# Reading Standards for Foundational Skills: Grade 5

## NOTE: RF 1 and RF 2 do not apply to Grade 5

## CLUSTER: PHONICS AND WORD RECOGNITION

**Anchor Standard 3: Demonstrate command of the conventions of standard English usage and grammar when writing or speaking.**

**RF 5.3: 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.

**Essential Skills:**

- **Generalize and apply phonics to unfamiliar multisyllabic words.**
- **Increase knowledge of roots and affixes.**
- **Understand the relationship between words with common roots.**
- **Understand that an affix may change the meaning or part of speech of a word.**

**Benchmarks:**

# CLUSTER: FLUENCY

**Anchor Standard 4: Demonstrate command of the conventions of standard English usage and grammar when writing or speaking.**

**RF 5.4: 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.

**Essential Skills:**

### 5.4.a Read grade-level text with purpose and understanding.

- **Listen to Read Alouds by adult or children of complex text s in a variety of text structures in order to attend to and apply models of fluent reading.**
- **Adjust reading rate to purpose for reading.**
- **Engage in opportunities for independent reading of grade level text in order to build fluency.**
- **Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response).**

### 5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- **Listen to interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading.**
- **Practice multiple readings of same text.**
- **Use punctuation as cues to appropriate expression.**
- **Apply knowledge of word structures and patterns to read with automaticity.**
- **Demonstrate appropriate use of phrasing by attending to sentence patterns and structures and by adjusting to intonation and pitch.**
- **Read a variety of texts with expression and volume appropriate to the context in which it is read.**

**5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

- **Use prior knowledge and experiences to confirm or self-correct word recognition and understanding.**
- **Use context clues, sentence structure, and visual clues to guide self-correction.**

**Benchmarks:**