

## Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

**Alaska Content and Performance Standards**  
**Language Arts**  
Grade 9 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD** **AK.RL.9-10.1** **Reading Standards for Literature**

| GRADE LEVEL EXPECTATION / STRAND |            | Key Ideas and Details                                                                                                                                                                                                                                                         |
|----------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.                                                                                                                            |
| GOAL                             | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text. |
| GOAL                             | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                                                                           |

**PERFORMANCE / CONTENT STANDARD** **AK.RL.9-10.5** **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).                     |
| GOAL                             | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

**PERFORMANCE / CONTENT STANDARD** **AK.RL.9-10.10** **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.W.9-10.1** **Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |                  | Text Types and Purposes                                                                                                                                                                                                                         |
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| <b>GOAL</b>                      | <b>W.9-10.2.</b> | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>                                        |
| INDICATOR                        | W.9-10.2.a.      | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR                        | W.9-10.2.b.      | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                                 |
| INDICATOR                        | W.9-10.2.d.      | Use precise language and domain-specific vocabulary to manage the complexity of the topic.                                                                                                                                                      |
| INDICATOR                        | W.9-10.2.f.      | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).                                                           |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |                  | Text Types and Purposes                                                                                                                                                                                                              |
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| <b>GOAL</b>                      | <b>W.9-10.3.</b> | <b>Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>                                                                  |
| INDICATOR                        | W.9-10.3.a.      | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| INDICATOR                        | W.9-10.3.b.      | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.                                                                             |
| INDICATOR                        | W.9-10.3.c.      | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.                                                                                                                         |
| INDICATOR                        | W.9-10.3.d.      | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.                                                                               |
| INDICATOR                        | W.9-10.3.e.      | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.                                                                                                  |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |                  | Production and Distribution of Writing                                                                                                                                                                                                           |
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| <b>GOAL</b>                      | <b>W.9-10.4.</b> | <b>Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b> |

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| GOAL | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
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| GOAL | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
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**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Research to Build and Present Knowledge</b> |
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| GOAL | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
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**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
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| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**PERFORMANCE / CONTENT STANDARD** **AK.L.9-10. Language Standards**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Conventions of Standard English</b> |
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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> |
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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**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Conventions of Standard English</b> |
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| <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.c. | Spell correctly. |
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**PERFORMANCE / CONTENT STANDARD** **AK.L.9-10. Language Standards**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |                  | <b>Knowledge of Language</b>                                                                                                                                                                           |
| <b>GOAL</b>                             | <b>L.9-10.3.</b> | <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> |

INDICATOR L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

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| <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.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**

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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.

**Alaska Content and Performance Standards**

**Language Arts**

Grade 9 - Adopted: 2012

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

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|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Key Ideas and Details</b> |
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GOAL RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.

GOAL RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.

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| GOAL | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
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**PERFORMANCE / CONTENT STANDARD** **AK.RL.9-10. Reading Standards for Literature**

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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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| GOAL | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
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**PERFORMANCE / CONTENT STANDARD** **AK.RL.9-10. Reading Standards for Literature**

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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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**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Text Types and Purposes</b> |
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|-------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b> | <b>W.9-10.2.</b> | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
|-------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                                                 |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.a. | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                 |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.b. | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                            |
|-----------|-------------|--------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.d. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
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|-----------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                                |
|-----------------------------------------|--|--------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Text Types and Purposes</b> |
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|-------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b> | <b>W.9-10.3.</b> | <b>Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>                                                                  |
| INDICATOR   | W.9-10.3.a.      | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| INDICATOR   | W.9-10.3.b.      | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.                                                                             |
| INDICATOR   | W.9-10.3.c.      | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.                                                                                                                         |
| INDICATOR   | W.9-10.3.d.      | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.                                                                               |
| INDICATOR   | W.9-10.3.e.      | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.                                                                                                  |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| <b>GRADE LEVEL EXPECTATION / STRAND</b> |           | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                      |
|-----------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                                    | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                          |
| GOAL                                    | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| GOAL                                    | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.                                                                         |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| <b>GRADE LEVEL EXPECTATION / STRAND</b> |           | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                    |
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| GOAL                                    | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                                              |
| GOAL                                    | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
|-----------------------------------------|--|-------------------------|
|                                         |  |                         |

GOAL W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**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 |           | Knowledge of Language                                                                                                                                                                           |
|----------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | L.9-10.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

INDICATOR L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

| GRADE LEVEL EXPECTATION / STRAND |           | Vocabulary Acquisition and Use                                                                                                                                             |
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| 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.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 |
|----------------------------------|--------------------------------|
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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.

**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 | Key Ideas and Details |
|----------------------------------|-----------------------|
|----------------------------------|-----------------------|

GOAL RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.

GOAL RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.

