



WCPSS Parent Guide to Letterland Practice



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Introduction

You have just received a summer enrichment package from Wake County Public Schools with many wonderful tools in it. However, you may be wondering what exactly you are expected to do with them. In this simple guide, Letterland will walk you through how to use the materials given to you by your child's school to improve their reading and spelling over these last few weeks of summer. The ideas in this document are suggestions of activities that you and your child can do. You may use all of them or just a few, but you should **do at least one activity every day**. How much time you spend practicing is also up to you. You know your child's stamina best, but a good goal is 15-30 minutes daily.

As you saw from the Table of Contents, this document is broken up into sections. Below is a brief description of each section.

Practicing Sounds: This section focuses on helping your child master all 44 sounds in English and knowing which letter(s) can be used to make those sounds in words. Only use this section if your child needs to practice letters and sounds. A guide to the letters and sounds taught in Letterland is at the beginning of this section to help you.

Reading and Spelling Words: This is the most important section of the document. You and your child should do at least one activity from this section every day. Learning to read and spell words accurately and quickly is one of the most important skills to be learned at this stage in your child's education. Some of the activities are designed to help you teach how to read and spell words and some of them are designed to help your child read and spell more automatically.

Putting It All Together: This section is all about practicing the skills your child has been learning. Activities will focus on reading stories and writing about them. These activities can be done as part of your daily practice or as an extension of your family's story time.

Further Resources: This appendix offers links to other tools and resources that Letterland and Wake County Public Schools recommend for further enrichment.

These are unusual circumstances and everyone is worried about learning gaps. Wake County Public Schools and Letterland understand your concerns and strive to provide you with effective tools to help your child grow. These tools and activities align with the regular, on-campus curriculum in Wake County and can be a bridge to standard learning. Most importantly though, we want you and your child to have fun while learning.

So, let's all go to Letterland!

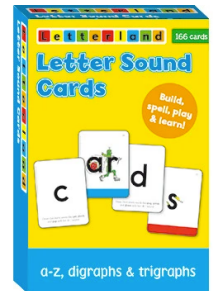


Practicing Sounds

Many rising 3rd graders know all of the letters and sounds, but if your child still struggles with any of them, it is worth the time to practice. Knowing letter-sound correspondences automatically helps make reading and spelling easier. Sound practice is a great way to start your lesson with your child and should only take 2-3 minutes.

How do I know which ones to teach?

The easiest way to discover which letter-sound correspondences your child needs to practice is to write down any that he/she doesn't know when you are reading or spelling with them. Then, pull those cards from the *Letter-Sound Cards (LSC)* that came in your enrichment package and use them in any one of the activities below.



For example, let's say that you give your child the following words to read: *flu, thin, that, chin, music, minus and robot.*

You showed them...	They read this...	LSC needed
flu	flu	
thin	t-hin	th
that	t-hat	th
chin	kin	ch
music	mu-sic	s
minus	mi-nus	
robot	ro-bot	

Pull the three cards from above and practice just them. If you notice other sounds your child needs practice with, you can add them to the stack. Take cards out when your child has mastered them (answering correctly 3-5 times on separate days) and put them back in if they start to have trouble again.

If you want to be absolutely certain which letters and sounds they know, you can quiz them on the entire stack of *Letter-Sound Cards*. Take about 10 cards every day and ask your child to tell you who the Letterlander is on the character side. Flip it to the plain side and ask for the sound that letter(s) make. Put any that he/she misses to one side and when you have finished, those become the letter-sound correspondences you practice. An example of this process is on the next page.



Parent: *Who is this?*

Child: *Annie Apple*



Parent: *What sound does she make?*

Child: */ă/*

Sound Practice Activities

Quick Dash & Sounds Race

This activity helps children recognize sounds automatically so that they can blend them to read better.

Materials: *Letter Sound Cards*

Procedure:

Quick Dash

1. Show the picture side.
Children: *"Clever Cat and Harry Hat Man."*
2. Show the plain letter side.
Children: */ch/*



Sounds Race

1. Show plain letters.
2. Children say the sounds only.
3. Repeat more quickly (1 or 2 times).



You can ask your child to give the letter name after they give the sound as an optional final step.

Guess Who?

This activity supports accurate spelling by helping children think through all the letters that could represent a sound.

Materials: *Letter Sound Cards*, white board or piece of paper, markers or other writing tool

Procedure:

Guess Who?

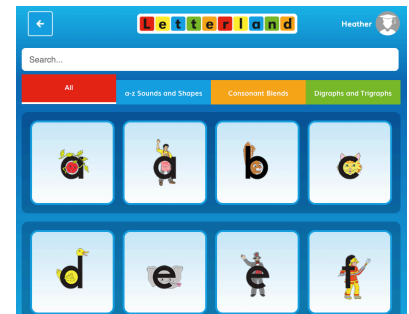
1. Say the sound with the LSC out of sight.
2. Child repeats the sound.
3. Say, Guess Who?
4. Child names the Letterlander(s) or the letters or write them on a whiteboard or paper.
5. Show the LSC picture side to confirm their answer, or if incorrect, give feedback to elicit the correct answer.

Phonics Workbooks

Included in your package is a set of *Phonics Workbooks* which provide simple independent practice to reinforce Letterland concepts such as sounds, handwriting, reading and spelling words. They follow the scope and sequence of the program. Workbooks 1 and 2 focus on very simple letter-sound correspondence while later ones like Workbook 6 focus on reading comprehension. With 126 pages of engaging practice, your child should aim to do a few every day.

Letterland Website

- *Phonics Online* has a section called “Meet the Letterlanders” where your child can click on a character and learn all about them. WCPSS has provided your child access to this through August 31st.
- us.letterland.com/covid-19 is the landing page for Letterland’s coronavirus resources. You can find many games and activities and resources here.



Activity Bank

Simple activities to try at home.

[Letter Hunt](#)
[Letterland Jingles](#)
[Making Words Game - i, ie, oi](#)
[Making Words Game - o, oa, ow](#)
[Making Words Game - u, ue, oo](#)
[Short Vowels Bingo](#)
[Silly Questions](#)
[Sort It Out](#)
[Who Likes...?](#)

Letter Shapes and Sounds

Letter Shapes

[Letters for Picture Coding - aA-zZ](#)
[Letters for Picture Coding - Digraphs](#)
[Letters for Picture Coding - Vowels](#)
[Little Letter Cards](#)
[Matching Game - Lower and Uppercase](#)

Letter Sounds

[Letter Sounds Pronunciation Guide](#)
[Who's Who In Letterland?](#)

Parent's Guide Resources

Supporting resources from our Parent's Guide. Further audio and video resources are available [here](#).

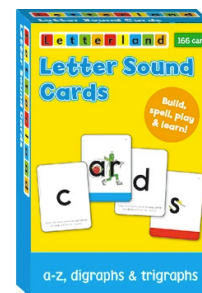
[Traditional Alphabet Names](#)
[Who's Who](#)
[Handwriting Practice](#)
[b-d Finger Puppets Activity](#)
[Blending Activity](#)
[Word Building Activity](#)
[Spelling Patterns](#)
[High Frequency Words](#)

Reading and Spelling Words

Helping your child learn to read and spell words accurately and automatically will be the most important part of your work with them this summer. Every day should include some practice either reading or spelling words. You can do both with your child in one day if you would like, but do all the reading practice before switching to spelling practice. That is less likely to confuse him or her. Below are examples of activities that you can do.

