

Saint Anthony of Padua School
English Language Arts (ELA) Curriculum
Grade 5

Grammar	Writing
<p><u>NOUNS</u></p> <ul style="list-style-type: none"> ● Common and Proper Nouns ● Singular and Plural Nouns ● More Singular and Plural Nouns ● Possessive Nouns ● Collective Nouns ● Nouns as Subjects and Subject Complements ● Nouns as Objects ● Nouns as Indirect Objects ● Nouns in Direct Address ● Words Used as Nouns or as Verbs ● Words Used as Nouns or as Adjectives 	<p><u>Personal Narrative</u></p> <ul style="list-style-type: none"> ● What Makes a Good Personal Narrative? ● Introduction, Body, and Conclusion
<p><u>PRONOUNS</u></p> <ul style="list-style-type: none"> ● Singular and Plural Nouns ● Personal Pronouns ● Subject Pronouns ● Object Pronouns ● Indirect Objects ● Uses of Pronouns ● Possessive Pronouns and Adjectives ● Intensive and Reflexive Pronouns ● Antecedents ● Pronouns and Contractions ● Demonstrative and Interrogative Pronouns 	<p><u>Research Reports</u></p> <ul style="list-style-type: none"> ● What Makes a Good Research Report? ● Gathering and Organizing Information
<p><u>ADJECTIVES</u></p> <ul style="list-style-type: none"> ● Descriptive Adjectives ● Proper Adjectives ● Articles ● Repetition of Articles ● Demonstrative Adjectives ● Adjectives That Tell How Many ● Adjectives as Subject Complements ● Adjectives That Compare ● More, Most, and Less, Least ● Fewer, Fewest, and Less, Least ● Interrogative Adjectives 	<p><u>Persuasive Writing</u></p> <ul style="list-style-type: none"> ● What Makes a Good Persuasive Writing? ● Writing a Persuasive Article

<p><u>VERBS</u></p> <ul style="list-style-type: none"> ● Action Verbs and Being Verbs ● Verb Phrases ● Principal Parts of Verbs ● Irregular Verbs ● More Irregular Verbs ● Simple Tense ● Progressive Tenses ● Present Perfect Tense ● Past Perfect Tense ● Future Perfect Tense ● Linking Verbs 	<p><u>Book Reports</u></p> <ul style="list-style-type: none"> ● What Makes a Good Book Report? ● Writing a Book Report
<p><u>ADVERBS and PREPOSITIONS, CONJUNCTIONS and INTERJECTIONS</u></p> <ul style="list-style-type: none"> ● Adverbs of Time, Place, and Manner ● Adverbs That Compare ● Troublesome and Negative Words ● There Is and There Are ● Adverb Clauses 	<p><u>Creative Writing</u></p> <ul style="list-style-type: none"> ● What Makes a Good Tall Tale? ● Writing a Tall Tale
<p><u>PREPOSITIONS, CONJUNCTIONS, and INTERJECTIONS</u></p> <ul style="list-style-type: none"> ● Prepositions and Their Objects ● Prepositional Phrases as Adjectives ● Prepositional Phrases as Adverbs ● Coordinating Conjunctions ● Subordinate Conjunctions ● Interjections 	<p><u>How-to Articles</u></p> <ul style="list-style-type: none"> ● What Makes a How-to Articles? ● Order, Accuracy, and Completeness
<p><u>SENTENCES</u></p> <ul style="list-style-type: none"> ● Kinds of Sentences ● Simple Subjects and Predicates ● Complete Subjects and Predicates ● Direct and Indirect Objects ● Subject Complements ● Sentence Order ● Compound Subjects and Predicates ● Compound Direct Objects ● Compound Subjects Complements ● Compound Sentences ● Complex Sentences 	<p><u>Business Letters</u></p> <ul style="list-style-type: none"> ● What Makes a Good Business Letter? ● Purpose
<p><u>PUNCTUATION and CAPITALIZATION</u></p> <ul style="list-style-type: none"> ● End Punctuation ● Comma in a Series ● Commas with Conjunctions 	<p><u>Description</u></p> <ul style="list-style-type: none"> ● What Makes a Good Description?

<ul style="list-style-type: none">• Direct Address and Yes and No• Apostrophes• Capitalization• Title of Works• Other Uses of Capitalization• Abbreviations• Direct Quotations• Addresses and Letters	<ul style="list-style-type: none">• Ordering a Description
<p>DIAGRAMMING</p> <ul style="list-style-type: none">• Subjects, Predicates, Direct Objects, Modifiers• Indirect Objects• Subject Complements• Prepositional Phrases• Interjections• Compound Subject and Predicates• Compound Direct Objects and Indirect Objects• Compound Subject Complements• Compound Sentences• Adverb Clauses• Diagramming Practice	

ELA COMMON CORE STANDARDS (GRADE 5)

Language Standards

Domain	Standard	Description
Conventions of Standard English	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
	L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
	L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.
	L.5.1d	Recognize and correct inappropriate shifts in verb tense.*
	L.5.1e	Use correlative conjunctions (e.g., either/ or, neither/nor).
	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.5.2a	Use punctuation to separate items in a series.*
	L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.
	L.5.2c	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?).
	L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.
	L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.
	Knowledge of Language	L.5.3
L.5.3a		Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3b		Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use	L.5.4	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.
	L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase

	L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	L.5.4c	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 and to identify alternate word choices in all content areas. CA
	L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.5.5a	Interpret figurative language, including similes and metaphors, in context.
	L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
	L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	L.5.6	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).

Writing Standards

Domain	Standard	Description
Text Types and Purposes	W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	W.5.1a	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.
	W.5.1b	Provide logically ordered reasons that are supported by facts and details.
	W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
	W.5.1d	Provide a concluding statement or section related to the opinion presented.
	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
	W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and

		examples related to the topic.
	W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
	W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W.5.2e	Provide a concluding statement or section related to the information or explanation presented.
	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
	W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely
	W.5.3e	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	W.5.4	Produce clear and coherent writing (including multiple paragraph texts) 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.) CA
	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
	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 of two pages in a single sitting
Research to Build and Present Knowledge	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	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.
	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	W.5.9a	Apply grade 5 Reading standards 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]”).
	W.5.9b	Apply grade 5 Reading standards 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]”).
Range of Writing	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.