

**Main Criteria:** Maine Learning Results  
**Secondary Criteria:** Fix It! Grammar  
**Subject:** Language Arts  
**Grade:** 7  
**Correlation Options:** Show Correlated

**Maine Learning Results**  
**Language Arts**  
Grade: 7 - Adopted: 2020

**STRAND /  
DOMAIN**

**Guiding Principles**

CATEGORY /  
PERFORMANC  
E 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.

**Fix It! Grammar**

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

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).

**Fix It! Grammar**

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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.

**Fix It! Grammar**

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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.g. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**Fix It! Grammar**

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EXPECTATION L.1.6-8.i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

**Fix It! Grammar**

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EXPECTATION L.1.6-8.j. Form and use verbs in the active and passive voice.

**Fix It! Grammar**

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EXPECTATION L.1.6-8.l. Recognize and correct inappropriate shifts in verb voice and mood.

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**STRAND /  
DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANC E INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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EXPECTATION L.2.6-8.a. Spell correctly.

**Fix It! Grammar**

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EXPECTATION L.2.6-8.b. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**Fix It! Grammar**

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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).

**Fix It! Grammar**

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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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**STRAND /  
DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANC E INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>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.</b>



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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.

**Fix It! Grammar**

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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.

**Fix It! Grammar**

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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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**STRAND / DOMAIN**

**LANGUAGE**

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

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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.

**Fix It! Grammar**

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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.

**Fix It! Grammar**

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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**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>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.</b>

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.

**Fix It! Grammar**

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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>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.</b>

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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.

**Fix It! Grammar**

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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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**STRAND /  
DOMAIN**

**READING**

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

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

**Fix It! Grammar**

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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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**STRAND / DOMAIN**

**WRITING**

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

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.

**Fix It! Grammar**

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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>

EXPECTATION W.3.6-8.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

**Fix It! Grammar**

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