

**Main Criteria:** New Jersey Student Learning Standards

**Secondary Criteria:** Fix It! Grammar

**Subject:** Language Arts

**Grade:** 5

**Correlation Options:** Show Correlated

**New Jersey Student Learning Standards**

**Language Arts**

Grade: 5 - Adopted: 2016

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

<b>STRAND</b>	<b>Craft and Structure</b>
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**CONTENT STATEMENT**      NJLSA. R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Fix It! Grammar**

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**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

<b>STRAND</b>	<b>Range of Reading and Level of Text Complexity</b>
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CONTENT STATEMENT	NJLSA. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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**Fix It! Grammar**

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CONTENT AREA / STANDARD	NJLSA. Anchor Standards: Speaking and Listening SL.
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STRAND	Comprehension and Collaboration
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CONTENT STATEMENT	NJLSA. SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**Fix It! Grammar**

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CONTENT AREA / STANDARD	NJLSA.L Anchor Standards: Language
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STRAND	Conventions of Standard English
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CONTENT NJSLSA. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
STATEMENT L1.

**Fix It! Grammar**

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CONTENT STATEMENT	NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD	NJLSA.L Anchor Standards: Language
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STRAND	Knowledge of Language
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CONTENT STATEMENT	NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**Fix It! Grammar**

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CONTENT AREA / STANDARD	NJSLSA.L Anchor Standards: Language
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STRAND	Vocabulary Acquisition and Use
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CONTENT  
STATEMENT

NJSLSA. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  
L4.

**Fix It! Grammar**

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CONTENT STATEMENT	NJSLSA. L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT AREA / STANDARD	<b>NJ.RL.5. Progress Indicators for Reading Literature</b>
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STRAND	Range of Reading and Complexity of Text
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CONTENT STATEMENT      RL.5.10.    By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

**Fix It! Grammar**

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**CONTENT AREA / STANDARD**      **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

STRAND	Fluency	
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE  
PROGRESS  
INDICATOR

RF.5.4.A. Read grade-level text with purpose and understanding.

**Fix It! Grammar**

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CUMULATIVE  
PROGRESS  
INDICATOR

RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CONTENT  
AREA /  
STANDARD**

**NJ.SL.5. Progress Indicators for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>CONTENT STATEMENT</b>	<b>SL.5.1.</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>

CUMULATIVE  
PROGRESS  
INDICATOR

SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

**Fix It! Grammar**

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CUMULATIVE  
PROGRESS  
INDICATOR

SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

**Fix It! Grammar**

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CUMULATIVE  
PROGRESS  
INDICATOR

SL.5.1.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  
AREA /  
STANDARD**

**NJ.L.5. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CUMULATIVE  
PROGRESS  
INDICATOR

L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

**Fix It! Grammar**

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CUMULATIVE  
PROGRESS  
INDICATOR

L.5.1.D. Recognize and correct inappropriate shifts in verb tense.

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CUMULATIVE  
PROGRESS  
INDICATOR

L.5.1.E. Use correlative conjunctions (e.g., either/or, neither/nor).

**Fix It! Grammar**

- Week 13

**CONTENT  
AREA /  
STANDARD**

**NJ.L.5. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CUMULATIVE  
PROGRESS  
INDICATOR

L.5.2.A. Use punctuation to separate items in a series.

**Fix It! Grammar**

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CUMULATIVE  
PROGRESS  
INDICATOR

L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.

**Fix It! Grammar**  
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CUMULATIVE  
PROGRESS  
INDICATOR

L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

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**CONTENT  
AREA /  
STANDARD**

**NJ.L.5. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.5.4.</b>	<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>



CUMULATIVE  
PROGRESS  
INDICATOR

L.5.4.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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CUMULATIVE  
PROGRESS  
INDICATOR

L.5.4.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  
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STANDARD**

**NJ.L.5. Progress Indicators for Language**

**STRAND**

**Vocabulary Acquisition and Use**

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CONTENT  
STATEMENT

L.5.6. 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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