**Curriculum Calendar for Grammar Across the Writing Process: 5th Grade**

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| **Grade 5 MAISA Writing Unit** | **Writing Personal Narrative with Power** | **Literary Essay** | **Nonfiction with Power** | **Persuasive Essay** | **Research with Power** |
| **GENERATING/NOTEBOOK**  **G.R.R.**  **“By”** |  |  | **L.5.1a**  **Explain the function of CONJUNCTIONS, prepositions, and interjections in general and their function in particular sentences.**  **L.5.1b**  **Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked)**  **L.5.1e Correlative conjunctions**  **L.5.5a Figurative language in context** | **L.5.2d Use underlining, quotations marks, or italics to indicate titles of works.**  **L.5.1c Use verb tense to convey various times, sequences, states, and conditions.**  **L.5.3a Expand, combine, reduce sentences for meaning, interest and style.** | **5.2a Use punctuation to separate items in a series**  **5.2b Separate an introductory element from the rest of the sentence**  **L.5.1d. Recognize and correct inappropriate shifts in verb tense**  **L.5.1a Explain the function of conjunctions, PREPOSITIONS, and interjections in general and their function in particular sentences.** |
| **DRAFTING**  **G.R.R.**  **“With”** |  | **L.5.1a**  **Explain the function of CONJUNCTIONS, prepositions, and interjections in general and their function in particular sentences.**  **L.5.1b**  **Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked)**  **L.5.1e Correlative conjunctions**  **L.5.5a Figurative language in context** | **L.5.2d Use underlining, quotations marks, or italics to indicate titles of works.**  **L.5.1c Use verb tense to convey various times, sequences, states, and conditions.**  **L.5.3a Expand, combine, reduce sentences for meaning, interest and style.** | **5.2a Use punctuation to separate items in a series**  **5.2b Separate an introductory element from the rest of the sentence**  **L.5.1d. Recognize and correct inappropriate shifts in verb tense**  **L.5.1a Explain the function of conjunctions, PREPOSITIONS, and interjections in general and their function in particular sentences.** | **L.5.1a Explain the function of conjunctions, prepositions, and INTERJECTIONS in general and their function in particular sentences.**  **5.2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?)** |
| **REVISION**  **G.R.R.**  **“To”** | [**L.5.1a Explain the function of CONJUNCTIONS, prepositions, and interjections in general and their function in particular sentences.**](https://docs.google.com/document/d/1Fi0S4W7hqDN8BPHjZup-SHGH--jz5HLsl7I5nogH2Fc/edit)  [**L.5.1b Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked)**](https://docs.google.com/document/d/1alEw-Q9LgIqDh_QALS9fKlzYJuBFOsDNENczazA6QdM/edit)  [**L.5.1e Correlative conjunctions**](https://docs.google.com/document/d/1YErvfMWIFhvz6h3YlPdn2Tugoh4FR4A24i1DOJ4TjvE/edit)  **L.5.5a Figurative language in context** | [**L.5.2d Use underlining, quotations marks, or italics to indicate titles of works.**](https://docs.google.com/document/d/1n1XWYaH2w-hGYvgkx2HLWeAqIIonMtpBW-2XY0ug1io/edit?pli=1)  [**L.5.1c Use verb tense to convey various times, sequences, states, and conditions.**](https://docs.google.com/document/d/16n6nBsrkVBuzrOs8pcxTtVnMlcyD8SDzBOD5-yFDOAk/edit?pli=1)  **L.5.3a Expand, combine, reduce sentences for meaning, interest and style.** | [**L.5.1a Explain the function of conjunctions, PREPOSITIONS, and interjections in general and their function in particular sentences**](https://docs.google.com/document/d/1Fi0S4W7hqDN8BPHjZup-SHGH--jz5HLsl7I5nogH2Fc/edit)  [**5.2a Use punctuation to separate items in a series**](https://docs.google.com/document/d/1rdRa61Ss6W4qyhPv3jnuJpSsyYCgxGJiXBQtNRXLCIw/edit)  [**5.2b Separate an introductory element from the rest of the sentence**](https://docs.google.com/document/d/1-EnDo0ICF2IBrsFOT-JObBy_VFhGh2MyoWL527is4XM/edit)  [**L.5.1d. Recognize and correct inappropriate shifts in verb tense**](https://docs.google.com/document/d/1HezplBa_LneMUA8jNlKBpcFHi6U8epl_GRhILAmmqPw/edit) | [**L.5.1a Explain the function of conjunctions, prepositions, and INTERJECTIONS in general and their function in particular sentences**](https://docs.google.com/document/d/1Fi0S4W7hqDN8BPHjZup-SHGH--jz5HLsl7I5nogH2Fc/edit)  [**5.2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?)**](https://docs.google.com/document/d/1dqJ6ZdUiYOMO5ISsnHyxeBq_aH82EuvlMkCj6osBq7s/edit) | **L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.**  **L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.** |

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| **Editing skills to be taught explicitly and used within each unit:** | **L.5.2.e**  **Spell grade appropriate words; can use reference materials**  **L.5.4c Reference materials (print and digital) for pronunciation or meaning** | **L.5.2.e**  **Spell grade appropriate words; can use reference materials**  **L.5.4c Reference materials (print and digital) for pronunciation or meaning** | **L.5.2.e**  **Spell grade appropriate words; can use reference materials**  **L.5.4c Reference materials (print and digital) for pronunciation or meaning** | **L.5.2.e**  **Spell grade appropriate words; can use reference materials**  **L.5.4c Reference materials (print and digital) for pronunciation or meaning** | **L.5.2.e**  **Spell grade appropriate words; can use reference materials**  **L.5.4c Reference materials (print and digital) for pronunciation or meaning** |

**G.R.R.= GRADUAL RELEASE OF RESPONSIBILITY:**

* *This grammar integration chart incorporates the research-based practice of Gradual Release of Responsibility (GRR). This means that as the teacher/students move up and over the rows and columns, teachers are gradually releasing responsibility regarding that particular Language CCSS to the students*
* *Each new Language (grammar) CCSS is introduced in the REVISION section (row), and then moves up to the DRAFTING section (row) in the next unit (column), and finally to the GENERATING/NOTEBOOK section (row) of the subsequent unit (column). Therefore, students have three explicit exposures to each Language CCSS in stair step order*
* *Each Language CCSS is introduced (explicitly taught) only in the REVISION section, with not one being repeated across that row; this is the teaching “TO” row. This allows for every applicable Language CCSS to be taught in a manageable and systematic way within the context of the writing workshop*
* *The next row, DRAFTING, is the “WITH” row; when each CCSS makes it to this row on the second exposure, this would be a great time to touch on these skills in individual and group conferences as well as during mid-workshop teaching points*
* *By the third exposure to a Language CCSS in the GENERATING/NOTEBOOK section, students are in the “BY” row; this is a good time to post these CCSS as standards that we expect students to be able to use independently and then we hold them accountable to that expectation. In other words, by the third exposure, students should be able to incorporate these tasks even at the “Generating” step (row). We can hold them accountable (and teach them to hold themselves accountable) by posting these standards, checking in on them during individual conferring, expecting them on Revising/Editing Checklists, and supporting students through individual goal setting, for example*

**LANGUAGE CCSS NOT IN THIS CURRICULUM CALENDAR:**

* **L.5.4 a, b-** These standards can be more easily integrated into the reading workshop
* **L.5.5 c-** These standards can be more easily integrated into the reading workshop
* **5.6**- Integrated within reading workshop, word study, phonics, writing workshop…
* Some of the Fifth Grade Language CCSS are also evident in phonics/word study programs, including Saxon Phonics and Words Their Way, for example

***Support documents and information modified from bit.ly/grammarthattransfers (then click documents) 2015 COOR ISD Literacy Committee***