

# Spelling and Syllabication Academic

## Literacy Center Grade 6

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



Aligned to the Common Core Standards

# Spelling and Syllabication Academic Literacy Center Grade 6

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## 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”             | <b>Vowel Shift</b>                      | “ant,” “ance,” “ancy”            |
| 11 | Consonant Digraphs                | Hard /c/, Soft /c/                | Starting/Ending /k/           | <b>Consonant Shift</b>                  | “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 | <b>Non-phonetic Words</b>         | /x/, /ch/, /sh/, /z/, /f/ Plurals | Double <i>l-f-s-z</i>         | Vowel-“se,” “ve”                        | “us” and “_ous”                  |
| 15 | Consonant Doubling                | <b>Drop/Keep Final <i>e</i></b>   | “ph”                          | “est,” “ist,” and “iest”                | <b>“qu” Spellings</b>            |
| 16 | /j/                               | /ch/                              | /ion/                         | “ice,” “ise,” “ize,” “yze”              | <b>Accent Shift</b>              |
| 17 | <i>i</i> before <i>e</i>          | “ough” and “augh”                 | “c/tial” and “c/tious”        | “able”                                  | <b>Masculine and Feminine</b>    |
| 18 | Hard /c/, Soft /c/                | <b>Starting/Ending /k/</b>        | <b>Consonant-“le”</b>         | “ible”                                  | “al,” “ial,” “cial,” “tial”      |
| 19 | Hard /g/, Soft /g/                | <b>Change/Keep <i>y</i></b>       | <b>Vowel-“se,” “ve”</b>       | Schwa                                   | <b>Diminutives</b>               |
| 20 | “s” and “es” Plurals              | “al” and “ful”                    | <b>Irregular Plurals</b>      | “ant,” “ance,” “ancy”                   | <i>a</i> and <i>e</i> Banal      |
| 21 | /x/, /ch/, /sh/, /z/, /f/ Plurals | <b>Double <i>l-f-s-z</i></b>      | <b>Vowel Shift</b>            | “ent,” “ence,” “ency”                   | “ly” and “ally”                  |
| 22 | <b>Irregular Plurals</b>          | <b>Irregular Plurals</b>          | <b>Consonant Shift</b>        | “ary,” “ery,” “ory,” “ury,” “ry”        | <b>Pronunciation Problems</b>    |
| 23 | <b>Contractions</b>               | <b>Contractions</b>               | <b>Pronunciation Problems</b> | “us” and “_ous”                         | Schwa                            |
| 24 | <b>Silent Letters</b>             | <b>Silent Letters</b>             | <b>Schwa</b>                  | <b>Pronunciation Problems</b>           | <b>Greek and Latin Prefixes</b>  |

## 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 #16 /ion/ Sound

### Spelling Rule

When a suffix sounds like /shun/ and follows an *l* or *s*, spell “sion” as in *propulsion* or *passion*. Also, when the suffix sounds like /zyun/, spell “sion” as in *explosion*. If the suffix sounds like /shun/ and describes a person, spell “cian” as in *magician*. Otherwise, spell “tion” for the rest of the suffixes that have the /ion/ sound as in *lotion*.

### Spelling Sort

Sort each spelling word into the group that best matches its sound and spelling pattern.

#### SPELLING WORDS

1. seclusion
2. mission
3. musician
4. nation
5. televisions
6. expulsion
7. technician
8. confusion
9. beautician
10. passion
11. evolution
12. mortician
13. transition
14. emotion
15. explosion
16. concussion
17. magicians
18. ovation
19. collisions
20. transmission

/shun/ after *l* or *s*

/zyun/

Person

Other /ion/ Spelling

## Spelling Sort Answers

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### Spelling Worksheet #13

**al**

accidental  
alcohol  
alternative  
abdominal  
locally  
aerial  
alright  
astronomical  
mentally  
dental

**ful**

fulfillment  
delightful  
successful  
boastful  
hopefulness  
carefully  
frightfully  
peacefully  
wishful  
resourceful

