



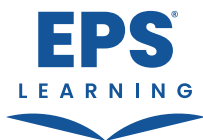
MEGAWORDS

Advancing Word Knowledge for Comprehension

WORD LIST

Grades 4–12

RTI



<i>-al</i> = /ə l/			<i>-ic</i> = /ɪk/		
accidental	funeral*	oral	academic	comic*	Pacific*
actual*	general*	original*	acrobatic	critic	panic
admiral	global	pedal	allergic	democratic*	pathetic
animal*	hospital*	personal*	anemic	ecstatic	patriotic
arrival*	immortal	petal	angelic	elastic	phonetic
capital*	internal	plural	antic	electric*	picnic*
cardinal	interval	real	apathetic	energetic	plastic*
central*	legal*	removal	arctic	Eric	prolific
coastal	liberal	reversal	artistic	fantastic*	public*
coral	local*	royal	athletic*	frantic	sarcastic
criminal	loyal*	several*	Atlantic*	garlic	skeptic
decimal	mental	signal*	atomic	geographic*	spastic
dental*	metal*	skeptical	automatic*	gigantic*	static
dismal	mineral*	spinal	basic*	heroic	statistic
eternal	moral	structural	catastrophic	ironic	systematic
external	mortal	terminal	Cedric	logic*	tactic
fatal	national*	tidal	ceramic	music*	terrific*
federal*	natural*	trial*	characteristic	mystic	traffic*
final*	naval	universal	clinic*		
fiscal	normal*	vital			
formal*	optional*	vocal			

Note:

Suggestions for practical spelling words are indicated with an asterisk (*). Or you may want to decide with students which words they will be responsible for spelling, and have them place an asterisk next to each of those words.

CONCEPTS COVERED

- Accented Syllables
- Unaccented Syllables
- -al Ending
- -ic Ending
- Accent Patterns

Review with students the definitions of **Accented Syllables** and **Unaccented Syllables** (page 114; Student Book page 101). As needed, remind students that the schwa is a vowel sound similar to the short-*u* sound in *up*. The schwa sound (/ə/) is found only in unaccented syllables of multisyllabic words.

STEP**1****Work with One-Syllable Words and Word Parts****Reading and Spelling**

OBJECTIVE *Students will correctly pronounce and spell the -al and -ic endings.*

Practice Page 15A

- Display the *-al* and *-ic* endings.
- Remind students that in single-syllable words, the *-al* ending has a short-*a* sound and says /əl/.
- **SAY:** In multisyllabic words, the **-al Ending** is unaccented and says /əl/, as in *final*.
- Display the final syllables *nal*, *tal*, and *cal*, and read them aloud with students to practice the /əl/ pronunciation.
- Then point out that in single-syllable words, the *-ic* ending has a short-*i* sound and says /ik/.
- **SAY:** In multisyllabic words, the unaccented **-ic Ending** also has a short-*i* sound and says /ik/, as in *picnic*.
- Display the final syllables *tic*, *pic*, and *sic*, and read them aloud with students to practice the /ik/ pronunciation.
- Have students read independently or with you the boxed text on 15A. Then have them complete the page, making sure they understand the directions for each activity.

DIFFERENTIATING INSTRUCTION For students who need further practice with the *-al* and *-ic* endings, have them make drill cards. Tell students to write each List 15 ending on an index card. They can then test one another on pronunciation and spelling of the endings.

Work with Combined Word Parts

Reading

OBJECTIVE Students will pronounce individual syllables and combine them to read a whole word. They will match syllables to build whole words.

Practice Page 15B

- Display the word *final*. Underline the *-al* ending as you remind students that the unaccented ending *-al* has the schwa sound and says /ə l/.
- Display the word *oral* syllable by syllable. Ask a volunteer to say the syllables to read the whole word. Have the volunteer write the word. Repeat this procedure with the words *tidal* and *eternal*.
- Then display the syllables *lo*, *mor*, and *vi* in a column. In a second column, write the syllable *tal*. Ask two volunteers to pair a syllable from the first column with the syllable *tal* to make a real word. (*mortal*, *vital*) Have students say each word.
- Have students read independently or with you the boxed text on 15B. Then have them complete the page, making sure they understand the directions for each activity.
- **VOCABULARY** As students make and write whole words on 15B, review selected word meanings that they may find difficult. Use the following as models.
 - When something is depressing and gloomy, it is described as *dismal*.
 - A *moral* person is honorable and follows standards of good behavior. *Morals* are a person's standards of good behavior. The lesson in a story is also called a *moral*.

