

Flemington-Raritan Regional School District
Flemington, NJ

Language Arts
Word Study Program - Grades 5-8

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Council of Instruction Review:	May 9, 2012
BOE Curriculum Committee Review:	June 7, 2012
Board of Education Approval:	June 18, 2012

Flemington-Raritan Regional School District

Word Study Program – Grades 5-8

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Flemington-Raritan Regional School District

Word Study Program – Grades 5-8

District Mission Statement

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

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

Flemington-Raritan Regional Schools
Word Study Program
Philosophy

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

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

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

Essential Questions

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

Flemington-Raritan Regional Schools

Word Study Program

Program Structure

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

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

Pacing of Instruction

Grades One and Two

One unit per week

Grades Three, Four

One unit every two weeks

Grade Five

One unit per 6-day cycle

Grades Six-Eight

One unit every three weeks

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

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

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Word Study Program

Common Core Standards for Language Arts Literacy
Grades 5-8 Word Study

Grade 5

- RF 3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- L4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).
- L4c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L5c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

Grade 6

- L4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible).
- L4c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.

Grade 7

- L4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. belligerent, bellicose, rebel).
- L4c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.

Grade 8

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

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Word Study Program**

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

**Flemington-Raritan Regional School District
Grades 5-8 Word Study Program**

21st Century Life and Career Skills

The 21st Century Life and Career Skills are infused throughout the curriculum units in Grades 5-8. The mission of the 21st Century Life and Career Skills is to “enable students to make informed life and career decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace” (NJDOE, 2009). The 21st Century Skills include critical thinking and problem solving, communication skills, creativity and innovation skills, collaboration skills, information and media skills, and contextual learning skills.

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

The chart contains the strands of the following Standard:

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

21st 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 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills.	<ul style="list-style-type: none"> • Cooperative learning structures • Brainstorming strategies •
9.A.4 Design and implement a management plan using problem solving strategies.	<ul style="list-style-type: none"> • Cooperative learning structures- Role for each person in group

TEACHER RESOURCES

Flemington-Raritan Regional Schools
Word Study Program

Word Study Program Components
Grades Five-Eight

Core Words

The core words are the words that are exemplars of the sound, pattern, or meaning relationship of the unit's words. Students should be able to automatically recognize the core words so that they can concentrate on the sound, pattern and meaning relationships of the words. These words should also be ones that students will be likely to use in their writing. The core words are appropriate for the students' level of maturity. Students will be able to read and may be able to spell the core words. These are the words used in dictation sentences and/or other assessments.

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

Challenge Core Words

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

Usually, there are 4-8 Challenge Core Words per unit. This may vary in grades 1-2.
***The challenge core words are the starred/italicized words in the Word Sort Lists.**

Word Sort Words

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

High Frequency Words (Grade 5 only)

The high frequency words occur frequently in print and enhance students' ability to read and write fluently. These words were selected from various high frequency lists (Fry, Fountas & Pinnell, Durrell & 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.

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Personal Words

Personal words are words that students either miss on the previous unit's assessment, are commonly confused, or misspell in their own writing. Usually, these words will be high frequency words from previous units. They may also be called "recycled words."

Personal words can also come from content area units or topics. Students keep a list of personal words in their word study notebook or folder. *If a student is extremely proficient, his or her personal words focus on words he or she misspells in writing. Also, theme or other content-related words may be used as personal words. **THE STUDENT MAY NOT HAVE PERSONAL WORDS EVERY UNIT.** The teacher assigns personal words as appropriate.

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Word Study Assessments

Unit Assessments- Grades One and Two

Grade One

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

Grade Two

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

Scoring the Assessment (Optional Point Values)

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

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

Grades Three – Five

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

Scoring the Assessment

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

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

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Grades Six-Eight

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

Scoring the Assessment

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

Adapting the Dictation Sentences

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

Assessing Personal Words

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

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- 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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Additional Assessments

Spelling Words Correctly in Writing

Grades One-Two

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

Grades Three-Eight

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

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

Editing

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

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

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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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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.

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Word Study Program

Word Study Notebooks

What are word study notebooks?

Word study notebooks can be used as a record of the words and word study activities that students use each week. Students record their word sorts, word hunts, and other activities in their word study notebooks. They can also serve as documentation of student work that can be used during parent conferences and/or for grading/assessment. Word study notebooks provide students, parents, and teachers with a record of the students' work with words and show their progress. Students should use their word study notebooks each unit of study and teachers should establish a routine and procedures for their use.

What are the components of word study notebooks?

Word study notebooks should be organized to help students use them as a reference.

They should include the following components:

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

What should the word study notebook be?

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

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

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

Adapted from:

Bear, D.R., M. Invernizzi, S. Templeton, & F. Johnson. (2000). *Words Their Way*. New Jersey: Prentice-Hall, Inc.

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

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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)

September

Dear Parents/Caregivers:

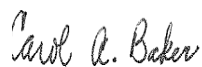
We are about to begin the Flemington-Raritan Word Study Program in the classroom. The program incorporates word study, spelling, and vocabulary. Students will learn how words work, spelling and sound patterns for words, and how to use roots and affixes to help them with new words they encounter in their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

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

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

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

Sincerely,



Carol A. Baker
Language Arts/Social Studies Supervisor

Attachment(s)

Flemington-Raritan Regional Schools
Word Study Program
Explanation of Word Study Components
Grades Five-Eight

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

Core Words

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

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

Challenge Core Words

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

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

Word Sort Words

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

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

Personal Words

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

Focus: Use the activities on the Homework Sheet or an activity provided by the teacher.

**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.

Trace the Word

Write the word

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

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

Close your eyes and visualize what the word looks like

Repeat several times

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Word Sorts and Word Hunts

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

Word Sorts

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

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

Some questions to ask your child:

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

Word Hunts

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

Some questions to ask your child:

- What is the word that you found?
- What pattern or category does it go into? Why does it fit there?
- What do you notice about the word?

GRADE 5

Flemington-Raritan Regional Schools
Word Study Program

Pacing Guide
Grade Five

Marking Period One

1. Administer Spelling Inventory from *Words Their Way* (Chapter 3). Use the **Upper Elementary Spelling Inventory** on pages 297-298 (2nd ed., 2000) or pages 271-272 (4th ed., 2008). Keep the results in students' portfolios. Use the results to determine which students need challenge words.
2. Observe that students can spell the high frequency words from the lists from prior years. These will make good personal words for students who have not mastered them.
3. Continue daily journal writing, stressing the need to edit and modeling how to quickly edit journal entries.
4. Assign the appropriate grade-level spelling units. FOLLOW THE 6-DAY CYCLE FOR WORD STUDY. TEACHERS SHOULD COMPLETE 3-4 UNITS PER MARKING PERIOD.
5. Show students how to set up and keep their Word Study Notebooks.
6. Have students self-select personal words. These words may be selected from:
 - a. Words that were misspelled on previous years' high frequency word lists;
 - b. Words from their personal writing;
 - c. Words associated with classroom or content area themes;
 - d. Words misspelled from previous weeks' assessments.
7. Assess personal words once a marking period.
8. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
9. Encourage the students to use different types of dictionaries as well as personal glossaries.
10. Collect a piece of students' writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students' portfolios.

Flemington-Raritan Regional Schools
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Marking Period Two

1. Continue daily journal writing, stressing the need to edit and modeling how to quickly edit journal entries.
2. Assign the appropriate grade-level spelling units. FOLLOW THE 6-DAY CYCLE FOR WORD STUDY. TEACHERS SHOULD COMPLETE 3-4 UNITS PER MARKING PERIOD.
3. Show students how to set up and keep their Word Study Notebooks.
4. Have students self-select personal words. These words may be selected from:
 - a. Words that were misspelled on previous years' high frequency word lists;
 - b. Words from their personal writing;
 - c. Words associated with classroom or content area themes;
 - d. Words misspelled from previous weeks' assessments.
5. Assess personal words once a marking period.
6. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
7. Encourage the students to use different types of dictionaries as well as personal glossaries.
8. Collect a piece of students' writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students' portfolios.

Marking Period Three

1. Continue daily journal writing, stressing the need to edit and modeling how to quickly edit journal entries.
2. Assign the appropriate grade-level spelling units. FOLLOW THE 6-DAY CYCLE FOR WORD STUDY. TEACHERS SHOULD COMPLETE 3-4 UNITS PER MARKING PERIOD.
3. Show students how to set up and keep their Word Study Notebooks.
4. Have students self-select personal words. These words may be selected from:
 - a. Words that were misspelled on previous years' high frequency word lists;
 - b. Words from their personal writing;
 - c. Words associated with classroom or content area themes;
 - d. Words misspelled from previous weeks' assessments.
5. Assess personal words once a marking period.
6. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
7. Encourage the students to use different types of dictionaries as well as personal glossaries.
8. Collect a piece of students' writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students' portfolios.

