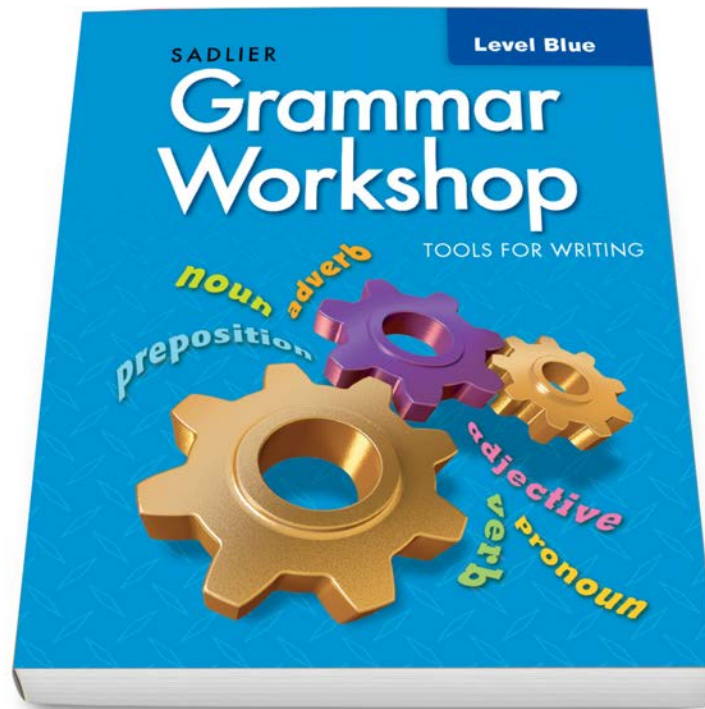


Grammar Workshop

Tools for Writing

Correlation to the 2021 Alabama Course of Study
English Language Arts

Grade 5



GRADE 5 CORRELATED CONTENT

Recurring Standards

Recurring Standards for Grades 4-5. 2

Grade 5 Content Standards

Literacy Foundations. 4

Fluency

Writing

Grades 4–5 Recurring Standards

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL BLUE/GR. 5
Students will: R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.	STUDENT EDITION Grammar for Writing • Talk About It: Discuss (students express their own ideas while discussing various topics)—SE pp. 47, 71, 131, 179, 207, 251 TEACHER EDITION Unit Reviews • Using Grammar for Writing ◦ Talk About It (students discuss their writing using the grammatical structures emphasized in the review)—TE pp. T22, T24, T33, T39, T42, T48
R2. Use context clues to determine meanings of unfamiliar spoken or written words.	TEACHER EDITION Lesson Plans • Follow-Up: ELL (use context clues)—TE pp. T24, T34
R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.	Related content ONLINE RESOURCES Each Lesson • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz Each Unit • Proofreading Practice Student Resources • Proofreading Checklist • Test-Taking Strategies • Writing Rubric
R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	STUDENT EDITION Writing Process Handbook • Planning—SE pp. 253–257 A. Choosing a Topic B. Choosing a Genre C. Choosing a Purpose D. Choosing an Audience E. Collecting Details and Evidence • Drafting—SE pp. 258–260 A. Planning a Draft B. Writing a Draft • Revising—SE pp. 260–262 A. Doing a Peer Review B. Revising a Draft <i>continued</i>

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL BLUE/GR. 5
	• Editing—SE pp. 263–265 A. Checking Your Draft • Producing, Publishing, and Presenting—SE pp. 266–267 A. Making a Presentation B. Reflecting On Your Writing TEACHER EDITION Lesson Plans • Writing Process Handbook—TE p. T48 See also lesson activities STUDENT EDITION Write Your Own • Proofreading Checklist—SE 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 Grammar for Writing • Proofreading Practice—SE pp. 46, 70, 130, 178, 206, 250 • Write About It/Check It Out! (revise/edit/proofread)—SE pp. 47, 71, 131, 179, 207, 251 ONLINE RESOURCES Each Lesson • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz Each Unit • Proofreading Practice Student Resources • Proofreading Checklist
R6. Assess the formality of occasions in order to speak or write using appropriate language and tone.	STUDENT EDITION Write • Write Your Own (formal/informal language)—SE pp. 19, 103, 107, 203 TEACHER EDITION Best Practices for Teaching Grammar • Analyze the differences between formal and informal writing—TE p. T10 Lesson Plans • Lesson 23 Perfect Tenses: Follow-Up (informal language)—TE p. T30 • Lesson 46 Writing Sentences Correctly: Teach/Model (tone of sentence signaled by end punctuation)—TE p. T43

Grade 5 Content Standards

LITERACY FOUNDATIONS

Fluency

GRADE 5 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL BLUE/GR. 5
Students will: EXPRESSION WRITING 7. Write routinely and independently for varied amounts of time.	STUDENT EDITION Write • Write Your Own (short end-of-lesson writing exercises/sentences)—SE 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 • Write Your Own (longer end-of-lesson writing exercises/story, essay)—SE pp. 15, 19, 23, 55, 79, 95, 107, 159, 195, 215, 235 Grammar for Writing • Write About It (write a story, essay, or letter on the topic/using details from the writing sample on the preceding page)—SE pp. 47, 71, 131, 179, 207, 251 TEACHER EDITION Lesson Plans • Follow-Up: Writing (additional, short end-of-lesson writing assignments)—TE pp. T18–T47

Writing

GRADE 5 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL BLUE/GR. 5
Students will: 32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.	STUDENT EDITION Write • Write Your Own (write a response to the writing sample/reading selection on the preceding page)—SE 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 Grammar for Writing • Write About It (write a story, essay, or letter in response to the writing sample/narrative or informational text or letter on the preceding page)—SE pp. 47, 71, 131, 179, 207, 251

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL BLUE/GR. 5

EXPRESSION | WRITING

33. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing and placing text elements correctly on the page.

Examples: headings, titles, paragraph indentions

Students practice and demonstrate their ability to write fluently and legibly in cursive as they complete exercises for each lesson.

EXPRESSION | WRITING

34. Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.

STUDENT EDITION

Write

- **Write Your Own** (describe a setting/imaginary experience, tell a story)—SE pp. 15, 55, 95, 103, 171, 195, 239

Grammar for Writing

- **Write About It** (write a story)—SE pp. 47, 71, 131

Writing Process Handbook

- **Planning**—SE pp. 253–257
 - A. Choosing a Topic
 - B. Choosing a Genre
 - C. Choosing a Purpose
 - D. Choosing an Audience
 - E. Collecting Details and Evidence
- **Drafting**—SE pp. 258–260
 - A. Planning a Draft
 - B. Writing a Draft
- **Revising**—SE pp. 260–262
 - A. Doing a Peer Review
 - B. Revising a Draft
- **Editing**—SE pp. 263–265
 - A. Checking Your Draft
- **Producing, Publishing, and Presenting**—SE pp. 266–267
 - A. Making a Presentation
 - B. Reflecting On Your Writing

TEACHER EDITION

Lesson Plans

- **Follow-Up: Writing** (write a story/cartoon/dialogue)—TE pp. T29, T37, T45, T46, T46
- **Writing Process Handbook**—TE p. T48

ONLINE RESOURCES

Student Resources

- **Writing Rubric** (self-assessment/student & teacher scoring)
 - Response
 - Organization
 - Text Evidence
 - Language
 - Spelling and Conventions

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS

EXPRESSION | WRITING

35. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL BLUE/GR. 5

STUDENT EDITION

Write

- **Write Your Own** (informative text/explanatory text)—SE pp. 15, 19, 79, 107, 127, 155, 163, 215, 235

Grammar for Writing

- **Write About It** (write an article/essay/letter)—SE pp. 179, 207, 251

Writing Process Handbook

- **Planning**—SE pp. 253–257
 - A. Choosing a Topic
 - B. Choosing a Genre
 - C. Choosing a Purpose
 - D. Choosing an Audience
 - E. Collecting Details and Evidence
- **Drafting**—SE pp. 258–260
 - A. Planning a Draft
 - B. Writing a Draft
- **Revising**—SE pp. 260–262
 - A. Doing a Peer Review
 - B. Revising a Draft
- **Editing**—SE pp. 263–265
 - A. Checking Your Draft
- **Producing, Publishing, and Presenting**—SE pp. 266–267
 - A. Making a Presentation
 - B. Reflecting On Your Writing

TEACHER EDITION

Lesson Plans

- **Follow-Up: Writing** (informative text)—TE pp. T19, T20, T21, T23, T24, T24, T25, T26, T30, T30, T31, T35, T35, T38, T38, T39, T40, T40, T41, T42, T43, T44, T45
- **Writing Process Handbook**—TE p. T48

ONLINE RESOURCES

Student Resources

- **Writing Rubric** (self-assessment/student & teacher scoring)
 - Response
 - Organization
 - Text Evidence
 - Language
 - Spelling and Conventions

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL BLUE/GR. 5

EXPRESSION | WRITING

36. Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion.

Examples: first, as a result, therefore, in addition

STUDENT EDITION

Write

- **Write Your Own** (write a review/state opinion)—SE pp. 23, 159

Grammar for Writing

- **Write About It** (opinion)—SE pp. 71, 131, 207

Writing Process Handbook

- **Planning**—SE pp. 253–257
 - A. Choosing a Topic
 - B. Choosing a Genre
 - C. Choosing a Purpose
 - D. Choosing an Audience
 - E. Collecting Details and Evidence
- **Drafting**—SE pp. 258–260
 - A. Planning a Draft
 - B. Writing a Draft
- **Revising**—SE pp. 260–262
 - A. Doing a Peer Review
 - B. Revising a Draft
- **Editing**—SE pp. 263–265
 - A. Checking Your Draft
- **Producing, Publishing, and Presenting**—SE pp. 266–267
 - A. Making a Presentation
 - B. Reflecting On Your Writing

TEACHER EDITION

Lesson Plans

- **Follow-Up: Writing** (express opinions)—TE pp. T33, T44
- **Follow-Up: ELL** (opinions/preferences)—TE p. T35
- **Writing Process Handbook**—TE p. T48

ONLINE RESOURCES

Student Resources

- **Writing Rubric** (self-assessment/student & teacher scoring)
 - Response
 - Organization
 - Text Evidence
 - Language
 - Spelling and Conventions

EXPRESSION | WRITING

37. Write about research findings independently over short and/or extended periods of time.

STUDENT EDITION

Writing Process Handbook

- **Drafting**—SE pp. 258–260
 - A. Planning a Draft
 - B. Writing a Draft
 - Drafting Checklist (have I included important details/evidence?)

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL BLUE/GR. 5
EXPRESSION WRITING 38. Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations. - Locate information in print and digital sources. - Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources. - Integrate information from several texts on the same topic into presentations of research.	STUDENT EDITION Writing Process Handbook Planning—SE p. 257 E. Collecting Details and Evidence - Review topic, purpose, and audience - Go to local or school library or use online resources to gather information/talk to people who know about your topic - Record specific details - Organize notes/use a graphic organizer
EXPRESSION WRITING 39. Demonstrate command of the conventions of standard English grammar and usage in writing.	
Evaluate the usage of pronouns for the proper case. <i>Examples: subjective, objective, possessive</i>	STUDENT EDITION/TEACHER EDITION Unit 5 Pronouns Lesson 40 Subject Pronouns—SE pp. 180–183/TE p. T39 Lesson 41 Object Pronouns—SE pp. 184–187/TE p. T40 Lesson 42 Using I and Me, We, and Us—SE pp. 188–191/TE p. T40 Lesson 43 Possessive and Demonstrative Pronouns—SE pp. 192–195/TE p. T41 Unit 5 Review—SE pp. 204–205/TE p. T42 Unit 5 Grammar for Writing—SE pp. 206–207/TE p. T42 ONLINE RESOURCES Each Lesson - Additional Practice Worksheet - Interactive Activities - Interactive Practice Quiz
Identify inappropriate shifts in pronoun number and person.	STUDENT EDITION/TEACHER EDITION Unit 5 Pronouns Lesson 40 Subject Pronouns (pronoun-antecedent agreement)—SE pp. 180–183/TE pp. T39 Unit 5 Review—SE pp. 204–205/TE p. T42 Unit 5 Grammar for Writing—SE pp. 206–207/TE p. T42 ONLINE RESOURCES Each Lesson - Additional Practice Worksheet - Interactive Activities - Interactive Practice Quiz

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL BLUE/GR. 5
c. Use varied pronouns and their antecedents correctly in composing and revising writing.	<u>STUDENT EDITION/TEACHER EDITION</u> Unit 5 Pronouns • Lesson 40 Subject Pronouns—SE pp. 180–183/TE p. T39 • Lesson 41 Object Pronouns—SE pp. 184–187/TE p. T40 • Lesson 42 Using <i>I</i> and <i>Me</i>, <i>We</i>, and <i>Us</i>—SE pp. 188–191/TE p. T40 • Lesson 43 Possessive and Demonstrative Pronouns—SE pp. 192–195/TE p. T41 • Lesson 44 Relative Pronouns and Relative Adverbs—SE pp. 196–199/TE p. T41 • Lesson 45 Contractions with Pronouns—SE pp. 200–203/TE p. T42 • Unit 5 Review—SE pp. 204–205/TE p. T42 • Unit 5 Grammar for Writing—SE pp. 206–207/TE p. T42 ◦ Proofreading Practice ◦ Write About It ◦ Check It Out! <u>ONLINE RESOURCES</u> Each Lesson • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz
d. Use subject-verb agreement correctly when composing and revising writing.	<u>STUDENT EDITION/TEACHER EDITION</u> Unit 3 Verbs • Lesson 17 Simple Tense: Present (subject-verb agreement)—SE pp. 80–83/TE p. T27 • Lesson 22 Progressive Forms of Verbs (subject-verb agreement)—SE pp. 100–103/TE p. T29 Unit 5 Pronouns • Lesson 40 Subject Pronouns (subject-verb agreement)—SE pp. 180–183/TE p. T39 <u>ONLINE RESOURCES</u> Each Lesson • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz
e. Use verb tenses to convey various times, sequences, states, and conditions.	<u>STUDENT EDITION/TEACHER EDITION</u> Unit 3 Verbs • Lesson 17 Simple Tense: Present—SE pp. 80–83/TE p. T27 • Lesson 18 Simple Tense: Past—SE pp. 84–87/TE p. T27 • Lesson 19 Simple Tense: Future—SE pp. 88–91/TE p. T28 • Unit 3 Review—SE pp. 128–129/TE p. T33 • Unit 3 Grammar for Writing—SE pp. 130–131/TE p. T33 <i>continued</i>

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL BLUE/GR. 5
	ONLINE RESOURCES Each Lesson • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz
f. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement.	STUDENT EDITION/TEACHER EDITION Unit 3 Verbs • Lesson 24 Inappropriate Shifts in Verb Tense—SE pp. 108-111/TE p. T30 ONLINE RESOURCES Each Lesson • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz
g. Use perfect verb tenses to compose and revise writing.	STUDENT EDITION/TEACHER EDITION Unit 3 Verbs • Lesson 23 Perfect Tenses (present perfect, past perfect, future perfect)—SE pp. 104-107/TE p. T30 ONLINE RESOURCES Each Lesson • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz
h. Use correlative conjunctions correctly when composing and revising writing.	STUDENT EDITION/TEACHER EDITION Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions • Lesson 37 Three Kinds of Conjunctions (coordinating, subordinating, correlative)—SE pp. 164-167/TE p. T37 • Unit 4 Review—SE pp. 176-179/TE p. T39 • Unit 4 Grammar for Writing—SE pp. 178-181/TE p. T39 ONLINE RESOURCES Each Lesson • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL BLUE/GR. 5

EXPRESSION | WRITING

40. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.

STUDENT EDITION/TEACHER EDITION

Unit 6 Capitalization, Punctuation, and Spelling

- Lesson 50 Commas in a Series—SE pp. 224–227/TE p. T45
- Lesson 51 More Commas—SE pp. 228–231/TE p. T45
- Unit 6 Review—SE pp. 248–249/TE p. T48
- Unit 6 Grammar for Writing—SE pp. 250–251/TE p. T48

ONLINE RESOURCES

Each Lesson

- Additional Practice Worksheet
- Interactive Activities
- Interactive Practice Quiz

- b. Use underlining, quotation marks, or italics to indicate the titles of different types of works.

STUDENT EDITION/TEACHER EDITION

Unit 6 Capitalization, Punctuation, and Spelling

- Lesson 49 Titles—pp. 220–221
- Unit 6 Review—SE pp. 248–249/TE p. T48

ONLINE RESOURCES

Each Lesson

- Additional Practice Worksheet
- Interactive Activities
- Interactive Practice Quiz

- c. Spell grade-level words correctly, consulting references as needed.

STUDENT EDITION/TEACHER EDITION

Unit 6 Capitalization, Punctuation, and Spelling

- Lesson 54 Words Often Misspelled (homophones/use a dictionary to clarify word meaning and spelling)—pp. 240–243
- Lesson 55 Words Often Confused (use a dictionary)—SE pp. 244–247/TE p. T47
- Unit 6 Review—SE pp. 248–249/TE p. T48

ONLINE RESOURCES

Each Lesson

- Additional Practice Worksheet
- Interactive Activities
- Interactive Practice Quiz

Student Resources

- Proofreading Checklist
 - Spelling
- Writing Rubric
 - Spelling and Conventions

continued

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL BLUE/GR. 5

	STUDENT EDITION Write • Write Your Own (use a dictionary to help with word spelling)—SE pp. 15, 19, 63, 75, 103, 107, 139 Grammar for Writing • Write About It/Check It Out! (proofread for correct spelling, capitalization, and punctuation)—SE pp. 47, 71, 131, 179, 207, 251 TEACHER EDITION Introduction • Proven Instructional Approach (consult a dictionary for help determining correct spelling)—TE p. T4
EXPRESSION WRITING 41. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.	STUDENT EDITION Write • Write Your Own—SE 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 • Write Your Own—SE pp. 15, 19, 23, 55, 79, 95, 107, 159, 195, 215, 235 Grammar for Writing • Write About It—SE pp. 47, 71, 131, 179, 207, 251 TEACHER EDITION Lesson Plans • Follow-Up: Writing—TE pp. T18–T47