Mar. SW: WRITING: Essay

Content Area: **English**
Course(s):
Time Period: **March**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

More than any other genre, essay writing will be a required writing throughout a student's educational career. Essays can be written to explain, explore, or argue ideas on a specific topic and are oftern written to entertain through discussion of an idea or opinion. In addition to teaching the basic qualities of writing, an essay genre study creates the opportunity to familiarize students with the features of essay and help them build confidence with the knopwledge of the genre. Some of the features include clear organizational form, including a thesis statement and introductorhy sentence, tight focus on a topic; and details and facts to support the writers point. Students will take time to explore, enjoy and respond to the genre as readers, and develop an appreciation for essay writing on thier own.

Enduring Understandings

Good essay writing is an important skill for students throughout thier educational years and beyond.

Essays require clear organizational form, including a thesis statement and introductory sentence, tight focus on a topic and details and facts to support the writer's point.

Essential Questions

How does a writer organize an essay, write a clear thiesis and follow through with details and facts to support the writer's point?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:
Defining the Genre: Introduction and Thesis Statement
uses Sharks by Seymour Simon.
Rationale: Students will begin to develop an understanding of the essay genre and the purpose behind the introduction and thesis statement.
Common Core State Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 2:
Defining the Genre: Implied Thesis Statement and Function of a Closing
uses The Table Where Rich People Sit by Byrd Baylor.
Rationale: Use The Table Where Rich People Sit by Byrd Baylor to help students notice how an author's point of view or opinion is sometimes implied and how the closing of an essay reinforces the thesis.
Common Core State Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 3:
Defining the Genre: The Body
uses A Quiet Place by Douglas Wood and the Essay Exemplar "Who Wants to Be a Millionaire?" by Kara I. Stevens.
Rationale: Use A Quiet Place by Douglas Wood to highlight the body of the essay and how it provides readers with the information that supports the author's thesis.
Common Core State Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 4:
Defining the Genre: Making Connections to Topics and Themes
uses the Essay Exemplars, particularly "Homework: Enough Is Enough!" by Michelle Peterson.
Rationale: Students will explore how authors of the genre are very passionate about their topics and how they connect with their readers.
Common Core State Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 5:

Defining the Genre: Internal Features
uses the Essay Exemplars, particularly "Homework: Enough Is Enough!" by Michelle Peterson.
Rationale: Use the essay "Homework: Enough Is Enough!" by Michelle Peterson to review what students have learned about the genre and how authors use language techniques to engage their readers and support their thesis
statements.
Common Core State Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Mini-Lessons
Generating Ideas I: Writer's Stance
uses Surprising Sharks by Nicola Davies.
Rationale: Essays are often written to explore, explain, or argue ideas on a single topic. Students will consider these purposes as they generate ideas for topics about which they are passionate and on which they want to

argue
a particular stance or opinion.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Generating Ideas II: Journey of Thought
uses The Table Where Rich People Sit by Byrd Baylor.
Rationale: Essays can be written to impart life lessons and share personal opinions. Students will consider these
purposes as they look to their personal stories to uncover meaningful moments in order to generate a clear focus
for their essays.
Common Core State Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Generating Ideas III: The Art of Persuasion
uses the Essay Exemplar "Ban Smoking in Cars: Protect Children's Rights" by Michelle Peterson.
Rationale: Essays are often written to convince the public to support social issues. Students will consider this purpose as they identify and examine social issues that they are passionate about and have knowledge of in order
to generate strong arguments for their essays.
Common Core State Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Selecting: Finding a Focus
uses Hey, Little Ant by Phillip and Hannah Hoose and the Essay Exemplar "Ban Smoking in Cars: Protect Children's
Rights" by Michelle Peterson.
Rationale: Before selecting a topic for their essays, writers must first consider their purpose and the audience for
whom they are writing. Students will review their Writers' Notebooks to determine which idea best reflects their
intention and chosen audience.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Collecting I: Brainstorming
uses students' Writers' Notebooks.
Rationale: Writers utilize a variety of strategies to collect information about their topics. Students will freewrite
about their selected topics as a way to recall and gather relevant information.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Collecting II: The Thesis
uses Sharks by Seymour Simon and students' Writers' Notebooks.
Rationale: All essays include thesis statements. Developing a thesis is an important part of the collecting process.
Students will finalize their thesis statements in order to move forward with their writing.
Common Core State Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Collecting III: Facts and Details to Support the Thesis
uses Endangered Tigers by Bobbie Kalman and students' Writers' Notebooks.
Rationale: Writers gather relevant facts and details to develop their topics. Students will use brainstorming strategies and graphic organizers to collect information that will support their thesis statements.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Collecting IV: Research: Primary and Secondary Sources
uses students' Writers' Notebooks.
Rationale: Essay writers research their ideas for facts and details that support their thesis statements. Students will
determine what needs to be researched and how.
Common Core State Standards: W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Collecting V: Outlining
uses the Essay Exemplar "Check the Label" by Ruthie Young and students' Writers' Notebooks.
Rationale: Essays are organized around a thesis. Outlining is one way to organize information that will support a
thesis.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Drafting I: Introduction
uses Surprising Sharks by Nicola Davies, Sharks by Seymour Simon, the Essay Exemplar "Homework: Enough Is
Enough!" by Michelle Peterson, and students' drafts.
Rationale: An introduction that clearly states the writer's opinion and supports his or her purpose is an integral component of any effective essay. Students will use an organizational structure to help them craft an effective introduction for their essays that captures their readers' attention.
Common Core State Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Drafting II: The Body of an Essay: Creating Topic Sentences

