

Main Criteria: Washington DC Academic Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 9

Correlation Options: Show Correlated

Washington DC Academic Standards

Language Arts

Grade: 9 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Reading Standards for Literature 10.RL.

STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Reading Standards for Literature 10.RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL 9-10.RL.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Speaking and Listening Standards 10.SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

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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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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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 in light of the evidence and reasoning presented.

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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9-10.L. Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 9-10.L.1.a. Use parallel structure.

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EXPECTATION 9-10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, 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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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Language Standards 10.L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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EXPECTATION 9- Use a colon to introduce a list or quotation.
10.L.2.b.

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EXPECTATION 9- Spell correctly.
10.L.2.c.

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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	9-10.L.4.	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.

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

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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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EXPECTATION 9-10.L.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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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.9- Language Standards 10.L.

STANDARD / ESSENTIAL SKILL	Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL 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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