

**Tier 1**  
**OG Scope and Sequence for Grades 3-6**  
Cover Page

	New Phonograms	Syllable Types	Syllable Division	Word Families	Spelling Patterns	Affixes	Language Concepts
<p><b>3<sup>rd</sup> Grade*</b></p> <p>*3<sup>rd</sup> grade skills are highlighted in yellow</p>	<p>-dge, each /cle, y-e, oe, ew, ,ue, kn, wr, mb, gn, each VRe</p> <p>*All affixes have their own card</p>	<p>VC, VCe, V, Vr, VV, /cle</p>	<p>VCCV VCCCV V/CV VC/V /cle</p>	<p>VRe</p> <p>air, oar, ear, eer</p>	<p>FLSZ, ck, tch, dge Y as a vowel (my baby) oi / oy ou / ow Soft C and G Spelling C vs. K 1-1-1 Doubling &amp; E-Dropping Rules</p>	<p><b>Suffixes:</b> es, er, est, ed (3 sounds), ful, less, ness, ish, y, ly, en, et, tion, sion, ive, ment, ous able</p> <p><b>Prefixes:</b> un, mis, dis, in, non, re, pre, de, pro, a, con/com, ex/e, sub, be, ad</p>	<ul style="list-style-type: none"> <li>Parts of Speech</li> <li>Function of prefixes and suffixes</li> <li>Schwa</li> <li>Layers of English Language: Anglo-Saxon, Latin, and Greek</li> <li>Singular and Plural Possessives</li> <li>Irregular plural</li> <li>4 sounds of Y</li> </ul>
<p><b>4<sup>th</sup> Grade</b></p>	<p>wa, war, wor, qua, quar</p> <p>*All affixes have their own card</p>		<p>V/V</p>	<p>wa, war, wor qua, quar -ough Irregular Vr</p>	<p>Y-to-I Rule</p>	<p><b>Suffixes:</b> ify, ible</p> <p><b>Prefixes:</b> inter, ob, anti, super, per, ab</p>	<ul style="list-style-type: none"> <li>Base word vs. Latin root</li> <li>14 Latin Roots: see next page</li> <li>10 Greek Combining Forms: see next page</li> </ul>
<p><b>5<sup>th</sup> Grade</b></p>	<p>*All affixes have their own card</p>				<p>Advanced 2-1-1 Doubling Rule</p> <p>Affrication of tu/du</p>	<p><b>Suffixes:</b> ty/ity, age, ic, al, ture, ure, cian</p> <p><b>Prefixes:</b> uni, mono, bi, tri, quadr/quart, quint, penta, cent, poly, multi, semi, hemi</p>	<ul style="list-style-type: none"> <li>Suffix Spelling Rule: Advanced 2-1-1 Doubling Rule</li> <li>8 Latin Roots</li> <li>10 Greek Combining Forms</li> </ul>
<p><b>6<sup>th</sup> Grade</b></p>	<p>*All affixes have their own card</p>					<p><b>Suffixes:</b> -ant, -ance, -ancy, -ent, -ence, -ency</p> <p><b>Chameleon Prefixes:</b> in, con, sub, ad, ob, dis</p>	<ul style="list-style-type: none"> <li>8 Latin Roots</li> <li>10 Greek Combining Forms</li> <li>Chameleon Prefixes</li> <li>Latin Endings Grid</li> <li>3 Basic Accenting Rules</li> </ul>

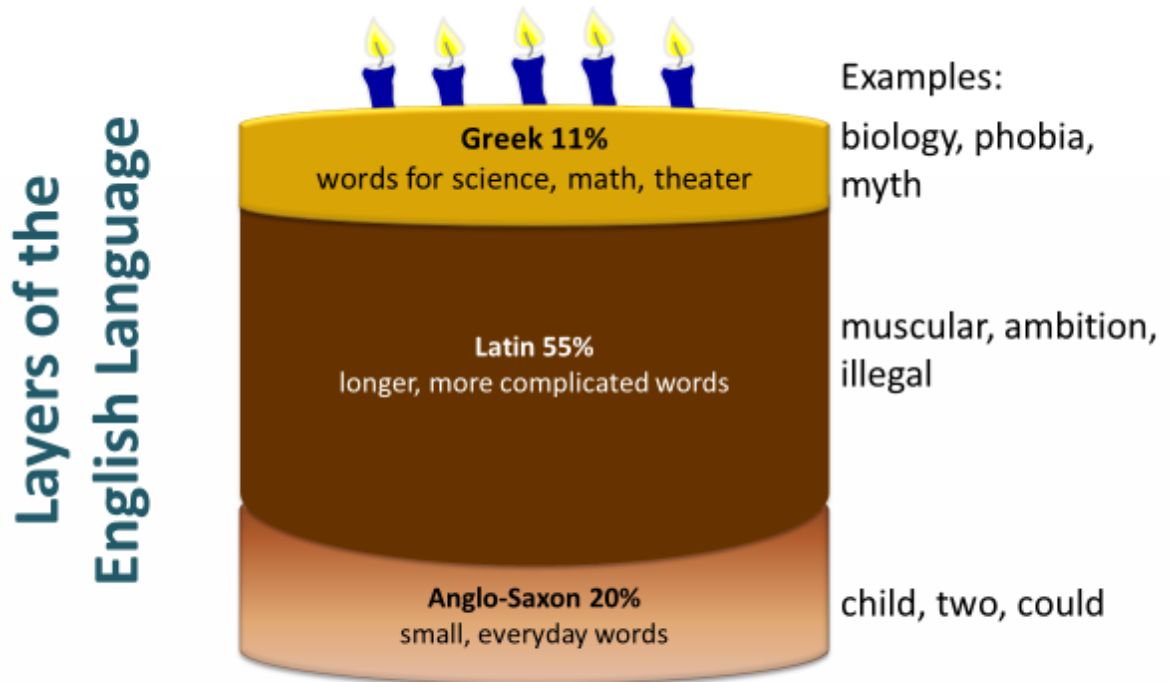
Morpheme Chart for Grades 3-6					
	Prefixes	Suffixes	Latin Roots (begins in 4 <sup>th</sup> grade)	Greek Combining Forms (begins in 4 <sup>th</sup> grade)	Comments: How does this align with content taught in grades 3-6?
<b>1<sup>st</sup> - 4<sup>th</sup> Grades</b>	un, mis, dis, in, non, re, pre, de, pro, a, con/com, ex/e, sub, be, ad, inter, ob, anti, super, per, ab	s, es, er, est, -ed (3 sounds), ful, less, ness, ish, y, ly, en, et ive, ment, able, tion, sion, ture, ous, ify, ible	1. cred 2. dict 3. duc/duct 4. flex/flect 5. fer 6. ject 7. mit/miss 8. plic/ply 9. port 10. rupt 11. scribe/script, 12. spect 13. tract 14. vis	1. auto 2. bio 3. cyclo 4. graph 5. logy 6. mega 7. micro 8. phon 9. photo 10. tele	
<b>5<sup>th</sup> Grade</b>	uni, mono, bi, tri, quadr/quart, quint, penta, cent, poly, multi, semi, hemi	ty/ity, age, ic, al, ture, ure, cian	15. cept/cap/ceiv/ceit 16. fac/fact/fic/fec 17. form 18. pos(e)/pon 19. sist/sta/stat 20. struct/stru 21. tend/tens/tent 22. vert/vers	11. crat/cracy 12. dem(o) 13. dyn/dynamo 14. eco 15. geo 16. meter 17. pol/polis/polit 18. scope 19. sphere 20. therm	
<b>6<sup>th</sup> Grade</b>	Chameleon Prefixes: in, con, sub, ad, ob, dis	-ant, -ance, -ancy, -ent, -ence, -ency	23. act 24. aud 25. capit/capt 26. junct 27. ped/pod 28. pel/puls 29. pend/pens 30. ten/tent/tain	21. biblio 22. chron 23. gram 24. hydro 25. hyper 26. hypo 27. path 28. phys 29. phil 30. sym	

**Helpful Resources for Teaching OG Scope and Sequence: (see pages 3-5 for detail)**

**Contributions to the English Language from Other Languages**

Depending when you cover specific topics in social studies, include the contributions of other languages in the development of the English Language.

Language Origin	Sources	Common Words
<b>Native American Origins</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.merriam-webster.com/words-at-play/native-american-words">https://www.merriam-webster.com/words-at-play/native-american-words</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Animals:</b> skunk, chipmunk, opossum, raccoon, moose, caribou, woodchuck</li> <li>• <b>Names of States:</b> Illinois, Delaware, Connecticut, Massachusetts, Iowa, Alabama, Missouri</li> <li>• <b>Names of Cities:</b> Miami, Montauk, Mobile, Biloxi, Wichita, Spokane, Walla Walla</li> <li>• <b>Rivers and Lakes:</b> Erie, Huron, Missouri</li> <li>• <b>Mountains and Deserts:</b> Apalachee, Teton, Mohave</li> <li>• <b>Other:</b> Bayou, hickory, tepee, toboggan, squash</li> </ul>
<b>African Origins</b>	<ul style="list-style-type: none"> <li>• <a href="https://en.wikipedia.org/wiki/English_words_of_African_origin">https://en.wikipedia.org/wiki/English_words_of_African_origin</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Animals:</b> bug, chigger, chimpanzee, impala, macaque, mamba, tilapia, zebra</li> <li>• <b>Food &amp; Drink:</b> banana, cola, goober, gumbo, okra, yam</li> <li>• <b>Music &amp; Dance:</b> banjo, bongo, jazz, jive, jukebox, merengue, tango</li> <li>• <b>Other:</b> dig, ebony, funky, guy, Jenga, jitters, jumbo, lapa, mojo, mumbo-jumbo, safari, shea, tote, voodoo, zombie</li> </ul>
<b>Spanish Origins</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.babbel.com/en/magazine/english-words-actually-spanish">https://www.babbel.com/en/magazine/english-words-actually-spanish</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Animals:</b> alligator, armadillo, barracuda, bronco, burro, cockroach, mosquito, mustang</li> <li>• <b>Names of States:</b> Arizona, California, Colorado, Florida, Montana, Nevada, New Mexico, Texas, Utah</li> <li>• <b>Food &amp; Drink:</b> avocado, burrito, chorizo, chocolate, cocoa, cilantro, oregano, salsa, taco, tomato, sherry, vanilla</li> <li>• <b>Other:</b> breeze, cafeteria, cargo, canyon, jade, patio, plaza, tornado</li> </ul>



Percentages taken from V.C. Educational Consulting



## Educational Videos about the History of English and Linguistics

1. [Layers of English Language](#)- Reading Horizons:
2. [How Did English Evolve?](#) TED Ed (Hearty Welcome or Cordial Reception)
3. [A Brief History of plural -s \(Vikings!\)](#) TED Ed
4. – Reading Horizons
5. [Where did English come from?](#) TED Ed
6. [Why is English Spelling So Weird?](#)
7. [Why does q almost always go with u?](#) Blame the French!

### A Very Brief History of Literacy

- 3500 BC- 1st written communication
  - only a small amount of people learned to read and write.
- 23 BC - first books from Rome, Middle East, and Asia
- 1430s - printing press invented
- 1920s - literacy reaches 70% in parts of US
- 1980s - 95 million Americans read literature

For a brief outline of the history of English, here are more references:

- [How Spelling Supports Reading](#)
- [PS: Prefixes, Suffixes, and Roots](#) p. 176
- Chapter 1 of The Gillingham Manual

## Tier 1 Orton-Gillingham Scope and Sequence for

### Third through Sixth Grade:

A word about this scope and sequence (S&S):

This S&S is designed for Tier 1 instruction. Struggling readers and spellers receiving Tier 2 and Tier 3 intervention require a much slower pace is advised based on 1) diagnostic assessment of student's literacy skills, and 2) teaching each concept until mastery is achieved. An interventionist (i.e., special educator, reading specialist) should use the Trident Academy Scope and Sequence in Appendix 2 in your OG course binder, which provides greater flexibility and will move the student into multisyllabic words sooner.

Recommendation for Grades 3-6:

- Adequate time for reviewing at the start of the school year is crucial for year to year transition and summer regression. Teachers should not be penalized if their initial assessment reveals students entered school at a lower reading level. An effective teacher will take the students where they are and build reading skills systematically.
- The content covered in the OG Classroom Educator or Associate Level course alone is not a complete ELA program. Grammar, written expression, and vocabulary instruction should be a part of any grade's ELA core program. Use your OG lesson to reinforce these concepts (e.g., sort words based on parts of speech).

