

Fifth Grade Word Study Scope and Sequence

High Frequency Words are taught explicitly throughout the fifth-grade year and embedded appropriately (Begin with the Zeno Word Lists; then add additional words from Fry Word & Phrases Lists, and word wall words)

Multi-Syllabic Words • Analyze • Expand • Use appropriately in reading and writing

Syllable Types (Use syllable types taught in previous grades in fifth grade level reading and writing)

- **Closed Syllables** – has one vowel (with short vowel sound) and ends in one consonant(s)
- **Open Syllables** – has one vowel; vowel is at the end of the syllable; vowel usually has the long vowel sound
- **Silent e** – has a vowel consonant [e] pattern, with a long vowel sound
- **Vowel Teams** – two vowels together that make one vowel sound
- **[r] Controlled** – single vowel followed by the letter (r) and has neither the long nor the short vowel sound, but has its own unique sound
- **Consonant [le]** – this pattern occurs as an unaccented final syllable

Syllable Patterns (Use syllable patterns taught in previous grades in fifth grade level reading and writing)

- | | | | |
|-------------------------------------|---------|--|--|
| • double consonant | • vvcv | • vv | • Unaccented Syllables:
(-le, -el, -il, -en, -on, -ain, -et, -it, -ate) |
| • vcv (vowel-consonant-vowel)– vccv | • vcccv | • Accented Syllables (-or, -ar, -er, -ir, -ur) | |

Prefix/Suffix/Greek & Latin Roots by Journeys Unit

Unit 1	Unit 2	Unit 3
non-, un-, dis-, mis- T122-123, 152-154, E17 -ion, -tion T272-273, T302-304, E37 -ly, -ful T346-347, T380-382, E47	en-, re-, pre-, pro-, T-196-197, T212, T226-228, E27 photo, tele, scribe, rupt T270-271 T286, T300-302, E37	graph, meter, port, ject T272-273, 288 T302-304 in-, im-, il-, ir- T348-349, T382-384, E37, E47
Unit 4	Unit 5	Unit 6
-ism, -ist, -able, -ible T266-267 -ment, -ly, -less, -ness, -ion, -er T271-273, T282, T296-298	In-, un-, dis-, mis- T273-275, T301, E35 -ion T348-349	com-, con-, pre-, pro-, T37-39, -ness, -less, -ment, T80-81, T254-255, T310-311, E5, E17, -ant, -ent, -able, -ible, -ism, -ist T-85-87, E15 scope, phone, graph, log T131-133, E25, port, rupt, dict, spect, ex-, inter-, pre-, in- T177-179 T275, T330-331, T366-367, 386-387, E35 tele, photo, scribe, graph, ject, meter, E37,

Base Words, Root Words, Affixes Categorize based on: Meaning, Spelling, Other criteria (e.g., country of origin, culture, context, part of speech, etc.)

- **Base Words** have meaning in and of themselves and can stand alone without prefixes or suffixes
- **Root Words** do not have meaning without prefixes or suffixes being attached and cannot stand alone
- **Affixes** include both prefixes and suffixes

Greek and Latin Affixes

- **Greek** - acro, auto, biblio, chron, deca, hyper, kilo, mega, phobia, photo, sphere
- **Latin** - aud, cred, dic-/dict, duct, fin, jud, min, miss, ped, port, rupt, sci, scribe/scribe, tain, term, terra, vis/vid

Conventions of Standard English Functions of conjunctions (e.g., and, although, not only . . .but, etc.)

List: <http://grammar.ccc.commnet.edu/grammar/conjunctions.htm>

Correlative conjunctions

(either/or, neither/nor)

Functions of prepositions

(e.g., in, on, under, etc.)

Functions of interjections

(e.g., Wow!, Hey, Aha, etc.)

Word Relationships

- **Multiple meaning words** (e.g., corner, walk, shop)
- **Synonyms** (words with similar or same meaning, e.g., begin/start)
- **Antonyms** (opposites e.g., break/fix)
- **Homophones** (sounds same, different meaning e.g., blue/blew)
- **Homographs** (spelled the same, different meanings; **may** be pronounced differently, e.g., bat, bow, compact, content, trunk)

Key:

E -= English Language Learner pages