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### Merriam-Webster Pronunciation Symbols

- **o** ........... banana, collect
- **'o, ø** .......... humdrum
- **ضة** ........ two-value symbol equivalent to the unstressed variants `א, `א, as in habit, goddess (omedical = omedic, -bit)
- ***** .......... immediately preceding `א, `א, `א, as in battle, mitten, and in one pronunciation of cap and bell `א-`א, lock and key `א-`א, immediately following `א, `א, `א, as in one pronunciation of French tabla, prisme, titre
- **ai** ........ in one pronunciation used by /-droppers for bird (alternative /è/)
- **ar** .......... operation; stressed, as in bird as pronounced by speakers who do not drop /r; stressed and with centered period after the /è/, as in one pronunciation of hurry (alternative /èr/); and in one pronunciation of hurry (alternative /èr/); and in one pronunciation of hurry (alternative /èr/); and in one pronunciation of hurry (alternative /èr/); and in one pronunciation of hurry (alternative /èr/)
- **a** .......... mat, map
- **I** .......... day, fade, date, aorta
- **ii** .......... brother, cot; most American speakers have the same vowel in father, cart
- **â** .......... father as pronounced by speakers who do not rhyme it with bother; farther and cart as pronounced by /-droppers
- **aa** .......... bad, bag, fan as often pronounced in an area having New York City and Washington, D.C., on its perimeter; in an emphatic syllable, as before a pause, often /eə/
- **ai** ........ in some pronunciations of bag, bang, pass
- **au** .......... now, loud, some pronunciations of tallow
- **b** .......... baby, rib
- **ch** .......... chin, nature (actually, this sound is `/l + `h/)
- **d** .......... elder, undone
- **è** .......... as in the usual American pronunciation of latter, ladder
- **e** .......... bet, bed
- **e`** .......... beat, nosebleed, evenly, sleepy
- **è** .......... as in one pronunciation of evenly, sleepy, envious, igneous (alternative /i/)
- **ee** ........ (in transcriptions of foreign words only) indicates a vowel with the quality of /e/ in bet but long, not the sound of /e/ in sleep: en arrière /`a`nàr`iɛʁ/\n- **e`u** .......... as in one pronunciation of elk, helm
- **ef** .......... fifty, cuff
- **g** .......... go, big
- **h** .......... hat, Ahead
- **hw** .......... whale as pronounced by those who do not have the same pronunciation for both whale and wail
- **i** .......... tip, one pronunciation of banish (alternative unstressed /i/), one pronunciation of habit (alternative /i/; see s)
- **i`** .......... as in one pronunciation of milk, film
- **i`u** .......... job, gem, edge, procedure `[pɜrs`ɛdʒ](r)` (actually, this sound is `/l + `zh/)
- **k** .......... kin, cook, ache
- **k** .......... as in one pronunciation of loch (alternative `/k/), as in German ieh-laut
- **l** .......... lily, pool
- **m** .......... murmur, dim, nymph
- **n** .......... no, own
- **n`** .......... indicates that a preceding vowel is pronounced with the nasal passages open, as in French un bon vin blanc `/bɔn vɛ̃ bɛ̃/`
- **u** .......... sings, singer /sɛŋ(r)/, finger /fɛŋ(r)/, ink /ɛ̃k/\n- **ö** .......... bone, snow, beau; one pronunciation of glory
- **ö** .......... saw, all, saurian; one pronunciation of horrid
- **öe** .......... French beauf, German Höhle\n- **öö** .......... French feu, German Höhle\n- **öi** .......... coins, destroy, straws, saving
- **oö** ....... (in transcriptions of foreign words only) indicates a vowel with the quality of /o/ in bone but longer, not the sound of /oo/ in food: comme `/kɔmɛ/`
- **p** .......... pepper, lip
- **r** .......... rarity, one pronunciation of tar
- **s** .......... source, less
- **sh** .......... with nothing between, as in shy, mission, machine, special (actually, this is a single sound, not two); with a stress mark between, two sounds as in death `/deθ/'
- **t** .......... tie, attack; one pronunciation of latter (alternative /d/)
- **th** .......... with nothing between, as in thin, other (actually, this is a single sound, not two); with a stress mark between, two sounds as in knighthood `/kəθ/`
- **th** .......... then, either (actually, this is a single sound, not two)
- **ü** .......... rule, fool, youth, union `/y̞ɛ̞n/`, few `/f̞v/`
- **û** .......... pull, wood, curable `/vʊ̞raba/`
- **ue** .......... German flullen, hültchen\n- **œ** .......... French rue, German flullen\n- **v** .......... vivid, give
- **w** .......... we, away
- **y** .......... yard, cue `/ky̞/`, union `/y̞ɛ̞n/`
- **'** .......... mark preceding a syllable with primary (strongest) stress: `/pɛmən/ship`
- **'** .......... mark preceding a syllable with secondary (next-strongest) stress: `/pɛmən/ship`

( ) indicate that what is symbolized between is present in some utterances but not in others: factory `/fakˈtərɪ/`
Guidelines Regarding Pronunciation

Pronunciation

For many words in Merriam-Webster Unabridged, copyright 2016, Merriam-Webster (http://unabridged.merriam-webster.com), more than one pronunciation is offered. In this classroom pronouncer guide, the chief pronunciation for a word is most often the first pronunciation given in this dictionary. Occasionally, however, the word panel has chosen to assign the dictionary’s second or third pronunciation as the chief pronunciation. This decision has been made whenever the panel has reason to think that a certain pronunciation has become the most prevalent one.

Many of the variations in pronunciation listed in Merriam-Webster Unabridged are included in this publication as alternate pronunciations and are listed in square brackets under the chief pronunciation. These alternate pronunciations are all the variants in the dictionary’s pronunciation data that differ phonemically from the chief pronunciation. Minor phonetic variations that are described in the dictionary pages are not included here, however, such as pronunciations that differ only in the level of stress on given syllables. In addition, this publication has not included the voluminous treatment of r-dropping and vowel variations before /r/ such as those that are found in certain geographical dialects of American English. Experience has shown that this information about nuances of phonetic variation in pronunciation can be the cause for confusion for spellers and pronouncers alike.

Nevertheless, every pronunciation in Merriam-Webster Unabridged that can offer any clues about spelling is listed as an alternate pronunciation herein. The phrase no alternate pronunciations means simply that, while the dictionary entry may or may not contain further details about phonetic differences in different dialects, the word in question has no other pronunciations that differ phonemically from the chief pronunciation that is provided.
Tips for Conducting Your Classroom Spelling Bee

Help your students prepare by:

- giving your students the grade-specific 100-word study list from the log-in section of spellingbee.com, and
- providing the full 2017 School Spelling Bee Study List to your students if they seek a challenge.

Familiarize yourself with the 2017 Classroom Pronouncer Guide, in which:

- words 1-225 were selected from the 2017 School Spelling Bee Study List,
- words 226-250 were selected from Merriam-Webster Unabridged, copyright 2016, Merriam-Webster.

Decide at what point in the Classroom Pronouncer Guide to begin your bee. We recommend that you:

- begin Grade 1 classroom spelling bees with word 1 (page 11),
- begin Grade 2 classroom spelling bees with word 26 (page 14),
- begin Grade 3 classroom spelling bees with word 51 (page 17),
- begin Grade 4 classroom spelling bees with word 76 (page 20),
- begin Grade 5 classroom spelling bees with word 101 (page 23),
- begin Grade 6 classroom spelling bees with word 126 (page 26),
- begin Grade 7 classroom spelling bees with word 151 (page 29), and
- begin Grade 8 classroom spelling bees with word 176 (page 32).

As pronouncer, be sure to:

- review the 2017 Classroom Pronouncer Guide prior to your bee, and
- refer to the Merriam-Webster Pronunciation Symbols on page 2 of the 2017 Classroom Pronouncer Guide if you need assistance interpreting diacritical markings.

As judge, keep in mind that:

- You may consult our Rules for Local Spelling Bees (on page 5 of the 2017 Classroom Pronouncer Guide) if you need rules (pay special attention to Rule 10 for instruction regarding end-of-bee procedure) and
- You may wish to have a Merriam-Webster Unabridged, copyright 2016, Merriam-Webster (http://unabridged.merriam-webster.com) available for reference. If you do not have a subscription to Merriam-Webster Unabridged, the preferred alternative is Merriam-Webster’s Collegiate Dictionary, eleventh edition, copyright 2003, Merriam-Webster.
Rules for Local Spelling Bees

Preface

We encourage spellers, parents, teachers and spelling bee officials to read these rules prior to any spelling bee. These rules are guidelines designed to assist spelling bee officials and spellers at the local level. Spellers should check with their local spelling bee officials for the rules in effect in their area. Spelling bee officials include the pronouncer, judges, coordinator and sponsor.

While local spelling bee officials have the prerogative to amend Rules 2 through 11, amendments — particularly any amendments to the end-of-bee procedure — should be undertaken only with careful consideration of the various outcomes that may result from the amendments.

The Scripps National Spelling Bee has no authority over the conduct of local spelling bees (namely, spelling bees other than the Scripps National Spelling Bee near Washington, D.C.). Consequently, the national office will not render judgments relating to the conduct of local spelling bees. Individuals bearing complaints about the conduct of local spelling bees should register their concerns with local spelling bee officials. DECISIONS OF LOCAL SPELLING BEE OFFICIALS ARE FINAL.

These Rules for Local Spelling Bees are not the rules in effect at the Scripps National Spelling Bee near Washington, D.C. When a local spelling bee official says, “We use the national rules,” he or she is probably indicating that the Rules for Local Spelling Bees are in effect.

The Scripps National Spelling Bee near Washington, D.C., operates under a significantly different set of rules called the Contest Rules of the 2017 Scripps National Spelling Bee. These rules contain provisions that are specific to unique conditions at the event near Washington, D.C. Their successful implementation at the local level is considered impossible and therefore is not recommended.