**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).

**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.

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

| GRADE LEVEL EXPECTATION / STRAND | Key Ideas and Details |
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| GOAL | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                 |
| GOAL | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text. |
| GOAL | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                                                        |

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Craft and Structure</b> |
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| GOAL | RI.9-10.4. | Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
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**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Production and Distribution of Writing</b> |
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| GOAL | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
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|      |           |                                                                                                                                                                                                                                            |
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| GOAL | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
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**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                         |
|-----------------------------------------|--|-------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
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|      |            |                                                                                                                                                                                                   |
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| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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. |
|-----------|-------------|------------------|

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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. |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

**Alaska Content and Performance Standards**  
**Language Arts**  
 Grade 9 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Key Ideas and Details</b> |
|-----------------------------------------|--|------------------------------|

|      |            |                                                                                                                                           |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |                                                                                                                                                                                                                                                                           |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |                                                                                                                                                                                                                    |
|------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
|------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                            |
|-----------------------------------------|--|----------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Craft and Structure</b> |
|-----------------------------------------|--|----------------------------|

|      |            |                                                                                                                                                                                                                                                                                                    |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.4. | Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Text Types and Purposes                                                                                                                                                                           |
|----------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |

|           |             |                                                                                                                                                                                                                                                 |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.a. | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                 |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.b. | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                            |
|-----------|-------------|--------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.d. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
|-----------|-------------|--------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Production and Distribution of Writing |
|----------------------------------|--|----------------------------------------|
|----------------------------------|--|----------------------------------------|

|      |           |                                                                                                                                                                                                                                           |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                    |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Research to Build and Present Knowledge |
|----------------------------------|--|-----------------------------------------|
|----------------------------------|--|-----------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                      |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                                                   |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Range of Writing |
|----------------------------------|--|------------------|
|----------------------------------|--|------------------|

GOAL W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

| GRADE LEVEL EXPECTATION / STRAND |            | Comprehension and Collaboration                                                                                                                                                                                                                                           |
|----------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | SL.9-10.1. | <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.

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

| GRADE LEVEL EXPECTATION / STRAND |  | Presentation of Knowledge and Ideas |
|----------------------------------|--|-------------------------------------|
|----------------------------------|--|-------------------------------------|

GOAL SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

| GRADE LEVEL EXPECTATION / STRAND |           | Vocabulary Acquisition and Use                                                                                                                                                    |
|----------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | L.9-10.4. | <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.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 AK.L.9- Language Standards**  
**/ CONTENT 10.**  
**STANDARD**

|                                         |                                       |
|-----------------------------------------|---------------------------------------|
| <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.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

**Alaska Content and Performance Standards**  
**Language Arts**  
 Grade 9 - Adopted: 2012

**PERFORMANCE AK.RI.9- Reading Standards for Informational Text**  
**/ CONTENT 10.**  
**STANDARD**

|                                         |                              |
|-----------------------------------------|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> | <b>Key Ideas and Details</b> |
|-----------------------------------------|------------------------------|

GOAL RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.

GOAL RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**PERFORMANCE AK.RI.9- Reading Standards for Informational Text**  
**/ CONTENT 10.**  
**STANDARD**

|                                         |                            |
|-----------------------------------------|----------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> | <b>Craft and Structure</b> |
|-----------------------------------------|----------------------------|

GOAL RI.9-10.4. Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**PERFORMANCE AK.W.9- Writing Standards**  
**/ CONTENT 10.**  
**STANDARD**

|                                         |                                |
|-----------------------------------------|--------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> | <b>Text Types and Purposes</b> |
|-----------------------------------------|--------------------------------|

GOAL W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

|           |             |                                                                                                                                                                                                                 |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.b. | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| INDICATOR | W.9-10.2.d. | Use precise language and domain-specific vocabulary to manage the complexity of the topic.                                                                                                                      |
| INDICATOR | W.9-10.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).                           |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Production and Distribution of Writing                                                                                                                                                                                                                                                                             |
|----------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                          |
| GOAL                             | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| GOAL                             | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.                                                                         |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                           |
|----------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                                              |
| GOAL                             | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |            | Range of Writing                                                                                                                                                                                  |
|----------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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

|                                         |  |                                            |
|-----------------------------------------|--|--------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|-----------------------------------------|--|--------------------------------------------|

GOAL SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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.

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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.

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

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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. |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38

**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 |            | Key Ideas and Details                                                                                                                                                                                                                                                         |
|----------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.                                                                                                                            |
| GOAL                             | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text. |
| GOAL                             | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                                                                           |

**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).                     |
| GOAL                             | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

**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.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Text Types and Purposes |
|----------------------------------|--|-------------------------|
|----------------------------------|--|-------------------------|



|             |                  |                                                                                                                                                                                                                                      |
|-------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b> | <b>W.9-10.3.</b> | <b>Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>                                                                  |
| INDICATOR   | W.9-10.3.a.      | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| INDICATOR   | W.9-10.3.b.      | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.                                                                             |
| INDICATOR   | W.9-10.3.c.      | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.                                                                                                                         |
| INDICATOR   | W.9-10.3.d.      | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.                                                                               |
| INDICATOR   | W.9-10.3.e.      | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.                                                                                                  |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| <b>GRADE LEVEL EXPECTATION / STRAND</b> |           | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                      |
|-----------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                                    | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                          |
| GOAL                                    | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| GOAL                                    | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.                                                                         |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| <b>GRADE LEVEL EXPECTATION / STRAND</b> |            | <b>Range of Writing</b>                                                                                                                                                                           |
|-----------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                                    | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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

| <b>GRADE LEVEL EXPECTATION / STRAND</b> |            | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                            |
|-----------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                                    | SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |

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

|                                         |                  |                                                                                                               |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------|
| <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.

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

|                                         |                  |                                                                                                                           |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------|
| <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.

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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.

