Invernizzi, Templeton, & Johnston, 2008, 67)
Flemington-Raritan Regional Schools
Word Study Program

Assessment

Assessments should be authentic and reflect students’ ability to apply the principles of word study in their writing. Each unit contains dictation sentences as part of the assessment. Teachers also can analyze a sample of student writing to determine the total number of words spelled correctly, the patterns of errors, if students can spell high frequency words correctly, and to determine if they can apply spelling patterns to new words. (See assessment sheet for strategies.)

Word Study assessment is fully discussed in Chapter 2 of Words Their Way (2008).


Integrating Word Study into All Curricula

Word study naturally integrates into all curriculum areas as students need to utilize patterns, roots and affixes to spell and define words. As students become more proficient at identifying and understanding how words work, they will be able to apply these skills to their reading and writing in all content areas.
What are word study notebooks?
Word study notebooks can be used as a record of the words and word study activities that students use each week. Students record their word sorts, word hunts, and other activities in their word study notebooks. They can also serve as documentation of student work that can be used during parent conferences and/or for grading/assessment. Word study notebooks provide students, parents, and teachers with a record of the students’ work with words and show their progress. Students should use their word study notebooks each unit of study and teachers should establish a routine and procedures for their use.

What are the components of word study notebooks?
Word study notebooks should be organized to help students use them as a reference. They should include the following components:

- Table of Contents – Students can fill this in as they do each unit.
- A list of activities that students can do in the notebook and a definition of each activity.
- A procedure for setting up the page for each unit in the word study notebook such as the date of the unit and the topic of the unit/lesson.
- A section to add new words and/or personal words.
- A place to keep high frequency word lists. This can be a pocket. (Grades 1-5) A list of high frequency words for previous grade levels should be included. Students in grades 6-8 will receive a copy of the lists of high frequency words for grades 1-5.
- A place for new reading vocabulary (grades 6-8).

What should the word study notebook be?
The word study notebook can be a variety of types. It can be any one of the following:

- Spiral notebook with sections
- Marble notebook with tabs
- Three-ring binder
- Teacher-bound notebook
- Pocket folder with clips for holding papers

Teachers can choose the organization that suits their classes and needs.

Adapted from:

Teacher Reference 2012
Flemington-Raritan Regional Schools

Word Study Program

Program Resources

Primary Resources


Supplemental Resources


Websites to support word study are listed in the program guide.
PARENT INFORMATION
September

Dear Parents/Caregivers:

We are about to begin the Flemington-Raritan Word Study Program in the classroom. The program incorporates phonics, word study, and spelling. Students will learn how words work, spelling and sound patterns for words, and how to spell the high frequency words that occur most often in print.

The program is designed to help students recognize patterns and relationships in words as well as learn to spell the high frequency words they encounter most often in their writing and reading. The program will help students develop strategies to become independent word solvers in their reading and writing. Students will be sorting words into categories, looking for words that fit a specific pattern, and learning to spell high frequency words.

Experience shows us that students who practice their words at home outperform those who do not. Your child will be bringing home words to learn each week with a list of activities you can do with him or her. Your child will bring home core words that represent the word family, pattern, or extension that is the focus of that unit, high frequency words, and personal words. The attached sheet provides you the definition of each kind of word and a suggested focus for your work with your child.

Please contact your child’s teacher or me if you have any questions. Thank you for your support and we look forward to a successful school year.

Sincerely,

Carol A. Baker
Language Arts/Social Studies Supervisor

Attachment(s)
September

Dear Parents/Caregivers:

We are about to begin the Flemington-Raritan Word Study Program in the classroom. The program incorporates word study, spelling, and vocabulary. Students will learn how words work, spelling and sound patterns for words, and how to use roots and affixes to help them with new words they encounter in their reading and writing.

The program is designed to help students recognize patterns and relationships in words as they encounter most often in their writing and reading. Students in Grades 6-8 will be working with spelling patterns, roots, and affixes. The program will help students develop strategies to become independent word solvers in their reading and writing. Students will be sorting words into categories, looking for words that fit a specific pattern, and learning how to use roots and affixes to determine the meaning of words.

Experience shows us that students who practice their words at home outperform those who do not. Your child will be bringing home words to learn each week with a list of activities you can do with him or her. Your child will bring home core words that represent the word family, pattern, or extension that is the focus of that unit, high frequency words, and personal words. The attached sheet provides you the definition of each kind of word and a suggested focus for your work with your child.

Please contact your child’s teacher or me if you have any questions. Thank you for your support and we look forward to a successful school year.

Sincerely,

Carol A. Baker
Language Arts/Social Studies Supervisor

Attachment(s)
The following is an explanation of the kinds of words in each word study unit. The “Focus” section tells how you can help your child with the words.

**Core Words**
These are the words that are exemplars of the sound, pattern, or meaning relationship of the unit’s words. Students should be able to automatically recognize the core words so that they can concentrate on the sound, pattern and meaning relationships of the words. These words should also be ones that students will be likely to use in their writing and/or encounter in their reading. The core words are appropriate for the students’ level of maturity. Students will be able to read, to spell, and in some instances, to define the core words. These are the words used in dictation sentences and/or other assessments. **There are 4-8 Core Words per unit.**

**Focus:** Rather than having your child memorize the core words, have him or her focus on the pattern of the word and finding other words that fit the pattern.

**Challenge Core Words**
These are core words that are exemplars of the sound, pattern, or meaning relationship of the unit’s words. Students who are extremely proficient with the core words can use the challenge core words as their core words. Since these words fit the unit’s pattern, students can participate in all of the words sorts and other activities that accompany the unit. **There are 4-8 Challenge Core Words per unit.**

**Focus:** Rather than having your child memorize the challenge core words, have him or her focus on the pattern of the word and finding other words that fit the pattern.

**Word Sort Words**
These are the words that fit the particular sound, pattern, or meaning relationship for the unit. These words should be used for word sorts so that students can learn the sound, pattern, or meaning relationship for the unit. These words should be put on the word sort cards and utilized by the students throughout the unit. They are not tested in dictation sentences. **Word sort words are used in many classroom activities and may not always come home.**

**Focus:** Have your child sort the word sort words into categories by pattern or ask your child to sort the words and tell you the pattern.

Parent Information 2012
Personal Words
These are words that students miss on the previous unit’s assessment, misspell in their own writing, commonly confuse, or encounter in their independent reading. Personal words can also come from content area units or topics. Your child’s teacher will explain to your child how to keep track of his or her personal words. Students will be working on their personal words in the classroom and with a spelling partner. The goal is to have students spell and use their personal words correctly in their writing. The personal words will be assessed once per marking period.

Focus: Use the activities on the Homework Sheet or an activity provided by the teacher.
Look-Cover-Try-Check (L-C-T-C)

Look-Cover-Try-Check is a proven strategy to help you learn the spelling of words. This is how it works:

**Look** at the word

**Cover** the word

**Try** to spell the word (print it on paper)

**Check** your spelling (carefully)

You should repeat the steps until you have correctly spelled the word three times. Be sure to use Look-Cover-Try-Check each time you try to spell the word.

**Trace the Word**

Write the word

Trace the word with your finger saying each letter as you trace the word

When you are finished tracing each letter, say the entire word

Close your eyes and visualize what the word looks like

Repeat several times
Flemington-Raritan Regional Schools
Word Study Program

Word Sorts and Word Hunts

Two key activities for the word study program are word sorts and word hunts. Below is an explanation of each of these and ways you can support your child when he or she does the activity at home.

Word Sorts
Word sorts provide students with the opportunity to make decisions about the specific characteristics of a word. Students have their unit words written on cards and sort or place them into categories using a feature such as a pattern or sound. **Word sorts will be modeled in class before they are sent home. Students can practice sorting words into categories. They may use a category that the teacher has given them or sort words and tell why they grouped certain words together.**

*Note: Since word sorts are done in class, they may not always be sent home.*

Some questions to ask your child:
- Why did you put this (these) word(s) in that category?
- What do you notice about the words in this category?
- Are there any other ways you can group the words? How would you do that? Be sure to have your child tell you why he or she grouped words in a particular category.

Word Hunts
Word hunts help students make the connection between reading and writing. The word hunt is an activity where students skim material **they have already read** to find words that fit a particular category or pattern. Children can use their independent novels, newspapers, magazines, labels, directions, signs, or any printed material to find words for the word hunt. Your child should write the words they find that fit the category. Do not be afraid to record exceptions to a rule. For example, if your child is looking for words that make the long “a” sound, he or she can record word such as “eight” and “weigh” even though they may not fit the spelling pattern for long “a” that is being examined in that unit. These words will be discussed in class and provide good connections for students.

Some questions to ask your child:
- What is the word that you found?
- What pattern or category does it go into? Why does it fit there?
- What do you notice about the word?
Flemington-Raritan Regional Schools
Word Study Program

Pacing Guide
Grade Five

Marking Period One

1. Administer Spelling Inventory from Words Their Way (Chapter 3).
   Use the Upper Elementary Spelling Inventory on pages 297-298 (2nd ed., 2000) or
   pages 271-272 (4th ed., 2008). Keep the results in students’ portfolios. Use the results to
   determine which students need challenge words.

2. Observe that students can spell the high frequency words from the lists from prior years.
   These will make good personal words for students who have not mastered them.

3. Continue daily journal writing, stressing the need to edit and modeling how to quickly
   edit journal entries.

4. Assign the appropriate grade-level spelling units. FOLLOW THE 6-DAY CYCLE FOR
   WORD STUDY. TEACHERS SHOULD COMPLETE 3-4 UNITS PER MARKING
   PERIOD.

5. Show students how to set up and keep their Word Study Notebooks.

6. Have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.

7. Assess personal words once a marking period.

8. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.

9. Encourage the students to use different types of dictionaries as well as personal
   glossaries.

10. Collect a piece of students’ writing (first draft) and check for accuracy using the checklist
    provided. (See assessment pages). Keep the checklist in the students’ portfolios.

Teacher Reference 2012
Marking Period Two

1. Continue daily journal writing, stressing the need to edit and modeling how to quickly edit journal entries.

2. Assign the appropriate grade-level spelling units. FOLLOW THE 6-DAY CYCLE FOR WORD STUDY. TEACHERS SHOULD COMPLETE 3-4 UNITS PER MARKING PERIOD.

3. Show students how to set up and keep their Word Study Notebooks.

4. Have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.

5. Assess personal words once a marking period.

6. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.

7. Encourage the students to use different types of dictionaries as well as personal glossaries.

8. Collect a piece of students’ writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students’ portfolios.

Marking Period Three

1. Continue daily journal writing, stressing the need to edit and modeling how to quickly edit journal entries.

2. Assign the appropriate grade-level spelling units. FOLLOW THE 6-DAY CYCLE FOR WORD STUDY. TEACHERS SHOULD COMPLETE 3-4 UNITS PER MARKING PERIOD.

3. Show students how to set up and keep their Word Study Notebooks.

4. Have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.

5. Assess personal words once a marking period.

6. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.

7. Encourage the students to use different types of dictionaries as well as personal glossaries.

8. Collect a piece of students’ writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students’ portfolios.
Flemington-Raritan Regional Schools
Word Study Program

Marking Period Four

1. Continue daily journal writing, stressing the need to edit and modeling how to quickly edit journal entries.

2. Assign the appropriate grade-level spelling units. FOLLOW THE 6-DAY CYCLE FOR WORD STUDY. TEACHERS SHOULD COMPLETE 3-4 UNITS PER MARKING PERIOD.

3. Show students how to set up and keep their Word Study Notebooks.

4. Have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.

5. Assess personal words once a marking period.

6. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.

7. Encourage the students to use different types of dictionaries as well as personal glossaries.

8. Collect a piece of students’ writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students’ portfolios.


Teacher Reference 2012
Sample Word Study Schedule
Grade Five

Lesson 1
- The teacher introduces the skill/concept/pattern. Students and teachers discuss the words and how they fit (or not) the pattern/skill/concept.
- Complete teacher-directed word sort.
- Write the sort in Word Study Notebook.
- Teacher quickly checks the words that students copied in their Word Study Notebooks.

Lesson 2
- Have students complete a buddy sort or small group sort.
- Teacher monitors students as they complete the sort.
- Teacher checks Word Study Notebooks.

Homework: See Assignment Sheet

Lesson 3
- Students share Word Hunt words and add appropriate ones to word study notebook.

Lesson 4-Lesson 5
- Students complete a word study activity (see sheet for Grades 4-5).
- Students complete other activities (See Activity Sheet for grades 4-5) or game from Pearson Words Their Way CD.

Personal Words
Personal words are an ongoing activity throughout the year. Students keep track of their personal words and are assessed on the words once per marking period.

