

Main Criteria: Colorado Academic Standards (CAS)

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 9

Correlation Options: Show Correlated

Colorado Academic Standards (CAS)

Language Arts

Grade: 9 - Adopted: 2018

**CONTENT
AREA**

Prepared Graduates in Reading, Writing, and Communicating

STANDARD 5 Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

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**CONTENT
AREA**

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1 .1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1 .1.a.	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. (CCSS: SL.9-10.1)

INDICATOR RW.H1.1. 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. (CCSS: SL.9-10.1a)

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INDICATOR RW.H1.1. Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, 1.a.ii. taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)

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INDICATOR RW.H1.1. 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. (CCSS: SL.9-10.1c)
1.a.iii.

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INDICATOR RW.H1.1. 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 in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)

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CONTENT AREA RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:

INDICATOR RW.H1.2. 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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)

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CONTENT AREA RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR RW.H1.2. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 1.d.i. 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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INDICATOR RW.H1.2. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)

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CONTENT AREA RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:

INDICATOR RW.H1.2. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band 2.d.i. proficiently, with scaffolding as needed at the high end of the range.

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CONTENT AREA RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)

INDICATOR RW.H1.2. Use context (for example: 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. (CCSS: L.9-10.4a)
3.a.i.

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INDICATOR RW.H1.2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for 3.a.ii. example: analyze, analysis, analytical; advocate, advocacy). (CCSS: L.9-10.4b)

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INDICATOR RW.H1.2. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both 3.a.iii. print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS: L.9-10.4c)

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INDICATOR RW.H1.2. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
3.a.iv.

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CONTENT AREA RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	<p>RW.H1.2. 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. (CCSS: L.9-10.6)</p> <p><u>Fix It! Grammar</u></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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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	<p>RW.H1.3. 4.a.i. Use parallel structure. (CCSS: L.9-10.1a)</p> <p><u>Fix It! Grammar</u></p> <p>Week 26</p>
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INDICATOR RW.H1.3. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 4.a.ii. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

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CONTENT AREA RW.H1.3. Writing and Composition

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)

INDICATOR RW.H1.3. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
4.b.i. (CCSS: L.9-10.2a)

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INDICATOR RW.H1.3. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)
4.b.ii.

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INDICATOR RW.H1.3. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and
4.b.iii. digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary.
(adapted from CCSS: L.9-10.2c)

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