

Main Criteria: Maine Learning Results
Secondary Criteria: Fix It! Grammar
Subject: Language Arts
Grade: 6
Correlation Options: Show Correlated

Maine Learning Results
Language Arts
Grade: 6 - Adopted: 2020

**STRAND /
DOMAIN**

Guiding Principles

CATEGORY /
PERFORMANCE INDICATOR

A. Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

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CATEGORY / PERFORMANCE INDICATOR D. A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

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STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.6-8.a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

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EXPECTATION L.1.6-8.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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EXPECTATION L.1.6-8.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.

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EXPECTATION L.1.6-8.f. Explain the function of phrases and clauses in general and their function in specific sentences.

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EXPECTATION	L.1.6-8.i.	<p>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p><u>Fix It! Grammar</u></p> <p>Week 04 Week 12 Week 13 Week 16 Week 19 Week 20 Week 21 Week 26</p>
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EXPECTATION	L.1.6-8.j.	<p>Form and use verbs in the active and passive voice.</p> <p><u>Fix It! Grammar</u></p> <p>Week 02 Week 04 Week 07 Week 11 Week 24 Week 29 Week 30</p>
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EXPECTATION	L.1.6-8.l.	<p>Recognize and correct inappropriate shifts in verb voice and mood.</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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LANGUAGE

CATEGORY / PERFORMANCE INDICATOR	Conventions of Standard English
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STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.2.6-8.a. Spell correctly.

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EXPECTATION L.2.6-8.c. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

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EXPECTATION L.2.6-8.d. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

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LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.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.

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EXPECTATION L.4.6-8.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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EXPECTATION L.4.6-8.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).

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LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION L.5.6-8.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.

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EXPECTATION L.5.6-8.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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EXPECTATION L.5.6-8.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).

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STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.6-8. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STRAND / DOMAIN

SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE	SL.1.6-	Come to discussions prepared, having read or researched material under study; explicitly draw on that
EXPECTATION	8.a.	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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GRADE SL.1.6- Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and
 EXPECTATION 8.b. deadlines, and define individual roles as needed.

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READING

CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

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EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

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EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

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WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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