

# Highland Park Literacy Document

## A Note About Spelling Rules:

As it is developmentally appropriate, teachers should consistently reinforce these few spelling rules, noting that although these rules apply most of the time, they do not apply all of the time.

1. Put i before e, except after C
2. Change y to i before adding a suffix
3. Double final consonants before adding a suffix
4. Plurals:
  - Add s to most nouns and verbs
  - Add es if words end in ch, sh, x, s, or z

Henderson ( 1990)

*It is not rules that children need but experiences. Their capacity as human learners will bring them to a feel for, or tacit knowledge of, words long before they will be able to understand rules ...literate adults do not use rules; they simply know. Snowball, (1999)*

## Kindergarten Phonics Patterns for Reading

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

- (A) identify the common sounds that letters represent;
- (B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
- (C) recognize that new words are created when letters are changed, added, or deleted; and
- (D) identify and read at least 25 high-frequency words from a commonly used list.

When to Introduce	Pattern	Examples
Third Nine Weeks	(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);	at cat chat sand tent list

## Kindergarten Spelling Patterns

(B) use letter-sound correspondences to spell consonant- vowel-consonant (CVC) words (e.g., "cut"); and

When to Introduce	Pattern	Examples
First Nine Weeks	use letter-sound correspondences to spell consonant- vowel-consonant (CVC) words (e.g., "cut")	Cut Sip Tap Bed pot

# Kindergarten High Frequency Words for Reading

K3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(D) **identify and read** at least 25 high-frequency words from a commonly used list.

## Kindergarten 25

a	can	in	my	the
am	do	is	no	to
an	go	it	on	up
and	he	like	see	we
at	I	me	so	you

\*This list is the same as the FPA 25 High-Frequency Words List found on pp. 8 of Optional Assessment Student Forms Book

If students master the words above, they may begin practicing the words below.

## Kindergarten Additional 50 (Optional)

all	eat	how	out	sit
are	for	if	play	then
as	get	jump	put	they
ball	girl	look	ran	this
be	got	man	read	too
boy	had	mom	run	us
by	has	not	sat	was
come	her	now	saw	went
day	him	of	say	Will
did	his	or	she	yes

\*\*This is the same as the FPA 50 High-Frequency Words List found on p. 9 of Optional Assessment Student Forms Book. Once students master these lists, teachers may introduce them to the first grade high frequency words. However, kindergarteners should not be assessed (for a grade) on the first grade list.

# First Grade Phonics Patterns for Reading

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) decode words in context and in isolation by applying common letter-sound correspondences, including:

(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;

(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;

(iii) consonant blends (e.g., bl, st);

(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;

(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and

(vi) vowel diphthongs including oy, oi, ou, and ow;

(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long and short-vowel patterns) to create recognizable words;

(C) use common syllabication patterns to decode words, including:

(i) closed syllable (CVC) (e.g., mat, rab-bit);

(ii) open syllable (CV) (e.g., he, ba-by);

(iii) final stable syllable (e.g., ap-ple, a-ble);

(iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);

(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and

(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);

(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);

(E) read base words with inflectional endings (e.g., plurals, past tenses);

(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);

(G) identify and read contractions (e.g., isn't, can't)

When to Introduce	Pattern	Examples
First Nine Weeks	Short A, introduce closed syllable type (CVC)	bat, can, tap
First Nine Weeks	Short I	fin, sip, hit
First Nine Weeks	Short O	top, mom, flop
First Nine Weeks	Short E	get, hen, Ted
First Nine Weeks	Short U	tub, bug, run
First Nine Weeks	Consonant Digraph - ck	kick, duck, black
First Nine Weeks	Consonant Digraph - ch, tch	chat, chin, match, watch
First Nine Weeks	Consonant Digraphs - sh, wh, ph, th	ship, when, phone, thin
First Nine Weeks	Consonant Digraphs - kn, wr	knot, know, wreath, write
First Nine Weeks	Long E - e, ee, ea, introduce open syllable type (CV) - (e.g. - he, she)	be, tree, cheat
First Nine Weeks	Long E - y, ie, discuss open syllable type (e.g. - ba-by)	candy, lady, chief, thief

