



# Diocese of Greensburg Curriculum Grammar Grade 5

Unit	Standards	Content	Skills
<p><b>Sentences</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b> <b>CCSS: Grade 5</b></p> <hr/> <p><b>Language</b> <b>Conventions of Standard English</b> <b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>• Complete Subject/Predicate</li> <li>• Simple Subject/Predicate</li> <li>• Complete Sentences/Fragments</li> <li>• Compound Subjects/Predicates</li> <li>• Compound Direct Objects</li> <li>• Compound Sentences</li> <li>• Natural/Inverted Order</li> <li>• Types of Sentences</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the parts of speech</li> <li>• Understand parts of a sentence</li> <li>• Distinguish the purpose of a word in a sentence (subject, direct object, object of the preposition, subjective complement)</li> <li>• Analyzes the sentence to determine the kind of sentence and the sentence pattern</li> <li>• Analyzes the sentence to determine the complete subject and predicate</li> <li>• Applies knowledge of sentence structure to help analyze, classify, and write sentences</li> <li>• Applies grammar vocabulary to expand sentences, using adjectives, adverbs, prep phrases, etc.</li> <li>• Evaluates his own writing and the writing of other students based on following correct sentence structure</li> <li>• Applies grammar vocabulary to expand sentences, using adjectives, adverbs, prep phrases, etc.</li> <li>• Applies grammar vocabulary to revise sentences, using synonyms, antonyms, word changes, added words, and deleted words</li> <li>• Evaluates the connection between grammar and writing,</li> </ul>

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	<p><b>Vocabulary Acquisition and Use</b></p> <p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p> <p>L.5.4c. 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.</p> <p><b>5. Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>Language Progressive Skills</b></p> <p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.3a. Choose words and phrases for effect.</p> <p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.3b. Choose punctuation for effect.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<p>using this knowledge to write, revise, and edit his writing and the writing of others</p> <ul style="list-style-type: none"> <li>• Applies knowledge of sentence structure to write sentences, paragraphs, and essays</li> </ul>

Unit	Standards	Content	Skills
<p><b>Nouns</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b>  <b>CCSS: Grade 5</b></p> <hr/> <p><b>Language</b></p> <p><b>Conventions of Standard English</b>  <b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b>  <b>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Vocabulary Acquisition and Use</b>  <b>4. Determine or clarify the meaning of unknown and multiple-meaning words and</b></p>	<ul style="list-style-type: none"> <li>• Nouns</li> <li>• Common/Proper</li> <li>• Gender/Number</li> <li>• Nominative/Objective Case</li> <li>• Possessive</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify nouns</li> <li>• Distinguish between common and proper nouns</li> <li>• Identify the gender and number of nouns</li> <li>• Form plural nouns correctly</li> <li>• Form the possessive of singular and plural nouns</li> <li>• Identify the subject and subjective complement in a sentence, to categorize subjects and subjective complements as belonging in the nominative case.</li> <li>• Identify the direct object of a verb and the object of a preposition, to distinguish between the direct object and the object of a preposition in the objective case, to distinguish between nominative and objective case.</li> </ul>

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	<p><b>phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p> <p>L.5.4c. 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.</p> <p><b>5. Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>Language Progressive Skills</b></p> <p>L.3.3a. Choose words and phrases for effect.</p> <p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Pronouns</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b></p> <hr/> <p><b>CCSS: Grade 5</b></p> <p><b>Language</b></p>	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Personal Pronouns (Speaker, Spoken To, Spoken About)</li> <li>• Nominative/Objective Case (Subject/Object)</li> <li>• Possessive Pronouns</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify pronouns</li> <li>• Classify personal pronouns as words that take the place of</li> </ul>

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	<p><b>Conventions of Standard English</b>  <b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.*</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>Knowledge of Language</b>  <b>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><b>Language Progressive Skills</b></p>	<ul style="list-style-type: none"> <li>• Compound Personal Pronouns/Reflexive Pronouns</li> <li>• Pronouns in Contractions</li> </ul>	<p>nouns, to identify singular and plural personal pronouns</p> <ul style="list-style-type: none"> <li>• Recognize that personal pronouns name the speaker, the person spoken to, or the person, place, or thing spoken about</li> <li>• Identify and use personal pronouns in the nominative case</li> <li>• Identify and use pronouns as subjective complements</li> <li>• Identify and use pronouns in the objective case</li> <li>• Identify and use nominative case and objective case pronouns</li> <li>• Identify and use pronouns in contractions</li> <li>• Identify and use compound personal pronouns</li> </ul>

