

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 5

Correlation Options: Show Correlated

Nevada Academic Content Standards

Language Arts

Grade: 5 - Adopted: 2010

**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR	Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4. 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. <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

**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR	Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* <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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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR	Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	<p>CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Fix It! Grammar</u></p> <p>Week 01</p> <p>Week 02</p> <p>Week 03</p> <p>Week 04</p> <p>Week 05</p> <p>Week 06</p> <p>Week 07</p> <p>Week 08</p> <p>Week 09</p> <p>Week 10</p> <p>Week 11</p> <p>Week 12</p> <p>Week 13</p> <p>Week 14</p> <p>Week 15</p> <p>Week 16</p> <p>Week 17</p> <p>Week 18</p> <p>Week 19</p> <p>Week 20</p> <p>Week 21</p> <p>Week 22</p> <p>Week 23</p> <p>Week 24</p> <p>Week 25</p> <p>Week 26</p> <p>Week 27</p> <p>Week 28</p> <p>Week 29</p> <p>Week 30</p>
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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR	Comprehension and Collaboration
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INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.S
L.1.

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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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STRAND /
INDICATOR**

Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION CCRA.L. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.L. 3. 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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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STRAND /
INDICATOR**

Vocabulary acquisition and Use

INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.L. 4. 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.

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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	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
STANDARD**

Reading Standards for Literature

**STRAND /
INDICATOR**

Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION RL.5.10. 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.

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CONTENT STANDARD

Reading Standards: Foundational Skills

STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL RF.5.4.a. Read on-level text with purpose and understanding.
EXPECTATION

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GRADE LEVEL EXPECTATION RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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CONTENT STANDARD

Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.5.1.	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.

GRADE LEVEL SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation
EXPECTATION and other information known about the topic to explore ideas under discussion.

Fix It! Grammar

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GRADE LEVEL SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION

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GRADE LEVEL EXPECTATION 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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Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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GRADE LEVEL EXPECTATION L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

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

Fix It! Grammar

- Week 13

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.5.2.a. Use punctuation to separate items in a series.

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GRADE LEVEL EXPECTATION L.5.2.d. Use underlining, quotation marks, or italics to indicate titles of works.

Fix It! Grammar

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GRADE LEVEL EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed.

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STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.5.4.	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.

GRADE LEVEL EXPECTATION 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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GRADE LEVEL EXPECTATION 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 STANDARD

Language Standards

STRAND / INDICATOR

Vocabulary Acquisition and Use

INDICATOR /
GRADE LEVEL
EXPECTATION

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).

Fix It! Grammar

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