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

| GRADE LEVEL EXPECTATION / STRAND |            | Key Ideas and Details                                                                                                                                                                                                                                                         |
|----------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.                                                                                                                            |
| GOAL                             | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text. |
| GOAL                             | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                                                                           |

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

| 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).                     |
| GOAL                             | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

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

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

**PERFORMANCE AK.W.9- Writing Standards**  
**/ CONTENT 10.**  
**STANDARD**

| GRADE LEVEL EXPECTATION / STRAND |             | Text Types and Purposes                                                                                                                                                                                                              |
|----------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.3.   | Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                                                                         |
| INDICATOR                        | W.9-10.3.a. | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| INDICATOR                        | W.9-10.3.b. | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.                                                                             |

|           |             |                                                                                                                                                        |
|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.3.c. | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.                                           |
| INDICATOR | W.9-10.3.d. | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| INDICATOR | W.9-10.3.e. | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.                    |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Production and Distribution of Writing                                                                                                                                                                                                                                                                             |
|----------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                          |
| GOAL                             | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| GOAL                             | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.                                                                         |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |            | Range of Writing                                                                                                                                                                                  |
|----------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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

| GRADE LEVEL EXPECTATION / STRAND |            | Presentation of Knowledge and Ideas                                                                                                                                                                                                                   |
|----------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |

**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**

|                                         |                  |                                                                                                                           |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------|
| <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. |
|-----------|-------------|------------------|

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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. |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

**Alaska Content and Performance Standards  
Language Arts  
Grade 9 - Adopted: 2012**

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

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Key Ideas and Details</b> |
|-----------------------------------------|--|------------------------------|

|      |            |                                                                                                                                                    |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text. |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |                                                                                                                                                                                                                                                                               |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text. |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |                                                                                                                                                                                                     |
|------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
|------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**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). |
|------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |                                                                                                                                                                                                                                                                                                                          |
|------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
|------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**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.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND | Text Types and Purposes |  |
|----------------------------------|-------------------------|--|
|----------------------------------|-------------------------|--|

|      |           |                                                                                                                                                                     |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.3. | <b>Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b> |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                                      |
|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.3.a. | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                          |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.3.b. | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                              |
|-----------|-------------|--------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.3.c. | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
|-----------|-------------|--------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                        |
|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.3.d. | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                     |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.3.e. | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE AK.W.9- Writing Standards**  
/ CONTENT 10.  
STANDARD

| GRADE LEVEL EXPECTATION / STRAND |           | Production and Distribution of Writing                                                                                                                                                                                                                                                                             |
|----------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                          |
| GOAL                             | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| GOAL                             | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.                                                                         |

**PERFORMANCE AK.W.9- Writing Standards**  
/ CONTENT 10.  
STANDARD

| GRADE LEVEL EXPECTATION / STRAND |            | Range of Writing                                                                                                                                                                                  |
|----------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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

| GRADE LEVEL EXPECTATION / STRAND |            | Presentation of Knowledge and Ideas                                                                                                                                                                                                                   |
|----------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |

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

| GRADE LEVEL EXPECTATION / STRAND |             | Conventions of Standard English                                                                                                                                                                                                                              |
|----------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | L.9-10.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| INDICATOR                        | L.9-10.1.b. | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

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

| GRADE LEVEL EXPECTATION / STRAND |  | Conventions of Standard English |
|----------------------------------|--|---------------------------------|
|----------------------------------|--|---------------------------------|

|             |                  |                                                                                                                           |
|-------------|------------------|---------------------------------------------------------------------------------------------------------------------------|
| <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.

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.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**

|                                         |                  |                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |                  | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                |
| <b>GOAL</b>                             | <b>L.9-10.6.</b> | <b>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.</b> |

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

**Alaska Content and Performance Standards**  
**Language Arts**  
Grade 9 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10.** **Reading Standards for Informational Text**

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Key Ideas and Details</b> |
|-----------------------------------------|--|------------------------------|

GOAL RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.

GOAL RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.



**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

| GRADE LEVEL EXPECTATION / STRAND |  | Craft and Structure |
|----------------------------------|--|---------------------|
|----------------------------------|--|---------------------|

|      |            |                                                                                                                                                                                                                                                                                                    |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.4. | Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Text Types and Purposes |
|----------------------------------|--|-------------------------|
|----------------------------------|--|-------------------------|

|      |           |                                                                                                                                                                                                          |
|------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.2. | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
|------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                                                 |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.a. | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                 |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.b. | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                            |
|-----------|-------------|--------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.d. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
|-----------|-------------|--------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Production and Distribution of Writing |
|----------------------------------|--|----------------------------------------|
|----------------------------------|--|----------------------------------------|

|      |           |                                                                                                                                                                                                                                           |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                    |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                            |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Research to Build and Present Knowledge |
|----------------------------------|--|-----------------------------------------|
|----------------------------------|--|-----------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                      |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                                                   |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                         |
|-----------------------------------------|--|-------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
|-----------------------------------------|--|-------------------------|

|      |            |                                                                                                                                                                                                   |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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. |
|-----------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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. |
|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |                  |                                                                                                                           |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------|
| <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.

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

**Alaska Content and Performance Standards  
Language Arts**

Grade 9 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Key Ideas and Details</b> |
|-----------------------------------------|--|------------------------------|

GOAL RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.

