

# Table of Contents

|  |         |
|--|---------|
| Daily Spelling Practice Overview and Explanation | Page 1  |
| Pretest/Posttest                                 | Page 7  |
| Sample Student Workbook Page                     | Page 9  |
| Sample Overhead Transparency                     | Page 10 |
| Answer Keys                                      | Page 11 |
| Suggested Friday Assessment Lists                | Page 43 |
| Daily Spelling Practice Scope and Sequence       | Page 47 |
| DGP Publishing, Inc. Ordering Information        | Page 51 |

## Why Daily Spelling Practice

In the past five years, I've had the privilege of meeting thousands of teachers who use Daily Grammar Practice in their classrooms. Every day teachers tell me that their students finally understand grammar and are able to apply grammar concepts in their own writing. *Now*, these teachers say wistfully, *if we could only figure out how to teach kids to spell!*

Always one to embrace a challenge, I set out to do just that. I studied other approaches and read the existing research. I experimented with, tested, and revised different methods. Today I humbly place before you Daily Spelling Practice. It teaches kids to spell by focusing on sound keys, addressing prefixes and suffixes, working with syllables, and providing practice with spelling confusables and rule-breaking memory words. Students work with these skills on a daily basis as they see how the concepts build one upon another.

With the availability of spell checking computer software, many people no longer see the need to learn spelling. However, we don't do all our writing on the computer (thank goodness). And even when we do write on the computer, we can't depend on our spell checkers because of the huge number of "spelling confusables" in our language. In case you haven't seen it before, here's the poem "Ode to the Spell Checker" as a case in point:

Eye halve a spelling chequer  
It came with my pea sea  
It plainly marques four my revue  
Miss steaks eye kin knot sea.

Eye strike a key and type a word  
And weight four it two say  
Weather eye am wrong oar write  
It shows me strait a weigh.

As soon as a mist ache is maid  
It nose bee fore two long  
And eye can put the error rite  
Its rare lea ever wrong.

Eye have run this poem threw it  
I am shore your pleased two no  
Its letter perfect awl the weigh  
My chequer tolled me sew.

Arthur On Gnome

Even if spell checkers were infallible, there are many times when they're not available such as on standardized tests and in handwritten assignments. Kids who aren't confident

spellers are more hesitant to put words on paper. We all know that we shouldn't worry about spelling when we're composing a rough draft, but the reality is that "difficult" words slow us down and interrupt our flow of ideas.

So why are Americans such poor spellers? Partly, it's due to the fact that there are so many different ways to write the same sounds. You've probably seen the T-shirt that says "hookt on foniks werkt fer mee." I believe in phonics, but if all words could be spelled phonetically, our jobs would be much easier! We teach kids "creative" and phonetic spelling at an early age--primarily so that they're not slowed down in their flow of ideas--but beyond that, teachers disagree on what to do next.

Most teachers (and published spelling programs) provide students with lists of words to memorize. We all know that the majority of those words don't ever make it to long-term memory. Students "learn" them for the spelling test and then promptly forget them. I tried one approach that presented words grouped by theme, which didn't help at all. Another method grouped words by sound families, which was helpful but didn't go far enough. Some people want spelling lessons that students can do at the computer. Daily Spelling Practice is not a computer approach for two reasons. First, most of us don't all have computer access for all students every day, and second, the physical act of writing words helps students to remember them.

Many people argue that the only way to learn to spell is to be a prolific reader. I'm sure you know plenty of people who read constantly but can't spell their way out of a bad novel. Why do some readers become good spellers while others spell creatively all their lives? Those who are not visual learners don't remember how to spell words they only occasionally see in print, and even those who are visual learners aren't always particularly observant of spelling. They just want to enjoy a good story!

## How Daily Spelling Practice Works

Daily Spelling Practice is divided into four levels. Each level includes 25 different keys, numerous "adding on" rules dealing with affixes and syllables, 25 different spelling confusables, five interspersed review weeks, and a pretest/posttest. Before beginning the lessons in Level 1 of Daily Spelling Practice, students must know the sound of each individual letter and should have some reading experience. If students meet these prerequisites, you can start Level 1 as early as the second grade and finish the series at the end of the fifth grade. However, it is perfectly acceptable to begin later--even as late as fifth or sixth grade--as long as everyone in your school uses the same book at the same grade level. **Because Daily Spelling Practice builds from beginning to end, students need all four levels to gain a complete understanding of spelling.**

In order to be successful spellers, students **MUST** meet several requirements:

1. They must learn and practice the keys presented in Daily Spelling Practice. These keys literally unlock the secrets of spelling.