Practice Page 15C

- Review the following points about accented syllables as necessary:
 1. An accented syllable has more emphasis than the other syllables in a word.
 2. An accented syllable is pronounced with a clear vowel sound according to its syllable type. For example, an accented closed syllable has a short-vowel sound.
- Remind students that the *-ic* ending is unaccented and says /ik/.
SAY: In words with the *-ic* ending, the accent is on the syllable just before the ending, as in the word *picnic*.
- Display the word *arctic* syllable by syllable. Point out the *-ic* ending, and explain that the syllable just before it will be accented. Have a volunteer identify the accented syllable (*arc*) and draw a box around it. Have students read the word aloud with you. Follow the same procedure with *terrific*.
- Have students read independently or with you the boxed text on 15C. Then have them complete the page, making sure they understand the directions for each activity.
- **VOCABULARY** As students read and write whole words on 15C, review selected word meanings that they may find difficult. Use the following as models.
 - *Prolific* is used to describe someone who produces a large amount of something. A writer who has written a large number of books could be described as *prolific*.
 - *Anemic* can describe someone with anemia, a medical condition of having a low number of red blood cells; *anemic* can also mean "pale" or "listless and weak."
 - *Apathetic* means "indifferent" or "not interested."

Spelling

OBJECTIVE Students will isolate, pronounce, and spell syllables that are parts of list words.

Practice Page 15D

- Have students complete 15D, making sure they understand the directions for each activity.
- For Activity 1, dictate the following words. Make sure students say each word, isolate the missing syllable(s), and say the whole word as they write it.
DICTATION: 1. oral; 2. traffic; 3. moral; 4. trial; 5. funeral; 6. electric; 7. personal; 8. terrific; 9. hospital; 10. geographic; 11. systematic; 12. catastrophic
- **VOCABULARY** As students work with the words in Activity 2, review selected word meanings that they may find difficult. Use the following as models.
 - When people are *ecstatic*, they are extremely happy and excited.
 - *Cardinal* can refer to a religious leader or to something of great importance. The word *cardinal* can also describe something that is a deep or bright red, like the color of the bird of the same name, a *cardinal*.

STEP

3

Work with the Whole Word

Reading

OBJECTIVE Students will apply accent patterns to read list words correctly, with special attention to parts of speech.

Practice Page 15E

- Discuss the following points with students:
 1. Words that end in *-ic* or *-al* can be nouns or adjectives.
 2. Nouns refer to people, places, things, or ideas (*child, bedroom, car, perfection*).
 3. Adjectives are words that describe nouns (*lively, pretty, large, swift*).
- Provide or have students suggest examples of List 15 words that are nouns (*animal, garlic*) and adjectives (*loyal, allergic*).
- Have students complete 15E, making sure they understand the directions. Have them use a dictionary or work with a partner as necessary.
- After students complete Activity 1, you may wish to work with them to identify which words in that activity are nouns and which words are adjectives. (*nouns: pedal, signal, critic, antic, panic, tactic, and petal; adjectives: spastic, arctic, tidal, naval, and oral*) As necessary, discuss whether each noun is a person, place, thing, or idea; for the adjectives, ask students to suggest nouns each adjective might describe.

Practice Page 15F



Review:

The unaccented ending *-al* says /əl/ as in the word *final*.

- Introduce the **Accent Patterns** for words with *-al* endings.
SAY: In two-syllable words with the *-al* ending, accent the first syllable. In three-syllable words, accent the first syllable. If that doesn't make a recognizable word, shift the accent to the second syllable.
- Display the word *moral*, read it aloud, and point out that it is a two-syllable word that ends in *-al*. Have students point out the unaccented syllable (*al*) and the accented first syllable (*mor*).
- Write *moral* as shown below, with a box around the accented syllable.

mor al

- Then display the word *reversal*, read it aloud, and have students tell you how many syllables it has. (*three*) Ask students to tell you whether the first or second syllable is accented. (*the second syllable* ver)
- Ask a volunteer to write the word syllable by syllable and box the accented syllable.

re ver sal

If students need additional practice before working independently, follow this same procedure with other examples from the page.

- Have students read independently or with you the boxed text on 15F. Then have them complete the page, making sure they understand the directions. You may wish to suggest to students that they mark the accented syllables in the word bank before writing the words under the headings.

