

Main Criteria: Maine Learning Results
Secondary Criteria: Fix It! Grammar
Subject: Language Arts
Grade: 9
Correlation Options: Show Correlated

Maine Learning Results
Language Arts
Grade: 9 - Adopted: 2020

**STRAND /
DOMAIN**

Guiding Principles

CATEGORY /
PERFORMANCE
INDICATOR

A. Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

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CATEGORY / PERFORMANCE INDICATOR D. A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

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LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.9-D.a. Use parallel structure.

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Week 26

EXPECTATION	L.1.9-D.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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EXPECTATION L.1.9-D.c. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.

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EXPECTATION L.1.9-D.d. Resolve issues of complex or contested usage, consulting references as needed.

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STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.9-Diploma.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

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EXPECTATION	L.2.9- Diploma. 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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EXPECTATION	L.2.9- Diploma. c.	Observe hyphenation conventions. <u>Fix It! Grammar</u> Week 03 Week 07 Week 08 Week 17 Week 18 Week 22 Week 24 Week 26 Week 28
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EXPECTATION	L.2.9- Diploma. d.	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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LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.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.

EXPECTATION L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a Diploma.a sentence) as a clue to the meaning of a word or phrase.

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EXPECTATION L.4.9- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,
Diploma. conceive, conception, conceivable).
b.

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EXPECTATION L.4.9- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the
Diploma. pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its
c. usage.

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EXPECTATION L.4.9- 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).
Diploma.
d.

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LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION L.5.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a Diploma.a sentence) as a clue to the meaning of a word or phrase.

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EXPECTATION L.5.9- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,
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b.

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EXPECTATION L.5.9- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the
Diploma. pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its
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EXPECTATION L.5.9- 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).
Diploma.
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LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.6.9-Diploma. 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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SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION SL.1.9- Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and
Diploma.a teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their
. own clearly and persuasively.

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EXPECTATION SL.1.9- Come to discussions prepared, having read and researched material under study; explicitly draw on that
Diploma. preparation by referring to evidence from texts and other research on the topic or issue to stimulate a
b. thoughtful, well-reasoned exchange of ideas.

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EXPECTATION	SL.1.9-Diploma. c.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. <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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READING

CATEGORY / PERFORMANCE INDICATOR		FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION
STANDARD	R.3:	Know and apply grade-level phonics and word analysis skills when decoding words.
EXPECTATION	R.3.9-Diploma.	Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should

GRADE EXPECTATION assess where students are

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Week 10

GRADE EXPECTATION determine what they need to learn to master the skills appropriate to their grade level or grade span

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Week 10

GRADE EXPECTATION access district resources to help students move toward proficiency.

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Week 10

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READING

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION R.7.9- Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used
Diploma. in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

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READING

CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION R.12.9- Read with sufficient accuracy and fluency to support comprehension.
Diploma.a

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EXPECTATION R.12.9- Read various on-level texts with purpose and understanding.

Diploma.

b. **Fix It! Grammar**

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EXPECTATION R.12.9- Use context to confirm or self-correct word recognition.

Diploma.

c. **Fix It! Grammar**

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WRITING

CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION W.2.9- Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Diploma.a

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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION W.3.9- Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.

Diploma.c

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EXPECTATION	W.3.9- Diploma.	Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
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