8 Grade Spelling Lists

Spelling Power

Lesson 1: Short Vowel Spellings

Word Bank

<table>
<thead>
<tr>
<th>hamper</th>
<th>optimism</th>
<th>dispense</th>
<th>literal</th>
<th>criminal</th>
</tr>
</thead>
<tbody>
<tr>
<td>impulsive</td>
<td>accomplice</td>
<td>mustache</td>
<td>valid</td>
<td>enhance</td>
</tr>
</tbody>
</table>

Key Concepts

1. Short vowel sounds are often spelled with single vowel letters.
   - comic
   - bankrupt

2. Short vowel sounds include \(a\) as in hat, \(e\) as in net, \(i\) as in did, \(o\) as in lot, and \(u\) as in cup.

Lesson 2: Long Vowel Spellings

Word Bank

<table>
<thead>
<tr>
<th>sustain</th>
<th>feasible</th>
<th>disagreeable</th>
<th>dehydrated</th>
<th>gyrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>overblown</td>
<td>encroach</td>
<td>mutually</td>
<td>butte</td>
<td>euphonium</td>
</tr>
</tbody>
</table>

Key Concepts

Long vowel sounds can be spelled with vowel combinations as well as with single vowels.

- The \(a\) sound can be spelled \(ai\), \(ay\), or \(a_e\).
  - stain
  - playful
  - grape

- The \(e\) sound can be spelled \(ea\), \(ee\), \(e\), or \(e_e\).
  - reach
  - seek
  - decal
  - melody
  - compete

- The \(i\) sound can be spelled \(i\), \(y\), or \(i_e\).
  - bias
  - sky
  - prize

- The \(o\) sound can be spelled \(oa\), \(ow\), \(o\), or \(o_e\).
  - road
  - blow
  - also
  - close

- The \(u\) sound can be spelled \(ou\), \(eu\), \(u\), \(ue\), or \(u_e\).
  - coupon
  - few
  - feud
  - usual

  Tuesday
cute
Lesson 3: Double Consonants

Word Bank

- eccentric
- accommodate
- vaccinate
- exaggerate
- recommend
- questionnaire
- appalling
- apparently
- embarrass
- boycott

Key Concepts

1. Double consonants often follow short vowel sounds.
   illness
   motto
2. Double consonants usually represent a single unit of sound.
   occupy
   nagging
3. Sometimes double consonants represent two units of sound.
   succeed (k and s)
   fishhook (sh and h)

Lesson 4: Silent Consonants

Word Bank

- debut
- psychology
- adjourn
- acquaintance
- mortgage
- descend
- subtle
- acknowledgement
- knoll
- pneumonia

Key Concepts

1. Some silent consonants reflect earlier English pronunciations. In Middle English, the k in knee was sounded. Modern English drops the k sound but keeps the spelling.
   acknowledgement
2. Some silent consonants reflect patterns of other languages. Psychic comes from Greek psyche, “soul.” English speakers find ps and kn hard to pronounce, so English drops the ps and kn sounds but keeps the spelling.
   psychology
3. Look for common letter combinations that include a silent letter. Some of these combinations include the following: cq (drop the k sound); pn (drop the p sound); sc (the letters sound a single s); bt (drop the b sound).
   acquaintance pneumonia descend subtle
4. Some words end with a silent letter. In debut, the t is not sounded.
   debut
5. Other words you should commit to memory.
   mortgage adjourn

Unit 1: Review Lessons 1–4
Lesson 5: Spelling the \ö\ Sound

Word Bank

<table>
<thead>
<tr>
<th>falter</th>
<th>awkward</th>
<th>tawny</th>
<th>automation</th>
<th>fraudulent</th>
</tr>
</thead>
<tbody>
<tr>
<td>thoughtlessness</td>
<td>distraught</td>
<td>haughty</td>
<td>discord</td>
<td>endorsed</td>
</tr>
</tbody>
</table>