DIFFERENTIATING INSTRUCTION Challenge pairs of students to discuss the similar pronunciations and different meanings of the following homonym pairs: **naval**/navel, **tidal**/title, **pedal**/petal, **coral**/choral, and **metal**/medal. (The words in boldface are List 15 words.) Ask students to demonstrate understanding by using the words in sentences. Have them use a dictionary to clarify meanings. Then ask students to identify two additional ways to spell /əɪ/ at the end of words. (*-le, -el*)

Practice Page 15G



Review:

The unaccented ending *-ic* says /ɪk/ as in *picnic*.

- Discuss **Accent Patterns** for words with *-ic* endings.
SAY: In words with *-ic* endings, the accent is always on the syllable just before the *-ic* ending, no matter how many syllables are in the word.
- Display the words *pathetic* and *mystic*, and have students read the words aloud with you. Ask them which syllable is accented in each word. (*the second syllable* thet; *the first syllable* mys)
- Have volunteers write each word syllable by syllable and draw a box around the accented syllable as shown below. Emphasize that even though the words have a different number of syllables, the accented syllable is always just before the *-ic* ending.

pa thet ic mys tic

- Have students read independently or with you the boxed text on 15G. Then have them complete the page, making sure they understand the directions.



Review:

Nouns are words that refer to people, places, things, or ideas (*child, bedroom, car, perfection*).

Adjectives are words that describe nouns (*lively, pretty, large, swift*).

- Display the words *hero* and *heroic* as shown below, and have students read them aloud with you.

he´ ro → he ro´ ic

- Explain that when the *-ic* ending is added to a noun, the noun becomes an adjective and the accent pattern changes: *hero* becomes *heroic*. The accent moves to the syllable just before the *-ic* ending.
- Tell students that the *-al* ending can also change a noun into an adjective.
SAY: When the *-al* ending is added to a noun and makes it an adjective, the accent pattern changes depending on the number of syllables in the adjective.
 1. In two-syllable words with *-al* endings, the accent stays on the first syllable.
 2. In words with three or more syllables, accent the first syllable. If that doesn't make a recognizable word, keep shifting the accent to the next syllable until it makes a word you recognize.
- Display the words *coast* and *coastal*, and have students read them aloud with you. Explain that *coast* is a noun and *coastal* is an adjective. Divide *coastal* into syllables, and ask students which of the two syllables is accented. (*coast*) If students need additional practice before working independently, follow this same procedure with other examples from the page.
- Have students read independently or with you the boxed text on 15H and 15I. Then have them complete these pages, making sure they understand the directions for each activity. As needed, help students identify the accented syllable in each noun before they identify the accented syllable in each adjective.

DIFFERENTIATING INSTRUCTION Some students may need additional practice understanding and reading noun/adjective word pairs. Select a number of List 15 words that are adjectives, such as *global, natural, skeptical, universal, angelic, athletic, democratic, patriotic, and sarcastic*. Work with students to identify the noun forms of each word. Then have students read the noun/adjective pair, focusing on how the accent pattern is the same or different.

Spelling

OBJECTIVE *Students will spell list words with special attention to parts of speech.*

- Have students complete 15J and 15K, making sure they understand the directions for each activity. If students need help with the activity on 15J, guide them to look for the noun in italics and complete the sentence with the adjective form of that noun.

- For the Proofreading Practice activity on 15K, explain that some of the List 15 words are spelled correctly. Tell students they should look for the two misspelled List 15 words in each sentence and correct them.

STEP

4

Work with Words in Context

Comprehension

OBJECTIVE Students will pair list words with definitions. They will complete sentences using list words and work with parts of speech.

Practice Pages 15L–15N

- Have students complete 15L, 15M, and 15N, making sure they understand the directions. Have them use a dictionary or work with a partner as necessary.
- For Activity 1 on 15M, review adjectives and nouns. Then display the sentence below, and guide students to identify the adjective (*allergic*) and the noun that the adjective describes (*Matt*).

Matt is allergic to dogs.

Reading, Spelling, and Writing

OBJECTIVE Students will read and spell sentences that contain List 15 words and correctly use and spell list words.

Practice Page 15O

- Have students complete Activities 1–3, making sure they understand the directions.

DIFFERENTIATING INSTRUCTION For students who need fluency practice, ask them to read the sentences in Activity 1 on 15O silently after they have circled the words. Then have them improve their fluency by reading the sentences aloud to a partner several times.

