

Standards Correlated to **Building Vocabulary from Word Roots Level 5 12735**

New York State P-12 Common Core Learning Standards

Grade 5

Language Arts

STRAND / DOMAIN NY.CC.5.RF. Reading Standards: Foundational Skills

CATEGORY /
CLUSTER

Phonics and Word Recognition

STANDARD 5.RF.3.

Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION 5.RF.3.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.

Correlated Lessons:

Pages: All; Objective 02: Students use phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words (e.g., vowel patterns, complex word families, syllabication, root words, affixes).

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CATEGORY /
CLUSTER

Fluency

STANDARD 5.RF.4.

Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION 5.RF.4.c.

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

Correlated Lessons:

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STRAND / DOMAIN NY.CC.5.SL. Speaking and Listening Standards

CATEGORY /
CLUSTER

Comprehension and Collaboration

STANDARD

5.SL.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION 5.SL.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Correlated Lessons:

Pages: All; Objective 06: Students make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props).

Pages: All; Objective 06: Students make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props; incorporate several sources of information).

CATEGORY /
CLUSTER

Presentation of Knowledge and Ideas

STANDARD

5.SL.4.

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Correlated Lessons:

Pages: All; Objective 04: Students use strategies to

convey a clear main point when speaking (e.g., express ideas in a logical manner; use specific vocabulary to establish tone and present information).

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Pages: All; Objective 06: Students make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props).

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STANDARD

5.SL.6.

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Correlated Lessons:

Pages: All; Objective 04: Students use strategies to convey a clear main point when speaking (e.g., express ideas in a logical manner; use specific vocabulary to establish tone and present information).

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Pages: All; Objective 06: Students make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props).

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		information).
STRAND / DOMAIN	NY.CC.5.L.	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
		Correlated Lessons: Pages: All; Objective 01: Students use conventions of spelling in written compositions (e.g., spell high-frequency, commonly misspelled words from appropriate grade-level list; use a dictionary and other resources to spell words).
		Pages: All; Objective 01: Students use conventions of spelling in written compositions (e.g., spell high-frequency, commonly misspelled words from appropriate grade-level list; use a dictionary and other resources to spell words; use initial consonant substitution to spell related words; use vowel combinations for correct spelling; use contractions, compounds, roots, suffixes, prefixes, and syllable constructions to spell words).
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
		Correlated Lessons: Pages: All; Objective 02: Students use phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words (e.g., vowel patterns, complex word families, syllabication,

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Pages: All; Objective 02: Students use phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words (e.g., vowel patterns, complex word families, syllabication, root words, affixes).

EXPECTATION 5.L.4.b.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Correlated Lessons:

Pages: All; Objective 02: Students use phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words (e.g., vowel patterns, complex word families, syllabication, root words, affixes).

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STANDARD 5.L.5.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION 5.L.5.c.

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Correlated Lessons:

Pages: All; Objective 03: Students understand level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words).

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STANDARD 5.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Correlated Lessons:

Pages: All; Objective 03: Students understand level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words).

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Pages: All; Objective 05: Students use level-appropriate vocabulary in speech (e.g., familiar idioms, similes, word play).

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Pages: All; Objective 06: Students make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props).

Pages: All; Objective 06: Students make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props; incorporate several sources of information).