Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Alaska Content and Performance Standards
Language Arts
Grade **10** - 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.9-10.2.**	**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.SL.9-10.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.9-10.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
PERFORMANCE / CONTENT STANDARD	**AK.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**
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
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
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/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

Alaska Content and Performance Standards
Language Arts
Grade **10** - 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.9-10.2.**	**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.SL.9-10.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

PERFORMANCE / CONTENT STANDARD	AK.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

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

PERFORMANCE / CONTENT STANDARD	AK.L.9-10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.9-10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
INDICATOR	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

PERFORMANCE / CONTENT STANDARD	AK.L.9-10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Alaska Content and Performance Standards
Language Arts
Grade **10** - 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 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), 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		**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.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

PERFORMANCE / CONTENT STANDARD	**AK.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**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9-10.2.c.	Spell correctly.

PERFORMANCE / CONTENT STANDARD	**AK.L.9-10.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.9-10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
INDICATOR	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

PERFORMANCE / CONTENT STANDARD	**AK.L.9-10.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

Alaska Content and Performance Standards
Language Arts
Grade **10** - 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 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), 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		**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.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

PERFORMANCE / CONTENT STANDARD	AK.L.9-10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	L.9-10.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

PERFORMANCE / CONTENT STANDARD	AK.L.9-10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	L.9-10.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9-10.2.c.	Spell correctly.

PERFORMANCE / CONTENT STANDARD	AK.L.9-10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.9-10.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.9-10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
INDICATOR	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

PERFORMANCE / CONTENT STANDARD	AK.L.9-10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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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.9-10.2.**	**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
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

PERFORMANCE / CONTENT STANDARD	AK.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

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
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**
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**
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.9-10.2.	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

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
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**
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
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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.
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.**	**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.9-10.8.	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
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
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **10** - 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**
GOAL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

PERFORMANCE / CONTENT STANDARD	AK.RL.9-10.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Complexity**
GOAL	RL.9-10.10.	By the end of grade 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), 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		**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**
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

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

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Alaska Content and Performance Standards
Language Arts
Grade **10** - 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.

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.**	**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.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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.9-10.8.	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
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

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

Alaska Content and Performance Standards
Language Arts
Grade **10** - 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.9-10.2.**	**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.SL.9-10.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

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

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

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

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

GRADE LEVEL EXPECTATION / STRAND		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

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

Alaska Content and Performance Standards
Language Arts
Grade **10** - 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.9-10.2.**	**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
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**
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**
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 139-142

Alaska Content and Performance Standards
Language Arts
Grade **10** - 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.9-10.2.	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**
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**

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
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 **10** - Adopted: **2012**

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.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.9-10.1.**	**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**
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 **10** - 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 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), 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**

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.c.	Spell correctly.

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

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

INDICATOR	L.9-10.4.a.	Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
INDICATOR	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**

GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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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 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), 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
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		**Production and Distribution of Writing**

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.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		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
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Alaska Content and Performance Standards
Language Arts
Grade **10** - 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.9-10.2.**	**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.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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.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**
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**
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 **10** - 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.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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.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
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

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

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Alaska Content and Performance Standards
Language Arts
Grade **10** - 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.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
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.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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.9-10.1.	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
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**
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 **10** - 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.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
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.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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.9-10.1.	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**
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**
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 **10** - 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 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), 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.9-10.8.	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.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
PERFORMANCE / CONTENT STANDARD	AK.L.9-10.	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	L.9-10.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATOR	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

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

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

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

GRADE LEVEL EXPECTATION / STRAND		**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**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), 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.9-10.2.**	**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		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.9-10.8.	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.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

PERFORMANCE / CONTENT STANDARD	AK.L.9-10.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

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

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

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

GRADE LEVEL EXPECTATION / STRAND		**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**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Alaska Content and Performance Standards
Language Arts
Grade **10** - 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 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), 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.9-10.2.**	**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		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.9-10.8.	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.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

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

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

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

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

GRADE LEVEL EXPECTATION / STRAND		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

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Alaska Content and Performance Standards

Language Arts

Grade **10** - 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 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), 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.9-10.2.**	**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		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.9-10.8.	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.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
PERFORMANCE / CONTENT STANDARD	**AK.L.9-10.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
PERFORMANCE / CONTENT STANDARD	**AK.L.9-10.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9-10.2.c.	Spell correctly.
PERFORMANCE / CONTENT STANDARD	**AK.L.9-10.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**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**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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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.	**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		**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		**Vocabulary Acquisition and Use**
GOAL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.