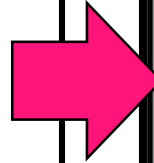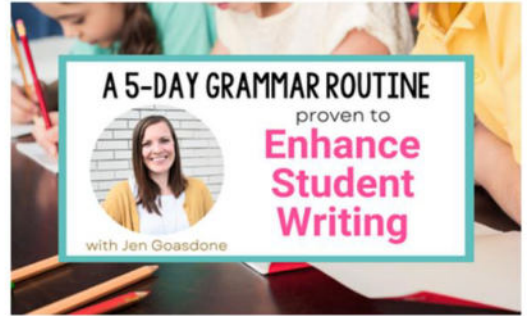# SCOPE & SEQUENCE

5ᵗʰ Grade Grammar

⭐ FREEBIES!!! ⭐

GRAMMAR WORKSHOP

This **FREE grammar workshop** for Grades 1-5 ELA teachers describes a simple 5-day grammar routine that will result in improved writing among your students.
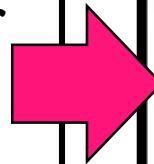
ACTION VERBS MENTOR LESSON

This **FREE five-day grammar lesson** teaches action verbs in the context of writing using a mentor sentence and authentic writing activities. Each daily mini-lesson only takes 10 minutes to teach!

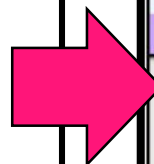## 5 GRAMMAR BOOM DECKS!

Get **5 FREE Boom decks** to reinforce grammar skills in your curriculum: (1) Subject & Predicate; (2) Proper Nouns; (3) Contractions; (4) Adjectives; (5) Subject-Verb Agreement.

AUTHENTIC GRAMMAR INSTRUCTION

WHY DO WE TEACH GRAMMAR TO OUR STUDENTS?

We want them to become better writers, of course!

If that's true, then why do we spend **SO MUCH** time having our students practice grammar in isolation and **SO LITTLE** time having them actually **apply grammar in writing**?

WHAT THE RESEARCH SAYS:

- Teaching grammar in **isolation** does not improve students' writing.
- An **authentic approach** involves teaching grammar **in the context of reading and writing**.
- Students are more likely to **apply grammar in their writing** by observing the **correct usage** of grammar in **quality writing** (i.e. mentor sentences) rather than by correcting errors in poor writing.
- An authentic approach focuses on how **grammar enhances writing** rather than on grammar as an isolated skill.

Frustrated that your students aren't applying grammar in their writing? Try using this research-based, authentic approach to teaching your grammar lessons. Watch this video to see each component of the curriculum in action.
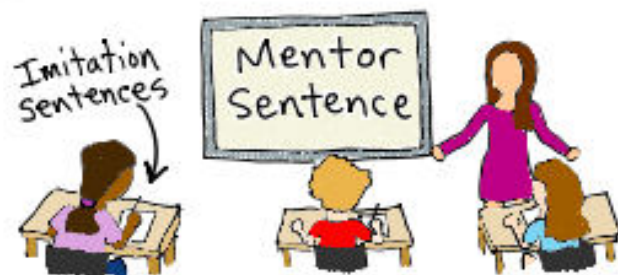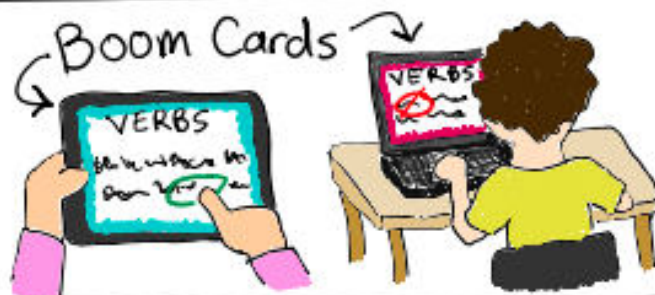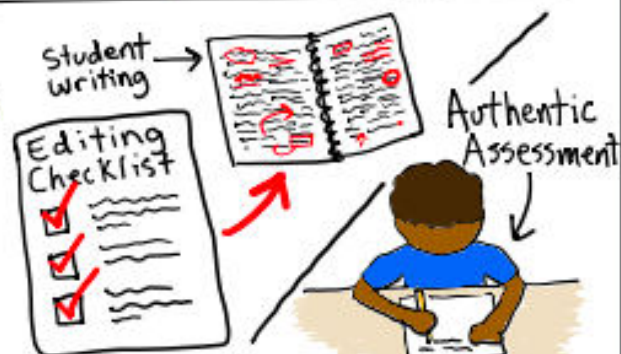
RECOMMENDED RESOURCES

