

# Simple Solutions

## Common Core English Grammar & Mechanics 5

### Common Core State Standards Addressed in Grade 5

The Grade 5 edition of *Simple Solutions Common Core English Grammar & Mechanics* includes material associated with 37 of the Common Core State Standards for English Language Arts (15 review standards and 22 fifth-grade standards). The code for each lesson or quiz item indicates the standard that is addressed or supported by that item.

#### Review Standards

L.3.1a	L.4.2a
L.3.1c	L.4.2b
L.3.1d	L.4.2c
L.3.1e	L.4.3c
L.3.1f	
L.4.1a	RI.4.7
L.4.1b	
L.4.1c	
L.4.1f	
L.4.1g	

#### Grade 5 Standards

L.5.1*	L.5.3a*	RF.5.3a
L.5.1a		
L.5.1b	L.5.4a	RI.5.5
L.5.1c	L.5.4b	
L.5.1d	L.5.4c	W.5.5
L.5.1e		
L.5.2*	L.5.5a	
L.5.2a	L.5.5b	
L.5.2b	L.5.5c	
L.5.2c		
L.5.2d		
L.5.2e		

#### \* **Publisher's Notes:**

*Simple Solutions* items coded as **L.5.1** address the characteristics of the parts of speech. For example, items having to do with “nouns” cover common/proper, singular/plural, possessive, collective, and abstract, as well as the functions of nouns in a sentence (subject, object, predicate nominative).

Items coded as **L.5.2** address capitalization, punctuation, and spelling rules that were covered in previous grades.

Items coded as **L.5.3a** address aspects of sentence writing, for example, the four sentence types, effective use of punctuation, parts of a sentence, and sentence structure (simple, compound, or complex).

In the Topic Guide, the lesson number given indicates the first time the standard is addressed.

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### Review Standards from Previous Grades

### CCSS

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences .....	L.3.1a
Use abstract nouns (e.g., <i>childhood</i> ) .....	L.3.1c
Form and use regular and irregular verbs .....	L.3.1d
Form and use the simple verb tenses (I walked; I walk; I will walk).....	L.3.1e
Ensure subject-verb and pronoun-antecedent agreement .....	L.3.1f
Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ) .....	L.4.1a
Form and use the progressive verb tenses (I was walking; I am walking; I will be walking).....	L.4.1b
Use modal auxiliaries to convey various conditions (can, may, must) .....	L.4.1c
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons .....	L.4.1f
Correctly use frequently confused words (e.g., to, too, two; there, their) .....	L.4.1g
Use correct capitalization .....	L.4.2a
Use commas and quotation marks to direct speech and quotations for a text.....	L.4.2b
Use a comma before a coordinating conjunction in a compound sentence.....	L.4.2c
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) .....	L.4.3c
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears .....	RI.4.7

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### Topic Guide

<b><u>Topic</u></b>	<b><u>Lesson #</u></b>	<b><u>CCSS</u></b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking .....	1 .....	L.5.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing .....	1 .....	L.5.2
Spell grade-appropriate words correctly, consulting references as needed (includes plurals and adding -s or -es to any word) .....	1 .....	L.5.2e
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.....	1 .....	L.5.3a
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase .....	1 .....	L.5.4a
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.).....	2.....	W.5.5
Use punctuation to separate items in a series.....	5.....	L.5.2a
Use verb tense to convey various times, sequences, states, and conditions .....	10.....	L.5.1c
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.....	21 .....	L.5.1a
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.....	37 .....	L.5.1b
Use correlative conjunctions (e.g., either/or, neither/nor) .....	51 .....	L.5.1e
Recognize and correct inappropriate shifts in verb tense.....	52.....	L.5.1d

# Topic Guide (continued)

## Topic

## Lesson # CCSS

Use a comma to separate an introductory element from the rest of the sentence .....	57	.....L.5.2b
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?) .....	57	.....L.5.2c
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis) .....	63	.....L.5.4b
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 .....	65	.....L.5.4c
Use underlining, quotation marks, or italics to indicate titles of works .....	73	.....L.5.2d
Interpret figurative language, including similes and metaphors, in context .....	77	.....L.5.5a
Recognize and explain the meaning of common idioms, adages, and proverbs.....	81	.....L.5.5b
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words .....	82	.....L.5.5c
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.....	85	.....RI.5.5
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context .....	85	.....RF.5.3a