

Scope and Sequence: Third Grade & Up

Sound and Spelling Development

The instructional components of ***Phonics in Motion (PIM)*** are the **Kinesthetics Motion for the Phonemes (KMPs)**, the **Reading & Writing Monster**, the **Language Calendar**, and the **Vowel House**. The Scope & Sequence delineates the introduction and ongoing exposure to sounds with KMPs developed monthly through poetry, songs, and learning experiences.

The modeled daily entries on the classroom Language Calendar provide opportunities to review sounds continually. The monthly online Literacy Routines provide a guide for the use of the KMPs, Language Calendar, the Reading & Writing Monster, and the Vowel House to integrate the components and provide ongoing learning experiences which spiral to support all students.

Although many learners are secure in foundational skills, many continue to struggle with this critical element of their literacy development. Therefore, this scope and sequence guides the remediation and strengthening of these skills.

Phonemic Awareness Developed With KMPs and Poetry

The focus KMPs for strugglers can be found in the "Remediate" column. Use the "Strengthen" column for all learners to offer continued practice of foundational skills. In this way, all students are supported at the same time. The experience of remediating and strengthening helps learners become more secure in isolating sounds in multisyllabic words. Many of the focus sounds in the "Remediate" column are foundational and might not actually need to be worked on. However, if a student is not isolating this sound, the poetry provides an opportunity for focus. The "Strengthen" column focuses on strengthening vowels, digraphs, and hearing sounds in multisyllabic words. If the sound has an alternate spelling you will see it underlined in the KMP Scope & Sequence. When working with poetry, focus on **hearing** the sounds.

Delivered in a weekly
format in the KMP
tab of the Literacy
Routines.

Phonemic Awareness Developed With KMPs and Poetry

Month	Remediate	Strengthen
August/ September	<p><u>/f/</u>, <u>/g/</u>, <u>/h/</u>, <u>/l/</u>, <u>/m/</u>, <u>/r/</u>, <u>/s/</u>, <u>/t/</u>, <u>/w/</u> <u>/ch/</u>, <u>/er/</u> <u>/ă/</u>, <u>/ě/</u>, <u>/ĩ/</u>, <u>/ũ/</u></p>	<p><u>/th/</u>, <u>/sh/</u> <u>/ir/</u> <u>/ōō/</u>, <u>/ōō/</u>, <u>/aw/</u> (August) <u>/ā/</u> (play), <u>/ē/</u> (be), <u>/ē/</u> (mystery) Initial blends</p>
October	<p><u>/ă/</u>, <u>/ě/</u>, <u>/ĩ/</u>, <u>/ō/</u>, <u>/ũ/</u>, <u>/er/</u> <u>/ōō/</u>, <u>/ā/</u>, <u>/ē/</u>, <u>/ī/</u></p>	<p><u>/th/</u> <u>/ir/</u> Initial blends</p>
November	<p><u>/ē/</u>; <u>/ā/</u>; <u>/ā/</u> (day) <u>/ōō/</u> <u>/-ing/</u> <u>/er/</u>, <u>/ur/</u>, <u>/or/</u></p>	<p><u>/ē/</u> (gravy), <u>/ō/</u> (November) <u>/ank/</u> <u>/ar/</u> Initial blends</p>
December	<p><u>/ě/</u>; <u>/ě/</u> (head) <u>/ā/</u> (face); <u>/ā/</u> (holidays) <u>/ē/</u> (see); <u>/ē/</u> (treat); <u>/ē/</u> (family) <u>/ē/</u> (goosey) <u>/ō/</u>; <u>/ō/</u> (cocoa) <u>/er/</u> <u>/j/</u> (gingerbread) Initial blends</p>	<p><u>/ō/</u> (snow) <u>/s/</u> (December) <u>/s/</u> (cinnamon) Initial blends Final blends</p>

