

Overview

Introduction and Purpose

The five pillars of successful reading instruction include phonemic awareness, phonics, fluency, vocabulary, and comprehension. This resource will provide more opportunities for students to practice reading fluently with grade-level texts and content. The FUEL materials are designed to pair the ELA Guidebooks 3-5 (2022) units with targeted fluency activities to support non-fluent readers.

In grades 3-5, students receive the final pieces of the foundational code and may need continued support in foundational areas, including phonics and fluency.

To support students missing pieces of the foundational code with phonics, and fluency, an effective foundations program

- teaches the sound/spelling patterns in a clear sequence;
- provides ample opportunities to practice sound/spelling relationships outside of texts; and
- prompts students to apply their knowledge of phonics as they read connected texts.

For students who have mastered the foundational code of reading, it is important to continue practicing and refining those skills. [The Foundational Instruction for Reading Excellence \(FIRE\) materials](#) are designed to support students by applying grade-level foundations standards into practice.

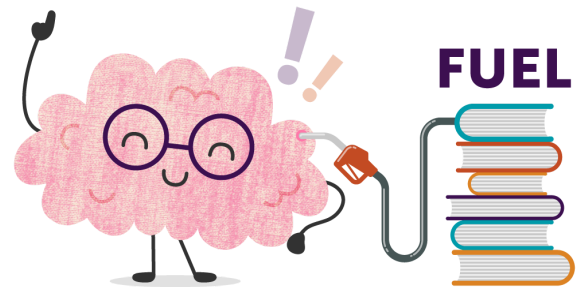
What are the ELA Guidebooks' FUEL Materials?



SMALL-GROUP

The ELA Guidebooks' **FUEL Materials** are an aligned resource for students to build fluency. These resources provide opportunities to practice fluency while keeping students engaged in texts from each [ELA Guidebooks unit](#) in grades 3-5. The **FUEL supports** include explicit teacher-facing directions for each activity with excerpts from anchor and related texts from the ELA Guidebooks 3-5 (2022) units. These resources support diverse readers through targeted individualized support during **small-group reading instruction**.

The [Diverse Learners Guide](#) provides more information about the ELA Instructional Framework.



Fluency Utilized to Engage Learners

Materials Required for Implementation

List of Materials

1. Student Data
 - Universal Literacy Screener student data ([DIBELS 8th](#))
 - HQIM formative assessment student data
2. FUEL Guidance
3. [Phonics Continuum](#)
4. [Fuel Literacy Standards Alignment](#)
5. [Hasbrouck & Tindal Oral Reading Fluency Norms](#)
6. FUEL Lessons - Teacher Facing Materials
7. FUEL Lessons - Student Facing Materials
8. Fluency Progress Monitoring Chart (Digital)
9. Student Fluency Data Tracker



FUEL Protocols for Implementation

Student Placement

Identify students who need more fluency support and implement the unit-specific **FUEL lessons** located on the [Louisiana Curriculum Hub](#). The ELA Guidebooks 3-5 (2022) lessons include core and optional activities. The **FUEL lessons** can be implemented in place of an optional activity or during dedicated small-group instruction.



Student Placement Protocol	
At the beginning of the school year	<ul style="list-style-type: none"> ● Review student data. <ul style="list-style-type: none"> ○ If you are screening all students with the universal literacy screener in grades 3-5, identify students that scored benchmark or borderline benchmark on the screener. ○ If you are not using the universal literacy screener for grade 4, identify students who were placed into grade 4 after receiving literacy interventions during the school year in grade 3 and/or summer interventions. ○ If you are not using the universal literacy screener for grade 5, identify students that are scoring well below the average score of the class on assessments from high-quality instructional materials. ● Dedicate small-group instruction time, or time gained from omitted optional activities, to implement the FUEL lessons with the identified students. (Note: Omitting optional activities should be based on current, relevant student data from formative assessments from high-quality instructional materials and student performance on the section diagnostics to determine which knowledge and skills students need more support with.) <ul style="list-style-type: none"> ○ Progress monitor student performance weekly to determine additional support needs.
Throughout the unit of instruction	<ul style="list-style-type: none"> ● Implement the unit-aligned FUEL lessons to the identified group of students. <ul style="list-style-type: none"> ○ When whole-class instruction shifts to the next ELA Guidebooks unit, begin implementing the next unit-aligned FUEL lessons. <ul style="list-style-type: none"> ○ If you are screening students with the universal literacy screener before starting the next unit, use the student data to adjust groupings before continuing with the unit-aligned FUEL lessons. ○ If you do not screen students using the universal literacy screener before starting the next unit, analyze student data collected from assessments in the current unit and adjust groupings as needed. ○ Use the ten-minute fluency activities, in small groups, five times a week. Refer to the Phonics Continuum for progression of skills. ○ Progress monitor student fluency using the Hasbrouck & Tindal Oral Reading Fluency Data.
In the	<ul style="list-style-type: none"> ● Review student data from the mid-year assessment.

