SPELL-Links™

WORDTIVITIES™

Word Study Instruction for Spelling, Vocabulary, and Reading

Spelling, reading, writing

Sounds.

/m-æ´-ʤ-ə-k/

letters.

Phonological awareness, phonics, vocabulary, syntax

meanings

/ɪn/—/stɛd/

Learning By Design® Inc.
Making A Difference in K-12 Education

SPELL-Links™ WORDTIVITIES™

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Word Lists

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SPELL-Links™ | **Learning By Design** Inc.
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Naples, FL
https://learningbydesign.com

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We'd love to hear from you!

Your feedback, comments, and suggestions are always welcome.

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SPELL-Links Wordtivities Word Lists Companion Cloud

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SPELL-Links™ WORDTIVITIES™

Word Study Instruction for Spelling, Vocabulary, and Reading

Word Lists

Overview

Welcome! We created *SPELL-Links Wordtivities Word Lists* to equip you with a comprehensive set of pattern-focused word lists to facilitate student learning during whole class, small group, and 1:1 word study instruction. Each of the carefully constructed grade-level word lists supports the simultaneous development of pattern-specific phonological (sound), orthographic (letter), and semantic/morphological (meaning) skills. *SPELL-Links Wordtivities'* multilinguistic instruction simultaneously engages processes and systems of spelling, reading, speaking, and listening in a dynamic interplay, building a robust neural network for literacy and language.

Prerequisite Student Skills

SPELL-Links Wordtivities and *SPELL-Links Wordtivities Word Lists* are appropriate to use with students who have a developmental age of at least five years and who have mastered or are in the process of acquiring the following skills:

- letter-name knowledge;
- letter writing (formation of alphabet letters);
- early phonological awareness (concept of spoken word, ability to segment spoken words into syllables, awareness of word rhyme, and ability to isolate sounds in words);
- basic concept knowledge (left/right, above/below, over/under, top/bottom, first/last, now/then, etc.).

Typically, kindergarten teachers can plan to begin implementing the grade-level Wordtivities instruction during the second half of the school year.

Organization

By Patterns and Grade Level

Phonological, orthographic, and morphological patterns are presented in a sequence that progresses from linguistically simpler to linguistically more complex and are divided into grade levels, from kindergarten through grade 6. The grade-level break points are flexible and may be modified. We advise, however, against modifying the sequence of instruction as word lists are cumulative and organized around previously covered patterns.

Word lists organized by pattern do not need to be lengthy to be effective. It's not possible to teach every word. Instead, carefully constructed word lists are tools used to teach critical phonological, orthographic, and semantic/morphological skills and develop connections between sounds, letters, and meanings of words. This integration of multiple language skills and processes empowers students to read, spell, and understand meanings of countless words.

By Instructional Focus

For each pattern, word lists are organized to support a specific instructional focus: phonological code, orthographic code, morphological code, storage and retrieval of orthographic representations, and application to writing. This organization aligns with the recommended weekly word study block schedule featured in *SPELL-Links Wordtivities*.

Example Grade 1 Phonics/Word Study Block Schedule

	Monday 1 2 3 4	**Tuesday** 1 2 3 4	**Wednesday** 6 7 8	**Thursday** 7 9 10 11	**Friday** 8 13 14
Instructional Focus	Introduce weekly word list; focus on the phonological code (*sounds* of words) and integrate with *letters* and *meanings* of words.	Focus on the phonological code (*sounds* of words) and integrate with *letters* and *meanings* of words.	Focus on the orthographic code (*letters* of words) and integrate with *sounds* and *meanings* of words.	Focus on the morphological code (*meanings* of words) and integrate with *sounds* and *letters* of words.	Focus on storage and retrieval of orthographic representations of words (*letters*) and integrate with *sounds* and *meanings* of words; focus on application of word study skills in sentence writing.

