

Main Criteria: North Dakota Content Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 9

Correlation Options: Show Correlated

North Dakota Content Standards

Language Arts

Grade: 9 - Adopted: 2017

**CONTENT  
STANDARD**

**Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:

INDICATOR 9- Determine what the text says explicitly and implicitly.  
10.RL.1.a.

**Fix It! Grammar**

- Week 01
- Week 02
- Week 03
- Week 04
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- Week 11
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- Week 29
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**CONTENT  
STANDARD**

**Reading Standards for Literature/Fiction**

BENCHMARK		Range of Reading and level of Text Complexity
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GRADE LEVEL 9-  
EXPECTATION 10.RL.10. By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

**Fix It! Grammar**

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- Week 02
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- Week 30

**CONTENT  
STANDARD**

**Writing Standards**

**BENCHMARK**

**Production, Distribution, and Range of Writing**

GRADE LEVEL 9- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

EXPECTATION 10.W.5.

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- Week 01
- Week 02
- Week 03
- Week 04
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- Week 30

**CONTENT STANDARD**

**Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	9-10.SL.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.

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INDICATOR 9- Come to discussions prepared, having read and researched material under study; explicitly draw on that  
10.SL.1.a. preparation by referring to evidence from texts and other research on the topic or issue to stimulate a  
thoughtful, well-reasoned exchange of ideas.

**Fix It! Grammar**

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INDICATOR 9- Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking  
10.SL.1.b. votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as  
needed.

**Fix It! Grammar**

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Week 30

INDICATOR 9- 10.SL.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.

**Fix It! Grammar**

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- Week 29
- Week 30

**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Introduce:</b>

INDICATOR 9- 10.L.1.a. Use parallel structure.

**Fix It! Grammar**

Week 26

INDICATOR 9- 10.L.1.b. Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**Fix It! Grammar**

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- Week 28
- Week 29
- Week 30

INDICATOR 9- 10.L.1.c. Recognize and correct inappropriate shifts in verb voice (i.e., active vs. passive).

**Fix It! Grammar**

- Week 24
- Week 25
- Week 26
- Week 27
- Week 28
- Week 29
- Week 30

**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Practice:</b>

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INDICATOR	9- 10.L.1.d.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  <b><u>Fix It! Grammar</u></b> Week 10 Week 11 Week 12 Week 14 Week 15 Week 16 Week 17 Week 18 Week 20 Week 22 Week 24 Week 25 Week 26 Week 28 Week 29 Week 30
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INDICATOR	9- 10.L.1.e.	Recognize and correct inappropriate shifts in verb tense.  <b><u>Fix It! Grammar</u></b> Week 02 Week 03 Week 18 Week 20 Week 23 Week 29 Week 30
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INDICATOR	9- 10.L.1.f.	Resolve issues of complex or contested usage, consulting reliable references as needed.  <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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**CONTENT  
STANDARD**

**Language Standards**

BENCHMARK		Conventions of Standard English
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>
INDICATOR	9-10.L.1.g.	Ensure pronoun-antecedent agreement. <u><b>Fix It! Grammar</b></u> Week 24 Week 27 Week 28
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences. <u><b>Fix It! Grammar</b></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 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
INDICATOR	9-10.L.1.j.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. <u><b>Fix It! Grammar</b></u> Week 01 Week 02 Week 06 Week 15 Week 16 Week 19 Week 20 Week 23 Week 24 Week 27 Week 30

INDICATOR	9- 10.L.1.k.	Ensure that pronouns are in the proper case (i.e., subjective, objective, possessive).  <b><u>Fix It! Grammar</u></b> Week 03 Week 20
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INDICATOR	9- 10.L.1.m.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  <b><u>Fix It! Grammar</u></b> Week 27 Week 28 Week 29 Week 30
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**CONTENT  
STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9- 10.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>		<b>Introduce:</b>

INDICATOR	9- 10.L.2.b.	Observe hyphenation conventions.  <b><u>Fix It! Grammar</u></b> Week 03 Week 07 Week 08 Week 17 Week 18 Week 22 Week 24 Week 26 Week 28
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**CONTENT  
STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9- 10.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>		<b>Practice:</b>

INDICATOR	9-10.L.2.c.	<p>Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)</p> <p><b><u>Fix It! Grammar</u></b></p> <p>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</p>
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>		<b>Display proficiency in:</b>

INDICATOR	9-10.L.2.d.	<p>Use punctuation (i.e., comma, dash, parentheses) to set off nonrestrictive/parenthetical elements.</p> <p><b><u>Fix It! Grammar</u></b></p> <p>Week 03 Week 07 Week 08 Week 17 Week 18 Week 22 Week 24 Week 26 Week 28</p>
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INDICATOR	9-10.L.2.e.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  <b><u>Fix It! Grammar</u></b> Week 06 Week 07 Week 10 Week 12 Week 13 Week 14 Week 15 Week 17 Week 18 Week 19 Week 20 Week 23 Week 25 Week 26
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INDICATOR	9-10.L.2.f.	Use a colon to introduce a list or quotation.  <b><u>Fix It! Grammar</u></b> Week 26 Week 29 Week 30
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.3.	<b>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.</b>

INDICATOR	9-10.L.3.d.	Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).  <b><u>Fix It! Grammar</u></b> Week 24 Week 25 Week 26 Week 27 Week 28 Week 29 Week 30
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.4.	<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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INDICATOR 9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a  
10.L.4.a. sentence) as a clue to the meaning of a word or phrase.

**Fix It! Grammar**

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INDICATOR 9- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,  
10.L.4.b. analyze, analysis, analytical; advocate, advocacy).

**Fix It! Grammar**

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INDICATOR 9-10.L.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.

**Fix It! Grammar**

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- Week 30

**CONTENT  
STANDARD**

**Language Standards**

**BENCHMARK**

**Vocabulary Acquisition and Use**

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GRADE LEVEL EXPECTATION 9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Fix It! Grammar**

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