Post High Frequency words for each unit.
### Unit: 1 Review of Suffixes

**Essential Questions:**
How can adding a suffix change the meaning of a base word?

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>ful “having, full of”</td>
<td>thoughtful, youthful, graceful, merciful</td>
<td>required whisper explain because people</td>
<td>Word Journeys: Word Lists pgs. 269-271 Reference pgs. 174-175</td>
</tr>
<tr>
<td>powerful stressful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>less “without”</td>
<td>speechless, endless, helpless, regardless</td>
<td></td>
<td>Possible Word Sorts Parts of speech Number of Syllables Focus- How to add suffixes</td>
</tr>
<tr>
<td>tasteless penniless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>y “having” skinny gloomy</td>
<td>creepy, sweaty, thirsty, bubbly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ly “likely” constantly hastily</td>
<td>entirely, angrily, falsely, busily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ness “state of being” sickness haziness</td>
<td>readiness, sharpness, emptiness, stiffness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
1. (Student name) was required to whisper while he/she explained the directions to his/her friend.
2. The students are studying because they have a test tomorrow.
3. Some people make the world special by just being in it.
### Unit 2: Homophones

#### Essential Questions:

- How can I use context and meaning to determine which homophone to use in my writing?
- What strategies can I use to remember the homophone?

#### Key Concepts:

Homographs are words that have different spellings but sound the same.
You use context clues within the sentences to figure out which spelling is appropriate.

<table>
<thead>
<tr>
<th>Core/Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>allowed aloud aisle I’ll isle</td>
<td>board, bored piece, peace</td>
<td>No High Frequency Words this unit</td>
<td>Word Journey: Word Lists pg. 257 Reference pg. 166</td>
</tr>
<tr>
<td>brake break cent sent scent</td>
<td>buy, by, bye rose, rows</td>
<td></td>
<td>Possible Word Sorts Parts of Speech</td>
</tr>
<tr>
<td>know no course coarse</td>
<td>knows, nose sale, sail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hour our morning mourning</td>
<td>knight, night seen, scene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>right write stake steak</td>
<td>idle, idol stair, stare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>their they’re there threw through</td>
<td>pause, paws</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Assessment Sentences:

*See attached quiz*
Unit 3: Adding ed/ing with or without Doubling

Essential Questions:
How do I remember that base words that end with “e” drop the “e” before adding ed or ing?
How can I remember that if base words have the following attributes, I double the final consonant before adding ed or ing:
- One syllable
- End in one vowel
- End with one consonant
How can I recognize words that do not double the final consonant when adding ed or ing?

<table>
<thead>
<tr>
<th>Core/Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
</table>
| **Double – CVC**
  | chock       | chopped             | lose
  | knot        | knotted            | alone
  | grade       | graded             | center
  | ice         | iced               | distance
| **e- Drop e**
  | grade       | graded             | frozen
  | ice         | iced               | |
| **Double**
  | begin       | beginning           | control
  | regret      | regretted           | forget
| **No Doubling (final consonant preceded by 2 vowels)**
  | explain     | explained           | repeat
  | retreat     | retreated           | complain
| **No Doubling (word ends in 2 consonants)**
  | collect     | collected           | support
  | insert      | inserting           | attend

Assessment Sentences:
1. The teacher showed us how to use frozen water in the science center.
2. I was starting to feel alone, when suddenly I saw my friend in the distance.
3. The girl was afraid to lose the papers she was required to have for her project.
## Essential Questions:

How can I recognize syllable juncture in a base word? Ex: *hun_ dred*

How can I recognize the patterns for open and closed syllables?

- **Open Syllable** - Ends with a long vowel sound Ex: *mus__ic*
- **Closed Syllable** - Ends with a consonant and short vowel sound Ex: *lemon*

<table>
<thead>
<tr>
<th>Core / Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>athlete</td>
<td>forbid</td>
<td>human</td>
<td>Word Journeys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>happened</td>
<td>Word Lists pgs. 234-235</td>
</tr>
<tr>
<td></td>
<td></td>
<td>observe</td>
<td>Reference pgs. 152-156</td>
</tr>
<tr>
<td>supper</td>
<td>desert</td>
<td>balloon</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>follow</td>
<td>Patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>happen</td>
<td>Syllable stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>wallet</td>
<td>Open/closed syllable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>traffic</td>
<td></td>
</tr>
<tr>
<td>music</td>
<td>crater</td>
<td>beaver</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>famous</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>student</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>prepare</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>event</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>select</td>
<td></td>
</tr>
<tr>
<td>atom</td>
<td>stomach</td>
<td>novel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>edit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>honest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>govern</td>
<td></td>
</tr>
<tr>
<td>volume</td>
<td>honest</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>planet</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>giraffe</td>
<td></td>
</tr>
</tbody>
</table>

## Assessment Sentences:

1. The *famous* movie star *happened* to like the same music as I do.
2. (Student name) *arranged* his/her shoes at the bottom of the closet.
3. The robot at the science fair looked almost *human*. 
# Unit 5: Long Vowel Patterns in Stressed Syllables

**Essential Questions:**

How can I recognize and correctly spell the following long vowel patterns:

- **a**
  - ace, ai, ay, open a
- **e**
  - ee, ea, open e, eCe, ei
- **i**
  - iCe, igh, iCC, y, open i
- **o**
  - oCe, oa, open o, ow
- **u**
  - uCe, open u

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long a – aCe, ai, ay, open a safety</td>
<td>glacier</td>
<td>escape, afraid, contain, crayon, today, player, patient, labor</td>
<td>disease iron either music poem Word Journeys: Word Lists pgs. 236-241 Reference pg. 158</td>
</tr>
<tr>
<td>Long e- ee, ea, open e, eCe, ei release</td>
<td>species</td>
<td>succeed, indeed, degree, appeal, ordeal, cedar, achieve, diesel, relief, complete, supreme, delete, ceiling, receipt, receive</td>
<td>Possible Word Sorts Syllable stress Compound words Patterns for each vowel sound</td>
</tr>
<tr>
<td>Long i- iCe, igh, iCC, y, open i advice</td>
<td>tyrant</td>
<td>divide, survive, highlight, lightning, tonight, comber, wildlife, cycle, imply, miser, slimy, pirate, binder</td>
<td></td>
</tr>
<tr>
<td>Long o – oCe, oa, oCC, ow , open o erode</td>
<td>enroll</td>
<td>notebook, hopeful, coast, unload, goalie, soldier, hostess, below, lower, crowbar, cobra, trophy, notice</td>
<td></td>
</tr>
<tr>
<td>Long u – uCe, open u confuse</td>
<td>acute</td>
<td>exclude, reduce, future, tuna, rumor, pupil, salute, tutor</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**

1. Mark wrote a poem about the ocean.
2. We can either listen to music or iron clothes.
3. There was a horrible disease spreading through the village.
Unit 6: r-Controlled Vowels in Stressed Syllables

**Essential Questions:**
How can I recognize the varied sounds and spelling patterns for r-controlled vowels?
How can I recognize that there are some vowels that are neither long nor short or influence by an “r”?
How can I recognize the sound made by r-controlled vowel patterns?

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>ir birthday sirloin</td>
<td>chirping, thirsty, girlfriend, dirty, circle</td>
<td>current correct thirty service history laugh</td>
<td>Word Journeys Word Lists pgs. 244-245 Reference pg. 159</td>
</tr>
<tr>
<td>ire fireplace aspire</td>
<td>entire, firefly, fireman, require, entire</td>
<td></td>
<td>Possible Word Sorts Syllable stress Spelling/sound patterns Parts of speech</td>
</tr>
<tr>
<td>or corner torrent</td>
<td>story, forty, forward, forest, shortage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ore ignore galore</td>
<td>storeroom, before, explore, restore, shoreline, storeroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>oar aboard boardwalk</td>
<td>boarding, hoarding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>our courtyard mourning</td>
<td>foursome, fourteen, pouring, sources, yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ur purpose cursive</td>
<td>purse, bursting, burglar, curly, during</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ure mature brochure</td>
<td>secure, unsure, surely</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
1. The *current* club leader received an award for thirty years of *service*.
2. It is important to be *correct* when you talk about your *history*.
3. The boy tried not to *laugh* when he saw the frozen statue.
## Unit 7: Unstressed Syllables in Vowel Patterns—l, al, il/ile, el, le, er, or

### Essential Questions:

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>al</td>
<td>formal, rural</td>
<td>energy, symbol, length</td>
<td>Word Journeys, Word Lists pgs. 248-249, Reference pgs. 160-162</td>
</tr>
<tr>
<td>il</td>
<td>civil, tranquil</td>
<td>fragile, hostile, pencil, fossil</td>
<td>Possible Word Sorts, Number of syllables, Spelling patterns, Vowel sounds, Parts of speech</td>
</tr>
<tr>
<td>el</td>
<td>bagel, parcel</td>
<td>angel, cancel</td>
<td></td>
</tr>
<tr>
<td>le</td>
<td>ankle, knuckle</td>
<td>chuckle, sniffle, crumble, wrinkle</td>
<td></td>
</tr>
<tr>
<td>ar</td>
<td>pillar, stellar</td>
<td>muscular, lunar, solar, circular</td>
<td></td>
</tr>
<tr>
<td>er</td>
<td>beginner, plumber</td>
<td>employer, grocer, heavier, simpler</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>neighbor, emperor</td>
<td>actor, governor, editor, visitor</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Sentences:

1. My friend will *measure* the *height* and *length* of the front porch.
2. I looked for the *symbol* that marked the hiking trail.
3. The runner hoped to have enough *energy* to finish the race.
## Unit 8: Plural

### Essential Questions:
What generalizations will help me remember how to spell the plural form of words?

<table>
<thead>
<tr>
<th>Core/Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>s adults monkeys statues canoes Wednesdays parades</td>
<td>sponges, labels, dragons replays, ways braids, writers, results</td>
<td>soldier woman citizen audience enemy</td>
<td>Word Journeys Word Lists pg. 252 Reference pgs. 162-164</td>
</tr>
<tr>
<td>es beaches hitches</td>
<td>atlases, sashes, crosses, sixes</td>
<td></td>
<td>Possible Word Sorts Spelling patterns Long/short vowels Make high frequency words plural</td>
</tr>
<tr>
<td>y to i buddies pastries</td>
<td>daisies, guppies, spies, fairies</td>
<td>plays, says, turkeys, surveys</td>
<td></td>
</tr>
</tbody>
</table>

Note: Add words that end in a vowel and y and add s for contrast

### Assessment Sentences:
1. The soldier spoke to the audience about how he fought the enemy.
2. The woman took a pledge to become a U.S. citizen.
3. Our neighbor organized a party for the new people.
# Unit 9: Prefixes uni, bi, mono, tri, di

**Essential Questions:**
How can a prefix change the meaning of the base word?

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>uni “one”</td>
<td>uniform</td>
<td>unicorn, unified, unison, united, units</td>
<td>already question although method schedule</td>
</tr>
<tr>
<td></td>
<td>unilateral</td>
<td></td>
<td>Word Journeys Word Lists pg. 285 Reference pgs. 164-165, 174-175</td>
</tr>
<tr>
<td>bi “two”</td>
<td>bicycle</td>
<td>bisects, biceps, bifold, bipeds</td>
<td>Possible Word Sorts Number of syllables Parts of speech Meaning</td>
</tr>
<tr>
<td></td>
<td>bionic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mono “one, alone”</td>
<td>monogram</td>
<td>monopolize, monochrome, monocular, monotone, monopoly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>monologue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tri “three”</td>
<td>triangle</td>
<td>trilogy, triage, triple, tricycle, tricolor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>triathlon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>di “two”</td>
<td>divide</td>
<td>diagnose, diary, diameter, diagram, division,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dialogue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
1. (Student name) had a question about his/her schedule for band practice.
2. Although she already knew how to multiply, the teacher taught her a new
## Essential Questions:
How can a suffix change the meaning of a base word?