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	<p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Adjectives</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b></p> <p><b>CCSS: Grade 5</b></p> <hr/> <p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2a. Use punctuation to separate items in a series.*</p> <p>L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Descriptive Adjectives</li> <li>• Proper Adjectives</li> <li>• Limiting Adjectives</li> <li>• Definite/Indefinite Articles</li> <li>• Demonstrative Adjectives</li> <li>• Possessive Adjectives</li> <li>• Possessive Adjectives and Contractions (its vs. it's, your vs. you're, their vs. they're)</li> <li>• Position of Adjectives</li> <li>• Adjective Complements</li> <li>• Degrees (positive, comparative, superlative)</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify descriptive and proper adjectives</li> <li>• Identify definite and indefinite articles as limiting adjectives, to correctly use the definite and indefinite articles</li> <li>• Identify demonstrative adjectives and use them correctly, to use possessive adjectives to show ownership</li> <li>• Distinguish between possessive adjectives and contractions.</li> <li>• Identify and use limiting adjectives that tell number</li> <li>• Classify adjectives as descriptive or limiting</li> <li>• Identify the proper position of an adjective in a sentence</li> <li>• Identify and use adjective complements correctly</li> <li>• Identify the three degrees of comparison of adjectives Form the comparative &amp; superlative degrees of an adjective</li> </ul>

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	<p><b>Knowledge of Language</b>  <b>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><b>Vocabulary Acquisition and Use</b>  <b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p> <p>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.</p> <p>L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and</p>		

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	<p>determine or clarify the precise meaning of key words and phrases.</p> <p><b>5. Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>Language Progressive Skills</b></p> <p>L.3.3a. Choose words and phrases for effect.</p> <p>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Verbs</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b></p> <p><b>CCSS: Grade 5</b></p> <hr/> <p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Verbs</li> <li>• Action/Being Verbs</li> <li>• Principal/Auxiliary Verbs (main/helping)</li> <li>• Verb Phrases</li> <li>• Regular/Irregular Verbs</li> <li>• Principal Parts of Verbs (present, past, past participle)</li> <li>• Simple Tense (past, present, future)</li> <li>• Linking Verbs</li> <li>• Transitive/Intransitive Verbs</li> <li>• Subject/Verb Agreement</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify verbs</li> <li>• Distinguish between action and being verbs</li> <li>• Choose appropriate action words when writing</li> <li>• Recognize that every complete sentence has a verb</li> <li>• Recognize that a verb phrase consists of a principal verb and one or more auxiliary verbs</li> <li>• Identify a verb phrase in a sentence</li> <li>• Identify verb phrases that are separated in questions and negative sentences</li> </ul>



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	<p>L.5.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.*</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b></p> <p><b>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><b>Language Progressive Skills</b></p> <p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.3a. Choose words and phrases for effect.</p> <p>L.4.1f. Produce complete sentences, recognizing and correcting</p>		<ul style="list-style-type: none"> <li>• Identify the 3 principal parts of a verb</li> <li>• Recognize how the principal parts of a regular verb are formed, understand that the principal parts of irregular verbs do not follow any specific rule and must be learned individually</li> <li>• Identify the three simple tenses</li> <li>• Use the three simple tenses (past, present, and future) correctly</li> <li>• Understand the function of linking verbs</li> <li>• Identify the subjective complement in a sentence, to use subjective complements correctly in sentences</li> <li>• Identify transitive and intransitive verbs, to use transitive and intransitive verbs correctly in sentences</li> <li>• Recognize that a subject and verb must agree, to use is, are, am, was, were, doesn't, and don't in a sentence</li> <li>• Identify the principal parts of troublesome irregular verbs, to use troublesome irregular verbs correctly</li> </ul>

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	<p>inappropriate fragments and run-ons.</p> <p>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Adverbs</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b></p> <p><b>CCSS: Grade 5</b></p> <hr/> <p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Knowledge of Language</b></p> <p><b>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p><b>4. Determine or clarify the</b></p>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Adverbs of time, place, manner</li> <li>• Adverbs that Compare (positive, comparative, superlative)</li> <li>• Correct use of Adverbs (troublesome words good/well, etc.)</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify adverbs</li> <li>• Identify adverbs of time, place and manner, to use adverbs correctly in speech and writing</li> <li>• identify adverbs that compare</li> <li>• Use adverbs that compare correctly in speech and writing</li> <li>• Use the correct forms of irregular adverbs that compare</li> <li>• Use commonly confused adverbs and adjectives correctly</li> </ul>

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	<p><b>meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p> <p>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.</p> <p><b>Language Progressive Skills</b></p> <p>L.3.3a. Choose words and phrases for effect.</p> <p>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Prepositions, Conjunctions, Interjections</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b></p> <p><b>CCSS: Grade 5</b></p> <hr/> <p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.5.1a. Explain the function of conjunctions, prepositions, and</p>	<ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Prepositional Phrases</li> <li>• Adjectival/Adverbial Phrases</li> <li>• Conjunctions</li> <li>• Compound Subjects/Predicates</li> <li>• Compound Direct Objects</li> <li>• Compound Subjective Complements</li> <li>• Compound Sentences</li> <li>• Interjections</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify prepositions, conjunctions, and interjections</li> <li>• identify prepositional phrases and prepositions in sentences, to choose the correct preposition to complete a sentence</li> <li>• Identify adjectival phrases in sentences</li> <li>• Write sentences containing adjectival phrases</li> </ul>

