Domain: *Strand(L5.1)*

Language.

Cluster: *Grade 5*

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

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

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

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

d) Recognize and correct inappropriate shifts in verb tense.*

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

•

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
To what extent does knowledge of grammar help me to become a better reader, writer, and speaker? *To what extent does knowledge of verb tenses impact written and spoken communication?*	*Rules, the conventions of English grammar, help readers understand what is being communicated.* *Knowledge of verb tense facilitates writing and speaking for different purposes.*	*To assist in meeting this standard, students may:* • *In pairs, construct sentences describing a photograph using verb and the different verb tenses* • *Engage in identifying verbs in a reading passage and categorize those verbs as present, past, or future*
Content Statements		

Students will demonstrate command of Standard English grammar during oral and written communication.		
		Teacher Resources **New Jersey Registered Speaking Rubric** **Purdue Online Writing Lab (http://owl.english.purdue.edu/)** **Readwritethink.org** **Funenglishgames.com** **Funbrain.com** **Brainpop.com** **Edhelper.com**
Assessment: *To show evidence of meeting this standard, students may:* *Formal:* • *Process writing of an essay* • *Transcript Re-write* *Informal:* • *Teacher observation* • *Anecdotal notes*		
Equipment Needed: **Individual white boards** **Post-its** **Construction Paper** **Markers, Crayons, etc.** **Assistive Technology (if available):** **Document Camera** **Projector** **SmartBoard** **Flip Camera**		

Domain: *Strand(L5.2)*

Language.

Cluster: *Grade 5*

Standard: 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* (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?*).

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

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

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
To what extent does knowledge of grammar and mechanics help me to become a better reader, writer, and speaker?	*Students will understand that:* *the conventions of English grammar and mechanics help readers understand what is being communicated.*	*To assist in meeting this standard, students may:* • *Demonstrate spelling proficiency in daily writing tasks, using references as needed; for example, digital or print sources, word walls, individual word banks* • *Arrange prepared note cards to build complete sentences beginning with introductory clauses* • *Place objects representing commas in sentences*
Content Statements		
Students will demonstrate command of Standard English grammar and		

mechanics during oral and written communication.		
		Teacher Resources **New Jersey Registered Speaking Rubric** **Purdue Online Writing Lab (http://owl.english.purdue.edu/)** **Readwritethink.org** **Funenglishgames.com** **Funbrain.com** **Brainpop.com** **Edhelper.com**
Assessment: *To show evidence of meeting this standard, students may:* *Formal:* • *Process writing of a paragraph* • *Revise/Proofread* • *Students complete spelling rubrics on a continual basis to monitor progress* *Informal:* • *Teacher observation* • *Anecdotal notes*		
Equipment Needed: **Individual white boards** **Post-its** **Construction Paper** **Markers, Crayons, etc.** **Assistive Technology (if available):** **Document Camera** **Projector** **SmartBoard** **Flip Camera**		

Domain: *Strand(L5.3)*

Language.

Cluster: *Grade 5*

Standard: 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.

b. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
To what extent does knowledge of communication techniques help me to become a better reader, writer, speaker, and listener?	*Students will understand that:* *the conventions of English grammar and mechanics help readers understand what is being communicated.*	*To assist in meeting this standard, students may:* • *Following read alouds, students record one dependent and one independent clause on separate sentence strips that reference texts. Students seek classmates whose clauses, when combined, form compound and complex sentences about the read alouds. After clauses are combined, students collaborate to expand and reduce newly formed sentences.* • *Students use Venn diagrams to compare and contrast the varieties of English between two poems or stories*
Content Statements		
Students will demonstrate command of Standard English communication techniques during oral and written communication.		
		Teacher Resources

Assessment: *To show evidence of meeting this standard, students may:* *Formal:* • *Process writing of a paragraph* • *5 stages of writing* • *Collins Writing Process* *Informal:* • *Teacher observation* • *Anecdotal notes*	(**http://owl.english.purdue.edu/**) **Readwritethink.org** **Funenglishgames.com** **Funbrain.com** **Brainpop.com** **Edhelper.com**
Equipment Needed: **Individual white boards** **Post-its** **Construction Paper** **Markers, Crayons, etc.** **Assistive Technology (if available):** **Document Camera** **Projector** **SmartBoard** **Flip Camera**	

Domain: *Strand(L5.4)*

Language.

