

Main Criteria: Maine Learning Results
Secondary Criteria: Fix It! Grammar
Subject: Language Arts
Grade: 8
Correlation Options: Show Correlated

Maine Learning Results
Language Arts
Grade: 8 - Adopted: 2020

**STRAND /
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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.

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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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LANGUAGE

CATEGORY / PERFORMANC E 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.b. Use intensive pronouns (e.g., myself, ourselves).

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

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Week 03

EXPECTATION L.1.6-8.h. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers

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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.

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

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EXPECTATION L.1.6-8.1. Recognize and correct inappropriate shifts in verb voice and mood.

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LANGUAGE

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

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

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

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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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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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WRITING

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

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

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