

Common Core Standards Pacing Guide
Fifth Grade Literacy- Grammar
First Nine Weeks

*All Shurley English pages mentioned are in the student textbook. Teacher manual will have a different correlating page.

Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Framework	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to</p>	<p>3a. The student will use and reflect on an appropriate composing process (e.g. planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity of length. (ongoing)</p>	<p>*Produce clear and coherent writing.</p> <p>*Develop writing that is for a certain purpose and a certain audience.</p> <p>*Use all the steps of the writing process with guidance.</p> <p>*Produce and publish a two-page typed paper with guidance.</p> <p>*Use proper grammar in the writing process.</p> <p>*Change the sentences (add/ take away) to clarify the meaning.</p>	<p>Best Practices in Teaching Writing- Attached handout</p> <p>5th Grade: 6 Trait Writing Guide- Attached Handout</p> <p>Shurley Textbook- p. 76</p> <p>Study Island (Planning and Drafting, Revising and Editing, Composing Texts)</p>	<p>coherent task purpose audience produce guidance peers planning revising editing rewriting technology publish interact collaborate keyboarding skills peer conventions expand reduce</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

<p>produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>					
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings),</p>	<p>3d. The student will compose informational text clearly expressing a main idea with supporting details including but not limited to the following: text</p>	<p>*Write informative texts clearly on a topic using formatting, illustrations, and multimedia.</p> <p>*Include supporting information that better explains my topic.</p> <p>*Use introductory words, phrases, and clauses to improve the paper's</p>	<p>Shurley English-pgs. 136-139</p> <p>http://images.search.yahoo.com/search/images?_adv_prop=image&fr=yhs-w3i-geneiotransfer&va=Graphic+Organizer+for+writing</p> <p>Study Island (Planning and Drafting, Revising and Editing, Composing Texts)</p>	<p>informative explanatory examine topic convey observation logical format heading</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

<p>illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution.</p>	<p>flow.</p> <p>*Use subject-related vocabulary to explain the topic.</p> <p>*Compose a conclusion.</p> <p>*Research other informational texts to support my topic.</p> <p>*Evaluate another’s work and explain why the author backed up his/ her work with evidence.</p> <p>*Include technology to enhance my topic.</p>		<p>illustrations multimedia comprehension quotations categories phrases clauses phrases precise domain-specific concluding evidence literary texts analysis reflection research multimedia components graphics visual enhance main idea theme</p>	
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<p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>					
	<p>4a1. Nouns (e.g., singular; plural [including irregular forms]; common; proper; appositives; concrete; abstract; compound [one word: bookcase; two or more words: prime number/ Yellowstone National Park/George Washington; hyphenated words; editor-in- chief]</p>		<p>Shurley English – pgs. 30, 50, 297, 324, 499, 504, 505, 512, 538</p> <p>Reading Eggspress (Paid Subscription required)</p> <p>Super Teacher Worksheets (Free worksheet on this topic)</p> <p>Study Island (Standard English Grammar)</p> <p>Buckle Down/ Coach</p>		<p>Study Island Percentages</p> <p>Teacher Discretion</p>
	<p>4a2. Verbs (action for pattern one sentences)</p>		<p>Shurley English- pgs. 29, 30</p> <p>http://languagearts.pppst.com/verbs.html</p> <p>Buckle Down/ Coach</p>		<p>Teacher Discretion</p>

	4a5. Articles		Shurley English- pgs. 40-41 Study Island- Standard English Grammar		Teacher Discretion
	4a6. Adjectives (e.g., descriptive, comparative, and superlative)		Shurley English- pgs. 376-378 http://www.superteacherworksheets.com/adjectives/changingadjectives_WBFZR.pdf http://www.worksheetworks.com/pdf/353/dfb6a831dc8d2/WorksheetWorks_Comparative__Superlative_Adjectives_1.pdf Buckle Down/ Coach		Teacher Discretion
	4a10. Adverbs (Comparative Form)		http://www.worksheetworks.com/pdf/353/dfb6a831dc8d2/WorksheetWorks_Comparative__Superlative_Adverbs_1.pdf Buckle Down/ Coach		Study Island Percentages Teacher Discretion
	4b1. End punctuation (e.g., period, question mark, exclamation point)		Shurley English- pgs. 17-19, 44, 45 Super Teacher (Free worksheets on this topic) Study Island (Standard English Mechanics) Buckle Down/ Coach		Study Island Percentages Teacher Discretion