First Nine Weeks	Soft c=/s/, soft g=/j/, Consonant digraph (dge)	face, cage, rice, huge, bridge
First Nine Weeks	Consonant Digraphs - ng, nk	ring, thing, sink, link, honk, bank
Second Nine Weeks	R blends	brag, drop, grab
Second Nine Weeks	L blends	plus, slip, flag
Second Nine Weeks	S blends	stop, spin, snack
Second Nine Weeks	Final Blends	best, bank, desk
Second Nine Weeks	Long A (CVCe), introduce vowel-consonant-silent "e" words syllable type (CVCe)	safe, bake, snake
Second Nine Weeks	Long I (CVCe)	pine, bike, slide
Second Nine Weeks	Long O & U (CVCe)	home, cone, cute, flute
Third Nine Weeks	Long A Vowel Digraphs - ai, ay	rain, paint, play, day
Third Nine Weeks	Long O Vowel Digraph - oa, Diphthong - ow	boat, float, snow, show
Third Nine Weeks	Short E Vowel Digraph - ea	head, bread, read
Third Nine Weeks	Long U Vowel Digraphs - oo, ue, Diphthong ew, review long u_e	moon, blue, new
Third Nine Weeks	Vowel Digraph - oo	book, look, shook
Third Nine Weeks	Diphthongs - ou, ow	ouch, mouth, cow, how
Third Nine Weeks	Diphthongs - oi, oy	oil, soil, boy, toy
Third Nine Weeks	Diphthongs - au, aw	fault, launch, saw, paw
Fourth Nine Weeks	R-Controlled - ar, or, ore, introduce r-controlled vowel sound syllable type	star, corn, more
Fourth Nine Weeks	R-Controlled - er, ir, ur	her, bird, burn
Fourth Nine Weeks	Final Stable Syllable - le	apple, able, candle

August 30 Clarification: First graders are accountable for reading and spelling the words below, which are the kindergarten high frequency words. This standard is scored on the report card. Teachers should keep students accountable for spelling these words correctly in their writing.

First Grade 75 Words for Reading and Spelling  
(These are the same as Kindergarten's High Frequency Words.)

(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:  
(C) spell high-frequency words from a commonly used list

a	can	in	my	the
am	do	is	no	to
an	go	it	on	up
and	he	like	see	we
at	I	me	so	you

First Grade High Frequency Words for Reading and Spelling  
50 High Frequency Words

all	eat	how	out	sit
are	for	if	play	then
as	get	jump	put	they
ball	girl	look	ran	this
be	got	man	read	too
boy	had	mom	run	us
by	has	not	sat	was
come	her	now	saw	went
day	him	of	say	Will

\*This list is the same as the FPA High-Frequency Words Lists found on pp. 8 and 9 of Optional Assessment Student Forms Book



# First Grade Spelling Patterns

(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:  
 (B) use letter-sound patterns to spell:  
 (i) consonant-vowel-consonant (CVC) words;  
 (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and  
 (iii) one-syllable words with consonant blends (e.g., "drop");  
 (D) spell base words with inflectional endings (e.g., adding "s" to make words plurals);

When to Introduce	Pattern	Examples
First Nine Weeks	consonant-vowel-consonant (CVC) words	bat, tap, get, hen, top, mom, flop, tub, bug, run, fin, sip, hit
Second Nine Weeks	consonant-vowel-consonant-silent e (CVCe) words	face, bake, tale, pane, cave dice, bide, bike, dime, line, wise lobe, hole, zone, dome, nope, hose dude, fuse, mule, cute, June
Second Nine Weeks	one-syllable words with consonant blends	drop, sent, crab, glad, belt, rust,
Third Nine Weeks	base words with inflectional endings (e.g., adding "s" to make words plurals)	Bats, tops, moms, tubs, bugs, fins, sips hits, faces, bakes, tales, panes, caves, bikes, dimes, lines,

August 30 Clarification: These words are not spelling words. They are the words we use for the Fountas and Pinnell assessments.

