Fifth Grade

Reader's Workshop

Solve Words - Use a range of strategies to read and understand words

- Demonstrate ability to use automatically and flexibly a wide range of word-solving strategies (for example, dividing words into syllables, using phonograms within multi-syllable words, using word parts, using prefixes and affixes, and connecting words to known words)
- Understand connotative meaning and figurative use of words
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
- Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words
- Solve some undefined words using background knowledge
- Understand words with multiple meanings
- Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English
- Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary
- Develop deeper understanding of words that have been encountered before but are not familiar
- Understand words that represent abstract concepts
- Using word-solving strategies, background knowledge, graphics, text context, and readers' tools (glossaries, dictionaries) to solve words, including content-specific and technical words

Monitor and Correct - Check on accuracy and understanding and work to self-correct errors

- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Search For and Use Information - Notice and use information sources (meaning, language structure, visual information)

- Process long sentences (twenty or more words) with embedded clauses (prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)
- Use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
- Search for and use information in a wide range of graphics and integrate with information from print (for example pictures, captions, diagrams, illustrations with labels, maps, charts)

- Process texts with a variety of complex layouts and with some pages containing large amounts of print
- Form implicit questions and search for answers while reading
- Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue
- Search for and use information from texts (both fiction and nonfiction) that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts)
- Follow complex plots, including texts with literary devices (for example, flashbacks and stories within stories)
- Gain important information from much longer texts, most with no illustrations (fiction)

Summarize - Remember important information and carry it forward

- Identify important ideas and information (longer texts with chapters and sometimes multiple texts)
- Organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion and writing
- Construct summaries that are concise and reflect the important and overarching ideas and information in texts
- Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused by the reader's purpose)
- Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing
- Construct summaries that are concise and reflect the important and overarching ideas and information in texts

Maintain Fluency - Read at a good rate, with phrasing, pausing, intonation, and appropriate stress

- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding
- Demonstrate phrased, fluent oral reading
- Practice some texts in order to read them aloud with expression or dramatic performance

Adjust - Take action in flexible ways to solve problems or fit purpose and genre

- Slow down or reread to solve words or think about ideas and resume good rate of reading

- Change style and pace of reading to reflect purpose
- Change purpose and aspects of processing to reflect understanding of genre
- Adjust the reader's stance to better understand genres, such as complex fantasy, and special forms, such as satire

Predict - Think about what may happen next

- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Change predictions as new information is gathered from a text
- Support predictions with evidence from the text or from knowledge of genre
- Make and continually revise wide range of predictions (what characters will do, what will happen to solve the problem) based on personal experiences, content knowledge, and knowledge of similar texts.
- Use characteristics of genre as a source of information to make predictions before and during reading

Make Connections - Connect the text to personal and world knowledge as well as to other texts

- Bring background knowledge to the understanding of a text before, during, and after reading
- Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents
- Make connections between characters in different texts (similar setting, type of problem, type of person)
- Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings and demonstrate in writing
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Specify the nature of connections (topic, content, type of story, writer)
- Connect and compare texts within genres and across genres
- Connect characters across texts and genres by circumstances, traits, or actions
- Before, during, and after reading, bring background knowledge to the understanding of a text

Synthesize - Adjust present understandings to accommodate new knowledge

- Mentally form categories of related information and revise them as new information is acquired across the text
- Integrate existing content knowledge with new information from a text to consciously create new understandings

- Express changes in ideas or perspective across the reading (as events unfold) after reading a text
- Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places
- When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read
- Use situations focusing on the problems of preadolescents to develop new perspectives on readers' own lives
- When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read

Infer - Think about what the writer means but has not stated

- In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do , what they say and think, and what other characters say about them
- Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography
- Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today
- Infer the meaning of symbols that the writer is using
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution
- In fiction or biography , infer characters' or subjects' thinking processes and struggles at key decision points in their lives

Analyze - Notice aspects of the writer's craft and text structure

- Notice aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction)
- Notice combined genres in hybrid texts
- Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Recognize the use of figurative or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of a text
- Notice the writer's choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text
- Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters
- Understand the role of the setting in realistic and historical fiction as well as fantasy

