

Skills Scope and Sequence

Grade 5

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
L.1 Conventions of Standard English: Grammar and Usage																		
Form and use regular and irregular plural nouns	●	●	●		●		●	●		●		●		●		●		●
Use determiners, adjectives, and adverbs	●		●				●		●				●					●
Form and use comparative and superlative adjectives/adverbs			●		●				●			●	●		●			●
Order adjectives in sentences according to conventional patterns	●	●					●				●		●				●	
Use relative pronouns and relative adverbs			●		●				●		●				●			●
Use personal pronouns and ensure antecedent agreement			●	●	●	●				●		●	●		●	●		
Ensure possessive adjectives/pronouns agree with antecedent				●				●				●					●	
Use correlative conjunctions																		
Use and explain the function of conjunctions		●				●	●			●			●			●		●
Use and explain the function of prepositions			●		●		●		●			●		●				●
Use and explain the function of interjections	●	●			●			●			●							●
Ensure subject/verb agreement		●		●	●				●	●		●	●				●	
Form and use simple verb tenses		●	●			●	●		●		●		●					●
Form and use progressive verb tenses	●		●					●						●	●			
Form and use perfect verb tenses					●			●		●		●				●		●
Use modal auxiliaries to convey various conditions		●				●	●		●		●				●		●	●
Combine sentences		●			●	●			●		●				●			●
Produce complete sentences; correct fragments and run-ons	●		●							●		●		●				●
Correctly use homophones/frequently confused words	●			●						●		●	●				●	
Identify incorrect use of grammar		●		●				●		●		●		●	●			●
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																		
Use correct capitalization	●		●			●			●		●			●		●		●
Use end punctuation for sentences				●	●	●	●			●			●					●
Use commas and quotation marks in direct speech/quotations	●				●			●			●			●				●
Use underlining, quotation marks, or italics to indicate titles																		
Use punctuation to separate items in a series				●			●					●					●	
Use commas in dates	●		●						●			●	●					●
Use commas in addresses				●		●		●		●				●				●
Use a comma before the conjunction in a compound sentence		●			●		●				●		●				●	
Use a comma to separate an introductory element																		
Use a comma to set off yes/no/tag question and in direct address																		
Use an apostrophe to form contractions and possessives			●		●			●			●		●				●	
Spell grade-appropriate words correctly		●		●		●	●			●				●				●
Identify incorrect use of punctuation/capitalization	●	●	●						●		●				●			●
L.4 Vocabulary Acquisition and Use: Determine or Clarify Word Meaning																		
Use context as a clue to the meaning of an unknown word				●		●	●			●			●			●		
Use context as a clue to the meaning of a multiple-meaning word	●						●						●					
Consult dictionaries to determine the meaning of related words			●						●						●			
Use common Greek/Latin roots and affixes as clues to meaning	●			●				●		●		●		●	●	●		●
L.5 Vocabulary Acquisition and Use: Demonstrate Understanding of Word Relationships																		
Use analogies to show word relationships	●		●				●		●			●		●		●		
Distinguish shades of meaning among closely related words				●		●		●		●	●		●		●			●
Interpret figurative language in context																		
Recognize and explain the meaning of idioms/adages/proverbs						●						●						●
Use the relationship between words to understand each word					●						●							●
L.6 Vocabulary Acquisition and Use: Acquire and Use Words and Phrases																		
Acquire and use general academic and domain-specific words		●						●						●				

