

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 8

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Language Arts

Grade: 8 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND /
TOPIC /
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
		<u>Fix It! Grammar</u>
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STRAND /
TOPIC /
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL CCRA.R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Fix It! Grammar

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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Reading

**TOPIC /
INDICATOR**

Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR	Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL CCRA.S L.1 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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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

**TOPIC /
INDICATOR**

Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL CCRA.L. 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Fix It! Grammar

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INDICATOR / PROFICIENCY LEVEL CCRA.L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Fix It! Grammar

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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

**TOPIC /
INDICATOR**

Knowledge of Language

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

Fix It! Grammar

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**STRAND /
TOPIC /
STANDARD**

College and Career Readiness Anchor Standards for Language

**TOPIC /
INDICATOR**

Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

**TOPIC /
INDICATOR**

Craft and Structure

INDICATOR /
PROFICIENCY
LEVEL

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.

Fix It! Grammar

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**STRAND /
TOPIC /
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Reading Literature Standards

**TOPIC /
INDICATOR**

Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL 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.

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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE 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.

Fix It! Grammar

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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE SL.8.1.a Come to discussions prepared, having read or researched material under study; 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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OBJECTIVE SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Fix It! Grammar

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OBJECTIVE SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Fix It! Grammar

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OBJECTIVE 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.

Fix It! Grammar

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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.8.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Fix It! Grammar

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OBJECTIVE L.8.1.b Form and use verbs in the active and passive voice.

Fix It! Grammar

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OBJECTIVE L.8.1.d Recognize and correct inappropriate shifts in verb voice and mood.

Fix It! Grammar

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TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

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OBJECTIVE L.8.2.c Spell correctly.

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**STRAND /
TOPIC /
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Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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) as a clue to the meaning of a word or phrase.
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Fix It! Grammar

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OBJECTIVE 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.

Fix It! Grammar

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OBJECTIVE 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).

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**STRAND /
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Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE L.8.5.b Use the relationship between particular words to better understand each of the words.

Fix It! Grammar

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**STRAND /
TOPIC /
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Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /
PROFICIENCY
LEVEL

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.

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