Key Concepts

1. The \ö\ sound is spelled au or aw in most words.
   August, fault, awful, drawn

2. The \ö\ sound is spelled a, augh, or ough in some words.
   halt, daughter, ought

3. The \ö\ sound is spelled or or oar in many words.
   form, coarse

Lesson 6: Spelling the Schwa Sound \ə\n
Word Bank

<table>
<thead>
<tr>
<th>tangible</th>
<th>contemporary</th>
<th>perforate</th>
<th>admirable</th>
<th>manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>anonymous</td>
<td>inspector</td>
<td>superficial</td>
<td>colossal</td>
<td>saturate</td>
</tr>
</tbody>
</table>

Key Concepts

1. The schwa (ə) represents an indistinct vowel sound in unstressed syllables.
2. Any unstressed vowel may spell the \ə\ sound.
   above, item, edify, gallon, cactus

3. The \ə\ sound may be spelled al, el, il, ol, ul, or le.
   trial, jewel, tendril

4. The \ə\ sound may be spelled ar, er, ir, or, ur, or ure.
   popular, cavern, admiral, doctor, surprise, future
Lesson 7: The “Seed” Sound

Word Bank

<table>
<thead>
<tr>
<th>exceedingly</th>
<th>succeeded</th>
<th>proceeding</th>
<th>procedure</th>
<th>receding</th>
</tr>
</thead>
<tbody>
<tr>
<td>accede</td>
<td>antecedent</td>
<td>concede</td>
<td>intercede</td>
<td>supersede</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>supersedes</td>
</tr>
</tbody>
</table>

Key Concepts

1. The “seed” sound is spelled cede or ced in most words:
   precede exceed
2. The “seed” sound is spelled ced in some words:
   preceding
3. The “seed” sound is spelled with an s for only one word family:
   supersede superseding

Lesson 8: Words with ie and ei

Word Bank

<table>
<thead>
<tr>
<th>deceive</th>
<th>grievance</th>
<th>menagerie</th>
<th>premier</th>
<th>species</th>
</tr>
</thead>
<tbody>
<tr>
<td>sovereignty</td>
<td>forfeiture</td>
<td>leisure</td>
<td>beige</td>
<td>feigned</td>
</tr>
</tbody>
</table>

Key Concepts

1. Follow the old rhyme for most ie and ei words with the /i:/ and /a:/ sounds:
   Write i before e except after c,
   shield belief receive
   or when sounded as a, as in neighbor and weigh.
2. Use ei to spell the /a/ sound in some words.
   forfeit sovereign
3. Exceptions to memorize:
   leisure heir species
   neither weird protein

Unit 2: Review Lessons 5–8

<table>
<thead>
<tr>
<th>anonymous</th>
<th>antecedent</th>
<th>colossal</th>
<th>contemporary</th>
<th>deceive</th>
</tr>
</thead>
<tbody>
<tr>
<td>discord</td>
<td>endorsed</td>
<td>exceedingly</td>
<td>falter</td>
<td>feigned</td>
</tr>
<tr>
<td>fraudulent</td>
<td>haughty</td>
<td>leisure</td>
<td>menagerie</td>
<td>procedure</td>
</tr>
<tr>
<td>saturate</td>
<td>species</td>
<td>succeeded</td>
<td>supersedes</td>
<td>tangible</td>
</tr>
</tbody>
</table>
Lesson 9: Doubling the Final Consonant

Word Bank

controller propellant commitment occurrence dispensing
transmitter deterred regrettable regretful committed

Key Concepts
Double a word’s final consonant to add a suffix if all four of the following conditions apply:

1. The word ends in a single consonant.
   repel + ent + repellent
   (compare: depend + ent = dependent)
2. A single vowel precedes the consonant.
   upset + ing = upsetting
   (compare: repeat + ing = repeating)
3. The word’s last syllable is stressed.
   submit + ed = submitted
   (compare: edit + ed = edited)
4. The suffix begins with a vowel.
   forget + able = forgettable
   (compare: forget + ful = forgetful)