- Understand how the writer built interest and suspense across a story, providing examples
- Understand the structure of complex plots in fiction and the organization of the text in nonfiction, sometimes using graphic organizers or diagrams
- Notice aspects of a writer's craft (style, language, perspective, themes) after reading several texts by the same author
- Notice as well as discuss writer's use of symbolism
- Understand alternative interpretations of symbolism
- Understand the meaning of symbolism when used by a writer to create texts, including complex fantasy where the writer is representing good and evil
- Identify the selection of genre in relation to inferred writer's purpose for a range of texts
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text.
- Examine character traits in a complex way, recognizing that they are multidimensional and change over time
- Understand how the writer built interest and suspense across a story, providing examples
- Begin to recognize satire and its purposes and characteristics
- Notice and reflect on a writer's use of idiom
- Understand the structure of complex plots in fiction and the organization of the text in nonfiction (sometimes represented by a graphic organizer or diagram)
- Talk about how the writer built interest and suspense across a story

Critique - Think critically about the text
- Evaluate the text in terms of reader's own experience as preadolescents
- Evaluate the author's qualifications to write an informational text
- Critique a text as an example of a genre
- Use other sources of information to check the authenticity of a text (fiction, historical fiction, nonfiction) when questions arise
- Evaluate the author's use of characterization and plot (for example, believability or depth)
- Evaluate aspects of a text that add to enjoyment (for example, a humorous character) or interest (plot or information)
- Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)
- Assess whether social issues and different cultured groups are accurately represented in a fiction or nonfiction text
- For historical fiction, evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources

Communication

- Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements
- Locate and validate information on the Internet (from approved sites)
- Understand the importance of multiple sites and resources for research
- Send and respond to email messages, varying level of formality appropriate to audience
- Participate in online learning groups to incorporate into reports and nonlinear presentations
- Understand and think critically about information presented in media
- Take responsibility for assuring that others have a chance to talk and use conversational techniques that encourage others to talk
- Facilitate the entire group's discussion by ensuring that no one dominates and everyone has a chance to speak
- Ask clear questions and follow-up questions
- Suggest new lines of thinking
- Recall information, big ideas, or points made by others in conversation or from presentations by students or teacher
- Understand and think critically about information presented in media
- Analyze how a speaker uses evidence and examples effectively
- Make points in the logical order, keeping audience in mind
- Use examples that are clearly related to the topic
- Present informational pieces, recite poems, or tell stories with effective use of intonation and word stress to emphasize important ideas
- Use technology tools for research, problem solving across curriculum areas

Writer's Workshop

Genres and Forms

Essay

- Begin with a title or opening that tells the reader what is being argued or explained and conclude with a summary
- Provide a series of clear arguments or reasons to support the argument
- Write a logical, thoughtful ending
- Write well-crafted sentences that express the writer's convictions
- Take topics from stories or everyday observations

Memoir

- Understand a personal narrative as a type of memoir that tells a story from the writer's life
- Understand memoir as a brief, often intense, memory of an event or a person with reflection
- Write an engaging lead that captures interest and foreshadows the content

- Write an ending that fits the piece

Short Fiction

- Understand fiction as a short story about an event in the life of the main character
- Understand the elements of fiction, including setting, problem, characters, and problem resolution
- Understand the structure of narrative, including lead or beginning, introduction of characters, setting, problem, series of events, and ending
- Describe characters by how they look, what they do, say, and think, and what others say about them
- Develop an interesting story with believable characters and a realistic plot (realistic fiction) or a fantastic plot (fantasy)
- With fantasy, include imaginative character, setting, and plot elements

Hybrid Texts

- Select different genres with a clear purpose in mind

Literary Nonfiction

- Understand that to write literary nonfiction, the writer needs to become very knowledgeable about the topic

Expository Nonfiction

- Write with a focus on a topic, including several aspects (report)

Test Writing

- Respond to a text in a way that reflects analytic or visual thinking
- State a point of view and provide evidence
- Analyze prompts to determine purpose, audience, and genre (story, essay, persuasive letter)
- Write focused answers to questions and to prompts