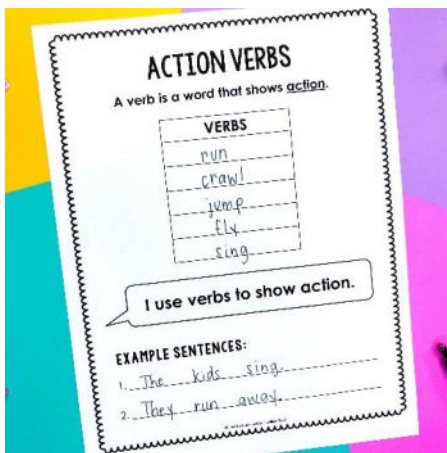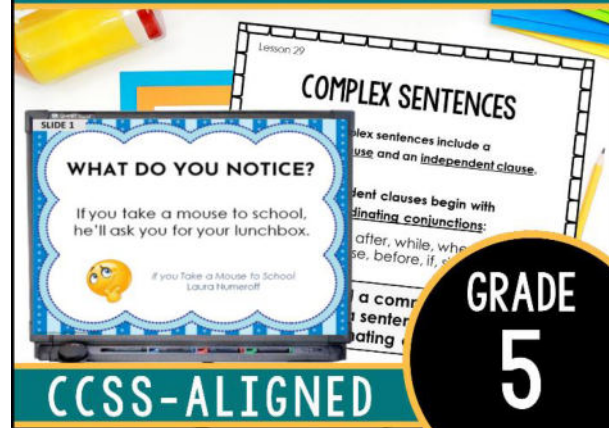**FREE:** Sign up for 5 days of free grammar Boom Card decks!

FULL-YEAR 5TH GRADE GRAMMAR CURRICULUM

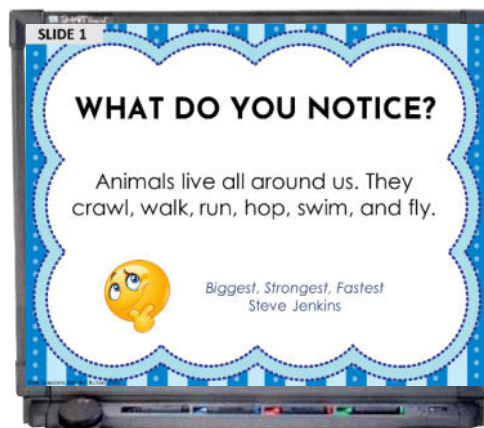Includes 30 grammar lessons with all of the resources listed below. Watch this **preview video**.

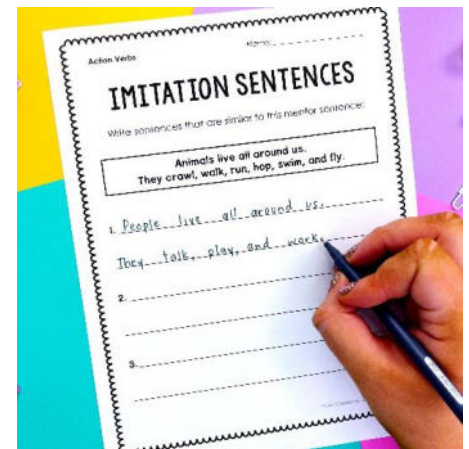**AUTHENTIC GRAMMAR**
Full-Year Curriculum

Lesson 29
COMPLEX SENTENCES

SLIDE 1
WHAT DO YOU NOTICE?
If you take a mouse to school, he'll ask you for your lunchbox.
*If you Take a Mouse to School
Laura Numeroff*

CCSS-ALIGNED

GRADE 5

ACTION VERBS
A verb is a word that shows action.

VERBS
run
crawl
jump
fly
sing

I use verbs to show action.

EXAMPLE SENTENCES:
1. The kids sing.
2. They run away.

