## Dictation Sentences

**Teacher __________________________ Week of _________________________**

### Teach or emphasize the following:
- [ ] Spelling words from list ______

**Choose a specific objective to teach or emphasize in one or two of the following areas:**
- [ ] Homophones ________________  [ ] Usage ____________________
- [ ] Capitalization ____________________  [ ] Punctuation ____________________
- [ ] Prefix or suffix ____________________  [ ] Grammar ____________________
- [ ] Form ____________________  [ ] Other ____________________

### Monday
1. __________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________

### Tuesday
1. __________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________

### Wednesday
1. __________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________

### Thursday
1. __________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________

### Friday
1. __________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________
Dictation Sentences

After List 23

1. Why are you feeling so bad?
2. I can’t see whether or not it’s white.
3. Who went out with you last evening?
4. Which one of you wants to be in front?
5. When were you trying to call?
6. I went out for awhile this morning.
7. He said he likes you a whole lot more than me.
8. Let’s talk while we walk.
9. Where did you lose your books?
10. Don’t you see why we didn’t keep your notes?
11. Who’s going to help the other boy?
12. Whose black dog is that?
13. Whose white hat is there on the ground?
14. Who’s sleeping in that old car?
15. Who’s in front of that other line?
16. Whose child is crying?

It’s been a very warm month here. We played a lot of games while it was nice out. The grass is just starting to get green. I’m glad that you’re going to come see us for awhile.

After List 24

1. You’re welcome to come with us!
2. This is the only world we have.
3. Their boys can’t come over after work.
4. It became dark and cold that evening.
5. We can draw what we want to become.
6. They’re playing house under the bed.
7. Who saw what these boys did this morning?
8. It is true if it’s a fact.
9. It’s the only one that’s open!
10. Can’t you just act like you’re saying goodbye?
11. I love to work with others.
12. Whose words did I start to say?
13. These men have been around the whole world!
14. Can you tell me whether it’s cold or hot?
15. We should stop over there for awhile.
16. Doesn’t she have to work at some other place?

It’s a fact that their child loves to draw. He’s very good at it and he wants to be the best in the world. He only stops drawing when he sleeps or eats. He must get very good grades in art!

After List 25

1. They’re going outside all by themselves today.
2. I don’t understand why you put another check there.
3. They cannot come inside without her.
4. Maybe they’ll forget which way you said to go.
5. We didn’t understand why it stood there all by itself.
6. I walked into the room and looked around.
7. He never went by himself without telling us.
8. Maybe they’re doing a whole lot more than that!
9. Could you put another hot dog on the grill outside?
10. Today is the second day of the month.
11. There are only seven days in a week.
12. Their house was about to start on fire!
13. You shouldn’t cry when you’re playing with them.
14. Your dog goes to sleep in front of my house every day.
15. Hasn’t she asked herself whether it’s true?
16. Maybe they aren’t going to sleep there.

Once upon a time there were two blue boys. No one could tell which was which. They didn’t like to talk about being blue. But they once said they wanted to be green!
**Capitalization**

**Capitalize initials:** A. L. Smith

**Capitalize names of people (surnames).**

<table>
<thead>
<tr>
<th>Armstrong</th>
<th>Chung</th>
<th>Frost</th>
<th>Jackson</th>
<th>Newman</th>
<th>Rust</th>
<th>Swanson</th>
<th>Voss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banks</td>
<td>Clark</td>
<td>Gates</td>
<td>James</td>
<td>Newton</td>
<td>Sam</td>
<td>Sweet</td>
<td>Wade</td>
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<tr>
<td>Beck</td>
<td>Cook</td>
<td>Goodman</td>
<td>Johnson</td>
<td>Page</td>
<td>Sanchez</td>
<td>Swift</td>
<td>Walker</td>
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<tr>
<td>Becker</td>
<td>Cousins</td>
<td>Goodrich</td>
<td>Jones</td>
<td>Park</td>
<td>Sands</td>
<td>Taft</td>
<td>Walls</td>
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<tr>
<td>Bell</td>
<td>Cox</td>
<td>Gore</td>
<td>Kent</td>
<td>Parker</td>
<td>Shell</td>
<td>Tanner</td>
<td>Wang</td>
</tr>
<tr>
<td>Best</td>
<td>Crook</td>
<td>Grant</td>
<td>Kim</td>
<td>Parks</td>
<td>Short</td>
<td>Tate</td>
<td>Ward</td>
</tr>
<tr>
<td>Black</td>
<td>Cross</td>
<td>Graves</td>
<td>King</td>
<td>Peck</td>
<td>Skinner</td>
<td>Thacker</td>
<td>Waters</td>
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<tr>
<td>Blackwell</td>
<td>Dale</td>
<td>Gray</td>
<td>Kirk</td>
<td>Pope</td>
<td>Small</td>
<td>Tong</td>
<td>Watson</td>
</tr>
<tr>
<td>Blake</td>
<td>Day</td>
<td>Green</td>
<td>Lake</td>
<td>Price</td>
<td>Smart</td>
<td>Tope</td>
<td>Weeks</td>
</tr>
<tr>
<td>Bock</td>
<td>Dow</td>
<td>Hall</td>
<td>Lane</td>
<td>Prince</td>
<td>Smith</td>
<td>Tower</td>
<td>Wellman</td>
</tr>
<tr>
<td>Bond</td>
<td>Downs</td>
<td>Ham</td>
<td>Lee</td>
<td>Rand</td>
<td>Snow</td>
<td>Townsend</td>
<td>Wells</td>
</tr>
<tr>
<td>Bridges</td>
<td>Drake</td>
<td>Harding</td>
<td>Long</td>
<td>Ray</td>
<td>Sparks</td>
<td>Trent</td>
<td>West</td>
</tr>
<tr>
<td>Brink</td>
<td>Drew</td>
<td>Hess</td>
<td>Love</td>
<td>Rice</td>
<td>Springer</td>
<td>Trotter</td>
<td>Westover</td>
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<tr>
<td>Brown</td>
<td>Fink</td>
<td>Hill</td>
<td>Mack</td>
<td>Rivers</td>
<td>Storm</td>
<td>Trueblood</td>
<td>Winter</td>
</tr>
<tr>
<td>Burns</td>
<td>Fish</td>
<td>Holt</td>
<td>Marsh</td>
<td>Rockwell</td>
<td>Stone</td>
<td>Tucker</td>
<td>Wong</td>
</tr>
<tr>
<td>Bush</td>
<td>Flint</td>
<td>Hood</td>
<td>May</td>
<td>Rose</td>
<td>Stout</td>
<td>Turner</td>
<td>Woods</td>
</tr>
<tr>
<td>Chang</td>
<td>Ford</td>
<td>Horn</td>
<td>Mills</td>
<td>Ross</td>
<td>Strand</td>
<td>Underhill</td>
<td>Yang</td>
</tr>
<tr>
<td>Chapman</td>
<td>Fox</td>
<td>Huff</td>
<td>Moon</td>
<td>Roy</td>
<td>Strang</td>
<td>Underwood</td>
<td>York</td>
</tr>
<tr>
<td>Chase</td>
<td>Freeman</td>
<td>Hunt</td>
<td>Moss</td>
<td>Rush</td>
<td>Strong</td>
<td>Vance</td>
<td>Young</td>
</tr>
<tr>
<td>Chong</td>
<td>French</td>
<td>Hunter</td>
<td>Nash</td>
<td>Russ</td>
<td>Street</td>
<td>Vest</td>
<td>Zick</td>
</tr>
</tbody>
</table>

**Capitalize names of pets.**

<table>
<thead>
<tr>
<th>Bear</th>
<th>Buffy</th>
<th>Frisky</th>
<th>Nip</th>
<th>Ranger</th>
<th>Shadow</th>
<th>Snuggles</th>
<th>Whiskers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty</td>
<td>Buster</td>
<td>Jet</td>
<td>Pike</td>
<td>Ringo</td>
<td>Silver</td>
<td>Spike</td>
<td>Windy</td>
</tr>
<tr>
<td>Bingo</td>
<td>Comet</td>
<td>Midnight</td>
<td>Pluto</td>
<td>Rocky</td>
<td>Skippy</td>
<td>Spot</td>
<td>Wolf</td>
</tr>
<tr>
<td>Boomer</td>
<td>Duke</td>
<td>Mista</td>
<td>Prince</td>
<td>Rover</td>
<td>Snapper</td>
<td>Star</td>
<td></td>
</tr>
<tr>
<td>Buck</td>
<td>Dusty</td>
<td>Misty</td>
<td>Puff</td>
<td>Ruby</td>
<td>Snoopy</td>
<td>Tip</td>
<td></td>
</tr>
<tr>
<td>Buddy</td>
<td>Fluffy</td>
<td>Muffy</td>
<td>Rainbow</td>
<td>Rusty</td>
<td>Snowy</td>
<td>Tuck</td>
<td></td>
</tr>
</tbody>
</table>

**Capitalize nationalities and languages.**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>German</th>
<th>Hebrew</th>
<th>Italian</th>
<th>Polish</th>
<th>Russian</th>
<th>Swedish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dutch</td>
<td>French</td>
<td>Greek</td>
<td>Irish</td>
<td>Latin</td>
<td>Roman</td>
<td>Spanish</td>
<td>Welsh</td>
</tr>
</tbody>
</table>

**Capitalize names of religions.**

| Buddhist | Catholic | Christian | Jewish | Muslim | Quaker |  |

**Capitalize names of political groups.**

| Democrat | Republican | Independent | Green Party | Whigs |  |
Prefixes and Suffixes

One of the marks of a successful speller is an understanding of word construction. At a basic level, this helps with the spelling of homophones such as *tacks* – *tax* and *toad* – *towed*. Students should learn to recognize base words and identify words to which a prefix or suffix has been added.

Inflectional endings in English are used to pluralize nouns, and to show tense of verbs:

1. Add *-s* or *-es* to pluralize most nouns. Use *-es* rather than *-s* when the base noun ends with the sound of *s, x, z, sh,* or *ch*.
2. Add *-s* to present tense verbs after the third person singular (*he, she, it*). For example, *You play* but *he/she/it plays*.
3. Add *-ed* to form regular past tense verbs: *They played*.
4. Add *-ing* to form the present participle: *We are playing*.

This section lists common suffixes and prefixes, along with words from the *Spelling Plus* list to which they can be added to form another word. If the affix is introduced in *Spelling Plus*, the list is indicated. Use words students have previously learned to spell. A small superscript number next to a word shows that it is the first word from that level list. For example: *point*\(^5\) means that the word *point* is the first word on a Level 5 list to which that suffix can be added. Although words are assigned to levels primarily for use in a schoolwide program, these designations can help you gauge when to introduce an affix.

Post a list of these suffixes and prefixes with their meanings on the wall of the classroom and check them off as they’re introduced!

Here is a **general lesson plan** for teaching suffixes and prefixes:

1. Write a word with the affix on the board. Have students identify the base word and determine whether the affix is a suffix or prefix. Remember that *pre-* means “before.”
2. Define the prefix or suffix. How does it change the meaning of the word? Can you think of some other words with this prefix/suffix? Discuss.
3. Have students write and add the affix to words you dictate which don’t require a change in the base word.
4. If necessary, review the appropriate rules for adding suffixes.
5. Dictate and have students write words in which the base word must be changed before adding the suffix.
6. Prefixes generally do not affect the spelling of the base word. However, the spelling of a prefix may change depending on the base word. For example: *in-* (not) changes to *il-* before *l* as in *illegal*, to *im-* before *p, b,* and *m* as in *impossible*, and to *ir-* before *r* as in *irrelevant*. See p. 62.
7. After a prefix or suffix has been introduced, have students search for examples of its use in books or newspapers.
8. Use words with the affixes you’ve introduced in dictation. Ask students to identify the base word and the affix, then recall the meaning of the affix each time it’s dictated for awhile.