January	<u>/ch/</u> , <u>/th/</u> <u>/ĕ/</u> (<u>head</u>); <u>/ī/</u> <u>/ā/</u> (<u>praise</u>); <u>/ē/</u> (<u>he</u>) <u>/ī/</u> (<u>by</u>); <u>/i/</u> (<u>right</u>); <u>/ō/</u> (<u>snow</u>) <u>/ōō /</u> , <u>/ōō/</u> , <u>/er/</u>	<u>/ō/</u> (<u>toes</u>) Initial blends Final blends
February	<u>/ou/</u> (<u>down</u>) <u>/er/</u> Continued review: vowel spellings	<u>/s/</u> (<u>decisions</u>) <u>/ōō/</u> (<u>blue</u>) <u>/aw/</u> (<u>bought</u>) <u>/ar/</u>
March	<u>/ch/</u> , <u>/z/</u> <u>/ing/</u> <u>/ī/</u> (<u>bright</u>) <u>/er/</u> , <u>/ir/</u> (<u>birds</u>), <u>/ur/</u> (<u>turn</u>); <u>/ar/</u> Continued review: vowel spellings	<u>/ōō/</u> (<u>new</u>) <u>/aw/</u> (<u>ought</u>) Initial blends Final blends
April	<u>/ā/</u> (<u>April</u>) <u>/s/</u> (<u>once</u>) Initial blends Final blends Continued review: vowel spellings	<u>/n/</u> (<u>knight</u>) <u>/aw/</u> (<u>walk</u>), <u>/ū/</u> (<u>along</u>) Initial blends Final blends
May	<u>/or/</u> (<u>more</u>), <u>/ī/</u> (<u>fly</u>) <u>/aw/</u> (<u>almost</u>), Continued review: vowel spellings	<u>/ung/</u> <u>/wh/</u> (<u>while</u>)
June	Sounds reviewed in summer activities.	

Note: The Scope and Sequence codes the ē sound as /ee/.

The **Language Calendar** provides a place to record the sounds and link them to the writing of letters. Purposefully use the KMPs of the month when writing on the Language Calendar. You can also locate the corresponding window for the vowel sounds on the Vowel House.

If a learner needs practice with Letter ID or correct letter formation, use the Handwriting Stories.

The Language Calendar Scope & Sequence

The Language Calendar (LC) gradually unfolds a complete picture of the reading and writing system for students. Students of all levels participate fully in activities that incorporate skills ranging from speech to text matching and concepts of print, language structures, writing conventions, vocabulary, and subject matter content. The LC allows for attention to any concept or skill while integrating all of the components of PIM.

Sample entries and planning resources are provided in the LC tab of the Literacy Routines.

The LC routine provides the platform for introducing, reviewing and exposing learners to specific concepts and skills in an ongoing and authentic manner. The learners' experiences and needs determine the skill focus within each LC entry. Most importantly, each entry maps the sounds in the learners' language from speech to print. Plus, PIM offers the following explicit guides to support and develop confident writers:

1. [*LC Scope and Sequence of Stories and Markings*](#): A timeline for presenting fun chants, stories and songs to engage children in the experience of writing and help them sort out the many idiosyncrasies. For example, the letter h changes the sound of c in the digraph, ch. That troublemaker h!
2. For remediation of strugglers: [*LC Scope and Sequence of Concepts About Print*](#). A timeline for developing an understanding of how print works.
3. LC Monthly Skill Focus Scope and Sequence: A timeline for developing digraphs and contractions. If strugglers need support with blends, please see the Second Grade Scope and Sequence in the learning center.

