

Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 9

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Language Arts

Grade: 9 - Adopted: 2017

**FOCUS /
COURSE**

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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. <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

**FOCUS /
COURSE**

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**FOCUS /
COURSE**

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND

Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts. <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
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL SL.PK-12.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**FOCUS /
COURSE**

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND

Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS /
COURSE**

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND

Knowledge of Language

STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**FOCUS /
COURSE**

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND	Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
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STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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. <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 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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**FOCUS /
COURSE**

RL.9-10. Grades 9–10 Reading Standards for Literature [RL]

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RL.9- 10.4.	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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**FOCUS /
COURSE**

RL.9-10. Grades 9–10 Reading Standards for Literature [RL]

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL RL.9-10.10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

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FOCUS / COURSE W.9-10. Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR W.9-10.5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

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FOCUS / COURSE

SL.9-10. Grades 9–10 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	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.

INDICATOR	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. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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INDICATOR	SL.9-10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
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INDICATOR 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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FOCUS / COURSE L.9-10. Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning

EXPECTATION L.9- Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and
10.1.a. their antecedents, logical use of verb tenses, and variety in sentence patterns.

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EXPECTATION L.9-10.1.b. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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EXPECTATION L.9-10.1.c. Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing.

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- Week 26

FOCUS / COURSE L.9-10. Grades 9–10 Language Standards [L]

STRAND	Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR 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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INDICATOR	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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INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue). <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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FOCUS / COURSE **L.9-10. Grades 9–10 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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.

INDICATOR	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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INDICATOR	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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INDICATOR	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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INDICATOR 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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FOCUS / COURSE L.9-10. **Grades 9–10 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.

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FOCUS / COURSE WCA.9-10. **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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STANDARD / WCA.9- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, CONCEPT / 10.5. focusing on addressing what is most significant for a specific purpose and audience.

SKILL

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FOCUS / COURSE

SLCA.9-10. Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND	Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SLCA.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 discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SLCA.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. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
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INDICATOR	SLCA.9-10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
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INDICATOR	SLCA.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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