

Grade 5

National Reading Vocabulary

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Introduction

The following vocabulary list contains the new reading words students should master by the end of Grade 5. Students who achieve this goal (*and who have mastered their previous vocabulary lists for Grades 1-4*) will be reading somewhat above 6.0 grade level and typically score in the top 10% on 5th Grade national reading tests (such as the CTBS and Stanford Achievement Test).

A total of 700 new words are introduced in the Grade 5 Vocabulary List (20 words per week for 35 weeks). The first week reviews a cross sample of 50 Grade 4 words that represent the main phonics and reading rule categories. Each subsequent week introduces 20 new vocabulary words.

Word of the Day – “WD”

In many of the weekly lists of 20 words, you will encounter one word next to the letters “WD.” This represents “Word of the Day” and is listed in this manner because it is a deviation from the daily phonics or reading rule category and typically requires extra attention for memorization. For example, in the Week 5 Lesson, the WD word is “source.” Since the “ou” in source does not make its typical sound (as in loud), it is listed here as the Word of the Day.

Grade 5 Vocabulary – Significantly Increased Difficulty

While our reading vocabulary lists for Grades 3 and 4 introduce a greater number of words per week than the Grade 5 list (28 vs. 20), it is important to decrease the number of weekly words introduced in the Grade 5 list. This is done since the words are considerably more complex and used less often in normal everyday conversation. Because of this decreased frequency in conversation – books – etc., the words are not as “familiar” to students, and therefore, require considerably more mental energy for learning, since word definitions now must also be memorized along with just basic word reading. By lowering the number of words introduced each week from 28 to 20, we are able to keep the amount of new information introduced within the learning ability of an average 5th grade student, while also insuring students maintain excellent vocabulary progress for remaining at (or above) Grade level throughout the year.

Selection of Grade 5 Vocabulary Words

The Grade 5 vocabulary list words were selected from the Houghton Mifflin 5th Grade Literature book (*which covers a wide sample of literature topics*) along with the most frequently used vocabulary from Houghton Mifflin's 5th Grade Social Studies program. Additional key vocabulary used in national standardized reading tests (*i.e. the Stanford Achievement Test*) have also been added to the Grade 5 list.

Selection of the Grade 5 vocabulary was completed by using a specially developed Word Frequency Computer Program which ranks words in order from "most-common" to "least-common" – as they appeared in the Grade 5 textbooks. We then used our special "delete" program that automatically removes all reading words that appeared in our Grades 1-4 vocabulary lists, thereby eliminating unplanned duplication. This results in a highly efficient list of new vocabulary words that occur with greatest frequency in Grade 5 textbooks and tests.

After identifying these priority words for Grade 5, we then organized words according to common vowel sound and reading-rule categories. This strategy has proven itself as a vastly superior technique for achieving faster long-term "permanent" memorization of reading vocabulary content.

Are My Students Ready for Grade 5 Vocabulary?

If you are a 5th Grade teacher in an average socioeconomic setting, then proceeding with this list is a logical strategy. Even if not all students are reading at a 5.0 Reading Level, you can use our Grade 4 (or Grade 3) Student Reading Wall strategies for quickly improving reading ability in order to bring them up to a 5.0 level. As a quick assessment, you can test students on the Grade 4 Review words listed for Week 1 in the Grade 5 list. For example, if a student misses 25 of these 50 words, then he/she most likely will be unable to read 50% of all the approximately 800 Grade 4 words. If the entire class had this difficulty then consideration should be given into beginning with the Grade 4 vocabulary materials instead. Keep in mind that it is actually more important for students to have mastered the Grade 4 vocabulary because of their greater frequency of use in textbooks and tests.

Determining Student Readiness

The first week in the Grade 5 Vocabulary List is composed of a cross-section of our Grade 4 vocabulary organized along different phonics and reading rule categories. This not only provides students with an excellent review and re-introduction of essential sounds and rules, but can also be used as an excellent testing tool to determine if students need to go back and study the Grade 4 vocabulary. If a student makes more than 10 errors after reading all 50 words in the first week list, then review or testing of all Grade 4 vocabulary is definitely warranted. If the student makes less than 5 errors then we can assume that the student most-likely knows approximately 90% of all the Grade 4 words. However, mastery of even 90% of the Grade 4 vocabulary means there are still about 80 words from the Grade 4 list that the child doesn't know.