2. They must read and notice the keys while they are reading. I call this "key awareness." Learning to spot the keys in new words will help students figure out how to spell nearly any word.
3. They must be able to break words into syllables, something they'll practice periodically in Daily Spelling Practice.
4. They must pronounce words carefully.
5. They must engage in writing on a daily basis, including free writing or writing for fun.

Each student will need either a Daily Spelling Practice workbook (sample on page 9) OR a notebook in which they can copy their lessons each day. They'll need one page for each week. If you don't use workbooks, you will spend extra time writing the daily assignments on the board or overhead (unless you get the optional overhead transparencies), and students will spend extra time writing out assignments in their notebooks. Although Daily Spelling Practice is easier to use with workbooks, it can be equally effective without them. Either way, you might consider getting the transparencies (sample on page 10) to make going over the lessons a little more convenient.

Before utilizing Daily Spelling Practice in your classroom, you need to acknowledge that learning to spell, like anything else, is a process. There may be words that you've always included on your first spelling list of the year that Daily Spelling Practice doesn't address until weeks--or even years--later. Just remember, there's a method to my madness. Words are presented at specific times as part of a series of building blocks. Because learning to spell is a process, it doesn't happen overnight. You must be patient. **If you teach students how to spell a word, they'll spell it correctly on Friday. If you teach them how to spell, they'll spell every word correctly every day!**

Daily Spelling Practice is organized into five lessons per week--one for each day--because research has shown that daily practice is the most effective way to move information to long-term memory. Additionally, this format coordinates well with Daily Grammar Practice and Daily Reading Practice. (For information about these two programs, visit [www.dgppublishing.com](http://www.dgppublishing.com).)

Before beginning the first lesson, give students the pretest/posttest provided on page 7. Then follow the daily lessons as described below.

### **Monday**

Go over the week's key with your students. Pronounce it for them, stressing the underlined part of the word. Allow students to pronounce it as well. If you're not using workbooks, have students write the key word in their notebooks, underlining the appropriate letter(s). I recommend posting the key in a prominent place in the classroom and referring to it all week long. When you or your students notice somewhere (such as in a science book) a word that uses the week's key or offers an exception to it, point out the word to promote key awareness. At the end of the week, move the key to a special bulletin board or other area where all of the learned keys remain posted throughout the year.

Next, call out the target words for the week and have students write them in their workbooks or their notebooks. Remind them to try their best, but it's okay if they spell a target word wrong on Monday. Walk around the room while students are working to check their progress. When they're finished spelling all of the target words, write them on the board or overhead or invite students to do so. Students should then correct any words that they spelled incorrectly.

Students should then write new words using the week's key. For example, Key #1 is *hat*. The target words are *bat*, *rat*, *pan*, *dad*, and *map*. A student could choose to write *cat* as one of his or her new words. When students are finished, ask them to share some of their new words. Write them on the board or overhead or invite students to write them themselves. Correct any that are spelled wrong. Inevitably, a student will find an exception to the key (such as *caf* rather than *calf*). Avoid confusing students and letting these exceptions fluster you. Just say something like, "This is a word that doesn't work with this week's key. We'll learn about this word a different week." Then write the word correctly over to the side.

Finally, write the week's memory word on the board or point it out in the students' workbooks. Memory words may present an exception to the week's key, or they may present a word that utilizes the key but is otherwise difficult to spell. Some memory words include a mnemonic strategy as well. If students don't know the meaning of the memory word, talk about it as a class or encourage them to look up the word in a dictionary. Students should write the memory word three times in their workbooks or notebooks. It's a good idea to refer to the word as often as possible throughout the week.

Note that, while some spelling programs require students to memorize the most frequently used words in our language (such as *the*, *of*, and *you*), I see no need for students to "study" those words. Their everyday reading and writing will be so saturated with those words that they WILL eventually learn them without help. Instead, Daily Spelling Practice provides building blocks for helping students spell all types of words.

