SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	5

Standards Relating to Conventions of Standard English

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

5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use commas 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 yes and no, 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.

Conventions of Standard English: Relevance and Essential Questions: What's the point?

| Essential Questions
(Drive Intellectual Curiosity-The Hook) | Big Idea Statements
(What students need to discover) |
|---|---|
| How does a person's language reflect his/her knowledge? | Each part of speech has a specific purpose. |
| How does incorrect grammar confuse a message? | Speaking and writing correctly gives an accurate message. |
| How does punctuation affect the meaning of a sentence? | Parts of speech and punctuation have rules that clarify a message when used correctly. |

Learning Progression: Conventions of Standard English (5.L.1 5.L.2)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Write legibly and fluently in print or cursive using appropriate spacing and margins.
b. Use relative pronouns (who, whose, whom, which, that)	**5.L.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 use in sentences.
b. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
b. Use intensive pronouns (e.g., myself, ourselves, etc.).
c. Recognize and correct

and relative adverbs (where, when, why).* c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. d. Use modal auxiliary verbs such as can, may, and must) to convey various conditions to clarify meaning. e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., to, too, two; there, their).	**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).**	inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	**5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** **a. Use commas 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 yes and no, 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.**	6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly; consult references as needed.

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
5.L.1 ● Conjunction ● Preposition ● Interjection ● Perfect verb tense ● Verb tense	**5.L.1** Conjunctions are used to connect words, phrases, clauses or sentences. Prepositions are used to show a	**5.L.1** Write and speak using conjunctions correctly. Write and speak using prepositions correctly.

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● Correlative conjunctions ● Conventions ● Shift	relationship between a noun and other words in the sentence. Interjections are used to express a sudden or strong feeling. Perfect verb tense is used to show completed actions. Perfect verb tense includes "have" "has" or "had" with a past tense participle verb. Changing verb tense when writing or speaking will confuse the message. Correlative conjunctions are pairs of words that work together to connect words, phrases or clauses.	Write and speak using interjections correctly. Write and speak using correct verb tense. Recognize and correct shifts in verb tenses that confuse a message. Write and speak using correlative conjunctions correctly.
5.L.2 ● Conventions ● Capitalization ● Punctuation ● Comma ● Direct address ● Quotation marks ● Italics ● Underline ● Tag question	**5.L.2** Commas separate two or more words in a list. Commas separate introductory words in a sentence. Commas separate names in direct address. Commas are used to set off a tag question from the rest of the sentence. Titles of larger works are italicized when writing digitally. Titles of larger works are underlined when handwriting. Titles of smaller works are written in quotation marks. Spelling rules and patterns continue to be important. Capitalization rules continue to be important.	**5.L.2** Write items in a series using commas correctly. Write with introductory words separated by commas correctly. Use commas correctly when including names of direct address. Use a comma to set off a tag question when writing. Write titles with correct capitalization and punctuation. Write sentences that are capitalized, spelled, and punctuated correctly. Use reference sources to correctly spell words.

Student Friendly Language
5.L.1 I can identify and use conjunctions in sentences. I can identify and use prepositions in sentences. I can identify and use interjections in sentences. I can use the correct verb tense in my writing.

I can demonstrate the correct correlative conjunctions in writing.
I can recognize when a verb tense is incorrect.
I can recognize when a writer incorrectly shifts verb tense.
I can use verb tense correctly.

5.L.2
I can capitalize, punctuate, and spell correctly when I am writing.
I can use commas to separate items in a series, or an introductory element from the rest of the sentence.
I can use commas to set off the words yes/no or a tag question from the rest of the sentence.
I can use commas to show when someone is being spoken to.
I can correctly use underlining, quotation marks, or italics when I am writing the title of written works.
I can use a reference source to help me spell words correctly.

Key Vocabulary		
5.L.1 ● Conventions ● Conjunctions ● Prepositions ● Interjections ● Perfect verb tense ● Verb tense ● Verb shifts ● Correlative conjunctions	**5.L.2** ● Conventions ● Capitalization ● Punctuation ● Element ● Tag questions ● Quotation marks ● Italics ● References ● Source	N/A

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Standard English grammar is important in all writing (stories, letters, articles, contests, essays) and speaking (formal and informal speeches, radio and interviews.)

Write an essay for a contest.

Write an article for the school newsletter.

Write an email, text, card, letter, or thank you note.

Write a story for fun.

Resources

https://doe.sd.gov/octe/ELA-resources.aspx

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Achievement Level Descriptors

Conventions of Standard English:

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    d. Use underlining, quotation marks, or italics to indicate titles of works.
    e. Spell grade-appropriate words correctly, consulting references as needed.

Level 1	Level 2	Level 3	Level 4
When writing or speaking, students should be able to • Minimally, with significant support, apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message, including conjunctions, prepositions, interjections; perfect verb tenses; regular verb tenses to show times, sequences, states, and conditions; correct shifts in verb tense; correlative conjunctions; commas to separate items in series, as introductory element, and to set off words "yes" and "no"; to set off tag question; use underlining, quotation marks and italics for titles; spell grade-level words.	When writing or speaking, students should be able to • Partially, with minimal support, apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message, including conjunctions, prepositions, interjections; perfect verb tenses; regular verb tenses to show times, sequences, states, and conditions; correct shifts in verb tense; correlative conjunctions; commas to separate items in series, as introductory element, and to set off words "yes" and "no"; to set off tag question; use underlining, quotation marks and italics for titles; spell grade-level words.	When writing or speaking, students should be able to • Adequately apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message, including conjunctions, prepositions, interjections; perfect verb tenses; regular verb tenses to show times, sequences, states, and conditions; correct shifts in verb tense; correlative conjunctions; commas to separate items in series, as introductory element, and to set off words "yes" and "no"; to set off tag question; use underlining, quotation marks and italics for titles; spell grade-level words.	When writing or speaking, students should be able to • Thoroughly apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message, including conjunctions, prepositions, interjections; perfect verb tenses; regular verb tenses to show times, sequences, states, and conditions; correct shifts in verb tense; correlative conjunctions; commas to separate items in series, as introductory element, and to set off words "yes" and "no"; to set off tag question; use underlining, quotation marks and italics for titles; spell grade-level words.

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