

# Dictation Sentences

Teacher \_\_\_\_\_

Week of \_\_\_\_\_

## ***Teach or emphasize the following:***

p Spelling words from list \_\_\_\_\_

*Choose a specific objective to teach or emphasize in one or two of the following areas:*

p Homophones \_\_\_\_\_

p Usage \_\_\_\_\_

p Capitalization \_\_\_\_\_

p Punctuation \_\_\_\_\_

p Prefix or suffix \_\_\_\_\_

p Grammar \_\_\_\_\_

p Form \_\_\_\_\_

p 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. \_\_\_\_\_

## 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!

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

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

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

**Capitalize names of pets.**

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

**Capitalize nationalities and languages.**

Arabic	English	German	Hebrew	Italian	Polish	Russian	Swedish
Dutch	French	Greek	Irish	Latin	Roman	Spanish	Welsh

**Capitalize names of religions.**

Buddhist	Catholic	Christian	Jewish	Muslim	Quaker
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**Capitalize names of political groups.**

Democrat	Republican	Independent	Green Party	Whigs
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## 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*<sup>5</sup> 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

**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 *neighbour* in England.  
**neither** Old English from *no* *whether*, spelled after *either*.  
**nephew** Old French 1300. Spelled *neveu* in Middle English.  
**nervous** Latin 1600.  
**never** 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 *kupfernichel* (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*.  
**no** 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).  
**occur** Latin 1600, from *ob* (towards) + *currere* (run).  
**occurrence** See *occur*. This word was once spelled *occurents*.  
**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 rather than March 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.  
**once** Old English. Spelled *anes* or *ones* in Middle English, and pronounced with a long *o*. The pronunciation with *w* is of westerly origin where it was spelled *wonus*.  
**one** Old English. Originally pronounced with a long *o*. The *w* is of westerly origin where they also say *woak* for *oak*.  
**only** Old English, from *one* + *ly*.  
**open** Old English, from *up*.  
**opinion** Old French 1300.

## perfect

**opportunity** Old French 1400, ultimately from *ob* (towards) + *portus* (harbor). *Portunus* was a god that protected harbors.  
**opposite** Old French 1400, ultimately from *ob* (against) + *poner* (place).  
**or** First appeared in 1200.  
**other** Old English, with an original sense of alternation.  
**our** Old English.  
**out** 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.  
**page** Old French 1500.  
**paid** See *pay*.  
**parallel** French 1600, ultimately from Greek *para* (alongside).  
**parents** Old French 1500, ultimately from *parere* (bring forth).  
**part** Old French 1300.  
**particular** Old French 1400. Spelled *particuler* in Middle English, later changed to reflect Latin *particularis*.  
**pass** Old French 1300, ultimately from *passus* (step).  
**patient** Old French 1400, ultimately from *pati* (suffer).  
**pattern** Old French 1600, from *patron* in Middle English. The sense is from the idea of a patron giving an example to be copied.  
**pay** Old French 1200, ultimately from *pac* (peace). 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*.