middle of the school year	<ul style="list-style-type: none"> ○ For grade 3, identify students who scored benchmark or borderline benchmark on the universal literacy screener. If students are continuing to be screened with the universal literacy screener throughout grades 3-5, then this measure can also be used as a mid-year assessment for grades 4 and 5. ○ For grades 4 and 5, if students are not screened with the universal literacy screener after grade 3, administer an oral reading fluency screener to assess growth in reading fluency. ○ Adjust groups as needed, and dedicate small-group instruction time to implement the FUEL lessons with the new set of identified students.
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Guided Fluency Instruction

A key component of **FUEL lessons** is fluency practice. Each week, students will practice foundational skills to support reading fluently. Student performance is progress monitored using the universal literacy screener data or an [oral reading fluency screener](#).

Effective fluency instruction includes explicit, systematic targeted skills practice. Teacher-facing directions for implementing each phonics skill in the continuum are provided in a five-day sequence. The sequence teaches the sound/spelling patterns through a teacher provided lesson. Students practice sound/spelling relationships and apply their knowledge of phonics as they read connected texts. Teachers record student responses on the student fluency data tracker.

When students learn to read fluently, they are focusing less on decoding individual words, and instead, focusing on understanding the information presented in the text. Fluency means that the reader reads the words on the page smoothly, with proper phrasing, and inflection. Fluent readers sound the same reading aloud as they would speaking in a conversation.



FUEL Weekly Outline

Day 1	<p>Baseline: Fluency Read (1 minute per student)</p> <ul style="list-style-type: none"> ● Determine the baseline for correct words read per minute. ● Set a goal to improve the number of correct words read per minute.
Day 2	<p>Targeted Skill Introduction (10 minutes per group)</p> <ul style="list-style-type: none"> ● Spelling patterns or syllable types <ul style="list-style-type: none"> ○ Introduce targeted skills, either a spelling pattern or syllable type. ○ Practice reading words with the identified spelling pattern or syllable type.
Day 3	<p>Focus: Phrasing/Inflection (10 minutes per group)</p> <ul style="list-style-type: none"> ● Model: Read phrases fluently and inflect voice in response to punctuation. ● Guided Practice: Conduct a choral or echo read in phrases.
Day 4	<p>Focus: Phrasing/Inflection (10 minutes per group)</p> <ul style="list-style-type: none"> ● Take turns reading the same passage with the small group of students. Begin reading aloud a portion of the text (i.e., sentence/paragraph). Select a student to read the next portion of the text. Take over reading after the student finishes the identified portion of the text. Select another student to read the next portion of the text. Continue this process until all students have practiced reading aloud, independently.
Day 5	<p>Progress: Fluency Read (1 minute per student)</p> <ul style="list-style-type: none"> ● Determine the rate of growth in reading fluency for each student in the small group. ● If the goal is met, adjust the goal to work toward the following week. ● If the goal is not met, consider additional supports to include when implementing the FUEL lessons in the following week.