30 Anchor Charts
These will help to solidify grammar concepts and rules.

SLIDE 1
WHAT DO YOU NOTICE?
Animals live all around us. They crawl, walk, run, hop, swim, and fly.
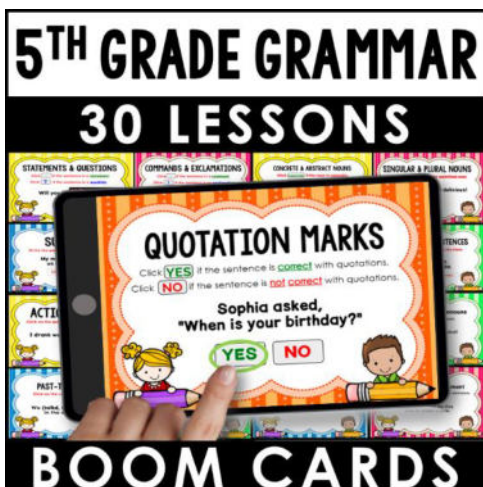
*Biggest, Strongest, Fastest
Steve Jenkins*

30 Lessons of Instructional Slides
15 slides for each grammar lesson. Skills are introduced with a mentor sentence.

IMITATION SENTENCES
Write sentences that are similar to this mentor sentence.

Animals live all around us.
They crawl, walk, run, hop, swim, and fly.

1. People live all around us.
They talk, play, and work.
2.

30 Mentor & Imitation Sentences Worksheets
These will help students to apply grammar skills in their writing.

5TH GRADE GRAMMAR
30 LESSONS

QUOTATION MARKS
Click YES if the sentence is correct with quotations.
Click NO if the sentence is not correct with quotations.

Sophia asked, "When is your birthday?"
YES   NO

BOOM CARDS

30 Grammar Boom Decks
These will help reinforce grammar skills in the curriculum.

REVISING CHECKLIST ✓
☐ Read my writing.
☑ Highlight all of my verbs.
☑ Check that each sentence has a verb.

EDIT

I love
sister! Her
old. She crawls to her
toys. She plays with her
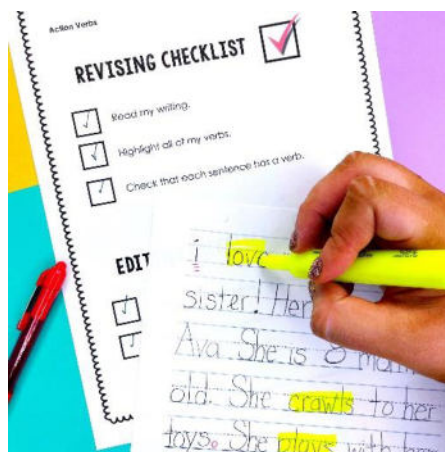
30 Revising & Editing Checklists
These will hold students accountable for applying grammar in their writing.

ASSESSMENT
• Write 3 sentences about things you like to do with your family.
• Include an action verb in each sentence.
• Begin each sentence with a capital and end with an end mark.
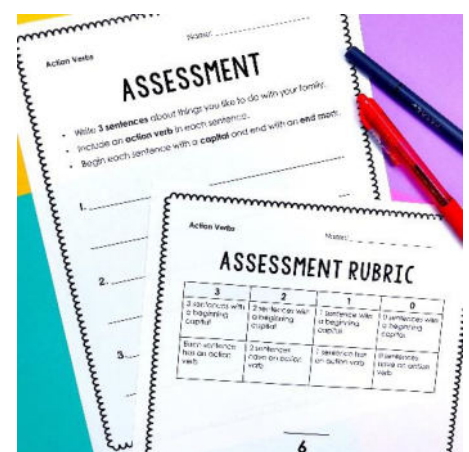
ASSESSMENT RUBRIC

30 Assessments & Rubrics
These will assess students on grammar through authentic writing prompts.

TEACHER DIRECTIONS

What's Included:

- <u>30 Grammar Lessons</u>:
  - Each lesson focuses on a specific grammar skill to be taught over the course of 5 days through short, 10-15 minute mini-lessons. These grammar skills were chosen because they are grade-level appropriate and they align with the Common Core State Standards for fifth grade.

- <u>Objectives</u>:
  - Each grammar lesson includes a list of objectives which define for teachers what students should know and be able to apply by the end of the lesson.

