English/Language Arts: Grade 5

Writing	
Learning Outcome	Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.

Standard	**5.W.7:** Demonstrate command of capitalization, punctuation, and spelling, focusing on:
	
	  a. Capitalization – Applying correct usage of capitalization in writing.
	  b. Punctuation –
	    I. Applying correct usage of apostrophes and quotation marks in writing.
	    II. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
	  c. Spelling – Applying correct spelling patterns and generalizations in writing. (E)

Evidence Statements	Academic Vocabulary

● Use correct capitalization in writing.
● Use apostrophes for the purpose of:
  ○ showing possession.
  ○ forming contractions.
● Use quotation marks for the purpose of:
  ○ punctuating various forms of dialogue.
  ○ punctuating direct quotes (including nested quotation marks).
  ○ signifying small works, like poems.
● Use commas in sentences for the purpose of:
  ○ setting off appositives.
  ○ setting off the words yes and no.
  ○ setting off a tag question from the rest of a sentence.
  ○ indicating a direct address
● Use knowledge of learned syllable types and patterns when spelling regular words.
● Use knowledge of learned syllable types and patterns when spelling irregular words.
	● Capitalization
	● Punctuation
	● Apostrophe
	● Quotation marks
	● Nested quotation marks
	● Comma
	● Appositive
	  ○ Nonrestrictive
	  ○ Restrictive
	● Tag question
	● Spelling patterns and generalizations

Clarification Statements
● Students are expected to correctly use all of the spelling patterns they have studied. ● Students are expected to correctly apply all rules of capitalization. ● An appositive is a noun or noun phrase that follows another noun or noun phrase in a sentence to provide further information or clarification. Comma use with appositives depends on whether they

provide essential or nonessential information:
- Nonrestrictive appositives provide nonessential information or extra information. A sentence would still make sense if this form of appositive were removed, so nonrestrictive appositives are set off by commas.
    - Example: *Jasmine, **my best friend**, is coming to the party.*
      My best friend is the nonrestrictive appositive. This is extra information about Jasmine. The commas show this information is not essential to identifying who Jasmine is.
- Restrictive appositives are essential to the meaning of the sentence and do not use commas.
    - Example: *My friend **Jasmine** is coming to the party.*
      Jasmine is the restrictive appositive. Here, ***Jasmine*** identifies which friend is coming to the party. No comma is necessary because the appositive is needed for clarity.
- A tag question is a short question added to the end of a declarative statement used to seek further confirmation or agreement (e.g., You like coffee, don't you?).
- In spelling, complex patterns refer to irregular letter combinations that do not follow predictable phonics rules, making words difficult to spell based on sound alone. For example, complex spelling patterns may include but are not limited to:
    - Digraphs - words like phone (*ph*) or share (*sh*) use digraphs where two letters represent a single sound, deviating from the expected sounds of the individual letters
    - Silent letters - Words like knife (*k*) or psychology (*psych*) have letters that are not pronounced, further complicating spelling patterns.
    - Homophones and vowel combinations/diphthongs - Words like pair (*ai*), pear (*ea*), and pare (*a-e*) use vowel combinations that are not easily predictable based on sounds alone.
    - More difficult [onset-rime word families](#).
- Less complex spelling patterns are more predictable, following basic rules (e.g., direct letter-sound correspondence).
- Reading and spelling are mutually beneficial. Teaching them together will create more opportunities for students to practice applying common patterns.

Looking Back	Looking Ahead

4.W.7: Demonstrate command of capitalization, punctuation, and spelling, focusing on:
 	
a. Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
b. Punctuation –
  I. Correctly using apostrophes to form possessives and contractions.
  II. Correctly using quotation marks and commas to mark direct speech.
  III. Using a comma before a coordinating conjunction in a compound sentence.
c. Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words. (E)
	6.W.7: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
	
	a. Punctuation –
	  I. Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
	  II. Using semicolons to connect main clauses and colons to introduce a list or quotation. (E)

Instructional Resources and Strategies

- [English/Language Arts Grades K-12 Vertical Articulation Guides](#)
- [English/Language Arts Grades 2-5 Vertical Articulation Guide](#)
- [Use Quotation Marks to Show Dialogue, from Learnzillion](#)
- [Appositives, from Khan Academy](#)
- Provide opportunities to analyze mentor texts that correctly show how commas indicate dialogue and compare with a model of the same text without commas. Ask questions, such as: How do the commas help the reader understand the text?
- [Syntax, from Literacy How](#)
- [The Not So Simple View of Writing, from Keys to Literacy](#)
- [Syntactic Awareness: Teaching Sentence Structure, from the Massachusetts Department of Elementary and Secondary Education](#)
- [Syntax for Writing and Reading: Developing Sentence Skills in Students of All Ages, from W.V.C.Ed](#)
- [Spelling, from Literacy How](#)
- [Developmental Stages in Spelling, from Literacy How](#)

Universal Supports for All Learners

- [2024 Content Connectors](#)
- [Universal Design for Learning Playbook](#)
- [UDL Guideline Infographic, from Learning Designed](#)
- [UDL Guidelines from CAST](#)
- [Universal Supports for All Learners in English/Language Arts, from IDOE's 2023 Future Focused IAS Learning Series](#)
- [Learning Styles and the Writing Process, from the University of Arizona SALT Center](#)
- [Corgi: Digital Graphic Organizers](#)
- [Reading and Writing Graphic Organizers, from BrainPop Educators](#)
- [Writing Graphic Organizers, from Student Treasures](#)

Assessment Considerations

- [Indiana Assessment Framework](#)
- [Exploring Released Items for Writing Instruction - SmART Tool Tutorial](#)
- [Smarter Balanced SmART Tool](#)
- [ILEARN Constructed Response Item Types and Scoring](#)
- [IDOE Released Items Repository](#)
- [I AM - Indiana's Alternate Measure](#)
- Knowledge of English conventions related to this standard is assessed on the ILEARN Checkpoint 3 and Summative CAT assessments.
- Application of knowledge and skills for English conventions within this standard is also assessed in Part 2 of the Summative ILEARN Performance Task (essay writing), as defined by the Conventions domains within the [ILEARN writing rubrics](#).

Interdisciplinary Connections

Coming Soon

Disciplinary Literacy

Coming Soon

Contact IDOE's Office of Teaching and Learning with any questions.