### **Tuesday**

On Tuesday, students are asked to "add on" to their target words. Here they learn a prefix or suffix, or they practice putting individual syllables together to create longer words. Go over the "adding on" rule with your students. If you're not using workbooks, students should write the rule in their notebooks. Then students should complete the "adding on" assignment. Go over these new words on the board when students are finished. Be sure students know what the new words mean.

Sometimes students are asked to write their own words using the week's "adding on" rule. Again, write these new words on the board and be sure they are all spelled correctly.

### **Wednesday**

On Wednesday, students examine a set of spelling confusables, including a definition of each and a sentence using each one correctly. Each week's spelling confusables relate to the week's key or to the week's "adding on" activity. Some of the spelling confusables

include mnemonic strategies. Begin by discussing these spelling confusables as a class. Students who are not using workbooks should write the definitions and sample sentences in their notebooks.

Next, write Wednesday's cloze sentences on the board or point them out in the student workbooks. Have students choose the correct word to fill in each blank. Review as a class. Finally, students should write their own sentences using the week's spelling confusables. If younger students aren't able to generate their own sentences, begin by writing them together as a class or by writing your own sentences for them to copy. With practice, even beginning writers will be able to create their own sentences.

### **Thursday**

On Thursday, students are given sets of words and are asked to underline the ones that are spelled correctly. Students will see words that use the week's "adding on" rule, words from previous weeks, and words that use the week's key (but not target words). Target words will appear on the Friday assessment, but they're not practiced daily because the idea is not to memorize the words. I've said it before, but it's worth repeating: If you teach students how to *spell a word*, they'll spell it correctly on Friday. If you teach them how to *spell*, they'll spell every word correctly every day!

Next, students are directed to search their workbook page for words that use the week's key and to circle them. Most of these words will be found in the Wednesday sample sentences and cloze sentences. Students not using workbooks can search their notebook pages (or even an excerpt from another source) instead. Make a list of these words on the board.

### **Friday**

On Friday, you will assess students on the week's key, target words, memory word, "adding on" rule, and spelling confusable. I hesitate to call this assessment a spelling test because the term brings to mind the practice of memorizing words for a test and then forgetting them before sunrise the next day. I recommend that you not even ask students to "study" for this assessment. That way, you'll see what they've truly learned as opposed to what they've memorized for the moment. In fact, I even go a step further and include some words other than the target words--but words that still follow the key--for the assessment. After all, with the exception of the memory words, you really should be assessing the students' understanding of a concept rather than their knowledge of individual words.

### **Review Weeks**

After every fifth key, students are provided with a cumulative review. Reviews in Book 4 may even include concepts from Book 1! Review activities are similar to those found in the regular weeks.

Finish your year by giving the pretest/posttest again to be sure students have mastered the concepts and are ready to move on to the next level.

# Key #1: hat

## Monday

1. Fill in the missing letters as your teacher calls out each target word.

\_\_\_\_\_ a \_\_\_\_\_ a \_\_\_\_\_ a \_\_\_\_\_ a \_\_\_\_\_ a \_\_\_\_\_

2. Make your own words by putting letters in the blanks.

\_\_\_\_\_ a \_\_\_\_\_ a \_\_\_\_\_ a \_\_\_\_\_

(Watch out: The *a* in have makes the hat sound even though have ends with an *e*!)

3. This week's memory word is *laugh*. Write *laugh* three times.

\_\_\_\_\_

## Tuesday

Adding on: When you don't know how to spell a word, it helps to spell it one syllable at a time. Use lines to divide each of the following words into syllables. Hint: Every syllable must have at least one vowel! Here is an example: yes/ter/day

whisper doghouse tomorrow Monday banana test lemon

## Wednesday

Use *than* to compare things. (I am taller *than* Sam.)

Use *then* to tell when. (If you eat supper, *then* you can have dessert.)

(Hint: *Then* rhymes with *when*.)

1. Write the correct word (*than* or *then*) in each blank.

We ran around and \_\_\_\_\_ sat down. I like shorts better \_\_\_\_\_ pants.

2. Write your own sentence with *than* and your own sentence with *then*.

\_\_\_\_\_

## Thursday

1. In each pair, underline the word that is spelled correctly.

plan/plon hed/had snup/snap ran/ren sand/sind

2. Search this page for words that use Key #1. Circle any that you find.

## Friday

Check Yourself: On a separate sheet of paper, correctly spell each word that your teacher calls out.