Rules

1. Eligibility: A speller qualifying for the 2017 Scripps National Spelling Bee near Washington, D.C., must meet these requirements:

   (1) The speller must not have won a Scripps National Spelling Bee championship near Washington, D.C.

   (2) The speller must attend a school that is officially enrolled with the Scripps National Spelling Bee.

   (3) The speller must not have passed beyond the eighth grade on or before February 1, 2017.

   (4) The speller must not have repeated any grade for the purpose of extending spelling bee eligibility. If the speller has repeated any grade, the speller must notify the Scripps National Spelling Bee of the circumstances of grade repetition by March 31, 2017; and the Scripps National Spelling Bee will, at its sole discretion, determine the speller’s eligibility status on or before April 30, 2017.

   (5) The speller — or the speller’s parent, legal guardian or school official acting on the speller’s behalf — must not have declared to another entity an academic classification higher than eighth grade for any purpose, including high school graduation equivalency or proficiency examinations and/or examinations such as the PSAT, SAT or ACT.

   (6) The speller must not have earned the legal equivalent of a high school diploma.

   (7) The speller must not have completed or have been enrolled in more than six high school-level courses or two college-level courses on or before April 30, 2017.

   (8) The speller must not eschew normal school activity to study for spelling bees. The Scripps National Spelling Bee defines normal school activity as adherence to at least four courses of study other than language arts, spelling, Latin, Greek, vocabulary and etymology for at least four hours per weekday for 34 of the 38 weeks between August 29, 2016, and May 22, 2017.
(9) The speller must not have reached his/her 15th birthday on or before August 31, 2016.

(10) The speller must have been declared a champion of a final local spelling bee taking place on or after February 1, 2017, or be a spelling champion of a school whose application for participation in the Scripps National Spelling Bee’s school self-sponsorship program has received final approval by the Scripps National Spelling Bee.

(11) Once having been disqualified at any level of a sponsor’s spelling bee program between June 2016 and April 2017, the speller remains disqualified for the 2017 Scripps National Spelling Bee and may not seek advancement in the 2017 Scripps National Spelling Bee program through another sponsor and/or enrollment in another school.

(12) The speller, upon qualifying for the 2017 Scripps National Spelling Bee near Washington, D.C., must submit a completed Champion Bio Form, a Certification of Eligibility Form, a signed Appearance Consent and Release Form, and a photo to the Scripps National Spelling Bee. The speller will notify the Bee — at least 24 hours prior to the first day of competition in the 2017 Scripps National Spelling Bee in Washington, D.C. — if any of the statements made on the Certification of Eligibility Form are no longer true or require updating. The speller’s sponsor will provide access to the necessary forms.

(13) The speller must not have any first-, second- or third-degree relatives (i.e., sibling, parent, grandparent, aunt, uncle, niece, nephew, half-sibling, first cousin or great grandparent) who are current employees of The E.W. Scripps Company.

The Scripps National Spelling Bee may disqualify prior to or during competition any speller who is not in compliance with any of its eligibility requirements; and it may — at any time between the conclusion of the 2017 Scripps National Spelling Bee and April 30, 2018 — require any speller who is found to have not been in compliance with any of the eligibility requirements to forfeit the prizes, rank, and other benefits accorded to the speller as a result of participation in the 2017 Scripps National Spelling Bee.

2. Format: The spelling bee is conducted in rounds. Each speller remaining in the spelling bee at the start of a round spells one word or answers one vocabulary question in each round — except in the case of a written, multiple choice or online test. The spelling bee may be conducted orally or in writing or in a manner that is a combination of the two; however, if the spelling bee officials specify an oral format, the speller may not demand a written format except under the conditions of Rule 4.

3. Word list: Local spelling bee officials are responsible for selecting the word lists for use at each local spelling bee. Many local spelling bee officials use word lists generated by the Scripps National Spelling Bee. These lists include many words that appear in the current edition of the School Spelling Bee Study List and Spell It! as well as some “end-of-bee” words. All words on Scripps National Spelling Bee word lists are entries in Merriam-Webster Unabridged, the official dictionary of the Scripps National Spelling Bee, available at http://unabridged.merriam-webster.com/.

4. Special needs: Spelling bee officials will strive to provide accommodation for spellers who have physical challenges. All requests for spelling bee officials to accommodate special needs involving sight, hearing, speech or movement should be directed to spelling bee officials well in advance of the spelling bee date. The judges have discretionary power to amend oral and/or written spelling requirements on a case-by-case basis for spellers with diagnosed medical conditions involving sight, hearing, speech or movement.

5. Pronouncer’s role: The pronouncer strives to pronounce words according to the diacritical markings in Scripps National Spelling Bee word lists. In Oral Spelling Rounds:

- **Homonyms**: If a word has one or more homonyms, the pronouncer indicates which word is to be spelled by defining the word.

- **Speller’s requests**: The pronouncer responds to the speller’s requests for a definition, sentence, part of speech, language(s) of origin and alternate pronunciation(s). When presented with requests for alternate pronunciations, the pronouncer or an aide to the pronouncer checks for alternate pronunciations in either Merriam-Webster Unabridged or Merriam-Webster’s Collegiate Dictionary, eleventh edition.
The pronouncer does not entertain root word questions, requests for alternate definitions or requests for markedly slower pronunciation.

**Pronouncer’s sense of helpfulness:** The pronouncer may offer word information — without the speller having requested the information — if the pronouncer senses that the information is helpful and the information is presented in the entry for the word in a 2017 Scripps National Spelling Bee word list.

**In Oral Vocabulary Rounds:**

**Procedure:** The pronouncer reads aloud the vocabulary question and both options (A) and (B), but does not indicate which is correct.

**Homonyms:** If a word has one or more homonyms, the pronouncer indicates which word is in question by spelling the word aloud.

**Speller’s requests:** The pronouncer responds to the speller’s requests for the question and/or answer options to be repeated. The pronouncer may also provide the spelling of the word in question.

6. **Judges’ role:** The judges uphold the rules and determine whether or not words are spelled correctly or vocabulary items are answered correctly. They also render final decisions on appeals in accordance with Rule 11. They are in complete control of the competition and their decision is final on all questions.

**Interaction with the speller:** Because seeing the speller’s lip movements may be critical in detecting misunderstandings or misspellings, the judges encourage spellers to face them when pronouncing and spelling the word.

**Notice of rules:** The judges ensure that all spellers and audience members are given an opportunity to receive a complete copy of the rules prior to the start of the spelling bee.

**Misunderstandings:** The judges participate in the exchange of information between the speller and pronouncer if they feel that clarification is needed. Also, the judges listen carefully to the speller’s pronunciation of the word; and, if they sense that the speller has misunderstood the word, the judges work with the speller and pronouncer until they are satisfied that reasonable attempts have been made to assist the speller in understanding the word. While the judges are responsible for attempting to detect a speller’s misunderstanding, it is sometimes impossible to detect a misunderstanding until an error has been made. The judges are not responsible for the speller’s misunderstanding.

**Pronouncer errors:** The judges compare the pronouncer’s pronunciation with the diacritical markings in the word list. If the judges feel that the pronouncer’s pronunciation does not match the pronunciation specified in the diacritical markings, the judges direct the pronouncer to correct the error as soon as it is detected.

**Disqualifications for reasons other than error:** The judges will disqualify a speller (1) who refuses a request to start spelling or to provide an answer to a vocabulary question; (2) who does not approach the microphone when it is time to receive the word or question; (3) who does not comply with the eligibility requirements; (4) who engages in unsportsmanlike conduct; (5) who, in the process of retraction, alters the letters or sequence of letters from those first uttered; (6) who, in the process of spelling, utters unintelligible or nonsense sounds; or (7) who, in the process of providing an answer in an oral vocabulary round, provides a blend of correct and incorrect information. (For example: If in answering the question, “What is porridge made from? A. fur, or B. grain,” the speller provides as an answer either “A. grain” or “B. fur.”).

**Speller activities that do not merit disqualification:** The judges may not disqualify a speller (1) for failing to pronounce the word either before or after spelling it, (2) for asking a question, or (3) for noting or failing to note the capitalization of a word, the presence of a diacritical mark, the presence of a hyphen or other form of punctuation, or spacing between words in an open compound.

7. **Speller’s role:** In a spelling round, the speller makes an effort to face the judges and pronounce the word for the judges before spelling it and after spelling it. The speller while facing the judges makes an effort to utter each letter distinctly and with sufficient volume to be understood by the judges. The speller may ask the pronouncer to say the word again, define it, use it in a sentence, provide the part of speech, provide the language(s) of origin, and/or provide an alternate pronunciation or pronunciations.
**Misunderstandings:** The speller is responsible for any misunderstanding of the word unless (1) the pronouncer never provided a correct pronunciation; (2) the pronouncer provided incorrect information regarding the definition, part of speech or language of origin; or (3) the speller correctly spelled a homonym of the word and the pronouncer failed to either offer a definition or distinguish the homonyms.

In an oral vocabulary round, a speller may answer the question by providing (1) the letter associated with the chosen answer, (2) the chosen answer or (3) both. If the correct answer is identified by (1) associated letter alone or (2) by answer alone or (3) by both correct letter and correct answer, the speller is correct.

For example: If the speller is offered the question, “What is porridge made from? A. fur, or B. grain,” each of the following methods of answering is correct: “B,” “grain,” or “B. grain.”

**8. Correction of a misspelling:** The pronouncer and judges will not ask the speller to correct another speller’s misspelling, even in end-of-bee circumstances.

**9. Errors:** Upon providing an incorrect spelling of a word or an incorrect answer to a vocabulary question, the speller immediately drops out of the competition, except as provided in Rule 10.

**10. End-of-bee procedure:**

If all spellers in a round misspell or answer vocabulary questions incorrectly: If none of the spellers remaining in the spelling bee at the start of a round spells a word correctly or answers a vocabulary question correctly during that round, all remain in the competition and a new spelling round begins.

**Ties:** All spellers eliminated in the same round are tied for the same place. After the champion has been determined, spelling bee officials may opt to conduct tiebreakers (of their own design) if tiebreakers are necessary for the awarding of prizes or the determination of qualifying spellers for the next level of competition.