#### **ABBREVIATIONS and TERMS:**

/a/ = short a sound

/A/ = long a sound

POS = part of speech

#### **Six Syllable Types:**

1. VC (closed)
2. V (open)
3. VCe (silent e)
4. Vr (R-controlled)
5. VV\* (vowel team) \*Diphthongs are included in the category of Vowel Teams
6. C-l-e (consonant-l-e)

#### **Six Syllable Division Patterns:**

1. VCCV "wom-bat words"
2. VCCCV "lob-ster words"
3. V/CV "ti-ger words"
4. VC/V "cam-el words"
5. /Cle "tur-tle words"
6. V/V "li-on words"

### Third Grade: End of Year Reading and Spelling Skills

- All short vowels, single consonants, and common digraphs sh, th (2 sounds), ch, wh
- All beginning and ending consonant blends
- Spelling Patterns: FLSZ, -ck, -tch, **-dge** (if -dge was not yet taught in 2<sup>nd</sup> grade)
- **Four Sounds of Y:** y = /y/, y = /long i/, y = /long e/, **y = gym /i/, type y-e**
- Word Families: -all, -alk, nk/ng, Wild Old Words (old, ind, ild, ost, olt,oll), -ight, **VRe, -ough, air, oar, ear, eer,**
- Syllable Types: VC, VCe, V, Vr, VV, **-Cle**
  - Vowel Teams & Diphthong: ee, ea, oa, oo (2 sounds), ie (2 sounds), aw, au, -igh, **oe, ew, ea (3 sounds - eat, bread & steak), ue (true, rescue)**
  - Reliable vowel team spelling patterns: ai/ay, oi/oy, ou/ow
- Syllable Division: VCCV, VCCCV, V/CV, VC/V, **-Cle**
- Other: soft c and g, spelling c vs. k, **schwa**
- Silent Letters: **kn, wr, mb, gn**
- Spelling Rules: **1-1-1 doubling rule, e-dropping rule**
- Suffixes\*: -s, -ing, -ed (3 sounds), -er, -est, -es, -ful, -less, -ness, -ish, -y, -ly, -en, -et, **-tion, -sion, -ive, -ment, -ous, -able**
- Prefixes\*: un, mis, dis, in, non, re, pre, de, pro, **a, con/com, ex/e, sub, be, ad**
- **Anglo-Saxon Irregularities or Low Frequency Word Families:**
  - ough = /uff/rough & /off/ cough

*\*Note: The order when you introduce a specific vowel team, word family, or prefix and suffix can be flexible. The goal is to provide opportunities for continued review and to space confusing vowel teams or word families apart (e.g., don't teach air, ear, and eer in the same week).*

*When teaching suffixes, grammar and parts of speech should also be integrated. It will be helpful to teach the history and layers of the English Language (Anglo-Saxon, Latin, & Greek). For a brief outline of the history of English, we recommend reading [How Spelling Supports Reading](#), p. 176 of [PS: Prefixes, Suffixes, and Roots](#), and Chapter 1 of *The Gillingham Manual*.*

### Third Grade Sight Words for Reading *and* Spelling

	<b>Beginning of Year</b> (Introduce by Nov)	<b>Middle of year</b> (Introduce by Jan)	<b>End of year</b> (Introduce by May)
<b>3rd Grade</b>  *Phonetically irregular words should be grouped together (e.g., usual/usually)	*Days of the week and months of the year 1. one / first 2. two / second 3. three/ third 4. four / fourth/ fourteen 5. five / fifth / fifteen 6. nine / ninth 7. eleven 8. twelve 9. children 10. since 11. during 12. idea 13. leave	*Days of the week and months of the year 1. America 2. question 3. problem 4. important 5. happened 6. example 7. country 8. different 9. several 10. decide 11. toward 12. notice 13. island 14. science	*Days of the week and months of the year 1. hear (review)/heard 2. beauty/beautiful 3. move/prove/movie 4. sure/sugar 5. listen/often 6. usual/usually 7. final/finally 8. great/break/steak 9. bought/brought  <u>Homophones</u> 10. it's/its 11. there/their/they're 12. made/maid 13. forth / fourth
*As part of the OG lesson, students can write the full date, allowing them to practice writing the days of the week and months of the year.  <b>3<sup>rd</sup> Grade Contractions:</b> <b>be/is:</b> I'm, you're, he's (he is), she's, it's, we're, they're, that's, what's, who's, where's when's <b>would:</b> I'd, you'd, he'd, she'd, it'd, we'd, they'd who'd			

Frequently Confused Homophones: See [Scholastic](#) for details

<p><b>Third Grade Week 1</b></p>	<p><b>Review</b> sounds and 5 previously taught <b>syllable types</b>: VC, VCe, V, Vr, VV</p> <p>Focus on short vowel discrimination and practice “flexing” between long and short vowel sounds (“Say scrap. Now say scrap but change /a/ to /A/.” A: scrape)</p> <p>*Remember to review y as a vowel as it relates to syllable type, i.e., fly = open syllable</p>
<p><b>Week 2 (SEPTEMBER)</b></p>	<p><b>Review syllable division</b>: VCCV wombat, VCCCV lobster, V/CV tiger, VC/V camel</p>
<p><b>Week 3</b></p>	<p><b>Review previously taught suffixes</b></p> <p><b>-s, -ing, -ed (3 sounds), -er, -est, -es, -ful, -less, -ness, -ish, -y, -ly, -en, -es</b></p> <p>Review meaning of each suffix including how it may change tense (e.g., -ed = past tense) or part of speech (e.g., -ness = noun)</p> <p>Once students are reading and spelling 1-syllable words with these suffixes, add them to multisyllabic words to review VCCV (rep/tiles, sil/very), VCCCV (con/tracted, in/cludes, un/sweet/en), and V/CV (fe/murs), VC/V (tim/idly)</p> <p>At this point, students are spelling words with suffixes with no change to the base word. Therefore, students are NOT spelling words like baking and plodding.</p>
<p><b>Week 4</b></p>	<p><b>Review previously taught prefixes</b>:</p> <p>un, mis, dis, in, non, re, pre, pro, de</p>
<p><b>Week 5</b></p>	<p><b>Review soft c and g</b></p> <p><b>Review: spelling c vs. k</b></p> <p>See 2<sup>nd</sup> grade scope and sequence weeks #31-33</p>

<p><b>Third Grade Week 6 (OCTOBER)</b></p>	<p><b>Review 3* Short Vowel Spelling Patterns: FLSZ, -ck, -tch</b></p> <p>*If -dge was taught in 2<sup>nd</sup> grade, review all 4 short vowel spelling patterns</p> <p>Provide practice reading and spelling words that apply and do not apply to these patterns (e.g., mill/mile/milk; snack/snake/snark; match/march/coach)</p> <p>Incorporate previously learned suffixes</p>
<p><b>Week 7</b></p>	<p><b>Cumulative Review</b></p> <p>NEW: -dge = <i>badge</i> /j/</p> <p>-dge is a short vowel spelling pattern (connect -dge to FLSZ,-ck, -tch. These are the 4 short vowel spelling patterns in English).</p> <p>Contrast -dge &amp; -ge with real (pudge/page, hedge/huge, plunge/Midge) and nonsense words (pluge, plunge, pludge)</p>
<p><b>Week 8</b></p>	<p><b>New: Syllable Type &amp; Syllable Division Pattern: Consonant-l-e or -Cle “Turtle” Words</b></p> <ul style="list-style-type: none"> <li>• ble, -cle*, -dle, -fle, -gle, -kle, -ple, -tle, -zle: Add a card for each CLE card to your card deck.</li> <li>• Syllable Division: Count back three and split: Here’s some example <a href="#">video</a> &amp; <a href="#">Nessy video</a> about syllable division with cle.</li> <li>• Example Words: mumble, jumble, handle, candle, trample, jungle, humble, cable, table, bible, title, rifle, stifle, sizzle, little. Check this <a href="#">blog</a> for more words.</li> </ul> <p>For spelling, begin with words that don't have double consonants (e.g., jumble, tumble) Practice manipulating the vowel sound: “Is it maple or mapple?” When do you double the consonant with C-l-e words? Depends if the first syllable is closed or open. Provide a lot of practice with flexing the vowel.</p> <p>*-cle: you may choose to save for later or teach separately, as -kle is more common in A-S words and -cle often follows an unstressed open syllable in multisyllabic nouns (i.e., clavicle, monocle, vehicle)</p> <p><u>More Challenging Consonant-l-e words:</u></p> <p><b>-nk/ng:</b> ankle, tingle, single, mingle, jingle, crinkle, twinkle, tinkle, tangle, mangle, angle, rankle, rectangle, strangle, spangle, dangle, jangle, untangle</p> <p><b>-ck:</b> pickle, tackle, tickle, trickle, fickle, sickle, suckle, truckle, buckle</p>

<p><b>Third Grade Week 9</b></p>	<p><b>Review previously taught vowel teams:</b> ai/ay, oi/oy, ee, oa, oo (2 sounds), ou/ow (as /ou/ only), ea (as /E/), ie (2 sounds), aw, au, -igh</p>
<p><b>Week 10</b></p>	<p><b>Vowel Team: OW = snow /long o/</b></p> <p><b>OW = /O/</b> snow, row, low, mow, tow, sow/ sown, blow/ blown, flow/ flown, grow/ grown, show/ shown, know/known, slow, throw, below, elbow, swallow, window, yellow, mellow, fellow, hollow, follow, pillow, sorrow, shadow</p> <p><b>Vowel Team: EW = few /YOO/, grew /OO/</b></p> <p>At this point you may wish to talk about /long u/ makes two very similar sounds. One that is a clear long vowel sound, where you can hear 'u' shouting out its name (e.g., mule, few) and the other sound is not as clear /oo/ (e.g., rule, grew). You may decide to not teach the students this, but as the teacher you should know that there are 2 sounds for long u: /yoo/ and /oo/.</p> <p><b>EW =</b> few, new, dew, brew, flew, grew, knew, crew, chew, shrew, screw, threw, curfew, cashew, mildew, renew</p>
<p><b>Week 11 (NOVEMBER)</b></p>	<p><b>Vowel Team: OE = toe /long o/</b> <b>OE = /O/</b> toe, Joe, floe, doe, foe, hoe, <a href="#">voe</a>, aloe, tiptoe, backhoe, archfoe, hammertoe, ticktacktoe, Roscoe</p> <p><b>Word Families:</b> -<b>AIR</b> = /air/ air, fair, pair, lair, chair, flair, hair, stair -<b>OAR</b> = /or/ soar, roar, boar, hoary, uproar, outsoar</p>
<p><b>Week 12</b></p>	<p>In preparation for teaching the suffix spelling rules:</p> <p><b>Review Suffixes and</b> sort suffixes into <b>vowel suffixes</b> (-ed, -ing, -ish, -y, -er, -est, -en, -et) and <b>consonant suffixes</b> (-s, -ful, -less, -ness, -ly)</p> <p>Don't teach doubling and e-dropping spelling rules until students have a great deal of practice adding many suffixes to base words when there is <b>no</b> change to the base word.</p>

<p><b>Third Grade Week 13</b></p>	<p><b>Suffix Spelling Rules:</b></p> <p><b>1-1-1 Doubling Spelling Rule*</b> (e.g., hop + ing = hopping, scar + ed = scarred) If the word has:</p> <ul style="list-style-type: none"> <li>• 1 syllable</li> <li>• 1 vowel</li> <li>• 1 final consonant (i.e., word ends in a VC pattern, <i>not</i> necessarily a short vowel sound)</li> </ul> <p>...When you add a vowel suffix, double the last letter.</p> <p>Make sure students have practice determining when the doubling rule doesn't apply and have them explain <b>why</b> (e.g., ship + ed = shipped, ship + ment = shipment)</p> <p>Exceptions: Never double letters x, w, or y (e.g., boxing, blowing, flying)</p> <p>You can find a lot of visuals and online worksheets online, such as <a href="#">here</a>, and <a href="#">here</a>.</p>
<p><b>Week 14</b></p>	<p><b>Suffix Spelling Rules:</b></p> <p><b>E-dropping Spelling Rule*</b> (e.g., hope + ing = hoping, cuddle + ed = cuddled)</p> <p>When a word ends with -e and you add a vowel suffix, drop the final e.</p> <p>It is important for students to realize that the e-dropping rule applies to any word ending in -e, not just VCe words including -cle words (e.g., hinge + ed = hinged; give + ing = giving; humble + est = humblest)</p> <p>Make sure students have practice determining when the e-dropping rule doesn't apply and have them explain <b>why</b> (e.g., prince + ess = princess, prince + ly = princely).</p>
<p><b>Week 15 (DECEMBER)</b></p>	<p><b>Review Doubling and E-dropping spelling rules</b></p>

<p><b>Third Grade Week 16</b></p>	<p><b>Teach Schwa</b> Schwa is an unstressed vowel sound in a multisyllabic word. Schwa or a mumble vowel sound often sound like /u/ (as in sof<u>a</u>) or /i/ (as in ribb<u>o</u>n). Any vowel (a, e, i, o, u, y) can become schwa in a multisyllabic word.</p> <p>Here are some helpful videos about schwa, such as <a href="#">here</a>, <a href="#">here</a>, and <a href="#">here</a>.</p> <p><b>Three Most Common Cases of Schwa:</b></p> <ol style="list-style-type: none"> <li>1. When 'a' is a word by itself : <i>a</i> muffin</li> <li>2. When 'a' stands alone as the first syllable in word: about, around, ago, alone, agree, agenda,</li> <li>3. When 'a' is the last letter in a syllable: sofa, soda, pizza, banana, America</li> </ol> <p><b>Two Simple Accenting Rules to Better Understand Schwa:</b></p> <ol style="list-style-type: none"> <li>1. In two-syllable words without prefixes or suffixes, the accent is usually on the first syllable and the second vowel sound may be schwa (e.g., magnet, pilot, velvet, husband).</li> <li>2. If there is a prefix or suffixes, these affixes often have a schwa vowel sound (e.g., booklet, hasten).</li> </ol> <p><i>Optional: Prefix: a-:</i> in or into (asleep) or not (awash)</p> <ul style="list-style-type: none"> <li>• Anglo-Saxon, Latin, and Greek origins</li> <li>• Along, alike, alive, awake, arise, aside, amaze, alone, ajar, around, aboard, ago, amend, apologize, apiece, aghast, abyss, avoid, abundance, aweigh, acoustic</li> </ul>
<p><b>Week 17</b></p>	<p><b>Review 3 Primary Layers (origins) of English: Anglo-Saxon (or Old English), Latin, and Greek</b></p> <p>Reminder: See pp. 3-5 of this Scope and Sequence for helpful resources for teaching students about the 3 primary layers of English</p> <p>For a brief outline of the history of English, we recommend reading <a href="#">How Spelling Supports Reading</a>, p. 176 of PS: Prefixes, Suffixes, and Roots, and Chapter 1 of The Gillingham Manual.</p>

**Third Grade  
Week 18  
(JANUARY)**

**Layers of English: Focus on Latin**

**Latin Suffix: -tion = /shun/\***

- \*/shun/ = contains a schwa vowel sound
- Meaning: to form nouns from verbs or roots ending in -t or -te
- Part of Speech (POS) = noun
- Where does -tion come from? ti = /sh/ in Latin and on = schwa so it sounds like /un/

Spelling Tips: No vowel team (other than au), k, or short vowel spelling patterns in Latin. Therefore, if students are spelling a -tion/sion word and they hear a long vowel, it will be an open syllable (e.g., ro/ta/tion NOT row/tai/tion)

**M:** Begin with two-syllable -tion words where the first syllable is *often* closed (junc/tion) or open (na/tion):

- 2 syllables: station, lotion, junction, fiction, friction, traction, fraction, mention, option, portion, potion, question, suction, caption, section, action, gumption, auction, caution

**T:** three-syllable words – can integrate previously taught prefixes

- 3 syllables: subtraction, prediction, restriction, construction, rejection, eviction, reception, deception, reduction, production, inspection, prevention, adaption, direction, ovation oration, elation, adoption

**W:** Introduce the pattern **-ation** with long /A/:

- vacate - vacation, rotate-rotation, relate – relation, vaccinate – vaccination, locate – location, equate – equation, donate – donation, fixate – fixation, dilate – dilation, litigate – litigation, notate – notation, sedate – sedation, dedicate – dedication, hesitate – hesitation, calculate – calculation, mutate – mutation, pronate – pronation, circulate – circulation, migrate – migration, frustrate – frustration, salivate – salivation, devote – devotion, perfect – perfection, culminate – culmination, coronate – coronation
- reservation, laxation, vexation, vocation, reformation, restoration, perspiration, sensation, salvation, decoration, starvation

**TH:** Introduce the pattern **-ition** with short /i/:

- cognition, partition, ignition, position, exhibition, inhibition, ambition, recognition, competition, addition, opposition, nutrition, condition, repetition, , transition, definition, acquisition, superstition, composition, inquisition, prohibition, edition, demolition, transition, apparition, coalition, intuition, fruition, audition, volition, perdition, erudition

**F:** Review

Option to introduce some common Latin roots (see grade 4 for examples)

<p><b>Third Grade Week 19</b></p>	<p><b>Latin Suffix: <u>-sion</u> = /shun/ and /zhun/</b></p> <p>Wait a minute! -tion and -sion both make /shun/ so how do I know how to spell the word? It will be -sion if...</p> <ol style="list-style-type: none"> <li>1. You hear /zhun/: fusion</li> <li>2. Word ends in -s : discussion</li> <li>3. Base word ends in /d/ (explode – explosion, intrude – intrusion)</li> <li>4. Optional depending on class: When the ending comes after ‘l’ (revulsion), ‘n’ (extension), or ‘r’ (immersion)</li> </ol> <p>Difficult to hear the difference between /shun/ and /zhun/, so not advisable to intermix –tion &amp; -sion words in SOS. Clarify for students by saying, “Today if you hear /shun/, it will be -sion.”</p> <p>Outside of the OG lesson, teach students If you are unsure if it is –tion or –sion and cannot use any clues in the word, choose -tion because it is most common.</p> <p>It will be -sion if...</p> <ol style="list-style-type: none"> <li>1. <b>You hear /zhun/:</b> fusion, fission, lesion, illusion, diffusion, delusion, revision, abrasion, repulsion, supervision, television, version, adhesion, diversion</li> <li>2. <b>Word ends in –s:</b> discussion, obsession, passion, repression, transgression, expression, confession, depression, aggression, profession, possession, regression, interspersion, precision, recession, , immersion, transfusion, digression</li> </ol> <p>More: fission, session, mission, remission, emission, torsion, pension</p> <ol style="list-style-type: none"> <li>3. <b>Base word ends in /d/:</b> explode – explosion, intrude – intrusion, intend – intension, conclude – conclusion, expand – expansion, comprehend – comprehension, condescend – condescension, evade – evasion, divide – division, intercede – intercession, suspend – suspension, seclude – seclusion, erode – erosion, succeed – succession</li> <li>4. Optional depending on class: <b>When the ending comes after l, n, or r:</b> <ul style="list-style-type: none"> <li>• <b>More reliable after l:</b> revulsion, emulsion, expulsion, propulsion</li> <li>• <b>Less reliable after n:</b> extension, apprehension, comprehension, expansion, intension, suspension</li> <li>• <b>Less reliable after r:</b> immersion, aversion</li> </ul> </li> </ol>
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<p><b>Third Grade Week 20</b></p>	<p><b>New Prefixes: com/con, ex</b></p> <p><b>com/con:</b> together, with (combine, connect) Point out how com/con have schwa so sounds like “cum” and “cun.”</p> <ul style="list-style-type: none"> <li>• Latin origin</li> <li>• <b>Com:</b> combine, complete, complex, compete, compost, commute, comfort, compile, comprehend, company, complain, compact, combo, compute, compound, compass, compartment, discomfort, decompose</li> <li>• <b>Con:</b> conclude, context, connect, concave, consult, convict, condense, confuse, contain, container, contrast, concoct, contrive, conflict, constrain, consume, concrete, contempt, discontent</li> </ul> <p><b>ex</b> : out or formally (exhale or ex-member)</p> <ul style="list-style-type: none"> <li>• Latin and Greek origin</li> <li>• <b>Ex:</b> exclude, exit, exterior, exile, exhume, explore, exam, expense, excuse, expect, extra, expel, extreme, exist, expert, expand, exceed, explain, excess, excel, excite, excise, exhaust, extrude, except, excerpt, exhibit, exacerbate</li> </ul> <p><i>Optional:</i> to teach <b>prefix e- with ex-</b> because they have similar meanings: <b>e</b> : out (as in evict), away (as in erode), or from (as in evaporate)</p> <ul style="list-style-type: none"> <li>• Latin origin</li> <li>• <b>e-:</b> erase, even, elate, elastic, elope, equip, eclipse, evil, elect, evolve, evade, elapse, equal, event, eternal</li> </ul>
<p><b>Week 21</b></p>	<p><b>Prefixes continued: sub, be, ad</b></p> <p><b>sub</b> : under or secondary (subway or substitute)</p> <ul style="list-style-type: none"> <li>• Latin origin</li> <li>• <b>Sub:</b> submerge, subplot, suburb, subzero, subdue, subsoil, subunit, substance, subordinate, subculture, subtitle, subjagate, subsidize, subserve, subfloor, sublet, submerse, subhuman, subclass, sublease, subside, subset, subdivide, sublime</li> </ul> <p><b>be:</b> by (beside), make (belittle), or thoroughly (bedazzle)</p> <ul style="list-style-type: none"> <li>• Anglo-Saxon origin</li> <li>• became, belove, before, begin, belong, beneath, bestow, between, bemoan, betray, beyond, bewilder, bewitch, befriend, behold, behind, befall, begone, befuddle</li> </ul> <p><b>ad:</b> toward (advance)</p> <ul style="list-style-type: none"> <li>• Latin origin</li> <li>• adjust, admit, adhere, adventure, advise, advertise, adjacent, advent</li> </ul>

<p><b>Third Grade Week 22 (FEBRUARY)</b></p>	<p><b>Latin Suffixes:</b></p> <p><b>ive:</b> POS = adjective, meaning = causing (exhaustive), or inclines to (creative)</p> <ul style="list-style-type: none"> <li>• It may be simpler to focus on -ive making a word an adjective or describing word</li> <li>• <b>-ive:</b> active, expressive, festive, selective, detective, inventive, productive or sometimes a noun as in native, captive</li> </ul> <p><b>ment:</b> POS = noun, meaning = state of (amazement), thing (moment, refreshment, payment), act of (treatment, punishment)</p> <ul style="list-style-type: none"> <li>• It may be simpler to focus on -ment making the word a noun as in the words listed above</li> <li>• <b>-ment:</b> refreshment commitment, government, fragment, document or sometimes a verb as in torment, ferment</li> </ul>
<p><b>Week 23</b></p>	<p><b>Latin Suffixes continued:</b></p> <p><b>-ous:</b> POS = adjective, meaning = full of</p> <ul style="list-style-type: none"> <li>• joyous, vicious, glamorous, murderous, monstrous, disastrous, marvelous, humorous, wondrous, clamorous, momentous, humongous, numerous, rigorous, tremendous, thunderous, ominous, perilous</li> </ul> <p><b>-able:</b> POS = adjective, meaning = can be or able to (mixable)</p> <ul style="list-style-type: none"> <li>• -able is usually used with Anglo-Saxon base words</li> <li>• -able starts with a schwa vowel</li> <li>• <b>-able:</b> mixable, crushable, relatable, reasonable, remarkable, agreeable, disagreeable, bendable, unbendable, printable, unthinkable, expandable, comfortable, uncomfortable, available, unavailable, payable, unpayable, reasonable, unreasonable, dependable, undependable, detestable, likeable, dislikeable, teachable, considerable, returnable, trainable, untrainable, regrettable, excusable, disposable, adorable, reusable, renewable, avoidable, unavoidable, movable, unmovable, controllable, uncontrollable, bearable, unbearable, excitable</li> </ul>
<p><b>Week 24</b></p>	<p><b>Singular and Plural Possessives: one boy's dog vs. two boys' dog</b> See <a href="#">here</a> for more detail</p> <p><b>If it is a singular noun use 's:</b> one boy's dog, anyone's guess, a week's vacation, Vermont's forests, the school's principal, the family's pet</p> <ul style="list-style-type: none"> <li>• If a singular noun ends in a s, still add 's: Chris's house, the boss's desk</li> <li>• Exception: If a plural noun does not end in an s, then you would add 's: women's shoes, children's playground</li> </ul> <p><b>If it is a plural noun use s' :</b> two boys' dog, the twins' parents, the students' teacher, three weeks' vacation</p> <ul style="list-style-type: none"> <li>• Exceptions: Proper nouns end with s: the Beatles' first album, Beverly Hills' mayor</li> </ul> <p>Tip: Spend time deciding if the word is possessive or plural. For example:</p>

	<ul style="list-style-type: none"> <li>Bring _____ (marshmallow's or marshmallows) to the campfire.</li> <li>My _____ (grandmother's or grandmothers) smile filled the room with joy.</li> </ul>
<b>Third Grade Week 25</b>	<p><b>Layers of English: Focus on Anglo-Saxon (or Old English)</b></p> <p>Elements of our language from A-S: digraphs sh, ch, th, wh; short vowel spelling patterns: FLSZ, ck, tch, dge; most word families; most vowel teams</p> <p><b>Irregular Anglo-Saxon Plurals</b></p> <p>1. Words that end in -f/-fe will change to -ves when plural: wife/wives, half/halves, calf/calves, life/lives, leaf/leaves, scarf/scarves, thief/thieves, wolf/wolves, shelf/shelves, elf/elves, hoof/hooves, knife/knives (kn will be taught later in the school year).</p> <ul style="list-style-type: none"> <li>Don't drop the -f if it is double -ff (cliffs)</li> <li>A few exceptions: roofs, reefs, chiefs, beliefs, chefs, safes, surfs, refs. Here's a <a href="#">rap song</a> about it.</li> </ul> <p>2. Irregular plural: man/men, woman/women, child/children, person/people, tooth/teeth, foot/feet, goose/geese, mouse/mice, ox/oxen. Here's a <a href="#">video</a> about plural -s influenced by the Vikings.</p> <p>3. Singular and plural that are the same: fish, sheep, bison, deer, tuna, aircraft, trout</p>
<b>Week 26 (MARCH)</b>	<p><b>Vowel Team EA</b> = eat /long E/, bread /e/, steak/ long A/ Review that EA as a vowel team says /E/ as in <i>eat, meat, beak</i>. This is the most common sound for EA.</p> <p><b>EA</b> = /e/ bread, read, tread, dead, head, lead (metal), dread, spread, health, stealth, stealthy, wealth, wealthy, commonwealth, wingspread, sleepyhead, copperhead, fiddlehead, hammerhead</p> <p><b>EA</b> = /A/ great, break, steak</p>
<b>Week 27</b>	<p><b>Vowel Team UE</b> = true /OO/ rescue /YOO/, (this is Anglo-Saxon derived or "Old English") <b>UE</b> = /OO/ blue, clue, glue, true, sue, rue, construe, unglue, untrue, due, subdue, pursue, accrue (reading only because of the double c) <b>UE</b> = /YOO/ cue, argue, recue, statue, value, venue, continue,</p> <p>NEW WORD FAMILY: <b>-ough</b> (this is Anglo-Saxon derived or "Old English") <b>-OUGH</b> = /u-f/ rough, tough, enough, slough <b>-OUGH</b> = /o-f/ cough, bought, sought, ought</p>
<b>Week 28</b>	<p><b>Focus on Anglo-Saxon (A-S) or Old English Layer of English:</b> Review Word Families -all, -alk, -nk/ng, Wild Old which are all A-S or Old English.</p>
<b>Third Grade Week 29</b>	<p><b>Focus on Anglo-Saxon (A-S): Silent Letters:</b> kn, wr, mb, gn. Here's a <a href="#">video</a> about it.</p> <p><b>KN:</b> knife, knee, knight, knot, knit, knock, knickers, knockoff, knuckle</p>

	<p><b>Silent Letters WR:</b> (<a href="#">wr words imply twisting or distortion</a>) write, writer, wrote, wrist, wriggle, wreck, wreckage, wren, wretched, wrong, wrongful, wrangle, wrangler, wreath, wrath, wring</p>
<p><b>Week 30</b> (APRIL)</p>	<p><b>Silent Letters MB:</b> bomb, comb, dumb, lamb, limb, tomb, womb, numb, climb, crumb, thumb</p> <p><b>Silent Letters GN-:</b> gnat, gnarl, gnash, gnome, gnaw</p>
<p><b>Week 31</b></p>	<p><b>Word Families: VRe</b> as a Word Family because the long vowel sound is distorted by R: fire, stare, cure, here,</p> <p><b>-IRE:</b> tire, fire, wire, dire, hire, mire, sire, shire, empire, admire, umpire, bonfire, inquire, haywire, acquire, gunfire, inspire satire, misfire, vampire, conspire, campfire, wildfire, newswire, backfire, quagmire, spitfire</p> <p><b>-ARE:</b> bare, care, scare, mare, hare, pare, flare, stare, snare</p> <p><b>-ERE:</b> here, mere, adhere, revere, inhere, cohere, sincere (also review <b>here, where, there</b> as Learned Words)</p> <p><b>-URE:</b> cure, pure, lure, impure, adjure</p> <p><b>NOTE:</b> ORE = /or/ The vowel sound is the same as /or/ (e.g., for, fore) bore, fore, lore, core, more, gore, tore, store, wore, pore, shore, store, snore, spore, chore, encore, ignore, before, deplore, offshore, bedsores, explore, implore, restore, forbore, anymore</p>
<p><b>Week 32</b></p>	<p><b>Layers of English: Focus on Greek</b></p> <p><b>1. ph = /f/</b> phone, graph, dolphin, elephant, alphabet, nephew, orphan, prophet, prophetess, phantom, emphasis, pharmacy, physics, physician, physical</p> <p><b>4 Sounds of Y:</b> All sounds of y should be taught and sufficiently reviewed (/y/, /long i/, and /long e/ = “yoyo my baby”</p> <p><b>2. Y = /i/:</b> gym, crystal, myth, cyst, gypsy, lyric, hymn, Egypt, crypt, cygnet, mystery, oxygen, physics, symbol, symptom, syrup, system, typical, antonym, synonym, sympathy, symphony</p> <p><b>3. y-e = /l/:</b> type, (often dealing with technology) hype, style, byte, Skype, Clyde, Lyle, tyke, enzyme, neophyte, stereotype</p>
<p><b>Week 33</b> (MAY)</p>	<p><b>Cumulative Review:</b> Syllable division with prefixes and suffixes</p> <p>Review Doubling and E-Dropping rules</p>
<p><b>Week 34</b></p>	<p><b>Cumulative Review</b></p>

<b>Week 35</b>	<b>Cumulative Review</b>
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## Fourth Grade: End of Year Reading and Spelling Skills

- All short vowels, single consonants, and common digraphs sh, th (2 sounds), ch, wh
- All beginning and ending consonant blends
- Spelling Patterns: FLSZ, -ck, -tch, -dge
- Four Sounds of Y: y = /y/, y = /long i/, y = /long e/, y = gym /i/, type y-e
- Word Families: -all, -alk, am/an, nk/ng, Wild Old Words (old, ind, ild, ost, olt), -ight, VRe, -ough, air, oar, ear, eer
- Syllable Types: VC, VCe, V, Vr, VV, -Cle
  - Vowel Teams & Diphthong: ee, ea, oa, oo (2 sounds) ai/ay, oi/oy, ou/ow (2 sounds), ie (2 sounds), aw, au, -igh, oe, ew, ea (3 sounds), ue (true, rescue)
  - Reliable vowel team spelling patterns: ai/ay, oi/oy, ou/ow
- Syllable Division: VCCV, VCCCV, V/CV, VC/V, -Cle, **V/V**
- Other: soft c and g, spelling c vs. k
- Silent Letters: kn, wr, mb, gn
- Suffixes\*: -s, -ing, -ed (3 sounds), -er, -est, -es, -ful, -less, -ness, -ish, -y, -ly, -en, -et, -tion, -sion, -ive, -ment, -ous, -able, **-ify, -ible**
- Prefixes\*: un, mis, dis, in, non, re, pre, de, pro, a, con/com, ex/e, sub, be, ad, **inter, ob, anti, super, per, ab**
- Suffix Spelling Rules: 1-1-1 Doubling Rule, E-dropping Rule, **Y-to-I Rule**
- **14 Latin Roots\***: (listed alphabetically) **cred, dict, duc/duct, flex/flect, fer, ject, mit/miss, plic/ply, port, rupt, scrib/script, spect, tract, vis**
- **10 Greek Combining Forms\***: (listed alphabetically) **auto, bio, cyclo, graph, logy, mega, micro, phon, photo, tele**
- Anglo-Saxon Irregularities or Low Frequency Word Families:
  1. WA / WAR / WOR / QUA / QUAR
  2. ough = /uff/rough & /off/ cough
- **Irregular Vr-**
  - ar as long: arrow, carrot, barren, parallel, marry, charity
  - ar as schwa: dollar, lizard, standard, collar, popular
  - er can sound like /air/: (errand, error, very, peril, inherit, merit, prosperity)
  - ir can also have a different sound, like the word "ear," notice these are **irr** in most: (spirit, irrigate, irritate, mirror)

*\*Note: You may decide on different high frequency suffixes, prefixes, Latin roots, and Greek combining forms. The order you choose may be decided based on content area vocabulary. Math, science, and history content can reinforce morphology instruction and vocabulary.*

*When teaching suffixes, grammar and parts of speech should also be integrated. It will be helpful to teach the history and layers of the English Language (Anglo-Saxon, Latin, & Greek). For a brief outline of the history of English, we recommend reading [How Spelling Supports Reading](#), p. 176 of [PS: Prefixes, Suffixes, and Roots](#), and Chapter 1 of [The Gillingham Manual](#).*

### Fourth Grade Sight Words for Reading *and* Spelling

	<b>Beginning of Year</b> (Introduce by Nov)	<b>Middle of year</b> (Introduce by Jan)	<b>End of year</b> (Introduce by May)
<b>4<sup>th</sup> Grade</b>  *Phonetically irregular words should be grouped together (e.g., heart/hearth)	1.guess/guest/guide 2. guy/guard/ guitar 3. honest/honor 4. half/calf 5.double/trouble 6.buy/busy/business 7. youth, soup 8. blood/flood 9. debt/doubt  <u>Homophones</u> 11.hour/our (are) 12. buy/by 13. sale/sail 14. male/mail 15. pale/pail	1. lie/lay 2. paid/laid  <u>Homophones</u> 3. fir/fur 4. sow/sew 5. blue/blew 6. whole/hole 7. caught/cot 8. feet/feat 9. break/brake 10. bare/bear 11. whether/weather 12. piece/peace	1. who/whom/whose 2.heal/health/healthy 3.heart/hearth  <u>Homophones</u> 4.affect/effect 5.accept/except 6. close/clothes 7.flower/flour 8. aloud/allowed 9. principal/principle 10. capital/capitol 11. rain/reign/rein
<b>4<sup>th</sup> Grade Contractions:</b> <b>had:</b> I'd, you'd, he'd, she'd, we'd, they'd <b>have:</b> I've, you've, he's (he has), we've, they've			

Frequently Confused Homophones: See [Scholastic](#) for details

Concepts, Phonograms, Patterns	4 <sup>th</sup> Grade: Sept – Oct Dates	Teaching Tips
<p><b>Review sounds and 6 syllable types: VC, VCe, V, Vr, VV, /cle</b> Also review y as a vowel = my /l/, candy /E/</p>		<p>Focus on short vowel discrimination and practice “flexing” between long and short vowel sounds (“Say scrap. Now say scrap but change /a/ to /A/.” A: scrape)</p>
<p><b>Review syllable division:</b> VCCV wombat VCCCV lobster V/CV tiger VC/V camel /cle (turtle)</p>		<p>When reviewing /cle, focus on when to double the consonant (e.g., ripple/riple, bible/bibble).</p>
<p><b>Review previously taught prefixes:</b> un, mis, dis, in, non, re, pre, de, pro, a, con/com, ex/e, sub, be, ad</p>		
<p>Review previously taught suffixes, <b>1-1-1 Doubling and E-Dropping Rules</b> <b>Vowel Suffixes:</b> -ing, -ed (3 sounds), -er, -est, -es, -ish, -y, -en, -et, -ive, -able, -ous <b>Consonant Suffixes:</b> -s, -ly, -ful, -less, -ness, -ment, -tion, -sion</p>		<p>Ensure students can sort suffixes into consonant or vowel suffixes. Reinforce the meaning of each suffix and part of speech (e.g., -able = adjective, -ment = noun)</p>
<p><i>Optional:</i> <b>Review 4 Short Vowel Spelling Patterns:</b> FLSZ, ck, tch, -dge</p>		<p>Give students practice and ensure they know when to apply and not apply these short vowel spelling patterns (e.g., mill/mile/milk; snack/snake/stink; match/march/coach; pledge/page/cringe).</p>
<p><b>Review 3 Layers of the English Language: Anglo-Saxon, Latin, and Greek</b></p>		<p>For more detail, see 3<sup>rd</sup> grade S&amp;S, <i>PS Prefixes, Suffixes, and Roots</i> p. 176, and see pages 3-5 in this S&amp;S.</p>

Concepts, Phonograms, Patterns	4 <sup>th</sup> Grade: Nov Dates	Teaching Tips
<p><b>New Syllable Division Pattern: V/V Lion Words</b>  <i>Optional:</i> Discuss i = /E/ as in radio, radial</p>		<p>Review vowel teams such as oi and ai so the student recognizes trail/trial, brain/Brian, loin/lion</p> <p>Examples: diet, duet, ion, ruin, neon, Leo, video, rodeo, fluid, fuel, triumph, idea, oasis, cruel, quiet, trial, Brian, pliable, deniable, science, diary, react, create, poet, coerce, chaos, pioneer, museum</p>
<p><b>Review Y as a Vowel</b>  <b>New:</b> Y = /I/ end of a few multisyllabic verbs (deny, reply, supply, multiply)  <b>Latin suffix -ify</b> (as in <i>multiply</i>)</p>		<p><b>-ify:</b> POS = verb, means <i>cause to be</i>  intensify, speechify, multiply, codify, magnify, rarify, notify, dignify, purify, objectify, modify, clarify, classify, amplify, falsify, humidify, qualify, solidify, gratify, gasify, stratify, deify</p>
<p><b>Suffix Rule: y-changing-to-i rule</b></p> <ul style="list-style-type: none"> <li>Y-to-i + suffix (<i>fancier, loneliness</i>)</li> </ul> <p>Y-to-I for plurals, add <i>-es</i> (<i>babies, tries</i>)</p>		<p>If you are adding a suffix (regardless of a vowel or consonant suffix), and <b>the word ends in a y, look at the letter <u>before</u> y.</b></p> <ol style="list-style-type: none"> <li>1. If there is a consonant before the y, change to i:  -try + ed = tried  -fancy + est = fancier  -happy + er = happier</li> <li>2. No Change: If the letter before the y is a vowel, don't change the y:  -play + er = player  -destroy + ed = destroyed</li> <li>3. No Change: Never change the y when adding suffix -ing:  -cry + ing = crying  -not criing- we don't have 'ii' in English, except for skiing)</li> </ol> <p><u>Y Changing to I for plurals:</u> If there is a consonant before y, change y to I and add -es.  -lady + s = ladies  -party + s = parties</p>

Concepts, Phonograms, Patterns	4 <sup>th</sup> Grade: Dec – Jan Dates	Teaching Tips
<p><b>Latin Roots:</b> Introduce Latin Roots The order in which you teach the Latin roots may be adjusted to connect to the content you are teaching. Here's a helpful <a href="#">article</a> with links to activities.</p> <p><b>Root – Keyword – Meaning</b></p>		<p>-Review schwa (see 3<sup>rd</sup> grade S&amp;S week 16) -Recommended to teach 2-3 roots per week depending on class. -Students should understand the difference between:</p> <ul style="list-style-type: none"> <li>• <b>A Latin root</b> cannot stand alone; it must have a prefix and/or a suffix.</li> <li>• <b>A base word</b> stands alone and can be used when it has no prefix or suffix. The language origin is often Anglo-Saxon.</li> </ul>
1. <b>spect</b> – spectator – watch or observe		<b>Spect:</b> spectate, spectator, spectacular, respect, spectrum, spectacle, disrespect, inspect, inspector, retrospective, aspect, prospect, perspective, retrospect, introspective.
2. <b>rupt</b> – erupt – burst or break		<b>Rupt:</b> disrupt, abrupt, bankrupt, erupt, corrupt, interrupt, rupture.
3. <b>flex / flect</b> – flexible – bend		<b>Flex:</b> flexible, inflexible, flexibility, flexion, circumflexion <b>Flect:</b> deflect, reflect, reflective, reflector
4. <b>cred</b> – credible – believe		<b>Cred:</b> credible, incredible, credit, discredit, credence, incredulity, credential, credulous, incredulous, accredit, accreditation, credo
5. <b>duc / duct</b> – conduct – lead		<b>Duct:</b> conduct, deduct, deduction, reduction, production, <b>Duc:</b> reduce, deduce, produce, induce, conducive, reducible, educate
6. <b>dict</b> – dictate – say, tell		<b>Dict:</b> dictate, dictation, diction, dictionary, predict, prediction, dictator, contradict, contradictory, edict, indicate, indict, indictment, benediction, malediction, condition, jurisdiction
7. <b>ject</b> – reject – throw, lie		<b>Ject:</b> reject, rejection, deject, dejected, adjective, conjecture, eject, subject, inject, injection, object, objective, objection, project, projection, projectile, trajectory, interject, abject
8. <b>port</b> – porter – carry		<b>Port:</b> import, export, transport, porter, deport, deportation, report, portable, support, portal, important, portly, portliness, portfolio, rapport
9. <b>tract</b> – attract – draw or pull		<b>Tract:</b> attract, tractor, abstract, contract, retract, contractual, detract, distract, extract, subtract, tractable, intractable, traction, protract, protractor
10. <b>vis / viz/</b> – vision – see		<b>Vis:</b> vision, visible, invisible, visual, visa, visor, visionary, revise, supervise, television, advice, improvise

4 <sup>th</sup> Grade: January - February Concepts, Phonograms, Patterns	4 <sup>th</sup> Grade: Jan – Feb Dates	Teaching Tips
<b>Latin Suffix</b> <b>-ible</b> – flexible – able to (usually combined with Latin roots)		POS = adjective, meaning = can be or able to <b>-ible:</b> edible, visible, possible, feasible, compatible, connectible, contemptible, gullible, depressible, convertible, extendible, comparable, flexible, inflexible, combustible, fallible, incombustible, infallible, mandible, expressible, inexpressible, comprehensible, incomprehensible, deductible, connectible, unconnectable
Review previously taught prefixes. <b>More Prefixes:</b>		Recommended: Introduce ~2 prefixes a week and spiral back to review suffixes and Latin roots.
1. <b>inter</b> = between Latin origin		<b>Inter:</b> interject, intervene, interim, internal, interrupt, intercede, intertwine, intercept, intersperse, interpose, intermittent, interloper, interdict
2. <b>ob</b> = against Latin Origin		<b>Ob:</b> obstacle, obstruct, obstruction, obvious, obviate, obsolescent, obloquy, obverse
3. <b>anti</b> = against, opposite Greek origin		<b>Anti:</b> antitrust, antibacterial, antiwar, antifreeze, antidote, antiseptic, antisocial, anticlimactic, anticlimax, antiperspirant, antibiotic, antithesis, antipathy
4. <b>super</b> = over, above Latin origin		<b>Super:</b> supersede, supernatural, superficial, superlative, superstar, superman, supermodel, superb, superimpose, superior, superfluous, supercilious
5. <b>per</b> = through Latin origin		<b>Per:</b> pervade, permeate, pervasive, perforate, perspire, permit, perish, impervious, perspicacity
6. <b>ab</b> = away from Latin origin		<b>ab:</b> abduct, absent, abscond, abort, absolve, abhor, abrasive, abominate, abdicate, abnormal
<b>Anglo-Saxon Irregularities</b> Can also be taught as low frequency word families 1. <b>wa</b> = /o/ want 2. <b>war</b> = /or/ war 3. <b>wor</b> = /er/ word 4. <b>qua</b> = /o/ quad 5. <b>quar</b> = /or/ quart		1. <b>wa</b> = /o/: want, water, wad, wash, wand, wan, wasp, watch, watt, wander, waddle, waffle 2. <b>war</b> = /or/: war, ward, warm, swarm, warn, wart, reward, warmth, warden, toward, Warren 3. <b>wor</b> = /er/: word, world 4. <b>qua</b> = /o/: quad, quadruple, qualm, qualify, quantity, squad, squash, squat, squall, squander 5. <b>quar</b> = /or/: quart, quarter, quarrel, quarantine

4 <sup>th</sup> Grade: March Concepts, Phonograms, Patterns	4 <sup>th</sup> Grade: March - April Dates	Teaching Tips
<p><b>More Latin Roots:</b></p> <p><b>Root – Keyword – Meaning</b></p>		<p>Review 10 previously taught roots, prefixes, and suffixes including spelling generalizations for -tion vs. -sion</p>
<p>11. <b>mit / miss</b> – missile – send</p>		<p><b>Mit:</b> transmit, emit, permit, submit, omit, commit, commitment, admit, intermittent, unremitting, committee, remit, remittance, admittance, admittedly, noncommittal</p> <p><b>Miss:</b> transmission, emission, permission, permissive, submission, omission, admission, commission, missile, missive, dismissed, emissary, intermission, remiss</p>
<p>12. <b>plic / ply</b> – duplicate – fold</p>		<p><b>Plic:</b> replicate, replication, duplicate, triplicate, explicit, implicit, explicate, implicitness, implicate, implication, complicate, complication, application, multiplication</p> <p><b>Ply:</b> ply, apply, imply, reply, multiply</p>
<p>13. <b>scrib / script</b> – scribe – write</p>		<p><b>Scrib:</b> scribe, scribble, scribal, describe, ascribe, prescribe, inscribe, transcribe, subscribe, describable, indescribable</p> <p><b>Script:</b> description, scripture, conscript, subscription, prescription, prescriptive, transcript</p>
<p>14. <b>fer</b> – fertilize – bring, bear, or yield</p>		<p><b>Fer:</b> fertile, fertilize, fertilization, confer, conference, refer, reference, infer, inference, suffer, transfer, defer, differ, difference, circumference, odoriferous</p>
<p><b>Focus on Greek Layer of English</b> Review from 3<sup>rd</sup> grade S&amp;S week 33: <b>Review:</b> <b>PH</b> = /f/ <b>Y</b> = gym /i/ in a closed syllable <b>y-e</b> = type /l/</p>		<p>-Review 3 Layers of the English Language: Anglo-Saxon, Latin, and Greek.</p> <p>-Words with Greek origin are important for learning math, scientific content, theater, and the arts.</p> <p>-Good news! Schwa is rare in Greek. Instead of a Latin root being king with affixes, there are often two Greek Combining Forms joined by 'o' as in microscope and geology.</p>
<p><b>CH</b> = /k/ chemistry</p>		<p>See <a href="#">here</a> for more: school, Christmas, chorus, chord, ache, stomach, echo, character, chronic, chemist, scheme, monarch, monarchy, architect, mechanic, chasm, chaos, archaic, chameleon, scholar, schedule, chloroplast, chromosome, chlorine, mitochondria, charisma, synchronize</p>
<p><i>Optional: Irregular R-controlled (Vr):</i></p> <ul style="list-style-type: none"> <li>○ <b>AR</b> as /air/: arrow</li> <li>○ <b>AR</b> as schwa: dollar</li> <li>○ <b>ER</b> can sound like /air/: error</li> <li>○ <b>IRR</b> as /ear/: mirror</li> </ul>		<ol style="list-style-type: none"> <li>1. <b>AR</b> as /air/: arrow, carrot, vary, wary, parent, area, canary, garish, barren, parallel, Mary, marry, charity, dictionary, hilarious, precarious,</li> <li>2. <b>AR</b> as schwa: dollar, lizard, standard, collar, popular</li> <li>3. <b>ER</b> as /air/: error, errand, very, peril, inherit, merit, prosperity</li> <li>4. <b>IRR</b> as /ear/: irrigate, irritate, mirror, irritant, irrational, irrupt, irreversible</li> </ol>

4 <sup>th</sup> Grade: April Concepts, Phonograms, Patterns	4 <sup>th</sup> Grade: May Dates	Teaching Tips
Introduce Greek Combining Forms (GCF):  <b>GCF – Keyword – Meaning</b>		-The order in which you teach Greek Combining Forms may be adjusted to connect to the content you are teaching. Here's a helpful <a href="#">article</a> with links to activities. -You can choose different GCF based on content you are teaching. -Recommended to teach ~3-4 per week.
1. <b>graph</b> – autograph – write		<b>Graph:</b> Photograph, photography, paragraph, autograph, biography, geography, calligraphy, stenographer
2. <b>bio</b> – biodome – life		<b>Bio:</b> biodome, biology, biosphere, bioethics, biography, biodegradable, biochemistry, microbiology, biomarker, biohazard
3. <b>logy</b> – biology – study of		<b>-logy</b> = biology, musicology, geology, ecology, phonology, astrology, virology
4. <b>phon(o)</b> – phoneme – sound		<b>Phon:</b> phoneme, phonics, phonology, telephone, photon, phonograph, phonogram, microphone, megaphone
5. <b>auto</b> – automatic – self		<b>Auto:</b> autograph, automate, automatic, automation, autonomy, autonomous, autobiography, autocrat, autopsy
6. <b>cycl / cyclo</b> – recycle – circle, wheel		<b>Cycl:</b> cycle, recycle, unicycle, bicycle, tricycle, cyclical, encyclopedia, cyclops, cyclone
7. <b>micro</b> – microscope – small		<b>Micro:</b> microwave, microfiber, microclimate, microorganism, microcomputer, micronutrient
8. <b>mega</b> – megaphone – large		<b>Mega:</b> megastar, megadose, megabyte, megahertz, megacycle, megalopolis, megawatt, megavolt, megaflop
9. <b>photo</b> – photocopy – light		<b>Photo:</b> photon, photograph, photocopy, photocopier, photogenic, telephoto, photojournalism, photometer, photosensitive, photosynthesis
10. <b>tele</b> – telescope – distant		<b>Tele:</b> telephone, telegraph, telecast, teleconference, telepathy, telepathic

5 <sup>th</sup> Grade: April Concepts, Phonograms, Patterns	4 <sup>th</sup> Grade: June Dates	Teaching Tips
Cumulative Review 14 Latin Roots		
Prefixes		
Suffixes		
3 Suffix Spelling Rules: Doubling Rule, E-Dropping Rule, and Y-to-I Rule		
10 Greek Combining Forms		
Other:		



## Fifth Grade: End of Year Reading and Spelling Skills

- All short vowels, single consonants, and common digraphs sh, th (2 sounds), ch, wh
- All beginning and ending consonant blends
- Spelling Patterns: FLSZ, -ck, -tch, -dge
- Four Sounds of Y: y = /y/, y = /long i/, y = /long e/, y = gym /i/, type y-e
- Word Families: -all, -alk, am/an, nk/ng, Wild Old Words (old, ind, ild, ost, olt), -ight, VRe, -ough, air, oar, ear, eer
- Syllable Types: VC, VCe, V, Vr, VV, -Cle
  - Vowel Teams & Diphthong: ee, ea, oa, oo (2 sounds) ai/ay, oi/oy, ou/ow (2 sounds), ie (2 sounds), aw, au, -igh, oe, ew, ea (3 sounds), ue (true, rescue)
  - Reliable vowel team spelling patterns: ai/ay, oi/oy, ou/ow
- Syllable Division: VCCV, VCCCV, V/CV, VC/V, -Cle, V/V
- Other: soft c and g, spelling c vs. k, **Affricated du (as in gradual) and tu (as in ritual)**
- Silent Letters: kn, wr, mb, gn
- Suffixes\*: -s, -ing, -ed (3 sounds), -er, -est, -es, -ful, -less, -ness, -ish, -y, -ly, -en, -et, -ive, -ment, -able, -tion, -sion, -ous, -ify, -ible, **-ty/ity, -age, -ic, -al, -ture, -ure, -cian**
- Prefixes\*: un, mis, dis, in, non, re, pre, de, pro, a, con/com, ex/e, sub, be, ad, inter, ob, anti, super, per, ab
  - 1. **numeral prefixes: uni, mono, bi, tri, quadr/quart, quint, penta, cent, poly, multi, semi, hemi**
- Suffix Spelling Rules: 1-1-1 Doubling Rule, E-dropping Rule, Y-to-I Rule, **Advanced 2-1-1 Doubling Rule**
- 26 Latin Roots\*: (listed alphabetically)
  - 1. 14 Review: cred, dict, duc/duct, flex/flect, fer, ject, mit/miss, plic/ply, port, rupt, scrib/script, spect, tract, vis
  - 2. **8 New: cept/cap/ceiv/ceit, fac/fact/fic/fect, form, pos(e)/pon, sist/sta/stat, struct/stru, tend/tens/tent, vert/vers**
- Greek Combining Forms\*: (listed alphabetically)
  - 1. 10 Review: auto, bio, cyclo, graph, logy, mega, micro, phon, photo, tele
  - 2. **10 New: crat/cracy, dem(o), dyn/dynamo, eco, geo, meter, pol/polis/polit, scope, sphere, therm**
- Anglo-Saxon Irregularities or Low Frequency Word Families:
  - 1. WA / WAR / WOR / QUA / QUAR
  - 2. ough = /uff/rough & /off/ cough

### **Irregular Vr**

*\*Note: You may decide on different high frequency suffixes, prefixes, Latin roots, and Greek combining forms.*

*The order you choose may be decided based on content area vocabulary. Math, science, and history content can reinforce morphology instruction and vocabulary.*

**Sight Words for Fifth Grade for Reading and Spelling:** Fifth grade students are expected to be able to read and spell all the words from the K-4 sight word lists.

