

## Fourth Grade Word Study Scope and Sequence

### Important Notes:

- Word Study occurs during the OLC Block and 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 4th 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 manilla 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.

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 third 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-could, because, through; Tuesday-a lot*, decide, again; Wednesday-favorite*, might, believe; Thursday-special*, other, finally; Friday-every, which</b>
3	<b>4.2 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: travel, problem, people, *trouble-</b> on manilla paper ;cut in a rectangle , not configuration; placed below letter Tt on the word wall
4	4.2(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: project, logic, although *probably</b> - on manilla paper ;cut in a rectangle , not configuration; placed below letter Pp on the word wall
5	4.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables;</del> open syllables; <del>VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: moment, begun, tomorrow, once</b>
6	4.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables;</del> open syllables; <del>VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: bonus, item, straight, thought</b>

7	4.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: compute, combine, since, either</b>
8	4.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: provide, include, notice, only</b>
9	4.2(B)(i) demonstrate and apply spelling knowledge by: <del>spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: between, understood, holiday, where</b>
10	4.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: issue, hollow, mushroom, really</b>
11	4.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: around, allow, *describe</b> - on manilla paper ;cut in a rectangle , not configuration; placed below letter Dd on the word wall
12	4.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: appoint, enjoy, *interesting-</b> on manilla paper ;cut in a rectangle, not configuration; placed below letter li on the word wall
13	4.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: leader, proper, *justify-</b> on manilla paper ;cut in a rectangle , not configuration; placed below letter Jj on the word wall
14	4.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: alarm, inform, busy</b>
15	4.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: fumble, gentle, serious</b>
16	4.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with <del>closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</del> <b>WW Words: option, extension, mixture</b>
17	4.2(B)(ii) demonstrate and apply spelling knowledge by: spelling homophones <b>WW Words: weather, whether, remember</b>
18	No new spelling words or word wall words this week. Teachers can 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	4.2(B)(iv) demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns (VCCV) <b>WW Words: arrange, target, please</b>
21	4.2(B)(iv) demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns (VCV) <b>WW Words: focus, edit, instead</b>
22	4.2(B)(iv) demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns (VCCCV) <b>WW Words: complete, inspect, wrong</b>
23	4.2(B)(iv) demonstrate and apply spelling knowledge of syllable division patterns (VV) <b>WW Words: poem, real, *conclusion</b> - on manilla paper ;cut in a rectangle , not configuration; placed below letter Cc on the word wall
24	4.2(B)(iii) demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns <b>WW Words: easy, example, hour</b>
25	4.2(B)(iv) demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns (3 syllable) <b>WW Words: attitude, develop, truly</b>
26	4.2(B)(iv) demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns (3 syllable) <b>WW Words: condition, fantastic, forty</b>
27	4.2(B)(v) demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes <b>WW Words: disagree, nonfiction, *minute</b> on manilla paper, cut in a rectangle , not configuration; placed below letter Mm on the word wall
28	No new words; No spelling test. Continue to reinforce students' use of the word wall as an important tool when writing and spelling.
29	4.2(B)(v) demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes <b>WW Words: mistrust, reform, practice</b>
30	4.2(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> <b>WW Words: largely, smarter, meanest</b>
31	4.2(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> <b>WW Words: bedding, simmer, *certain</b> - on manilla paper ;cut in a rectangle , not configuration; placed below letter Cc on the word wall
32	4.2(B)(vi) demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as

	dropping e, <del>changing y to i, and doubling final consonants</del> <b>WW Words: closest, voting, *suppose</b> - on manilla paper ;cut in a rectangle, not configuration; placed below letter Ss on the word wall
33	4.2(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> <b>WW Words: studies, carried, relying</b>
34	4.2(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> (Three sounds of /ed/) Teacher will make anchor chart with the words: dented, forced, stayed <b>WW Words: heard, enough</b>
35	3.2(B)(iii) demonstrate and apply spelling knowledge by: spelling compound words, <del>contractions, and abbreviations</del> ; (Spiraled TEKS) Teacher will make an anchor chart with examples. <b>WW Words: lose, during</b>
36	Teachers may 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.