# Main Criteria: Fix It! Grammar

Secondary Criteria: Alaska Content and Performance Standards

Subject: Language Arts

**Grade:** 9

#### **Fix It! Grammar**

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### **Alaska Content and Performance Standards**

### **Language Arts**

		Grade <b>9</b> - Adopted: <b>2012</b>
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).

PERFORMANCE	AK.RL.9-	Reading Standards for Literature
/ CONTENT	10.	
STANDARD		

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.

PERFORMANCE AK.SL.9- / CONTENT 10. STANDARD	Speaking and Listening Standards
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GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.

INDICATOR  INDICATOR	L.9- 10.4.b. L.9- 10.4.c.	as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  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.  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).
	10.4.b. L.9-	as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  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,
INDICATOR		as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall")
GOAL	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.
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	L.9- 10.2.c.	Spell correctly.
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	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.
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	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.

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

### **Alaska Content and Performance Standards**

Language Arts			
Grade 9 - Adopted: 2012			
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure	
GOAL	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).	
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity	
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.	
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards	
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration	
GOAL	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.	
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.	
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.	

INDICATOR  INDICATOR	L.9- 10.4.b. L.9- 10.4.c.	as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  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.  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).
	10.4.b. L.9-	as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  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,
INDICATOR		as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall")
GOAL	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.
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	L.9- 10.2.c.	Spell correctly.
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	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.
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	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.

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

### **Alaska Content and Performance Standards**

Language Arts			
Grade 9 - Adopted: 2012			
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure	
GOAL	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).	
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity	
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.	
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards	
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration	
GOAL	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.	
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.	
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.	

INDICATOR  INDICATOR	L.9- 10.4.b. L.9- 10.4.c.	as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  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.  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).
	10.4.b. L.9-	as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  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,
INDICATOR		as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall")
GOAL	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.
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	L.9- 10.2.c.	Spell correctly.
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	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.
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	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.

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

### **Alaska Content and Performance Standards**

Language Arts			
Grade <b>9</b> - Adopted: <b>2012</b>			
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure	
GOAL	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).	
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity	
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.	
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards	
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration	
GOAL	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.	
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.	
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.	

INDICATOR  INDICATOR	L.9- 10.4.b. L.9- 10.4.c.	as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  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.  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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INDICATOR		as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall")
GOAL	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.
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	L.9- 10.2.c.	Spell correctly.
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	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.
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	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.

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

## **Alaska Content and Performance Standards**

		Language Arts
		Grade <b>9</b> - Adopted: <b>2012</b>
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.

INDICATOR  INDICATOR	L.9- 10.4.b. L.9- 10.4.c.	as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  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.  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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INDICATOR		as clues to the meaning of a word or phrase.  Identify and correctly use patterns of word changes that indicate different meanings or parts of
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall")
GOAL	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.
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	L.9- 10.2.c.	Spell correctly.
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	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.
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
INDICATOR	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.

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

### **Alaska Content and Performance Standards**

Language Arts			
Grade <b>9</b> - Adopted: <b>2012</b>			
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure	
GOAL	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).	
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity	
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.	
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards	
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration	
GOAL	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.	
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.	
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.	

INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
INDICATOR	L.9-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the

PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
		Week 07

### **Alaska Content and Performance Standards**

Language Arts			
		Grade <b>9</b> - Adopted: <b>2012</b>	
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure	
GOAL	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).	
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity	
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.	
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards	
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration	
GOAL	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.	
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.

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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).

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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

#### **Alaska Content and Performance Standards**

#### **Language Arts**

#### Grade 9 - Adopted: 2012 PERFORMANCE AK.RL.9-**Reading Standards for Literature** / CONTENT 10. **STANDARD GRADE LEVEL** Craft and Structure **EXPECTATION /** STRAND GOAL RI 9-Determine the meaning of words and phrases as they are used in the text, including figurative and 10.4. 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). PERFORMANCE AK.RL.9-**Reading Standards for Literature** / CONTENT 10. **STANDARD GRADE LEVEL** Range of Reading and Level of Complexity EXPECTATION / STRAND GOAL RL.9-By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within 10.10. a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. PERFORMANCE **Speaking and Listening Standards** AK.SL.9-/ CONTENT 10. **STANDARD GRADE LEVEL** Comprehension and Collaboration EXPECTATION / STRAND GOAL SL.9-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.

10.1.

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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).