## Key #1: hat

### Monday

a \_\_\_\_\_ a \_\_\_\_\_ a \_\_\_\_\_ a \_\_\_\_\_ a \_\_\_\_\_

a \_\_\_\_\_ a \_\_\_\_\_ a \_\_\_\_\_

Memory word: laugh

### Tuesday

whisper doghouse tomorrow Monday banana test lemon

### Wednesday

is Use *than* to compare things. I am taller *than* Sam.

Use *then* to tell when. (Hint: *Then* rhymes with when.) If you eat supper, *then* you can have dessert.

We ran around and \_\_\_\_\_ sat down. I like shorts better \_\_\_\_\_ pants.

### Thursday

plan/plon hed/had snup/snap ran/ren sand/sind



# Answer Keys

The following pages look exactly like the student workbook pages except that the answers are written in for you. Many of the answers are *possible* answers only and will vary from one student to the next. Suggested Friday assessment words are all listed (by key number) after the last answer key page.

SAMPLE

# Key #1: hat

## Monday

1. Fill in the missing letters **@** your teacher calls out each target word.

b a t    r a t    p a n    d a d    m a p

2. Make your own words by putting letters in the blanks.

r a n    s a t    t a p

(Watch out: The a in have makes the hat sound even though have ends with an e!)

3. This week's memory word is *laugh*. Write *laugh* three times.

laugh                      laugh                      laugh

## Tuesday

**Adding @**: When you don't know how to spell a word, it helps to spell it one syllable **@** a time. Use lines to divide each of the following words into syllables. Hint: Every syllable must have at least one vowel! Here is **@** example: yes/ter/day

whisper    doghouse    tomorrow    Monday    banana    test    lemon

## Wednesday

Use **than** to compare things. (I **am** taller **than** Sam.)

Use **then** to tell when. (If you eat supper, **then** you **can** have dessert.)

(Hint: *Then* rhymes with *when*.)

1. Write the correct word (*than* or *then*) in each blank.

We **ran** around **and** then **sat** down. I like shorts better than **pants**.

2. Write your own sentence with *than* and your own sentence with *then*.

Five is more than two.

We played a game, and then we rested.

## Thursday

1. In each pair, underline the word that is spelled correctly.

plan/plon    hed/had    snup/snap    ran/ren    sand/sind

2. Search this page for words **that** use Key #1. Circle **any that** you find.

## Friday

Check Yourself: On a separate sheet of paper, correctly spell each word **that** your teacher calls out.

## Key #2: ten

### Monday

1. Fill in the missing letters as your teacher calls out each target word.

p e n   b e t   m e t   h e n   b e d

2. Make your own words by putting letters in the blanks.

w e t   d e n   l e t

3. This week's memory word is *friend*. Write *friend* three times.

friend   friend   friend

### Tuesday

Adding on: Fill in the missing syllable for each word your teacher calls out.

den   tist   let   ter   pig   pen   wed   ding

### Wednesday

Led means guided. (I led Betty around at the festival.)

*Lead* is a heavy metal or the graphite in your pencil. (You can't bend that piece of *lead*.)

1. Write the correct word (*led* or *lead*) in each blank.

Ted led the class down the hall. Jen's pencil ran out of lead.

2. Write your own sentence with *led* and your own sentence with *lead*.

I led the line.

The lead ball is heavy.

### Thursday

1. In each pair, underline the word that is spelled correctly.

tent/tant   men/min   neste/nest   laff/laugh   pan/paan   went/wint

2. Search this page for words that use Key #2. Circle any that you find.

### Friday

Check Yourself: On a separate sheet of paper, correctly spell each word that your teacher calls out.

## Key #3: win

### Monday

1. Fill in the missing letters as your teacher calls out each target word.

p i n   k i d   s i t   h i p   t i p

2. Make your own words by putting letters in the blanks.

b i t   k i t   m i x

(Watch out: The *i* in notice, give, and live makes the win sound even though these words end with *e*!)

3. This week's memory word is women. Write *women* three times.

women   women   women

(Hint) One man, two men. One woman, two women.)

