Grades 9 and 10 English Language Arts Standards

Comparison Tool for Standards Transition

Updated June 2012

This document can be used to assist educators in analyzing the commonalities and differences between the new Alaska English Language Arts (ELA) standards and the Fourth Edition (Grade Level Expectations). This document is a first start toward a transition and districts may choose to augment with more detail.

The first column contains the new ELA standards. The second column shows the Grade Level Expectations (GLEs) that align to the new standards. The third column provides comments, usually highlighting differences between the new standards and GLEs that align in higher grades. Additionally, the comments may include a notation about an increase in rigor. Rigor may be defined as a standard that requires deeper understanding, higher order thinking, expanded analytical processes, or simply a skill introduced at an earlier grade.

Note that some GLEs are coded with an L. This signifies that the GLE was not assessed on the statewide assessment; it was to be assessed at the local level. No new standards are identified as being for local assessment. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

In most cases there are not complete matches between the two sets of standards, and it should not be assumed that either the content or skills found in one set of standards will match completely with those of the other set.

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **2.** Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.  Any aligned GLE found in the higher grades will need to be absorbed in the lower grade as part of the transition.  GLEs are coded with an L. This signifies that the GLE was assessed at the local level. | **[3] 1.4.1** Retelling or dramatizing a story after reading it (L)  **[3] 1.4.2** Restating information after reading a text or identifying accurate restatements | GLEs do not require identification of message, theme, or purpose until grade 4.  **[4] 2.10.1** Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards)  The new standard specifies explaining how the author’s purpose, message, lesson or moral is conveyed. This is an increase in rigor. |

The new standards represent a shift in the purpose of the standards. They are more instructional in nature, intended to guide classroom curriculum. The new standards do not serve as an assessment document unlike the GLEs. The Department with the support of stakeholders will prepare an assessment framework which will guide the development of the new assessments. The new standards will be assessed starting spring 2016. Until then, all districts will continue administering the Standards Based Assessments aligned to the GLEs through spring 2015.

A table at the end of each content area shows the GLEs not matched to the new standards. The comment column indicates where the GLE may be matched to a new standard in a lower or higher grade. Although some GLEs will be taught at other grade levels, teachers must provide opportunities for these GLEs to be reviewed in preparation for the spring Standards Based Assessments through spring 2015.

| **Grade 3 Reading GLEs not matched to new standards** | **Comments** |
| --- | --- |
| **[3] 1.1.2** Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms. (L) | When blank - No match found |
| **[3]1.7.2** The student analyzes content and structure of genres by identifying use of dialogue or rhyme in common forms of text | Dialogue and rhyme are addressed in Grade 2 of the new standards:  **2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  **2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

Local GLEs do not appear on the SBAs.

This GLE must be reviewed prior to the SBA through spring 2015.

Finally, the new standards for each grade level define what students should understand and be able to do by the end of each grade. They correspond to Anchor Standards by number. The Anchor Standards are broad standards; the standards articulated at each grade level provide additional specificity. Together they define the skills and understandings that all students must demonstrate. For instance, Anchor Standard number one for Reading is, “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.” All the number one reading standards for each grade will be about making logical inferences about text and citing textual evidence to support conclusions drawn from the text. The Anchor Standards for Reading, Writing, Speaking and Listening, and Language are included on the following pages.

# Alaska Anchor Standards for Reading Grades K-12

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend a range of complex literary and informational texts independently and proficiently.

# Alaska Anchor Standards for Writing Grades K-12

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5**.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

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

# Alaska Anchor Standards for Speaking and Listening Grades K-12

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety o

# Alaska Anchor Standards for Language Grades K-12

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Alaska New Reading Standards**

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Key Ideas and Details** |  | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text. | **[9&10] 4.2.2** Connecting information by making inferences and/or drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information  **[9&10] 4.3.2** Locating information in narrative and informative text to answer questions related to main ideas or key details | The GLE s do not specify supporting an analysis. |
| **2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text. | **[9&10] 4.2.1** Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text  **[9&10] 4.3.1** Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions  **[9&10] 4.6.1** Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone  **[9&10] 4.8.1** Analyzing and evaluating evidence within the text to identify an author’s message, theme, or purpose | The new standard requires an analysis of the development of the theme or central idea. |
| **3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | **[9&10] 4.6.**1 Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone  **[9] 4.6.3** Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme  **[10] 4.6.3** Analyzing and evaluating the importance to the story plot, setting, character, point of view, theme, and tone | The new standard focuses on analyzing the role played by complex characters in a text. |
| **Craft and Structure** |  |  |
| **4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | **[9] 4.1.4** Determining the meaning of words in context including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., Raven as a character in a myth and also representative of Native Alaskan notion of “trickster”)  **[10] 4.1.4** Determining the meaning of words in context including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., the James Joyce character Stephen Dedalus-Dedalus is a character and reference to Greek mythological figure)  **[9] 4.5.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, allusion or symbolism) to analyze literary works and nonfiction  **[10] 4.5.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works and nonfiction  **[9&10] 4.6.4** Citing evidence from the text to analyze and evaluate the author’s intent for utilizing literary elements and devices and tone | The new standard is a good match with the GLEs. |
| **5.** Analyze how an author’s choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | **[9] 4.5.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, allusion or symbolism) to analyze literary works and non-fiction  **[10] 4.5.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works and nonfiction | The GLEs do not examine the structure of text to the degree that is specified in Reading Anchor Standard 5, “analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.” |
| 6. Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature. | **[9&10] 4.9.1** Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., mythology, colonialism; Western/Eastern medicine) (L)  **[9&10] 4.9.2** Analyzing the effects of historical or cultural influences/events on texts (L) | The new standard specifies analyzing point of view or cultural experience. |
| **Integration of Knowledge and Ideas** |  |  |
| **7.** Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*). | NEW – not addressed in the GLEs | Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** (Not applicable to literature) |  |  |
| **9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare). | NEW – not addressed in the GLEs |  |
| **Range of Reading and Level of Text Complexity** |  |  |
| **10.** By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), with scaffolding as needed at the high end of the range. | NEW – not addressed in the GLEs | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” is not addressed in the GLEs, although reading GLEs repeated across grades is marked with an asterisk to indicate “assumes a variety of text and increasing complexity.” This standard is explicit about the need to attend to text complexity. |

| **New Reading Standards for Informational Text** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Key Ideas and Details** |  | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **[9&10] 4.2.2** Connecting information by making inferences and/or drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information  **[9&10] 4.3.2** Locating information in narrative and informative text to answer questions related to main ideas or key details | The GLEs do not specify supporting an analysis. |
| **2.** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text. | **[9&10] 4.2.1** Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text  **[9&10] 4.3.1** Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions | The new standard requires an analysis of the development of the central idea. |
| **3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | NEW – not addressed in the GLEs |  |
| **Craft and Structure** |  |  |
| **4.** Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | **[9] 4.1.4** Determining the meaning of words in context including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., Raven as a character in a myth and also representative of Native Alaskan notion of “trickster”)  **[10] 4.1.4** Determining the meaning of words in context including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., the James Joyce character Stephen Dedalus-Dedalus is a character and reference to Greek mythological figure)  **[9] 4.5.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, allusion or symbolism) to analyze literary works and nonfiction  **[10] 4.5.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works and nonfiction  **[9&10] 4.5.3** Evaluating the intended effects of the author’s use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning) | The new standard is a good match with the GLEs. |
| **5.** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | NEW – not addressed in the GLEs | The GLEs do not examine the structure of text to the degree that is specified in Reading Anchor Standard 5, “analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.” |
| **6.** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | **[9&10] 4.7.1** Identifying bias/propaganda by citing textual evidence  **[9&10] 4.7.2** Analyzing author’s purpose (e.g. to narrate, inform, entertain, explain, persuade) by citing textual evidence  **[9&10] 4.3.6** Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments) | GLEs do not address point of view in informational texts.  Identifying bias/propaganda can be part of determining an author’s purpose and analyzing how the author uses rhetoric to advance that point of view or purpose. |
| **Integration of Knowledge and Ideas** |  |  |
| **7.** Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. | NEW – not addressed in the GLEs | Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | **[9&10] 4.3.5** Locating and using evidence from texts to assess the validity of an author’s main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)  **[9&10] 4.3.6** Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments) | The new standard includes identifying false statements and fallacious reasoning. |
| **9.** Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. | **[9&10] 4.3.3** Comparing/contrasting the main ideas or concepts between related texts  **[9&10] 4.3.4** Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)  **[9&10] 4.8.1** Analyzing and evaluating evidence within the text to identify an author’s message, theme, or purpose  **[9&10] 4.8.2** Analyzing and evaluating textual evidence to make thematic connections between texts  **[9&10] 4.8.3** Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L) | The GLEs invite students to compare texts, but they do not address specific documents. |
| **Range of Reading and Level of Text Complexity** |  |  |
| **10.** By the end of grade 9, read and comprehend literary nonfiction, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), with scaffolding as needed at the high end of the range. | NEW – not addressed in the GLEs | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” is not addressed in the GLEs, although reading GLEs repeated across grades is marked with an asterisk to indicate “assumes a variety of text and increasing complexity.” This standard is explicit about the need to attend to text complexity. |

| **Grade 9 & 10 Reading GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[9&10] 4.4.1** The student follows multi-step directions by reading, understanding, and applying multi-step directions to perform complex procedures and tasks (e.g., filling out a catalog order) |  |
| **[9&10] 4.4.2** The student follows multi-step directions by identifying the sequence of steps in a list of directions (e.g., design a science experiment) |  |
| **[9&10] 4.5.1** The student analyzes and evaluates conventions and techniques of genres by analyzing the characteristics and the effect on the reader of nonfiction and the four major structural genres: poetry, drama, novel, short story | Characteristics of genre is addressed in other grades by Reading Anchor Standard 5, “Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.” |
| **[9&10] 4.6.2** The student analyzes and evaluates literary elements and devices by comparing and contrasting literary elements and devices in a variety of works by a variety of authors |  |

**Alaska New Writing Standards**

| **New Writing Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Text Types and Purposes** |  | The new writing standards have three anchor standards for writing arguments, informative/explanatory texts, and narrative writing. The GLEs do not delineate the types of writing in the same way. One GLE, **[9&10] 4.2.2**, specifies writing in nonfiction forms, and **[9&10] 4.2.1** specifies writing narratives and most of the other writing GLEs apply to all the forms of writing. |
| **1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented. | **[9&10] 4.2.2** Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade  **[9&10] 4.1.1** Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)  **[9&10] 4.4.1** Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)  **[9&10] 4.1.3** Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition), using a variety of transitional words and phrases  **[9&10] 4.1.2** Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically  **[9&10] 4.2.4** Using research-based information and/or analysis in research projects or extended reports (L)  **[9&10] 4.4.3** Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing  **[9&10] 4.4.5** Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed  **[9] 4.1.4** Writing a concluding paragraph that connects concluding elements to the introductory elements  **[10] 4.1.4** Writing a conclusion that ties it to the introduction | The new standard emphasizes the use of claims and opposing claims and reasons and evidence. It also requires students to anticipate the audience’s knowledge level and concerns. |
| **2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | **[9&10] 4.2.2** Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade  **[9&10] 4.1.1** Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)  **[9&10] 4.1.3** Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition), using a variety of transitional words and phrases  **[9&10] 4.1.2** Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically  **[9&10] 4.2.4** Using research-based information and/or analysis in research projects or extended reports(L)  **[9&10] 4.4.3** Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing  **[9&10] 4.4.5** Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed  **[9] 4.1.4** Writing a concluding paragraph that connects concluding elements to the introductory elements  **[10] 4.1.4** Writing a conclusion that ties it to the introduction | The new standard provides a more rigorous expectation for the development of an informative/explanatory piece.  The new standard encourages the use of graphics and multimedia when useful to aiding comprehension. |
| **3.** Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | **[9&10] 4.2.1** Writing a narrative using elements of fiction to advance the plot (**L**)  **[9&10] 4.2.3** Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (**L**)  **[9&10] 4.1.3** Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition), using a variety of transitional words and phrases  **[9&10] 4.4.3** Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing  **[9] 4.1.4** Writing a concluding paragraph that connects concluding elements to the introductory elements  **[10] 4.1.4** Writing a conclusion that ties it to the introduction | The new standard is more explicit about the effective components of narrative writing. |
| **Production and Distribution of Writing** |  |  |
| **4.** Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | NEW – not addressed in the GLEs | The new standard brings focus to the fact that decisions about writing should take into account the task, purpose, and audience. |
| **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) | **[9&10] 4.4.1** Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)  **[9&10] 4.4.2** Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics (**L**)  **[9&10] 4.4.3** Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing  **[9&10] 4.4.4** Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed  **[9&10] 4.4.5** Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed | The new standard is a good match with the GLEs. |
| **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | **[9&10] 4.4.6** Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (**L**)  **[9&10] 3.6.1** Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)  **[9&10] 3.6.2** Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)  **[9&10] 3.6.3** Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)  **[9&10] 3.6.4** Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L) | Writing Anchor Standard Six, “use technology, including the Internet, to produce and publish writing and to interact and collaborate with others,” emphasizes the use of technology as a collaborative and publishing tool. GLEs focus on technology as a publishing tool. |
| **Research to Build and Present Knowledge** |  |  |
| **7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | **[9&10] 4.2.4** Using research-based information and/or analysis in research projects or extended reports (L) | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop. |
| **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | **[9&10] 4.2.4** Using research-based information and/or analysis in research projects or extended reports (L)  **[9&10] 4.5.1** Giving credit for others’ ideas, images, and multimedia information, including others’ ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style) (L) | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop.  Assessing usefulness of sources in answering research questions is not addressed in the GLEs. Plagiarism is not explicitly noted in GLEs. |
| **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).  b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”). | NEW – not addressed in the GLEs | The GLEs do not explicitly connect writing and reading standards. The new standards emphasize this connection. |
| **Range of Writing** |  |  |
| **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | NEW – not addressed in the GLEs | GLEs do not address the time frame for writing. |

| **Grade 9 & 10 Writing Skills GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**Alaska New Speaking and Listening Standards**

| **New Speaking and Listening Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Comprehension and Collaboration** |  |  |
| **1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |  | The GLEs do not have Speaking and Listening standards. The only reference to speaking is in the reading GLEs.  **The student reads texts aloud by**  **[9& 10] 3.2.**1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)  **[9&10] 3.2.2** Giving an oral formal presentation (e.g., research reports, literature responses) (L)  The addition of Speaking and Listening standards is an important component of the new standards. They describe rigorous expectations for academic discussion, meaningful exchanges between students and educators, and the thoughtful delivery of information, conveying competencies in both rhetoric and multimedia content integration. |
| **2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information. |  |
| **3.** Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |  |
| **Presentation of Knowledge and Ideas** |  |  |
| **4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |  |
| **5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |  |
| **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 9–10 Language standards 1 and 3 for specific expectations.) |  |

| **Grade 9 & 10 Speaking and Listening GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**Alaska New Language Standards**

| **New Language Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Conventions of Standard English** |  | Teachers need to refer to the Language Progressive Skills by Grade Table. This table can be found in the new ELA standards. The table shows the skills (marked with an asterisk when first introduced in the new standards) that are particularly likely to require continued attention in higher grades. For instance, the table shows that subject-verb and pronoun-antecedent agreement is introduced in grade 3, but needs to continue to be taught through grades 4-12.  All of the rules of usage in **[9&10] 4.3.5** are included in the table.  **[9&10] 4.3.5** Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)  New standards in the table for grade 9 and 10 also include choosing words and phrases for effect, choosing words and phrases to convey ideas precisely, choosing punctuation for effect, recognizing variations from standard English, and maintaining consistency in style and tone. The table also includes varying sentence patterns for meaning, reader/listener interest, and style, which is matched by GLE **[9&10] 4.3.1**. [9&10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing |
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use parallel structure.\*  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | **[9&10] 4.3.1** Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing | GLEs do not address parallel structure. Use of phrases is not specifically addressed by the GLEs. |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  b. Use a colon to introduce a list or quotation.  c. Spell correctly. | **[9&10] 4.3.3** Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)  **[9&10] 4.3.2** Applying rules of spelling (e.g., homophones, irregular plurals, and contractions) | The new standard is a good match with the GLEs. |
| **Knowledge of Language** |  |  |
| **3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type. | **[9&10] 4.4.5** Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed  **[9&10] 4.5.1** Giving credit for others’ ideas, images, and multimedia information, including others’ ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style) (L) | The new standard is a good match with the GLEs. |
| **Vocabulary Acquisition and Use** |  |  |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.  a. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy).*  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  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). | **R [9&10] 4.1.1** Determining meanings of unfamiliar words in context using knowledge of sounds, syllables, derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak)  **R [9] 4.1.2** Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in  • dialectical English (e.g., Huck Finn)  • other languages adopted into English (pie a la mode)  • idiomatic expressions (e.g., “it drives me up a wall)  **R [9] 4.1.4** Determining the meaning of words in context including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., Raven as a character in a myth and also representative of Native Alaskan notion of “trickster”)  **R [10] 4.1.4** Determining the meaning of words in context including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., the James Joyce character Stephen Dedalus-Dedalus is a character and reference to Greek mythological figure)  **W [9&10] 3.6.1** Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)  **W [9&10] 3.6.2** Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L) | The new standard is a good match with the GLEs. |
| **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  b. Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies. | **[9] 4.5.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, allusion or symbolism) to analyze literary works and non-fiction  **[10] 4.5.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works and nonfiction  **[9&10] 4.1.3** Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], analogies  **[9] 4.1.4** Determining the meaning of words in context including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., Raven as a character in a myth and also representative of Native Alaskan notion of “trickster”)  **[10] 4.1.4** Determining the meaning of words in context including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., the James Joyce character Stephen Dedalus-Dedalus is a character and reference to Greek mythological figure) | The new standard is a good match with the GLEs. |
| **6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **[9&10] 4.1.3** Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], analogies  **[9] 4.1.4** Determining the meaning of words in context including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., Raven as a character in a myth and also representative of Native Alaskan notion of “trickster”)  **[10] 4.1.4** Determining the meaning of words in context including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., the James Joyce character Stephen Dedalus-Dedalus is a character and reference to Greek mythological figure)  **[9] 4.5.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, allusion or symbolism) to analyze literary works and non-fiction  **[10] 4.5.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works and nonfiction | While the expectation of the new standard is not new, it is a more explicit requirement that students acquire and use grade-appropriate and domain-specific words and phrases. |

| **Grade 9 & 10 Language GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **R [9&10] 4.1.5** The student uses strategies to decode or comprehend the meaning of words in text by self-monitoring and self-correcting while reading (e.g., rereading, adjusting reading pace, sub-vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.) (L) |  |
| **W [9&10)** **4.3.4**The student writes and edits using conventions of Standard English by applying rules of capitalization (e.g., titles and proper nouns) | This is subsumed by Language Standard 2. |