<table>
<thead>
<tr>
<th>Core/Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
</table>
| able acceptable      | distinguishable | comfortable, remarkable, considerable | beautiful daily except | Word Journeys  
Word Lists pgs. 269-271  
Reference pgs. 174-175 |
| ible                 | edible     | terrible, possible, visible | (the ible suffix is an exception to the essential question) | Possible Word Sorts  
Parts of speech  
Number of syllables  
Dropping e to add i |
| able –Drop e         | advisable  | comparable, notable, valuable, likable | | |
| Exceptions- soft g or c | knowledgeable | replaceable, noticeable, changeable | | |
| ant/ance/ancy        | abundant/abundance | assistant/assistance, vacant/vacancy, elegant/elegance, instant/instance | | |
| relevant/relevance/relevancy | | | | |
| ent/ence/ency        | absent/absence | adolescent/adolescence | dependent/dependency, intelligent/intelligence, permanent/permanence/permanency impatient/impatience, resident/residence/residency | |
| Assessment Sentences: 1. It seemed like a beautiful day except for a few dark clouds in the sky. 2. (Student name) checked on the plants daily to make sure they were watered. | | | | 
## Unit 11: Silent and Sounded Consonants

### Essential Questions:
How can I recognize that some words have a silent consonant in one form and a sounded consonant in another form of the word? Ex: condemn - condemnation

<table>
<thead>
<tr>
<th>Core/Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>debt</td>
<td>resign</td>
<td>sign, bomb</td>
<td></td>
</tr>
<tr>
<td>debit</td>
<td>resignation</td>
<td>signal, bombard</td>
<td></td>
</tr>
<tr>
<td>muscle</td>
<td>heir</td>
<td>soft, column</td>
<td></td>
</tr>
<tr>
<td>muscular</td>
<td>inherit</td>
<td>soften, columnist</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Sentences:
1. (Student name) used the *knife* to cut through the *rough* trail full of branches and weeds.
2. (Student name) went on a wonderful week-long vacation to a *foreign* land.
3. The *tongue* is one of the strongest *muscles* in the human body.
4. Is he the guy whose tie was red?
# Unit 12: Consonant Alternations /shen/

**Essential Questions:**
How does the study of word families help me spell /shen/ in words? Ex: correct- correction

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>/t/ to /sh/</td>
<td>correction, retraction</td>
<td>infection, perfection, rejection, selection</td>
<td>dictionary, pattern, library</td>
</tr>
<tr>
<td>nt, pt, rt, st + ion</td>
<td>congestion, disruption, invention, insertion</td>
<td>style, guide, language</td>
<td>Possible Word Sorts, Roots, Parts of Speech, Number of syllables</td>
</tr>
<tr>
<td>nt, pt, rt, st + ion</td>
<td>adoption, exemption</td>
<td>congregation</td>
<td></td>
</tr>
<tr>
<td>nt, pt, rt, st + ion</td>
<td>nt, pt, rt, st + ion</td>
<td>congregation</td>
<td></td>
</tr>
<tr>
<td>/s/ to /sh/</td>
<td>ss + ion, recession, procession</td>
<td>compression, discussion, oppression, depression</td>
<td></td>
</tr>
<tr>
<td>/k/ to /sh/</td>
<td>c + ian, physician, clinician</td>
<td>electrician, cosmetician</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
1. During language arts class, she had to make a spelling correction by using the dictionary.
2. The teacher helped guide me on the types of books I could take out of the library.
3. The pattern for the quilt was designed in a fashionable style.
## Unit 13: Vowel Alternations- Long to Short

### Essential Questions:

**How can I correctly spell vowel alternations?**  
Ex: cave-cavity  
**What are some predictable spelling changes I can use?**  
Ex: athlete-athletic

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cave/cavity</td>
<td>nation/nationality, volcano/volcanic, nature/natural</td>
<td>necessary natural recognize guess listen variety</td>
<td></td>
</tr>
<tr>
<td>human/humanity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>athlete/athletic</td>
<td>meter/metric, please/pleasure, convene/convention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>serene/serenity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crime/criminal</td>
<td>provide/provision, televise/television, prescribe/prescription</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wise/wisdom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o/u</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>telescope/telescopic</td>
<td>cone/conic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>microscope/microscopic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>produce/production</td>
<td>introduce/introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assume/assumption</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Sentences:

1. I **guess** I will **listen** to a **variety** of music while cleaning the house.
2. She was **recognized** for her **natural** running ability by earning a blue ribbon.
3. It is **necessary** to have a fire drill once a month.
Unit 14: Greek and Latin Roots

Essential Questions:
Why is it important for me to learn Greek and Latin roots?
How can knowledge of Greek and Latin roots help me figure out new words?

<table>
<thead>
<tr>
<th>Core/Challenge Words</th>
<th>Sort Words</th>
<th>High Frequency Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>geo- earth</td>
<td>geothermal</td>
<td>geology, geography</td>
<td>Word Journeys</td>
</tr>
<tr>
<td>geographic</td>
<td></td>
<td></td>
<td>Word Lists pgs. 286-287</td>
</tr>
<tr>
<td></td>
<td></td>
<td>accident</td>
<td>Reference pgs. 181-184</td>
</tr>
<tr>
<td>hydr- water</td>
<td>hydraulic</td>
<td>hydrate, hydroplane,</td>
<td>Possible Sorts</td>
</tr>
<tr>
<td>hydrant</td>
<td></td>
<td>hydrangea</td>
<td>Similar roots</td>
</tr>
<tr>
<td>micro- small</td>
<td>microfiche</td>
<td>microorganism,</td>
<td>Parts of Speech</td>
</tr>
<tr>
<td>microscope</td>
<td></td>
<td>microphone,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>microwave</td>
<td></td>
</tr>
<tr>
<td>graph- to write</td>
<td>calligraphy</td>
<td>photograph,</td>
<td></td>
</tr>
<tr>
<td>biography</td>
<td></td>
<td>autobiograpy</td>
<td></td>
</tr>
<tr>
<td>oceanography</td>
<td>topography</td>
<td>paragraph</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Sentences:
1. I lost my balance by accident and dropped the pizza on the floor.
2. The business had its usual end-of-the-year sale and (student name) did some serious shopping.
3. I suppose it is time to organize the files before the new class arrives.
High Frequency/Word Wall Activities

**Look, Cover, Try, Check**
Research has shown this method to be one of the most effective for learning words. Have students look at the word, cover it up, write it, and they check the spelling. This should be done each time the child writes the word for practice. Copying the word a few times is not effective as children do not have to focus on the spelling. **All students should be taught to use this strategy.**

Cheer the Word
Students cheer the letters of the words. They stretch for tall letters (l, t) put their hands on their hips for letters that rest on the line (s,e,) and touch their toes for letters that extend below the line (y, g). Students say the letters as they cheer them. Cheer the word a few times.

Make the Words
Use any of the following items to make the words:
- Letter cards
- Magnetic letters
- Write the word in sand, salt, or pudding
- Cut letters out of newspapers, magazines, etc
- Alphabet noodles or cereal
- ABC stamps or stickers

Snap and Clap
Have students snap for vowels and clap for consonants.

Clap, Chant, Write
The teachers has the students do the following as he or she introduces the word wall words:
- See the word
- Say the word
- Chant the word (snap, clap, stomp, cheer)
- Write the words and check them with the teacher. Be sure students check the words letter by letter.
- Use a crayon, marker or pen to trace around the words and check together with the teacher.

Rhyme the Word Wall
The teacher says a word that rhymes with a word wall word and is spelled with the same pattern. Students must decide what the word is and how to spell it. Example: This word begins with t and rhymes with ran.

Pat
Have students pat their heads for tall letters, tummies for short letters and knees for the letters that extend below the line.

Teacher Reference 2012
**Be the Word**
Each child receives a card with a letter on it. The teacher calls out a word and the children with the letters to make that word come to the front of the room and make the word. The other students chant the letters of the word once it is made.

**Blast Off**
Students start spelling the word while squatting. As they say each letter, they stand taller and taller. When the word is said entirely, they jump.

**Pumping Iron**
Students pretend to lift weights, one repetition for each letter. When they have said all the letters in the word, they pretend to mount the barbell on the stand and say the word.

**Word Work**
Students have a sheet with three columns or boxes horizontally for each word. The teacher calls a word, the class chants the word and then writes it in the first column or box of their sheet. Continue for 4 more words. The students then use word letter cards or tiles to make the words in the next column or box and then write the word in the next column.

**Build, Mix, Fix**
The teacher says a word and students chant the word and write it on their papers. The teacher has the students build the word using letter cards or tiles. After the word is built, student mix the letters of the word. Then they fix the word by arranging the letters to correctly spell the word. Student chant the word again.

**Guess the Word**
Have students use their whiteboards for this activity. Tell them they have 5 clues to guess the word. The first clue is always: “It’s one of the word wall words.” Students write their guess next to number 1. Each succeeding clue should narrow down the choices until there is only one clue for number 5. Students write a guess for each clue. Check and confirm predictions as they go.

**Highlighting Words in Text**
Students should read texts with high frequency words every day. Have students highlight the high frequency words in text as they are reading. Students can mark the words with sticky notes.

**Bingo-Wordo**
Students receive a blank sheet with 9 or 12 blocks on it. Students call out words from the word wall and copy them in the blocks. The teacher copies the words on index cards. The teacher shuffles the cards and calls out the word. Students chant the spelling of the word and mark their cards. Students “win” when they have the words called horizontally, vertically, or diagonally.

Teacher Reference 2012
Quick Wordo
Students write 5 words on their whiteboards. Students take turns calling out a word from their board. Students place a check next to each word that is called. The first child to have all 5 words checked wins.

Memory
High frequency words are copied on index cards (two cards for each word). The cards are placed face down on the floor and students try to match the cards. Once they have a match, they chant the spelling of the word.

Yours & Mine
Students work in pairs. Divide high frequency word cards in half. The first student lays a card face up. If the second student can read the card quickly, he or she gets the card. If he or she cannot read the word quickly, the first student gets the card. Students take turns until all the cards are use.

Find A Match
Each student receives 2-3 cards. The first student reads his or her card and the other students see if they have the card that matches it. For example, the student says, “I have can. Who has with?” After the student has read the card, he or she turns it face down. The game continues until all the cards are turned over.

Sample Cards:
I have run. I have mom.
Who has mom? Who has see?

Note: If you laminate the cards and leave the underlined words blank, you can use them again and again.

Show Me
The teacher places the words on a table or the floor and calls out a word. One child finds the word and uses it in a sentence. The other children spell the word aloud.

Write the Word Riddle
Have students number a paper 1-5 and give them clues for the word to write.
Example: Number 1 is the only word with four letters.
Number 2 is a three-letter word that is spelled like “way”.

Word Jar
Write the new words on slips of paper and put them in a word jar. One student chooses a slip of paper and sy the word. The other students chant the word.

Where is the Mistake?
Write a high frequency word from the word wall, but write it incorrectly. Tell the child the word you are writing and have him or her find the mistake and correct it.

Teacher Reference 2012
Review Endings
This activity helps students learn to use endings on high frequency words that need them. The teacher says a word that can have an ending added to it. Students write the word with the ending on their papers. Example: talking I am talking to my brother. Talking Begin using only one ending per lesson and then use more than one as students learn the various endings for words.
Sources Cited For High Frequency/Word Wall Activities


http://www.elm.maine.edu/assessments/teacher/100word/100wordactivities.stm
19 August 03.

Feldman, J. High-Frequency Words: Classroom Activities.
http://www.literactconnections.com/DrJeanHiFrequency~ns4.html
19 August 03.


Literacy Connections. Practice with Sight Words.
http://www.literacyconnections.com/SightWordPractice~ns4.html
19 August 03.

http://www.readinga-z.com/newfiles/high_freq_strat.html
19 August 03.

Word Wall 10-Minute Review Games.
http://www.springfield.k12.il.us/resources/languagearts/readingwriting/wordwall.html. 19 August 03.

Activities from the following sources were cited on the Interactive Word Wall website listed below.

16 July 03.


Teacher Reference 2012

   Keep the results in students’ portfolios. Use the results to determine which students need challenge words.

2. Observe that students can spell the high frequency words from the lists from prior years. These will make good personal words for students who have not mastered them.

3. Assign the appropriate grade-level spelling units. **UNITS 1-3 UNITS ARE APPROXIMATELY THREE WEEKS IN DURATION.**

4. Show students how to set up and keep their Word Study Notebooks.

5. Have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.

6. Assess personal words once a marking period. (See assessment section of binder.)

7. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.

8. Encourage the students to use different types of dictionaries as well as personal glossaries.

9. Collect a piece of students’ writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students’ portfolios.
Flemington-Raritan Regional Schools
Word Study Program

Year-At-A-Glance
Grade Six

Marking Period Two

1. Assign the appropriate grade-level spelling units.
2. Continue to have students keep their Word Study Notebooks. UNITS 4-6 UNITS ARE APPROXIMATELY THREE WEEKS IN DURATION.
3. Continue to have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.
4. Assess personal words once a marking period. (See assessment section of binder.)
5. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
6. Encourage the students to use different types of dictionaries as well as personal glossaries.
7. Collect a piece of students’ writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students’ portfolios.

Marking Period Three

1. Assign the appropriate grade-level spelling units. UNITS 7-9 UNITS ARE APPROXIMATELY THREE WEEKS IN DURATION.
2. Continue to have students keep their Word Study Notebooks.
3. Continue to have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.
4. Assess personal words once a marking period. (See assessment section of binder.)
5. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
6. Encourage the students to use different types of dictionaries as well as personal glossaries.
7. Collect a piece of students’ writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students’ portfolios.
Marking Period Four

1. Assign the appropriate grade-level spelling units. UNITS 10-12 UNITS ARE APPROXIMATELY THREE WEEKS IN DURATION.
2. Continue to have students keep their Word Study Notebooks.
3. Continue to have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.
4. Assess personal words once a marking period. (See assessment section of binder.)
5. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
6. Encourage the students to use different types of dictionaries as well as personal glossaries.
7. Collect a piece of students’ writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students’ portfolios.
8. Administer Spelling Inventory from Words Their Way (Chapter 3).
   Keep the results in students’ portfolios. What growth did you notice?
Sample Word Study Schedule
Grades 6-8

Lesson 1

- The teacher introduces the skill/concept/pattern. Have students generate words that fit the pattern. Teacher records list. Students write key words in their word study notebooks.
- Students choose personal word. These can be the following:
  - Words misspelled on previous tests
  - Words students use in their writing
  - Words from content areas and/or theme words
  - Other pattern words
  - High frequency words
  - Teacher-directed Word Sort

Lesson 2

- Teacher conducts a quick review of words and gives students a typed list of the words.
- Have students complete a small group or buddy word sort.
- Write out word sort in word study notebook.
- Teacher quickly checks the word sorts.