- <u>Focus Phrase</u>:
  - Each grammar lesson includes a focus phrase which provides for students a concise and manageable learning target related to the grammar skill. (Example: *I use capitals for names of people*.) Students will be exposed to the focus phrase throughout each lesson and refer to it when they write independently.

- <u>Standards</u>:
  - Each grammar lesson includes a list of the Common Core State Standards that will be targeted in the lesson.

Directions for Using this Scope & Sequence:

1. Print out this scope and sequence.
2. Select a grammar lesson to teach. Read over the objectives and focus phrase for the lesson.
3. Compile materials for the lesson. If you did not purchase the whole curriculum, you can find the link to it on **page 5**.

UNIT 1: SIMPLE SENTENCES

LESSON	SKILL	OBJECTIVES	FOCUS PHRASE	STANDARDS
1	Nouns and Subjects	• Understand that nouns name a person, place, or thing. • Understand that subjects tell who or what the sentence is about and includes a noun. • Use nouns in the subject part of a sentence.	I use a noun in the subject of my sentences.	L.5.1
2	Verbs and Predicates	• Understand that verbs show an action. • Understand that a predicate tells what a subject is or does and includes a verb. • Use action verbs in the predicate part of a sentence.	I use a verb in the predicate of my sentences.	L.5.1
3	Complete Sentences and Sentence Fragments	• Understand that a complete sentence includes a beginning capital, a subject, a predicate, and an end mark. • Distinguish between a complete sentence and a sentence fragment. • Write complete sentences.	My sentences include a beginning capital, a subject and predicate, and an end mark.	L.5.1 L.5.2
4	Types of Sentences	• Understand that a statement tells something and ends in a period. • Understand that a question asks something and ends in a question mark. • Understand that a command tells someone to do something and ends in a period. • Understand that an exclamation shows excitement or strong feeling and ends with an exclamation point. • Write sentences with the correct end marks.	I use end marks to end sentences.	L.5.1 L.5.2

UNIT 2: NOUNS

LESSON	SKILL	OBJECTIVES	FOCUS PHRASE	STANDARDS
5	Proper Nouns	• Understand that proper nouns name specific people, places, holidays, days, and product names. • Use a capital letter for proper nouns.	I use capitals for proper nouns.	L.5.1
6	Irregular Plural Nouns	• Understand that some nouns have special plural forms and do not add **–s** or **–es** to form a plural. • Form irregular plural nouns that have the same spelling: *sheep, deer, moose, scissors, fish.* • Form irregular plural nouns that have new spelling: *children, men, women, feet, mice, teeth, geese, people.*	I sometimes use the same word or a new word to show more than one.	L.5.1
7	Possessive Nouns	• Understand that a possessive noun tells who or what owns something. • Add **'s** to a singular noun to make it possessive. • Add **s'** to plural nouns to make them possessive. • Use possessive nouns.	I add a **'s** or **s'** to show that someone owns something.	L.5.1
8	Concrete and Abstract Nouns	• Understand that concrete nouns name a noun that can be identified with the 5 senses. • Understand that an abstract noun names something that cannot be identified with the 5 senses. • Use concrete and abstract nouns.	I use abstract nouns to show an idea.	L.5.1

UNIT 3: VERBS

LESSON	SKILL	OBJECTIVES	FOCUS PHRASE	STANDARDS
9	Present-Tense Verbs	• Understand that present-tense verbs tell about action that happens now. • Understand that when a present-tense verb tells about one noun, it ends in **–s, -es,** or **ies,** and when it tells about more than one noun, it does not end in **–s, -es,** or **-ies.** • Use present-tense verbs and make sure subjects and verbs agree.	I make sure my subjects and verbs agree.	L.5.1.C
10	Past-Tense and Future-Tense Verbs	• Understand that past-tense verbs show an action that has already happened. • Add **–ed** to form the past tense of most verbs. • Understand that a future-tense verb describes an action that is going to happen. • Use the verb **will** to write about the future. • Form and use past- and future-tense verbs.	I use verbs to show action in the past and future.	L.5.1.C
11	Irregular Past Tense Verbs	• Understand that an irregular verb has a special spelling for the past-tense verb. • Understand that some irregular verbs have a special spelling when used with helping verbs: *sing/sang/had sung, eat/ate/had eaten* • Form and use irregular past tense verbs.	I sometimes use new words to make a past-tense verb.	L.5.1.C
12	Progressive Verb Tenses	• Understand that verb tense tells when in time an action is happening. • Use *am, is, are, was, were, will* with the *–ing* form of a main verb to create the progressive form of verbs. *E.g. is talking, was hurrying.*	I use helping verbs to support main verbs.	L.5.1.B L.5.1.C
13	Modal Auxiliaries	• Understand that modal auxiliaries are a type of helping verb that are used with a main verb to help express its condition. • Use modal auxiliaries to convey various conditions: *E.g. may, can, could, might, should, would, must.*	I use words like *can, may, must, should, could* to show different conditions.	L.5.1.C