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	<p>interjections in general and their function in particular sentences.</p> <p>L.5.1e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2c. 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?).</p> <p><b>Language Progressive Skills</b></p> <p>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<ul style="list-style-type: none"> <li>• Identify adverbial phrases in sentences</li> <li>• Write sentences containing adverbial phrases</li> <li>• Identify conjunctions connecting subjects and predicates</li> <li>• Write conjunctions to form compound subjects and predicates</li> <li>• Identify conjunctions connecting direct objects and sentences</li> <li>• Write conjunctions to connect direct objects and sentences</li> <li>• Identify interjections and the emotions they express, to write interjections to complete sentences</li> <li>• Combine simple sentences into one sentence, using commas and the conjunctions and, or, and but</li> </ul>
<p><b>Capitalization and Punctuation</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b></p> <hr/> <p><b>CCSS: Grade 5 Language</b></p>	<ul style="list-style-type: none"> <li>• Period Rules (declarative/imperative, abbreviations, initials)</li> <li>• Comma Rules (words in a series, after salutation and complimentary close, dates, addresses, geographical names, direct address, introductory words, direct</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify period rules, comma rules, punctuation rules</li> <li>• Use a period to mark the end of a declarative or imperative</li> </ul>

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	<p><b>Conventions of Standard English</b>  <b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2a. Use punctuation to separate items in a series.*</p> <p>L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2c. 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?).</p> <p>L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>Knowledge of Language</b>  <b>3. Apply knowledge of language to understand how language functions in different contexts, to</b></p>	<p>quotations, before conjunctions in compound sentences)</p> <ul style="list-style-type: none"> <li>• Exclamation Point</li> <li>• Question Mark</li> <li>• Apostrophe (possession, contractions)</li> <li>• Quotation Marks</li> <li>• Capital Letters</li> </ul>	<p>sentence, to use a period after initials and certain abbreviation</p> <ul style="list-style-type: none"> <li>• Use a comma correctly in a sentence</li> <li>• Use a comma after the greeting and closing in a social letter</li> <li>• Use exclamation points and question marks correctly</li> <li>• Use apostrophes correctly to show ownership and in contractions</li> <li>• Use quotation marks correctly</li> <li>• Use capital letters correctly</li> </ul>

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	<p><b>make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Language Progressive Skills</b></p> <p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.3b. Choose punctuation for effect.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Grammar Review, Application, and Diagramming</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b></p> <p><b>CCSS: Grade 5</b></p> <hr/> <p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1a. Explain the function of conjunctions, prepositions, and</p>	<ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Format for diagramming</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the parts of speech</li> <li>• Understand parts of a sentence</li> <li>• Distinguish the purpose of a word in a sentence (subject, direct object, object of the preposition, subjective complement)</li> <li>• Analyzes the sentence to determine the kind of sentence and the sentence pattern</li> <li>• Analyzes the sentence to determine the complete subject and predicate</li> <li>• Applies knowledge of sentence structure to help analyze, classify, and write sentences</li> </ul>

Unit	Standards	Content	Skills
	<p>interjections in general and their function in particular sentences.</p> <p>L.5.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>L.5.1e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2a. Use punctuation to separate items in a series.*</p> <p>L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2c. 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?).</p> <p>L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.</p>		<ul style="list-style-type: none"> <li>• Applies grammar vocabulary to expand sentences, using adjectives, adverbs, prep phrases, etc.</li> <li>• Evaluates his own writing and the writing of other students based on following correct sentence structure</li> <li>• Applies grammar vocabulary to expand sentences, using adjectives, adverbs, prep phrases, etc.</li> <li>• Applies grammar vocabulary to revise sentences, using synonyms, antonyms, word changes, added words, and deleted words</li> <li>• Evaluates the connection between grammar and writing, using this knowledge to write, revise, and edit his writing and the writing of others</li> <li>• Applies knowledge of sentence structure to write sentences, paragraphs, and essays</li> </ul>

Unit	Standards	Content	Skills
	<p>L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>Knowledge of Language</b>  <b>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><b>Vocabulary Acquisition and Use</b>  <b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p> <p>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.</p> <p>L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>L.5.4c. Consult reference materials (e.g., dictionaries, glossaries,</p>		



Unit	Standards	Content	Skills
	<p>thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>5. Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>Language Progressive Skills</b></p> <p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</p> <p>L.4.3b. Choose punctuation for effect.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