Flemington-Raritan Regional Schools
Word Study Program

Marking Period Four

1. Continue daily journal writing, stressing the need to edit and modeling how to quickly edit journal entries.
2. Assign the appropriate grade-level spelling units. FOLLOW THE 6-DAY CYCLE FOR WORD STUDY. TEACHERS SHOULD COMPLETE 3-4 UNITS PER MARKING PERIOD.
3. Show students how to set up and keep their Word Study Notebooks.
4. Have students self-select personal words. These words may be selected from:
 - a. Words that were misspelled on previous years' high frequency word lists;
 - b. Words from their personal writing;
 - c. Words associated with classroom or content area themes;
 - d. Words misspelled from previous weeks' assessments.
5. Assess personal words once a marking period.
6. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
7. Encourage the students to use different types of dictionaries as well as personal glossaries.
8. Collect a piece of students' writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students' portfolios.
11. Administer Spelling Inventory from *Words Their Way* (Chapter 3).
9. Use the **Upper Elementary Spelling Inventory** on pages 297-298 (2nd ed., 2000) or pages 271-272 (4th ed., 2008).Keep the results in students' portfolios.

Flemington-Raritan Regional Schools
Word Study Program

Sample Word Study Schedule
Grade Five

Lesson 1

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

Lesson 2

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

Homework: See Assignment Sheet

Lesson 3

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

Lesson 4-Lesson 5

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

Personal Words

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

Post High Frequency words for each unit.

Teacher Reference 2012

Flemington-Raritan Regional School District
Word Study Program
Grade 5

Unit: 1 Review of Suffixes

Essential Questions: How can adding a suffix change the meaning of a base word?			
Core/ Challenge Words	Sort Words	High Frequency Words	Activities and References
ful "having, full of" powerful stressful	thoughtful, youthful, graceful, merciful	required whisper explain	Word Journeys: Word Lists pgs. 269-271 Reference pgs. 174-175
less "without" tasteless penniless	speechless, endless, helpless, regardless	because people	Possible Word Sorts Parts of speech Number of Syllables Focus- How to add suffixes
y "having" skinny gloomy	creepy, sweaty, thirsty, bubbly		
ly "likely" constantly hastily	entirely, angrily, falsely, busily		
ness "state of being" sickness haziness	readiness, sharpness, emptiness, stiffness		
Assessment Sentences:			
<ol style="list-style-type: none"> 1. (Student name) was <i>required</i> to <i>whisper</i> while he/she <i>explained</i> the directions to his/her friend. 2. The students are studying <i>because</i> they have a test tomorrow. 3. Some <i>people</i> make the world special by just being in it. 			

Flemington-Raritan Regional School District
Word Study Program
Grade 5

Unit 2: Homophones

Essential Questions:

How can I use context and meaning to determine which homophone to use in my writing?

What strategies can I use to remember the homophone?

Key Concepts:

Homographs are words that have different spellings but sound the same.

You use use context clues within the sentences to figure out which spelling is appropriate.

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

Assessment Sentences:

***See attached quiz**

Flemington-Raritan Regional School District
Word Study Program
Grade 5

Unit 3: Adding ed/ing with or without Doubling

Essential Questions:
How do I remember that base words that end with “e” drop the “e” before adding ed or ing?
How can I remember that if base words have the following attributes, I double the final consonant before adding ed or ing:

- **One syllable**
- **End in one vowel**
- **End with one consonant**

How can I recognize words that do not double the final consonant when adding ed or ing?

Core/ Challenge Words	Sort Words	High Frequency Words	Activities and References
Double – CVC- one syllable chop chopped <i>knot</i> <i>knotted</i>	drag, mop, rub, shop, trap	lose alone center distance frozen	Word Journeys Word Lists pgs. 233, 276 Reference pgs. 148- 152, 17-177 Possible Word Sorts Patterns Double Consonants
e- Drop e VCe grade graded <i>ice</i> <i>iced</i>	race, skate, stare, trade, wave		
Double begin beginning <i>regret</i> <i>regretted</i>	control, forget, permit, transfer		
No Doubling (final consonant preceded by 2 vowels) explain explained <i>retreat</i> <i>retreated</i>	repeat, complain, disappera		
No Doubling (word ends in 2 consonants) collect collected <i>insert</i> <i>inserting</i>	support, attend, exist, prevent		

Assessment Sentences:

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

Flemington-Raritan Regional School District
 Word Study Program
 Grade 5

Unit 4: More Syllable Juncture Doubling- VCCV- Doublet- VCV Open- VCV Closed

Essential Questions: How can I recognize syllable juncture in a base word? Ex: hun dred How can I recognize the patterns for open and closed syllables? <ul style="list-style-type: none"> • Open Syllable- Ends with a long vowel sound Ex: mu sic • Closed Syllable- Ends with a consonant and short vowel sound Ex: lem on 			
Core/ Challenge Words	Sort Words	High Frequency Words	Activities and References
athlete <i>forbid</i>	excite, engine, helmet, sentence, disturb, ignore, observe	human happened arrange	Word Journeys Word Lists pgs. 234-235 Reference pgs. 152-156
supper <i>dessert</i>	balloon, follow, happen, wallet, traffic	bottom famous	Possible Word Sorts Patterns Syllable stress Open/closed syllable
music <i>crater</i>	beaver, famous, shiny, student, prepare, event, select		
atom <i>stomach</i>	novel, edit, honest, govern		
volume <i>honest</i>	parent, planet, giraffe		
Assessment Sentences: <ol style="list-style-type: none"> 1. The <i>famous</i> movie star <i>happened</i> to like the same music as I do. 2. (Student name) <i>arranged</i> his/her shoes at the bottom of the closet. 3. The robot at the science fair looked almost <i>human</i>. 			

Flemington-Raritan Regional School District
Word Study Program
Grade 5

Unit 5: Long Vowel Patterns in Stressed Syllables

<p>Essential Questions: How can I recognize and correctly spell the following long vowel patterns:</p> <ul style="list-style-type: none"> • a ace, ai, ay, open a • e ee, ea, open e, eCe, ei • i iCe, igh, iCC, y, open i • o oCe, oa, open o, ow • u uCe, open u 			
Core/ Challenge Words	Sort Words	High Frequency Words	Activities and References
Long a – aCe, ai, ay, open a safety <i>glacier</i>	escape, afraid, contain, crayon, today, player, patient, labor	disease iron either	Word Journeys: Word Lists pgs. 236-241 Reference pg. 158
Long e- ee, ea, open e, eCe, ei release <i>species</i>	succeed, indeed, degree, appeal, ordeal, cedar, achieve, diesel, relief, complete, supreme, delete, ceiling, receipt, receive	music poem	Possible Word Sorts Syllable stress Compound words Patterns for each vowel sound
Long i- iCe, igh, iCC, y, open i advice <i>tyrant</i>	divide, survive, highlight, lightning, tonight, comber, wildlife, cycle, imply, miser, slimy, pirate, binder		
Long o – oCe, oa, oCC, ow , open o erode <i>enroll</i>	notebook, hopeful, coast, unload, goalie, soldier, hostess, below, lower, crowbar, cobra, trophy, notice		
Long u – uCe, open u confuse <i>acute</i>	exclude, reduce, future, tuna, rumor, pupil, salute, tutor		
<p>Assessment Sentences:</p> <ol style="list-style-type: none"> 1. Mark wrote a <i>poem</i> about the ocean. 2. We can <i>either</i> listen to <i>music</i> or <i>iron</i> clothes. 3. There was a horrible <i>disease</i> spreading through the village. 			

Flemington-Raritan Regional School District
 Word Study Program
 Grade 5

Unit 6: r-Controlled Vowels in Stressed Syllables

Essential Questions: How can I recognize the varied sounds and spelling patterns for r-controlled vowels? How can I recognize that there are some vowels that are neither long nor short or influence by an "r"? How can I recognize the sound made by r-controlled vowel patterns?			
Core/ Challenge Words	Sort Words	High Frequency Words	Activities and References
ir birthday <i>sirloin</i>	chirping, thirsty, girlfriend, dirty, circle	current correct thirty service history laugh	Word Journeys Word Lists pgs. 244-245 Reference pg. 159
ire fireplace <i>aspire</i>	entire, firefly, fireman, require, entire		Possible Word Sorts Syllable stress Spelling/sound patterns Parts of speech
or corner <i>torrent</i>	story, forty, forward, forest, shortage		
ore ignore <i>galore</i>	storeroom, before, explore, restore, shoreline, storeroom		
oar aboard <i>boardwalk</i>	boarding, hoarding		
our courtyard <i>mourning</i>	foursome, fourteen, pouring, sources, yourself		
ur purpose <i>cursive</i>	purse, bursting, burglar, curly, during		
ure mature <i>brochure</i>	secure, unsure, surely		
Assessment Sentences: 1. The <i>current</i> club leader received an award for thirty years of <i>service</i>. 2. It is important to be <i>correct</i> when you talk about your <i>history</i>. 3. The boy tried not to <i>laugh</i> when he saw the frozen statue.			