UNIT 4: PRONOUNS & CONTRACTIONS

LESSON	SKILL	OBJECTIVES	FOCUS PHRASE	STANDARDS
14	Subject and Object Pronouns	• Understand that a subject pronoun is used as the subject of a sentence. • Understand that an object pronoun can take the place of an object noun. • Use subject pronouns: *I, you, he, she, it, we, they* • Use object pronouns: *me, you, him, her, it, us, them*	I use pronouns to take the place of subjects and objects.	L.5.1
15	Relative Pronouns	• Understand that a relative pronoun is used at the beginning of a clause: *e.g. which, who, whom, whose, that* • Use relative pronouns.	I use relative pronouns to add detail to my writing.	L.5.1
16	Pronoun-Antecedent Agreement and Pronoun-Verb Agreement	• Understand that a pronoun must agree with the noun it replaces in both number and gender. • Understand that a present-tense verb must agree with the subject pronoun in simple and compound sentences. • Add **–s, –es**, or **-ies** to present-tense action verbs when using singular pronouns.	I make sure my pronoun subjects and verbs agree.	L.5.1
17	Contractions	• Understand that a contraction is a shortened form of two words and an apostrophe replaces letters that are left out in a pronoun-verb contraction. • Form contractions from a pronoun and a helping verb such as *am, is, are, have,* or *will*.	I use an apostrophe to take the place of letters.	L.5.1 L.5.2
18	Homophones	• Understand that homophones are words that sound alike but have different spellings and meanings. • Use the correct spelling for homophones such as *its/it's; they're/there/their, your/you're, to/two/too.*	I think about how to spell words that sound alike.	L.5.2

UNIT 5: ADDING DETAIL

LESSON	SKILL	OBJECTIVES	FOCUS PHRASE	STANDARDS
19	Adjectives and Articles	• Understand that an adjective is a word that describes a noun and can tell what kind, how many, and which one. • Use adjectives and articles.	I use adjectives to tell what kind, how many, or which one.	L.5.1
20	Comparative Adjectives	• Understand that adjectives can compare two or more nouns. • When comparing two nouns, adjectives end in **–er** or include the word *more/less*. • When comparing more than two nouns, adjectives end in **–est** or include the word *most/least*.	I can compare nouns with adjectives.	L.5.1
21	Adverbs	• Understand that an adverb describes an action verb and answers the questions *where, when,* or *how*. • Use adverbs that tell *where, when,* or *how*.	I use adverbs to tell how, when, or where something happened.	L.5.1
22	Relative Adverbs	• Understand that relative adverbs are words that provide more information about the nouns being discussed. • Use relative adverbs: *where, when, why*	I add detail with the adverbs: *where, when,* and *why*.	L.5.1
23	Comparative Adverbs	• Understand that adverbs can be used to compare two or more actions. • Add **–er** or **–est** to one-syllable adverbs when comparing actions. • Use *more* and *most* with adverbs that have 2 or more syllables.	I use adverbs to compare two or more actions.	L.5.1
24	Prepositions and Prepositional Phrases	• Understand that a preposition is a word that shows a relationship between a noun or a pronoun and another word. • Understand that a prepositional phrase Is a group of words that includes a preposition, the object of the preposition, and any other words in between. • Use prepositions: *in, on, at, over, under, to, from, for, with, by, of, into, before, after, during*	I use prepositional phrases to add detail to my sentences.	L.5.1.A