Phonics Continuum

Target Skills	Description	Examples
Inflectional Endings	An inflectional ending is a suffix that indicates tense and number, changing the meaning of the word.	-ing, -s, -es, -er, -ed (/d/, /t/, /ed/)
Consonant Digraphs (beginning)	A consonant digraph is a pair of consonant letters that make one sound.	ch, ph, sh, th, wh
Consonant Digraphs (ending)	A consonant digraph is a pair of consonant letters that make one sound.	-ch, -ck, -dge, -ng, -sh, -tch, -th
Consonant Blends (beginning)	Consonant blends are groups of two or three consonants in words that make distinct consonant sounds. In a consonant blend, both consonant sounds can be heard and are softened when paired together.	br, cr, dr, fr, gr, pr, tr bl, cl, fl, gl, pl sc, sk, sl, sm, sn, sp, st, sw, tw scr, spl, spr, squ, str
Multisyllabic Words (closed syllable)	The number of times that you hear a vowel sound in a word tells how many syllables are in that word. Closed syllables have one vowel that represents a short vowel sound. That one vowel letter will be “closed off” by one or more consonants.	nap/kin, pic/nik, but/ton
Consonant Blends (ending)	Consonant blends are groups of two or three consonants in words that make distinct consonant sounds. In a consonant blend, both consonant sounds can be heard and are softened when paired together.	ft, ld, lf, lk, lp, lt, mp, nd, nk, nt, pt, sk, st
Long Vowel/Silent e	Silent e is a powerful letter that stays quiet. Silent e tells the vowel before it to say its own name instead of its short vowel sound.	a in made, i in site, o in tote, u in use
Letter-Sound Variations and Generalizations	When reading words, sometimes letters do not follow their most common sound rule. Some letters make a different sound, depending on the word they are used in.	soft c, soft g, qu, x (/k/, /ks/, /gz/)

	The soft <i>c</i> and soft <i>g</i> have a Norman French origin. <i>Q</i> 's pairing with <i>u</i> has a Greek origin. The letter <i>x</i> can make more than one sound.	
Other Beginnings, Other Endings	Silent letters are letters in words that are not pronounced but make a difference in the meaning and pronunciation of words. Most of these silent letters were pronounced for centuries. These letters became silent in the pronunciation but the spelling remained the same.	wr-, kn-, gn (gnat, sign) -mb, -mn
Vowel Digraphs (long)	A vowel digraph is when two vowel letters work together to make one vowel sound.	ai, ay, ei, ea, ey oa, oe, ow, ou, ew ee, ea, ei, ie, ey ie, ye
Vowel Digraphs (other)	A vowel digraph is when two vowel letters work together to make one vowel sound.	ew, oo, oe, ou, ue, ui oo, ou au, aw
R- or L- Controlled	When the letter <i>r</i> follows a vowel, the vowel is usually forced to change its sound. When the letter <i>l</i> follows the letter <i>a</i> , it changes the sound of the <i>a</i> .	er, ir, or, ur, ar, al
Vowel Diphthongs	When two vowels share a syllable, they form a new sound. This is called a diphthong.	oi, oy, ou, ow
Multisyllabic Words (open syllable)	When we read words with more than one syllable, it is important to pay attention to the word chunks. Usually, we can sound out a multisyllabic word if we can break the word apart and sound out the parts of the word. Open syllables end with a long vowel sound spelled with one vowel letter.	pre/vent, pro/gram, va/cate

Hasbrouck & Tindal Oral Reading Fluency Norms

COMPILED ORF NORMS

Hasbrouck & Tindal (2017)

From Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

*WCPM = Words Correct Per Minute

The 2017 chart is available as a PDF: [2017 Hasbrouck & Tindal Oral Reading Norms](#)

Hasbrouck & Tindal Oral Reading Fluency Data

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	134	161	166	1.0
	75	104	137	139	1.1
	50	83	97	112	0.9
	25	59	79	91	1.0
	10	40	62	63	0.7
4	90	153	168	184	1.0
	75	125	143	160	1.1
	50	94	120	133	1.2
	25	75	95	105	0.9
	10	60	71	83	0.7
5	90	179	183	195	0.5
	75	153	160	169	0.5
	50	121	133	146	0.8
	25	87	109	119	1.0
	10	64	84	102	1.9

*WCPM = Words Correct Per Minute

**Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by dividing the difference between the fall and spring scores by 32, the typical number of weeks between the fall and spring assessments.

