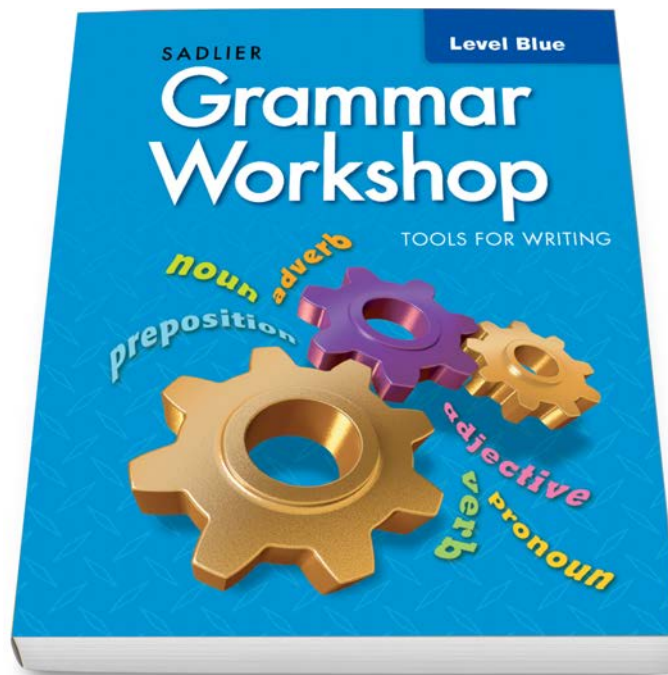


Grammar Workshop

Tools for Writing

Correlation to the 2023 New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA)

Grade 5



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Key Aligned Content

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Five Ways to Use *Grammar Workshop*

Flexible and versatile, *Grammar Workshop: Tools for Writing* can facilitate a variety of instructional purposes. The program may be used as the core vehicle for delivering language and instruction, or it may be used as a supplement to meet specific curricular goals and students' needs. *Grammar Workshop: Tools for Writing* offers the following key features and support:

1. As a Complete Course

- Comprehensive coverage of language and writing conventions
- Research-based instructional approaches
- Thorough explanations and abundant examples
- Instruction, practice, assessment, and reteaching

2. As a Reference Tool

- Easy two-part organization of units and lessons
- Complete index of grammar and writing concepts
- Online reference tools

3. As a Source of Review and Practice

- Engaging and effective exercises for every lesson

- Meaningful student-centered practice and activities
- Writing exercises focused on real-life experiences and knowledge
- Unit Review activities

4. As a Guide for Independent and/or Small Group Learning

- Clarification of lesson topics
- Activities for working alone, with a partner, or in a small group of peers
- Talk About It: Discuss in every Unit Review
- Annotated Literary Models
- Strategic hints, tips, and reminders
- Interactive game for every lesson

5. As a Tool for Test Preparations

- Unit Tests in standardized-test formats
- Test-Taking Strategies
- Practice Quiz for every lesson
- Write About It in every Unit Review to practice for writing tests

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Key Aligned Content

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5	GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5
<p>L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</p>	
<p>A. Avoid fragments, run-ons and rambling sentences, and comma splices.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 9 Correcting Fragments and Run-ons—SE pp. 40–43/ TAE p. T22 • Unit 1 Review—SE pp. 44–/TAE p. T22 • Unit 1 Grammar for Writing—SE pp. 46–/TAE p. T22 <p><u>DIGITAL RESOURCES*</u> Unit 1 Sentences</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 9 Correcting Fragments and Run-ons • Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 9 Correcting Fragments and Run-ons • Games <ul style="list-style-type: none"> ◦ Lesson 9: Sort It!
<p>B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">VERB TENSE</p> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 24 Inappropriate Shifts in Verb Tense—SE pp. 108–111/ TAE p. T30 • Unit 3 Review—SE pp. 128–/TAE p. T33 • Unit 3 Grammar for Writing—SE pp. 130–/TAE p. T33 <p><u>DIGITAL RESOURCES*</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 24 Inappropriate Shifts in Verb Tense • Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 24 Inappropriate Shifts in Verb Tense • Games <ul style="list-style-type: none"> ◦ Lesson 24: Solve It! <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5	GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5
<p style="text-align: center;"><i>continued</i></p> <p>B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">PHRASES AND CLAUSES</p> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 7 Simple Sentences and Compound Sentences (clauses)—SE pp. 32–35/TAE p. T21 • Lesson 9 Correcting Fragments and Run-ons (clauses)—SE pp. 40–43/TAE p. T22 • Unit 1 Review—SE pp. 44–/TAE p. T22 • Unit 1 Grammar for Writing—SE pp. 46–/TAE p. T22 <p><u>DIGITAL RESOURCES*</u></p> <p>Unit 1 Sentences</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 7 Simple Sentences and Compound Sentences ○ Lesson 9 Correcting Fragments and Run-ons • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 7 Simple Sentences and Compound Sentences ○ Lesson 9 Correcting Fragments and Run-ons • Games <ul style="list-style-type: none"> ○ Lesson 7: Match It! ○ Lesson 9: Sort It! <hr/> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</p> <ul style="list-style-type: none"> • Lesson 39 Prepositional Phrases—SE pp. 172–175/TAE p. T38 • Unit 4 Review—SE pp. 176–179/TAE p. T39 • Unit 4 Grammar for Writing—SE pp. 178–181/TAE p. T39 <p><u>DIGITAL RESOURCES*</u></p> <p>Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 39 Prepositional Phrases • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 39 Prepositional Phrases • Games <ul style="list-style-type: none"> ○ Lesson 39: Match It! <hr/> <p style="text-align: center;">ADJECTIVES AND ADVERBS</p> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</p> <ul style="list-style-type: none"> • Lesson 29 Adjectives—SE pp. 132–135/TAE p. T33 • Lesson 33 Adverbs—SE pp. 148–151/TAE p. T35 • Unit 4 Review—SE pp. 176–179/TAE p. T39 • Unit 4 Grammar for Writing—SE pp. 178–181/TAE p. T39 <p style="text-align: center;"><i>continued</i></p>

