

Main Criteria: Arizona's College and Career Ready Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 9

Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Language Arts

Grade: 9 - Adopted: 2016

**STRAND**      **AZ.9-10.RL.**      **Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.  <b><u>Fix It! Grammar</u></b> 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**      **AZ.9-10.RL.**      **Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 9-10.RL.10. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.

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**STRAND**      **AZ.9-10.SL.**      **Speaking and Listening Standards**

CONCEPT / STANDARD	Comprehension and Collaboration	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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OBJECTIVE / GRADE LEVEL EXPECTATION      9-10.SL.1.a.      Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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OBJECTIVE / GRADE LEVEL EXPECTATION 9-10.SL.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.

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**STRAND** AZ.9-10.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION 9-10.L.1.a. Use parallel structure.  
**Fix It! Grammar**  
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OBJECTIVE / GRADE LEVEL EXPECTATION 9-10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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**STRAND** AZ.9-10.L. **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	9-10.L.2.	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE / GRADE LEVEL EXPECTATION 9-10.L.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

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OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.b.	Use a colon to introduce a list or quotation.  <b><u>Fix It! Grammar</u></b> Week 26 Week 29 Week 30
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OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.  <b><u>Fix It! Grammar</u></b> 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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**STRAND**      **AZ.9-10.L.**      **Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL</b>	9- 10.L.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>

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OBJECTIVE / GRADE LEVEL EXPECTATION      9-10.L.4.a.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

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OBJECTIVE / GRADE LEVEL EXPECTATION      9-10.L.4.b.      Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.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, its part of speech, or its etymology.
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OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.  <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
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD	Vocabulary Acquisition and Use	

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

9-10.L.6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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