If only one speller in a round spells correctly or answers a vocabulary question correctly: If only one speller spells correctly in a round, a new one-word spelling round begins and the speller is given an opportunity to spell a word on the list (anticipated championship word). If the speller succeeds in correctly spelling the anticipated championship word in this one-word round, the speller is declared the champion.

Example: In Round 12 there are four spellers. Spellers 6 and 21 misspell. Speller 30 spells correctly. Speller 42 misspells. So, Speller 30 is the only speller in the round to spell correctly. Speller 30 begins Round 13 — a one-word round — and is offered the anticipated championship word. Speller 30 correctly spells the anticipated championship word and is declared champion.

Example: Two spellers spell in Round 10. Speller 14 misspells. Speller 25 spells correctly. Speller 25 begins Round 11 — a one-word round — and is offered the anticipated championship word. Speller 25 correctly spells the anticipated championship word and is declared champion.

Example: Two spellers spell in Round 16. Speller 3 spells correctly. Speller 9 misspells. Speller 3 begins Round 17 — a one-word round — and is offered the anticipated championship word. Speller 3 correctly spells the anticipated championship word and is declared champion.

**VERY IMPORTANT:** If a speller misspells the anticipated championship word in a one-word round: A new spelling round begins with ALL the spellers who participated in the previous round. These spellers spell in their original order.

Example: In Round 8 there are three spellers. Speller 12 spells correctly and Spellers 23 and 37 misspell. Round 9 — a one-word round — begins, and Speller 12 is offered the anticipated championship word. Speller 12 misspells the anticipated championship word. Round 10 begins and includes Spellers 12, 23 and 37. The rules prescribe that spellers 12, 23 and 37 spell in their original order; so Speller 12 gets the next word on the list even though Speller 12 misspelled the previous word on the list. Round 10 is not complete until all three spellers have spelled.

**Tip:** Spelling bee officials may find it helpful to designate a record keeper or judge to track the progress of spellers throughout the rounds. The record keeper’s information will be helpful in preventing end-of-bee confusion.

**11. Appeals:** The speller’s parent(s), legal guardian or teacher may appeal to the judges for the speller’s reinstatement provided that the appeal is in compliance with the appeal protocol. The judges render a final decision on the appeal in accordance with the reinstatement protocol.
**Appeal protocol**

A written appeal must be hand delivered to the designated official (usually the spelling bee coordinator/director). The deadline for delivering an appeal is before the speller affected would have received his/her next word had he/she stayed in the spelling bee; however, to minimize disruptions to the spelling bee, every effort should be made to deliver an appeal by the end of the round in which the speller was eliminated. When five or fewer spellers remain, the written appeal requirement is suspended, and an oral appeal must be made before the speller would have received his/her next word had he/she stayed in the spelling bee. A written appeal must provide the speller’s name, the word in question and the reason the speller should be reinstated.

While the competition is in session, individuals who have filed appeals may not directly approach the judges unless explicit permission to approach the judges has been given. The judges will contact the speller if they decide to reinstate the speller. To minimize disruption to the pace of the spelling bee and the concentration of the spellers, the judges are under no obligation to stop the spelling bee in order to discuss with the speller’s parent(s), legal guardian or teacher a denied appeal. The judges’ decisions are final and are subject neither to review nor to reversal by the Scripps National Spelling Bee’s headquarters office.

**Reinstatement protocol**

**Pronouncer mispronunciation:** An appeal claiming that a speller’s elimination from the spelling bee was due to pronunciation error should be denied unless there is agreement that the pronouncer never offered a correct pronunciation.

**Alternate pronunciations:** An appeal claiming that the pronouncer did not offer alternate pronunciations should be denied unless it is determined that the speller requested alternate pronunciations and the pronouncer did not accommodate the speller’s request for alternate pronunciations and it appears that the speller’s spelling almost matches the correct spelling.

**Speller’s misunderstanding:** An appeal claiming that the speller’s elimination from the spelling bee was due to the speller’s not understanding the word (its pronunciation(s) and/or other information about the word) should be denied. It is the speller’s responsibility to understand the word.

**Speller offered correct spelling for a word in this guide:** An appeal claiming that the speller correctly spelled the word should be denied unless an audio recording of the bee’s proceedings or bee officials’ recollections clearly indicate that the word was indeed spelled correctly.

Exception: If the speller’s spelling is listed in Merriam-Webster Unabridged, the speller should be reinstated if all of the following three criteria are met: (1) The pronunciations of the words are identical, (2) the definitions of the words are identical, and (3) the words are clearly identified as being standard variants of each other. Spellings at other locations having temporal labels (such as archaic, obsolete), stylistic labels (such as substand, nonstand), or regional labels (such as North, Midland, Irish) which differ from main entry spellings not having these status labels will not be accepted as correct.

**Speller offered correct spelling, as indicated in a dictionary other than Merriam-Webster Unabridged:** An appeal claiming that the speller spelled the word correctly according to a dictionary other than Merriam-Webster Unabridged should be denied.

**Homonym in a spelling round:** An appeal claiming that the speller’s elimination was unfair because the speller’s word is a homonym should be denied unless the pronouncer failed to define the word and the speller correctly spelled a homonym of the word.

**Homonym in an oral vocabulary round:** An appeal claiming that the speller’s elimination was unfair because the speller’s word is a homonym should be denied unless the pronouncer failed to spell the word and the speller identified an answer matching the definition of a homonym of the word.
Incorrect or unsolicited information: An appeal claiming that the speller’s elimination was unfair because the pronouncer offered incorrect or unsolicited information about the word should be denied unless it is determined that the pronouncer indeed gave factually incorrect information and it appears that the speller’s spelling would have been correct if not for the incorrect or unsolicited information provided by the pronouncer.

Bee officials failed to correct a misunderstanding: An appeal claiming that the speller misspelled or incorrectly answered because the judges and/or pronouncer failed to correct the speller’s mispronunciation of the word should be denied. It is sometimes impossible to detect a speller’s mispronunciation or misunderstanding, and ultimately it is the responsibility of the speller to understand and correctly pronounce the word.

Disqualification request: An appeal seeking to dislodge another speller from the spelling bee should be denied.
Words 1–225 are Scripps National Spelling Bee School Level Study Words.

This is the recommended starting point for Grade 1 Classroom Spelling Bees.
There is no rule stating that you must proceed word-for-word from this list.
You may skip a word if you sense that the word may present a problem at your bee.

If a word has a homonym or near-homonym, the word’s homonym status is probably noted at the word’s entry in this guide. We encourage you to include these words in your bee, provided you indicate the word’s homonym or near-homonym status to the speller.
If you think a word is a homonym and yet a homonym is not listed, please check Merriam-Webster Unabridged for further information or skip the word.
It is possible that we did not note the fact that the word is a homonym.

1. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   **bus**
   
   
   noun  [Has homonym: buss.]
   a vehicle used for transporting children to or from school.
   Justin sat at the front of the **bus** on the way home from school.

2. Say to the speller “This word could be confused with a similar word.” Next, say the word. Next, provide the word’s part of speech and definition. Next, answer speller’s questions, if any, about the word.

   **fit**
   
   
   verb  [Different definition has archaic variant: fytte.]
   to be correctly adjusted to or shaped for someone or something.
   Paul tried on three jackets before finding one that **fit**.

3. **job**
   
   noun  
   a specific required task, role or function.
   It was Neveah’s **job** to water the plants in the classroom every Thursday afternoon.

4. **tree**
   
   noun  
   a usually tall plant with one main woody stem and lots of branches and leaves.
   On hot summer days, Luke relaxes in the shade of the huge oak **tree** in his backyard.

5. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   **room**
   
   
   noun  [Has homonym: rheum]
   a part of the inside of a building usually divided from other areas by walls.
   The kitchen is the biggest **room** in Greta’s house.
6. **case**
   
   
   
   noun

   a situation requiring investigation or action by the police or other agency.

   Seth loved being a detective, especially when he had a new case to solve.

7. **spy**

   
   
   
   verb

   to try to get information about a country or people without them knowing.

   Eli denied that he was there to spy on the other team.

8. **Say to the speller “This word has a near-homonym.”** Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   **lost**

   
   
   
   adjective

   [Has near-homonym: loss.]

   put in a place you don’t remember.

   Micah found his lost glasses between the couch cushions, along with a paper clip, two quarters, a ticket stub and some popcorn kernels.

9. **Say to the speller “This word has a homonym.”** Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   **need**

   
   
   
   verb

   [Has Scottish variant: neid. Has homonyms: knead, kneed. Has near-homonym: neat.]

   to feel like you must have or do something.

   Kittens need lots of sleep when they are very little.

10. **Say to the speller “This word has a homonym.”** Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

    **rang**

    
    
    
    verb

    [Has homonym: wrang.]

    sounded clearly and in a loud, echoing manner.

    Lila had just started her homework when the telephone rang.

11. **start**

    
    
    
    verb

    to begin.

    Betsy knew it was wise to start working on her project as soon as possible.

12. **Say to the speller “This word has a homonym.”** Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

    **chew**

    
    
    
    verb

    [Has homonym: geographical entry Chu.]

    to crush or grind food with teeth in preparation for swallowing.

    Mrs. Phillips reminded her children to chew their food thoroughly before swallowing.

13. **Say to the speller “This word could be confused with a similar word.”** Next, say the word. Next, provide the word’s part of speech and definition. Next, answer speller’s questions, if any, about the word.

    **tile**

    
    
    
    noun

    [Different definition has variant: tile/tyle.]

    a usually flat piece of hard clay, stone or other material used for roofs, floors or walls.

    Last weekend, Mr. Fisher installed new tile in the bathroom.
14. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**claws**  
plural noun  
[Has homonym: clause.]

Although there were two scratching posts nearby, Mortimer the Cat preferred to sharpen his claws on the family’s antique couch.

15. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**soap**  
noun  
[Has homonym: sope.]