	4b2. Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)		Shurley English- pgs. 17, 399 Study Island (Standard English Mechanics) Buckle Down/ Coach		Study Island Percentages Teacher Discretion
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 <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	4b3. Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory prepositional phrases, nonessential appositive phrases.	*Use commas in a series correctly. *Use a comma to set off introductory word/ words from the rest of the sentence. *Use commas correctly to set off mild interjections, tag questions, and direct address.	Shurley English- pgs. 17-18 Study Island (Standard English Mechanics) Buckle Down/ Coach	demonstrate conventions capitalization punctuation series introductory element tag question direct address	Study Island Percentages Teacher Discretion
	4b9. Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in greetings and closings of friendly		Shurley English – pgs. 13-14 Study Island- (Standard English Mechanics) Buckle Down/ Coach		Study Island Percentages Teacher Discretion

	letters, proper adjectives)				
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.	4b10. Spell words commonly found in fifth grade text. (ongoing)	*Spell grade-level words correctly.	Teacher discretion. Study Island- Standard English Mechanics (MCTI practice style)	grade appropriate consult reference	
	4b11. Produce legible text. (ongoing)		Mimio Gallery – Wide Rule Paper for projection		Journal entries Papers
	4c4. Analyze sentences containing descriptive adjectives and adverbs.		Shurley English- pgs. 34, 36		Teacher Discretion
	4c5. Compose sentences containing descriptive adjectives and adverbs.		Shurley English-pgs. 34, 36		Teacher Discretion

	4a4. Subject-verb agreement		Shurley English- pgs. 90-91 Study Island-(Standard English Grammar) Buckle Down/ Coach		Study Island Percentages Teacher Discretion
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Second Nine Weeks

****Skills listed in previous nine weeks may not be listed but need to be reviewed based on teacher discretion.**

*All Shurley English page references are from the student textbook.

Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Framework	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with</p>	<p>3a. (1-5)The student will use and reflect on an appropriate composing process (e.g. planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity of length. (ongoing)</p>	<p>*Create clear and coherent writing.(6C)</p> <p>*Create writing that is for a certain purpose and a certain audience. (6C)</p> <p>*Apply all the steps of the writing process with guidance. (3B)</p> <p>*Compose and publish a two-page typed paper with guidance. (6B)</p> <p>*Apply proper grammar in the writing process. (3B)</p> <p>*Rearrange the sentences (add/ take away) to clarify the meaning.(6C)</p>	<p>Best Practices in Teaching Writing- Attached handout</p> <p>5th Grade: 6 Trait Writing Guide- Attached Handout</p> <p>Shurley Textbook- p. 76</p> <p>Study Island (Planning and Drafting, Revising and Editing, Composing Texts)</p>	<p>coherent task purpose audience produce guidance peers planning revising editing rewriting technology publish interact collaborate keyboarding skills peer conventions expand reduce</p>	<p>Study Island Percentages</p> <p>Paper</p>

<p>others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>					
<p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>3b. The student will compose descriptive texts using specific details and vivid language.</p>	<p>*Create writing that includes language that paints a clear picture for the reader of what I am writing using lots of descriptive adjective. (6C)</p>	<p>Shurley English- pgs. 256-259</p> <p>Study Island- Vivid Language</p> <p>Buckle Down/ Coach</p>	<p>concrete phrases sensory convey precisely</p>	<p>Study Island Percentages</p> <p>Paper/ Journal</p>
	<p>4a1. Nouns (direct object-pattern 2 sentence)</p>		<p>Shurley English- pgs. 205-207,226</p> <p>Buckle Down/ Coach</p>		<p>Teacher Discretion</p>