The 2017 ORF Data chart is available as a PDF: [Hasbrouck & Tindal Oral Reading Fluency Data 2017](#)

Literacy Standards Alignment

*bolded terms reference the [Phonics Continuum](#)

K-2 Learning vs. 3-5 Learning

K-2 Learning vs. 3-5 Learning			
<p>Possible Unfinished Learning from K-2</p>	<p>Kindergarten:</p> <ul style="list-style-type: none"> ● RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> ○ Rhyming words ○ Count, pronounce, blend, and segment syllables ○ Onsets and rimes of single-syllable words ○ Initial, medial, final sounds in 3-phoneme words ○ Add or substitute sounds in one-syllable words ● RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ One-to-one letter-sound correspondences ○ Long and short vowel spellings ○ Distinguish between similarly spelled words 	<p>Grade 1:</p> <ul style="list-style-type: none"> ● RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> ○ Distinguish long from short vowel sounds in single-syllable words ○ Blend sounds to produce single-syllable words; including consonant blends ○ Isolate initial, medial, and final in single-syllable words ○ Segment single-syllable words into individual sounds ● RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ Spelling-sound correspondences for common consonant digraphs ○ Decode regularly spelled one-syllable words ○ Final -e and common vowel team conventions for representing long vowel sounds ○ Every syllable must have a vowel sound to determine the number of syllables ○ Decode two-syllable words following basic patterns by breaking the words into syllables ○ Read words with inflectional 	<p>Grade 2:</p> <ul style="list-style-type: none"> ● RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ Distinguish long and short vowels when reading regularly spelled one-syllable words ○ Spelling-sound correspondences for additional common vowel teams ○ Decode regularly spelled two-syllable words with long vowels ○ Decode words with common prefixes and suffixes ○ Identify words with inconsistent but common spelling-sound correspondences ○ Recognize and read grade-appropriate irregularly spelled words ● RF.2.4: Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ Purpose and understanding ○ Accuracy, rate, expression



FUEL Foundational Code Correspondences

Grade/Level	Target Skill	Examples
<p>Grade 3 - Level 1</p> <p>Stories Julian Tells</p> <p>Cajun Folktales</p>	<p>Short/Long Vowels</p>	<p>short vowel spelling patterns:</p> <ul style="list-style-type: none"> ● C-V-C <ul style="list-style-type: none"> ○ kit, ton, cub ● C-V-C-C <ul style="list-style-type: none"> ○ desk, match, hand <p>long vowel spelling patterns:</p> <ul style="list-style-type: none"> ● C-V-C-e <ul style="list-style-type: none"> ○ kite, tone, cube ● C-V-V-C <ul style="list-style-type: none"> ○ feet, goal, chain
	<p>Vowel Diphthongs</p> <ul style="list-style-type: none"> ● When two vowels share a syllable, they form a new sound. This is called a diphthong. 	<p>oi, oy, ou, ow</p>
	<p>Letter-Sound Variations and Generalizations</p> <ul style="list-style-type: none"> ● When reading words, sometimes letters do not follow their most common sound rule. Some letters make a different sound, depending on the word they are used in. The soft <i>c</i> and soft <i>g</i> have a Norman French origin. <i>Q</i>'s pairing with <i>u</i> has a Greek origin. The letter <i>x</i> can make more than one sound. 	<p>soft <i>c</i>, soft <i>g</i>, <i>qu</i>, <i>x</i> (/k/, /ks/, /gz/)</p>
<p>Grade 3 - Level 2</p> <p>Because of Winn-Dixie</p> <p>Treasure Island</p>	<p>Consonant Blends</p> <ul style="list-style-type: none"> ● Consonant blends are groups of two or three consonants in words that make distinct consonant sounds. In a consonant blend, both consonant sounds can be heard and are softened when paired together. 	<p>Beginning: br, cr, dr, fr, gr, pr, tr; bl, cl, fl, gl, pl; sc, sk, sl, sm, sn, sp, st, sw, tw, scr, spl, spr, squ, str</p> <p>Ending: ft, ld, lf, lk, lp, lt, mp, nd, nk, nt, pt, sk, st</p>