The Language Calendar Scope & Sequence

Month	Digraphs	Pronoun Contractions	Verb Contractions
Aug/Sept	/ch/ - tch in latch	I would & I had = I'd I will = I'll I have = I've I am = I'm	is not = isn't are not = aren't
October	/th/ - in thimble (soft)	she would & she had = she'd she will = she'll she is = she's	does not = doesn't did not - didn't do not = don't
November	/th/ - in that (hard)	he would & he had = he'd he will = he'll he is = he's	has not = hasn't had not = hadn't
December	/zh/ - s in exclusion /zh/ - s in treasure	they would = they'd they will = they'll they are = they're they have = they've	can not = can't could not = couldn't

The Language Calendar Scope & Sequence

January	/sh/ - ch in chef s in sure	we would & we had = we'd we are = we're we will = we'll we have = we've	should not = shouldn't would not = wouldn't
February	/sh/ - ci in delicious si in pension	it is = it's it will - it'll that is = that's	could have = could've would have = would've should have = should've
March	/sh/ - ti in motion xi in anxious	there is = there's where is = where's who is = who's	might have = might've must have = must've
April	Review	Review	Review
May	Review	Review	Review

Phonics and Word Study Developed With The Vowel House

The Vowel House monthly scope and sequence presents the development of the short and long vowels with their common alternate spellings. PIM offers a daily routine for focusing on vowel sounds in authentic reading and writing via the KMPs in poetry and the writing on the Language Calendar. Poetry and the Language Calendar offer opportunities to hear and isolate the vowel sounds. The sounds are linked with their spelling(s) through the use of the Vowel House.

The following Scope and Sequence includes prefixes and suffixes. The accompanying Word Bank develops digraphs, consonant blends, doubled consonant endings and other spellings appropriate for the grade level. Alternate lists are available in the Word Bank for further development of prefixes, suffixes, and roots. (Some affixes are repeated to allow for varying school year schedules.)

Month	Vowel House
<p>August/ September</p>	<p>Introduce the names of the vowel house windows with “The Apples and Bananas.”</p> <p>Manipulate vowels (segment blends and change vowels in short words).</p> <p>Suffix: -tion Prefix: re-</p>
<p>October</p>	<p>Review names of VH windows.</p> <p>Sing “<i>Apples and Bananas.</i>” (Change vowel sounds quickly when pointing to different VH windows.)</p> <p>Contrast short and long vowels: /ǒ/, /ě/ , /ō̄ /.</p> <p>/ǔ/ window: <i>a</i> _____, _____<i>a</i></p> <p>/ā/ window: <u><i>ay</i></u></p> <p>Prefix: re- Prefix: un- Prefix: in-</p>
<p>November</p>	<p>Introduce long vowels (ā, ē , ī, ō, ū) with Big Mouth -e: <u><i>ā_e, ī_e, ō_e, ū_e</i></u></p> <p>Contrast /er/ and /or/.</p> <p>/ou/ window: <u><i>ow</i></u></p> <p>/ing/ and /ink/</p> <p>Prefix: in- Prefix: un-</p>

<p>December</p>	<p>/ank/ /oi/ window: <u>oy</u> /er/ window: <u>ir, ur</u></p> <p>Prefix: dis-</p>
<p>January</p>	<p>Contrast short vowels and long vowel windows. /ee/ window: <u>ea</u> and _____y /ō/ window: <u>ow</u></p> <div data-bbox="639 383 1302 473" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>**Before introducing /ū/: <u>ū</u> e, review the /ōō/ window.**</p> </div> <p>/ū/ window: <u>ū</u> e (c<u>u</u>b<u>e</u>) /ū/ window: <u>ū</u> (h<u>u</u>man)</p> <p>Prefix: dis- Prefix: im-</p>
<p>February</p>	<p>/ō/ window: <u>oa</u>, <u>_o</u> /ī/ window: <u>_y</u>, <u>igh</u> /aw/ window: <u>au</u> Prefix: -im</p>
<p>March</p>	<p>/ā/ window: <u>ai</u>, <u>eigh</u> (/n/: <u>kn</u>) (/s/: <u>ce</u>) Prefix: pre-</p>

