

# Fifth Grade Written and Oral English Conventions Focus Standards

**1.1 Sentence Structure:** identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas; **Grammar:** identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns; **Punctuation:** use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth; **Spelling:** spell roots, suffixes, prefixes, contractions, and syllable constructions correctly (ELD linked)

**Pacing:** Daily Oral language, weekly evaluation of expository writing passages, school wide writing assessments each trimester

**Resources:** Step Up to Writing, Houghton Mifflin, Wordly Wise, Anita Archer strategies and graphic organizers, Dr. Feldman strategies and materials.

**How to Teach:** Begin with skills assessment. Teaching methods include: direct instruction, guided practice, student collaboration, think/pair/share, progress monitoring, re-teaching, student editing, peer editing, teacher editing. As students master each level, teachers add a new level of presentation based on Bloom’s taxonomy while continuing to include prior levels.

## Suggested Context of Presentation and Student Practice With Assessment-

Level One Knowledge	Level Five Synthesis
<p>Direct instruction of grammar rules, proofreading skills, punctuation, capitalization skills, and spelling patterns; discuss and correct proofreading warm-ups orally, write revised correct sentences with correct capitalization. Memorize parts of speech to music.</p>	<p>Students write a guide for a fourth grade student that explains and gives examples of sentence structure identified in the key standards. Students will be evaluated on the requirements of the project on a rubric.</p>
Level Two Comprehension	
<p>Use graphic organizers to organize writing: use a flow chart to illustrate transitions, prepositions and appositives: Use student rubrics with partners for identifying correct sentence structure, transitions, conjunctions, dependent and independent clauses; punctuation; spelling: Students define and give examples of parts of speech after each lesson on exit cards; students restate concepts with partners and groups: Evaluate using exit cards, teacher observation, and multiple choice format tests.</p>	
Level Three Application	Level Six Evaluation
<p>In small groups students illustrate the main idea of lesson in a jigsaw format and present it to the class: Make a PowerPoint presentation using correct varied sentence structure: Organize and write three paragraph essays using appropriate sentence structure, grammar and punctuation. Student then highlight transitions, prepositions and appositives. Using a rubric, self edit and revise. Identify errors in usage in standardized test format. Evaluate using a rubric.</p>	<p>Write a speech that prioritizes written and oral conventions taught in fifth grade. Be sure to have students include a rationale for their position. Students will develop their own rubric for this presentation and explain why they chose the criteria. Evaluate using the student rubric and teacher rubric written for the adherence to writing conventions and the project criteria.</p>
Level Four Analysis	
<p>Make a travel guide to grammar land that travels through Verb, Modifier and Pronoun towns. The guides should describe what makes each “town” unique: Have students orally draw conclusions about the importance of organization of sentences and paragraphs: Make a graph showing how many transitions, prepositions, and appositives are used in a sample paper. Sort word lists into categories of spelling patterns. Assessed by graphs, standardized spelling tests; additional assessment on a released STAR test example.</p>	