To communicate effectively, proper spelling and correct usage of words are important. The following lists of words are those you are expected to know by middle school at Wilson. The spelling list is divided into columns: all grades (6th, 7th, & 8th) are responsible for the first two columns; in addition, seventh and eighth only are responsible for the middle two columns; and eighth grade only is responsible for the last two columns. All grade levels are responsible for all usage words (front and back).

These words may also be tested throughout the year.

### Spelling (by grade level)

<table>
<thead>
<tr>
<th>6th, 7th, &amp; 8th Graders</th>
<th>7th &amp; 8th Graders Only</th>
<th>8th Graders Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>achieve / achievement</td>
<td>certain / certainly</td>
<td>efficiency / efficient</td>
</tr>
<tr>
<td>(all days of the week and all months of the year)</td>
<td>character / characterize / characterization</td>
<td>eight / eighth</td>
</tr>
<tr>
<td>a lot</td>
<td>college</td>
<td>embarrass / embarrassment</td>
</tr>
<tr>
<td>always</td>
<td>conclusion</td>
<td>environment</td>
</tr>
<tr>
<td>appreciate / appreciation</td>
<td>decide / decision / decisive</td>
<td>especially / special</td>
</tr>
<tr>
<td>article</td>
<td>definite / definitely</td>
<td>exercise</td>
</tr>
<tr>
<td>author</td>
<td>describe / description</td>
<td>experience</td>
</tr>
<tr>
<td>beginning</td>
<td>dialogue</td>
<td>experiment</td>
</tr>
<tr>
<td>beautiful / beauty</td>
<td>different / difference</td>
<td>extremely</td>
</tr>
<tr>
<td>because</td>
<td>disappear / disappearance</td>
<td>field</td>
</tr>
<tr>
<td>belief / believe</td>
<td>disappoint / disappointment</td>
<td>finally</td>
</tr>
<tr>
<td>business</td>
<td>doesn’t</td>
<td>foreign</td>
</tr>
</tbody>
</table>

### Usage (all grade levels)

- **accept** (I accept responsibility for turning this assignment in late.) – used as a verb
- **except** (I have homework in every subject except math.) – used as a preposition
- **affect** (How does reading affect a student’s vocabulary?) – usually used as a verb
- **effect** (Studying has a good effect on a student’s vocabulary.) – used as a noun
- **aloud** (To her teacher’s dismay, she shouted the answer aloud). – used as an adjective
- **allowed** (I am not allowed to spend the night at a friend’s on a school night.) – used as a verb
- **are** (When are our test results going to come back?) – used as a verb
- **our** (When are our test results going to come back?) – used as a pronoun
- **could/should/would have** (I could have gone to the dance but decided to stay home instead.) - not “could of” etc.
- **coarse** (The sand paper I used had a coarse texture.) – used as an adjective
- **course** (Of course I’ll share my elective sheet with you. Which course are you going to take?) – used as a noun
- **feel** (Tell me how you feel about this book.)
- **fell** (The rain fell from the sky.)
- **hear** (Can you hear the teacher?) – used as a verb
- **here** (“I would like you to sit here," the teacher said.) – used as an adverb indicating where
Usage List contd.

hole (You have a hole in your paper.) – used as a noun
whole (Don’t eat the whole cake at one sitting.) – usually used as an adjective

knew (I knew you would make an A on the test.) – used as a verb
new (Having new school supplies is a wonderful feeling.) – used as an adjective

know (I know all my multiplication tables.) – used as a verb
no (I have no homework tonight.) – used as an adjective or an introductory word

it’s (It’s a fact that studying improves a student’s grades.) – used as a contraction meaning “it is”
its (The club was interesting for its members.) – used to show possession

loose (The door was coming loose on its hinges.) – used as an adjective (spelled like “moose”)
lose (Nobody likes to lose, but it’s sportsmanship that matters.) – used as a verb

passed (The whole class passed the test.) – used as a verb
past (Many past Wilson students attend our basketball games.) – usually used as an adjective or adverb

peace (After the events of 9/11, many people were focused on restoring peace.) – used as a noun
piece (I wanted to have another piece of that delicious pie.) – used as a noun

quiet (The students were quiet during silent sustained reading.) – used as an adjective
quite (It makes quite a difference when students come to class prepared.) – used as an adverb

right (Your paper has all the right answers.) – usually used as an adjective
write (Wilson students love to write reading responses.) – used as a verb

sense (Use your common sense to figure it out. Touch is one of the five senses.) – used as a noun
since (They left town and haven’t been here since. I’ve known her since childhood. He hasn’t been home since he graduated.) – used as an adverb, preposition, and conjunction

than (He would rather eat pizza than his sandwich.) – used for comparison
then (The student was told to sweep the floor, then mop it.) – used to indicate time

their (The students left their book bags in their lockers.) – used as a pronoun to show possession
there (There are many things a student can do to be successful in school.) – used as an adverb
they’re (They’re going to work on their projects this weekend.) – used as a contraction meaning “they are”

throw (The pitcher threw a no-hitter last night.) – used as a verb
through (Don’t walk through the rain on the way to school.) – used as a preposition indicating where

throw (Please throw your trash away.) – used as a verb
thorough (Please do a thorough job on your book reports.) – used as an adjective

to (The student made it to his locker before the tardy bell.) – used as a preposition
too (The boy would like to be included too.) – used to mean “also”
two (She had to write two written responses to the novel.) – used as a numeral

weather (The weather outside is perfect for a trip to Nature’s Classroom.) – used as a noun
whether (He wasn’t sure whether to type his report or turn it in handwritten.) – used as a conjunction

wait (You must wait for your turn. Sometimes it is a long wait.) – used first as a verb, then as a noun
weight (Sometimes I feel as if the weight of the world were on my shoulders.) – used as a noun

which (The girl wasn’t sure which path to take. Which of these would you take?) – used first as an adjective, then a pronoun
witch (The witch in the picture was wearing all black.) – used as a noun

your (It’s your turn to do the problem in math.) – used to show possession
you’re (I am so happy that you’re my partner.) – used as a contraction meaning “you are”

wear (The dress code sometimes limits you in what you can wear.) – used as a verb
were (The principal said we were talking too loudly in the hall.) – used as a verb (plural past tense of “to be”)
where (We’ll meet at the fountain where our parents can pick us up. Where is that?) – used as a conjunction, then an adverb