

Main Criteria: Washington DC Academic Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 5

Correlation Options: Show Correlated

Washington DC Academic Standards

Language Arts

Grade: 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.5. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL	Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL 5.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Fix It! Grammar**

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.5. Reading Standards: Foundational Skills RF.

STANDARD / ESSENTIAL SKILL	Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL 5.RF.4. Read with sufficient accuracy and fluency to support comprehension.

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EXPECTATION 5.RF.4.a. Read on-level text with purpose and understanding.

**Fix It! Grammar**

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EXPECTATION 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CONTENT STANDARD / STRAND / DISCIPLINE** DC.CC.5. Speaking and Listening Standards SL.

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>

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EXPECTATION 5.SL.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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EXPECTATION 5.SL.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

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EXPECTATION 5.SL.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

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**CONTENT STANDARD / STRAND / DISCIPLINE** DC.CC.5. Language Standards L.

<b>STANDARD / ESSENTIAL SKILL</b>		Conventions of Standard English
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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EXPECTATION 5.L.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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EXPECTATION 5.L.1.d. Recognize and correct inappropriate shifts in verb tense.

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EXPECTATION 5.L.1.e. Use correlative conjunctions (e.g., either/or, neither/nor).

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**CONTENT STANDARD / STRAND / DISCIPLINE** DC.CC.5. Language Standards L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 5.L.2.a. Use punctuation to separate items in a series.

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EXPECTATION 5.L.2.d. Use underlining, quotation marks, or italics to indicate titles of works.

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EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

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**CONTENT STANDARD / STRAND / DISCIPLINE** DC.CC.5. Language Standards L.

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	5.L.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

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EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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EXPECTATION 5.L.4.c. 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.

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**CONTENT STANDARD / STRAND / DISCIPLINE** DC.CC.5. Language Standards L.

<b>STANDARD / ESSENTIAL SKILL</b>	<b>Vocabulary Acquisition and Use</b>
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STUDENT EXPECTATION / ESSENTIAL SKILL 5.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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