Building Words for Reading

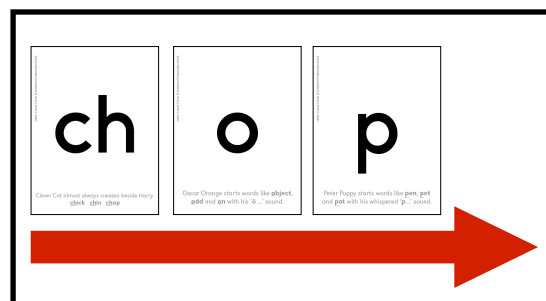
Make a list of 5-10 words for practice. Guidance for choosing words is at the end of this section. If your child is able, mix in both single and multisyllabic words.



Materials: *Letter Sound Cards*, [reading direction arrow](#), cookie sheet (optional)

Procedure:

1. Draw or download a red arrow like the one to the right. The arrow and the cards can be assembled on a cookie tray for neatness, but it isn't necessary. Collect all the LSCs you will need to build the words on your list.
2. Build the first word on your list with the LSC, plain side out. If it is a multisyllabic word, leave a space in between each syllable (e.g. *robot* would be **ro bot**).
3. Ask your child to tap under each sound/card in the word and say the sound that card makes (e.g. *chop* would be **ch-o-p**). Then, ask him/her to blend the sounds together and say the entire word.
4. If it is a multisyllabic word, ask your child to tap the sounds/cards in each syllable separately before palming the syllables. Palming the syllables means having your child scoop their hand under each syllable as they read them. The entire process for the word *robot* would look like below:
 - a. **r-o** to **ro** (child taps under each sound before blending)
 - b. **b-o-t** to **bot** (child taps under each sound before blending)
 - c. **ro-bot** to *robot* (child scoops under each syllable before blending)
5. Talk about the meaning of the word if you think it is unfamiliar to your child.



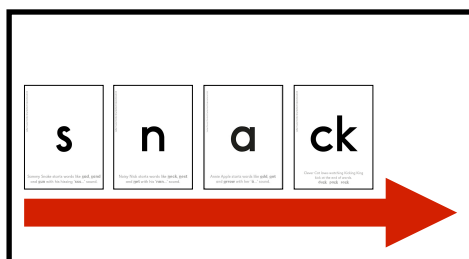
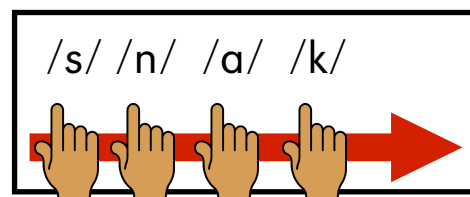
Segmenting Words for Spelling

Make a list of 5-10 words for practice. Guidance for choosing words is at the end of this section. If your child is able, mix in both single and multisyllabic words. Words for spelling should usually be the same type of word that you practiced for reading.

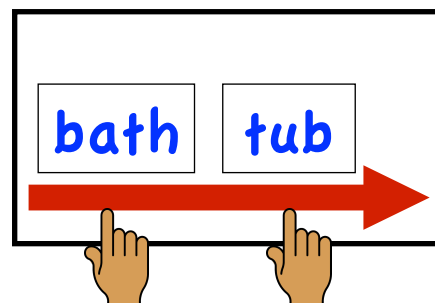
Materials: *Letter Sound Cards* or downloadable [letter tiles](#), [reading direction arrow](#), cookie sheet (optional), white boards and markers (optional)

Procedure:

1. Say the word you want your child to spell. Talk about the meaning if you don't think your child knows the word.
2. Say the word again and ask your child to say the sounds in the word out loud. (e.g. *snack* would be **s-n-a-ck**). If they use finger tapping too that is fine. It is a strategy they learned in class. Another strategy is to tap each sound they say on the reading direction arrow as they say it.
3. Then, ask your child to build the word either by assembling the cards/tiles on the reading direction arrow or by writing the word on a white board.



4. When he/she is finished building the word, ask them to go back and “touch and say” each sound in the word. Then, blend the sounds back together to read the whole word. If they made a mistake, now is the time to help him/her fix it.
5. If the word is a multisyllabic word, the process is almost the same. Before Step 2, you and your child would palm the syllables in the word before saying the sounds.
 - a. For example, in the word *bath tub*, your child would palm and say **bath-tub** first.
 - b. Then, he/she would go back to the first syllable *bath* and do Steps 2 and 3 above.
 - c. Repeat the process for the next syllable *tub*.
6. Then, ask your child to slide his/her finger under each syllable in the word and blend them together to read back the entire word they spelled.

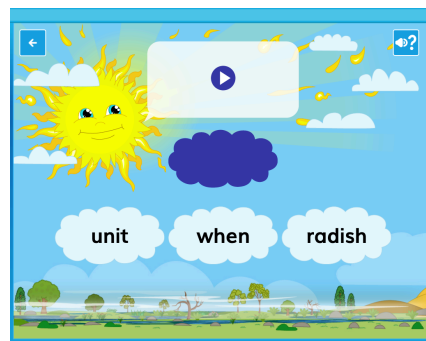


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Letterland Website

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- us.letterland.com/covid-19 is the landing page for Letterland’s coronavirus resources. You can find many games and activities and resources here.



Fluency Practice

After your child has read and spelled many words and they seem to get them correct most of the time, it is time to add some fluency practice into your daily routine. Fluency practice is different, because the goal is to read the entire word out loud and to do it within about 5 seconds of seeing the word. This is important because the more fluently your child is able to read the words, the more brain power they have for understanding what the words mean.

Fluency Activities

Fluency practice can be as simple as writing each of the words you and your child have practiced on index cards or pieces of paper and then creating a “fat stack” and running through them as quickly as you can.

Other activities can include:

- seeing how many of the words on the word lists below your child can read in a minute.
- asking your child to sort the words on index cards by specific rules (e.g. sort by vowel sound, or “**sl**” vs. “**st**” words) and then read the words back when he/she is finished.
- playing *Snap*. This is a card game where you take the words you have written on index cards as well as 2-3 additional cards with the word “SNAP” on them and mix them up in a stack. Then, you take turns flashing cards to your child and yourself. If you or your child read the word correctly, you get to keep the card. If you don’t, it goes back into the stack. If you get the card with the word “SNAP” written on it, all of your cards go back in the stack. The goal is to read all of the cards in the stack and whoever has the most cards wins.

How Do I Choose Words to Read and Spell?

Attached to the end of this guide are lists of words for reading and spelling practice. Use the chart below to help you decide which list is best for your child.

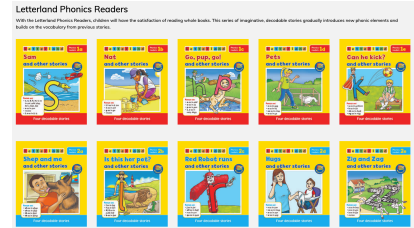
If your child has trouble with these words...	Then, start with words from these lists.
wag, ram, kick	Units 1-3
fox, sock, shell, rug	Units 4-7
flu, call, bull	Units 8-10
snack, plum, drum	Units 11-13
pond, bring, standing, brave	Units 14-16
slide, globe, slice, cube	Units 17-18
cheek, least, Pete, tray, afraid	Units 19-21
goat, know, pie, night, cold	Units 22-24
rescue, threw, sleepy	Units 25-26
skated, spilled, thanked, baked, born, barn	Units 27-29
score, floor, third, Thursday, father	Units 30-32
smooth, foot, proud, clown, coin	Units 33-36
crawl, couldn't, sprang	Units 37-39
bathtub, awful, rewrite, undo	Units 40-42
longer, cuddle, bread	Units 43-45

Putting It All Together

This section is all about giving your child opportunities to practice all their skills while reading books and when writing their own work. What is most important here is that you and your child spend time together, learning and having fun.

