

Fifth Grade Skills: Scope and Sequence

Skill instruction comes from two sources: direct instruction by the classroom teacher on the new focus skill(s) each week and the use of DLI daily tasks to provide guided practice for those skills. During 30 weeks, this combination will effectively introduce new skills, review and practice previously taught skills, and hold students accountable on skills for which mastery should be achieved.

Capitals

Introduce

- proper adjectives, nationalities and languages, and words not capitalized
- titles of songs, poems, articles, and parts of complete works

Review and Practice

- organizations and product names
- proper nouns for landforms, bodies of water, geographical locations (London, England)
- proper nouns: special places, each word in the name of a company or building
- first word of a sentence in a direct quotation
- titles of books + underlining

Hold Accountable

- in friendly/business letters (greeting: **Dear Sean** and closing: **Your friend,**)
- abbreviations/initials
- names of places including cities, states, and countries
- first word of every sentence
- the pronoun **I**
- proper nouns for names of *people, streets, cities, states, countries, months, days of the week, and holidays*

Commas

Introduce

- to set off introductory elements
- between phrases in a series
- to set off appositives

Review and Practice

- with a conjunction to form a compound sentence
- after introductory prepositional phrases (or a series of phrases) of five or more words
- to set off mid-sentence dates and city/state locations
- after mild interjections (**Well, OK,**)
- in geographical locations (**London, England**)
- after **Yes, No,** and other introductory words
- after sequence words (**First,** take out a pan.)
- to separate a direct address (**Mario,** we are ready to go.)
- to separate the quotation from the tag (**Jason said,** "I was nine in June.")

Hold Accountable

- commas to separate words in a series (I ate **eggs, bacon, and** pancakes.)
- between city and state
- between day and year
- after the greeting and closing of a friendly letter

Apostrophes

Introduce: apostrophes with plural possessive nouns

Review and Practice

- apostrophes in singular possessive nouns
- apostrophes in contractions

Colons

Review and Practice: colon after a salutation in a business letter

End Punctuation

Review and Practice

- exclamation mark after strong interjections (**Wow! No way!**)
- periods after abbreviations

Hold Accountable

- period at the end of statements
- question mark after a direct question
- exclamation mark after exclamatory sentences showing excitement or a command

Fifth Grade Skills: Scope and Sequence

Correct Conventions with Dialogue

Introduce: interrupted quotations

Review and Practice

- paragraphing conversation
- quotations at the beginning and end of the sentence
- names of conversation elements: *the tag, the quotation, and quotation marks*
- quotation marks to surround the quotation
- end punctuation positioned inside quotation marks
- comma to separate the quotation from the tag
- capitalization of the first word of a direct quotation

(5th)

Spelling

Introduce: determine when to use a plural, singular possessive, or a plural possessive noun

Review and Practice

- correct use of possessive nouns vs. plural nouns
- correct spelling of comparative and superlative adjectives and adverbs
- correct spelling of regular and irregular plurals
- correct use and spelling of singular and plural possessive nouns
- correct use and spelling of common homophones and homonyms

Hold Accountable

- correct spelling of contractions
- correct spelling of high frequency words

Parts of Speech

Introduce: *strong vs. mild interjections, pronoun case (subjective, possessive, objective)*

Review and Practice: *prepositions, coordinating conjunctions, nouns, concrete/abstract nouns, common vs. proper nouns, verbs, action linking/helping verbs, verb phrases, adjectives, comparative and superlative adjectives, adverbs, comparative and superlative adverbs, pronouns*

Grammatical Concepts

Introduce: introductory elements

Review and Practice: order of adjectives, kinds of sentences

Standard Forms of English

Introduce: subject /verb and pronoun agreement with either/or and neither/nor

Review and Practice

- subject/verb agreement with collective nouns (The children is/are in the lunch line.)
- subject/verb agreement with compound subjects (Megan and Stephanie is/are in cho
- pronoun-antecedent agreement in number and person
- consistent verb tense
- use of I or me/correct order with pronouns

Sentence Structure and Paragraphing

Introduce: simple vs. compound sentences

Review and Practice

- four reasons to start a new paragraph
- independent clauses/compound sentences
- compound subject/compound predicate
- complete subject/predicate of a sentence
- fragments and run-on sentences

Sentence Combining/Expansion

Introduce

- combine sentences by using words and phrases in a series
- combine sentences by using appositives
- combine sentences by creating compound subjects and predicates

Review and Practice

- expand simple sentences with prepositional phrases
- form compound sentences using a comma/coordinating conjunction
- combine sentences/substitute a pronoun for a noun already introduced to the reader

Other

- introduce figurative language: simile and metaphor
- review- write the numbers one-nine using words / numbers 10+ using numerals
- introduce italics for book titles, quotation marks for poems, songs + parts of complete works