

Teacher: Core Reading Working with Words Grade5

Year: 2011-12

Course: Working with Words Grade 5

Month: All Months

S e p t e m b e r	Decoding-Sept (includes some NTF words)					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	<p>R.5.1.0-Applies word identification/decoding strategies by</p> <p>R.5.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types)</p> <p>R.5.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p> <p>R.5.2.0-Students identify the meaning of unfamiliar vocabulary by</p> <p>R.5.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior</p>		<p>4th grade prefixes to review: anti(antislavery), auto(automobile), equi(equivalent), mal(malfunction)</p> <p>4th grade suffixes to review: ancy(vacancy), ency(frequency), ence(violence), ance(resistance)</p>	<p>Identify prefix, base/root, suffix of a multisyllabic word i.e un-friend-ly</p> <p>Decode multisyllabic words by phonics rules</p> <p>Read multisyllabic words</p> <p>Define meaning of words by using one of the following strategies: word structure, prefix, suffix, root/base, context clues or dictionary</p>		

knowledge) (State)

Word Wall Words-Sept ~ **Four Blocks as Model of Instructional Delivery applies to each unit and m**

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.5.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.5.1.4- Reading grade-appropriate words (Local)</p>		<p>List of 20 WWW to be provided by 4th grade teachers</p>	<p>Accurate, instant recognition of each word</p> <p>Demonstrate mastery of each word in writing across the curriculum</p>		<p>"ReadingGLEs." DerryCooperative School District. Derry Cooperative School District. 6 May 2009.</p> <p>Fry,Ph.D., Edward Bernard., Kress, Ed.D., Jacqueline E., Fountoukidis, Ed.D. DonaLee TheReading Teacher's Book of Lists. 4th. San Francisco: Jossey-Bass, 2000. Print.</p> <p>Cunningham,Patricia M.. SystematicSequential Phonics They Use. For Beginning Readers of All Ages. Greensboro:Carson-Dellosa Publishing Company, 2000. Print.</p> <p>Rasinski,Ph.D, Timothy. Makingand Writing Words.Grades 3-6. Greensboro: Carson-Dellosa Publishing Company, 2001. Print.</p> <p>Cunningham,Patricia M.. BigWords for</p>

						<p>Big Kids, Systematic Sequential Phonics and Spelling. Carson Dellosa, 2003.Print.</p> <p>Arens,Amanda B., Loman Karen, L., Cunningham, Patricia M., Hall, Dorothy P. The Teacher'sGuide to Big Blocks.Grades 4-8. Greensboro: Carson-Dellosa Publishing Company, 2005. Print.</p> <p>Cunningham,Patricia M.. BigWords for Big Kids.Upper Grades. Greensboro: Carson-Dellosa Publishi</p>
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Decoding-Oct (includes some NTF words)

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocab
<p>R.B.5.1.0- Demonstrates the habit of reading widely and extensively* byâ€</p> <p>R.B.5.1.1- Reading with frequency, including inschool, out-of-school, and summer reading (Local)</p> <p>R.B.5.1.2- Reading from a</p>		<p>Prefixes: semi(semicircle), para(paramedic), Suffixes: ade(blockade), age(voyage)</p>	<p>Identify prefix, base/root, suffix of a multisyllabic word i.e un-friend-ly</p> <p>Decode multisyllabic words by phonics rules</p> <p>Read multisyllabic words</p> <p>Define</p>			

<p>wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A) R.B.5.2.0- Demonstrates participation in a literate community by</p> <p>R.B.5.2.1-Self-selecting reading materials aligned with reading ability and personal interests (Local)</p>			<p>meaning of words by using one of the following strategies: word structure, prefix, suffix, root/base, context clues or dictionary</p>			
<p>R.B.5.1.1- Reading with frequency, including inschool, out-of-school, and summer reading (Local) R.B.5.1.2- Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local)</p>		<p>Syllabication of Oct's WWW and decoding words</p>	<p>Divide words with VC/CV patterns between consonants i.e traf/fic, in/sect Divide words with VC/CCV (blends and digraphs) after first consonant i.e pil/grim, in/struct Divide words with VC/CCCV (3 letter blends) after the first consonant i.e in/struct</p>			

(See Appendix A)		<p>Decide if a word with VCV pattern should be divided after the first vowel (V/CV i.e pi/lot) or after the first consonant (VC/V i.e cab/in)</p> <p>Divide words with prefixes after the prefix (re/view) and words with a suffix before the suffix (play/ing)</p> <p>Divide compound words between words i.e root/beer, dog/house</p> <p>Divide words ending in le before the consonant preceding the le i.e pur/ple, ta/ble</p>			
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Word Meaning - Oct

