

Flemington-Raritan Regional School District Flemington, NJ

Language Arts Word Study Program - Grades 1-4

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Flemington-Raritan Regional School District

Word Study Program – Grades 1- 4

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Flemington-Raritan Regional School District

Mission Statement

The Flemington-Raritan Regional Schools provides our students with an exceptional education, empowering them to become problem solvers, collaborators, and critical thinkers. The district creates a culture in which students act responsibly and communicate effectively in preparing to become productive citizens in a changing, global society.

It is the expectation of the Flemington-Raritan Regional School District that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels.

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 and Five

One unit every two weeks

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.

Flemington-Raritan Regional Schools
Word Study Program
Common Core Standards

The Kindergarten -12 Common Core Standards for English Language Arts and Mathematics were accepted in June 2010. They represent a set of skills and expectations for student knowledge. In addition, the standards are aligned with college and work expectations; ask students to apply content and knowledge through the use of higher-order skills; build upon current state standards; prepare students to succeed in a global economy by being informed by top-performing countries; and are research-based (Common Core Standards, Introduction, 2010).

The standards provide a focus on results rather than means, put forth an integrated model of instruction, focus on shared responsibility for students' literacy development, blend research and media skills into the standards as a whole, and focus on coherence in instruction and assessment (Common Core Standards, pgs. 4-5, 2010).

The standards that specifically apply to the Word Study Program are the Reading Standards: Foundational Skills (K-5) in the areas of Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency. The strands of the Language Standards (K-5) that apply are Conventions of Standard English and Vocabulary Acquisition and Use.

The skills in the standards are outlined below. The complete standards can be found at www.corestandards.org.

Print Concepts (Gr. 1 only)

Grade One

- 1a. Recognize features of a sentence (capitalize first word, punctuation)

Phonological Awareness (Gr. 1 only)

Grade One

- 2a. Distinguish long from short vowels in spoken single-syllable words.
- 2b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- 2c. Isolate and pronounce initial, medial, vowel and final sounds (phonemes) in spoken single-syllable words.
- 2d. Segment spoken single-syllable words into individual sounds.

Phonics and Word Recognition

Grade One

- 3a. Know spelling-sound correspondences for common consonant digraphs.
- 3b. Decode regularly spelled one-syllable words.
- 3c. Know final-e and common vowel team conventions for representing long vowel sounds.
- 3g. Recognize and read grade-appropriate irregularly spelled words.

Grade Two

- 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- 3b. Know spelling-sound correspondences for additional consonant vowel teams.
- 3c. Decode regularly spelled two-syllable words with long vowels.
- 3e. Identify words with inconsistent but common spelling-sound correspondences.
- 3f. Recognize and read grade-appropriate irregularly spelled words.

Grade Three

- 3a. Identify and know the meaning of most common prefixes and derivational suffixes.
- 3c. Decode multisyllable words.
- 3d. Read grade-level appropriate irregularly spelled words.

Grade Four

- 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

Grade One

- 4a. Read on-level text with purpose and understanding.
- 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade Two

- 4a. Read on-level text with purpose and understanding.
- 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade Three

- 4a. Read on-level text with purpose and understanding.
- 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade Four

- 4a. Read on-level text with purpose and understanding.
- 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Conventions of Standard English

Grade One

- 2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 2e. Spell untaught words phonetically drawing on phonemic awareness and spelling conventions.

Grade Two

- 2d. Generalize learned spelling patterns when writing words (e.g. cage-badge; boy-boil).
- 2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.

Grade Three

- 1b. Form and use regular and irregular plural nouns.
- 1d. Form and use regular and irregular verbs.
- 2d. Form and use possessives.
- 2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).
- 2f. Use spelling patterns and generalizations (e.g. word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words.
- 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.

Grade Four

- 1g. Correctly use frequently confused words (e.g. to, too, two; there, their).
- 2d. Spell grade-appropriate words correctly, consulting references as needed.

Vocabulary Acquisition and Use

Grade One

- 4b. Use frequently occurring affixes as a clue to the meaning of a word.
- 4c. Identify commonly occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).

Grade Two

- 4b. Determine the meaning of the new word formed when a prefix is added to a known word (e.g. happy/unhappy, tell/retell).
- 4c. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Grade Three

- 4b. Determine the meaning of the new word formed when an affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- 4c. Use known root word as a clue to the meaning of an unknown word with the same root (e.g. company/companion).
- 4d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Grade Four

- 4b. Use common grade-appropriate Greek and Latin affixes and roots as a clue to the meaning of a word (e.g. telegraph, photograph, autograph).
- 4c. Consult references (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.

**Flemington-Raritan Regional School District
Grade K-4 Language Arts/Literacy Curriculum
Word Study Program**

21st Century Life and Career Skills

The 21st Century Life and Career Skills are infused throughout the Language Arts Curriculum. 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 the Grade 3 Gifted and Talented Curriculum are included in the table. The remaining 21st Century Life and Career Skills and CPI’s are infused in other content-area curricula. All of the indicators must be met by the end of Grade 4.

NOTE: This chart pertains to the Word Study Program only. CPIs not specifically addressed in the Word Study Program are addressed in the Language Arts/Literacy Curriculum and content-area curricula.

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

21 st Century Content and CPI’s	Learning Experiences
Strand A: Critical Thinking and Problem Solving The ability to recognize and apply critical thinking and problem solving skills to solve the problem is a lifelong skill that develops over time.	
9A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.	<ul style="list-style-type: none">• Cooperative learning structures/Center activities• Brainstorming strategies• Buddy Sorts

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Grade K-4 Language Arts/Literacy Curriculum
Word Study Program**

21st Century Content and CPI's	Learning Experiences
9A.2. Evaluate available resources that can assist in solving problems. 9A.3 Determine when the use of technology is appropriate to solve problems. 9A.4 Use data accessed on the Web to inform solutions and the decision-making process.	<ul style="list-style-type: none"> Using various kinds of print and electronic resources to edit work, spell words, etc.
Strand B: Creativity and Innovation Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.	
9 B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.	<ul style="list-style-type: none"> Participation in discussions Word Sorts and other activities
Strand C: Collaboration, Teamwork, and Leadership Collaboration and teamwork enable an individual or group to achieve common goals with greater efficiency.	
9.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).	<ul style="list-style-type: none"> Compare/contrast print, nonprint, and communication tools activity Seating arrangements- Groups Literacy Centers- Each group member has a different role Morning Meeting Procedures Kagan Cooperative Learning activities
Strand D: Effective communication skills convey intended messages to others and assist in preventing misunderstandings.	
9.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.	<ul style="list-style-type: none"> Correctly spell words in written work
Strand E: Digital media are 21st century tools used for local and global communication of ideas and events.	
9.E.1 Explain how digital media are used in everyday life. 9 E.2 Demonstrate effective communication using digital media during classroom activities.	<ul style="list-style-type: none"> Use of electronic resources to edit work, spell words, etc. Center Activities

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21 st Century Content and CPI's	Learning Experiences
Strand F: Accountability, Productivity and Ethics The nature of the 21st century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.	
9.F.1 Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.	<ul style="list-style-type: none"> • Mini-Projects in Technology • Independent Projects
9.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.	<ul style="list-style-type: none"> • Independent Projects • Citing Sources-Bibliographies
<i>Ethical behaviors support human rights and dignity in all aspects of life.</i>	
9.F.3 Explain the importance of understanding and following rules in family, classroom and community settings.	<ul style="list-style-type: none"> • Creating classroom rules • Rules for small group activities • Cooperative learning structures • Understanding clear rules when using the Internet-Computer Specialist • <i>The First Six Weeks of School</i> by Paula Denton& Roxann Kriebe • Social Studies Unit on Communities

Flemington-Raritan Regional Schools
Word Study Program

Word Study Program Components
Grades One-Five

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 five Core Words per unit. This may vary in grades 1-2.

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 five 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

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.

Flemington-Raritan Regional Schools Word Study Program

Personal Words

Personal words are words that students either miss on the previous unit's assessment 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 should have no more than three personal words for each unit.** 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 EVERYUNIT..** The teacher assigns personal words as appropriate.

Flemington-Raritan Regional Schools
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.
- Total number of points on the assessment- 20-21 (depending on the unit)

Flemington-Raritan Regional Schools Word Study Program

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

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.
- 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.

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Word Study Program

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-Five

- 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.

Spello

Spello is a Bing-like activity. See Word Journeys (2000) pg. 102 or Word Journeys (2008) pg. for directions.

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

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Word Study Program**

Flemington-Raritan Regional Schools

Word Study Program

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)

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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).

Bear, D.R., M, Invernizzi, S. Templeton, & F. Johnston. (2008). *Words Their Way* 4th edition. Upper Saddle River, NJ: Pearson.

Ganske, K. (2000). *Word Journeys*. New York: The Guilford Press.

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.

Flemington-Raritan Regional Schools

Word Study Program

Program Resources

Primary Resources

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words Their Way*. 4th ed. NJ: Pearson-Prentice Hall.

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words Their Way*. 2nd ed. NJ: Pearson-Prentice Hall.

Ganske, K. (2000). *Word Journeys*. NY: The Guilford Press.

Supplemental Resources

Pearson Publishers. *Words Their Way* CD. Levels A-E. NJ: Celebration Press.

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

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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)

Flemington-Raritan Regional Schools
Word Study Program

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.

Flemington-Raritan Regional Schools
Word Study Program

Word Study Program Components
Grades One-Five

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 five Core Words per unit. This may vary in grades 1-2.

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 five 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

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.

Flemington-Raritan Regional Schools Word Study Program

Personal Words

Personal words are words that students either miss on the previous unit's assessment 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 should have no more than three personal words for each unit.** 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 EVERYUNIT..** The teacher assigns personal words as appropriate.

Word Study – Grade 1

Flemington-Raritan Regional Schools

Word Study Program

Essential Questions

Grade One Essential Questions for Word Study

- How can students recognize chunks (rimes) in words?
- How can students use their knowledge of chunks (rimes) and word families to develop strategies to become independent word solvers in their reading and writing?

Flemington-Raritan Regional Schools
Word Study Program

Grade One Word Study

Pacing Guide

September

Unit 1

Observe that students can spell and print first name correctly.

1. Begin writing workshop.
2. Encourage use of temporary (invented) spelling.
3. Begin Word Wall and encourage its use.
4. Send parent letter.
5. Begin Word Study units.
6. Administer DRA.

October

Units 2-5

1. Provide activities that encourage students to move from known words to unknown words (slides, flip books, letter cards, etc.)
2. Continue writing workshop.
3. Continue encouragement of temporary (invented) spelling.
4. Continue Word Wall and other resource use.
5. Assess students' spelling in Benchmark Writing Assessment.

November

Units 6-8

1. Observe to see that students can spell and print last name correctly.
2. Continue writing workshop.
3. Continue encouragement of temporary (invented) spelling.
4. Continue Word Study units.
5. Continue Word Wall and other resource use.

December

Units 9-12

1. Continue writing workshop.
2. Encourage use of conventional spelling of known words in daily writing and writing workshop.
3. Continue Word Study units.
4. Continue Word Wall and other resource use.

Flemington-Raritan Regional Schools
Word Study Program

Grade One Word Study

Pacing Guide

January

Units 13-16

1. Continue writing workshop, stressing the need to edit for conventional spelling and the use of resources in the classroom for spelling correction.
2. Continue Word Study units.
3. Continue Word Wall and other resource use.
4. Administer DRA, if needed.
5. Assess students' spelling in Benchmark Writing Assessment.

February

Units 17-19

1. Continue writing workshop, stressing the need to edit for conventional spelling and the use of resources in the classroom for spelling correction.
2. Continue Word Study units.
3. Continue Word Wall and other resource use.

March

Units 20-24

1. Continue writing workshop, stressing the need to edit for conventional spelling and the use of resources in the classroom for spelling correction.
2. Continue Word Study units.
3. Continue Word Wall and other resource use.

April

Units 25-27

1. Continue writing workshop, stressing the need to edit for conventional spelling and the use of resources in the classroom for spelling correction.
2. Continue Word Study units.
3. Continue Word Wall and other resource use.

**Flemington-Raritan Regional Schools
Word Study Program**

Grade One Word Study

Pacing Guide

May

Units 28-31

1. Continue writing workshop, stressing the need to edit for conventional spelling and the use of resources in the classroom for spelling correction.
2. Continue Word Study units.
3. Continue Word Wall and other resource use.

June

Units 32-34

1. Continue writing workshop, stressing the need to edit for conventional spelling and the use of resources in the classroom for spelling correction.
2. Continue Word Study units.
3. End-of-year review.
4. Choose a piece of writing to add to students' portfolios and assess spelling in the piece.
5. Administer DRA.

Supplemental Materials and Activities:

McCracken- *Spelling Through Phonics*

Cunningham- *Making Words*

Journal Writing

Pearson- *Words Their Way*- CD for activities and games

**Flemington-Raritan Regional School District
Word Study Program**

**Word Study Schedule
Grade One**

Lesson 1

- Five High Frequency Words- Display the words on a chart. Introduce the words and have students do an activity to remember the words such as cheering the words.
- Do Now- take one high frequency word and have students write a sentence using the word.
- Introduce the chunk (rime) of the week.
- Have students generate a list of words that include that particular chunk (rime).
- Students write list of words for that chunk (rime).

Homework: Word Families

Lesson 2

- Do Now- Choose 2nd high frequency word and have students write a sentence for the word.
- Suggested Center Activities to Reinforce Rime:
 - Chunk Wheel
 - Word Hunt-Poem
 - Mini Book
 - Look Cover Try Check
 - Slider
 - Magic Boxes (Write a word using the rime and draw a picture of it. Copy the word under the picture.) Also, Label, Name, Draw.

Lesson 3

- Do Now- Choose 3rd high frequency word and have students write a sentence for the word.
- Repeat suggested activities from Lesson 2.

**Flemington-Raritan Regional School District
Word Study Program**

Lesson 4

- Do Now- Choose 4th high frequency word and have students write a sentence for the word.
- Suggested activities:
 - Concentration
 - Fishing (word sort)
 - Word Work
 - Roll a Rhyme
 - Game or activity from Pearson *Words Their Way* CD

Lesson 5

- Do Now- Choose 5th high frequency word and have students write a sentence for the word.
- Cheer the words or do other reinforcement activity.
- Put high frequency words on the word wall.
- Suggested Assessments
- Dictation sentences
- Writing
- Use the word sort or other work from a game or activity to assess students' knowledge of chunk (rime)

Personal Words

Personal words are an ongoing activity throughout the year. Students have an envelope or other system for keeping their personal words.

Note- Students should practice high frequency words at home. See homework for high frequency words.

Supplemental Materials and Activities:

McCracken- *Spelling Through Phonics*

Cunningham- *Making Words*

Journal Writing

Pearson- *Words Their Way*- CD for activities and games

Word Study Program
Grade One
2010/2011

Unit	High Frequency Words	Chunks	Sample Sort Words * challenge words	Activities sorts and games referred to are from <i>Words Their Way</i> Teacher's Resource Guide and CD	Dictation Sentences
1	the, you, is, be, me	an	an, can, man, fan, van * plan, than	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	The man ran.
2	he, she, like, I, am	at	at, sat, bat, hat, rat, mat * that, chat, brat, flat	Sort 6 Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	You like the tan hat.
3	my, by, and, we, had	ap	tap, nap, cap, rap, map * clap, snap, trap	Sort 7 Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	She and I had a map.
4	to, see, do, big, up	op	hop, top, mop, pop, cop * stop, chop, shop	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	We see the big top.
5	mom, dad, so, go, not	ot	got, pot, hot, lot, dot * spot, shot, trot	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	Mom and dad got the hot pot.

Unit	High Frequency Words	Chunks	Sample Sort Words * challenge words	Activities sorts and games referred to are from <i>Words Their Way</i> Teacher's Resource Guide and CD	Dictation Sentences
6	look, it, have, her, was	ob	cob, job, sob, rob, mob * blob, glob, knob	Sort 8, Sort 29 Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	Her job was at the shop.
7		Review			We have to go mop up the slop. Do not trap the cat.
8	boy, girl, but, are, saw	in	bin, tin, pin, fin, win * shin, chin, grin	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	The boy and girl like to win. I saw her look at me and grin.
9	come, some, out, did, house	it	bit, sit, hit, lit, fit * spit, split, skit	Sort 22 Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	Come see my skit. I sit by the house.
10	get, his, on, in, if	ip	tip, sip, lip, zip, hip * chip, ship, grip	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	He split his big chip. We get on her ship.
11	one, us, for, put, want	ing	sing, wing, king, ring, ding * bring, thing, sting	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-126 	I want us to see the King. Bring the ring out for me.
12	went, when, of, as, then	en	ten, men, hen, pen, den * then, when, Glen	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	The hen went out of her pen. When did Glen sing for the men?

Unit	High Frequency Words	Chunks	Sample Sort Words * challenge words	Activities sorts and games referred to are from <i>Words Their Way</i> Teacher's Resource Guide and CD	Dictation Sentences
13	here, they, good, your, with	et	bet, met, let, net, get, pet * fret	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	I bet they are here with your pet. Some of you met the good girl.
14	has, that, home, this, very	ed	bed, red, fed, led * fled, shed, sled	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	This is a very red sled. That home has a big shed.
15		Review			I put one in the bin but it did not fit. If I get in bed, then I can nap.
16	just, them, what, over, him	ug	hug, bug, rug, tug, dug * slug, chug, plug	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	The bug is just as big as the slug. What plug did dad put over the rug?
17	run, from, into, down, made	un	run, fun, bun, sun * stun, spun	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	She made him run from them. The sun went down so I am not hot.
18	two, who, most, were, friend	ut	cut, but, nut, hut * shut, strut	Sort 30, 31 Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	Who shut the friend out of the hut? Most of them were cut into two.
19	going, said, came, first, use	all	fall, ball, call, wall, tall * small, stall	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	Mom said he is going to be a tall boy. They are going to use the ball first.

Unit	High Frequency Words	Chunks	Sample Sort Words * challenge words	Activities sorts and games referred to are from <i>Words Their Way</i> Teacher's Resource Guide and CD	Dictation Sentences
20	more, many, been, love, new	ill	will, fill, bill, hill, pill * still, chill, grill	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	Jill came down the hill with her new grill. A hug will fill me with more love.
21	there, where, would, should, could	ell	bell, tell, well, sell, yell * smell, spell, shell	Sort 26 Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	Where should we go when the bell rings? There would have been many to sell.
22		Review		Sort 32, 33, 35	Could my friend come to my house? We will fill the net with many shells.
23	No new HF words	ack/ick	back, rack, pack, tack, sack * stack, black, quack sick, pick, lick, kick, tick * quick, brick, trick	Word Journeys <ul style="list-style-type: none"> List page 208 Reference 118-124 	Will you kick it back to me over there? She put the brick in the red sack.
24	No new HF words	ock/uck	dock, rock, sock, lock * clock, knock, shock duck, luck, buck, tuck * stuck, pluck, cluck	Sort 27 Word Journeys <ul style="list-style-type: none"> List page 208 Reference 118-124 	Do not knock the stack down. That not good luck.
25	before, after, how, now, long	est	test, best, nest, rest, vest * chest, crest, quest	Word Journeys <ul style="list-style-type: none"> List page 208 Reference 118-124 	Before long, the duck will go into his nest. How many tests will we have after this?

