

Main Criteria: South Dakota Content Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 9

Correlation Options: Show Correlated

South Dakota Content Standards

Language Arts

Grade: 9 - Adopted: 2018

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a 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

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD SD.CCR Read and comprehend complex literary and informational texts independently and proficiently.
A.R.10.

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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK	Production and Distribution of Writing
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STANDARD SD.CCR A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK	Comprehension and Collaboration
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STANDARD SD.CCR A.SL.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.

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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK	Presentation of Knowledge and Ideas
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STANDARD SD.CCR A.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

**INDICATOR/B
ENCHMARK**

Conventions of Standard English

STANDARD SD.CCR Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A.L.1.

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STANDARD SD.CCR A.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK	Knowledge of Language
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STANDARD SD.CCR A.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.

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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK	Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.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.
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STANDARD SD.CCR A.L.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.

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GOAL/STRAND SD.9-10.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK

Craft and Structure

STANDARD 9-10.RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the 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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GOAL/STRAND SD.9-10.W. **Writing Standards**

INDICATOR/B ENCHMARK	Production and Distribution of Writing
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STANDARD 9-10.W.5. Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

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GOAL/STRAND SD.9-10.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	9-10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SUPPORTING SKILLS 9-10.SL.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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SUPPORTING SKILLS 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.

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GOAL/STRAND SD.9-10.L. Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS 9-10.L.1.a Use parallel structure.

Fix It! Grammar

Week 26

SUPPORTING SKILLS 9-10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, 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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GOAL/STRAND SD.9-10.L. Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.

SUPPORTING SKILLS 9-10.L.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

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SUPPORTING SKILLS	9-10.L.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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SUPPORTING SKILLS	9-10.L.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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GOAL/STRAND SD.9-10.L. Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.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.

SUPPORTING SKILLS 9-10.L.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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SUPPORTING SKILLS	9-10.L.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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SUPPORTING SKILLS	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.
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SUPPORTING SKILLS	9-10.L.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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GOAL/STRAND SD.9-10.L. **Language**

INDICATOR/B ENCHMARK

Vocabulary Acquisition and Use

STANDARD 9-10.L.6. Acquire and accurately use general academic and subject-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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