

Main Criteria: Rhode Island World-Class Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 5

Correlation Options: Show Correlated

Rhode Island World-Class Standards

Language Arts

Grade: 5 - Adopted: 2021

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM 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.

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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM

10

Independently and proficiently read and comprehend complex literary and informational texts.

Fix It! Grammar

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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

**STATEMENT
OF ENDURING
KNOWLEDGE**

Comprehension and Collaboration

GSE STEM 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.

Fix It! Grammar

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DOMAIN

College and Career Readiness Anchor Standards for Language

**STATEMENT
OF ENDURING
KNOWLEDGE**

Conventions of Standard English

Fix It! Grammar

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GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE	Vocabulary Acquisition and Use
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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.

Fix It! Grammar

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GSE STEM 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.

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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

Fix It! Grammar

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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.

Fix It! Grammar

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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 4.a. Read grade-level text with purpose and understanding.

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

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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).

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DOMAIN Grade 5 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC
INDICATOR

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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

Fix It! Grammar

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SPECIFIC
INDICATOR

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

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SPECIFIC INDICATOR 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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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR 1.b. Recognize and correct inappropriate shifts in verb tense.

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DOMAIN

Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC
INDICATOR

2.a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.

Fix It! Grammar

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SPECIFIC
INDICATOR

2.b. Use punctuation to separate items in a series.

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SPECIFIC
INDICATOR

2.e. Use underlining, quotation marks, or italics to indicate titles of works.

Fix It! Grammar

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SPECIFIC INDICATOR

2.f. Spell grade-appropriate words correctly, consulting references as needed.

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DOMAIN

Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC
INDICATOR

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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SPECIFIC INDICATOR

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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DOMAIN

Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE

Vocabulary Acquisition and Use

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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Fix It! Grammar

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