Flemington-Raritan Regional School District
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Unit 7: Unstressed Syllables in Vowel Patterns—I, al, il/ile, el, le, er, or

Essential Questions:			
Core/ Challenge Words	Sort Words	High Frequency Words	Activities and References
al formal <i>rural</i>	global, oval, fatal	energy symbol height length measure	Word Journeys Word Lists pgs. 248-249 Reference pgs. 160-162
il civil <i>tranquil</i>	fragile, hostile, pencil, fossil		
el bagel <i>parcel</i>	angel, cancel		
le ankle <i>knuckle</i>	chuckle, snuffle, crumble, wrinkle		
ar pillar <i>stellar</i>	muscular, lunar, solar, circular		
er beginner <i>plumber</i>	employer, grocer, heavier, simpler		
or neighbor <i>emperor</i>	actor, governor, editor, visitor		
Assessment Sentences:			
<ol style="list-style-type: none"> 1. My friend will <i>measure</i> the <i>height</i> and <i>length</i> of the front porch. 2. I looked for the <i>symbol</i> that marked the hiking trail. 3. The runner hoped to have enough <i>energy</i> to finish the race. 			

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Grade 5

Unit 8: Plural

Essential Questions: What generalizations will help me remember how to spell the plural form of words?			
Core/ Challenge Words	Sort Words	High Frequency Words	Activities and References
s adults <i>canoes</i> monkeys <i>Wednesdays</i> statues <i>parades</i>	sponges, labels, dragons replays, ways braids, writers, results	soldier woman citizen audience enemy	Word Journeys Word Lists pg. 252 Reference pgs. 162-164
es beaches <i>hitches</i>	atlases, sashes, crosses, sixes		Possible Word Sorts Spelling patterns Long/short vowels Make high frequency words plural
y to i buddies <i>pastries</i>	daisies, guppies, spies, fairies		
Note: Add words that end in a vowel and y and add s for contrast	plays, says, turkeys, surveys		
Assessment Sentences:			
<ol style="list-style-type: none"> 1. The <i>soldier</i> spoke to the <i>audience</i> about how he fought the <i>enemy</i>. 2. The <i>woman</i> took a pledge to become a U.S. <i>citizen</i>. 3. Our <i>neighbor</i> organized a party for the new people. 			

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Unit 9: Prefixes uni, bi, mono, tri, di

Essential Questions: How can a prefix change the meaning of the base word?			
Core/ Challenge Words	Sort Words	High Frequency Words	Activities and References
uni "one" uniform <i>unilateral</i>	unicorn, unified, unison, united, units	already question although method schedule	Word Journeys Word Lists pg. 285 Reference pgs. 164-165, 174-175
bi "two" bicycle <i>bionic</i>	bisects, biceps, bifold, bipeds		Possible Word Sorts Number of syllables Parts of speech Meaning
mono "one, alone" monogram <i>monologue</i>	monopolize, monochrome, monocular, monotone, monopoly		
tri "three" triangle <i>triathlon</i>	trilogy, triage, triple, tricycle, tricolor		
di "two" divide <i>dialogue</i>	diagnose, diary, diameter, diagram, division,		
Assessment Sentences:			
<ol style="list-style-type: none"> 1. (Student name) had a <i>question</i> about his/her <i>schedule</i> for band practice. 2. <i>Although</i> she <i>already</i> knew how to multiply, the teacher taught her a new 			

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Unit 10: Latin-Derived Suffixes

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

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Unit 11: Silent and Sounded Consonants

Essential Questions: How can I recognize that some words have a silent consonant in one form and a sounded consonant in another form of the word? Ex: condemn- condemnation			
Core/ Challenge Words	Sort Words	High Frequency Words	Activities and References
debt <i>resign</i>	sign, bomb	foreign tongue muscles	Word Journeys Word Lists pg. 261 Reference pg. 170
debit <i>resignation</i>	signal, bombard	rough whose	Possible Word Sorts Parts of speech
muscle <i>heir</i>	soft, column	knife	
muscular <i>inherit</i>	soften, columnist		
Assessment Sentences:			
<ol style="list-style-type: none"> 1. (Student name) used the <i>knife</i> to cut through the <i>rough</i> trail full of branches and weeds. 2. (Student name) went on a wonderful week-long vacation to a <i>foreign</i> land. 3. The <i>tongue</i> is one of the strongest <i>muscles</i> in the human body. 4. Is he the guy <i>whose</i> tie was red? 			

Flemington-Raritan Regional School District
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Grade 5

Unit 12: Consonant Alternations /shen/

Essential Questions: How does the study of word families help me spell /shen/ in words? Ex: correct- correction			
Core/ Challenge Words	Sort Words	High Frequency Words	Activities and References
/t/ to /sh/ correction <i>retraction</i>	infection, perfection, rejection, selection	dictionary pattern library	Word Journeys Word Lists pgs. 262-263 Reference pgs. 170-172
nt, pt, rt, st + ion adoption <i>exemption</i>	congestion, disruption, invention, insertion	style guide language	Possible Word Sorts Roots Parts of Speech Number of syllables
Except add ation presentation <i>plantation</i>	temptation, adaptation		
/s/ to /sh/ ss + ion recession <i>procession</i>	compression, discussion, oppression, depression		
/k/ to /sh/ c + ian physician <i>clinician</i>	electrician, cosmetician		
Assessment Sentences: <ol style="list-style-type: none"> 1. During <i>language</i> arts class, she had to make a spelling correction by using the <i>dictionary</i>. 2. The teacher helped <i>guide</i> me on the types of books I could take out of the <i>library</i>. 3. The <i>pattern</i> for the quilt was designed in a fashionable <i>style</i>. 			

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Unit 13: Vowel Alternations- Long to Short

Essential Questions: How can I correctly spell vowel alternations? Ex: cave-cavity What are some predictable spelling changes I can use? Ex: athlete-athletic			
Core/ Challenge Words	Sort Words	High Frequency Words	Activities and References
a cave/cavity <i>human/humanity</i>	nation/nationality, volcano/volcanic, nature/natural	necessary natural recognize guess	Word Journeys: Word lists pg. 267 Reference pgs. 172-174
e athlete/athletic <i>serene/serenity</i>	meter/metric, please/pleasure, convene/convention	listen variety	Possible Sorts Parts of speech Vowel sounds How were the new words made?
i crime/criminal <i>wise/wisdom</i>	provide/provision, televise/television, prescribe/prescription		
o/u telescope/telescopic <i>microscope/microscopic</i> produce/production <i>assume/assumption</i>	cone/conic introduce/introduction		
Assessment Sentences: 1. I <i>guess</i> I will <i>listen</i> to a <i>variety</i> of music while cleaning the house. 2. She was <i>recognized</i> for her <i>natural</i> running ability by earning a blue ribbon. 3. It is <i>necessary</i> to have a fire drill once a month.			

Flemington-Raritan Regional School District
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Grade 5

Unit 14: Greek and Latin Roots

Essential Questions: Why is it important for me to learn Greek and Latin roots? How can knowledge of Greek and Latin roots help me figure out new words?			
Core/ Challenge Words	Sort Words	High Frequency Words	Activities and References
geo- earth geographic <i>geothermal</i>	geology, geography	accident business balance suppose serious usual	Word Journeys Word Lists pgs. 286-287 Reference pgs. 181-184
hydr- water hydrant <i>hydraulic</i>	hydrate, hydroplane, hydrangea		
micro- small microscope <i>microfiche</i>	microorganism, microphone, microwave		
graph- to write biography <i>calligraphy</i> oceanography <i>topography</i>	photograph, autobiography paragraph		
Assessment Sentences: 1. I lost my <i>balance</i> by <i>accident</i> and dropped the pizza on the floor. 2. The <i>business</i> had its <i>usual</i> end-of-the-year sale and (student name) did some <i>serious</i> shopping. 3. I <i>suppose</i> it is time to organize the files before the new class arrives.			

High Frequency/Word Wall Activities

****Look, Cover, Try, Check**

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

**** All students should be taught to use this strategy.**

Cheer the Word

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

Make the Words

Use any of the following items to make the words:

- Letter cards
- Magnetic letters
- Write the word in sand, salt, or pudding
- Cut letters out of newspapers, magazines, etc
- Alphabet noodles or cereal
- ABC stamps or stickers

Snap and Clap

Have students snap for vowels and clap for consonants.

Clap, Chant, Write

The teachers has the students do the following as he or she introduces the word wall words:

- See the word
- Say the word
- Chant the word (snap, clap, stomp, cheer)
- Write the words and check them with the teacher. Be sure students check the words letter by letter.
- Use a crayon, marker or pen to trace around the words and check together with the teacher.

Rhyme the Word Wall

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

Pat

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

Teacher Reference 2012

Be the Word

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

Blast Off

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

Pumping Iron

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

Word Work

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

Build, Mix, Fix

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

Guess the Word

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

Highlighting Words in Text

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

Bingo-Wordo

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

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.

