

Achievement Level Descriptors (ALDs)

English Language Arts

Grade 9

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# English Language Arts

# Grade 9

## The achievement level descriptors describe what a typical student scoring at each achievement level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular achievement level on a particular test in order to score at that level.

## Achievement Level Definitions

**Needs Support** - Student may partially meet the standards but needs support to master the knowledge and skills of current grade level content.

**Approaching Proficient** - Student partially meets the standards and may have gaps in knowledge and skills but is approaching mastery of some grade level content.

**Proficient** - Student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.

**Advanced** - Student meets the standards and demonstrates mastery of the knowledge and skills on a range of complex grade level content.

## Reading Literature

| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
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| RL.9.1 | Identify textual evidence. | Attempt to organize textual evidence. | Identify textual evidence that support the text's ideas and inferences.   Organize textual evidence to support an analysis of a text. | Evaluate explicit ideas and subtle inferences in the text. |
| RL.9.2 | Identify a main idea of a text.  Provide an example of a relationship between a detail in the text and an idea in a portion of the text.  Based only partly on the text, place a few ideas from the text in a sequence. | Describe how a specific detail contributes to the development of a central idea over a portion of the text.  Restate and summarize a some of the text's main ideas and place them in a correct sequence. | 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. | Evaluate, using specific and relevant examples, the impacts of specific details on the development of a theme or central idea over the course of the text.  Summarize relevant main ideas or events, in correct sequence. |
| RL.9.3 | Identify some explicit character behavior and/or draw a conclusion.  Identify when a character develops explicitly.  Identify explicit interaction between characters.  Identify when a character advances the plot. | Identify some implied character behavior and/or draw a conclusion.  Identify the extent to which a character develops explicitly.  Identify how a character may interact explicitly.  Identify the extent to which a character advances the plot. | Explain how a character develops implicitly.  Predict and analyze how a character may interact explicitly and implicitly.  Using supporting details, explain how the character advances the plot. | Using evidence from the text, predict, evaluate, and analyze a character's development and how the change advances the plot.  Using evidence from the text, predict, analyze, and evaluate how a character may interact explicitly and implicitly. |
| RL.9.4 | Identify word choices that contribute to a meaning or tone in a portion of a text. | Explain how word choices contribute to a meaning or tone in a portion of a text. | Analyze the cumulative impact of specific word choices on meaning and tone over the course of a text, particularly the figurative or connotative meanings. | Evaluate the cumulative impact of specific word choices on meaning and tone over the course of a text, particularly the figurative and/or connotative meanings. |
| RL.9.5 | Identify an effect created in a text and explain how it relates to the plot. | Explain an author’s choices about the structure of a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery), order events within it, and manipulate time (e.g., pacing, flashbacks) to create such effects as mystery, tension, or surprise. | Analyze how an author’s choices about how to structure a text, use literary devices appropriate to genre (e.g., allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time create such effects as mystery, tension, or surprise. | Evaluate, using specific and relevant details, the effectiveness of an author’s choices about 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. |
| RL.9.6 | Identify an idea, character, or setting in a work of literature from outside the United States. | Identify an explicit point of view or cultural experience in a work of literature from outside the United States. | Using relevant details, analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. | Using specific and relevant details, analyze a particular point of view of cultural experience reflected in a work of literature from outside the United States. |
| RL.9.7 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |
| RL.9.8 | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* |
| RL.9.9 | Identify an instance in a text where an author draws on source material. | With evidence, explain how an author draws on source material. | With evidence, analyze how an author transforms source material in a specific work. | With specific and relevant evidence, evaluate the effectiveness of the author's incorporation of source material in a text. |
| RL.9.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