Homework
Have students do a Word Hunt for the pattern words.

Lesson 3

- Students share Word Hunt words and engage in discussion and questions about the words.

Homework
Write a sentence for the personal words for the week.

Lesson 4
• Activity (See Word Study Activity Sheet)

Lesson 5

• Assessment-Dictation Sentences, Meaning Questions, Correct/Edit Paragraph or Test

Personal Words
Personal words are ongoing throughout the year. Students keep a list of personal words in their word study notebooks.
Unit 1 Homographs

**Essential Questions:**
How can I use context to determine the meaning of a homograph?

**Key Concepts:**
Homographs are words that have more than one meaning even though the spelling does not change. You will pronounce the word differently depending on its use.
- If the word is used as a noun, then emphasis is placed on the second half of the word.
- If the word is used as a verb, then the emphasis is placed on the first half of the word.

<table>
<thead>
<tr>
<th>Core/Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>address</td>
<td>entrance</td>
<td>Word Journeys:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Lists- p. 256</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference- pgs. 140-143</td>
</tr>
<tr>
<td>conduct</td>
<td>suspect</td>
<td>Possible Word Sorts:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parts of speech</td>
</tr>
<tr>
<td>present</td>
<td>increase</td>
<td></td>
</tr>
<tr>
<td>record</td>
<td>object</td>
<td></td>
</tr>
<tr>
<td>project</td>
<td>read</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
Use core words to complete the sentences.

In order to _______________, or lead, an experiment in science class, the science teacher will first have to _______________
the new information to the class so they are familiar with it.

I wanted to mail the _________________ that I bought Jane to her house so it would be there for her birthday; however, I remembered that since she moved, her _________________ was not the same as it was last year.

When there is a serious violation of the school’s code of _________________, Mrs. Quinones and Mrs. Suchorsky will have to _________________, or speak directly to, the student who is involved and his/her parents about the issue.
Unit 2  Homophones

Essential Questions:
How can I use context and meaning to determine which homophone to use in my writing?
What strategies can I use to remember the homophone?

Key Concepts:
Homographs are words that have different spellings but sound the same.
You must use context clues within the sentences to figure out which spelling is appropriate.

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>allowed- aloud</td>
<td>council/counsel, aural/oral, hostel/hostile</td>
<td>Word Journeys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Lists- pg. 257</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference- pg. 166</td>
</tr>
<tr>
<td>there/their/they’re</td>
<td>complement/compliment, mourning/morning</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td>principle/principal</td>
<td>patience/patients, whether/weather, lesson/lessen</td>
<td>Parts of speech</td>
</tr>
<tr>
<td>accept/except</td>
<td>desert/dessert</td>
<td></td>
</tr>
<tr>
<td>its/it’s</td>
<td>addition/edition</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Sentences:
1. A tolerant person will accept everyone.
2. The students turned off their cell phones before class.
Unit 3 Greek Roots

**Essential Questions:**
*Why is it important to learn Greek and Latin roots?*
*How can knowledge of Greek and Latin roots help me determine the meaning of words I don’t know?*
*How can knowledge of Greek and Latin roots help me improve my vocabulary?*

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>aer - air</td>
<td>aerobic</td>
<td>aerospace, aerate, aerator, aerial, aerodynamics, aerosol</td>
<td>Word Journeys Word Lists- pgs. 286-288 Reference- pgs. 181-184</td>
</tr>
<tr>
<td>cycl- circle</td>
<td>recycle</td>
<td>cyclist, bicycle, cycle, cyclometer, cyclone, encyclopedia, motorcycle</td>
<td>Possible Word Sorts Number of syllables Prefix or suffix Parts of speech</td>
</tr>
<tr>
<td>graph – to write</td>
<td>biography</td>
<td>autograph, choreographer, graphics, homograph, paragraph, photograph, telegraph</td>
<td></td>
</tr>
<tr>
<td>phon, phone- to sound</td>
<td>homophone</td>
<td>xylophone, headphone, earphone, megaphone, microphone, saxophone, stereophonic, telephone</td>
<td></td>
</tr>
<tr>
<td>scope- see, view</td>
<td>telescope</td>
<td>kaleidoscope, horoscope, stethoscope, microscopic</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
1. Are you going to **recycle** your water bottle?
2. I just finished reading a **biography** about George Washington.
## Unit 4 Greek Roots

### Essential Questions:
1. Why is it important to learn Greek and Latin roots?
2. How can knowledge of Greek and Latin roots help me determine the meaning of words I don’t know?
3. How can knowledge of Greek and Latin roots help me improve my vocabulary?

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
</table>
| aster, astr- star | astronomy asterisk   | astrophysics, astrology, astronaut, asteroid, astronomical | Word Journeys  
|            |                       |                                                | Word Lists- pgs. 286-288  
|            |                       |                                                | Reference- pgs. 181-184 |
| gram – to write | diagram hologram      | electrocardiogram, cryptogram, grammar, histogram, monogram, program, parallelogram, telegram | Possible Word Sorts  
|            |                       |                                                | Number of syllables  
|            |                       |                                                | Prefix or suffix  
|            |                       |                                                | Parts of speech  
|            |                       |                                                | Roots and meanings  
|            |                       |                                                | Content area words |
| meter- measure | centimeter odometer   | millimeter, barometer, diameter, kilometer, parameter, perimeter, speedometer, thermometer |                                                |
| photo- light | photograph photogenic | photosynthesis, photocopier, photojournalism, telephoto |                                                |
| therm- heat | thermometer geothermal | thermodynamic, thermostat, thermal, thermos |                                                |

### Assessment Sentences:
1. What is the temperature according to that thermometer?
2. The photograph of my soccer team will be in the yearbook.
### Unit 5 Latin Roots

#### Essential Questions:
- Why is it important to learn Greek and Latin roots?
- How can knowledge of Greek and Latin roots help me determine the meaning of words I don’t know?
- How can knowledge of Greek and Latin roots help me improve my vocabulary?

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>bene, beni- well</td>
<td>benefit</td>
<td>beneficial, beneficiary, benevolent, benign</td>
<td>Word Journeys</td>
</tr>
<tr>
<td></td>
<td>benefactor</td>
<td></td>
<td>Word Lists- pgs. 289-297</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reference- pgs. 181-184</td>
</tr>
<tr>
<td>equa, equi- even</td>
<td>equality</td>
<td>equinox, equable, equation, equator, equilateral, equivalent, equivocate</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td></td>
<td>equilibrium</td>
<td></td>
<td>Number of syllables</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prefix or suffix</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Parts of speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Roots and meanings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Content area words</td>
</tr>
<tr>
<td>form- a shape</td>
<td>formal</td>
<td>formality, conform, deform, format, formula, informal, information, platform, transform</td>
<td></td>
</tr>
<tr>
<td></td>
<td>formulate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>liber- free</td>
<td>liberty</td>
<td>liberate</td>
<td>libertarian, liberal</td>
</tr>
</tbody>
</table>

#### Assessment Sentences:
1. We will all **benefit** from hearing the presentation.
2. In New York, we visited the Statue of **Liberty**.
Unit 6 Latin Roots

Essential Questions:
Why is it important to learn Greek and Latin roots?
How can knowledge of Greek and Latin roots help me determine the meaning of words I don’t know?
How can knowledge of Greek and Latin roots help me improve my vocabulary?

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
</table>
| mem, memor- mindful, remembering | memoir | commemorate memento, memorabilia, memorable, memorandum, memorial, memorize, memory, remembrance | Word Journeys
Word Lists- pgs. 289-297
Reference- pgs. 181-184 |
| numer- number | numerator | enumerate numeral, number, omni | Possible Word Sorts
Number of syllables
Prefix or suffix
Parts of speech
Roots and meanings
Content area words |
| per- foot | pedestrian | impede biped, pedicure, centipede, expedite, millipede, moped, orthopedic, pedal, pedestal, pedigree |
| port- to carry | export | portfolio deport, import, important, portable, porter, rapport, report, transport |

Assessment Sentences:
1. Always look for a pedestrian in the crosswalk when driving on a busy street.
2. What is the numerator of the fraction?
## Unit 7 Suffixes

### Essential Questions:
- How can the addition of a suffix change the meaning of the base word?
- How can I correctly spell words with suffixes?

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>able- capable of</td>
<td>respectful, fashionable, approachable, questionable</td>
<td>Word Journeys</td>
</tr>
<tr>
<td>acceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>profitable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ible- capable of</td>
<td>feasible, horrible, legible, edible, possible</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td>terrible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>audible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some exceptions to note</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ful- full of</td>
<td>boastful, grateful, merciful</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td>beautiful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deceitful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>less- without</td>
<td>aimless, friendless, homeless, priceless</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td>fearless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>effortless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ly- in a certain way/characteristic of</td>
<td>accidentally, continually, customarily, harmlessly, geographically, intrusively</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td>extremely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>abruptly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Sentences:
1. A final copy written in pencil is not **acceptable**.
2. Did you find this test **extremely** difficult?
## Unit 8: Prefixes

### Essential Questions:
- How can the addition of a prefix change the meaning of the base word?
- How can I correctly spell words with prefixes?

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex- out/from exchange</td>
<td>ex, excerpt</td>
<td>excommunication, exterminate, expansion, excavate</td>
</tr>
<tr>
<td>omni- all omniscient</td>
<td>omn, omnivore</td>
<td>omnipresent</td>
</tr>
<tr>
<td>trans- across transplant</td>
<td>trans, transient</td>
<td>transcontinental, transcend, transcription, transposed</td>
</tr>
<tr>
<td>dis- not, lack of disengage</td>
<td>dis, disbursement</td>
<td>disability, disregard, disagree, disappoint, disavow</td>
</tr>
<tr>
<td>im- not impatient</td>
<td>imm, immaturity</td>
<td>imbalanced, immobilize, immortal</td>
</tr>
</tbody>
</table>

### Activities and References
- Reference- pgs. 164-165, 179-180
- Possible Word Sorts
- Parts of Speech- How does the part of speech change? Number of syllables

### Assessment Sentences:
1. Since I didn’t like the gift, I **exchanged** it for another.
2. Can you believe that they were able to successfully **transplant** a heart?
## Unit 9 Consonant Alternations

### Essential Questions:
How can knowing word families help me apply consonant alternations? Ex: magic-magician

<table>
<thead>
<tr>
<th>Core/Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words end in be- Drop be  add ption describe/description</td>
<td>prescribe/prescription,</td>
<td>Word Journeys</td>
</tr>
<tr>
<td></td>
<td>transcribe/transcription,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>subscribe/subscription</td>
<td>Reference- pgs. 170-172</td>
</tr>
<tr>
<td>inscribe/inscription</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words end in ce- Drop ce  add tion introduce/introduction</td>
<td>deduce/deduction, produce/production,</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td></td>
<td>reduce/reduction</td>
<td></td>
</tr>
<tr>
<td>induce/induction</td>
<td></td>
<td>Parts of speech (verbs &amp; nouns- Discuss</td>
</tr>
<tr>
<td></td>
<td></td>
<td>suffixes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pronunciation Changes</td>
</tr>
<tr>
<td>Words end in e- drop e  add ion celebrate/celebration</td>
<td>anticipate/anticipation,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>exaggerate/exaggeration,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>illustrate/illustration,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>participate/participation,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>graduate/graduation</td>
<td></td>
</tr>
<tr>
<td>nominate/nomination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words end in d(e) - drop d(e)  add tion decide/decision</td>
<td>provide/provision, intrude/intrusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>divide/division</td>
<td></td>
</tr>
<tr>
<td>persuade/persuasion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Sentences:
1. I had to **decide** which sport I wanted to play so I need to make a **decision** soon.
2. I had to prepare an **introduction** so I could **introduce** my friend to his new classmates.
## Unit 10 Vowel Alternations  long to schwa

### Essential Questions:
**How can I use related words to spell vowel alternations?** Ex: please-pleasant  
**What are some predictable spelling changes I can use?** Ex: exclaim-exclamation

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>able/ability</td>
<td>narrate/narrative, declare/declaration,</td>
<td>Word Journeys</td>
</tr>
<tr>
<td>famous/infamous</td>
<td>major/majority</td>
<td>Word Lists- pgs. 269-275</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference- pgs. 172-175</td>
</tr>
<tr>
<td>comedian/comedy</td>
<td>compete/competition, gene/genetic</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td>remedial/remedy</td>
<td></td>
<td>Parts of Speech (nouns &amp; verbs- Discuss</td>
</tr>
<tr>
<td></td>
<td></td>
<td>changes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pronunciation</td>
</tr>
<tr>
<td>combine/combination</td>
<td>define/definition, inspire/inspiration,</td>
<td></td>
</tr>
<tr>
<td>deprive/deprivation</td>
<td>residle/resident, invite/invitation,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>divide/dividend</td>
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</tr>
<tr>
<td>social/society</td>
<td>restore/restoration, compose/composition,</td>
<td></td>
</tr>
<tr>
<td>oppose/opposition</td>
<td>ignore/ignorance, explore/exploration</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Sentences:
1. **Comedy** is my favorite genre of movies.  
2. Isn't brunch a **combination** of breakfast and lunch?
Flemington-Raritan Regional Schools  
Word Study Program  
Grades 6-8  

Word Study Unit Assessment  
Greek and Latin Roots

1. Dictate the root. Students will write the root and definition.  
2. Students will write a word that uses the dictated root and define the word they have written. Student may choose any word that uses the root to spell and define.  
3. Students will use the word they have chosen in a context clue sentence.

