

UNIT OF STUDY

Title: Writing/Grammar 3rd Quarter		Subject/Course: Language	
Length: January 4 – March 12, 2010			
Topic: Writing/Grammar Skills		Grade: 5	Designer: Yamber/Franks
UNIT GOALS AND EXPECTATIONS			
IMPORTANT CONCEPTS: <ol style="list-style-type: none">1. Effective writers employ a wide range of writing strategies and different process elements to communicate with different audiences for a variety of purposes.2. Effective readers and writers use a variety of technological and informational resources to gather, evaluate, and synthesize data and to create and communicate knowledge.3. Effective readers and writers develop an understanding and respect for linguistic diversity and use their first language to develop competency in the English language arts and content across the curriculum.		ESSENTIAL QUESTIONS: <ol style="list-style-type: none">1. How does an author determine the purpose for writing?2. How does an author determine the audience for a piece of writing?3. How does an author develop a plan before beginning to write?4. How does drafting help an author get her/his ideas on paper?5. How can writing be improved through revising?6. How can writing be improved through editing?7. When is a piece of writing ready to share with an audience?	
STUDENT LEARNING EXPECTATIONS: <u>Ongoing/Pre-writing</u> W.5.5.2 Select the form of writing that addresses the intended audience <u>Ongoing/Drafting</u> W.5.5.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts W.5.5.7 Write with and without prompts for a sustained period of time W.5.5.9 Write on demand with or without prompt within a given time frame W.5.5.10 Write across the curriculum <u>Ongoing/Revising</u> W.7.5.2 Use a variety of sentence types and lengths (see Conventions Standard 6) W.7.5.7 Use writer's checklist or scoring guides/rubrics to improve written work W.7.5.8 Self-evaluate writing using checklists or scoring guides/rubrics W.7.5.6 Use logical sequence <u>Ongoing/Editing</u> W.6.5.8 Spell words by applying the correct spelling of roots, bases, and affixes W.6.5.9 Spell homonyms correctly according to usage W.6.5.10 Apply conventional rules of capitalization in writing <u>Ongoing/Publishing</u> W.4.5.12 Use available technology for sharing and/or publication		<u>Third Quarter/Pre-writing</u> W.4.5.1 Generate ideas using such strategies as reading, discussion, focused free-writing, observing, and brainstorming W.4.5.2 Organize ideas by using such graphic organizers as webbing, mapping , and formal outlining with main topics W.4.5.3 Demonstrate an awareness of purpose and audience with emphasis on expository and letter writing <u>Third Quarter/Drafting</u> W.4.5.7 Create an effective lead sentence for each paragraph by using such features as questions or exclamations. W.5.5.1 Write to describe , to inform, to entertain, to explain , and to persuade W.5.5.3 Create expository , narrative, descriptive , and persuasive writings W.5.5.8 Write in response to literature <u>Third Quarter/Revising</u> W.4.5.8 Revise content for - central idea - organization (i.e. beginning/middle/end; sequencing ideas; major points of information , etc.) - unity - elaboration - clarity W.4.5.9 Revise style for - sentence variety	