Standards	Enduring Understandings	Content	Skills	Lessons Resources
R.5.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by R.5.3.1-Identifying		Any of October's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning	Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning (tired, exhausted) * NEW and explain the use of	

synonyms, antonyms, homonyms/homophones, or shades of meaning (State) R.5.3.2-Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State)			<i>words in context</i>		
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Word Wall Words-Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local) R.5.1.4-Reading grade-appropriate words (Local)		24 WWW from list + 16 teacher choice words taken from weaknesses in student writing Recommended: 6 from list and 4 teacher choice introduced per week	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		

Nov
Decoding-Nov (includes some NTF words)

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.1.0-Applies word identification/decoding strategies by R.5.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including		Prefixes: omni(omnivore), mon, mono(mononucleus) Suffixes: ant(immigrant), ity(loyalty)	Identify prefix, base/root, suffix of a multisyllabic word i.e un-friend-ly Decode		

<p>prefixes, and suffixes) (Local) (See Appendix B for the six syllable types) R.5.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) R.5.2.0-Students identify the meaning of unfamiliar vocabulary by R.5.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>			<p>multisyllabic words by phonics rules Read multisyllabic words Define meaning of words by using one of the following strategies: word structure, prefix, suffix, root/base, context clues or dictionary</p>		
<p>R.5.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types) R.5.1.2-</p>		<p>Syllabication of Nov's WWW and decoding words</p>	<p>Divide words with VC/CV patterns between consonants i.e traf/fic, in/sect Divide words with VC/CCV (blends and digraphs) after first consonant i.e pil/grim, in/struct Divide words with VC/CCCV (3 letter blends) after the first consonant i.e</p>		

<p>Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		<p>in/struct Decide if a word with VCV pattern should be divided after the first vowel (V/CV i.e pi/lot) or after the first consonant (VC/V i.e cab/in) Divide words with prefixes after the prefix (re/view) and words with a suffix before the suffix (play/ing) Divide compound words between words i.e root/beer, dog/house Divide words ending in le before the consonant preceding the le i.e pur/ple, ta/ble</p>			
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Word Meaning - Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.5.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by</p>		<p>Any of November's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homononyms or shades of meaning</p>	<p>Generate synonyms and antonyms Generate homophones/homononyms Discuss shades of meaning <i>*NEW and explain the use of</i></p>		

<p>R.5.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State)</p> <p>R.5.3.2-Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State)</p>			<i>words in context</i>	
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Word Wall Words- Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.5.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.5.1.4-Reading grade-appropriate words (Local)</p>		<p>18 WWW from list and 12 teacher choice words taken from weaknesses in student writing</p> <p>Recommended: 6 from list and 4 teacher choice introduced per week</p>	<p>Accurate, instant recognition of each word</p> <p>Demonstrate mastery of each word in writing across the curriculum</p>		

Decoding-Dec (includes some NTF words)

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.5.1.0-Applies word identification/decoding strategies by</p> <p>R.5.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including</p>		<p>Prefixes: mega(megaphone), micro(microscope), macro(macrobionic)</p> <p>Suffixes: ary(library), ory(laboratory)</p>	<p>Identify prefix, base/root, suffix of a multisyllabic word i.e. un-friend-ly</p> <p>Decode multisyllabic words by</p>		

<p>prefixes, and suffixes) (Local) (See Appendix B for the six syllable types) R.5.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) R.5.2.0-Students identify the meaning of unfamiliar vocabulary by R.5.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>			<p>phonics rules Read multisyllabic words Define meaning of words by using one of the following strategies: word structure, prefix, suffix, root/base, context clues, or dictionary</p>		
<p>R.5.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types) R.5.1.2-</p>		<p>Syllabication of Dec's WWW and decoding words</p>	<p>Divide words with VC/CV patterns between consonants i.e traf/fic, in/sect Divide words with VC/CCV (blends and digraphs) after first consonant i.e pil/grim, in/struct Divide words with VC/CCCV (3 letter blends) after the first consonant i.e</p>		

<p>Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		<p>in/struct Decide if a word with VCV pattern should be divided after the first vowel (V/CV i.e pi/lot) or after the first consonant (VC/V i.e cab/in) Divide words with prefixes after the prefix (re/view) and words with a suffix before the suffix (play/ing) Divide compound words between words i.e root/beer, dog/house Divide words ending in le before the consonant preceding the le i.e pur/ple, ta/ble</p>			
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Word Meaning - Dec

