

## Fifth Grade Word Study Scope and Sequence

### Important Notes:

- Word wall words should be introduced and added to the word wall every Monday. Spelling tests will be administered on Fridays.
- Word Study is reinforced during Reading and Writing small group instruction.
- Strikethrough: The portion of a TEKS that is not addressed during a specific week has been crossed out.

### Word Wall Notes:

- The purpose of the 5th Grade word wall is to help students learn high frequency words, frequently misspelled words, and phonetic rules addressed in the TEKS.
- Multisyllabic words on colored paper contain at least one rime that can be used to generate additional words.
- Words with an \* are printed on manila paper, cut in a rectangle, and placed below the alphabet on the word wall. The words do not have to be memorized by students but are meant to support them during writing.
- Teachers can choose up to 10 additional words to add to the word wall to meet the needs of students.

### Resources: (to reinforce during Reading and Writing small group instruction)

- Glossary of Phonics/Spelling Terms (print one-sided)
- Student High Frequency Word List (print one-sided)
- Six Syllable Types Poster (best printed in color)

Week	TEKS
1 2-day week	Teachers will have names of students written on manilla paper--cut in a rectangle, not in configuration. Names will be introduced to students and added to the word wall below the alphabet. Names can be studied by identifying long and short vowels, blends, digraphs, common rime patterns, and vowel teams.
2	Each day this week, you will introduce 3 review word wall words from fourth grade for a total of 15 review words. After introducing the words, generate new words from the words on colored paper, and then add all words to the word wall. <b>WW Words: Monday-because, again, through; Tuesday-a lot*, favorite, special; Wednesday-finally, although, describe*; Thursday-probably, remember, interesting; Friday-thought, justify, serious</b>
3	<b>5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; <del>open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: valid, axis, enough (Spelling List 1)</b>
4	5.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; <del>open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: conflict, graphic, certainly (Spelling List 2)</b>

5	5.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables</del> ; open syllables; <del>VCe syllables</del> ; vowel teams, including <del>digraphs and diphthongs</del> ; <del>r-controlled syllables</del> ; and <del>final stable syllables</del> ; <b>WW Words: virus, omit, *straight</b> —on manilla paper; cut in a rectangle, not in configuration; placed below letter Ss on word wall ( <b>Spelling List 3</b> )
6	5.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables</del> ; open syllables; <del>VCe syllables</del> ; vowel teams, including <del>digraphs and diphthongs</del> ; <del>r-controlled syllables</del> ; and <del>final stable syllables</del> ; <b>WW Words: thesis, protest, include</b> ( <b>Spelling List 4</b> )
7	5.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables</del> ; open syllables; <del>VCe syllables</del> ; vowel teams, including <del>digraphs and diphthongs</del> ; <del>r-controlled syllables</del> ; and <del>final stable syllables</del> ; <b>WW Words: advice, inspire, surely</b> ( <b>Spelling List 5</b> )
8	5.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables</del> ; open syllables; <del>VCe syllables</del> ; vowel teams, including <del>digraphs and diphthongs</del> ; <del>r-controlled syllables</del> ; and <del>final stable syllables</del> ; <b>WW Words: decline, consume, neither</b> ( <b>Spelling List 6</b> )
9	5.2(B)(i) demonstrate and apply spelling knowledge by: <del>spelling multisyllabic words with closed syllables</del> ; open syllables; <del>VCe syllables</del> ; vowel teams, including <del>digraphs and diphthongs</del> ; <del>r-controlled syllables</del> ; and <del>final stable syllables</del> ; <b>WW Words: exceed, display, goodbye</b> ( <b>Spelling List 7</b> )
10	5.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables</del> ; open syllables; <del>VCe syllables</del> ; vowel teams, including <del>digraphs and diphthongs</del> ; <del>r-controlled syllables</del> ; and <del>final stable syllables</del> ; <b>WW Words: venue, shallow, typhoon</b> ( <b>Spelling List 8</b> )
11	5.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables</del> ; open syllables; <del>VCe syllables</del> ; vowel teams, including <del>digraphs and diphthongs</del> ; <del>r-controlled syllables</del> ; and <del>final stable syllables</del> ; <b>WW Words: profound, disallow, among</b> ( <b>2nd 9 Weeks, Spelling List 1</b> )
12	5.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables</del> ; open syllables; <del>VCe syllables</del> ; vowel teams, including <del>digraphs and diphthongs</del> ; <del>r-controlled syllables</del> ; and <del>final stable syllables</del> ; <b>WW Words: appoint, deploy, early</b> ( <b>Spelling List 2</b> )
13	5.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables</del> ; open syllables; <del>VCe syllables</del> ; vowel teams, including <del>digraphs and diphthongs</del> ; <del>r-controlled syllables</del> ; and <del>final stable syllables</del> ; <b>WW Words: expert, different, forward</b> ( <b>Spelling List 3</b> )
14	5.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables</del> ; open syllables; <del>VCe syllables</del> ; vowel teams, including <del>digraphs and diphthongs</del> ; <del>r-controlled syllables</del> ; and <del>final stable syllables</del> ; <b>WW Words: partner, formulate, *schedule</b> —on manilla paper; cut in a rectangle, not in configuration; placed below letter Ss on word wall ( <b>Spelling List 4</b> )
15	5.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables</del> ; open syllables; <del>VCe syllables</del> ; vowel teams, including <del>digraphs and diphthongs</del> ; <del>r-controlled syllables</del> ; and <del>final stable syllables</del> ; <b>WW Words: whistle, wrinkle, necessary</b> ( <b>Spelling List 5</b> )

