

White Cards Spelling List

Each set includes words from a sort from “Words their Way” focusing on syllables and affixes and often some high frequency words. Often there will be a pattern that students can identify to help them with spelling the words. The words listed in **bold** are high frequency words. We use these words a lot in our language and they can be tricky because they often do not follow common spelling patterns. Practice these words any way that works for you.

Students will typically have multiple opportunities during the week to test on their individual level and move up at their own pace. To pass a set, they must pass the two word lists then will be tested on a group of sentences. The sentences include the high frequency words from the current set and words from previous sets. To pass this final test, students must also use correctly the conventions they have learned in class. Once students have passed the entire set, they will bring home a victory slip and should begin practicing the next set as a part of their weekly homework.

Set A

Review of one-syllable words and –ing endings For –ing endings if there is a short vowel you double the consonant before add –ing. If there is an e at the end you drop the e and add –ing.

<u>A-1</u>		<u>A-2</u>	
chief	when	getting	waving
wrap	scout	swimming	looking
smell	quote	standing	having
fruit	if	picking	long
sharp	full	skating	done

Set B

Adding –ed endings and Irregular Verbs. Double the consonant and add –ed if there is a short vowel and drop the e and add –ed when a word has a VCVe pattern. B-2 teaches some words in past tense where you don’t add the –ed.

<u>B-1</u>		<u>B-2</u>	
hoped	grabbed	slid	said
hopped	mixed	slept	swept
passed	closed	kept	drew
lived	about	froze	got
chewed	light	threw	pick

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Set C

Words plural endings and adding -s, -ed, and -ing to words ending in y. Add -es to words ending in multiple consonants (ch, sh...) and x. You add -s to words ending in e, or after a single consonant. Words ending in y have their own rule! Simply add -ing, for -ed change the y to an i, and for -s change the y to an i and add -es.

<u>C-1</u>		<u>C-2</u>	
benches	women	fries	playing
classes	leaves	sprays	six
books	geese	stayed	hurt
chairs	mice	spied	never
speeches	feet	crying	cut

Set D

Compound words Compound words are two words put together to make one word.

<u>D-1</u>		<u>D-2</u>	
headache	earring	somebody	anything
snowplow	hometown	themselves	yourself
bookmark	doorway	throughout	checkout
daylight	lifeguard	beside	seven
downpour	background	everyone	kind

Set E

Syllable juncture in VCV and VCCV words. In two syllable words if the first vowel is short double the consonant. If the vowel makes the long sound do not double the consonant.

<u>E-1</u>		<u>E-2</u>	
super	number	human	lemon
supper	pillow	pilot	eight
zero	pattern	reason	fall
letter	female	limit	today
happy	funny	lazy	carry

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Set F

Syllable juncture with VCV and VVCV patterns and adding –ing and –ed Break down the words into their separate syllables to help with the spelling. When adding –ing and –ed to the end of these words remember the rules from previous lists.

<u>F-1</u>		<u>F-2</u>	
athlete	children	hoping	floated
complete	poet	hopping	joking
create	hundred	leaking	plotting
monster	myself	pasted	much
kitchen	small	dusted	own

Set G

Long Vowel Patterns with accented syllables A and O. Work on finding where the long vowel sound is. Identify if it is after the first or second syllable, this will help you spell the word.

<u>G-1</u>		<u>G-2</u>	
baby	basic	toaster	suppose
awake	again	below	remote
painter	today	sofa	decode
obey	keep	coaster	try
raisin	show	frozen	hot

Set H

Long Vowel Patterns with accented syllables. Work on finding where the long vowel sound is. Identify if it is after the first or second syllable, this will help you spell the word.

<u>H-1</u>		<u>H-2</u>	
rooster	chewy	needle	fifteen
include	music	feather	meaning
Tuesday	useful	succeed	pleasant
ruler	start	sweater	ten
student	far	people	draw

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Set I

More Long Vowel Patterns with accented syllables. Work on finding where the long vowel sound is. Identify if it is after the first or second syllable, this will help you spell the word.

<u>I-1</u>		<u>I-2</u>	
frighten	lightning	saucer	sausage
divide	tonight	awful	caution
surprise	minus	also	although
slightly	bring	always	lawyer
Friday	clean	awesome	together

Set J

Accented syllables with OY/OI, OU/OW, AU, AW, and AL Find the syllables in the word. The placement of the vowel sound will determine the vowel combination.

<u>J-1</u>		<u>J-2</u>	
voyage	thousand	saucer	sausage
about	amount	awful	caution
drowsy	annoy	also	although
noisy	shower	always	lawyer
country	only	awesome	together

Set K

R influenced A and O in accented syllables. Remember bossy r? R takes over the vowel and changes the sound. These lists focus on AR and OR.

<u>K-1</u>		<u>K-2</u>	
garden	haircut	morning	ignore
airplane	marry	before	explore
careful	barber	order	forest
carry	prepare	shorter	adore
parents	better	forty	shall

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Set L

Words with the W sound and R influenced ER, IR, and UR in accented syllables. WOR and WAR make similar sounds, QU also makes a similar sound. Also, keep working with that bossy r! L-2 focuses on ER, IR, and UR.