	<p>Consonant Digraphs</p> <ul style="list-style-type: none"> A consonant digraph is a pair of consonant letters that make one sound. 	<p>Beginning: ch, ph, sh, th, wh</p> <p>Ending: -ch, -ck, -dge, -ng, -sh, -tch, -th</p>
	<p>Vowel Digraphs</p> <ul style="list-style-type: none"> A vowel digraph is when two vowel letters work together to make one vowel sound. 	<p>Long: ai, ay, ei, ea, ey, oa, oe, ow, ou, ew, ee, ea, ei, ie, ey, ie, ye</p> <p>Other: ew, oo, oe, ou, ue, ui, oo, ou, au, aw</p>
	<p>Inflectional Endings</p> <ul style="list-style-type: none"> An inflectional ending is a suffix that indicates tense and number, changing the meaning of the word. 	<p>-ing, -s, -es, -er, -ed (/d/, /t/, /ed/)</p>
<p>Grade 3 - Level 3</p> <p>Louisiana Purchase</p> <p>Voices in America</p>	<p>Multisyllabic Words (closed syllables)</p> <ul style="list-style-type: none"> The number of times that you hear a vowel sound in a word tells how many syllables are in that word. Closed syllables have one vowel that represents a short vowel sound. That one vowel letter will be “closed off” by one or more consonants. 	<p>nap/kin, pic/nik, but/ton</p>
	<p>Multisyllabic Words (open syllables)</p> <ul style="list-style-type: none"> When we read words with more than one syllable, it is important to pay attention to the word chunks. Usually, we can sound out a multisyllabic word if we can break the word apart and sound out the parts of the word. Open syllables end with a long vowel sound spelled with one vowel letter. 	<p>pre/vent, pro/gram, va/cate</p>
	<p>R- or L- Controlled</p> <ul style="list-style-type: none"> When the letter <i>r</i> follows a vowel, the vowel is usually forced to change its sound. When the letter <i>l</i> follows the letter <i>a</i>, it changes the sound of the <i>a</i>. 	<p>er, ir, or, ur, ar, al</p>



	<p>Other Beginnings, Other Endings</p> <ul style="list-style-type: none">• Silent letters are letters in words that are not pronounced but make a difference in the meaning and pronunciation of words. Most of these silent letters were pronounced for centuries. These letters became silent in the pronunciation but the spelling remained the same.	<p>wr-, kn-, gn (gnat, sign) -mb, -mn</p>
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FUEL Foundational Code Correspondences

Grade/Level	Target Skill	Examples
Grade 4 - Level 1 The Whipping Boy Hurricanes	Letter-Sound Variations and Generalizations <ul style="list-style-type: none"> When reading words, sometimes letters do not follow their most common sound rule. Some letters make a different sound, depending on the word they are used in. The soft <i>c</i> and soft <i>g</i> have a Norman French origin. <i>Q</i>'s pairing with <i>u</i> has a Greek origin. The letter <i>x</i> can make more than one sound. 	soft <i>c</i> , soft <i>g</i> , <i>qu</i> , <i>x</i> (/k/, /ks/, /gz/)
	Consonant Digraphs <ul style="list-style-type: none"> A consonant digraph is a pair of consonant letters that make one sound. 	Beginning: <i>ch</i> , <i>ph</i> , <i>sh</i> , <i>th</i> , <i>wh</i> Ending: <i>-ch</i> , <i>-ck</i> , <i>-dge</i> , <i>-ng</i> , <i>-sh</i> , <i>-tch</i> , <i>-th</i>
	Vowel Digraphs <ul style="list-style-type: none"> A vowel digraph is when two vowel letters work together to make one vowel sound. 	Long: <i>ai</i> , <i>ay</i> , <i>ei</i> , <i>ea</i> , <i>ey</i> , <i>oa</i> , <i>oe</i> , <i>ow</i> , <i>ou</i> , <i>ew</i> , <i>ee</i> , <i>ea</i> , <i>ei</i> , <i>ie</i> , <i>ey</i> , <i>ie</i> , <i>ye</i> Other: <i>ew</i> , <i>oo</i> , <i>oe</i> , <i>ou</i> , <i>ue</i> , <i>ui</i> , <i>oo</i> , <i>ou</i> , <i>au</i> , <i>aw</i>
Grade 4 - Level 2 Pushing Up the Sky The Lightning Thief	R- or L- Controlled <ul style="list-style-type: none"> When the letter <i>r</i> follows a vowel, the vowel is usually forced to change its sound. When the letter <i>l</i> follows the letter <i>a</i>, it changes the sound of the <i>a</i>. 	<i>er</i> , <i>ir</i> , <i>or</i> , <i>ur</i> , <i>ar</i> , <i>al</i>
	Other Beginnings, Other Endings <ul style="list-style-type: none"> Silent letters are letters in words that are not pronounced but make a difference in the meaning and pronunciation of words. Most of these silent letters were pronounced for centuries. These letters became silent in the pronunciation but the spelling remained the same. 	<i>wr-</i> , <i>kn-</i> , <i>gn</i> (<i>gnat</i> , <i>sign</i>) <i>-mb</i> , <i>-mn</i>