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GRADE 6

Flemington-Raritan Regional Schools
Word Study Program

Pacing Guide
Grade Six

Marking Period One

1. Administer Spelling Inventory from *Words Their Way* (Chapter 3).
Grade 6- Use the **Upper Elementary Spelling Inventory** on pages 297-298 (2nd ed., 2000) or pages 271-272 (4th ed., 2008).
Keep the results in students' portfolios. Use the results to determine which students need challenge words.
2. Observe that students can spell the high frequency words from the lists from prior years. These will make good personal words for students who have not mastered them.
3. Assign the appropriate grade-level spelling units. **UNITS 1-3 UNITS ARE APPROXIMATELY THREE WEEKS IN DURATION.**
4. Show students how to set up and keep their Word Study Notebooks.
5. Have students self-select personal words. These words may be selected from:
 - a. Words that were misspelled on previous years' high frequency word lists;
 - b. Words from their personal writing;
 - c. Words associated with classroom or content area themes;
 - d. Words misspelled from previous weeks' assessments.
6. Assess personal words once a marking period. (See assessment section of binder.)
7. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
8. Encourage the students to use different types of dictionaries as well as personal glossaries.
9. Collect a piece of students' writing (first draft) and check for accuracy using the checklist provided. (See assessment pages). Keep the checklist in the students' portfolios.

Flemington-Raritan Regional Schools
Word Study Program

Year-At-A-Glance
Grade Six

Marking Period Two

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

Marking Period Three

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

Flemington-Raritan Regional Schools
Word Study Program

Year-At-A-Glance
Grade Six

Marking Period Four

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

Sample Word Study Schedule

Grades 6-8

Lesson 1

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

Lesson 2

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

Homework

Have students do a Word Hunt for the pattern words.

Lesson 3

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

Homework

Write a sentence for the personal words for the week.

Lesson 4

- Activity (See Word Study Activity Sheet)

Lesson 5

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

Personal Words

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

Flemington-Raritan Regional School District
Word Study Program
Grade 6

Unit 1 Homographs

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

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

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

Assessment Sentences:
 Use core words to complete the sentences.
 In order to _____, or lead, an experiment in science class, the science teacher will first have to _____ the new information to the class so they are familiar with it.

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

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

**Flemington-Raritan Regional School District
Word Study Program
Grade 6**

Unit 2 Homophones

<p>Essential Questions: How can I use context and meaning to determine which homophone to use in my writing? What strategies can I use to remember the homophone?</p> <p>Key Concepts: Homographs are words that have different spellings but sound the same. You must use context clues within the sentences to figure out which spelling is appropriate.</p>		
Core/ Challenge Words	Sort Words	Activities and References
allowed- aloud	council/counsel, aural/oral, hostel/hostile	Word Journeys Word Lists- pg. 257 Reference- pg. 166
there/their/they're	complement/compliment, mourning/morning	Possible Word Sorts Parts of speech
principle/principal	patience/patients, whether/weather, lesson/lessen	
accept/except	desert/dessert	
its/it's	addition/edition	
<p>Assessment Sentences:</p> <ol style="list-style-type: none"> 1. A tolerant person will accept everyone. 2. The students turned off their cell phones before class. 		

Flemington-Raritan Regional School District
Word Study Program
Grade 6

Unit 3 Greek Roots

Essential Questions:			
Why is it important to learn Greek and Latin roots?			
How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?			
How can knowledge of Greek and Latin roots help me improve my vocabulary?			
Root	Core/ Challenge Words	Sort Words	Activities and References
aer - air	aerobic <i>aeronautics</i>	aerospace, aerate, aerator, aerial, aerodynamics, aerosol	Word Journeys Word Lists- pgs. 286-288 Reference- pgs. 181-184
cycl- circle	recycle <i>cyclical</i>	cyclist, bicycle, cycle, cyclometer, cyclone, encyclopedia, motorcycle	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech
graph – to write	biography <i>calligraphy</i>	autograph, choreographer, graphics, homograph, paragraph, photograph, telegraph	
phon, phone- to sound	homophone <i>symphony</i>	xylophone, headphone, earphone, megaphone, microphone, saxophone, stereophonic, telephone	
scope- see, view	telescope <i>periscope</i>	kaleidoscope, horoscope, stethoscope, microscopic	
Assessment Sentences:			
1. Are you going to recycle your water bottle?			
2. I just finished reading a biography about George Washington.			

Flemington-Raritan Regional School District
Word Study Program
Grade 6

Unit 4 Greek Roots

Essential Questions:			
Why is it important to learn Greek and Latin roots?			
How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?			
How can knowledge of Greek and Latin roots help me improve my vocabulary?			
Root	Core/ Challenge Words	Sort Words	Activities and References
aster, astr- star	astronomy <i>asterisk</i>	astrophysics, astrology, astronaut, asteroid, astronomical	Word Journeys Word Lists- pgs. 286-288 Reference- pgs. 181-184
gram – to write	diagram <i>hologram</i>	electrocardiogram, cryptogram, grammar, histogram, monogram, program, parallelogram, telegram	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Roots and meanings Content area words
meter- measure	centimeter <i>odometer</i>	millimeter, barometer, diameter, kilometer, parameter, perimeter, speedometer, thermometer	
photo- light	photograph <i>photogenic</i>	photosynthesis, photocopier, photojournalism, telephoto	
therm- heat	thermometer <i>geothermal</i>	thermodynamic, thermostat, thermal, thermos	
Assessment Sentences:			
1. What is the temperature according to that thermometer ?			
2. The photograph of my soccer team will be in the yearbook.			

Flemington-Raritan Regional School District
Word Study Program
Grade 6

Unit 5 Latin Roots

Essential Questions:			
Why is it important to learn Greek and Latin roots?			
How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?			
How can knowledge of Greek and Latin roots help me improve my vocabulary?			
Root	Core/ Challenge Words	Sort Words	Activities and References
bene, beni- well	benefit <i>benefactor</i>	beneficial, beneficiary, benevolent, benign	Word Journeys Word Lists- pgs. 289-297 Reference- pgs. 181-184
equa, equi- even	equality <i>equilibrium</i>	equinox, equable, equation, equator, equilateral, equivalent, equivocate	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Roots and meanings Content area words
form- a shape	formal <i>formulate</i>	formality, conform, deform, format, formula, informal, information, platform, transform	
liber- free	liberty <i>liberate</i>	libertarian, liberal	
Assessment Sentences:			
<ol style="list-style-type: none"> 1. We will all benefit from hearing the presentation. 2. In New York, we visited the Statue of Liberty. 			

Flemington-Raritan Regional School District
Word Study Program
Grade 6

Unit 6 Latin Roots

Essential Questions:			
Why is it important to learn Greek and Latin roots?			
How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?			
How can knowledge of Greek and Latin roots help me improve my vocabulary?			
Root	Core/ Challenge Words	Sort Words	Activities and References
mem, memor- mindful, remembering	memoir <i>commemorate</i>	memento, memorabilia, memorable, memorandum, memorial, memorize, memory, remembrance	Word Journeys Word Lists- pgs. 289-297 Reference- pgs. 181-184
numer- number	numerator <i>enumerate</i>	numeral, number, omni	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Roots and meanings Content area words
per- foot	pedestrian <i>impede</i>	biped, pedicure, centipede, expedite, millipede, moped, orthopedic, pedal, pedestal, pedigree	
port- to carry	export <i>portfolio</i>	deport, import, important, portable, porter, rapport, report, transport	
Assessment Sentences:			
1. Always look for a pedestrian in the crosswalk when driving on a busy street. 2. What is the numerator of the fraction?			

Flemington-Raritan Regional School District
Word Study Program
Grade 6

Unit 7 Suffixes

Essential Questions: How can the addition of a suffix change the meaning of the base word? How can I correctly spell words with suffixes?		
Core/ Challenge Words	Sort Words	Activities and References
able- capable of acceptable <i>profitable</i>	respectable, fashionable, approachable, questionable	Word Journeys Word Lists- pg. 269-275 Reference- pgs. 174-176
ible- capable of terrible <i>audible</i>	feasible, horrible, legible, edible, possible	Possible Word Sorts Part of Speech- How does the part of speech change? Number of syllables
Some exceptions to note accessible, measurable, lovable, recyclable, permissible, removable		
ful- full of beautiful <i>deceitful</i>	boastful, grateful, merciful	
less- without fearless <i>effortless</i>	aimless, friendless, homeless, priceless	
ly- in a certain way/characteristic of extremely <i>abruptly</i>	accidentally, continually, customarily, harmlessly, geographically, intrusively	
Assessment Sentences: 1. A final copy written in pencil is not acceptable . 2. Did you find this test extremely difficult?		