Upper-grade teachers may challenge students to memorize the meanings of the most common prefixes and suffixes, as well as Greek and Latin word roots, a few at a time. Lists of these are on pp. 56–57 and 78.
must  Old English.
my  Reduced form of mine used before a consonant, as my son but mine eyes.
name  Old English.
national  Old French 1600, ultimately from nat (born).

near  Old Norse or the comparative form of Old English nigh.
necessary  Anglo Norman or Latin, ultimately from esse (be) + ary (pertaining to).
need  Old English.
neighbor  Old English from na (near) + búa (dwell). Spelled neveu in Middle English.
neither  Old English from no whether, spelled after either.
nephew  Old French 1300. Spelled neveu in Middle English.
nervous  Latin 1600.
ever  Old English from ne (not) + ever.
new  Old English.
next  Old English superlative of nigh.
nice  Old French 1300. The meaning in French was “silly, simple,” in Latin it was “ignorant.” Ultimately from ne (not) + scire (know). The meaning “agreeable, delightful” came in the 1800s.
nickel  Named in 1754 by Swedish mineralogist Axel F. von Cronstedt, shortening of kupfernickel (copper nickel), the mining name of the ore from which the metal was first obtained in 1751. The element nickel means “dwarf, mischievous demon,” the name given to the ore because it yielded no copper despite its promising appearance.
niece  Old French 1300.
night  Old English niht.
nine  Old English.
nineteen  See nine.
ninety  See nine.
on  Old English.
nobody  Originally written as two words.
noise  Old French 1400, ultimately from nausea (sea-sickness).

north  Old English.
not  Reduced form of nought.
nothing  Originally written as two words.
notice  Old French 1500, not commonly used before mid-1800s, mentioned by Benjamin Franklin in 1789 as a recently current word.
November  Old French 1300, ultimately from novem (nine). November was the ninth month of the year until Julius Caesar changed the calendar in 46 B.C., making January the first month of the year rather than March.
now  Old English.

occasion  Old French or Latin 1400, ultimately from ob (towards) + cadere (fall).
occurrence  See occur. This word was once spelled occurrences.
October  Late Old English from Latin octo (eight). October was the eighth month of the year until Julius Caesar changed the calendar in 46 B.C., making January the first month of the year.
of  Old English.
off  Once a variation of of, not differentiated in use until 1600s.
office  Old French 1300, ultimately from opus (work) + facere (do).
often  Old English.
oh  French or Latin.
old  Old English.
on  Old English.
one  Old English. Spelled aës or ones in Middle English, and pronounced with a long o. The pronunciation with w is of westerly origin where it was spelled wonus.
open  Old English, from one + ly.
opinion  Old French 1300.

opportunity  Old French 1400, ultimately from ob (against) + poner (place). or  First appeared in 1200.
other  Old English, with an original sense of alternation.
on  Old English.
outside  From out + side.
over  Old English. Spelled ouere or uuere in 1300. Later v replaced u.
own  Old English, not used between 1400 and 1600 except as owner, but revived in 1700s.
paid  See pay.
parallel  French 1600, ultimately from Greek para (alongside).
parents  Old French 1500, ultimately from parere (bring forth).
part  Old French 1300.
pattern  Old French 1400. Spelled particular in Middle English, later changed to reflect Latin particularis.
pay  Old French 1300, ultimately from passus (step).
patent  Old French 1400, ultimately from pati (suffer).
pattern  Old French 1600, from patron in Middle English. The sense is from the idea of pacifying a creditor.
peculiar  Latin 1500, from peculium (private property, esp. cattle).
people  Anglo Norman 1300. Spelled peple, poeple or people in Middle English. Ultimately from populus (people).
perfect  Old French 1300, ultimately from per (completely) + facere (make). Spelled parfit or parfet in Middle English. Spelling changed to reflect Latin perfectus.