



## Skills and Concepts for Grade 5

A fifth grader's spelling experiences should include:

- spelling by analogy** (measure, pleasure, treasure)
- short and long vowel spelling patterns** (long a: baby, race, straight, maybe)
- consonant spelling patterns** (/j/: object, general, giraffe, gymnasium)
- hard/soft consonant spellings** (c: circle, cyclone, necessary; copy, caught, difficult)
- consonant blends** (str\_: street, stretch, destroy)
- irregular spellings** (whose, guess, island)
- multisyllabic words** (especially)
- silent letters** (listen, sign)
- spelling digraphs** (brother, shape, whether, teacher, atmosphere)
- spelling diphthongs** (/ou/: thousand, downhill; /oi/: soil, joyful)
- spelling vowel-r** (/or/: forward, shore)
- spelling soft-syllable endings** (/əl/: single, travel, natural; /ən(t)s/: difference, distance)
- letter substitutions** (letter-card manipulations of longer words)

Further, students should learn **strategies** that enable them to anticipate the spelling of a word, such as the addition of a prefix never changes the spelling of the base word (mis + spelling = misspelling), but the addition of a suffix may change the spelling of a base word, particularly for words ending in silent *e*, one vowel and one consonant, or consonant-*y*.

Spelling experiences should be integrated with opportunities for **language growth**, such as identifying and spelling **antonyms** (reasonable/unreasonable), **synonyms** (maybe, possibly, perhaps), **homophones** (you're/your, its/it's, whose/who's), **homographs** (present), **idioms** (mark time), **possessives** (woman's, birds', yours), **regular and irregular plurals** (calves, deer), **contractions** (we'll), **compound words** (baseball), **multiple meanings** (check), **analogies** (woman : women :: party : parties), the meaning and use of **often-confused words** (cease/seize), **abbreviations** (mountain/mtn.), **sorting words** (by meaning, phonetic analysis, structural attributes), **Greek and Latin roots** (form/uniform).

Students should explore **other word forms** of high-use writing words through the addition of all common **prefixes** and **suffixes**, and the basic **rules** that govern their use. Further, students should explore **irregular verb forms**.

Explicit instruction in **visual skills** is essential, including the Word Preview—then students apply these skills in writing and proofreading.

Students need abundant **writing** opportunities to work toward the mastery of **Core Words** 1-675, to grow them into many more words, and to maintain 100% accuracy in all everyday writing for **Priority Words** 1-100 (by the end of the school year).