Lesson 10: Dropping the Final Silent e

Word Bank

confidence imposing intriguing legislator menacing
senator juicy comparably doubly wholly

Key Concepts
1. To add a suffix starting with a vowel, drop a word’s final silent e.
   debate + able = debatable
   urge + ent = urgent
   file + ing = filing
2. To add -y to most words ending in le, drop the le.
   able + ly = ably
3. To add -ly to most words ending in le, drop the le.
   whole + ly = wholly
   pale + ly = palely
Lesson 11: Keeping the Final Silent e

Word Bank

endorsement incitement remorseful remorseless judgment
advantageous replaceable foreseeable canoeist decreing

Key Concepts

1. To add a suffix starting with a consonant, keep a word’s final silent e.
   spite + ful = spiteful
   place + ment = placement
2. Memorize two exceptions:
   judge + ment = judgment
   awe + ful = awful
3. To add a suffix starting with a or o, keep the e in words with the soft c or g sound.
   trace + able = traceable
   outrage + ous = outrageous
4. To add most suffixes to words ending in ee or oe, keep the final e.
   free + dom = freedom
   free + ing = freeing
   hoe + ing = hoeing

Lesson 12: The Final y

Word Bank

prepayment defiant verifiable employer jeopardize
anthologies glorifying essayist novelties clarifying

Key Concepts

When adding suffixes to words that end in y:

1. Change the y to i if a consonant precedes the y.
   pry + ed = pried
   fancy + ful = fanciful
   rely + es = relies
2. Keep the y when adding -ing.
   pry + ing = prying
3. Keep the y if a vowel precedes it.
   play + ful = playful
   joy + ous = joyous
   relay + s = relays
Unit 3: Review Lessons 9–12

<table>
<thead>
<tr>
<th>advantageous</th>
<th>anthologies</th>
<th>clarifying</th>
<th>commitment</th>
<th>comparably</th>
</tr>
</thead>
<tbody>
<tr>
<td>confidence</td>
<td>controlling</td>
<td>decreeing</td>
<td>defiant</td>
<td>deterred</td>
</tr>
<tr>
<td>essayist</td>
<td>imposing</td>
<td>judgment</td>
<td>intriguing</td>
<td>legislator</td>
</tr>
<tr>
<td>occurrence</td>
<td>regretful</td>
<td>remorseful</td>
<td>replaceable</td>
<td>verifiable</td>
</tr>
</tbody>
</table>

Lesson 13: The Suffixes -ise, -ize, and -yze

Word Bank

<table>
<thead>
<tr>
<th>improvise</th>
<th>monopolize</th>
<th>paralyze</th>
<th>televise</th>
<th>categorize</th>
</tr>
</thead>
<tbody>
<tr>
<td>enterprise</td>
<td>apologize</td>
<td>scrutinize</td>
<td>emphasize</td>
<td>compromise</td>
</tr>
</tbody>
</table>

Key Concepts

1. The ending \(\text{\text{-ize}}\) is spelled -ize in many words.
   - itemize
   - realize
2. The ending \(\text{\text{-ise}}\) is spelled -ise in some words.
   - surprise
   - demise
3. The ending \(\text{-yze}\) is spelled -yze in only a few words.
   - analyze

Lesson 14: The Suffixes -ary and -ory

Word Bank

<table>
<thead>
<tr>
<th>sensory</th>
<th>satisfactory</th>
<th>customary</th>
<th>mandatory</th>
<th>literary</th>
</tr>
</thead>
<tbody>
<tr>
<td>revolutionary</td>
<td>elementary</td>
<td>introductory</td>
<td>complementary</td>
<td>exploratory</td>
</tr>
</tbody>
</table>

Key Concepts

The suffixes -ary and -ory often form adjectives.