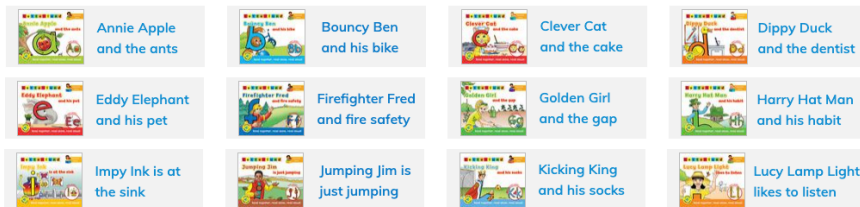
Reading Activities

- Reading *Phonics Readers* from Letterland Phonics Online. You choose the level that best fits your child's needs. WCPSS has provided access for your child through August 31st.
- Listening to stories read by Letterland creators, <https://www.letterland.com/story-corner>.



Letterland Story Corner

Welcome to Letterland's Story Corner! Every week we'll be adding new stories that your little learners can enjoy without supervision.



- Read stories with your child. Ask them to read the words and sentences they can, and you read the rest. Talk about the book afterwards. Have them look for words like the ones you have been practicing in the story.

Writing Activities

- Ask your child to write a response to the story that you and your child have just read. Maybe create a different ending for a favorite character or add a "What happens next?"
- Ask your child to write a note, letter, story, set of directions, anything that would be meaningful and fun to give them practice using the words they have been practicing.

Further Resources

Online Resources for Practice

- Student center activities from the Florida Center of Reading Research
 - <https://fcrr.org/student-center-activities/kindergarten-and-first-grade>
 - <https://fcrr.org/student-center-activities/second-and-third-grade>
- Read-aloud suggestions from Jim Trelease's seminal work, *The Read-Aloud Handbook*, <http://www.trelease-on-reading.com/rah-treasury-intro.html>
- Reading Rockets parent homepage, <https://www.readingrockets.org/audience/parents>

Links to Letterland Resources for Activities

- Downloadable Letter Tiles, http://files.letterland.com/pdf/covid-19/Letterland_Little-Letter-Cards.pdf
- Reading Direction Arrow, <https://letterland.app.box.com/s/8ajkkflqn3nr9jii1qzsxbdtuo3i069g>

Word Lists for Reading and Spelling Practice

See attached pages.



Additional Words for Reading & Writing Practice

Section A: Short Vowels & Consonant Digraphs

Unit 1			Unit 2			Unit 3		
Additional Real & Nonsense Words								
-ad words	-ap words	-at words	-ack words	-am words	-an words	-ix words	-in words	-ick words
bad	bap	dat	cack	bam	ban	bix	bin	bick
<u>cad</u>	dap	pat	back	cam	yan	dix	<u>din</u>	Rick
fad	fap	gat	fack	fam	Dan	his	hin	fick
<u>gad</u>	gap	tat	gack	gam	zan	jix	jin	tick
had	hap	jat	hack	lam	gan	nix	kin	hick
lad	jap	<u>vat</u>	Jack	mam	han	pix	lin	vick
and	pap	lat	lack	nam	Jan	rix	min	jick
pad	rap	wat	mack	ram	lan	vix	nin	wick
<u>rad</u>	<u>sap</u>	mat	vack	<u>tam</u>	san	wix	rin	mick
<u>tad</u>	vap	yat	yack	vam		yix	<u>sin</u>	yick
vad	wap	Nat	Zack	yam		six	<u>tin</u>	nick
yad	<u>yap</u>	zat		zam			vin	zick
sad	zap						yin	
							zin	
Challenge Words								
For Use after Unit 1:			For Use after Unit 2:			For Use after Unit 3:		
catnap			madman			hatpin		
<u>madcap</u>			madam			sixpack		
fatcat			fatback			fix-it		
			backpack			within		
			ransack			<u>backfin</u>		
			batman			sixpin		
			packrat			<u>kickback</u>		

Additional Words for Reading & Writing Practice

Section A: Short Vowels & Consonant Digraphs

Unit 4			Unit 5			Unit 6		
Additional Real & Nonsense Words								
-ock words	-op words	-ot words	-ell words	-et words	-en words	-ug words	-un words	-ut words
bock	<u>bop</u>	bot	bell	bet	Ben	cug	cun	dut
gock	cop	mot	<u>dell</u>	det	len	dug	<u>dun</u>	nut
<u>hock</u>	dop	cot	fell	fet	den	fug	<u>Hun</u>	fut
jock	<u>fop</u>	pot	jell	het	nen	gug	jun	rut
<u>mock</u>	gop	fot	kell	jet	<u>fen</u>	<u>lugs</u>	lun	gut
nock	jop	rot	lell	ket	pen	mugs	mun	sut
<u>pock</u>	lop	<u>jot</u>	mell	ret	jen	nug	nuns	jut
tock	nop	<u>sot</u>	nell	set	ren	pug	<u>puns</u>	tut
rock	rop	tot	pell	tet	<u>ken</u>	sug	tun	lut
wock	<u>sop</u>	vot	well	zet	sen	tugs	vun	thut
yock	vop		sell	chet		vug	wun	
zock	yop		vell	shet		wug	yun	
<u>chock</u>	zop		chell	thet		yug	zun	
shock	thop		thell			zug	chun	
thock						chugs		
Challenge Words								
For Use after Unit 4:			For Use after Unit 5:			For Use after Unit 6:		
sockhop			madmen			cutback		
poptop						run-in		
laptop						shut-in		
lockpick						rugrat		
hotdog								
lapdog								

Additional Words for Reading & Writing Practice

Section A: Short Vowels & Consonant Digraphs

Unit 7

Additional Real & Nonsense Words

quim	jux	vams	kem	fog	al	lab	shep	dig
cab	tag	hip	mobs	gum	Sal	lag	hid	dip
quap	vib	mips	tiv	luck	Hal	wag	bib	Sid
shack	lab	rips	cobs	sum	nab	lip	bin	Sis
quib	fap	buds	wubs	pup	tab	<u>rig</u>	if	fig
cash	sag	bums	box	<u>buck</u>	nag	pit	hit	sit
quop	yan	subs	heg	Ned	pal	tip	<u>bid</u>	fit
<u>whet</u>	<u>shod</u>	tubs	fox	shot	bag	Tim	bit	kit
chib	shan	dud	peg	on	<u>dab</u>	Jim	<u>vim</u>	Kim
<u>shun</u>	bip	gum	pep	rob	<u>gab</u>	<u>wit</u>	yip	rib
chep	pesh	mud	webs	mobs	sob	hog	did	pig
kell	rid	nub	wed	Pods	<u>con</u>	log	sip	lid
Beth	thubs	mum	fed	nods	jib	dash	fib	lit
us	dim	Ed	Ted	rods	<u>sod</u>	<u>hash</u>	hush	chat
<u>hub</u>	hum	led	Deb	Ron	cod	dish	<u>lush</u>	chug
rub	cub	<u>sham</u>	keg	Mom	jog	mesh	<u>gush</u>	<u>chum</u>
dog	cud	Mel	Jeb	<u>gob</u>	tot	rush	<u>josh</u>	<u>thud</u>
shin	ash	<u>lash</u>	cash	<u>lob</u>	<u>cog</u>	mush	chap	wham
moth	bash	<u>rash</u>	<u>gash</u>	mash	sash	fish	Chet	math