The Role of the Classroom Teacher

The most important job of the classroom teacher is to insure students master the reading vocabulary essential for their grade level. By accomplishing this, you basically eliminate the risk of students falling behind in subsequent years and greatly increase their chances for future academic success in not only Reading, but also Social Studies – Geography – Science – and even the proper reading of math word problems. Unfortunately, because many school districts have yet to realize the benefits of teaching specific minimum grade level vocabulary, we are seeing far too many students passed on to higher grades who do not achieve at least a minimum of grade level vocabulary progress, and therefore, fall further behind with each passing school year.

The ReadingKey Vocabulary program is the first program developed that includes a special tool (called the Student Reading Wall Program) specifically designed to catch these “falling-behind” students and quickly bring them up to a proper reading level. The only way any reading program can accomplish this is if its techniques are highly efficient, thereby resulting in rapid reading progress in a very short period of time. **This is exactly what our Student Reading Wall techniques accomplish.**

Before beginning the 5th Grade list, It is important that students have mastered vocabulary from all previous grade levels. This is because earlier grade level vocabulary occurs in textbooks and standardized tests far more often than vocabulary in higher lists. For example, the likelihood of encountering the words - “who” or “how” - are certainly far higher than encountering a 5th Grade word such as “disregard.” Even in our ReadingKey Grade 5 list, the words are introduced in a “most-common” to “least-common” sequence for greatest efficiency. For example, the word “regions” occurs 61 times in the Houghton Mifflin 5th Grade Social Studies Program while the word “unique” occurs 2 times. Therefore, the word “regions” is introduced much earlier (*in week 2*) than the word “unique” (*which is introduced in week 20*).

Key Strategies for the First Month Of School Individual Assessment

Since insuring that a student in Grade 5 has mastered previous grade level vocabulary is of absolute critical importance – what would be the best way to go about determining a student’s earlier grade level vocabulary mastery?

Without question - the only effective way to determine student mastery of previous grade level vocabulary is by testing students on an individual (one-on-one) basis. This does not require too much time (averaging about 30-45 minutes per student) and is well worth the effort considering the tremendous amount of valuable information gleaned from the assessment. The following page outlines these steps in detail.

Procedures for Beginning School Year Individual Testing

1. Print out enough copies of the Grade 4 vocabulary list as you have students in your 5th Grade class. Also have at least 4-5 copies of the Grade 3 list for lower level students).
2. Set up a table in a quiet area and have an aide or helper sit down next to the student and begin asking the student to read the word as you point to them. Ask words in random order beginning with the easier lower levels and work your way up to the higher levels. If the student is answering most words correctly and only making about one error per 20-30 words, then he/she is pretty much on grade level. However, so you can identify some words for the student, you can ask the harder words (at the bottom of each level) to increase the chance of finding words that are not known.
3. When a word is said incorrectly - put a small line (or mark) to the left of the word. When a word is said properly (but the student pauses more than 2 seconds) put the letter "p" next to the word along with the number of seconds delay.
(P3 means the child paused 3 seconds).
4. Continue asking and marking words as long as the student is at least answering 6 or 7 out of 10 words correctly. If the child reaches the point that he or she is only averaging between 5 and 6 words correct per 10 words in at least 5 column "Levels", then you can stop and the child should be given extra practice (during or after school) using the Student Reading Wall strategies. In other words, if the student is making errors 40-50% of the time, we need to begin this student on the "Student Reading Wall" in order to rapidly improve their reading ability. Also, student's who are missing 40% or more of the Grade 4 words should also be tested on the Grade 3 words.
5. Continue testing all students in class making sure to write the student's name at the top of each list for future reference.
6. When student testing is complete, the goal is to then achieve mastery with the specific words identified for that student. One excellent strategy is to write their first 20-30 "error" words on a 3x5 or 4x6 card and tape it to the top of the child's desk. At random intervals during the day, you (or teacher aide) can ask the student to say the words to you. Once the student has some idea of what the words are – he/she can be asked to put the words into sentences. Another excellent activity is to make a copy of the words on a larger sheet of paper and have the child take the words home for practice with a parent. In the very near future, we are going to have a section at our ReadingKey.com web site where students can "click" on any word in the vocabulary list and view a short video teaching segment for that word. At the first parent/teacher conference be sure to give the parent a copy of the child's error list and stress the importance of their mastery. Parents are highly impressed by this detailed attention to their child and usually put in extra effort at home to insure word mastery.
7. For highly efficient vocabulary teaching, test 5th Grade students at mid-year using the same steps above on the words for weeks 1-18 and record all errors as in the above testing strategies. This way you can make sure all students are progressing on schedule by identifying the precise words that particular student needs to practice.