Hannah scrubbed her hands with soap and water.

16. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**cross**  
verb  
[Has homonym: crosse.]

Maddy was careful to look both ways before she started to cross the street.

17. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**first**  
adjective  
[Has near-homonyms: versed, verst/verste/werst.]

Claudia was looking forward to the first day of school.

18. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**small**  
adjective  

Timothy lives in a small house at the end of a long lane.

19. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**picky**  
adjective  
[Has near-homonym: piggy.]

Darius was a picky toddler who rarely tried new foods.

20. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**butter**  
noun  

Lydia spread a thick layer of butter on her toast before adding grape jelly.

21. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**great**  
adjective  
[Has homonym: grate.]

Mr. Sinclair told his students that they had done a great job on their projects.
22. sharp
   \\sh\ar p \\
   [no alternate pronunciation(s)]
   adjective
tapering to a fine point.
   *Jasmyne found a sharp pencil and started working on the crossword puzzle.*

23. bones
   \\b\on z \\
   [no alternate pronunciation(s)]
   plural noun  [Has differently pronounced, chiefly Scottish variant: banes.]
   the hard parts of the skeleton of a vertebrate.
   *The X-ray revealed that Delia had broken two bones in her left foot.*

24. digging
   \\d\i g\i n \\
   [no alternate pronunciation(s)]
   verb
turning up, loosening or removing soil or earth.
   *Colby put on his pirate costume and spent the afternoon digging for buried treasure in his backyard.*

25. monster
   \\m\an z\t\ar \\
   noun
   [\m\an(t)\star \]
a ferocious legendary animal usually of great size.
   *Peyton dressed as a monster for Halloween last year.*

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This is the recommended starting point for Grade 2 Classroom Spelling Bees.
There is no rule stating that you must proceed word-for-word from this list.
You may skip a word if you sense that the word may present a problem at your bee.

26. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
   tusk
   \\t\as k \\
   [no alternate pronunciation(s)]
   noun  [Could be confused with dusk.]
a large, long tooth that sticks out of an animal’s mouth.
   *The narwhal usually has a single tusk that is straight and has a spiral structure.*

27. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
   news
   \\n\i z \\
   [n\i y\"z \]
   plural noun  [Has near-homonym: gnus.]
   recent information.
   *Kennedy told her class the news about the change to the lunchroom menu.*

28. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
   ivy
   \\i v\"e \\
   [no alternate pronunciation(s)]
   noun  [Has homonym: IV.]
a climbing vine that clings to upright surfaces (such as walls).
   *Charlotte gently pulled the ivy off the side of the house.*

29. folds
   \\f\o ldz \\
   [no alternate pronunciation(s)]
   verb
   reduces in size by laying one part over another part of.
   *Carmen carefully folds each sheet and pillowcase before putting them in the closet.*
30. **oven**
   \ˈavən\
   noun
   [no alternate pronunciation(s)]
   a closed, heated device used for cooking.
   *Tomas preheated the oven while he mixed the cake batter.*

31. **miles**
   \ˈmīlz\
   plural noun
   [no alternate pronunciation(s)]
   more than one of a unit of distance equal to 5280 feet.
   *Lyle walks nearly two miles to get to school each day.*

32. **road**
   \ˈrōd\
   noun
   [Has homonyms: rode, rowed and geographical entry Rhode.]
   a track for vehicles, people and animals to travel on.
   *Mrs. Dalton drove her car down the road that led out of town.*

33. **corner**
   \ˈkōrnər\
   noun
   [Has near-homonym: coroner.]
   the place where two streets or roads meet.
   *Anya and Mason met at the corner of 5th Avenue and Main Street before walking to school.*

34. **snack**
   \ˈsnak\
   noun
   [no alternate pronunciation(s)]
   a small amount of food usually eaten between meals.
   *Jillian eats a healthy snack every day before starting her homework.*

35. **pages**
   \ˈpājəz\
   plural noun
   [no alternate pronunciation(s)]
   leaves of a book or other printed item.
   *Ellen grabbed the book away from her little brother before he ripped out all the pages.*

36. **hardly**
   \ˈhärldē\
   adverb
   [Had near-homonym: hardly. Could be confused with heartily.]
   barely, scarcely.
   *Addyson hardly noticed when her mom gave her whole wheat noodles instead of white ones.*

37. **float**
   \ˈflōt\
   verb
   [no alternate pronunciation(s)]
   to rest on or partly under the surface of a liquid.
   *Moira likes to float on her back in her pool and stare up at the clouds.*

38. **bother**
   \ˈbōthər\
   verb
   [Has near-homonym: father.]
   to pester or disturb (someone).
   *Michaela knew better than to bother her baby brother while he was napping, but sometimes she did it anyway.*
39. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**mane**

\m\n\n
noun  [Has homonyms: main, maen, geographical entry Maine.]

the long and heavy hair growing about the neck of some mammals.

*The zoo’s male lion has an especially thick mane.*

40. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**spider**

\sp\d\or\n

noun  [Has homonym: proper name Spyder.]

an arachnid that has poison fangs and eight legs, and spins silk to make webs to catch prey.

*Wyatt found a large yellow spider living in the garden at the side of his house.*

41. **pantry**

\p\nt\r\n\n
noun

a closet next to a kitchen or dining room used for storing food.

*Mr. Jones stocked the pantry with lots of healthy treats for his family.*

42. **awake**

\a\w\k\n
adjective

not asleep.

*Adam sets his alarm every day, but he is usually awake long before it goes off.*

43. **shirts**

\sh\rts\n
plural noun

clothing for the upper body with sleeves and usually a collar and a front opening.

*Jeremiah needed two white shirts as part of his school uniform.*

44. **branch**

\br\n\c\n\n
noun

a stem growing from the trunk or from a limb of a tree.

*A large branch fell from the oak tree during the storm.*

45. **stroller**

\str\l\r\n\l\r\n
noun

a four-wheel usually folding carriage designed as a chair in which a baby may be pushed.

*Nicole sometimes borrowed the baby’s stroller to push her little dogs around the house.*

46. **artwork**

\ärt\w\rk\n
noun

a work of skill and taste that is designed to be beautiful.

*Kristin’s new artwork was a painting of two bunnies sleeping in a basket.*

47. **beehive**

\b\h\iv\n
noun

a container for winged insects that feed on pollen and nectar and make honey.

*Rebecca peeked into the beehive to see if there was any honey ready to collect.*
48. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**chance**

\`chan(t)s\  
noun  [Has homonym: chants.]

opportunity.

*Robbie hadn’t had a chance to tell his mother about his idea for his Halloween costume.*

49. **backdrop**

\`bak.dräp\  
noun  [no alternate pronunciation(s)]

a cloth hung across the back of a stage that looks like a scenic background.

*Suddenly in the middle of the play, the backdrop fell down onto the stage.*

50. **thumb**

\`thəm\  
noun  [no alternate pronunciation(s)]

the short, thick finger on your hand that can be placed opposite the other fingers.

*The politician would miss many things while nursing his broken thumb, but none quite so much as pinching babies’ cheeks while on the campaign trail.*

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**This is the recommended starting point for Grade 3 Classroom Spelling Bees.**
There is no rule stating that you must proceed word-for-word from this list.
You may skip a word if you sense that the word may present a problem at your bee.

51. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**frown**

\`fraʊn\  
noun  [Could be confused with plural noun frauen.]

scowl.

*Matthias’ mom was very fond of the expression, “Turn that frown upside down!”*

52. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**soul**

\`səl\  
noun  [Has homonyms: sol, sole, sowl.]

human being.

*“You are such a kind soul!” said Jessie’s grandma after Jessie brought her cookies.*

53. **partly**

\`pɑrtli\  
adverb  [no alternate pronunciation(s)]

not completely.

*Camila suspected that her brother’s story about the neighbor breaking her guitar was only partly true.*

54. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**burst**

\`bərst\  
verb  [Has near-homonyms: versed, pursed.]

exploded.

*The pipes burst and Gregg’s basement began to fill with water.*
55. **silver**

```
/silvar/
```

noun

[no alternate pronunciation(s)]

a white metallic element used to make coins, silverware, jewelry and other items.

*Gavin wore a chain made of silver around his neck for luck during his swim meets.*

56. **bakery**

```
/bækərē/
```

noun

[no alternate pronunciation(s)]

a store that sells bread, cakes, pastries and other edible goods.

*Austin insisted on a cake from his favorite bakery every year on his birthday.*

57. **dishes**

```
/dishəz/
```

plural noun

[no alternate pronunciation(s)]

shallow containers used for serving food.

*Anthony brought each of the dishes filled with piping hot food to the table.*

58. **curved**

```
/ˈkərvd/
```

verb

[no alternate pronunciation(s)]

took a turn or changed direction from a straight line.

*Patrick curved his bike to the left to avoid the pothole in the road.*

59. **porch**

```
/pɔrch/
```

noun

[a covered entrance to a building.]

[porch]

*Adrian enjoyed sitting on his porch in the summer and watching thunderstorms.*

60. **leaky**

```
/ˈleikei/
```

adjective

[Has homonyms: leaky, proper name Leakey.]

[no alternate pronunciation(s)]

allowing a liquid to enter or escape through a hole.

*The plumber searched and searched, but she couldn’t locate the source of the leaky pipe.*

61. **rather**

```
/ˈræðər/
```

adverb

[no alternate pronunciation(s)]

preferably.

*rather*

*Heather told her mom she would rather eat worms than babysit her younger sister.*

62. **hungry**

```
/hæŋgrē/
```

adjective

[Could be confused with Hungary.]

[no alternate pronunciation(s)]

needing or craving food.

*Jaime was so hungry that even broccoli started sounding appetizing.*

63. **interact**

```
/ˈɪntərækt/
```

verb

[no alternate pronunciation(s)]

to have an effect on one another.

*The shelter’s new program allowed citizens to interact with animals on a regular basis.*
64. **London**
   - \l\a\nd\o\n \  
   - geographical entry
   - a city in southeastern England that is the capital of the United Kingdom.

   *While in London, Ian wanted to visit Big Ben and eat fish and chips.*

65. **Say to the speller** “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   - **sign**
     - \s\i\n  
     - noun  [Has homonyms: sine, syne.]
     - a board on a building that tells the name and type of a business.

   *The sign told Melanie that she had arrived at the public library.*

66. **Say to the speller** “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   - **forward**
     - \f\o\r\w\r\d  
     - adverb  [Has homonym: foreword.]
     - to or toward what is before or in front.

   *Liam moved forward to the front of the lunch line.*

67. **arcade**
   - \æ\r\k\d  
   - noun

   *Katie spent all of the money in her piggy bank playing her favorite game at the arcade.*

68. **hitched**
   - \h\i\c\t  
   - verb

   *Gianna hitched her kayak to the top of the truck with a rope.*

69. **chamber**
   - \'ch\ä\mb\r  
   - noun

   *After a long day, the king retired to his chamber with the order that he was not to be disturbed.*

70. **shrill**
   - \'sh\r\i\l  
   - adjective  [Has similarly pronounced archaic chiefly Scottish variants: schill, shill.]

   *The lifeguard’s shrill whistle made everyone jump.*

71. **Say to the speller** “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   - **mayor**
     - \m\ä\r  
     - noun  [Has homonyms: mare, mayer.]
     - the primary public official of a city.

   *Jade was determined to become the next mayor of her hometown.*

72. **snoozing**
   - \'sn\ü\z\i\n\i\ŋ  
   - verb

   *Kathryn loved snoozing in the summertime with the windows open.*
73. **prevented**

   verb

   kept from happening due to previous caution.

   *Hannah prevented cavities from forming by brushing her teeth daily.*

74. **beginning**

   noun

   the first part.

   *While she found the beginning of the book to be boring, Greta loved the dramatic ending.*

75. **Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.**

   **lotion**

   noun

   [Has near-homonym: Laotian.]

   a liquid used to soften the skin.

   *Cliff applied a generous amount of lotion to soothe his dry hands.*

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**This is the recommended starting point for Grade 4 Classroom Spelling Bees.**

*There is no rule stating that you must proceed word-for-word from this list. You may skip a word if you sense that the word may present a problem at your bee.*

76. **studio**

   noun

   a place to study various performing arts such as dancing, singing or acting.

   *Nathaniel visited his dance studio three times each week to prepare for his upcoming recital.*

77. **destiny**

   noun

   fate.

   *Flynn knew it was his destiny to become an Olympic athlete.*

78. **wonderful**

   adjective

   unusually good, interesting, amusing, lovely.

   *Janice and Kristen told all of their friends about the wonderful movie they saw last weekend.*

79. **smirk**

   verb

   to smile in a false way.

   *Jill tried not to smirk when she won the contest.*

80. **pottery**

   noun

   an article made of fired clay.

   *Gloria enjoyed collecting pottery from all over the world.*

81. **estate**

   noun

   the sum of all property and debts that someone leaves behind when they die.

   *The estate of the deceased billionaire has been tied up in lawsuits for over 12 years.*
82. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

pouring

verb

[Has homonym: poring.]
there is no alternate pronunciation.

causing or allowing something to flow in a steady stream.

It was when Martin was halfway through pouring sugar into his coffee that he realized he had grabbed the salt by mistake.

83. square

noun

there is no alternate pronunciation.
a rectangle with all four sides equal.

The instructions indicated that the square in the top right corner of the form is for official use only.

84. Say to the speller “This word could be confused with a similar word.” Next, say the word. Next, provide the word’s part of speech and definition. Next, answer speller’s questions, if any, about the word.

lantern

noun

[Has differently pronounced, chiefly British variant with one overlapping pronunciation: lanthorn.]
there is no alternate pronunciation.
a portable lamp.

The red light in the distance came from a lantern that hung from the last car of the train.

85. umbrella

noun

there is no alternate pronunciation.
a small portable covering that provides protection against the weather.

Corrie borrowed Molly’s umbrella for her rainy walk home.

86. promote

verb

there is no alternate pronunciation.
to move forward in station, rank or honor.

Michael wanted to promote Sandra to manager, but he was concerned about her constant tardiness.

87. country

noun

there is no alternate pronunciation.
a political state or nation.

Peter has always wanted to visit the country of Switzerland.

88. liquid

noun

there is no alternate pronunciation.
an extremely fluid substance that flows freely like water.

Annabelle wasn’t sure if the suspicious liquid on the floor was water or if her new puppy had had an accident.

89. furnish

verb

there is no alternate pronunciation.
to provide a room with necessary and decorative items.

Leilani couldn’t wait to furnish her new home with all her belongings.

90. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

bronze

noun

[Has near-homonym: brawns.]
there is no alternate pronunciation.
a substance made of copper and tin that is used to make industrial items, art and bells.

The antique candlesticks that Alex inherited from his great-aunt were made of bronze.
91. **merely**  
\`mirle\  
adverb  
[no alternate pronunciation(s)]  
only, simply.  

Joseph was **merely** repeating what his brother had told him.

92. **balance**  
\`balan(t)s\  
noun  
[no alternate pronunciation(s)]  
stability as a result of equally spreading your weight.  

Lauren quickly learned how to maintain her **balance** on a bicycle.

93. **subtracting**  
\sab\`traktn\  
verb  
[no alternate pronunciation(s)]  
taking away an amount from a total.  

Marion’s teacher pointed out that she was **subtracting** two numbers when she should have been adding them.

94. **thunderbolt**  
\`thandar\`bolt\  
noun  
[no alternate pronunciation(s)]  
a flash of lightning that makes the loud sound of thunder.  

Jenna’s dog ran to hide under her bed every time a **thunderbolt** cracked outside her window.

95. **mansion**  
\`manch\`\n\  
noun  
[no alternate pronunciation(s)]  
a home that is impressive due to its size.  

Local children refuse to go near the reportedly haunted **mansion** on the hill.

96. **available**  
\`av\`alabal\  
adjective  
[no alternate pronunciation(s)]  
being free to do something at an exact time.  

Lara told Todd she was **available** to study for the test on Thursday evening.

97. **Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.**

**gallant**  
\g\`l\`\n\  
adjective  
[Has homonym: galant.]  

brave, dashing and generous.  

The press conference featured speeches in praise of the **gallant** adventurers who had rescued the lost hikers.

98. **portions**  
\p\`\orsh\`\n\  
plural noun  
[no alternate pronunciation(s)]  
parts of a whole.  

Marisol divided the dough into equal **portions** for her children to knead.

99. **whistling**  
\`hwisli\`\ng\  
verb  
[\`hwisli\`\ng, `wisli\`\ng, `wisli\`\ng\]  
making clear sounds by blowing air through pursed lips.  

Jessie practiced **whistling** day and night so that she could someday compete as a professional.

100. **voyage**  
\`voi(i)j\  
noun  
[no alternate pronunciation(s)]  
a journey by water : cruise.  

*Bill and Gail went on a sea **voyage** for their honeymoon.*
**This is the recommended starting point for Grade 5 Classroom Spelling Bees.**

There is no rule stating that you must proceed word-for-word from this list. You may skip a word if you sense that the word may present a problem at your bee.

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101. **funnel**

\[\text{noun}\]

[a tool shaped like a hollow cone with a tube extending from the point that is used to direct the flow of liquid.]

*To avoid a spill, Mary Ann used a **funnel** when she refilled the windshield washer fluid in her car.*

102. **hangar**

\[\text{noun} \quad [\text{has homonym: hanger.}]\]

[a covered and usually enclosed area or a large shed for housing and repairing aircraft (as airplanes).]

*The huge empty **hangar** made Ms. Bostock feel tiny.*

103. **gravely**

\[\text{adverb}\]

[seriously.]

*Phoebe’s leg was **gravely** injured when she fell from the tree.*

104. **dowdy**

\[\text{adjective}\]

[old-fashioned : out of date.]

*Her stepsisters told Cinderella that she couldn’t possibly go to the ball in her mother’s **dowdy** old dress.*

105. **clients**

\[\text{plural noun}\]

[patrons, customers.]

*Stevie loves getting to know her regular **clients** at the salon.*

106. **quality**

\[\text{noun}\]

[a special or distinguishing attribute : characteristic.]

*Kai’s sunny personality is a **quality** that has made him many friends.*

107. **blurred**

\[\text{adjective} \quad [\text{has near-homonym: blurt.}]\]

[characterized by dimness, indistinctness or obscurity.]

*Ali couldn’t identify anyone in the **blurred** photograph.*

108. **classical**

\[\text{adjective}\]

[relating to music other than popular music or music for entertainment.]

*Jun enjoys playing both contemporary pop and **classical** pieces on the piano.*
109. The following word has two correct spellings. Either one of the two spellings listed below should be accepted as correct; the speller only needs to provide one correct spelling.

**hiccups or hiccoughs**

plural noun

sounds in your throat caused by sudden, involuntary movements of your chest muscles.

*Lina’s hiccups were so loud that Yvonne winced every time she heard one.*

110. **delicate**

adjective

easily damaged, broken or hurt.

*Laticia carefully wrapped the delicate vase in soft cloth and packed it away.*

111. **priority**

noun

something that is more important than other things and needs to be done or dealt with first.

*Jensen’s top priority is keeping her grades up at school.*

112. **farfetched**

adjective

not easily or naturally reached by logic or reason.

*Hayat wondered where her friend came up with the farfetched idea to teach her fish to play the bongos.*

113. **annual**

adjective

occurring, appearing, made or done every year or once a year.

*Mary looked forward to watching the annual Scripps National Spelling Bee every May.*

114. **creation**

noun

an original work of art or of the imagination.

*Shep was proud of his newest creation: a painting of his older sister with antlers and a goatee.*

115. **wistfully**

adverb

in a thoughtfully sad or mournful manner.

*Mrs. Jenkins told her grandchildren wistfully of her youth.*

116. **bargain**

noun

something whose value to the purchaser is greater than its cost.

