Fifth Grade Foundational and Language Skills

Phonics, Spelling, and Word Study

By the end of fifth grade, children are expected to have developed control over the learning targets within each of the areas below. While explicit instruction on some targets may be appropriate for the whole class and taught through shared reading, most targets will be addressed through small group instruction based on individual need during the Word Work or Small Group Instruction time.

Spelling Patterns

- Notice and use frequently appearing long vowel patterns that appear in multisyllable words (-e, beginning; -ee, agree; -ea, reason; -ide, decide; -ire, entirely; -ise, revise; -ive, survive; -ize, realize; -ade, lemonade; -aid, braided; -ail, railroad; -ale, female; -ain, painter; -ate, crater; -ope, antelope; -one, telephone; -oke, spoken; -u, tutor; -ture, furniture)
- Notice and use other vowel patterns that appear in multisyllable words (-al, always; -au, author; -aw, awfully; -ea, weather; -i, sillier; i-e, police; -tion, attention; -sion, tension; -y, reply; poi, noisy; -oy, enjoy; -ou, about; -ow, power; -oo, booster; -ove, remove; -u, tuna; -ook, looking; -oot, football; -ood, woodpile; -ul(l), grateful)
- Understand that some words have double consonants in the pattern (coffee, address, success, accident, mattress, occasion)

High-Frequency Word Recognition

- Read and write the 500 words that occur with highest frequency in English rapidly and automatically
Word Meaning

Compound Words

- Recognize and use a variety of complex compound words and hyphenated compound words (*airplane, airport, another, anyone, anybody, anything, everyone, homesick, indoor, jellyfish, skyscraper, toothbrush, underground, whenever, empty-handed, well-being, re-elect, father-in-law*)

Figurative Language

- Recognize and use words as metaphors and similes to make comparisons

Idioms

- Recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident (*raining cats and dogs*)

Acronyms

- Recognize and use words that are made by combining initials (*NATO, UNICEF*)

Word Origins

- Understand English words come from many different sources (other languages, technology, place names)

Word Structure

Syllables

- Recognize and use syllables: open syllable (*ho-tel*), closed syllable (*lem-on*), syllables with vowel and silent e (*hope-ful*), syllables with vowel combinations (*poi-son, cray-on*), syllables with a vowel and r (*corn-er, cir-cus*), syllables in words with V-V pattern (*ri-ot*), syllables with double consonants (*lad-der*), syllables with consonant and le (*ta-ble*)

Plurals

- Understand the concept of plurals and plural forms: adding -s (*dogs, cats, apples, cans, desks, faces, trees, monkeys*); adding -es (when words end in x, ch, sh, s, ss, tch, zz); changing -y to -i and adding -es; changing spelling (*foot/feet, goose/geese, man/men, mouse/mice, woman/women*); adding an unusual
suffix (ox/oxen, child/students), keep the same spelling in singular and plural form (deer, lamb, sheep, mouse), add either -s or -es in words that end in a vowel and o or a consonant and o (radios, rodeos, kangaroos, zeroes, heroes, potatoes, volcanoes)

**Verb Endings**

- Recognize and form various tenses by adding endings (-es, -e, -ing, -d, -ful) to verbs

**Endings for Adjectives**

- Recognize and use endings for adjectives that add meaning or change the adjective to an adverb (-ly, -ally)
- Recognize and use endings for adjectives that add meaning or change the adjective to a noun (-tion, -ible for partial words; -able for whole words) and some exceptions

**Nouns**

- Recognize and use nouns that are formed by adding -ic, -al, -ian, -ial, -cial; add -er or -ar to a verb; -ment

**Adverbs**

- Recognize and use adverbs that end in e (keep or drop the e: truly, merely), that end in -ic (tragically, frantically)

**Suffixes**

- Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (-er, -es, -r, -ing, -ily, -able, -ible, -ar, -less, -ness, -ous, -cious, -tious)

**Contractions**

- Recognize and understand contractions with am (I’m), is (he’s), will (I’ll), not (can’t), have (could’ve), would or had (I’d, you’d)

**Possessives**

- Recognize and use possessives that add an apostrophe and an s to a singular noun (dog/dog’s, woman/woman’s, girl/girl’s, boy/boy’s), that its does not use an apostrophe, and that a plural possessive like women uses an apostrophe and an s (students/children’s; men/men’s)

**Prefixes**

- Recognize and use common prefixes (re-, un-, im-, in-, il-, dis-, non-, mis-) as well as prefixes that refer to numbers (uni-, bi-, tri-, cent-, dec-, mon-, multi-, cot-, pent-, ply-, quad-, semi-)
Abbreviations

- Recognize and use abbreviations (state names; weights, Sr., Jr., Ph.D.)

Word-Solving Actions

- Break words into syllables to read or write them
- Recognize base words and remove prefixes and suffixes to break them down and solve them
- Use word parts to derive the meaning of a word
- Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word
- Use the pronunciation guide in a dictionary
- Connect words that are related to each other because they have the same base or root word (direct, direction, directional)
- Use the dictionary to discover word history
- Distinguish between multiple meanings of words when reading texts