

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</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>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>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.*</p>

Student Friendly Language:
<p>I can identify and use conjunctions in sentences.</p> <p>I can identify and use prepositions in sentences.</p> <p>I can identify and use interjections in sentences.</p> <p>I can use the correct verb tense in my writing.</p> <p>I can demonstrate the correct correlative conjunctions in writing.</p> <p>I can use verb tenses to convey to various times, sequences, states and conditions.</p> <p>I can recognize when a verb tense is incorrect.</p> <p>I can recognize when a writer incorrectly shifts verb tense.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Conjunction preposition <u>interjection</u> <u>perfect verb tense</u> <u>verb tense</u> <u>correlative conjunctions</u> Conventions 	<p>Conjunctions, prepositions and interjections have a function in a sentence.</p> <p>Using verb tenses properly is important.</p> <p>Correlative conjunctions. Show a relationship in the sentence.</p>	<p>Create sentences that have a conjunction.</p> <p>Create sentences that use a preposition.</p> <p>Create sentences that have an interjection.</p> <p>Demonstrate the use of verb tenses in writing.</p> <p>Analyze the correct use of correlative conjunctions.</p> <p>Recognize and correct when others are using correct conventions in writing.</p>

Key Vocabulary:

conjunctions
verb tense

prepositions
correlative conjunctions

interjections
conventions

perfect verb tense

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

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

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>5.L.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 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>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>

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

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● appropriate uses of commas ● punctuation of titles ● grade appropriate spelling ● reference sources that assist with spelling ● direct address 	<p>Using correct capitalization, punctuation and spelling helps others to understand what writing is trying to communicate.</p>	<p>Write sentences that are capitalized, spelled and punctuated appropriately.</p> <p>Write sentences that use commas correctly.</p> <p>Correctly punctuate, italicize, or use quotation marks when writing titles.</p> <p>Edit writing using conventions for capitalization, punctuation and spelling.</p> <p>Use reference sources to correctly spell words.</p>

Key Vocabulary:

introductory
element
direct address
titles of works
tag questions

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Write a thank you note to your grandparents or other relative.

Write an essay for a contest that is giving away a great prize.

Write an e-mail, card, or letter to a friend who has moved away.

Write a story for fun.

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Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	5.L.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. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, and poems.	6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*

Student Friendly Language:
<p>I can use language skills to write, read, speak, or listen.</p> <p>I can put sentences together or take them apart to make them easier to understand or to be more interesting.</p> <p>I can tell how language can be used differently in different parts of the country, in different jobs, or different situations.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Common conventions of the English language. ● How to recognize dialects. ● How to vary sentence structure for logic and interest. 	<p>The correct use of English conventions will make writing, reading, speaking, and listening clearer to their audiences.</p> <p>Writers and speakers use variety in sentence structure for interest and emphasis.</p> <p>Dialects may have different vocabulary.</p> <p>When reading dialects, spellings offer clues to pronunciation and are not standard English spellings.</p>	<p>Create sentences with meaningful words.</p> <p>Revise sentence length for interest and understanding.</p> <p>Interpret words from different dialects to understand text.</p> <p>Use punctuation, italics, and bold print when reading.</p>

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">conventions of language</td> <td style="width: 33%;">expand</td> <td style="width: 33%;">combine</td> </tr> <tr> <td>reduce</td> <td><u>dialects</u></td> <td><u>registers</u></td> </tr> <tr> <td>dramas</td> <td>vary/variety</td> <td>emphasis</td> </tr> <tr> <td>italics</td> <td></td> <td></td> </tr> </table>	conventions of language	expand	combine	reduce	<u>dialects</u>	<u>registers</u>	dramas	vary/variety	emphasis	italics		
conventions of language	expand	combine										
reduce	<u>dialects</u>	<u>registers</u>										
dramas	vary/variety	emphasis										
italics												
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?												
<p>Understand dialects heard and/or read through media, books, on the news and in the world.</p> <p>Make writing more interesting including writing resumes, letters, journals, and job applications.</p> <p>Understanding different dialects will improve conversations with people from other regions.</p> <p>Know when dialects and informal English are appropriate and when standard English is required.</p>												

