Fifth Grade

Language Scope and Sequence

The Language standards listed in the table above are intended to be reinforced within the writing unit so that the Language Standards are taught within the context of student writing and not in isolation. Additionally, the standards provide a focus for what students will be held accountable in their writing for purposes of editing their authentic work.

Writing Text Type	Genre	Common Core Language Standards
Building a Writing Community	**This unit focuses on building a writing community and not a specific genre.**	2.e. Spell grade-appropriate words correctly, consulting references as needed.
Narrative	**Personal Narrative**	1.e. Use correlative conjunctions (e.g., *either/or, neither/nor*). 2. b. Use a comma to separate an introductory element from the rest of the sentence. 2.e. Spell grade-appropriate words correctly, consulting references as needed.
Opinion	**Letter**	1.e. Use correlative conjunctions (e.g., *either/or, neither/nor*). 2.a. Use punctuation to separate items in a series.* 2.b. Use a comma to separate an introductory element from the rest of the sentence. 2.e. Spell grade-appropriate words correctly, consulting references as needed.
Informative/ Explanatory	**Feature Article**	1. b. Use a comma to separate an introductory element from the rest of the sentence. 1.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?*). 1.d. Use underlining, quotation marks, or italics to indicate titles of works.
Narrative	**Fictional Narrative/Short Story**	1. b. Use a comma to separate an introductory element from the rest of the sentence. 1.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?*). 1.d. Use underlining, quotation marks, or italics to indicate titles of works.
Opinion	**Essay**	2. a. Use punctuation to separate items in a series.* 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?*). 2.d. Use underlining, quotation marks, or italics to indicate titles of works.
Informative/ Explanatory	**Research Report**	2. a. Use punctuation to separate items in a series.* 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?*). 2.d. Use underlining, quotation marks, or italics to indicate titles of works.

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.

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Please note that not all the Common Core Language Standards have been assigned to the Language Scope and Sequence, but will need to be reinforced orally in conversation, during shared, or guided writing activities, and weekly grammar activities.

The standards below will need "additional support" because they aren't given enough attention in Treasures or Tesoros.

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

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

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

2.c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, than 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?*).

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