Example Grade 4 Vocabulary/Word Study Block Schedule

	Monday 1 2 3 5	**Tuesday** 6 7 8	**Wednesday** 7 9 10 11 12	**Thursday** 7 9 10 11 12	**Friday** 8 13 14
Instructional Focus	Introduce weekly word list; focus on the phonological code (*sounds* of words) and integrate with *letters* and *meanings* of words.	Focus on the orthographic code (*letters* of words) and integrate with *sounds* and *meanings* of words.	Focus on the morphological code (*meanings* of words) and integrate with *sounds* and *letters* of words.	Focus on the morphological code (*meanings* of words) and integrate with *sounds* and *letters* of words.	Focus on storage and retrieval of orthographic representations of words (*letters*) and integrate with *sounds* and *meanings* of words; focus on application of word study skills in sentence writing.

1 Sound It Out!

2 Check the Order!

3 Catch the Beat!

4 Listen Up!

5 A Little Stress Will Help This Mess!

6 No Fouls!

7 Play by the Rules!

8 Use Rhyme This Time!

9 Spell What You Mean and Mean What You Spell!

10 Be Smart About Word Parts!

11 Build on the Base!

12 Invite the Relatives!

13 Fix the Funny Stuff!

14 Look It Up!

If the majority of students in a group need more instructional time for a specific pattern, you may choose to stretch out the weekly lesson plan across two weeks or reteach a weekly lesson plan two weeks in a row, selecting different Wordtivities from the recommended choices and, if desired, introducing new words. If you follow a different schedule for word study instruction, be sure to include all areas of instruction—phonological code, orthographic code, morphological code, storage and retrieval of orthographic representations, and application to writing—for each pattern across sessions.

After completing all *SPELL-Links Wordtivites* instruction to develop word-level encoding and decoding skills, vocabulary knowledge, speaking and listening skills, and sentence writing skills for a selected pattern, allow time for reading practice with pattern-loaded reading materials containing the same target pattern before proceeding to instruction of the next pattern. Appendix B provides correlations of *SPELL-Links Wordtivities Word Lists* patterns with several popular story collections and book series. The pattern-loaded reading materials may be used for guided reading practice and/or for independent reading, depending on student ability and need.

Pacing Guide

Patterns

SPELL-Links Wordtivities Word Lists features 128 patterns across grades K through 6. The number of patterns taught at each grade level ranges from 9 (K) to 25 (grades 4 and 5). Assuming an average school year of 36 weeks, there is time available, if needed, to extend instruction for a single pattern over more than one week. Patterns that may benefit from extended instruction are identified in the overview of weekly instruction for each grade level.

Keep in mind that the grade-level break points are flexible, so you may choose to cover fewer or more patterns in a given year. However, we recommend adhering to the recommended sequence of pattern instruction when modifying the schedule.

We advise setting up your week-by-week schedule at the beginning of the year, allowing flexibility to modify the schedule as needed as students progress through the grade-level patterns.

Word Lists

Instructional word lists were compiled using *SPELL-Links Word List Maker*, which creates word lists based on grade level, word frequency, pattern and position of the target pattern in a word, complexity of other patterns in a word, and number of syllables in a word. Further information about grade-level word lists are provided at the beginning of each section of the grade-level overview.

If students progress quickly through a selected word list, you may introduce a more challenging word list or proceed to the next type of code instruction (e.g., from phonological code to orthographic code) to allow more time for focus on orthographic representations and application of skills to sentence writing.

SPELL-Links Word List Maker is recommended to identify additional words for each pattern. Additionally, *SPELL-Links Word Study Resource* features lists for specific targets, including rime patterns, homophones, prefixes, suffixes, and word roots. This resource also features allowable spellings for each phoneme, common spelling rules for each phoneme, rules for the addition of prefixes and suffixes to base words, and rules for combining word roots with other morphemes.

If you are using *SPELL-Links Wordtivities Word Lists* in combination with *SPELL-Links eStickers*, locate the grade-appropriate word lists for the student and teach grade-level patterns with instruction focused on the specific areas of need identified.

Pattern Reviews

At the end of grades 1 through 6, there is a cumulative Pattern Review. You may choose to complete the Pattern Review activity at any point while progressing through the grade-level patterns. When completing the Pattern Review, you may choose to include only patterns previously covered at the grade level or all patterns covered thus far, including those from earlier grade levels.

