

Main Criteria: Minnesota Academic Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 9

Correlation Options: Show Correlated

Minnesota Academic Standards

Language Arts

Grade: 9 - Adopted: 2010

CONTENT STANDARD / DOMAIN **MN.9.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 9.4.4.4. 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).

Fix It! Grammar

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CONTENT STANDARD / DOMAIN **MN.9.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	9.4.10.10.	By the end of grade 9, read and comprehend literature and other texts 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.

INDICATORS 9.4.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.
OF PROGRESS a.

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INDICATORS OF PROGRESS 9.4.10.10 .b. Read widely to understand multiple perspectives and pluralistic viewpoints.

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CONTENT STANDARD / DOMAIN

MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	9.9.1.1.	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, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.

INDICATORS OF PROGRESS 9.9.1.1.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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INDICATORS
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9.9.1.1.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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INDICATORS OF PROGRESS 9.9.1.1.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 / DOMAIN MN.9.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 9.11.1.1.a Use parallel structure.

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INDICATORS OF PROGRESS . 9.11.1.1.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 / DOMAIN MN.9.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	9.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 9.11.2.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
OF PROGRESS .

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INDICATORS 9.11.2.2.b Use a colon to introduce a list or quotation.
OF PROGRESS .

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INDICATORS 9.11.2.2.c Spell correctly.
OF PROGRESS .

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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	9.11.4.4	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.

INDICATORS OF PROGRESS . 9.11.4.4.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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INDICATORS 9.11.4.4. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,
OF PROGRESS b. analyze, analysis, analytical; advocate, advocacy).

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INDICATORS 9.11.4.4. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and
OF PROGRESS c. 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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INDICATORS OF PROGRESS 9.11.4.4. 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 / DOMAIN MN.9.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
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INDICATORS
OF PROGRESS
/ STRAND

9.11.6.6. 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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