

Spelling and Syllabication Academic

Literacy Center Grade 5



Aligned to the Common Core Standards

- ✓ 28 Spelling Pattern Lessons
- ✓ Spelling Sorts
- ✓ 28 Syllable Worksheets
- ✓ Multi-Syllabic Decoding

Spelling and Syllabication Academic Literacy Center Grade 5

Table of Contents

Sections	Pages
How to Set up Academic Literacy Centers.....	1–5
FAQs.....	6
Spelling Sorts and Syllabication Introduction, Materials Preparation,.....	7
and Pre-Teaching to the Whole Class	
Task Card Directions for Spelling Sorts.....	7
Task Card Directions for Syllabication Worksheets.....	8
Spelling Instructional Scope and Sequence.....	9–10
 Spelling Sort Worksheets	
Spelling Worksheets.....	11–38
Spelling Worksheet Answers.....	39–45
 Syllable Worksheets	
Syllable Worksheets.....	46–73
Syllable Answers.....	74–87
 Addendum	
▪ Ten Literacy Center Rotations.....	88–100
▪ Literacy Centers Group Norms BE HEROIC! Group Norms.....	101
▪ Literacy Centers LEADERSHIP ROLES.....	102
▪ Spelling and Syllabication Center Pocket Cards and Literacy Sign Cards...	103–106
▪ Spelling and Syllabication Academic Literacy Center Task Cards.....	107–110

Spelling Instructional Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
1	Short Vowels	Short Vowels	Vowels and Consonants	Diphthongs/ <i>r</i> -controlled Vowels	Consonant Doubling
2	Long Vowel <i>a</i>	Long Vowels	Vowel Diphthongs	Consonant Doubling	<i>i</i> before <i>e</i>
3	Long Vowel <i>e</i>	Silent Final <i>e</i>	<i>r</i> - controlled Vowels	<i>i</i> before <i>e</i>	Plurals
4	Long Vowel <i>i</i>	Vowel Diphthongs	Consonant Doubling	Hard and Soft /c/ and /g/	Drop/Keep Final <i>e</i>
5	Long Vowel <i>o</i>	Consonant Digraphs	<i>i</i> before <i>e</i>	Plurals	Change/Keep <i>y</i>
6	Long Vowel <i>u</i>	<i>r</i> - controlled Vowels	Hard and Soft /c/ and /g/	Drop/Keep Final <i>e</i>	/ion/
7	Silent Final <i>e</i>	<i>y</i>	Plurals	Change/Keep <i>y</i>	“ary,” “ery,” “ory,” “ury,” “ry”
8	Vowel Diphthongs /aw/	Consonant Doubling	Drop/Keep Final <i>e</i>	“ph”	“able”
9	Vowel Diphthongs “oo”	/j/	/ch/	/ion/	“ible”
10	Vowel Diphthongs /oi/, /ow/	<i>i</i> before <i>e</i>	“ough” and “augh”	Vowel Shift	“ant,” “ance,” “ancy”
11	Consonant Digraphs	Hard /c/, Soft /c/	Starting/Ending /k/	Consonant Shift	“ent,” “ence,” “ency”
12	<i>r</i> - controlled Vowels	Hard /g/, Soft /g/	Change/Keep <i>y</i>	“c/tial” and “c/tious”	“est,” “ist,” and “iest”
13	<i>y</i>	<i>s</i> and “es” Plurals	“al” and “ful”	Consonant-“le”	“ice,” “ise,” “ize,” “yze”
14	Non-phonetic Words	/x/, /ch/, /sh/, /z/, /f/ Plurals	Double <i>l-f-s-z</i>	Vowel-“se,” “ve”	“us” and “_ous”
15	Consonant Doubling	Drop/Keep Final <i>e</i>	“ph”	“est,” “ist,” and “iest”	“qu” Spellings
16	/j/	/ch/	/ion/	“ice,” “ise,” “ize,” “yze”	Accent Shift
17	<i>i</i> before <i>e</i>	“ough” and “augh”	“c/tial” and “c/tious”	“able”	Masculine and Feminine
18	Hard /c/, Soft /c/	Starting/Ending /k/	Consonant-“le”	“ible”	“al,” “ial,” “cial,” “tial”
19	Hard /g/, Soft /g/	Change/Keep <i>y</i>	Vowel-“se,” “ve”	Schwa	Diminutives
20	“s” and “es” Plurals	“al” and “ful”	Irregular Plurals	“ant,” “ance,” “ancy”	<i>a</i> and <i>e</i> Banal
21	/x/, /ch/, /sh/, /z/, /f/ Plurals	Double <i>l-f-s-z</i>	Vowel Shift	“ent,” “ence,” “ency”	“ly” and “ally”
22	Irregular Plurals	Irregular Plurals	Consonant Shift	“ary,” “ery,” “ory,” “ury,” “ry”	Pronunciation Problems
23	Contractions	Contractions	Pronunciation Problems	“us” and “_ous”	Schwa
24	Silent Letters	Silent Letters	Schwa	Pronunciation Problems	Greek and Latin Prefixes