<p>April</p>	<p>/ōō/ window and /ōō/ window /ōō/ window: <u>ew</u>, <u>ue</u> /ong/ and /onk/ Suffix: er (comparison) Suffix-est (comparison)</p>
<p>May</p>	<p>/ē/ window: <u>e</u>, <u>ee</u>, <u>y</u>, <u>ea</u> /ā/ window: <u>ai</u>, <u>ay</u>, <u>a e</u>, <u>-eigh</u> /ī/ window: <u>i e</u>, <u>y</u>, <u>-igh</u> /ū/ window: <u>ue</u>, <u>u e</u> /ō/ window: <u>o</u>, <u>o e</u>, <u>oa</u>, <u>ow</u></p>

The accompanying Weekly Word Lists offer weekly Word Work study, aligned to the Scope of Sequence. The lists present the explicit study of vowel sounds and their alternate spellings. In addition, the Word Lists include the development and review of digraphs, consonant blends, doubled consonant endings and other spellings appropriate for the grade level.

Learning Expectations for Third Grade and Up (remediation)

Learners will...

- blend isolated sounds into syllables, and segment syllables into sounds.
- identify the sound of consonants, consonant blends, digraphs, and short and long vowels when shown the corresponding letters.
- read and record short and long vowel words using a combination of all consonants, blends and digraphs.
- read and record words with long vowels including all common alternate spelling patterns.
- read and record words with r-controlled vowels (ar, er, ir, ur, or).
- read and record words with inconsistent, but common spelling-sound correspondences.
- read and record regularly spelled multisyllabic words up to three syllables.
- read and record words with silent letters, common affixes, trigraphs, and common endings.
- divide words into syllables using base words and affixes.

Third Grade & Up Vowel House Weekly Focus and Word Lists

The following Third Grade & Up Vowel House Focus and Word Lists accompany the Scope and Sequence for vowel development over the school year. The word banks provide a resource for weekly spelling lists. These lists include a progression for the development of both initial and final consonant blends, digraphs, and blended vowels (ung). In addition, *Alternate Lists* at the end of the table include additional features such as words with silent letters, final double consonants, final consonant blends, digraphs and trigraphs. Lastly, there are Word Study lists that focus on suffixes, prefixes, and roots. The lists can be used for enrichment or as substitute points of word study for third grade and beyond.

3rd & Up - Grade Vowel House Focus --- Weeks 1 - 5

5 Week Focus	Suffix: -tion (attention)	WORD BANK motion, vacation, action, lotion, direction, reflection
WEEK 1	Short vowel review <i>/ă/</i>	WORD BANK apple, absent, pancake, dragon, blast, rabbit, active, plastic, basket, grasp
WEEK 2	Short vowel review <i>/ă/, /ö/</i>	WORD BANK talent, gathering, habit, cabin, accident, happen, strap, chat, magnet, rocket, doctor, clock, dollhouse, discover, problem, dinosaur
WEEK 3	Short vowel review <i>/ă/, /ö/, /ü/</i>	WORD BANK craft, trash, capital, accept, attack, factor block, honestly, bottle, shock, hospital, octopus, option, mushroom, number, lumber, unzip, until, trust, lunch
WEEK 4	Short vowel review <i>/ěl/, /ī/</i>	WORD BANK talent, texted, excellent, drenched, misspell, swept, wrench, tenth, dwelling thrilling, similar, slipper, finger, quick, history, shrimp, chilly, shrinking, swimmer
WEEK 5	Short vowel review <i>/ă/, /ěl/, /ī/, /ö/, /ü/</i>	WORD BANK See lists above