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5	GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5
<p style="text-align: center;"><i>continued</i></p> <p>B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.</p>	<p style="text-align: center;"><i>continued</i></p> <p>DIGITAL RESOURCES* Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 29 Adjectives ○ Lesson 33 Adverbs • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 29 Adjectives ○ Lesson 33 Adverbs • Games <ul style="list-style-type: none"> ○ Lesson 29: Match It! ○ Lesson 33: Sort It!
<p>C. Ensure agreement between subject and verb and between pronoun and antecedent.</p>	<p style="text-align: center;">AGREEMENT BETWEEN SUBJECT AND VERB</p> <p>STUDENT EDITION / TEACHER'S ANNOTATED EDITION Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 17 Simple Tense: Present (subject-verb agreement)—SE pp. 80–83/TAE p. T27 • Unit 3 Review—SE pp. 128–/TAE p. T33 • Unit 3 Grammar for Writing—SE pp. 130–/TAE p. T33 <p>DIGITAL RESOURCES* Unit 3 Verbs</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 17 Simple Tense: Present • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 17 Simple Tense: Present • Games <ul style="list-style-type: none"> ○ Lesson 17: What's the Word? <p style="text-align: center;">AGREEMENT BETWEEN PRONOUN AND ANTECEDENT</p> <p>STUDENT EDITION / TEACHER'S ANNOTATED EDITION Unit 5 Pronouns</p> <ul style="list-style-type: none"> • Lesson 40 Subject Pronouns—SE pp. 180–183/TAE p. T39 • Lesson 41 Object Pronouns—SE pp. 184–187/TAE p. T40 • Unit 5 Review—SE pp. 204–207/TAE p. T42 • Unit 5 Grammar for Writing—SE pp. 206–209/TAE p. T42 <p>DIGITAL RESOURCES* Unit 1 Sentences</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 40 Subject Pronouns ○ Lesson 41 Object Pronouns • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 40 Subject Pronouns ○ Lesson 41 Object Pronouns • Games <ul style="list-style-type: none"> ○ Lesson 40: Sort It! ○ Lesson 41: Solve It!

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5	GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5
<p>D. Distinguish between frequently confused words.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 54 Words Often Misspelled (homophones)—SE pp. 240–243/TAE p. T47 • Lesson 55 Words Often Confused—SE pp. 244–247/TAE p. T47 • Unit 6 Review—SE pp. 248–/TAE p. T48 • Unit 6 Grammar for Writing—SE pp. 250–/TAE p. T48 <p><u>DIGITAL RESOURCES*</u> Unit 2 Noun</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 54 Words Often Misspelled ○ Lesson 55 Words Often Confused • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 54 Words Often Misspelled ○ Lesson 55 Words Often Confused • Games <ul style="list-style-type: none"> ○ Lesson 54: Match It! ○ Lesson 55: Solve It!
<p>E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 46 Writing Sentences Correctly—SE pp. 208–211/TAE p. T43 • Unit 2 Review—SE pp. 56–57/TAE p. T24 • Unit 2 Grammar for Writing—SE pp. 58–59/TAE p. T24 <p><u>DIGITAL RESOURCES*</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 46 Writing Sentences Correctly • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 46 Writing Sentences Correctly • Games <ul style="list-style-type: none"> ○ Lesson 46: Sort It! <p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Revising <ul style="list-style-type: none"> ○ Steps for revising Improve your word choice by replacing weak words with stronger ones. <ul style="list-style-type: none"> ▪ SE p. 261 ○ Revising Checklist Did I change any of my words to make my writing more interesting, precise, or powerful? <ul style="list-style-type: none"> ▪ SE p. 262