Spelling Instructional Scope and Sequence

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
25	Homonyms	Non-phonetic Words	Greek and Latin Prefixes	Greek and Latin Prefixes	Greek and Latin Roots
26	Greek and Latin Prefixes	Homonyms	Greek and Latin Roots	Greek and Latin Roots	Latin Expressions
27	Greek and Latin Roots	Greek and Latin Prefixes	French Spellings	French Spellings	French Expressions
28	Greek and Latin Suffixes	Greek and Latin Roots	Homonyms	British Spellings	British Spellings

Boldface denotes introductory spelling pattern for grade level.

Notes: The author provides a comprehensive spelling program for grades 4, 5, 6, 7, and 8 with spelling tests, spelling sorts, a diagnostic spelling patterns assessment with corresponding remedial spelling worksheets (all with formative assessments), plus spelling review games and additional resources in [Differentiated Spelling Instruction](#).

The complete set of syllable worksheets, 56 vocabulary worksheets, vocabulary study cards, plus vocabulary review games and additional resources are found in the [Common Core Vocabulary Toolkit](#) grades 4, 5 6, 7, and 8 programs.

The author's [Grammar, Mechanics, Spelling, and Vocabulary](#) Grades 4, 5, 6, 7, and 8 BUNDLE includes comprehensive grade-level spelling components, including the 28 spelling sorts found in this *Spelling Academic Literacy Center*, plus weekly spelling tests, summative tests, and spelling review games. The BUNDLE also includes the full contents of the *Remedial Spelling Center* with the spelling diagnostic assessment and corresponding remedial spelling pattern worksheets, plus the *Common Core Vocabulary Toolkit*, the comprehensive *Teaching Grammar and Mechanics*, and the *Writing Openers Language Application*.

Spelling Worksheet #22 Irregular Plurals

Spelling Rule

Some plurals do not follow the plural rules. Irregular plurals mostly include the following: words that end in /f/, but don't form "ves" plurals, consonant then "o" singular nouns that don't add "es" to form plurals, vowels that change from singular to plural, and nouns that have the same singular and plural forms.

Directions: Sort each spelling word into the group that best matches its spelling pattern.

SPELLING WORDS

1. chiefs
2. metros
3. shrimp
4. sons-in-law
5. bison
6. sheriffs
7. passersby
8. antelope
9. fathers-in-law
10. playoffs
11. elk
12. rhinos
13. reindeer
14. bailiffs
15. Filipinos
16. oxen
17. handkerchiefs
18. tacos
19. mothers-in-law
20. geese

"_fs," Not "_ves"

Consonant before "os"

s Not at End of Word

Same Singular and Plural Form

Vowel Changes from Singular to Plural

"en" Ending

Spelling Sort Answers

Spelling Worksheet #21

Root Ending in /x/	Root Ending in /ch/
boxes	lunches
mixes	branches
foxes	riches
taxes	arches

Root Ending in /sh/	Root Ending in /f/
bushes	wives
wishes	shelves
lashes	wolves
marshes	calves

Root Ending in /s/	Root Ending in /z/
losses	buzzes
crosses	fuzzes

Spelling Worksheet #23

not	is
isn't	it's
aren't	that's
hasn't	there's
haven't	what's
don't	who's
wouldn't	

have	are
I've	you're
you've	we're
we've	they're
they've	
could've	

am
I'm

Spelling Worksheet #22

"_fs," Not "_ves" "os"	Consonant before
beliefs	kilos
cuffs	mementos
chefs	armadillos
cliffs	Eskimos
roofs	kudos

Vowel Changes from Singular to Plural	Same Singular and Plural Form
children	deer
women	sheep
people	quail
teeth	fish
mice	moose

Spelling Worksheet #24

mb	kn
comb	kneel
thumb	knit
plumbing	knowledge
bomb	known

sc	lk
scientific	talking
scenery	yolk
scepter	cornstalk
descendent	folktale

u
guard
guilty
league
gauge

Consonant-“le” Division Worksheet #17

Consonant-“le” Syllable Rule: A suffix syllable ending with a consonant-“le” has a short *schwa* sound (a nasal short ŭ) between the consonant and the “le” ending. The *e* is silent.