### Tuesday

Adding on: You can usually make a noun plural by adding an *s* at the end.

1. Use this rule to make three of your target words plural.

pins   kids   hips

2. Make your own plural words using Key #1, #2, or #3.

pan   s   hen   s   kit   s

### Wednesday

*its* means that something belongs to *it*. (The dog hid *its* bone.)

*it's* is a contraction meaning *it is*. (*It's* too bad we missed the party.)

1. Write the correct word (*its* or *it's*) in each blank.

Missy *is* glad that it's finally winter. Bill's kitten licked its paw.

2. Write your own sentence with *its* and your own sentence with *it's*.

The bird hurt its wing.  
It's time to go home.

### Thursday

1. In each pair, underline the word that is spelled correctly.

mint/minte   hus/his   panz/pans   friend/frend   sip/sep   pets/petss

2. Search this page for words that use Key #3. Circle any that you find.

### Friday

Check Yourself: On a separate sheet of paper, correctly spell each word that your teacher calls out.

## Key #4: hot

### Monday

1. Fill in the missing letters as your teacher calls out each target word.

h o p    m o p    t o p    h o g    l o g

2. Make your own words by putting letters in the blanks.

b o x    m o m    p o t

3. This week's memory word is *yacht*. Write *yacht* three times.

yacht                      yacht                      yacht

### Tuesday

Adding on: When a one-syllable word ends in (or is made only of) consonant-vowel-consonant, double the last letter before you add a suffix that starts with a vowel (nap + ed = napped).

4. Use this rule to add *ed* to three of your target words.

hopped                      mopped                      hogged

5. Make your own *ed* words using Key #1, #2, #3, or #4.

pinn ed                      tapp ed                      tipp ed

### Wednesday

*Son* is a boy child. (Is Ron your *son*?)

*Sun* is that bright star in the sky. (The *sun* is not today.)

(Hint: Son and boy both have an *o* in the middle.)

1. Write the correct word (*son* or *sun*) in each blank.

It's not good to look right at the sun. Tom took his son to soccer practice.

2. Write your own sentence with *son* and your own sentence with *sun*.

My mom has two sons.  
The sun can burn your skin.

### Thursday

1. In each pair, underline the word that is spelled correctly.

lot/lat    hen/hin    mom/moom    zapped/zaped    wimen/women    spotted/spotted    lands/landz

2. Search this page for words that use Key #4. Circle any that you find.

### Friday

Check Yourself: On a separate sheet of paper, correctly spell each word that your teacher calls out.

## Key #5: nut

### Monday

1. Fill in the missing letters as your teacher calls out each target word.

h u t   b u g   h u m   h u g   r u n

2. Make your own words by putting letters in the blanks.

t u b   f u n   s u n

3. This week's memory word is *surprise*. Write *surprise* three times.

surprise   surprise   surprise  
(Hint: Surprise has a surprise *r* inside!)

### Tuesday

Adding on: When a one-syllable word ends in (or is made only of) consonant-vowel-consonant, double the last letter before you add a suffix that starts with a vowel (nap + ing = napping).

1. Use this rule to add *ing* to three of your target words.

humming   hugging   running

2. Make your own *ing* words using Key #1, #2, #3, #4, or #5.

tann ing   sitt ing   lett ing

### Wednesday

*Some* is an amount. (I put *some* water in the cup.)

Sum is what you get when you add numbers together. (The sum of two and two is four.)

1. Write the correct word (*some* or *sum*) in each blank.

Some kids were running at the park. We had fun figuring out the sum of two and ten.

2. Write your own sentence with *some* and your own sentence with *sum*.

I want some candy.  
What is the sum of one and one?

### Thursday

1. In each pair, underline the word that is spelled correctly.

fun/fen   hunt/hont   sune/sun   peting/petting   yoht/yacht   laped/lapped   tens/tenz

2. Search this page for words that use Key #5. Circle any that you find.

### Friday

Check Yourself: On a separate sheet of paper, correctly spell each word that your teacher calls out.

