

Main Criteria: Louisiana Academic Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 5

Correlation Options: Show Correlated

Louisiana Academic Standards

Language Arts

Grade: 5 - Adopted: 2019

STRAND

Reading Standards for Literature

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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. <u>Fix It! Grammar</u> Week 01 Week 02 Week 03 Week 04 Week 05 Week 06 Week 07 Week 08 Week 09 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15 Week 16 Week 17 Week 18 Week 19 Week 20 Week 21 Week 22 Week 23 Week 24 Week 25 Week 26 Week 27 Week 28 Week 29 Week 30

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Reading Standards for Foundational Skills

TITLE		Fluency
PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR a. Read on-level text with purpose and understanding.

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INDICATOR c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fix It! Grammar

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STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	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.

INDICATOR

- 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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INDICATOR b. Follow agreed-upon rules for discussions and carry out assigned roles.

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

Fix It! Grammar

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STRAND Language Standards

TITLE	Conventions of Standard English	
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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INDICATOR d. Recognize and correct inappropriate shifts in verb tense.

Fix It! Grammar

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INDICATOR e. Use correlative conjunctions (e.g., either/or, neither/nor).

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- Week 13

STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR a. Use punctuation to separate items in a series.

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INDICATOR	d.	Use underlining, quotation marks, or italics to indicate titles of works. <u>Fix It! Grammar</u> Week 07 Week 08 Week 12 Week 24
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INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed. <u>Fix It! Grammar</u> Week 01 Week 02 Week 03 Week 04 Week 05 Week 06 Week 07 Week 08 Week 09 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15 Week 16 Week 17 Week 18 Week 19 Week 20 Week 21 Week 22 Week 23 Week 24 Week 25 Week 26 Week 27 Week 28 Week 29 Week 30
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STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	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.

INDICATOR 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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INDICATOR 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.

Fix It! Grammar

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Language Standards

TITLE

Vocabulary Acquisition and Use

PERFORMANC 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,
E including those that signal contrast, addition, and other logical relationships (e.g., however, although,
EXPECTATION nevertheless, similarly, moreover, in addition).

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