

Main Criteria: Wisconsin Academic Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 5

Correlation Options: Show Correlated

Wisconsin Academic Standards

Language Arts

Grade: 5 - Adopted: 2020/Implement 2021

**DOMAIN**

**Anchor Standards for Reading**

<b>CONTENT STANDARD</b>	<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA 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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**DOMAIN**

**Anchor Standards for Writing**

<b>CONTENT STANDARD</b>	<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Production and Distribution of Writing</b>

DESCRIPTOR / W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal FOCUS AREA writing in which the development, organization and style are appropriate to task, purpose and audience.

**Fix It! Grammar**

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**DOMAIN Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA 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.

**Fix It! Grammar**

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**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>	<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Vocabulary Acquisition and Use</b>

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DESCRIPTOR / L2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

**Fix It! Grammar**

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DESCRIPTOR / L4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use FOCUS AREA vocabulary appropriate to the context and situation.

**Fix It! Grammar**

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**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

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DESCRIPTOR / L5. Discern when and where it is appropriate to use standardized English, and demonstrate contextually  
FOCUS AREA appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

**Fix It! Grammar**

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DESCRIPTOR / L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually  
 FOCUS AREA appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**Fix It! Grammar**

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**DOMAIN**                      **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

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DESCRIPTOR / RF.5.4.a. Read grade-level text with purpose and understanding.  
FOCUS AREA

**Fix It! Grammar**

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DESCRIPTOR / FOCUS AREA RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Fix It! Grammar**

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**DOMAIN**

**Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / R.5.4 Determine the meaning of words, phrases, figurative language, academic and content-specific words, and  
 FOCUS AREA analyze their effect on meaning, tone, and mood within a text. (RI&RL)

**Fix It! Grammar**

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**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

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DESCRIPTOR / W.5.5 Produce clear and coherent writing in which the development and organization are intentionally selected by  
FOCUS AREA teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add  
details to strengthen writing as needed by planning, revising, and editing.

**Fix It! Grammar**

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DESCRIPTOR / FOCUS AREA	W.5.6	With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).
		<p><b><u>Fix It! Grammar</u></b></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>

**DOMAIN**

**Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.5.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

LEARNING CONTINUUM

L.5.1.d.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**Fix It! Grammar**  
Week 01

**DOMAIN**

**Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.5.4</b>	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>

LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  <b><u>Fix It! Grammar</u></b> Week 13 Week 14 Week 15 Week 17 Week 19 Week 22 Week 24 Week 25 Week 26 Week 28 Week 29 Week 30
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**DOMAIN** Language K-5

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.5.5</b>	<b>Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>

LEARNING CONTINUUM	L.5.5.a.	Conjunctions.  <b><u>Fix It! Grammar</u></b> Week 05
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LEARNING CONTINUUM	L.5.5.c.	Correlative conjunctions.  <b><u>Fix It! Grammar</u></b> Week 13
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**DOMAIN** Language K-5

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L.5.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.5.6.b.	Italics, underlining, quotes with titles.  <b><u>Fix It! Grammar</u></b> Week 01
LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.  <b><u>Fix It! Grammar</u></b> 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