	4a2. Verbs (helping and inverted word order)		Shurley English- pgs.143-144, 214 Study Island- Standard English Grammar (Subject/ Verb Agreement includes some helping verbs) Buckle Down/ Coach		Teacher Discretion
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 e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	4a5. Coordinating conjunctions	*List the coordinating conjunctions and understand that they are used with compound sentences and compound parts. (ie. SCS and SCV) (1A)	Shurley English- pgs.116, 117, 146, 147 Buckle Down/ Coach	conjunctions correlative conjunctions	Teacher Discretion
	4a7. Prepositions		Shurley English- pgs.79-81, 88, 104 Study Island- Sentence Structure Yankee Doodle Preposition Song http://www.misscantillon.com/Preposition%20Song.htm		Study Island Percentages Teacher Discretion
	4a8. Pronouns (subjective and possessive)		Shurley English- pgs.113, 115, 132 Study Island- Standard English Grammar Buckle Down/ Coach		Study Island Percentages Teacher Discretion

	4a11. Interjections		Shurley English- pgs.174-175, 194 Study Island Buckle Down/ Coach		Study Island Percentages Teacher Discretion
	4b4. Apostrophes (possessives (singular/ plural) , contractions)		Shurley English- pgs.18-19, 152, 174-175, 324 Study Island- Standard English Mechanics Buckle Down/ Coach		Study Island Percentages Teacher Discretion
	4b5. Semicolons (compound sentences)		Shurley English- pgs.147-149 Study Island- Sentence Structure Buckle Down/ Coach		Study Island Percentages Teacher Discretion
L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.	4b6. Quotation marks (e.g., titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)	*Label a piece of work with quotation marks if they need to be applied. (1B) *Distinguish between the type of work that needs quotation marks and the type that needs to be underlined. (2B)	Shurley English- pgs.19-20 Study Island- Standard English Mechanics Buckle Down/ Coach	quotation marks indicate	Study Island Percentages Teacher Discretion

L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.	4b7. Underlining/Italics (titles of books and movies)	*Label a piece of work with italics/ underlining if it needs to be applied. (1B) *Distinguish between the type of work that needs quotation marks and the type that needs to be underlined. (2B)	Shurley English- pgs.19-20 Study Island- Standard English Mechanics Buckle Down/ Coach	italics indicate underlining	Study Island Percentages Teacher Discretion
L.5.2e Spell grade-appropriate words correctly, consulting references as needed.	4b10. Spell words commonly found in fifth grade level text. (ongoing)	*Reproduce the correct spelling of 5 th grade spelling words and vocabulary words.		grade-appropriate consult references	Teacher Discretion
	4b11. Produce legible text. (ongoing)				Teacher Discretion
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.	4c2. Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates	*Compose a sentence with a compound subject. (6A) *Compose a sentence with a compound predicate. (6A) *Compose a sentence that has both a compound subject and a compound predicate. (6B) *Compose a compound sentence. (6A) *Compose a compound sentence containing a compound subject. (6B) *Compose a compound sentence containing a compound predicate. (6B) *Compose a compound sentence with a compound subject and a compound predicate. (6C)	Shurley English- pgs.117-118, 147-148, 180 Study Island- Sentence Structure Buckle Down/ Coach	combine reduce expand	Study Island Percentages Teacher Discretion

	4c3. Avoid sentence fragments, run-on sentences, and comma splices.		Shurley English- pgs.148 Study Island- Sentence Structure Buckle Down/ Coach		Study Island Percentages Teacher Discretion
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Third Nine Weeks