3rd & Up - Grade Vowel House Focus --- Weeks 6 - 10

5 Week Focus	Prefix: re- (re) to do again	WORD BANK redo, return, retell, reread, remind, replay, rewrite, replace
WEEK 6	<i>/ă/ and /ā/</i>	WORD BANK absent, battle, trashbag, calf, tagging, sadly, captive, trapping, splashing shaken, paperback, flavor, apron, bakery, vacation, blameless, skyscrapers
WEEK 7	<i>/ī/ and /ī/</i>	WORD BANK thickly, fishing, possible, drinking, lifted, quickly, skipped, sprig, willing, witch decide, sunshine, overtime, divide, identify, shine, white, chime, ninety
WEEK 8	<i>/ö/ and /ō/</i>	WORD BANK pocket, mopping, locker, command, hospital, monthly, combine, holiday chosen, spoken, enclosed, microscope, tightropes, composer
WEEK 9	<i>/ë/ and /ee/</i>	WORD BANK : spend, checking, shredded, westward, tested, chestnut, rented, zesty, dwelling asleep, treetop, speeder, between, wheelbarrow, beehive, speedy, sweeten, peeling, squeeze
WEEK 10	<i>/ÿ/ spelled <u>a</u> (along)</i>	WORD BANK about, appointment, agenda, around, accomplish, against

3rd & Up - Grade Vowel House Focus -- Weeks 11 - 15

5 Week Focus	Prefix: un- (un) not Prefix: in- (in) not	WORD BANK undo, untie, unbelievable, unhappy, unfinished inconsiderate, independent, incorrect, invisible, inactive
WEEK 11	<i>/ōo/</i>	WORD BANK balloon, moonlight, school, spool, cartoon, kangaroo, shampoo, poodle
WEEK 12	<i>/ā/ spelled <u>-ay</u> (day)</i>	WORD BANK layaway, bluejay, yesterday, driveway, holiday, stray, anyway, walkway
WEEK 13	Wh- Question Words	WORD BANK who, what, where, why, when, which
WEEK 14	Comparing: /er/ and /or/	WORD BANK understood, battery, cooperation, concert, weather, pioneer storage, worsen, decorate, ordinary, organize, password, enormous
WEEK 15	Review: All Big Mouth -e Vowels	WORD BANK celebrated, framework, statehouse, evening, compete, athlete, pipeline, quite, satellite, tightrope, throne, remote, commute, compute, contribute

3rd & Up - Grade Vowel House Focus --- Weeks 16 - 20

5 Week Focus	Prefix: dis- (dis) not	WORD BANK dislike, disable, discourage, disappear, disobey, disagree
WEEK 16	Comparing: /ing and /ink/	WORD BANK belongings, singular, fingertip, understanding, butterfingers, hummingbird wrinkled, undrinkable, sprinklers, tinkertoys, twinkling, outthinking
WEEK 17	/ou/ and /ou/ spelled <u>-ow</u> (brown)	WORD BANK blowout, southeast, countless, strikeout, sprouting, lighthouse, mountain powwow, countdown, overcrowd, powerless, sunflower, superpower downstairs
WEEK 18	/ank/	WORD BANK Thanksgiving, riverbank, frankness, outranking, bankrupt, thankless
WEEK 19	Comparing: oi and oy	WORD BANK avoid, choice, poison, ointment, appoint enjoy, destroy, employ, oyster, voyage
WEEK 20	/er/, /ir/, /ur/	WORD BANK supermarket, quarterback, grandfather, cheeseburger, fingerprints blackbird, birthmark, headfirst, birthstone, semicircle century, surplus, furniture, sculpture, churchyard, temperature