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LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5	GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5
<p>F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 50 Commas in a Series—SE pp. 224-227/TAE p. T45 • Unit 6 Review—SE pp. 248-/TAE p. T48 • Unit 6 Grammar for Writing—SE pp. 250-/TAE p. T48 <p><u>DIGITAL RESOURCES*</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 50 Commas in a Series • Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 50 Commas in a Series • Games <ul style="list-style-type: none"> ◦ Lesson 50: Sort It!
<p>G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 51 More Commas—SE pp. 228-231/TAE p. T45 • Unit 6 Review—SE pp. 248-/TAE p. T48 • Unit 6 Grammar for Writing—SE pp. 250-/TAE p. T48 <p><u>DIGITAL RESOURCES*</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 51 More Commas • Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 51 More Commas • Games <ul style="list-style-type: none"> ◦ Lesson 51: Sort It! <p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Editing <ul style="list-style-type: none"> ◦ Editing Questions: Mechanics <ul style="list-style-type: none"> Are punctuation marks, such as commas and quotations, used correctly? ▪ SE p. 263

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5	GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5
<p>H. Spell grade appropriate words correctly, consulting references as needed.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 54 Words Often Misspelled—SE pp. 240–243/TAE p. T47 • Lesson 55 Words Often Confused—SE pp. 244–247/TAE p. T47 • Unit 6 Review—SE pp. 248–/TAE p. T48 • Unit 6 Grammar for Writing—SE pp. 250–/TAE p. T48 <p><u>DIGITAL RESOURCES*</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 54 Words Often Misspelled ○ Lesson 55 Words Often Confused • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 54 Words Often Misspelled ○ Lesson 55 Words Often Confused • Games <ul style="list-style-type: none"> ○ Lesson 54: Match It! ○ Lesson 55: Solve It!
<p>L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><u>STUDENT EDITION</u> Use a Dictionary</p> <ul style="list-style-type: none"> • SE pages 15, 19, 56, 57, 63, 75, 103, 107, 139, 240, 244, 247 <p><u>TEACHER'S ANNOTATED EDITION</u> Introduction</p> <ul style="list-style-type: none"> • Proven Instructional Approach <ul style="list-style-type: none"> ○ Direct Instruction When writing, students are made aware of the importance of text type and audience when making decisions about using formal or informal language, as well as the need to <u>consult a dictionary for help with spelling or clarification of word meaning.</u> <ul style="list-style-type: none"> ▪ TAE p. T4
<p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<p><u>STUDENT EDITION</u> Academic Words and Phrases</p> <p>Throughout the program, boldface lesson vocabulary defines key academic terms.</p> <p><i>Examples:</i></p> <p>The future progressive form shows ongoing action that will happen in the future. To form the future progressive, use the helping verb <i>will be</i> with the <i>-ing</i> form of the main verb. (SE p. 100)</p> <p>Subordinating conjunctions such as <i>before</i>, <i>because</i>, and <i>when</i> connect related ideas in complex sentences. (SE p. 164)</p> <p>A prepositional phrase is a group of words that begins with a preposition and ends with its object. The object is the noun or pronoun that follows the preposition. (SE p. 172)</p>

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LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5	GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5
<p>B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>STUDENT EDITION</p> <p>Combining Sentences</p> <ul style="list-style-type: none"> Write <p><i>Examples:</i></p> <p>Remember that two related sentences with the same predicate can be combined. The subject of the new sentence is the compound subject formed by combining the subjects of the two sentences. The predicate is the predicate that the sentences have in common. In each item below, underline the two sentences that can be combined. Use the conjunction in parentheses to combine the subjects. Then write the new sentence on the line. (SE p. 27)</p> <p>Using relative pronouns and relative adverbs will help make your writing flow more smoothly. Instead of two choppy sentences, you can form one sentence. Use a relative pronoun or relative adverb to combine the two sentences in each set of sentences below. (SE p. 199)</p> <p>To make your writing sound smoother, you can use words or phrases in a series to combine two or three sentences. (SE p. 227)</p> <ul style="list-style-type: none"> Lesson 5 Compound Subjects—SE p. 27 Lesson 6 Compound Predicates—SE p. 31 Lesson 7 Simple Sentences and Compound Sentences—SE p. 35 Lesson 14 Appositives—SE p. 67 Lesson 17 Simple Tense: Present—SE p. 83 Lesson 29 Adjectives—SE p. 135 Lesson 39 Prepositional Phrases—SE p. 175 Lesson 41 Object Pronouns—SE p. 187 Lesson 44 Relative Pronouns and Relative Adverbs—SE p. 199 Lesson 50 Commas in a Series—SE p. 227 <p>Revising Sentences</p> <ul style="list-style-type: none"> Write <p><i>Examples:</i></p> <p>Proper nouns can make your writing more interesting and more exact. Change the words in boldface in each sentence to a proper noun. Write the new sentence. You may use the names of real people, places, and things, or you may make up names. (SE p. 51)</p> <p>Adverbs can make sentences more interesting by telling how, when, where, and how much something happens. Read the paragraphs below. Add adverbs to complete the sentences. The adverbs should add details to the story. (SE p. 151)</p> <ul style="list-style-type: none"> Lesson 9 Correcting Fragments and Run-ons—SE p. 43 Lesson 10 Common and Proper Nouns—SE p. 51 Lesson 19 Simple Tense: Future—SE p. 91 Lesson 33 Adverbs—SE p. 151 Lesson 40 Subject Pronouns—SE p. 183 Lesson 46 Writing Sentences Correctly—SE p. 211