1. The suffix -ary may be pronounced \(\text{\text{-er}}\ \text{\text{-er}}\) or \(\text{\text{-ar}}\ \text{\text{-ar}}\).
   - imaginary
   - binary
2. The suffix -ory may be pronounced \(\text{\text{-or}}\ \text{\text{-or}}\) or \(\text{\text{-or}}\ \text{\text{-or}}\).
   - oratory
   - advisory
Lesson 15: The Suffix -ion

Word Bank

provision   possession   deduction   aspiration   omission
erosion     diction      revelation  occupation   secession

Key Concepts
1. The suffix -ion, meaning “act of” or “state of,” forms nouns.
2. Added to a word root, -ion becomes -tion or -sion.
   These syllables may be pronounced /shan/ or /zhan/.
   relation     equation
   tension      decision
3. Many word roots change form when -tion or -sion is added.
   assume + -ion = assumption

Lesson 16: The Suffix -ous

Word Bank

harmonious   pious       miscellaneous   boisterous   valorous
fictitious   ingenious    gracious        contagious   hilarious

Key Concepts
The suffix -ous indicates an adjective.
1. Some adjectives ending in -ous do not have familiar word roots.
   jealous       tremendous     obvious
   serious       conscious      precious
2. Some word roots change form when -ous is added.
   vice + ous = vicious
   courtesy + ous = courteous
   religion + ous = religious
   disaster + ous = disastrous

Unit 4: Review Lessons 13–16

aspiration   boisterous   categorize   compromise   customary
deduction     emphasize    erosion      harmonious   improvise
ingenious     mandatory    omission     paralyze     pious
revelation    revolutionary satisfactory sensory     valorous
Lesson 17: The Suffixes \textit{-ible} and \textit{-able}

\textbf{Word Bank}

\begin{tabular}{cccccc}
\textit{indelible} & \textit{intelligible} & \textit{accessible} & \textit{inflexible} & \textit{eligible} \\
\textit{charitable} & \textit{durable} & \textit{hospitable} & \textit{inevitable} & \textit{invariable} \\
\end{tabular}

\textbf{Key Concepts}

1. The suffixes \textit{-able} and \textit{-ible} form adjectives.
   \begin{itemize}
   \item \textit{honorable} \hspace{1cm} \textit{contemptible}
   \end{itemize}

2. Many word roots change when \textit{-able} or \textit{-ible} is added.
   \begin{itemize}
   \item \textit{rely} + \textit{able} = \textit{reliable}
   \item \textit{admit} + \textit{ible} = \textit{admissible}
   \end{itemize}

3. Some adjectives ending in \textit{-able} or \textit{-ible} have Latin, rather than English, word roots.
   \begin{itemize}
   \item \textit{possible} \hspace{1cm} \textit{portable}
   \end{itemize}

Lesson 18: Adding Prefixes

\textbf{Word Bank}

\begin{tabular}{cccccc}
\textit{adjoined} & \textit{misdeed} & \textit{evacuate} & \textit{misspelling} & \textit{disappearance} \\
\textit{adept} & \textit{extensive} & \textit{intolerance} & \textit{insolvable} & \textit{emigrate} \\
\end{tabular}

\textbf{Key Concepts}

1. Prefixes change the meanings of word roots.
   \begin{itemize}
   \item \textit{ad-} = toward
   \item \textit{dis-} = not
   \item \textit{ex-} (\textit{e-}) = out, forth
   \item \textit{in-} = into, not
   \item \textit{mis-} = wrong, bad
   \end{itemize}

2. Keep all the letters of a word root when you add a prefix.
   \begin{itemize}
   \item \textit{ad} + \textit{just} = \textit{adjust}
   \item \textit{dis} + \textit{agree} = \textit{disagree}
   \item \textit{dis} + \textit{satisfy} = \textit{dissatisfy}
   \item \textit{mis} + \textit{step} = \textit{misstep}
   \item \textit{mis} + \textit{trust} = \textit{mistrust}
   \end{itemize}
Lesson 19: Assimilated Prefixes

Word Bank

irrational  assumption  immense  affirm  attested
accountant  illogical  immigrate  approval  aggressive

Key Concepts
Some prefixes may be assimilated, that is, they are partially absorbed into the word roots to make pronunciation easier.