## First Grade High Frequency Words for Reading

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(H) **identify and read** at least 100 high-frequency words from a commonly used list

able	came	good	our	time
about	can't	have	over	today
across	car	help	paper	top
after	cat	here	place	two
almost	city	hide	rain	under
any	could	hill	ride	use
anything	dad	home	room	very
away	dog	I'm	said	want
back	don't	into	sky	week
bad	door	just	sleep	were
became	down	know	something	what
because	end	let	stay	when
been	fast	little	tale	where
before	fish	love	tell	who
behind	five	make	than	why
big	four	mother	that	with
books	from	much	their	world
both	fun	name	them	write
bus	give	new	there	year
but	going	one	three	your

\*This list is the same as the FPA 100 High-Frequency Words List found on pp. 10,11 of Optional Assessment Student Forms Book

## Second Grade Phonics Patterns for Reading

(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:

- (i) single letters (consonants and vowels);
- (ii) consonant blends (e.g., thr, spl);
- (iii) consonant digraphs (e.g., ng, ck, ph); and
- (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);

(B) use common syllabication patterns to decode words including:

- (i) closed syllable (CVC) (e.g., pic-nic, mon-ster);
- (ii) open syllable (CV) (e.g., ti-ger);
- (iii) final stable syllable (e.g., sta-tion, tum-ble);
- (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);
- (v) r-controlled vowels (e.g., per-fect, cor-ner); and
- (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);

(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);

(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);

(E) identify and read abbreviations (e.g., Mr., Ave.);

(F) identify and read contractions (e.g., haven't, it's);

When to Introduce	Pattern	Example
<b>1st 9 Weeks</b>	single letters (consonants and vowels)	all-i-gat-or; bin-o-cu-lars; hel-i-cop-ter
	consonant blends (e.g., thr, spl)	black, clean, claim, class, clap, clay, dream, froze, glaze, plan, skill, skin, slot
	Closed syllable (CVC)	picnic, monster
	vowel-consonant - silent "e" words (VCe)	invite, cape
<b>2nd 9 Weeks</b>	vowel digraphs (e.g., ie, ue, ew)	deep, beat, road, way, true, wait, cried, own
	vowel diphthongs (e.g., oi, ou)	coin, shout
	Open syllable (CV)	tiger
	R controlled vowels	perfect, corner

<b>3rd 9 Weeks</b>	consonant digraphs (e.g., ng, ck, ph)	bring, click, phone, shot, what, chop, bank, that
	Vowel digraphs & diphthongs (multisyllabic)	boyhood, oatmeal
	Common prefixes	unable, disagree
	Common suffixes	lovely, helpless, hopeful
	Abbreviations	Mrs., Mr., Ave., St.
	Contractions	haven't, it's
<b>4th 9 Weeks</b>	Final stable syllable	station, tumble

## Second Grade Spelling Patterns

- (B) spell words with common orthographic patterns and rules:  
 (i) complex consonants (e.g., hard and soft c and g, ck);  
 (ii) r-controlled vowels;  
 (iii) long vowels (e.g., VCe-hope); and  
 (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);  
 (C) spell high-frequency words from a commonly used list;  
 (D) spell base words with inflectional endings (e.g., -ing and -ed);  
 (E) spell simple contractions (e.g., isn't, aren't, can't); and

When to Introduce	Pattern	Examples
<b>1st Nine Weeks</b>	long vowels	ace, bake, tale, pane, cave dice, bide, bike, dime, line, wise lobe, hole, zone, dome, nope, hose dude, fuse, mule, cute, June
<b>2nd Nine Weeks</b>	r-controlled vowels;	star, her, bird, corn, burn
	*vowel digraphs ai, ay, ea, ee, ie, oa, ow, ue  **diphthongs oi, oo, ow	digraphs: wait, day, beat, feet, cried, boat, cow, blue  diphthongs: Foil, toy, owl, ouch, took, pull, food, mood
<b>3rd 9 Weeks</b>	complex consonants (e.g., hard and soft c and g, ck);	face, cage, rice, huge, pack, sick, deck, back
	spell base words with inflectional endings -s -es -ing -ed	bats mixes Pecked snowing
<b>4th 9 Weeks</b>	spell simple contractions (e.g., isn't, aren't, can't)	isn't, aren't, can't, I'm, we're, don't

\*digraph: a pair of letters representing a single speech sound, as *ea* in *meat* or *thin path*.