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LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5	GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5
<p>C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>N/A</p>
<p>D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION / TEACHER'S ANNOTATED EDITION Formal English/Informal Discourse <i>Examples:</i> Compare the oral language in the discussion with the written language in the report. How are they the same? How are they different? Discuss this question with your classmate. (SE p. 19) If you were speaking in an actual interview or in a conversation with a friend, you might use informal language, such as sentence fragments. (SE p. 103) If you were writing about your trip on a postcard to a friend, you might use more informal language than you have used above. How might the informal language be different from the formal language you would use in a writing assignment? [A postcard might include sentence fragments and slang.] (SE p. 103) When you write informally, as you did above, it is acceptable to use contractions in your sentences. However, when you write formally, such as when you write a research report, you should not use too many contractions. (SE p. 103) Read your answers to the jokes. Notice how casual and informal the answers sound. If you were writing a report on elephants, however, you would write more formally. You would limit your use of contractions, and you would not begin sentences with words such as so and because. (SE p. 103)</p> <p>Unit 1 Sentences</p> <ul style="list-style-type: none"> Lesson 3 Simple Subjects and Simple Predicates—SE pp. 16–19/TAE p. T19 Lesson 9 Correcting Fragments and Run-ons—SE pp. 40–43/TAE p. T22 <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> Lesson 22 Progressive Forms of Verbs—SE pp. 100–103/TAE p. T29 <p>Unit 4 Adjectives, Adverbs, and Prepositions</p> <ul style="list-style-type: none"> Lesson 35 Using Good and Well, Real and Very—SE pp. 156–159/TAE p. T36 <p>Unit 5 Pronouns</p> <ul style="list-style-type: none"> Lesson 45 Contractions with Pronouns—SE pp. 200–203/TAE p. T42 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5	GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5
<p style="text-align: center;"><i>continued</i></p> <p>D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p style="text-align: center;"><i>continued</i></p> <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 52 Parts of a Letter (friendly letter)—SE pp. 232–235/TAE p. T46 • Lesson 54 Words Often Misspelled—SE pp. 240–243/TAE p. T47 <p>TEACHER’S ANNOTATED EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Proven Instructional Approach <ul style="list-style-type: none"> ○ Direct Instruction <ul style="list-style-type: none"> <u>When writing, students are made aware of the importance of text type and audience when making decisions about using formal or informal language</u>, as well as the need to consult a dictionary for help with spelling or clarification of word meaning. <ul style="list-style-type: none"> ▪ TAE p. T4 • Best Practices for Teaching Grammar <ul style="list-style-type: none"> 4. Analyze the differences between formal and informal writing. You might encourage students to write informally to a close friend and then write the same message formally to a different audience. Then reverse the process by having students write formally first, then rewrite informally. By encouraging students to code-switch, you help them understand how purpose, audience, and genre influence a writer’s decisions about language and conventions. You can also help students explore the relationship between oral and written language. <ul style="list-style-type: none"> ▪ TAE p. T10

Additional Aligned Content

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5

GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

continued

STUDENT EDITION/ TEACHER’S ANNOTATED EDITION

Write Your Own

Write Your Own encourages students to be creative as they apply what they learned by expressing an opinion based on an interesting, grade-appropriate writing prompt.

Example:

Write about a favorite painting or photograph that you have seen. First, write two or three sentences about the details you can see in the painting or photograph. Then, write two or three sentences telling why you like the painting or photograph. Use the words **well** or **good** in two sentences as well. (Lesson 35, SE p. 159)

- Lesson 4, SE p. 23/ATE p. T19; Lesson 27, SE p. 123/ATE p. T32; Lesson 35, SE p. 159/ATE p. T36

Write About It

Before students begin the end-of-unit **Write About It** activity, review the **Check It Out** questions together. These questions serve as a rubric for completing the activity. You may wish to have students work with partners to plan their writing. A rubric for students to self-assess their writing is available at SadlierConnect.com.

For Example:

Write a letter of your own in support of the new park. Use details from the text on page 250. Include all the parts of a business letter. Use the Writing Process Handbook on pages 252–267 to help you plan. When you are finished writing your draft, then proofread your work. (SE p. 251)

- Unit 6 Review Write About It (story)—SE p. 251/TAE p. T48

STUDENT EDITION

Writing Process Handbook

- Planning
 - B Choosing a Genre
 - Persuasive: Writing that tells your opinion about a specific topic and tries to convince readers to have that same opinion
 - SE p. 255
 - C Choosing a Purpose
 - To persuade: Convince your readers through argument to agree with your idea or to act in a certain way.
 - SE p. 256
 - D Choosing an Audience
 - When you write, think about your audience, the specific readers you want to read your work.
 - SE p. 256
 - Planning Checklist
 - Do I know what genre I am writing?
 - Do I know my purpose for writing?
 - SE p. 257