1. Assimilated prefixes often result in double consonants.
   ad + fair = affair
   2. The assimilated prefix in- (into, not) may be spelled
   il-, im-, or ir-:
   illegal  impress  irregular

Lesson 20: The Prefixes sub- and super-

Word Bank

substantial  superlative  summon  superficially  sufficient
succumb  suspended  supplicant  survey  surmount

Key Concepts
1. The Latin prefix sub- means “under” or “from beneath.”
   subculture  subzero
   2. The prefix sub- may be assimilated as suc-, suf-, sum-, sup-, or sus-.
   suffix  suppress
   3. The assimilated prefix ad- (to, toward) may be spelled ac-, af-, ag-, al-, an-, ap-, as-, or at-:
   account  affix  aggrandize
   allure  annotate  appoint
   assort  attune
   4. The prefix sur- is another form of super-.
   surcharge  surface  surpass

Unit 5: Review Lessons 17–20

accessible  adjoin  affirm  aggressive  approval
disappearance  durable  extensive  illogical  inevitable
intelligible  intolerance  invariable  irrational  misdeed
substantial  superficially  superlative  supplicant  surmount
Lesson 21: The Latin Word Roots *duc* and *port*

**Word Bank**

<table>
<thead>
<tr>
<th>conductor</th>
<th>deduct</th>
<th>induce</th>
<th>productive</th>
<th>reducible</th>
</tr>
</thead>
<tbody>
<tr>
<td>subdue</td>
<td>comport</td>
<td>transportation</td>
<td>supportive</td>
<td>portable</td>
</tr>
</tbody>
</table>

**Key Concepts**

1. The Latin word root *duc/duct* means “to lead.”
   - educare: to teach (lead forth)
   - conduct: to direct (lead together)

2. The Latin word root *port* means “to carry” or “to bring.”
   - porter: one who carries
   - import: to bring in goods
   - report: to bring back news

Lesson 22: The Latin Word Roots *mort* and *vit/viv*

**Word Bank**

<table>
<thead>
<tr>
<th>mortality</th>
<th>mortify</th>
<th>immortalize</th>
<th>vital</th>
<th>vitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>revive</td>
<td>survival</td>
<td>convivial</td>
<td>vivacious</td>
<td>vivacity</td>
</tr>
</tbody>
</table>

**Key Concepts**

1. The Latin word root *mort* means “death.”
   - mortal: subject to death; earthly

2. The Latin word root *vit/viv* means “life.”
   - vivid: bright; lively

Lesson 23: The Latin Word Roots *bene* and *mal*

**Word Bank**

<table>
<thead>
<tr>
<th>maladjustment</th>
<th>malicious</th>
<th>malfunctioning</th>
<th>malady</th>
<th>malnourished</th>
</tr>
</thead>
<tbody>
<tr>
<td>benefits</td>
<td>beneficial</td>
<td>benefactor</td>
<td>benevolent</td>
<td>benediction</td>
</tr>
</tbody>
</table>

**Key Concepts**

1. The Latin word root *bene* means “good” or “well.”
   - benign: harmless; kind

2. The Latin word root *mal/*male means “bad” or “badly.”
   - malice: spite; desire to do harm
Lesson 24: Words Often Confused

Word Bank

<table>
<thead>
<tr>
<th>alluding</th>
<th>ascent</th>
<th>eminent</th>
<th>epic</th>
<th>sight</th>
</tr>
</thead>
<tbody>
<tr>
<td>eluding</td>
<td>assent</td>
<td>imminent</td>
<td>epoch</td>
<td>site</td>
</tr>
</tbody>
</table>

Key Concepts

There are many techniques that can help you to spell tricky word pairs. Two of these techniques are listed below:

1. Use memory aids.
   - stationery = paper
   - stationary = unable to move

2. Use your knowledge of roots and affixes.
   - immigrant = one who moves into a country
     (in + migrant)
   - emigrant = one who moves out of a country
     (ex + migrant)