\*\*diphthong: a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves toward another (as in *coin*, *loud*, and *side* ).

August 30 Clarification: These words are not spelling words. They are the words we use for the Fountas and Pinnell assessments.

## Second Grade 200 High Frequency Words for Reading

(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(G) identify and read at least 300 high-frequency words from a commonly used list

sea	gone	party	street	several	draw	animal	follow	short	kids
wrote	same	game	above	never	state	lost	pretty	add	check
again	knew	try	find	getting	kind	beautiful	couldn't	wanted	listen
carry	begin	pick	between	earth	circle	need	happen	young	few
wait	winter	right	every	group	large	job	themselves	question	stuff
each	must	teach	should	baby	doing	sick	direction	yourself	problem
feel	stop	until	father	everything	family	maybe	nothing	answer	such
always	happy	second	watch	high	clothes	land	life	money	cleans
first	catch	deep	children	wouldn't	hand	next	someone	simple	teacher
ask	third	view	hid	probably	different	old	without	more	dream
food	night	grade	enough	through	river	window	instead	being	sister
work	goes	snow	dark	against	might	better	either	also	plan
brother	last	does	great	hour	air	written	lunch	slowly	they're
through	school	together	inside	fight	I'd	favorite	important	bring	possible
funny	walk	house	light	once	suddenly	care	less	hear	thought
gave	ten	start	seen	best	easy	myself	own	often	really
things	change	grew	during	ready	finally	since	think	page	near
close	outside	way	worn	free	evryone	picture	round	store	rest
even	part	friend	wrong	show	hold	class	scared	while	soon
grow	live	story	you're	build	special	idea	person	however	understand

\*This list is the same as the FPA 200 High-Frequency Words List found on pp. 12, 13 of the Optional Assessment Student Forms Book #1

August 30 Clarification: Second graders are accountable for reading and spelling the words below, which are **the first grade and kindergarten high frequency words**. This year, because these are new spelling lists, there is no official spelling assessment for these words. It is suggested that teachers introduce these words throughout the year as word wall words, and keep students accountable for spelling them in their writing.

## Second Grade 175 Words for Reading and Spelling

able	came	good	our	time
about	can't	have	over	today
across	car	help	paper	top
after	cat	here	place	two
almost	city	hide	rain	under
any	could	hill	ride	use
anything	dad	home	room	very
away	dog	I'm	said	want
back	don't	into	sky	week
bad	door	just	sleep	were
became	down	know	something	what
because	end	let	stay	when
been	fast	little	tale	where
before	fish	love	tell	who
behind	five	make	than	why
big	four	mother	that	with
books	from	much	their	world
both	fun	name	them	write
bus	give	new	there	year
but	going	one	three	your

August 30 Clarification: These are the words kindergarteners were introduced to. By end of first grade, students should be able to spell these words independently, and second graders should continue to spell them correctly.

a	can	in	my	the
am	do	is	no	to
an	go	it	on	up
and	he	like	see	we
at	I	me	so	you

August 30 Clarification: These are the words first graders were introduced to. By end of second grade, students should be able to spell these words independently.

all	eat	how	out	sit
are	for	if	play	then
as	get	jump	put	they
ball	girl	look	ran	this
be	got	man	read	too
boy	had	mom	run	us
by	has	not	sat	was
come	her	now	saw	went
day	him	of	say	Will

\*This list is the same as the FPA High-Frequency Words Lists found on pp. 8 and 9 of Optional Assessment Student Forms Book



# Third Grade Phonics Patterns for Reading

(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:

- (i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);
- (ii) doubling final consonants when adding an ending (e.g., hop to hopping);
- (iii) changing the final "y" to "i" (e.g., baby to babies);
- (iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and
- (v) using knowledge of derivational affixes (e.g., -de, -ful, -able);