<p>W.4.5.14 Publish/share according to purpose and audience</p>	<p>-tone -voice -selected vocabulary -selected information</p> <p>W.6.5.1 Use a variety of simple and compound sentences of varied lengths</p> <p>W.6.5.3 Use compound subjects and predicates to combine simple sentences for more effective writing style</p> <p>W.6.5.6 Define and identify the parts of speech to construct effective sentences</p> <p>-common and proper nouns -pronouns to avoid repetition -active and linking verbs -adjectives to modify nouns and pronouns -adverbs to modify verbs, adjectives, and other adverbs -conjunctions to join -interjections for excitement -prepositions to indicate relationships</p> <p>W.6.5.7 Apply conventions of grammar with emphasis on the following:</p> <p>-subject-verb agreement -parts of speech -parts of a sentence -conjugation in simple verb tenses -possessive pronouns</p> <p>W.4.5.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, rubric, and/or reference materials (i.e. dictionary, thesaurus, etc.)</p> <p><u>Third Quarter/Editing</u></p> <p>W.7.5.4 Use purposeful vocabulary for emphasis or elaboration</p> <p>W.4.5.11 Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <p>-Sentence formation</p> <ul style="list-style-type: none"> • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • Embedding through standard subordination and modifiers • Standard word order <p>-Usage</p> <ul style="list-style-type: none"> • Standard inflections • Agreement • Word meaning • Conventions
-----------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>-Mechanics</p> <ul style="list-style-type: none"> • Capitalization • Punctuation • Formatting • Spelling <p><u>Third Quarter/Publishing</u></p> <p>W.6.5.11 Apply conventional rules of punctuation in writing with emphasis on:</p> <p>-end marks</p> <p>-quotation marks</p> <p>-comma in a series</p> <p>-comma in compound sentences</p> <p>-comma in complex sentence</p> <p>-comma in direct address</p> <p>W.4.5.13 Maintain a writing portfolio that exhibits growth in meeting goals and expectations</p>
<p>SPECIFIC DECLARATIVE KNOWLEDGE</p> <p>Identify the appropriate mode of writing based on purpose and audience</p> <p>Identify purpose and audience for writing</p> <p>Identify topic</p> <p>Identify form of writing</p> <p>Identify varied sentence types and lengths</p> <p>Identify attributes of written pieces that correspond with each level of a writing rubric</p> <p>Identify features of checklists/scoring guides/rubrics</p> <p>Recognize sequence</p> <p>Define and identify root words, prefixes, suffixes, and their meaning</p> <p>Define and identify correctly spelled homonyms in writing</p> <p>Identify sentences that demonstrate correct use of capitalization</p> <p>Identify an appropriate method of available technology to use in publishing</p> <p>Identify graphic organizers and their specific uses</p> <p>Identify the audience for expository and/or letter writing</p> <p>Identify types of effective leads in a variety of text</p> <p>Identify characteristics of expository writings</p> <p>Identify characteristics of persuasive writing</p> <p>Differentiate between revise and edit</p> <p>Identify simple sentences of different lengths</p> <p>Identify compound sentences of different lengths</p> <p>Recognize compound subjects and/or compound predicates within a written piece</p> <p>Identify sentence fragments</p> <p>Identify run-on sentences</p> <p>Define parts of speech</p> <p>Identify parts of speech in student created</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE</p> <p><u>Ongoing/Prewriting</u></p> <p>Select the appropriate mode of writing based on purpose and audience</p> <p><u>Ongoing/Drafting</u></p> <p>Respond and reflect on multicultural and universal themes in the context of literature/texts across the curriculum</p> <p>Write with and without prompts for a sustained period of time</p> <p>Examine the prompt to identify purpose, audience and format:</p> <ul style="list-style-type: none"> • Determine key words and phrases • Develop a plan for writing • Consider the time restraint to pace completion of writing • Compose writing to respond to the prompt <p>Write on demand with or without prompt within a given time frame.</p> <p>With prompt:</p> <ul style="list-style-type: none"> • Identify purpose and audience • Identify topic • Identify form of writing • Write; gauge time span <p>Without prompt:</p> <ul style="list-style-type: none"> • Generate ideas • Organize thoughts • Identify topic • Determine purpose and audience • Write; gauge time span <p>Write across the curriculum:</p> <ul style="list-style-type: none"> • Write multiple times on varied topics in all content areas