Craft

- Present ideas clearly and in a logical sequence or categories
- Support ideas with facts, details, examples, and explanations from multiple authorities
- End an informational text with a thoughtful or enlightening conclusion
- Use a variety of underlying structures to present different kinds of information (sequence, description, compare and contrast, problem and solution, and cause and effect)
- Choose a narrative or informational genre and organize the text appropriately
- Organize information according to purpose
- Engage the reader with ideas that show strong knowledge of the topic
- Provide details that are accurate, relevant, interesting, and vivid

- Use language to establish a point of view
- Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir and fiction
- Use descriptive language and dialogue to present characters who appear and develop in memoir and fiction
- Use language to show feelings of characters or elicit feelings from readers
- Vary language and style as appropriate to audience and purpose
- Use a variety of transitions and connections (words, phrases, sentences,
- and paragraphs)
- Use transitional words for time flow (eventually, suddenly)
- Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic
- Produce narratives that are engaging, honest, and reveal the person behind the writing
- Select precise words to reflect what the writer is trying to say
- Vary sentence length to create feeling or mood and communicate meaning
- Use words in figurative ways to make comparisons (simile, metaphor)

Conventions
- Vary sentence structure and length for reasons of craft
- Use conventional sentence structure for complex sentences with embedded clauses and phrases
- Use prepositions and prepositional phrases correctly
- Write sentences in past, present, future, present perfect, and past perfect tenses
- Maintain consistency of tense
- Use commas to identify a series, to introduce clauses, and in the direct address of a person
- Use commas and quotation marks in writing uninterrupted and interrupted dialogue
- Spell a large number of high-frequency words (500+), a wide range of plurals, and base words with inflectional endings.
- Use word-processing with understanding of how to produce and vary text (layout, font, special techniques)
- Use efficient keyboarding skills to create, draft, revise, edit, and publish
- Create website entries and articles with appropriate text layout, graphics, and access to information through searching
- Make wide use of computer skills in presenting text (text, tables, graphics, multimedia)
- Spell a full range of contractions, plurals, possessives, and compound words
- Correctly spell words that have been studied (spelling words)

Writing Process
- Stay focused on a topic to produce a longer, well-organized piece of writing
- Create sketches and drawings that are related to the written text and increase reader's understanding and enjoyment

- Establish an initiating event in a narrative with a series of events flowing from it
- Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan
- Write with a specific reader or audience in mind
- Select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words; alphabet books; label books; poetry books; question and answer books; illustration-only books)
- Generate and expand ideas through talk with peers and teacher
- Get ideas from other books and writers about how to approach a topic
- Understand the role of the writer, teacher or peer writer in conference
- Understand revision as a means for making written messages stronger and clearer to readers
- Change writing in response to peer or teacher feedback
- Understand that a writer rereads and revises while drafting (writing process)
- Understand that the writer shows respect for the reader by applying what is known about conventions
- Know how to use an editing and proofreading checklist
- Take risks as a writer
- Discuss what one is working on as a writer in the writing conference
- Self-evaluate own writing and talk about what is good about it and what techniques were used
- Seek feedback on writing
- Suggest possible revisions to peers
- Use a grammar check on the computer, monitoring changes carefully
- Use a spell check on the computer, monitoring changes carefully
- Explore knowledge about a topic using a list or web
- Choose a topic that is significant
- Conduct research to gather information in planning a writing project (e.g., live interviews, internet, artifacts, articles, books)
- Search for appropriate information from multiple sources (books and other print materials, websites, interviews)
- Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching or drafting
- Gather a variety of entries (character map, timeline, sketches, observations, freewrites, drafts, lists) in a writer's notebook
- Observe carefully events, people, settings, and other aspects of the world to gather information on a topic
- Use texts, including those found on the internet, to get ideas on a topic
- Use notes to record and organize information
- Select and include only the information that is appropriate to the topic and to the category
- Record sources of information for citation

- Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting
- Gather a variety of entries(character map, timeline, sketches, observations, free writes, drafts, lists) in a writer's notebook
- Reread and revise the discovery draft or rewrite sections to clarify meaning
- Reread writing to check for clarity and purpose
- Write in a variety of genres across the year
- View self as a writer
- Write with initiative, investment, and independence
- Self-evaluate own writing and talk about what is good about it and what techniques were used
- State what was learned from each piece of writing
- Produce a reasonable quantity of writing within the time available
- Understand that all revision is governed by the writer's decision making of what will communicate meaning to the reader
- Use a dictionary to check on spelling and meaning
- Use a thesaurus to search for more interesting words
- Use a grammar check on the computer, monitoring changes carefully

Communication

- Identify and acknowledge sources of the information included in oral presentation
- Use visual displays (diagrams, charts, illustrations, technology, multimedia) in ways that are clearly related to and extend the topic of a presentation
- Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements
- Locate and validate information on the internet (from approved sites)
- Understand the importance of multiple sites and resources for research
- Send and respond to email messages, varying level of formality appropriate to audience
- Rapidly and efficiently use keyboarding while working with word-processing programs
- Use a variety of technology tools (dictionary, thesaurus, grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products
- Cite and credit material downloaded from interactive media
- Suggest new lines of thinking
- Recall information, big ideas, or points made by others in conversation or from presentations by students or teacher
- Understand and think critically about information presented in media
- Analyze how a speaker uses evidence and examples effectively
- Make points in the logical order, keeping audience in mind
- Use examples that are clearly related to the topic
- Use visual displays (diagrams, charts, illustrations, technology, multimedia) in ways that are clearly related to extend the topic of a presentation
- Create presentations using video, photos, voice-over, and other elements

- Demonstrate the use of specific language for different kinds of presentation
- Present informational pieces, recite poems, or tell stories with effective use of intonation and word stress to emphasize important ideas
- Use technology tools for research and problem solving across curriculum areas

Language and Word Study Workshop
Interactive Read-Aloud

- **Thinking Within the Text**
  - Remember where to find information in more complex texts so opinions and theories can be checked through revisiting
  - Add new vocabulary words to known words and use them in discussion in writing
  - Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words

- **Thinking Beyond the Text**
  - Maintain memory of many different texts and use them as resources for making connections
  - Form implicit questions and search for answers in the text during discussions
  - Support Thinking Beyond the Text with specific evidence from the text or personal knowledge
  - Make connections to other texts by topic, major ideas, authors' styles, and genres
  - Make connections between the lives and motivations of characters and their own lives, even if the setting is a fantasy world or in the past
  - Draw conclusions from information

- **Thinking About the Text**
  - Keep mental summaries of text while listening (often over several days)
  - Notice the writer's use of language (or the illustrator's use of art) to evoke sensory images, feeling, and mood
  - Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole
  - Recognize the writer's choice of first or third person and discuss and hypothesize the reasons for this decision
  - Recognize similarities across texts (organization, style, theme)
  - Use specific vocabulary to talk about texts
  - Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution
  - Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
  - Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts

- ○ Derive the author's purpose and stance even when implicitly stated
- ○ Think critically about informational texts in terms of quality of writing, accuracy, and the logic of conclusions

Shared Reading (See Interactive Read-Aloud)

- **Thinking Within the Text**

- **Thinking Beyond the Text**

- **Thinking About the Text**

Writing about Reading
Genres and Forms

- **Literary Nonfiction**
  - ○ Use headings and subheadings to organize different parts and guide the reader
  - ○ Include features (e.g., Table of Contents, boxes of facts set off from the text, diagrams, charts) and other tools (e.g., glossary) to provide information to the reader

- **Expository Nonfiction**
  - ○ Understand that a report has an introductory section, followed by more information in categories or sections
  - ○ Understand that a feature article begins with a lead paragraph, continues with more detailed information in subsequent paragraphs, and ends with a conclusion
  - ○ Understand that feature articles and reports require research and organization
  - ○ Present information in categories - organized logically
  - ○ Use quotes from experts (written texts, speeches, or interviews)
  - ○ Use new vocabulary specific to the topic

