Fifth Grade Phonics Scope and Sequence

| Week | Word Study Skill | Spelling Patterns | High-frequency Spelling |
| :---: | :---: | :---: | :---: |
| 1 | multiple-meaning words | short u, two-syllable words | music, buy, window, mark, heat |
| 2 | context clues | long a, open syllables | grew, listen, ask, single, clear |
| 3 | homographs | long e, long u, | energy, week, explain, lost, spring |
| 4 | analogies | long o, present and past tenses | travel, wrote, farm, circle, whose |
| 5 | often confused words | contractions | correct, bed, measure, straight, base |
| 6 | suffixes-ance, -age, -hood | long I, endings -ed, -ing | mountain, caught, hair, bird, wood |
| 7 | prefixes pre-, in-, im-, ir-, il- | /oo/ oo, ou, ue, u, ew | color, war, fly, yourself, seem |
| 8 | using a thesaurus | oi, oy, ou, ow | thus, square, moment, teacher, happy |
| 9 | context clues | compound words | bright, sent, present, plan, rather |
| 10 | roots: port, mit | /aw/ | length, speed, machine, information, except |
| 11 | homophones | endings -ed, -ing, -er, -est | figure, you're, free, fell, suppose |
| 12 | prefixes, re-, in-, im- | plural forms of words | natural, ocean, government, baby, grass |
| 13 | suffixes -ion, -tion, -sion, -ous, -ic | /ər/ | plane, street, couldn't, reason, difference |
| 14 | multiple-meaning words | r-controlled vowels | maybe, history, mouth, middle, step |
| 15 | roots: spect, photo, tele | schwa | child, strange, wish, soil, human |
| 16 | suffixes, -ity, -ty, -ence, -al | wh, ch, tch, sh, th | trip, woman, eye, milk, choose |
| 17 | prefixes, de-, post-, trans-, sub- | variant sounds of $g$ and $c$ | north, seven, famous, late, pay |
| 18 | roots: dict, tract | final /l/ le, el, al, multi-syllabic words | sleep, iron, trouble, store, beside |
| 19 |  | ie, ei, word endings -ing, -ed, -s, -es | oil, modern, fun, catch, business |
| 20 |  | suffixes, -ness, -ist, -ant; endings -ly, -er, or, -ar | reach, lot, won't, case, speak |
| 21 |  | review long vowel sounds | shape, eight, edge, soft, village |
| 22 |  | suffixes, -ful, ment, -less | object, age, minute, wall, meet |
| 23 |  | /sh/ sh, s, ci, ti, ss, si, endings -ian, -ion, tion | record, copy, forest, especially, necessary |
| 24 |  | words with silent letters | he's, unit, flat, direction, south |
| 25 |  | prefixes re-, dis-, mis-, il- | subject, skin, wasn't, I've, yellow |
| 26 |  | /f/ | party, force, test, bad, temperature |
| 27 |  | prefixes im-, in-, pre-, un- | pair, ahead, wrong, practice, sand |
| 28 |  | Greek and Latin Roots and affixes | tail, wait, difficult, general, cover |
| 29 |  | multisyllabic verbs, -tion | material, isn't, thousand, sign, guess |
| 30 |  | multisyllabic words | forward, huge, ride, region |
| 31 |  |  |  |
| 32 |  |  |  |

**This is one component of a comprehensive reading plan with an emphasis on application of these skills in continuous reading and writing through the Units of Study in Reading and Writing. These skills are taught using Vocabulary Workshop from Sadlier, Evan-Moore Spelling, and Rebecca Sitton Spelling Level 4.
*Phonological and Phonemic Awareness will be intervened as needed for individual students