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5

GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5

continued

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

continued

- Drafting
 - Learn
 - Plan the structure of your draft**
 - For informative, explanatory, and opinion writing, use an introduction, body paragraphs, and a conclusion.
 - SE p. 258
 - Drafting Checklist
 - Did I stay focused on my topic?
 - Did I support my main point?
 - SE p. 260
- Revising
 - Learn
 - Steps for revising**
 - Review every paragraph and every sentence to be sure the ideas flow.
 - Add or remove details and evidence to make your writing clearer.
 - Add transitional words and phrases to make your writing flow better.
 - SE p. 261
 - Revising Checklist
 - Did I change how I organized my ideas to make my writing clearer?
 - Did I add or remove details and evidence to improve my writing?
 - Did I add transitional words and phrases to make my writing flow better?
 - SE p. 262

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

continued

STUDENT EDITION / TEACHER’S ANNOTATED EDITION

Write Your Own

Write Your Own encourages students to apply what they learned by explaining an idea or activity described in an interesting, grade-appropriate writing prompt.

Examples:

Write some facts comparing people, places, or things in your neighborhood. Use four adjectives from each box in your facts. Check a dictionary if you need help spelling a word. (SE p. 131)

Write a short description of an invention you enjoy. You could write about a new electronic device, for example. Include at least five pronouns in your sentences. Make sure that the pronouns agree with their antecedents. (SE p. 179)

- Lesson 2, SE p. 15/TAE p. T18; Lesson 5, SE p. 27/TAE p. T20; Lesson 7, SE p. 35/TAE p. T21; Lesson 10, SE p. 51/TAE p. T23; Lesson 20, SE p. 95/TAE p. T28; Lesson 21, SE p. 99/TAE p. T29; Lesson 28, SE p. 131/TAE p. T33; Lesson 29, SE p. 135/TAE p. T33; Lesson 33, SE p. 151/TAE p. T35; Lesson 39, SE p. 179/TAE p. T39; Lesson 40, SE p. 183/TAE p. T39; Lesson 42, SE p. 195/TAE p. T41; Lesson 43, SE p. 199/TAE p. T41; Lesson 49, SE p. 223/TAE p. T44

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5	GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5
<p style="text-align: center;"><i>continued</i></p> <p>W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a conclusion related to the information of explanation presented. 	<p style="text-align: center;"><i>continued</i></p> <p>Write About It</p> <p>Before students begin the end-of-unit Write About It activity, review the Check It Out questions together. These questions serve as a rubric for completing the activity. You may wish to have students work with partners to plan their writing. A rubric for students to self-assess their writing is available at SadlierConnect.com.</p> <p><i>Example:</i></p> <p>Write an article about going on a walk in a park or the woods. Use details from the text on page 178. Include a variety of adjectives, adverbs, conjunctions, and prepositions in your article. Use the Writing Process Handbook on pages 252–267 to help you plan. When you are finished writing your draft, then proofread your work. (SE p. 179)</p> <p>Write an essay about why making crafts is a good pastime. Use details from the text on page 206. Include a variety of pronouns and relative adverbs in your description. Use the Writing Process Handbook on pages 252–267 to help you plan. When you are finished writing your draft, then proofread your work. (SE p. 207)</p> <ul style="list-style-type: none"> ○ Unit 4 Review Write About It (article)—SE p. 179/TAE p. T39 ○ Unit 5 Review Write About It (essay)—SE p. 207/TAE p. T42
<p style="text-align: center;"><i>continued</i></p>	<p>TEACHER'S ANNOTATED EDITION</p> <p>Lesson Plans</p> <ul style="list-style-type: none"> • Follow-Up: Writing <p>Many lesson plans feature a multi-sentence, informative or explanatory text writing activity that applies the lesson skill.</p> <p><i>Examples:</i></p> <p>Have students write five complex sentences that give playground safety rules. Have students use a different subordinating conjunction in each. (Lesson 8, TAE p. T21)</p> <p>Ask students to write six sentences about a sports team. Challenge students to include two or three verbs that name actions that cannot be seen. Have students underline all action verbs they use. (Lesson 15, TAE p. T26)</p> <p>Have students write eight sentences using adverbs to compare how different vehicles move. Ask students to use <i>more</i>, <i>most</i>, <i>-er</i>, and <i>-est</i> twice each. (Lesson 34, TAE p. T36)</p> <ul style="list-style-type: none"> ▪ Lesson 2, TAE p. T18, Lesson 4, TAE p. T19, Lesson 5, TAE p. T20, Lesson 8, TAE p. T21, Lesson 11, TAE p. T23, Lesson 12, TAE p. T24, Lesson 14, TAE p. T25, Lesson 15, TAE p. T26, Lesson 19, TAE p. T28, Lesson 23, TAE p. T30, Lesson 26, TAE p. T31, Lesson 27, TAE p. T32, Lesson 31, TAE p. T34, Lesson 32, TAE p. T35, Lesson 34, TAE p. T36, Lesson 38, TAE p. T38, Lesson 40, TAE p. T39, Lesson 41, TAE p. T40, Lesson 44, TAE p. T41, Lesson 45, TAE p. T42, Lesson 47, TAE p. T43, Lesson 49, TAE p. T44, Lesson 50, TAE p. T45 <p style="text-align: center;"><i>continued</i></p>