- **Thinking Within the Text**
  - ○ Provide evidence of understanding complex plots with multiple events and characters in responses to read and in-text summaries
  - ○ Write summaries that reflect literal understanding of a text
  - ○ Access information from both print and graphics
  - ○ Include appropriate and important details when summarizing texts
  - ○ Provide evidence from the text or from personal experience to support written statements about a text
  - ○ Purposefully acquire vocabulary from text and use new words in talk and writing (including technical words)
  - ○ Make note of important or new information while reading nonfiction

- ○ Provide evidence from the text or from personal experience to support written statements about a text
- ○ Provide details that are important to understanding the relationship among plot, setting, and character traits
- ○ Provide evidence of understanding complex plots with multiple events and characters in responses to reading and in-text summaries
- ○ Continuously check with the evidence in a text to ensure that writing reflects understanding
- ○ Remember significant details from a longer series of events and use them to analyze the story

- ● **Thinking Beyond the Text**
  - ○ Reflect awareness of the author's underlying messages (themes)
  - ○ Write and respond to the moral lesson of a text
  - ○ Show connections between the setting, characters, and events of a text and reader's own personal experiences
  - ○ Make connections among the ideas in a text and among other texts on the same topic or by the same writers
  - ○ Specify the nature of connections in discussion and in writing
  - ○ Make connections between historical and cultural knowledge and a text
  - ○ Support Thinking Beyond the Text with specific evidence from the text or personal knowledge
  - ○ Support Thinking Beyond the Text with specific evidence from the text or personal knowledge
  - ○ Make a wide range of predictions using (and including) information as evidence from the text
  - ○ Infer characters' feelings and motivations and include evidence from the text to support thinking
  - ○ Make connections among the ideas in a text and among other texts on the same topic or by the same writers
  - ○ Reflect diverse perspectives, especially when a text reveals insights into other cultures and parts of the world

- ● **Thinking About the Text**
  - ○ Show awareness of a writer's use of figurative language and sensory imagery
  - ○ Show how a text is organized
  - ○ Recognize the narrator and discuss how the choice of first or third person point of view affects the reader
  - ○ Use knowledge of genre to write about the quality or characteristics of text
  - ○ Use specific vocabulary to write about text
  - ○ Comment on how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts
  - ○ Note the different ways the nonfiction writer organized and provided information

- ○ Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- ○ Write statements of the underlying message or theme of the story and include rationales or examples from the text

Phonics, Spelling, and Word Study

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; -oi, noisy; -oy, enjoy; -ou, about; -ow, power; -oo, booster; -ove, remove; -u, tuna; -ook, looking; -oot, football; -ood, woodpile; -u(l), grateful*)
- Understand that some words have double consonants in the pattern (*coffee, address, success, accident, mattress, occasion*)

High Frequency Words

- 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 a 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 VV pattern (*ri-ot*), syllables with double consonants (*lad-der,*), syllables with consonant and *le* (*table*)

- **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/children*), keep the same spelling in singular and plural form (*deer, lamb, sheep, moose),* 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 plural possessives like women use an apostrophe and an *s* (children/children's, men/men's)

- ● **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 the dictionary
  - ○ Connect words that are related to each other because they have the same base or root word (*direct, direction, directional*)
  - ○ Use dictionary to discover word history
  - ○ Distinguish between multiple meanings of words when reading texts

- ● **Conventions**
  - ○ Vary sentence structure and length for reasons of craft
  - ○ Use conventional sentence structure for complex sentences with embedded clauses and phrases
  - ○ Use prepositions and prepositional phrases correctly
  - ○ Write sentences in past, present, and future
  - ○ Maintain consistency of tense
  - ○ Use commas to identify a series, to introduce clauses, and in the direct address of a person

- Use commas and quotation marks in writing uninterrupted and interrupted dialogue
- Spell a large number of high-frequency words (500+), a wide range of plurals, and base words with inflectional endings.
- Use word-processing with understanding of how to produce and vary text (layout, font, special techniques)
- Use efficient keyboarding skills to create, draft, revise, edit, and publish word documents
- Create powerpoint presentations with appropriate text layout, graphics, and access information through searching
- Make use of computer skills in presenting text (text, tables, graphics, multimedia)
- Spell a full range of contractions, plurals, possessives, and compound words
- Correctly spell words that have been studied (spelling words)