Cluster: *Grade 5*

Standard: 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.

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

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

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, Investigation, and Student Experiences
To what extent does knowledge of vocabulary help clarify multiple-meaning words, roots, prefixes, suffixes, and affixes? *How does using reference materials assist in understanding the meaning of words and phrases?*	*Students will understand that:* *through knowledge of vocabulary and use of reference materials, they will achieve optimum understanding of origin of words.*	*To assist in meeting this standard, students may:* • *After shared read alouds containing figurative language, students identify examples in texts and discuss meanings during teacher led discussions* • *Record roots, prefixes, and suffixes on individual note cards. With partners, students join note cards to build words, read words, and determine meanings.* • *In pairs, students use reference materials to determine meanings and pronunciations of specified vocabulary. Pairs join others, creating groups of four, and collaborate to reach consensus on word meanings and pronunciations*
Content Statements		

Vocabulary is essential to achieve meaning of words/phrases.		
		Teacher Resources **New Jersey Registered Speaking Rubric** **Purdue Online Writing Lab (http://owl.english.purdue.edu/)** **Readwritethink.org** **Funenglishgames.com** **Funbrain.com** **Brainpop.com** **Edhelper.com**
Assessment: *To show evidence of meeting this standard, students may:* • *Vocabulary charts (flip charts)* • *Word walls* • *Internet games* • *Word Searches/Crossword Puzzles*		
Equipment Needed: **Individual white boards** **Post-its** **Construction Paper** **Markers, Crayons, etc.** **Assistive Technology (if available):** **Document Camera** **Projector** **SmartBoard**		

Domain: *Strand(L5.5)*

Language.

Cluster: *Grade 5*

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

a. Interpret figurative language, including similes and metaphors, in context.

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

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

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is it important to understand and utilize figurative language?	*Students will understand that:* *Using figurative language in written text makes writing more powerful and enhances the meaning of the text.*	*To assist in meeting this standard, students may:* • *Given a list of vocabulary words, students complete graphic organizers for words to deepen understanding of word meanings. Students write targeted words in center circles of organizer and list antonyms, synonyms, and analogies for those words in 3 surrounding circles* • *After shared read alouds containing figurative language, students identify examples in texts and discuss meanings during teacher led discussions* • *When given scenarios, students select from lists of idioms, adages, or proverbs the expressions that correspond with the scenarios*
Content Statements *Figurative language helps achieve meaning of words/phrases.*		
		Teacher Resources
Assessment: *To show evidence of meeting this standard, students may:* • *Use Internet games*		

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- *Teacher created tests/quizzes*
- *Highlight figurative language used in everyday text/supplied stories/etc*

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New Jersey Registered Speaking Rubric

Purdue Online Writing Lab (http://owl.english.purdue.edu/)

Readwritethink.org

Funenglishgames.com

Funbrain.com

Brainpop.com

Edhelper.com

Tedd Arnold's book: More Parts

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Equipment Needed:

Individual white boards
Post-its
Construction Paper
Markers, Crayons, etc.

Assistive Technology (if available):
Document Camera
Projector
SmartBoard

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Domain: *Strand(L5.6)*

Language.

Cluster: *Grade 5*

Standard: 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*).

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is it important to understand and utilize transitional words and phrases?	*Students will understand that:* *identifying and utilizing transitional words/phrases helps organize the writing process.*	*To assist in meeting this standard, students may:* • *When given domain-specific words, phrases, or clue words, students use spoken and written language to form completed sentences with logical relationships.* • *Demonstrate use of academic vocabulary when recording information in cross-curricular journals*
Content Statements		
Transitional words provide clarity in the organization of oral and written communication.		

Assessment:
To show evidence of meeting this standard, students may:

- *Use Internet games*
- *Teacher created tests/quizzes*
- *Journal Writing*
- *Peer conferencing*

Equipment Needed:

Teacher Resources

New Jersey Registered Speaking Rubric

Purdue Online Writing Lab
(http://owl.english.purdue.edu/)

Readwritethink.org

Individual white boards **Post-its** **Construction Paper** **Markers, Crayons, etc.** **Assistive Technology (if available):** **Document Camera** **Projector** **SmartBoard**	**Funenglishgames.com** **Funbrain.com** **Brainpop.com** **Edhelper.com**