

**Main Criteria:** Iowa Student Standards  
**Secondary Criteria:** Fix It! Grammar  
**Subject:** Language Arts  
**Grade:** 9  
**Correlation Options:** Show Correlated

**Iowa Student Standards**  
**Language Arts**  
 Grade: 9 - Adopted: 2016

**STRAND / COURSE**      **IA.RL.9-10. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL	Craft and Structure
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DETAILED DESCRIPTOR	RL.9-10.4.	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). (RL.9-10.4) (DOK 1,2,3)
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**STRAND / COURSE**      **IA.RL.9-10. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL	Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RL.9-10.10.	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
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**STRAND / COURSE**      **IA.SL.9-10. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.9-10.1.</b>	<b>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.</b>

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GRADE LEVEL	SL.9-	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. (SL.9-10.1) (DOK 1,2,3)
EXPECTATION	10.1.a.	

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GRADE LEVEL	SL.9-	Propel conversations by posing and responding to questions that relate the current discussion to broader
EXPECTATION	10.1.c.	themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (SL.9-10.1) (DOK 1,2,3)

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GRADE LEVEL SL.9-  
 EXPECTATION 10.1.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. (SL.9-10.1) (DOK 1,2,3)

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**STRAND / COURSE**      **IA.L.9-10. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL L.9-  
 EXPECTATION 10.1.a. Use parallel structure. (L.9-10.1) (DOK 1,2)

**Fix It! Grammar**

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GRADE LEVEL L.9-  
EXPECTATION 10.1.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. (L.9-10.1) (DOK 1,2)

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**STRAND / COURSE**      **IA.L.9-10. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL L.9-  
EXPECTATION 10.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (L.9-10.2) (DOK 1)

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GRADE LEVEL EXPECTATION	L.9-10.2.b.	Use a colon to introduce a list or quotation. (L.9-10.2) (DOK 1)  <b><u>Fix It! Grammar</u></b> Week 26 Week 29 Week 30
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GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)  <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 / COURSE**      **IA.L.9-10. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.9-10.4.</b>	<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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GRADE LEVEL	L.9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a
EXPECTATION	10.4.a.	sentence) as a clue to the meaning of a word or phrase. (L.9-10.4) (DOK 1,2)

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GRADE LEVEL	L.9-	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,
EXPECTATION	10.4.b.	analyze, analysis, analytical; advocate, advocacy). (L.9-10.4) (DOK 1,2)

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GRADE LEVEL	L.9-	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. (L.9-10.4) (DOK 1,2)
EXPECTATION	10.4.c.	

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GRADE LEVEL L.9-  
EXPECTATION 10.4.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). (L.9-10.4) (DOK 1,2)

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**STRAND / COURSE**      **IA.L.9-10. Language Standards**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Vocabulary Acquisition and Use**

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DETAILED  
DESCRIPTOR

L.9-10.6. 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. (L.9-10.6) (DOK 1,2)

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