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.5.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by</p>		<p>Any of December's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms or shades of meaning</p>	<p>Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning (tired, exhausted) *NEW and</p>		

<p>R.5.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State)</p> <p>R.5.3.2-Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State)</p>			<p><i>explain the use of words in context</i></p>	
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Word Wall Words-Dec

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.5.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.5.1.4-Reading grade-appropriate words (Local)</p>		<p>18 WWW from list and 12 teacher choice words taken from weaknesses in student writing</p> <p>Recommended: 6 from list and 4 teacher choice introduced per week</p>	<p>Accurate, instant recognition of each word</p> <p>Demonstrate mastery of each word in writing across the curriculum</p>		

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Decoding-Jan (includes some NTF words)

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.5.1.0-Applies word identification/decoding strategies by</p> <p>R.5.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including</p>		<p>Prefixes: circu(circumference), contra(contradict)</p> <p>Suffixes: ee(employee), ery(bravery)</p>	<p>Identify prefix, base/root, suffix of a multisyllabic word i.e. un-friend-ly</p> <p>Decode multisyllabic words by phonics rules</p>		

<p>prefixes, and suffixes) (Local) (See Appendix B for the six syllable types) R.5.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) R.5.2.0-Students identify the meaning of unfamiliar vocabulary by using R.5.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>			<p>Read multisyllabic words Define meaning of words by using one of the following strategies: word structure, prefix, suffix, root/base, context clues, or dictionary</p>		
<p>R.5.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types) R.5.1.2-</p>		<p>Syllabication of Jan's WWW and decoding words</p>	<p>Divide words with VC/CV patterns between consonants i.e traf/fic, in/sect Divide words with VC/CCV (blends and digraphs) after first consonant i.e pil/grim, in/struct Divide words with VC/CCCV (3 letter blends) after the first consonant i.e</p>		

<p>Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		<p>in/struct Decide if a word with VCV pattern should be divided after the first vowel (V/CV i.e pi/lot) or after the first consonant (VC/V i.e cab/in) Divide words with prefixes after the prefix (re/view) and words with a suffix before the suffix (play/ing) Divide compound words between words i.e root/beer, dog/house Divide words ending in le before the consonant preceding the le i.e pur/ple, ta/ble</p>		
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Word Meaning - Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.B.5.3.0-Research* by reading multiple sources (including print and</p>		<p>Any of January's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning</p>	<p>Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning *NEW and explain the use of</p>		

<p>non-print texts) to report information, solve a problem, or to formulate a judgment by</p> <p>R.B.5.3.1- Identifying potential sources of information from those provided (Local)</p> <p>R.5.3.2- Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State)</p>			<p><i>words in context</i></p>		
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Word Wall Words-Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.1.3-Reading grade-level appropriate words (in connected text) with		24 WWW from list and 16 teacher choice words taken from weaknesses in	Accurate, instant recognition of each word Demonstrate mastery of each word in writing		

automaticity (Local) R.5.1.4-Reading grade-appropriate words (Local)		student writing Recommended: 6 from list and 4 teacher choice introduced per week	across the curriculum		
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Feb
Decoding-Feb (includes some NTF words)

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.1.0-Applies word identification/decoding strategies by R.5.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types) R.5.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) R.5.2.0-Students identify the meaning of unfamiliar vocabulary by R.5.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as		Prefixes: counter(counterattack), dys(dysfunctional) Suffixes: ify(terrify), ism(patriotism)	Identify prefix, base/root, suffix of a multisyllabic word i.e. un-friend-ly Decode multisyllabic words by phonics rules Read multisyllabic words Define meaning of words by using one of the following strategies: word structure, prefix, suffix, root/base, context clues, or dictionary		

dictionaries, glossaries; or prior knowledge) (State)						
<p>R.5.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types)</p> <p>R.5.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		Syllabication of Feb's WWW and decoding words	<p>Divide words with VC/CV patterns between consonants i.e traf/fic, in/sect</p> <p>Divide words with VC/CCV (blends and digraphs) after first consonant i.e pil/grim, in/struct</p> <p>Divide words with VC/CCCV (3 letter blends) after the first consonant i.e in/struct</p> <p>Decide if a word with VCV pattern should be divided after the first vowel (V/CV i.e pi/lot) or after the first consonant (VC/V i.e cab/in)</p> <p>Divide words with prefixes after the prefix (re/view) and words with a suffix before the suffix (play/ing)</p> <p>Divide compound words between</p>			

			words i.e root/beer, dog/house Divide words ending in le before the consonant preceding the le i.e pur/ ple , ta/ ble		
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Word Meaning - Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by R.5.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State) R.5.3.2-Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State)		Any of February's WWW or decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning	Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning *NEW and explain the use of words in context		