(B) use common syllabication patterns to decode words including:

- (i) closed syllable (CVC) (e.g., mag-net, splen-did);
- (ii) open syllable (CV) (e.g., ve-to);
- (iii) final stable syllable (e.g., puz-zle, con-trac-tion);
- (iv) r-controlled vowels (e.g., fer-ment, car-pool); and
- (v) vowel digraphs and diphthongs (e.g., ei-ther);

(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);

(D) identify and read contractions (e.g., I'd, won't); and

When to Introduce	Pattern	Examples
First Nine Weeks	(i) dropping the final "e" and add endings	use, using used, usable
First Nine Weeks	(ii) doubling final consonants when adding an ending	hop-hopped-hopping Beg-begged-begging clip-clipped-clipping
First Nine Weeks	(iii) changing the final "y" to "i"	Baby-babies Army-armies fly-flies
First Nine Weeks	(iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and	in- im- dis- pre- tele- -ies -ly -ied
First Nine Weeks	(v) using knowledge of derivational affixes <i>A derivational affix is an affix by means of which one word is formed derived from another. The derived word is often of a different word class from the original.</i>	<i>Readable is derived from read. Kindness is derived from kind. Joyful is derived from joy. Amazement is derived from amaze. Speaker is derived from speak. National is derived from nation.</i>
Second Nine Weeks	(i) closed syllable (CVC) (e.g., mag-net, splen-did);	magnet splendid pocket puppet Gallon

Second Nine Weeks	(ii) open syllable (CV)	veto Bonus baby
Second Nine Weeks	(iii) final stable syllable ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, and -zle.	puzzle cycle puddle buckle title
Third Nine Weeks	(iv) r-controlled vowels (e.g., fer-ment, car-pool); and	/ar/ sound as in car, guitar, Arthur /âr/ sound as in care, bear, mare, scare, aquarium /îr/ sound as in pier /îr/ sound as in turnip, spider, certificate, and beaver /or/ sound as in manor, observatory, author, brought, and orchard /er/ sound as in butter, cutter, and mother
Third Nine Weeks	(v) vowel digraphs and diphthongs <i>A digraph is two letters that spell one sound</i> <i>A diphthong is one vowel sound formed by the combination of two vowel sounds</i>	<a href="#">Click here for chart of vowel digraphs and diphthongs.</a>
Third Nine Weeks	(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);	could, would, should ought, eight

## Third Grade Spelling Patterns

- (24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
- (B) spell words with more advanced orthographic patterns and rules:
- (i) consonant doubling when adding an ending;
  - (ii) dropping final "e" when endings are added (e.g., -ing, -ed);
  - (iii) changing y to i before adding an ending;
  - (iv) double consonants in middle of words;
  - (v) complex consonants (e.g., scr-, -dge, -tch); and
  - (vi) abstract vowels (e.g., ou as in could, touch, through, bought);
- (C) spell high-frequency and compound words from a commonly used list;
- (D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);
- (E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);
- (F) spell complex contractions (e.g., should've, won't); and

When to Introduce	Pattern	Examples
First Nine Weeks	(i) consonant doubling when adding an ending;	stopping, stopped, robbing, robbed, sitting, beginning, preferring, preferred
First Nine Weeks	(ii) dropping final "e" when endings are added	write + ing = writing hope + ed = hoped excite + able = excitable
First Nine Weeks	(iii) changing y to i before adding an ending;	<i>baby » babies</i> <i>hobby » hobbies</i> <i>family » families</i> <i>study » studied</i> <i>try » tried</i> <i>hurry » hurried</i> <i>marry » married</i>
First Nine Weeks	(C) spell high-frequency and compound words from a commonly used list;	
Second Nine Weeks	(iv) double consonants in middle of words;	planning, winner, hopping, funny
Second Nine Weeks	(v) complex consonants (e.g., scr-, -dge, -tch); and	edge, badge, ridge fudge catch, pitch, scrap, scratch
Second Nine Weeks	(vi) abstract vowels	Could, touch, through, bought
Third Nine Weeks	(E) spell single syllable homophones	bear/bare; week/weak; road/rode
Third Nine Weeks	(F) spell complex contractions	should've, won't