Concepts, Phonograms, Patterns	5 <sup>th</sup> Grade: Sept – Oct Dates	Teaching Tips
<p><b>Review sounds and 6 syllable types: VC, VCe, V, Vr, VV, /cle</b> Also review 4 sounds of y</p>		<p>Focus on short vowel discrimination and practice “flexing” between long and short vowel sounds (“Say scrap. Now say scrap but change /a/ to /A/.” A: scrape)</p>
<p><b>Review syllable division:</b> VCCV wombat VCCCV lobster V/CV tiger VC/V camel /cle (turtle) V/V (lion)</p>		<p>When reviewing /cle, focus on when to double the consonant (e.g., ripple/riple, bible/bibble).</p>
<p><b>Review previously taught prefixes:</b> un, mis, dis, in, non, re, pre, de, pro, a, con/com, ex/e, sub, be, ad, inter, ob, anti, super, per, ab</p>		
<p>Review previously taught suffixes <b>Vowel Suffixes:</b> -ing, -ed (3 sounds), -er, -est, -es, -ish, -y, -ly, -en, -et, -ive, -able, -ible, -ous, -ify <b>Consonant Suffixes:</b> -s, -ful, -less, -ness, -ment, -tion, -sion,</p>		<p>Ensure students can sort suffixes into consonant or vowel suffixes. Reinforce the meaning of each suffix and part of speech (e.g., -able = adjective, -ment = noun)</p>
<p><b>Review 3 Suffix Spelling Rules:</b> 1. <b>1-1-1 Doubling</b> 2. <b>E-Dropping</b> 3. <b>Y-to-I</b></p>		<p>1. 1-1-1 Doubling (sloppy, hottest) 2. Review E-Dropping (cutest, bubbled) 3. Y-to-I (fry + ed = fried, baby + s = babies)</p>
<p><b>Advanced 2-1-1 Doubling Rule</b> Examples: begin – beginning, submit – submitted, admit – admittable, excel – excelled, misfit – misfitting, outfit – outfitted, befit – befitted, prefer – preferred, befit – befitting, control – controlling, regret – regrettable</p>		<p>Similar to 1-1-1 Doubling Rule, if the word has:</p> <ul style="list-style-type: none"> <li>• 2-syllable word where 1<sup>st</sup> syllable is schwa or a prefix</li> <li>• 1 vowel in the 2<sup>nd</sup> syllable</li> <li>• 1 final consonant in the 2<sup>nd</sup> syllable</li> </ul> <p>...When you add a vowel suffix, double the last letter.</p> <ul style="list-style-type: none"> <li>• Don’t double if the first syllable is stressed (garden – gardening)</li> </ul>

Concepts, Phonograms, Patterns	5 <sup>th</sup> Grade: Nov Dates	Teaching Tips
<p><b>Review 14 Previously Taught Latin Roots:</b> Previously taught suffixes and prefixes should be reviewed when previously taught roots are reviewed.</p> <p><b>Root – Keyword – Meaning</b></p>		<p>-Review schwa (see 3<sup>rd</sup> grade S&amp;S week 16). -Recommended reviewing ~5 roots per week depending on class (see 4<sup>th</sup> grade S&amp;S). -Students should understand the difference between:</p> <ul style="list-style-type: none"> <li>• <b>A Latin root</b> cannot stand alone; it must have a prefix and/or a suffix.</li> <li>• <b>A base word</b> stands alone and can be used when it has no prefix or suffix. The language origin is often Anglo-Saxon.</li> </ul>
1. <b>spect</b> – spectator – watch or observe		
2. <b>rupt</b> – erupt – burst or break		
3. <b>flex / flect</b> – flexible – bend		
4. <b>cred</b> – credible – believe		
5. <b>duc / duct</b> – conduct – lead		
6. <b>dict</b> – dictate – say, tell		
7. <b>ject</b> – reject – throw, lie		
8. <b>port</b> – porter – carry		
9. <b>tract</b> – attract – draw or pull		
10. <b>vis / viz/</b> – vision – see		
11. <b>mit / miss</b> – missile – send		
12. <b>plic / ply</b> – duplicate – fold		
13. <b>scrib / script</b> – scribe – write		
14. <b>fer</b> – fertilize – bring, bear, or yield		
<p><b>More Suffixes</b> 1. <b>-ty/ -ity</b> = forms nouns</p> <p>Latin Origin</p>		<p>POS = Certainty, cruelty, frailty, loyalty, royalty, similarity, electricity, peculiarity, technicality, eccentricity, subtlety, celebrity, charity, ferocity, eternity, dignity, quality, capacity, humility, complexity, publicity, extremity, quantity, necessity, productivity</p>

Concepts, Phonograms, Patterns	5 <sup>th</sup> Grade: Dec Dates	Teaching Tips
<b>More Suffixes</b>		
<p>2. <b>-age</b> = /ij/ = action (haulage), result of (breakage), rate of (dosage)</p> <p>Old French Origin</p>		<p>POS = often a noun</p> <p><b>Spelling Tip:</b> If a multisyllabic word ends in /ij/, spell with -age because words in English don't end in -j.</p> <p><b>-age:</b> Mileage, package, message, average, storage, passage, footage, garbage, salvage, hostage, village, vantage, barrage, carnage, coinage, haulage, lineage, leakage, sausage, advantage, disadvantage, bandage, rampage, savage, ravage, postage, outage, homage, sewage, dosage, voyage, manage, damage, lockage, wordage, soakage, ventage, sinkage, wattage, drainage, umbrage, stowage, dockage, herbage, wastage, cabbage, bondage, signage, portage, voltage, courage, cottage, vintage, luggage, orphanage</p>
<p>3. <b>-ic</b> = of or relating to</p> <p>Anglo-Saxon Origin</p>		<p>POS = often an adjective, but can also be a noun or verb</p> <p><b>Spelling Tip:</b> If a multisyllabic word ends in /ik/, spell with -ic.</p> <p><b>Adjective -ic:</b> magnetic, nomadic, organic topic, drastic basic, comic, frantic, static, fantastic, hectic, rustic, empathetic, strategic, optimistic, pessimistic, democratic, geometric, emphatic, stylistic, logistic, climatic, genetic, specific, symbolic, apologetic, enthusiastic, materialistic, atomic, allergic, ironic, volcanic, metallic, periodic, poetic, heroic, academic, economic, symmetric, ecstatic, prophetic, patriotic</p> <p><b>Noun -ic:</b> lunatic, music, clinic, critic, arctic, tropics, garlic, plastic, gymnastics</p> <p><b>Verb -ic:</b> frolic</p>
<p>4. <b>-al</b> = /ul/ relating to</p> <p>Latin Origin</p>		<p>POS = often changes nouns to adjectives</p> <p>coastal, global, magical, personal, parental, fictional, external, verbal, seasonal, national, physical, methodical, political, historical, theatrical, original, formal, mortal, floral, special, vocal, legal, dental, local, moral, postal, total, mineral, national, reversal, survival, fatal, disposal, mythical, primal, mystical, general, surgical, removal, refusal, decimal, abysmal, nocturnal, mechanical, tropical, central, arrival, intentional</p>
<p>5. <b>-ture</b> = /cher/ (affricated)</p> <p>6. <b>-ure</b> = /shur/ or /shoor/</p>		<p><b>-ture / -ure:</b> POS = noun, meaning = into a noun</p> <p><b>ture:</b> mixture, picture, fixture, fracture, creature, juncture, puncture, nature, mature, immature, moisture, adventure, culture, furniture, sculpture, structure</p> <p><b>-ure:</b> sure, unsure, closure, pressure, exposure, pleasure, treasure, reassure, reinsure, leisure, measure</p>
<p>Affricated Patterns: <b>tu</b> - <i>fluctuate</i> - /chyo/</p> <p><b>du</b> - <i>educate</i> - /jyo/</p>		<p><b>tu</b> = century, punctuate, punctuation, ritual, actually, spatula, fortune</p> <p><b>du</b> = educate, schedule, graduate, gradual, individual, module, nodule, arduous, acidulous, fraudulent, procedure, residual, incredulous, assiduous, deciduous, undergraduate</p> <p><i>"The educated individual graduated on schedule. The procedure during the arduous module was followed by all assiduous individuals."</i> Taken from <a href="#">here</a>.</p>

Concepts, Phonograms, Patterns	5 <sup>th</sup> Grade: Jan - Feb Dates	Teaching Tips
<b>New Latin Roots:</b> Introduce Latin Roots <b>Root – Keyword – Meaning</b>		-Recommended to teach ~2 roots per week depending on class. However, for roots with multiple derivations (e.g., fic,fact, fic, fect), you might spend the whole week on that root and its derivations.
1. / <b>sta/ stat/sist</b> – persist, statue – stand or endure		<b>Sta/ Stat:</b> and <b>here</b> , too: statue, stature, statute, obstacle, stamina, status, stationary, statement, constant, distant, standard, substance, circumstance <b>Sist:</b> persist, consist, desist, assist, resist, assist, insist
2. <b>vert / vers</b> – reverse – turn		<b>Vert:</b> convert, convertible, revert, introvert, extrovert, divert, avert, vertigo, invert, subvert <b>Vers:</b> reversible, inverse, inversion, aversion, diversion, extroversion, introversion, conversion
3. <b>struct/ stru</b> – structure – build		<b>Struct:</b> structure, structural, construct, destruct, reconstruct, instruct, instructor, obstruct, instrument, construe
4. <b>form</b> – transform – shape		<b>form:</b> reform, deform, deformity, malformed, inform, information, informant, informative, transform, conform, formula, formulaic, formal, informal, formality
5. <b>tend/ tens/ tent</b> – extend, intense – stretch or strain		<b>Tend:</b> extend, intend, distend, attend, tendency, <b>Tens:</b> extension, tense, tension, intense, intensity, pretense, intensify <b>Tent:</b> intent, intention, intently, attention, inattention, detention, détente, unintentionally
6. <b>fac/fact/fic/fect</b> – factory, fiction – make, do		<b>Fac / Fact:</b> fact, factory, manufacture, olfactory, factor, faculty facility, facilitate, satisfaction, benefactor <b>Fic:</b> amplification, certificate, efficacy, magnificent, proficient, sufficient, insufficient, efficient, inefficient, magnificent, magnificence, personification, gratification <b>Fect:</b> confection, perfect, perfection, affect, defect, defective, infect, disinfect, disinfectant, effect, effective, effectual, ineffectual, ineffective
7. <b>pos(e)/ pon</b> – position, postpone– put, place, or set		<b>Pos(e):</b> compose, dispose, composition, disposition, oppose, opposition, component, deposit, deposition, propose, proposal, disposal, expose, exposition, impose, imposition, position, suppose, supposition <b>Pon:</b> postpone, proponent, exponent, opponent
8. <b>cap/ cept/ cip/ cieve/ ceit</b> – captive, receive – take, seize, receive		<b>Cap:</b> captive, capture, captor, capsule, capable, caption, capacity, decapitate <b>Cept:</b> accept, except, precept, deceptive, intercept, concept, receptable, reception, susceptible, perceptive <b>Cip:</b> participate, recipient, principal, principle, recipe, discipline, emancipate, anticipate, participate, municipal <b>Cieve/ Ceit:</b> receive, receipt, deceive, deceit, conceive, conceit, misconceive, perceive

Concepts, Phonograms, Patterns	5 <sup>th</sup> Grade: March Dates	Teaching Tips
<p><b>Numerical Prefixes 1-5 and 100</b> Teach as appropriate depending on content. Scroll down to read more about numerical prefixes <a href="#">here</a>.</p> <p><b>uni &amp; mono</b> = 1 <b>bi</b> = 2 <b>tri</b> = 3 <b>quadr/quart</b> = 4 <b>quint &amp; penta</b> = 5 <b>cent</b> = 100</p>		<ol style="list-style-type: none"> <li><b>uni</b> = 1: (Latin) unicorn, unicycle, unite, unity, unify, uniform, union, unison, unilateral, unique, unit, university, unitarian</li> <li><b>mono</b> = 1: (Greek) monotone, monotonous, monotony, monopoly, monopolize, monologue, monochrome, monorail, monotheism, monolith,</li> <li><b>bi</b> = 2: (Latin) biped, bicycle, bilateral, binoculars, biweekly, bisect, bilingual, combine, bipartisan, bicentennial (200<sup>th</sup> anniversary), biennial (every other year)</li> <li><b>tri</b> = 3: (Greek) triangle, tripod, trilogy, trio, tricolor, triceps, triceratops, trilateral, triathlon, tricentennial</li> <li><b>quadr/quart</b> = 4: (Latin) quadrant, quadricep, quadruped, quadruplet, quart, quartet, quartile</li> <li><b>quint</b> = 5: (Latin) quintet, quintuplets</li> <li><b>penta</b> = 5: (Greek) pentagon, pentagram, pentacle</li> <li><b>cent</b> = 100: (<b>Latin</b>) century, cent, centimeter, centipede, percent, percentile, centennial, bicentennial, tricentennial</li> </ol>
<p><b>multi &amp; poly</b> = many <b>semi &amp; hemi</b> = half or partially</p>		<ol style="list-style-type: none"> <li><b>multi</b> = many: (Latin) multisyllabic, multiply, multiple, multimedia, multicolored, multilingual, multifaceted, multiracial, multinational, multitude, multicultural</li> <li><b>poly</b> = many: (Greek) polygon, monopoly, polymer</li> <li><b>semi</b> = half (Latin) semicircle, semifinal, semiskilled, semiprecious, semiconscious, semicolon, semiconductor</li> <li><b>hemi</b> = half (Greek) hemisphere, hemicycle</li> </ol>
<p><i>Optional Numerical Prefixes 6-10</i></p> <p><b>hex</b> = 6 <b>sept</b> = 7 <b>hepta</b> = 7 <b>oct</b> = 8 <b>novem</b> = 9 <b>dec(a)</b> = 10</p>		<ol style="list-style-type: none"> <li><b>hex</b> = 6: (Greek) hexagon, heptathlon</li> <li><b>sept</b> = 7: (Latin) septuplets, in the original Roman calendar September was the 7<sup>th</sup> month</li> <li><b>hepta</b> = 7: (Greek) heptathlon</li> <li><b>oct</b> = 8: (Greek) octopus, October</li> <li><b>novem</b> = 9: (Latin) November</li> <li><b>dec(a)</b> = 10: (Latin) decade, decathlon, decimal, decagon, decigram</li> </ol>
<p><b>Latin Suffix: -cian</b></p>		<p>Relating to someone's occupation or area of expertise POS = noun</p> <p><b>-cian</b>: musician, magician, electrician, technician, clinician, physician, optician, pediatrician, mathematician, politician, statistician, dietician, beautician</p>

