Main Criteria: Wonders of Science Writing Lessons

Secondary Criteria: Alaska Content and Performance Standards

Subject: Language Arts

Grades: 6, 7, 8

Wonders of Science Writing Lessons

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

Alaska Content and Performance Standards

		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 ST ANDARD	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 EXPECT ATION / 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.)
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.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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.
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).
PERFORMANCE / CONTENT ST ANDARD	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.

		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		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.)

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

GRADE LEVEL		Comprehension and Collaboration
STRAND		
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	L.7.4.d. AK.L.7.	

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

		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.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.)

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 ST ANDARD	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

		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 ST ANDARD	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.
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.
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).
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.

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.
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,

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		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.7.4.	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
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.

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.)
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
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
/ CONTENT	AK.SL.8.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.SL.8. SL.8.1.	Speaking and Listening Standards
GRADE LEVEL EXPECT ATION / STRAND		Speaking and Listening Standards Comprehension and Collaboration 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
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	SL.8.1.	Speaking and Listening Standards Comprehension and Collaboration 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. 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
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	SL.8.1. SL.8.1.a.	Comprehension and Collaboration 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. 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. 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

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.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
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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Alaska Content and Performance Standards

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

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 ST ANDARD	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		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.

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		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).
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.
	ı	Alaska Content and Performance Standards
		Language Arts
		Grade 7 - Adopted: 2012

PERFORMANCE AK.RI.7. Reading Standards for Informational Text

as inferences drawn from the text.

/ CONTENT STANDARD	AKIKII.	Reading Standards for miorinational rext
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

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.
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.
PERFORMANCE / CONTENT ST ANDARD	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		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.7.4.	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
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.

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.)
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
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.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	AK L O	
/ CONTENT STANDARD	AK.L.8.	Language Standards
/ CONTENT	AK.L.ö.	Vocabulary Acquisition and Use
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	L.8.6.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use 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

Grade	6 - Add	opted:	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.
		Hee precise language and demain enecific vecabulant to inform about at explain the tonic
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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 ST ANDARD	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.
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).
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.

		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.
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.
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		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.7.4.	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
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.

		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
/ CONTENT	AK.W.8.	Writing Standards Production and Distribution of Writing
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.W.8. W.8.4.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing 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
GRADE LEVEL EXPECTATION / STRAND	W.8.4.	Production and Distribution of Writing 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.) 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
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.8.4. W.8.5.	Production and Distribution of Writing 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.) 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.)

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 Wite 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, a
GRADE LEVEL EXPECTATION / STRAND GOAL W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter
GOAL W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter
audiences.
PERFORMANCE AK.SL.8. Speaking and Listening Standards / CONTENT STANDARD
GRADE LEVEL Comprehension and Collaboration EXPECTATION / STRAND
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 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 an 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 AK.SL.8. Speaking and Listening Standards / CONTENT STANDARD
GRADE LEVEL Presentation of Knowledge and Ideas EXPECTATION / STRAND
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 AK.L.8. Language Standards / CONTENT STANDARD
GRADE LEVEL Conventions of Standard English EXPECTATION / STRAND
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
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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Alaska Content and Performance Standards

Language Arts

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

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

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.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.
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
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.

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 ST ANDARD	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.7.3.	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

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	AK.L.7.	Language Standards
/ CONTENT STANDARD		
		Knowledge of Language
STANDARD GRADE LEVEL EXPECTATION /	L.7.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION / STRAND	L.7.3. L.7.3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or
GRADE LEVEL EXPECTATION / STRAND		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating
GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	L.7.3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	L.7.3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards
GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	L.7.3.a. AK.L.7.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases

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 ST ANDARD	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.

		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.	
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature	
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.	
PERFORMANCE / CONTENT ST ANDARD	AK.RL.8.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas	
GOAL	RL.8.9.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
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		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.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.
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 ST ANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.8.9.a.	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.").
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.
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.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.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.8.6.	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
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 ST AND ARD	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		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		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.
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.
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.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.
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

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		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 EXPECT ATION / 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.
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		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.7.4.	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.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).
PERFORMANCE / CONTENT STANDARD	AK.L.7.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
PERFORMANCE / CONTENT STANDARD	AK.L.7.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

		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.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
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.
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		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.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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
/ CONTENT	AK.W.8.	Writing Standards Production and Distribution of Writing
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.W.8. W.8.4.	·
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing 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
GRADE LEVEL EXPECT ATION / STRAND	W.8.4.	Production and Distribution of Writing 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.) 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
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.8.4. W.8.5.	Production and Distribution of Writing 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.) 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

E 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.
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.d.	Recognize and correct inappropriate shifts in verb voice and mood.

PERFORMANCE / CONTENT ST ANDARD	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.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 ST ANDARD	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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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

Alaska Content and Performance Standards

Language Arts

Grade 6	- Adopted: 2012

comprehension or expression.

L.8.6.

GOAL

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
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		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		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.
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.
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).
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.

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		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

PERFORMANCE AK.RL.7. Reading Standards for Literature

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
/ CONTENT	AK.SL.7.	Speaking and Listening Standards Comprehension and Collaboration
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.SL.7. SL.7.1.	
GRADE LEVEL EXPECT ATION / STRAND		Comprehension and Collaboration 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
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	SL.7.1.	Comprehension and Collaboration 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. 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
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	SL.7.1. SL.7.1.a.	Comprehension and Collaboration 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. 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. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define

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

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		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.7.4.	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
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.

Language Arts

Grade **8** - Adopted: **2012**

/ 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.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
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.
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 ST ANDARD	AK.W.8.	Writing Standards
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.

PERFORMANCE AK.RL.8. Reading Standards for Literature

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.
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
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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	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.

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Alaska Content and Performance Standards

		Language Arts
		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT ST ANDARD	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 ST ANDARD	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 ST ANDARD	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		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
EXPECTATION /	W.6.4.	Production and Distribution of Writing 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.)
EXPECTATION / STRAND	W.6.4. W.6.5.	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
STRAND GOAL		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.) 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
GOAL PERFORMANCE / CONTENT	W.6.5.	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.) 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.)
GOAL GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.6.5.	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.) 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.) Writing Standards
GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECT ATION / STRAND	W.6.5.	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.) 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.) Writing Standards Research to Build and Present Knowledge 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
GOAL PERFORMANCE / CONTENT STANDARD GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.6.5. AK.W.6.	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.) 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.) Writing Standards Research to Build and Present Knowledge 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.

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

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 ST ANDARD	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.

		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		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

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		Knowledge of Language
GOAL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GOAL	L.7.3. L.7.3.a.	
		Choose language that expresses ideas precisely and concisely, recognizing and eliminating
INDICATOR PERFORMANCE / CONTENT	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	L.7.3.a. AK.L.7.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases

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.

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

/ 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.

PERFORMANCE

AK.SL.8.

Speaking and Listening Standards

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 09: Unit 4 Summarizing a Reference, p. 81-88

Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012 PERFORMANCE AK.RI.6. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL Key Ideas and Details** EXPECTATION / STRAND GOAL RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. GOAL 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 AK.RI.6. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL** Craft and Structure **EXPECT ATION /** STRAND Determine the meaning of words and phrases as they are used in a text, including figurative, GOAL RI.6.4. connotative, and technical meanings.

Reading Standards for Informational Text

PERFORMANCE

/ CONTENT STANDARD AK.RI.6.

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.
PERFORMANCE / CONTENT ST ANDARD	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.	
/ CONTENT	AK.W.6.	should demonstrate command of Language standards 1–3 up to and including grade 6.)

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

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
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.

Language Arts

Grade **7** - Adopted: **2012 PERFORMANCE** AK.RI.7. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL Key Ideas and Details EXPECT ATION /** STRAND 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. Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how GOAL RI.7.3. ideas influence individuals or events, or how individuals influence ideas or events). Reading Standards for Informational Text PERFORMANCE AK.RI.7. / CONTENT **STANDARD GRADE LEVEL** Craft and Structure **EXPECT ATION /** STRAND 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. **Writing Standards** PERFORMANCE AK.W.7. / CONTENT **STANDARD GRADE LEVEL Text Types and Purposes EXPECT ATION /** STRAND

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.

STANDARD		
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		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 ST ANDARD	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.

PERFORMANCE AK.SL.7. Speaking and Listening Standards

/ CONTENT

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
GOAI	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and

		Language Arts
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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 ST ANDARD	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
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 ST ANDARD	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).
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 10: Unit 4 Summarizing a Reference, p. 89-96

Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012 PERFORMANCE AK.RI.6. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL Key Ideas and Details** EXPECTATION / STRAND GOAL RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. GOAL 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 AK.RI.6. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL** Craft and Structure **EXPECT ATION /** STRAND Determine the meaning of words and phrases as they are used in a text, including figurative, GOAL RI.6.4. connotative, and technical meanings.

Reading Standards for Informational Text

PERFORMANCE

/ CONTENT STANDARD AK.RI.6.

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.
PERFORMANCE / CONTENT ST ANDARD	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.	
/ CONTENT	AK.W.6.	should demonstrate command of Language standards 1–3 up to and including grade 6.)

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

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.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.
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
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.

		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 ST ANDARD	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.
PERFORMANCE / CONTENT STANDARD	AK.W.7.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
EXPECTATION /	W.7.4.	Production and Distribution of Writing 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.)
EXPECTATION / STRAND	W.7.4. W.7.5.	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
STRAND GOAL		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.) 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
GOAL GOAL PERFORMANCE / CONTENT	W.7.5.	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.) 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 AK.W.7. / CONTENT STANDARD

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.
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		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.7.4.	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.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).
PERFORMANCE / CONTENT STANDARD	AK.L.7.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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

		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.)

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
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 ST ANDARD	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.

STANDARD		
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.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 ST ANDARD	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.

PERFORMANCE AK.L.8.

/ CONTENT

Language Standards

Language Arts

Language Arts		
		Grade 6 - Adopted: 2012
PERFORMANCE / CONTENT ST ANDARD	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 ST ANDARD	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.
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.
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.
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).
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.

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.
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.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.	
PERFORMANCE / CONTENT STANDARD	L.7.3.a. AK.L.7.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating
PERFORMANCE / CONTENT		Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /		Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	AK.L.7.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases

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.
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
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).

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

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 12: Unit 4 Summarizing a Reference, p. 107-119

Alaska Content and Performance Standards

Grade 6 - Adopted: 2012		
PERFORMANCE / CONTENT ST ANDARD	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 ST ANDARD	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.
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.
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
/ CONTENT	AK.L.6.	Language Standards Conventions of Standard English
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.L.6.	
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	L.6.1. L.6.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT	L.6.1.d. L.6.1.e.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	L.6.1.d. L.6.1.e.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	L.6.1.d. L.6.1.e. AK.L.6.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or

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).
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.

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.
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.
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 ST ANDARD	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.7.4.	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
GOAL	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and

		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.

/ CONTENT ST ANDARD	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

Reading Standards for Informational Text

PERFORMANCE

AK.RI.8.

GOAL W.S.S. Cather 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 consistence of others while avaiding plagarism and bittowing a sendard format for citation. PERFORMANCE (CONTENT STANDAR) GRADE LEVEL EXPECTATION GOAL W.S.I.D. Writing Standards Writing Standards Writing Standards Writing Standards Writing Standards AK.S.I.S. Speaking and Listening Standards Speaking and Listening Standards COMPRESSION OF A standard STRANDAR GRADE LEVEL EXPECTATION SI.S.I.I. Comprehension and Collaboration STRANDAR GOAL SI.S.I.I. 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 indeas and expressing their own clearly. INDICATOR SI.S.I.I. Follow rules for collegial discussions (e.g., establishing rorms: taking turns, paraphrasing, respecting diverse viseopionis), and decision-making (e.g., coming to consensus), back progress award specific goals and edadlines, and dehm includual lines as needed. INDICATOR SI.S.I.C. Pose questions flust connect the ideas of several speakers and respond to others' questions and commerce with reflectively with their own views in light of the evidence of the topic, text, and issues, building on commerce with reflectives to design and decision-making (e.g., coming to consensus), back progress award specific goals and deadlines, and define includual lines as needed. INDICATOR SI.S.I.C. Pose questions flust connect the ideas of several speakers and respond to others' questions and commerce with reflective progress and respond to others' questions and commerce with reflective progress. Performance INDICATOR SI.S.I.C. Acknowledge new information expressed by others, and, when warranted, quality or justify their own views in light of the evidence presented. Present claims and findings, emphasizing salient points in a bcuse			
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EXPECTATION / STRAND GOAL L.8.1. Demonstrate command of the conventions of standard English grammar and usage	/ CONTENT	AK.L.8.	Language Standards
	EXPECTATION /		Conventions of Standard English
	GOAL	L.8.1.	

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).
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.

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Alaska Content and Performance Standards

		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.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		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

Reading Standards for Informational Text

PERFORMANCE AK.RI.6.

CDADELEVE		Duadration and Distribution of Writing
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.
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 ST ANDARD	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).
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.

PERFORMANCE / CONTENT ST ANDARD	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 ST ANDARD	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 ST ANDARD	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		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.

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

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.7.4.	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 EXPECT ATION / 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

		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.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		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.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.
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
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).
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.

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Alaska Content and Performance Standards

		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.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		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.)

/ CONTENT STANDARD	AR.W.O.	Witing 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.
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).

PERFORMANCE

AK.W.6.

Writing Standards

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 ST ANDARD	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.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.
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

 $Write\ informative/explanatory\ texts\ to\ examine\ a\ topic\ and\ convey\ ideas,\ concepts,\ and\ information\ through\ the\ selection,\ organization,\ and\ analysis\ of\ relevant\ content.$

W.7.2.

GOAL

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		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.	
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 ST ANDARD	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.7.4.	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.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.
PERFORMANCE / CONTENT ST ANDARD	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.

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.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		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.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.

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	
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.	

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.c.

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.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.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	1.0.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and
GOAL	L.8.6.	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Alaska Content and Performance Standards

Grad	le 6	- Ado	nted	:2012

		Grade 0 - 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.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		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 ST ANDARD	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 ST ANDARD	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.
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.
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.
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.

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.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		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 EXPECT ATION / 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.
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.7.4.	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.

/ CONTENT STANDARD		
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.

PERFORMANCE AK.L.7. Language Standards

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.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		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.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.
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
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 ST ANDARD	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 AK.W.8.

Writing Standards

STANDARD		
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

PERFORMANCE

/ CONTENT

AK.L.8.

Language Standards

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Alaska Content and Performance Standards

Language Arts

Reading Standards for Informational Text PERFORMANCE AK.RI.6. / CONTENT **STANDARD GRADE LEVEL Key Ideas and Details** EXPECTATION / STRAND 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 AK.RI.6. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL** Craft and Structure EXPECTATION / STRAND

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.
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 ST ANDARD	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.a. SL.6.1.b.	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under
		preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 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
INDICATOR	SL.6.1.b.	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 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. Pose and respond to specific questions with elaboration and detail by making comments that
INDICATOR	SL.6.1.b. SL.6.1.c.	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 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. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through
INDICATOR INDICATOR INDICATOR PERFORMANCE / CONTENT	SL.6.1.b. SL.6.1.c.	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 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. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
INDICATOR INDICATOR INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	SL.6.1.b. SL.6.1.c.	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 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. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Language Standards

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).
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

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well

GOAL

RI.7.1.

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.
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.
PERFORMANCE / CONTENT ST ANDARD	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.7.4.	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
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.

	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.)
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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
/ CONTENT	AK.W.8.	Writing Standards Range of Writing
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.8.10.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Range of Writing 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
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.8.10.	Range of Writing 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.
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.8.10.	Range of Writing 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. Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	W.8.10.	Range of Writing 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. Speaking and Listening Standards Comprehension and Collaboration 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

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).
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.

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Alaska Content and Performance Standards

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 ST ANDARD	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.
GOAL	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
PERFORMANCE / CONTENT ST ANDARD	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 ST ANDARD	AK.W.6.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.").

PERFORMANCE
/ CONTENT
STANDARD

E 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.
PERFORMANCE / CONTENT ST AND ARD	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).
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.

Grade 7 - Adopted: 2012			
PERFORMANCE / CONTENT STANDARD	AK.RL.7.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas	
GOAL	RL.7.9.	Compare and contrast a fictional portrayal of a time, place, or character and a historical or cultural account of the same period as a means of understanding how authors of fiction use or alter history.	
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.	

NDICATOR		explanation presented.
	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or
NDICATOR	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
NDICATOR	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
NDICATOR	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
NDICATOR	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.
OAL	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.
GRADE LEVEL EXPECTATION / ETRAND		Text Types and Purposes
ERFORMANCE CONTENT TANDARD	AK.W.7.	Writing Standards
GOAL	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RADE LEVEL EXPECTATION / TRAND		Integration of Knowledge and Ideas
ERFORMANCE CONTENT TANDARD	AK.RI.7.	Reading Standards for Informational Text
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.
RADE LEVEL EXPECTATION / ETRAND		Craft and Structure
ERFORMANCE CONTENT TANDARD	AK.RI.7.	Reading Standards for Informational 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).
		of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
GOAL	RI.7.2.	Determine the central idea and subtopics in a text and analyze their development over the course

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.7.7.	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.	
PERFORMANCE / CONTENT STANDARD	AK.W.7.	Writing Standards	
GRADE LEVEL EXPECTATION / STRAND		Range of Writing	
EXPECTATION /	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.	
EXPECTATION / STRAND	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	
GOAL PERFORMANCE / CONTENT		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.	
GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /		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. Speaking and Listening Standards	
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	AK.SL.7.	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. Speaking and Listening Standards Comprehension and Collaboration 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	
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	AK.SL.7. SL.7.1.	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. Speaking and Listening Standards Comprehension and Collaboration 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. 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	

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.7.4.	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
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.

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.)
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.
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.
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).

PERFORMANCE	AK.L.8.	Language Standard
/ CONTENT		
STANDARD		

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.

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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.
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 AK.W.6. / CONTENT STANDARD

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

STANDARD		
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).
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

PERFORMANCE

/ CONTENT

AK.L.6.

Language Standards

Alaska Content and Performance Standards

comprehension or expression.

phrases; gather vocabulary knowledge when considering a word or phrase important to

Language Arts

PERFORMANCE AK.RI.7. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL** Key Ideas and Details **EXPECT ATION /** STRAND 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 Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how RI.7.3. ideas influence individuals or events, or how individuals influence ideas or events). PERFORMANCE AK.RI.7. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL** Craft and Structure **EXPECT ATION /** STRAND

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.
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.7.7.	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.
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.
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.7.4.	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
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 ST ANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as

GOAL

RI.8.1.

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.)

STANDARD		
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.
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.
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.a. SL.8.1.b.	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
		that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 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
INDICATOR	SL.8.1.b.	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 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. Pose questions that connect the ideas of several speakers and respond to others' questions and
INDICATOR	SL.8.1.b. SL.8.1.c.	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 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. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their
INDICATOR INDICATOR INDICATOR PERFORMANCE / CONTENT	SL.8.1.b. SL.8.1.c.	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 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. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

PERFORMANCE

AK.W.8.

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	AK.L.8.	Language Standards
/ CONTENT STANDARD		
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 ST ANDARD	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 ST ANDARD	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 19: Unit 6 Summarizing Multiple References, p. 183-194

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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 ST ANDARD	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 ST ANDARD	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
/ CONTENT	AK.W.6.	Writing Standards Range of Writing
CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.W.6. W.6.10.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Range of Writing 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
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.6.10.	Range of Writing 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.
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.6.10.	Range of Writing 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. Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	W.6.10.	Range of Writing 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. Speaking and Listening Standards Comprehension and Collaboration 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

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).
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

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.
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.7.7.	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.
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.
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.7.4.	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
GOAI	L.7.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and

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.)
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.
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.

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 ST ANDARD	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).
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.

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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
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.)
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 ST ANDARD	AK.SL.6.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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.
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).	
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.	

Language Arts

Grade 7 - Adopted: 2012 **PERFORMANCE** AK.RI.7. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL Key Ideas and Details EXPECT ATION /** STRAND RI.7.1. GOAL 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 AK.RI.7. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL Craft and Structure** EXPECTATION / STRAND 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 ST ANDARD	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.)		
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
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.

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.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		

PERFORMANCE / CONTENT ST ANDARD	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.)	
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 ST ANDARD	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.

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Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012 PERFORMANCE AK.RI.6. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL Key Ideas and Details** EXPECTATION / STRAND GOAL RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. GOAL 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 AK.RI.6. Reading Standards for Informational Text / CONTENT **STANDARD GRADE LEVEL** Craft and Structure **EXPECT ATION /** STRAND Determine the meaning of words and phrases as they are used in a text, including figurative, GOAL RI.6.4. connotative, and technical meanings.

Reading Standards for Informational Text

PERFORMANCE

/ CONTENT STANDARD AK.RI.6.

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

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 ST ANDARD	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).	

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,

comprehension.

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

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

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		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.7.4.	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
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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		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.)
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
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.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
EXPECTATION /	L.8.4.	Vocabulary Acquisition and Use 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.
EXPECTATION / STRAND	L.8.4. L.8.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases
EXPECTATION / STRAND		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. 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
STRAND GOAL INDICATOR	L.8.4.a.	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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
EXPECTATION / STRAND GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT	L.8.4.a. L.8.4.d.	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. 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. 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).

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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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 ST AND ARD	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.
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.
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).
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.

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

Reading Standards for Informational Text

PERFORMANCE

/ CONTENT

AK.RI.7.

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
STRAND	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.
0.10.00	SL.7.1. SL.7.1.a.	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
GOAL		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. 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
GOAL	SL.7.1.a.	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. 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. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define

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		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
/ CONTENT	AK.L.7.	Vocabulary Acquisition and Use
CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.L.7.	
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
GRADE LEVEL EXPECTATION / STRAND	L.7.4.	Vocabulary Acquisition and Use 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. 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
GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	L.7.4. L.7.4.a.	Vocabulary Acquisition and Use 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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the

comprehension or expression.

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

STRAND

GOAL

L.7.6.

Language Arts

Grade 8 - Adopted: 2012

/ CONTENT STANDARD	AKIKIIO.	reading Standards for informational rext
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 /		Production and Distribution of Writing

Reading Standards for Informational Text

PERFORMANCE

AK.RI.8.

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
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.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
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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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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	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		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).
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.

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.
PERFORMANCE / CONTENT ST ANDARD	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.			
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		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.7.4.	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			
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.			

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			
/ CONTENT	AK.W.8.	Writing Standards Production and Distribution of Writing			
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.W.8. W.8.4.				
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing 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			
GRADE LEVEL EXPECTATION / STRAND	W.8.4.	Production and Distribution of Writing 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.) 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			
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.8.4. W.8.5.	Production and Distribution of Writing 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.) 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.)			

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.				
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, especting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress oward 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.d.	Recognize and correct inappropriate shifts in verb voice and mood.			
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards			
GRADE LEVEL EXPECTATION / STRAND		ocabulary 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.	etermine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, ase words, common roots, or word origins), context (e.g., the overall meaning of a sentence or aragraph; a word's position or function in a sentence), knowledge of language structure including sing 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 24: Unit 8 Formal Essay Models, p. 229-240

Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012 **PERFORMANCE** AK.W.6. **Writing Standards** / CONTENT **STANDARD GRADE LEVEL Text Types and Purposes** EXPECTATION / STRAND 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.				
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.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.			

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.	evelop 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 ST ANDARD	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		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 ST ANDARD	AK.L.7.	Language Standards				
GRADE LEVEL EXPECT ATION / 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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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

		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.)

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.
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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL		Comprehension and Collaboration
EXPECTATION / STRAND		
	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.
STRAND	SL.8.1. SL.8.1.a.	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
STRAND		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. 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
GOAL INDICATOR	SL.8.1.a.	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. 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. 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
GOAL INDICATOR INDICATOR	SL.8.1.a. SL.8.1.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. 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. 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. Pose questions that connect the ideas of several speakers and respond to others' questions and
GOAL INDICATOR INDICATOR	SL.8.1.a. SL.8.1.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. 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. 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. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their

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.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
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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Alaska Content and Performance Standards

Grade 6 - Adopted: 2012		
PERFORMANCE / CONTENT ST ANDARD	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.
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.6.6.	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.

Grade 7 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.W.7.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, 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.
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.
and examples. INDICATOR W.7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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 AK.W.7. Writing Standards / CONTENT STANDARD
GRADE LEVEL Production and Distribution of Writing EXPECTATION / STRAND
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 AK.W.7. Writing Standards / CONTENT STANDARD
GRADE LEVEL Research to Build and Present Knowledge EXPECTATION / STRAND
GOAL W.7.7. Conduct short research projects to answer a question, drawing on several sources and general 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 effective 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 AK.W.7. Writing Standards / CONTENT STANDARD
GRADE LEVEL Range of Writing EXPECTATION / STRAND

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.
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.

Language Arts

Grade 8 - Adopted: 2012 **Writing Standards PERFORMANCE** AK.W.8. / CONTENT **STANDARD GRADE LEVEL Text Types and Purposes** EXPECTATION / **STRAND** 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** AK.W.8. **Writing Standards** / CONTENT **STANDARD GRADE LEVEL Production and Distribution of Writing** EXPECTATION / STRAND 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.
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.
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.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
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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Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012 PERFORMANCE AK.W.6. **Writing Standards** / CONTENT **STANDARD** GRADE LEVEL **Text Types and Purposes** EXPECTATION / STRAND 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.
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 ST ANDARD	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.

Grade 7 - Adopted: 2012

PERFORMANCE / CONTENT ST ANDARD	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 ST ANDARD	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.
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 ST ANDARD	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

Grade 8 - Adopted: 2012		
PERFORMANCE / CONTENT ST ANDARD	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.8.7.	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.
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.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
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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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
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.)
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		
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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).
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.

Language Arts

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

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 ST ANDARD	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
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.
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.

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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.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
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.
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 /		Text Types and Purposes
STRAND		
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.
	W.8.2.b.	
GOAL		Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
GOAL INDICATOR PERFORMANCE / CONTENT	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL INDICATOR PERFORMANCE / CONTENT ST AND ARD GRADE LEVEL EXPECTATION /	W.8.2.b.	information through the selection, organization, and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing Standards
GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	W.8.2.b. AK.W.8.	Information through the selection, organization, and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing Standards Production and Distribution of Writing 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

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.
PERFORMANCE / CONTENT ST AND ARD	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.
PERFORMANCE / CONTENT ST ANDARD	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.b. SL.8.1.c.	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
		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. Pose questions that connect the ideas of several speakers and respond to others' questions and
INDICATOR	SL.8.1.c.	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. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their
INDICATOR INDICATOR PERFORMANCE / CONTENT	SL.8.1.c. SL.8.1.d.	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. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. 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.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.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
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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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

Alaska Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD

GOAL

AK.RL.6.

L.8.6.

Reading Standards for Literature

comprehension or expression.

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.)
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.
		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
/ CONTENT	AK.L.6.	Language Standards Knowledge of Language
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.L.6. L.6.3.	

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.7.2.	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
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.
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.

		Grade 8 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details

GOAL	RL.8.2.	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.

PERFORMANCE	Α
/ 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.
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.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.

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		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
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.)
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.
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).
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.

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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.
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PERFORMANCE / CONTENT STANDARD	AK.W.7.	Writing Standards
/ CONTENT	AK.W.7.	Text Types and Purposes
CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.7.2.	
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	W.7.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	W.7.2. W.7.2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.7.2. W.7.2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 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.
PERFORMANCE / CONTENT ST ANDARD	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.

/ CONTENT STANDARD	7	
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.7.4.	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
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.

PERFORMANCE AK.L.7. Language Standards

Alaska Content and Performance Standards

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

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

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.
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.
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 EXPECT ATION / 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.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.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
ODADE LEVEL		
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
EXPECTATION /	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.
EXPECTATION / STRAND	L.8.4. L.8.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases
STRAND GOAL		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. 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
GOAL INDICATOR	L.8.4.a.	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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
EXPECTATION / STRAND GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT	L.8.4.a. L.8.4.d.	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. 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. 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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Alaska Content and Performance Standards

PERFORMANCE / CONTENT STANDARD	AK.RL.6.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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 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		
INDICATOR	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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 ST ANDARD	AK.L.6.	Language Standards
/ CONTENT	AK.L.6.	Language Standards Knowledge of Language
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.L.6.	

Grade 7 - Adopted: 2012		
PERFORMANCE / CONTENT ST ANDARD	AK.RL.7.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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
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 ST ANDARD	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

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.

Grade 8 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.8.2.	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	AK.RL.8.	Reading Standards for Literature
STANDARD		

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.
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.
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.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.