

Grade Level: Fifth Grade**Competency One: Word Recognition and Vocabulary (Word Meaning)**

[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writings). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across a number of contexts. Target words should label concepts that are familiar to students, even though the words themselves may be unfamiliar. In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]

Comp.	Obj.	Teaching Strategies and Student Activities
1	a	The student will identify various types of syllables in texts being read (e.g. independent silent reading or texts read in class). The teacher will ask students to tally the numbers of each kind of syllable in a paragraph or short passage.
1	a	The teacher will utilize a closed word sort activity (see Appendix page 385) focusing on syllables: <ul style="list-style-type: none"> • Words that stay the same when adding -ing or -ed (e.g., punch, lift), words that require an e-drop and no doubling (e.g., hope, rise), words that require doubling and usually have a short vowel sound (e.g., hop, mop, dip), • Words that are accented in the first, second, or third syllable. Teachers should remember to begin using word sorts limited to two criteria before moving on to word sorts with more than one category for analysis.
1	a	The student will select words from texts they are reading or from their personal writing. The teacher will have students work in pairs or small groups to decide where the selected words should be broken into syllables. Students should use an elementary or on-line dictionary to check their work.
1	a	Students will listen to words spoken aloud while thinking about syllable breaks. Students will write the words based on their syllabic analysis.
1	a	The teacher will select an initial syllable from a multi-syllable word (e.g., com- from "commitment" or ab- from "abduct"). In small groups or centers, students will create new multi-syllable words using the same initial syllable (e.g., commercial, comment; abdicate, abstain). Students will use appropriate reference materials to check their work.