Flemington-Raritan Regional School District
Word Study Program
Grade 6

Unit 8 Prefixes

Essential Questions: How can the addition of a prefix change the meaning of the base word? How can I correctly spell words with prefixes?		
Core/ Challenge Words	Sort Words	Activities and References
ex- out/from exchange <i>excerpt</i>	excommunication, exterminate, expansion, excavate	Word Journeys Word Lists- pgs. 253-255, 279-285 Reference- pgs. 164-165, 179-180
omni- all omniscient <i>omnivore</i>	omnipresent	Possible Word Sorts Parts of Speech- How does the part of speech change? Number of syllables
trans- across transplant <i>transient</i>	transcontinental, transcend, transcription, transposed	
dis- not, lack of disengage <i>disbursement</i>	disability, disregard, disagree, disappoint, disavow	
im- not impatient <i>immaturity</i>	imbalanced, immobilize, immortal	
Assessment Sentences: 1. Since I didn't like the gift, I exchanged it for another. 2. Can you believe that they were able to successfully transplant a heart?		

Flemington-Raritan Regional School District
Word Study Program
Grade 6

Unit 9 Consonant Alternations

Essential Questions: How can knowing word families help me apply consonant alternations? Ex: magic-magician		
Core/ Challenge Words	Sort Words	Activities and References
Words end in be- Drop be add ption describe/description <i>inscribe/inscription</i>	prescribe/prescription, transcribe/transcription, subscribe/subscription	Word Journeys Word Lists- pgs. 262-266 Reference- pgs. 170-172
Words end in ce- Drop ce add tion introduce/introduction <i>induce/induction</i>	deduce/deduction, produce/production, reduce/reduction	Possible Word Sorts Parts of speech (verbs & nouns- Discuss suffixes) Pronunciation Changes
Words end in e- drop e add ion celebrate/celebration <i>nominate/nomination</i>	anticipate/anticipation, exaggerate/exaggeration, illustrate/illustration, participate/participation, graduate/graduation	
Words end in d(e) - drop d(e) add sion decide/decision <i>persuade/persuasion</i>	provide/provision, intrude/intrusion divide/division	
Assessment Sentences: 1. I had to decide which sport I wanted to play so I need to make a decision soon. 2. I had to prepare an introduction so I could introduce my friend to his new classmates.		

Flemington-Raritan Regional School District
Word Study Program
Grade 6

Unit 10 Vowel Alternations long to schwa

<p>Essential Questions: How can I use related words to spell vowel alternations? Ex: please-pleasant What are some predictable spelling changes I can use? Ex: exclaim-exclamation</p>		
Core/ Challenge Words	Sort Words	Activities and References
able/ability <i>famous/infamous</i>	narrate/narrative, declare/declaration, major/majority	Word Journeys Word Lists- pgs. 269-275 Reference- pgs. 172-175
comedian/comedy <i>remedial/remedy</i>	compete/competition, gene/genetic	Possible Word Sorts Parts of Speech (nouns & verbs- Discuss changes) Pronunciation
combine/combination <i>deprive/deprivation</i>	define/definition, inspire/inspiration, reside/resident, invite/invitation, divide/dividend	
social/society <i>oppose/opposition</i>	restore/restoration, compose/composition, ignore/ignorance, explore/exploration	
<p>Assessment Sentences:</p> <ol style="list-style-type: none"> 1. Comedy is my favorite genre of movies. 2. Isn't brunch a combination of breakfast and lunch? 		

Flemington-Raritan Regional Schools
Word Study Program
Grades 6-8

Sample Greek and Latin Roots Assessment

Root	Definition of Root	Sample Word Underline the Root	Definition of Sample Word

Context Clue Sentences:

GRADE 7

Flemington-Raritan Regional Schools
Word Study Program

Pacing Guide
Grades Seven-Eight

Trimester One

1. Administer Spelling Inventory from *Words Their Way* (Chapter 3).
Use the **Upper Elementary Spelling Inventory** on pages 297-298 (2nd ed., 2000) or pages 274-275 (4th ed., 2008).
Keep the results in file. Use the results to determine which students need challenge words.
2. Observe that students can spell the high frequency words from the lists from prior years. These will make good personal words for students who have not mastered them.
3. Assign the appropriate grade-level spelling units. **UNITS 1-2 UNITS ARE APPROXIMATELY TWO WEEKS IN DURATION.**
4. Show students how to set up and keep their Word Study Notebooks.
5. Have students self-select personal words. These words may be selected from:
 - a. Words that were misspelled on previous years' high frequency word lists;
 - b. Words from their personal writing;
 - c. Words associated with classroom or content area themes;
 - d. Words misspelled from previous weeks' assessments.
6. Assess personal words once a marking period. (See assessment section of binder.)
7. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
8. Encourage the students to use different types of dictionaries as well as personal glossaries.
9. Collect a piece of students' writing (first draft) and assess the work for spelling and improvements.

Flemington-Raritan Regional Schools
Word Study Program

Year-At-A-Glance
Grades Seven-Eight

Trimester Two

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

Trimester Three

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

Teacher Reference

Flemington-Raritan Regional Schools
Word Study Program

Use the **Upper Elementary Spelling Inventory** on pages 297-298 (2nd ed, 2000)
or pages 274-275 (4th ed., 2008).
Keep the results in students' portfolios. What growth did you notice?

Flemington-Raritan Regional Schools
Word Study Program

Year-At-A-Glance
Grade Six

Marking Period Four

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

Sample Word Study Schedule Grades 6-8

Lesson 1

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

Lesson 2

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

Homework

Have students do a Word Hunt for the pattern words.

Lesson 3

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

Homework

Write a sentence for the personal words for the week.

Lesson 4

- Activity (See Word Study Activity Sheet)

Lesson 5

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

Personal Words

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

Flemington-Raritan Regional School District
Word Study Program
Grade 7

Unit 1 Plurals

Essential Questions: What rules or generalizations will help me write the plural form of words correctly?		
Core/ Challenge Words	Sort Words	Activities and References
Add s to words statue-statues	writer-writers, scream-screams, nurse-nurses, basic-basics, tulip-tulips, adult-adults, actor-actors, voice-voices	Word Journeys: Word Lists- pg. 252 Reference- pgs. 162-164, 179
Add es to words that end in sh, ch, ss, s, or x inch- inches gas-gases	notch-notches, leech-leeches, roach-roaches, lunch-lunches, sash-sashes, dash-dashes atlas-atlases, iris-irises, boss-bosses, six-sixes, box-boxes	Possible Word Sorts: Parts of speech
Words that end in a vowel and y add an s to form the plural enjoy-enjoys	turkey-turkeys, play-plays, tray-trays, valley-valleys, monkey-monkeys, alley-alleys	
Words that end in a consonant –y, change y to i and add es baby-babies	pastry-pastries, city-cities, lady-ladies, ninety-nineties, guppy-guppies	
Assessment Sentences: 1. Most of the Greek statues were made of marble. 2. The babies were crying because they had not been fed.		

Flemington-Raritan Regional School District
Word Study Program
Grade 7

Unit 2 Polysyllabic Homophones

Essential Questions: How can I use context and meaning to determine which homophone to use in my writing? What strategies can I use to remember the homophones?		
Core/ Challenge Words	Sort Words	Activities and References
allowed- aloud <i>vary-very</i>	morning-mourning	Word Journeys Word Lists- pg. 257 Reference- pg. 166
accept-except <i>altar-alter</i>	capital-capitol	Possible Word Sorts Parts of speech
affect-effect <i>cereal-serial</i>	desert-dessert	
compliment-complement <i>lesson-lesser</i>	principle-principal	
council- counsel <i>stationary-stationery</i>		
Assessment Sentences:		
<ol style="list-style-type: none"> 1. I received a compliment from my teacher when she told me that my shoes complemented the dress I was wearing. 2. Mr. Hall will counsel the council members who are having personal problems. 		

Flemington-Raritan Regional School District
Word Study Program
Grade 7

Unit 3 Consonant Alternations ion/sion with (shun)

Essential Questions: How can knowing word families help me apply consonant alternations? Ex: magic-magician		
Core/ Challenge Words	Sort Words	Activities and References
Words end in te- drop e add ion estimate-estimation <i>frustrate-frustration</i>	pollute-pollution, isolate-isolation, nominate-nomination, appreciate- appreciation, vibrate-vibration	Word Journeys Word Lists- pgs. 264-265 Reference- pgs. 170-172
Words end in se-drop e add ion confuse-confusion <i>averse-aversion</i>	revise-revision, repulse-repulsion, provide- provision, diffuse-diffusion, transfuse- transfusion	Possible Word Sorts Parts of speech (verbs & nouns- Discuss suffixes) Pronunciation Changes
Words end in de- drop e add sion exclude-exclusion <i>invade-invasion</i> erode-erosion <i>ascend-ascension</i>	include-inclusion, provide-provision, intrude-intrusion,	
Words end in d- drop d add sion expand-expansion <i>persuade-persuasion</i>	suspend-suspension, apprehend- apprehension, comprehend- comprehension	
Assessment Sentences: 1. There was mass confusion when the dam broke and flooded the entire town. 2. Joe's exclusion from the baseball game was unfair.		

Flemington-Raritan Regional School District
Word Study Program
Grade 7

Unit 4 Vowel Alternations short to schwa

Essential Questions: How can I use related words to spell vowel alternations? Ex: please-pleasant What are some predictable spelling changes I can use? Ex: exclaim-exclamation		
Core/ Challenge Words	Sort Words	Activities and References
(a) fatality-fatal <i>hospitality-hospital</i> original-originality	academy-academic, nationality-national, totality-total, legality-legal, locality-local	Word Journeys Word Lists- pg. 268 Reference- pgs. 172-174
(i) critic-criticize <i>docility- docile</i>	contribute-contribution, habit-habitat, prohibit-prohibition	Possible Word Sorts Parts of Speech (nouns & verbs- Discuss changes) Pronunciation
(o) majority- major editorial-editor <i>democracy-democratic</i>	geometry-geometric, economy-economic, inform-information	
(e) systemic-system <i>excellent-excel</i>	celebrity-celebrate, perfection-perfect	
Assessment Sentences: 1. The critic gave a positive review. 2. The flood in August caused many fatalities .		

Flemington-Raritan Regional School District
Word Study Program
Grade 7

Unit 5 Doubling Issues with Polysyllabic Base Words

Essential Questions: How can I correctly spell polysyllabic words when I have to add a suffix?		
Core/ Challenge Words	Sort Words	Activities and References
Double begin <i>prefer</i>	propel, regret, forbid, submit, embed	Word Journeys Word Lists- pg. 276 Reference- pgs. 176-178
Final Consonant is preceded by 2 vowels complain <i>detour</i>	appear, explain, repeat	Possible Word Sorts Different suffixes Endings
Accent not on last syllable of base word lim it <i>ex hib it</i>	happen, suffer, benefit, edit, consider, focus	
Suffix (ment, ful) begins with a consonant equip-equipment <i>commit-commitment</i>	entertain-entertainment	
Word ends in 2 consonants collect <i>exist</i>	insert, conduct, prevent, collect, attend	
Assessment Sentences: 1. My sister Mary was always complaining about her hair. 2. The beginning of the book was intriguing.		

Flemington-Raritan Regional School District
Word Study Program
Grade 7

Unit 6 Greek Roots

Essential Questions: Why is it important to learn Greek and Latin roots? How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know? How can knowledge of Greek and Latin roots help me improve my vocabulary?			
Root	Core/ Challenge Words	Sort Words	Activities and References
chron-time	chronic <i>synchronize</i>	chronicle, chronological, chronic	Word Journeys Word Lists- pgs. 286-288 Reference- pgs. 181-184
ology- science of	biology <i>cardiology</i>	dermatology, audiology, hydrology, anthropology	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech
log-science of	prologue <i>eulogy</i>	monologue	
phob-fear	phobia <i>acrophobia</i>	agoraphobia, hydrophobia	
hydr-water	hydrate <i>hydrangea</i>	telecommunications, teleconference	
tele-far off	telescope <i>telepathy</i>		
Assessment Sentences: No assessment sentences for this unit.			

Flemington-Raritan Regional School District
Word Study Program
Grade 7

Unit 7 Latin Roots

Essential Questions: Why is it important to learn Greek and Latin roots? How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know? How can knowledge of Greek and Latin roots help me improve my vocabulary?			
Root	Core/ Challenge Words	Sort Words	Activities and References
am, amor- to love	amiable <i>amateur</i>	amorous, enamored	Word Journeys Word Lists- pgs. 289-297 Reference- pgs. 181-184
cred- to trust, to believe	credible <i>credential</i>	accredit, credulous	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Roots and meanings Content area words
langu, lingu- the tongue	linguist <i>multilingual</i>	linguistics, linguini lingo	
mort- death	mortal <i>mortgage</i>	mortician, mortuary, mortified, rigor-mortis	
scribe, script- to write	subscribe <i>nondescript</i>	script, prescription, scribble, describe, inscribe	
Assessment Sentences: No assessment sentences for this unit.			

Flemington-Raritan Regional School District
Word Study Program
Grade 7

Unit 8 Latin Roots

Essential Questions:			
Why is it important to learn Greek and Latin roots?			
How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?			
How can knowledge of Greek and Latin roots help me improve my vocabulary?			
Root	Core/ Challenge Words	Sort Words	Activities and References
val- to be strong, to be worth	valor <i>equivalent</i>	valedictorian, validate, invalid, evaluate	Word Journeys Word Lists- pgs. 289-297 Reference- pgs. 181-184
stru, struc- to build	construct <i>construe</i>	infrastructure, obstruct, instruct	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Roots and meanings Content area words
sign- a sign	signature <i>insignificant</i>	insignia, designate, resignation, assignment	
rupt- to break	abrupt <i>erupt</i>	bankrupt, rupture, corrupt, interrupt	
dic, dict- to speak	dictate <i>contradict</i>	benediction, verdict, jurisdiction, dictionary, dedicate	
Assessment Sentences:			
No assessment sentences for this unit.			

Flemington-Raritan Regional School District
Word Study Program
Grade 7

Unit 9 Latin Roots

Essential Questions:			
Why is it important to learn Greek and Latin roots?			
How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?			
How can knowledge of Greek and Latin roots help me improve my vocabulary?			
Root	Core/ Challenge Words	Sort Words	Activities and References
tend-tens- to stretch	pretend <i>intensity</i>	tendon, distend, extend, contend, attend	Word Journeys Word Lists- pgs. 289-297 Reference- pgs. 181-184
ven, vent- to come	adventure <i>souvenir</i>	convention, intervene, prevent, revenue	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Roots and meanings Content area words
vid, vis- to see	evident <i>envision</i>	improvise, audiovisual, visa, supervise, televise, video	
duce, duct- to lead	conduct <i>deduct</i>	induct, introduction, abduct	
sequ, sec- to follow	sequel <i>consequence</i>	persecute, second, subsequent, sequence, sect, consecutive,	
Assessment Sentences:			
No assessment sentences for this unit.			

Flemington-Raritan Regional School District
Word Study Program
Grade 7

Unit 10 Latin-Derived Suffixes Suffix- ant/ance/ancy

Essential Questions: How can the addition of a Latin-derived suffix change the meaning of the base word? How can I correctly spell words with Latin-derived suffixes?		
Core/ Challenge Words	Sort Words	Activities and References
abundant/abundance <i>dormant/dormancy</i>	distant/distance, constant/constancy	Word Journeys Word Lists- pg. 271-273 Reference- pgs. 174-175
arrogant/arrogance <i>vigilant-vigilance</i>	elegant/elegance, observant/observance	Possible Word Sorts Part of Speech- How does the part of speech change? Number of syllables
brilliant/brilliance/brilliancy <i>extravagant/extravagance/extravagancy</i>		
important/importance <i>significant/significance</i>	vacant/vacancy, attend/attendance	
malignant/malignance/malignancy <i>hesitant/hesitance/hesitancy</i>		
Assessment Sentences: 1. The sun's brilliant light blinded everyone. 2. The malignancy quickly spread.		

Flemington-Raritan Regional School District
Word Study Program
Grade 7

Unit 11 Latin-Derived Suffixes Suffix- ent/ence/ency OPTIONAL UNIT

Essential Questions: How can the addition of a Latin-derived suffix change the meaning of the base word? How can I correctly spell words with Latin-derived suffixes?		
Core/ Challenge Words	Sort Words	Activities and References
absent/absence <i>affluent/affluence</i>	violent/violence	Word Journeys Word Lists- pgs. 271-273 Reference- pgs. 174-175
decent/decency <i>efficient/efficiency</i>	innocent/innocence	Possible Word Sorts Parts of Speech- How does the part of speech change? Number of syllables
different/difference <i>absorbent/absorbency</i>	agent/agency, incident/incidence	
impatient/impatience <i>reminiscent/reminiscence</i>	patient/patience, intelligent/intelligence	
competent/competence/competency <i>emergent/emergence/emergency</i>	resident/residence/residency, dependent/dependence/dependency	
Assessment Sentences: 1. The student's absence was reported to the school office. 2. You should have the decency to say you're sorry if you hurt someone's feelings.		

Flemington-Raritan Regional School District
 Word Study Program
 Grade 7

Unit 12 Assimilated Prefixes in "not"

OPTIONAL UNIT

Essential Questions: How does speech influence assimilate prefixes? How does the first letter of the base word influence the spelling of the prefix being added?		
Core/ Challenge Words	Sort Words	Activities and References
il illiterate <i>illegible</i>	illogical, illegitimate	Word Journeys Word Lists- pg. 282 Reference- pgs. 179-180
im immortal <i>immigrate</i>	immeasurable, immovable, immodest, impossible, immaterial, immunization	Possible Word Sorts Parts of Speech – Have students identify base words (when appropriate) and part of speech Number of syllables
ir irresistible <i>irrelevant</i>	irrevocable, irreversible, irreconcilable, irregular, irresponsible	
in innumerable <i>inefficient</i>	inaccurate, insecure, inoperative, innate	
Assessment Sentences: 1. The piece of chocolate looks irresistible . 2. There are people in the United States who are illiterate and cannot read and write.		