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WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5

GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5

continued

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

continued

STUDENT EDITION

Writing Process Handbook

- Drafting
 - Learn
 - Plan the structure of your draft**
 - For informative, explanatory, and opinion writing, use an introduction, body paragraphs, and a conclusion.
 - SE p. 258
 - Drafting Checklist
 - Did I stay focused on my topic?
 - Did I support my main point?
 - SE p. 260
- Revising
 - Learn
 - Steps for revising**
 - Start with structure. Be sure that the order of your paragraphs makes sense.
 - Review every paragraph and every sentence to be sure the ideas flow.
 - Add or remove details and evidence to make your writing clearer.
 - Add transitional words and phrases to make your writing flow better.
 - SE p. 261
 - Revising Checklist
 - Did I change how I organized my ideas to make my writing clearer?
 - Did I add or remove details and evidence to improve my writing?
 - Did I add transitional words and phrases to make my writing flow better?
 - SE p. 262

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5

GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

continued

STUDENT EDITION / TEACHER'S ANNOTATED EDITION

Write Your Own

Write Your Own encourages students to be creative as they apply what they learned by writing narratives based on an interesting, grade-appropriate writing prompt.

Examples:

Write about the picnic scene in the picture. Describe the setting, and tell how the people and food look. Describe how the food tastes, too. Use linking verbs in your sentences. (SE p. 95)

Have you ever bought or sold anything at a yard sale, garage sale, or flea market? Have you ever traded cards, pins, or bracelets with a friend or sibling? Write about your experience, or use your imagination if you haven't had this experience. Describe the objects, and tell why you bought, sold, or traded them. Use at least four possessive pronouns and one demonstrative pronoun in your sentences. (SE p. 195)

Imagine that you are part of the Earth Day cleanup committee. Write a sentence that responds to each statement below. Use the type of word or phrase in parentheses in each sentence. Make up any information that you need. (SE p. 231)

- Lesson 1, SE p. 11/ATE p. T18; Lesson 2, SE p. 15/ATE p. T18; Lesson 12, SE p. 59/ATE p. T24; Lesson 16, SE p. 79/ATE p. T26; Lesson 20, SE p. 95/ATE p. T28; Lesson 22, SE p. 103/ATE p. T29; Lesson 43, SE p. 195/ATE p. T41; Lesson 49, SE p. 223/ATE p. T44; Lesson 51, SE p. 231/ATE p. T45; Lesson 53, SE p. 239/ATE p. T46; Lesson 54, SE p. 243/ATE p. T47; Lesson 55, SE p. 247/ATE p. T47

Write About It

Before students begin the end-of-unit **Write About It** activity, review the **Check It Out** questions together. These questions serve as a rubric for completing the activity. You may wish to have students work with partners to plan their writing. A rubric for students to self-assess their writing is available at SadlierConnect.com.

Example:

Write your own story about choosing a kitten at the animal shelter. Tell about how the kittens look and what they are doing. Use details from the text on page 46. Include a variety of sentences in your description. Use the Writing Process Handbook on pages 252–267 to help you plan. When you are finished writing your draft, then proofread your work. (SE p. 47)

- Unit 1 Review: Write About It (story), SE p. 43/TAE p. T22
- Unit 2 Review: Write About It (story), SE p. 71/TAE p. T25
- Unit 3 Review Write About It (story), SE p. 131/TAE p. T33
- Unit 6 Review Write About It (story), SE p. 251/TAE p. T48

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5

GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5

continued

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

continued

continued

TEACHER'S ANNOTATED EDITION

Lesson Plans

- Follow-Up: Writing
Many lesson plans feature a multi-sentence, narrative writing activity that applies the lesson skill.

Examples:

Ask students to write a descriptive story about an imaginary family vacation to outer space. They should use at least five progressive forms. (Lesson 22, TAE p. T29)

Have students write short friendly letters to themselves from an imaginary aunt or uncle in another country. Ask students to use proper letter form and to punctuate and capitalize each part of their letters correctly. (Lesson 52, TAE p. T46)

- Lesson 22, TAE p. T29; Lesson 37, TAE p. T37; Lesson 46, TAE p. T43; Lesson 51, TAE p. T45; Lesson 52, TAE p. T46; Lesson 53, TAE p. T46

STUDENT EDITION

Writing Process Handbook

- Planning
 - Learn
 - A. Choosing a Topic
When she was asked to write about an important event in her life, Andrea made this chart to begin to list important events in her life. Then she chose the topic "Went to camp away from home for the first time."
▪ SE p. 254
 - B. Choosing a Genre
Narrative: Writing that tells a story, real or imaginary
▪ SE p. 255
 - C. Choosing a Purpose
To entertain: Share an experience or an idea with your readers.
▪ SE p. 256
 - D. Choosing an Audience
▪ SE p. 256
 - E. Collecting Details and Evidence
To write about the important event in her life, Andrea put the details of her narrative in order by using a graphic organizer:
▪ SE p. 257
 - Planning Checklist
▪ SE p. 257

