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<td>write the word that matches a given pronunciation respelling&lt;br&gt;- write the missing syllable&lt;br&gt;- identify the definition number for the way a word is used in a sentence&lt;br&gt;- write an original sample sentence for a given definition</td>
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| 11   | 42–45            | 42–45    | derivational suffixes *ate, ive*  
identify suffixes  
distinguish between the two sounds for the spelling *ate*  
identify the spelling change in the base word  
write the missing syllables  
match words to meanings  
use words in context  
**proofread**  
identify misspelled words; write the correct spelling | identify the definition number for the way a word is used in a sentence  
identify the part of speech and definition number for the way a word is used in a sentence |  |
| 12   | 46–49            | 46–49    | derivational suffixes *ar, ular, er, or, irst*  
identify base words and suffixes  
identify the spelling change in the base word  
apply suffix rules  
determine the part of speech  
match words to meanings  
use words in context  
**proofread**  
identify misspelled words; write the correct spelling | write an encouragement letter | communicating God’s love communicating love to others |
| 13   | 50–53            | 50–53    | derivational suffixes *ous, eous, ious*  
identify base words and suffixes  
identify the spellings for the */as/* sound  
identify the spelling change in the base word  
apply suffix rules  
match words to meanings  
use words in context  
**proofread**  
use proofreading marks to correct spelling, capitalization, and punctuation errors | identify the definition number for the way a word is used in a sentence  
identify a sample sentence or phrase in a dictionary entry  
write an original sample sentence for a given definition | communicating accurately to others |
| 14   | 54–57            | 54–57    | derivational suffixes *al, ic*  
identify base words and suffixes  
identify the spelling change in the base word  
apply suffix rules  
match words to meanings  
use words in context  
**proofread**  
practice for standardized testing | identify the part of speech and/or definition number for the way a word is used in a sentence  
write an original sample sentence for a given part of speech and/or definition |  |
| 15   | 58–61            | 58–61    | derivational suffixes *ial, an, ian; ize*  
identify suffixes  
identify spelling for the */sh/* sound  
identify the spelling change in the base word  
apply suffix rules  
match words to meanings  
use words in context  
**proofread**  
identify misspelled words; write the correct spelling | identify a sample sentence in a dictionary entry  
use a dictionary entry to find information about a given word  
identify the part of speech and/or definition number for the way a word is used in a sentence  
write an original sample sentence for a given definition |  |
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| 16   | 62–65             | 62–65    | **homographs; easily confused words**  
identify homographs  
associate the pronunciation of a homograph with its meaning  
match a homograph to its pronunciation respelling  
distinguish between easily confused words  
use the correct homograph or easily confused word in context  
match words to meanings  
**proofread**  
use a spell checker to select the correct spelling; identify misspelled words; write the correct spelling | write a personal narrative or poem of praise to God | honoring God in all we do  
communicating accurately to others  
writing to organize information |
| 17   | 66–69             | 66–69    | **words from foreign languages: French, Spanish**  
identify the French spelling patterns for /ә/, /ö/, /vwәr/, and /ә/ sounds  
identify the Spanish spelling patterns for /ә-ya/ and the American English /ә/ sound  
determine the number of syllables  
write the missing vowels  
match words to meanings  
use words in context  
**proofread**  
identify misspelled words; write the correct spelling | use a dictionary entry to find information about the etymology of a word  
write the word that matches the pronunciation respelling | communicating accurately to others  
communicating information |
| 18   | 70–73             | 70–73    | **Greek word parts**  
aer, aero; aster, astr, astro; graph; hydr, hydro; naut; para; sphere  
identify Greek word parts  
match words to word part meanings  
match words to meanings  
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practice for standardized testing | find information in a sample dictionary entry  
use a dictionary entry to find information about the etymology of a word  
identify words that come between given guide words  
alphabetize between guide words | communicating information |
| 19   | 74–77             | 74–77    | **Greek word parts**  
da, dia; geo; gram; log, logue; logy, ology  
identify Greek word parts  
match words to word part meanings  
match words to meanings  
use words in context  
**proofread**  
identify misspelled words; write the correct spelling | use a dictionary entry to find information about the etymology of a word  
identify the part of speech for the way a word is used in a sentence | communicating information |
| 20   | 78–81             | 78–81    | **Latin prefixes**  
multi, omni, de, inter, pro, semi  
identify Latin prefixes  
match words to word part meanings  
match words to meanings  
use words in context  
write the missing prefix  
**proofread**  
identify misspelled words; write the correct spelling | write instructions for completing a task | writing about God’s Word  
communicating accurately to others  
communicating information  
writing to organize information |
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| 21   | 82–85             | 82–85    | absorbed Latin prefixes *ad, in*  
identify absorbed Latin prefixes  
identify base words and word roots  
identify *ac, ad, ap, as, and at* as spellings for the prefix *ad*  
identify *il, im, in,* and *ir* as spellings for the prefix *in*  
match words to meanings  
use words in context  
**proofread**  
identify misspelled words; write the correct spelling | use a dictionary entry to find information about a given word  
divide words after the prefix | honoring God in all we do  
writing to organize tasks |
| 22   | 86–89             | 86–89    | absorbed Latin prefixes *com, ob*  
identify absorbed Latin prefixes  
identify base words and word roots  
identify *col, com, con,* and *cor* as spellings for the prefix *com*  
identify *ob, oc, of,* and *op* as spellings for the prefix *ob*  
complete analogies  
match antonyms  
match words to meanings  
use words in context  
**proofread**  
practice for standardized testing | use a dictionary entry to find information about a given word  
divide words after the prefix  
mark the primary accent | |
| 23   | 90–93             | 90–93    | Latin-derived suffixes *ary, ory*  
identify Latin-derived suffixes  
identify base words and word roots  
use the meaning of word parts to determine the meaning of a word  
complete analogies  
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identify misspelled words; write the correct spelling | use a dictionary entry to find information about a given word  
use a dictionary entry to identify the pronunciation respelling for a suffix | communicating God’s Word  
communicating love to others  
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writing to organize information |
| 24   | 94–97             | 94–97    | Latin-derived suffixes *ant, ent; ance, ence, ancy, ency*  
identify Latin-derived suffixes  
use the meaning of word parts to determine the meaning of a word  
use words in context  
match words to meanings  
**proofread**  
identify misspelled words; write the correct spelling | write a gracious response to a given situation | |
| 25   | 98–101            | 98–101   | Latin-derived suffixes *able, ible*  
identify Latin-derived suffixes  
identify base words  
distinguish between base words and word roots  
determine part of speech  
use words in context  
match words to meanings  
**proofread**  
identify misspelled words; write the correct spelling | use a dictionary entry to complete a word map  
use a dictionary entry to complete a chart about the etymology of a word  
identify the definition number for the way a word is used in a sentence  
write an original sentence for a given definition | |
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| 26   | 102–5            | 102–5    | Latin-derived suffixes *able, ible*  
- identify Latin-derived suffixes  
- identify base words  
- identify the spelling change in the base word  
- apply suffix rules  
- match words to meanings  
- use words in context  
**proofread** practice for standardized testing | write the word that matches a given pronunciation respelling  
- identify the definition number for the way a word is used in a sentence  
- write an original sentence for a given definition |  
| 27   | 106–9            | 106–9    | Latin-derived suffixes *ty, ity*  
- identify Latin-derived suffixes  
- identify base words  
- identify the spelling change in the base word  
- match words to meanings  
- use words in context  
**proofread** identify misspelled words; write the correct spelling | use a dictionary entry to complete a word map | communicating love to others |
| 28   | 110–13           | 110–13   | Latin word roots *duc, duct; mis, mit; struct*  
- identify Latin word roots  
- use the meaning of word parts to determine the meaning of a word  
- match words to meanings  
- use words in context  
**proofread** identify misspelled words; write the correct spelling | write a thank-you letter | communicating love to others  
communicating information |
| 29   | 114–17           | 114–17   | Latin word roots *aud; spect; vid, vis*  
- identify Latin word roots  
- use the meaning of word parts to determine the meaning of a word  
- match antonyms  
- match words to meanings  
- use words in context  
**proofread** identify misspelled words; write the correct spelling | use a dictionary entry to complete a word map  
use a dictionary entry to find information about a given word  
- identify the definition number for the way a word is used in a sentence | communicating information |
| 30   | 118–21           | 118–21   | Latin word roots *man; ped; spir; vers, vert*  
- identify Latin word roots  
- use the meaning of word parts to determine the meaning of a word  
- complete analogies  
- match words to meanings  
- use words in context  
**proofread** practice for standardized testing | identify the part of speech and/or definition number for the way a word is used in a sentence  
- write the given word that matches a pronunciation respelling | honoring God in all we do  
writing to organize tasks |
| 31   | 122–25           | 122–25   | Latin word roots *fact; tend (tent), tens; ven, vent; voc, vok*  
- identify Latin word roots  
- use the meaning of word parts to determine the meaning of a word  
- complete categories  
- match words to meanings  
- use words in context  
**proofread** identify misspelled words; write the correct spelling | use a dictionary entry to complete a word map |  

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<td>writing to organize information</td>
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