**Grammar Scope and Sequence Grade 5**

|  |  |  |
| --- | --- | --- |
| **Language Cues and Conventions** | **Must Do When Viewing, Listening or Reading (CR)** | **Must Do When Speaking, Writing, or using other forms of representing (CC)** |
| **Pragmatic** | Identify/Recognize:* intended audience and purpose for a text
* various uses of language in social, cultural, and regional situations
 | Use:* level of language (register) appropriate to purpose and intended audience
* adjust tone to situation
 |
| **Textual** | Identify:* various forms of texts
* characteristics of texts (headings)
* organization and patterns in texts (comparison and contrast)
* different text types used in other subject areas
 | Use:* paragraphs proficiently
* knowledge to communicate ideas clearly and logically
 |
| **Syntactical** | Understand:* how punctuation and sentence length affect how we read and listen
 | Use:* simple, compound, and complex sentences
* vary sentence length and structure for effect (8.7 words)
* subject-verb and noun-pronoun agreement correctly
 |
| **Semantic/ Lexical/ Morphological** | Use/Identify:* word attack strategies and knowledge of prefixes and suffixes to determine proper pronunciation and meaning of words
 | Use:* precise and descriptive words
* new words in writing
* specialized terms in different subject areas
* resources to confirm spelling
* a thesaurus
* spell correctly the provinces and capitals, and words like catch, matches, strength, scratch, length
 |
| **Graphophonic** | Use/Recognize:* phonics to decode and say words correctly
* vowel patterns in multi-syllabic words, double consonants, word endings, prefixes (e.g., dis-, in-, un-, ir-, il-, non-, anti-, pro-, pre-), suffixes (e.g., -ish, -en,-ance), and plural possessives
 | Use:* pronunciation and enunciation to figure out spelling of words
* a variety of spelling strategies including sound
 |
| **Other Cues and Conventions** | Recognize/Use:* characteristics of different media
* key elements in visual and multimedia texts (magazines)
 | Use:* appropriate gestures, eye contact, facial expressions
* graphs, diagrams, captions
* correct letter formation and joining in cursive writing
 |
|  |  |  |

[**https://www.curriculum.gov.sk.ca/bbcswebdav/library/curricula/English/English\_Language\_Arts/English\_Language\_Arts\_5\_2010.pdf**](https://www.curriculum.gov.sk.ca/bbcswebdav/library/curricula/English/English_Language_Arts/English_Language_Arts_5_2010.pdf)