16	5.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; <b>WW Words: election, lecture, inclusion (Spelling List 6)</b>
17	5.2(B)(iv) demonstrate and apply spelling knowledge by: spelling words with consonant changes, including /t/ to /sh/ such as in select selection and /k/ to /sh/ such as music and musician; <b>WW Words: discussion, selection, perhaps (Spelling List 7)</b>
18	No new spelling words or word wall words this week. Teachers may use this optional assessment to assess knowledge of phonics skills taught. Teachers can also access phonics and spelling knowledge through students' writing.
19 *1/4	No new words; No spelling test. Continue to reinforce students' use of the word wall as an important tool when writing and spelling.
20	5.2(B)(iv) demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns (VCCCV) <b>WW Words: happen, suggest, zealous (3rd 9 Weeks, Spelling List 1)</b> *5th Grade Complete 3rd 9 Weeks Spelling Lists and Journals
21	5.2(B)(iv) demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns (VCV) <b>WW Words: promote, crusade, *absolutely</b> —on manilla paper; cut in a rectangle, not in configuration; placed below letter Aa on word wall <b>(Spelling List 2)</b>
22	5.2(B)(iv) demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns (VCCCV) <b>WW Words: complain, complex, especially (Spelling List 3)</b>
23	5.2(B)(iv) demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns (VV) <b>WW Words: quiet, trial, *privilege</b> —on manilla paper; cut in a rectangle, not in configuration; placed below letter Pp on word wall <b>(Spelling List 4)</b>
24	5.2(B)(iii) demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns <b>WW Words: conclusion, gigantic, embarrass (Spelling List 5)</b>
25	5.2(B)(v) demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns (3 syllable) <b>WW Words: practical, gratitude, vacuum (Spelling List 6)</b>
26	5.2(B)(v) demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns (3 syllable) <b>WW Words: fantastic, determine, organize (Spelling List 7)</b>
27	5.2(B)(v) demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes <b>WW Words: decrease, indirect, question (Spelling List 8)</b>
28	No new words; No spelling test. Continue to reinforce students' use of the word wall as a tool when writing and spelling.

29	5.2(B)(v) demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes <b>WW Words: misbehave, propose, underestimate (4th 9 Weeks, Spelling List 1)</b> *5th Grade Complete 4th 9 Weeks Spelling Lists and Journals
30	5.2(B)(vi) demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words <del>such as dropping e, changing y to i, and doubling final consonants</del> (Just Add Rule) <b>WW Words: quickly, matches, greenest (Spelling List 2)</b>
31	5.2(B)(vi) demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as <del>dropping e, changing y to i, and doubling final consonants</del> (Doubling Rule) <b>WW Words: wrapper, beginning, knowledge (Spelling List 3)</b>
32	5.2(B)(vi) demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as <del>dropping e, changing y to i, and doubling final consonants</del> (Dropping Rule) <b>WW Words: stylish, simplest, opposite (Spelling List 4)</b>
33	5.2(B)(vi) demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as <del>dropping e, changing y to i, and doubling final consonants</del> (Changing Rule) <b>WW Words: buried, applies, occupying (Spelling List 5)</b>
34	5.2(B)(vi) demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words <del>such as dropping e, changing y to i, and doubling final consonants</del> (The three sounds of -ed) Teacher will create an anchor chart for the three sounds of -ed. <b>WW Words: *severe</b> —on manilla paper; cut in a rectangle, not in configuration; placed below letter Ss on word wall <b>*produce</b> —on manilla paper; cut in a rectangle, not in configuration; placed below letter Pp on word wall <b>*persuade</b> —on manilla paper; cut in a rectangle, not in configuration; placed below letter Pp on word wall <b>(Spelling List 6)</b>
35	3.2(B)(iii) demonstrate and apply spelling knowledge by: spelling <del>compound words, contractions, and</del> abbreviations; (Spiraled TEKS) <b>WW Words: receive, evaluate, famous (Spelling List 7)</b>
36	No new spelling words or word wall words this week. (Week 36 Optional Activity & Assessment) Teachers may use this optional assessment to assess knowledge of phonics skills taught.
37	No new words; No spelling test. Continue to reinforce students' use of the word wall as an important tool when writing and spelling.