Unit	High Frequency Words	Chunks	Sample Sort Words * challenge words	Activities sorts and games referred to are from <i>Words Their Way</i> Teacher's Resource Guide and CD	Dictation Sentences
26	I'll, I'm, I've, we're, can't	ump	jump, hump, bump, pump, lump * stump, thump, clump, plump	Continue to practice and/or extend contractions (Write Source) Word Journeys <ul style="list-style-type: none"> List page 208 Reference 118-124 	Now I'll jump over the hump. We're stuck and we can't get out!
27	No new HF words	ish/ash/ush	fish, wish, dish, *swish ash, dash, rash, mash, *stash, smash, crash mush, hush, rush * blush, flush	Sort 28 Word Journeys <ul style="list-style-type: none"> List page 208 Reference 118-124 	I've got a fish on a dish. I'm in a rush and do not want to crash.
28		Review		Sort 34	I wish to lock the black chest. Quick, dash over the stump.
29	find, which, their, back, little	ay	say, may, way, lay, day * stay, play, away, today	Word Journeys <ul style="list-style-type: none"> List page 205 Reference 118-124 	Their friend will find which way to go. The little girl will play with us today.
30	red, blue, green, brown, pink	ate	late, rate, date, gate, mate * state, crate, plate	Word Journeys <ul style="list-style-type: none"> List page 213 Reference 129-134 	Put the green plate away with the dish. Shut the brown gate and come back here.
31	make, does, because, goes, once	ake	take, fake, cake, rake, lake * snake, shake, flake	Word Journeys <ul style="list-style-type: none"> List page 213 Reference 129-131 	I want to make the cake because he is my good friend. Once the snake goes in the lake, he does not come out.

Unit	High Frequency Words	Chunks	Sample Sort Words * challenge words	Activities sorts and games referred to are from <i>Words Their Way</i> Teacher's Resource Guide and CD	Dictation Sentences
32	one, two, three, four, five	ike	like, bike, hike, pike, Mike * spike, strike	Sort 36 Word Journeys <ul style="list-style-type: none"> List page 213 Reference 129-131 	Mike will hike up the hill at four. I do not like it when I get three strikes and I am out.
33	six, seven, eight, nine, ten	eat	meat, seat, eat, neat, heat * treat, cheat, wheat	Sort 37 Word Journeys <ul style="list-style-type: none"> List page 216 Reference 133-134 	He will eat his treat after eight. I'm in my seat by seven on the dot.
34		Review			End of Year Assessments (Review HF words and chunks)

Grade 1

Unit 1

an	can	man	fan	van
plan	than			

Grade 1

Unit 2

at	sat	bat	hat	rat
mat	that	chat	brat	flat

Grade 1

Unit 3

tap	nap	cap	rap	map
clap	snap	trap		

Grade 1

Unit 4

hop	top	mop	pop	cop
stop	chop	shop		

Grade 1

Unit 5

got	pot	hot	lot	dot
spot	shot	trot		

Grade 1

Unit 6

cob	job	sob	rob	mob
blob	glob	knob		

Unit 7 – Review

Grade 1

Unit 8

bin	tin	pin	fin	win
shin	chin	grin		

Grade 1

Unit 9

bit	sit	hit	lit	fit
spit	split	skit		

Grade 1

Unit 10

tip	sip	lip	zip	hip
chip	ship	grip		

Grade 1

Unit 11

sing	wing	king	ring	ding
bring	thing	sting		

Grade 1

Unit 12

ten	men	hen	pen	den
then	when	Glen		

Grade 1

Unit 13

bet	met	let	net	get
pet	fret			

Grade 1

Unit 14

bed	red	fed	led	fled
shed	sled			

Unit 15 – Review

Grade 1

Unit 16

hug	bug	rug	tug	dug
slug	chug	plug		

Grade 1

Unit 17

run	fun	bun	sun	stun
spun				

Grade 1

Unit 18

cut	but	nut	hut	shut
strut				

Grade 1

Unit 19

fall	ball	call	wall	tall
small	stall			

Grade 1

Unit 20

will	fill	bill	hill	pill
still	chill	grill		

Grade 1

Unit 21

bell	tell	well	sell	yell
smell	spell	shell		

Unit 22 – Review

Grade 1

Unit 23

back	rack	pack	tack	sack
stack	black	quack	sick	pick
lick	kick	tick	quick	brick

Grade 1**Unit 24**

dock	rock	sock	lock	clock
knock	shock	duck	luck	buck
tuck	stuck	pluck	cluck	

Grade 1**Unit 25**

test	best	nest	rest	vest
chest	crest	quest		

Grade 1**Unit 26**

jump	hump	bump	lump	stump
thump	clump	plumb		

Grade 1**Unit 27**

fish	wish	dish	whish	ash
dash	rash	mash	stash	smash
crash	mush	hush	rush	blush
flush				

Unit 28 – Review

Grade 1

Unit 29

say	may	way	lay	day
stay	play	away	today	

Grade 1

Unit 30

late	rate	date	gate	mate
state	crate	plate		

Grade 1

Unit 31

take	fake	cake	rake	lake
snake	shake	flake		

Grade 1

Unit 32

like	bike	hike	pike	Mike
spike	strike			

Grade 1

Unit 33

meat	seat	eat	neat	heat
treat	cheat	wheat		

Unit 34 - Review

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

Word Study Activities
Grades 1-2

1. Word Sorts

Word sorts can be done in several ways. You can record the word sort that your teacher did with you so that you have the key words and core words. You can record the word sorts that you do with your partner, small group, or individually. Be sure to tell how you sorted the words.

2. Word Hunts

You can record the words that you find in your reading or other places that match the unit that you are studying that week. You can also add these words to your word sort list by using a different color ink or pencil.

3. ABC Oder

Write your words in alphabetical order.

4. Reversed Words

Write your words in ABC order...backwards.

5. Rainbow Words

Use three different colors to write your words.

6. Cheer Your Words

Pretend you are a cheerleader and cheer out your words (and spell them too) to an adult.

7. Pyramid Words

Write your words adding one letter at a time. The result will be a pyramid shape of words.

Example: star
s
st
sta
star

8. Spelling City

Go to the website <http://spellingcity.com> and follow your teacher's directions.

Flemington-Raritan Regional Schools
Word Study Program

9. Disappearing Words

Write each word, then write it again and leave a letter out. Then write it again and leave 2 letters out. Complete until your word has disappeared.

Example: cowboy

Cowboy __owboy __wboy __boy ____oy ____y ____

10. Friendly Word

Write two words that share a letter so that they are touching.

Example:

m
cat
t

11. Air Words

Use your finger to write each word in the air. Have a partner do the same. See if you can figure out their word!

12. Making Words

You can record the words that you make from the making words activity you do with your teacher. Your teacher may ask you to sort these words for a particular characteristic such as the beginning letter or sound or the word family or chunk.

13. Draw and Label

You can draw a picture that relates to the words, letters, or sounds that you are studying. Label each picture with a word.

14. Change-a Letter

Take a word you are studying and make new words by changing the beginning or ending letter or chunk.

15. Write and Draw

You will choose some of your words to use in a sentence and draw pictures of words you do not use in sentences.

16. Rhyme Time

You will choose a word or two from your list and write all the words you can think of that rhyme with that word. You can also add any words that you find in your reading. You can check your words with your partner.

Flemington-Raritan Regional Schools
Word Study Program

How many words do you and your partner have that are the same? Which words are different?

Dear Parents,

There is a wonderful site that allows students to practice their weekly spelling words in a fun and productive way. The website is safe, however, I do believe when children are on the Internet they should always be supervised by an adult. With that said, the website is called Spelling City (www.spellingcity.com). Below are the steps that you need to follow in order to locate our class spelling lists, if you choose to explore the site. Please understand that this is not a requirement, it is simply a fun site I wanted to share with you.

Steps:

1. Type in www.spellingcity.com into your url bar.
2. Click on the words at the top: Find a List. Click on Teacher.
3. Type Flemington Raritan1 (the numeral one) into the Enter Search Term box and press Search.
4. The name Flemington Raritan1 will appear. You need to click on that name.
5. Then, a list of word lists will appear. Click on the unit we are currently on (or any unit you and your child wish to review).
6. The list will appear on yellow notebook paper. They can choose to pick Test Me, Teach Me, or Play a Game.
 - a. Test Me asks the students to spell the words. This is a good way for the students to see how they are progressing with the words.
 - b. Teach Me spells the word to them, says the word, then uses it correctly in a sentence.
 - c. Play a Game will show them a list of games they can play using just the list of words they chose to work with at that time. Some games I suggest include: Word Find, Hang Mouse, Word Search, Unscramble and Alphabetize. Please feel free to explore the other games if you would like.

If you have any questions please feel free to drop me a line and I would be glad to help.

Thank you.

Happy Spelling!

Word Study – Grade 2

Flemington-Raritan Regional Schools

Word Study Program

Grade Two Essential Questions for Word Study

- How can students recognize and correctly spell words containing short vowel sounds?
- How can students recognize and correctly spell the patterns of each of the long vowel sounds?
- How can students recognize and correctly spell words with final consonant blends?
- Consonant blends join two or more consonants with little changes to their sounds.
- How can students recognize and correctly spell words with final consonant digraphs?
- Consonant digraphs are two letters that make one sound.
- How can students recognize and correctly spell word families ending in two consonants?
- How can students correctly spell plural words (s, change y to i and add es, add es to words ending in sh, x, ch)?
- How can students correctly spell words with “ed” or “ing” by dropping the e or doubling the final consonant before adding the ending?
- How can students recognize and correctly spell words with “r controlled” vowel sounds?
- How can students recognize and correctly spell words with the diphthongs oi, oy, oo,ou, and ow?
- How can students recognize and correctly spell words with the abstract vowel sounds aw, al, wa?

Flemington-Raritan Regional Schools
Word Study Program

Grade Two Word Study
Pacing Guide

During Grade Two, children should learn how to:

- Identify vowels including y.
- Use key words to identify short vowel sounds. Students may make their own (personally meaningful) picture cards for each vowel- apple, octopus, etc. Other picture cards can be found in *Words Their Way*.
- Use the following spelling rules:
 - Every syllable has a vowel.
 - Vowels need a second vowel to make the long sound
 - Silent e
 - Two vowels “go walking”
 - In CVC words, double the consonant before adding a suffix
 - Drop the silent e before adding a suffix that begins with a vowel
- Use the following endings:
 - er (addressed through language arts program)
 - es ending for plurals that end in vowels or ch, th, x, s,ss,or sh
- Quick edit for spelling in their writing. Remind students to edit for spelling by starting from the last word and reading backward. Circle any misspelled words and correct the words that they can.

Flemington-Raritan Regional Schools
Word Study Program

Grade Two Word Study
Pacing Guide

Marking Period One

- Review and assess First Grade High Frequency words.
- Begin writing workshop and continue writing, stressing the need to edit and modeling how to edit.
- Send home parent letter.
- Assign Grade Two Word Study Units with appropriate activities (Units 1-9).
- Integrate word study into shared and guided reading as appropriate.
- Continue the use of word sorts, word hunts, Pearson *Words Their Way* CD games and activities, and other activities.
- Encourage students to use several types of spelling resources and references.
- Review students' Benchmark Writing Assessment to determine how they are applying the patterns/concepts for spelling words and spelling high frequency words. (Use checklist in assessment section.)

Marking Period Two

- Continue writing workshop and writing, stressing the need to edit and modeling how to edit.
- Assign Grade Two Word Study Units with appropriate activities (Units 10-17).
- Integrate word study into shared and guided reading as appropriate.
- Continue the use of word sorts, word hunts, Pearson *Words Their Way* CD games and activities, and other activities.
- Encourage students to use several types of spelling resources and references.
- Administer DRA

Flemington-Raritan Regional Schools
Word Study Program

Grade Two Word Study
Pacing Guide

Marking Period Three

- Continue writing workshop and writing, stressing the need to edit and modeling how to edit.
- Assign Grade Two Word Study Units with appropriate activities (Units 18-25).
- Integrate word study into shared and guided reading as appropriate.
- Continue the use of word sorts, word hunts, Pearson *Words Their Way* CD games and activities, and other activities.
- Encourage students to use several types of spelling resources and references.
- Review students' Benchmark Writing Assessment to determine how they are applying the patterns/concepts for spelling words and spelling high frequency words. (Use checklist in assessment section.)

Marking Period Four

- Continue writing workshop and writing, stressing the need to edit and modeling how to edit.
- Assign Grade Two Word Study Units with appropriate activities (Units 26-34).
- Integrate word study into shared and guided reading as appropriate.
- Continue the use of word sorts, word hunts, Pearson *Words Their Way* CD games and activities, and other activities.
- Encourage students to use several types of spelling resources and references.
- Review students' Benchmark Writing Assessment to determine how they are applying the patterns/concepts for spelling words and spelling high frequency words. (Use checklist in assessment section.)
- Administer DRA

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**Word Study Schedule
Grade Two**

Lesson 1

- Introduce the skill/concept or word pattern. Have students generate words to fit the pattern.
- Introduce the high frequency words for the week and have students copy them in their word study notebooks.

Homework: See activities

Lesson 2

- Have students use one of the high frequency words in a sentence.
- Complete teacher-directed word sort for the pattern words.
- Have students do a buddy sort or individual sort.
- Have students copy the words in their word study notebooks.

Lesson 3

- Have students use one of the high frequency words in a sentence.
- Have students do a word hunt, word sort, activity or game from Pearson Words Their Way CD or other activity.

Lesson 4

- Have students use one of the high frequency words in a sentence.
- Have students do a word hunt, word sort, activity or game from Pearson Words Their Way CD or other activity.

Lesson 5

- Put the high frequency words on the word wall.
- Assessment- Dictation sentences

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- Word Wall Game- “I’m thinking of a word...” or other Word Wall/High Frequency Word Activity`

Personal Words

Personal words are an ongoing activity throughout the year. Students have an envelope or other system for keeping their personal words.

Note- Students should practice high frequency words at home. See homework for high frequency words.

Supplemental Materials and Activities:

McCracken- *Spelling Through Phonics*

Cunningham- *Making Words*

Journal Writing

Pearson- *Words Their Way*- CD for activities and games

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
1 Short "a"	any, because, know, about, than	last/ <i>blast</i> cash/ <i>splash</i> land/ <i>strand</i> plant/ <i>chant</i> sad/ <i>glad</i>	past, fast rash, mash, smash sand, grand, hand, brand ant, slant, pants mad, had, dad, pad	Word Journeys Word Lists- pgs. 201-209 Reference- pgs. 120-124 Words Their Way Sort 3 Other Sorts- digraphs, blends- initial and final (st, nd,nt,str, br, etc.)	They got cash for the land . We were sad because they came in last . Will she know more than him about any of the plants ?
2 Short "e"	does, even, these, help, which	best/ <i>chest</i> sent/ <i>spent</i> men/ <i>when</i> get/ <i>yet</i> send/ <i>spend</i>	nest, test, west, quest, crest tent, went, dent, scent ten, then, pen, hen pet, wet, fret, set lend, blend, trend, mend	Word Journeys Word Lists- 201-209 Reference- pgs. 120-124 Words Their Way- Sort 7 Other Sorts- Blends- Initial and final, Double consonant at the end of a word	He wants to send these men to help . The man did his best to make the pieces even . Which one does she want me to send back?

1 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
3 Short "i"	Bring, every, talk, some, above	trip/ <i>drip</i> big/ <i>swig</i> sit/ <i>split</i> drink/ <i>blink</i> hint/ <i>print</i>	sip, ship, flip, skip, hip, lip wig, pig, sprig, twig hit, spit, skit, kit sink, pink, shrink squint, lint, tint	Word Journeys Word Lists- pgs. 201-209 Reference- pgs. 120-124 Words Their Way Sort 4 Other Sorts- Blends-initial and final, Double consonant at the end of a word, *Note silent k in knit	Give me a hint about what drink to bring to your house. On the big trip , will you sit and talk with me? Above the box you will find some pens every day.
4 Short "o"	across, children, don't, off, near	stop/ <i>drop</i> job/ <i>slob</i> pond/ <i>blond</i> frog/ <i>smog</i> hot/ <i>knot</i>	hop, shop, flop, chop rob, sob, snob, knob, blob fond, bond fog, jog, log, clog got, plot, shot, trot, spot	Word Journeys Word Lists- pgs. 201-209 Reference- pgs. 120-124 Words Their Way Sort 5 Other Sorts- Blends-initial and final, Double consonant at the end of a word, *Note silent k in knob and knot	The frog will stop near the pond across the way. Don't' take that job ! The children will take the hot cake off the pan.