Examples: can/dle, pim/ple

Directions: Divide the words into syllables, according to the rule, with / marks and write the accent mark (') above the primary vowel accent.

1. handle

2. hassled

3. trickled

4. muscle

5. humble

6. cattleman

7. single

8. purple

9. rifle

10. paddling

11. measles

12. ticklish

13. circling

14. bottle

15. settlement

16. toggle

17. sample

18. stifle

19. cradle

20. trifling

21. unbuckled

22. uncle

23. fabled

24. gentlemen

25. encircle

26. triangle

27. reshuffle

Consonant-“le” Division Worksheet #18

Consonant-“le” Syllable Rule: A suffix syllable ending with a consonant-“le” has a short *schwa* sound (a nasal short ŭ) between the consonant and the “le” ending. The *e* is silent.

Examples: can/dle, pim/ple

Word Jumbles Directions: Unjumble these words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

1. upprel _____

2. cuselm _____

3. heldna _____

4. dldinpag _____

5. etlsetemnt _____

Nonsense Words Directions: Carefully divide these nonsense words into syllables with / marks, according to the syllable rule.

6. m u s g l e

7. l a t l e m a n

8. p u n b l e m a n t

9. a w f l e t i n e

10. y a s s l e l y

Book Search Directions: Find four words with different consonant-“le” syllables.

Book Titles: _____

_____ p.____

_____ p.____

Syllable Worksheet Answers

Consonant-“le” Syllable Division Worksheet #17

- | | | |
|----------------|----------------|------------------|
| 1. hán/dle | 2. hás/sled | 3. tríc/kled |
| 4. mú/scle | 5. húm/ble | 6. cát/tle/man |
| 7. sín/gle | 8. púr/ple | 9. rí/fle |
| 10. pád/dling | 11. méa/sles | 12. tíc/klish |
| 13. cír/cling | 14. bót/tle | 15. sét/tle/ment |
| 16. tóg/gle | 17. sám/ple | 18. stí/fle |
| 19. crá/dle | 20. trí/fling | 21. un/búc/kled |
| 22. ún/cle | 23. fá/bled | 24. gén/tle/men |
| 25. en/cír/cle | 26. trí/an/gle | 27. re/shúf/fle |

Consonant-“le” Syllable Division Worksheet #18

Word Jumbles

- (1) púr/ple
- (2) mús/cle
- (3) hán/dle
- (4) pád/dling or pád/dl/ing
- (5) sét/tle/ment

Nonsense Words

- (6) mus/gle
- (7) la/tle/man
- (8) pun/ble/mant
- (9) aw/fle/tine
- (10) yas/sle/ly

Book Search: The Clarifier shows the worksheet to the teacher to check answers.

**4 Groups, 2 Rotations (40 Minutes Total) per Day, 4 Days per Week,
3 Grade-level Academic Literacy Centers and 1 Guided Reading Literacy Center Twice per Week**

Day 1			Day 2			Day 3			Day 4		
Group 1	Guided Reading	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3	Group 1	Guided Reading	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3
Group 2	Literacy Center 1	Guided Reading	Group 2	Literacy Center 3	Literacy Center 2	Group 2	Literacy Center 1	Guided Reading	Group 2	Literacy Center 3	Literacy Center 2
Group 3	Literacy Center 2	Literacy Center 3	Group 3	Guided Reading	Literacy Center 1	Group 3	Literacy Center 2	Literacy Center 3	Group 3	Guided Reading	Literacy Center 1
Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Guided Reading	Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Guided Reading

**4 Groups, 2 Rotations (40 Minutes Total) per Day, 4 Days per Week,
8 Literacy Centers Once per Week**

Day 1			Day 2			Day 3			Day 4		
Group 1	Literacy Center 4	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3	Group 1	Literacy Center 5	Literacy Center 6	Group 1	Literacy Center 7	Literacy Center 8
Group 2	Literacy Center 1	Literacy Center 4	Group 2	Literacy Center 3	Literacy Center 2	Group 2	Literacy Center 6	Literacy Center 5	Group 2	Literacy Center 6	Literacy Center 7
Group 3	Literacy Center 2	Literacy Center 3	Group 3	Literacy Center 4	Literacy Center 1	Group 3	Literacy Center 7	Literacy Center 8	Group 3	Literacy Center 5	Literacy Center 6
Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Literacy Center 4	Group 4	Literacy Center 8	Literacy Center 7	Group 4	Literacy Center 8	Literacy Center 5

