CLUSTER: CONVENTIONS OF STANDARD ENGLISH

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 5.1: 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*).

<u>Essential Skills</u>:

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

- **Differentiate between a sentence, a phrase, and a clause.**
- **Recognize conjunctions, prepositions, and interjections in text presented in a variety of formats.**
- **Combine sentences using appositives, adjectives, adverbs, and prepositional phrases.**
- **Explain and apply rules for using conjunctions, prepositions, and interjections in simple, compound, and complex sentences.**
- **Analyze writing models for correct use of conjunctions, prepositions, and interjections.**

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

- **Identify and form the past participles of verbs.**
- **Form the perfect tenses of verbs using appropriate tense of to have and past participles.**
- **Differentiate between present perfect, past perfect, and future perfect tenses.**
- **Demonstrate correct use of perfect verb tenses in oral and written language.**
- **Analyze writing models to determine the effect of verb tenses on meaning.**

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

- **Explain the difference between past, present, and future tenses including perfect tenses.**
- **Recognize verb tense as an organizational aid to understanding text.**
- **Analyze writing models for correct use of verb tenses.**

5.1.d Recognize and correct inappropriate shifts in verb tense.

- **Identify the time frame and correlating verb tense in text presented in a variety of formats.**
- **Recognize and edit mismatches between time frame and verb tense in writing.**
- **Analyze writing models for effective use of verb tense.**

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

- **Identify and explain the purpose of correlative conjunctions.**
- **Demonstrate the correct use of correlative conjunctions in sentences.**
- **Analyze writing models for the effective use of correlative conjunctions.**

Benchmarks:

CLUSTER: CONVENTIONS OF STANDARD ENGLISH

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use commas and quotation marks to make direct speech and quotations from a text.
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 Skills:

5.2.a Use punctuation to separate items in a series.

- **Distinguish between direct and indirect dialogue in text.**
- **Identify capitalization rules for dialogue.**
- **Demonstrate correct placement of commas and quotation marks in dialogue.**
- **Analyze writing models for correct capitalization.**

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

- **Identify introductory elements in sentence.**
- **Explain and demonstrate rules for using commas to separate an introductory element from the rest of a sentence.**
- **Analyze writing models to determine the effect of punctuation on meaning.**

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?*).

- **Analyze writing models to determine the effect of punctuation on meaning.**

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

- **Identify and distinguish rules for punctuating different types of titles (e.g. books, articles, plays).**
- **Demonstrate use of underlining, quotation marks, or italics to identify titles.**
- **Analyze writing models for the correct notation of titles.**
- **Strengthen writing by editing for the correct notation of titles.**

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

- **Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly.**
- **Use knowledge of word structure and word origins to spell grade-appropriate words.**
- **Use reference materials to correct or confirm spelling of grade-appropriate words (e.g., dictionaries, thesauruses, including use of the Internet).**
- **Use word processing prompts when appropriate to correct spelling of grade-appropriate words.**
- **Analyze writing models for correct spelling.**

Benchmarks:

CLUSTER: KNOWLEDGE OF LANGUAGE

Anchor Standard 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.

L 5.3: 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.
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Essential Skills:

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

- **Demonstrate command of conventions of standard English grammar and usage**
- **Strengthen writing by revising to expand, combine, and reduce sentences.**
- **Analyze writing models or speech for affect of sentence types on meaning, reader/listener interest, and style.**

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

- **Listen to, read, and discuss a variety of texts representing diverse cultures, perspectives, ethnicities, and time periods.**
- **Analyze and describe the difference between dialects and registers in the English language.**
- **Analyze writing models or speech to determine the effect of varieties of English on meaning and interest.**

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 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.

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.

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 Skills:

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.

- **Use relationship of ideas in the text to determine meaning of a word or phrase.**
- **Connect prior knowledge and experiences to determine the meaning of a word or phrase.**
- **Discuss words and word meanings as they are encountered in text, instruction, and conversation.**

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*).

- **Identify Greek and Latin word roots.**
- **Use meaning of Greek and Latin roots/affixes to explain the meaning of new words.**
- **Identify relationships between and among words with common Greek and Latin roots.**

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.

- **Identify the sections of the media center and the attributes of the sources located within each section.**

- **Identify safe and unsafe online practices.**
- **Use the context in which words are used to choose among possible meanings.**
- **Strengthen writing by using reference materials to revise for precise word choice.**

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L 5.5: 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 Skills:

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

- **Identify and explain similes and metaphors in text.**
- **Use context to determine the meaning of figurative language.**
- **Explain how figurative language contributes to constructing meaning in a text.**

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

- **Define and identify the purpose of idioms, adages, proverbs.**
  - **Interpret the meaning of idioms, adages, and proverbs encountered in text.**

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

- **Consult reference materials including dictionaries, glossaries, thesauruses, and online resources for the relationship among words.**
- **Use knowledge of nuances (subtle differences i.e. body and facial language) to determine precise words as needed for speaking and writing.**

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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*).

Essential Skills:

- **Through modeling and exposure to a variety of grade appropriate texts, develop and enhance rich oral language and writing, including general academic and domain-specific words.**
- **Participate in collaborative conversations with diverse peers about Grade 5 topics and text, building on other's ideas and expressing their own clearly.**

Benchmarks:

Standards for Language: Grade 5

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								