2 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
5 Short "u"	upon, that's thing, around, black	<i>must/trust</i> <i>but/shut</i> <i>bug/plug</i> <i>jump/thump</i> <i>sunk/chunk</i>	dust, just, crust, gust cut, nut, strut tug, dug, rug, shrug, snug bump, dump, stump, grump junk, shrunk, skunk	<i>Word Journeys</i> Word Lists- pgs. 201-209 Reference- pgs. 120-124 <i>Words Their Way</i> Sort 6 Other Sorts- Blends-initial and final (st,mp,tr) Double consonant at the end of a word, Initial digraphs (sh, th, ch)	The black bug will jump around and sit upon the rug. That's the thing that sunk . I know about bats, but you don't.
6 Review of Short Vowels	next, other, brown, begin, think	<i>bad/grab</i> <i>when/help</i> <i>wish/grip</i> <i>fog/fox</i> <i>shut/sunk</i>	blast, sash, land, grant cent, met, blend, best sink, slit, dig, hint sob, bond, clog, knot, stop must, jump, shut, mug, stump	<i>Word Journeys</i> Word Lists- pgs. 201-209 Reference- pgs. 120-124 <i>Words Their Way</i> –Your choice Other Sorts- Blends-initial and final (st, sl, bl, gr) Double consonant at the end of a word	Next I think she will begin to make the other brown nest. We did not wish to play when the fog was bad . Who shut the door?
7 Long "a" aCe, ay, ai	inside, made, use, home, grade	<i>safe/shape</i> <i>stay/spray</i> <i>paid/brain</i> *Can add other words to make 5 or 6 core words	whale, chase, brave play, tray, sway strain, waist, faint	<i>Word Journeys</i> Word Lists- pg. 215 Reference- pgs. 133-134 <i>Words Their Way</i> – Sort 16 Other Sorts- consonant blends and digraphs, vowel patterns for long sound, Add short vowel	We will stay with the friends we made in first grade . It is safe to spend the day inside my home . We paid the man to

3 Challenge words are in italics. Not all units have challenge words.

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				sound for contrast	use the ship.
Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
8 Long "e" ee, ea, ie	below, story, sentence, yellow, list	week/sleep beak/feast piece/thief *Can add other words to make 5 or 6 core words	queen, wheel, teeth, three, green, see sea, cream, weak, beach, peace chief, brief, niece	Word Journeys Word Lists- pg. 215-216 Reference- pgs. 133-134 Words Their Way – Sorts 13 & 14 Other Sorts- consonant blends and digraphs, Vowel patterns for long sound, Add short vowel sound for contrast	It is below the yellow wheel . The sentence says to make a list of things for the feast . This week I will make a story about a piece of gum.
9 Long "a" and long "e" ai, ea, ay, ee, ea, ie	along, coming, making, looking, being	gain/grain heat/knead field/shriek need/asleep gray/jay	braid, claim, paid, brain beast, leash, beak chief, piece freeze, speech, week tray, ray, play	Word Journeys Word Lists- pg. 215-216 Reference- pgs. 133-134 Words Their Way – Sorts 15 & 16 Other Sorts- consonant blends and digraphs, Vowel patterns for long sound, Add short vowel sound for contrast	The new field is coming along and looking good. The boy is making the gray book he needs for today. You can gain heat by not being still.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
10 Long "i" iCe, igh, y, iCC	call, class, miss, name, pretty	price/ <i>twice</i> find/ <i>wild</i> light/ <i>bright</i> try/sky *Can add other words to make 5 or 6 core words	spice, shine, vine, spine child, climb, blind sight, night, sigh by, spy, why	Word Journeys Word Lists- pg. 216 Reference- pgs. 133-134 Words Their Way – Sort 19 Other Sorts- consonant blends and digraphs, Vowel patterns for long sound, Add short vowel sound for contrast	In my class , we will try to find the pretty paper. Will Dad call my name so I don't miss the bus? What is the price of the light ?
11 Long "o" oa, oe, oCC, ow, oCe	eight, animal, orange, father, under	road/ <i>toast</i> toe/ <i>doe</i> old / <i>untold</i> (oCC) shown/ <i>bowl</i> froze/ <i>joke</i> (oCe) *Can add other words to make 5 or 6 core words	soap, boat, coach foe bold, comb, most, both, folder throw, own, growth smoke, slope, stone	Word Journeys Word Lists- pg. 217 Reference- pgs. 133-134 Words Their Way – Sort 11 Other Sorts- consonant blends and digraphs, Vowel patterns for long sound, Add short vowel sound for contrast, Prefix/suffix	My father was shown eight maps. The orange animal ran under the old road . My toe almost froze in the ice .

5 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
12 Long "u" ew, ue, ui	paper, how, world, write, our	new/ <i>knew</i> blue/ <i>flue</i> fruit/ <i>bruise</i> *Can add other words to make 5 or 6 core words	grew, flew, blew, few clue, glue, cue, due cruise, juice, suit	<i>Word Journeys</i> Word Lists- pg. 217 Reference- pgs. 133-134 <i>Words Their Way</i> – Sort 12 Other Sorts- consonant blends, Vowel patterns for long sound, Add short vowel sound for contrast, Homophones	How many words did we write on our paper ? I have two new blue hats. The fruit is good.
13 Review long "i", "o", "u" oa, vCC, vCe, ew, ow	give, broke, close, fine, ride	size/ <i>glide</i> (vCe) oak/ <i>grown</i> find/ <i>folder</i> (vCC) drew/ <i>crew</i> throw/ <i>glow</i>	froze, shone, price coal, coast, road wild, post, sign, sold stew, blew blow, know, shown	<i>Word Journeys</i> Word Lists- pgs. 216-217 Reference- pgs. 133-134 <i>Words Their Way</i> – Sort 21 Other Sorts- Consonant blends, Vowel patterns for long sound, Add short vowel sounds for contrast, Homophones	She drew the oak tree that broke . Don't throw the ball close to where I ride . Find the right size stone and I will give you a fine prize.

6 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
14 Review vCC patterns	live, ate, became, nice, time	child/ <i>blind</i> cold/ <i>gold</i> went/ <i>smell</i> back/ <i>small</i> must/ <i>jump</i>	find, mild, mind, kind scold, both, most best, neck, scent chant, ramp, past truck, crust, crumb	Word Journeys Word Lists- pg. 213 Reference- pgs. 129-131 Words Their Way – Sort 20 Other Sorts- Consonant blends and digraphs, Vowel patterns	Something ate live bugs in the cold . We must go out back . The child went and had a nice time with her friend.
15 vCe patterns	great, head, seven, try, walk	life/ <i>whine</i> whole/ <i>spoke</i> June/ <i>rule</i> space/ <i>scale</i> quake/ <i>quite</i>	bride, shine, twice shone, owe, wrote prune, chute grape, flame, trade quote	Word Journeys Word Lists- pg. 213 Reference- pgs. 129-131 Words Their Way – Sort 21 Other Sorts- Consonant blends, Vowel sounds, Note qu words	They will try to head into space next June . Seven of us had a great walk before the quake . Our life has been good.

7 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
16 Final consonant blends (st, ft, nd, nt)	happy, five, once, can't, most	trust/chest left/swift spend/brand hunt/chant *Can add other words to make 5 or 6 core words	cast, best, list soft, craft, sift wind, pond bent, hunt, lint	<i>Word Journeys</i> Word Lists- pg. 209 Reference- pgs. 125-126 <i>Words Their Way</i> – None Other Sorts- Initial/final blends, Vowel sounds	They were happy to spend most of their cash. You know the mouse can't trust the cat. Once the five men left to hunt .
17 Initial and final Consonant Digraphs (th, ch, sh, wh)	kind, began, eat, lost, before	path/bath shape/shut wheel/whale rich/peach *Can add other words to make 5 or 6 core words	math, cloth, moth sheep, shelf white, wheat each, church	<i>Word Journeys</i> Word Lists- pg. 209 Reference- pgs. 125-126 <i>Words Their Way</i> –Sort 2 Other Sorts- Consonant digraphs, Vowel sounds	They will eat before taking a walk. She was last and began to weep. He was kind to help me with my math .

8 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
18 Word Families ending in 2 Consonants (ck, nk)	green, been, done, end, such	luck/ <i>stuck</i> snack/ <i>stack</i> deck/ <i>wreck</i> clock/ <i>stock</i> thank/ <i>plank</i>	lick, duck, thick track, pack, black speck, neck, check block, rock, sock drink, think, tank	Word Journeys Word Lists- pg. 208 Reference- pgs. 125-126 Words Their Way –Sort 9 Other Sorts- ck, nk, Vowel sounds, Initial blends	The green clock will show us when snack is done . Thank you for doing such a great checking your work. It has been my luck to be at the end .
19 More Double Final Consonants (ll,ss,ff)	friend, mother, later, work wear	fill/ <i>drill</i> small/ <i>toll</i> grass/ <i>muss</i> less/ <i>guess</i> stuff/ <i>gruff</i>	still, chill, bell, roll tell, skull, dull class, miss, fuss, kiss chess, boss, floss cliff, puff, off	Word Journeys Word Lists- pg. 208-209 Reference- pgs. 125-126 Words Their Way –No sort Other Sorts- Vowel sounds, Initial blends (st,sk,gr,cl,sm,sl)	My friend has less stuff to fill the small chest. Their mother went to work later in the day. You need to wear long pants when you cut the grass .

9 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
20 Plurals Add s, change y to i and add s	buy, heart, knew, fast, point	city-cities/ <i>berry-berries</i> boy-boys/ <i>turkey-turkeys</i> bird-birds/ <i>chick-chicks</i>	baby-babies, penny-pennies, body-bodies, party-parties monkey-monkeys, boy-boys cow-cows, fence-fences, girl-girls	Word Journeys Word Lists- pg. 252 Reference- pgs. 162-164 Words Their Way –No sort Other Sorts- Plural rule, categories of nouns- person, place, thing, living/non-living	I will buy berries for the birds . My heart beat fast when I saw the boys . She knew it was not nice to point .
21 Plurals Add es	round, country, doing, called, hour	dish-dishes/ <i>blush-blushes</i> box-boxes/ <i>fix-fixes</i> rich- riches/ <i>stitch/stitches</i>	fish-fishes, dish-dishes, brush-brushes fox-foxes, mix-mixes catch-catches, church-churches	Word Journeys Word Lists- pg. 252 Reference- pgs. 162-164 Words Their Way –No sort Other Sorts- Nouns and verbs, pattern for plural, initial consonant digraphs and blends	I was doing round dishes when he called . We need to pack our boxes before we move to a new country . I'm getting my stitches in an hour .

10 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
22 Double and Drop E with "ed" CVCC, CVVC, CVV-No Change, CVC-Double	sign, rain, place, many, each	ask-asked/ <i>guard-guarded</i> cheer-cheered/ <i>sneak-sneaked</i>	melt-melted, smell-smelled, watch-watched chain-chained, lean-leaned, sail-sailed	Word Journeys Word Lists- pgs. 232-233 Reference- pgs. 148-152 Words Their Way –No sort Other Sorts- Use with Units 23 & 24- Patterns, initial blends, long/short vowels	Each girl will ask for a place to sit. They asked what the sign said. Many boys cheered for the rain .
23 Double and Drop e with "ing" CvCC, CVVC, CVV-No Change, CVV-Double	street, free, feel, seen, tree	play-playing/ <i>spray-spraying</i> bat-batting/ <i>trip-tripping</i> grade-grading/ <i>score-scoring</i>	delay-delaying, say-saying mop-mopping, drag-dragging, step-stepping, rub-rubbing care-caring, pile-piling, stare-staring, vote-voting	Word Journeys Word Lists- pgs. 232-233 Reference- pgs. 148-152 Words Their Way –No sort Other Sorts- Patterns, initial blends, long/short vowels	The kids were free playing next to the tree by the street . I feel the team was batting and scoring well. I have seen her grading papers.

11 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
24 R controlled "ar" sound	again, better, it's, funny, hard	part/ <i>charm</i> large/ <i>yard</i>	dark, hard, start sharp, shark	<i>Word Journeys</i> Word Lists- pg. 214 Reference- pgs. 132-133 <i>Words Their Way</i> –Sort 22 Other Sorts- Add short/long "a" words for contrast Exceptions: are *Include Unit 28-"air" words	It's not hard for them to do better . Would you read the funny part again? The girl will eat a large piece of cake.
25 R controlled "er" sound (ir, er, ur, ear)	life, mind, behind, white, cry	third/ <i>first</i> germ/ <i>swerve</i> heard/ <i>earth</i> turn/ <i>burst</i>	birth, girl, shirt clerk, herd, perch, fern learn, search hurt, surf, turn, purple	<i>Word Journeys</i> Word Lists- pg. 214 Reference- pgs. 132-133 <i>Words Their Way</i> –Sort 23,24, 26 Other Sorts- Patterns, initial blends, long/short vowels *See Unit 29 *Could add er, ur, eard words to sort	Once in my life I heard a sound behind the door. Stir the white pot, but don't burn your hand and cry . He will mind if he gets germs on his hands.

12 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
26 R controlled "or" sound (or, oar, oor)	cold, both , grow, didn't , enough	short/ <i>forth</i> more/ <i>fore</i> board/ <i>coarse</i> door/ <i>floor</i> <i>your/mourn</i>	storm, torch, porch, work store, shore, chore, wore roar, soar, boar poor source, four, pour	<i>Word Journeys</i> Word Lists- pg. 214 Reference- pgs. 132-133 <i>Words Their Way</i> –Sort 25 Other Sorts- Homophones- soar/sore, four/fore, pore/poor, etc., vowel patterns, nouns and verbs *Add short/long "o" for contrast	Both of them didn't shut the door . Your board is just enough to keep out the cold . When you grow , you will not be short .
27 R controlled "air" sound (are, air)	I'll, also, color, together, away	share/ <i>square</i> hair/ <i>pair</i>	scare, care chair, stair	<i>Word Journeys</i> Word Lists- pg. 214 Reference- pgs. 132-133 <i>Words Their Way</i> –Sort 22 Other Sorts- Homophones- hair/hare, flare/flair, etc., *Add short/long "a" for contrast Exceptions: pear, there, their, where, bear	Let's share and color together . Sit on the chair and I'll cut your hair . I will also be away .

13 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
28 R controlled "ear" sound (ear, eer) *ire	I'm, family, another, ever, own	beard/spear deer/cheer *fire/hire	dear, fear, clear steer, peer tire, wire, umpire	Word Journeys Word Lists- pg. 214 Reference- pgs. 132-133 Words Their Way –Sort 23 &24 Other Sorts- Homophones- hair/hare, flare/flair, etc., *Add short/long "a" for contrast Exceptions: pear, there, their, where, bear	My dear family will cheer for me. I will hire an umpire on my own . Will you ever play another game with me?
29 Diphthongs oy oi	pick, already, instead, through, goes	boy/destroy join/moist	toy, soy, annoy, enjoy, joy, employ, decoy spoil, coin, coil, boil	Word Journeys Word Lists- pg. 221 Reference- pgs. 139-140 Words Their Way –Sort 28 Other Sorts- Consonant blends, sounds of diphthongs	The boy goes through the wood instead of the park. Did she pick the coin already ? I will enjoy my new toy .

14 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
30 Diphthongs Oo, ou	Review	book/ <i>soot</i> could/ <i>would</i>	shook, wood, brook should	<i>Word Journeys</i> Word Lists- pg. 221 Reference- pgs. 139-140 <i>Words Their Way</i> –No sort Other Sorts- Consonant blends, sounds of diphthongs	You should read the book . I could walk to the brook .
31 Diphthongs Oo, ou	Review	group/ <i>through</i> school/ <i>gloom</i>	soup, route, youth snoop, spoon, smooth	<i>Word Journeys</i> Word Lists- pg. 221 Reference- pgs. 139-140 <i>Words Their Way</i> –No sort Other Sorts- Consonant blends, sounds of diphthongs	The youth group met at school . I ate my soup with a spoon .
32 Diphthongs ow, ou	Review	found/ <i>crouch</i> plow/ <i>crowd</i>	ouch, south, cloud gown, cow, brown	<i>Word Journeys</i> Word Lists- pg. 221 Reference- pgs. 139-140 <i>Words Their Way</i> –Sort 31 Other Sorts- Consonant blends, sounds of diphthongs	I found a brown cow on the farm. The crowd watched the clouds moving south .

15 Challenge words are in italics. Not all units have challenge words.

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Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
33 Abstract vowel sounds aw, al	Review	claw/ <i>hawk</i> chalk/ <i>waltz</i>	thaw, fawn, crawl bald, false, mall	<i>Word Journeys</i> Word Lists- pg. 222 Reference- pgs. 139-140 <i>Words Their Way</i> –Sort 30 Other Sorts- Consonant blends, consonant digraphs, patterns and sounds	We saw a hawk with big claws . They will buy chalk at the mall .
34 Abstract vowel sounds wa	Review	swamp/ <i>swatch</i> warm/ <i>swarm</i>	swan, want, wasp wart, war, dwarf	<i>Word Journeys</i> Word Lists- pg. 222 Reference- pgs. 139-140 <i>Words Their Way</i> –No Sort Other Sorts- Consonant blends, consonant digraphs, patterns and sounds	I want to go somewhere warm . The wasps flew near the swamp .

Grade Two

Unit 1

last	crash	land	plant	sad
blast	splash	strand	chant	glad
past	fast	rash	mash	smash
sand	grand	hand	brand	ant

Grade Two

Unit 2

best	sent	men	get	send
chest	spent	when	yet	spend
nest	test	west	quest	crest
set	lend	blend	trend	mend

Grade Two

Unit 3

trip	big	sit	drink	hint
drip	swig	spit	blink	print
sip	ship	flip	skip	hip
lip	wig	pig	sprig	twig

hit	spit	skit	kit	sink
pink	shrink	squint	lint	tint

Grade 2

Unit 4

stop	job	pond	frog	hot
drop	slob	blond	smog	knot
hop	shop	flop	chop	rob
snob	knob	blob	fond	bond
fog	jog	log	clog	got

plot	shot	trot	spot	
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must	but	bug	jump	sunk
trust	shut	plug	thump	chunk
dust	just	crust	gust	cut
nut	strut	tug	rug	shrug

snug	bump	dump	stump	grump
junk	shrunk	skunk		

Grade 2

Unit 6

bad	when	wish	fog	shut
grab	help	grip	fox	sunk
blast	sash	land	grant	cent
met	blend	best	sink	slit

dig	hint	sob	bond	clog
knot	stop			

Grade 2

Unit 7

safe	stay	paid		
shape	spray	brain		
whale	chase	brave		
play	tray	sway		

strain	waist	faint		
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week	beak	piece		
queen	wheel	teeth		
three	green	see		
sea	cream	weak		

beach	peace	chief		
brief	niece			

Grade 2

Unit 9

gain	heat	field	need	gray
grain	knead	shriek	asleep	jay
braid	claim	paid	brain	beast
leash	beak	chief	piece	freeze
speech	week			

Grade 2

Unit 10

price	find	light	try	
twice	wild	bright	sky	
spice	shine	vine	spine	
child	climb	blind	sight	

night	sigh	by	spy	
why				

Grade 2

Unit 11

road	toe	old	shown	froze
toast	doe	untold	bowl	joke
soap	boat	coach	foe	bold
comb	most	both	folder	throw
own	growth	smoke	slope	Stone

stone				
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new	blue	fruit		
knew	flue	bruise		
grew	flew	blew		
few	clue	glue		
cue	due	cruise		

juice	suit			
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Grade 2

Unit 13

size	oak	find	drew	throw
glide	grown	folder	crew	glow
froze	shone	price	coal	coast
road	wild	post	sign	sold
stew	blew	blow	know	shown

Grade 2

Unit 14

child	cold	went	back	must
blind	gold	smell	small	jump
find	mild	mind	kind	scold
both	most	best	neck	sent
chant	ramp	past	truck	Crust

crumb				
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life	whole	June	space	quake
whine	spoke	rule	scale	quite
bride	shine	twice	shone	owe
wrote	prune	chute	grape	flame

trade	quote			

trust	left	spend	hunt	
chest	swift	brand	chant	
cast	best	list	soft	
craft	sift	wind	pond	
bent	hunt	lint		

Grade 2

Unit 17

path	shape	wheel	rich	
bath	shut	whale	peach	
math	cloth	moth	shelf	
white	wheat	each	church	

luck	snack	deck	clock	thank
stuck	stack	wreck	stock	plank
lick	duck	thick	track	pack
black	speck	neck	check	block
rock	sock	drink	think	tank

Grade 2

Unit 19

fill	small	grass	less	stuff
drill	toll	muss	guess	gruff
still	chill	bell	roll	tell
skull	dull	class	miss	fuss
kiss	chess	boss	floss	cliff

puff	off			
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City-cities	Tray-trays	Bird-birds		
berry-berries	turkey-turkeys	chick-chicks		
baby-babies	penny-pennies	body-bodies		
party-parties	monkey-monkeys	boy-boys		
cow-cows	fence-fences	girl-girls		

Grade 2

Unit 21

wish-wishes	box-boxes	rich-riches		
blush-blushes	fix-fixes	stitch-stitches		
fish-fishes	dish-dishes	brush-brushes		
fox-foxes	mix-mixes	catch-catches		
church- churches				

ask-asked	cheer-cheered			
guard- guarded	sneak-sneaked			
melt-melted	smell-smelled			
watch- watched	chain-chained			

lean-leaned	sail-sailed			
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say-saying	bat-batting	care-caring		
spray-spraying	trip-tripping	score-scoring		
delay-delaying	play-playing	mop-mopping		
drag-dragging	step-stepping	rub-rubbing		
grade-grading	pile-piling	stare-staring		

vote-voting				
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part	large			
charm	yard			
dark	hard			
Start	sharp			
shark				

third	germ	heard	turn	
first	swerve	earth	burst	
birth	girl	shirt	clerk	
herd	perch	fern	learn	
search	hurt	surf	turn	

purple				
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short	more	board	door	your
forth	fore	coarse	floor	mourn
storm	torch	porch	work	store
shore	chore	wore	roar	soar
boar	poor			

share	hair			
square	pair			
scare	care			
chair	stair			

beard	deer	fire		
spear	cheer	hire		
dear	fear	clear		
steer	peer	tire		
wire	umpire			

Grade 2

Unit 29

boy	join			
destroy	moist			
toy	soy			
annoy	enjoy			
joy	employ			

decoy	spoil			
coin	coil			
boil				

book	could			
shook	wood			
brook	should			

group	school			
through	gloom			
soup	route			
youth	snoop			
spoon	smooth			

found	plow			
crouch	crowd			
ouch	south			
cloud	gown			
cow	brown			

claw	chalk			
hawk	waltz			
thaw	fawn			
crawl	bald			
false	mall			

Grade 2

Unit 34

swamp	warm			
swatch	swarm			
swan	want			
wasp	wart			
War	dwarf			

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	
coming			
country			

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Flemington-Raritan Regional Schools
Word Study Program

Word Study Activities
Grades 1-2

1. Word Sorts

Word sorts can be done in several ways. You can record the word sort that your teacher did with you so that you have the key words and core words. You can record the word sorts that you do with your partner, small group, or individually. Be sure to tell how you sorted the words.