*Michelle was thrilled with her prom dress, and her mom was thrilled that the dress was a bargain.*

117. **saucepan**

noun

a deep cooking utensil with a long handle used for stewing or boiling.

*After tasting her ragù, Nadia added a pinch more salt to the saucepan.*
118. **dignified** 
\dignifid\ 
[no alternate pronunciation(s)]

adjective
showing or expressing formality, seriousness and self-confidence in appearance, manner or language.

Jayden quickly learned that it was hard to learn to ice skate and look **dignified** at the same time.

119. **unbearable** 
\an'berəbəl\ 
[no alternate pronunciation(s)]

adjective
not able to be endured.

*Losing the big game to their school rival was almost **unbearable**.*

120. **vinegar** 
\vinəgər\ 
[\vinəgər\ ]

noun
a sour liquid used as a condiment or a preservative and is often seasoned especially with herbs.

*Jacques enjoyed making his own pickles using cucumbers, **vinegar**, salt and spices.*

121. **initials** 
\i'nishəlz\ 
[no alternate pronunciation(s)]

plural noun
the first letters of each word in a person’s name.

*Rachel had her **initials** sewn decoratively on a pillow.*

122. **poisonous** 
\ˈpɔɪzˈnəs\ 
[no alternate pronunciation(s)]

adjective
having the qualities or effects of a substance that in the right amounts can harm or kill a living thing.

*The guide taught Greer and her friends to identify several different **poisonous** mushrooms.*

123. **dumbwaiter** 
\dəmˈwātər\ 
[no alternate pronunciation(s)]

noun
a small elevator used for carrying food and dishes or small goods from one floor of a building to another.

*Jenni had a **dumbwaiter** in her house that would lift heavy groceries from her garage up to the second floor kitchen.*

124. **lounge** 
\ˈlounj\ 
[no alternate pronunciation(s)]

verb
to stand, sit or recline lazily : loaf.

*Aja’s plans for the day were to **lounge** around the house until her mom caught her and made her do chores.*

125. **Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.**

**terrier** 
\ˈteriər\ 
[no alternate pronunciation(s)]

noun [Has homonym: tarrier.]

a type of small dog now mainly kept as a pet but originally used for hunting.

*Different breeds of **terrier** range greatly in size from just a couple of pounds to over 70 pounds.*
This is the recommended starting point for Grade 6 Classroom Spelling Bees. There is no rule stating that you must proceed word-for-word from this list. You may skip a word if you sense that the word may present a problem at your bee.

126. **botany** 
   \bætən\ 
   noun  
   [no alternate pronunciation(s)]  
   the branch of science dealing with plants.  
   *Mary has little formal education in botany, but she definitely has a green thumb.*

127. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   **vertical** \vərˈtɪkəl\ 
   adjective  
   [Could be confused with vortical, Vertikal (company).]  
   perpendicular to the plane of the horizon or to a primary axis: upright.  
   *Enid tried on a green skirt with thin vertical stripes.*

128. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   **gourd** \ˈgôrd\  
   noun  
   [Has homonym: gored. Could be confused with chord, cored, cord.]  
   a fruit that is hard-shelled, inedible and used often for decoration, and that comes from a vine.  
   *Kimiko arranged a gourd, a candle and three ears of maize as a centerpiece for her Thanksgiving celebration.*

129. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   **linen** \ˈlɪnən\ 
   noun  
   [Could be confused with linon.]  
   a strong cloth made of flax noted for its strength and coolness but that wrinkles easily.  
   *Jin loved that his suit made of linen kept him cool in the summertime, but he hated that it was always wrinkled by midmorning.*

130. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   **cathedral** \kəˈθɛdrəl\ 
   noun  
   [Has near-homonym: cross-reference cathedra.]  
   a church that was once a bishop’s church.  
   *On her trip to Italy, Thalia toured a large cathedral with a cross-shaped floor plan and an impressive frescoed dome.*

131. **perimeter** \pəˈrɪmətər\ 
   noun  
   [no alternate pronunciation(s)]  
   the sum of the lengths of the line segments forming a polygon.  
   *Laila knew how to calculate the perimeter of a rectangle, but she couldn’t remember how to calculate the area.*

132. **concise** \ˈkənsəs\ 
   adjective  
   [no alternate pronunciation(s)]  
   expressed using few words and without unnecessary detail.  
   *Ms. Powers asked Lydia to write a concise summary of the novel.*
As a budding naturalist, Ricardo recorded lots of facts about plants and animals he saw on his frequent walks in the woods.

Christopher spoke fervently about his desire for more dessert and fewer vegetables at every meal.

Fido the dog wore a pitiful expression as he watched his owner leave for work.

Lewis found doughnuts without sprinkles entirely unappealing.

Harry packed the books in his satchel and headed out for the library.

Despite his diligent study habits, Horatio always panics at exam time.

Malik appeared pensive on the last day of school.
142. **tuition**  
\[\text{tǜ\textipa{ishən}}\]  
noun  
the price of or payment for instruction.  
*Ansun won several scholarships to help pay the cost of his college tuition.*

143. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*

**herring**  
\[\text{hərˈiŋ} \]  
noun  
[Has homonym: haring.]  
a food fish that is often eaten smoked or salted, or preserved as sardines.  
*Elsa prepared a traditional Swedish meal that included pickled herring, boiled potatoes and lingonberry jam.*

144. **orchestra**  
\[\text{ˈɔrˌkəstrə} \]  
noun  
a large group of players of musical instruments including typically strings, woodwinds, brasses and percussion organized for performing one of the larger forms of concert music.  
The *orchestra* impressed the audience with its performance of Tchaikovsky’s “1812 Overture.”

145. **arduous**  
\[\text{ˈərˈdʒəwəs} \]  
adjective  
[Could be confused with *arduous*.]  
difficult.  
*Alan began the *arduous* task of planning every aspect of his family’s annual vacation.*

146. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*

**forfeit**  
\[\text{ˈfɔrˈfet} \]  
verb  
[Could be confused with *farfet, forfeiting* (not in Webster’s Unabridged).]  
to lose the right to something because of an error, fault, offense or crime.  
*In many states, individuals convicted of a felony *forfeit* their right to vote.*

147. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*

**mastiff**  
\[\text{ˈmæstɪf} \]  
noun  
[Could be confused with *massif*.]  
a very large powerful dog used chiefly as a watchdog and guard dog.  
*A big brown *mastiff* stood motionless behind the gate.*

148. **armadillo**  
\[\text{ˈærməˈdɪlə} \]  
noun  
a burrowing nocturnal mammal with a bony shell shielding its head and body.  
*Using its long, sticky tongue to extract ants from their nests, the *armadillo* may eat up to 40,000 ants at a sitting.*

149. **reggae**  
\[\text{ˈrægə} \]  
noun  
[\text{ˈrægə, ˈregə} \]  
popular music of Jamaican origin that combines indigenous styles with elements of rock and soul music.  
The travel documentary about Jamaica featured a soundtrack of *reggae.*
150. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**tortoise**

\[\text{'tortas} \]

noun [Has homonym: tortas.]

[a turtle — used especially of land-dwelling turtles.]

*A tortoise takes about five hours to walk one mile.*

This is the recommended starting point for **Grade 7 Classroom Spelling Bees**.

There is no rule stating that you must proceed word-for-word from this list. 
You may skip a word if you sense that the word may present a problem at your bee.

151. **zodiac**

\[\text{'zôdēək} \]

noun

[a figure representing the signs and the symbols of 12 constellations that combine to form an imaginary belt in space.]

*Of all the symbols of the zodiac, the one for Aquarius is Ginger’s favorite.*

152. **antidote**

\[\text{'antidöt} \]

noun

[something that stops the effects of poison.]

*When Clara was bitten by a rattlesnake, she had to be taken to the hospital to receive an antidote.*

153. **emperor**

\[\text{'emporər} \]

noun

[the sovereign or supreme monarch of an extended territory.]

*George VI was the last British king to be called “Emperor of India.”*

154. **hovel**

\[\text{həvəl} \]

noun

[a small shabby house or hut.]

*The hiker hid from the storm in a hovel close to the path.*

155. **resonate**

\[\text{rezənət} \]

verb

[to echo again or repeat.]

*The words of the nation’s Founding Fathers resonate throughout the museum.*

156. **derelict**

\[\text{dərəlɪkt} \]

adjective

[forgotten, run-down.]

*While out for a hike, Theo and Gabby discovered a derelict cabin in an overgrown clearing.*

157. **nonviolent**

\[\text{nənˈvıələnt} \]

adjective [Also non-violent.]

[not done with the use of physical force : peaceful.]

*Historical figures such as Mahatma Gandhi and Martin Luther King, Jr., encouraged the use of nonviolent resistance to bring about change.*
158. **Say to the speller “This word has a near-homonym.”** Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**sentries**

\'sentrēz\  plural noun  [Has near-homonym: centuries.]

soldiers standing guard.

*Sentries flanked the palace door, preventing the entry of any uninvited guests.*

159. **Say to the speller “This word has a homonym.”** Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**discreetly**

\'diskrētli\  adverb  [Has homonym: discreetly.]

in a tactful manner.

*The news anchor hired a public relations agent to** 
 *discreetly manage the announcement of her retirement.*

160. **charismatic**

\'karəz'matik\  adjective

possessing a special magnetic charm or appeal.

*Mr. Brown’s charismatic teaching style inspired his students to put in extra effort on their assignments.*

161. **servitude**

\'sərvətyūd\  noun

the condition of subjecting to slavery or something like slavery.

*Moira objected to having to do chores during her summer vacation, telling her mom it was practically servitude.*

162. **tremendous**

\'trēmendəs\  adjective

astonishing due to extreme size, power, greatness or excellence.

*Wendy raved that her months of spelling bee preparation had left her with a tremendous vocabulary.*

163. **prosthetic**

\'prəsthetik\  adjective

of or relating to an artificial device to replace a missing part of the body.