Challenge Words

For Use after Unit 7:

<u>chinlock</u>	bobcat	upset	edit	unzip	suntan
uphill	Batman	<u>tomcat</u>	goblin	publish	sunlit
<u>wombat</u>	<u>tenpin</u>	bathmat	combat	<u>submit</u>	bathtub
<u>midshipmen</u>	<u>pigpen</u>	catfish	undid	polish	zigzag
<u>henpeck</u>	<u>shellshock</u>	shellfish	<u>misfit</u>	limit	whiplash
bedbug	<u>mascot</u>	tiptop	punish	solid	napkin
dishpan	<u>index</u>	cobweb	exit	cabin	nutmeg
chinup	<u>logjam</u>	sunset	<u>hotrod</u>	nutshell	<u>humbug</u>
sunbath	<u>rucksack</u>	catnip	hatbox	<u>sunfish</u>	finish
<u>vanquish</u>	<u>candid</u>	denim	radish	<u>tidbit</u>	<u>litmus</u>
<u>bandit</u>	<u>poplin</u>	<u>talcum</u>	tonsil	<u>hobnob</u>	<u>famish</u>

Additional Words for Reading & Writing Practice

Section B: Consonant Blends & Magic e

Unit 8			Unit 9			Unit 10		
Additional Real & Nonsense Words								
de	che	ni	-all words	mixed list	mixed list	-ff words	-ll words	-ss words
zi	ro	hy	zall	word	<u>whim</u>	<u>buff</u>	chill	bass
je	whe	pi	thall	shed	beg	<u>muff</u>	<u>quill</u>	Bess
bo	vo	jy	dall	than	Meg	<u>riff</u>	bill	boss
ke	bi	ri	jall	whip	<u>hem</u>	<u>ruff</u>	zill	fuss
co	wo	ny	lall	<u>whiz</u>	peck	<u>chaff</u>	<u>lull</u>	<u>lass</u>
le	di	si	nall	deck	neck	<u>chuff</u>	<u>cull</u>	loss
fo	yo	py	quall	luck	leg	<u>whiff</u>	<u>mill</u>	mass
ne	fi	ti	vall	tuck	rag	baff	<u>mull</u>	moss
ho	zo	ry	rall	chick	wig	feff	gull	<u>muss</u>
re	ji	vi	sall	check	kid	hiff	<u>hull</u>	toss
jo	cho	sy		meck	<u>jig</u>	joff	Jill	tuss
ve	ki	wi		<u>chuck</u>	zip	luff	<u>null</u>	chess
lo	sho	ty		wheck	pip	naff	pill	shass
ye	li	yi		besh	miz	peff	<u>sill</u>	thiss
mo	tho	vy		lesh	shick	quiff	<u>till</u>	quess
ze	mi	fy		chuch	sheck	thoff	thill	duss
Challenge Words								
♣ For Use after Unit 8:			For Use after Unit 9:			♣ For Use after Unit 10:		
hero	robot	hotel	puffball		<u>callback</u>	uphill		mess-up
motel	<u>iris</u>	humid	mall-cop		<u>pinball</u>	toss-up		refill
minus	unit	menu	pitfall		kickball	resell		backless
<u>silo</u>	<u>banjo</u>	tulip	<u>catcall</u>		<u>befall</u>	capless		cashless
rerun	<u>Irish</u>	began	recall		<u>nutgall</u>	<u>remiss</u>		<u>dismiss</u>
relax	zero	bonus	falloff		<u>ashfall</u>	<u>fullness</u>		overfull
			<u>boxball</u>		<u>gadwall</u>			
			<u>gumball</u>					
♣These words are open and closed syllables with no blends or final doubled consonants which is correlates with concepts taught through Unit 8. The concept of a syllable as well as the rules for open and closed syllables should be explicitly taught here. Students need to know the difference in single syllable words before moving to multisyllabic ones.						♣These words are closed and open syllables with no blends. Teachers should ensure that students recognize and can articulate the difference between digraphs and the <i>Best Friends at the End</i> when working with these words.		

Additional Words for Reading & Writing Practice

Section B: Consonant Blends & Magic e

Unit 11			Unit 12			Unit 13		
Additional Real & Nonsense Words								
skill	slid	smash	<u>blab</u>	<u>fleck</u>	lup	truth	fry	frish
sky	slim	<u>smog</u>	bless	<u>flesh</u>	ploth	<u>bran</u>	<u>fret</u>	brez
<u>skid</u>	slab	<u>smug</u>	<u>blip</u>	flex	plon	<u>brass</u>	trash	preb
<u>skit</u>	<u>slit</u>	stim	blob	<u>flick</u>	flam	<u>brim</u>	trim	trug
sniff	<u>slob</u>	speff	blop	<u>floss</u>	plen	<u>broth</u>	<u>gram</u>	trit
snip	<u>slop</u>	spad	<u>blot</u>	flu	plud	brush	<u>grid</u>	gret
snag	slug	skep	<u>bluff</u>	fluff	gleff	<u>bred</u>	grill	trop
snug	<u>slog</u>	skib	blush	<u>flush</u>	cliz	crash	<u>grim</u>	frex
<u>snob</u>	<u>slum</u>	slad	clam	<u>glob</u>	glip	crib	grip	grud
staff	<u>span</u>	slox	<u>clack</u>	gloss	fflod	crop	<u>grit</u>	gren
stem	sped	smin	<u>clad</u>	plus	bloss	cross	grub	droth
stab	spun	smez	<u>clan</u>	<u>plod</u>	clim	<u>crag</u>	<u>gruff</u>	gruth
stub	spat	snull	clash	plot	plog	<u>cram</u>	<u>trot</u>	triz
<u>tag</u>	spit	snaff	<u>clod</u>	plum	plosh	<u>drab</u>	grad	priz
<u>stud</u>	<u>spud</u>	steg	clog	<u>glen</u>	clom	drag	<u>prod</u>	grat
Stan	swam	stip	click	<u>flab</u>	blid	drill	prop	dret
<u>stun</u>	<u>swish</u>	sposs	cloth	<u>plush</u>	clab	drug	<u>pry</u>	dren
slap	<u>swig</u>	sput	flock		blass	drum	<u>prep</u>	freb
<u>slat</u>	swum	swad	flap		fliss	<u>frill</u>	prom	frib
<u>slick</u>	smack	sweff	flash		clug	<u>frizz</u>	<u>prim</u>	drap
Challenge Words								
For Use after Unit 11:			For Use after Unit 12:			For Use after Unit 13:		
bobsled			planet*			problem*		
spandex			<u>reflex</u>			triplet*		
nonstop			<u>slipshod</u>			hundred*		
<u>splendid</u>			<u>flagship</u>			gumdrop		
<u>grandslam</u>			<u>blemish</u>			trumpet*		
skillet*			blanket*			cricket*		
Spanish			closet*					
stupid			fluid					
			complex					