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5

GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5

continued

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

continued

- Drafting
 - Learn
 - Plan the structure of your draft**
 - For narratives create a beginning, a middle, and an end.
 - SE p. 258
 - Drafting Checklist
 - Did I stay focused on my topic?
 - Did drafting spark some additional ideas that I used in my writing?
 - SE p. 260
- Revising
 - Learn
 - Steps for revising**
 - Start with structure. Be sure that the order of your paragraphs makes sense.
 - Review every paragraph and every sentence to be sure the ideas flow.
 - Improve your word choice by replacing weak words with stronger ones.
 - Add transitional words and phrases to make your writing flow better.
 - SE p. 261
 - Revising Checklist
 - Did I change any of my words to make my writing more interesting, precise, or powerful?
 - Did I add transitional words and phrases to make my writing flow better?
 - SE p. 262

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5

GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

STUDENT EDITION

Lesson 1-53

- Practice C (proofreading exercise)
The Practice C exercise provides an opportunity for students to apply lesson skills using proofreading marks to correct mistakes in the writing sample.
 - SE pp. 10, 14, 18, 22, 26, 30, 34, 38, 42, 50, 54, 58, 62, 66, 74, 78, 82, 86, 90, 94, 98, 102, 106, 110, 114, 118, 122, 126, 134, 138, 142, 146, 150, 154, 158, 162, 166, 170, 174, 182, 186, 190, 194, 198, 202, 210, 214, 218, 222, 226, 230, 234, 238, 242, 246

STUDENT EDITION / TEACHER'S ANNOTATED EDITION

Grammar for Writing

- Proofreading Practice
 - Unit 1 Review, SE p. 46/TAE p. T22
 - Unit 2 Review, SE p. 70/TAE p. T25
 - Unit 3 Review, SE p. 130/TAE p. T33
 - Unit 4 Review, SE p. 178/TAE p. T39
 - Unit 6 Review, SE p. 250/TAE p. T48

STUDENT EDITION

Writing Process Handbook

- Planning, SE p. 253-257
 - A. Choosing a Topic
 - B. Choosing a Genre
 - C. Choosing a Purpose
 - D. Choosing an Audience
 - E. Collecting Details and Evidence
 - Planning Checklist
- Drafting, SE pp. 258-260
 - A. Planning a Draft
 - B. Writing a Draft
 - Drafting Checklist
- Revising, SE pp. 260-262
 - A. Doing a Peer Review
 - B. Revising a Draft
 - Revising Checklist
- Editing, SE pp. 263-265
 - Editing Questions
 - Grammar
 - Mechanics
 - Usage
 - A. Checking Your Draft
 - Editing Checklist

DIGITAL RESOURCES*

Units 1-6

- Proofreading Practice
 - Proofreading Passages
- Student Resources
 - Proofreading Checklist

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5	GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5
<p>W.WR.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.</p>	<p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Planning, SE p. 233–237 <ul style="list-style-type: none"> ○ Learn Collect and organize details and evidence to include in your writing. ○ E. Collecting Details and Evidence On a sheet of paper, jot down a list of details and evidence, or complete a graphic organizer to collect ideas about your topic. ○ Planning Checklist
<p>W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">WRITE ROUTINELY OVER EXTENDED TIME FRAMES</p> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Write Your Own</p> <p>Longer Write Your Own assignments require students to write several sentences or paragraphs.</p> <p><i>Examples:</i></p> <p>Imagine that there is a power outage in your neighborhood. Write five sentences that tell what you and your family do. Use an action verb and a direct object in each sentence. Underline each action verb once and each direct object twice.</p> <p>Now write five sentences that tell how to prepare for a power outage or other emergency. Again, use an action verb and direct object in each sentence. Underline each action verb once and each direct object twice. (Lesson 16, SE p. 79)</p> <p>Have you ever bought or sold anything at a yard sale, garage sale, or flea market? Have you ever traded cards, pins, or bracelets with a friend or sibling? Write about your experience, or use your imagination if you haven't had this experience. Describe the objects, and tell why you bought, sold, or traded them. Use at least four possessive pronouns and one demonstrative pronoun in your sentences. (Lesson 43, SE p. 195)</p> <ul style="list-style-type: none"> ○ Lesson 2, SE p. 15/ATE p. T18; Lesson 3, SE p. 19/ATE p. T19; Lesson 4, SE p. 23/ATE p. T19; Lesson 16, SE p. 79/ATE p. T26; Lesson 18, SE p. 87/ATE p. T27; Lesson 21, SE p. 99/ATE p. T29; Lesson 26, SE p. 119/ATE p. T31; Lesson 35, SE p. 159/ATE p. T36; Lesson 43, SE p. 195/ATE p. T41; Lesson 47, SE p. 215/ATE p. T43; Lesson 52, SE p. 235/ATE p. T46; Lesson 53, SE p. 239/ATE p. T46 <p style="text-align: right;"><i>continued</i></p>

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 5	GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5
<p style="text-align: center;"><i>continued</i></p> <p>W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Write About It Before students begin the end-of-unit Write About It activity, review the Check It Out questions together. These questions serve as a rubric for completing the activity. You may wish to have students work with partners to plan their writing. A rubric for students to self-assess their writing is available at SadlierConnect.com.</p> <p><i>Example:</i> Describe what you see and do there. Use details from the text on page 70. Include a variety of nouns in your description. Use the Writing Process Handbook on pages 252–267 to help you plan. When you are finished writing your draft, then proofread your work. (SE p. 71)</p> <ul style="list-style-type: none"> ○ Unit 1 Review: Write About It (story)—SE p. 43/TAE p. T22 ○ Unit 2 Review: Write About It (story)—SE p. 71/TAE p. T25 ○ Unit 3 Review Write About It (story)—SE p. 131/TAE p. T33 ○ Unit 4 Review Write About It (article)—SE p. 179/TAE p. T39 ○ Unit 5 Review Write About It (essay)—SE p. 207/TAE p. T42 ○ Unit 6 Review Write About It (story)—SE p. 251/TAE p. T48 <p>TEACHER’S ANNOTATED EDITION</p> <p>Lesson Plans</p> <ul style="list-style-type: none"> • Follow-Up: Writing Many lesson plans feature a multiple-sentence writing activity that applies the lesson skill. <p><i>Example:</i> Have students write five complex sentences that tell about America’s landmarks, such as Mount Rushmore. Three sentences should use <i>who, whom, whose, which</i> or <i>that</i>; and the last two should use <i>where, when, or why</i>. Ask peers to check one another’s sentences. (Lesson 44, TAE p. T41)</p> <ul style="list-style-type: none"> ▪ Lesson 2, TAE p. T18; Lesson 4, TAE p. T19; Lesson 5, TAE p. T20; Lesson 6, TAE p. T20; Lesson 8, TAE p. T21; Lesson 11, TAE p. T23; Lesson 12, TAE p. T24; Lesson 13, TAE p. T24; Lesson 14, TAE p. T25; Lesson 15, TAE p. T26; Lesson 19, TAE p. T28; Lesson 20, TAE p. T28; Lesson 22, TAE p. T29; Lesson 23, TAE p. T30; Lesson 24, TAE p. T30; Lesson 26, TAE p. T31; Lesson 27, TAE p. T32; Lesson 29, TAE p. T33; Lesson 31, TAE p. T34; Lesson 32, TAE p. T35; Lesson 33, TAE p. T35; Lesson 34, TAE p. T36; Lesson 35, TAE p. T36; Lesson 37, TAE p. T37; Lesson 38, TAE p. T38; Lesson 39, TAE p. T38; Lesson 40, TAE p. T39; Lesson 41, TAE p. T40; Lesson 42, TAE p. T40; Lesson 44, TAE p. T41; Lesson 45, TAE p. T42; Lesson 46, TAE p. T43; Lesson 47, TAE p. T43; Lesson 48, TAE p. T44; Lesson 49, TAE p. T44; Lesson 50, TAE p. T45; Lesson 51, TAE p. T45; Lesson 52, TAE p. T46; Lesson 53, TAE p. T46 <p style="text-align: center;"><i>continued</i></p>

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GRAMMAR WORKSHOP, LEVEL BLUE / GRADE 5

continued

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

continued

WRITE ROUTINELY OVER SHORTER TIME FRAMES

STUDENT EDITION / TEACHER'S ANNOTATED EDITION

Write Your Own

Shorter **Write Your Own** assignments involve writing one or two sentences in response to the prompt.

Example:

Imagine that you are a scientist studying animals and a journalist wants to interview you. Choose an animal you know about. Use the verbs in parentheses to write responses. Since this is a formal interview, write your responses in complete sentences. (Lesson 22, SE p. 103)

- Lesson 1, SE p. 11/ATE p. T18; Lesson 11, SE p. 55/ATE p. T23; Lesson 12, SE p. 59/ATE p. T24; Lesson 15, SE p. 75/ATE p. T26; Lesson 20, SE p. 95/ATE p. T28; Lesson 22, SE p. 103/ATE p. T29; Lesson 23, SE p. 107/ATE p. T30; Lesson 27, SE p. 123/ATE p. T32; Lesson 30, SE p. 139/ATE p. T34; Lesson 31, SE p. 143/ATE p. T34; Lesson 32, SE p. 147/ATE p. T35; Lesson 34, SE p. 155/ATE p. T36; Lesson 36, SE p. 163/ATE p. T37; Lesson 38, SE p. 171/ATE p. T38; Lesson 42, SE p. 191/ATE p. T40; Lesson 45, SE p. 203/ATE p. T42; Lesson 48, SE p. 219/ATE p. T44; Lesson 49, SE p. 223/ATE p. T44; Lesson 51, SE p. 231/ATE p. T45; Lesson 54, SE p. 243/ATE p. T47; Lesson 55, SE p. 247/ATE p. T47