*Nico had to learn to walk again with a prosthetic right foot after losing his in an accident.*

164. **treatise**

\'trētəs\  noun

a piece of writing that provides a thorough and careful discussion or argument about a subject.

*Victor’s treatise on international relations was well received by his colleagues.*

165. **petrifying**

\'petrəfìniŋ\  verb

turning organic matter into stone or a stony substance.

*In Greek mythology, the Gorgon Medusa had a nasty habit of petrifying anyone who looked at her face.*

166. **artillery**

\'ärtilərē\  noun

the missiles fired by the weapons of war.

*The ship’s artillery bombarded the beaches before troops began their invasion.*
167. **venerable** \ˈvenərəbəl\ adjective
deserving of respect due to age, character and accomplishments.

*The venerable teacher’s retirement saddened students who had hoped to attend her classes.*

168. **enumerated** \ˈənəmyərətəd\ verb
listed one after another.

*Once the server had enumerated the dessert choices, picking just one was difficult.*

169. **oracle** \ˈɔrəkəl\ noun [Has near-homonym: *auricle.*]
a person of great authority or wisdom whose opinions or judgments are regarded with great respect.

*After 35 years in the banking business, Annika was regarded as an oracle by her peers and her opinions were taken seriously.*

170. **bestial** \ˈbɛshəl\ adjective [Has obsolete variant: *beastial.*]
of or relating to an animal.

*Tina refers to her pets as her “bestial best buddies.”*

171. **stratagems** \ˈstrətədʒəmz\ plural noun
clever tricks used to deceive or outsmart an enemy.

*Before the epic paintball battle, each team met to discuss their best stratagems.*

172. **antiquated** \ˈantəkwətəd\ adjective
no longer used or popular due to being very old: obsolete.

*As part of the remodel, the library is updating their antiquated computer system which has been in place since 2000.*

173. **pearlescent** \ˈpərəlˈsɛnt\ adjective
having the appearance of mother-of-pearl.

*Crystal found a pearlescent shell on the beach.*

174. **boulevards** \ˈbüəˌvərdz\ plural noun
broad streets; especially: ones that are more showy than an ordinary street with trees along the center or sides.

*While visiting Paris, Marta spent a full afternoon people-watching while strolling down the city’s grand boulevards.*

175. **laburnums** \ˈləbərnəmz\ plural noun
plants of a small genus of poisonous shrubs and trees with bright yellow flowers.

*Laburnums are sometimes called “golden chains” due to their eye-catching hanging flowers.*
This is the recommended starting point for Grade 8 Classroom Spelling Bees. There is no rule stating that you must proceed word-for-word from this list. You may skip a word if you sense that the word may present a problem at your bee.

176. The following word has two correct spellings. Either one of the two spellings listed below should be accepted as correct; the speller only needs to provide one correct spelling.

marvelous or marvellous

\märvołəs \ [no alternate pronunciation(s)]

adjective [Alternate spelling marvellous is more commonly British.]

notably superior : excellent.

Mrs. Tottersweet had a marvelous time at the opera.

177. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

uranium

\yəˈrænəm \ [\yuˈrænəm \]

noun [Could be confused with Uranian.]
a silvery, heavy radioactive metallic element that is used primarily in atomic energy programs.

Long before its discovery as an element, uranium in its natural oxide form had been used to add color to ceramic glazes and glass.

178. alpinist

\ˈalpənist \ [\ˈælˈpɪnist \]

noun

a mountain climber specializing in high difficult climbs.

It took the alpinist several days to reach the summit.

179. quandary

\kwənˈdɛrē \ [\kwənˈdɛrē \]

noun

a state of perplexity or doubt : dilemma.

Taylor’s advice left Miriam in more of a quandary than she was in before she sought his help.

180. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

bedlam

\ˈbedləm \ [no alternate pronunciation(s)]

noun [Could be confused with the alteration of the geographical name from which it is derived.]
a place or scene of wild mad uproar.

After the home team victory in the final game of the championship series, there was bedlam in the parking lot.

181. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

collision

\ˈkələzhan \ [no alternate pronunciation(s)]

noun [Could be confused with collusion.]
the action or an instance of two or more things striking forcefully together typically by accident.

The collision on the highway had traffic backed up for hours.
182. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

Dantean  
\'dantēən \  
[\ 'dantēən \]  
adjective  
[Has homonym not in Webster’s Unabridged: dantian.]  
of, relating to or characteristic of the Italian poet Dante or his writings.  
Chloe was terrified by her brother’s Dantean ghost story.

183. exquisite  
\ek\'skwizət \  
[\ 'ekskwizət, ik\'skwizət \]  
adjective  
marked by flawless craftsmanship or by beautiful, delicate or elaborate execution.  
Naveen bought an exquisite ring to give to his wife on her birthday.

184. assailant  
\ə\'sālənt \  
[n]  
noun  
[no alternate pronunciation(s)]  
one who attacks with violence.  
In her self-defense class, Nima learned how to disarm an assailant.

185. vagabonds  
\vəgəbəndaʊz \  
[no alternate pronunciation(s)]  
plural noun  
individuals who wander about from place to place.  
Jill and Jenny enjoyed being vagabonds in Europe the summer after they graduated from high school.

186. inadvertent  
\inəd\'vɑrt\'nt \  
[\ inəd\'vɑrt\'nt \]  
adjective  
unintentional.  
Eliza swore up and down that the well-timed sneeze that knocked down her cousin’s house of cards was totally inadvertent.

187. tremulous  
\tremələs \  
[no alternate pronunciation(s)]  
adjective  
quivering: shaking.  
Cassie’s tremulous voice betrayed how nervous she was.

188. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

Mandarin  
\mændərən \  
[no alternate pronunciation(s)]  
noun  
[Different definition has alternate spelling: mandarine. Has near-homonym: mandrin. Could be confused with meandrine.]  
the main dialect of Chinese spoken in China.  
Kevin studied Mandarin for years before finally traveling to China.

189. functionary  
\fən\(k\)shə\'nerə \  
[no alternate pronunciation(s)]  
noun  
one holding a paid position or office in a government or party: civil servant.  
Zan’s father is a high-level functionary of the U.S. Department of State.

190. prodigious  
\prə\dijəs \  
[\ prə\dijəs \]  
adjective  
enormous, immense.  
The mayor complimented the public works crews for their prodigious efforts in coping with this year’s heavy snowfalls.
191. **Einstein**

noun

a mathematical genius.

“Hey, Einstein,” Juan called to his brother, “help me with my algebra homework.”

192. **aperture**

noun

the opening in a photographic lens that admits the light passing through.

A photographer typically has to adjust the shutter speed and set the aperture.

193. **Holocaust**

noun

the mass slaughter of European civilians and especially Jews by the Nazis during World War II.

Myra spoke to the assembly about her dreadful experiences in the World War II Holocaust.

194. **gladiatorial**

adjective

of, relating to or suggestive of persons in ancient Rome who fought against other people or wild animals for the entertainment of the public.

Mona was impressed when her brothers’ fight over the last pork chop at dinner began to resemble gladiatorial combat.

195. **affectionately**

adverb

in a loving or fond manner.

Joyce rubbed the small kitten affectionately behind its ears.

196. **nuisance**

noun

something that is disagreeable or troublesome: an annoyance.

Not wanting to be a nuisance to his neighbors, Jeff brought his dogs in to keep them from barking.

197. The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.

Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**sanctum sanctorum**

noun

[Has near-homonym: plural sancta sanctorum.]

a study, office or place of retreat where one is free from intrusion.

Josh knocked nervously on the door to his father’s office, reluctant to bother him in his sanctum sanctorum.

198. **undulating**

adjective

rising and falling in waves: fluctuating.

Aniyah stared out at the stormy, undulating water.
199. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

machete \məˈʃeɪt\ noun [Has uncommon variants machette, which has the same pronunciation as an alternate pronunciation offered in Webster’s Unabridged, and matchet.] a large, heavy knife usually made with a blade often two or three feet in length. The explorer used a machete to clear a path through the jungle.

200. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

hypotenuse \ˈhɪpətənəs\ noun [Could be confused with differently pronounced variant hypothenuse.] the side of a right-angled triangle that is opposite the right angle. Trina easily figured the length of the triangle’s hypotenuse once she knew the lengths of the other two sides.

201. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

ascetic \ˈaˌsɛtɪk\ adjective [Has homonym: acetic. Could be confused with acidic.] self-denying: austere. Ricky’s lavish lifestyle contrasts sharply with his brother’s more ascetic existence.

202. decrepitude \ˈdekrəpətju\ noun a state of decay or ruin. Once inside, Gideon was shocked at the decrepitude of the old house.

203. tetanus \ˈtɛtnəs\ noun an acute infectious disease characterized by prolonged spasms of voluntary muscles and especially of the jaw muscles. Puncture wounds are dangerous because they allow the bacteria that cause tetanus to enter the body.

204. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

mandrill \ˈmændrəl\ noun [Has homonym: mandrel/mandril.] a large, fierce baboon of western Africa with the male having blue ridges on each side of the red-bridged nose. Rory watched as the mandrill grabbed a piece of fruit and began to eat.

205. churlish \ˈchɜrlɪʃ\ adjective rude. Mr. Schuckmann tolerated no churlish behavior in his classroom.
206. promulgate

verb
to make widely known through speech or writing: announce.
Jake used Facebook to promulgate his declarations of love for Amanda.

207. syncope

noun
loss of consciousness resulting from arrest of the blood supply to
the brain: faint.
Unexplained dizziness and syncope occasionally occur on arrival
at high altitude.

208. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part
of speech and definition. Finally, answer speller’s questions, if any, about the word.

remonstrance

noun
[Could be confused with plural remonstrants.]
an act or instance of saying or pleading in protest or opposition.
The loud remonstrance of the home team’s supporters caused the
officials to award the away team two free throws.

209. crustaceans

plural noun
animals belonging to a large class of invertebrates comprising the
majority of the marine or freshwater arthropods (as lobsters,
shrimps, crabs and barnacles) and some terrestrial forms (as the
wood lice).
On their way to the lobster festival, Aisha’s dad declared that
they would feast on crustaceans that night.

