

## Fifth Grade Word Study

<b>Curriculum/Content Area:</b> Word Study	<b>Course Length:</b> One Year
<b>Course Title:</b> Fifth Grade Literacy	<b>Date last reviewed:</b> N/A
<b>Prerequisites:</b> N/A	<b>Board approval date:</b> October 2018
<p><b>Primary Resource:</b> TBD  <a href="#">Fifth Grade Word Study Scope and Sequence</a>  <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

## Desired Results

**Course description and purpose:** Word Study is a conceptual, developmental approach to the teaching of phonics, spelling and vocabulary. Effective Word Study is more than just “word work”, because it is rooted in the conceptual foundations of English orthography and timed in accordance with students’ understanding of those concepts (Palmer & Invernizzi, 2015).

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>• Readers and writers understand that letters and sounds are related so that they can solve words efficiently.</li> <li>• Readers and writers develop knowledge of principles and patterns of words so that they can transfer this knowledge to words.</li> <li>• Readers and writers understand that some words do not follow a pattern and need to be recognized automatically.</li> <li>• Readers and writers understand the meaning of words in texts they read and write.</li> <li>• Readers and writers understand how words are related to each other and how they can be changes by adding letters, letter clusters, and larger word parts.</li> <li>• Readers and writers use a variety of strategies to solve unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• How does using words help readers and writers communicate?</li> <li>• How do readers and writers use strategies to solve unknown words?</li> <li>• How does learning about how words work help readers and writers?</li> <li>• How does a writer’s spelling impact communication?</li> </ul>

<b>Priority Standards - Anchor Standards</b>
<p><b><u>Wisconsin Standards for English Language Arts</u></b>  <b>WI.ELA.R1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the</p>

text. *K-12*

**WI.ELA.R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *K-12*

**WI.ELA.R10:** Read and comprehend complex literary and informational texts independently and proficiently. *K-5*

**WI.ELA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). *K-5*

**WI.ELA.SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. *K-12*

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *K-12*

**WI.ELA.F1-Print Concepts:** Demonstrate understanding of the organization and basic features of print *K-1*

**WI.ELA.F2-Phonological Awareness:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *K-1*

**WI.ELA.F3-Phonics and Word Recognition:** Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

**WI.ELA.F4-Fluency:** Read with sufficient accuracy and fluency to support comprehension. *2-5*

## Priority Standards - Fifth Grade

### **Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**WI.ELA.R10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.\*
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use 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.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-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.

## Word Study Fifth Grade

### Standards

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use 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

### Supporting Standards

**WI.ELA.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Spell grade-appropriate words correctly, consulting references as needed.

**WI.ELA.L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

### Learning Targets

- I can use a variety of strategies to figure out how to read increasingly complex unknown words. (F.5.3a)
- I can spell grade level words correctly and use a spelling reference when needed. (L.5.2e)
- I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (L.5.4b)

### Assessment Evidence

#### Performance Assessment Options

*May include, but are not limited to the following:*

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#### Other assessment options

*May include, but are not limited to the following:*

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### Digital Tools & Supplementary Resources