uses the Essay Exemplar “Check the Label” by Ruthie Young and students’ drafts.
Rationale: Essays are organized around a specific structure. Breaking down each element of that structure will support students in understanding and developing an effective essay. Students will write a strong topic sentence
for each paragraph.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Drafting III: Developing Paragraphs
uses the Essay Exemplar “Check the Label” by Ruthie Young, Surprising Sharks by Nicola Davies, and students’
drafts.
Rationale: Writers must provide logically ordered reasons that are supported by facts and details to make their arguments or opinions stronger and more convincing. Students will continue to connect the main point of each paragraph with facts and details that support it.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Drafting IV: The Conclusion
uses Chameleons Are Cool by Martin Jenkins and students’ drafts.
Rationale: A conclusion is an essential component of all effective essays. Writers must provide a concluding statement or section that directly relates to the opinion stated throughout the piece. Students will create conclusions that support their initial arguments.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Revising I: Paragraph Transitions
uses the Essay Exemplar “Check the Label” by Ruthie Young and students’ drafts.
Rationale: Transitions link opinions and supporting details using key words and phrases. Focusing on transitions is
an effective revision practice. Students will learn an array of transition words and phrases and apply them effectively
throughout their essays.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,
SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Revising II: Powerful Words and Phrases
uses Gentle Giant Octopus by Karen Wallace, Chameleons Are Cool by Martin Jenkins, and students’ drafts.
Rationale: Word choice is an important part of writing and the revision process. One way writers revise is by focusing on the power and preciseness of their words by including powerful words that capture and hold their readers’ attention.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,

SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Editing I: Citations
uses Sharks by Seymour Simon, A Swim through the Sea by Kristin Joy Pratt, and students' drafts.
Rationale: To avoid plagiarism and instill proper use of references and resources, it is important for students to understand and use citations.
Common Core State Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Editing II: Proofreading
uses an editing checklist and students' drafts.
Rationale: It is important for students to proofread their final pieces for mechanical and grammatical errors prior to
publishing. Students will use an editing checklist to ensure correct grammar and conventions in their final drafts.
Common Core State Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Publishing: Presentation
uses Chameleons Are Cool by Martin Jenkins, the Essay Exemplar "Who Wants to be a Millionaire?" by Kara I.
Stevens, and students' final essays.
Rationale: It is important for students to have a variety of strategies for publishing and evaluating their work.
Common Core State Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Integration of 21st Century Themes and Career Exploration

Students meet these standards by communicating through a published piece and conferencing with peers and adults in the process.

9.4.5.CI	Creativity and Innovation
9.2.5.CAP	Career Awareness and Planning
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
9.4.5.CT	Critical Thinking and Problem-solving

Technology and Design Integration

Students use technology to create a published piece.

Interdisciplinary Connections

Essay writing covers a wide range of intercisciploinary connections. Students will engage in all forms of essay writing throughout the curriculum and will address a wide variety of standards.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Through choices, students will be able to recieve differentiated instruction, both for high level and stuggling students.

High level learners will be encouraged to utilize more advanced methods of research to expand thier writing and exercise thier writing skills.

Modifications to writing projects will be offered to students needing support.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP's will be followed, and additional support and practice will be supplemented for students in need.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

AimsWeb testing and writing samples

Linkit testing 3X a year

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Worksheets associated with the unit

Conferences

Discussion

rough drafts and revisions

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final Drafts

Teacher made assessments

Student Self-Reflection:
uses a self-reflection questionnaire.
Rationale: It is important for students to evaluate their own work and to reflect on their growth and learning as writers.

Instructional Materials

Schoolwide, Inc. "Essay" unit of instruction

Mentor Texts:

Cameleons Are Cool by Martin Jenkins

Endangered Tigers by Bobbie Kalman

Gentle Giant Octopus by Karen Wallace

Hey, Little Ant by Phillip and Hannah Hoose

Al Quiet Place by Douglas Woods

Sharks by Seymour Simon

Surprising Sharks by Nicola Davis

A Swim through the Sea by Kristin Joy Pratt

The Table Where Rich People Sit by Byrd Baylor

A Walk in the Rain Forest by Rebecca L. Johnson

Essay Exemplars:
"Check the Label"by Ruthie Young

"Homework: Enough Is Enough!"by Michelle Peterson

"Going Green in School by Carol Lattimore

"Ban Smoking in Cars:Protect Children's Rights" by Michelle Peterson

"Uniforms or No Uniforms? Is the Question" by E.D. Woodworth

"Who Wants to Be a Millionaire? by Kara I. Stevens

Additional teacher selected texts

Smartboard lessons

Standards

CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.5.1.a	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.
CCSS.ELA-Literacy.W.5.1.b	Provide logically ordered reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
CCSS.ELA-Literacy.W.5.1.d	Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.5.2.a	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.
CCSS.ELA-Literacy.W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective

	technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.5.9.a	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]”).
CCSS.ELA-Literacy.W.5.9.b	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]”).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CCSS.ELA-Literacy.SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using

	appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
CCSS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCSS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CCSS.ELA-Literacy.L.5.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
CCSS.ELA-Literacy.L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
CCSS.ELA-Literacy.L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
CCSS.ELA-Literacy.L.5.1.e	Use correlative conjunctions (e.g., either/or, neither/nor).
CCSS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.5.2.a	Use punctuation to separate items in a series.
CCSS.ELA-Literacy.L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
CCSS.ELA-Literacy.L.5.2.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?).
CCSS.ELA-Literacy.L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
CCSS.ELA-Literacy.L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
CCSS.ELA-Literacy.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CCSS.ELA-Literacy.L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.5.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
CCSS.ELA-Literacy.L.5.4.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.
CCSS.ELA-Literacy.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.5.5.a	Interpret figurative language, including similes and metaphors, in context.
CCSS.ELA-Literacy.L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-Literacy.L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CCSS.ELA-Literacy.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).