

## **COMMON CORE**

### **Conventions of Standard English: Fifth Grade**

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

Use correlative conjunctions (e.g., *either/or, neither/nor*).

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

Use underlining, quotation marks, or italics to indicate titles of works.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language:**

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., *dialects, registers*) used in stories, dramas, or poems.

### **Vocabulary Acquisition and Use:**

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.

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.

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., *however, although, nevertheless, similarly, moreover, in addition*).

## **MW's Take on Conventions of Standard English: Fifth Grade**

### **Grammar is best practiced in extended, authentic writing!**

Frequently, perhaps daily, write in one of the three main genres: *narrative* (including personal narratives), *informational*, and *opinion/persuasion*.

### **While writing genre pieces, incorporate one of these bulleted standards**

- Conjunctions and prepositions
- Descriptive, rich, and sophisticated vocabulary; vocabulary that flows from synonyms and antonyms
- Multiple-meaning words and phrases
- Figurative language, word relationships, and nuances in word meanings
- Correct use of verb tense
- Words that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).
- Special attention to word spelling!
- Revise writing to expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- 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.

### **After writing, read the piece aloud multiple times.**

- Read each piece to see how it sounds and to find mistakes.
- Read each piece to others to share, to demonstrate what good writing is, and so that others can enjoy!
- Read each piece and discuss how the grammar standard of choice works (or doesn't) within the piece.

### **Grammar can be discussed and understood in the context of reading.**

#### **Therefore, as you read some books and articles, discuss grammar elements!**

- Discuss how writers use structure to get their points across or tell a story
- Discuss Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- Discuss figurative language (similies, metaphors, etc), nuances in word meanings, and commonalities and differences between words
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Compare and contrast how writers use dialect in stories, dramas, or poems

- Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

### **Enrich grammar knowledge through skill-based sentence writing**

Re the bulleted standards below, most don't seem to be worthy of extended focus or a lot of practice. Maybe pick one to work on for 10 to 15 minutes a week but only do this after you've given lots of time to authentic writing and reading (see above).

Finally, when writing these types of sentence include a focus on correct punctuation and spelling and have students read their sentences aloud.

- Forming and using the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- Interjections
- Correlative conjunctions (e.g., *either/or, neither/nor*).
- Commas to separate items in a series.
- Comma to separate an introductory element from the rest of the sentence.
- 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?*).
- Use underlining, quotation marks, or italics to indicate titles of works.