Concepts, Phonograms, Patterns	5 <sup>th</sup> Grade: April - May Dates	Teaching Tips
Review 10 previously taught Greek Combining Forms (GCF) from 4 <sup>th</sup> grade.  <b>Prefix -- Keyword -- Meaning</b>		-The order in which you teach Greek Combining Forms may be adjusted to connect to the content you are teaching. Here's a helpful <a href="#">article</a> with links to activities. -Recommended to teach ~3-4 per week.
1. <b>geo</b> – geography – earth		<b>Geo</b> and <b>here</b> , too: geology, geologist, apogee, geometry, geocentric, geothermal, geopolitics
2. <b>eco</b> – ecology – home, environment		<b>Eco</b> : ecosystem, ecotage (environmental sabotage), ecoterrorism, ecotone, ecotourism, ecotoxicologist, ecology, economy, economical
3. <b>sphere</b> – hemisphere – round		<b>Sphere</b> : sphere, spherical, biosphere, geosphere, ecosphere, atmosphere, stratosphere, photosphere
4. <b>dem(o)</b> – democracy – people		<b>Dem(o)</b> : and <b>here</b> : democracy, democrat, democratically, democratize, demographics, demography, demogenic, democide, endemic, epidemic, epidemiologist, pandemonium, demagogue
5. <b>crat/cracy</b> – autocrat – rule, govern		<b>Crat/ Cracy</b> : democracy, democrat, aristocrat, aristocracy, plutocrat, plutocracy, bureaucrat, bureaucracy, technocrat, technocracy
6. <b>pol/polis/polit</b> – politics – government or city		<b>pol/polis/polit</b> : politician, political, politicize, metropolis, metropolitan, cosmopolitan, policy, policy, megalopolis, acropolis, necropolis, geopolitical, polite (being a kind, good citizen)
7. <b>scope</b> – telescope – see		<b>Scope</b> : scope, microscope, microscopic, telescopic, periscope, horoscope, kaleidoscope, stethoscope, arthroscope
8. <b>meter</b> – centimeter – measure		<b>Meter</b> : meter, perimeter, decimeter, geometry, symmetry, asymmetry, odometer, speedometer, thermometer, dynamometer, chronometer, barometer
9. <b>therm</b> – thermometer – heat		<b>Therm</b> : thermostat, thermal, thermos, hypothermia, thermodynamics, geothermal
10. <b>dyn/dynamo</b> – dynamite – power or force		<b>dyn/dynamo</b> : dynamic, dynasty, thermodynamics, biodynamic, aerodynamics, dynamoelectric

Concepts, Phonograms, Patterns	5 <sup>th</sup> Grade: May - June Dates	Teaching Tips
<b>Cumulative Review</b> 26 Latin Roots		
Prefixes		
Suffixes		
4 Suffix Spelling Rules: 1. Doubling Rule, 2. Advanced Doubling Rule 3. E-Dropping Rule 4. Y-to-I Rule		
20 Greek Combining Forms		
Other:		

## Sixth Grade: End of Year Reading and Spelling Skills

- All short vowels, single consonants, and common digraphs sh, th (2 sounds), ch, wh
- All beginning and ending consonant blends
- Spelling Patterns: FLSZ, -ck, -tch, -dge
- Four Sounds of Y: y = /y/, y = /long i/, y = /long e/, y = gym /i/, type y-e
- Word Families: -all, -alk, am/an, nk/ng, Wild Old Words (old, ind, ild, ost, olt), -ight, VRe, -ough, air, oar, ear, eer
- Syllable Types: VC, VCe, V, Vr, VV, -Cle
  - Vowel Teams & Diphthong: ee, ea, oa, oo (2 sounds) ai/ay, oi/oy, ou/ow (2 sounds), ie (2 sounds), aw, au, -igh, oe, ew, ea (3 sounds), ue (true, rescue)
  - Reliable vowel team spelling patterns: ai/ay, oi/oy, ou/ow
- Syllable Division: VCCV, VCCCV, V/CV, VC/V, -Cle, V/V
- Other: soft c and g, spelling c vs. k, Affricated du (as in gradual) and tu (as in ritual), Accenting Rules
- Silent Letters: kn, wr, mb, gn, **gh, stle, ps, pn**
- Suffixes\*: -s, -ing, -ed (3 sounds), -er, -est, -es, -ful, -less, -ness, -ish, -y, -ly, -en, -et, -ive, -ment, -able, -tion, -sion, -ous, -ify, -ible, -ty/ity, -age, -ic, -al, -ture, -ure, -cian, **-ant/ance/ancy, -ent/ence/ency**
  - 1. Latin Endings Grid**
- 4 Suffix Spelling Rules: 1-1-1 Doubling Rule, Advanced 2-1-1 Doubling Rule, E-dropping Rule, Y-to-I Rule,
- Prefixes\*: un, mis, dis, in, non, re, pre, de, pro, a, con/com, ex/e, sub, be, ad, inter, ob, anti, super, per, ab
  1. Numeral prefixes (some of Latin, some of Greek origin): uni, mono, bi, tri, quadr/quart, quint, penta, cent, poly, multi, semi, hemi
  2. **Chameleon Prefixes: in, con, sub, ad, ob, dis**
- 26 Latin Roots\*: (listed alphabetically)
  1. 22 Review: cept/cap/ceiv/ceit, cred, dict, duc/duct, fac/fact/fic/fect, flex/flect, fer, form, ject, mit/miss, plic/ply, port, pos(e)/pon, rupt, scribe/script, sist/sta/stat, spect, struct/stru, tend/tens/tent, tract, vert/vers, vis
  2. **8 New: act, aud, capit/capt, junct, ped/pod, pel/puls, pend/pens, ten/tent/tain**
- Greek Combining Forms\*: (listed alphabetically)
  1. 20 Review: auto, bio, crat/cracy, cyclo, dem(o), dyn/dynamo, eco, geo, graph, logy, mega, meter, micro, phon, photo, pol/polis/polit, scope, sphere, tele, therm
  2. **10 New: biblio, chron, gram, hydro, hyper, hypo, path, phys, phil, sym**
- Anglo-Saxon Irregularities or Low Frequency Word Families:
  1. WA / WAR / WOR / QUA / QUAR
  2. ough = /uff/rough & /off/ cough
- Irregular Vr

Concepts, Phonograms, Patterns	6 <sup>th</sup> Grade: Sept – Oct Dates	Teaching Tips
<b>Review sounds and 6 syllable types: VC, VCe, V, Vr, VV, /cle</b> Also review 4 sounds of y		Focus on short vowel discrimination and practice “flexing” between long and short vowel sounds (“Say scrap. Now say scrap but change /a/ to /A/.” A: scrape)
<b>Review syllable division:</b> VCCV wombat, VCCCV lobster, V/CV tiger, VC/V camel, /cle (turtle) V/V (lion)		When reviewing /cle, focus on when to double the consonant (e.g., ripple/riple, bible/bibble).
<b>Review previously taught prefixes:</b> un, mis, dis, in, non, re, pre, de, pro, ex, per, ab, ad, be, inter, anti, super, per		Optional to also include numerical prefixes: uni, mono, bi, tri, quadr/quart, quint, penta, cent, poly, multi, semi, hemi
Review previously taught suffixes <b>Vowel Suffixes:</b> -ing, -ed (3 sounds), -er, -est, -es, -ish, -y, -ly, -en, -et, -ive, -able, -ible, -ous, -ify, -ity, -age, -ic, -al, -ure  <b>Consonant Suffixes:</b> -s, -ful, -less, -ness, -ment, -tion, -sion, -ture, -ty, -ure, -cian		Ensure students can sort suffixes into consonant or vowel suffixes. Reinforce the meaning of each suffix and part of speech (e.g., -able = adjective, -ment = noun)
<b>Review 4 Suffix Spelling Rules:</b> 1. 1-1-1 Doubling 2. 2-1-1 Advanced Doubling Rule 3. E-Dropping 4. Y-to-I		
<b>Review 3 Major Layers of Anglo-Saxon, Latin, and Greek in English</b>		
<b>Introduce First Three Most Simple Accenting Rules</b>		-Review schwa (see 3 <sup>rd</sup> grade S&S week 16). 1. In a two-syllable word, the accent is usually on 1 <sup>st</sup> syllable. <i>~ba'/sic, pro'/gram</i> 2. If there are prefixes or suffixes, accent often on base word or root. <i>~box'/es, un/tie'</i>  3. Accent can shift, but the word still has same root & meaning. <i>~produce, production</i>

Concepts, Phonograms, Patterns	6 <sup>th</sup> Grade: Nov Dates	Teaching Tips
<p><b>Review 22 Previously Taught Latin Roots:</b> Previously taught suffixes and prefixes should be reviewed when previously taught roots are review, too. <b>Root – Keyword – Meaning</b></p>		<p>-Recommended reviewing ~7 roots per week depending on class (see 4<sup>th</sup> -5<sup>th</sup> grade S&amp;S). -Students should understand the difference between a base word vs. root.</p>
1. <b>spect</b> – spectator – watch or observe		
2. <b>rupt</b> – erupt – burst or break		
3. <b>flex / flect</b> – flexible – bend		
4. <b>cred</b> – credible – believe		
5. <b>duc / duct</b> – conduct – lead		
6. <b>dict</b> – dictate – say, tell		
7. <b>ject</b> – reject – throw, lie		
8. <b>port</b> – porter – carry		
9. <b>tract</b> – attract – draw or pull		
10. <b>vis /viz/</b> – vision – see		
11. <b>mit / miss</b> – missile – send		
12. <b>plic / ply</b> – duplicate – fold		
13. <b>scrib / script</b> – scribe – write		
14. <b>fer</b> – fertilize – bring, bear, or yield		
15. <b>sist/ sta/ stat</b> – persist, statue – stand or endure		
16. <b>vert / vers</b> – reverse – turn		
17. <b>struct/ stru</b> – structure – build		
18. <b>form</b> – transform – shape		
19. <b>tend/ tens/ tent</b> – extend, intense – stretch or strain		
20. <b>fac/fact/fic/fect</b> – factory, fiction – make, do		
21. <b>pos(e)/ pon</b> – position, postpone– put, place, or set		
22. <b>cap/ cept/ cip/ cieve/ ceit</b> – captive, receive – take, seize, receive		

Concepts, Phonograms, Patterns	6 <sup>th</sup> Grade: Dec Dates	Teaching Tips
<b>Latin Suffixes</b>		Thefreedictionary.com has great articles, such as <a href="#">here</a> and <a href="#">here</a> , containing word lists with these suffixes and more detail when you spell each.
<p><b>-ant / -ance / -ancy:</b> all begin with schwa vowel</p> <p>Emphasize how one word can be made into many words by changing the suffix and therefore, POS.</p> <p>Make word webs: e.g., observe, observant, observance, observation, reluctant, reluctantly, reluctance, reluctance</p>		<p>1. <b>Use with verbs ending in -ate:</b> accelerate – accelerant, anticipate – anticipant, dominant – dominant, immigrate – immigrant, hesitate – hesitant</p> <p>2. <b>Use with verbs ending in -e:</b> confide – confidant, inhale – inhalant, grieve- grievant, observe – observant, serve- servant</p> <p>3. <b>Use with words ending in -y using Y-to-I rule:</b> comply – compliant, defy – defiant, vary – variant</p> <p>4. <b>Use if it follows hard C or hard G:</b> vacant, significant, arrogant, elegant</p>
<p><b>-ent / -ence / -ency:</b> all begin with schwa vowel</p> <p>Make word webs: e.g., emerge, emergent, emergence, emergency</p>		<p>1. Soft C and soft G are always followed by -ent, ence, ency</p> <p><b>Soft C:</b> ascent, adjacent, decent, innocent, reticence, translucence, magnificent, complacency, reminiscence</p> <p><b>Soft G:</b> emergency, astringent, convergence, diligence, divergent, indulgency, intelligent, negligence, urgency See above links for more detail.</p>

