

# Main Criteria: Modern World History-Based Writing Lessons

## Secondary Criteria: Alaska Content and Performance Standards

### Subject: Language Arts

Grades: 6, 7, 8

### Modern World History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

## Alaska Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RI.6. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).

#### PERFORMANCE / CONTENT STANDARD AK.RI.6. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

#### PERFORMANCE / CONTENT STANDARD AK.RI.6. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.

#### PERFORMANCE / CONTENT STANDARD AK.W.6. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.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.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RI.8. Reading Standards for Informational Text

##### GRADE LEVEL EXPECTATION / STRAND Key Ideas and Details

GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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#### PERFORMANCE / CONTENT STANDARD AK.RI.8. Reading Standards for Informational Text

##### GRADE LEVEL EXPECTATION / STRAND Craft and Structure

GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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#### PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards

##### GRADE LEVEL EXPECTATION / STRAND Text Types and Purposes

GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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#### PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards

##### GRADE LEVEL EXPECTATION / STRAND Production and Distribution of Writing

GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8.      Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8.      Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.8.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.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.8.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 02: Unit 2 Writing from Notes, p. 17-26

## Alaska Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RI.6. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
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#### PERFORMANCE / CONTENT STANDARD AK.RI.6. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

#### PERFORMANCE / CONTENT STANDARD AK.RI.6. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.

#### PERFORMANCE / CONTENT STANDARD AK.W.6. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Alaska Content and Performance Standards

## Language Arts

### Grade 7 - Adopted: 2012

#### **PERFORMANCE / CONTENT STANDARD**     **AK.RI.7.**     **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### **PERFORMANCE / CONTENT STANDARD**     **AK.RI.7.**     **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

#### **PERFORMANCE / CONTENT STANDARD**     **AK.W.7.**     **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Alaska Content and Performance Standards</b>		

## Language Arts

Grade 8 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.8.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.8.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.8. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.8. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
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INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.8. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 03: Unit 2 Writing from Notes, p. 27-32

**Alaska Content and Performance Standards**

**Language Arts**

Grade 6 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.7.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.7.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
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GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Alaska Content and Performance Standards

### Language Arts

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.8.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RI.8.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

## Language Arts

## Grade 6 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.6.</b>	<b>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Language Arts

Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.7.</b>	<b>Reading Standards for Informational Text</b>
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GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.7.</b>	<b>Reading Standards for Informational Text</b>
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GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
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GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.8.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.8.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

## Alaska Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

**PERFORMANCE  
/ CONTENT  
STANDARD**      **AK.RL.6.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.6.</b>	<b>Reading Standards for Literature</b>
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.6.</b>	<b>Reading Standards for Literature</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.6. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.6.</b>	<b>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Alaska Content and Performance Standards

### Language Arts

#### Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>

GOAL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.7.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.7.3.</b>	<b>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>

GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>

GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>

GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.8.3.</b>	<b>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
INDICATOR	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
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GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.8.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR      L.8.1.d.      Recognize and correct inappropriate shifts in verb voice and mood.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.8.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR      L.8.4.a.      Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.

INDICATOR      L.8.4.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.8.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL      L.8.6.      Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

**Alaska Content and Performance Standards**

**Language Arts**

**Grade 6 - Adopted: 2012**

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.6.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL      RL.6.1.      Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.6.3.</b>	<b>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.6.</b>	<b>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>

GOAL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.7.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.7.3.</b>	<b>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
INDICATOR	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language

<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
INDICATOR	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.8.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.8.</b>	<b>Reading Standards for Literature</b>
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.8.</b>	<b>Reading Standards for Literature</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

INDICATOR	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.8.4.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.8.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR      L.8.5.b.      Use the relationship between particular words (e.g., synonyms/antonyms, analogies) to better understand each of the words.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.8.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL      L.8.6.      Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

**Alaska Content and Performance Standards**

**Language Arts**

**Grade 6 - Adopted: 2012**

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.6.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL      RL.6.1.      Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL      RL.6.2.      Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.

