

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 9

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Language Arts

Grade: 9 - Adopted: 2016

CONTENT AREA / STANDARD **NJLSA. Anchor Standards: Reading R.**

STRAND	Craft and Structure
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CONTENT STATEMENT NJLSA. R4. 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.

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CONTENT AREA / STANDARD **NJLSA. Anchor Standards: Reading R.**

STRAND	Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJLSA. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD	NJLSA. Anchor Standards: Speaking and Listening SL.
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STRAND	Comprehension and Collaboration
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CONTENT STATEMENT	NJSLSA. SL1. 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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CONTENT AREA / STANDARD	NJSLSA.L Anchor Standards: Language
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STRAND	Conventions of Standard English
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CONTENT
STATEMENT

NJSLSA. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.

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CONTENT STATEMENT	NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD	NJLSA.L Anchor Standards: Language
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STRAND	Knowledge of Language
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CONTENT STATEMENT	NJSLSA.L3. 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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CONTENT AREA / STANDARD	NJSLSA.L Anchor Standards: Language
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STRAND	Vocabulary Acquisition and Use
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CONTENT STATEMENT	NJSLSA. L4. 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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CONTENT STATEMENT	NJLSA. L6. 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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CONTENT AREA / STANDARD	NJ.RL.9-10. Progress Indicators for Reading Literature
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STRAND	Craft and Structure
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CONTENT STATEMENT	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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CONTENT AREA / STANDARD	NJ.RL.9-10.	Progress Indicators for Reading Literature
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STRAND	Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
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CONTENT AREA / STANDARD	NJ.SL.9-10.	Progress Indicators for Speaking and Listening
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STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CUMULATIVE
PROGRESS
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.

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CUMULATIVE
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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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CUMULATIVE PROGRESS INDICATOR	SL.9- 10.1.D.	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. <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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CONTENT AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR	L.9- 10.1.A.	Use parallel structure. <u>Fix It! Grammar</u> Week 26
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CUMULATIVE L.9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
 PROGRESS 10.1.B. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest
 INDICATOR to writing or presentations.

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CONTENT AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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CUMULATIVE PROGRESS 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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CUMULATIVE PROGRESS INDICATOR	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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CONTENT AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

CUMULATIVE
PROGRESS
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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CUMULATIVE
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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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CUMULATIVE PROGRESS 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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CUMULATIVE PROGRESS 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).
		<p><u>Fix It! Grammar</u></p> <p>Week 01</p> <p>Week 02</p> <p>Week 03</p> <p>Week 04</p> <p>Week 05</p> <p>Week 06</p> <p>Week 07</p> <p>Week 08</p> <p>Week 09</p> <p>Week 10</p> <p>Week 11</p> <p>Week 12</p> <p>Week 13</p> <p>Week 14</p> <p>Week 15</p> <p>Week 16</p> <p>Week 17</p> <p>Week 18</p> <p>Week 19</p> <p>Week 20</p> <p>Week 21</p> <p>Week 22</p> <p>Week 23</p> <p>Week 24</p> <p>Week 25</p> <p>Week 26</p> <p>Week 27</p> <p>Week 28</p> <p>Week 29</p> <p>Week 30</p>

**CONTENT
AREA /
STANDARD**

**NJ.L.9-
10.**

Progress Indicators for Language

STRAND	Vocabulary Acquisition and Use
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CONTENT
STATEMENT

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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