Name _____ Class _____ Date _____

GRADE 5 National Reading Vocabulary

Week 1

Week 1 - Review Grade 4 Vocabulary

1st Quarter

MONDAY Review Grade 4	TUESDAY Review Grade 4	WEDNESDAY Review Grade 4	THURSDAY Review Grade 4	FRIDAY Review Grade 4
1cons - 2 cons	Final-e ai-ee-ea-ie-oa	soft-c-g – r vowels	tion - ture	ou-oo-oi-au-aw-ow
1. medium	1. gale	1. recently	1. emotion	1. outstanding
2. beyond	2. rate	2. citizen	2. solution	2. proof
3. remain	3. rage	3. generous	3. duration	3. understood
4. previous	4. volume	4. suggest	4. combination	4. moisture
5. identical	5. compete	5. gigantic	5. stationary	5. annoy
6. distance	6. brain	6. particle	6. culture	6. author
7. effort	7. proceed	7. observe	7. adventure	7. auditorium
8. explanation	8. increase	8. firm	8. manufacture	8. awkward
9. accurate	9. brief	9. hurricane	9. agriculture	9. meadow
10. opportunity	10. coast	10. horizon	10. legislature	10. coward

Week 2

Begin Grade 5 Reading Vocabulary

1st Quarter

MONDAY 1 Cons. Rule	TUESDAY 1 Cons. Rule	WEDNESDAY 2 Cons. Rule	THURSDAY 2 Cons. Rule
1. union	1. event	1. inner	1. conflict
2. bonus	2. fumes	2. insist	2. impeach
3. social	3. bravery	3. intact	3. summarize
4. regions	4. revolt	4. instant	4. Appalachian
5. statement	WD govern	5. influence	5. immigration

COMMENTS:

Week 3

1st Quarter

MONDAY ai	TUESDAY ea	WEDNESDAY ie – long e	THURSDAY oa
1. aid	1. cease	1. shield	1. goal
2. aide	2. reveal	2. shriek	2. coal
3. gait	3. defeat	3. relieve	3. boast
4. failure	4. repeal	4. frontier	4. cocoa
5. plains	WD Seattle	5. beliefs	5. approach

COMMENTS:

Week 4

Grade 5 National Reading Vocabulary

1st Quarter

MONDAY Final-e Rule	TUESDAY Final-e Rule	WEDNESDAY ty xy ly ry	THURSDAY ty by cy ry
1. fade	1. issue	1. misty	1. hasty
2. dose	2. empire	2. waxy	2. lobby
3. slave	3. inhale	3. briskly	3. policy
4. prime	4. expose	4. anxiety	4. silvery
WD independence	5. glare	5. revolutionary	5. ivory

COMMENTS:

Week 5

1st Quarter

MONDAY ou	TUESDAY ow – 2 sounds	WEDNESDAY oo – 2 sounds	THURSDAY oi - oy
1. trout	1. ownership	1. booming	1. hoist
2. pouch	2. burrow	2. nook	2. avoid
3. announce	3. drowsy	3. textbook	3. loyal
4. encounter	4. towering	4. misunderstood	4. destroy
WD source	5. Mayflower	WD cooperate	5. boycott

COMMENTS:

Week 6

1st Quarter

MONDAY le ending	TUESDAY le ending	WEDNESDAY al ending	THURSDAY al ending
1. role	1. rumble	1. local	1. mural
2. rubble	2. shuffle	2. royal	2. survival
3. jumble	3. miracle	3. approval	3. federal
4. noble	4. illegible	4. continental	4. dual
5. dismantle	5. navigable	WD Montreal	5. cultural

COMMENTS:

Week 7

Grade 5 National Reading Vocabulary

1st Quarter

MONDAY ar	TUESDAY ar	WEDNESDAY er – ir – ur	THURSDAY or
1. arch	1. ark	1. terms	1. nor
2. barter	2. startle	2. perk	2. forced
3. harsh	3. remark	3. merchant	3. ordinary
4. charter	4. architect	4. urge	4. historian
WD parallel	5. artifacts	5. circumstance	5. performance

COMMENTS:

Week 8

1st Quarter

MONDAY Prefix – un	TUESDAY Prefix – dis	WEDNESDAY 1 Cons. Rule	THURSDAY 1 Cons. Rule
1. unrest	1. dissatisfied	1. defend	1. crisis
2. uneasy	2. disadvantage	2. demand	2. trader
3. unexpected	3. disability	3. depend	3. focus
4. unsuccessful	4. disregard	4. democracy	4. primary
5. unfamiliar	5. discrimination	WD poverty	5. religious