## Reading Informational Texts

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| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| RI.9.1 | Identify textual evidence. | Attempt to organize textual evidence. | Identify textual evidence that support the text's ideas and inferences and/or analysis of primary and secondary sources.  Organize textual evidence to support an analysis of a text. | Evaluate explicit ideas and subtle inferences in the text, including primary and secondary sources, considering the impacts of features such as their dates and origins. |
| RI.9.2 | Identify a main idea of a text.  Provide an example of a relationship between a detail in the text and an idea in a portion of the text.  Place ideas in a sequence, using a portion of a text. | Describe how a specific detail contributes to the development of a central idea over a portion of the text.  Restate and summarize some of the text's main ideas and place them in correct sequence. | 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. | Evaluate, using specific and relevant examples, the impacts of specific details on the development of a central idea over the course of the text.  Summarize relevant ideas or events, in correct sequence when necessary. |
| RI.9.3 | Identify an author's argument or a few ideas or events in a text. | Describe the author's arguments and a few ideas or events in a text. | Produce an organized analysis of the author's presentation of a series of ideas or events, including the order in which the points are made, the introduction or development of the points, and/or most of the connections made among them. | Evaluate, using specific and relevant details, the impact of the author's presentation of an analysis or series of ideas or events. |
| RI.9.4 | Identify word choices that contribute to a meaning or tone in a portion of a text. | Explain how some word choices contribute to a meaning or tone in a portion of a text. | Analyze, using examples, the impact of specific word choices on meaning and tone over the course of a text, particularly the figurative, connotative, or technical meanings. | Evaluate, using specific and relevant examples, the cumulative impact of specific word choices on meaning and tone over the course of a text, particularly the figurative, connotative, and/or technical meanings. |
| RI.9.5 | Identify an author's main ideas or claims, using a portion of the text (e.g., phrase, sentence, paragraph). | Explain an author's main ideas or claims, using a portion of the text (e.g., phrase, sentence, paragraph).  Identify a connection between an author's main ideas or claims and particular sentences, paragraphs, or larger portions of a text. | Analyze, using examples, how an author’s main ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. | Evaluate, using specific and relevant details, the effectiveness in presentation of an author's main ideas or claims. |
| RI.9.6 | Recognize an author’s point of view or purpose in a portion of text. | Identify an author’s point of view or purpose in a text, citing examples from the text.  Identify the rhetoric used by an author. | Explain, using examples, an author’s point of view or purpose in a text.  Analyze how an author uses rhetoric to advance a point of view or purpose. | Evaluate, using specific and relevant examples, the effectiveness of presentation of an author’s point of view or purpose in a text.  Evaluate, using specific and relevant detail, the effectiveness of an author's use of rhetoric. |
| RI.9.7 | Identify accounts of a subject or topic told in different mediums.  Recognize some details in each account. | Compare accounts of a subject or topic told in different mediums.  Identify the details that are emphasized in each account. | Analyze, using examples, accounts of a subject or topic told in different mediums.  Describe the details that are emphasized in each account. | Evaluate, using specific and relevant details, the effectiveness of accounts of a subject or topic told in different mediums.  Analyze the details that are emphasized in each account. |
| RI.9.8 | Identify an argument or claim in a text.  Identify false statements in a text. | Identify a main argument and/or specific claims in a text.  Identify reasoning behind the argument.  Explain why a statement is false. | Delineate and evaluate the argument and/or specific claims in a text.  Evaluate the validity of the claim.  Explain the relevance of the evidence.  Identify fallacious reasoning. | Analyze and explain the potential purpose for the inclusion of false statements and fallacious reasoning.  Evaluate the relevance of multiple claims. |
| RI.9.9 | Identify a theme or concept in a seminal U.S. and world document of historical and literary significance.  Recognize a common or related theme or concept in more than one seminal text. | Explain related themes and/or concepts in seminal U.S. and world documents of historical and literary significance. | Compare and/or analyze, using examples, seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts. | Evaluate, using specific and relevant examples, the effectiveness of seminal U.S. and world documents of historical and literary significance.  Evaluate the effectiveness and/or impact of the ways in which seminal documents address related themes and concepts. |
| RI.9.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

## *Reading Historical Texts\**

(\*RH and RST standards are considered locally assessed but are included in the document to provide ALDs to teachers of multidisciplinary classes.)

