

Main Criteria: Illinois Learning Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 9

Correlation Options: Show Correlated

Illinois Learning Standards

Language Arts

Grade: 9 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE	Craft and Structure
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 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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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE	Integration of Knowledge and Ideas
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DESCRIPTOR / CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as
CONTENT 7 well as in words.
DISCIPLINE

Fix It! Grammar

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Reading

**LEARNING
STANDARD /
DISCIPLINE**

Range of Reading and Level of Text Complexity

DESCRIPTOR / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT 10
DISCIPLINE

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Speaking and Listening

**LEARNING
STANDARD /
DISCIPLINE**

Comprehension and Collaboration

DESCRIPTOR / CCRA.S Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,
CONTENT L.1 building on others' ideas and expressing their own clearly and persuasively.
DISCIPLINE

Fix It! Grammar

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

**LEARNING
STANDARD /
DISCIPLINE**

Conventions of Standard English

DESCRIPTOR / CCRA.L. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT 1
DISCIPLINE

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DESCRIPTOR / CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when
CONTENT 2 writing.
DISCIPLINE

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

**LEARNING
STANDARD /
DISCIPLINE**

Knowledge of Language

DESCRIPTOR / CCRA.L. Apply knowledge of language to understand how language functions in different contexts, to make effective
CONTENT 3 choices for meaning or style, and to comprehend more fully when reading or listening.
DISCIPLINE

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**STATE GOAL /
DISCIPLINARY
CONCEPT**

College and Career Readiness Anchor Standards for Language

**LEARNING
STANDARD /
DISCIPLINE**

Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Fix It! Grammar</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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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <u>Fix It! Grammar</u> Week 05 Week 06 Week 11 Week 17
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Reading Standards for Literature

**LEARNING
STANDARD /
DISCIPLINE**

Craft and Structure

DESCRIPTOR / CONTENT DISCIPLINE	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).
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STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE

Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	RL.9- 10.1	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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**STATE GOAL /
DISCIPLINARY
CONCEPT**

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.9- 10.1	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.

STANDARD	SL.9-10.1.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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STANDARD	SL.9-10.1.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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Fix It! Grammar

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STANDARD SL.9-10.1.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.

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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD L.9-10.1.a Use parallel structure.

Fix It! Grammar

Week 26

STANDARD L.9-10.1.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.

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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

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STANDARD	L.9-10.2.b	Use a colon to introduce a list or quotation. <u>Fix It! Grammar</u> Week 26 Week 29 Week 30
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STANDARD	L.9-10.2.c	Spell correctly. <u>Fix It! Grammar</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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**STATE GOAL /
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CONCEPT**

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.9-10.4	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.

STANDARD	L.9-10.4.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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STANDARD	L.9-10.4.b	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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STANDARD	L.9-10.4.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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STANDARD L.9-10.4.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).

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**STATE GOAL /
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CONCEPT**

Language Standards

**LEARNING
STANDARD /
DISCIPLINE**

Vocabulary Acquisition and Use

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.

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