2. Word Hunts

You can record the words that you find in your reading or other places that match the unit that you are studying that week. You can also add these words to your word sort list by using a different color ink or pencil.

3. ABC Oder

Write your words in alphabetical order.

4. Reversed Words

Write your words in ABC order...backwards.

5. Rainbow Words

Use three different colors to write your words.

6. Cheer Your Words

Pretend you are a cheerleader and cheer out your words (and spell them too) to an adult.

7. Pyramid Words

Write your words adding one letter at a time. The result will be a pyramid shape of words.

Example: star
s
st
sta
star

8. Spelling City

Go to the website <http://spellingcity.com> and follow your teacher's directions.

Flemington-Raritan Regional Schools
Word Study Program

9. Disappearing Words

Write each word, then write it again and leave a letter out. Then write it again and leave 2 letters out. Complete until your word has disappeared.

Example: cowboy

Cowboy __owboy __wboy __boy ____oy ____y ____

10. Friendly Word

Write two words that share a letter so that they are touching.

Example:

m
cat
t

11. Air Words

Use your finger to write each word in the air. Have a partner do the same. See if you can figure out their word!

12. Making Words

You can record the words that you make from the making words activity you do with your teacher. Your teacher may ask you to sort these words for a particular characteristic such as the beginning letter or sound or the word family or chunk.

13. Draw and Label

You can draw a picture that relates to the words, letters, or sounds that you are studying. Label each picture with a word.

14. Change-a Letter

Take a word you are studying and make new words by changing the beginning or ending letter or chunk.

15. Write and Draw

You will choose some of your words to use in a sentence and draw pictures of words you do not use in sentences.

16. Rhyme Time

You will choose a word or two from your list and write all the words you can think of that rhyme with that word. You can also add any words that you find in your reading. You can check your words with your partner.

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Word Study Program

How many words do you and your partner have that are the same? Which words are different?

Name _____

Wort Sort

Name _____

Wort Sort

Word Study – Grade 3

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Word Study Program

Grade Three Essential Questions for Word Study

- How can students recognize the different patterns used to spell long vowel sounds?
- How can students recognize the difference between triple letter blends where each consonant is heard and where there is the blending of a consonant and a digraph?
- How can students recognize and correctly spell words ending with the /ch/sound?
- How can students recognize and correctly spell words with silent consonants?
- How can students recognize and correctly spell words containing the soft c /s/ or soft g /j/ sounds?
- How can students recognize and correctly spell words with an r controlled vowel?
- How can students recognize that compound words are made of two distinct words?
- How can students recognize the sounds that “ed” can make at the end of a word-id, d, t?
- How can students correctly spell words with “ed” by dropping the e or doubling the final consonant before adding the ending?
- How can students correctly spell plural words (s, ss, ch,x, or sh; change y to i)?
- How can students correctly spell unusual patterns of past tense verbs?
- How can students recognize and correctly spell contractions?

**Flemington-Raritan Regional Schools
Word Study Program**

Pacing Guide

Grade Three Prerequisite Skills

Students have been taught the following:

- Identify vowels including y
- Use key words to identify vowel sounds
- Use the following spelling rules:
 - Every syllable has a vowel.
 - *Vowels need a second vowel to make the long sound*
 - *Silent e*
 - *Two vowels “go walking”*
 - *In CVC words, double the consonant before adding a suffix*
 - *Drop the silent e before adding a suffix that begins with a vowel*
 - *Change the y to i before adding ed to words that end in y*
 - *i before e except after c or when sounding like a as in neighbor and weigh*
- Use the following endings:
 - ed (can sound like t, d, ed)
 - er
 - es ending for plurals of words that end in ch, th, x, s,ss,sh, z
 - ing
- Quick edit for spelling in writing. Remind students to edit for spelling by starting from the last word and reading backward. Circle any misspelled words and correct the words that they can.

Items in italics may be introduced prior to grade three and taught thoroughly in grade three.

Flemington-Raritan Regional Schools
Word Study Program

Grade Three

Pacing Guide

Marking Period One

1. Administer Spelling Inventory from Words Their Way (Chapter 2). Use the Primary Spelling Inventory on pages 266-267. Keep the results in the students' portfolios. Use the results to determine which students need challenge words.
2. Observe that students can spell words from previous years' lists.
3. Continue journal/notebook writing, stressing the need to edit and modeling how to quickly edit entries.
4. Assign the appropriate word study units. GRADE FOUR UNITS ARE TWO WEEKS IN DURATION. UNITS 1-4
5. Continue to have students keep Word Study Notebooks.
6. Continue to have students self-select personal words. These words may be selected from these sources:
 - Words that are misspelled on previous years' high frequency word lists;
 - Words students misspell in their writing;
 - Words associated with content area or classroom themes;
 - Words misspelled from the previous unit's assessment.
7. Assess personal words as needed. (See Assessment section)
8. Continue word sorts, word hunts, Pearson Game CD and other activities as time allows.
9. Encourage the students to use dictionaries and spelling resources.
10. Review students' Benchmark Writing Assessment to determine how they are applying the patterns/concepts for spelling words and spelling high frequency words. (Use checklist in assessment section.)

Flemington-Raritan Regional Schools
Word Study Program

Grade Three

Pacing Guide

Marking Period Two

1. Continue journal/notebook writing, stressing the need to edit and modeling how to quickly edit entries.
2. Assign the appropriate word study units. GRADE FOUR UNITS ARE TWO WEEKS IN DURATION. UNITS 5-9
3. Continue to have students keep Word Study Notebooks.
4. Continue to have students self-select personal words. These words may be selected from these sources:
 - Words that are misspelled on previous years' high frequency word lists;
 - Words students misspell in their writing;
 - Words associated with content area or classroom themes;
 - Words misspelled from the previous unit's assessment.
5. Assess personal words as needed. (See Assessment section)
6. Continue word sorts, word hunts, Pearson Game CD and other activities as time allows.
7. Encourage the students to use different types of dictionaries and spelling resources.
8. Review students' Benchmark Writing Assessment to determine how they are applying the patterns/concepts for spelling words and spelling high frequency words. (Use checklist in assessment section.)

Flemington-Raritan Regional Schools
Word Study Program

Grade Three

Pacing Guide

Marking Period Three

1. Continue journal/notebook writing, stressing the need to edit and modeling how to quickly edit entries.
2. Assign the appropriate word study units. GRADE FOUR UNITS ARE TWO WEEKS IN DURATION. UNITS 10-14
3. Continue to have students keep Word Study Notebooks.
4. Continue to have students self-select personal words. These words may be selected from these sources:
 - Words that are misspelled on previous years' high frequency word lists;
 - Words students misspell in their writing;
 - Words associated with content area or classroom themes;
 - Words misspelled from the previous unit's assessment.
5. Assess personal words as needed. (See Assessment section)
6. Continue word sorts, word hunts, Pearson Game CD, and other activities as time allows.
7. Encourage the students to use different types of dictionaries and spelling resources.
8. Review students' Benchmark Writing Assessment to determine how they are applying the patterns/concepts for spelling words and spelling high frequency words.

Flemington-Raritan Regional Schools
Word Study Program

Grade Three

Pacing Guide

Marking Period Four

9. Continue journal/notebook writing, stressing the need to edit and modeling how to quickly edit entries.
10. Assign the appropriate word study units. GRADE FOUR UNITS ARE TWO WEEKS IN DURATION. UNITS 15-18
11. Continue to have students keep Word Study Notebooks.
12. Continue to have students self-select personal words. These words may be selected from these sources:
 - Words that are misspelled on previous years' high frequency word lists;
 - Words students misspell in their writing;
 - Words associated with content area or classroom themes;
 - Words misspelled from the previous unit's assessment.
13. Assess personal words as needed. (See Assessment section)
14. Continue word sorts, word hunts, Pearson Game CD, and other activities as time allows.
15. Encourage the students to use different types of dictionaries and spelling resources.
16. Review students' Benchmark Writing Assessment to determine how they are applying the patterns/concepts for spelling words and spelling high frequency words. (Use checklist in assessment section.)

Flemington-Raritan Regional Schools
Word Study Program
Word Study Schedule
Grade Three

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 or the teacher introduces the skill/concept/patter through guided reading (*Word Journeys*- pg. 86).

Lesson 2

- Have students complete a buddy sort or small group sort.
- Teacher monitors students as they complete the sort.
- Students copy the sort in their Word Study Notebooks.
- Teacher checks Word Study Notebooks.

Homework: See Assignment Sheet

Lesson 3 & Lesson 4

- 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.

Homework: Word Study Activity

Lesson 5

- Assessment

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.

Flemington-Raritan Regional Schools
Word Study Program
Grade Three

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
1 Long Vowel Sound vCe	woke, page, huge, surprise, complete	state/ <i>estimate</i> these/ <i>delete</i> smile/ <i>describe</i> those/ <i>remote</i> cube/ <i>volume</i>	space, scale, base, trace, grade theme, scene, eve bike, white, nine, pride globe, phone, joke, close June, huge, cute, use	<i>Word Journeys</i> Word lists- pg. 213 Reference- pgs. 129-131 <i>Words Their Way</i> Sort 1 Level C Other Sorts- Vowel sorts, number of syllables, Parts of speech	When I woke up there was a surprise for me from my father. I had to complete the page of work by the end of the day. I put the huge globe on the scale .
2 Long a ay, ai, ei	favorite, maybe, mistake, always, able	main/ <i>straight</i> waist/ <i>explain</i> spray/ <i>holiday</i> play/ <i>yesterday</i> eight/ <i>weightless</i>	paint, mail, praise, chain brain, sprain, claim, trail stay, today, pray, relay gray, crayon, stray, day sleigh, reign, weigh, vein	<i>Word Journeys</i> Word lists- pg. 215 Reference- pgs. 133-135 <i>Words Their Way</i> Sorts 2-3 Level C Other Sorts- Vowel spelling patterns, number of syllables, prefixes and suffixes, initial blends (str, pr, gr, sw, spr, cr, sl) USE SHORT VOWEL WORDS FOR CONTRAST	I am always able to make time for reading my favorite book. Did you make a mistake on this paper? Maybe I will get the mail today .

Flemington-Raritan Regional Schools
Word Study Program
Grade Three

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
3 Long "e" ee, ea, ie	between, easy, please, really, heavy	teeth/ <i>thirteen</i> green/ <i>greeting</i> dream/ <i>beneath</i> steam/ <i>speaker</i> field/ <i>believe</i>	speed, sleep, queen, weed sweet, wheel, street, speech meal, peach, treat, clean peace, feast, heat, cream thief, chief, piece, niece	<i>Word Journeys</i> Word lists- pgs. 215-216 Reference- pgs. 133-135 <i>Words Their Way</i> Sorts 2 Level C Other Sorts- Vowel spelling patterns, Number of syllables, USE SHORT VOWEL WORDS FOR CONTRAST	The list was really easy to learn. Would you please help me lift this heavy box? Sit between the chief and the queen .
4 Long "i" igh, iCC, y	divide, finally, myself, idea, while	bright/ <i>frighten</i> high/ <i>midnight</i> child/ <i>remind</i> wind/ <i>unkind</i> why/ <i>reply</i>	light, right, flight, sight night, might, sigh blind, wild, grind, behind find, mind cry, try, nearby, sky	<i>Word Journeys</i> Word lists- pg. 216 Reference- pgs. 133-135 <i>Words Their Way</i> Sort 3 Level C, Sort 19 Level B Other Sorts- Vowel spelling patterns, Number of syllables, USE SHORT VOWEL WORDS FOR CONTRAST Add iCe sort word from Unit 1	I have finally learned to divide , and I am proud of myself . She came up with a great idea during class. I sat behind the tree while I read.

Flemington-Raritan Regional Schools
Word Study Program
Grade Three

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
5 Long "o" oa, oCC, ow	only, almost, clothes, follow, whole	throat/ <i>throat</i> road/ <i>loaves</i> sold/ <i>retold</i> golden/ <i>comb</i> throw/ <i>growth</i>	float, coast, loaf, soap, roast soak, coach, loan, toast told, mold, folk, ghost toll, stroll, folder, both know, lower, window, shown	<i>Word Journeys</i> Word lists- pg. 217 Reference- pgs. 133-135 <i>Words Their Way</i> Sort 2 Level C, Sort 3, Level C, Sort 20 Level B Other Sorts- Vowel spelling patterns, Number of syllables, Initial and final consonant digraphs, initial and final consonant blends USE SHORT VOWEL WORDS FOR CONTRAST	I need to follow the only path around the park. I almost ate the whole cake all at once. Let the clothes soak by the window .
6 Long "u" ew, ue, ui	useful, used, sun, under, until	threw/ <i>review</i> knew/ <i>withdrew</i> glue/ <i>avenue</i> true/ <i>continue</i> fruit/ <i>bruise</i>	blew, grew, flew, few, stew crew, screw, chew, drew blue, due clue, sue juice, suit, cruise	<i>Word Journeys</i> Word lists- pg. 217 Reference- pgs. 133-135 <i>Words Their Way</i> Sort 2 Level C, Sort 3, Level C, Sort 18 Level B Other Sorts- Vowel spelling patterns, Number of syllables, Consonant blends, Consonant digraphs USE SHORT VOWEL WORDS FOR CONTRAST	I sat in the sun until it was time to go home. I used my pen to put a line under each word. Teeth are useful to chew food.

Flemington-Raritan Regional Schools
Word Study Program
Grade Three

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
7 str, squ, spl/spr, shr	against, where, meant, leave, instead	shrink/ <i>shrunk</i> splinter/ <i>splinter</i> spring/ <i>sprinkle</i> square/ <i>squeeze</i> strange/ <i>strength</i>	shred, shrub, shrimp, shriek split, splurge spread, sprain, sprout, sprint squash, squeaky, squint, squad stream, stripe, stroll, strict	<i>Word Journeys</i> Word lists- pg. 218 Reference- pgs. 135-136 <i>Words Their Way</i> Sort 2 Level C, Sort 3, Level C, Sort 18 Level B Other Sorts- Long/short vowel sounds, Number of syllables, Final consonant blends (mp, nk, ct, nt, ng)	Where did I leave my favorite new toy? I meant to give you a penny, but instead I gave you a dime. Plant the shrub against the house.
8 ch, tch	teacher, such, touch, person, people	teach/ <i>teaching</i> march/ <i>launch</i> lunch/ <i>approach</i> watch/ <i>scratch</i> pitch/ <i>twitch</i>	branch, coach, reach, march search, pinch, bench, bunch wrench, torch, crunch, ranch stitch, switch, patch, fetch, catch hatch, sketch, witch, latch	<i>Word Journeys</i> Word lists- pg. 219 Reference- pg. 137 <i>Words Their Way</i> Sort 12 Level C, Other Sorts- Long/short vowel sounds, Number of syllables, <i>Note ways to make these words plural</i>	My teacher is such a nice person . Some people have a large family. Don't touch the light switch .

Flemington-Raritan Regional Schools
Word Study Program
Grade Three

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
9 gn, kn, mb, wr	wrong, different, probably, number, answer	gnat/gnaw knee/knelt know/unknown climb/crumb write/writer	gnome, gnarl knife, knit,, knight, knot kneel, knob, knack, known thumb, lamb, comb wrench, wreath, wrong, wrist, wrap	<i>Word Journeys</i> Word lists- pg. 220 Reference- pg. 138 <i>Words Their Way</i> Sort 32 Level B Other Sorts- Vowel sounds, Consonant blends, Consonant digraphs, Parts of Speech	I probably don't have the wrong answer on my page . My teacher told me to number the page. Use a different knife please.
10 Soft "g"	danger, nothing, careful, dear, early	change/arrange wedge/pledge judge/gentle gym/giant germ/trudge	large, stage, huge, charge edge, bridge, gently, gem, gel giraffe, gist, gesture	<i>Word Journeys</i> Word lists- pg. 220 Reference- pg. 138 <i>Words Their Way</i> Sort 35 Level B Other Sorts- Vowel sounds, Consonant blends/digraphs, Vowel after soft g sound	Be careful because there is danger ahead. My dear mother woke me up early . Nothing will stop him from going on stage .

Flemington-Raritan Regional Schools
Word Study Program
Grade Three

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
11 Soft "c"	certain, since, science, possible, learn	force/juice circle/circus s pace/replace cycle/bicycle cell/ceiling	choice, slice, dice, twice, princess cinch dance, price, sauce, since cyclone cease, cent, prince	Word Journeys Word lists- pg. 220 Reference- pg. 138 Words Their Way Sort 35 Level B Other Sorts- Vowel sounds, Vowel after soft c sound	I was certain there would be a test in science class. It is possible to learn new things. Since there is a party, the princess will dance .
12 Abstract Vowels	however, proud, amount, author, should	stood/childhood could/should found/drought brown/powerful sound/crouch	shook, brook, wood, hood would south, ground, mouth, doubt frown, plow, crowd, town, clown snout, couch, shout, loud	Word Journeys Word lists- pgs. 221-222 Reference- pg. 139-140 Words Their Way Sort 31 Level B, Sort 6 Level C Other Sorts- Consonant blends, consonant digraphs, parts of speech	I can't wait for the author to visit our class. The amount of money I have saved has made me very proud , and I should be able to buy something nice. I wanted to go on the ride; however , there was a crowd .

