

# Main Criteria: Fix It! Grammar

## Secondary Criteria: Alaska Content and Performance Standards

Subject: Language Arts

Grade: 9

### Fix It! Grammar

Week 01

## 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	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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>

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 02

## 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	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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>

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 03

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

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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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.
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**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.
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INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>

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 04

## 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	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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>



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 05

## 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	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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>

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 06

## 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	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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).

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

**Alaska Content and Performance Standards**

**Language Arts**

**Grade 9 - Adopted: 2012**

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9- 10.</b>	<b>Reading Standards for Literature</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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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).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9- 10.</b>	<b>Reading Standards for Literature</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
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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.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9- 10.</b>	<b>Speaking and Listening Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
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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.
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INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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 08

## Alaska Content and Performance Standards

### Language Arts

#### Grade 9 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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 09

## Alaska Content and Performance Standards

### Language Arts

#### Grade 9 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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 10

## Alaska Content and Performance Standards

### Language Arts

#### Grade 9 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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 11

## Alaska Content and Performance Standards

### Language Arts

#### Grade 9 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>

<b>GOAL</b>	<b>SL.9-10.1.</b>	<b>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.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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 12

## Alaska Content and Performance Standards

### Language Arts

#### Grade 9 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>

<b>GOAL</b>	<b>SL.9-10.1.</b>	<b>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.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>



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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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 13

## Alaska Content and Performance Standards

### Language Arts

#### Grade 9 - Adopted: 2012

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

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

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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 14

## Alaska Content and Performance Standards

### Language Arts

#### Grade 9 - Adopted: 2012

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

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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.9-10.1.</b>	<b>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.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>

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.
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INDICATOR	L.9-10.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
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INDICATOR	L.9-10.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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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).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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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Week 15

Alaska Content and Performance Standards

Language Arts

Grade 9 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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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).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
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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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
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.

Week 16

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	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.

Week 17

**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
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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.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.9-10.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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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.
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INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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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.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.9-10.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.9-10.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.9-10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
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INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>

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.
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INDICATOR	L.9-10.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
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INDICATOR	L.9-10.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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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).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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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Week 18

Alaska Content and Performance Standards

Language Arts

Grade 9 - Adopted: 2012

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

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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.9-10.1.</b>	<b>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.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>

<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.9-10.2.a.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
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INDICATOR	L.9-10.2.c.	Spell correctly.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.9-10.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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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.
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INDICATOR	L.9-10.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
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INDICATOR	L.9-10.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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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).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.9-10.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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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Week 19

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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>

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.

Week 20

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

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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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.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.9-10.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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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.
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INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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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.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.9-10.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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**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.
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**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.
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INDICATOR	L.9-10.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
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INDICATOR	L.9-10.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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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).
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**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 21

## Language Arts

### Grade 9 - Adopted: 2012

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

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

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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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.
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**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.
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INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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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.
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**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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>

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.
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INDICATOR	L.9-10.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
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INDICATOR	L.9-10.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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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Week 22

## Language Arts

Grade 9 - Adopted: 2012

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

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

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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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.
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**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.
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INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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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.
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**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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>

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.
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INDICATOR	L.9-10.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
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INDICATOR	L.9-10.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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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Week 23

## Language Arts

Grade 9 - Adopted: 2012

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

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

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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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.
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**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.
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INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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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.
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**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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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
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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).
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#### PERFORMANCE / CONTENT STANDARD AK.RL.9-10. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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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.
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#### PERFORMANCE / CONTENT STANDARD AK.SL.9-10. Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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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.
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INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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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.
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#### PERFORMANCE / CONTENT STANDARD AK.L.9-10. Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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**      **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**

<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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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Week 26

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

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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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.
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#### PERFORMANCE / CONTENT STANDARD AK.SL.9-10. Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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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.
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INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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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.
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**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.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.
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**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.
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INDICATOR	L.9-10.2.c.	Spell correctly.
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**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.
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INDICATOR	L.9-10.4.b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
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INDICATOR	L.9-10.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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 27

## Alaska Content and Performance Standards

### Language Arts

#### Grade 9 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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 28

## Alaska Content and Performance Standards

### Language Arts

#### Grade 9 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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 29

## Alaska Content and Performance Standards

### Language Arts

#### Grade 9 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.b.	Use a colon to introduce a list or quotation.
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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 30

## Alaska Content and Performance Standards

### Language Arts

#### Grade 9 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.9-10.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.9-10.2.b.	Use a colon to introduce a list or quotation.
INDICATOR	L.9-10.2.c.	Spell correctly.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.9-10.4.</b>	<b>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.</b>
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).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.9-10.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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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