Concepts, Phonograms, Patterns	6 <sup>th</sup> Grade: Jan Dates	Teaching Tips
<p><b>Chameleon Prefixes:</b></p> <ol style="list-style-type: none"> <li><b>in</b> (not, in)</li> <li><b>con</b> (together, with)</li> <li><b>sub</b> (under, from below)</li> <li><b>ad</b> (to, toward)</li> <li><b>ob</b> (up against)</li> <li><b>dis</b> (not, apart, different directions)</li> </ol>		<p>Also known as <a href="#">assimilated prefixes</a></p> <p>-First review the meaning of the prefix, in- (not, in). Try saying in + legal 5x fast. You end up saying illegal! For ease of pronunciation, or euphony, the final letter of the prefix changes like a chameleon changes color so it is easier to pronounce. Knowing this helps us 1) better understand the meaning of words, and 2) become better spellers so we know when and why words have a double consonant (e.g., a double 'l' in illegal).</p>
<p>1. Chameleon Prefix: <b>in</b> (not, in) : <i>invite, insist, increase, invest</i></p>		<ul style="list-style-type: none"> <li><b>in + l = il</b> : <i>illegal, illegible, illustrate, illiterate</i></li> <li><b>in + r = ir</b> : <i>irregular, irritate, irrigate</i></li> <li><b>in + m = im</b> : <i>immune, immortal, immoral, immaterial, immature, immaculate</i></li> <li><b>in + b = im</b> : <i>imbibe, imbalance, imbecile</i></li> <li><b>in + p = im</b> : <i>impart, import, impress, improve</i></li> </ul>
<p>2. Chameleon Prefix: <b>con</b> (together, with): <i>connect, convene, convince</i></p> <p><b>com</b> is used before roots beginning with <i>m, b, or p</i>:</p>		<ul style="list-style-type: none"> <li><b>con + l = col</b> : <i>collect, collide, collusion, collate</i></li> <li><b>con + r = cor</b> : <i>correct, corrupt, corrode, correspond</i></li> </ul> <p><b>com</b> is used before roots beginning with <i>m, b, or p</i> :</p> <ul style="list-style-type: none"> <li><b>con + m = com</b> : <i>commit, commute, commune, comment</i></li> <li><b>con + b = com</b> : <i>combine, combust, combat, combatant</i></li> <li><b>con + p = com</b> : <i>compare, compute, compact, complaint</i></li> </ul>
<p>3. Chameleon Prefix: <b>sub</b> (under, from below): <i>subway, submarine</i></p>		<ul style="list-style-type: none"> <li><b>sub + c = suc</b> : <i>success, succeed, succulent</i></li> <li><b>sub + f = suf</b> : <i>suffer, suffuse, sufficient</i></li> <li><b>sub + g = sug</b> : <i>suggest, suggestive</i></li> <li><b>sub + p = sup</b> : <i>support, suppose, suppress</i></li> </ul>
<p>4. Chameleon Prefix: <b>ad</b> (to, toward): <i>address, adjust, admit</i></p>		<ul style="list-style-type: none"> <li><b>ad + c = ac</b> <i>account, access, accurate, accelerate</i></li> <li><b>ad + f = af</b> <i>afford, affection, affirm, affix</i></li> <li><b>ad + g = ag</b> <i>aggressive, aggregate, aggravation</i></li> <li><b>ad + l = al</b> <i>allow, alleviate, allegiance</i></li> <li><b>ad + p = ap</b> <i>appear, appoint, appendix</i></li> <li><b>ad + r = ar</b> <i>arrest, arrive, arrogant</i></li> <li><b>ad + s = as</b> <i>assert, assortment, assist, assimilate</i></li> <li><b>ad + t = at</b> <i>attend, attract, attest, attribute</i></li> </ul>
<p>5. Chameleon Prefix: <b>ob</b> (up against): <i>objection, obnoxious, obstruction</i></p>		<ul style="list-style-type: none"> <li><b>ob + p = op</b> : <i>oppress, oppose,</i></li> <li><b>ob + f = of</b> : <i>offer</i></li> <li><b>ob + c = oc</b> : <i>occur</i></li> </ul>
<p>6. Chameleon Prefix: <b>dis</b> (not, apart, different directions): <i>disrupt, disqualify, distribute, disfavor</i></p>		<ul style="list-style-type: none"> <li><b>dis + f = dif</b> : <i>different, diffuse, diffract, difficult</i></li> <li><b>dis – s = di</b> : <i>divulge, divest, direct, digest</i></li> </ul>

Concepts, Phonograms, Patterns	6 <sup>th</sup> Grade: Feb Dates	Teaching Tips
<p><b>Latin Endings Grid:</b> is a Latin system of endings added to a root or base word that changes the part of speech.</p>		<p>To introduce grid, begin with a blank grid &amp; previously_tought suffixes in top row of grid (Vowel says /u/ or /i/).</p> <ul style="list-style-type: none"> <li>• Row 1: Vowels say schwa /u/</li> <li>• Row 2: i = /ee/ as in radial</li> <li>• Row 3: ti = /sh/ as in partial</li> <li>• Row 4: ci = /sh/ as in magician</li> <li>• Row 5: si = /sh/ or /zh/ as in mansion or fuchsia</li> <li>• Row 6: gi = /j/ as in Georgia</li> </ul>
<p><b>Pronunciation of Rows 1-2</b></p> <ul style="list-style-type: none"> <li>• vowel say schwa /u/</li> <li>• i = /ee/ as in radial</li> </ul>		<p><b>-a, -on, -an, -ous, -al, -ent, -ence, -o, -ate*</b> *<i>-ate</i> (n. /it/ <u>graduate</u> ; v. /At/ <u>graduate</u>) <b>-ia, -ion, -ian, -ious, -ial, -ient, -ience, -io, -iate</b> Ex: serial, serious, devious, deviate, obvious, obviate, experience</p>
<p><b>Pronunciation of the rows 3-6:</b></p> <ul style="list-style-type: none"> <li>• ti = /sh/</li> <li>• ci = /sh/</li> <li>• si = /sh/ or /zh/</li> <li>• gi = /j/</li> </ul>		<p><b>-tia, -tion, -tian, -tious, -tial, -tient, -tience, -tio, -tiate</b> Ex: patient, patience, alleviate, alleviation, experiential <b>-cia, -cion, -cian, -cious, -cial, -cient, -cience, -ciate</b> Ex: efficient, efficiency, suffice, sufficient, sufficiency <b>-sia, -sion, -sian</b> <b>-gia, -gion, -gian, -gious</b></p>

Expectancy	Endings and Examples							Partially Follow	
<p>Vowel says /u/</p>	<b>-on</b> lemon	<b>-an</b> human	<b>-a</b> banana	<b>-ous</b> famous	<b>-al</b> final	<b>-ent</b> parent	<b>-ence</b> sentence	<b>-o</b> potato	<b>-ate</b> mandate graduate
<p>i says /ee/</p>	<b>-ion</b> champion onion	<b>-ian</b> Canadian median	<b>-ia</b> media	<b>-ious</b> glorious	<b>-ial</b> radial	<b>-ient</b> lenient	<b>-ience</b> experience	<b>-io</b> radio	<b>-iate</b> radiate appropriate
<p>ti says /sh/</p>	<b>-tion</b> action	<b>-tian</b> Martian	<b>-tia</b> militia	<b>-tious</b> cautious	<b>-tial</b> partial	<b>-tient</b> patient	<b>-tience</b> patience	<b>-tio</b> ratio	<b>-tiate</b> sate
<p>ci says /sh/</p>	<b>-cion</b> suspicion	<b>-cian</b> physician	<b>-cia</b> Marcia	<b>-cious</b> spacious	<b>-cial</b> facial	<b>-cient</b> sufficient	<b>-cience</b> conscience		<b>-ciate</b> officiate
<p>si* says /zh/ or /sh/</p>	<b>-sion</b> vision mansion	<b>-sian</b> Asian Russian	<b>-sia</b> Asia Russia						
<p>gi says /j/</p>	<b>-gion</b> region	<b>-gian</b> Belgian	<b>-gia</b> Georgia	<b>-gious</b> religious					

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\*If an -si ending comes after an 'n', an 'l', or another 's', 'si' = /sh/; the rest of the time 'si' = /zh/.

Figure 22.1. The Ending Grid.

Concepts, Phonograms, Patterns	6 <sup>th</sup> Grade: March Dates	Teaching Tips
<b>New Latin Roots</b>		
1. <b>act</b> – action – drive, do		<b>Act:</b> active, activity, activate, activation, exact, deactivate, redact, react, reactionary, actually, counteract, inaction, enact, interaction, actor, actress, radioactive
2. <b>pend/pens</b> – suspend – hang, weigh		<b>Pend:</b> pendant, pendulum, pending, impend, expend, dependent, independent, interdependent, appendix, perpendicular, append, appendage, dependable, dependability, expend, expenditure, <b>Pens:</b> suspense
3. <b>capit/capt</b> – captain – head, leader		<b>Capit:</b> capital, decapitate, capitalize, capitulation, recapitulate, capitalism <b>Capt:</b> caption, captain
4. <b>pel/puls</b> – expel – drive, push, or throw		<b>Pel:</b> compel, repel, propel, repellant, propellant <b>Pulse:</b> impulse, pulse, pulsation, compulsion, compulsory, expulsion, repulse
5. <b>ten/tent/tin/tain</b> – tenant – hold		<b>Ten/tent:</b> contents, tenable, untenable, tenacity, tenacious, contended, discontented, contentment, intent, intention, maintenance, retentive <b>Tin:</b> continue, continual, continuation, pertinent, impertinent <b>Tain:</b> maintain, retain, sustain, sustainable
6. <b>aud</b> – audio – hear		<b>Aud:</b> audible, inaudible, auditorium, audience, auditory, audiovisual, audibility, audit, auditor, audile
7. <b>ped/pod</b> – pedal – foot		<b>Ped:</b> (Latin) pedestrian, pedestal, pedometer, centipede, millipede, pedal, expedite, expedition, impede, biped, bipedal, expedient, impediment, pedigree, quadruped <b>Pod:</b> (Greek) tripod, podium, podiatry, podiatrist, sauropod (lizard-footed dinosaur)
8. <b>unct/join</b> – junction – join		<b>Unct:</b> junction, adjunct, juncture, conjunction, adjunctive, injunction <b>Join:</b> conjoin, adjoin, disjoint, enjoin
<i>Optional: Latin Suffixes:</i> <b>-ite</b> <b>-ine</b>		<b>-ite</b> (adj. schwa vowel /i/ <i>definite</i> ; n., v. long vowel /I/ <i>graphite, unite</i> ) <b>-ine</b> (adj. long vowel /I/ - <i>Valentine</i> ; n. schwa vowel /i/ <i>heroine</i> )

Concepts, Phonograms, Patterns	6 <sup>th</sup> Grade: April Dates	Teaching Tips
<b>Review 20 Previously Taught Greek Combining Forms:</b>		Review Greek Patterns, such as ch = /k/, ph = /f/, y = /i/ and /l/
1. <b>graph</b> – autograph – write		
2. <b>bio</b> – biodome – life		
3. <b>logy</b> – biology – study of		
4. <b>phon(o)</b> – phoneme – sound		
5. <b>auto</b> – automatic – self		
6. <b>cycl / cyclo</b> – recycle – circle, wheel		
7. <b>micro</b> – microscope – small		
8. <b>mega</b> – megaphone – large		
9. <b>photo</b> – photocopy – light		
10. <b>tele</b> – telescope – distant		
11. <b>geo</b> – geography – earth		
12. <b>eco</b> – ecology – home, environment		
13. <b>sphere</b> – hemisphere – round		
14. <b>dem(o)</b> – democracy – people		
15. <b>crat/cracy</b> – autocrat – rule, govern		
16. <b>pol/polis/polit</b> – politics – government or city		
17. <b>scope</b> – telescope – see		
18. <b>meter</b> – centimeter – measure		
19. <b>therm</b> – thermometer – heat		
20. <b>dyn/dynamo</b> – dynamite – power or force		

Concepts, Phonograms, Patterns	6 <sup>th</sup> Grade: May	Teaching Tips
10 New Greek Combining Forms (GCF)  <b>Prefix -- Keyword -- Meaning</b>		-The order in which you teach Greek Combining Forms may be adjusted to connect to the content you are teaching. Here's a helpful <a href="#">article</a> with links to activities. -Recommended to teach ~3-4 per week.
1. <b>Syn/ sym</b> – synchronized symphony – with or together		<b>Syn &amp; here:</b> synonym, synchronize, synopsis, synthesis, synergy, idiosyncrasy, syndicate, synapse, synagogue, syndrome <b>Sym:</b> symmetry, sympathy, symphony, symbol, symptom
2. <b>path</b> – empathy – feeling or disease		<b>Path:</b> pathos, empathic, sympathy, sympathize, apathy, pathetic, apathetic, pathogen, pathological, pathogenic, psychopath
3. <b>hyper</b> – hyperactive – over, excessive, above normal		<b>Hyper:</b> hyperactive, hypersensitive, hyperbole, hyperextension, hyperventilate, hyperthermia (overheated body) hypertonia (muscles are too tight or spastic)
4. <b>hypo</b> – hypothermia – under, below normal		<b>Hypo:</b> hypodermic (under skin) hyposensitivity (under sensitivity), hypothermia (too cold), hypotonia (muscles are too loose or flexible), hypocritical, hypocrite, hypothesis, hyphenated, hyphen, hypotenuse, hypochondriac
5. <b>phys</b> – physical – nature		<b>Phys:</b> physique, physics, physician, physiology, metaphysical
6. <b>hydr(o) / hydr(a)</b> – hydrate – water		<b>Hydr:</b> hydration, hydrogenated, dehydrate, hydrant, hydrogen, hydropower, hydroponic
7. <b>gram</b> – diagram – written or drawn		<b>Gram:</b> telegram, program, grammar, hologram, anagram, epigram
8. <b>phil</b> – philosophy – love		<b>Phil:</b> Philadelphia, philosopher, philanthropist, bibliophile, audiophile, cinephile, anglophile, Francophile
9. <b>biblio</b> – bibliography – book		<b>Biblio:</b> biblical, bibliophile, bibliography, biblioklept, bibliomania
10. <b>chron</b> – chronological – time		Reminder that ch = /k/ in Greek <b>chron:</b> chronology, chronic, synchronous, synchronize, chronicle, crony (friend over time), chronometer, anachronism

Concepts, Phonograms, Patterns	6 <sup>th</sup> Grade: June Dates	Teaching Tips
<b>Cumulative Review</b> 30 Latin Roots		
Prefixes (including Chameleon Prefixes)		
Suffixes (including Latin Endings Grid)		
4 Suffix Spelling Rules: 5. Doubling Rule, 6. Advanced Doubling Rule 7. E-Dropping Rule 8. Y-to-I Rule		
30 Greek Combining Forms		
Other:		