Additional Words for Reading & Writing Practice

Section B: Consonant Blends & Magic e

Unit 14			Unit 15			Unit 16		
Additional Real & Nonsense Words								
tent	<u>bond</u>	chent	-ng words	-nk words	suffix -ing	bake	tale	gake
<u>dent</u>	fond	hist	cling	mink	<u>hashing</u>	take	<u>stale</u>	draze
<u>vent</u>	stand	thisk	fling	blink	<u>mashing</u>	brake	<u>wade</u>	hape
lent	vend	fent	string	brink	<u>lashing</u>	male	trade	dafe
pant	lend	shont	spring	kink	yelling	sale	cape	blate
rent	<u>fend</u>	zent	sling	clink	smelling	grade	shape	bave
<u>rant</u>	fund	vunt	swing	link	resting	ape	fame	clade
<u>tint</u>	grand	quist	clang	rink	crashing	flame	frame	fafé
mint	task	hest	twang	slink	flashing	blame	shame	stame
<u>lint</u>	<u>husk</u>	chust	fang	shrink	blushing	ate	Jane	jape
hint	risk	hond	pang	chink	brushing	skate	date	flate
<u>runt</u>	<u>dusk</u>	jast	slang	stink	falling	cave	state	blan
hunt	<u>bask</u>	plunt	sprang	rank	fishing	wave	brave	smake
<u>grunt</u>	disk	mest	gang	dank	mending	<u>base</u>	case	nake
<u>dint</u>	<u>cask</u>	fost	tong	blank	handing	<u>gaze</u>	maze	pame
tend	tusk	sund	prong	flank	planting	cane	fake	quame
band	<u>rusk</u>	bast	gong	yank	<u>branding</u>	wake	rake	vate
mend	<u>cast</u>	dosk	throng	tank	drinking	flake	Jake	yake
<u>rend</u>	<u>mast</u>	shand	hung	clank	<u>slanting</u>	shake	whale	trape
pond	pest	clest	rung	plank	<u>honking</u>	pale	shade	zake
Challenge Words								
For Use after Unit 14:		♣ For Use after Unit 15:				For Use after Unit 16:		
<u>sandlot</u>		absent*	<u>slingshot</u>		<u>wingspan</u>	handshake		caveman
dentist		invent	<u>kingfish</u>		himself	baseball		<u>inhale</u>
sandwich		sandblast	chipmunk		seventh	<u>clambake</u>		cupcake
chestnut		insist	milkman		pumpkin	basement*		hotcake
windmill		contest	insult		<u>disrupt</u>	<u>inflate</u>		classmate
fishpond		sandbox	<u>humpback</u>		student*	<u>insane</u>		mistake
handbag		demand	depend*		refund	escape		became*
<u>gallant</u> *		<u>client</u>	<u>respond</u> *		defrost*	behave		<u>elate</u>
student*		<u>prudent</u> *	♣These additional challenge words should be used with caution as they may contain closed and open syllable constructions that have not been explicitly taught.			<u>estate</u>		relate*
defend		depend						

Additional Words for Reading & Writing Practice

Section B: Consonant Blends & Magic e

Unit 17			Unit 18			
Additional Real & Nonsense Words						
i_e words	o_e words	mixed list	u_e words	soft c words	soft g words	mixed list
hide	joke	vime	<u>f</u> ume	<u>a</u> ce	<u>r</u> age	grude
<u>t</u> ide	broke	bode	<u>m</u> ule	<u>p</u> ace	<u>w</u> age	smule
bride	<u>s</u> troke	bine	<u>f</u> use	<u>b</u> race	stage	glute
<u>g</u> lide	pole	fote	<u>m</u> ute	<u>g</u> race	change	creve
bribe	bone	chope	<u>d</u> une	space	<u>r</u> ange	prane
Mike	<u>z</u> one	scobe	dude	<u>l</u> ace		dreve
file	hope	wime	<u>c</u> rude	slice		spive
smile	stove	stine	tune	mice		cruce
wide	hose	quipe	<u>p</u> ruce	price		ige
pride	drove	nole	<u>d</u> uke	spice		woge
slide	robe	woze	rude	twice		ruge
<u>t</u> ribe	code	flome	rule	<u>t</u> ruce		lage
hike	poke	kine	<u>b</u> rute	<u>s</u> pruce		grice
strike	smoke	frote	<u>p</u> lume	<u>t</u> hrice		cate
mile	choke	jire	<u>l</u> ute	<u>m</u> ace		oce
wife	mole	frope		<u>t</u> race		nace
dime	stole	fline				cuge
size	<u>c</u> one	slive				pege
lime	<u>l</u> one	jope				focce
Challenge Words						
For Use after Unit 17:			For Use after Unit 18:			
grapevine		<u>w</u> halebone	<u>e</u> mbrace	spacecraft	disgrace	engage
<u>t</u> rombone		frostbite	priceless	<u>e</u> xchange	excite	volume
bedtime		landslide	advice	<u>d</u> ispute	dispute	include
postpone		<u>h</u> emline	replace*	costume		
explode		<u>b</u> agpipe	<u>a</u> bsolute	<u>c</u> onsume*		
inside		sunrise				
sometime		invite				
advise		<u>e</u> nclose	Note:			
<u>d</u> ispose		<u>e</u> xpose	Teachers may want to discuss other examples of soft “c” and “g” at this point as well. If so, see the <i>Additional Information for Instruction</i> page at the end of this document.			
<u>s</u> uppose		bathrobe				

Additional Words for Reading & Writing Practice

Section C: More Long Vowels

Unit 19			Unit 20			Unit 21		
Additional Real Words								
e_e words	ee words	ee words	weak	sneak	<u>squeal</u>	ai words	ai words	ay words
<u>eve</u>	<u>leek</u>	beef	seat	squeak	bleach	<u>ail</u>	gray	<u>gay</u>
<u>theme</u>	<u>leech</u>	sheep	east	steam	<u>breach</u>	aid	faint	<u>jay</u>
<u>gene</u>	peek	free	bead	cream	<u>bleak</u>	aim	<u>raid</u>	<u>bay</u>
Pete	<u>reed</u>	feed	leak	treat	<u>bleat</u>	paid	<u>slain</u>	<u>ray</u>
<u>cede</u>	<u>reek</u>	sheet	beak	beast	<u>creak</u>	maid	stain	hay
<u>eke</u>	<u>tweed</u>	speech	peak	<u>feast</u>	<u>dean</u>	fail	strain	<u>fray</u>
	peel	weed	heal	<u>yeast</u>	<u>cleat</u>	<u>bail</u>	saint	<u>sway</u>
	<u>preen</u>	<u>cheep</u>	meal	least	flea	rail	<u>taint</u>	gray
	<u>reef</u>	sweep	<u>lean</u>	deal	freak	jail	quaint	<u>bray</u>
	<u>reel</u>	jeep	<u>heap</u>	leash	<u>feat</u>	pail	<u>frail</u>	pray
	tweet	weep	leap	lead	<u>gleam</u>	<u>hail</u>		stray
	peep	<u>deem</u>	seam	beat	preach	chain		<u>nay</u>
	queen	speed	bean	treat	plead	braid		<u>slay</u>
	tee	<u>beech</u>	reap	cheat	<u>pleat</u>	snail		Fay
	teen	<u>deed</u>	peach	sea	<u>teak</u>	claim		
	<u>wee</u>	<u>creed</u>	beach	<u>sheaf</u>	<u>veal</u>	drain		
	<u>bleep</u>	<u>fee</u>	wheat	steal	<u>zeal</u>	brain		
	<u>breech</u>	free	cheap	stream	tea	grain		
	beep	<u>meek</u>	<u>streak</u>	scream	<u>ream</u>	plain		
Challenge Words								
For Use after Unit 19:			For Use after Unit 20:			For Use after Unit 21:		
beehive	<u>teepee</u>		<u>retreat</u>		<u>squeamish</u>	playpen*		runway
<u>stampede</u>	sixteen		teacup		peanut	crayon		railway
coffee	<u>indeed</u>		teapot		repeat*	payment*		mailbox
concrete	cheesecake		defeat*		peacock	paintbrush		raindrop
fifteen	nosebleed		<u>impeach</u>		beachball	maybe		daytime
athlete	<u>milkweed</u>		<u>leaflet</u> *		<u>beneath</u> *	subway		haystack
extreme	<u>replete</u> *		<u>repeal</u> *		<u>reveal</u> *	okay		decay*
<u>impede</u>	<u>flaxseed</u>					Friday		Sunday
sweepstakes	<u>esteem</u> *					display		hangnail
<u>beeline</u>	<u>discreet</u>					<u>retain</u> *		plaything

Additional Words for Reading & Writing Practice

Section C: More Long Vowels

Unit 22			Unit 23		Unit 24		
Additional Real Words							
oa words	oa words	ow words	ie words	igh words	old words	ind words	mixed list
soak	<u>oath</u>	mow	die	<u>nigh</u>	mold	finds	post
<u>foal</u>	<u>broach</u>	blown	dies	sigh	sold	<u>bind</u>	host
roast	<u>goad</u>	shown	died	flight	bold	<u>binds</u>	posts
<u>gloat</u>	<u>coax</u>	glow	<u>fie</u>	<u>plight</u>	<u>scold</u>	<u>rind</u>	troll
<u>cloak</u>	roach	flown	lies	<u>slight</u>	folds	<u>rinds</u>	<u>toll</u>
throat	moan	thrown	cries	<u>blight</u>	<u>wold</u>	minds	stroll
toad	roam	bow	cried	thigh	<u>wolds</u>	<u>hinds</u>	<u>poll</u>
<u>croak</u>	<u>hoax</u>	grown	dries	<u>bight</u>		winds	<u>polls</u>
<u>boast</u>	<u>shoal</u>	<u>crow</u>	dried			blinds	<u>scroll</u>
oats		own	fries			grind	<u>boll</u>
<u>moat</u>		<u>sow</u>	fried			kinds	<u>droll</u>
oak		<u>tow</u>	flies				<u>bolt</u>
<u>coal</u>		bowl					<u>jolt</u>
<u>poach</u>		growth					<u>colt</u>
loaf		<u>stow</u>					<u>molt</u>
foam		<u>mown</u>					<u>volt</u>
groan		<u>sown</u>					wilds
<u>oaf</u>							
<u>bloat</u>							
Challenge Words							
For Use after Unit 22:			For Use after Unit 23:		For Use after Unit 24:		
cockroach	<u>approach</u> *	spotlight	brighten*	<u>ahold</u> *	unfold		
<u>steamboat</u>	crossroads	<u>limelight</u>	flashlight	<u>olden</u> *	retold		
oatmeal	cocoa	frighten*	<u>twilight</u>	rewind	unwind		
<u>afloat</u> *	<u>encroach</u>	<u>insight</u>	highway	kindness*	unkind		
<u>reproach</u> *	pillow	delight*	highness*	remind	behind		
shadow	<u>bungalow</u>	tonight*	midnight	<u>mankind</u>	wind-up		
elbow	<u>fellow</u>	sunlight	lightning	wildcat	wildest		
<u>fallow</u>	widow	<u>upright</u>		<u>behold</u>	golden*		
rainbow	<u>minnow</u>			<u>posting</u>	compost		
window	<u>shallow</u>			postgame	<u>enroll</u> *		

Additional Words for Reading & Writing Practice

Section C: More Long Vowels

Unit 25				Unit 26		
Additional Real Words						
ue words	ui words	ew words	ew words	y as /ē/	y as /ē/	y as /ē/
<u>sue</u>	suits	news	pew	waxy	pity	holy
<u>sues</u>	bruise	brew	pews	<u>puny</u>	rocky	navy
clues	cruise	brews	<u>spew</u>	cozy	muddy	busy
<u>due</u>	<u>sluice</u>	crew	<u>spews</u>	wavy	dizzy	duty
<u>dues</u>	juices	crews	<u>yew</u>	nasty	hobby	shiny
glues		dew	<u>yews</u>	plenty	Betty	mummy
cue		screw	Jew	greedy	any	fatty
cues		screws	Jews	sandy	many	teddy
<u>hue</u>		stew	<u>hewn</u>	empty	<u>dewy</u>	dusty
<u>hues</u>		stews	<u>newt</u>	fifty	<u>boxy</u>	<u>petty</u>
<u>flue</u>		chews	<u>slew</u>	twenty	icky	handy
<u>rue</u>		<u>shrewd</u>	<u>mewl</u>	angry	<u>zany</u>	risky
<u>rues</u>		<u>strewn</u>		clumsy	bony	daddy
		<u>hew</u>		hungry	<u>hazy</u>	holly
		<u>hews</u>		envy	ruby	<u>proxy</u>
		<u>skew</u>		body	tidy	penny
		<u>skews</u>		copy	<u>duly</u>	<u>rally</u>
		<u>mew</u>		sticky	lily	crazy
		<u>mews</u>		study	<u>levy</u>	sixty
Challenge Words						
For Use after Unit 25:				For Use after Unit 26:		
<u>avenue</u>		<u>subdue</u>	<u>crewel</u> *	mildew	<u>industry</u>	enemy
<u>revenue</u> *		Tuesday	undue	<u>renew</u>	<u>unity</u>	<u>galaxy</u>
<u>value</u>		<u>continue</u> *	<u>ensue</u>	<u>revue</u> *	<u>colony</u>	<u>remedy</u> *
rescue		jewel*	suitcase	<u>imbue</u>	comedy	poetry
nuisance		<u>recruit</u> *	<u>sinew</u>		<u>entity</u>	nobody
statue		<u>retinue</u>			<u>deputy</u>	<u>subsidy</u>
<u>fondue</u>		<u>fescue</u>			honesty	<u>trinity</u>
					<u>destiny</u>	

Additional Words for Reading & Writing Practice

Section D: Other Vowel Sounds & Suffix -ed

Unit 27		Unit 28		Unit 29	
Additional Real Words					
/ed/ words	/d/ words	/t/ words	suffix -ed V-ce	ar words	or words
<u>stranded</u>	yelled	dished	<u>pined</u>	<u>ark</u>	sort
acted	cooled	crushed	taped	bar	<u>cord</u>
roasted	smelled	bumped	<u>gaped</u>	car	form
lifted	sailed	pinched	joked	<u>tar</u>	<u>morn</u>
tested	cheered	<u>stumped</u>	<u>boned</u>	part	pork
toasted	aimed	<u>swished</u>	<u>noted</u>	spark	lord
trusted	<u>claimed</u>	yanked	<u>mated</u>	cart	<u>worn</u>
hunted	rained	spanked	sided	yarn	torch
printed	moaned	winked	poked	card	<u>stork</u>
rented	loaned	stamped	lined	<u>carp</u>	<u>scorn</u>
planted	sprained	asked	baked	mark	porch
fainted	groaned	kissed	<u>quaked</u>	<u>snarl</u>	<u>shorn</u>
<u>granted</u>	<u>milled</u>	jumped	<u>toned</u>	harp	<u>forth</u>
lasted	<u>mulled</u>	helped	<u>tiled</u>	harm	<u>sworn</u>
<u>sifted</u>	buzzed	splashed	<u>muted</u>	<u>stark</u>	<u>snort</u>
crusted	banged	pressed	based	<u>barb</u>	<u>scorch</u>
rested	longed	crossed	tuned	chart	storm
handed	<u>swelled</u>	brushed	robed	charm	<u>torn</u>
dusted	drilled	sniffed	roped	<u>parch</u>	fort
Challenge Words					
For Use after Unit 27:		For Use after Unit 28:		For Use after Unit 29:	
disgusted	insulted	published	<u>cascaded</u>	<u>marlin</u>	forty
commented	talented*	punished	<u>contrived</u> *	<u>discard</u>	<u>forlorn</u>
<u>sandblasted</u>	invented*	<u>demolished</u> *	combined*	sharpen*	<u>orbit</u>
expected	unlisted	developed*	<u>convened</u> *	harvest*	hornet*
distracted	<u>discontented</u> *	finished	disliked	artist	stormy
<u>enchanted</u>	extended	<u>established</u> *	completed*	harmless*	forget*
<u>implanted</u>	expanded	<u>enriched</u>	<u>admired</u>	garden*	northwest
<u>invested</u>	<u>conducted</u> *	<u>abolished</u> *	<u>postponed</u>	<u>harden</u> *	forgave
defrosted	happened	<u>blemished</u>	<u>stampeded</u>	<u>bombard</u> *	<u>torchlight</u>
<u>prolonged</u>	belonged	handcuffed	inflated	<u>harness</u> *	<u>morbid</u>