<p>sentences</p> <p>Define conventions of grammar</p> <p>Identify conventions of grammar in student created examples</p> <p>Identify purposeful vocabulary</p> <p>Identify sentences in authentic writing that demonstrate punctuation rules</p>	<p><u>Ongoing/Revising</u></p> <p>Create a piece of writing utilizing a variety of sentences (types and lengths)</p> <p>Utilize rubric to improve content, style, sentence formation, usage, and conventions in a written work.</p> <p>Revise writing using checklists/scoring guides/rubrics</p> <p>Construct writing with logical sequence</p> <p>Create a piece of writing using logical sequence</p> <p><u>Ongoing/Editing</u></p> <p>Apply knowledge of root words, prefixes, suffixes to spell words correctly</p> <p>Demonstrate ability to use homonyms correctly in writing</p> <p>Create a piece of writing that includes correct use of capitalization</p> <p><u>Ongoing/Publishing</u></p> <p>Utilize available technology such as</p> <ul style="list-style-type: none"> • Word processing program • PowerPoint • Overhead projector • Elmo/projector <p>Publish/present writing using a method appropriate to the purpose and audience</p> <p><u>Third Quarter/Pre-Writing</u></p> <p>Generate ideas by</p> <ul style="list-style-type: none"> • Reading • Discussion • Free-writing with a focus • Observation • Brainstorming <p>Choose appropriate organizer based on task and/or text structure</p> <p>Select relevant information appropriate to organizer</p> <p>Use graphic organizers for the purpose of organizing ideas (i.e. webbing, mapping, and formal outlining with main topics)</p> <p>Explain the purpose of expository writing</p> <p>Choose the mode of writing appropriate to audience and purpose (expository/letter writing)</p> <p><u>Third Quarter/Drafting</u></p> <p>Construct an effective lead for a given paragraph by using questions and/or exclamations</p> <p>Create a piece of writing to describe</p> <p>Create a piece of writing in order to explain</p> <p>Create a piece of writing in order to persuade</p> <p>Compose expository writing pieces</p> <p>Compose persuasive writing pieces</p> <p>Recall information read</p> <p>Reflect upon what was read</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Respond to reading and reflections (i.e. reading journal, learning log, story summaries, etc.)</p> <p><u>Third Quarter/Revising</u></p> <p>Re-read draft for clarity</p> <p>Change or revise to assure that the writing:</p> <ul style="list-style-type: none"> • Contains a central idea • Is organized according to purpose and mode (Beginning/Middle/End sequencing ideas; major points of information, etc.) • Maintains a central focus (unity) • Contains an appropriate amount of elaboration • Has a clear message (clarity) <p>Revise to assure that the writing:</p> <ul style="list-style-type: none"> • Contains a variety of sentence types and lengths • Maintains a consistent tone (mood) • Contains voice (writer's personality) • Contains selected information and vocabulary appropriate to the piece <p>Create simple sentences of different lengths</p> <p>Create compound sentences of different lengths</p> <p>Create sentences using compound subjects and/or compound predicates within a written piece</p> <p>Implement strategies to correct fragments and run-on sentences</p> <p>Create effective sentences using parts of speech:</p> <ul style="list-style-type: none"> • Common and proper nouns • Pronouns to avoid repetition • Active and linking verbs • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Conjunctions to join • Interjections for excitement • Prepositions to indicate relationships <p>Construct sentences that demonstrate knowledge of grade-level conventions of grammar</p> <p>Demonstrate effective use of grammatical conventions in writing</p> <ul style="list-style-type: none"> • subject-verb agreement • parts of speech • parts of a sentence • conjugation in simple verb tenses • possessive pronouns <p>Develop a revision checklist and/or rubric</p> <p>Choose appropriate reference materials such as a dictionary and/or thesaurus to revise writing</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Participate in peer and/or teacher conferences for the purpose of revision</p> <p>Utilize various tools/methods such as peer and/or teacher collaboration, revision checklists, rubrics and/or reference materials to revise writing.</p> <p><u>Third Quarter/Editing</u></p> <p>Revise writing with purposeful vocabulary appropriate to content</p> <p>Demonstrate the ability to use purposeful vocabulary for emphasis or elaboration in writing</p> <p>Re-read the draft</p> <p>Change or edit to assure that the writing:</p> <ul style="list-style-type: none"> • Contains complete sentences • Contains no run-on sentences • Contains sentences that have been expanded using standard coordination (independent clauses, i.e., conjunctions) and modifiers (adjectives and adverbs) • Contains sentences that employ elaboration through standard subordination (i.e., because, although, even though) and modifiers (adjectives, adverbs) • Contains sentences that make sense • Contains standard inflections, subject-verb agreement, word meaning and conventions • Contains correct capitalization, punctuation, format, and spelling <p><u>Third Quarter/Publishing</u></p> <p>Create a piece of writing that includes correct use of punctuation:</p> <ul style="list-style-type: none"> • End marks • Quotation marks • Comma in a series • Comma in compound sentences • Comma in complex sentence • Comma in direct address <p>Create pieces of different genres</p> <p>Select pieces to include in the portfolio based upon preset goals and criteria that demonstrate growth</p>
<p align="center">UNIT ASSESSMENTS</p> <p align="center">(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</p>	
<p>Traditional Assessments:</p> <ol style="list-style-type: none"> 1. Tests given in Benchmark format after SLEs have been taught. 2. Grading of on-demand writing for correct use of parts of speech Students will be told which of the listed skills will be graded before beginning to write. 3. Published Persuasive paper graded using TLI Domain Writing Rubric 	<p>Other Evidence of Learning:</p> <ol style="list-style-type: none"> 1. Portfolio Assessment 2. Class performance/group work 3. Teacher/student writing conferences 4. Various graphic organizers 5. Bell ringers which assess various grammar skills 6. Super sentences

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p style="text-align: center;"><u>On-Demand Writing</u></p> <p><u>Daily journal writing</u> - writing with and without prompts within a given time frame.</p> <p>Focus this quarter will be primarily on persuasive writing.</p> <p>Depending on the day's lesson, a prompt may be graded for correct use of parts of speech, punctuation (especially use of commas), capitalization, natural/inverted sentence order, strong beginning, sequencing, description, use of transitional words, concluding sentences, correct letter format, etc. Students will be told which of the listed skills will be graded before beginning to write.</p> <p>When discussing each prompt, have students tell why it is considered a persuasive prompt, and have them explain the difference between the part of the prompt they are to <u>think</u> about and what exactly they are to <u>write</u> about. Discuss with the class that they are not telling a story, as they were with personal narratives, but they will be stating a position and making an attempt to persuade their readers. Students must also focus on the audience and format of the piece. Persuasive prompts generally give both, but make sure students can identify each.</p> <p>Students must create a brief and easy spider map or Venn Diagram, when appropriate, for these prompts. It will give them practice with using at least 3 supporting details.</p> <p>Persuasive Prompt Bank:</p> <ol style="list-style-type: none"> 1. Many parents give their children certain chores or tasks to do at home. Should children have to do chores or tasks at home? Be sure to explain why you think it is a good idea or a bad idea. Include examples to support your reasons. 2. Imagine that your teacher wants to teach a new subject for the next few weeks. Your teacher will take suggestions, and then let the students vote on the new subject. What subject should your class choose? Write an essay to support your choice and to persuade the other students to vote for your choice. 3. A lot of famous or important people have had their faces on postage stamps. Who would you nominate to appear on a new stamp? Why do you admire this person? Why should they be recognized in this way? Offer specific support for your choice. 4. Your school is holding an essay contest that will allow the winner to be the principal for one day. Write a letter to the contest's judges explaining why you think you would make a good principal-for-a-day. Describe what you would do and why it would be beneficial to your school. Use specific reasons and examples to support your argument. 5. Your school cafeteria always has the same lunch menu. You think it should have more choices. Write a letter to your principal asking for more variety on the menu. In your letter, include three reasons for changing the menu and some suggestions for what to add to it. 6. Your teacher is trying to decide whether to take the class on a field trip to the zoo or to a local museum. Which would you rather do? Write an essay to persuade your teacher to agree with your choice. Give at least three reasons to support your choice. 7. Lately there have been many children and young adult books made into movies. Some people prefer to read the book before seeing the movie, and others like to see the movie first. Which do you prefer? Write an essay explaining your choice, and give three strong supporting reasons. 	<p>www.ets.org criterion topics</p>

<ol style="list-style-type: none"> 8. You have been granted one hour to spend either in the past or in the future. Which would you choose? Write an essay explaining your choice, and give three strong supporting reasons for it. 9. Let's say there's just enough money to pay for three of the following five things: education, space exploration, the arts, the military, and the environment. Which three would you choose, and why would you choose these over the others? 10. Many fifth graders have cell phones. Do you think this is a good or a bad idea? Write an essay explaining your choice, and give strong reasons for it. 	<p><u>Bob Barlow's Book of Brain Boosters</u> Scholastic Professional Books 1997</p>
<p style="text-align: center;"><u>Domain Writing</u></p> <p><u>Introduction</u> Brief review of the 5 domains of writing.</p> <p><u>Ongoing Instruction</u> Throughout the year, when evaluating writing on the document camera, students will be divided into 5 groups and each group assigned a domain. The group will discuss and evaluate the writing based on that domain only, share with the class the grade they think the writing should receive on a 4 point scale using the domain rubric, and be prepared to explain how they came to that conclusion. This activity is to show examples of good writing, give students ideas on how to improve their own writing, help students understand how to revise and edit, and essentially make them more conscious of how they write.</p> <p><u>Writing Persuasive Papers</u></p> <ol style="list-style-type: none"> 1. Begin a class chart titled "Persuasive Writing." Draw a large T chart and label one side "IS" and one side "IS NOT." As we discuss characteristics of persuasive writing, fill in the chart. Take all acceptable answers. Post in the classroom for reference. 2. Discuss identifying your audience and format before beginning to write. Give examples of persuasive writing and have students identify the audience. Who would be most interested in reading this type of paper? What type of person are you trying to persuade? <p><u>The Writing Process</u></p> <p><u>Brainstorming</u></p> <p><u>Graphic Organizers</u> <i>Webbing, mapping</i></p> <ol style="list-style-type: none"> 1. Have students create a spider map based on their selected topic. 2. Class discussion of strong arguments in persuasive writing 3. Writing conferences – check graphic organizers and have students explain their persuasive papers to me. <p><u>Drafting</u> <i>introduction</i></p> <ol style="list-style-type: none"> 1. Discuss the prompt and it's relation to the introduction. 2. Discuss stating the choice needing to be made and the student's position on the subject within the introduction. 3. Have students write their introductions and share with the class. 4. Students will then continue drafting the remainder of their papers. <p><u>Revising</u> <i>Revising for central idea, organization, sequencing ideas, major points of information, unity, elaboration, clarity, sentence variety, tone, voice, selected vocabulary, selected information</i></p> <ol style="list-style-type: none"> 1. Students will revise papers individually. 2. Students will work with a partner for suggestions on revisions. <p><u>Editing</u> <i>elaboration, sentence formation (completeness, absence of fused sentences, expansion through standard coordination and modifiers, embedding through standard subordination and modifiers, standard word order)</i></p> <ol style="list-style-type: none"> 1. Students are now ready to edit their papers using dictionaries and 	<p>5 Domain Writing Rubric (TLI)</p>

<p>thesauruses.</p> <ol style="list-style-type: none"> 2. Peer editing. 3. Conference with teacher. <p><u>Publishing</u></p> <p>Students may take their work home and publish using computers or handwriting them neatly if they do not have a computer available.</p> <p style="text-align: center;"><u>Other Writing Mini-Lessons</u> (These will be taught daily along with journal entries/other writing lessons/grammar lessons)</p> <p>STYLE</p> <ol style="list-style-type: none"> 1. Brighten Up Boring Beginnings 2. Combine Sentences for Smoother Prose 3. Don't TELL Everything, Show Your Readers 4. Use Transition Words to Improve Organization 5. Repair Run-on Sentences 6. Wake Up Writing With Strong Verbs 7. Switch from Passive to Active Verbs 8. Sharpen the Image With Specific Nouns 9. Who's Talking? Punctuating Dialogue Lets You Know 10. Give Your Topic Sentences All You've Got 11. Begin With an Unusual Fact 12. Heighten Interest With Anecdotes 13. Create You-Are-There Immediacy With Dialogue 14. Compare With Similes 15. Use Metaphors to Create Memorable Pictures 16. Punch Up Writing With Personification 17. Oh, Onomatopoeia! <p>REVISION</p> <ol style="list-style-type: none"> 1. I See It! Vivid Images – Revise essay "Turning Car Parts Into Art" 2. Strides or Long Steps? Word Choice – Revise essay "Caught in the Spiny Forest" 3. Short and Long: Sentence Variety – Revise essay "A Thief in the Night" <p>GRAPHIC ORGANIZERS</p> <ol style="list-style-type: none"> 1. Read model essay to students. 2. Have students fill in graphic organizer to identify the main topic and the supporting arguments of the essay. 3. Use "Convince Me" and "Point and Counterpoint" graphic organizers with journal entries. <p>OTHER</p> <p>The Power of Persuasion – Analyze the essay and its persuasive elements</p>	<p><u>Brighten Up Boring Beginnings and Other Quick Writing Lessons</u>, Laura Robb, Scholastic Teaching Strategies, 1999</p> <p><u>Revision Mini-lessons: Practical Strategies and Models with Think-Alouds That Help Students Reflect on and Purposefully Revise Their Writing</u> by Sarah Glasscock, Scholastic, 2006</p> <p><u>Teaching Writing Through Differentiated Instruction with Leveled Graphic Organizers</u> Nancy L. Witherell and Mary C. McMackin, Scholastic Teaching Strategies, 2005</p> <p><u>Scholastic Success with Writing</u> Grade 5 Scholastic Professional Books, 2002</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Grammar

All of the following have been taught in previous units, and will be reviewed this quarter in the form of mini-lessons, quick writes, www.brainpop.com, and brief 5-minute practice drills:

W.6.5.6 Define and identify the parts of speech to construct effective sentences

- common and proper nouns
- pronouns to avoid repetition
- active and linking verbs
- adjectives to modify nouns and pronouns
- adverbs to modify verbs, adjectives, and other adverbs
- conjunctions to join
- interjections for excitement
- prepositions to indicate relationships

W.6.5.7 Apply conventions of grammar with emphasis on the following:

- subject-verb agreement
- parts of speech
- parts of a sentence
- conjugation in simple verb tenses
- possessive pronouns

W.6.5.9 Spell homonyms correctly according to their usage.

W.6.5.10 Apply conventional rules of capitalization in writing.

W.6.5.11 Apply conventional rules of punctuation in writing with emphasis on:

- end marks
- quotation marks
- comma in a series
- comma in compound sentences
- comma in complex sentence
- comma in direct address

Career Connections

Author, journalist, letters to the editor, publisher