# Review #1

## Monday

1. Fill in the missing letters as your teacher calls out each word.

h a m s e t h i t t o p t u g

2. Make your own words by putting letters in the blanks.

t a p w e t p i t p o t t u b

## Tuesday

Adding on:

1. Use the rules you've learned so far to spell each word correctly.

make pet plural: pets add *ing* to beg: begging

add *ed* to sip: sipped add *er* to bat: batter

2. Divide the following words into syllables.

sing|ing tel|e|p|h|o|n|e sand|w|ic|h stamp com|p|u|t|e|r mu|s|ic

3. Fill in the missing syllable for each word your teacher calls out.

Sun day ter rif ic par ty kit ten

## Wednesday

Circle the words that correctly complete each sentence.

If the sun/son comes out after lunch, than/ten we'll play some/sum games outside.

My son/sun Roger lead/led the dog on it's/its daily walk.

The some/sum of four and six is less than/than twenty.

It's/Its time to buy new lead/led for my pencil.

## Thursday

In each pair, underline the word that is spelled correctly.

rat/ret frend/friend kids/kidz women/wimin yaht/yacht tagging/taging suprize/surprise

stoped/stopped laughs/laffs hopped/hupped rugs/rogs box/boxe fens/fins

## Friday

Check Yourself: On a separate sheet of paper, correctly spell each word that your teacher calls out.

# Daily Spelling Practice

## Scope and Sequence

| LEVEL 1           |              |                      |
|-------------------|--------------|----------------------|
| Key               | Memory Word  | Spelling Confusables |
| 1. <u>h</u> at    | laugh        | then than            |
| 2. <u>t</u> en    | friend       | led lead             |
| 3. <u>w</u> in    | women        | it's its             |
| 4. <u>h</u> ot    | yacht        | sun son              |
| 5. <u>n</u> ut    | surprise     | some sum             |
| 6. <u>s</u> ame   | separate     | pail pale            |
| 7. <u>m</u> ine   | definitely   | quiet quite          |
| 8. <u>h</u> ome   | soldier      | loose lose           |
| 9. <u>l</u> ove   | environment  | won one              |
| 10. <u>c</u> ute  | vacuum       | due do               |
| 11. <u>p</u> lan  | plagiarism   | plain plane          |
| 12. <u>g</u> lad  | glimpse      | angle angel          |
| 13. <u>f</u> lag  | fluoride     | flower flour         |
| 14. <u>c</u> rab  | crystal      | creek creak          |
| 15. <u>s</u> eem  | people       | meat meet            |
| 16. <u>s</u> ing  | beginning    | mourning morning     |
| 17. <u>t</u> his  | rhythm       | their there they're  |
| 18. <u>t</u> hin  | thumb        | through threw        |
| 19. <u>p</u> ool  | nuisance     | chose choose         |
| 20. <u>b</u> ook  | could        | would wood           |
| 21. <u>t</u> ree  | tragedy      | troop troupe         |
| 22. <u>d</u> rip  | drawer       | drier dryer          |
| 23. <u>b</u> lame | blizzard     | blew blue            |
| 24. <u>b</u> room | bruise       | breath breathe       |
| 25. <u>g</u> reen | grammar      | great grate          |
| LEVEL 2           |              |                      |
| Key               | Memory Word  | Spelling Confusables |
| 26. <u>p</u> ride | probably     | principal principle  |
| 27. <u>f</u> rog  | refrigerator | sell sale            |
| 28. <u>p</u> ack  | breakfast    | attack attic         |
| 29. <u>s</u> peed | spaghetti    | sphere spear         |
| 30. <u>s</u> wim  | sword        | sweet sweat suite    |
| 31. <u>b</u> ark  | embarrass    | alter altar          |
| 32. <u>h</u> er   | colonel      | desert dessert       |
| 33. <u>s</u> ir   | souvenir     | pair pear            |
| 34. <u>m</u> ore  | opportunity  | miner minor          |
| 35. <u>t</u> urn  | temperature  | further farther      |
| 36. <u>s</u> tar  | apostrophe   | past passed          |
| 37. <u>s</u> kin  | schedule     | lessen lesson        |



|                  |           |                   |
|------------------|-----------|-------------------|
| 38. <u>shop</u>  | physician | shoot chute       |
| 39. <u>chop</u>  | stomach   | chili chilly      |
| 40. <u>queen</u> | acquire   | queue cue         |
| 41. <u>fly</u>   | oxygen    | by bye buy        |
| 42. <u>party</u> | every     | all ready already |
| 43. <u>say</u>   | ballet    | way weigh         |
| 44. <u>key</u>   | necessary | prey pray         |
| 45. <u>boy</u>   | buoyant   | boy buoy          |
| 46. <u>boat</u>  | broad     | road rode         |
| 47. <u>low</u>   | tomorrow  | tow toe           |
| 48. <u>cow</u>   | toward    | aloud allowed     |
| 49. <u>few</u>   | jewelry   | to too two        |
| 50. <u>slow</u>  | muscle    | sleigh slay       |