Flemington-Raritan Regional Schools
Word Study Program
Grade Three

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
13 r Controlled vowels	world, turned, important, picture, never	share/ <i>carefully</i> fire/ <i>admire</i> store/ <i>ignore</i> sure/ <i>unsure</i> cheer/ <i>volunteer</i>	glare, square, flare wire, tire, umpire more, tore, sore injure, nature, cure deer, peer, sneer, steer	<i>Word Journeys</i> Word lists- pgs. 242-243 Reference- pg. 132-133 <i>Words Their Way</i> Other Sorts- prefixes and suffixes, parts of speech	I turned the picture over. It is important to take care of our world . Never glare at the umpire .
14 Compound words	brother, sister, either, letter, another	breakfast daylight Thanksgiving within afternoon	spaceship, sidewalk, bookmark, notebook homework, sunlight, birthday, sailboat rattlesnake, hamburger, townspeople, overhead, everywhere, basketball popcorn, mailbox, summertime bedtime, snowflake	<i>Word Journeys</i> Word lists- pgs. 229-230 Reference- pg. 146-148 <i>Words Their Way</i> – Sort 25 Level C Other Sorts- Number of syllables, vowel sounds/patterns	Either brother or sister will be late to the party. Will you please send another letter to school about the science test? Your bookmark is on the floor.

Flemington-Raritan Regional Schools
Word Study Program
Grade Three

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
15 Sounds of "ed" Double and drop "e"	country, already, having, among, fact	used shared shopped hugged tripped	graded, stored, liked traded, hoped, shaded, melted begged, chopped, jogged, dropped patted, slipped, stopped, robbed trapped, stepped, plugged, dipped	<i>Word Journeys</i> Word lists- pgs. 232-233 Reference- pg. 148-152 <i>Words Their Way</i> – Sort 18 Level C Other Sorts- Final sound of id, d, t, dropped and doubled e Add to sort: smelled, talked, rained, mailed, pointed	I love having planet books to share among the class. Is it a fact that we already finished studying about our country ? I hoped I would get a good grade.
16 Unusual Past tense	brought, thought, write, wrote, reason	ride-rode grow-grew pay-paid keep-kept sing-sang	write-wrote, rise- rose, shine-shone, drive-drove throw-threw, know- knew, blow-blew lay-laid, say-said sweep-swept, weep-wept ring- rang, bring-brought	<i>Word Journeys</i> Word lists- pgs. Reference- <i>Words Their Way</i> – Sort 19 Level C Other Sorts- long/short vowels	I thought of a good reason to write . I wrote down what I brought . The phone rang and I knew who it was.

Flemington-Raritan Regional Schools
Word Study Program
Grade Three

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
17 Plurals	special, question, trouble, problem, although	pushes/pushes lunches/sandwiches classes/guesses boxes/boxes babies/trophies	dishes, brushes, crushes, bushes beaches, inches, peaches passes, bonuses, glasses taxes, sixes, foxes, mixes ladies, pennies, skies, copies	<i>Word Journeys</i> Word lists- pg. 252 Reference- pgs. 162-164 <i>Words Their Way</i> – Sort 20 & 22 Level C Other Sorts- Vowel sounds, consonant blends, consonant digraphs, words that can be more than one part of speech Ex: Taxes- I pay the taxes. The government taxes some products. Add to sort: cakes, rulers, apples, squares, parents	You can answer my question when you have time. I had a lot of trouble with the special math problem . Although I like peaches , I ate an apple.
18 Contractions	than, enough, often, angry, present	couldn't wouldn't they'll who's should've	aren't, shouldn't, weren't, don't isn't, doesn't, can't she'll, he'll, you'll, I'll there's, what's, it's, where's could've, would've, I've, we've, they've	<i>Word Journeys</i> Word lists- pg. 144 Reference- pg. 226 <i>Words Their Way</i> –No Sort Other Sorts- Vowel sounds	I hope you are not angry , but I left your present at home. If you read often enough this year, you will do better next year. It is better to be fair than unfair .

Flemington-Raritan Regional Schools
Word Study Program
Grade Three

Grade 3

Unit 1

state	these	smile	those	cube
estimate	delete	describe	remote	volume
space	scale	base	trace	grade
theme	scene	are	bike	white

nine	pride	globe	phone	Joke
close	June	huge	cute	use

Grade 3

Unit 2

main	waist	spray	play	eight
straight	explain	holiday	yesterday	weightless
paint	mail	praise	chain	brain
sprain	claim	trail	stay	today

pray	relay	gray	crayon	stray
day	sleigh	reign	weigh	vein

Grade 3

Unit 3

teeth	green	dream	steam	field
thirteen	greeting	beneath	speaker	believe
speed	sleep	queen	weed	sweet
wheel	street	speech	meal	peach

treat	clean	peace	feast	heat
cream	thief	chief	piece	niece

Grade 3

Unit 4

bright	high	child	wind	why
frighten	midnight	remind	unkind	reply
light	right	flight	sight	night
might	tight	sigh	blind	wild

grind	behind	find	mind	cry
try	nearby	sky		

Grade 3

Unit 5

throat	road	sold	golden	throw
throat	loaves	retold	comb	growth
float	coast	loaf	soap	soak
coach	loan	toast	told	mold

folk	ghost	toll	stroll	folder
know	lower	window	shown	

Grade 3

Unit 6

threw	knew	glue	true	fruit
review	withdrew	avenue	continue	bruise
blew	grew	flew	few	stew
chew	screw	crew	drew	blue

due	clue	sue	juice	suit
cruise				

Grade 3

Unit 7

shrink	splinter	sprinkle	squeeze	strength
shrunk	splinter	sprinkle	squeeze	strength
shred	shrub	shrimp	shriek	split
splurge	spread	sprain	sprout	sprint

squash	squeaky	squint	squad	stream
stripe	stroll	strict		

Grade 3

Unit 8

teach	march	lunch	watch	pitch
teaching	launch	approach	scratch	twitch
branch	coach	reach	march	search
pinch	bench	bunch	wrench	torch

crunch	ranch	stitch	switch	patch
fetch	catch	hatch	sketch	witch
latch				

Grade 3**Unit 9**

gnat	knew	know	climb	write
gnome	gnarl	knife	knit	knee
knight	knot	kneel	knob	knack
known	thumb	lamb	comb	wrench

wreath	wrong	wrist	wrap	

Grade 3**Unit 10**

change	wedge	judge	gym	germ
arrange	pledge	gentle	giant	fridge
large	stage	huge	charge	edge
bridge	gently	gem	gel	girrafe

gist	gesture			

Grade 3

Unit 11

force	circle	space	cycle	cell
juice	circus	replace	bicycle	ceiling
choice	slice	dice	twice	princess
cinch	dance	price	sauce	since

cyclone	cease	cent	prince	

Grade 3

Unit 12

stood	could	found	brown	sound
childhood	should	drought	powerful	crouch
shook	brook	wood	hood	would
south	ground	mouth	doubt	round

frown	plow	crowd	town	clown
snout	couch	shout	loud	

Grade 3

Unit 13

share	fire	store	sure	cheer
carefully	admire	ignore	unsure	volunteer
glare	square	flare	wire	tire
umpire	more	tore	sore	injure

nature	cure	deer	peer	sneer
steer				

Grade 3**Unit 14**

breakfast	daylight	Thanksgiving	within	
spaceship	sidewalk	bookmark	notebook	
homework	sunlight	birthday	sailboat	
rattlesnake	hamburger	townspeople	overhead	

everywhere	basketball	summertime	popcorn	
mailbox	bedtime	snowflake	fingerprint	

Grade 3

Unit 15

used	shared	shopped	hugged	tripped
graded	stored	liked	named	traded
hoped	shaded	melted	begged	chopped
jogged	dropped	patted	slipped	stopped

robbed	trapped	stepped	plugged	dipped

Grade 3**Unit 16**

ride	grow	pay	keep	kept
rode	grew	paid	kept	sang
write-wrote	rise-rose	shine-shone	drive-drove	throw-threw
know-knew	blow-blew	lay-laid	say-said	sweep-swept

weep-wept	ring-rang	bring-brought		

Grade 3

Unit 17

pushes	lunches	classes	boxes	babies
pushes	sandwiches	guesses	boxes	trophies
dishes	brushes	crushes	bushes	beaches
inches	peaches	passes	bonuses	glasses

taxes	sixes	foxes	mixes	ladies
pennies	skies	copies		

Grade 3**Unit 18**

couldn't	wouldn't	they'll	who's	should've
aren't	shouldn't	weren't	don't	isn't
doesn't	can't	she'll	he'll	you'll
I'll	there's	what's	it's	where's

could've	would've	I've	we've	they've

Grade

Unit

Grade

Unit

Flemington-Raritan Regional Schools
Word Study Program
Grade Three
High Frequency Words

able	early	never	sun
against	easy	nothing	such
almost	either	number	surprise
already	enough	often	teacher
although	fact	only	than
always	favorite	page	thought
among	finally	people	touch
amount	follow	perhaps	trouble
angry	having	person	turned
another	heavy	picture	under
answer	however	please	until
author	huge	possible	used
between	idea	present	useful
brother	important	probably	where
brought	instead	problem	while
careful	learn	proud	whole
certain	leave	question	woke
clothes	letter	really	world
complete	maybe	reason	write
danger	meant	science	wrong
dear	mistake	sister	wrote
different	myself	special	
divide			

Flemington-Raritan Regional Schools
Word Study Program

Word Study Activities
Grades 3-4

1. Word Sorts

Word sorts can be done in several ways. You can record the word sort that your teacher did with you so that you have the key words and core words. You can record the word sorts that you do with your partner, small group, or individually. Be sure to tell how you sorted the words.

2. Word Hunts

You can record the words that you find in your reading or other places that match the unit that you are studying that week. You can also add these words to your word sort list by using a different color ink or pencil.

3. Cluster Up

Students sort the words. Someone calls a pattern and students cluster the words by that pattern.

4. Roll That Dice Game

Follow the directions on page 163 of *Words Their Way* (2008).

5. Spelling City

Go to <http://www.spellingcity.com>. Your teacher adds the word list to the site. You can play one of the games that use your word study words.

6. Cursive Spelling

Write your words in cursive.

7. Tic-Tac-Toe Spelling

Play tic-tac-toe with your spelling words.

8. 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. You can also make words with letter cards, magnetic letter, alphabet noodles or cereal, ABC stamps or stickers or clay.

Flemington-Raritan Regional Schools
Word Study Program

9. Spelling Aerobics

Cheer your words. Stretch your arms for the tall letters such as l or t, put your hands on your hips for the letters that stay on the line such as a or o, and touch your toes for the letters that go below the line such as y or g.

10. Sponge Spelling

Write the word with a wet sponge. Write the word paper as many times as you can. One student dries a letter. When the letter “disappears”, students stop writing. The student with the most correct words becomes the new “dryer”.

11. Draw and Label

You can draw a picture that relates to the words, letters, or sounds that you are studying. Label each picture with a word.

12. Change-a Letter

Take a word you are studying and make new words by changing the beginning or ending letter or chunk.

13. 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 strategy each time you try a word. Copying the word over and over does not help you learn the spelling of the word.

14. Write and Draw

You will choose some of your words to use in a sentence and draw pictures of words you do not use in sentences.

15. Rhyme Time

You will choose a word or two from your list and write all the words you can think of that rhyme with that word. You can also add any words that you find in your reading. You can check your words with your partner. How many words do you and your partner have that are the same? Which words are different?

Flemington-Raritan Regional Schools
Word Study Program

16. SAW- Sort, Alphabetize and Write

You can sort your words according to the categories that your teacher has given you. Write the words in each column in alphabetical order and write this sort in your word study notebook.

17. Word Triangles

Begin with one letter at the top of the triangle. Add letters to the words you make to see how many extensions you can make with your spelling words.

Example:

Heart
A
Ear
Hear
Heart
Heartbreak
Heartbreaking

18. Affix Sort

You may have words that have a prefix or a suffix. Sort words according to their prefix or suffix. Explain how the prefix or suffix changes the meaning of the word.

Example: Prefix Sort

bi	tri
bicycle	tricycle

A bicycle has two wheels and a tricycle had three wheels.

Sort by a prefix that means the same thing.

Example:

un	dis
unfair	disagree
unkind	dishonest

Spelling Rainbows

Rainbow write your spelling words.
Write each word first in pencil.
Then trace over each word three times. **Each time you trace, you must use a DIFFERENT color.**

Silly Sentences

Write ten silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

If you have free time later, you can have a member of your spelling group try to locate your words!

Backwards Words

Write your words forwards and then backwards. Write neatly!

Example: where erehw

Pyramid Writing

Pyramid write TEN of your spelling words. You must write neatly!

*Example: home h
 ho
 hom
 home

Create an Activity

Can you think of a fun activity to do with your spelling words? Try it out in your word work notebook.

Be sure to give your activity a name!

ABC Order

Write your words in ABC order!

For an extra bonus, write your words in backwards ABC order!

Spelling Paragraph

Write a paragraph using EACH of your spelling words. Be sure to underline your spelling words in your paragraph.

Don't forget a topic sentence and a concluding sentence! Write good 3rd grade sentences in your paragraph!

Draw and Label

Draw and label ten of your spelling words. You **MUST** **color** your drawings and labels.

Don't forget to add a lot of great detail! Do your very best work!

Squiggly Spelling Words

Choose ten spelling words.

You are going to write them two times. Write them first in squiggly letters. Then write them once more in regular letters. Write neatly!

Blue Vowels!

Write **EACH** of your spelling words.

You will need a blue colored pencil.

Trace over the vowels in each word with your blue colored pencil.

Vowels = A E I O U

Bubble Letters

Write ten of your spelling words in **bubble letters**. After you write your words in bubble letters, color your words with a crayon or colored pencil.

Bubble Letters Rock!

Three Times!

Choose ten spelling words. Write each spelling word three times. First, write each word in pencil. Second write each word in crayon. Third, write each word in marker. You **MUST** write neatly!

Adding My Words

1. Choose ten spelling words.

2. Add up each spelling word.

***Consonants are worth 10. *Vowels are worth 5.**

*Examples-

said- $10 + 5 + 5 + 10 = 30$

there- $10 + 10 + 5 + 10 + 5 = 40$

Acrostic Poem

Choose one of your spelling words.
Write an acrostic poem for that word.

You must also **ILLUSTRATE** your poem.

*Example:

Fly

Fun in the sky

Laps around clouds

Yes! I'm free

Superman Letter

Your job is to write a creative letter
to **Superman** (or another super hero).

In your letter, you must use each of
your spelling words. Be sure to
underline your words as you use them.

Spelling Shapes

Count your spelling words. If you have 15 words, draw 15 different shapes. Then write your spelling words inside each of the shapes.

Example:

babies

cried

Spelling Scramble

Choose ten spelling words.

Write your letters scrambled up.
Leave them alone until TOMORROW.

During word work time tomorrow,
please unscramble your words.

You cannot start this activity on a Thursday.

Spelling Poem

Write a poem using several of your spelling words. Underline the words that you use. Illustrate your poem.

You can write any type of poem that you would like. For example, you can write an acrostic or cinquain poem. Enjoy!

Consonant Circle

Write each of your spelling words.

Then go back and circle all of the consonants in your spelling words!

**Don't forget to write neatly in
your word study notebook!**

Vowel Circle

Write each of your spelling words.

Then go back and circle all of the vowels in your spelling words!

Don't forget to write neatly in your word study notebook!

Spelling Bee

Draw and color an outdoor picture. Count your spelling words. Draw a bee for each of your spelling words. Then write the words inside each of the "spelling" bees. Write neatly.

Goofy Spelling Story

Write a goofy spelling story using each of your spelling words. Be sure to underline your words as you use them. **If you have time, you can illustrate and color your story!**

Spelling Riddles

Write riddles for as many of your spelling words as you like. Don't forget to add the answer to your riddle.

*Example- I cry when I am hungry. I wear diapers. I am cute and cuddly. What am I?

***Answer- Baby**

Connect the Dots

Write ten of your spelling words in dots.

Then connect the dots by tracing over them with a colored pencil.

Trace a Shape

Count your spelling words. Draw a shape for each spelling word. If you have twelve spelling words, draw twelve shapes. **Then write your spelling words around each shape!**

Word Sort

Practice sorting your words.

Write your word sort in your word study notebook.

Please make sure you write neatly!

Rhyming Words




Choose eight of your spelling words.

First write each spelling word in your learning center journal. Then come up with a rhyming word for each one.

*Example: cries tries

Spelling Code

Come up with a code for each letter of the alphabet. Write the code in your journal.

*Example: A=  B=  C= 

Then write as many of your spelling words as you would like in code. **You must write the actual spelling word next to the "code word."**

Look, Say, Cover, Write

Look at your first word, then say it, cover it, and write it. Repeat this for each of your words.

Fancy Letters

Write each of your spelling words using fancy letters.

Your letters can have curly-q's or dots, for example. Have fun!

Upper and Lower

First write your spelling word normal.

Then rewrite your spelling word. This time write the vowels in lowercase and the consonants in uppercase.

*Example- lower LoWeR

Colorful Words

Write each of your spelling words. Write each letter using a different colored pencil!

*Example- colorful

Across and Down

1. Choose ten spelling words.
2. Write each word across and down, sharing the beginning letter.

*Examples- when four
 h o
 e u
 n r

Word Hunt

Find other words that fit your word sort groups. Try to find at least three words for each group.

Making Words

Use the magnetic letters, letter beads, letter cubes, or stamps to "write" your words. Check your work carefully and remember to write down what you have done in your word study journal.

Follow the Speller Brick Road

Follow the road and stop at the activities that interest you!

Telephone Words Translate your words into numbers from a telephone keypad		Free Sort Choose 2 different ways to sort and record your words	Vowel Hunt Write down all the words from your list and underline all of the vowels
	Visit Spelling City at www.spellingcity.com	Tower Spelling M Ma Mat Math	
Rainbow Words Write down all the words from your list and highlight the pattern in your favorite colors		Picture Words Choose five words from your list to draw pictures of	Type to Spell Type the words in fun fonts on your computer
	Silly Sentences Choose five words from your list and use them in their own sentences	Magazine Hunt Cut out letters in magazines and arrange them into five words from your list	
Word Hunt While reading your favorite book search and record words with the same pattern		Alphabetical Order Write down the words from your list in ABC order	Dictionary Hunt Look up your words in a dictionary and record the guidewords and page number you found each one on
	Across and Down Cat a t	Acrostic Poem Choose three words from your list and write an Acrostic poem for each	
Other Handed Write the words from your list using your other hand		Practice Test Have Mom or Dad give you a practice test; fix any misspelled words	UPPER and lower Write your words twice: once in all uppercase letters and once in all lowercase letters

Word Study – Grade 4

Flemington-Raritan Regional Schools

Word Study Program

Grade Four Essential Questions for Word Study

- How can students recognize that compound words are made of two distinct words?
- How can students correctly spell words with “ed” or “ing” by dropping the e or doubling the final consonant before adding the ending?
- How can students recognize the patterns for closed syllables?
- How can students recognize a syllable juncture within a base word?
- How can students recognize the patterns for open, stressed syllables?
- How can students recognize long and short vowel patterns in stressed syllables?
- How can students recognize and correctly spell words with an r controlled vowel?
- How can students recognize ambiguous vowel patterns in polysyllabic words?
- How can students correctly spell plural words (s, ss, ch,x, or sh; change y to i)?
- How can students recognize that a prefix is a distinct unit of meaning that can be joined to a base word to change its meaning?