### Spelling Worksheet #14

**\_ll**

landfill  
seagull  
farewell  
overfull

**\_ff**

gruff  
muffler  
creampuff  
bluffing

**\_ss**

fiberglass  
dismiss  
trusses  
across

**\_zz**

muzzle  
fuzzy  
pizzazz  
buzzard

#### Exceptions

anvil  
showbiz  
compel  
disadvantage

### Spelling Worksheet #15

#### Start of Root

phone  
phantom  
phrasing  
alphabetical  
pheasant  
pharaoh  
pharmacy

#### End of Root

autographed  
digraph  
paragraph  
graphing  
graphite  
telegraphing  
polygraph

#### Start of Suffix

geography  
biography  
apostrophe  
bibliography  
hieroglyphic  
anthropomorphic

### Spelling Worksheet #16

**/shun/ after**

**/ or s**  
mission  
expulsion  
passion  
concussion  
transmission

**/zyun/**

seclusion  
televisions  
confusion  
explosion  
collisions

#### Person

musician  
technician  
beautician  
mortician  
magicians

#### Other /ion/ Spelling

nation  
evolution  
transition  
emotion  
ovation



## Schwa Syllable Division Worksheet #15

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**Schwa Syllable Rule:** Unaccented vowel sounds frequently have the *schwa* sound, especially when there is only one letter in the syllable. All vowels can have the *schwa* sound. The schwa makes a long /ŭh/ sound. **Examples:** a/lárm, com/mít The schwa can also make a short /ŭh/ or /ĩ/ sound. **Examples:** cúr/tain, gál/lon

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

1. about

2. preparatory

3. mountain

4. kitten

5. cemetery

6. mischievous

7. easily

8. engineer

9. vehicle

10. galloping

11. welcome

12. porpoises

13. applicable

14. representative

15. natural

16. mathematic

17. diagram

18. persecute

19. discovery

20. imaginary

21. invisible

22. wonderful

23. sophomore

24. melody

25. deliberately

26. symphony

27. traveling

## Schwa Syllable Division Worksheet #16

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**Schwa Syllable Rule:** Unaccented vowel sounds frequently have the *schwa* sound, especially when there is only one letter in the syllable. All vowels can have the *schwa* sound. The schwa makes a long /ŭh/ sound. **Examples:** a/lárm, com/mít The schwa can also make a short /ŭh/ or /ĩ/ sound. **Examples:** cúr/tain, gál/lon

**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. agdairm \_\_\_\_\_

2. mocwlee \_\_\_\_\_

3. egneiner \_\_\_\_\_

4. ecemytre \_\_\_\_\_

5. tapenrrseetiev \_\_\_\_\_

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

6. k e r l i o n

7. a t e n d o u s

8. c o m m e s t r i o u s

9. b u s t a i n l y

10. d o w m a n

**Book Search Directions:** Find four words which include the schwa: two in the first syllable and two in the second syllable.

Book Titles: \_\_\_\_\_

\_\_\_\_\_ p.\_\_\_\_

\_\_\_\_\_ p.\_\_\_\_



## Syllable Worksheet Answers

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### Schwa Syllable Division Worksheet #15

- |                      |                        |                  |
|----------------------|------------------------|------------------|
| 1. a/bout            | 2. pré/par/a/to/ry     | 3. moun/tain     |
| 4. kit/ten           | 5. cém/e/te/ry         | 6. mís/chie/vous |
| 7. éa/si/ly          | 8. en/gi/néer          | 9. vé/hi/cle     |
| 10. gál/lo/ping      | 11. wél/come           | 12. pór/poi/ses  |
| 13. ap/plí/ca/ble    | 14. rep/re/sén/ta/tive | 15. ná/tu/ral    |
| 16. math/e/má/tic    | 17. dí/a/gram          | 18. pér/se/cute  |
| 19. dis/cóv/er/y     | 20. i/mág/i/nar/y      | 21. in/vís/i/ble |
| 22. wón/der/ful      | 23. sóph/o/more        | 24. mél/o/dy     |
| 25. de/lí/ber/ate/ly | 26. sým/pho/ny         | 27. trá/v/el/ing |