GOAL      RL.6.3.      Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.6.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL      RL.6.5.      Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.6.      Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.      Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.      Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.      Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
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GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.6. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

#### Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.7.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.7.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.7.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
PERFORMANCE / CONTENT STANDARD	AK.W.7.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE / CONTENT STANDARD	AK.W.7.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.7.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>

GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
GOAL	W.8.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
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GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.8. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
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INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

**Alaska Content and Performance Standards**

**Language Arts**

**Grade 6 - Adopted: 2012**

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>

GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
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GOAL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.6. Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.6. Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.6. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.6. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
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GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.6.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>

GOAL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.
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GOAL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>

GOAL	RL.7.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.7.3.</b>	<b>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.      Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.      Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
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GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RL.8.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.8.**      **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RL.8.      Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.      Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.      Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.8.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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INDICATOR	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.      Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.      Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**PERFORMANCE / CONTENT STANDARD**     **AK.L.8.**     **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
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INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**     **AK.L.8.**     **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

**Alaska Content and Performance Standards**

**Language Arts**

**Grade 6 - Adopted: 2012**

**PERFORMANCE / CONTENT STANDARD**     **AK.RI.6.**     **Reading Standards for Informational Text**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
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GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.6.</b>	<b>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
<b>GOAL</b>	<b>RI.7.1.</b>	<b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>

GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**PERFORMANCE / CONTENT STANDARD**     **AK.RI.7.**     **Reading Standards for Informational Text**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**PERFORMANCE / CONTENT STANDARD**     **AK.W.7.**     **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
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<b>GOAL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**PERFORMANCE / CONTENT STANDARD**     **AK.W.7.**     **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
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GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
GOAL	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
GOAL	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Alaska Content and Performance Standards</b>		

## Language Arts

Grade 8 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.8.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.8.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8.      Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.8.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.8.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
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INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.8.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 10: Unit 4 Summarizing a Reference, p. 89-98

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.7.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RI.7.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
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GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RI.8. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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#### PERFORMANCE / CONTENT STANDARD AK.RI.8. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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#### PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

## Language Arts

## Grade 6 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**     **AK.RI.6.**     **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
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**PERFORMANCE / CONTENT STANDARD**     **AK.RI.6.**     **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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**PERFORMANCE / CONTENT STANDARD**     **AK.RI.6.**     **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
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**PERFORMANCE / CONTENT STANDARD**     **AK.W.6.**     **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.6.</b>	<b>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Language Arts

Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.7.</b>	<b>Reading Standards for Informational Text</b>
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GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.7.</b>	<b>Reading Standards for Informational Text</b>
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GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

#### Grade 8 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RI.8. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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#### PERFORMANCE / CONTENT STANDARD AK.RI.8. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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#### PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 12: Unit 4 Summarizing a Reference, p. 107-118

## Alaska Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>

<b>GOAL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.      Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.      Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
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GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.8.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RI.8.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
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GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
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INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 13: Unit 5 Writing from Pictures, p. 119-128

## Alaska Content and Performance Standards

### Language Arts

#### Grade 6 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.6.3.</b>	<b>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.7.3.</b>	<b>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.8.3.</b>	<b>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

INDICATOR	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>

GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 14: Unit 5 Writing from Pictures, p. 129-138

**Alaska Content and Performance Standards**

**Language Arts**

**Grade 6 - Adopted: 2012**

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.6.3.</b>	<b>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.6. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.6. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.6.</b>	<b>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.7.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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<b>GOAL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.8.3.</b>	<b>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
INDICATOR	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>

GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 15: Unit 5 Writing from Pictures, p. 139-146

## Alaska Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>

<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

**PERFORMANCE / CONTENT STANDARD**     **AK.W.7.**     **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.7.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

INDICATOR	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**PERFORMANCE / CONTENT STANDARD**     **AK.W.7.**     **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**PERFORMANCE / CONTENT STANDARD**     **AK.W.7.**     **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**PERFORMANCE / CONTENT STANDARD**     **AK.W.7.**     **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

**PERFORMANCE / CONTENT STANDARD**     **AK.SL.7.**     **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
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GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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**PERFORMANCE  
/ CONTENT  
STANDARD**      **AK.L.7.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

**PERFORMANCE  
/ CONTENT  
STANDARD**      **AK.W.8.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**PERFORMANCE  
/ CONTENT  
STANDARD**      **AK.W.8.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.8.3.</b>	<b>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

INDICATOR	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**PERFORMANCE  
/ CONTENT  
STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**PERFORMANCE / CONTENT STANDARD**     **AK.SL.8. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**     **AK.L.8. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**PERFORMANCE / CONTENT STANDARD**     **AK.L.8. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

**Alaska Content and Performance Standards**

**Language Arts**

**Grade 6 - Adopted: 2012**

**PERFORMANCE / CONTENT STANDARD**     **AK.RI.6. Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>

GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

#### Grade 7 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RI.7. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### PERFORMANCE / CONTENT STANDARD AK.RI.7. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

#### PERFORMANCE / CONTENT STANDARD AK.W.7. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.8. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.8. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 17: Unit 6 Summarizing Multiple References, p. 157-172

## Alaska Content and Performance Standards

### Language Arts

#### Grade 6 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.6.</b>	<b>Reading Standards for Informational Text</b>

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR      L.6.2.a.      Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**PERFORMANCE  
/ CONTENT  
STANDARD**      **AK.L.6.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR      L.6.3.a.      Vary sentence patterns for meaning, reader/listener interest, and style.

**PERFORMANCE  
/ CONTENT  
STANDARD**      **AK.L.6.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR      L.6.4.a.      Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR      L.6.4.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.6.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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GOAL      L.6.6.      Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

#### Grade 7 - Adopted: 2012

**PERFORMANCE  
/ CONTENT  
STANDARD**      **AK.RI.7.**      **Reading Standards for Informational Text**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
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GOAL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
GOAL	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
GOAL	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Alaska Content and Performance Standards</b>		

## Language Arts

Grade 8 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD      AK.RI.8.      Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

**PERFORMANCE / CONTENT STANDARD      AK.RI.8.      Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**PERFORMANCE / CONTENT STANDARD      AK.W.8.      Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD      AK.W.8.      Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

## Language Arts

## Grade 6 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>

<b>GOAL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.7.</b>	<b>Reading Standards for Informational Text</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
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GOAL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.7.</b>	<b>Reading Standards for Informational Text</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.8.**      **Reading Standards for Informational Text**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
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GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RI.8.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**PERFORMANCE / CONTENT STANDARD**     **AK.L.8.**     **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
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INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**     **AK.L.8.**     **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

**Alaska Content and Performance Standards**

**Language Arts**

**Grade 6 - Adopted: 2012**

**PERFORMANCE / CONTENT STANDARD**     **AK.RI.6.**     **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.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.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.7.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RI.7.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
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GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.8.</b>	<b>Reading Standards for Informational Text</b>
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GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.8.</b>	<b>Reading Standards for Informational Text</b>
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GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.8.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
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INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.8.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 20: Unit 7 Inventive Writing, p. 195-202

**Alaska Content and Performance Standards**

**Language Arts**  
**Grade 6 - Adopted: 2012**

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.6.</b>	<b>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.      Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

#### Grade 8 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

#### PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### Lesson 21: Unit 7 Inventive Writing, p. 203-212

## Alaska Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
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GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

#### PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 22: Unit 7 Inventive Writing, p. 213-220

## Alaska Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.6.</b>	<b>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
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GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 23: Unit 7 Inventive Writing, p. 221-228

## Alaska Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR      L.6.3.a.      Vary sentence patterns for meaning, reader/listener interest, and style.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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GOAL      L.6.6.      Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR      W.7.2.a.      Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR      W.7.2.b.      Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR      W.7.2.c.      Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR      W.7.2.d.      Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR      W.7.2.f.      Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
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GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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<b>GOAL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8.      Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8.      Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.8.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.8.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 24: Unit 7 Inventive Writing, p. 229-238

## Alaska Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.6. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.6. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR      L.6.3.a.      Vary sentence patterns for meaning, reader/listener interest, and style.

**PERFORMANCE  
/ CONTENT  
STANDARD**      **AK.L.6.**      **Language Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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GOAL      L.6.6.      Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

**PERFORMANCE  
/ CONTENT  
STANDARD**      **AK.W.7.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR      W.7.2.a.      Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR      W.7.2.b.      Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR      W.7.2.c.      Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR      W.7.2.d.      Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR      W.7.2.f.      Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE  
/ CONTENT  
STANDARD**      **AK.W.7.**      **Writing Standards**

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
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GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 25: Unit 8 Formal Essay Models, p. 239-248

## Alaska Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.6. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.6. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR      L.6.3.a.      Vary sentence patterns for meaning, reader/listener interest, and style.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL      L.6.6.      Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR      W.7.2.a.      Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR      W.7.2.b.      Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR      W.7.2.c.      Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR      W.7.2.d.      Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR      W.7.2.f.      Provide a concluding statement or section that follows from and supports the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
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GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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<b>GOAL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>

GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.8.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 26: Unit 8 Formal Essay Models, p. 249-260

**Alaska Content and Performance Standards**

**Language Arts**

**Grade 6 - Adopted: 2012**

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.6.2.	Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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GOAL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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**PERFORMANCE / CONTENT STANDARD**      **AK.RI.6.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RI.6.7.	Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.RI.7.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
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GOAL	RI.7.3.	Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**PERFORMANCE / CONTENT STANDARD**      **AK.RI.7.**      **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>

GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.8. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
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GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.8. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 27: Unit 8 Formal Essay Models, p. 2601-266

## Alaska Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**PERFORMANCE / CONTENT STANDARD**      **AK.W.6.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6.**      **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.W.7.**      **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
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GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.**      **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATOR	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>

<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 267-275

## Alaska Content and Performance Standards

### Language Arts

Grade 6 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RL.6. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
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GOAL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.6. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
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#### PERFORMANCE / CONTENT STANDARD AK.RL.6. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
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#### PERFORMANCE / CONTENT STANDARD AK.W.6. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
PERFORMANCE / CONTENT STANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

#### Grade 7 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RL.7. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### PERFORMANCE / CONTENT STANDARD AK.RL.7. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.7.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.

