Standard: L5.1.a & e

Related CA Standard

WC1.1

1. Demonstrate command of the conventions of standard English Grammar and usage when writing and speaking

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

e. Use correlative conjunctions

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Explain the function of conjunctions, prepositions and interjections * Correctly use either/or, neither/nor etc * Use conjunctions, prepositions, and interjections in writing | Living charts  Anchor charts  Color coding within sentences |  |

Standard: L5.1.b,c,d

Related CA Standard

WC1.2

1. Demonstrate command of the conventions of standard English Grammar and usage when writing and speaking

b. Form and use the perfect verb tense

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

d. Recognize and correct inappropriate shifts in verb tense

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Use the appropriate verb tenses * Know that verb tenses convey a sense of time and states of being * Monitor the use of verb tenses and correct when necessary | Living charts  Anchor charts  Color coding within sentences |  |

Standard: L5.2.a,b,c

Related CA Standard

N/A

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

a. Use punctuation to separate items in a series

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

c. Use a comma to set off the words yes and no to set off a tag question from the rest of the sentence and to indicate direct address.

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Know the different uses for the comma including separating items in a series | Living charts  Anchor charts  Color coding within sentences |  |

Standard: L5.2.d

Related CA Standard

WC1.3

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

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

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Know how to indicate the title of works | Living charts  Anchor charts |  |

Standard: L5.2.e

Related CA Standard

WC1.5

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

e. Spell grade appropriate words correctly consulting references as needed

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Spell grade level words appropriately | PUSD High Frequency Word List  Personal dictionaries/thesaurus |  |

Standard: L5.3.a

Related CA Standard

WC1.1

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

a. Expand, combine, and reduce sentences for meaning, reader/listener interest and style

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Know how to use different types of sentences in order to make a story more interesting * Understand how to expand, combine or reduce sentences | Super sentence charts  Recipes for combining sentences  Anchors |  |

Standard: L5.3.b

Related CA Standard

N/A

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

b. Compare and contrast the varieties of English used in stories, dramas, or poems

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Be able to identify formal and casual voice in various works * Know how to use formal or casual voice for effect in writing | Anchor with example/non example  Living charts of examples of voice found in different works. |  |

Standard: L5.4.a

Related CA Standard

N/A

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content choosing flexibly from an array or strategies.

a. Use context as a clue to the meaning of a word or phrase.

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Be able to use context clues to interpret the meaning of a word | Steps/recipe for how to use context to find meaning. |  |

Standard: L5.4.b

Related CA Standard

RW1.4

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content choosing flexibly from an array or strategies.

b. Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Know roots and affixes * Know what roots and affixes mean * Know how to break down a word to determine meaning using what the student knows about roots and affixes | Maintain living charts for common roots and affixes  Practice using known roots and affixes to determine meaning of unknown words |  |

Standard: L5.4.c

Related CA Standard

WS1.5

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content choosing flexibly from an array or strategies.

c. Consult reference materials to find the pronunciation and to clarify meaning

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Know how to use reference materials * Know how to choose alternate words to clarify meaning * Identify words that are used in multiple ways in different context | Personal dictionaries/thesaurus |  |

Standard: L5.5.a,b

Related CA Standard

RW1.5

5. Demonstrate understanding of figurative language, word relationships, and nuance in meaning.

a. Interpret figurative language including similes and metaphors in context

b. Recognize and explain the meaning of common idioms, adages, and proverbs

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Understand what figurative language is and be able to recognize it in text * Recognize common idioms adages and proverbs | Anchor for each type of figurative language  Living chart of examples from various material read  Books for teaching idioms:  The Cat’s Pajamas by Wallace Edwards  Even More Parts by Tedd Arnold | EXAMPLE BOOKS WITH SIMILES  Chanticleer and the Fox Geoffrey Chaucer  The Girl Who Loved Wild Horses Paul Gobel  Little Island Golden MacDonald  Hide and Seek Frog Alvin Tresselt  White Snow, Bright Snow Alvin Tresselt  Nettie’s Trip South Ann Turner  Everyone Knows What a Dragon Looks Like Jay William  Umbrella Taro Yashima  Owl Moon Jane Yolen  EXAMPLE BOOKS WITH METAPHORS  Through the Mickle Woods Valiska Gregory  Kinda Blue Ann Grifalconi  Little Island Golden MacDonald  Tar Beach Faith Ringgold  Hide and Seek Frog Alvin Tresselt  White Snow, Bright Snow Alvin Tresselt  Owl Moon Jane Yolen  EXAMPLE BOOKS WITH PERSONIFICATION  The Little House Virginia Lee Burton  Gilberto and the Wind Marie Hall Ets  Flossie and the Fox Patricia McKissack  The Giving Tree Shel Silverstein  Sylvester and the Magic Pebble William Steig |

Standard: L5.5.c

Related CA Standard

RW1.3

5. Demonstrate understanding of figurative language, word relationships, and nuance in meaning.

c. Use the relationship between particular words to better understand each of the words and to identify alternate word choices in all content areas

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Be able to recognize words that are synonyms, antonyms, or homographs | Personal Thesaurus  Personal Dictionaries  Living Charts |  |

Standard: L5.6

Related CA Standard

N/A

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.

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| Essential Skills/Concepts | Teaching Notes/Strategies | Resources |
| * Understand that academic words are found in a variety of school subjects * Understand content specific words * Read a wide variety of text * Participate in collaborative discussions * Write for a variety of purposes in different genres | Personal thesaurus  Personal dictionaries  Anchors  Living Charts  Marzano’s Six Step Process for learning new vocabulary |  |