### Schwa Syllable Division Worksheet #16

#### Word Jumbles

- (1) dí/a/gram
- (2) wél/come
- (3) en/gi/néer or en/gin/éer
- (4) cé/me/ter/y or cém/e/ter/y
- (5) re/pre/sén/ta/tive or rep/re/sén/ta/tive or re/pre/sént/a/tive or rep/re/sént/a/tive

#### Nonsense Words

- (6) kerl/ion
- (7) a/dend/ous or a/den/dous
- (8) com/mes/tri/ous
- (9) mus/tain/ly
- (10) dow/man

**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, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers, 1 Guided Reading Literacy Center 2 Days per Week and 1 Remedial (or other) Center 2 Days per Week**

| Day 1   |                          |                          |                          |                          |         |                          |                          |                          |                          |
|---------|--------------------------|--------------------------|--------------------------|--------------------------|---------|--------------------------|--------------------------|--------------------------|--------------------------|
| Group 1 | Guided Reading           | Reading                  | Writing                  | Language Conventions     | Group 5 | Remedial Center          | Vocabulary               | Spelling & Syllabication | Study Skills             |
| Group 2 | Writing                  | Guided Reading           | Language Conventions     | Reading                  | Group 6 | Spelling & Syllabication | Remedial Center          | Study Skills             | Vocabulary               |
| Group 3 | Reading                  | Language Conventions     | Guided Reading           | Writing                  | Group 7 | Vocabulary               | Study Skills             | Remedial Center          | Spelling & Syllabication |
| Group 4 | Study Skills             | Writing                  | Vocabulary               | Guided Reading           | Group 8 | Language Conventions     | Spelling & Syllabication | Reading                  | Remedial Center          |
| Day 2   |                          |                          |                          |                          |         |                          |                          |                          |                          |
| Group 1 | Remedial Center          | Vocabulary               | Spelling & Syllabication | Study Skills             | Group 5 | Guided Reading           | Reading                  | Writing                  | Language Conventions     |
| Group 2 | Spelling & Syllabication | Remedial Center          | Study Skills             | Vocabulary               | Group 6 | Writing                  | Guided Reading           | Language Conventions     | Reading                  |
| Group 3 | Vocabulary               | Study Skills             | Remedial Center          | Spelling & Syllabication | Group 7 | Reading                  | Language Conventions     | Guided Reading           | Writing                  |
| Group 4 | Language Conventions     | Spelling & Syllabication | Reading                  | Remedial Center          | Group 8 | Study Skills             | Writing                  | Vocabulary               | Guided Reading           |
| Day 3   |                          |                          |                          |                          |         |                          |                          |                          |                          |
| Group 1 | Guided Reading           | Reading                  | Writing                  | Language Conventions     | Group 5 | Remedial Center          | Vocabulary               | Spelling & Syllabication | Study Skills             |
| Group 2 | Writing                  | Guided Reading           | Language Conventions     | Reading                  | Group 6 | Spelling & Syllabication | Remedial Center          | Study Skills             | Vocabulary               |
| Group 3 | Reading                  | Language Conventions     | Guided Reading           | Writing                  | Group 7 | Vocabulary               | Study Skills             | Remedial Center          | Spelling & Syllabication |
| Group 4 | Study Skills             | Writing                  | Vocabulary               | Guided Reading           | Group 8 | Language Conventions     | Spelling & Syllabication | Reading                  | Remedial Center          |

# Literacy Centers Group Norms

# be **HEROIC!**

|      |                       |  |
|------|-----------------------|--|
| BE   | <b>H</b> ard-working  | Do your best work on each lesson or activity. Work the whole time.   |
| BE   | <b>E</b> ngaged       | Do your fair share of the work.<br>Complete your assigned leadership role.   |
| BE   | <b>R</b> 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   | <b>O</b> rganized     | Keep all lesson or activity materials where they belong. Clean up neatly and completely.   |
| SHOW | <b>I</b> nitiative    | Begin the literacy center lesson or activity as soon as you sit down.<br>Encourage others to complete their assigned leadership roles. |
| BE   | <b>C</b> 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.