GOAL RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

| GRADE LEVEL EXPECTATION / STRAND |  | Craft and Structure |
|----------------------------------|--|---------------------|
|----------------------------------|--|---------------------|

|      |            |                                                                                                                                                                                                                                                                                                    |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.4. | Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Text Types and Purposes |
|----------------------------------|--|-------------------------|
|----------------------------------|--|-------------------------|

|      |           |                                                                                                                                                                                                          |
|------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.2. | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
|------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                                                 |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.a. | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                 |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.b. | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                            |
|-----------|-------------|--------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.d. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
|-----------|-------------|--------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Production and Distribution of Writing |
|----------------------------------|--|----------------------------------------|
|----------------------------------|--|----------------------------------------|

|      |           |                                                                                                                                                                                                                                           |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                    |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                            |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Research to Build and Present Knowledge |
|----------------------------------|--|-----------------------------------------|
|----------------------------------|--|-----------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                      |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                                                   |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                         |
|-----------------------------------------|--|-------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
|-----------------------------------------|--|-------------------------|

|      |            |                                                                                                                                                                                                   |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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. |
|-----------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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. |
|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |                  |                                                                                                                           |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------|
| <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.

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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.

UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88

**Alaska Content and Performance Standards  
Language Arts  
Grade 9 - Adopted: 2012**

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Key Ideas and Details</b> |
|-----------------------------------------|--|------------------------------|

GOAL RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

| GRADE LEVEL EXPECTATION / STRAND |  | Craft and Structure |
|----------------------------------|--|---------------------|
|----------------------------------|--|---------------------|

|      |            |                                                                                                                                                                                                                                                                                                    |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.4. | Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Text Types and Purposes |
|----------------------------------|--|-------------------------|
|----------------------------------|--|-------------------------|

|      |           |                                                                                                                                                                                                          |
|------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.2. | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
|------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                                                 |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.a. | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                 |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.b. | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                            |
|-----------|-------------|--------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.d. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
|-----------|-------------|--------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Production and Distribution of Writing |
|----------------------------------|--|----------------------------------------|
|----------------------------------|--|----------------------------------------|

|      |           |                                                                                                                                                                                                                                           |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                    |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                            |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Research to Build and Present Knowledge |
|----------------------------------|--|-----------------------------------------|
|----------------------------------|--|-----------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                      |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                                                   |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                         |
|-----------------------------------------|--|-------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
|-----------------------------------------|--|-------------------------|

|      |            |                                                                                                                                                                                                   |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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. |
|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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. |
|-----------|-------------|------------------|

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

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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. |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

**Alaska Content and Performance Standards  
Language Arts  
Grade 9 - Adopted: 2012**

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

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Key Ideas and Details</b> |
|-----------------------------------------|--|------------------------------|

|      |            |                                                                                                                                                    |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text. |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |                                                                                                                                                                                                                                                                               |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text. |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                            |
|-----------------------------------------|--|----------------------------|
| <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). |
|------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                                 |
|-----------------------------------------|--|-------------------------------------------------|
| <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.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Text Types and Purposes                                                                                                                                      |
|----------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.3. | Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

INDICATOR W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

INDICATOR W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

INDICATOR W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

INDICATOR W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Production and Distribution of Writing |
|----------------------------------|--|----------------------------------------|
|----------------------------------|--|----------------------------------------|

GOAL W.9-10.4. Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

GOAL W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

GOAL W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Range of Writing |
|----------------------------------|--|------------------|
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GOAL W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**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.

|           |             |                                                                                                                                                                                                                                                              |
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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**

|                                         |                  |                                                                                                                           |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------|
| <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. |
|-----------|-------------|------------------|

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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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|           |             |                                                                                                                                                 |
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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). |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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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**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Key Ideas and Details</b> |
|-----------------------------------------|--|------------------------------|

|      |            |                                                                                                                                                                                                                                                                           |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                 |
| GOAL | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text. |
| GOAL | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                                                        |

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                            |
|-----------------------------------------|--|----------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Craft and Structure</b> |
|-----------------------------------------|--|----------------------------|

|      |            |                                                                                                                                                                                                                                                                                                    |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.4. | Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
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**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                                |
|-----------------------------------------|--|--------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Text Types and Purposes</b> |
|-----------------------------------------|--|--------------------------------|

|             |                  |                                                                                                                                                                                                          |
|-------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b> | <b>W.9-10.2.</b> | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
|-------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                                                 |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.a. | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                 |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.b. | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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|           |             |                                                                                            |
|-----------|-------------|--------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.d. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
|-----------|-------------|--------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                                               |
|-----------------------------------------|--|-----------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Production and Distribution of Writing</b> |
|-----------------------------------------|--|-----------------------------------------------|

|      |           |                                                                                                                                                                                                                                           |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                    |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                            |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
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**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                                                |
|-----------------------------------------|--|------------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Research to Build and Present Knowledge</b> |
|-----------------------------------------|--|------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                      |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                                                   |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
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**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                         |
|-----------------------------------------|--|-------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
|-----------------------------------------|--|-------------------------|

|      |            |                                                                                                                                                                                                   |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**PERFORMANCE / CONTENT STANDARD** **AK.L.9-10. Language Standards**

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Conventions of Standard English</b> |
|-----------------------------------------|--|----------------------------------------|

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

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.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> |
|-----------------------------------------|--|---------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                               |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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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**Alaska Content and Performance Standards**

**Language Arts**

Grade 9 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Key Ideas and Details</b> |
|-----------------------------------------|--|------------------------------|

|      |            |                                                                                                                                           |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |                                                                                                                                                                                                                                                                           |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |                                                                                                                                                                                                                    |
|------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
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**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                            |
|-----------------------------------------|--|----------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Craft and Structure</b> |
|-----------------------------------------|--|----------------------------|

|      |            |                                                                                                                                                                                                                                                                                                    |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.4. | Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |                  | Text Types and Purposes                                                                                                                                                                                                                         |
|----------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b>                      | <b>W.9-10.2.</b> | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>                                        |
| INDICATOR                        | W.9-10.2.a.      | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR                        | W.9-10.2.b.      | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                                 |
| INDICATOR                        | W.9-10.2.d.      | Use precise language and domain-specific vocabulary to manage the complexity of the topic.                                                                                                                                                      |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Production and Distribution of Writing                                                                                                                                                                                                                                                                             |
|----------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                          |
| GOAL                             | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| GOAL                             | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.                                                                         |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                           |
|----------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                                              |
| GOAL                             | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                         |
|-----------------------------------------|--|-------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
|-----------------------------------------|--|-------------------------|

GOAL W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

|                                         |                  |                                                                                                               |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------|
| <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.

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

|                                         |                  |                                                                                                                           |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------|
| <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.

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

|                                         |                  |                                                                                                                                                                                                        |
|-----------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |                  | <b>Knowledge of Language</b>                                                                                                                                                                           |
| <b>GOAL</b>                             | <b>L.9-10.3.</b> | <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> |

INDICATOR L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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. |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

**Alaska Content and Performance Standards**  
**Language Arts**  
 Grade 9 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Key Ideas and Details</b> |
|-----------------------------------------|--|------------------------------|

|      |            |                                                                                                                                           |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |                                                                                                                                                                                                                                                                           |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |                                                                                                                                                                                                                    |
|------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
|------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                            |
|-----------------------------------------|--|----------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Craft and Structure</b> |
|-----------------------------------------|--|----------------------------|

|      |            |                                                                                                                                                                                                                                                                                                    |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.4. | Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                                |
|-----------------------------------------|--|--------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Text Types and Purposes</b> |
|-----------------------------------------|--|--------------------------------|

|      |           |                                                                                                                                                                                                   |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                                                                 |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.a. | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.9-10.2.b. | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                                 |
| INDICATOR | W.9-10.2.d. | Use precise language and domain-specific vocabulary to manage the complexity of the topic.                                                                                                                                                      |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Production and Distribution of Writing                                                                                                                                                                                                                                                                             |
|----------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                          |
| GOAL                             | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| GOAL                             | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.                                                                         |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                           |
|----------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                                              |
| GOAL                             | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |            | Range of Writing                                                                                                                                                                                  |
|----------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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

|                                         |                  |                                                                                                               |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------|
| <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.

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

|                                         |                  |                                                                                                                           |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------|
| <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.

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

|                                         |                  |                                                                                                                                                                                                        |
|-----------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |                  | <b>Knowledge of Language</b>                                                                                                                                                                           |
| <b>GOAL</b>                             | <b>L.9-10.3.</b> | <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> |

INDICATOR L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |                  | Text Types and Purposes                                                                                                                                                                                                                         |
|----------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b>                      | <b>W.9-10.2.</b> | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>                                        |
| INDICATOR                        | W.9-10.2.a.      | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR                        | W.9-10.2.b.      | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                                 |
| INDICATOR                        | W.9-10.2.d.      | Use precise language and domain-specific vocabulary to manage the complexity of the topic.                                                                                                                                                      |
| INDICATOR                        | W.9-10.2.f.      | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).                                                           |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Production and Distribution of Writing                                                                                                                                                                                                                                                                             |
|----------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                          |
| GOAL                             | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| GOAL                             | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.                                                                         |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Research to Build and Present Knowledge |
|----------------------------------|--|-----------------------------------------|
|----------------------------------|--|-----------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                                                   |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                         |
|-----------------------------------------|--|-------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
|-----------------------------------------|--|-------------------------|

|      |            |                                                                                                                                                                                                   |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**PERFORMANCE / CONTENT STANDARD** **AK.L.9-10. Language Standards**

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Conventions of Standard English</b> |
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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. |
|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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.c. | Spell correctly. |
|-----------|-------------|------------------|

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

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Knowledge of Language</b> |
|-----------------------------------------|--|------------------------------|

|             |                  |                                                                                                                                                                                                        |
|-------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b> | <b>L.9-10.3.</b> | <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> |
|-------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                  |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | L.9-10.3.a. | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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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**Alaska Content and Performance Standards**

**Language Arts**

Grade 9 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |                  | Text Types and Purposes                                                                                                                                                                                                                         |
|----------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b>                      | <b>W.9-10.2.</b> | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>                                        |
| INDICATOR                        | W.9-10.2.a.      | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR                        | W.9-10.2.b.      | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                                 |
| INDICATOR                        | W.9-10.2.d.      | Use precise language and domain-specific vocabulary to manage the complexity of the topic.                                                                                                                                                      |
| INDICATOR                        | W.9-10.2.f.      | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).                                                           |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Production and Distribution of Writing                                                                                                                                                                                                                                                                             |
|----------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                          |
| GOAL                             | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| GOAL                             | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.                                                                         |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Research to Build and Present Knowledge |
|----------------------------------|--|-----------------------------------------|
|----------------------------------|--|-----------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                                                   |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                         |
|-----------------------------------------|--|-------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
|-----------------------------------------|--|-------------------------|

|      |            |                                                                                                                                                                                                   |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Conventions of Standard English</b> |
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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. |
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**PERFORMANCE / CONTENT STANDARD** **AK.L.9-10. Language Standards**