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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

#### **Alaska Content and Performance Standards**

#### Language Arts

#### Grade 9 - Adopted: 2012 PERFORMANCE AK.RL.9-**Reading Standards for Literature** / CONTENT 10. **STANDARD GRADE LEVEL** Craft and Structure **EXPECTATION /** STRAND GOAL RI 9-Determine the meaning of words and phrases as they are used in the text, including figurative and 10.4. 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). PERFORMANCE AK.RL.9-**Reading Standards for Literature** / CONTENT 10. **STANDARD GRADE LEVEL** Range of Reading and Level of Complexity EXPECTATION / STRAND GOAL RL.9-By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within 10.10. a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. PERFORMANCE **Speaking and Listening Standards** AK.SL.9-/ CONTENT 10. **STANDARD GRADE LEVEL** Comprehension and Collaboration EXPECTATION / STRAND GOAL SL.9-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.

10.1.

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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).

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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

#### **Alaska Content and Performance Standards**

#### **Language Arts**

#### Grade 9 - Adopted: 2012 PERFORMANCE AK.RL.9-**Reading Standards for Literature** / CONTENT 10. **STANDARD GRADE LEVEL** Craft and Structure **EXPECTATION /** STRAND GOAL RI 9-Determine the meaning of words and phrases as they are used in the text, including figurative and 10.4. 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). PERFORMANCE AK.RL.9-**Reading Standards for Literature** / CONTENT 10. **STANDARD GRADE LEVEL** Range of Reading and Level of Complexity EXPECTATION / STRAND GOAL RL.9-By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within 10.10. a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. PERFORMANCE **Speaking and Listening Standards** AK.SL.9-/ CONTENT 10. **STANDARD GRADE LEVEL** Comprehension and Collaboration EXPECTATION / STRAND GOAL SL.9-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.

10.1.

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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9-	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes,

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).
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.
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).
PERFORMANCE / CONTENT ST AND ARD	AK.L.9- 10.	Language Standards
/ CONTENT		Language Standards  Vocabulary Acquisition and Use

#### **Alaska Content and Performance Standards**

#### **Language Arts** Grade 9 - Adopted: 2012 PERFORMANCE AK.RL.9-**Reading Standards for Literature** / CONTENT 10. **STANDARD GRADE LEVEL** Craft and Structure **EXPECTATION /** STRAND GOAL RL.9-Determine the meaning of words and phrases as they are used in the text, including figurative and 10.4. 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). PERFORMANCE AK.RL.9-**Reading Standards for Literature** / CONTENT STANDARD **GRADE LEVEL** Range of Reading and Level of Complexity EXPECTATION / STRAND GOAL RL.9-By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within 10.10. a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. PERFORMANCE AK.SL.9-**Speaking and Listening Standards** / CONTENT 10. **STANDARD GRADE LEVEL** Comprehension and Collaboration

EXPECTATION / STRAND

GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.

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).
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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
/ CONTENT		Vocabulary Acquisition and Use

#### **Alaska Content and Performance Standards**

#### **Language Arts** Grade 9 - Adopted: 2012 PERFORMANCE AK.RL.9-**Reading Standards for Literature** / CONTENT 10. **STANDARD GRADE LEVEL** Craft and Structure EXPECTATION / STRAND GOAL RL.9-Determine the meaning of words and phrases as they are used in the text, including figurative and 10.4. 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). Reading Standards for Literature PERFORMANCE AK.RL.9-/ CONTENT STANDARD **GRADE LEVEL** Range of Reading and Level of Complexity EXPECTATION / STRAND GOAL RL.9-By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within 10.10. a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. PERFORMANCE AK.SL.9-**Speaking and Listening Standards** / CONTENT 10. **STANDARD GRADE LEVEL** Comprehension and Collaboration

EXPECTATION / STRAND

GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
STRAND		
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.9-10.2. L.9- 10.2.a.	Demonstrate command of the conventions of standard English capitalization,
GOAL	L.9-	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related
GOAL	L.9- 10.2.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
GOAL  INDICATOR  INDICATOR  PERFORMANCE / CONTENT	L.9- 10.2.a. L.9- 10.2.c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  Spell correctly.
GOAL  INDICATOR  INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION /	L.9- 10.2.a. L.9- 10.2.c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  Spell correctly.  Language Standards

INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

### **Alaska Content and Performance Standards**

#### **Language Arts** Grade 9 - Adopted: 2012 **PERFORMANCE** AK.RL.9-Reading Standards for Literature / CONTENT 10. STANDARD Craft and Structure **GRADE LEVEL** EXPECTATION / STRAND GOAL RL.9-Determine the meaning of words and phrases as they are used in the text, including figurative and 10.4. 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). Reading Standards for Literature PERFORMANCE AK.RL.9-/ CONTENT STANDARD **GRADE LEVEL** Range of Reading and Level of Complexity EXPECTATION / STRAND

needed at the high end of the range.

