

KPBSD ELA CURRICULUM

5TH GRADE – LANGUAGE STANDARDS

Desired Results

<p>PRIORITY STANDARDS</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;</p> <p>a) Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.</p> <p>b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c) Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d) Recognize and correct inappropriate shifts in verb tense.</p> <p>e) Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;</p> <p>a) Use punctuation to separate items in a series.</p> <p>b) Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Acquire and accurately use 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). 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> Speaking and writing in the appropriate tense is essential to effective communication. Tenses orient the audience to the time, sequence, state, or condition of the message. The use of conjunctions, prepositions, interjections, and correlative conjunctions enhance our language use. Punctuation serves a purpose. Commas serve varied purposes based on context. Titles will be represented differently (e.g. titles of books are underlined). Spelling reference tools should be used. Titles of texts will be represented differently (e.g. titles of books are underlined). 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> Why is it important to have command of Standard English conventions? How do I determine the meaning of an unfamiliar word or usage? How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> The use of conjunctions, prepositions, and interjections. How to form and use the perfect verb tense. How to use verb tenses to show meaning. How to fix verb tenses that are used incorrectly. How to use either/or and neither/nor correctly. How to use commas correctly. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Demonstrating command of the conventions of standard English grammar and usage when writing or speaking. Explaining the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences. Forming and using perfect verb tenses. 	

KPBSD ELA CURRICULUM

5TH GRADE – LANGUAGE STANDARDS

<p>indicate direct address (e.g., Is that you, Steve?).</p> <p>d) Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e) Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies;</p> <p>a) Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p style="text-align: center;">SUPPORTING STANDARDS</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening;</p>	<ul style="list-style-type: none"> • How to use underlining, quotation marks, or italics to indicate titles. • Spellings of fifth grade words • How to use context clues to help understand new words. • How to use affixes and roots to help learn new words. • That dictionaries, glossaries, thesauruses help them understand and pronounce new words. 	<ul style="list-style-type: none"> • Using verb tense to convey various times, sequences, states, and conditions. • Recognizing and correcting appropriate shifts in verb tense. • Using correlative conjunctions. • Using commas to separate items in a series, separate an introductory element, and to set off the words yes and no, a tag question, and direct address. • Denoting titles using underlining, quotation marks, or italics. • Spelling grade-appropriate words, consulting references as needed. • Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies. • Using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Using common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., photograph and photosynthesis). • Consulting reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords or phrases.
---	--	--

KPBSD ELA CURRICULUM

5TH GRADE – LANGUAGE STANDARDS

<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>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings;</p> <p>a) Interpret figurative language, including similes and metaphors, in context.</p> <p>b) Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>L.5.6 Acquire and accurately use 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).</p>		
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>BASED ON STANDARDS-</p> <p>Formal & Informal Observations</p> <p>Formal Assessment (ie PEAKS, Aimsweb, Edperformance)</p> <p>Teacher generated test</p> <p>Teacher and/or student generated rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Construct sentences describing a photograph using verb and the different verb tenses in pairs. • Engage in identifying verbs in a reading passage and categorize those verbs as present, past, or future. • 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. 	

KPBSD ELA CURRICULUM

5TH GRADE – LANGUAGE STANDARDS

	<ul style="list-style-type: none"> • 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 notecards. 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 specific vocabulary. Pairs join others, creating groups of four, and collaborate to reach consensus on word meanings and pronunciations.
--	---

Vocabulary

Verb Tenses Conjunctions Interjections Prepositions Correlative Conjunctions Sequence Adjectives Adverbs	Series Root Words Affixes (e.g., Prefixes, Suffixes) Syllabication Word Origins Cause Effect Figurative Language	Simile Metaphor Idiom Adage Proverb Synonym Antonym Homograph
---	---	--

Technology Skills

I can... <ul style="list-style-type: none"> • Evaluate websites for accuracy, credibility, and reliability and tell if a source is biased and follow acceptable Use Policy guidelines set by my district. • Understand Fair Use Guidelines and their application to all forms of work. • Save, retrieve, and delete files in addition to using pictures and movies in my projects. • Work cooperatively online with other students to create documents that have a variety of items like tables, graphs, pictures, and other graphics. • Use a graphic organizer and presentation programs to make connections and display relationship.