****Skills listed in previous nine weeks may not be listed but need to be reviewed based on teacher discretion.**

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Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Framework	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum</p>	<p>3a. (1-5) The student will use and reflect on an appropriate composing process (e.g. planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity of length. (ongoing)</p>	<p>*Create clear and coherent writing.(6C)</p> <p>*Create writing that is for a certain purpose and a certain audience. (6C)</p> <p>*Apply all the steps of the writing process with guidance. (3B)</p> <p>*Compose and publish a two-page typed paper with guidance. (6B)</p> <p>*Apply proper grammar in the writing process. (3B)</p> <p>*Rearrange the sentences (add/ take away) to clarify the meaning.(6C)</p>	<p>Best Practices in Teaching Writing- Attached handout</p> <p>5th Grade: 6 Trait Writing Guide- Attached Handout</p> <p>Shurley Textbook- p. 76</p> <p>Study Island (Planning and Drafting, Revising and Editing, Composing Texts)</p>	<p>coherent task purpose audience produce guidance peers planning revising editing rewriting technology publish interact collaborate keyboarding skills peer conventions expand reduce</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

<p>of two pages in a single sitting.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>					
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>3e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (letters, speeches, and advertisements)</p>	<p>*Compose a persuasive paper using my opinion and support it with solid information. (6C)</p> <p>*Construct my paper with a clear order. (3B)</p> <p>*Compose a conclusion related to your opinion. (6A)</p>	<p>Shurley English- pgs . 197-203, 229-231</p> <p>Study Island- Composing Texts</p>	<p>persuasion fact opinion structure conclusion</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

	4a1. Nouns (indirect objects-pattern 3 sentences)		Shurley English- pgs. 264, 285 Buckle Down/ Coach		Teacher Discretion
	4a2. Verbs - irregular		Shurley English- pgs. 209, 210 Study Island-Standard English Grammar Buckle Down/ Coach		Study Island Percentages Teacher Discretion
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.*	4a3. Verb tense (present, past, future, present perfect, and past perfect)	*Use the past perfect and present perfect tense of a verb in my writing. (3A) *Use verb tenses to show when the writing took place. (past, present, future) (3A) *Identify the correct and incorrect verb tenses in writing. (1A)	Shurley English- pgs. 208-209, 238, 241 Study Island-Standard English Grammar Buckle Down for Present Perfect/ Past Perfect Instruction	present perfect past perfect past present future verb tense inappropriate shift in tenses	Study Island Percentages Teacher Discretion
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	4a5. Subordinating conjunctions	*List subordinate conjunctions. (1A) *Locate them in complex sentences. (1A)	Shurley English- pgs. 178-180 Study Island-Sentence Structure Buckle Down/ Coach	subordinate conjunction	Study Island Percentages Teacher Discretion

interjections in general and their function in particular sentences.					
	4a8. Pronouns – (objective, reflexive, demonstrative, and interrogative)		Shurley English- pgs. 79-81 Study Island-Standard English Grammar Buckle Down/ Coach		Study Island Percentages Teacher Discretion
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	4b6. Quotation marks – direct quotations	*Label direct quotations (dialogue) with quotation marks accurately. (1B)	Shurley English- pgs. 267-269, 273 Study Island-Standard English Mechanics Buckle Down/ Coach	punctuation quotation marks	Study Island Percentages Teacher Discretion
L.5.2e Spell grade-appropriate words correctly, consulting references as needed.	4b10. Spell words commonly found in fifth grade level text. (ongoing)	*Reproduce the correct spelling of 5 th grade spelling words and vocabulary words.(1A)		grade-appropriate consult references	Teacher Discretion
	4b11. Produce legible text. (ongoing)				Journals Papers Cursive Practice

<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>4c2. Complex sentences, including independent and dependent clauses (ongoing)</p>	<p>*Compose complex sentences with dependent and independent clauses placing the commas in the appropriate places. (6B)</p>	<p>Shurley English- pgs. 179-180</p> <p>Study Island-Sentence Structure</p> <p>Buckle Down/ Coach</p>	<p>complex dependent clause subordinate clause independent clause</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
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Fourth Nine Weeks