3rd & Up - Grade Vowel House Focus--- Weeks 21 - 25

5 Week Focus	Prefix: im- (im) not	WORD BANK impossible, immobile, improper, immature, imperfect, impatient (Note: used with words beginning with m , b , and p .)
WEEK 21	/ē/ spelled <u>ea</u> (reach), ___y (very)	WORD BANK loudspeaker, teaspoonful, peacefully, seasickness, leadership, meaningful company, fantasy, somebody, biography, summary, geography
WEEK 22	/ō/ spelled <u>ow</u>	WORD BANK overthrow, marshmallow, windowsill, snowplow, pillowcase, wheelbarrow
WEEK 23	/ū/ spelled <u>u</u> (human), <u>u_e</u> (cube)	WORD BANK music, universe, human, uniform, united, unique confuse, amuse, computer, excuse, volume
WEEK 24	/ē/ spelled <u>ea</u> (meat), ___y (family), <u>ee</u> (teeth)	WORD BANK peacock, season, repeatedly, treatment satisfactory, sympathy, trustworthy, vocabulary needless, disagree, chickadee, engineer
WEEK 25	/ō/ spelled <u>oa</u> (road), - <u>o</u> (so)	WORD BANK coastline, coatrack, toadstool, boathouse, roadblock, keyboard tomato, patio, buffalo, tornado, mosquito

3rd & Up - Grade Vowel House Focus--- Weeks 26 - 30

5 Week Focus	Prefix: pre- (pre) before	WORD BANK preview, preheat, pretest, preplan, premade
WEEK 26	/ɪ/ spelled <u>y</u> (fry)	WORD BANK lying, fly, trying, sky, cry, my, by, why
WEEK 27	/ɪ/ spelled <u>igh</u> (high)	WORD BANK brightly, frighten, thighbone, skylight, highlights, knighthood,
WEEK 28	/aw/ spelled <u>au</u> (author)	WORD BANK uncaught, automobile, laundry, cauliflower, daughter, applesauce
WEEK 29	/c/ spelled <u>ce</u> (ice) (soft c)	WORD BANK faucet, palace, cereal, iceberg, graceful, practice, produce
WEEK 30	/ā/ spelled <u>ai</u> (stain)	WORD BANK remain, mailman, entertain, containers, brainstorming, strain, waitress

3rd & Up - Grade Vowel House Focus--- Weeks 31 - 35

5 Week Focus	Suffix -er (comparison) Suffix -est (comparison)	<p style="text-align: center;">WORD BANK</p> <p style="text-align: center;">bigger, faster, stronger, slower, smaller, older, younger</p> <p style="text-align: center;">biggest, fastest, strongest, tallest, oldest, youngest, slowest</p>
WEEK 31	<i>/ā/</i> spelled <u>igh</u> (sleigh)	<p style="text-align: center;">WORD BANK</p> <p style="text-align: center;">eighteen, freighters, neighborhood, paperweight, sleigh</p>
WEEK 32	<i>/n/</i> spelled <u>kn</u> (knife)	<p style="text-align: center;">WORD BANK</p> <p style="text-align: center;">knowingly, knickknack, knowledge, knight, knife, kneecap, knitted, kneelers</p>
WEEK 33	<i>/ōō/</i> and <i>/ōo/</i>	<p style="text-align: center;">WORD BANK</p> <p style="text-align: center;">boxwood, shook, cookbook, wool, goodbye, football toothache, typhoon, baboon, seafood, noontime</p>
WEEK 34	<i>/ōo/</i> spelled <u>ew</u> (dew), <u>ue</u> (due)	<p style="text-align: center;">WORD BANK</p> <p style="text-align: center;">newspaper, viewers, skewer, screwdriver, stew issue, refuel, bluefish, continue, superglue</p>
WEEK 35	<i>/onk/</i> and <i>/ong/</i> <i>/unk/</i> and <i>/ung/</i>	<p style="text-align: center;">WORD BANK</p> <p style="text-align: center;">donkey, honked, zonk longest, belong, strong bunkbed, punky, stunk hunger, stung, youngster</p>

Alternate Word Lists, 3rd Grade and Up

Alternate List	/r/ spelled <u>wr</u> (wrong)	WORD BANK wrong, write, wrote, wrestle, wreath, wrap, wrist
Alternate List	Final Double Letters	WORD BANK fill, mill, dill, mall, shell, spell, smell dress, mess, press, less; pass, mass huff, puff, stuff, gruff buzz, fizz, jazz, fuzz
Alternate List	Final Consonant Blends	WORD BANK erupt, slept, kept, swept act, project milk, silk, walk, hulk clasp, wasp, gasp munch, lunch, brunch
Alternate List	Long Vowel Spellings	WORD BANK cold, mold, fold, hold, bold, scold most, host, post colt, jolt, volt, bolt wild, mild, child wind, blind, grind