Flemington-Raritan Regional Schools
Word Study Program
Grades 6-8

Sample Greek and Latin Roots Assessment

Root	Definition of Root	Sample Word Underline the Root	Definition of Sample Word

Context Clue Sentences:

GRADE 8

Flemington-Raritan Regional Schools
Word Study Program

Pacing Guide
Grades Seven-Eight

Trimester One

1. Administer Spelling Inventory from *Words Their Way* (Chapter 3).
Use the **Upper Elementary Spelling Inventory** on pages 297-298 (2nd ed., 2000) or pages 274-275 (4th ed., 2008).
Keep the results in file. Use the results to determine which students need challenge words.
2. Observe that students can spell the high frequency words from the lists from prior years. These will make good personal words for students who have not mastered them.
3. Assign the appropriate grade-level spelling units. **UNITS 1-2 UNITS ARE APPROXIMATELY TWO WEEKS IN DURATION.**
4. Show students how to set up and keep their Word Study Notebooks.
5. Have students self-select personal words. These words may be selected from:
 - a. Words that were misspelled on previous years' high frequency word lists;
 - b. Words from their personal writing;
 - c. Words associated with classroom or content area themes;
 - d. Words misspelled from previous weeks' assessments.
6. Assess personal words once a marking period. (See assessment section of binder.)
7. Continue Word Sorts, Word Hunts, and one or two other activities, as time allows.
8. Encourage the students to use different types of dictionaries as well as personal glossaries.
9. Collect a piece of students' writing (first draft) and assess the work for spelling and improvements.

Teacher Reference

Flemington-Raritan Regional Schools
Word Study Program

Year-At-A-Glance
Grades Seven-Eight

Trimester Two

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

Trimester Three

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

Teacher Reference

Flemington-Raritan Regional Schools
Word Study Program

Use the **Upper Elementary Spelling Inventory** on pages 297-298 (2nd ed, 2000)
or pages 274-275 (4th ed., 2008).
Keep the results in students' portfolios. What growth did you notice?

Flemington-Raritan Regional Schools
Word Study Program

Year-At-A-Glance
Grade Six

Marking Period Four

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

Sample Word Study Schedule

Grades 6-8

Lesson 1

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

Lesson 2

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

Homework

Have students do a Word Hunt for the pattern words.

Lesson 3

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

Homework

Write a sentence for the personal words for the week.

Lesson 4

- Activity (See Word Study Activity Sheet)

Lesson 5

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

Personal Words

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

Flemington-Raritan Regional School District
Word Study Program
Grade 8

Unit 1 Consonant Alternations

Essential Questions: How can I use word families to help me apply consonant alternations? Ex: magic-magician		
Core/ Challenge Words	Sort Words	Activities and References
/k/ to /s/ c + ity (or ize) public- publicize <i>italic-italicize</i> electric-electricity <i>ethnic-ethnicity</i>	critic-criticize, romantic-romanticize, elastic-elasticity, toxic-toxicity, specific-specificity	Word Journeys: Word Lists- pg. 266 Reference- pgs. 170-17
/t/ to /sh/ t + ial part-partial <i>confident-confidential</i>	potent-potential, exponent-exponential, resident-residential	Possible Word Sorts: Parts of speech (Nouns & Adjectives- Discuss suffixes) Pronunciation Changes
/s/ to /sh/ e drop + ial (or tial) space-spatial <i>prejudice- prejudicial</i> face-facial <i>essence-essential</i>	race-racial, office-official, inference-inferential, sequence-sequential	
/s/ to /sh/ e drop + ious grace-gracious <i>avarice-avaricious</i>	space-spacious, malice-malicious	
Assessment Sentences: 1. During the thunderstorm, the electricity went off. 2. Since the answer was partly correct, James received partial credit.		

Flemington-Raritan Regional School District
Word Study Program
Grade 8

Unit 2 Vowel Alternations

Essential Questions: How can I use related words to help me spell vowel alternations? What are some predictable spelling changes I can learn?		
Core/ Challenge Words	Sort Words	Activities and References
exclaim-exclamation <i>explain-explanation</i>	reclaim-reclamation, proclaim-proclamation	Word Journeys Word Lists- pg. 268 Reference- pgs. 172-174
retain-retention <i>abstain-abstention</i>	detain-detention, attain-attention	Possible Word Sorts Parts of speech (Nouns & Verbs- Discuss changes) Positive/Negative Meanings
perceive-perception <i>conceive-conception</i>	receive-reception, deceive-deception	
apply- application <i>classify-classification</i>	notify-notification, identify-identification	
modify-modification <i>personify-personification</i>	qualify-qualification, multiply-multiplication	
Assessment Sentences: 1. She made modifications to the car's engine. 2. Some animals have poor perception of distance.		

Flemington-Raritan Regional School District
Word Study Program
Grade 8

Unit 3 Greek Roots -Science

Essential Questions: Why is it important to learn Greek and Latin roots? How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know? How can knowledge of Greek and Latin roots help me improve my vocabulary?			
Root	Core/ Challenge Words	Sort Words	Activities and References
cosm- universe, world	cosmos <i>macrocosm</i>	cosmic, cosmology, microcosm, cosmonaut	Word Journeys Word Lists- pgs. 286-288 Reference- pgs. 181-184
therm-heat	thermal <i>geothermal</i>	thermometer, thermos, thermodynamic, thermonuclear	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Science topics
phys-nature	physical <i>physician</i>	physics, astrophysics, physique, physiology	
sphere- ball	atmosphere <i>biosphere</i>	chromosphere, ionosphere, stratosphere, troposphere	
Assessment Sentences: No assessment sentences for this unit.			

Flemington-Raritan Regional School District
Word Study Program
Grade 8

Unit 4 Greek Roots Social Studies

Essential Questions:				
Why is it important to learn Greek and Latin roots?				
How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?				
How can knowledge of Greek and Latin roots help me improve my vocabulary?				
Root	Core/ Challenge Words		Sort Words	Activities and References
arch- chief	monarchy architect	<i>hierarchy</i>	anarchy, archetype, oligarchy, patriarch, matriarch	Word Journeys Word Lists- pgs. 286-288 Reference- pgs. 181-184
dem - people	democracy	<i>epidemic</i>	demagogue, demographic, endemic, pandemic	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Roots and meanings Social Studies topics
pan- all	panorama	<i>pandemonium</i>	panacea, Pan-American, pantheon, pandemic	
pol- city	politician	<i>metropolis</i>	policy, megalopolis, acropolis, police	
Assessment Sentences:				
No assessment sentences for this unit.				

Flemington-Raritan Regional School District
Word Study Program
Grade 8

Unit 5 Latin Roots

Essential Questions:				
Why is it important to learn Greek and Latin roots?				
How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?				
How can knowledge of Greek and Latin roots help me improve my vocabulary?				
Root	Core/ Challenge Words		Sort Words	Activities and References
loc, loq- to speak	eloquent	<i>loquacious</i>	colloquial, soliloquy, ventriloquist, elocution	Word Journeys Word Lists- pgs. 289-297 Reference- pgs. 181-184
son – a sound	sonic	<i>consonant</i>	assonance, sonata, unison, sonnet	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Roots and meanings
spec, spect- to see	inspector	<i>perspective</i>	retrospect, spectrum, introspection, spectacle	
sent, sens- to feel, perceive	sensory	<i>sentiment</i>	consent, sensitive, sentinel, dissent	
sist, stat- to stand	station	<i>stature</i>	persist, stationary, insistent, assist	
Assessment Sentences:				
No assessment sentences for this unit.				

Flemington-Raritan Regional School District
Word Study Program
Grade 8

Unit 6 Latin Roots

Essential Questions:				
Why is it important to learn Greek and Latin roots?				
How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?				
How can knowledge of Greek and Latin roots help me improve my vocabulary?				
Root	Core/ Challenge Words		Sort Words	Activities and References
aud- to hear	auditory	<i>inaudible</i>	audit, audience, audition, audition, audible	Word Journeys Word Lists- pgs. 289-292 Reference- pgs. 181-184
cap - head	captain	<i>decapitate</i>	capitol, capillary, recapitulate, per capita, capital, capitalize	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Roots and meanings
cor, corp- the body	corpse	<i>corpus</i>	corpuscle, corporal, corporation, corset, corpulent, incorporate	
grad, gress- to step	graduate	<i>congress</i>	progress, regress, transgress, digress, centigrade, retrograde, grade	
lateral - astride	equilateral	<i>quadrilateral</i>	unilateral, bilateral, collateral	
Assessment Sentences:				
No assessment sentences for this unit.				