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<p>of two pages in a single sitting.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>					
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that</p>	<p>3c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (stories or retellings, narrative poems, PowerPoint presentations, plays, biographies or autobiographies, and video narratives.)</p>	<p>*Compose a narrative story about a real or imagined story. (6C)</p> <p>*Compose the narrative with a beginning, middle, and end. (6C)</p> <p>*Use dialogue and descriptive details to tell the story. (3B)</p> <p>* Use multimedia to tell the story. (3C)</p>	<p>Shurley English- pgs. 288-289</p> <p>Study Island- Planning, Revising and Editing</p>	<p>narrative compose characters sequence of events narrator dialogue multimedia</p>	<p>Study Island Percentage Paper</p>

<p>follows from the narrated experiences or events.</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>					
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>3f. The student will compose text of a variety of modes based on inquiry and research.</p> <p>(generate questions, locate sources, [e.g., books, interviews, Internet] gather relevant information, identify and paraphrase important information from sources, and present the results.</p>	<p>*Compose a text by pulling information from different sources. (6B)</p> <p>*Summarize what I have read from my sources and put it in my paper without plagiarizing. (5C)</p>	<p>Shurley English- pgs. 475, 478-481, 489, 491</p> <p>Study Island-Research and Inquiry</p>	<p>source research inquiry summary paraphrase</p>	<p>Paper</p> <p>Study Island Percentage</p>
	<p>4a1. Predicate nominative -pattern 4 sentences)</p>		<p>Shurley English- pgs. 321</p> <p>Buckle Down/ Coach</p>		<p>Teacher Discretion</p>

	4a6. Predicate adjectives (pattern 5 sentence) *Review of all patterns (1-5)		Shurley English- pgs. 374-375 Buckle Down/ Coach		Teacher Discretion
	4a2. Verbs (linking)		Shurley English- pgs. 321,345,387 Buckle Down/ Coach		Teacher Discretion
	4a9. Pronoun-antecedent agreement (number and gender)		Shurley English- pgs. 354 Study Island-Standard English Grammar Buckle Down/ Coach		Study Island Percentage Teacher Discretion
	4a10. Adverbs (avoiding double negatives)		Shurley English- pgs. 379-380 Study Island Buckle Down/ Coach		Study Island Percentage Teacher Discretion
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	4b3. Commas (interrupters)	*Identify interrupters in a sentence. (3A) *Compose sentences with interrupters. (6B)	Study Island-Standard English Mechanics Buckle Down/ Coach http://www.grammar.com/handbook/punctuation/comma/14/comma-use-around-interrupters/	interrupter non-essential phrase	Study Island Percentage Teacher Discretion

	4b8. Colons (business letters)		Shurley English- pgs. 17-18, 415-418 Study Island-Standard English Mechanics Buckle Down/ Coach		Study Island Percentage Teacher Discretion
L.5.2e Spell grade-appropriate words correctly, consulting references as needed.	4b10. Spell words commonly found in fifth grade level text. (ongoing)	*Reproduce the correct spelling of 5 th grade spelling words and vocabulary words.(1A)		grade-appropriate consult references	Teacher Discretion
	4b11. Produce legible text. (ongoing)				Teacher Discretion
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	4c4. Analyze sentences containing prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.	*Identify sentences with prepositional phrases used as adjectives/ adverbs. (3B) *Identify sentences with appositive phrases. (3B)	Shurley English- pgs. 18 (for appositive phrases) Study Island-Standard English Mechanics (for appositives comma practice only) Reading Eggspress- Attached Handout	appositive adjective phrase adverb phrase	Teacher Discretion
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	4c5. Compose sentences containing prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.	*Compose sentences with prepositional phrases used as adjectives/ adverbs. (6C) *Compose sentences with appositive phrases. (6B)	Shurley English- pgs. 18 (for appositive phrases) Study Island- Standard English Mechanics (for appositives comma practice only)	appositive adjective phrase adverb phrase	Teacher Discretion