COMMENTS:

Week 9

1st Quarter

MONDAY 2 Cons. Rule	TUESDAY 2 Cons. Except.	WEDNESDAY Final-e Rule	THURSDAY Final-a Rule
1. historic	1. effect	1. sane	1. nausea
2. pilgrim	2. affect	2. pure	2. replica
3. suffrage	3. official	3. hesitate	3. amnesia
4. advantage	4. assembly	4. persuade	4. era
5. massacre	5. responsibilities	WD prejudice	5. utopia

COMMENTS:

Week 10

Grade 5 National Reading Vocabulary

2nd Quarter

MONDAY C-Rule	TUESDAY C-Rule	WEDNESDAY G-Rule	THURSDAY G-Rule
1. ace	1. trace	1. bulge	1. range
2. pace	2. scarce	2. margin	2. rigid
3. cycle	3. intelligence	3. generally	3. legend
4. central	4. citizenship	4. voyage	4. passage
5. magnificent	WD ancient	5. encourage	5. generation

COMMENTS:

Week 11

2nd Quarter

MONDAY 1 Cons. Rule	TUESDAY 1 Cons. Rule	WEDNESDAY 2 Cons. Rule	THURSDAY 2 Cons. Rule
1. result	1. uniform	1. dissolve	1. mutter
2. frequent	2. equipped	2. stunted	2. fungus
3. deserve	3. rival	3. impress	3. inspect
4. rebellion	4. deceit	4. obligated	4. extend
WD revolution	5. equality	5. independent	5. actually

COMMENTS:

Week 12

2nd Quarter

MONDAY ly	TUESDAY ty	WEDNESDAY ry – sy – ly	THURSDAY fy – long i
1. elderly	1. society	1. dairy	1. satisfy
2. skillfully	2. liberty	2. slavery	2. identify
3. effortlessly	3. community	3. glossy	3. magnify
4. eventually	4. diversity	4. recently	4. unify
5. directly	5. university	WD nearby	5. amplify

COMMENTS:

Week 13

Grade 5 National Reading Vocabulary

2nd Quarter

MONDAY tion	TUESDAY sion	WEDNESDAY ture	THURSDAY tive
1. function	1. tension	1. vulture	1. protective
2. infection	2. dimension	2. posture	2. primitive
3. tradition	3. expansion	3. fracture	3. competitive
4. expectation	4. comprehension	4. miniature	4. alternative
5. constitution	WD mission	5. legislature	5. collaborative

COMMENTS:

Week 14

2nd Quarter

MONDAY ar ending	TUESDAY or ending	WEDNESDAY le ending	THURSDAY al ending
1. molar	1. director	1. tremble	1. political
2. familiar	2. vigor	2. nestle	2. journal
3. peculiar	3. conductor	3. stable	3. colonial
4. particular	4. superior	4. responsible	4. impractical
WD afar	5. splendor	5. lifestyle	5. historical

COMMENTS:

Week 15

2nd Quarter

MONDAY 1 Cons. Rule	TUESDAY 1 Cons. Rule	WEDNESDAY 2 Cons. Rule	THURSDAY 2 Cons. Rule
1. resign	1. laborer	1. muster	1. inform
2. motorized	2. glacier	2. express	2. confident
3. professional	3. recover	3. frantic	3. immense
4. preserve	4. require	4. splendid	4. interrupt
WD profit	5. basic	5. immigrant	5. ethnic

COMMENTS:

Week 16**Grade 5 National Reading Vocabulary****2nd Quarter**

MONDAY ai	TUESDAY ay	WEDNESDAY ea – long-short e	THURSDAY ea (2 sounds)
1. slain	1. layer	1. features	1. areas
2. despair	2. essay	2. repeal	2. reappear
3. restrain	3. decay	3. treaty	3. reaction
4. attain	4. frayed	4. headlines	4. meander
WD Britain	5. portray	5. wealth	5. European

COMMENTS:

Week 17**2nd Quarter**

MONDAY au	TUESDAY ou	WEDNESDAY oi - oy	THURSDAY oo – 2 sounds
1. pause	1. council	1. appoint	1. groove
2. autopsy	2. pounce	2. viewpoint	2. bamboo
3. audition	3. boundary	3. avoidance	3. woodland
4. exhaust	4. compound	4. convoy	4. statehood
WD authority	5. outnumbered	5. royalty	5. livelihood

COMMENTS:

Week 18**2nd Quarter**

MONDAY tion	TUESDAY sion	WEDNESDAY ance	THURSDAY ence - ance
1. section	1. version	1. France	1. residence
2. petition	2. admission	2. romance	2. coincidence
3. destination	3. collision	3. advance	3. tolerance
4. exploration	4. concussion	4. prance	4. endurance
5. communication	5. confession	5. finance	5. arrogance

COMMENTS:

Week 19

Grade 5 National Reading Vocabulary

3rd Quarter

MONDAY able	TUESDAY able	WEDNESDAY ous	THURSDAY ious
1. considerable	1. acceptable	1. enormous	1. furious
2. comparable	2. favorable	2. numerous	2. mysterious
3. miserable	3. tolerable	3. miraculous	3. various
4. remarkable	4. honorable	4. monotonous	4. glorious
5. reasonable	5. reliable	5. prosperous	5. contagious

COMMENTS:

Week 20

3rd Quarter

MONDAY 1 Cons. Rule	TUESDAY 1 Cons. Rule	WEDNESDAY 2 Cons. Rule	THURSDAY 2 Cons. Rule
1. recall	1. opinion	1. support	1. suspect
2. reject	2. refer	2. freshman	2. emblem
3. resolve	3. republic	3. mangoes	3. inflated
4. reform	4. request	4. promptly	4. represent
5. researcher	5. humiliated	5. rummage	WD neglect

COMMENTS:

Week 21

3rd Quarter

MONDAY Final-e Rule	TUESDAY Final-e Rule	WEDNESDAY Final-e Rule	THURSDAY ive
1. combine	1. unite	1. intrude	1. passive
2. assume	2. quote	2. turnpike	2. excessive
3. migrate	3. inquire	3. despite	3. impressive
4. emphasize	4. appetite	4. indicate	4. constructive
5. communicate	5. parasite	WD fugitive	5. executive

COMMENTS:

Week 22

Grade 5 National Reading Vocabulary

3rd Quarter

MONDAY C-Rule	TUESDAY C-Rule	WEDNESDAY G-Rule	THURSDAY G-Rule
1. civil	1. cancel	1. emerge	1. gender
2. recent	2. innocent	2. fringe	2. tragic
3. decent	3. evidence	3. energetic	3. fidget
4. descent	4. precise	4. exaggerate	4. origin
WD judicial	5. ceremony	5. imaginary	5. exchange

COMMENTS:

Week 23

3rd Quarter

MONDAY Prefix – un	TUESDAY Prefix - in	WEDNESDAY or	THURSDAY or ending
1. uncertain	1. incomplete	1. forces	1. editor
2. unaware	2. injustice	2. perform	2. advisor
3. unconscious	3. incapable	3. formal	3. ancestor
4. unfortunately	4. incompetent	4. ordinance	4. navigator
WD unique	5. invincible	5. ornamental	5. inferior

COMMENTS:

Week 24

3rd Quarter

MONDAY ur	TUESDAY Short Vowels	WEDNESDAY Unusual Letters	THURSDAY al ending
1. urban	1. vast	1. violence	1. ideal
2. rural	2. hull	2. diagram	2. festival
3. surplus	3. draft	3. diary	3. additional
4. current	4. grid	4. symbol	4. spiritual
5. pluralism	5. grant	5. system	5. industrial

COMMENTS:

Week 25

Grade 5 National Reading Vocabulary

3rd Quarter

MONDAY 1 Cons. Rule	TUESDAY 1 Cons. Rule	WEDNESDAY 2 Cons. Rule	THURSDAY 2 Cons. Rule
1. detect	1. unit	1. object	1. brilliant
2. dilate	2. laces	2. stocked	2. complex
3. brutal	3. detach	3. progress	3. peppermint
4. numerals	4. elapse	4. desperate	4. amputate
WD patriotic	5. diverse	5. opposition	WD declare

COMMENTS:

Week 26

3rd Quarter

MONDAY Con – short o	TUESDAY Con – short o	WEDNESDAY Con – short u	THURSDAY Con – short u
1. conduct	1. congress	1. confess	1. consume
2. contact	2. conquer	2. contain	2. congested
3. constant	3. continent	3. conclude	3. convince
4. contrast	4. concept	4. consider	4. contract
5. consequences	5. conservation	5. continuous	5. convention

COMMENTS:

Week 27

3rd Quarter

MONDAY tion	TUESDAY sion	WEDNESDAY tious	THURSDAY cious
1. inspection	1. invasion	1. nutritious	1. spacious
2. humiliation	2. corrosion	2. ambitious	2. gracious
3. projection	3. emission	3. infectious	3. precious
4. recognition	4. commission	4. superstitious	4. ferocious
5. plantation	WD mansion	5. repetitious	5. luscious

COMMENTS:

Week 28

Grade 5 National Reading Vocabulary

4th Quarter

MONDAY ar	TUESDAY er ir ur	WEDNESDAY or	THURSDAY ar – or ending
1. snarl	1. derby	1. forecast	1. altar
2. partly	2. concern	2. portrait	2. irregular
3. participate	3. barrier	3. restore	3. vendor
4. artificial	4. avert	4. assorted	4. spectator
WD charity	5. controversial	5. according	5. investor

COMMENTS:

Week 29

4th Quarter

MONDAY ai	TUESDAY ay	WEDNESDAY Final-e Rule	THURSDAY er
1. frail	1. delay	1. device	1. cluster
2. prairie	2. stray	2. oppose	2. tolerate
3. acquaint	3. layman	3. dispute	3. convert
4. entertain	4. payment	4. supreme	4. reference
5. campaign	5. Norway	WD mortgage	5. interview

COMMENTS:

Week 30

4th Quarter

MONDAY ee	TUESDAY ea – long e	WEDNESDAY ie – long e	THURSDAY ea – short e
1. keel	1.feat	1. grief	1. leather
2. leer	2. league	2. lien	2. meadow
3. leech	3. appeal	3. species	3. peasant
4. freedom	4. ideal	4. grievance	4. deafening
5. committee	5. realization	WD occupied	5. jealousy

COMMENTS:

Week 31

Grade 5 National Reading Vocabulary

4th Quarter

MONDAY au - aw	TUESDAY oo – 2 sounds	WEDNESDAY ou	THURSDAY oi
1. auction	1. moody	1. pout	1. recoil
2. autobiography	2. loom	2. sprout	2. rejoice
3. brawl	3. aloof	3. outburst	3. boisterous
4. drawback	4. soot	4. announcement	4. adjoining
WD bureau	5. outlook	WD Missouri	5. Illinois

COMMENTS:

Week 32

4th Quarter

MONDAY ate – long a	TUESDAY ate – long a	WEDNESDAY ate – short i	THURSDAY ate – short i
1. debate	1. eliminate	1. fortunate	1. confederate
2. irritate	2. duplicate	2. delicate	2. adequate
3. investigate	3. germinate	3. accurate	3. appropriate
4. estate	4. associate	4. deliberate	4. inaccurate
5. navigate	5. evaluate	5. intermediate	5. corporate

COMMENTS:

Week 33

4th Quarter

MONDAY ine – long i	TUESDAY ine – short i	WEDNESDAY ine – long e	THURSDAY ive – short i
1. swine	1. examine	1. marine	1. motive
2. decline	2. intestine	2. sardine	2. native
3. incline	3. masculine	3. nicotine	3. instinctive
4. recline	4. discipline	4. tambourine	4. persuasive
5. coastline	5. famine	5. St. Augustine	5. incentive

COMMENTS:

Week 34

Grade 5 National Reading Vocabulary

4th Quarter

MONDAY ph	TUESDAY ph	WEDNESDAY ant ending	THURSDAY "Silent" letters
1. physical	1. phase	1. reluctant	1. column
2. philosophy	2. physiology	2. pleasant	2. debt
3. physician	3. triumph	3. covenant	3. hymn
4. physics	4. hemisphere	4. significant	4. condemn
5. telegraph	5. geographer	5. descendant	5. chronological

COMMENTS:

Week 35

4th Quarter

MONDAY ful	TUESDAY able	WEDNESDAY ey – long a	THURSDAY ey – long e
1. faithful	1. irritable	1. prey	1. kidney
2. dreadful	2. intolerable	2. obey	2. pulley
3. grateful	3. imaginable	3. survey	3. attorney
4. delightful	4. justifiable	4. convey	4. medley
5. forceful	5. profitable	5. disobey	5. volley

COMMENTS:

Week 36

4th Quarter

MONDAY al ending	TUESDAY al ending	WEDNESDAY le ending	THURSDAY le ending
1. manual	1. abnormal	1. assemble	1. bible
2. maternal	2. critical	2. capsule	2. dimple
3. paternal	3. denial	3. ample	3. style
4. informal	4. economical	4. textile	4. edible
5. neutral	5. constitutional	5. fertile	5. durable

COMMENTS:
