

Main Criteria: Wisconsin Academic Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 9

Correlation Options: Show Correlated

Wisconsin Academic Standards

Language Arts

Grade: 9 - Adopted: 2020/Implement 2021

DOMAIN

Anchor Standards for Reading

CONTENT STANDARD	Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY	Craft and Structure

DESCRIPTOR / FOCUS AREA 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.

Fix It! Grammar

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DOMAIN

Anchor Standards for Writing

CONTENT STANDARD	Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY	Production and Distribution of Writing

DESCRIPTOR / W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal
FOCUS AREA writing in which the development, organization and style are appropriate to task, purpose and audience.

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DOMAIN

Anchor Standards for Speaking & Listening

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA 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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DOMAIN

Anchor Standards for Language

CONTENT STANDARD	Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY	Vocabulary Acquisition and Use

DESCRIPTOR / L2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading
FOCUS AREA and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

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DESCRIPTOR / L3. Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
FOCUS AREA

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DESCRIPTOR / L4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use FOCUS AREA vocabulary appropriate to the context and situation.

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DOMAIN

Anchor Standards for Language

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / L5. Discern when and where it is appropriate to use standardized English, and demonstrate contextually
FOCUS AREA appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
		<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 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>

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.9-10.3	Create writing that utilizes:

LEARNING CONTINUUM	W.9-10.3.b.	Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
		<p><u>Fix It! Grammar</u></p> <p>Week 04</p> <p>Week 06</p> <p>Week 07</p> <p>Week 08</p> <p>Week 10</p> <p>Week 24</p> <p>Week 25</p>

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
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LEARNING CONTINUUM	L.9- 10.2.a.	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
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LEARNING CONTINUUM	L.9-10.2.b.	Determine 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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DOMAIN Language 6-12

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LEARNING CONTINUUM	L.9-10.3.a.	Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
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DOMAIN Language 6-12

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
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LEARNING CONTINUUM	L.9-10.5.b.	<p>Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).</p> <p><u>Fix It! Grammar</u></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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DOMAIN

Language 6-12

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.9-10.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

LEARNING L.9- Use colons and semicolons appropriately.
CONTINUUM 10.6.1.

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LEARNING L.9- Spell correctly.
CONTINUUM 10.6.2.

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