

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 5

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Language Arts

Grade: 5 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

**GRADE
EXPECTATION**

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

Fix It! Grammar

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Fix It! Grammar

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GRADE
EXPECTATION

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE
EXPECTATION

STANDARD 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE
EXPECTATION

STANDARD 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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GRADE
EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	5th Grade Reading Standards (Literary and Informational Text) 5R
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure

EXPECTATION / CONTENT SPECIFICATION 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE 5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 EXPECTATION

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

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GRADE 5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.
 EXPECTATION

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	5L1:	Core Conventions Skills for Grades 3-5:

GRADE 5L1:1 Produce simple, compound, and complex sentences.
 EXPECTATION

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- Week 05
- Week 14
- Week 26

GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
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GRADE EXPECTATION	5L1:3	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
		<u>Fix It! Grammar</u>
		Week 20
		Week 22
GRADE EXPECTATION	5L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
		<u>Fix It! Grammar</u>
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GRADE 5L1:7 Form and use regular and irregular verbs.
EXPECTATION

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Week 04
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GRADE 5L1:12 Recognize and correct inappropriate shifts in verb tense.
EXPECTATION

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GRADE 5L1:13 Ensure subject-verb and pronoun-antecedent agreement.
EXPECTATION

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GRADE 5L1:14 Use coordinating and subordinating conjunctions.
EXPECTATION

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GRADE 5L1:15 Use and identify prepositional phrases.
EXPECTATION

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GRADE 5L1:16 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION

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GRADE 5L1:17 Correctly use frequently confused words (e.g., to, too, two; there, their).
 EXPECTATION

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE 5L2:1 Capitalize appropriate words in titles.
 EXPECTATION

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Week 01

GRADE EXPECTATION	5L2:2	Use correct capitalization. <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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GRADE EXPECTATION	5L2:4	Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text. <u>Fix It! Grammar</u> Week 07 Week 08 Week 12 Week 24
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GRADE EXPECTATION	5L2:5	Use a comma before a coordinating conjunction in a compound sentence. <u>Fix It! Grammar</u> Week 06 Week 13 Week 14
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GRADE EXPECTATION	5L2:7	Use punctuation to separate items in a series.
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GRADE EXPECTATION	5L2:8	Form and use possessives.
		<u>Fix It! Grammar</u>
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GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
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GRADE EXPECTATION	5L2:10	<p>Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.</p> <p><u>Fix It! Grammar</u></p> <p>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</p>
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GRADE EXPECTATION	5L2:11	<p>Use quotation marks or italics to indicate titles of works.</p> <p><u>Fix It! Grammar</u></p> <p>Week 07 Week 08 Week 12 Week 24</p>
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION		

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GRADE 5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTAND ING	Vocabulary Acquisition and Use

EXPECTATION / 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that
CONTENT signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,
SPECIFICATION moreover, in addition).

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