

Domain: Strand: Language

Cluster: Conventions of Standard English

Standards: CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CCSS.ELA-LITERACY.L.5.1.B

Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

CCSS.ELA-LITERACY.L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

CCSS.ELA-LITERACY.L.5.1.D

Recognize and correct inappropriate shifts in verb tense.*

CCSS.ELA-LITERACY.L.5.1.E

Assessments <i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none">● <i>Use and label compound/complex sentences in essays and stories.</i>● <i>Label sentences on a quiz and/or test</i>● <i>Write a list of "Life Advice" from the student perspective using complex sentences (e.g. Even though others may criticize you, do what you believe is right.).</i>		Teacher Resources <u>Flocabulary</u> <u>Purdue Online Writing Lab</u>
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed		
laptop, smartboard, art supplies, internet		

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Standards:

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.A

Use punctuation to separate items in a series.*

CCSS.ELA-LITERACY.L.5.2.B

Use a comma to separate an introductory element from the rest of the sentence.

CCSS.ELA-LITERACY.L.5.2.C

Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

CCSS.ELA-LITERACY.L.5.2.D

Assessments <i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none">● <i>Spelling quizzes</i>● <i>Grammar quizzes</i>● <i>Correct use of spelling and grammar in formal writing assignments</i>		Teacher Resources <u>Flocabulary</u> <u>Kahoot</u>
Equipment Needed		
laptop, smartboard, art supplies, internet		

Domain: Strand: Language		
Cluster: Knowledge of Language		
Standards: CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
CCSS.ELA-LITERACY.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<i>How does knowledge of communication techniques help me to become a better reader, writer, speaker, and listener?</i>	<i>The conventions of English grammar and mechanics help readers understand what is being communicated.</i> <i>Sentence variety makes writing and speaking more interesting for</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> ● <i>Write compound sentences, labeling independent clauses and coordinating conjunctions.</i> ● <i>Write complex sentences, labeling independent and dependent clauses and subordinating conjunctions.</i>

<p>Why is it important for writers and speakers to use sentence variety</p>	<p><i>the reader/listener and contributes to a writer's style/voice.</i></p>	<ul style="list-style-type: none"> ● <i>Create colorful sentence strips with compound/complex sentences and an accompanying drawing.</i> ● <i>Compare and contrast the sentence structures of pieces of writing written in different styles, voices, and linguistic registers.</i> ● <i>Write a list of "Life Advice" from the student perspective using complex sentences (e.g. Even though others may criticize you, do what you believe is right.).</i> ● <i>Revise a teacher- or student-drafted paragraph, combining short sentences and breaking up run-on sentences. (using whisper/phonics phones)</i> ● <i>Watch Flocabulary videos on sentence structure, paragraph structure, voice, etc.</i>
<p>Content Statements</p>		
<p><i>Students will demonstrate command of Standard English communication techniques during oral and written communication.</i></p>		
<p>Assessments</p> <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Write a list of "Life Advice" from the student perspective using complex sentences (e.g. Even though others may criticize you, do what you believe is right.).</i> ● <i>Revise a teacher- or student-drafted paragraph, combining short sentences and breaking up run-on sentences. (using whisper/phonics phone)</i> ● <i>Demonstrate sentence variety in formal writing pieces.</i> 		<p>Teacher Resources</p> <p style="text-align: center;"><u>Flocabulary</u></p> <p style="text-align: center;"><u>Purdue Online Writing Lab</u></p> <p style="text-align: center;"><u>ReadWriteThink!</u></p>

Equipment Needed	
laptop, smartboard, art supplies, internet, Google education apps	

Domain: Language

Cluster: Vocabulary Acquisition and Use

Standards:

CCSS.ELA-LITERACY.L.5.4

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.

CCSS.ELA-LITERACY.L.5.4.A

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.5.4.B

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

CCSS.ELA-LITERACY.L.5.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<p><i>What steps do good readers take if they don't know the meaning of a word?</i></p> <p><i>How can context clues help determine the meaning of a word?</i></p>	<p><i>Good readers can determine the meaning of unknown words through a variety of strategies.</i></p> <p><i>Context clues help readers understand new vocabulary, aiding in comprehension of the text as a whole.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>After shared read alouds containing figurative language, students identify examples in texts and discuss meanings in groups or as a class.</i> ● <i>Record roots, prefixes, and suffixes on individual notecards. With partners, students join note cards to build words, read words, and determine meanings.</i> ● <i>Define words using context clues, namely: instances of synonyms, antonyms, and/or explanation of the word in question.</i> ● <i>Study common Greek and Latin roots and create their own made-up words, complete with definition, part of speech, sentence examples, etc. Present words on construction paper.</i> ● <i>Keep a "Vocabulary Journal" of new words they learn from reading independent novels.</i> ● <i>Complete "Vocabulary graffiti" activity: Students work in small teams that rotate and travel to new stations around the room. At each station, students work together to decode the meaning of a new vocabulary word that is used in a sentence and posted on the wall. Together, they write a short response that infers the definition and identifies the type of clue that was used: synonym, antonym or explanation.</i>
<p>Content Statements</p>		
<p>It is important to be able to use a variety of strategies to determine the meaning of new words.</p>		

<p>Assessments</p> <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none">● <i>Identify words used in context in a passage on an exam.</i>● <i>Present a “word study” of a particular vocabulary word from independent novels</i>●	<p>Teacher Resources</p> <p><u>Flocabulary</u></p> <p><u>Purdue Online Writing Lab</u></p> <p><u>ReadWriteThink!</u></p>
<p>Equipment Needed</p>	
<p>laptop, smartboard, art supplies, internet, personal white boards, Google education apps</p>	

Domain: Strand: Language		
Cluster: Vocabulary Acquisition and Use		
Standards: CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.		
CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.		
CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences

<ul style="list-style-type: none">• <i>Utilize and highlight figurative language in their own writing</i>• <i>Read proverbs, adages, and idioms in context and determine meaning using context clues.</i>	<u>Flocabulary</u> <u>Purdue Online Writing Lab</u> <u>ReadWriteThink!</u>
Equipment Needed	
laptop, smartboard, art supplies, internet, personal white boards, Google education apps	

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Standards:		
CCSS.ELA-LITERACY.L.5.6 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<i>How do transition words and phrases help writers and speakers get their point across to readers/listeners?</i>	<i>Transitional words provide clarity in the organization of oral and written communication by signaling logical relationships among sentences, paragraphs, and thoughts.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● Given a paragraph, revise to connect sentences and provide transition words where necessary. ● Highlight transition words and phrases in reading materials; highlight in student essays and assignments. ● Negate a counterclaim in an argumentative essay using a complex sentence. ● View grammar videos on Flocabulary.com ● Complete internet activities on websites such as IXL
Content Statements		
<i>Transitional words provide clarity in the organization of oral and written communication.</i>		

Assessments <i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none">● <i>Given a paragraph, revise to connect sentences and provide transition words where necessary.</i>● <i>Highlight transition words in essays and assignments.</i>● <i>Play internet games on websites such as IXL and record scores</i>	Teacher Resources <u>Flocabulary</u> <u>Purdue Online Writing Lab</u> <u>ReadWriteThink!</u> <u>funenglishgames</u> <u>IXL</u>	
Equipment Needed		
laptop, smartboard, art supplies, internet, personal white boards, Google education apps		