By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within

a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as

GOAL

RL.9-

10.10.

PERFORMANCE / CONTENT ST ANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

### **Alaska Content and Performance Standards**

		Grade <b>9</b> - Adopted: <b>2012</b>
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity

GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
INDICATOR	L.9- 10.2.c.	Spell correctly.

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
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).
PERFORMANCE / CONTENT ST ANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

## **Alaska Content and Performance Standards**

		Grade 9 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
/ CONTENT		Language Standards  Conventions of Standard English
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /		
GRADE LEVEL EXPECTATION / STRAND	10.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
/ CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL	L.9-10.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and
/ CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  INDICATOR  PERFORMANCE / CONTENT	L.9-10.1.  L.9- 10.1.b.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  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.
J CONTENT STANDARD  GRADE LEVEL EXPECT ATION / STRAND  GOAL  INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECT ATION /	L.9-10.1.  L.9- 10.1.b.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  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.  Language Standards
J CONTENT STANDARD  GRADE LEVEL EXPECT ATION / STRAND  GOAL  INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECT ATION / STRAND	L.9-10.1.  L.9- 10.1.b.  AK.L.9- 10.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  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.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization,

PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
		Week 16
		Alaska Content and Performance Standards
		Language Arts
		Grade <b>9</b> - Adopted: <b>2012</b>
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).

PERFORMANCE / CONTENT ST ANDARD	TENT 10.	
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE AK.L.9- Language Standards / CONTENT 10. STANDARD		Language Standards
GRADE LEVEL EXPECTATION /		Conventions of Standard English

GOAL  L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
	GOAL	L.9-10.2.	

INDICATOR L.9- Spell correctly. 10.2.c.

PERFORMANCE	AK.L.9-	Language Standards
/ CONTENT	10.	

STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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

### INDICATOR L.9-10.4.a.

Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.

### 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).

#### **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.

#### 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).

#### PERFORMANCE / CONTENT STANDARD

AK.L.9-10.

#### **Language Standards**

strategies.

GRADE LEVEL	
<b>EXPECTATION</b>	I
STRAND	

Vocabulary Acquisition and Use

GOAL

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.

#### Week 17

#### **Alaska Content and Performance Standards**

### **Language Arts**

#### Grade 9 - Adopted: 2012

<b>PERFORMANCE</b>
/ CONTENT
STANDARD

AK.RL.9-

#### Reading Standards for Literature

STANDARD	10.	
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).

STANDARD	10.	
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT ST ANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT ST ANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE

10.

/ CONTENT

AK.RL.9- Reading Standards for Literature

INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
		Week 18
		Alaska Content and Performance Standards
		Language Arts
		Grade <b>9</b> - Adopted: <b>2012</b>

PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure

GOAL	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).
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English

GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT ST AND ARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
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).
PERFORMANCE / CONTENT ST AND ARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