<u>L-1</u>		<u>L-2</u>	
warmth	squad	person	nervous
worker	world	thirty	further
watch	worry	sturdy	perfect
quarter	warning	Thursday	burger
backward	hold	firmly	laugh

Set M

URE, EAR, and ERE in accented syllables. URE = ur, EAR can make two sounds the E says its name or UR. ERE = E saying its name.

<u>M-1</u>		<u>M-2</u>	
secure	earthquake	endure	appear
early	spearmint	sincere	adhere
nearby	mature	weary	dreary
severe	teardrop	learner	cheerful
nearly	earnest	rehearse	warm

Set N

Unaccented final syllables –LE, -EL, IL, -AL. The sound of the final syllable L can be spelled several ways, but is most commonly spelled –le.

<u>N-1</u>		<u>N-2</u>	
cattle	vowel	other	flower
model	angle	color	sugar
final	angel	dollar	father
pencil	April	doctor	motor
total	especially	mother	thought

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Set O

Unaccented final syllables –CHER, -SURE, and –TURE Listen to the end of the word to determine which ending it has.

Unaccented final syllable -EN, -ON, -AIN, -IN, and -AN Listen to the end of the word to determine which ending it has.

<u>O-1</u>		<u>O-2</u>	
catcher	treasure	broken	chosen
picture	teacher	dragon	bacon
measure	pleasure	mountain	captain
nature	stretcher	cousin	muffin
pitcher	does	human	slogan

Set P

Unaccented final syllables –ET, -IT, -ATE, Y, EY, and –IE These words do not have a set pattern they follow. Listen closely to the words and the ending syllable.

<u>P-1</u>		<u>P-2</u>	
jacket	private	money	brownie
edit	planet	cookie	story
climate	credit	very	body
quiet	your	July	eerie
visit	you're	journey	candy

Set Q

Hard and Soft G and C. G and C can make more the one sound. This is true at the beginning and the end of words.

<u>Q-1</u>		<u>Q-2</u>	
center	giraffe	notice	princess
gentle	collect	recess	science
correct	garage	budget	danger
gather	threw	bandage	message
circle	through	office	village

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Set R

Words spelled with CK, IC, X and QU. CK comes after a short vowel. QU always go together.

<u>R-1</u>		<u>R-2</u>	
shock	buckle	question	quiver
chicken	picnic	equal	technique
magic	complex	antique	squirrel
relax	by	quarrel	quaint
quick	buy	sequence	squeaky

Set S

Words with silent consonant, PH, and GH These are some sneaky words! PH makes the F sound. GH can be silent or make the F sound.

<u>S-1</u>		<u>S-2</u>	
castle	wrestle	phrase	dolphin
design	often	alphabet	laughter
wrinkle	assign	enough	caught
honest	knowledge	daughter	we're
through	whistle	phone	were

Set T

Prefixes RE-, UN-, DIS-, MIS, PRE- Prefixes added to the beginning of words.

<u>T-1</u>		<u>T-2</u>	
rebuild	unhappy	disagree	pretest
unable	retell	misspell	misplace
unselfish	there	preschool	disappear
rewrite	they're	discover	preview
refill	their	mismatch	mistreat

Set U

Prefixes NON-, IN-, FORE, and number prefixes. Prefixes added to the beginning of words.

<u>U-1</u>		<u>U-2</u>	
foresee	nonfiction	unicycle	tripod
nonsense	inactive	bicycle	bilingual
incomplete	insight	tricycle	pentagon
infield	weather	octopus	trilogy
forecast	whether	quadrangle	October

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Set V

Suffixes –Y, -LY, -FULL, -LESS, and –NESS. Some of the words have two suffixes!

<u>V-1</u>		<u>V-2</u>	
foggy	stormy	graceful	harmless
slowly	easily	hopeless	peacefulness
happily	something	painful	plentiful
rainy	somebody	darkness	happiness
noisily	someone	carelessness	thankfulness

Set W

Suffixes –ER and –EST Listen to the end of the word to figure out which suffix to end. If there is a short vowel in the word you may double the consonant before the suffix. You will also drop the e at the end of words with long vowels.

<u>W-1</u>		<u>W-2</u>	
braver	stronger	bravest	dirtiest
happier	hotter	happiest	easiest
calmer	dirtier	craziest	weakest
easier	weaker	prettiest	closest
prettier	cooler	hottest	coolest

Set X

Compound Words Compound words are two words put together.

<u>X-1</u>		<u>X-2</u>	
waterfall	paperwork	sunshine	newspaper
paperback	sleepover	watermelon	watertight
overnight	to	underpass	trouble
underground	too	overlook	upon
sunset	two	sunglasses	once

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Set Y

Homophones Homophones are words that sound the same, but are spelled and mean different things. Learning the meanings of the words will help students learn the spelling.

<u>Y-1</u>		<u>Y-2</u>	
flour	hire	desert	vary
flower	berry	dessert	marry
board	bury	chews	merry
bored	prettier	choose	until
higher	prettiest	very	told

Set Z

I before E except after C This rule may not always be true, but it is a good rule of thumb.

<u>Z-1</u>		<u>Z-2</u>	
thief	deceive	eighteen	either
receive	sleigh	neither	freight
neighbor	weird	yield	yield
seize	person	belief	goes
shield	believe	receipt	getting