**Fifth Grade Glossary of Elements from CCSS Language Standards**

***Conventions of Standard Language***

**Standard (L.5.1)** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
2. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
3. Use verb tense to convey various times, sequences, states, and conditions.
4. Recognize and correct inappropriate shifts in verb tense.\*
5. Use correlative conjunctions (e.g., *either/or, neither/nor*).

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| a. Conjunction | A part of speech that connects two words, phrases, and clauses | Common (Coordinating) conjunctions—and, but, for, or, nor, yet, so  Correlative Conjunctions-- Both..and, either...or, not only...but also, whether..nor,  Subordinating Conjunctions-- On a white bus  I ate the pizza **and** the pasta. | The Power of Grammar, by Mary Ehrenworth, Pg. 177. |
| a. Prepositions | Links nouns, pronouns, and phrases to other words in a sentence. | The book is **on** the table.  She read the book **during** class. | <http://grammar.yourdictionary.com>  http://donnayoung.org/english/grammar |
| a. Interjections | A word added to a sentence to convey emotion. | **Ouch**, that hurt!  **Oh no**, I forgot that the test was today. |  |
| b. Perfect Verb Tenses | The three perfect tenses verbs are:  Present perfect tense: Shows actions that were finished recently. These use **has** or **have**.  Past perfect tense: Shows action that cam directly before another action in the past. These use **had.**  Future perfect tense: Shows action that will happen before other future actions happens. These use: **will have** and **shall have**. | Present Perfect: We **have played** football.  Past Perfect: We **had** **played** football.  Future Perfect: By tomorrow, we **will have** **played** football. |  |
| c. Verb Tense | Correct relationship of verb tenses | See Perfect Verb Tense Above |  |
| d. Inappropriate shifts in verb tenses | An inappropriate change from one verb tense to another. | See Perfect Verb Tense Above |  |
| e. Correlative Conjunctions | Use to link equivalent sentence elements. Always appears in pairs. | Bring **either** a jello salad **or** potato salad. |  |

**Standard (L.5.2)** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Use punctuation to separate items in a series.
2. Use a comma to separate an introductory element from the rest of the sentence.
3. 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?*).
4. Use underlining, quotation marks, or italics to indicate titles of works.
5. Spell grade-appropriate words correctly, consulting references as needed.

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| a. Punctuation to Separate Items in a Series | Items in a series occur whenever a sentence includes a list of two or more things. | To make her famous cookies, grandma bought flour, chocolate chips, and walnuts. |  |
| b. Comma to Separate an introductory element from the rest of the Sentence | When an introductory element seems to modify the entire sentence, put a comma after it. | Because the sheep needs protection, the shepherd guards them. | http://www.grammar-quizzes.com/punc-commauses.html |
| c. Comma usage |  | Yes, I will pick you up after school. | Everyday Editing by Jeff Anderson pg. 105 |
| d. Using Titles | **Italics, quotations, and underlining** is often used to offset the title and to make it stand out from the rest of the text | I read *The Cat in the Hat*.  I read “The Cat in the Hat.”  I read The Cat in the Hat. |  |

***Knowledge of Language***

**Standard (L.5.3) –** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
2. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| a. Expand Sentences | With small groups, a useful exercise is to write down a simple, basic sentence and ask the students to add as many adverbs and adjectives to make the sentence more interesting. |  | <http://www.teachingenglish.org.uk/tips/expanding-sentences> |
| a. Combine Sentences |  |  | [http://eslus.com/LESSONS/GRAMMAR/COMBINE/S1.htm](http://www.google.com/url?q=http%3A%2F%2Feslus.com%2FLESSONS%2FGRAMMAR%2FCOMBINE%2FS1.htm&sa=D&sntz=1&usg=AFQjCNGVwzv9HoiOG9jpFvIY92NsldqH7g) |
| a. Reduce Sentences | \*cutting out unnecessary words  \*dividing complex sentences into separate phrases or sentences |  | <http://libweb.surrey.ac.uk/library/skills/writing%20Skills%20Leicester/page_71.htm> |
| b. Compare and Contrast | Pertaining to a written exercise about the similarities and differences between two or more people, places, or things. | Compare the similarities and differences between:  Air pollution and Water pollution |  |

***Vocabulary Acquisition and Use***

**Standard (L.5.4)** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| a. Cause and Effect relationships and comparisons | When a writer or reader analyzes the reasons for…and/or the consequences of an action, event, or decision. | Alligators almost became extinct because people killed too many of them. |  |
| b. Affixes | The linguistic process speakers use to form different words by adding morphemes at the beginning, middle, or end of a word. | A prefix is an element placed at the beginning of a word. Ex: **pre**determine  A suffix is an element placed at the end of a word. Ex: determin**ation** |  |
| b. Roots | The form of a word when all the affixes are removed. | Act – means to move or do.  **Act**ivity Trans**act**ion |  |
| c. Dictionary | A book, mobile device, or online resource containing a selection of words which gives information about their meaning and pronunciations. | Athlete: A person who is trained or skilled in exercise, sports, or games requiring physical strength, agility, or stigma. |  |
| c. Glossary | A list of terms in a special subject with accompanying definitions | (from Social Studies text)  Culture: a way of life |  |
| c. Thesauruses | A book of synonyms, often including related and contrasting words and antonyms. | Example: role model  Definition: someone worth imitating  Synonyms: her, idol, mentor, star, superstar |  |

**Standard (L.5.5)** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figurative language, including similes and metaphors, in context.
2. Recognize and explain the meaning of common idioms, adages, and proverbs.
3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| a. Figurative Language | Whenever you describe something by comparing it with something else, you are using figurative language. |  | mrdonn.org/figurative.html |
| a. Similes | A simile uses the words “like” or “as” to compare one object or idea with another to suggest they are alike. | Busy **as** a bee  Float **like** a butterfly |  |
| a. Metaphor | The metaphor states a fact or draws a verbal picture by the use of comparison. A simile would say you are like something; a metaphor is more positive - it says you are something. | You are what you eat. |  |
| b. Idiom | A language, dialect, or style of speaking peculiar to people. | A chip on your shoulder.  Means: you think you know a lot. |  |
| b. Adages | A saying that has come to be accepted as truth over time. | “The grass is always greener on the other side.” |  |
| b. Proverbs | Simple and concrete sayings popularly know and repeated, which expresses truth, based on common sense or practical. | Good things come to those who wait. |  |
| c. Synonyms | A word having the same or nearly the same meaning as another word or other words in a language | Beautiful: attractive, pretty, lovely, stunning |  |
| c. Antonyms | A word that is the opposite meaning of another word. | Good: bad, evil, naughty, wicked |  |
| c. Homographs | A group (usually a pair) of words that are spelled the same way, but have different meanings | Flower…..Flour  Weight…..Wait |  |

**Standard (L.5.6)** – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **Transfer** |  | Reader’s & Writer’s Workshop  Vocabulary Notebooks  Science/Social Studies Lessons |  |