- How can students recognize that a suffix is a distinct unit of meaning that can be joined to a base word to change its meaning?
- How can students recognize and correctly spell the patterns for words that end with the /k/ sound?
- How does the study of word families help students apply consonant alternations in related words (ct +ion with base words ending in nt, pt, rt,st, ss +ion and c+ian)?

Flemington-Raritan Regional Schools
Word Study Program

Grade Four

Pacing Guide

Marking Period One

1. Administer Spelling Inventory from Words Their Way (2000), (Chapter 2). Use the Elementary Spelling Inventory on pages 36-37. Keep the results in the students' portfolios. Use the results to determine which students need challenge words.
2. Observe that students can spell words from previous years' lists.
3. Begin journal/notebook writing, stressing the need to edit and modeling how to quickly edit entries.
4. Assign the appropriate word study units. GRADE FOUR UNITS ARE TWO WEEKS IN DURATION. UNITS 1-4
5. Have students keep Word Study Notebooks.
6. Have students self-select personal words. These words may be selected from these sources:
 - Words that are misspelled on previous years' high frequency word lists;
 - Words students misspell in their writing;
 - Words associated with content area or classroom themes;
 - Words misspelled from the previous unit's assessment.
7. Assess personal words as needed. (See Assessment section)
8. Continue word sorts, word hunts, Pearson Game CD and other activities as time allows.
9. Encourage the students to use dictionaries and spelling resources.
10. Review students' Benchmark Writing Assessment to determine how they are applying the patterns/concepts for spelling words and spelling high frequency words. (Use checklist in assessment section.)

**Flemington-Raritan Regional Schools
Word Study Program**

Grade Four

Pacing Guide

Marking Period Two

1. Continue writing, stressing the need to edit and modeling how to quickly edit entries.
2. Assign the appropriate word study units. GRADE FOUR UNITS ARE TWO WEEKS IN DURATION. UNITS 5-9
3. Continue to have students keep Word Study Notebooks.
4. Continue to have students self-select personal words. These words may be selected from these sources:
 - Words that are misspelled on previous years' high frequency word lists;
 - Words students misspell in their writing;
 - Words associated with content area or classroom themes;
 - Words misspelled from the previous unit's assessment.
5. Assess personal words once per marking period. (See Assessment section)
6. Continue word sorts, word hunts, and other activities as time allows.
7. Encourage the students to use different types of dictionaries and spelling resources.
8. Collect a piece of student writing (first draft) and check for accuracy using the checklist provided (See assessment pages). Keep the checklist in student's portfolios.

Flemington-Raritan Regional Schools
Word Study Program

Grade Four

Pacing Guide

Marking Period Three

1. Continue writing, stressing the need to edit and modeling how to quickly edit entries.
2. Assign the appropriate word study units. GRADE FOUR UNITS ARE TWO WEEKS IN DURATION. UNITS 10-12
3. Continue to have students keep Word Study Notebooks.
4. Continue to have students self-select personal words. These words may be selected from these sources:
 - Words that are misspelled on previous years' high frequency word lists;
 - Words students misspell in their writing;
 - Words associated with content area or classroom themes;
 - Words misspelled from the previous unit's assessment.
5. Assess personal words once per marking period. (See Assessment section)
6. Continue word sorts, word hunts, and other activities as time allows.
7. Encourage the students to use different types of dictionaries and spelling resources.
8. Review students' Benchmark Writing assessment for spelling errors. Use the checklist to note the number and kind of errors. Keep the checklist in students' portfolios.

Flemington-Raritan Regional Schools
Word Study Program

Grade Four

Pacing Guide

Marking Period Four

1. Continue writing, stressing the need to edit and modeling how to quickly edit entries.
2. Assign the appropriate word study units. GRADE FOUR UNITS ARE TWO WEEKS IN DURATION. UNITS 11-15
3. Continue to have students keep Word Study Notebooks.
4. Continue to have students self-select personal words. These words may be selected from these sources:
 - Words that are misspelled on previous years' high frequency word lists;
 - Words students misspell in their writing;
 - Words associated with content area or classroom themes;
 - Words misspelled from the previous unit's assessment.
5. Assess personal words once per marking period. (See Assessment section)
6. Continue word sorts, word hunts, and other activities as time allows.
7. Encourage the students to use different types of dictionaries and spelling resources.
8. Collect a piece of student writing (first draft) and check for accuracy using the checklist provided (See assessment pages). Keep the checklist in student's portfolios.

Flemington-Raritan Regional Schools
Word Study Program
Word Study Schedule
Grade Four

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 & Lesson 4

- 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.

Lesson 5

- Assessment

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.

Flemington-Raritan Regional Schools
Word Study Program
Grade Four

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
1 Compound Words	cannot, early, equal, hurt, quiet	yourself downstairs strawberries firefighter thunderstorm	background, mailbox, rundown skateboard, quarterback, downstream butterflies, paintbrushes, toothbrush snowman, housewife, playmate downpour, sunlight, playmate	<i>Word Journeys</i> Word Lists- pgs. 229-231 Reference- pgs. 146-148 <i>Word Their Way</i> Sorts 25, 26 Level C Other Sorts- number of syllables, how to make plurals	Please be quiet when you enter if you cannot get here early . Each player had an equal amount of space so he would not get hurt . The butterflies danced in the sunlight .
2 Double and Drop "e" Base words that double final e: One syllable, one vowel, ends with a consonant	built, empty, island, really, sure	Double plan- planned, planning/ <i>admit- admitting, admitted</i> wrap-wrapped, wrapping/ <i>submit- submitted, submitting</i> Drop smile- smiled, smiling/ <i>admire-admired, admiring</i> trade- traded,	admit, quit, throb, shrug, brag, knit submit, drag, chop, star, win admire, sneeze, quote, shape rhyme, skate, ride, grade, pile ignore, flame, chase, vote, share	<i>Word Journeys</i> Word Lists- pgs. 232-233 Reference- pgs. 148-152 <i>Word Their Way</i> Sorts Other Sorts- Double and drop e, Consonant blends/digraphs (pl, thr, shr, sh, br, sm, pr)	We were sure there would be a really bad thunderstorm on the island . The empty house had been built many years ago. Everyone voted for the winning story.

1----*Challenge words are in italics.*

Revised September 2010

Flemington-Raritan Regional Schools
Word Study Program
Grade Four

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
		trading/ <i>rhyme-rhymed, rhyming</i> praise- praised, praising/ <i>ignore-ignored, ignoring</i>			
3 Other Syllable Juncture Doubling- Closed Syllables	certain, ancient, final, notice, east	VCCV basket/ <i>canyon</i> picnic/ <i>pretzel</i> Doublet rabbit/ <i>hammock</i> VCV-Closed cabin/ <i>balance</i> closet/ <i>cocoa</i>	after, magnet, contest, pencil attic, copper, apple, gallon, wallet lemon, model, planet, picnic	Word Journeys Word Lists- pgs. 234-235 Reference- pgs. 152-158 Word Their Way- Sort 1 Level D Other Sorts- Parts of speech, "ic" words	Are you certain the final notice was posted on the door? An ancient ring was found downstairs in the east wing. She found a pencil and a wallet on the floor.
4 Other Syllable Juncture Doubling- Open Syllables	its, key, peace, though, twice	VVCV season/ <i>treaty</i> freedom/ <i>feature</i> VCV-Open because/ <i>superb</i> believe/ <i>finance</i>	raisin, reason, peanut, weasel recite, prepare, finance, climate poet, trial, lion	Word Journeys Word Lists- pg.-235 Reference- pgs. 152-158 Word Their Way- Sort 1 Level D Other Sorts- Parts of speech, patterns,	Even though the key was large, we lost it twice . The puppy barked and gave its mother no peace . On Friday, the

2----*Challenge words are in italics.*

Revised September 2010

Flemington-Raritan Regional Schools
Word Study Program
Grade Four

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
4		VV create/meteor		initial/final consonant	poet will recite some of his work.
5 Long and Short Vowels in the Stressed Syllable	clothes, course, various, major, office	Long Vowels- 2 nd Syllable Stress frozen/ <i>persuade</i> afraid/ <i>disease</i> 1 st syllable Stress excite/ <i>bracelet</i> Short Vowels 1 st Syllable stress accent/ <i>tragic</i> 2 nd Syllable Stress address/ <i>request</i>	achieve, behave, decode disease, almost, amuse, reduce, dislike student, frozen, lazy, painter exit, percent, listen, honest escape, admit, forgot, collect	Word Journeys Word Lists- pg.-236-239 Reference- pgs. 156-158 Word Their Way- Sort 3 Level D Other Sorts- Stressed syllable, vowel sound	Of course we planned to pack extra clothes for the long trip. There were various major roads we could take to reach Dad's office . The student forgot to bring his homework.

3----*Challenge words are in italics.*

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Flemington-Raritan Regional Schools
Word Study Program
Grade Four

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
6 R Controlled Vowels in the Stressed Syllable	desert, whether, silver, similar, front	ar carton/ <i>cartridge</i> are aware/ <i>rarest</i> ar/er barrel/ <i>terror</i> er Perfect/ <i>thermos</i> ear learner/ <i>rehearse</i> ear appear/ <i>earache</i>	party, garden, barley, market, sharpen careful, prepare, rarely, compare, beware merry, alert, parent, sparrow, sheriff nervous, version, reverse, herbal, certain early, research, earthquake, relearn nearly, fearful, unclear, weary	<i>Word Journeys</i> Word Lists- pg.-242 Reference- pg. - 159 <i>Word Their Way</i> - Sorts 8, 11, 12 Level D Other Sorts- Stressed syllable, pattern/sound, spelling	Do you know whether she has a similar silver bracelet? We planned to leave early because a cold front was headed toward the desert . I was weary after weeding the garden.

4----*Challenge words are in italics.*

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Flemington-Raritan Regional Schools
Word Study Program
Grade Four

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
7 Ambiguous Vowels	actually, entire, farther, practice, teeth	/oo/ balloon/ <i>raccoon</i> cocoon/ <i>harpoon</i> /oo/ bookcase/ <i>foothill</i> /oi/ enjoy/ <i>destroy</i> poison/ <i>moisture</i>	cartoon, moody, noodle, poodle rookie, woodland, mistook, sooty annoy, royal, voyage, loyal noisy, avoid, appoint, rejoice	Word Journeys Word Lists- pg.-246 Reference- pg. – 160-161 Word Their Way- Sort 6 Level C Other Sorts- Stressed syllable, pattern/sound, spelling	Sam actually had to practice brushing his teeth . It took us an entire day to hike farther than we had last year. My poodle is a loyal dog.
8 Ambiguous Vowels in the Stressed Syllable	basic, engine, idea, opposite, shore	ou country/ <i>thousand</i> mountain/ <i>profound</i> ow allow/ <i>coward</i> /o/ au daughter/ <i>autumn</i> aw awful/ <i>awkward</i>	doubtful, counter, mouthwash, fountain flower, vowel, powder, tower faucet, sausage, caution, author awesome, flawless, gnawing, brawny	Word Journeys Word Lists- pg.-246 Reference- pg. – 160-161 Word Their Way- Sort 6 Level C Other Sorts- Stressed syllable, pattern/sound, spelling	Our idea was to reach the opposite shore before noon. The student group built a basic engine for their boat. We were doubtful that the author could visit our school.

5----*Challenge words are in italics.*

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Word Study Program
Grade Four

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
9 Ambiguous Vowels- review & ew	Review	chewy/ <i>review</i> noodle/ <i>raccoon</i> avoid/ <i>appoint</i> flawless/ <i>lawsuit</i> author/ <i>laundry</i>	Jewel, pewter cartoon, monsoon, shampoo poison, moisture, rejoice, doily tawny, awful, dawdle, awning naughty, faucet, sausage	Word Journeys Word Lists- pg.-246 Reference- pg. – 160- 161 Word Their Way- See Units 7-8 Other Sorts- Sound/pattern, number of syllables	I do not know whether he's sure the engine will be quiet . Did you notice that she actually copied our entire idea ? The sausage tasted awful .
10 /en/ in Final Unstressed Syllable	women, month, exercise, nor, neither	en listen/ <i>abdomen</i> frighten/ <i>strengthen</i> ain captain/ <i>chaplain</i> villain/ <i>certain</i> on bacon/ <i>arson</i>	mitten, women, sharpen, oxygen curtain, certain, bargain, fountain button, gallon, pardon, cotton, prison, salmon	Word Journeys Word Lists- pg.-247 Reference- pg. – 161- 162 Word Their Way- Sort 18 Level D Other Sorts- Open/closed syllable words, pattern for ending of words, parts of speech	Women will hear a new speaker talk about exercise each month . The baby could neither blow out the candles nor eat the cake. We were certain the jug held a gallon of water.

6----*Challenge words are in italics.*

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Word Study Program
Grade Four

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
11 Plurals and Possessives	among, difficult, felt, level, purpose	/s/ bridges/ <i>sirens</i> pieces/ <i>features</i> /es/ guesses/ <i>inches</i> y to i copies/ <i>rubies</i> countries/ <i>quarries</i>	puzzles, coins, trousers, angles cabins, labels, robots bunches, glasses, taxes, crashes ponies, pennies, cries, babies, supplies ladies, skies, buddies, armies	<i>Word Journeys</i> Word Lists- pg.-252 Reference- pg. – 162-164 <i>Word Their Way</i> - Sort 20, 22 Level C Other Sorts- Pattern, number of syllables, parts of speech	The teacher felt the level of that lesson was too difficult for most students. We planned to share its purpose among our friends. The ladies wear their glasses when they work on puzzles .

7---*Challenge words are in italics.*

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Word Study Program
Grade Four

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
12 Prefixes dis, un, re, pre	million, further, effect, through, remember	dis discover/ <i>disinfect</i> disappear/ <i>dishonest</i> un unselfish/ <i>unwrap</i> re rebuild/ <i>recycle</i> pre preschool/ <i>precaution</i>	disorder, disobey, disrespect dislike, discolor, disagree unbutton, unclear, untangle, unequal remodel, reelect, rewrite, return premature, preexisting, pretest, preteen	<i>Word Journeys</i> Word Lists- pgs. 253-255 Reference- pgs. 164-165 <i>Word Their Way</i> - Sort 27, 28 Level D Other Sorts- Number of syllables, parts of speech, vowel sounds	It is important to remember the effect of our acts on others. They went through millions of dollars to further help the children. I will rewrite the unclear parts of my story.

8----*Challenge words are in italics.*

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Flemington-Raritan Regional Schools
Word Study Program
Grade Four

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
13 Suffixes ful, ness, less, ly, y	beyond, especially, hungry, probably, separate	ful doubtful/ <i>respectful</i> ness awareness/ <i>dizziness</i> ly quietly/ <i>frequently</i> ily easily/ <i>angrily</i> y cloudy/ <i>filthy</i>	wonderful, beautiful, colorful, peaceful illness, happiness, business, weakness roughly, quickly, safely, finally busily, sleepily, heavily, bodily rainy, skinny, chilly, noisy, chop	Word Journeys Word Lists- pgs. 254-255 Reference- pgs. 164-165 Word Their Way- Sort 31,33 Level D Other Sorts- Number of syllables, parts of speech, meaning, changing y to "i"	If the people were especially hungry , we gave them a separate meal. It is probably much harder to rebuild bridges beyond the border. The skies quickly turned rainy .

9----*Challenge words are in italics.*

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Flemington-Raritan Regional Schools
Word Study Program
Grade Four

Unit	High Frequency Words	Core/Challenge Words	Sort Words	Activities and References	Dictation Sentences
14 Consonant Alternations ct +ion, nt, pt, st + ion	nothing, noise, tomorrow, experiment, radio	ct+ion direction/ <i>extinction</i> subtraction/ <i>intersection</i> nt, pt, rt, st +ion digestion/ <i>interception</i> suggestion/ <i>digestion</i> invention/ <i>connection</i>	prediction, connection, election, objection exception, prevention, interruption	<i>Word Journeys</i> Word Lists- pgs. 262-264 Reference- pgs. 170-172 <i>Word Their Way</i> - No Sort Other Sorts- Number of syllables, note the nouns	Tomorrow there will be nothing new to add to the experiment . It is doubtful the noise from the radio will frighten the baby. The judge made an exception so we could hold our election on Tuesday.
15 Consonant Alternations ss+ion, c+ian	column, visit, type, value, twenty	ss+ion discussion/ <i>progression</i> recession/ <i>compression</i> expression/ <i>possession</i> c+ian musician/ <i>physician</i> politician/ <i>mathematician</i>	possession, profession, impression, confession optician, mathematician, physician, pediatrician,	<i>Word Journeys</i> Word Lists- pgs. 262-264 Reference- pgs. 170-172 <i>Word Their Way</i> - No Sort Other Sorts- Number of syllables, note the nouns	I believe you can type the data in three columns . The tour was a good value because we visited over twenty countries . Being an

10---*Challenge words are in italics.*

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Flemington-Raritan Regional Schools
Word Study Program
Grade Four

			electrician		electrician is an important profession .
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Grade 4**Unit 1**

yourself	downstairs	strawberries	firefighter	thunderstorm
background	mailbox	rundown	skateboard	quarterback
downstream	butterflies	paintbrushes	toothbrush	snowman
housewife	playmate	downpour	sunlight	playmate

Grade 4

Unit 2

plan-planned, planning	wrap- wrapped, wrapping	smile-smiled, smiling	trade-traded, trading	praise-praised, praising
admit	quit	throb	shrug	brag
knit	submit	drag	chop	star
Win	admire	sneeze	quote	shape
rhyme	skate	ride	grade	pile

ignore	flame	chase	vote	share
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Grade 4**Unit 3**

basket/canyon	picnic	rabbit/hammock	cabin/balance	closet
canyon	magnet	contest	pencil	attic
copper	apple	gallon	wallet	lemon
model	planet	picnic	pretzel	

Grade 4

Unit 4

season/treaty	freedom/feature	believe/ finance	create/meteor	because/superb
raisin	reason	peanut		
weasel	recite	prepare		
finance	climate	poet		
trial	lion			

Grade 4

Unit 5

afraid/ persuade	excite/disease	freedom/ bracelet	accent/tragic	address/ request
achieve	behave	decode	disease	almost
amuse	reduce	dislike	student	frozen
lazy	painter	exit	percent	listen
honest	escape	admit	forgot	collect