UNIT 6: CONJUNCTIONS, COMMAS, & DIALOGUE

| LESSON	SKILL	OBJECTIVES	FOCUS PHRASE	STANDARDS
25	Combining Sentences	• Understand that two sentences can be combined that have the same subject or predicate into one longer sentence. • Combine two simple sentences that have the same subject or predicate with *and*.	I can join sentences that have the same subject or predicate with **and.**	L.5.1.A L.5.3.A
26	Using Commas	• Understand that commas are used to separate three or more items in a series. • Understand that commas are used in dates and places. • Use commas in a series and in dates and places.	I use commas in a series and in dates and places.	L.5.2.A L.5.2.B L.5.2.C
27	Run-On Sentences and Comma Splices	• Understand that a run-on sentence and a comma splice combine two or more independent clauses incorrectly. • Identify sentences as a run-on or a comma splice. • Understand that sentences must be joined together with a comma and a conjunction.	I must use a comma and a conjunction when joining clauses.	L.5.1.A
28	Compound Sentences	• Understand that a compound sentence contains two related sentences joined by the coordinating conjunctions *and, or*, or *but*. • Form and use compound sentences.	I can join two sentences with a comma and a conjunction.	L.5.1.A
29	Complex Sentences	• Understand that a complex sentence includes a dependent clause and an independent clause. • Understand that subordinating conjunctions are used to begin dependent clauses. • Understand that a comma is needed to separate the dependent clause from the rest of the sentence. • Form and use complex sentences.	I need a comma when I start a sentence with a subordinating conjunction.	L.5.1.A
30	Dialogue	• Use quotation marks at the beginning and at the end of the exact words a person says. • Include the punctuation at the end of the speaker's words inside the quotation marks.	I use quotation marks to tell what a person says.	L.5.2

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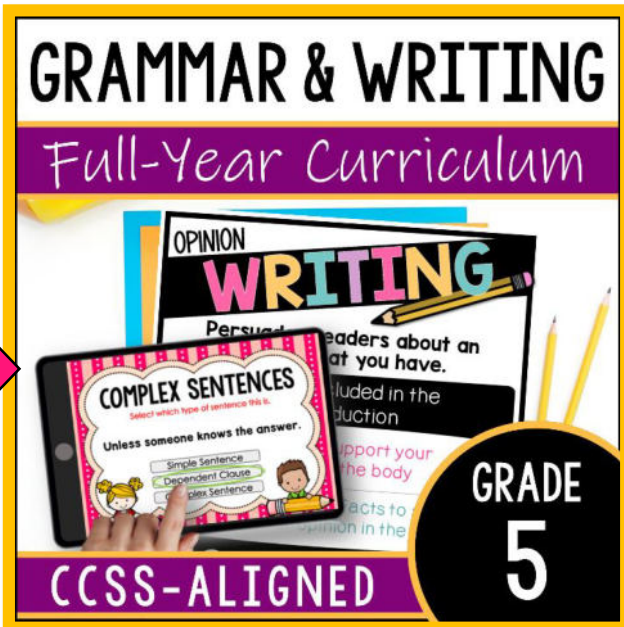

Great value!

This **full-year grammar bundle** includes **30 five-day grammar lessons** that teach grammar in the context of writing using mentor sentences and authentic writing activities.
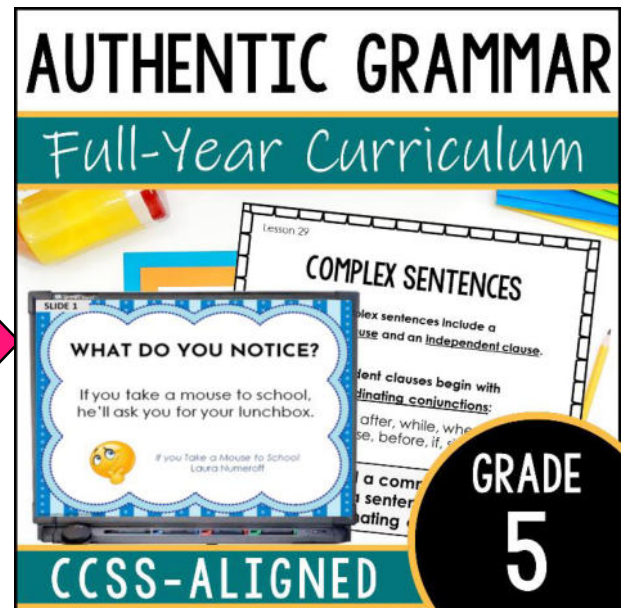
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