Word Wall Words-Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.1.3-Reading grade-level appropriate words (in connected text) with		18 WWW from list and 12 teacher choice words taken from weaknesses in student writing.	Accurate, instant recognition of each word Demonstrate mastery of each word in writing		

automaticity (Local) R.5.1.4-Reading grade-appropriate words (Local)		Recommended: 6 from list and 4 teacher choice introduced per week	across the curriculum		
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Decoding-Mar (includes some NTF words)

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	V
<p>R.5.1.0-Applies word identification/decoding strategies by</p> <p>R.5.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types)</p> <p>R.5.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p> <p>R.5.2.0-Students identify the meaning of unfamiliar vocabulary by</p> <p>R.5.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as</p>		<p>Prefixes: hyper(hyperactive), hypo(hypothesis), peri(perimeter)</p> <p>Suffixes: ial(commercial), ian(barbarian)</p>	<p>Identify prefix, base/root, suffix of a multisyllabic word i.e. un-friend-ly</p> <p>Decode multisyllabic words by phonics rules</p> <p>Read multisyllabic words</p> <p>Define meaning of words by using one of the following strategies: words structure, prefix, suffix, base/root, context clues, or dictionary</p>			

dictionaries, glossaries; or prior knowledge) (State)					
<p>R.5.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types)</p> <p>R.5.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		Syllabication of March's WWW and decoding words	<p>Divide words with VC/CV patterns between consonants i.e traf/fic, in/sect</p> <p>Divide words with VC/CCV (blends and digraphs) after first consonant i.e pil/grim, in/struct</p> <p>Divide words with VC/CCCV (3 letter blends) after the first consonant i.e in/struct</p> <p>Decide if a word with VCV pattern should be divided after the first vowel (V/CV i.e pi/lot) or after the first consonant (VC/V i.e cab/in)</p> <p>Divide words with prefixes after the prefix (re/view) and words with a suffix before the suffix (play/ing)</p> <p>Divide compound words between</p>		

			words i.e root/beer, dog/house Divide words ending in le before the consonant preceding the le i.e pur/ ple , ta/ ble		
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Word Meaning - Mar

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by R.5.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State) R.5.3.2-Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State)		Any of March's WWW and decoding words that may be good examples of anyonyms, synonyms, homophones/homonyms, or shades of meaning	Generate synonyms and anyonyms Generate homophones/homonyms Discuss shades of meaning *NEW and explain the use of words in context		

Word Wall Words-Mar

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.1.3-Reading grade-level appropriate words (in connected text) with		24 WWW from list and 16 teacher choice words taken from weaknesses in	Accurate, instant recognition of each word Demonstrate mastery of each word in writing		

automaticity (Local) R.5.1.4-Reading grade-appropriate words (Local)		student writing Recommended: 6 from list and 4 teacher choice introduced per week	across the curriculum			
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Decoding-Apr (includes some NTF words)

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vo
R.5.1.0-Applies word identification/decoding strategies by R.5.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types) R.5.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) R.5.2.0-Students identify the meaning of unfamiliar vocabulary by R.5.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as		Prefixes: co(cooperate), con(concede), com(combat) Suffixes: ways(sideways), wise(clockwise)	Identify prefix, base/root, suffix of a multisyllabic word i.e. un-friend-ly Decode multisyllabic words by phonics rules Read multisyllabic words Define meaning of words by using one of the following strategies: word structure, prefix, suffix, root/base, context clues, or dictionary			

dictionaries, glossaries; or prior knowledge) (State)						
<p>R.5.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types)</p> <p>R.5.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		Syllabication of April's WWW and decoding words	<p>Divide words with VC/CV patterns between consonants i.e traf/fic, in/sect</p> <p>Divide words with VC/CCV (blends and digraphs) after first consonant i.e pil/grim, in/struct</p> <p>Divide words with VC/CCCV (3 letter blends) after the first consonant i.e in/struct</p> <p>Decide if a word with VCV pattern should be divided after the first vowel (V/CV i.e pi/lot) or after the first consonant (VC/V i.e cab/in)</p> <p>Divide words with prefixes after the prefix (re/view) and words with a suffix before the suffix (play/ing)</p> <p>Divide compound words between</p>			

			words i.e root/beer, dog/house Divide words ending in le before the consonant preceding the le i.e pur/ple, ta/ble		
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Word Meaning - Apr

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by R.5.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State) R.5.3.2-Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State)		Any of April's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning	Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning <i>*NEW and explain the use of words in context</i>		