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

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

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Knowledge of Language</b> |
|-----------------------------------------|--|------------------------------|

|             |                  |                                                                                                                                                                                                        |
|-------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b> | <b>L.9-10.3.</b> | <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> |
|-------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                  |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | L.9-10.3.a. | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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 10.**

| GRADE LEVEL EXPECTATION / STRAND |            | Key Ideas and Details                                                                                                                                                                                                                                                         |
|----------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.                                                                                                                            |
| GOAL                             | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text. |
| GOAL                             | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                                                                           |

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

| GRADE LEVEL EXPECTATION / STRAND |            | Craft and Structure                                                                                                                                                                                                                                                                                                      |
|----------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).                     |
| GOAL                             | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

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

| GRADE LEVEL EXPECTATION / STRAND |            | Integration of Knowledge and Ideas                                                                                                                                                               |
|----------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | RL.9-10.9. | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare). |

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

| GRADE LEVEL EXPECTATION / STRAND |  | Range of Reading and Level of Complexity |
|----------------------------------|--|------------------------------------------|
|----------------------------------|--|------------------------------------------|



|      |             |                                                                                                                                                                                                                                         |
|------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RL.9-10.10. | By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. |
|------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |             | Text Types and Purposes                                                                                                                                                                                                              |
|----------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.3.   | Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                                                                         |
| INDICATOR                        | W.9-10.3.a. | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| INDICATOR                        | W.9-10.3.b. | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.                                                                             |
| INDICATOR                        | W.9-10.3.c. | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.                                                                                                                         |
| INDICATOR                        | W.9-10.3.d. | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.                                                                               |
| INDICATOR                        | W.9-10.3.e. | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.                                                                                                  |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Production and Distribution of Writing                                                                                                                                                                                                                                                                             |
|----------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                          |
| GOAL                             | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| GOAL                             | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.                                                                         |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Research to Build and Present Knowledge                                                           |
|----------------------------------|-----------|---------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

|           |             |                                                                                                                                                                                                                                                               |
|-----------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.9.a. | Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”). |
|-----------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                         |
|-----------------------------------------|--|-------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
|-----------------------------------------|--|-------------------------|

|      |            |                                                                                                                                                                                                   |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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. |
|-----------|-------------|------------------|

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

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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. |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE AK.RI.9-10. Reading Standards for Informational Text**  
**/ CONTENT STANDARD**

| GRADE LEVEL EXPECTATION / STRAND |            | Key Ideas and Details                                                                                                                                                                                                                                                     |
|----------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                 |
| GOAL                             | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text. |
| GOAL                             | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                                                        |

**PERFORMANCE AK.RI.9-10. Reading Standards for Informational Text**  
**/ CONTENT STANDARD**

| GRADE LEVEL EXPECTATION / STRAND |            | Craft and Structure                                                                                                                                                                                                                                                                                |
|----------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | RI.9-10.4. | Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

**PERFORMANCE AK.W.9-10. Writing Standards**  
**/ CONTENT STANDARD**

| GRADE LEVEL EXPECTATION / STRAND |             | Text Types and Purposes                                                                                                                                                                                                                         |
|----------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.2.   | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>                                        |
| INDICATOR                        | W.9-10.2.a. | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR                        | W.9-10.2.b. | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                                 |
| INDICATOR                        | W.9-10.2.d. | Use precise language and domain-specific vocabulary to manage the complexity of the topic.                                                                                                                                                      |
| INDICATOR                        | W.9-10.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).                                                           |

**PERFORMANCE AK.W.9-10. Writing Standards**  
**/ CONTENT STANDARD**

| GRADE LEVEL EXPECTATION / STRAND |  | Production and Distribution of Writing |
|----------------------------------|--|----------------------------------------|
|----------------------------------|--|----------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                    |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                          |
| GOAL | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| GOAL | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.                                                                         |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                           |
|----------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                                              |
| GOAL                             | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |            | Range of Writing                                                                                                                                                                                  |
|----------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

**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**

|                                         |                  |                                                                                                                                                                                                        |
|-----------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |                  | <b>Knowledge of Language</b>                                                                                                                                                                           |
| <b>GOAL</b>                             | <b>L.9-10.3.</b> | <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> |

|           |             |                                                                                                                                                                                  |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | L.9-10.3.a. | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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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**Alaska Content and Performance Standards  
Language Arts  
Grade 9 - Adopted: 2012**

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Key Ideas and Details</b> |
|-----------------------------------------|--|------------------------------|

|      |            |                                                                                                                                           |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |                                                                                                                                                                                                                                                                           |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |            |                                                                                                                                                                                                                    |
|------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
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**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                            |
|-----------------------------------------|--|----------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Craft and Structure</b> |
|-----------------------------------------|--|----------------------------|

|      |            |                                                                                                                                                                                                                                                                                                    |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.4. | Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |  |                                           |
|-----------------------------------------|--|-------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Integration of Knowledge and Ideas</b> |
|-----------------------------------------|--|-------------------------------------------|

|      |            |                                                                                                                                                                                     |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | RI.9-10.7. | Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
|------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                                |
|-----------------------------------------|--|--------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Text Types and Purposes</b> |
|-----------------------------------------|--|--------------------------------|

|             |                  |                                                                                                                                                     |
|-------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b> | <b>W.9-10.1.</b> | <b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b> |
|-------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                               |
|-----------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.1.a. | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
|-----------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                                           |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.1.b. | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                    |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.1.d. | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                  |
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| INDICATOR | W.9-10.1.e. | Provide a concluding statement or section that follows from and supports the argument presented. |
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**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                                |
|-----------------------------------------|--|--------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Text Types and Purposes</b> |
|-----------------------------------------|--|--------------------------------|