Alternate Word Lists, 3rd Grade and Up

Alternate List	Silent Letters -mb gn-	Word Bank bomb, climb, comb, crumb, lamb, thumb gnat, gnaw, gnome, gnash, gnu
Alternate List	Words With -ture /s/ spelled <u>ci</u> (dice) -nge /j/ spelled <u>ge</u> (wage)	Word Bank capture, future, nature, pasture, picture decide, decimal, pencil, medicine, recipe binge, change, cringe, fringe, hinge, singe cage, barge, gem, germ, page
	Words With -tion -sion	Word Bank interruption, invitation, election, illustration decision, invasion, television, tension
Alternate List	Trigraphs -tch -dge	Word Bank batch, catch, ditch, match, pitch, watch badge, dodge, edge, fudge, judge

Word Study Lists, 3rd Grade and Up

Additional Prefixes, Suffixes, and Roots

Alternate List	Prefixes	Word Bank
	bi- (two) tri- (three) quad- (four) under- (below, not enough) mid- (middle) sub- (below) mis- (bad, wrong) multi- (many) semi- (half) non- (not) over- (too much)	bicolor, biweekly, biplane, biped, bicycle triangle, tricycle, triceps, tricolor, tripod quadrant, quadricep, quadruple, underuse, underarm, underlie, underdog, undercook midway, midyear, midnight, midsummer, midsection subway, subzero, submits, subplot, subskill misreads, miscue, misfire, misstep, misspent, multicolor, multitask, multilayers, multileveled, multiscreen semifinals, semicolon, semicircular, semisolid, semisweet nonfiction, nonstop, nontoxic, nonstick, nonverbal overdue, overjoy, overbake, overloud, overthrow

Word Study Lists, 3rd Grade and Up

Additional Prefixes, Suffixes, and Roots

Alternate List

Suffixes

- ful (full of)
- ness (state of)
- ment (action or state)
- ly (adverb formed from adjective)
- y (adjective formed from noun)
- er, -or (person who)
- able (can be done)
- ian, -an (person with an ability, relating to)
- ship (condition of)
- ist (does a specific action)
- ess (female)

Word Bank

armful, boxful, careful, cupful, eyeful, useful
badness, dryness, illness, sadness, shyness
amazement, excitement, improvement, payment, shipment,
badly, calmly, kindly, lightly, nicely
cloudy, fishy, trashy, messy, sunny, tasty
trainer, cleaner, singer, walker, explorer
sailor, editor, tutor, mentor, doctor
doable, capable, unlivable, hearable, readable
magician, librarian, musician, guardian, custodian
airman, oarsman, postman, stuntman, weatherman
ownership, fellowship, friendship, citizenship, partnership
dentist, stylist, cyclist, vocalist, scientist
mayoress, waitress, countess, authoress, villainess

Word Study Lists, 3rd Grade and Up Additional Prefixes, Suffixes, and Roots

Alternate List	Roots	Word Bank
	<p><u>geo</u> (earth) <u>photo</u> (light) <u>manu</u> (hand) <u>ped</u> (foot) <u>audi</u> (ear) <u>aqua</u> (water) <u>circ</u> (round) <u>spec</u> (see) <u>ject</u> (throw) <u>dict</u> (say/tell) <u>port</u> (carry)</p>	<p>geography, geology, geoides photograph, photocopy, photon manual, manicure, manufacture peddlers, pedestrian, pedal audience, audible, auditorium aquarium, aquatic, aquaplane circus, circulate, circular spectator, spectacle, respect eject, reject, trajectory, interject, inject dictate, predict, verdict, dictator, dictionary import, export, airport, seaport, transport</p>