Base Word Sample Pattern Word Lists with Weekly Teaching Plan

1. Identify grade level and target pattern.

4. Complete one or more associated Wordtivities on each day.

2. Locate the day of the week. Review the guidance provided in the grade-level overview for the selected day(s).

3. Select one or more word lists that match student instructional level.

5. Complete one Wordtivity from each recommended area. Multimorphemic words were created by adding affixes to base words introduced earlier in the week.

6. Complete one Wordtivity from each recommended area to strengthen orthographic representations. End each week with application to sentence writing.

G3 Long Vowel *o* Sound spelled 'o' as in p<u>o</u>ny, <u>o</u>pen

Monday–Tuesday: Phonological & Orthographic Codes ② ③

Words at Grade Level			
excluding more complex patterns		including more complex patterns	
G3 hotel	motel	form	notice
hero	rodeo	order	sort
piano	lasso	moment	report
robot	taco	produce (N)	sold
		born	forth

Words above Grade Level	
excluding more complex patterns	
G4 nor	coyote
locate	echo
zero	video
holy	poll
G5 obey	toll
rotate	donate
G6 motive	ego
domain	memo

Words below Grade Level			
excluding more complex patterns		including more complex patterns	
G2 radio		most	hold
roll		important	ocean
		almost	forty
		north	forward
		short	record
G1 both		over	ago
hello		also	gold
pony		open	morning
		cold	forget

Wednesday–Thursday: Morphology – previously covered affixes ⑩ ⑫

Affixes Added to Base Words at or below Grade Level	
excluding more complex patterns	including more complex patterns
No change	**No change**
N: radios, rolls, roller, hotels, pianos, robots, tacos	**N:** orders, reports, reporter, forms, sorter, opening, opener
V: radios, radioed; rolls, unroll, reroll	**V:** reorder, rerecord, sorts, reform, opening, resort, resold
	ADJ: unsold, unimportant; shorter, shortest; coldest
(Consonant)'y' to 'i', except -ing	
N: ponies	**2-1-1 doubling**
	V: forgetting
Irregular	
N: heroes	**Drop the final 'e'**
	N: notices
	V: notices, noticed, noticing

Affixes Added to Base Words above Grade Level
excluding more complex patterns
No change
N: zeros, videos, polls
V: zeros, zeroed; videos, videoing; polls, polled, repoll; relocates; obeying, disobey
Drop the final 'e'
N: locator, donator, rotator
V: located, donated, rotated
(Consonant)'y' to 'i', except -ing
ADJ: holier, holiest

Friday: Mental Orthographic Representations

Word-specific ⑧ ⑩	Rimes ⑪		
both, form, also, forty, almost, heroes	roll, poll, toll	sort, short, fort	most, host, post
	hold, cold, sold	born, worn, torn	

Friday: Application to Sentence Writing

Example 1: Say hello / to these forty heroes.   Example 2: I almost forgot / the most important form.

Affix Sample Pattern Word Lists with Weekly Teaching Plan

1. Identify grade level and target pattern.

4. Complete one or more associated Wordtivities.

2. Locate the day of the week. Review the guidance provided in the grade-level overview for the selected day(s).

3. Select one or more word lists that match student instructional level. When first introduced, multimorphemic words are organized by the phonological and/or orthographic codes of the affix.

5. Complete one Wordtivity from each recommended area. Multimorphemic words in this section are organized by morphological code, rules for combining morphemes, and/or morphological transparency.

6. Complete one Wordtivity from each recommended area to strengthen orthographic representations. End each week with application to sentence writing.

G1 Suffixes -s, -es (N, V)

Monday: Phonological & Orthographic Codes ③

Words at Grade Level				Words above Grade Level		
excluding more complex patterns		including more complex patterns		excluding more complex patterns		
G1 **-s (/s/)** ships naps sits cups **-s (/z/)** beds runs	**-es (/əz/)** wishes dishes passes guesses misses boxes	**-s (/s/)** chips **-es (/əz/)** closes pushes classes dresses	**-s (/z/)** says **-es (/z/)** goes does cities parties	**G2** **-s (/s/)** socks **G3** **-s (/s/)** insects **-s (/z/)** miles **G4** **-s (/s/)** limits	**-es (/əz/)** rushes **-es (/əz/)** dashes kisses sizes **-s (/z/)** rules	**-es (/z/)** studies **-es (/z/)** varies

Words below Grade Level	
excluding more complex patterns	including more complex patterns
GK **-s (/s/)** backs	**-es (/əz/)** fishes

Tuesday–Thursday: Morphology ⑩ ⑪ ⑦

Words at or below Grade Level				Words above Grade Level	
excluding more complex patterns		including more complex patterns		excluding more complex patterns	
N (plural) **Add -es for the extra beat** wishes (wish) dishes (dish) passes (pass) guesses (guess) misses (miss) fishes (fish) **Simply -s** ships (ship) backs (back) naps (nap) cups (cup) beds (bed) runs (run)	**V (present)*** **Add -es for the extra beat** wishes (wish) dishes (dish) passes (pass) guesses (guess) misses (miss) fishes (fish) **Simply -s** ships (ship) backs (back) naps (nap) sits (sit) cups (cup) beds (bed) runs (run)	**N (plural)** **Add -es for the extra beat** classes (class) dresses (dress) pushes (push) **(Consonant)'y' to 'i', add -es** cities (city) parties (party) **Simply -s** chips (chip)	**V (present)*** **Add -es for the extra beat** closes (close) pushes (push) dresses (dress) **(Consonant)'y' to 'i', add -es** parties (party) **Irregular** goes (go) does (do) **Simply -s** chips (chip) says (say)	**N (plural)** **Add -es for the extra beat** dashes (dash) kisses (kiss) sizes (size) **(Consonant)'y' to 'i', add -es** studies (study) armies (army) **Simply -s** socks (sock) insects (insect) miles (mile) limits (limit) rules (rule)	**V (present)*** **(Add -es for the extra beat** dashes (dash) kisses (kiss) sizes (size) **Consonant)'y' to 'i', add -es** studies (study) varies (vary) **Simply -s** socks (sock) limits (limit) rules (rule)

*third person singular present tense

Friday: Mental Orthographic Representations ⑬ ⑭

Word-specific	Rimes
goes, does	n/a

Friday: Application to Sentence Writing

Example 1: The pup picks up / six big sticks.   Example 2: Which cities / are fun to visit?
Example 3: His mom says / she passes dishes / to the kids / at parties.

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Grade K

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Typically, kindergarten teachers can plan to begin implementing the grade-level Wordtivities instruction during the second half of the school year. See Prerequisite Student Skills on p. iv of the Introduction.

Recommended Sequence of Instruction

1. Introduce each pattern in the order listed in the Contents.

2. Begin teaching a pattern with instruction that focuses on the phonological code and proceed sequentially to teach the orthographic code using the recommended words in each section.

3. End pattern instruction by focusing on strengthening orthographic representations and application of word study skills to sentence-level writing.

4. Allow time for reading practice with pattern-loaded texts containing the same target pattern after completing the word study and before proceeding to instruction of the next pattern. This practice may be completed during a literacy block later in the day or during independent reading time in the classroom or at home.

Grade K Phonics/Word Study Block Schedule: Week at a Glance

	Monday (1 2 3 4)	Tuesday (1 2 3 4)	Wednesday (6 7 8)	Thursday (6 7 8)	Friday (8 13 14)
Instructional Focus	Introduce weekly word list; focus on the phonological code (*sounds* of words) and integrate with *letters* and *meanings* of words.	Focus on the phonological code (*sounds* of words) and integrate with *letters* and *meanings* of words.	Focus on the orthographic code (*letters* of words) and integrate with *sounds* and *meanings* of words.	Focus on the orthographic code (*letters* of words) and integrate with *sounds* and *meanings* of words.	Focus on storage and retrieval of orthographic representations of words (*letters*) and integrate with *sounds* and *meanings* of words; focus on application of word study skills in sentence writing.

Some patterns follow a slightly different schedule than the typical weekly schedule shown above. If you follow a different schedule for word study instruction, be sure to include all areas of instruction—phonological code, orthographic code, storage and retrieval of orthographic representations, and application to sentence writing—for each pattern across sessions.

If the majority of students in a group need more instructional time for a specific pattern, you may choose to stretch out the weekly lesson plan across two weeks or reteach a weekly lesson plan two weeks in a row, selecting different activities from the recommended choices and introducing new words if desired. We strongly recommend taking more than one week to complete the short vowel patterns or reteaching them two weeks in a row, each week with a different subset of words and rimes. Students may also benefit from extended instructional time for the Consonants 'g, h, w, y, qu' pattern.

Monday–Thursday: Phonological & Orthographic Codes

These word pattern lists were chosen based on complexity of other patterns within the words and are organized into three groups to support differentiated instruction; within each level of difficulty, high frequency words were chosen.

Occasionally, one or more words that do not meet the grade-level and inclusion/exclusion of complex patterns criteria are included in a list to meet a specific instructional purpose. Some word lists include minimal pair words to be used when completing SPELL-Links Strategy #4 Listen Up! activities. These minimal pair words, such as *pat – pet*, can be used to help students develop skill with discriminating between and identifying commonly confused short vowel phonemes.

To implement instruction, select a group of words to match the needs of students. Begin with the first word in that list and teach as many words as time allows.

Friday: Mental Orthographic Representations

Additional instruction and practice to establish robust orthographic representation in long-term memory is typically required for words containing spellings of consonant and vowel sounds that don't follow common spelling patterns. These orthographic representations allow words to be automatically recognized when reading and to be spelled accurately and fluently when writing. The less frequently a word appears in print, the more repeated interactions with the word are needed during instruction.

Word lists in this section are suggestions. When reviewing word lists, keep in mind the following:

- Occasionally, one or more above-grade level words are included in a list to meet a specific instructional purpose.
- Words sharing common rime patterns are grouped together.
- Begin with words having the fewest number of letters and proceed to words with an increasing number of letters.
- Skip words students already know how to spell and add words students have not mastered yet to be responsive to their needs.

Friday: Application to Sentence Writing

Example sentences using words containing the target pattern are provided for dictation. When dictating sentences, pause each time you see a / to allow time for students to write. Alternatively, you may choose to write a sentence on a display board. Read the sentence aloud and direct students to practice SPELL-Links Strategy #14 Look It Up! as they copy the sentence.

Remember to follow writing practice with reading practice using pattern-loaded texts before proceeding to instruction of the next pattern. This practice may be completed during a literacy block later in the day or during independent reading time in the classroom or at home.

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Grade 6

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We advise setting up your week-by-week schedule at the beginning of the year, allowing flexibility to modify the schedule as needed as students progress through the grade-level patterns.

Recommended Sequence of Instruction

1. Introduce each pattern in the order listed in the Contents.
2. Begin teaching a pattern with instruction that focuses on the phonological code and proceed sequentially to teach the orthographic and morphological codes using the recommended words in each section.
3. End pattern instruction by focusing on strengthening orthographic representations and application of word study skills to sentence-level writing.
4. Allow time for reading practice with pattern-loaded texts containing the same target pattern after completing the word study and before proceeding to instruction of the next pattern. This practice may be completed during a literacy block later in the day or during independent reading time in the classroom or at home.

Grade 6 Vocabulary/Word Study Block Schedule: Week at a Glance

	Monday (3 5 9)	**Tuesday** (3 5 9)	**Wednesday** (7 10 11 12)	**Thursday** (10 11 12)	**Friday** (13 14)
Instructional Focus	Introduce weekly word list; focus on the phonological code (*sounds* of words) and integrate with *letters* and *meanings* of words.	Focus on the orthographic code (*letters* of words) and integrate with *sounds* and *meanings* of words.	Focus on the morphological code (*meanings* of words) and integrate with *sounds* and *letters* of words.	Focus on the morphological code (*meanings* of words) and integrate with *sounds* and *letters* of words.	Focus on storage and retrieval of orthographic representations of words (*letters*) and integrate with *sounds* and *meanings* of words; focus on application of word study skills in sentence writing.

Some patterns follow a slightly different schedule than the typical weekly schedule shown above. If you follow a different schedule for word study instruction, be sure to include all areas of instruction—phonological code, orthographic code, morphological code, storage and retrieval of orthographic representations, and application to sentence writing—for each pattern across sessions.

If the majority of students in a group need more instructional time for a specific pattern, you may choose to stretch out the weekly lesson plan across two weeks or reteach a weekly lesson plan two weeks in a row, selecting different activities from the recommended choices and introducing new words if desired. We strongly recommended taking more than one week to complete homophones, each week with a different subset of words.

Monday–Tuesday: Phonological & Orthographic Codes

These word pattern lists are organized into two groups to support differentiated instruction; within each level of difficulty, high frequency words were chosen. Occasionally, one or more words that do not meet the grade-level criterion are included in a list to meet a specific instructional purpose.

To implement instruction, select a group of words to match the needs of students. Begin with the first word in that list and teach as many words as time allows.

Wednesday–Thursday: Morphology

Following the recommended scope and sequence of *SPELL-Links Wordtivities Word Lists*, students should have already been taught all inflectional suffixes, many derivational affixes, and some common word roots; additional derivational affixes and word roots are introduced in grade 6.

Except for word root patterns, words are organized into the same two groups described above. Multi-morphemic words for word root patterns may include above-grade level words to provide an adequate number of words for learning, to provide opportunities for students to practice combining the target root word with a variety of previously learned affixes, and to further expand vocabulary skills.

Prefix patterns are organized by part of speech. Other patterns are grouped by letter-meaning relationship, part of speech, and/or transparency of the base word or word root.

Transparency, the degree to which a base word or word root remains intact when an affix is added, affects the ease or difficulty of spelling and reading an inflected or derived word.

- Words in which all the letters and all the sounds of a base word or word root can be seen and heard, respectively, when an affix is added are transparent—*employee (employ), thermal (therm)*.

- Words in which either one or more letters or one or more sounds of a base word or word root change when an affix is added are semitransparent—*purify (pure), pedestrian (ped)*.

- Words in which both one or more letters and one or more sounds of a base word change when an affix is added are opaque—*florist (flora), entrance (enter)*.

- Words are categorized as nonaffixed when a target suffix pattern appears at the end of a word to signal a part of speech but the letter pattern does not affix to a recognizable base word or word root connected to the word's meaning—*surgeon, nuisance*.

Sometimes word roots not previously covered in *SPELL-Links Wordtivites Word Lists* appear within word lists for morphology activities—*chronology (chron), dentist (dent)*. Teachers may use their discretion about whether to include these words during the target pattern instruction or to hold these words and introduce them, along with the corresponding word roots, in the pattern review.

To implement instruction, select a group of words to match the needs of students. Begin with the first word in the selected list and teach as many words as time allows. Be sure to teach all letter-meaning relationships, parts of speech, and levels of transparency in the selected list.

Friday: Mental Orthographic Representations

Additional instruction and practice to establish robust orthographic representation in long-term memory is typically required for homophones and words containing affixes that have multiple spellings associated with the same pronunciation and meaning (e.g., *depend<u>ence</u>*, *assist<u>ance</u>*). These orthographic representations allow words to be automatically recognized when reading and to be spelled accurately and fluently when writing. The less frequently a word appears in print, the more repeated interactions with the word are needed during instruction.

Use the same words that you selected for instruction on the phonological and orthographic codes. When reviewing word lists, keep in mind the following:

- Begin with words having the fewest number of letters and proceed to words with an increasing number of letters.
- Skip words students already know how to spell and add words students have not mastered yet to be responsive to their needs.

Friday: Application to Sentence Writing

Example sentences using words containing the target pattern are provided for dictation. When dictating sentences, pause each time you see a / to allow time for students to write. When students finish writing the sentences, direct them to mark the nouns, verbs, adjectives, and adverbs in each sentence by writing N, V, ADJ, or ADV over the corresponding words.

For an additional challenge, dictate words from the week's lists and direct students to write their own sentences using each word in a separate sentence (easier) or combining multiple words in the same sentence (harder). You may also wish to collect and redistribute sentences for reading aloud by other students.

Remember to follow writing practice with reading practice using pattern-loaded texts before proceeding to instruction of the next pattern. This practice may be completed during a literacy block later in the day or during independent reading time in the classroom or at home.