### LEVEL 3

| <b>Key</b>         | <b>Memory Word</b> | <b>Spelling Confusables</b> |
|--------------------|--------------------|-----------------------------|
| 51. <u>clown</u>   | classic            | cloths clothes              |
| 52. <u>when</u>    | whistle            | whose who's                 |
| 53. <u>snail</u>   | maintenance        | sail sale                   |
| 54. <u>yawn</u>    | awkward            | paws pause                  |
| 55. <u>wage</u>    | vegetable          | message massage             |
| 56. <u>neat</u>    | beautiful          | seam seem                   |
| 57. <u>bread</u>   | treasure           | read red                    |
| 58. <u>phone</u>   | pamphlet           | phase faze                  |
| 59. <u>wren</u>    | wrestle            | write right                 |
| 60. <u>knee</u>    | knowledge          | knew new                    |
| 61. <u>end</u>     | calendar           | band banned                 |
| 62. <u>fair</u>    | questionnaire      | air err heir                |
| 63. <u>share</u>   | guarantee          | where ware wear             |
| 64. <u>bear</u>    | beard              | bear bare                   |
| 65. <u>year</u>    | nuclear            | hear here                   |
| 66. <u>tent</u>    | interesting        | compliment complement       |
| 67. <u>boil</u>    | tortoise           | roil royal                  |
| 68. <u>fault</u>   | restaurant         | haul hall                   |
| 69. <u>out</u>     | announce           | hour our                    |
| 70. <u>patch</u>   | sandwich           | witch which                 |
| 71. <u>sink</u>    | recommend          | assent ascent               |
| 72. <u>wrong</u>   | copyright          | ring wring                  |
| 73. <u>help</u>    | chalk              | personal personnel          |
| 74. <u>through</u> | thorough           | bough bow                   |
| 75. <u>light</u>   | license            | night knight                |

### LEVEL 4

| <b>Key</b>         | <b>Memory Word</b> | <b>Spelling Confusables</b> |
|--------------------|--------------------|-----------------------------|
| 76. <u>score</u>   | minuscule          | conscience conscious        |
| 77. <u>science</u> | scissors           | scent cent sent             |
| 78. <u>chord</u>   | chaos              | chord cord                  |
| 79. <u>tongue</u>  | guess              | moral morale                |
| 80. <u>find</u>    | island             | isle aisle                  |

|                    |             |                       |
|--------------------|-------------|-----------------------|
| 81. <u>soar</u>    | occasion    | board bored           |
| 82. <u>pour</u>    | behavior    | your you're           |
| 83. <u>chief</u>   | mischievous | peace piece           |
| 84. <u>receive</u> | leisure     | beside besides        |
| 85. <u>house</u>   | anonymous   | coarse course         |
| 86. <u>guide</u>   | genuine     | suit soot             |
| 87. <u>radio</u>   | nursery     | illusion allusion     |
| 88. <u>edge</u>    | privilege   | college collage       |
| 89. <u>slant</u>   | brilliant   | confident confidant   |
| 90. <u>agent</u>   | commitment  | patients patience     |
| 91. <u>letter</u>  | committee   | affect effect         |
| 92. <u>exit</u>    | exercise    | extent extant         |
| 93. <u>exclaim</u> | etcetera    | except accept         |
| 94. <u>gnat</u>    | pneumonia   | foreword forward      |
| 95. <u>hyphen</u>  | hypocrite   | stationary stationery |
| 96. <u>ocean</u>   | especially  | council counsel       |
| 97. <u>proceed</u> | success     | incite insight        |
| 98. <u>caught</u>  | accident    | taught taut           |
| 99. <u>algae</u>   | medieval    | rote wrote            |
| 100. <u>bottle</u> | parallel    | capital capitol       |