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| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| *RH.9.1* | *Identify an explicit key idea in a primary and/or secondary source.  Identify a detail that is related to an idea in the text.* | *Identify two or more key ideas stated in a primary and/or secondary source.  Identify a piece of evidence in the source text that is related to the key ideas.* | *Make straightforward inferences drawn from a primary and/or secondary source.  Identify and use evidence that helps support inferences and ideas in the text.* | *Evaluate and cite the evidence that most specifically supports the inferences and ideas.* |
| *RH.9.2* | *Identify an idea or other information drawn from a primary or secondary source.   Place two or more ideas from the text in a sequence.* | *Identify a central idea of a primary or secondary source.  Restate and summarize the text's main ideas and place three or more ideas in a sequence.* | *Restate and summarize all of the text's central ideas or events and place them in a correct sequence.* | *Evaluate the central ideas or information of primary and secondary sources; provide an accurate summary based on relevant details from the source(s).* |
| *RH.9.3* | *Identify a step in a text's description of a process related to history/social studies.* | *Identify two or more steps in order in a text’s description of a process related to history/social studies.* | *Identify key steps in a text’s description of a process related to history/social studies.* | *Identify key steps and detailed, related steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).* |
| *RH.9.4* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* |
| *RH.9.5* | *Identify a structure that can be used to present information in a text.* | *Identify the structure that a particular text uses to present information.* | *Describe, using specific details, how a text presents information.* | *Analyze the effect of how information is presented in a text.* |
| *RH.9.6* | *Identify a section of the text where the author explicitly states a viewpoint or purpose.* | *Identify sections of the text where the author may suggest a viewpoint or purpose.* | *Identify aspects of a text that implicitly reveal an author's point of view or purpose.* | *Identify aspects of a text and how they inform the author's point of view or purpose.* |
| *RH.9.7* | *Identify at least one characteristic of information presented in a visual medium and of information presented in print and/or digital texts.* | *Compare or contrast visual information and information in print and/or digital texts.* | *Integrate visual information with other information in print and/or digital texts.* | *Analyze the effectiveness and/or impact of visual and other types of presentation.* |
| *RH.9.8* | *Identify at least one fact and/or explicit opinion in a text.* | *Distinguish among simple facts, obvious opinions, and reasoned judgments in a text.* | *Distinguish among complex facts, nuanced opinion, and reasoned judgment in a text.* | *Evaluate the relative effectiveness of facts, opinions, and reasoned judgment found in a text.* |
| *RH.9.9* | *Identify at least one simple example of information that appears in a primary and in a secondary text.* | *Identify similarities and/or differences in how primary and secondary sources handle the same topic.* | *Analyze the effect of similarities and/or differences in the presentation of the same topic in a primary and secondary source.* | *Analyze and explain the effect of similarities and/or differences in the presentation of the same topic in a primary and secondary source.* |
| *RH.9.10* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

## *Reading Scientific Texts\**

(\*RH and RST standards are considered locally assessed but are included in the document to provide ALDs to teachers of multidisciplinary classes.)

