

Main Criteria: Illinois Learning Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 6

Correlation Options: Show Correlated

Illinois Learning Standards

Language Arts

Grade: 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|--------------------------------|--|---------------------|
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DESCRIPTOR / CONTENT DISCIPLINE 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.

Fix It! Grammar

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
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DESCRIPTOR / CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as
CONTENT 7 well as in words.
DISCIPLINE

Fix It! Grammar

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

**LEARNING
STANDARD /
DISCIPLINE**

Range of Reading and Level of Text Complexity

DESCRIPTOR / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT 10
DISCIPLINE

Fix It! Grammar

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

**LEARNING
STANDARD /
DISCIPLINE**

Comprehension and Collaboration

DESCRIPTOR / CCRA.S Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,
CONTENT L.1 building on others' ideas and expressing their own clearly and persuasively.
DISCIPLINE

Fix It! Grammar

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

**LEARNING
STANDARD /
DISCIPLINE**

Conventions of Standard English

DESCRIPTOR / CCRA.L. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT 1
DISCIPLINE

Fix It! Grammar

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DESCRIPTOR / CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when
CONTENT 2 writing.
DISCIPLINE

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

**LEARNING
STANDARD /
DISCIPLINE**

Knowledge of Language

DESCRIPTOR / CCRA.L. Apply knowledge of language to understand how language functions in different contexts, to make effective
CONTENT 3 choices for meaning or style, and to comprehend more fully when reading or listening.
DISCIPLINE

Fix It! Grammar

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

**LEARNING
STANDARD /
DISCIPLINE**

Vocabulary Acquisition and Use

DESCRIPTOR / CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
CONTENT 4 analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DISCIPLINE

Fix It! Grammar

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DESCRIPTOR / CCRA.L. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONTENT 5
DISCIPLINE

Fix It! Grammar

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DESCRIPTOR / CCRA.L. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
CONTENT 6 reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence
DISCIPLINE in gathering vocabulary knowledge when encountering an unknown term important to comprehension or
expression.

Fix It! Grammar

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

**LEARNING
STANDARD /
DISCIPLINE**

Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Fix It! Grammar

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STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

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| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| DESCRIPTOR / CONTENT DISCIPLINE | SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

STANDARD SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Fix It! Grammar

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STANDARD

SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Fix It! Grammar

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STANDARD SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Fix It! Grammar

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

| | | |
|--|--------------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

STANDARD L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).

Fix It! Grammar

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STANDARD L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Fix It! Grammar

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STANDARD L.6.1.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Fix It! Grammar

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

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| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

STANDARD L.6.2.b Spell correctly.

Fix It! Grammar

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

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| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

STANDARD L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Fix It! Grammar

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STANDARD

L.6.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Fix It! Grammar

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STANDARD L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Fix It! Grammar

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Language Standards

**LEARNING
STANDARD /
DISCIPLINE**

Vocabulary Acquisition and Use

DESCRIPTOR / L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;
CONTENT gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
DISCIPLINE

Fix It! Grammar

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