Unit 6: Review Lessons 21–24

<table>
<thead>
<tr>
<th>allude</th>
<th>assent</th>
<th>benediction</th>
<th>benefactor</th>
<th>beneficial</th>
</tr>
</thead>
<tbody>
<tr>
<td>comport</td>
<td>deducts</td>
<td>epic</td>
<td>epoch</td>
<td>imminent</td>
</tr>
<tr>
<td>induce</td>
<td>maladjustment</td>
<td>malicious</td>
<td>mortality</td>
<td>mortify</td>
</tr>
<tr>
<td>reduce</td>
<td>transportation</td>
<td>vitality</td>
<td>vivacious</td>
<td>vivacity</td>
</tr>
</tbody>
</table>

Lesson 25: Plurals of Nouns Ending in a Consonant + o

Word Bank

<table>
<thead>
<tr>
<th>embargoes</th>
<th>mementos</th>
<th>virtuosos</th>
<th>commandos</th>
<th>placebos</th>
</tr>
</thead>
<tbody>
<tr>
<td>dynamos</td>
<td>crescendos</td>
<td>ghettos</td>
<td>memos</td>
<td>fiascos</td>
</tr>
</tbody>
</table>

Key Concepts

1. Add s to form plurals of most nouns ending in a consonant + o.
   - photos
   - pianos
   - logos
   - tuxedos

2. Sometimes nouns ending in a consonant + o form their plurals by adding es.
   - torpedoes
   - vetoes
   - tomatoes
   - heroes
   - echoes
   - potatoes
   - embargoes
Lesson 26: Plurals of Nouns Ending in a Vowel + o

Word Bank

barrios  folios  pistachios  ratios  scenarios  
cameos  duos  embryos  bamboos  tattoos

Key Concepts
Add s to form the plurals of words ending in a vowel + o.
trio + s = trios  taboo + s = taboos

Lesson 27: Plurals of Nouns Ending in s, ch, sh, x, and z

Word Bank

witnesses  fortresses  wildernesses  backlashes  skirmishes
dispatches  monarchs  sphinxes  paradoxes  blitzes

Key Concepts
1. Add es to form plurals of most nouns ending in s, x, or z.
bypass + es = bypasses
tax + es = taxes
waltz + es = waltzes

2. Add es to form plurals of most nouns ending in ch or sh.
church + es = churches
marsh + es = marshes

3. Exceptions include any nouns whose final ch sounds like \k\:
stomach + s = stomachs
epoch + s = epochs
Uni 7: Lesson 28: Plurals of Nouns Ending in *f* and *fe*

**Word Bank**

<table>
<thead>
<tr>
<th>gulf</th>
<th>shelves</th>
<th>beliefs</th>
<th>wolves</th>
<th>motifs</th>
</tr>
</thead>
<tbody>
<tr>
<td>knives</td>
<td>takeoffs</td>
<td>proofs</td>
<td>scarves</td>
<td>sheaves</td>
</tr>
</tbody>
</table>

**Key Concepts**

1. Add *s* to form plurals of most nouns ending in *f*.
   
   
   
   cuff + s = cuffs  
   chief + s = chiefs

2. To form plurals of most nouns ending in *lf*, change *f* to *v* and add *es*.
   
   
   
   calf + es = calves  
   self + es = selves

3. To form plurals of some nouns ending in *rf*, either option is acceptable.
   
   
   
   dwarf + s = dwarfs or dwarf + es = dwarves

4. To form plurals of most nouns ending in *fe*, change *f* to *v* and add *s*.
   
   wife + s = wives

5. Exceptions to memorize:
   
   
   
   thief + es = thieves  
   leaf + es = leaveys

   loaf + es = loaves  
   hoof + es = hooves

   sheaf + es = sheaves  
   gulf + s = gulfes

**Unit 7: Review Lessons 25–28**

<table>
<thead>
<tr>
<th>backlashes</th>
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