

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

Ohio Learning Standards
Language Arts
 Grade: 9 - Adopted: 2017

**DOMAIN /
 ACADEMIC
 CONTENT
 STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text. <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

**DOMAIN /
 ACADEMIC
 CONTENT
 STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Fix It! Grammar

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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	10.	<p>Read, comprehend, and respond to complex literary and informational texts independently and proficiently.</p> <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>
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

**STANDARD /
BENCHMARK**

COMPREHENSION AND COLLABORATION

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

Fix It! Grammar

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BENCHMARK /
GRADE LEVEL
INDICATOR

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Fix It! Grammar

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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK**

CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL

INDICATOR

Fix It! Grammar

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BENCHMARK /
GRADE LEVEL
INDICATOR

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK**

KNOWLEDGE OF LANGUAGE

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

Fix It! Grammar

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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK**

VOCABULARY ACQUISITION AND USE

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

Fix It! Grammar

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BENCHMARK /
GRADE LEVEL
INDICATOR

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 when encountering an unknown term important to comprehension or expression.

Fix It! Grammar

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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK**

CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR 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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).

Fix It! Grammar

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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK**

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, 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, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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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Fix It! Grammar

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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL SL.9-10.1.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.

Fix It! Grammar

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**DOMAIN /
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Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL L.9-10.1.a. Use parallel structure.

Fix It! Grammar

Week 26

PROFICIENCY LEVEL L.9-10.1.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.

Fix It! Grammar

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**DOMAIN /
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Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL 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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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**DOMAIN /
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Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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, part of speech, or etymology.
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PROFICIENCY LEVEL	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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**DOMAIN /
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Language Standards K-12

**STANDARD /
BENCHMARK**

VOCABULARY ACQUISITION AND USE

BENCHMARK /
GRADE LEVEL
INDICATOR

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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