## Third Grade 300 High Frequency Words for Reading and Writing

August 30 Clarification: Third graders are accountable for reading and spelling the words below, which are **the second grade and first grade high frequency FPA words**. This year, because these are new spelling lists, there is no official spelling assessment for these words. It is suggested that teachers introduce these words throughout the year as word wall words, and keep students accountable for spelling them in their writing.

able	came	good	our	time
about	can't	have	over	today
across	car	help	paper	top
after	cat	here	place	two
almost	city	hide	rain	under
any	could	hill	ride	use
anything	dad	home	room	very
away	dog	I'm	said	want
back	don't	into	sky	week
bad	door	just	sleep	were
became	down	know	something	what
because	end	let	stay	when
been	fast	little	tale	where
before	fish	love	tell	who
behind	five	make	than	why
big	four	mother	that	with
books	from	much	their	world
both	fun	name	them	write
bus	give	new	there	year
but	going	one	three	your

sea	gone	party	street	several	draw	animal	follow	short	kids
wrote	same	game	above	never	state	lost	pretty	add	check
again	knew	try	find	getting	kind	beautiful	couldn't	wanted	listen
carry	begin	pick	between	earth	circle	need	happen	young	few
wait	winter	right	every	group	large	job	themselves	question	stuff
each	must	teach	should	baby	doing	sick	direction	yourself	problem
feel	stop	until	father	everything	family	maybe	nothing	answer	such
always	happy	second	watch	high	clothes	land	life	money	cleans
first	catch	deep	children	wouldn't	hand	next	someone	simple	teacher
ask	third	view	hid	probably	different	old	without	more	dream
food	night	grade	enough	through	river	window	instead	being	sister
work	goes	snow	dark	against	might	better	either	also	plan
brother	last	does	great	hour	air	written	lunch	slowly	they're
through	school	together	inside	fight	I'd	favorite	important	bring	possible
funny	walk	house	light	once	suddenly	care	less	hear	thought
gave	ten	start	seen	best	easy	myself	own	often	really
things	change	grew	during	ready	finally	since	think	page	near
close	outside	way	worn	free	evryone	picture	round	store	rest
even	part	friend	wrong	show	hold	class	scared	while	soon
grow	live	story	you're	build	special	idea	person	however	understand

## Fourth Grade Spelling Patterns

(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) spell words with more advanced orthographic patterns and rules:

(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);

(ii) irregular plurals (e.g., man/men, foot/feet, child/children);

(iii) double consonants in middle of words;

(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and

(v) silent letters (e.g., knee, wring);

(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);

(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and

When to Introduce	Pattern	Examples
First Nine Weeks	plural rules (e.g., words ending in f)	leaf, leaves
Second Nine Weeks	irregular plurals	man/men, foot/feet, child/children
Second Nine Weeks	(iii) double consonants in middle of words;	planning, winner, hopping, funny
Second Nine Weeks	other ways to spell sh (e.g., -sion, -tion, -cian); and	pension station magician
Second Nine Weeks	silent letters (e.g., knee, wring);	knee, wring, rustle
Third Nine Weeks	spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);	lovely, enjoyment, disappoint, predict
Third Nine Weeks	spell commonly used homophones	there, they're, their; two, too, to

**There are no specific phonics TEKS in 4th Grade.**

## Fourth Grade High Frequency Words for Reading and Writing

place	haven't	group	above	hundred
often	second	number	father	result
without	bought	something	young	complete
being	return	form	answer	I'd
during	least	enough	children	notice
example	we'll	country	country	American
they're	common	since	attention	mane
minute	different	it's	region	large
method	below	change	backward	almost
thousand	important	making	we've	picture
action	second	special	whole	across
walked	knew	office	finally	whole
she'll	several	opposite	between	thousand
perhaps	wouldn't	forward	show	measure
world	similar	you've	began	million
animal	spent	night	night	amount
earth	woman	mother	sentence	difference
study	attention	great	a lot	won't
however	can't	thought	happen	probably
heard	they'd	children	predict	United States