

Main Criteria: Tennessee Academic Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 5

Correlation Options: Show Correlated

Tennessee Academic Standards

Language Arts

Grade: 5 - Adopted: 2016

STRAND /  
STANDARD /  
COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR 5.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**Fix It! Grammar**

- Week 01
- Week 02
- Week 03
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- Week 30

INDICATOR 5.FL.WC. Write legibly in manuscript and cursive.  
4.b.

**Fix It! Grammar**

- Week 01
- Week 02
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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INDICATOR 5.FL.F.5. Read grade-level text with purpose and understanding.  
a.

**Fix It! Grammar**

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INDICATOR 5.FL.F.5. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.  
c.

**Fix It! Grammar**

- Week 01
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

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INDICATOR 5.FL.SC. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.  
6.a.

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INDICATOR 5.FL.SC. Recognize and correct inappropriate shifts in verb tense.  
6.d.

**Fix It! Grammar**

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INDICATOR 5.FL.SC. Use correlative conjunctions.  
6.e.

**Fix It! Grammar**

Week 13

INDICATOR 5.FL.SC. Use punctuation to separate items in a series.  
6.f.

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- Week 05
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- Week 29

INDICATOR 5.FL.SC. Use underlining, quotation marks, or italics to indicate titles of works.  
6.i.

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- Week 07
- Week 08
- Week 12
- Week 24

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COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.
<b>LEARNING EXPECTATION</b>	5.FL.VA.7a.	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.

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INDICATOR 5.FL.VA.7 Use context as a clue to the meaning of a word or phrase.  
a.i.

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INDICATOR 5.FL.VA.7a.iii. Consult reference materials, 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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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>



LEARNING EXPECTATION 5.FL.VA.7 c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

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**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 5.RL.RRT C.10. Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.

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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

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LEARNING            5.SL.CC. Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied  
EXPECTATION    1            partners, building on others' ideas and expressing their own ideas clearly.

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