Scoring

- Correct spelling of the root: 2 points
- Correct definition of the root: 3 points
- Correct spelling of the word using root: 2 points
- Correct definition of the word using root: 3 points
- Sentence using root: 10 points

This is a total of 20 points per root. There are 5 roots on the text. **This makes a total of 100 points for the test.**

Note: Students receive 5 points for correctly using the word in context. The remaining 5 points should be for capitalization, punctuation, and spelling of other words in the sentence.

If a student correctly uses the word in a sentence, but misspells the word, take off 3 points.
Flemington-Raritan Regional Schools  
Word Study Program  
Grades 6-8

Sample Greek and Latin Roots Assessment

<table>
<thead>
<tr>
<th>Root</th>
<th>Definition of Root</th>
<th>Sample Word Underline the Root</th>
<th>Definition of Sample Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
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</tr>
</tbody>
</table>

Context Clue Sentences:
GRADE 7

2. Observe that students can spell the high frequency words from the lists from prior years. These will make good personal words for students who have not mastered them.

3. Assign the appropriate grade-level spelling units. UNITS 1-2 UNITS ARE APPROXIMATELY TWO WEEKS IN DURATION.

4. Show students how to set up and keep their Word Study Notebooks.

5. Have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.

6. Assess personal words once a marking period. (See assessment section of binder.)

7. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.

8. Encourage the students to use different types of dictionaries as well as personal glossaries.

9. Collect a piece of students’ writing (first draft) and assess the work for spelling and improvements.
Trimester Two

1. Assign the appropriate grade-level spelling units.
2. Continue to have students keep their Word Study Notebooks. UNITS 3-6
   UNITS ARE APPROXIMATELY THREE WEEKS IN DURATION.
3. Continue to have students self-select personal words. These words may be
   selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.
4. Assess personal words once a marking period. (See assessment section of
   binder.)
5. Continue Word Sorts, Word Hunts, and one or two other activities, as time
   allows.
6. Encourage the students to use different types of dictionaries as well as personal
   glossaries.
7. Collect a piece of students’ writing (first draft) and assess the work for spelling
   and improvements.

Trimester Three

1. Assign the appropriate grade-level spelling units. UNITS 7-10 UNITS ARE
   APPROXIMATELY THREE WEEKS IN DURATION. UNITS 11-12 ARE IF
   TIME PERMITS.
2. Continue to have students keep their Word Study Notebooks.
3. Continue to have students self-select personal words. These words may be
   selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.
4. Assess personal words once a marking period. (See assessment section of
   binder.)
5. Continue Word Sorts, Word Hunts, and one or two other activities, as time
   allows.
6. Encourage the students to use different types of dictionaries as well as personal
   glossaries.
7. Collect a piece of students’ writing (first draft) and assess the work for spelling
   and improvements.
8. Administer Spelling Inventory from Words Their Way (Chapter 3).

Teacher Reference
Flemington-Raritan Regional Schools
Word Study Program

Use the Upper Elementary Spelling Inventory on pages 297-298 (2nd ed, 2000)
Keep the results in students’ portfolios. What growth did you notice?
Marking Period Four

1. Assign the appropriate grade-level spelling units. UNITS 10-12 UNITS ARE APPROXIMATELY THREE WEEKS IN DURATION.
2. Continue to have students keep their Word Study Notebooks.
3. Continue to have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.
4. Assess personal words once a marking period. (See assessment section of binder.)
5. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
6. Encourage the students to use different types of dictionaries as well as personal glossaries.
7. Collect a piece of students’ writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students’ portfolios.
8. Administer Spelling Inventory from Words Their Way (Chapter 3). Grade 6- Use the Upper Elementary Spelling Inventory on pages 297-298 (2nd ed, 2000) or pages 274-275 (4th ed., 2008). Keep the results in students’ portfolios. What growth did you notice?
Sample Word Study Schedule
Grades 6-8

Lesson 1

- The teacher introduces the skill/concept/pattern. Have students generate words that fit the pattern. Teacher records list. Students write key words in their word study notebooks.
- Students choose personal word. These can be the following:
  - Words misspelled on previous tests
  - Words students use in their writing
  - Words from content areas and/or theme words
  - Other pattern words
  - High frequency words
  - Teacher-directed Word Sort

Lesson 2

- Teacher conducts a quick review of words and gives students a typed list of the words.
- Have students complete a small group or buddy word sort.
- Write out word sort in word study notebook.
- Teacher quickly checks the word sorts.

Homework
Have students do a Word Hunt for the pattern words.

Lesson 3

- Students share Word Hunt words and engage in discussion and questions about the words.

Homework
Write a sentence for the personal words for the week.

Lesson 4

Teacher Reference 2012
• Activity (See Word Study Activity Sheet)

Lesson 5

• Assessment-Dictation Sentences, Meaning Questions, Correct/Edit Paragraph or Test

Personal Words
Personal words are ongoing throughout the year. Students keep a list of personal words in their word study notebooks.
**Unit 1 Plurals**

**Essential Questions:**
What rules or generalizations will help me write the plural form of words correctly?

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add s to words statue-statues</td>
<td>writer-writers, scream-screams, nurse-nurses, basic-basics, tulip-tulips, adult-adults, actor-actors, voice-voices</td>
<td>Word Journeys: Word Lists- pg. 252 Reference- pgs. 162-164, 179</td>
</tr>
<tr>
<td>Add es to words that end in sh, ch, ss, s, or x inch- inches</td>
<td>notch-notches, leech-leeches, roach-roaches, lunch-lunches, sash-sashes, dash-dashes</td>
<td>Possible Word Sorts: Parts of speech</td>
</tr>
<tr>
<td>gas-gases</td>
<td>atlas-atlases, iris-irises, boss-bosses, six-sixes, box-boxes</td>
<td></td>
</tr>
<tr>
<td>Words that end in a vowel and y add an s to form the plural enjoy-enjoys</td>
<td>turkey-turkeys, play-plays, tray-trays, valley-valleys, monkey-monkeys, alley-alleys</td>
<td></td>
</tr>
<tr>
<td>Words that end in a consonant -y, change y to i and add es baby-babies</td>
<td>pastry-pastries, city-cities, lady-ladies, ninety-nineties, guppy-guppies</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
1. Most of the Greek **statues** were made of marble.
2. The **babies** were crying because they had not been fed.
## Unit 2 Polysyllabic Homophones

### Essential Questions:
- How can I use context and meaning to determine which homophone to use in my writing?
- What strategies can I use to remember the homophones?

<table>
<thead>
<tr>
<th>Core/Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>allowed- aloud</td>
<td>vary-very</td>
<td>morning-mourning</td>
</tr>
<tr>
<td>accept-except</td>
<td>altar-alter</td>
<td>capital-capitol</td>
</tr>
<tr>
<td>affect-effect</td>
<td>cereal-serial</td>
<td>desert-dessert</td>
</tr>
<tr>
<td>compliment=complement</td>
<td>lesson-lessen</td>
<td>principle-principal</td>
</tr>
<tr>
<td>council- counsel</td>
<td>stationary-stationery</td>
<td></td>
</tr>
</tbody>
</table>

### Possible Word Sorts
- Parts of speech

### Assessment Sentences:
1. I received a **compliment** from my teacher when she told me that my shoes **complemented** the dress I was wearing.
2. Mr. Hall will **counsel** the **council** members who are having personal problems.
# Unit 3 Consonant Alternations  ion/sion with (shun)

**Essential Questions:**
How can knowing word families help me apply consonant alternations? Ex: magic-magician

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
</table>
| Words end in te- drop e add ion | pollute-pollution, isolate-isolation, nominate-nomination, appreciate-appreciation, vibrate-vibration | Word Journeys  
Word Lists- pgs. 264-265  
Reference- pgs. 170-172 |
| estimate-estimation | frustrate-frustration | |
| Words end in se-drop e add ion | revise-revision, repulse-repulsion, provide-provision, diffuse-diffusion, transfuse-transfusion | Possible Word Sorts  
Parts of speech (verbs & nouns- Discuss suffixes)  
Pronunciation Changes |
| confuse-confusion | averse-aversion | |
| Words end in de- drop e add sion | include-inclusion, provide-provision, intrude-intrusion, | |
| exclude-exclusion | invade-invasion | |
| erode-erosion | ascend-ascension | |
| Words end in d- drop d add sion | suspend-suspension, apprehend-apprehension, comprehend-comprehension | |
| expand-expansion | persuade-persuasion | |

**Assessment Sentences:**
1. There was mass **confusion** when the dam broke and flooded the entire town.
2. Joe's **exclusion** from the baseball game was unfair.
Flemington-Raritan Regional School District  
Word Study Program  
Grade 7

Unit 4 Vowel Alternations   short to schwa

**Essential Questions:**
How can I use related words to spell vowel alternations? Ex: please-pleasant
What are some predictable spelling changes I can use? Ex: exclaim-exclamation

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) fatality-fatal</td>
<td>hospitality-hospital</td>
<td>Word Journeys Word Lists- pg. 268 Reference- pgs. 172-174</td>
</tr>
<tr>
<td>(b) original-originality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) critic-criticize</td>
<td>docility-docile</td>
<td>Possible Word Sorts Parts of Speech (nouns &amp; verbs- Discuss changes) Pronunciation</td>
</tr>
<tr>
<td>(o) majority-major</td>
<td>editorial-editor</td>
<td></td>
</tr>
<tr>
<td>democracy-democratic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) systemic-system</td>
<td>excellent-excel</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
1. The **critic** gave a positive review.
2. The flood in August caused many **fatalities**.
# Unit 5 Doubling Issues with Polysyllabic Base Words

**Essential Questions:**
How can I correctly spell polysyllabic words when I have to add a suffix?

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double begin prefer</td>
<td>propel, regret, forbid, submit, embed</td>
<td>Word Journeys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Lists- pg. 276</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference- pgs. 176-178</td>
</tr>
<tr>
<td>Final Consonant is preceded by 2 vowels</td>
<td>appear, explain, repeat</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td>complain detour</td>
<td></td>
<td>Different suffixes Endings</td>
</tr>
<tr>
<td>Accent not on last syllable of base word</td>
<td>happen, suffer, benefit, edit, consider, focus</td>
<td></td>
</tr>
<tr>
<td>limit exhibit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suffix (ment, ful) begins with a consonant</td>
<td>entertain-entertainment</td>
<td></td>
</tr>
<tr>
<td>equip-equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>commit-commitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word ends in 2 consonants</td>
<td>insert, conduct, prevent, collect, attend</td>
<td></td>
</tr>
<tr>
<td>collect exist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
1. My sister Mary was always complaining about her hair.
2. The beginning of the book was intriguing.
# Unit 6 Greek Roots

**Essential Questions:**
*Why is it important to learn Greek and Latin roots?*
*How can knowledge of Greek and Latin roots help me determine the meaning of words I don’t know?*
*How can knowledge of Greek and Latin roots help me improve my vocabulary?*

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>chron-time</td>
<td>time</td>
<td>chronic, synchronize</td>
<td>Word Journeys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>chronic, chronological,</td>
<td>Word Lists- pgs. 286-288</td>
</tr>
<tr>
<td></td>
<td></td>
<td>chronic</td>
<td>Reference- pgs. 181-184</td>
</tr>
<tr>
<td>ology- science of</td>
<td>biology</td>
<td>cardiology</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td>log-science of</td>
<td>prologue</td>
<td>eulogy</td>
<td>Number of syllables</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dermatology, audiology,</td>
<td>Prefix or suffix</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hydrology, anthropology</td>
<td>Parts of speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>monologue</td>
<td></td>
</tr>
<tr>
<td>phob-fear</td>
<td>fear</td>
<td>phobia, acrophobia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hydrate</td>
<td>hydrangea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>telescope</td>
<td>telepathy</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
*No assessment sentences for this unit.*
## Unit 7 Latin Roots

### Essential Questions:
- Why is it important to learn Greek and Latin roots?
- How can knowledge of Greek and Latin roots help me determine the meaning of words I don’t know?
- How can knowledge of Greek and Latin roots help me improve my vocabulary?

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>am, amor-</td>
<td>amiable</td>
<td>amorous, enamored</td>
<td>Word Journeys</td>
</tr>
<tr>
<td></td>
<td><em>amateur</em></td>
<td></td>
<td>Word Lists- pgs. 289-297</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reference- pgs. 181-184</td>
</tr>
<tr>
<td>cred-</td>
<td>credible</td>
<td>accredit, credulous</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td></td>
<td><em>credential</em></td>
<td></td>
<td>Number of syllables</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prefix or suffix</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Parts of speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Roots and meanings</td>
</tr>
<tr>
<td>langu, lingu-</td>
<td>linguist</td>
<td>linguistics, linguini lingo</td>
<td>Content area words</td>
</tr>
<tr>
<td>mort-</td>
<td>mortal</td>
<td>mortician, mortuary, mortified, rigor-mortis</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>mortgage</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>scribe, script-</td>
<td>subscribe</td>
<td>script, prescription, scribble, describe, inscribe</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>nondescript</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Sentences:
- No assessment sentences for this unit.
### Unit 8 Latin Roots

**Essential Questions:**
Why is it important to learn Greek and Latin roots?
How can knowledge of Greek and Latin roots help me determine the meaning of words I don’t know?
How can knowledge of Greek and Latin roots help me improve my vocabulary?

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>stru, struc-</td>
<td>construct</td>
<td>construe, infrastructure, obstruct, instruct</td>
<td>Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Roots and meanings Content area words</td>
</tr>
<tr>
<td>sign-</td>
<td>signature</td>
<td>insignificant, insignia, designate, resignation, assignment</td>
<td></td>
</tr>
<tr>
<td>rupt-</td>
<td>abrupt, erupt</td>
<td>bankrupt, rupture, corrupt, interrupt</td>
<td></td>
</tr>
<tr>
<td>dic, dict-</td>
<td>dictate</td>
<td>contradict, benediction, verdict, jurisdictiion, dictionary, dedicate</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
No assessment sentences for this unit.
## Unit 9 Latin Roots

### Essential Questions:
Why is it important to learn Greek and Latin roots?
How can knowledge of Greek and Latin roots help me determine the meaning of words I don’t know?
How can knowledge of Greek and Latin roots help me improve my vocabulary?

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
</table>
| tend-tens- to stretch | pretend, intensity | tendon, distend, extend, contend, attend | Word Journeys
Word Lists- pgs. 289-297
Reference- pgs. 181-184 |
| ven, vent- to come | adventure, souvenir | convention, intervene, prevent, revenue | Possible Word Sorts
Number of syllables
Prefix or suffix
Parts of speech
Roots and meanings
Content area words |
| vid, vis- to see | evident, envision | improvise, audiovisual, visa, supervise, televide, video | |
| duce, duct- to lead | conduct, deduct | induct, introduction, abduct | |
| sequ, sec- to follow | sequel, consequence | persecute, second, subsequent, sequence, sect, consecutive | |

### Assessment Sentences:
No assessment sentences for this unit.
Unit 10 Latin-Derived Suffixes  Suffix- ant/ance/ancy

| Essential Questions: |  |
|----------------------|  |
| How can the addition of a Latin-derived suffix change the meaning of the base word? |  |
| How can I correctly spell words with Latin-derived suffixes? |  |

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>abundant/abundance</td>
<td>distant/distance, constant/constancy</td>
<td>Word Journeys</td>
</tr>
<tr>
<td>dormant/dormancy</td>
<td>Word Lists- pg. 271-273</td>
<td></td>
</tr>
<tr>
<td>arrogant/arrogance</td>
<td>elegant/elegance, observant/observance</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td>vigilant-vigilance</td>
<td>Part of Speech- How does the part of speech change?</td>
<td></td>
</tr>
<tr>
<td>brilliant/brilliance</td>
<td>Number of syllables</td>
<td></td>
</tr>
<tr>
<td>extravagant/extravagance/extravagancy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>important/importance</td>
<td>vacant/vacancy, attend/attendance</td>
<td></td>
</tr>
<tr>
<td>significant/significance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>malignant/malignance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>malignant/malignance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>malignant/malignance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>malignant/malignance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hesitant/hesitance/hesitancy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Sentences:
1. The sun’s brilliant light blinded everyone.
2. The malignancy quickly spread.
# Unit 11 Latin-Derived Suffixes  Suffix- ent/ence/ency  OPTIONAL UNIT

## Essential Questions:
- How can the addition of a Latin-derived suffix change the meaning of the base word?
- How can I correctly spell words with Latin-derived suffixes?

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>absent/absence</td>
<td>violent/violence</td>
<td>Word Journeys</td>
</tr>
<tr>
<td>affluent/affluence</td>
<td></td>
<td>Word Lists- pgs. 271-273</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference- pgs. 174-175</td>
</tr>
<tr>
<td>decent/decent</td>
<td>innocent/innocence</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td>efficient/efficiency</td>
<td></td>
<td>Parts of Speech- How does the part of speech change?</td>
</tr>
<tr>
<td>different/difference</td>
<td>agent/agency, incident/incidence</td>
<td>Number of syllables</td>
</tr>
<tr>
<td>absorbent/absorbency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>impatient/impatience</td>
<td>patient/patience, intelligent/intelligence</td>
<td></td>
</tr>
<tr>
<td>reminiscent/reminiscence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>competent/competence/competency</td>
<td>resident/residence/residency, dependent/dependence/dependency</td>
<td></td>
</tr>
</tbody>
</table>

## Assessment Sentences:
1. The student’s **absence** was reported to the school office.
2. You should have the **decency** to say you’re sorry if you hurt someone’s feelings.
## Unit 12 Assimilated Prefixes in “not”

### Essential Questions:
- How does speech influence assimilate prefixes?
- How does the first letter of the base word influence the spelling of the prefix being added?

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>il</td>
<td>illegible</td>
<td>illogical, illegitimate</td>
</tr>
<tr>
<td>illiterate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>im</td>
<td>immigrate</td>
<td>immeasurable, immovable, immodest, impossible, immaterial, immunization</td>
</tr>
<tr>
<td>immortal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ir</td>
<td>irrelevant</td>
<td>irrevocable, irreversible, irreconcilable, irregular, irresponsible</td>
</tr>
<tr>
<td>irresistible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in</td>
<td>inefficient</td>
<td>inaccurate, insecure, inoperative, innate</td>
</tr>
<tr>
<td>innumerable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Sentences:
1. The piece of chocolate looks **irresistible**.
2. There are people in the United States who are **illiterate** and cannot read and write.
1. Dictate the root. Students will write the root and definition.
2. Students will write a word that uses the dictated root and define the word they have written. Student may choose any word that uses the root to spell and define.
3. Students will use the word they have chosen in a context clue sentence.

Scoring

- Correct spelling of the root 2 points
- Correct definition of the root 3 points
- Correct spelling of the word using root 2 points
- Correct definition of the word using root 3 points
- Sentence using root 10 points
- This is a total of 20 points per root. There are 5 roots on the text. **This makes a total of 100 points for the test.**

Note: Students receive 5 points for correctly using the word in context. The remaining 5 points should be for capitalization, punctuation, and spelling of other words in the sentence.

If a student correctly uses the word in a sentence, but misspells the word, take off 3 points.
Flemington-Raritan Regional Schools
Word Study Program
Grades 6-8

Sample Greek and Latin Roots Assessment

<table>
<thead>
<tr>
<th>Root</th>
<th>Definition of Root</th>
<th>Sample Word Underline the Root</th>
<th>Definition of Sample Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Context Clue Sentences:
GRADE 8
Trimester One


2. Observe that students can spell the high frequency words from the lists from prior years. These will make good personal words for students who have not mastered them.

3. Assign the appropriate grade-level spelling units. UNITS 1-2 UNITS ARE APPROXIMATELY TWO WEEKS IN DURATION.

4. Show students how to set up and keep their Word Study Notebooks.

5. Have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.

6. Assess personal words once a marking period. (See assessment section of binder.)

7. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.

8. Encourage the students to use different types of dictionaries as well as personal glossaries.

9. Collect a piece of students’ writing (first draft) and assess the work for spelling and improvements.
Trimester Two

1. Assign the appropriate grade-level spelling units.
2. Continue to have students keep their Word Study Notebooks. UNITS 3-6 UNITS ARE APPROXIMATELY THREE WEEKS IN DURATION.
3. Continue to have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.
4. Assess personal words once a marking period. (See assessment section of binder.)
5. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
6. Encourage the students to use different types of dictionaries as well as personal glossaries.
7. Collect a piece of students’ writing (first draft) and assess the work for spelling and improvements.

Trimester Three

1. Assign the appropriate grade-level spelling units. UNITS 7-10 UNITS ARE APPROXIMATELY THREE WEEKS IN DURATION. UNITS 11-12 ARE IF TIME PERMITS.
2. Continue to have students keep their Word Study Notebooks.
3. Continue to have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.
4. Assess personal words once a marking period. (See assessment section of binder.)
5. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
6. Encourage the students to use different types of dictionaries as well as personal glossaries.
7. Collect a piece of students’ writing (first draft) and assess the work for spelling and improvements.
8. Administer Spelling Inventory from *Words Their Way* (Chapter 3).
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Word Study Program

Keep the results in students’ portfolios. What growth did you notice?
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Word Study Program

Year-At-A-Glance
Grade Six

Marking Period Four

1. Assign the appropriate grade-level spelling units. UNITS 10-12 UNITS ARE APPROXIMATELY THREE WEEKS IN DURATION.
2. Continue to have students keep their Word Study Notebooks.
3. Continue to have students self-select personal words. These words may be selected from:
   a. Words that were misspelled on previous years’ high frequency word lists;
   b. Words from their personal writing;
   c. Words associated with classroom or content area themes;
   d. Words misspelled from previous weeks’ assessments.
4. Assess personal words once a marking period. (See assessment section of binder.)
5. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
6. Encourage the students to use different types of dictionaries as well as personal glossaries.
7. Collect a piece of students’ writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students’ portfolios.
8. Administer Spelling Inventory from Words Their Way (Chapter 3).
   Keep the results in students’ portfolios. What growth did you notice?
Sample Word Study Schedule
Grades 6-8

Lesson 1

- The teacher introduces the skill/concept/pattern. Have students generate words that fit the pattern. Teacher records list. Students write key words in their word study notebooks.
- Students choose personal word. These can be the following:
  - Words misspelled on previous tests
  - Words students use in their writing
  - Words from content areas and/or theme words
  - Other pattern words
  - High frequency words
  - Teacher-directed Word Sort

Lesson 2

- Teacher conducts a quick review of words and gives students a typed list of the words.
- Have students complete a small group or buddy word sort.
- Write out word sort in word study notebook.
- Teacher quickly checks the word sorts.

Homework
Have students do a Word Hunt for the pattern words.

Lesson 3

- Students share Word Hunt words and engage in discussion and questions about the words.

Homework
Write a sentence for the personal words for the week.

Lesson 4
• Activity (See Word Study Activity Sheet)

Lesson 5

• Assessment-Dictation Sentences, Meaning Questions, Correct/Edit Paragraph or Test

Personal Words
Personal words are ongoing throughout the year. Students keep a list of personal words in their word study notebooks.
### Unit 1 Consonant Alternations

**Essential Questions:**
How can I use word families to help me apply consonant alternations? Ex: magic-magician

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>/k/ to /s/ c + ity (or ize) public- publicize italic-italicize electric-electricity ethnic-ethnicity</td>
<td>critic-criticize, romantic-romanticize, elastic-elasticity, toxic-toxicity, specific-specificity</td>
<td>Word Journeys: Word Lists- pg. 266 Reference- pgs. 170-17</td>
</tr>
<tr>
<td>/t/ to /sh/ t + ial part-partial confident-confidential</td>
<td>potent-potential, exponent-exponential, resident-residential</td>
<td>Possible Word Sorts: Parts of speech (Nouns &amp; Adjectives- Discuss suffixes) Pronunciation Changes</td>
</tr>
<tr>
<td>/s/ to /sh/ e drop + ial (or tial) space-spatial prejudice- prejudicial face-facial essence-essential</td>
<td>race-racial, office-official, inference-inferential, sequence-sequential</td>
<td></td>
</tr>
<tr>
<td>/s/ to /sh/ e drop + ious grace-gracious avarice-avaricious</td>
<td>space-spacious, malice-malicious</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
1. During the thunderstorm, the **electricity** went off.
2. Since the answer was partly correct, James received **partial** credit.
# Unit 2 Vowel Alternations

**Essential Questions:**
How can I use related words to help me spell vowel alternations? What are some predictable spelling changes I can learn?