Grade 4

Unit 6

carton/ cartridge	aware/ rarest	barrel/ terror	perfect/ thermos	learner/ rehearse	appear/ earache
party	garden	barley	market	sharpen	careful
prepare	rarely	compare	beware	merry	alert
parent	sparrow	sheriff	nervous	version	reverse

herbal	certain	early	research	earthquake	relearn
nearly	fearful	unclear	weary		

Grade 4**Unit 7**

balloon/ raccoon	cocoon/ harpoon	bookcase/ foothill	enjoy/destroy	poison/ moisture
cartoon	moody	noodle	poodle	rookie
woodland	mistook	sooty	annoy	royal
Voyage	loyal	noisy	avoid	appoint
rejoice				

Grade 4

Unit 8

country/ thousand	mountain/ profound	allow/ coward	daughter/ autumn	awful/ awkward
doubtful	counter	mouthwash	fountain	flower
vowel	powder	tower	faucet	sausage
Caution	author	awesome	flawless	gnawing

Brawny				
--------	--	--	--	--

Grade 4

Unit 9

chewy/ review	noodle/ raccoon	avoid/ appoint	flawless/ lawsuit	author/ laundry
jewel	pewter	cartoon	monsoon	shampoo
poison	moisture	rejoice	doily	tawny
awful	dawdle	awning	naughty	faucet
sausage				

Grade 4**Unit 10**

listen/ abdomen	frighten/ strengthen	captain/ chaplain	villain/ salmon	bacon/arson
mitten	women	sharpen	oxygen	curtain
certain	bargain	fountain	button	gallon
pardon	cotton	prison	salmon	

Grade 4

Unit 11

bridges/sirens	pieces/ features	guesses/ inches	copies/ rubies	countries/ quarries
puzzles	coins	trousers	angles	cabins
labels	robots	bunches	glasses	taxes
crashes	ponies	pennies	cries	babies
supplies	ladies	skies	buddies	armies

Grade 4**Unit 12**

discover/ disinfect	disappear/ dishonest	unselfish/ unwrap	rebuild/ recycle	preschool/ precaution
disorder	disobey	disrespect	dislike	discolor
disagree	unbutton	unclear	untangle	unequal
remodel	reelect	rewrite	return	premature

preexisting	pretest	preteen		
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Grade 4**Unit 13**

doubtful/ respectful	awareness/ dizziness	quietly/ frequently	easily/ angrily	cloudy/ filthy
wonderful	beautiful	colorful	peaceful	illness
happiness	business	weakness	roughly	quickly
Safely	finally	busily	sleepily	heavily
bodily	rainy	skinny	chilly	Noisy

choppy				
--------	--	--	--	--

Grade 4**Unit 14**

direction/ extinction	subtraction/ intersection	digestion/ interception	suggestion digestion	invention/ connection
prediction	connection	election	objection	exception
prevention	interruption			

Grade 4**Unit 15**

discussion/ progression	Recession compression	expression/ possession	musician/ physician	politician/ mathematician
possession	profession	impression	confession	optician
mathematician	physician	pediatrician	electrician	

Flemington-Raritan Regional Schools
Word Study Program
Grade Four
High Frequency Words

actually	farther	probably
among	felt	purpose
ancient	final	quiet
basic	front	radio
beyond	further	really
built	hungry	remember
cannot	hurt	separate
certain	idea	shore
clothes	island	silver
column	its	similar
course	level	sure
desert	key	teeth
difficult	major	though
early	million	through
east	month	tomorrow
effect	neither	twenty
empty	noise	twice
engine	nor	type
entire	nothing	value
equal	notice	various
especially	office	visit
exercise	peace	whether
experiment	practice	women

Flemington-Raritan Regional Schools
Word Study Program

Word Study Activities
Grades 3-4

1. Word Sorts

Word sorts can be done in several ways. You can record the word sort that your teacher did with you so that you have the key words and core words. You can record the word sorts that you do with your partner, small group, or individually. Be sure to tell how you sorted the words.

2. Word Hunts

You can record the words that you find in your reading or other places that match the unit that you are studying that week. You can also add these words to your word sort list by using a different color ink or pencil.

3. Cluster Up

Students sort the words. Someone calls a pattern and students cluster the words by that pattern.

4. Roll That Dice Game

Follow the directions on page 163 of *Words Their Way* (2008).

5. Spelling City

Go to <http://www.spellingcity.com>. Your teacher adds the word list to the site. You can play one of the games that use your word study words.

6. Cursive Spelling

Write your words in cursive.

7. Tic-Tac-Toe Spelling

Play tic-tac-toe with your spelling words.

8. 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. You can also make words with letter cards, magnetic letter, alphabet noodles or cereal, ABC stamps or stickers or clay.

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Word Study Program

9. Spelling Aerobics

Cheer your words. Stretch your arms for the tall letters such as l or t, put your hands on your hips for the letters that stay on the line such as a or o, and touch your toes for the letters that go below the line such as y or g.

10. Sponge Spelling

Write the word with a wet sponge. Write the word paper as many times as you can. One student dries a letter. When the letter “disappears”, students stop writing. The student with the most correct words becomes the new “dryer”.

11. Draw and Label

You can draw a picture that relates to the words, letters, or sounds that you are studying. Label each picture with a word.

12. Change-a Letter

Take a word you are studying and make new words by changing the beginning or ending letter or chunk.

13. 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 strategy each time you try a word. Copying the word over and over does not help you learn the spelling of the word.

14. Write and Draw

You will choose some of your words to use in a sentence and draw pictures of words you do not use in sentences.

15. Rhyme Time

You will choose a word or two from your list and write all the words you can think of that rhyme with that word. You can also add any words that you find in your reading. You can check your words with your partner. How many words do you and your partner have that are the same? Which words are different?

16. SAW- Sort, Alphabetize and Write

17. Word Triangles

Example: Heart
A
Ear
Hear
Heart
Heartbreak
Heartbreaking

18. Affix Sort

Example: Prefix Sort

A bicycle has two wheels and a tricycle had three wheels.

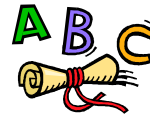
Sort by a prefix that means the same thing.

Example:

un	dis
unfair	disagree
unkind	dishonest

Name: _____

Date: _____



Unit #1 Key

Core Words:

1. yourself
2. downstairs
3. strawberries
4. firefighter
5. thunderstorm

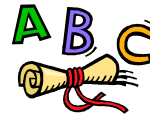
1. Please be quiet when you enter if you cannot get here early.

2. Each player had an equal amount of space so he would not get hurt.

3. The butterflies danced in the sunlight.

Name: _____

Date: _____



Unit #2 Key

Core Words:

1. planning
2. smiled
3. wrapped
4. trading
5. praised

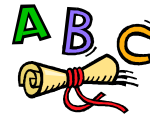
Challenge Words:

1. admitting
2. admired
3. rhyming
4. submitted
5. ignored

1. We were sure there would be a really bad thunderstorm on the island.
2. The empty house had been built many years ago.
3. Everyone voted for the winning story.

Name: _____

Date: _____



Unit #3 Key

Core Words:

1. basket
2. rabbit
3. closet
4. cabin
5. picnic

Challenge Words:

1. canyon
2. hammock
3. cocoa
4. balance
5. pretzel

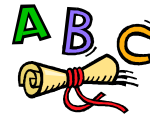
1. Are you certain the final notice was posted on the door?

2. An ancient ring was found downstairs in the east wing.

3. She found a pencil and a wallet on the floor.

Name: _____

Date: _____



Unit #4 Key

Core Words:

1. season
2. freedom
3. because
4. create
5. believe

Challenge Words:

1. treaty
2. feature
3. superb
4. meteor
5. finance

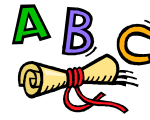
1. Even though the key was large, we lost it twice.

2. The puppy barked and gave its mother no peace.

3. On Friday, the poet will recite some of his work.

Name: _____

Date: _____



Unit #5 Key

Core Words:

1. frozen
2. accent
3. afraid
4. address
5. excite

Challenge Words:

1. persuade
2. tragic
3. disease
4. request
5. bracelet

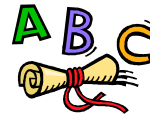
1. Of course we planned to pack extra clothes for the long trip.

2. There were various major roads we could take to reach Dad's office.

3. The student forgot to bring his homework.

Name: _____

Date: _____



Unit #6 Key

Core Words:

1. carton
2. aware
3. barrel
4. perfect
5. learner
6. appear

Challenge Words:

1. cartridge
2. rarest
3. terror
4. thermos
5. rehearse
6. earache

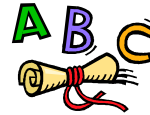
1. Do you know whether she has a similar silver bracelet?

2. We planned to leave early because a cold front was headed toward the desert.

3. I was weary after weeding the garden.

Name: _____

Date: _____



Unit #7 Key

Core Words:

1. balloon
2. cocoon
3. bookcase
4. enjoy
5. poison

Challenge Words:

1. raccoon
2. harpoon
3. foothill
4. destroy
5. moisture

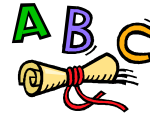
1. Sam actually had to practice brushing his teeth.

2. It took us an entire day to hike farther than we had last year.

3. My poodle is a loyal dog.

Name: _____

Date: _____



Unit #8 Key

Core Words:

1. country
2. mountain
3. allow
4. daughter
5. awful

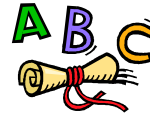
Challenge Words:

1. thousand
2. profound
3. coward
4. autumn
5. awkward

1. Our idea was to reach the opposite shore before noon.
2. The student group built a basic engine for their boat.
3. We were doubtful that the author could visit our school.

Name: _____

Date: _____



Unit #9 Key

Core Words:

1. chewy
2. noodle
3. avoid
4. flawless
5. author

Challenge Words:

1. review
2. cartoon
3. lawsuit
4. appoint
5. laundry

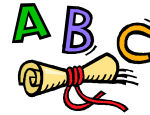
1. I do not know whether he's sure the engine will be quiet.

2. Did you notice that she actually copied our entire idea?

3. The sausage tasted awful.

Name: _____

Date: _____



Unit #10 Key

Core Words:

1. listen
2. captain
3. bacon
4. villain
5. frighten

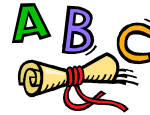
Challenge Words:

1. abdomen
2. bargain
3. arson
4. certain
5. strengthen

1. Women will hear a new speaker talk about exercise each month.
2. The baby could neither blow out the candles nor eat the cake.
3. We were certain the jug held a gallon of water.

Name: _____

Date: _____



Unit #11 Key

Core Words:

1. bridges
2. guesses
3. copies
4. pieces
5. countries

Challenge Words:

1. sirens
2. inches
3. rubies
4. features
5. quarries

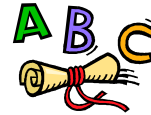
1. The teacher felt the level of that lesson was too difficult for most students.

2. We planned to share its purpose among our friends.

3. The ladies wear their glasses when they work on puzzles.

Name: _____

Date: _____



Unit #12 Key

Core Words:

1. discover
2. unselfish
3. rebuild
4. preschool
5. disappear

Challenge Words:

1. disinfect
2. recycle
3. precaution
4. unwrap
5. dishonest

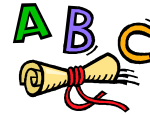
1. It is important to remember the effect of our acts on others.

2. They went through millions of dollars to further help the children.

3. I will rewrite the unclear parts of my story.

Name: _____

Date: _____



Unit #13 Key

Core Words:

1. doubtful
2. awareness
3. quietly
4. easily
5. cloudy

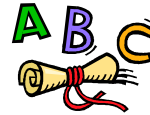
Challenge Words:

1. respectful
2. dizziness
3. frequently
4. angrily
5. filthy

1. If the people were especially hungry, we gave them a separate meal.
2. It is probably much harder to rebuild bridges beyond the border.
3. The skies quickly turned rainy.

Name: _____

Date: _____



Unit #14 Key

Core Words:

1. direction
2. subtraction
3. digestion
4. suggestion
5. invention

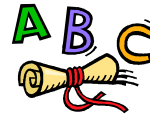
Challenge Words:

1. extinction
2. intersection
3. interruption
4. digestion
5. connection

1. Tomorrow there will be nothing new to add to the experiment.
2. It is doubtful the noise from the radio will frighten the baby.
3. The judge made an exception so we could hold our election on Tuesday.

Name: _____

Date: _____



Unit #15 Key

Core Words:

1. discussion
2. recession
3. expression
4. musician
5. politician

Challenge Words:

1. progression
2. compression
3. possession
4. physician
5. mathematician

1. I believe you can type the data yourself in three columns.
2. The tour was a good value because we visited over twenty countries.
3. Being an electrician is an important profession.

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Word Sorts

“Word-sorting activities provide opportunities for students to make logical decisions about word elements including sound, pattern, and use.” (Bear, Invernizzi, Templeton & Johnson, 59)

Word sorts help students reflect on specific characteristics of words using a certain feature by looking at word with and without the feature. As they look at the words, students can discover spelling patterns. (Ganske, 2000)

Basic Kinds of Sorts

Picture Sorts

Students sort pictures for a particular pattern or feature. For example, students may sort pictures by initial or final consonant, vowel sounds, etc. Picture sorts allow students to recognize patterns in words and sort for these patterns even if they cannot read all the words. Picture sorts

- are used to teach students to categorize sounds and associate sound segments with letters and spelling patterns;
- can be used to develop phonological awareness and phonics;
- can be sorted by initial sound, blends, rhyming families or vowel sounds;
- are suited for students in the emergent, letter-name- alphabetic and early within word pattern stages of spelling development;
- may be used with ESL students.

(Bear et. al. 2000, 60; Bear et.al, 2008, 53)

Picture sorting differs from phonics programs in four ways:

- Picture sorting works from the known to the unknown because students recognize the pictures and can pronounce their names.
- Teachers model picture sorts and then have students do them first as a guided activity and then independently.
- Picture sorting is analytic as it begins with the whole and then examines the parts. Most phonics programs are synthetic and begin with the sound and build to the word.
- Picture sorting is done so that students determine similarities and differences among specific, features. The students utilize higher level thinking skills to categorize the words. Phonics programs may rely on memorization or drills.
- Students sort double or triple the amount of examples using a picture sort as opposed to a phonics program.

(Bear, et. al. 2000, 2008)

See *Words Their Way* (2000) pages 60-62 or *Words Their Way* (2008) page 53 for more information.

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Word Sorts

Students use printed word cards instead of picture cards to complete word sorts. Children should know and be able to pronounce most of the words in the sort. Word sorts

- are useful for students who have a sight word vocabulary;
- can be sorted in a variety of ways- by sound, by pattern, and by sound and pattern;
- help students zero in on common features of the words;
- give teachers information about students' conceptions and misconceptions about words by listening to their explanations about why they have placed words in certain categories.

See *Words Their Way* (2000) pages 62-63 and *Word Journeys* pages 76-83 for more information.

Categories of Word Sorts

Closed Sorts

A closed word sort is teacher-directed. The teacher defines the categories for the sort and models how to do the sort. As the teacher models the sort, the students discuss the characteristics of the words in each category.

- Students match words to categories identified by key words.
- Once they have matched the words, they analyze the categories to determine the characteristics of each one and explain why the words were grouped together.
- Usually, the closed sort uses words with features the students already know and contrasts one or two of the elements with these features.
- Teachers determine the categories and features to contrast for a closed sort.
- Some words may not fit a category or generalization and can be placed in the "oddball" category.
- Closed sorts help students use visual cues and sound cues.
- The teacher models the categorization of words in a closed sort and then releases the task to the students.

(Ganske, 2000)

See *Words Their Way* (2000) page 63 or *Words Their Way* (2008) page 56 and *Word Journeys* pages 77-80 for more information.

Open Sorts

Open sorts are student-centered. Students are given a set of words and decide the categories into which to sort them. Students explain how they categorized the words in the sort. (Bear et. al. 2000) **Students should try open-sorts when they are accustomed to sorting procedures.**

- Open sorts are used when students are familiar with sorting and categorizing words.
- Students create their own categories with a set of words.
- They give students the opportunity to decide how to categorize words and ways to organize words.
- Open sorts give the teacher valuable insights as to how students think about words.

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See *Words Their Way* (2000) page 64 or *Words Their Way* (2008) pages 56-57 and *Word Journeys* pages 83-85 for more information.

Other Kinds of Sorts

Concept Sorts

Concept sorts are a good way to link vocabulary instruction to word study. These sorts help students link what they know to vocabulary. These sorts can be done in all subject areas and pictures or words can be utilized in the sorts.

- Concept sorts are appropriate for all ages and stages of spelling development.
- They can be used regularly in the content areas.
- Open concept sorts are useful for determining prior knowledge of a subject. These can be revisited and revised as needed after reading or study of a subject.
- Concept sorts can be picture or word sorts.

(Bear, et. al. 2000 & Ganske, 2000)

See *Words Their Way* (2000) page 65 or *Words Their Way* (2008) page 54 and *Word Journeys* pages 91-92 for more information.

Writing Sorts

Writing sorts are a variation of buddy sorts and closed sorts. They provide an important link for reading and writing and are especially effective when combined with word hunts.

Writing sorts make a good assessment for the early grades. (Bear, et. al. 2000)

- Words are written under the appropriate category. Often a key word is used to determine the category.
- Writing sorts can be done individually, with a partner or small group, or as a whole class.

(Ganske, 2000)

See *Words Their Way* (2000) page 67 or *Words Their Way* (2008) pages 57-58 and *Word Journeys* page 87 for more information.

Blind Sorts (Buddy Sorts)

Blind sorts or buddy sorts are useful for students who need to attend more to the sounds rather than only visual cues. They are a useful activity to review for a test.

- This sort reduces students' reliance on visual cues because students do not see the word before they put it in a category.
- Blind sorts are done in buddy-pairs. One student has the key words in front of him/her. As his/her partner says the word, he/she points to the appropriate category. The word can also be written under the key word.

(Ganske 2000)

See *Words Their Way* (2000) page 66 or *Words Their Way* (2008) page 54 and *Word Journeys* pages 87-88 for more information.

Word Hunts

Word hunts help students make the connection between reading and writing. Students hunt through their reading to find words that fit a particular pattern. Hunting should be limited to skimming pages that students have already read to find the words. Do not

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confuse this with reading for meaning. These words are recorded and discussed. The words can then be added to the word study notebook.

- Students search through material that they are reading to find words that match the features they are studying.
- Word hunts can be done individually or cooperatively.
- Students try to find words to fit each category.
- The hunt should last for about 15 minutes.
- Younger readers can use catalogs to find pictures that fit the categories. This can be done as “reading the room” activity.

(Bear, et. al. 2000 & Ganske, 2000)

See *Words Their Way* (2000) pages 65-66 or *Words Their Way* (2008) pages 58-60 and *Word Journeys* pages 89-91 for more information.

Speed Sorts

Speed sorts help student develop automaticity with the features of the words they are studying. Speed sorts should be practiced after students are able to accurately categorize their words. They can be done in buddy pairs and timed for speed and accuracy.