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| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| *RST.9.1* | *Identify an explicit key idea in a science or technical text.  Identify a detail that is related to an idea in the text.* | *Identify two or more key ideas stated in a science or technical source.  Identify a piece of evidence in the source text that is related to the key ideas.* | *Make straightforward inferences drawn from a science or technical source.  Identify and use evidence that helps support inferences and ideas in the text.* | *Evaluate and cite the evidence that most specifically supports the inferences and ideas.* |
| *RST.9.2* | *Identify an idea or other information drawn from a science or technical source.   Place two or more ideas from the text in a sequence.* | *Identify a central idea or conclusion of a science or technical source.  Restate and summarize the text's main ideas and place three or more ideas in a sequence.* | *Restate and summarize all of the text's central ideas or events and place them in a correct sequence.* | *Evaluate the central ideas or conclusions of a text and provide an accurate summary based on relevant details from the text.* |
| *RST.9.3* | *Identify a step that may be needed to carry out experiments, take measurements, or perform technical tasks.* | *Identify two or more steps to be taken in order to carry out experiments, take measurements, or perform technical tasks.* | *Demonstrate an ability to follow steps in carrying out experiments, taking measurements, or performing technical tasks.* | *Demonstrate an ability to follow all steps and sub-steps in carrying out experiments, taking measurements, or performing technical tasks.* |
| *RST.9.4* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* |
| *RST.9.5* | *Identify a structure an author can use to organize a text.* | *Identify the structure an author uses to organize a particular text.  Identify a section that partially contributes to the whole or to an understanding of the topic.* | *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.* | *Analyze, using specific and relevant details, a complex structure that an author uses to organize a text, including how the major sections contribute even subtly to the whole and to a clear understanding of the topic.* |
| *RST.9.6* | *Identify one of the author's explanations, descriptions, or discussion in a text.* | *Identify an explicitly stated purpose for providing an explanation, describing a procedure, or discussing an experiment in a text.* | *Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.* | *Analyze, using specific and relevant details, an even subtle purpose for providing an explanation, describing a procedure, or discussing an experiment in a text.* |
| *RST.9.7* | *Identify at least one characteristic of quantitative or technical information expressed visually and of information expressed in words.* | *Compare or contrast quantitative or technical information expressed in words and a version of that information expressed visually.* | *Integrate quantitative or technical information expressed in words with a version of that information expressed visually.* | *Analyze the effectiveness and/or impact of visual and other types of presentation.* |
| *RST.9.8* | *Identify at least one fact and/or obvious speculation in a text.* | *Distinguish simple facts and obvious speculations in a text.* | *Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.* | *Evaluate the relative effectiveness of facts, reasoned judgments, and speculations found in a text.* |
| *RST.9.9* | *Identify at least one simple example of information gained from an experiment, simulation, video, or multimedia source and from information gained from reading a text on the same topic.* | *Identify at least one similarity and/or difference in information gained from an experiment, simulation, video, or multimedia source and from information gained from reading a text on the same topic.* | *Compare and/or contrast the information gained from an experiment, simulation, video, or multimedia source with that gained from reading a text on the same topic.* | *Analyze the effect of similarities and/or differences in the type of presentation of information on the same topic.* |
| *RST.9.10* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