8 Groups, 5 Rotations (100 Minutes Total) per Day, 4 Days per Week, 6 Grade-level Academic Literacy Centers, 3 Remedial Literacy Centers, and 1 Guided Reading Literacy Center

Day 3											
Group 1	Reading	Writing	Language Conventions	Remedial Spelling	Phonics	Group 5	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics	Guided Reading
Group 2	Phonics	Reading	Writing	Language Conventions	Remedial Spelling	Group 6	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics
Group 3	Remedial Spelling	Phonics	Reading	Writing	Language Conventions	Group 7	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills
Group 4	Language Conventions	Remedial Spelling	Phonics	Reading	Writing	Group 8	Study Skills	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication

Day 4											
Group 1	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics	Guided Reading	Group 5	Reading	Writing	Language Conventions	Remedial Spelling	Phonics
Group 2	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills	Remedial Grammar and Mechanics	Group 6	Phonics	Reading	Writing	Language Conventions	Remedial Spelling
Group 3	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication	Study Skills	Group 7	Remedial Spelling	Phonics	Reading	Writing	Language Conventions
Group 4	Study Skills	Remedial Grammar and Mechanics	Guided Reading	Vocabulary	Spelling and Syllabication	Group 8	Language Conventions	Remedial Spelling	Phonics	Reading	Writing

Literacy Centers Group Norms

be **HEROIC!**

BE	H ard-working	Do your best work on each lesson or activity. Work the whole time.
BE	E ngaged	Do your fair share of the work. Complete your assigned leadership role.
BE	R esponsible	Do all parts of the lesson or activity for each literacy center. Focus on your learning and that of others in your group.
BE	O rganized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	I nitiative	Begin the literacy center lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE	C ollaborative	Work together in quiet voices and practice kindness. Help without doing others' work.

Literacy Centers

LEADERSHIP ROLES

Reader

Read the lesson or activity out loud in a quiet voice. Pause to allow the group to think and respond. Re-read sections if necessary.

Clarifier

Refer to the task card to begin the lesson or activity and help the group perform its tasks. Ask the teacher if help is needed on the directions.

Task Manager

Write down the beginning and ending times. Manage how much time should be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

People Manager

Keep all group members focused on the lesson or activity and talking in quiet voices. Make sure every student contributes and performs their leadership roles. Ask the teacher for help if the group needs it.

Spelling and Syllabication Literacy Center Task Card: Syllable Worksheets

Odd Weeks

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the first of the two syllable worksheets and reminds students to write their names on the page.
2. The Reader reads the title, syllable rule, and directions for the first syllable worksheet.
3. The Clarifier reads the word and the group echoes the word while clapping on the accented syllable and snapping on the unaccented syllable(s). After each word has been pronounced, clapped, and snapped, students work collaboratively to apply the rule and divide the words into syllables with / marks. Students also write the accent mark (') above the primary vowel accent.
4. Upon completion, the Task Manager gets the answers from the teacher and students self-correct and revise their answers. The Clarifier helps students understand why the syllable divisions and accent placements apply the syllable rule. If uncertain, the Clarifier asks the teacher for help.

Even Weeks

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the second of the two syllable worksheets and reminds students to write their names on the page.
2. The Reader reads the title, syllable rule, and directions for the second syllable worksheet.
3. Students work collaboratively to unjumble the Word Jumbles. Students divide the unjumbled words into syllables with / marks and write the accent mark (') above the primary vowel accent. Note that the Word Jumbles feature words from the first syllable worksheet. Make sure students do not have access to the first worksheet for this activity.
3. Students divide the Nonsense Words into syllables with / marks, according to the syllable rule.
4. Students may use multiple books to find words which match the syllable rule. Students write the book titles, words, and page numbers where the word was found.
5. Upon completion, the Task Manager gets the answers from the teacher and students self-correct and revise their answers. The Clarifier helps students understand why the syllable divisions and accent placements apply the syllable rule. If uncertain, the Clarifier asks the teacher for help.