

**Main Criteria:** Wisconsin Academic Standards

**Secondary Criteria:** Fix It! Grammar

**Subject:** Language Arts

**Grade:** 8

**Correlation Options:** Show Correlated

**Wisconsin Academic Standards**

**Language Arts**

**Grade: 8 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

<b>CONTENT STANDARD</b>	<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R4. 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.

**Fix It! Grammar**

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**DOMAIN**

**Anchor Standards for Writing**

<b>CONTENT STANDARD</b>	<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Production and Distribution of Writing</b>

DESCRIPTOR / W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal  
FOCUS AREA writing in which the development, organization and style are appropriate to task, purpose and audience.

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**DOMAIN**

**Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA SL1. 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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**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>	<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Vocabulary Acquisition and Use</b>

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DESCRIPTOR / L2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading  
FOCUS AREA and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

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DESCRIPTOR / L3. Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.  
FOCUS AREA

**Fix It! Grammar**

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DESCRIPTOR / L4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use FOCUS AREA vocabulary appropriate to the context and situation.

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**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

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DESCRIPTOR / L5. Discern when and where it is appropriate to use standardized English, and demonstrate contextually  
FOCUS AREA appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

**Fix It! Grammar**

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DESCRIPTOR / FOCUS AREA L6. Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

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**DOMAIN Reading 6-12**

<b>CONTENT STANDARD</b>	<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA R.8.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)

**Fix It! Grammar**

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**DOMAIN Writing Standards 6-12**

<b>CONTENT STANDARD</b>	<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.8.3</b>	<b>Create writing that utilizes:</b>
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LEARNING CONTINUUM	W.8.3.b.	Transitions: varied transitions to create cohesion and clarity among ideas and concepts.  <u><b>Fix It! Grammar</b></u> Week 07 Week 08 Week 30
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**DOMAIN**                      **Writing Standards 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W.8.5	With some guidance and support from peers and adults, 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.  <u><b>Fix It! Grammar</b></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
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**DOMAIN**                      **Language 6-12**



<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.8.2</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate</b>

LEARNING CONTINUUM

L.8.2.a.

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**

**Language 6-12**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L.8.4	<p>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</p> <p><b><u>Fix It! Grammar</u></b></p> <p>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</p>
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**DOMAIN**

**Language 6-12**

CONTENT STANDARD		<p><b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b></p>
PERFORMANCE STANDARD / LEARNING PRIORITY		<p><b>Conventions of Standardized English</b></p>
DESCRIPTOR / FOCUS AREA	L.8.6	<p><b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b></p>

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LEARNING  
CONTINUUM

L.8.6.a. Punctuation to recognize a pause or break

**Fix It! Grammar**

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LEARNING  
CONTINUUM

L.8.6.c. Correct spelling

**Fix It! Grammar**

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