# **Alaska Content and Performance Standards**

## **Language Arts**

Grade **9** - Adopted: **2012** 

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards

Conventions of Standard English			
INDICATOR   L9-   L9-   L9-   Language Standards	EXPECTATION /		Conventions of Standard English
INDICATOR  L9- 10.2c.  Spell correctly.  10.2c.  PERFORMANCE // CONTENT STANDARD  AK.L.9- 10.2c.  Vocabulary Acquisition and Use  SEXPECTATION / STRAND  CRADE LEVEL EXPECTATION / STRAND  L9-10.4.  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.  INDICATOR  L9- 10.4.a.  Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayald, context (e.g., the overall meaning of a sentence, paragraph, or text a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.  INDICATOR  L9- 10.4.b.  IMPLICATOR  L9- 10.4.c.  Consult general and specialized reference materials (e.g., dictonaries, 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 elymology.  INDICATOR  L9- 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).  PERFORMANCE (CONTENT STANDARD  GRADE LEVEL EXPECTATION STRAND  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listering at the college and career readiness level. demonstrate independence in gathering vocabulary knowledge when constraining and correcting portant to for reading, writing, speaking, and listering at the college and career readiness level. demonstrate independence in gathering vocabulary knowledge when constraining and or phrase important to for reading, writing, speaking, and listering at the college and career readiness level. demonstrate independence in gathering vocabulary knowledge when constraining and or phrase important to for reading.	GOAL	L.9-10.2.	
PERFORMANCE (CONTENT STANDARD  GRADE LEVEL EXPECTATION)  GRADE LEVEL EXPECTATION STRAND  GOAL  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.  INDICATOR  L.9- 10.4.a.  Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and phonythesis, kayak), context (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence), dialectical English (e.g., Huck Firn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.  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 elymology.  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).  PERFORMANCE (CONTENT STANDARD  CRADE LEVEL EXPECTATION)  STRAND  Vocabulary Acquisition and Use  Vocabulary Acquisition and Use  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listering at the college and carefminess level, demonstate independence in galtering vocabulary workedge when considering a word or phrase important to	INDICATOR		
COAL   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.    INDICATOR   L.9-	INDICATOR		Spell correctly.
GOAL  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.  INDICATOR  L.9- 10.4.a. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text a work position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.  INDICATOR  L.9- 10.4.b. dentify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  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.  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).  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  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	/ CONTENT		Language Standards
INDICATOR   L9-   Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.  INDICATOR   L9-   Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  INDICATOR   L9-   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.  INDICATOR   L9-   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).  PERFORMANCE   AK.L.9-   Language Standards  Vocabulary Acquisition and Use  Vocabulary Acquisition and Use  L9-10.6.   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	EXPECTATION /		Vocabulary Acquisition and Use
including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.  INDICATOR  L.9- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  INDICATOR  L.9- 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.  INDICATOR  L.9- 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).  PERFORMANCE I CONTENT STANDARD  AK.L.9- COAL  AK.L.9- Language Standards  Vocabulary Acquisition and Use  Vocabulary Acquisition and Use  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	GOAL	L.9-10.4.	based on grades 9-10 reading and content, choosing flexibly from a range of
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.  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).  PERFORMANCE / CONTENT STANDARD  AK.L.9- 10.  Vocabulary Acquisition and Use  Vocabulary Acquisition and Use  STANDARD  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	INDICATOR		including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall")
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).  PERFORMANCE / CONTENT STANDARD  AK.L.9- 10.  GRADE LEVEL EXPECT ATION / STRAND  COAL  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	INDICATOR		
PERFORMANCE / CONTENT STANDARD  AK.L.9- 10.  Uocabulary Acquisition and Use  Vocabulary Acquisition and Use  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	INDICATOR		both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning,
GRADE LEVEL EXPECTATION / STRAND  COAL  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	INDICATOR		
GOAL  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	/ CONTENT		Language Standards
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	EXPECTATION /		Vocabulary Acquisition and Use
	GOAL	L.9-10.6.	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

# **Alaska Content and Performance Standards**

/ CONTENT STANDARD	10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
	SL.9-	Come to discussions prepared, having read and researched material under study; explicitly draw
INDICATOR	10.1.a.	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.
INDICATOR		
	10.1.a. SL.9-	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,
INDICATOR	10.1.a. 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.  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
INDICATOR  INDICATOR  PERFORMANCE / CONTENT	SL.9- 10.1.c. SL.9- 10.1.d.	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.  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.
INDICATOR  INDICATOR  PERFORMANCE / CONTENT ST AND ARD  GRADE LEVEL EXPECT ATION /	SL.9- 10.1.c. SL.9- 10.1.d.	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.  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.  Language Standards

PERFORMANCE AK.RL.9- Reading Standards for Literature

PERFORMANCE
/ CONTENT
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# AK.L.9- Language Standards 10.

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT ST ANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
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).
PERFORMANCE / CONTENT ST ANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

## Week 21

## **Alaska Content and Performance Standards**

Language Arts			
Grade <b>9</b> - Adopted: <b>2012</b>			
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure	
GOAL	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).	
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity	
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.	
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards	
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration	
GOAL	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.	
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.	
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.	
INDICATOR	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.	
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards	
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English	

 $\label{lem:conventions} \mbox{ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.}$ 

GOAL

L.9-10.1.

INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

# **Alaska Content and Performance Standards**

## **Language Arts**

## Grade **9** - Adopted: **2012**

		Grade 9 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

# **Alaska Content and Performance Standards**

## **Language Arts**

## Grade **9** - Adopted: **2012**

		Grade 9 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

# **Alaska Content and Performance Standards**

		Grade <b>9</b> - Adopted: <b>2012</b>
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English

GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT ST ANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

# **Alaska Content and Performance Standards**

Language Arts		
		Grade <b>9</b> - Adopted: <b>2012</b>
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English

GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT ST ANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.
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).
PERFORMANCE / CONTENT ST ANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

GOAL	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.

