

Main Criteria: Iowa Student Standards
Secondary Criteria: Fix It! Grammar
Subject: Language Arts
Grade: 8
Correlation Options: Show Correlated

Iowa Student Standards
Language Arts
 Grade: 8 - Adopted: 2016

STRAND / COURSE **IA.RL.8. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL	Craft and Structure
DETAILED DESCRIPTOR	RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 1,2,3)
	<u>Fix It! Grammar</u> 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

STRAND / COURSE **IA.RL.8. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL	Range of Reading and Level of Text Complexity

DETAILED DESCRIPTOR RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.8.10) (DOK 1,2)

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STRAND / COURSE **IA.W.8. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

GRADE LEVEL EXPECTATION W.8.3.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (W.8.3) (DOK 3,4)

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STRAND / COURSE **IA.SL.8. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL SL.8.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that
EXPECTATION preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 (SL.8.1) (DOK 1,2,3)

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GRADE LEVEL SL.8.1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and
EXPECTATION deadlines, and define individual roles as needed. (SL.8.1) (DOK 1,2,3)

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GRADE LEVEL SL.8.1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments
EXPECTATION with relevant evidence, observations, and ideas. (SL.8.1) (DOK 1,2,3)

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GRADE LEVEL EXPECTATION SL.8.1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

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IA.L.8. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION L.8.1.a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1) (DOK 1,2)

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GRADE LEVEL EXPECTATION L.8.1.b. Form and use verbs in the active and passive voice. (L.8.1) (DOK 1,2)

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GRADE LEVEL EXPECTATION L.8.1.d. Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

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STRAND / COURSE

IA.L.8. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.8.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (L.8.2) (DOK 1)

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GRADE LEVEL EXPECTATION L.8.2.c. Spell correctly. (L.8.2) (DOK 1)

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STRAND / COURSE IA.L.8. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)
EXPECTATION as a clue to the meaning of a word or phrase. (L.8.4) (DOK 1,2)

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GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized 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. (L.8.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION L.8.4.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). (L.8.4) (DOK 1,2)

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STRAND / COURSE IA.L.8. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION L.8.5.b. Use the relationship between particular words to better understand each of the words. (L.8.5) (DOK 1,2,3)

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STRAND / COURSE IA.L.8. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	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) (L.8.6) (DOK 1,2)
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