Flemington-Raritan Regional School District
Word Study Program
Grade 8

Unit 7 Latin Roots

Essential Questions:			
Why is it important to learn Greek and Latin roots?			
How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?			
How can knowledge of Greek and Latin roots help me improve my vocabulary?			
Root	Core/ Challenge Words	Sort Words	Activities and References
fac, fact, fect- to do	manufacture <i>facile</i>	effect, facilitate, affect, defect	Word Journeys Word Lists- pgs. 289-292 Reference- pgs. 181-184
pos, pon(e)- to put, place	position <i>expose</i>	impose, postpone, preposition, superimpose	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Roots and meanings
mis, mit- to send	permit (permission) <i>intermission</i>	missile, submission, transmit, omit	
fer- to bring, carry	transfer <i>inference</i>	prefer, reference, conference, differ	
mob, mot- to move	mobile <i>motivate</i>	promote, immobile, commotion, demote	
Assessment Sentences:			
No assessment sentences for this unit.			

Flemington-Raritan Regional School District
Word Study Program
Grade 8

Unit 8 Latin Roots

Essential Questions:				
Why is it important to learn Greek and Latin roots?				
How can knowledge of Greek and Latin roots help me determine the meaning of words I don't know?				
How can knowledge of Greek and Latin roots help me improve my vocabulary?				
Root	Core/ Challenge Words		Sort Words	Activities and References
voc, vok- to call	vocal	<i>revoke</i>	vociferous, advocate, vocabulary, provoke	Word Journeys Word Lists- pgs. 289-297 Reference- pgs. 181-184
terra- earth	terrain	<i>terra firma</i>	terrace, terrestrial, subterranean, Mediterranean	Possible Word Sorts Number of syllables Prefix or suffix Parts of speech Roots and meanings Content area words
spir- to breathe	respiration	<i>aspire</i>	perspire, spirit, aspirate, transpire	
medi, medio- middle	median	<i>medieval</i>	mediocre, intermediate, mediate, intermediary	
min- to make smaller	minus	<i>diminish</i>	mince, minimize, minor, minuscule	
Assessment Sentences:				
No assessment sentences for this unit.				

Flemington-Raritan Regional School District
Word Study Program
Grade 8

Unit 9 Latin-Derived Suffixes Suffix- ary, ery, ory

Essential Questions: How can the addition of a Latin-derived suffix change the meaning of the base word? How can I correctly spell words with Latin-derived suffixes?		
Core/ Challenge Words	Sort Words	Activities and References
/ar-e/ ary ery literary <i>stationary</i> cemetery <i>stationery</i>	temporary, necessary, revolutionary, imaginary	Word Journeys Word Lists- pg. 274-275 Reference- pgs. 174-175
/re/ ary/ery ory misery <i>glossary</i> introductory <i>accessory</i>	confectionery, exemplary, auxiliary, forgery, treachery cursory, sensory, compulsory, directory	Possible Word Sorts Part of Speech- Have students identify base words (when appropriate) and parts of speech Number of syllables
/ or e/ ory laboratory <i>auditory</i>	territory, explanatory, mandatory, alleory	
Assessment Sentences: 1. The introductory paragraph needed to be revised and edited. 2. Our dog was buried in the local pet cemetery .		

Flemington-Raritan Regional School District
Word Study Program
Grade 8

Unit 10 Assimilated Prefixes sub "under, lower"

Essential Questions: How does speech influence assimilate prefixes? How does the first letter of the base word influence the spelling of the prefix being added?		
Core/ Challenge Words	Sort Words	Activities and References
submarine <i>subheading</i>	submerge, subordinate, subdivision, subsequent	Word Journeys Word Lists- pg. 283 Reference- pgs. 179-180
suffix <i>sufficient</i>	suffocate, sufferage	Possible Word Sorts Parts of Speech – Have students identify base words (when appropriate) and part of speech Number of syllables
suppose <i>suppress</i>	supply, supplement, supplant	
surrender <i>surround</i>	surrogate, surreptitious	
succeed <i>succinct</i>	success, successor	
Assessment Sentences: 1. I suppose we could go to the earlier movie so you can be home by 10:00. 2. The troops fought bravely and refused to surrender .		

Flemington-Raritan Regional School District
 Word Study Program
 Grade 8

Unit 11 Latin-Derived Suffixes Suffix- ity

Essential Questions: How can the addition of a Latin-derived suffix change the meaning of the base word? How can I correctly spell words with Latin-derived suffixes?		
Core/ Challenge Words	Sort Words	Activities and References
With base words familiarity <i>complexity</i> originality <i>authenticity</i> similarity <i>superiority</i>	minority, personality, validity, publicity, vitality, legality, universality	Word Journeys Word Lists- pg. 274-275 Reference- pgs. 174-175
With e drop activity <i>immaturity</i>	objectivity, creativity, intensity, extremity	Possible Word Sorts Part of Speech- Have students identify base words (when appropriate) and parts of speech Number of syllables
With ble-bil availability <i>acceptability</i>	stability, disability, responsibility, credibility	
Assessment Sentences: 1. Can you see the similarity between the two words? 2. Word sorts are my favorite vocabulary activity .		

**Flemington-Raritan Regional Schools
Word Study Program
Grades 6-8**

Sample Greek and Latin Roots Assessment

Root	Definition of Root	Sample Word Underline the Root	Definition of Sample Word

Context Clue Sentences:

RESOURCES

Flemington-Raritan Regional Schools
Word Study Program

Word Sorts and Word Hunts

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

Word Sorts

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

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

Some questions to ask your child:

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

Word Hunts

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

Some questions to ask your child:

- What is the word that you found?
- What pattern or category does it go into? Why does it fit there?
- What do you notice about the word?

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Word Study Program
Grade One
High Frequency Words

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

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

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

Revised 2010

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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			

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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

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Word Study Program
Grade Five
High Frequency Words

accident	language
alone	laugh
already	length
although	library
arrange	listen
audience	lose
balance	measure
because	method
beautiful	muscles
bottom	music
business	natural
center	necessary
citizen	pattern
correct	people
current	poem
daily	question
dictionary	recognize
disease	required
distance	rough
either	schedule
enemy	serious
energy	service
except	soldier
explain	style
famous	suppose
foreign	symbol
frozen	thirty
guess	tongue
guide	usual
happened	variety
height	whisper
history	woman
human	
iron	
knife	

Flemington-Raritan Regional Schools
Word Study Program

Homework Activities

Look, Cover, Try, Check

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

Make the Words Using the Following Items:

Letter cards

Magnetic letters

Alphabet noodles or cereal

ABC Stamps

ABC stickers

Cut letters from magazines or newspapers to make the words

Make the word. Mix up the letters and fix the word by arranging the letters to spell the word correctly.

Be sure to use the Look, Cover, Try, Check as you make your words.

Write the Words Using Different Materials

Write the words in salt, sand, rice, or pudding on a cookie sheet.

Be sure to use the Look, Cover, Try, Check as you make your words.

Make a Word Train

Write one word we have learned. Change one letter to make a new word. Then change one letter to make another new word. Continue writing all the new words you make to form a train. Be sure to change the ending and vowel sounds as well as the first sound. This is a great way for children to review words and see connections. When the train is complete, underline the letter you changed each time.

Example: cat- fat-fan-fin-fit-sit-sat----and so on

Rainbow Words

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

Clap the Syllables

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

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Word Study Program

Flash Cards

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

Play a Game

Your teacher will give you directions for some games.

Other Assignment

Your teacher may have assigned an activity from your word study notebook. See that sheet for directions.

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Word Study Program

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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Word Study Program
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.

Flemington-Raritan Regional Schools
Word Study Program
Sources Cited

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

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

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

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Word Study Program

Word Study/Spelling Websites

<http://www.zaner-bloser.com/spellingconnections/practice-pages.html>

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

<http://teachers.net/gazette/DEC02/spelling.html>

60 ways to practice spelling words

http://www.busyteacherscafe.com/teacher_resources/literacy_pages/spelling.htm

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

<http://www.scholastic.com/kids/homework/spelling.htm>

Allows the student to type in ten words and then make a puzzle or scramble using the words.

http://math-and-reading-help-for-kids.org/spelling_homework_help.html

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

<http://owl.english.purdue.edu/owl/>

Great website for resources on any writing topic- writing process, grammar, spelling, etc.

http://writingfix.com/PDFs/Process/EWG_Editing_bookmarks.pdf

Book marks that contain lists of high frequency words that students can use.

Greek and Latin Roots

https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm

List of Greek and Latin roots and other activities

<http://ancienthistory.about.com/library/weekly/aa052698.htm>

Greek and Latin roots

http://teacher.scholastic.com/activities/athens_games/gameGreekToMe.htm

Greek roots games

<http://www.studystack.com/crossword-14490>

More Greek and Latin root games- Can make practice sheets

<http://www.vocabulary.co.il/root-words/>

Lots of various spelling games

http://www.myvocabulary.com/dir-info-how_to_use

Site that contains root word lessons, puzzles, and activities

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