#### PERFORMANCE / CONTENT STANDARD AK.W.7. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

#### PERFORMANCE / CONTENT STANDARD AK.W.7. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Alaska Content and Performance Standards

## Language Arts

Grade 8 - Adopted: 2012

### PERFORMANCE / CONTENT STANDARD AK.RL.8. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
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### PERFORMANCE / CONTENT STANDARD AK.RL.8. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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### PERFORMANCE / CONTENT STANDARD AK.RL.8. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
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### PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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### PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

## Language Arts

## Grade 6 - Adopted: 2012

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.6.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.6.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.6.**     **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.

**PERFORMANCE / CONTENT STANDARD**     **AK.W.6.**     **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**PERFORMANCE / CONTENT STANDARD**     **AK.W.6.**     **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.6.</b>	<b>Speaking and Listening Standards</b>
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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INDICATOR	L.6.3.b.	Maintain consistency in style and tone.
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## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>

GOAL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.
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GOAL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>

GOAL	RL.7.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**PERFORMANCE / CONTENT STANDARD**      **AK.SL.7.      Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**PERFORMANCE / CONTENT STANDARD**      **AK.L.7.      Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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## Alaska Content and Performance Standards

### Language Arts

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.8.**     **Reading Standards for Literature**

**GRADE LEVEL EXPECTATION / STRAND**     **Key Ideas and Details**

GOAL     RL.8.2.     Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.

**PERFORMANCE / CONTENT STANDARD**     **AK.RL.8.**     **Reading Standards for Literature**

**GRADE LEVEL EXPECTATION / STRAND**     **Range of Reading and Level of Complexity**

GOAL     RL.8.10.     By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.

**PERFORMANCE / CONTENT STANDARD**     **AK.W.8.**     **Writing Standards**

**GRADE LEVEL EXPECTATION / STRAND**     **Text Types and Purposes**

GOAL     W.8.2.     Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR     W.8.2.b.     Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**PERFORMANCE / CONTENT STANDARD**     **AK.W.8.**     **Writing Standards**

**GRADE LEVEL EXPECTATION / STRAND**     **Production and Distribution of Writing**

GOAL     W.8.4.     Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

GOAL     W.8.5.     With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**PERFORMANCE / CONTENT STANDARD**     **AK.W.8.**     **Writing Standards**

**GRADE LEVEL EXPECTATION / STRAND**     **Research to Build and Present Knowledge**

GOAL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 281-291

## Alaska Content and Performance Standards

### Language Arts

#### Grade 6 - Adopted: 2012

#### PERFORMANCE / CONTENT STANDARD AK.RL.6. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.

#### PERFORMANCE / CONTENT STANDARD AK.RL.6. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.6.5.	Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.

#### PERFORMANCE / CONTENT STANDARD AK.RL.6. Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.6.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.6.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

**PERFORMANCE / CONTENT STANDARD**      **AK.SL.6. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**PERFORMANCE / CONTENT STANDARD**      **AK.L.6. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.6.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.6.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
GOAL	L.6.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Alaska Content and Performance Standards

### Language Arts

Grade 7 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
GOAL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
GOAL	RL.7.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.7.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>

GOAL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE / CONTENT STANDARD	AK.W.7.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
PERFORMANCE / CONTENT STANDARD	AK.W.7.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE / CONTENT STANDARD	AK.W.7.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.7.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.7.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATOR	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Knowledge of Language</b>
<b>GOAL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.7.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.7.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2012

<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.8.</b>	<b>Reading Standards for Literature</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Key Ideas and Details</b>
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GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.8.</b>	<b>Reading Standards for Literature</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Craft and Structure</b>
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GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.RL.8.</b>	<b>Reading Standards for Literature</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Reading and Level of Complexity</b>
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GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Text Types and Purposes</b>
<b>GOAL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Production and Distribution of Writing</b>
GOAL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Research to Build and Present Knowledge</b>
GOAL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.W.8.</b>	<b>Writing Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Range of Writing</b>
GOAL	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Comprehension and Collaboration</b>

<b>GOAL</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
GOAL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Conventions of Standard English</b>
<b>GOAL</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>GOAL</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
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INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>PERFORMANCE / CONTENT STANDARD</b>	<b>AK.L.8.</b>	<b>Language Standards</b>
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<b>GRADE LEVEL EXPECTATION / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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