19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	Week
L.1 Conventions of Standard English: Grammar and Usage																		
			●						●				●					Form and use regular and irregular plural nouns
●	●		●	●				●				●			●	●		Use determiners, adjectives, and adverbs
	●		●	●		●				●	●			●				Form and use comparative and superlative adjectives/adverbs
	●		●	●					●		●		●				●	Order adjectives in sentences according to conventional patterns
●			●			●			●				●				●	Use relative pronouns and relative adverbs
		●			●				●				●					Use personal pronouns and ensure antecedent agreement
		●								●				●				Ensure possessive adjectives/pronouns agree with antecedent
						●	●	●	●	●	●	●	●	●	●	●	●	Use correlative conjunctions
		●			●			●								●	●	Use and explain the function of conjunctions
		●		●				●									●	Use and explain the function of prepositions
	●		●			●		●					●					Use and explain the function of interjections
	●	●		●			●		●				●					Ensure subject/verb agreement
●			●		●			●		●							●	Form and use simple verb tenses
	●		●			●			●				●	●			●	Form and use progressive verb tenses
●				●		●			●				●		●		●	Form and use perfect verb tenses
	●					●		●					●				●	Use modal auxiliaries to convey various conditions
	●	●						●					●					Combine sentences
			●	●		●				●								Produce complete sentences; correct fragments and run-ons
●			●						●								●	Correctly use homophones/frequently confused words
			●		●					●								Identify incorrect use of grammar
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																		
●		●						●					●	●				Use correct capitalization
●	●			●					●								●	Use end punctuation for sentences
	●		●			●		●				●	●		●			Use commas and quotation marks in direct speech/quotations
					●	●	●	●	●	●	●	●	●	●	●	●	●	Use underlining, quotation marks, or italics to indicate titles
●			●		●		●			●	●		●				●	Use punctuation to separate items in a series
		●		●		●				●	●					●		Use commas in dates
●		●		●					●				●				●	Use commas in addresses
	●	●		●				●				●						Use a comma before the conjunction in a compound sentence
●	●	●		●	●	●	●	●	●	●				●	●	●		Use a comma to separate an introductory element
	●	●	●		●		●	●		●	●	●	●	●		●	●	Use a comma to set off yes/no/tag question and in direct address
●		●		●		●			●			●	●					Use an apostrophe to form contractions and possessives
	●		●		●		●						●	●				Spell grade-appropriate words correctly
●			●	●				●		●			●					Identify incorrect use of punctuation/capitalization
L.4 Vocabulary Acquisition and Use: Determine or Clarify Word Meaning																		
		●		●		●			●			●			●	●		Use context as a clue to the meaning of an unknown word
●					●							●						Use context as a clue to the meaning of a multiple-meaning word
		●						●								●		Consult dictionaries to determine the meaning of related words
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●	Use common Greek/Latin roots and affixes as clues to meaning
L.5 Vocabulary Acquisition and Use: Demonstrate Understanding of Word Relationships																		
			●					●		●					●		●	Use analogies to show word relationships
		●				●				●				●				Distinguish shades of meaning among closely related words
●		●	●	●	●		●		●	●		●	●		●			Interpret figurative language in context
			●	●	●			●		●	●					●	●	Recognize and explain the meaning of idioms/adages/proverbs
			●						●								●	Use the relationship between words to understand each word
L.6 Vocabulary Acquisition and Use: Acquire and Use Words and Phrases																		
	●					●							●					Acquire and use general academic and domain-specific words

Write the sentences correctly.

1. Eva was go to dallas, to visit her sister.

2. The train left prompt at 6:00 on tuesday September 26.

Rewrite this sentence so it is not a run-on sentence.

3. The train arrived late it was already past midnight.

Write a descriptive word in each blank.

4. Her _____ sister was _____ when Eva finally got there.

Write the sentences correctly.

1. I was plan to see the Dentist for a checkup on Monday October 18.

2. On Sunday, I riding my bike when I hit a bump in a rode.

Draw a line between the root word and the suffixes of the underlined word. Then explain what the word means.

3. I landed painfully on the curb and broke a tooth.

Add punctuation to the sentence.

4. Ouch That looks like it hurt said Dr. Woolery.

Write the sentences correctly.

1. Mooses have huge antlers, and live in north America, Asia, and europe.

2. A Moose's hoove's act like snowshoes on squish ground.

Write a sentence from this research note.

3. moose food: grass, shrubs, pine cones

Choose the correct word to complete this analogy.

4. fish : school :: moose : _____

a. wild b. herd c. mammal

Write the sentences correctly.

1. Peacocks are hugely birds from Africa and Southern parts of asia.

2. baby Peacocks can fly when they are only a weak old.

Rewrite the underlined part to put the words in the best order.

3. When peacocks grow up, they have a set of tail colorful feathers called a train.

Choose the correct word to complete this analogy.

4. peacock : feathers :: cat : _____

a. fur b. tame c. purr

Read the dictionary entry.

- fine** a. feeling good
b. acceptable; good; okay
c. very thin
d. a fee paid for breaking a rule
e. to charge someone a fee for breaking a rule

Which meaning of **fine** is used in the sentence? Write the letter on the line.

1. My cat has fine, silky hair that sticks to my clothes. _____

2. The power company fined Jerry for paying his bill late. _____

3. Shana said it was fine to come over after school today. _____

Write a paragraph using at least three different meanings of the word **fine**.

4. _____