	<p>Multisyllabic Words (closed syllables)</p> <ul style="list-style-type: none"> The number of times that you hear a vowel sound in a word tells how many syllables are in that word. Closed syllables have one vowel that represents a short vowel sound. That one vowel letter will be “closed off” by one or more consonants. 	<p>nap/kin, pic/nik, but/ton</p>
	<p>Multisyllabic Words (open syllables)</p> <ul style="list-style-type: none"> When we read words with more than one syllable, it is important to pay attention to the word chunks. Usually, we can sound out a multisyllabic word if we can break the word apart and sound out the parts of the word. Open syllables end with a long vowel sound spelled with one vowel letter. 	<p>pre/vent, pro/gram, va/cate</p>
<p>Grade 4 - Level 3</p> <p>American Revolution</p> <p>Olympics</p>	<p>Prefixes and Derivational Suffixes</p>	<p>Prefixes:</p> <ul style="list-style-type: none"> anti-, de-, dis-, en-, in-/im-/il-/ir-, re-, un- <p>Suffixes:</p> <ul style="list-style-type: none"> -able/-ible, -al/-ial, -ed, -en, -er, -est, -ful, -ic, -ing, -s/-es, -ly, -y, -ity/-ty <p>Bold = most frequently printed in English</p>
	<p>Roots and Affixes</p>	<p>Roots:</p> <ul style="list-style-type: none"> auto, bio, chron, graph, gram, hydr, micro, photo/phos, tele, scope, therm, mono, logy <p>Affixes:</p> <ul style="list-style-type: none"> fore-, inter-, mid-, mis-, non-, over-, pre-, semi-, sub-, super-, trans-, under- -ive/-ative/-itive, -less, -ment, -ness, -ous/-eous/-ious, -ion/-tion/-ation/ -ition

	<p>Irregularly Spelled Words</p>	<p>Irregularly spelled words with similar word groups (examples):</p> <ul style="list-style-type: none"> ● two → (twin, twice, twenty) ● there, where, here ● their, heir <p>Homophones (examples):</p> <ul style="list-style-type: none"> ● two, to, too ● know, no ● their, there, they're ● your, you're ● break, brake ● hole, whole ● it's, its ● who's, whose ● do, due ● wood, would <p>Irregularly spelled words:</p> <ul style="list-style-type: none"> ● could, should, because, said, of, who, what, when, why, some, come, enough, brought, both, learn, only, give, were, people, though, through
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FUEL Foundational Code Correspondences

