

## SPELLING WORDS USED MOST FREQUENTLY

### GRADE 4

#### CONTINUED

draw  
yet  
less  
wind  
behind  
cannot  
letter  
among  
able  
dog  
shown  
mean  
English  
rest  
perhaps  
certain  
six  
feel  
fire  
ready  
green  
yes  
built  
special  
ran  
full  
town  
complete  
oh  
person  
hot  
anything  
hold

state  
list  
stood  
hundred  
ten  
fast  
felt  
kept  
notice  
can't  
strong  
voice  
probably  
area  
horse  
matter  
stand  
box  
start  
that's  
class  
piece  
surface  
river  
common  
stop  
am  
talk  
whether  
fine

### GRADE 5

round	bring	main	window	square	step
dark	watch	someone	mark	moment	child
past	shell	center	heat	teacher	strange
ball	dry	field	grew	happy	wish
girl	within	stay	listen	bright	soil
road	floor	itself	ask	sent	human
blue	ice	boat	single	present	trip
instead	ship	question	clear	plan	woman
either	themselves	wide	energy	rather	eye
held	begin	least	week	length	milk
already	fact	tiny	explain	speed	choose
warm	third	hour	lost	machine	north
gone	quite	happened	spring	information	seven
finally	carry	foot	travel	except	famous
summer	distance	care	wrote	figure	late
understand	although	low	farm	you're	pay
moon	sat	else	circle	free	sleep
animals	possible	gold	whose	fell	iron
mind	heart	build	correct	suppose	trouble
outside	real	glass	bed	natural	store
power	simple	rock	measure	ocean	beside
problem	snow	tall	straight	govern- ment	oil
longer	rain	alone	base	government	modern
winter	suddenly	bottom	mountain	baby	fun
deep	easy	check	cot	grass	catch
heavy	leaves	reading	hair	plane	business
carefully	lay	fall	bird	street	reach
follow	size	poor	wood	couldn't	lot
beautiful	wild	map	color	reason	won't
everyone	weather	friend	war	difference	case
leave	miss	language	fly	maybe	speak
everything	pattern	job	yourself	history	
game	sky	music	seem	mouth	
system	walked	buy	thus	middle	

# SPELLING

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## Things you can do to help at home

**Encourage reading - everywhere, all the time!**

**Encourage writing** and provide paper, colored pencils, pens, markers, other "fun" writing materials.

**Encourage exploration**—give children an opportunity to try spelling unknown words on their own. Tell them to write as much of it as they can, making a good guess or using a dash "—" for unknown areas.

**Talk about words and play with words**—Look new words up in the dictionary and find out their origin. Try to think up other words that are "related," e.g. medicine; medic, medical, medicinal, medicate. Play Scrabble, Spill and Spell, Boggle, Hangman, and do puzzles like word-search and crosswords.

### Support your child's efforts at writing with positive reinforcement

Remember when your child first said his or her first word — the excitement, the celebration, and encouragement your child received? Try the same approach when your child writes "thay" for "they," or "dimentions" for "dimensions." "Hey, that's \_% correct! You have mastered \_ letters out of \_!" Then, work on that one wrong letter by focusing on how the word looks or what it means.

**A NOTE OF CAUTION:** Spelling comes harder to some students than others. Talk to your classroom teacher if you think your child is becoming frustrated with spelling. We do not want spelling fears and frustrations to block your child's creativity, fluency and desire to write.

# SPELLING

in the  
elementary  
grades



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Spelling is an important, enduring skill, one which we expect all children in Juneau to master as part of their language arts instruction. It is taught by itself, through the use of spelling lists and daily spelling activities, and it is taught as a part of the writing process. The goal for all our students is that they spell words correctly in the course of their writing—whether it be creative, imaginative writing, journaling, letters to grandparents, research reports or responses to books they’re reading.

We want Juneau children to develop both a “spelling conscience” and a “spelling consciousness” — a spelling conscience so that they know when correct spelling matters, and a spelling consciousness so they can identify and correct spelling errors. This expectation exists whether they’re writing by hand or using a computer to compose.

As part of the District’s Language Arts curriculum and the CORE content for all students, we are using a widely published list of “High Frequency Words,” words which all children should know how to spell when they leave elementary school. We have separated the list by grade level, and encourage parents to help their children learn to spell these words and use them frequently.

## SPELLING WORDS USED MOST FREQUENTLY

### GRADE 1

the	with
of	his
and	they
a	at
to	be
in	this
is	from
you	I
it	have
that	or
he	by
for	one
was	had
on	not
are	
as	

### GRADE 2

but	some	made	good
what	so	over	new
all	these	did	write
were	would	down	our
when	other	only	me
we	into	way	man
there	has	find	too
can	more	use	day
an	her	may	same
your	two	water	right
which	like	long	look
their	him	little	think
said	see	very	also
if	time	after	around
do	could	words	another
will	no	called	came
each	make	just	come
about	than	where	work
how	first	most	three
up	been	know	must
out	its	get	because
them	who	through	does
then	now	back	part
she	people	much	even
many	my	go	

### GRADE 3

place	us	boy	hard
well	left	once	near
such	end	animal	sentence
here	along	life	better
take	while	enough	best
why	might	took	across
help	next	four	during
put	sound	head	today
different	below	above	however
away	saw	kind	sure
again	something	began	knew
off	thought	almost	it’s
went	both	live	try
old	few	page	told
number	those	got	young
great	always	earth	sun
tell	show	need	thing
men	large	far	whole
say	often	hand	hear
small	together	high	example
every	asked	year	heard
found	house	mother	several
still	don’t	light	change
between	world	country	answer
name	going	father	Alaska
should	want	let	Juneau
home	school	night	
big	important	picture	
give	until	being	
air	form	study	
line	food	second	
set	keep	soon	
own	children	story	
under	feet	since	
read	land	white	
last	side	ever	
never	without	paper	

### GRADE 4

room	eat
sea	short
against	United
top	States
turned	run
learn	book
point	gave
city	order
play	open
toward	ground
five	cold
himself	really
usually	table
money	remember
seen	tree
didn’t	course
car	front
morning	American
I’m	space
body	inside
upon	ago
family	sad
later	early
turn	I’ll
move	learned
face	brought
door	close
cut	nothing
done	though
group	idea
true	before
half	lived
red	became
fish	add
plants	become
living	grow
black	

## SPELLING



The City and Borough of Juneau is an AA/EQ Employer and Educational Institution.

Spelling skills develop over time. Children begin by experimenting with letters for words, then progress to using letters that sound like parts of the word, then write words as they sound, using a combination of sound and how the word “looks,” and finally knowing how to write the word correctly. For example the process of learning how to spell the words “bed” and “feet” might be like this:

random letters	➔ b	➔ bd	➔ behd	➔ bed
random letters	➔ f	➔ fet	➔ fete	➔ feet