## Writing

| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| W.9.1.a | Identify a claim, reason, or evidence.   Identify relationships among claims, reasons, and evidence within a writing sample. | Introduce and distinguish claims, reasons, and evidence within a writing sample. | Organize a variety of claims, reasons, and evidence within a writing sample. | Evaluate a variety of texts and use the most relevant claims, reasons, and evidence within a writing sample. |
| W.9.1.b | Develop a claim. | Develop a claim and counterclaim. | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both. | Using specific and relevant examples, develop and defend all claims and counterclaims, pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. |
| W.9.1.c | Use words to link sections of the text or to connect evidence to the claim. | Use words, phrases, or clauses to connect relationships among claims, reasons, and evidence. | Use words, phrases, and clauses to cohere and clarify relationships among claims, reasons, and evidence. | Use phrases, clauses, and sentences to create cohesion, explain the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| W.9.1.d | Identify a formal style. | Maintain a formal style and objective tone that has been previously established. | Use and maintain an appropriate style and tone. | Establish a formal style and objective tone appropriate to the norms and conventions of the discipline in which they are writing. |
| W.9.1.e | Provide a concluding statement. | Provide a concluding statement that reiterates the argument. | Provide a concluding statement or section that follows from and supports the argument presented. | Provide a sophisticated concluding section or paragraph that follows from and supports the argument presented. |
| W.9.2.a | Identify a topic, ideas/concepts, and information. | Introduce and organize simple topics, ideas/concepts, and information. | Introduce, organize, and connect complex topics, ideas/concepts, and information to make important connections and distinctions.  Include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia in writing when useful to aiding comprehension. | Introduce, organize, and connect complex topics by evaluating and using the most relevant ideas, concepts, and information to make important connections and distinctions.  Include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia appropriate to purpose and audience in writing when useful to aiding comprehension. |
| W.9.2.b | Identify a topic that can be supported with relevant details. | Develop the topic that can be supported with some detail. | Develop a topic(s) with relevant and sufficient facts, definitions, details, quotations, and examples for the intended audience. | Advance a topic(s) with relevant and sufficient facts, definitions, details, quotations, and examples for the intended audience. |
| W.9.2.c | Use common transitional words to connect ideas. | Use transitional words and phrases to connect ideas, relationships or sections of the text. | Use transitions to link relationships among sections, ideas, and concepts. | Use appropriate and varied transitions to create cohesion and connect complex ideas and concepts. |
| W.9.2.d | Use appropriate language. | Use common domain-specific vocabulary. | Use domain-specific vocabulary to manage the complexity of the topic. | Use precise language and domain-specific vocabulary to explain complex topics. |
| W.9.2.e | Identify formal style. | Maintain a formal style and objective tone that has been previously established. | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Evaluate to determine the norms and conventions appropriate to the discipline in which they are writing in order to establish and maintain a formal style and objective tone. |
| W.9.2.f | Include a concluding statement. | Provide a concluding statement that reiterates the argument. | Provide a conclusion that supports the argument presented. | Provide a concluding paragraph that supports and elaborates on the argument presented. |
| W.9.3.a | State or identify a problem or situation. Identify a point of view. Introduce a narrator or a limited number of characters. Create a basic progression of events. | Establish a problem or situation and point of view. Introduce a narrator and/or characters. Use a simple organization structure to create a progression of events. | 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. | Orient and engage the reader by setting out a sophisticated problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters. Create a sophisticated progression of experiences or events. |
| W.9.3.b | Include basic dialogue and description. | Use some narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | Use a variety of complex narrative techniques to develop experiences, events, and characters. |
| W.9.3.c | Use a limited amount of transitional techniques. | Use a variety of transitional techniques to sequence events in a story. | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | Use a variety of techniques effectively to sequence complex, multiple events to create a coherent whole. |
| W.9.3.d | Use words and phrases to describe events, setting, and/or characters. | Use words, phrases, and details to describe experiences, events, settings, and/or characters. | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | Use diverse words and phrases, various details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| W.9.3.e | Provide a simple conclusion. | Provide a conclusion that follows what is experienced or resolved. | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | Provide an effective, summative conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| W.9.4 | Produce writing in which the development, organization, and style limit its effectiveness for task, purpose, and audience. | Produce understandable writing in which the rudimentary development, organization, and style are acceptable for task, purpose, and audience. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Produce clear, focused, and well-structured writing in which the careful development, organization, and effective style are appropriate to task, purpose, and audience. |
| W.9.5 | Rewrite a draft to focus on topic or purpose. | Edit a draft to focus on topic or purpose. | Revise a draft to focus on how well purpose and audience have been addressed. | Try a new writing approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.9.6 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |
| W.9.7 | Use one or two sources to answer a question or solve a problem that guides a research project. | Recognize the need to modify or refine a research question.  Recognize similar types of information in two sources and understand its importance.  Summarize the content from two or more sources on a subject. | Use at least two sources.  Modify a research question to narrow or broaden an inquiry when appropriate.  Synthesize content from two or more sources on a subject, demonstrating understanding of the subject under investigation. | Use multiple sources of various types.  Synthesize content from multiple sources on a subject. |
| W.9.8 | Uses provided sources to gather information.  Restate information appropriately (e.g., paraphrasing, appropriate citation) to avoid plagiarism. | Recognize sources that are less reliable and overly simplistic.  Summarize information appropriately to avoid plagiarism.  Cite sources. | Choose relevant information from multiple authoritative print and/or digital sources, using advanced searches.  Assess the strengths and limitations of each source in terms of the task, purpose, and audience.  Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.  Follow appropriate citation format for a single source. | Research and use relevant information from multiple authoritative print and/or digital texts.  Determine the strengths and limitations of multiple sources to best support the task, purpose, and audience.  Integrate information from multiple sources into the text to support ideas while maintaining flow, avoiding plagiarism and overreliance on a single source.   Follow appropriate citation format for multiple sources. |
| W.9.9.a | Identify evidence from a literary text that has a connection to a selected topic. | Select evidence from literary texts related to a selected topic. | Use evidence from literary texts to support a topic. | Synthesize the specific and relevant evidence from literary texts to support analysis, reflection, and research. |
| W.9.9.b | Identify evidence from an informational text that has a connection to a selected topic. | Select evidence from informational texts related to a selected topic. | Use evidence from informational texts to support a topic. | Synthesize the specific and relevant evidence from informational texts to support analysis, reflection, and research. |
| W.9.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

## Language

| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| L.9.1.a | Identify parallel structure in sentences. | Use parallel structure in sentences. | Maintain parallel structure throughout a paragraph. | Use parallel structure throughout a paragraph using clauses and sentences. |
| L.9.1.b | Use only concrete phrases and clauses to convey meaning. | Use some complex phrases and clauses to convey specific meanings. | Use complex phrases and clauses for effect. | Use a broad variety of phrases and clauses to convey specific meanings and for effect. |
| L.9.2.a | Use conjunctions to link two closely related sentences. | Use conjunctive adverbs to connect ideas within a clause. | Use semicolons and/or conjunctive adverbs to link clauses. | Use semicolons and conjunctive adverbs to link clauses. |
| L.9.2.b | Identify the correct use of colons to introduce a list. | Identify the correct use of colons to introduce a quotation. | Use a colon to introduce a list or quotation. | Use colons to introduce lists, several closely related ideas, and quotations following an independent clause. |
| L.9.2.c | Spell simple words. | Spell common words. | Spell most grade-level words correctly. | Spell grade-level words correctly. |
| L.9.3.a | Create a bibliography. | Create a Works Cited page. | Use style manuals for the purpose of citing sources and/or researching usage. | Write and edit work so that it conforms to the guidelines in a style manual. |
| L.9.4.a | Use context clues and text-embedded definitions to identify or clarify the meaning of unknown and multiple-meaning words and phrases. | Use context clues to determine the meaning of unfamiliar words and phrases. | Use derivational roots and affixes, context, dialectical English, idiomatic expressions. | Use a broad range of derivational roots and affixes, context, dialectical English, idiomatic expressions. |
| L.9.4.b | Identify that patterns of word changes can affect meaning | Use limited patterns of word changes. | Use any pattern of word changes as appropriate. | Use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). |
| L.9.4.c | Consult provided reference materials to determine a word's pronunciation, definition, or part of speech. | Consult a general reference material to determine a word's pronunciation, definition, or part of speech. | Consult reference materials (including glossaries) to find and verify the meaning of a word or phrase. | Consult multiple reference materials (e.g., dictionaries, glossaries, thesauruses). |
| L.9.4.d | Verify a preliminary determination of the meaning of a word or phrase using a dictionary. | Verify the preliminary determination of the meaning of a word or phrase. | Verify the preliminary determination of the meaning of a word or phrase using explicit context clues. | Verify the preliminary determination of the meaning of a word or phrase using implicit context clues. |
| L.9.5.a | Recognize figures of speech. | Identify figures of speech. | Interpret some figures of speech. | Interpret and analyze a variety of complex figures of speech. |
| L.9.5.b | Identify denotation of words with similar meanings. | Identify different words with similar denotations. | Analyze nuances in meanings of words with similar denotations or determine the meaning of analogies. | Evaluate the impact of nuances in the meanings of a broad scope of words with similar denotations or determine the meaning of analogies. |
| L.9.6 | Use or identify high-frequency general academic words and phrases; identify domain-specific vocabulary with an explicit meaning in the text. | Use or identify general academic words and phrases; use domain-specific vocabulary with support from the text. | Accurately use grade-level appropriate general academic and domain-specific words and phrases. | Accurately use above grade-level general academic and domain-specific words and phrases with subtle or implicit meaning in the text. |