- These are done once students have become accurate with a sort and help develop fluency.
- Students sort words into categories as quickly as possible and try to beat their previous time.
- Speed sorts help students work toward automaticity with the feature under study.
- Speed and accuracy are important in speed sorts.
- Buddies can time each other for speed sorts.

(Bear, et. al.2000 & Ganske, 2000)

See *Word Journeys* pages 88-89 and *Words Their Way* (2008) page 61 for more information.

Guess My Category

Guess My Category is an activity that can be done to introduce a new concept or area of study. The teacher does not label the categories, but rather has students decide how the words, objects, or pictures in each category are similar.

- The teacher does not label the category in advance. The teacher and students decide how to categorize the words or pictures.
- The teacher puts two or three words or pictures in a category. Students decide where the remaining pictures or words should go using the categories as a guide.
- This stimulates creative thinking.

(Bear, et. al. 2000)

See *Words Their Way* (2000) pages 64-65 or *Words Their Way* (2008) page 57 for more information.

Brainstorming

When students brainstorm, they conduct a word hunt in their memories. Words that students brainstorm can be used as word sorts or in addition to word hunts.

(Bear, et.al., 2008)

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See *Words Their Way* (2008) page 60 for more information.

All information is from the following sources unless otherwise noted.

Bear, D.R., M. Invernizzi, S. Templeton, & F. Johnson. (2000). *Words Their Way*.
Upper Saddle River, NJ: Merrill.

Bear, D.R., M. Invernizzi, S. Templeton, & F. Johnson. (2008) *Words Their Way* 4th
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Ganske, K. (2000). *Word Journeys*. New York: Guilford Press.

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Word Walls

Why use word walls?

- Word walls provide ongoing support for students as they learn the reading and writing processes. They also provide multiple demonstrations and examples and are a safe place for students to get the support they need.
- “Word walls enhance learning through practical use.” (Wagstaff 7) A teacher should use the word walls interactively. Wordplay activities help students learn to become automatic with letter-sound correspondences, spelling patterns or chunks, high-frequency words and language conventions. The teacher’s demonstrations of how to use the word wall helps students learn how and why to apply skills and strategies that help them with their literacy learning.
- “Using references is a real world strategy.” (Wagstaff 7) Word walls are references for students. Helping them learn ways to become independent problem-solvers increases their self-confidence and decreases their dependence on the teacher.
- Word walls can be easily integrated into literacy activities. Shared reading and writing provide times for word walls to be built and strategies to be modeled.

What are some guiding principles for using word walls?

- Word walls should involve students and be built over time. Words students should know should be added to the word wall after the teacher has introduced them and students have discussed them.
- Words for the word wall should come from a variety of sources. There should be a purpose for the word wall such as chunking, high frequency words, etc.
- Word walls should be kept as simple as possible. Use key words to help students see patterns or sounds.
- Word walls should be visible to all students in the classroom. If students are to use the word wall as a reference, they need to be able to see the words. Also, cutting around the configuration of the words makes them easier to distinguish. (Cunningham 1995 in Wagstaff 1999)
- Word walls should be developmentally appropriate.
- Word walls should be used as reference tools. Using the word wall as a tool needs to be modeled by the teacher. The teacher should show students how to use the word walls by using think alouds during shared and guided reading.
- The goal of word walls is to help students develop automaticity. Automaticity is needed for students to become fluent readers and writers.

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The ABC Wall

The ABC Wall is built with beginning readers and writers. It is a tool for learning the alphabet and helps students learn letter forms, letter names, and letter-sound correspondences. This is an alternative to the letter of the week format.

Purposes of the ABC Wall (Kindergarten and First Grade)

The ABC Wall:

- Introduces students to the alphabet.
- **Increases students' phonemic awareness.**
- Helps students recognize and write letter forms.
- **Builds students' automatic recognition of letters and sounds.**
- Builds students' knowledge of letter-sound correspondences.
- Promotes students' use of initial and final cues in reading and spelling.

(Wagstaff 14)

How to Build the ABC Wall

1. Read aloud a poem, rhyme, chant or song. With emergent readers, you may want to include picture clues. Read the piece to the class and then have them say it with you. You can have them add movements. Be sure to call attention to one-to-one correspondences of words and sentences. Have students volunteer to point to lines as the class reads. You can also use word frames, highlight tape, or sticky tape to call attention to words.
2. Choose key words. In the beginning, you will take most of the responsibility for choosing the words for the word wall. This responsibility should be gradually released to the students. Have students identify other key words by listening for a particular feature (beginning sound). The key words can be printed on colored cards and displayed on the word wall after practice. Students can add a picture cue for the word.
3. Develop phonemic awareness. Once the key words are chosen, you can focus on their beginning sounds. Spelling through Phonics is another resource to help you do this. Have students make connections to each sound's corresponding letter.
4. Associate sounds with letters (phonics). Ask students to repeat words slowly and listen for the beginning sound.
5. Practice letter formation. Students can write the letter on individual whiteboards or scratch paper. You should monitor and assist as needed. Continue practice with other letters and have students listen for the beginning sounds.
6. Revisit the rhyme throughout the week.

(Wagstaff 16-20)

Things to Remember

- Spend the initial time having students find words for the word wall. Review activities can be fast-paced once the initial time has been invested.
- Words should be familiar to students before they are placed on the word wall.
- Add only the key words to the word wall. Many words will be discussed during the week, but keep the words on the word wall focused.

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Practice Activities (See also High Frequency/Word Wall Activities)

Picture Hunt

Students hunt for pictures whose names begin with the focus letters for the week. You can place these in a literacy center and have students sort them for beginning sounds.

Sound Books

Students make individual sound books by sorting prepared pictures and stapling them into a book.

Letter Formation

Students practice forming the letters. This can be done in salt, sand, on whiteboards, etc.

Letter Sort

Students sort upper and lower case letters in different prints and fonts.

Magnetic Letters

Students make words with magnetic letters and then mix the letters and reform the word.

Word Hunt

Students hunt for words beginning with the focus letter in the room, in their reading books, and in their writing.

Morning Message

Students circle words with target letters in the morning message.

Frame Words

Students frame words with the target letters during shared reading.

Mask It

Students predict which target letter begins a words that is masked during shared reading.

Word Sort

This is a good literacy center. Students sort word or picture cards for the targeted beginning letter.

Letter Books

Students make individual letter books.

Writing Workshop

Students orally segment words and record letters as they are working in writing workshop, shared writing or interactive writing.

Reread New Favorites

Students receive a copy of the rhyme or chant for their folder. They reread their copy in small groups and at home.

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Using the ABC Wall During Writing

1. Think aloud the topic for writing.
2. Focus on an important key word related to the writing topic.
3. Associate the word's beginning sound with the corresponding letter and refer to the ABC Wall.
4. Write the letter.
5. Evaluate the spelling attempt.
6. Continue thinking aloud and adding to the piece.

(Wagstaff 27)

Using the ABC Wall During Reading

1. Write a meaningful Morning Message. Allow students to try to read the message independently.
2. Read the message together. Stop to problem solve. Refer to the ABC Wall as needed.
3. Reread to check the meaning.

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Chunking Wall

The Chunking Wall is made up of words containing common rimes or chunks. These rimes or chunks help students read and write unknown words by analogy rather than by sounding them out letter by letter. “The primary goal of the Chunking Wall is to help students read and spell unknown words quickly and efficiently using analogies.” (Wagstaff 40) Readers need to have the basic knowledge of letter names and letter – sound correspondence before beginning to use the Chunking Wall.

Purposes of the Chunking Wall

Chunking Walls

- Promote students’ phonemic awareness.
- Teach students to look at words by onset, rimes, prefix, suffix or other familiar part rather than letter by letter.
- Help students decode unknown words.
- Help students spell words.

(Wagstaff 40)

How to Build the Chunking Wall

- Key words for the Chunking Wall are chosen because of their rime (the vowel and what comes after it in a syllable. Ex: ake as in bake, ot as in hot.) The rimes should be utilized in many words. One chunk is highlighted in each key word and they may be one syllable or multi-syllabic words.
- Poetry provides a good place to look for words for the chunking wall. The use of poetry also reinforces phonemic awareness. Students should choose a word from the poem and see if they can generate other words with the same rime or chunk. If many words can be generated, the word should appear on the Chunking Wall. Picture cues may accompany words on the Chunking Wall.
- Other types of chunks- prefixes, suffixes and other common word parts can be added to the Chunking Wall.

Adding to the Chunking Wall

- Read aloud and discuss a poem, rhyme, chant or Big Book.
- Choose words and identify chunks. Generate words that use the chunks.
- Write key words on cards for the Chunking Wall and underline the chunks.
- Revisit the text.

(Wagstaff 43)

Things to Remember

- After students have read independently, talk about their reading processes and strategies that they used. Talk to them about how they can use chunks to help them in their reading.
- Some chunks have more than one spelling or sound. This should be an opportunity to teach students to use strategies flexibly.

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- Vocabulary and decoding teaching points often occur during the students' first reading of texts. Use this opportunity to discuss how to use chunks. If you know cake, then you know bake.

Practice Activities

Chant and Check (Downer & Gaskins 1986 in Wagstaff 1999)

The teacher holds up a key word card and students write the word, chant the word and check the spelling. The group then brainstorms other words that use the same chunk. Words are written on the board or overhead and checked for accuracy. The teacher reinforces the use of the chunk to spell the word.

Word Ladders (Fountas & Pinnell 1996 in Wagstaff 1999)

Start with a key word such as Nest. Have students generate a list of related words. Remove a letter to make a new word. Continue as new words are generated.

Making Words (See Making Words book)

Word Hunts

Students look for other words that contain the week's chunks in their reading and writing. Students fill in charts with the words and discuss them.

Word Sorts (See Word Sort sheet)

Push the Sounds

Students "push" the sounds for the onset and rime in words as they say the words that they have written.

Morning Message

Students circle chunks in the morning message.

Frame Words

Students frame words with chunks being studied during shared reading.

Highlight Words

Use highlight tape to accentuate chunks in words.

Read the Room

Reread the New Favorite

Students receive a copy of the rhyme or chant for their folder. They reread their copy in small groups and at home. Students make the words with magnetic letters. Groups can perform for the class.

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Using The Chunking Wall During Writing

- Generate a topic.
 - Orally negotiate the text with students. Spell the words using the chunks from the Chunking Wall. Share the pen with the students.
 - Read and reread the text.
- (Wagstaff 54)

Using the Chunking Wall During Reading

- Mask a few words form shared reading.
 - Predict words that fit and make sense.
 - Cross check the first chunk as you slowly unmask it. If necessary, reread and make new predictions. Continue to cross check.
 - Make analogies to the Chunking Wall words.
 - Reread to check for meaning and debrief the strategy.
- (Wagstaff 62)

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The Words-We-Know or High Frequency Word Wall

The words on this wall lack predictable spelling patterns. These words can come from students' reading and writing.

Purposes of the Words-We-Know Wall

Words-We-Know (WWK) or High Frequency Word Walls

- Help students accurately spell high frequency words.
- "Assist students in gaining automaticity in reading high-frequency words."
(Wagstaff 72)

Building the High Frequency (WWK) Word Wall

- Expectations will differ at various grade levels.
- Students should be able to read the words on the wall.
- Students may become responsible for correctly spelling the words once they are posted on the wall.

Adding to the High Frequency Word Wall

See How to Teach A Word

Activities

See High Frequency/Word Wall Activities

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For All Children*. Portsmouth, NH: Heinemann.

Building Visual Skills

The following techniques can help students learn to develop the skill of creating visual images. This can significantly increase spelling growth.

Immediate Recall

Show the students a simple picture, a display of objects or have them observe a classmate or other object. Give students a few minutes to observe, think, and look at characteristics such as color, shape, size, etc. Remove the object and have students recall with visual pictures what they saw. Students can write, discuss, or draw the object as they remember it. Finally, students can compare the object to the real thing.

*Note: Using the science observation center as a classroom center in which students write about or draw an object under a magnifying glass is an effective way develop this skill. It will also increase their writing vocabulary and powers of description.

Recall of Familiar Things

Have students remember the details of familiar things they have seen in the past such as their room, the reading corner in the classroom, or a book. Have the students write, discuss or draw the details they remember. Finally, have the students compare the image to the actual item.

Developing Original Images

As you are reading aloud to students, stop periodically and discuss the images students have in their minds. Begin by modeling how to create the images by using a think aloud as you read a passage to students. As you read, stop periodically and explain the image that you are creating in your mind. Then gradually release this responsibility to the students. Students may do this after reading by drawing a scene in the text that is well-described. Remind students to make visual images as they read their independent and guided reading novels. Have students mark a passage with a post-it and then read the passage to the class and describe the mental image.

*Note: Visualizing is one of the essential strategies in increasing students' comprehension noted by Keene and Zimmermann in *Mosaic of Thought*.

Activities to Help Students See Words Differently for Spelling and Editing than for Reading.

Students need to visually discriminate words differently as they spell and proofread than they do when they are reading.

Grid Activities

Have students use graph or grid paper to write their words and extend the tall and "tail" letters to boxes above and below the base line as needed.

Have students write the words on grid or graph paper and outline the configuration of the word.

Have students write the word on graph or grid paper, turn the paper over and recall the word in their mind's eye. Then write the word again. This helps reinforce the Look-Cover-Try-Check method.

Hidden Words

Make a sequence of random letters in which spelling words are "hidden". Have the students find and circle the spelling words. After they circle each word, have the students turn the paper over, recall the word in their mind's eye, and write the word.

Look-Alike Words

Create a sequence of real words in a row that look like the spelling word that is part of the sequence.

Example: The spelling word is "street".
Words in the row: sheep sleep street slap

Please Avoid

Having students match the pronunciation or dictionary-spelling to the actual word creates confusion. It is not advisable to use misspellings in spelling activities.

From: Sitton, R. (1998). *Increasing Student Spelling Achievement*. Bellevue, WA: Bureau of Education & Research.

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.

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.

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.

Who has mom?

I have 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 says 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.

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

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<http://www.literactconnections.com/DrJeanHiFrequency~ns4.html>
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- Kenna, K. 2002. My Word Work Book. (Classroom Materials)
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<http://www.literacyconnections.com/SightWordPractice~ns4.html>
19 August 03.
- Reading A-Z. High Frequency Word Book Strategies Bank.
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.
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- Gruber, B. 1998. *Instant Word Wall High Frequency Words*. CA: Practice & Learn Right Publications.
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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.

Spelling Flip Folder

Use a Spelling Flip Folder to practice your words. Your teacher will give you the directions for this activity.

Tape Record

Tape record yourself saying the words. Listen to the tape and give yourself a practice test. Check your test and use Look-Cover-Try-Check to practice any misspelled words.

Adapted from Bear, et. al., Ganske, Sitton, Snowball. Revised 2010

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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.

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.

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Word Games and Activities

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.

See *Words Their Way* (2000) page 168 or *Words Their Way* (2008) page 158

Beginning and End Dominoes

This is a picture sort to match initial and final consonants.

See *Words Their Way* (2000) page 170 for directions and pages 312-355 for picture cards or *Words Their Way* (2008) page 159-160 for directions and pages 282-319 for picture cards.

Roll the Dice

This is for two to four players and reinforces word families and builds automaticity.

See *Words Their Way* (2000) page 174-175 or *Words Their Way* (2008) page 163 for directions.

Go Fish

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

See *Words Their Way* (2000) page 177 or *Words Their Way* (2008) page 164 for directions.

Short Vowel Games

Hopping Frog- The game reviews the short vowel sounds.

See *Words Their Way* (2008) page 165 for directions and pages 370-373 for gameboard templates.

Making Words with Cubes- Using letter cubes from other games, students try to make words.

See *Words Their Way* (2008) page 166 for directions.

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Within Word

Turkey Feathers

This game helps students compare visual patterns across a single vowel.

See *Words Their Way* (2000) pages 202-203 or *Words Their Way* (2008) pages 191-192 for directions.

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

See *Words Their Way* (2000) pages 216-217 or *Words Their Way* (2008) pages 199-200 for directions.

I'm Out

This game helps students review vowel patterns.

See *Words Their Way* (2008) page 193 for directions.

Jeopardy Game

This game reviews words that follow a particular pattern.

See *Words Their Way* (2008) pages 195-196 for directions.

Syllable Juncture

Double Scoop

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

See *Words Their Way* (2000) pages 231-233 or *Words Their Way* (2008) pages 221-222 for directions. Game board on pages 394-395 (2000) or pages 372-372 (2008).

Slap Jack

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

See *Words Their Way* (2000) page 234 or *Words Their Way* (2008) page 223 for directions.

Double Crazy Eights

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

See *Words Their Way* (2000) pages 235-236 or *Words Their Way* (2008) page 224 for directions.

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Homograph Concentration

See *Words Their Way* (2000) pages 239-240 for directions.

Homograph Solitaire

See *Words Their Way* (2000) page 241 or *Words Their Way* (2008) pages 227-228 for directions.

Oygo

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

See *Words Their Way* (2000) pages 241-242 for directions.

Stressbusters

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

See *Words Their Way* (2008) pages 270-271 for directions and pages 372-373 for the gameboard template.

Double Scoop

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

See *Words Their Way* (2008) pages 221-222 for directions and pages 372-373 for the gameboard template.

Derivational Constancy

Greek and Latin Jeopardy

See *Words Their Way* (2000) pages 260-263 or *Words Their Way* (2008) pages 249-253 for directions.

It's All Greek to Us

See *Words Their Way* (2000) pages 263-267 or *Words Their Way* (2008) pages 251-252 for directions.

Rolling Prefixes

See *Words Their Way* (2000) page 277 or *Words Their Way* (2008) pages 260-261 for directions.

Quartet

See *Words Their Way* (2008) page 251 for directions.

Joined at the Roots

See *Words Their Way* (2008) pages 252-253 for directions.

From Spanish to English-A Dictionary Word Hunt

See *Words Their Way* (2008) page 255 for directions.

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- Cunningham, P. & D. Hall. 1998. *Month-By-Month Phonics*. NC: Carson-Dellosa Publishing Company, Inc.

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Word Study Resources

High Frequency Words

<http://www.eduplace.com/rdg/res/frequent.html>- tips for teaching

http://www.reading-tutors.com/tips/TH_Tips_HFW.pdf- tips for teaching

http://www.cantonschools.org/content/pdf_files/activities_to_reinforce_hfw.pdf

<http://www.firstschoolyears.com/literacy/word/other/hfw/hfw.htm>

Word Sorts

http://abcteach.com/directory/basics/word_family_booklets/

<http://www.readwritethink.org/classroom-resources/lesson-plans/word-sorts-beginning-struggling-795.html>

<http://www.eduplace.com/kids/sv/books/content/wordsort/>

<http://www.readwritethink.org/files/resources/interactives/wordfamily/>- game

http://forpd.ucf.edu/strategies/stratword_sorts.html

Word Walls

<http://www2.scholastic.com/browse/article.jsp?id=4380>

<http://forpd.ucf.edu/strategies/stratwordwalls.html>

<http://red6747.pbworks.com/Word-Walls>