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>exclaim-exclamation</td>
<td>reclaim-reclamation, proclaim-proclamation</td>
<td>Word Journeys</td>
</tr>
<tr>
<td>explain-explanation</td>
<td></td>
<td>Word Lists- pg. 268</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference- pgs. 172-174</td>
</tr>
<tr>
<td>retain-retention</td>
<td>detain-detention, attain-attention</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td>abstain-abstention</td>
<td></td>
<td>Parts of speech (Nouns &amp; Verbs- Discuss</td>
</tr>
<tr>
<td></td>
<td></td>
<td>changes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Positive/Negative Meanings</td>
</tr>
<tr>
<td>perceive-perception</td>
<td>receive-reception, deceive-deception</td>
<td></td>
</tr>
<tr>
<td>conceive-conception</td>
<td></td>
<td></td>
</tr>
<tr>
<td>apply-application</td>
<td>notify-notification, identify-identification</td>
<td></td>
</tr>
<tr>
<td>classify-classification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>modify-modification</td>
<td>qualify-qualification, multiply-multiplication</td>
<td></td>
</tr>
<tr>
<td>personify-personification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
1. She made **modifications** to the car’s engine.
2. Some animals have poor **perception** of distance.
## Unit 3 Greek Roots - Science

### Essential Questions:
- Why is it important to learn Greek and Latin roots?
- How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?
- How can knowledge of Greek and Latin roots help me improve my vocabulary?

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>cosm-</td>
<td>universe, world</td>
<td>cosmos, macrocosm</td>
<td>cosmic, cosmology, microcosm,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>cosmonaut</td>
</tr>
<tr>
<td>therm-</td>
<td>heat</td>
<td>thermal, geothermal</td>
<td>thermometer, thermos,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>thermodynamic, thermonuclear</td>
</tr>
<tr>
<td>phys-</td>
<td>nature</td>
<td>physical, physician</td>
<td>physics, astrophysics,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>physique, physiology</td>
</tr>
<tr>
<td>sphere-</td>
<td>ball</td>
<td>atmosphere, biosphere</td>
<td>chromosphere, ionosphere,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>stratosphere, troposphere</td>
</tr>
</tbody>
</table>

### Assessment Sentences:
No assessment sentences for this unit.
## Essential Questions:
Why is it important to learn Greek and Latin roots?
How can knowledge of Greek and Latin roots help me determine the meaning of words I don’t know?
How can knowledge of Greek and Latin roots help me improve my vocabulary?

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>arch-</td>
<td>chief</td>
<td>monarchy</td>
<td>Word Journeys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>architect</td>
<td>Word Lists- pgs. 286-288</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hierarchy</td>
<td>Reference- pgs. 181-184</td>
</tr>
<tr>
<td>dem-</td>
<td>people</td>
<td>democracy</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>epidemic</td>
<td>Number of syllables</td>
</tr>
<tr>
<td></td>
<td></td>
<td>demagogue, demographic, endemic,</td>
<td>Prefix or suffix</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pandemic</td>
<td>Parts of speech</td>
</tr>
<tr>
<td>pan-</td>
<td>all</td>
<td>panorama</td>
<td>Roots and meanings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pandemonium</td>
<td>Social Studies topics</td>
</tr>
<tr>
<td>pol-</td>
<td>city</td>
<td>politician</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>metropolis</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Sentences:
No assessment sentences for this unit.


Unit 5 Latin Roots

### Essential Questions:
- Why is it important to learn Greek and Latin roots?
- How can knowledge of Greek and Latin roots help me determine the meaning of words I don’t know?
- How can knowledge of Greek and Latin roots help me improve my vocabulary?

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>loc, loq- to speak</td>
<td>eloquent</td>
<td>loquacious</td>
<td>colloquial, soliloquy, ventriloquist, elocution</td>
</tr>
<tr>
<td>son – a sound</td>
<td>sonic</td>
<td>consonant</td>
<td>assonance, sonata, unison, sonnet</td>
</tr>
<tr>
<td>spec, spect- to see</td>
<td>inspector</td>
<td>perspective</td>
<td>retrospect, spectrum, introspection, spectacle</td>
</tr>
<tr>
<td>sent, sens- to feel, perceive</td>
<td>sensory</td>
<td>sentiment</td>
<td>consent, sensitive, sentinel, dissent</td>
</tr>
<tr>
<td>sist, stat- to stand</td>
<td>station</td>
<td>stature</td>
<td>persist, stationary, insistent, assist</td>
</tr>
</tbody>
</table>

### Assessment Sentences:
- No assessment sentences for this unit.
## Essential Questions:
*Why is it important to learn Greek and Latin roots?*
*How can knowledge of Greek and Latin roots help me determine the meaning of words I don’t know?*
*How can knowledge of Greek and Latin roots help me improve my vocabulary?*

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
</table>
| aud- to hear | auditory, inaudible | audit, audience, audition, audition, audible | Word Journeys  
Word Lists- pgs. 289-292  
Reference- pgs. 181-184 |
| cap - head | captain, decapitate | capitol, capillary, recapitulate, per capita, capital, capitalize | Possible Word Sorts  
Number of syllables  
Prefix or suffix  
Parts of speech  
Roots and meanings |
| cor, corp - the body | corpse, corpus | corpuscle, corporal, corporation, corset, corpulent, incorporate | |
| grad, gress - to step | graduate, congress | progress, regress, transgress, digress, centigrade, retrograde, grade | |
| lateral - astride | equilateral, quadrilateral | unilateral, bilateral, collateral | |

### Assessment Sentences:
*No assessment sentences for this unit.*
# Unit 7 Latin Roots

**Essential Questions:**
- Why is it important to learn Greek and Latin roots?
- How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?
- How can knowledge of Greek and Latin roots help me improve my vocabulary?

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>fac, fact, fect - to do</td>
<td>manufacture, facile</td>
<td>effect, facilitate, affect, defect</td>
<td>Word Journeys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Word Lists- pgs. 289-292</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reference- pgs. 181-184</td>
</tr>
<tr>
<td>pos, pon(e) - to put, place</td>
<td>position, expose</td>
<td>impose, postpone, preposition, superimpose</td>
<td>Possible Word Sorts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number of syllables</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prefix or suffix</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Parts of speech</td>
</tr>
<tr>
<td>mis, mit - to send</td>
<td>permit (permission), intermission</td>
<td>missile, submission, transmit, omit</td>
<td>Roots and meanings</td>
</tr>
<tr>
<td>fer - to bring, carry</td>
<td>transfer, inference</td>
<td>prefer, reference, conference, differ</td>
<td></td>
</tr>
<tr>
<td>mob, mot- to move</td>
<td>mobile, motivate</td>
<td>promote, immobile, commotion, demote</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Sentences:**
No assessment sentences for this unit.
# Unit 8 Latin Roots

**Essential Questions:**
*Why is it important to learn Greek and Latin roots?*
*How can knowledge of Greek and Latin roots help me determine the meaning of words I don’t know?*
*How can knowledge of Greek and Latin roots help me improve my vocabulary?*

<table>
<thead>
<tr>
<th>Root</th>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
</table>
| voc, vok- to call | vocal revoke           | vociferous, advocate, vocabulary, provoke | Word Journeys
Word Lists- pgs. 289-297
Reference- pgs. 181-184 |
| terra- earth | terrain terra firma    | terrace, terrestrial, subterranean, Mediterranean | Possible Word Sorts
Prefix or suffix
Parts of speech
Roots and meanings
Content area words |
| spir- to breathe | respiration aspire     | perspire, spirit, aspirate, transpire   |                           |
| medi, medio- middle | median medieval        | mediocre, intermediate, mediate, intermediary |                           |
| min- to make smaller | minus diminish         | mince, minimize, minor, minuscule      |                           |

**Assessment Sentences:**
*No assessment sentences for this unit.*
Unit 9 Latin-Derived Suffixes  Suffix- ary, ery, ory

Essential Questions:
How can the addition of a Latin-derived suffix change the meaning of the base word?
How can I correctly spell words with Latin-derived suffixes?

<table>
<thead>
<tr>
<th>Core/Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
</table>
| /ar-e/- ary ery       | temporary, necessary, revolutionary, imaginary | Word Journeys
| literary             | stationary | Word Lists- pg. 274-275   |
| cemetery             | stationery | Reference- pgs. 174-175   |
| /re/- ary/ery ory     | confectionery, exemplary, auxiliary, forgery, treachery | Possible Word Sorts
| misery               | glossary   | Part of Speech- Have students identify base words (when appropriate) and parts of speech
| introductory         | accessory  | Number of syllables       |
| / or e/- ory         | territory, explanatory, mandatory, alleory       |
| laboratory           | auditory   |                           |

Assessment Sentences:
1. The introductory paragraph needed to be revised and edited.
2. Our dog was buried in the local pet cemetery.
## Essential Questions:
How does speech influence assimilate prefixes?
How does the first letter of the base word influence the spelling of the prefix being added?

<table>
<thead>
<tr>
<th>Core/Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
</table>
| submarine, subheading| submerge, subordinate, subdivision, subsequent | Word Journeys  
Word Lists- pg. 283  
Reference- pgs. 179-180 |
| suffix, sufficient    | suffocate, sufferage| Possible Word Sorts  
Parts of Speech – Have students identify base words (when appropriate) and part of speech  
Number of syllables |
| suppose, suppress     | supply, supplement, supplant |                            |
| surrender, surround   | surrogate, surreptitious |                                    |
| succeed, succinct     | success, successor  |                                          |

## Assessment Sentences:
1. I **suppose** we could go to the earlier movie so you can be home by 10:00.
2. The troops fought bravely and refused to **surrender**.
### Unit 11 Latin-Derived Suffixes  Suffix- ity

#### Essential Questions:
- How can the addition of a Latin-derived suffix change the meaning of the base word?
- How can I correctly spell words with Latin-derived suffixes?

<table>
<thead>
<tr>
<th>Core/ Challenge Words</th>
<th>Sort Words</th>
<th>Activities and References</th>
</tr>
</thead>
</table>
| With base words        | minority, personality, validity, publicity, vitality, legality, universality | Word Journeys
| familiarity            |             | Word Lists- pg. 274-275   |
| originality            |             | Reference- pgs. 174-175    |
| similarity             |             |                           |
| complexity             |             |                           |
| authenticity           |             |                           |
| superiority           |             |                           |
| minority, personality  |             |                           |
| vitality               |             |                           |
| legality               |             |                           |
| universality           |             |                           |

| With e drop            | objectivity, creativity, intensity, extremity | Possible Word Sorts
| activity              |             | Part of Speech- Have students identify base words (when appropriate) and parts of speech
|                        |             | Number of syllables |
| immaturity             |             |                           |

| With ble-bil           | stability, disability, responsibility, credibility |                           |
| availability           |             |                           |
| acceptability          |             |                           |

### Assessment Sentences:
1. Can you see the **similarity** between the two words?
2. Word sorts are my favorite vocabulary **activity**.
1. Dictate the root. Students will write the root and definition.
2. Students will write a word that uses the dictated root and define the word they have written. Student may choose any word that uses the root to spell and define.
3. Students will use the word they have chosen in a context clue sentence.

**Scoring**

- Correct spelling of the root 2 points
- Correct definition of the root 3 points
- Correct spelling of the word using root 2 points
- Correct definition of the word using root 3 points
- Sentence using root 10 points

This is a total of 20 points per root. There are 5 roots on the text. **This makes a total of 100 points for the test.**

**Note:** Students receive 5 points for correctly using the word in context. The remaining 5 points should be for capitalization, punctuation, and spelling of other words in the sentence.

If a student correctly uses the word in a sentence, but misspells the word, take off 3 points.
Sample Greek and Latin Roots Assessment

<table>
<thead>
<tr>
<th>Root</th>
<th>Definition of Root</th>
<th>Sample Word Underline the Root</th>
<th>Definition of Sample Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Context Clue Sentences:
RESOURCES
Word Study Program

Two key activities for the word study program are word sorts and word hunts. Below is an explanation of each of these and ways you can support your child when he or she does the activity at home.

Word Sorts
Word sorts provide students with the opportunity to make decisions about the specific characteristics of a word. Students have their unit words written on cards and sort or place them into categories using a feature such as a pattern or sound. **Word sorts will be modeled in class before they are sent home. Students can practice sorting words into categories. They may use a category that the teacher has given them or sort words and tell why they grouped certain words together.**

*Note: Since word sorts are done in class, they may not always be sent home.*

Some questions to ask your child:
- Why did you put this (these) word(s) in that category?
- What do you notice about the words in this category?
- Are there any other ways you can group the words? How would you do that? Be sure to have your child tell you why he or she grouped words in a particular category.