Additional Words for Reading & Writing Practice

Section D: Other Vowel Sounds & Suffix -ed

Unit 30			Unit 31		Unit 32	
Additional Real Words						
ore words	oor words	our words	ir words	ur words	er words	“o” as /ŭ/ words
tore	<u>boor</u>	yours	<u>squirm</u>	<u>cur</u>	<u>fern</u>	glove
<u>bore</u>	<u>boors</u>	tour	<u>swirl</u>	<u>blur</u>	Bert	month
<u>pore</u>	<u>moor</u>	tours	<u>fir</u>	<u>spur</u>	<u>perch</u>	won
<u>fore</u>	<u>moors</u>	pours	firm	<u>purl</u>	<u>pert</u>	front
<u>yore</u>	<u>spoor</u>	<u>court</u>	<u>whirl</u>	<u>hurl</u>	<u>berth</u>	ton
<u>ore</u>	<u>spoors</u>	<u>bour</u> n	<u>birch</u>	<u>lurk</u>	<u>term</u>	sponge
wore		<u>mourn</u>	chirp	<u>blurt</u>	<u>serf</u>	
<u>gore</u>		<u>gourd</u>	birth	<u>churn</u>	<u>perk</u>	
<u>lore</u>		<u>gourds</u>	<u>smirk</u>	church	<u>stern</u>	
<u>swore</u>		fourth	<u>twirl</u>	<u>slur</u>	verb	
bores		source	<u>mirth</u>	burst	jerk	
<u>pores</u>		course	<u>irk</u>	<u>curd</u>	herd	
bored			<u>flirts</u>	burp	germ	
sores	Note: Teachers may want to discuss other examples of V-re words at this point as well. If so, see the <i>Additional Information for Instruction</i> page at the end of this document.		thirst	curl	clerk	
<u>spore</u>			<u>shirk</u>	surf	serve	
scored			<u>gird</u>	curve	<u>verse</u>	
force			<u>quirk</u>	<u>urge</u>	nerve	
				<u>curse</u>	merge	
				purse		
Challenge Words						
For Use after Unit 30:			For Use after Unit 31:		For Use after Unit 32:	
ignore		hooray	<u>skirmish</u>	Thursday	singer	oven*
seashore		<u>doorman</u>	birthday	<u>burlap</u>	silver	wonder
<u>adore</u> *		seafloor	<u>confirm</u> *	suburb	<u>permit</u>	cover
<u>afore</u>		nextdoor	birthmark	Saturday	thunder	<u>govern</u>
<u>galore</u> *		<u>amour</u> *	thirty	<u>surplus</u>	<u>fervent</u> *	shovel*
<u>encore</u>		repour	squirrel*	<u>urchin</u>	<u>sterling</u>	dozen*
<u>ashore</u> *		detour	furnish	<u>surmise</u>	<u>vermin</u>	Monday
<u>forego</u>		<u>courtly</u>	birthrate	Saturn	overseas	versus*
poorly		backdoor	<u>infirm</u>	<u>surpass</u>	<u>jerkin</u>	lantern
indoor		doorbell	thirteen	disturb	desert	nothing

Additional Words for Reading & Writing Practice

Section D: Other Vowel Sounds & Suffix -ed

Unit 33		Unit 34		Unit 35	
Additional Real Words					
“oo” as /ü/	“oo” as /ü/	“oo” as /û/		“ow” as /ow/	“ou” as /ow/
coo	loo	crook		owl	pout
coop	woo	flood		bow	ouch
booth	goo	blood		fowl	couch
boom	coot	nook		howl	pouch
hoop	toon	woof		gown	slouch
shoot	toot	sook		brown	scout
proof	shoo	rook		plow	spout
swoop	fool	hoof		scowl	trout
spool	goop	soot		growl	sprout
bloom	poof	wool		drown	grouch
gloom	loon	hooked		crowd	crouch
stoop	ooze			prowl	stout
droop	loot			brow	snout
scoop	loom			drown	wound
brood	mooch			chow	mound
boost	croon			vow	mount
roost	sloop			yowl	hound
roof	droop			prow	bout
loop	snoop			jowl	rout
Challenge Words					
For Use after Unit 33:		For Use after Unit 34:		For Use after Unit 35:	
mushroom	igloo	unhook	childhood	shower	outwit
cartoon	baboon	scrapbook	woodshed	power	cloudburst
harpoon	lampoon	bushy	bully	flower	underground
oozy	tattoo	retook	football	tower	scoutmaster
snooty	wahoo	woodsy	woolen*	powder	flounder
loopy	roomy	uproot	pocketbook*	downtown	trousers
aloof*	yahoo*	pudding	cookbook	towel	thousand
oolong	retool	lookup	booklet*	vowel	discount
cocoon*	maroon	bookmark	understood	chowder	roundup
spooky	uncool	fishhook	hoodwinked	rowdy	outline

Additional Words for Reading & Writing Practice

Section D: Other Vowel Sounds & Suffix -ed

Unit 36

Additional Real Words

"oi" as /oi/

toil
moist
coil
void
loin
quoit
spoil
joint
hoist
broil
foist
groin
oink

"oy" as /oi/

coy
soy
Troy
ploy

Challenge Words

For Use after Unit 36:

<u>exploit</u>	poison*
<u>sirloin</u>	coinage*
<u>thyroid</u>	avoid*
ointment*	broiler
<u>embroider</u> *	tinfoil
<u>recoil</u>	rejoin
<u>asteroid</u>	oilcloth
<u>tenderloin</u> *	invoice
doily	topsoil

turmoil
tabloid
toilet*
rejoice
oilskin
devoid*
uncoil
cloister
parboil

For Use after Unit 36:

loyal	destroy*	<u>envoy</u>
<u>employ</u>	annoy*	<u>voyage</u> *
<u>decoy</u>	<u>oyster</u>	<u>convoy</u>
<u>alloy</u>	<u>boycott</u>	<u>tomboy</u>
corduroy	royal*	<u>paperboy</u>
enjoyment*	<u>decoy</u>	loyalty*
<u>foyer</u>	<u>ahoy</u> *	<u>employment</u> *