|             |                  |                                                                                                                                                                                                          |
|-------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b> | <b>W.9-10.2.</b> | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
|-------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                            |
|-----------|-------------|--------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.d. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
|-----------|-------------|--------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                    |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.e. | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND | Production and Distribution of Writing |  |
|----------------------------------|----------------------------------------|--|
|----------------------------------|----------------------------------------|--|

|      |           |                                                                                                                                                                                                                                           |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                    |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                            |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND | Research to Build and Present Knowledge |  |
|----------------------------------|-----------------------------------------|--|
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|      |           |                                                                                                                                                                                                                                                                                                      |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                                                   |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND | Range of Writing |  |
|----------------------------------|------------------|--|
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|      |            |                                                                                                                                                                                                   |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**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**

|                                         |                  |                                                                                                                           |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------|
| <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. |
|-----------|-------------|------------------|

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

|                                         |                  |                                                                                                                                                                                                        |
|-----------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |                  | <b>Knowledge of Language</b>                                                                                                                                                                           |
| <b>GOAL</b>                             | <b>L.9-10.3.</b> | <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> |

|           |             |                                                                                                                                                                                  |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | L.9-10.3.a. | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.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**

|                                         |                  |                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |                  | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                |
| <b>GOAL</b>                             | <b>L.9-10.6.</b> | <b>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.</b> |



Alaska Content and Performance Standards

Language Arts

Grade 9 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

| GRADE LEVEL EXPECTATION / STRAND |            | Key Ideas and Details                                                                                                                                                                                                                                                     |
|----------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                 |
| GOAL                             | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text. |
| GOAL                             | RI.9-10.3. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                                                        |

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

| GRADE LEVEL EXPECTATION / STRAND |            | Craft and Structure                                                                                                                                                                                                                                                                                |
|----------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | RI.9-10.4. | Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |             | Text Types and Purposes                                                                                                                                                                                       |
|----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.1.   | <b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>                                                           |
| INDICATOR                        | W.9-10.1.a. | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| INDICATOR                        | W.9-10.1.b. | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.     |
| INDICATOR                        | W.9-10.1.d. | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.                                                            |
| INDICATOR                        | W.9-10.1.e. | Provide a concluding statement or section that follows from and supports the argument presented.                                                                                                              |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Text Types and Purposes                                                                                                                                                                           |
|----------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |

|           |             |                                                                                                                                                                                                                                                 |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.a. | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| INDICATOR | W.9-10.2.b. | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                                 |
| INDICATOR | W.9-10.2.d. | Use precise language and domain-specific vocabulary to manage the complexity of the topic.                                                                                                                                                      |
| INDICATOR | W.9-10.2.e. | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.                                                                                              |
| INDICATOR | W.9-10.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).                                                           |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Production and Distribution of Writing                                                                                                                                                                                                                                                                             |
|----------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                          |
| GOAL                             | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| GOAL                             | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.                                                                         |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |           | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                           |
|----------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                                              |
| GOAL                             | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Range of Writing |
|----------------------------------|--|------------------|
|----------------------------------|--|------------------|

GOAL W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

| GRADE LEVEL EXPECTATION / STRAND |  | Conventions of Standard English |
|----------------------------------|--|---------------------------------|
|----------------------------------|--|---------------------------------|

|      |           |                                                                                                                    |
|------|-----------|--------------------------------------------------------------------------------------------------------------------|
| GOAL | L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|------|-----------|--------------------------------------------------------------------------------------------------------------------|

INDICATOR L.9-10.2.b. Use a colon to introduce a list or quotation.

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

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

| GRADE LEVEL EXPECTATION / STRAND |  | Knowledge of Language |
|----------------------------------|--|-----------------------|
|----------------------------------|--|-----------------------|

|      |           |                                                                                                                                                                                                 |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | L.9-10.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

INDICATOR L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**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.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**

|                                         |                                       |
|-----------------------------------------|---------------------------------------|
| <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.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

**Alaska Content and Performance Standards**

**Language Arts**

Grade 9 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |                              |
|-----------------------------------------|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> | <b>Key Ideas and Details</b> |
|-----------------------------------------|------------------------------|

GOAL RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.

GOAL RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**PERFORMANCE / CONTENT STANDARD** **AK.RI.9-10. Reading Standards for Informational Text**

|                                         |                            |
|-----------------------------------------|----------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> | <b>Craft and Structure</b> |
|-----------------------------------------|----------------------------|

GOAL RI.9-10.4. Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |                                |
|-----------------------------------------|--------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> | <b>Text Types and Purposes</b> |
|-----------------------------------------|--------------------------------|

|             |                  |                                                                                                                                                                                                          |
|-------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b> | <b>W.9-10.2.</b> | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
|-------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

INDICATOR W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

INDICATOR W.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

|           |             |                                                                                            |
|-----------|-------------|--------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.d. | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
|-----------|-------------|--------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                       |
|-----------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | W.9-10.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
|-----------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                                               |
|-----------------------------------------|--|-----------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Production and Distribution of Writing</b> |
|-----------------------------------------|--|-----------------------------------------------|

|      |           |                                                                                                                                                                                                                                           |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.4. | Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                    |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                            |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
|------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                                                |
|-----------------------------------------|--|------------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Research to Build and Present Knowledge</b> |
|-----------------------------------------|--|------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                      |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|      |           |                                                                                                                                                                                                                                                                                                                                                   |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                         |
|-----------------------------------------|--|-------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
|-----------------------------------------|--|-------------------------|

|      |            |                                                                                                                                                                                                   |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Conventions of Standard English</b> |
|-----------------------------------------|--|----------------------------------------|

|      |           |                                                                                                        |
|------|-----------|--------------------------------------------------------------------------------------------------------|
| 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**

|                                         |                  |                                                                                                                           |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------|
| <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. |
|-----------|-------------|------------------|

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

|                                         |                  |                                                                                                                                                                                                        |
|-----------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |                  | <b>Knowledge of Language</b>                                                                                                                                                                           |
| <b>GOAL</b>                             | <b>L.9-10.3.</b> | <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> |

|           |             |                                                                                                                                                                                  |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | L.9-10.3.a. | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |                  |                                                                                                                                                                                   |
|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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. |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

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 |            | Key Ideas and Details                                                                                                                                                                                                                                                         |
|----------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                             | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.                                                                                                                            |
| GOAL                             | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text. |
| GOAL                             | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                                                                           |

**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).                     |
| GOAL                             | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

**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.W.9-10. Writing Standards**

| GRADE LEVEL EXPECTATION / STRAND |  | Text Types and Purposes |
|----------------------------------|--|-------------------------|
|----------------------------------|--|-------------------------|

|             |                  |                                                                                                                                                                                                          |
|-------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b> | <b>W.9-10.2.</b> | <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
|-------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

INDICATOR W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |                  |                                                                                                                                                                     |
|-----------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |                  | <b>Text Types and Purposes</b>                                                                                                                                      |
| <b>GOAL</b>                             | <b>W.9-10.3.</b> | <b>Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b> |

INDICATOR W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

INDICATOR W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

INDICATOR W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

INDICATOR W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                                               |
|-----------------------------------------|--|-----------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Production and Distribution of Writing</b> |
|-----------------------------------------|--|-----------------------------------------------|

GOAL W.9-10.4. Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

GOAL W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

GOAL W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                                                |
|-----------------------------------------|--|------------------------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Research to Build and Present Knowledge</b> |
|-----------------------------------------|--|------------------------------------------------|



|      |           |                                                                                                                                                                                                                                                                                                                                                   |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
|------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

|                                         |  |                         |
|-----------------------------------------|--|-------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
|-----------------------------------------|--|-------------------------|

|      |            |                                                                                                                                                                                                   |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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. |
|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                        |
|-----------------------------------------|--|----------------------------------------|
| <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. |
|-----------|-------------|------------------|

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

|                                         |  |                              |
|-----------------------------------------|--|------------------------------|
| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Knowledge of Language</b> |
|-----------------------------------------|--|------------------------------|

|             |                  |                                                                                                                                                                                                        |
|-------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GOAL</b> | <b>L.9-10.3.</b> | <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> |
|-------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |             |                                                                                                                                                                                  |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | L.9-10.3.a. | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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.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**

|                                         |  |                                       |
|-----------------------------------------|--|---------------------------------------|
| <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. |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240

**Alaska Content and Performance Standards  
Language Arts  
Grade 9 - Adopted: 2012**

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

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Key Ideas and Details</b> |
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| GOAL | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text. |
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| GOAL | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text. |
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| GOAL | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
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**PERFORMANCE / CONTENT STANDARD** **AK.RL.9-10. Reading Standards for Literature**

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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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| GOAL | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
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**PERFORMANCE AK.RL.9- Reading Standards for Literature**  
/ CONTENT STANDARD 10.

| 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.

**PERFORMANCE AK.W.9- Writing Standards**  
/ CONTENT STANDARD 10.

| GRADE LEVEL EXPECTATION / STRAND |  | Text Types and Purposes |
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| GOAL | W.9-10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
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INDICATOR W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**PERFORMANCE AK.W.9- Writing Standards**  
/ CONTENT STANDARD 10.

| GRADE LEVEL EXPECTATION / STRAND |  | Text Types and Purposes |
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| GOAL | W.9-10.3. | Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
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INDICATOR W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

INDICATOR W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

INDICATOR W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

INDICATOR W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**PERFORMANCE AK.W.9- Writing Standards**  
/ CONTENT STANDARD 10.

| GRADE LEVEL EXPECTATION / STRAND |  | Production and Distribution of Writing |
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GOAL W.9-10.4. Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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| GOAL | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
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| GOAL | W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
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**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Research to Build and Present Knowledge</b> |
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| GOAL | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
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**PERFORMANCE / CONTENT STANDARD** **AK.W.9-10. Writing Standards**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Range of Writing</b> |
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| GOAL | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**PERFORMANCE / CONTENT STANDARD** **AK.L.9-10. Language Standards**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Conventions of Standard English</b> |
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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> |
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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**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |  | <b>Conventions of Standard English</b> |
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| <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.c. | Spell correctly. |
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**PERFORMANCE / CONTENT STANDARD** **AK.L.9-10. Language Standards**

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| <b>GRADE LEVEL EXPECTATION / STRAND</b> |                  | <b>Knowledge of Language</b>                                                                                                                                                                           |
| <b>GOAL</b>                             | <b>L.9-10.3.</b> | <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> |

INDICATOR L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

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| <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.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**

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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.