Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Foundational Skills

5th Grade

RF.5.3

Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

CCR Anchor Standard:

No Anchor Standard for Reading Foundational Skills.

Essential Understanding

- Know which letters and sounds are correlated Recognize syllabication patterns
- Use roots, affixes and base words to read unfamiliar multisyllabic words in context
- Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context

Extended Understanding

- A large number of words in English derive from Latin and Greek origins. Knowledge of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development, as well.

Academic Vocabulary

- Affixes
- Root
- Prefix
- Suffix
- Syllabication patterns
- Multisyllabic
- Morphology*
- Syllable
- Letter sound Correspondence
- Decoding
- Irregular
- Latin

Content Elaborations

Advanced word study continues in this grade because as students learn more about the structure of words and the English language, the more proficiently they will be able to read the words independently and process their meanings (Moats & Tolman, 2017). In order to read multisyllabic words, students engage in advanced word study of less common grapheme-sound correspondences, syllabication patterns, and morphology. Use of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development as well. Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words. Semantics studies involve the examination of meaning at various levels (word parts, whole words, and sentences/discourse).

Next Grade Level Progression Statement

N/A

Question Ideas

- Are there any familiar parts in that word that you can use to help you?
- Do you know any other words like that?
- Can you point to the root word?
- Are there any chunks you know that can help you figure out what this word says?

- Does the word have suffixes or prefixes you know?
- Have you looked to see what the base word might be?
- How many parts do you hear in that word?
- Are there any patterns you can use to help you write that word?

Ohio's Learning Standards for English Language Arts Supports: Appendix A

Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards- Pages 18-19 provide phoneme-grapheme correspondences for consonants and vowels; Page 22 provides vowel graphemes with definitions and examples; pages 22-23 provide the six common syllable types; page 24 provides examples of morphemes represented in English orthography.

Ohio's Model Curriculum Instructional Supports

Strategies: Morpheme Match-Ups

Students are given index cards with different morphemes (prefix, suffixes, and root words) on them. Students will work in groups to combine the cards and discover how the addition of a morpheme can change the meaning of a word. Students will record their morpheme combinations, complete with the meaning of the created words.

Resources:

The state of Illinois provides multiple resources and strategies for 5th grade ELA at this site.

RF.4.3 (Prior Grade Standard)	RF.6.3 (Future Grade Standard)
Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	No Standard at this level.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Foundational Skills
5th Grade

RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

CCR Anchor Standard:

No Anchor Standard for Reading Foundational Skills.

Essential Understanding from the Standard

a. Read grade-level text with purpose and understanding.
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Extended Understanding

- Fluency encompasses the integration of pausing, phrasing, stress, intonation, and rate.

Academic Vocabulary

- Selection
- Strategies
- Paragraph
- Fluently/Fluency
- Expression
- Skimming
- Scanning
- Self-monitor/Self-correct
- Intonation
- Accuracy
- Context clues

Content Elaborations

The focus of Fluency is developing automaticity in word recognition, so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast; it is reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.

Next Grade Level Progression Statement
N/A

Question Ideas

- Why did you choose this selection?
- What can you do when the story/text doesn't make sense?
- What strategies can you use when you don't understand the text?
- Can you read this paragraph fluently and with expression?
- Why is it important to scan the page?

- Did you skim the page looking for information?
- Look at the picture. Does it fit with what you just read?
- What does it mean to read fluently?
- What did you notice? (for students who stop or pause while reading)
- What part of the story confused you?
- Did you re-read the part you didn't understand?

Ohio's Learning Standards for English Language Arts Supports: Appendix A

[Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards](#)- Pages 18-19 provide phoneme-grapheme correspondences for consonants and vowels; Page 22 provides vowel graphemes with definitions and examples; pages 22-23 provide the six common syllable types; page 24 provides examples of morphemes represented in English orthography.

Ohio's Model Curriculum Instructional Supports

Strategies: Readers Theater

Reading various Readers Theater in small groups can increase fluency with students as well as boost confidence in a relaxing, motivating, and fun setting. Students are given a script of a scene from a book, or possibly an adaptation of a well-known work. Students take on assigned parts and read the roles of various characters, including a possible narrator. Try to avoid "cold reads" for students with disabilities and English Learners. They will benefit from hearing the text read orally as a model for them before they have to read in front of anyone.

Resources: Reading Fluency

The reading fluency activities on [this page](#) are essential for children with dyslexia and struggling readers. These activities can be taught in the classroom (small and large group setting) and can also be implemented at home.

RF.4.4 (Prior Grade Standard)	RF.6.4 (Future Grade Standard)
Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No Standard at this level.