# **Alaska Content and Performance Standards**

		Crade 9. Adopted: 2012
		Grade <b>9</b> - Adopted: <b>2012</b>
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.
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.
INDICATOR	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.

PERFORMANCE / CONTENT ST ANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.9- 10.1.a.	Use parallel structure.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
INDICATOR	L.9- 10.2.b.	Use a colon to introduce a list or quotation.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.

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).  Language Standards  Vocabulary Acquisition and Use
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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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#### **Alaska Content and Performance Standards**

#### **Language Arts**

#### Grade 9 - Adopted: 2012 AK.RL.9-**PERFORMANCE** Reading Standards for Literature / CONTENT 10. **STANDARD GRADE LEVEL** Craft and Structure **EXPECTATION /** STRAND GOAL RL.9-Determine the meaning of words and phrases as they are used in the text, including figurative and 10.4. 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). **PERFORMANCE** AK.RL.9-Reading Standards for Literature / CONTENT 10. **STANDARD GRADE LEVEL** Range of Reading and Level of Complexity EXPECTATION / **STRAND** GOAL RL.9-By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within 10.10. a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. PERFORMANCE AK.SL.9-Speaking and Listening Standards / CONTENT **STANDARD GRADE LEVEL** Comprehension and Collaboration **EXPECT ATION /** STRAND GOAL SI 9-Initiate and participate effectively in a range of collaborative discussions (one-on-one, 10.1. 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. **INDICATOR** SL.9-Come to discussions prepared, having read and researched material under study; explicitly draw 10.1.a. 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.

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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.

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).
PERFORMANCE / CONTENT ST ANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

		Alaska Content and Performance Standards
		Language Arts
		Grade <b>9</b> - Adopted: <b>2012</b>
PERFORMANCE / CONTENT ST ANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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).
PERFORMANCE / CONTENT STANDARD	AK.RL.9- 10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.9- 10.10.	By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.SL.9- 10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
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.

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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).
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.

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).
PERFORMANCE / CONTENT ST ANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

#### **Alaska Content and Performance Standards**

#### Language Arts

#### Grade 9 - Adopted: 2012 AK.RL.9-**PERFORMANCE** Reading Standards for Literature / CONTENT 10. **STANDARD GRADE LEVEL** Craft and Structure **EXPECTATION /** STRAND GOAL RL.9-Determine the meaning of words and phrases as they are used in the text, including figurative and 10.4. 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). **PERFORMANCE** AK.RL.9-Reading Standards for Literature / CONTENT 10. **STANDARD GRADE LEVEL** Range of Reading and Level of Complexity EXPECTATION / **STRAND** GOAL RL.9-By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within 10.10. a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. PERFORMANCE AK.SL.9-Speaking and Listening Standards / CONTENT **STANDARD GRADE LEVEL** Comprehension and Collaboration **EXPECT ATION /** STRAND GOAL SI 9-Initiate and participate effectively in a range of collaborative discussions (one-on-one, 10.1. 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. **INDICATOR** SL.9-Come to discussions prepared, having read and researched material under study; explicitly draw

stimulate a thoughtful, well-reasoned exchange of ideas.

on that preparation by referring to evidence from texts and other research on the topic or issue to

10.1.a.

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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.b.	Use a colon to introduce a list or quotation.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
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).

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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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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#### Grade 9 - Adopted: 2012 PERFORMANCE AK.RL.9-**Reading Standards for Literature** / CONTENT 10. **STANDARD GRADE LEVEL** Craft and Structure **EXPECTATION /** STRAND GOAL RI 9-Determine the meaning of words and phrases as they are used in the text, including figurative and 10.4. 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). PERFORMANCE AK.RL.9-**Reading Standards for Literature** / CONTENT 10. **STANDARD GRADE LEVEL** Range of Reading and Level of Complexity EXPECTATION / STRAND GOAL RL.9-By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within 10.10. a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. PERFORMANCE AK.SL.9-**Speaking and Listening Standards** / CONTENT 10. **STANDARD GRADE LEVEL** Comprehension and Collaboration EXPECTATION / STRAND

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.

GOAL

SL.9-

10.1.

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.
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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.b.	Use a colon to introduce a list or quotation.
INDICATOR	L.9- 10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.9- 10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.

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).
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.
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).
PERFORMANCE / CONTENT STANDARD	AK.L.9- 10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient