

# Alaska, Grades 9–10

Alaska Strand/Standard	Focus of Alaska Standard	For More Information
<b>Reading Literature</b>		
RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
RL.2	Determine a theme or central idea of a text and analyze its development and how it is shaped by specific details; summarize the text	R2 pp. 12–17
RL.3	Analyze how characters develop, interact, and advance the plot or develop the theme	R3 pp. 18–23
RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of word choice on meaning and tone	R4 pp. 24–29
RL.5	Analyze how an author's choices regarding structure, the order of events, and manipulating time create such effects as mystery, tension, or surprise	R5 pp. 30–35
RL.6	Analyze a point of view, perspective, or cultural experience reflected in a piece of literature	R6 pp. 36–41
RL.7	Analyze the representation of a subject or scene in two different artistic mediums, including what is emphasized or absent in each treatment	R7 pp. 42–47
RL.8	NA	
RL.9	Analyze how an author draws on and transforms source material	R9 pp. 54–59
RL.10	Read literature of appropriate complexity independently with proficiency	R10 pp. 60–65
<b>Reading Informational Text</b>		
RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
RI.2	Determine the central idea of a text and analyze its development; summarize main ideas or events	R2 pp. 12–17
RI.3	Analyze how the author structures an analysis or series of ideas or events, including the order, how they are developed, and the connections between them	R3 pp. 18–23
RI.4	Determine the meaning of words and phrases in a text; analyze the cumulative impact of specific word choices	R4 pp. 24–29
RI.5	Analyze in detail how ideas or claims are developed by particular sentences, paragraphs, or larger portions of text	R5 pp. 30–35
RI.6	Analyze how an author uses rhetoric to advance a point of view, perspective, or purpose	R6 pp. 36–41
RI.7	Analyze various accounts of a subject told in different mediums	R7 pp. 42–47
RI.8	Evaluate the argument in a text; assess reasoning and evidence; identify false statements and fallacious reasoning	R8 pp. 48–53
RI.9	Analyze U.S. documents of historical and literary significance, noting how they address related themes and concepts	R9 pp. 54–59
RI.10	Read and comprehend appropriately complex informational texts independently and proficiently	R10 pp. 60–65
<b>Writing</b>		
W.1	Write arguments to support claims, using valid reasoning and relevant and sufficient evidence	W1 pp. 70–77
W.2	Write informative/explanatory texts to effectively examine and convey complex ideas, concepts, and information	W2 pp. 78–85
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 pp. 86–91
W.4	Produce writing in which the development, organization, style, and features are appropriate to the task, genre, purpose, and audience	W4 pp. 92–97
W.5	Develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach	W5 pp. 98–103
W.6	Use technology to produce, publish, and update individual or shared writing projects	W6 pp. 104–109
W.7	Conduct research projects to answer a question or solve a problem; synthesize multiple sources; demonstrate understanding of the subject	W7 pp. 110–115
W.8	Gather information from multiple sources, using advanced searches effectively; assess usefulness of sources; integrate information, avoiding plagiarism	W8 pp. 116–121

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<b>Writing</b>		
W.9	Draw evidence from texts to support analysis, reflection, research, and/or synthesis	W9 pp. 122–127
W.10	Write routinely over shorter and extended time frames for a range of audiences, tasks, and purposes	W10 pp. 128–133
<b>Speaking and Listening</b>		
SL.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively	SL1 pp. 138–143
SL.2	Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and noting discrepancies	SL2 pp. 144–149
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacious reasoning or exaggerated or distorted evidence	SL3 pp. 150–155
SL.4	Present information clearly, concisely, and logically; ensure organization, development, substance, and style are appropriate to purpose, audience, and task	SL4 pp. 156–161
SL.5	Make strategic use of digital media in presentations to enhance understanding and to add interest	SL5 pp. 162–167
SL.6	Adapt speech to a variety of contexts and tasks; demonstrate a command of formal English when appropriate	SL6 pp. 168–173
<b>Language</b>		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 178–183
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 184–189
L.3	Apply knowledge of language to make effective choices for meaning or style, to comprehend more fully when reading or listening, and to write and edit so that it conforms to the guidelines in a style manual appropriate for the writing type	L3 pp. 190–195
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 196–201
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 202–207
L.6	Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge	L6 pp. 208–213
<b>Reading History/Social Studies</b>		
R.1	Cite specific textual evidence to support analysis of primary and secondary sources	R1 pp. 6–11
R.2	Determine central ideas or information of a primary or secondary source; summarize how they develop	R2 pp. 12–17
R.3	Analyze in detail a series of events; determine whether earlier events caused later ones	R3 pp. 18–23
R.4	Determine the meaning of words and phrases, including vocabulary describing political, social, or economic aspects of history/social studies	R4 pp. 24–29
R.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis	R5 pp. 30–35
R.6	Compare the point of view of two or more authors for how they treat the same or similar topics	R6 pp. 36–41
R.7	Integrate quantitative or technical analysis with qualitative analysis	R7 pp. 42–47
R.8	Assess the extent to which reasoning and evidence support the author's claim	R8 pp. 48–53
R.9	Compare and contrast treatment of the same topic in several primary and secondary sources	R9 pp. 54–59
R.10	Read and comprehend history/social studies texts of appropriate complexity	R10 pp. 60–65
<b>Reading Science/Technical Subjects</b>		
R.1	Cite specific textual evidence to support analysis of science and technical texts	R1 pp. 6–11
R.2	Determine central ideas or conclusions; trace the explanation of a complex process; provide an accurate summary	R2 pp. 12–17
R.3	Follow precisely a complex multistep procedure, attending to special cases or exceptions defined in the text	R3 pp. 18–23
R.4	Determine the meaning of domain-specific words and phrases as they are used in a special scientific or technical context	R4 pp. 24–29

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<b>Reading Science/Technical Subjects</b>		
R.5	Analyze the structure of relationships among concepts in a text	R5 pp. 30–35
R.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment	R6 pp. 36–41
R.7	Translate quantitative or technical information expressed in words into visual form, and translate information expressed visually into words	R7 pp. 42–47
R.8	Assess the extent to which reasoning and evidence support the author’s claim or recommendation for solving a problem	R8 pp. 48–53
R.9	Compare and contrast findings presented in a text to those from other sources, noting where they support or contradict previous explanations	R9 pp. 54–59
R.10	Read and comprehend science/technical texts of appropriate complexity	R10 pp. 60–65
<b>Writing History/Social Studies, Science and Technical Subjects</b>		
W.1	Write arguments focused on discipline-specific content	W1 pp. 70–77
W.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes	W2 pp. 78–85
W.3	NA	W3 pp. 86–91
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W4 pp. 92–97
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 pp. 98–103
W.6	Use technology to produce, publish, and update individual or shared writing projects	W6 pp. 104–109
W.7	Conduct research projects to answer a question or solve a problem; synthesize multiple sources, demonstrating understanding of the subject	W7 pp. 110–115
W.8	Gather relevant information from multiple print and digital sources; assess the usefulness of each source; integrate information, avoiding plagiarism	W8 pp. 116–121
W.9	Draw evidence from informational texts to support analysis, reflection, and research	W9 pp. 122–127
W.10	Write routinely for a range of discipline-specific tasks, purposes, and audiences	W10 pp. 128–133