- For Activity 2 on 15O, choose three sentences from the first activity to dictate. Have students write the sentences on a separate piece of paper.
- For Activity 3 on 15O, challenge students to use ten List 15 words in a brief narrative or descriptive paragraph. Encourage them to be creative.

STEP

5

Monitor Progress to Increase Reading and Spelling Accuracy

Reading and Spelling Skill Check

OBJECTIVE Students will read words from List 15 with 90 percent accuracy and record their progress on the Accuracy Checklists. Students will spell ten words from List 15 with 90 percent accuracy and record their progress on the Accuracy Checklists.

- The fourth activity on 15O is a reading and spelling skill check.

- For each student, make two copies of **List 15/Reading Skill Check, Form A or B** (page 100). (You may also select ten words of your choice.) Give a copy to the student and ask him or her to read the words aloud to you as you indicate errors and omissions on the second copy. Share the student's performance with him or her, and have the student record the performance on the **Accuracy Checklist**.
- Provide students with a copy of the **Spelling Skill Check** (page 112). Select ten words from the list or dictate the words below. Share students' performance with them, and have students record their performance on the **Accuracy Checklist**.
DICTATION: 1. garlic; 2. hospital; 3. public; 4. original; 5. internal; 6. plastic; 7. actual; 8. criminal; 9. picnic; 10. arctic

ASSESSMENT If students do not achieve 90 percent accuracy, or if reading and/or spelling accuracy are not improving, more practice should be done on the learning steps. Error analysis can help pinpoint the areas of concern. Skill checks should be repeated until students have achieved 90 percent accuracy or better.

STEP

6

Monitor Progress to Build Reading Proficiency

Word Proficiency

OBJECTIVE *Students will read list words with speed and accuracy.*

- The fifth activity on 15O is a word proficiency assessment.
- Once students have demonstrated that they can read a selection of List 15 words untimed with 90 percent accuracy, they should work on increasing reading speed by doing frequent rate timings.
- Use a stopwatch or second hand to time each student as he or she reads the list for a minute. A warm-up timing can be used for practice before doing a second "official" timing. If the student finishes the list in less than a minute, he or she should return to the beginning and continue to read until time is up.
- Have students record performance on the **Word Proficiency Graph**, indicating the number of words read correctly in a minute as well as the number of errors. A goal of 45 to 50 words per minute with two or fewer errors on two of three consecutive days is realistic for most students; however, goals should be individualized as appropriate.

ASSESSMENT If a student makes more than four errors on timed readings, discontinue timing the student and focus your instruction instead on reading accuracy. Identify and analyze errors and concentrate your teaching on the specific problem areas. If errors are minimal but the student is still not meeting projected goals, he or she probably needs more practice with the words. Marked improvement can often be made if the word list is practiced at home.

Passage Comprehension and Fluency

OBJECTIVE *Students will read a passage with accuracy and at a reasonable rate, with attention to expression and phrasing, and then answer vocabulary and comprehension questions about it. Students will do repeated readings of that passage to build fluency.*

Practice Page 15P

James Forten • 190 words

Passage Comprehension

- Have students look at Activity 1. Tell them they are going to read a passage that includes several List 15 words.
- Direct students to the words at the top of the page. Have students practice List 15 Words and Review Words by reading them aloud. Introduce Passage Words by reading them aloud, and give students time to read them with accuracy. Review meanings of words as necessary.
- Have students read the passage and answer the questions independently.
- For students who need additional help, provide support as necessary by identifying unknown words or pointing out the part of the passage where an answer can be found.

Fluency

- Students will be evaluated for fluency individually.
- Tell students that for Activity 2, they will be doing repeated readings of the passage to build speed and accuracy.
- Discuss fluency achievement and goals, and have students continue repeated readings until those goals are met. Between timings, have students look over the passage, reread it, and practice any words that caused difficulty.
- If students are being timed for Word Count Per Minute (WCPM), use the **Recording Form for Practice Page 15P** (page 101) to indicate any errors and to determine rate (mark number of words read by student in one minute, minus errors). Note expression and phrasing as appropriate.
- Share WCPM performance and have students record it on the **Fluency Graph**. WCPM goals should be individualized as appropriate according to grade-specific guidelines for oral reading fluency. You may wish to refer to WCPM rates of Hasbrouck and Tindal oral reading fluency data (2005).