210. pterodactyl

noun
any of numerous extinct flying reptiles having no feathers, a
wing membrane and a tail usually rather short but sometimes
expanded and resembling a rudder.
The museum’s dinosaur exhibit includes a mechanical replica of
a pterodactyl.

211. pirouetted

verb
performed a full turn on the toe or ball of one foot in ballet.
The ballerinas pirouetted gracefully across the stage.

212. Cotswold

noun
a sheep of an English breed of large long-wooled sheep.
Morris took a picture of a Cotswold sitting in a beautiful green
field.

213. patronymic

noun
a name derived from that of the father or his ancestor usually by
the addition of a prefix or suffix.
The surname MacDonald, meaning “the son of Donald,” is a
common Scottish patronymic.

214. cayenne

noun
a very hot powder made by drying and grinding the whole fruits
or the seeds of several hot peppers.
Paolo’s chili was too mild for his taste, so he sprinkled some
cayenne on it.
215. **ebullience**  
\[ \text{ˈbəːlɪəns(ɪ)z} \]  
noun  
high spirits: enthusiasm.  
*Molly loved the ebullience with which her puppy greeted her every time she came home.*

216. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**toccata**  
\[ \text{ˈtəkətə} \]  
noun  
[a brilliant musical composition usually for pipe organ or harpsichord, in free fantasia style, and usually with many equal-timed notes in rapid movement.  
*Jamila sat down at the church organ and played a fast Bach toccata.*]

217. **gendarme**  
\[ \text{ˈʒɑːndərm} \]  
noun  
a European police officer, especially one from France.  
The gendarme sighed heavily when he realized the only witness to the burglary was a mime.

218. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**tumulus**  
\[ \text{ˈtʌmjʊələs} \]  
noun  
[a small artificial hill or mound (as over a grave).  
*In the center of the cemetery is a large tumulus where one of the town’s founders is buried.*]

219. **aspidistra**  
\[ \text{ˈæspəˈdɪstrə} \]  
noun  
any plant of a genus of Asian herbs with large pointed leaves and flowers in sets of four borne close to the ground.  
*Jeremiah chose an aspidistra as his first houseplant because they are hardy and can survive shade and neglect.*

220. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**reveille**  
\[ \text{ˈrɛvələ} \]  
noun  
[Could be confused with similarly pronounced dialectical variant revelly.]  
a signal usually sounded by bugle at about sunrise summoning soldiers or sailors to the day’s duties.  
*When it looks like his children have snoozed through their alarm, Mr. Harrison will play reveille on his trumpet to make sure they’re awake in time for school.*

221. **Huguenot**  
\[ \text{ˈhjuːɡənət} \]  
noun  
a French Protestant in the 16th and 17th centuries.  
*Natalie can trace her ancestry back to a Huguenot who fled from France to the English colony of Pennsylvania.*
222. The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.

`recherché` [rəˈsherˌʃē] adjective
[no alternate pronunciation(s)] of highest quality: exquisite.

As the food critic for an upscale magazine, Corrie had many opportunities to dine in recherché establishments.

223. `supererogation` [sü̇ˈprərōˈgaʃən] noun
[no alternate pronunciation(s)] the act of performing more than is necessary to complete an undertaking.

The teacher asked for a three-page essay on insects, but in a burst of supererogation, Duane wrote six pages.

224. The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.

`au fait` [əˈfā] adjective
[no alternate pronunciation(s)] familiar: fully informed: in touch.

Kimiani is always au fait with the latest fashion trends.

225. The following word has two correct spellings. Either one of the two spellings listed below should be accepted as correct; the speller only needs to provide one correct spelling.

Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

`wallah` or `walla` [ˈwālə] noun [Original Hindi suffix has multiple variants: -wala, -walla, vala. Has homonym: Arabic wallah/wullah.] a person who is associated with a particular type of work or who performs a specific duty or service.

Kumail flagged a rickshaw wallah who gave him a 15-minute ride to his hotel.
Words 226–250 are selected from Merriam-Webster Unabridged.

226. **triplets**  
*ˈtريبلاُتُسˈ*  
[no alternate pronunciation(s)]  
plural noun  
a group of three offspring born at one birth.  

With two young children and newborn *triplets*, Liza felt like she would never sleep again.

227. **legend**  
*ˈlejәndˈ*  
[no alternate pronunciation(s)]  
noun  
one having a special status as a result of possessing or being held to possess extraordinary qualities that are usually partly real and partly mythical.  

Baseball *legend* Babe Ruth was the first player to hit 60 home runs in a single season.

228. **jagged**  
*ˈdʒæɡәdˈ*  
[no alternate pronunciation(s)]  
adjective  
having a sharply uneven edge or surface.  

Geoffrey was afraid he would get a splinter from the *jagged* edges of the firewood.

229. **cottage**  
*ˈkuәtәjˈ*  
[no alternate pronunciation(s)]  
noun  
a small house designed typically for summer use.  

Annie’s family visited their *cottage* near Lake Erie every single summer in July.

230. **spruce**  
*ˈsprүsˈ*  
[no alternate pronunciation(s)]  
noun  
a color averaging a dark grayish green.  

Mrs. Kim says that for her Christmas dinner tablecloth, the perfect shade of green to go with red napkins is *spruce*.

231. **matches**  
*ˈmәtʃәzˈ*  
[no alternate pronunciation(s)]  
plural noun  
short thin pieces of wood tipped with a flammable mixture that bursts into flame through friction.  

Henry bought lots of *matches* at the store so that he could light candles if the power went out.

232. **plunger**  
*ˈplәŋәrˈ*  
[no alternate pronunciation(s)]  
noun  
a device that functions by being thrust quickly and forcibly into a liquid or other medium.  

The best-known example of a *plunger* is the toilet *plunger*.

233. **soaring**  
*ˈsәəriŋˈ*  
[no alternate pronunciation(s)]  
verb  
[Could be confused with *souring*.]  
sailing or hovering in the air often at a great height: glide.  

Lukas spotted an eagle *soaring* high up in the sky.

234. **general**  
*ˈɡәnәrәlˈ*  
[\*ˈɡәnәrәl\*]  
adjective  
applicable or relevant to the whole rather than to a limited part, group or section.  

The spring thaw began in one or two areas, but soon there was a *general* change in temperature throughout the country.
235. **wilderness**
\[\text{ˈwɪldərnəs}\]
*noun*
A tract of land or a region (as a forest or a wide plain) uncultivated and uninhabited by human beings.

*The Great Swamp in New Jersey is an area of wilderness located within 30 miles of Manhattan.*

236. **swimmingly**
\[\text{ˈswɪmɪŋli}\]
*adverb*
In the easy, smooth or steadily progressive manner of one moving in water by natural means; especially : prosperously, successfully.

*Nick was pleased to report to his parents that his exams had gone swimmingly.*

237. **variable**
\[\text{ˈvɛrəˈbəl}\]
*noun*
Able or apt to change or shift.

*The tour guide reminded the group that the day’s schedule was variable in order to accommodate unpredictable weather.*

238. **tapestry**
\[\text{ˈtæpəstrɪ}\]
*noun*
A heavy handwoven textile for hangings, curtains and upholstery.

*Tillie was surprised to learn that the vibrant colors in the tapestry were produced hundreds of years ago from plant dyes.*

239. **boundary**
\[\text{ˈbaʊndrɪ}\]
*note*
Something that indicates or fixes a limit or extent.

*Celia’s parents made it clear that her curfew is a boundary they take very seriously.*

240. **ethnicity**
\[\text{ˈɛθnɪsətɪ}\]
*noun*
A group of people based on common racial, national, tribal, religious, linguistic or cultural origin or background.

*The survey form offered detailed options to indicate ethnicity.*

241. **significant**
\[\text{ˈsɪɡnɪfɪkənt}\]
*adjective*
Having or likely to have influence or effect: important.

*The 2008 presidential election was a significant event in American history.*

242. **reputation**
\[\text{ˌrepəˈtʃən}\]
*noun*
A particular character in popular estimation.

*The old dilapidated house had a reputation for being haunted.*

243. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*

**oppressive**
\[\text{ˈɒpresɪv}\]
*adjective*
[Could be confused with impressive, pressive.]
Overpowering or depressing to the spirit or senses.

*The runners battled the oppressive heat by drinking large amounts of water.*
244. integer \inton\aj\ noun
  [\inton\ej\] any of the natural numbers (as 1, 2, 3, 4, 5), the negatives of
these numbers, or 0.
  Caroline reminded Max that any whole number was considered
an integer, including zero.

245. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and
definition. Finally, answer speller’s questions, if any, about the word.

satirical \s\o\tirik\al\ adjective [Has archaic homonym: satyrical.]
  characterized by caustic or ironic comment.
  Mollie’s cartoons have a sharp, satirical edge.

246. perpendicular \p\or\p\nt\d\i\kal\ adjective
  being or set at right angles to a given line or plane.
  Gemma noticed that the outside walls of the quaint house were
not quite perpendicular to the ground.

247. connotative \k\a\n\a\t\a\t\i\v\ noun
  implying or tending to imply.
  Beth hoped that the mouth-watering smells coming from the
kitchen were connotative of a delicious meal to come.

248. leisurable \l\e\zh(\o)\r\a\bol\ adjective
  proceeding deliberately without haste.
  The Smiths took a leisurable stroll after lunch.

249. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

criterion \k\r\i\t\r\e\\an\ noun [Could be confused with criteria, differently
pronounced synonymous cross-reference criterium.]
  a standard on which a decision or judgment may be based.
  A grade average of at least B is the criterion for making the
honor roll.

250. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

accomplice \\o\k\a\mpl\as\ noun [Could be confused with accomplish.]
  one that participates with another in a crime either as an actual
participant or as one who contributes as an assistant or instigator.
  The juvenile who had created a diversion outside the store was
convicted as an accomplice in the robbery.
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