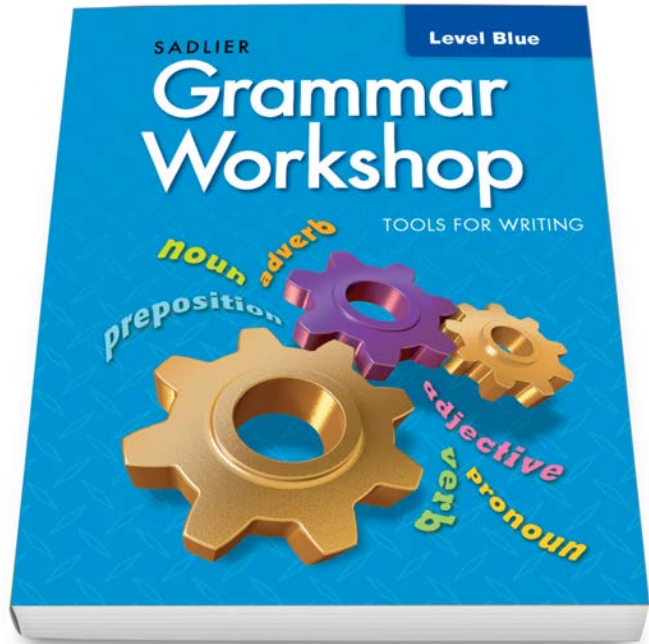


# Grammar Workshop

TOOLS FOR WRITING

Correlation to the Oklahoma Academic Standards for English Language Arts

**Grade 5**



### Key Aligned Content

|  |    |
|--|----|
| Standard 1: Speaking and Listening.....          | 2  |
| Standard 2: Reading and Writing Process.....     | 3  |
| Standard 3: Critical Reading and Writing.....    | 6  |
| Standard 5: Language.....                        | 9  |
| Standard 8: Independent Reading and Writing..... | 12 |

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## STANDARD 1: SPEAKING AND LISTENING

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

### Reading

Students will develop and apply effective communication skills through speaking and active listening.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA  | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5  |
|--|---|
| 5.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.  | Teacher observation (students have opportunities to actively listen and speak clearly following discussion rules in lessons throughout the program).  |
| 5.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.  | <b>Writing Process Handbook</b><br>Producing, Publishing, and Presenting—pp. 266–267<br>A. Making a Presentation (ask for comments/answer questions)  |
| 5.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. | <b>Grammar for Writing</b><br>Talk About It: Discuss—pp. 47, 71, 131, 179, 207, 251<br>Students express their own ideas while discussing various topics.  |
|  | <b>Teacher’s Annotated Edition: Unit Reviews Using Grammar for Writing</b><br>Talk About It—TAE p. T22, T24, T33, T39, T42, T48<br>Have partners collaborate to correct errors and improve their writing. Then have students discuss their writing using the grammatical structures emphasized in the review. |

### Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA   | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5  |
|---|---|
| 5.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.                         | <b>Writing Process Handbook</b><br>Producing, Publishing, and Presenting—pp. 266–267<br>A. Making a Presentation  |
| 5.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member. | <b>Grammar for Writing</b><br>Talk About It: Discuss—pp. 47, 71, 131, 179, 207, 251<br>Students discuss various topics with their classmates and teacher.   |
|   | <b>Teacher’s Annotated Edition: Unit Reviews Using Grammar for Writing</b><br>Talk About It—TAE p. T22, T24, T33, T39, T42, T48<br>Have partners collaborate to correct errors and improve their writing. Then have students discuss their writing using the grammatical structures emphasized in the review. |

## STANDARD 2: READING AND WRITING PROCESS

Students will use a variety of recursive reading and writing processes.

### Reading

Students will read and comprehend increasingly complex literary and informational texts.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA   | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5  |
|---|---|
| <p>5.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.</p> | <p><b>Teacher’s Annotated Edition: Lesson Plans</b><br/>                     Lesson 24 Inappropriate Shifts in Verb Tense</p> <ul style="list-style-type: none"> <li>Follow-Up: Writing (write a brief summary)—TAE p. T30</li> </ul>   |
| <p>5.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.</p>                                   | <p>Related content<br/> <b>Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</b><br/>                     Lesson 31 Comparing with Adjectives—pp. 140–143<br/>                     Lesson 32 Comparing with <i>Good</i> and <i>Bad</i>—pp. 144–147<br/>                     Lesson 34 Comparing with Adverbs—pp. 152–155<br/>                     Lesson 35 Using <i>Good</i> and <i>Well</i>, <i>Real</i> and <i>Very</i>—pp. 156–159</p> |
| <p>5.2.R.3 Students will begin to paraphrase main ideas with supporting details in a text.</p>  | <p>Related content<br/> <b>Teacher’s Annotated Edition: Lesson Plans</b><br/>                     Lesson 24 Inappropriate Shifts in Verb Tense</p> <ul style="list-style-type: none"> <li>Follow-Up: Writing (write a brief summary)—TAE p. T30</li> </ul>  |

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA   | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5   |
|---|--|
| <p>5.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> | <p><b>Grammar for Writing</b><br/>                     Write About It—pp. 47, 71, 131, 179, 207, 251</p> <p>The Write About It activity in each Unit Review provides students the opportunity to practice and apply the grammar skills presented in the lessons of the preceding unit in the context of reading and writing. Students are encouraged to reference the Writing Process Handbook at the back of the book for help in completing the assignment.</p> <hr/> <p><b>Writing Process Handbook</b><br/>                     Planning—pp. 253–257<br/>                     Drafting—pp. 258–259<br/>                     Revising—pp. 260–262<br/>                     Editing—pp. 263–265<br/>                     Producing, Publishing, and Presenting—pp. 266–267</p> |

## STANDARD 2: READING AND WRITING PROCESS

Students will use a variety of recursive reading and writing processes.

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA   | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5  |
|---|---|
|   | <p><b>Teacher’s Annotated Edition: Writing Process Handbook</b><br/>Using the Writing Process Handbook—TAE p. T48</p> <p>Once students are familiar with the Writing Process, encourage them to use the Writing Process Handbook as a reference with each unit’s Write About It writing prompt in the Grammar for Writing pages.</p> <p><b>A Recursive Process</b> Although these steps follow a specific order, students may need to go back to earlier steps as they develop their writing.</p>   |
| <p>5.2.W.2 Students will plan (e.g., <i>outline</i>) and prewrite a first draft as necessary.</p>   | <p><b>Writing Process Handbook</b><br/>Planning—pp. 253–257</p> <ul style="list-style-type: none"> <li>A. Choosing a Topic</li> <li>B. Choosing a Genre</li> <li>C. Choosing a Purpose</li> <li>D. Choosing an Audience</li> <li>E. Collecting Details and Evidence</li> </ul>  |
| <p>5.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., <i>description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> | <p><b>Writing Process Handbook</b><br/>Drafting—pp. 258–259</p> <ul style="list-style-type: none"> <li>A. Planning a Draft</li> <li>B. Writing a Draft</li> </ul>   |
| <p>5.2.W.4 Students will edit and revise multiple drafts for intended purpose (e.g., <i>staying on topic</i>), organization, and coherence.</p>   | <p><b>Write</b><br/>Write Your Own: Proofreading Checklist—pp. 11, 15, 19, 23, 39, 55, 59, 63, 75, 79, 87, 95, 99, 103, 107, 111, 115, 119, 123, 127, 139, 143, 147, 155, 159, 163, 167, 171, 191, 195, 203, 215, 219, 223, 231, 235, 239, 243, 247<br/>Combining Sentences—pp. 27, 31, 35, 67, 83, 135, 175, 187, 199, 227<br/>Revising Sentences—pp. 43, 51, 91, 151, 183, 211</p> <p><b>Grammar for Writing</b><br/>Proofreading Practice—pp. 46, 70, 130, 178, 206, 250<br/>Write About It: Check It Out! (revising and editing checklist)—pp. 47, 71, 131, 179, 207, 251</p> <p><b>Writing Process Handbook</b><br/>Revising—pp. 260–262</p> <ul style="list-style-type: none"> <li>A. Doing a Peer Review</li> <li>B. Revising a Draft</li> </ul> <p>Editing—pp. 263–265</p> <ul style="list-style-type: none"> <li>A. Checking Your Draft</li> </ul> |

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## STANDARD 2: READING AND WRITING PROCESS

Students will use a variety of recursive reading and writing processes.

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA  | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5   |
|--|--|
|  | <p><b>Proofreading Practice</b> (Online)<br/>Proofreading Practice—Units 1–6<br/>After completing a unit, students are challenged to apply their knowledge of the skills and concepts just learned by finding and correcting errors in grammar, usage, or mechanics in a passage.</p> <p><b>Student Resources</b> (Online)<br/>Proofreading Checklist—Units 1–6<br/>*These resources are available online at SadlierConnect.com.</p>   |
| <p>5.2.W.5 Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p> | <p><b>Write</b><br/>Write Your Own—pp. 15, 19, 63, 75, 103, 107, 139<br/>Use a dictionary to help with spelling.</p> <p><b>Unit 6 Capitalization, Punctuation, and Spelling</b><br/>Lesson 54: Words Often Misspelled—pp. 240–241<br/>Lesson 55: Words Often Confused—pp. 244–245<br/>*Go to SadlierConnect.com for an <b>Additional Practice</b> worksheet for each lesson. They can be used for lesson review or reteaching.</p> <p><b>Teacher’s Annotated Edition: Introduction</b><br/>Proven Instructional Approach—TAE p. T4<br/>Consult a dictionary for help with spelling or clarification of word meaning.</p> <p><b>Student Resources</b> (Online)<br/>Proofreading Checklist: Spelling—Units 1–6<br/>Writing Rubric (Spelling and Conventions)—Units 1–6<br/>*These resources are available at SadlierConnect.com,</p> |

## STANDARD 3: CRITICAL READING AND WRITING

Students will apply critical thinking skills to reading and writing.

### Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA   | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5  |
|---|---|
| <p>5.3.R.1 Students will determine an author’s stated or implied purpose and draw conclusions to evaluate how well the author’s purpose was achieved.</p>   | <p>Related content<br/> <b>Grammar for Writing</b><br/>                     Proofreading Practice—pp. 70, 206, 250<br/>                     The writing examples for these Proofreading Practice exercises model the clear presentation of the author’s stated or implied purpose.</p>  |
| <p>5.3.R.2 Students will determine the point of view and describe how it affects grade-level literary and/or informational text.</p>  | <p>N/A</p>  |
| <p>5.3.R.3 Students will describe and find textual evidence of key literary elements:</p> <ul style="list-style-type: none"> <li>• setting</li> <li>• plot</li> <li>• characters (<i>i.e., protagonist, antagonist</i>)</li> <li>• characterization</li> <li>• theme</li> </ul>   | <p><b>Grammar for Writing</b><br/>                     Proofreading Practice—pp. 46, 130, 178<br/>                     The narrative text provided for the cited Proofreading Practice exercises feature literary elements, including setting, plot, characters, and theme.</p> <p><b>Digital Resources: Proofreading Practice</b><br/>                     Proofreading Practice—Units 1–6<br/>                     In addition to the Proofreading Practice activity at the end of each unit in the textbook, a different, second version of the Proofreading Practice is provided online. Each one is a story that features key literary elements.</p> <p>*These resources are available at SadlierConnect.com.</p>  |
| <p>5.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• personification</li> <li>• onomatopoeia</li> <li>• hyperbole</li> <li>• imagery</li> <li>• symbolism*</li> <li>• tone*</li> </ul> <p><i>*Students will find textual evidence when provided with examples.</i></p> | <p>Related content<br/> <b>Unit 3 Verbs</b><br/>                     Lesson 27 Contractions with <i>Not</i>—pp. 120–123<br/>                     B. Common Expressions<br/>                     C. Proofreading Exercise: List of Sayings<br/>                     Write: Write Your Own (write sayings)</p> <p><b>Unit 5 Pronouns</b><br/>                     Lesson 45 Contractions with Pronouns—pp. 200–203<br/>                     B. Everyday Expressions<br/>                     C. Proofreading Exercise: Everyday Expressions<br/>                     Revising Checklist</p> <p><b>Teacher’s Annotated Edition: Lesson Plans</b><br/>                     Lesson 46 Writing Sentences Correctly: Teach/Model (unique tone of each kind of sentence)—TAE p. T43</p> |

## STANDARD 3: CRITICAL READING AND WRITING

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### Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA   | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5   |
|---|--|
| <p>5.3.R.5 Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy.</p>  | <p>Related content<br/> <b>Write</b><br/>                     Write Your Own (express opinion)—pp. 23, 159<br/> <b>Grammar for Writing</b><br/>                     Write About It (opinion)—pp. 71, 131, 207<br/> <b>Teacher’s Annotated Edition: Lesson Plans</b><br/>                     Follow-Up: Writing (express opinions)—TAE pp. T33, T44<br/>                     Follow-Up: ELL (opinions/preferences)—TAE p. T35</p>  |
| <p>5.3.R.6 Students will distinguish the structures of texts (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) and content by making inferences about texts and use textual evidence to support understanding.</p> | <p><b>Write</b><br/>                     Write Your Own (sequential structure)—pp. 15, 55<br/> <b>Grammar for Writing</b><br/>                     Proofreading Practice—pp. 46, 130, 178<br/>                     The narrative text provided for the cited Proofreading Practice exercises models time-order/sequential structure.<br/>                     Write About It (description)—pp. 47, 71</p>  |
| <p>5.3.R.7 Students will compare and contrast texts and ideas within and between texts.</p>   | <p>Related content<br/> <b>Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</b><br/>                     Lesson 31 Comparing with Adjectives—pp. 140-143<br/>                     Lesson 32 Comparing with <i>Good</i> and <i>Bad</i>—pp. 144-147<br/>                     Lesson 34 Comparing with Adverbs—pp. 152-155<br/>                     Lesson 35 Using <i>Good</i> and <i>Well</i>, <i>Real</i> and <i>Very</i>—pp. 156-159<br/> <b>Teacher’s Annotated Edition: Lesson Plans</b><br/>                     Follow-Up: ELL (compare life on a farm, village, large city)—TAE p. T34</p> |

## STANDARD 3: CRITICAL READING AND WRITING

Students will apply critical thinking skills to reading and writing.

### Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA  | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5  |
|--|---|
| <p>5.3.W.1 <b>NARRATIVE</b><br/>Students will write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., internal, external</i>), and dialogue.</p>                                   | <p><b>Write</b><br/>Write Your Own (describe a setting/imaginary experience, tell a story)—pp. 15, 55, 95, 103, 171, 195, 239</p> <p><b>Grammar for Writing</b><br/>Write About It (write a story)—pp. 47, 71, 131</p> <p><b>Teacher’s Annotated Edition: Lesson Plans</b><br/>Follow-Up: Writing (write a story/cartoon/dialogue)—TAE pp. T29, T37, T45, T46, T46</p>  |
| <p>5.3.W.2 <b>INFORMATIVE – Grade Level Focus</b><br/>Students will introduce and develop a topic, incorporating evidence (<i>e.g., specific facts, examples, details</i>) and maintaining an organized structure.</p> | <p><b>Write</b><br/>Write Your Own (informative text)—pp. 15, 19, 79, 107, 127, 155, 163, 215, 235</p> <p><b>Grammar for Writing</b><br/>Write About It (write an article/essay/letter)—pp. 179, 207, 251</p> <p><b>Teacher’s Annotated Edition: Lesson Plans</b><br/>Follow-Up: Writing (informative text)—TAE pp. T19, T20, T21, T23, T24, T24, T25, T26, T30, T30, T31, T35, T35, T38, T38, T39, T40, T40, T41, T42, T43, T44, T45</p> |
| <p>5.3.W.3 <b>OPINION</b><br/>Students will clearly state an opinion supported with facts and details.</p>   | <p><b>Write</b><br/>Write Your Own (write a review/state opinion)—pp. 23, 159</p> <p><b>Grammar for Writing</b><br/>Write About It (opinion)—pp. 71, 131, 207</p> <p><b>Teacher’s Annotated Edition: Lesson Plans</b><br/>Follow-Up: Writing (express opinions)—TAE pp. T33, T44<br/>Follow-Up: ELL (opinions/preferences)—TAE p. T35</p>   |
| <p>5.3.W.4 Students will show relationships among facts, opinions, and supporting details.</p>   | <p>Related content<br/><b>Grammar for Writing</b><br/>Write About It: Check It Out (include sentences with supporting details)—p. 207</p>   |



## STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

### Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA  | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5  |
|--|---|
| <p>5.5.R.1 Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.</p> | <p><b>Unit 1 Sentences</b><br/>                     Lesson 5 Compound Subjects (conjunctions)—pp. 24–27<br/>                     Lesson 6 Compound Predicates (coordinating conjunction)—pp. 28–31<br/>                     Lesson 7 Simple Sentences and Compound Sentences (coordinating conjunctions)—pp. 32–35<br/>                     Lesson 8 Complex Sentences (subordinating conjunctions)—pp. 36–39<br/>                     Lesson 9 Correcting Fragments and Run-ons (conjunctions)—pp. 40–43</p> <p><b>Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</b><br/>                     Lesson 37 Three Kinds of Conjunctions (coordinating, subordinating, correlative)—pp. 164–167<br/>                     Lesson 38 Prepositions—pp. 168–171<br/>                     Lesson 39 Prepositional Phrases—pp. 172–175<br/>                     Grammar for Writing (check conjunctions, prepositions)—p. 178<br/>                     Write About It (include conjunctions, prepositions)—p. 179<br/>                     Check It Out! (conjunctions, prepositions)—p. 179<br/>                     Talk About It: Discuss (conjunctions, prepositions)—p. 179</p> <p><b>Unit 6 Capitalization, Punctuation, and Spelling</b><br/>                     Lesson 50 Commas in a Series (conjunctions)—pp. 224–225<br/>                     Lesson 51 More Commas (interjections, introductory prepositional phrases)—pp. 228–229</p> <p>*Go to SadlierConnect.com for an <b>Additional Practice</b> worksheet for each lesson. These worksheets are useful tools for lesson review or reteaching.</p> <p><b>Writing Process Handbook</b><br/>                     Steps for revising (prepositional phrases/connect sentences with conjunctions)—p. 261</p> |
| <p>5.5.R.2 Students will recognize verb tense to signify various times, sequences, states, and conditions in text.</p>                 | <p><b>Unit 3 Verbs</b><br/>                     Lesson 17 Simple Tense: Present—pp. 80–83<br/>                     Lesson 18 Simple Tense: Past—pp. 84–87<br/>                     Lesson 19 Simple Tense: Future—pp. 88–91<br/>                     Lesson 25 Irregular Verbs—pp. 112–115<br/>                     Lesson 26 More Irregular Verbs—pp. 116–119</p> <p>*Go to SadlierConnect.com for an <b>Additional Practice</b> worksheet for each lesson. They can be used for lesson review or reteaching.</p>  |

## STANDARD 5: LANGUAGE

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### Reading

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| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA                          | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5  |
|--|---|
| <p>5.5.R.3 Students will recognize the subject and verb agreement.</p> | <p><b>Unit 3 Verbs</b><br/>                     Lesson 17 Simple Tense: Present (subject-verb agreement)—pp. 80–83<br/>                     Lesson 22 Progressive Forms of Verbs (review subject-verb agreement)—pp. 100–103</p> <p><b>Unit 5 Pronouns</b><br/>                     Lesson 40 Subject Pronouns (subject-verb agreement)—pp. 180–183</p> <p>*Go to SadlierConnect.com for an <b>Additional Practice</b> worksheet for each lesson. They can be used for lesson review or reteaching.</p> |

### Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA   | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5  |
|---|---|
| <p>5.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.</p> | <p><b>Unit 2 Nouns</b><br/>                     Lesson 13 Possessive Nouns—pp. 60–63<br/>                     Unit 2 Review—pp. 68–69</p> <p><b>Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</b><br/>                     Lesson 27 Contractions with <i>Not</i> (apostrophes)—pp. 120–123</p> <p><b>Unit 3 Verbs</b><br/>                     Lesson 39 Prepositional Phrases—pp. 172–175</p> <p><b>Unit 5 Pronouns</b><br/>                     Lesson 45 Contractions with Pronouns (apostrophes)—pp. 200–203<br/>                     Unit 5 Review—pp. 204–207</p> <p><b>Unit 6 Capitalization, Punctuation, and Spelling</b><br/>                     Lesson 49 Titles—pp. 220–223<br/>                     Lesson 50 Commas in a Series—pp. 224–227<br/>                     Lesson 51 More Commas—pp. 228–231<br/>                     Lesson 52 Parts of a Letter—pp. 232–235<br/>                     Lesson 53 Quotations—pp. 236–239<br/>                     Lesson 54 Words Often Misspelled—pp. 240–243<br/>                     Lesson 55 Words Often Confused—pp. 244–247<br/>                     Unit 6 Review—pp. 248–249</p> <p>*Go to SadlierConnect.com for an <b>Additional Practice</b> worksheet for each lesson. They can be used for lesson review or reteaching.</p> |

## STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

### Writing

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| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA  | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5   |
|--|--|
| <p>5.5.W.2 Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.</p> | <p><b>Unit 1 Sentences</b><br/>                     Lesson 1 Kinds of Sentences—pp. 8–11<br/>                     Lesson 2 Complete Subjects and Predicates—pp. 12–15<br/>                     Lesson 3 Simple Subjects and Simple Predicates—pp. 16–19<br/>                     Lesson 4 Subjects in Imperative Sentences—pp. 20–23<br/>                     Lesson 5 Compound Subjects—pp. 24–27<br/>                     Lesson 6 Compound Predicates—pp. 28–31<br/>                     Lesson 7 Simple Sentences and Compound Sentences—pp. 32–35<br/>                     Lesson 8 Complex Sentences—pp. 36–39<br/>                     Lesson 9 Correcting Fragments and Run-ons—pp. 40–43<br/>                     Unit 1 Review—pp. 44–45</p> <p>*Go to SadlierConnect.com for an <b>Additional Practice</b> worksheet for each lesson. They can be used for lesson review or reteaching.</p>   |
| <p>5.5.W.3 Students will form and use the present and past verb tenses.</p>  | <p><b>Unit 3 Verbs</b><br/>                     Lesson 17 Simple Tense: Present—pp. 80–83<br/>                     Lesson 18 Simple Tense: Past—pp. 84–87</p> <p>*Go to SadlierConnect.com for an <b>Additional Practice</b> worksheet for each lesson. They can be used for lesson review or reteaching.</p>  |
| <p>5.5.W.4 Students will form and use verb tense to convey various times, sequences, states, and conditions.</p>   | <p><b>Unit 3 Verbs</b><br/>                     Lesson 15 Action Verbs—pp. 72–75<br/>                     Lesson 16 Direct Objects—pp. 76–79<br/>                     Lesson 17 Simple Tense: Present—pp. 80–83<br/>                     Lesson 18 Simple Tense: Past—pp. 84–87<br/>                     Lesson 19 Simple Tense: Future—pp. 88–91<br/>                     Lesson 20 Linking Verbs—pp. 92–95<br/>                     Lesson 21 Verb Phrases: Main Verbs and Helping Verbs—pp. 96–99<br/>                     Lesson 22 Progressive Forms of Verbs—pp. 100–103<br/>                     Lesson 23 Perfect Tenses—pp. 104–107<br/>                     Lesson 24 Inappropriate Shifts in Verb Tense—pp. 108–111<br/>                     Lesson 25 Irregular Verbs—pp. 112–115<br/>                     Lesson 26 More Irregular Verbs—pp. 116–119<br/>                     Lesson 28 Verbs Often Misused—pp. 124–127</p> <p>*Go to SadlierConnect.com for an <b>Additional Practice</b> worksheet for each lesson. They can be used for lesson review or reteaching.</p> |

## STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

### Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA                                   | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5   |
|---|--|
| 5.5.W.5 Students will recognize and correct inappropriate shifts in verb tense. | <b>Unit 3 Verbs</b><br>Lesson 24 Inappropriate Shifts in Verb Tense—pp. 108-111<br>*Go to SadlierConnect.com for <b>Additional Practice</b> . The Additional Practice worksheet can be used for lesson review or reteaching. |

## STANDARD 8: INDEPENDENT READING AND WRITING

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

### Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA   | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5 |
|---|--|
| 5.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time. | Teacher observation.                         |

### Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

| OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA  | GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5   |
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| 5.8.W Students will write independently over extended periods of time (e.g., <i>time for research, reflection, and revision</i> ) and for shorter timeframes (e.g., <i>a single sitting or a day or two</i> ) to communicate with different audiences for a variety of purposes. | <b>Short Writing Assignments</b><br>Write Your Own (end-of-lesson writing exercises/sentences)—pp. 11, 39, 59, 63, 75, 87, 99, 103, 111, 115, 119, 123, 127, 139, 143, 147, 155, 163, 167, 171, 191, 203, 219, 223, 231, 239, 243, 247 |
|  | <b>Longer Writing Assignments</b><br>Write Your Own (end-of-lesson writing exercises/paragraphs)—pp. 15, 19, 23, 55, 79, 95, 107, 159, 195, 215, 235   |
|  | <b>Grammar for Writing</b><br>Write About It (end-of-unit writing assignments)—pp. 47, 71, 131, 179, 207, 251  |
|  | <b>Writing Process Handbook</b><br>Producing, Publishing, and Presenting—pp. 266-267<br>B. Reflecting on Your Writing  |

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### Writing

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OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA

GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 5

#### Teacher's Annotated Edition: Lesson Plans

Follow-Up: Writing (additional end-of-lesson writing assignments)—TAE pp. T18-T47