

Fifth Grade Grammar

Curriculum/Content Area: Grammar	Course Length: One Year
Course Title: Fifth Grade Literacy	Date last reviewed: N/A
Prerequisites: N/A	Board approval date: October 2018
<p>Primary Resource: TBD</p> <p><i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

Desired Results

Course description and purpose: Grammar consists of a description of all the elements in a language. It is the art of speaking or writing with correctness. Students will develop and demonstrate command of the conventions of standard English grammar and usage when reading, writing, speaking and listening.

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Correct grammar helps to clarify a writer's message. • Correct grammar helps a reader interpret meaning. • An understanding of how language works helps students become effective readers, writers, speakers, and listeners. 	<ul style="list-style-type: none"> • In what ways can a writer's message be impacted by grammatical correctness or incorrectness? • In what ways can a reader use grammar to make sense of what they are reading?

Priority Standards - Anchor Standards
<p><u>Wisconsin Standards for English Language Arts</u></p> <p>WI.ELA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p>WI.ELA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i></p> <p>WI.ELA.R10: Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p>WI.ELA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p>WI.ELA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <i>K-12</i></p> <p>WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage</p>

when writing or speaking. *K-12*

WI.ELA.F1-Print Concepts: Demonstrate understanding of the organization and basic features of print *K-1*

WI.ELA.F2-Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *K-1*

WI.ELA.F3-Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

WI.ELA.F4-Fluency: Read with sufficient accuracy and fluency to support comprehension. *2-5*

Priority Standards - Fifth Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

WI.ELA.R4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

WI.ELA.W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

WI.ELA.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

WI.ELA.L1: 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).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. B. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grammar Fifth Grade

Standards

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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- 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).

Supporting Standards

WI.ELA.L.5.2: 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 (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.

Learning Targets

- I can form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked) (L.5.1b)
- I can use verb tense to convey various times, sequences, states, and conditions. (L.5.1c)
- I can recognize and correct inappropriate shifts in verb tense.* (L.5.1d)
- I can use correlative conjunctions (e.g., either/or, neither/nor).(L.5.1e)
- I can use punctuation to separate items in a series. (L.5.2a)
- I can use a comma to separate an introductory element from the rest of the sentence. (L.5.2b)
- I can use a comma to set off the words yes and no (e.g., Yes, thank you). (L.5.2c)
- I can use a comma to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?). (L.5.2c)
- I can use a comma to indicate direct address (e.g., Is that you, Steve?). (L.5.2c)
- I can use underlining, quotation marks, or italics to indicate titles of works. (L.5.2d)
- I can spell grade level words correctly and use a spelling reference when needed. (L.5.2e)

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

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Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources

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