Additional Words for Reading & Writing Practice

Section E: Prefixes, Suffixes and More

Unit 37		Unit 38	Unit 39			
Additional Real Words						
“aw” as /ò/	“au” as /ò/	words with contractions	spr blends	str blends	scr blends	spl blends
thaw	haul	doesn’t	<u>sprig</u>	strap	<u>scruff</u>	<u>splint</u>
<u>caw</u>	Paul	wouldn’t	springs	stress	scraps	splits
raw	Saul	aren’t	<u>spruce</u>	strand	scrubs	splashed
flaw	<u>taut</u>	you’ve	<u>spruces</u>	strip	scraped	<u>splurge</u>
<u>squaw</u>	<u>maul</u>	I’ve	<u>spry</u>	strikes	scrapes	<u>splats</u>
hawk	<u>daub</u>	he’d	sprays	stripes	<u>scrams</u>	<u>splay</u>
<u>pawn</u>	<u>fraud</u>	you’re	sprayed	<u>strokes</u>	<u>scry</u>	<u>splosh</u>
<u>bawl</u>	<u>flaunt</u>	shouldn’t	<u>spree</u>	<u>strut</u>	<u>scrum</u>	<u>spleen</u>
<u>awl</u>	<u>gaunt</u>	here’s	sprains	<u>strep</u>	<u>scrim</u>	<u>splice</u>
<u>shawl</u>	<u>daunt</u>	they’ve	<u>spritz</u>	<u>strum</u>	screw	
<u>drawl</u>	haunt	I’d	<u>sprung</u>	<u>strewn</u>	screws	
<u>brawl</u>	<u>vault</u>	we’d	<u>sprawl</u>	<u>strobe</u>	screwed	
<u>squawk</u>	<u>haunch</u>	we’re	<u>sprint</u>	<u>strove</u>	<u>script</u>	
<u>prawn</u>	launch	couldn’t	<u>sprite</u>		<u>scroll</u>	
drawn	sauce	won’t	<u>sprites</u>		<u>scribe</u>	
slaw	<u>jaunt</u>	let’s			<u>scrawl</u>	
fawn	<u>taunt</u>	we’ve			<u>scrimp</u>	
<u>gawk</u>	<u>laud</u>	she’d			<u>scrunch</u>	
<u>brawn</u>	<u>paunch</u>	they’re			<u>scrooge</u>	
Challenge Words						
For Use after Unit 37:		Note:	For Use after Unit 39:			
seesaw	auto	There are few, if any multisyllabic contractions. Therefore, teachers might want to address additional spellings for /ò/ instead.	<u>scruffy</u>	unscrew	<u>ascribe</u> *	
<u>outlaw</u>	autumn		scraper	splendid*	splashing	
drawer	<u>autograph</u>		display	unspilt	splinter	
<u>crawfish</u>	automatic	salt <u>malt</u> bald walk water walrus walnut talk wall <u>pall</u>	<u>splutter</u>	springtime	springy	
<u>hawthorn</u>	saucer		respray	<u>sprayer</u>	<u>misprint</u>	
<u>tawny</u>	<u>pauper</u>		<u>distracting</u>	<u>sunstroke</u>	<u>distribute</u>	
jigsaw	<u>audit</u>		destructive	<u>distracted</u>	<u>scrubby</u>	
coleslaw	August					
<u>rawhide</u>	astronaut					
<u>sawdust</u>	author*					

Additional Words for Reading & Writing Practice

Section E: Prefixes, Suffixes and More

Unit 40		Unit 41		Unit 42	
Additional Real Words					
compound words	compound words	suffix -ful	suffix -ly	prefix re-	prefix un-
lifetime	earthquake	<u>shameful</u>	badly	rewind	unzip
cannot	<u>upstream</u>	respectful*	<u>trimly</u>	remote	undid
<u>crosswalk</u>	everything	disrespectful*	<u>fondly</u>	rerun	until
anybody	<u>uplift</u>	plateful	<u>dimly</u>	<u>respond</u>	<u>unlisted</u>
<u>meantime</u>	<u>backbone</u>	trustful	<u>gravely</u>	relax	unsafe
sometimes	<u>upside</u>	hateful	<u>tamely</u>	<u>respect</u>	unlikely
anyone	fireworks	<u>mindful</u>	<u>grimly</u>	<u>reflex</u>	unmix
inside	became	<u>eventful*</u>	<u>grandly</u>	<u>recline</u>	unseen
<u>firefly</u>	<u>sweetmeat</u>	<u>skillful</u>	<u>limply</u>	<u>result</u>	unlit
sunflower	railroad	<u>blissful</u>	lately	remind	uncut
<u>therefore</u>	<u>throwback</u>	<u>regretful</u>	crisply	<u>request</u>	unwed
without	nowhere	<u>prideful</u>	safely	reran	<u>unfit</u>
elsewhere	somewhere	wishful	madly	<u>disrespect</u>	<u>unsung</u>
baseball	<u>somewhat</u>	<u>neglectful*</u>	sweetly	<u>refreshment</u>	unload
become*	himself	<u>fateful</u>	<u>beastly</u>	<u>requirement</u>	untuck
basketball*	playthings	<u>tactful</u>	nearly	redo	unlace
football	<u>scapegoat</u>	<u>restful</u>	deeply	resat	<u>unsnag</u>
weatherman	<u>passport</u>	<u>spiteful</u>	<u>stately</u>	<u>resow</u>	<u>unclick</u>
		<u>lawful</u>	<u>sincerely</u>	rewin	<u>uncork</u>
Challenge Words					
Note for Unit 40: Many of the challenge words from previous units are also compound words. Teachers may refer back to those or use these for additional practice. There may be some overlap among lists. This is also one of the supplementary units and can be skipped with small groups of students or the entire class if data indicates they already know this concept.		Note for Units 41 and 42: At this point in the sequence, challenge is provided primarily through the use of semantically difficult words or words containing a schwa. Underlined words indicate a semantically challenging or unfamiliar word. Asterisks (*) indicate words with a schwa in one or more syllables.			

Additional Words for Reading & Writing Practice

Section E: Prefixes, Suffixes and More

Unit 43		Unit 44		Unit 45
Additional Real Words				
suffix -er	suffix -est	consonant le	consonant le	“ea” as /ě/
stronger	strongest	bundle	rankle	read
longer	longest	humble	fumble	<u>lead</u>
gruffer	gruffest	fable	tingle	wealth
wilder	wildest	jumble	jungle	thread
milder	mildest	ankle	bungle	<u>tread</u>
damper	dampest	stumble	tumble	health
lower	lowest	sample	spindle	<u>realm</u>
fewer	fewest	dimple	muddle	death
older	oldest	grumble	riddle	sweat
odder	oddest	crumble	cripple	<u>threat</u>
safer	safest	cable	cuddle	<u>leapt</u>
wider	widest	meddle	cattle	<u>dread</u>
nicer	nicest	gamble	dazzle	breast
riper	ripest	tremble	sizzle	<u>beau</u>
rarer	rarest	nibble	bottle	<u>leant</u>
finer	finest	riddle	saddle	<u>stead</u>
elder	eldest	trifle	guzzle	<u>dealt</u>
sooner	soonest	ladle	drizzle	
dearer	dearest	waggle	fizzle	
Challenge Words				
Note for Units 43 and 44: At this point in the sequence, challenge is provided primarily through the use of semantically difficult words or words containing a schwa. Underlined words indicate a semantically challenging or unfamiliar word. Asterisks (*) indicate words with a schwa in one or more syllables.				For Use after Unit 45: pleasant dreadful heaven breakfast treadle sweater peasant already sweating wealthy headmaster leaden sweaty header deadly headed