Word Hunts
Word hunts help students make the connection between reading and writing. The word hunt is an activity where students skim material they have already read to find words that fit a particular category or pattern. Children can use their independent novels, newspapers, magazines, labels, directions, signs, or any printed material to find words for the word hunt. Your child should write the words they find that fit the category. Do not be afraid to record exceptions to a rule. For example, if your child is looking for words that make the long “a” sound, he or she can record word such as “eighth” and “weigh” even though they may not fit the spelling pattern for long “a” that is being examined in that unit. These words will be discussed in class and provide good connections for students.

Some questions to ask your child:
- What is the word that you found?
- What pattern or category does it go into? Why does it fit there?
- What do you notice about the word?
Flemington-Raritan Regional Schools
Word Study Program
Grade One
High Frequency Words

after  go  love  their
am  goes  made  them
and  going  make  then
are  good  many  there
as  had  me  they
back  has  mom  this
be  have  more  to
because  he  most  two
been  her  my  three
before  here  new  up
big  him  nine  us
boy  his  not  use
but  home  now  want
by  house  of  was
came  how  on  we
can’t  I  once  we’re
could  if  one  went
dad  I’ll  over  were
does  I’m  put  what
down  in  said  where
eight  into  saw  which
find  is  see  who
first  it  seven  with
five  just  she  would
for  like  should  you
four  little  six  your
friend  long  so  very
from  look  ten
get  than
girl  the
Flemington-Raritan Regional Schools
Word Study Program
Grade Two
High Frequency Words

about  cry  how  ride
above  didn’t  hurt  round
across  does  inside  seen
again  doing  I’ll  sentence
along  done  I’m  seven
also  each  instead  sign
animal  eat  it’s  some
another  end  kind  story
any  enough  knew  street
around  eight  life  such
ate  even  list  talk
away  ever  live  that
became  every  looking  that’s
because  family  lost  these
been  fast  made  thing
before  father  making  think
began  feel  many  time
begin  fine  mind  together
behind  five  miss  through
being  free  most  tree
below  friend  mother  try
better  funny  name  under
black  give  near  upon
both  goes  next  use
bring  grade  nice  walk
broke  great  off  wear
brown  green  once  which
buy  grow  orange  white
call  hard  other  work
called  happy  our  world
can’t  head  own  write
children  heart  paper  yellow
class  help  place  
close  home  point  
cold  hour  pretty

country

Revised 2010
<table>
<thead>
<tr>
<th>able</th>
<th>early</th>
<th>never</th>
<th>sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>against</td>
<td>easy</td>
<td>nothing</td>
<td>such</td>
</tr>
<tr>
<td>almost</td>
<td>either</td>
<td>number</td>
<td>surprise</td>
</tr>
<tr>
<td>already</td>
<td>enough</td>
<td>often</td>
<td>teacher</td>
</tr>
<tr>
<td>although</td>
<td>fact</td>
<td>only</td>
<td>than</td>
</tr>
<tr>
<td>always</td>
<td>favorite</td>
<td>page</td>
<td>thought</td>
</tr>
<tr>
<td>among</td>
<td>finally</td>
<td>people</td>
<td>touch</td>
</tr>
<tr>
<td>amount</td>
<td>follow</td>
<td>perhaps</td>
<td>trouble</td>
</tr>
<tr>
<td>angry</td>
<td>having</td>
<td>person</td>
<td>turned</td>
</tr>
<tr>
<td>another</td>
<td>heavy</td>
<td>picture</td>
<td>under</td>
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<tr>
<td>answer</td>
<td>however</td>
<td>please</td>
<td>until</td>
</tr>
<tr>
<td>author</td>
<td>huge</td>
<td>possible</td>
<td>used</td>
</tr>
<tr>
<td>between</td>
<td>idea</td>
<td>present</td>
<td>useful</td>
</tr>
<tr>
<td>brother</td>
<td>important</td>
<td>probably</td>
<td>where</td>
</tr>
<tr>
<td>brought</td>
<td>instead</td>
<td>problem</td>
<td>while</td>
</tr>
<tr>
<td>careful</td>
<td>learn</td>
<td>proud</td>
<td>whole</td>
</tr>
<tr>
<td>certain</td>
<td>leave</td>
<td>question</td>
<td>woke</td>
</tr>
<tr>
<td>clothes</td>
<td>letter</td>
<td>really</td>
<td>world</td>
</tr>
<tr>
<td>complete</td>
<td>maybe</td>
<td>reason</td>
<td>write</td>
</tr>
<tr>
<td>danger</td>
<td>meant</td>
<td>science</td>
<td>wrong</td>
</tr>
<tr>
<td>dear</td>
<td>mistake</td>
<td>sister</td>
<td>wrote</td>
</tr>
<tr>
<td>different</td>
<td>myself</td>
<td>special</td>
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</tbody>
</table>
Flemington-Raritan Regional Schools
Word Study Program
Grade Four
High Frequency Words

<table>
<thead>
<tr>
<th>Actually</th>
<th>Farther</th>
<th>Probably</th>
<th>Among</th>
<th>Felt</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient</td>
<td>Final</td>
<td>Quiet</td>
<td>Basic</td>
<td>Front</td>
<td>Radio</td>
</tr>
<tr>
<td>Beyond</td>
<td>Further</td>
<td>Really</td>
<td>Built</td>
<td>Hungry</td>
<td>Remember</td>
</tr>
<tr>
<td>Cannot</td>
<td>Hurt</td>
<td>Separate</td>
<td>Certain</td>
<td>Idea</td>
<td>Shore</td>
</tr>
<tr>
<td>Clothes</td>
<td>Island</td>
<td>Silver</td>
<td>Column</td>
<td>Its</td>
<td>Similar</td>
</tr>
<tr>
<td>Course</td>
<td>Level</td>
<td>Sure</td>
<td>Desert</td>
<td>Key</td>
<td>Teeth</td>
</tr>
<tr>
<td>Difficult</td>
<td>Major</td>
<td>Though</td>
<td>Early</td>
<td>Million</td>
<td>Through</td>
</tr>
<tr>
<td>East</td>
<td>Month</td>
<td>Tomorrow</td>
<td>Effect</td>
<td>Neither</td>
<td>Twenty</td>
</tr>
<tr>
<td>Empty</td>
<td>Noise</td>
<td>Twice</td>
<td>Engine</td>
<td>Nor</td>
<td>Type</td>
</tr>
<tr>
<td>Entire</td>
<td>Nothing</td>
<td>Value</td>
<td>Equal</td>
<td>Notice</td>
<td>Various</td>
</tr>
<tr>
<td>Especially</td>
<td>Office</td>
<td>Visit</td>
<td>Exercise</td>
<td>Peace</td>
<td>Whether</td>
</tr>
<tr>
<td>Experiment</td>
<td>Practice</td>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
accident language
alone laugh
already length
although library
arrange listen
audience lose
balance measure
because method
beautiful muscles
bottom music
business natural
center necessary
citizen pattern
correct people
current poem
daily question
dictionary recognize
disease required
distance rough
either schedule
enemy serious
energy service
except soldier
explain style
famous suppose
foreign symbol
frozen thirty
guess tongue
guide usual
happened variety
height whisper
history woman
human
iron
knife

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Word Study Program

Homework Activities

**Look, Cover, Try, Check**
Look at the spelling word, cover it, try to spell the word, and then check to make sure you spelled the word correctly. Use this each time you try a word. Copying a word over and over does not help you learn the spelling.

**Make the Words Using the Following Items:**
- Letter cards
- Magnetic letters
- Alphabet noodles or cereal
- ABC Stamps
- ABC stickers
- Cut letters from magazines or newspapers to make the words

Make the word. Mix up the letters and fix the word by arranging the letters to spell the word correctly.
*Be sure to use the Look, Cover, Try, Check as you make your words.*

**Write the Words Using Different Materials**
Write the words in salt, sand, rice, or pudding on a cookie sheet.
*Be sure to use the Look, Cover, Try, Check as you make your words.*

**Make a Word Train**
Write one word we have learned. Change one letter to make a new word. Then change one letter to make another new word. Continue writing all the new words you make to form a train. Be sure to change the ending and vowel sounds as well as the first sound. This is a great way for children to review words and see connections. When the train is complete, underline the letter you changed each time.
Example: cat- fat-fan-fin-fit-sit-sat----and so on

**Rainbow Words**
Write all your core/challenge/high frequency words in pencil. Use a pen, colored pencil, marker, or crayon and trace over the pattern within the word. Remember: High frequency words may not follow the pattern. Use Look-Cover-Try-Check to practice any misspelled words.

**Clap the Syllables**
Clap out the syllables in each word. Write the word after you have clapped the syllables. Check the spelling carefully and use Look-Cover-Try-Check to practice any misspelled words.

Teacher Reference 2012
Flemington-Raritan Regional Schools
Word Study Program

Flash Cards
Write your words on index cards. Use the word cards to Look-Cover-Try-Check each word. OR Cut the words into syllables and put them together again. Use Look-Cover-Try-Check activity.

Play a Game
Your teacher will give you directions for some games.

Other Assignment
Your teacher may have assigned an activity from your word study notebook. See that sheet for directions.
These can be centers or homework activities.

**Guess the Covered Word**
Write five sentences on the overhead or chalkboard and cover the vocabulary word. Have students first guess the word with no letters showing. Write the guesses next to the sentence. Uncover the onset and have students decide which of the guesses can be eliminated. Make additional guesses, if necessary. Show the entire word and help students confirm which guess makes sense and has the right letters.

**Letter Name**

**Initial Sound Bingo**
Helps students discriminate initial sounds.

**Beginning and End Dominoes**
This is a picture sort to match initial and final consonants.

**Roll the Dice**
This is for two to four players and reinforces word families and builds automaticity.

**Go Fish**
This game can be adapted to suit many needs such as word families, homophones, vowel sounds, vowel patterns, roots, etc.

**Short Vowel Games**
Hopping Frog - The game reviews the short vowel sounds.

Making Words with Cubes - Using letter cubes from other games, students try to make words.
See *Words Their Way (2008)* page 166 for directions.
Turkey Feathers
This game helps students compare visual patterns across a single vowel.

The Classic Card Game
This game can be adapted to any number of skills and concepts.
See Words Their Way pages 204-205 for directions.

Word Study Scattergories
This game helps students review patterns.
See Words Their Way pages 210-211 for directions.
This game is called Declare Your Category Words Their Way (2008) and can be found on page 197.

Homophone Rummy

I’m Out
This game helps students review vowel patterns.

Jeopardy Game
This game reviews words that follow a particular pattern.

Syllable Juncture

Double Scoop
This game helps students develop automaticity in writing words with inflectional endings.

Slap Jack
This game helps contrast open and closed syllables by any spelling pattern.

Double Crazy Eights
This game reviews consonant doubling and e dropping and examines the various spellings of the /k/ sound.

Teacher Reference 2012
Homograph Concentration

Homograph Solitaire

Oygo
Bingo for 3-4 students to reinforce spelling patterns oi and oy.

Stressbusters
This game helps students practice discriminating between stressed (accented) and unstressed syllables.

Double Scoop
This game helps students review doubling or dropping e when adding inflectional endings.

Derivational Constancy

Greek and Latin Jeopardy

It’s All Greek to Us

Rolling Prefixes

Quartet

Joined at the Roots

From Spanish to English-A Dictionary Word Hunt

Teacher Reference 2012


Flemington-Raritan Regional School District
Word Study Program

Word Study/Spelling Websites

Parent Page from Zaner –Bloser- Provides spelling activities by grade

http://teachers.net/gazette/DEC02/spelling.html
60 ways to practice spelling words

The page contains many activities for spelling. It also has some links for resources at the bottom of the page with additional activities.

http://www.scholastic.com/kids/homework/spelling.htm
Allows the student to type in ten words and then make a puzzle or scramble using the words.

Website provides a variety of links and tips for spelling practice.

http://owl.english.purdue.edu/owl/
Great website for resources on any writing topic- writing process, grammar, spelling, etc.

http://writingfix.com/PDFs/Process/EWG_Editing_bookmarks.pdf
Book marks that contain lists of high frequency words that students can use.

Greek and Latin Roots

https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm
List of Greek and Latin roots and other activities

http://ancienthistory.about.com/library/weekly/aa052698.htm
Greek and Latin roots

http://teacher.scholastic.com/activities/athens_games/gameGreekToMe.htm
Greek roots games
http://www.studystack.com/crossword-14490
More Greek and Latin root games- Can make practice sheets

http://www.vocabulary.co.il/root-words/
Lots of various spelling games

http://www.myvocabulary.com/dir-info-how_to_use
Site that contains root word lessons, puzzles, and activities

The websites listed above contain free activities. Some of the websites may ask for a subscription or contain links that are not free. The District is not advocating that parents or teachers join these websites or purchase any products that are advertised.