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements 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. telegraph, photograph, autograph)</p> <p>c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. 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 print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

Student Friendly Language:
<p>I can decide the correct meaning of a multiple-meaning word or unknown word .</p> <p>I can look in the passage for cause/effect relationships or comparisons of the word to things I know</p> <p>I can using Greek and Latin affixes and roots as clues.</p> <p>I can find the word in a print or online dictionary, glossary, or thesaurus and deciding which of the definitions fits the way my word is used in a sentence.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● cause/effect relationships ● comparison of unknown things to known things ● appropriate reference sources ● Greek and Latin affixes and roots 	<p>Clues from the context can help decide which meaning applies in a given sentence.</p> <p>Greek and Latin roots and affixes can help determine the meaning of an unknown word.</p> <p>When you use a reference source to find the meaning of a word, you must still decide which meaning applies to the given sentence.</p> <p>Not choosing the correct meaning for a word changes the meaning of the text.</p> <p>Practicing these strategies and choosing the most efficient one will make comprehension clearer..</p>	<p>Analyze cause/effect relationships to determine or clarify the meaning of an unknown word.</p> <p>Choose the best reference source to help them determine the meaning of an unknown word.</p> <p>Evaluate context clues to choose the correct meaning from a dictionary, glossary or thesaurus entry.</p>

Key Vocabulary:Greek and Latin affixes

compare
strategies,
reference materials,
multiple-meaning
flexibly

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

When students come across an unknown word in a text message, magazine newspaper, or entertainment program they will use context, morphology, or research materials to learn what the word means.

TV or radio announcer uses an unfamiliar word in a story, the student didn't know what the word meant but figured it out by breaking the word into its parts.

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<p>4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)</p>	<p>5.L.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>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>

Student Friendly Language:
<p>I can identify figurative language.</p> <p>I can interpret the meaning of figurative language.</p> <p>I can recognize and explain the nonliteral meaning of idioms, adages, and proverbs.</p> <p>I can determine the relationships between synonyms, antonyms, homophones, and homographs.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● similes ● metaphors ● idioms ● adages ● proverbs ● synonyms ● antonyms ● homophones ● homographs ● nuances 	<p>Figurative language creates descriptive images.</p> <p>Word expressions may have more than one meaning.</p> <p>Word relationships need to be understood between - synonyms, antonyms, homophones, homographs.</p>	<p>Demonstrate understanding of figurative language.</p> <p>Interpret similes and metaphors</p> <p>Interpret non-literal meaning of idioms, adages, and proverbs.</p> <p>Recognize and explain word relationships between synonyms, antonyms, homophones, homographs to clarify meaning.</p>

Key Vocabulary:

similes
metaphors
idioms
adages
proverbs
nuances
synonyms
antonyms,
homophones
homographs

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

When traveling abroad, citizens from other countries may not understand American figurative language.
When communicating via technology, they may not be familiar with American figurative language.

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<p>4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>5.L.6 Acquire and use accurately 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>	<p>6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Student Friendly Language:
<p>I can use words that appropriately signal contrasting relationships. I can use words that appropriately signal similar relationships.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● domain-specific words ● transition words ● conjunctions 	<p>Effective use of specific words helps transition from one idea to another in writing.</p> <p>Using domain-specific words clarifies the relationship between ideas and improves presentation.</p>	<p>Use domain-specific words in writing and speaking.</p> <p>Acquire and use words and phrases that signal contrast or addition and other relationships.</p>

Key Vocabulary:
<p>domain-specific words <u>transition words</u> <u>conjunctions</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Use transitional words to move from agreement to disagreement when presenting a report in school(“I agree with you, however,...”)</p> <p>Use transitional words to expound on an idea of agreement. (“Your point is well made,similarly,...”)</p>