Grade/Level	Target Skill	Examples
Grade 5 - Level 1 Birchbark House Making of a Scientist	Letter-Sound Variations and Generalizations <ul style="list-style-type: none"> When reading words, sometimes letters do not follow their most common sound rule. Some letters make a different sound, depending on the word they are used in. The soft <i>c</i> and soft <i>g</i> have a Norman French origin. <i>Q</i>'s pairing with <i>u</i> has a Greek origin. The letter <i>x</i> can make more than one sound. 	soft <i>c</i> , soft <i>g</i> , <i>qu</i> , <i>x</i> (/k/, /ks/, /gz/)
	Consonant Digraphs <ul style="list-style-type: none"> A consonant digraph is a pair of consonant letters that make one sound. 	Beginning: <i>ch</i> , <i>ph</i> , <i>sh</i> , <i>th</i> , <i>wh</i> Ending: <i>-ch</i> , <i>-ck</i> , <i>-dge</i> , <i>-ng</i> , <i>-sh</i> , <i>-tch</i> , <i>-th</i>
	Vowel Digraphs <ul style="list-style-type: none"> A vowel digraph is when two vowel letters work together to make one vowel sound. 	Long: <i>ai</i> , <i>ay</i> , <i>ei</i> , <i>ea</i> , <i>ey</i> , <i>oa</i> , <i>oe</i> , <i>ow</i> , <i>ou</i> , <i>ew</i> , <i>ee</i> , <i>ea</i> , <i>ei</i> , <i>ie</i> , <i>ey</i> , <i>ie</i> , <i>ye</i> Other: <i>ew</i> , <i>oo</i> , <i>oe</i> , <i>ou</i> , <i>ue</i> , <i>ui</i> , <i>oo</i> , <i>ou</i> , <i>au</i> , <i>aw</i>
Grade 5 - Level 2 Wonderstruck The Lion, the Witch, and the Wardrobe	R- or L- Controlled <ul style="list-style-type: none"> When the letter <i>r</i> follows a vowel, the vowel is usually forced to change its sound. When the letter <i>l</i> follows the letter <i>a</i>, it changes the sound of the <i>a</i>. 	<i>er</i> , <i>ir</i> , <i>or</i> , <i>ur</i> , <i>ar</i> , <i>al</i>
	Other Beginnings, Other Endings <ul style="list-style-type: none"> Silent letters are letters in words that are not pronounced but make a difference in the meaning and pronunciation of words. Most of these silent letters were pronounced for centuries. These letters became silent in the pronunciation but the spelling remained the same. 	<i>wr-</i> , <i>kn-</i> , <i>gn</i> (<i>gnat</i> , <i>sign</i>) <i>-mb</i> , <i>-mn</i>

	<p>Multisyllabic Words (closed syllables)</p> <ul style="list-style-type: none"> The number of times that you hear a vowel sound in a word tells how many syllables are in that word. Closed syllables have one vowel that represents a short vowel sound. That one vowel letter will be “closed off” by one or more consonants. 	<p>nap/kin, pic/nik, but/ton</p>
	<p>Multisyllabic Words (open syllables)</p> <ul style="list-style-type: none"> When we read words with more than one syllable, it is important to pay attention to the word chunks. Usually, we can sound out a multisyllabic word if we can break the word apart and sound out the parts of the word. Open syllables end with a long vowel sound spelled with one vowel letter. 	<p>pre/vent, pro/gram, va/cate</p>
<p>Grade 5 - Level 3</p> <p>Shutting Out the Sky</p> <p>Renaissance Art</p>	<ul style="list-style-type: none"> Prefixes and Derivational Suffixes 	<p>Prefixes:</p> <ul style="list-style-type: none"> anti-, de-, dis-, en-, in-/im-/il-/ir-, re-, un- <p>Suffixes:</p> <ul style="list-style-type: none"> -able/-ible, -al/-ial, -ed, -en, -er, -est, -ful, -ic, -ing, -s/-es, -ly, -y, -ity/-ty <p>Bold = most frequently printed in English</p>
	<ul style="list-style-type: none"> Roots and Affixes 	<p>Roots:</p> <ul style="list-style-type: none"> auto, bio, chron, graph, gram, hydr, micro, photo/phos, tele, scope, therm, mono, logy <p>Affixes:</p> <ul style="list-style-type: none"> fore-, inter-, mid-, mis-, non-, over-, pre-, semi-, sub-, super-, trans-, under- -ive/-ative/-itive, -less, -ment, -ness, -ous/-eous/-ious, -ion/-tion/-ation/ -ition

	<ul style="list-style-type: none"> Irregularly Spelled Words 	<p>Irregularly spelled words with similar word groups (examples):</p> <ul style="list-style-type: none"> two → (twin, twice, twenty) there, where, here their, heir <p>Homophones (examples):</p> <ul style="list-style-type: none"> two, to, too know, no their, there, they're your, you're break, brake hole, whole it's, its who's, whose do, due wood, would <p>Irregularly spelled words:</p> <ul style="list-style-type: none"> could, should, because, said, of, who, what, when, why, some, come, enough, brought, both, learn, only, give, were, people, though, through
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Resources:

- <https://www.readingrockets.org/topics/spelling-and-word-study/articles/root-words-roots-and-affixes>
- <https://www.readingrockets.org/topics/early-literacy-development/articles/how-spelling-supports-reading>