Word Wall Words-Apr

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.1.3-Reading grade-level appropriate words (in connected text) with		18 WWW from list and 12 teacher choice words taken from weaknesses in	Accurate, instant recognition of each word Demonstrate mastery of each word in writing		

	automaticity (Local) R.5.1.4-Reading grade-appropriate words (Local)		student writing Recommended: 6 words from list and 4 teacher choice introduced per week	across the curriculum			
M a y	Decoding-May (includes some NTF words)						
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voc
	R.5.1.0-Applies word identification/decoding strategies by R.5.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types) R.5.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) R.5.2.0-Students identify the meaning of unfamiliar vocabulary by R.5.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as		Prefixes: im(impossible), in(invisible), em(embellish), en(endanger) Suffixes: ure(secure), ic(politics)	Identify prefix, base/root, suffix of a multisyllabic word i.e. un-friend-ly Decode multisyllabic words by phonics rules Read multisyllabic words Define meaning of words by using one of the following strategies: word structure, prefix, suffix, root/base, context clues, dictionary			

dictionaries, glossaries; or prior knowledge) (State)						
<p>R.5.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types)</p> <p>R.5.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		Syllabication of May's WWW and decoding words	<p>Divide words with VC/CV patterns between consonants i.e traf/fic, in/sect</p> <p>Divide words with VC/CCV (blends and digraphs) after first consonant i.e pil/grim, in/struct</p> <p>Divide words with VC/CCCV (3 letter blends) after the first consonant i.e in/struct</p> <p>Decide if a word with VCV pattern should be divided after the first vowel (V/CV i.e pi/lot) or after the first consonant (VC/V i.e cab/in)</p> <p>Divide words with prefixes after the prefix (re/view) and words with a suffix before the suffix (play/ing)</p> <p>Divide compound words between</p>			

			words i.e root/beer, dog/house Divide words ending in le before the consonant preceding the le i.e pur/ ple , ta/ ble			
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Word Wall Words-May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local) R.5.1.4-Reading grade-appropriate words (Local)		24 WWW from list and 16 teacher choice words taken from weaknesses in student writing. Recommended: 6 from list and 4 teacher choice introduced per week	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		

Word Meaning - May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by R.5.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State) R.5.3.2-Selecting appropriate words or		Any of May's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning	Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning *NEW and explain the use of words in context		

	explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State)					
J u n e	Decoding-June (includes some NTF words)					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	<p>R.5.1.0-Applies word identification/decoding strategies by</p> <p>R.5.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types)</p> <p>R.5.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p> <p>R.5.2.0-Students identify the meaning of unfamiliar vocabulary by</p> <p>R.5.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as</p>		<p>Prefixes: intra(intramural), syn(synonym)</p> <p>Suffixes: etic(athletic), ide(fluoride), ine(chlorine)</p>	<p>Identify prefix, base/root, suffix of a multisyllabic word i.e un-friend-ly</p> <p>Decode multisyllabic words by phonics rules</p> <p>Read multisyllabic words</p> <p>Define meaning of words by using one of the following strategies: word structure, prefix, suffix, root/base, context clues, or dictionary</p>		

dictionaries, glossaries; or prior knowledge) (State)						
<p>R.5.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types)</p> <p>R.5.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		Syllabication of June's WWW and decoding words	<p>Divide words with VC/CV patterns between consonants i.e traf/fic, in/sect</p> <p>Divide words with VC/CCV (blends and digraphs) after first consonant i.e pil/grim, in/struct</p> <p>Divide words with VC/CCCV (3 letter blends) after the first consonant i.e in/struct</p> <p>Decide if a word with VCV pattern should be divided after the first vowel (V/CV i.e pi/lot) or after the first consonant (VC/V i.e cab/in)</p> <p>Divide words with prefixes after the prefix (re/view) and words with a suffix before the suffix (play/ing)</p> <p>Divide compound words between</p>			

			words i.e root/beer, dog/house Divide words ending in le before the consonant preceding the le i.e pur/ple, ta/ble		
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Word Meaning - June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by R.5.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State) R.5.3.2-Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State)		Any of June's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning	Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning <i>*NEW and explain the use of words in context</i>		

Word Wall Words-June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.5.1.3-Reading grade-level appropriate words (in connected text) with		Review based on formal and informal reading and writing assessments.	Accurate, instant recognition of each word Demonstrate mastery of each word in writing		

automaticity (Local) R.5.1.4-Reading grade- appropriate words (Local)			across the curriculum			t s y a s t
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