

Main Criteria: Rhode Island World-Class Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 8

Correlation Options: Show Correlated

Rhode Island World-Class Standards

Language Arts

Grade: 8 - Adopted: 2021

DOMAIN

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR

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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

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SPECIFIC
INDICATOR

1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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SPECIFIC
INDICATOR

1.c.

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

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SPECIFIC INDICATOR

1.d.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE

Craft and Structure

GSE STEM

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.

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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE	Range of Reading and Level of Text Complexity
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GSE STEM 10 Independently and proficiently read and comprehend complex literary and informational texts.

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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE	Text Types and Purposes
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GSE STEM 3 Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

Fix It! Grammar

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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE	Production and Distribution of Writing
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GSE STEM

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

**STATEMENT
OF ENDURING
KNOWLEDGE**

Comprehension and Collaboration

GSE STEM 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.

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DOMAIN

College and Career Readiness Anchor Standards for Language

**STATEMENT
OF ENDURING
KNOWLEDGE**

Convention of Standard English

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GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE	Vocabulary Acquisition and Use
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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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GSE STEM 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.

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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

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DOMAIN

Grade 8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

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DOMAIN Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR 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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DOMAIN Grade 8 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

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DOMAIN

Grade 8 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC
INDICATOR

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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

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SPECIFIC
INDICATOR

1.b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

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SPECIFIC
INDICATOR

1.c.

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

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SPECIFIC INDICATOR 1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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DOMAIN

Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR 1.a. Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.

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DOMAIN Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC
INDICATOR

2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

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SPECIFIC INDICATOR 2.c. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

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DOMAIN

Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC
INDICATOR

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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SPECIFIC INDICATOR 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.

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SPECIFIC INDICATOR 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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DOMAIN Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR 5.b. Use the relationship between particular words to better understand each of the words.

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DOMAIN Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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